The Role of ICT-Mediated Communication Strategies In Promoting Oral Skills.

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Abstract

This research assessed the role of the ICT-mediated communication strategies in promoting the oral skills in 7th grade students in a public school in Cartagena, Colombia. The instruments selected for the collection and analysis of the data were a diary, an observation form, a survey, a diagnostic test, a speaking rubric. The project corresponded to an Action Research method in the framework of a qualitative study. It focused on the factors affecting the speaking performance in class focusing on vocabulary, interaction, accuracy, pronunciation, and L1 use on the basis of the use of ICT-mediated communication strategies for language learning such as YouTube, Facebook, Edmodo, WhatsApp, Blogs, and Skype. The findings showed that the use of L1 was overcome with the ICT- mediated communication strategies, students´ increased confidence in English and could keep a face-to-face conversation with enough words, efficient intonation and good interaction.

Keywords: ICT-mediated communication strategies, interaction, speaking strategies, Foreign Language learning, oral skills

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Introduction

Literacy in Information and Communication Technologies (ICT) is fundamental to live in our modern technological society. To train students to be literate lifelong learners and global citizens of the 21st century we must successfully integrate ICT into the English curriculum and English pedagogical practice. Recent studies have demonstrated how the use of technology influences people´s life to develop different activities in their daily routine such as communication, education, business and entertainment. In that respect, the learning of a second language is easier when you can have access to content from anywhere and keep in touch with learning tools, for instance the use of e-mail (Meskill & Ranglova, 2000; Jackstadt & Müller-Hartmann, 2001), multimedia (Yeh, 2005), and the internet (King, 2000; Schaumann, 2001) that contribute to learning the target language.

ICT are a valuable tool to enhance teaching and learning. For teachers, ICT is a professional resource, a mode of classroom delivery, and a source of valid and valuable text types. For students, ICT provide opportunities to communicate more effectively and to improve speaking with better performance and more self-confidence. It is a valuable tool for researching, composing and responding, and viewing and representing in English.

Taking this into account, the purpose of this research was to explore the impact of ICT-mediated communication strategies on the oral skills of seventh grade students in Institucion Educativa Cuarta Poza de Manga; the participants were chosen on a convenient sampling basis (Cozby, 2008). To be able to identify the language problem that these students have, a diagnostic stage was carried out by means of four instruments: a diary, an observation form, a survey and a diagnostic test. The information was analyzed through a triangulation table where a group of categories and codes were assigned to the most relevant aspects that came out from the analysis. The information collected showed deficiencies in the speaking skill, ease to reading activities, poor use of lexis, difficulties in writing skills, preference for ICT-tools, and poor listening comprehension. However, considering the different skills of the language, writing, listing, reading and speaking, students showed a lack of understanding when the teacher talked to them in English because they were not exposed to the language. Concerning to the writing, students had some

spelling and word order weaknesses when writing short sentences; lack of vocabulary, coherence, punctuation and cohesion when writing basic essays or longer paragraphs; as of listening, similar problems were identified mainly related to the learners' failure to differentiate English sounds, to recognize and produce the appropriate intonation in spoken language, and to reply to spoken commands; concerning speaking, they showed frustrated and inhibited because they did not have enough tools to express what they could wrote or answer what someone was asking. Accordingly, it was considered that speaking was one of the language components with more difficulties like pronunciation, lack of lexis, poor interaction etc. it means that if they students improve their speaking performance, they can overcome their listening, reading and writing issues too.

Taking into account the survey results and student's preferences, the alternative to overcome these oral skill difficulties was the use of ICT-mediated communication strategies in the English class, implementing speaking activities like debates, question attacks, role playing, interviews, conversation club and in class discussions. This decision was taken as a response to the students' expectations related to the need to interact in class with peers and be able to express themselves in an oral way, to which they were not used to doing in their previous learning experience. This project was guided by the research question: How can ICT-mediated communication strategies affect 7th grade students´ speaking skill at a public school in Bolivar?

Six workshops were applied in distinct stages of the study. Each one of them came out with three instruments that permitted the collection and analysis of data about the students' performance in the research implementation. The workshops gave the students the opportunity to speak to each other and interact using more vocabulary, fluency, interaction, and accuracy thanks to the use ICT applications like Skype, WhatsApp, Messenger, YouTube, Facebook, Blogs, etc.

After the analysis of the results, there were some findings which proved that the use of the ICT- mediated communication strategies encouraged students to speak more in class, increased the lexis and improved their fluency and some aspects in pronunciation. Besides students felt more comfortable speaking in class, and had more confidence to interact due to the practice they had in web-based learning tools like YouTube, Edmodo, Skype etc. The findings also presented the reduction of L1 in the class, since they acquired new vocabulary and more grammar structures and confidence to speak, that is, they were not dependent on L1 all the time. Additionally, they

changed the perception about the use of ICT noticing that they are more than chatting with friends or playing video games and they recognized that with ICT, they could learn how to use the web to improve their oral production through voice messages, text messages, videos post etc.

Finally, the fact of teaching how to speak supported by ICT-mediated communication strategies helped students to be more coherent in their discourse, feel more confident at the time of presenting an oral defense, improve their listening skills, and reduce the time between questions and answers when interacting with the others.

In summary, the present study improved the English level of the students in the school and can be a model for other courses and studies that want to improve their oral performance through the use of ICT-mediated communication strategies. In fact, teachers, principals, coordinators, education policy-makers, parents, and curriculum designers are recommended to include the use of ICT mediated-communication strategies in the EFL teaching and learning world.

1. Justification

The present research refers to the role of ICT-mediated communication strategies in promoting oral skills in a public school in Turbaco and its importance relies on the fact that its implementation allowed the researcher expose seventh grade students to different speaking activities like class discussions, debates, role-plays, question attacks, conversation clubs and interview inside an ICT-supported environment.

One of the reasons why this study is relevant in its context is because the research works as a model for other English teachers who want to improve students' oral production with the help of ICT-mediated communications strategies in class. The study also makes the EFL academic community aware of the fact that there are beneficial alternatives for learners to do a meaningful spoken language practice in a class by means of ICT tools. The fact of showing students the possibilities to learn English supported by ICT, offers direct access to other classes around the world and the use of tools such as video conferences, chats and text messages sharing other learning environments different from the classroom to practice the language.

In addition, this project is beneficial because the students reduce the anxiety and fears of making mistakes in class when using the target language; in fact, the implementation of ICT-mediated communication strategies permits the teacher give the participants continuous feedback and help them to overcome the errors online before having a face-to-face interaction; that is why, this project is a good example for teachers who want to use technology to change students´ attitudes regarding the language and make the students less concerned about errors. Furthermore, the project is convenient because its design can be replicated by teachers who expect to improve their learners' fluency, pronunciation, vocabulary and interaction, their discourse, and ease to interact in class, for that reason the ICT- mediated communication strategies supports the learning and acquisition of the language.

Another reason that benefits the students with the use of ICT is the improvement of distinct aspects that contribute to the development of the oral production; vocabulary, the

ease to express themselves, the interaction, the reduction of L1 during their discourse, pronunciation and accuracy. The research is also convenient because it promotes autonomy in class, students are more independent since they spend more time analyzing and looking for information, exchanging their ideas without any pressure of time and finding words or pronunciation patterns by themselves. The fact of using ICT-mediated communication strategies provides students lots of possibilities for access outside the classroom and having their own autonomous learning.

Additionally, this study facilitates learners' self-correction, and collaborative learning environment, the creation of groups assigned in each application like Skype, WhatsApp and Edmodo permitted the students learn from each other and enrich their learning experience. the collaborative nature of this study also provides those students who are afraid of talking in front of others the possibility of increasing their participation in these learning groups through ICT tools, raising their motivation and making them feel part of a group.

In sum, this study is valuable in the EFL teaching field because it shows how ICT-mediated communication strategies provide pleasant and appealing environment for language learners; it also constitutes a new teaching experience that simplifies the hard job in classes where language weaknesses are identified. Besides, with the use of ICT students can extend their lexis and feel encouraged to interact with teachers and students through web learning tools. ICT also enhance the level of confidence that students need to feel comfortable at the time of speaking; finally, when using ICT–mediated communication strategies teachers guarantee the advance of language production since students can be successful and develop the ability to keep short conversations with sufficient lexis, a good pace of speech and acceptable accuracy and pronunciation.

On the other hand, the implementation of this this project in a public school strengthen the National Bilingual Program proposed by the government which intends to improve the learning of English as a foreign language at the various levels of schooling.

 This project is important because it responds to the goal of the National Bilingualism Program that expects "to have citizens capable of communicating in English, in such a way that they can insert the country into the processes of universal communication, in the global

economy and in cultural openness, with internationally comparable standards "(MEN, 2006, p.6).

2. Context of research and description of the problem

2.1 Description of the context

According to Ministry of Education, only 1% of the government high school learners achieve the pre-intermediate level B1 based on the Common European Framework of Reference (CEFR), in spite of all the investment and efforts that the national government is doing to reach this goal. In addition, Colombia works hand in hand with the British Council to improve the degree of English speakers in Colombia in 2018. They expect to change this 1% percentage of the pre-intermediate into 35 % of the learners in Basic Level, which is called B2. If they get this goal our community will be considered bilingual and they will have many more chances to get more opportunities in their labor field. (MEN, 2014), unfortunately, it does not exist any bilingual program lead by the secretary of education in Turbaco, Bolivar that offer the students the opportunity to learn English.

Since MEN wants learners from public and private schools to be bilingual, teachers should be part of this proposal, so as a professional in charge of teaching English in the Institution Educativa Cuarta Poza de Manga, I took into consideration some current situations that might be affecting the learning progress of the learners like the lack of interests, no future opportunities, no contact related to the foreign language and so on. Aspects like those, made me come up with new ideas and strategies to be implemented in the school through this research, I suggested to start up with the analysis of the learners from Turbaco, Bolivar, and the type of context where they are exposed to the language. Context determines aspects like the availability of resources, relationships between learners and groups, use of educational knowledge, policies in the schools, pedagogical characteristics and physical conditions of the classrooms. In this respect, it is worth mentioning that Corbett, Dawson, and Firestone (1984) define context as a set of "local conditions."

Turbaco is a village located in Bolivar, the population stands at around 69.099 people and grows every year. Its economy is supported by the informal sales and independent work. Most parents work as mototaxistas, bricklayers or in the cleaning industry. Besides, most of

the students are not living with both parents and it is leading the learning process to a gradual but profound change in learner's behavior due to the abandonment of the kids. According to some surveys made by the Secretaria de Educación Municipal from Turbaco in the first semester of 2016, a high percentage of students drop out because biological parents do not take care of them and leave the parenting in grandparent's hands, therefore these kids are raised with lack of affection and someone who support them with the school tasks. The school is offering parental training and a program for adults at night in order to look for a possible solution to this problem.

The Institution Educativa Cuarta Poza de Manga is formed by a category academic school with 1,350 students distributed in three branches, including preschool, elementary, and high school. The main school is a double shift institution with 14 classrooms, wide windows but relatively small and hot at noon, each one of them has from 3 to four fans and enough lamps, heavy wood chairs and desks for the teachers. The school also has a comfortable teacher´s room with air conditioning, a computer lab with enough laptops for each student per class, there are 4 LCD projectors in the school and audio-visual room for events and meetings. Concerning to human resources, there is a doorman, a secretary, a psychologist and pedagogical advisor besides the principal. There are also four coordinators, the school does not have permanent basic water service; some of the aspects mentioned before are considered external factors that somehow affect the learning process and need an urgent way to provide learners with better condition.

According to the information in the observations and diaries during the research, the predominant teaching approach or methodology in Poza de Manga is the grammar-translation method and part of audio-lingual method. Learners are usually translating sentences into Spanish because some teachers speak Spanish during the class and do not expose students to the foreign language, so it makes that they do not have enough practice to learn and not to depend on L1. According to the school Institutional Educational Project (PEI), the pedagogical model proposed by the school is called "Hermenéutico" (Hermeneutic), which purpose is to help students become more analytic, enthusiastic and reflective; Also, it

proposes the learners to build their own knowledge with prior experiences they have with the support from the teacher in class.

In Turbaco, 95% of learners come from poor families, they do not have linguistic background regarding a foreign language. However, they are currently studying at least one foreign language at school, receiving three hours a week of language instruction, but none of them has parents who are bilingual. Regarding the PEI, it states that English is taught in elementary, 1 hour a week and for secondary 3 hours a week from 6th to 11th grade. Students receive 12 hours a month, but it is common that unexpected activities arise in the school routine, reducing so the numbers of hours, so teachers have to fit the program to these situations.

By examining the evaluation system contained in the curriculum of the Institution Cuarta Poza de Manga, we find that some indicators like ICFES test covers factors that are qualitative in nature. In general, learners are graded taking into consideration the learning basic rights stablished by MEN and also the assessments policies stablished in the institution's PEI. The PEI stablishes that a qualitative evaluation system must be followed, and it is represented by using letters, S means "Superior" A means "Alto" B means "Básico o Bajo."

The PEI also stablishes to reinforce activities for those students who are having difficulties during the year. This evaluation system is supported with the curriculum, which is checked very often by the Coordinator and teachers before the academic year begins; it tries to suit as much as possible the context of the students in order to make them feel confidence with the syllables and their world they are immersed in. Considering the material used by the students and teachers, a guide book, posters, flashcards, dictionaries, and electronic devices like computers, CD players, LCD projectors and cell phones are tools used to develop a meaningful learning. As part of the class, copies are given to the students with activities based on the lessons, topics and levels adapted to the context, considering the content of the authentic material and also the needs and the students' preferences.

In summary, learners have a very low English level that needs to be improved. The teacher is using strategies like games, outdoor activities, use of authentic material that is given to them, workshops, plays in English, spelling and song contests as part of the schedule. Besides, English makes part of a cross curriculum, making part of the different program in the school.

2.2 Description of the problem

Learners in the Institution Educativa Cuarta Poza de Manga live in a very isolated context where the communication and contact with the foreign langauge is null, they do not find any type of reason to speak in English, students have a negative attitude through the subject because they think it has no sense for them to learn a foreign language since they do not have the opportunity to practice it. As a result, their English level is below the standards expected in Colombia according to the CEFR, 44% of them are A-, 44% A1 and only 12% are A2; therefore, it affects the performance level of the school and reduces the opportunities to the students to access a scholarship and make part of bilingual society.

On the other hand, English in public schools is usually considered by the students a difficult subject, it is based on rules, grammar structures that students need to memorize all the time. This prevents students from making language learning meaningful because they do not put into practice any of the knowledge they are acquiring. For that reason, learners start feeling frustrated and inhibited to express themselves and give the proper use to the language.

The development of oral skills plays a significant role in the application in several areas and subjects, it permits the students to establish an interaction between partners and other people who speak the language in the society, save time and integrate more linguistic components like lexis, pronunciation, intonation, syntax etc. Students are being graduated under the minimum learning standards required by the government reason why it is necessary to contribute with a change of strategy to encourage the students to learn English.

Once the problems, reasons and consequences that were affecting the English learning was identified, I used different instruments in class that permitted to know what are the difficulties and the solutions to overcome these obstacles. A survey was designed to know about the student's preference skills, a test to assess their English level, a diary to register

information about their behavior and attitude about the language and an observation format to have a point of view from an external observer about the class.

Once this information was collected and analyzed I noticed two important preferences; speaking and ICT preference. Learners wanted to speak but they did not have enough linguistic elements to make this possible; the lack of lexis, poor listening comprehension and deficiency in speaking were the most relevant negative categories found in the diagnostic stage. They had difficulties when making oral presentations because of the interaction, accent, intonation, coherence, cohesion and accuracy. Most of the time they had to memorize all the information, but they did not know how to answer any question about the topic. Other aspects that were studied in the diagnostic stage were the ease in reading and the assertive to speaking.

Then, taking as an advantage the preference for ICT, it came to my head the idea of working with ICT-mediated communication strategies to promote the oral skills. I began observing my classmate's classes and recording my own classes too, noticing a lack of interested in the subject; many of the learners did not pay attention to what the teacher was explaining. Most of the classes were based on grammar translation method and repeating most of the time but when the teacher brought electronic devices to class they showed more motivated.

Another problem found during the diagnostic stage was the fact that a couple of teachers preferred not to use technology in class arguing that it might be a distraction for learners, opposed to studies that outline and describe the disadvantages of using ICT in education. For instance, related to the use of mobile phones, some oppositions of mobile phones in education call out to ban mobile technologies from schools. Their reaction to the mobile phone is that it is "a source of irritation, delinquency and even crime." (Katz, n.d.P.92) In terms of age some researchers agree that children should not be given cell phones because "they don't contribute to learning". Also, "using mobiles in the classroom would end up causing more distractions" and they just "interrupt teaching" (cited in Katz p.94). However, the fact of making children aware of the benefits and advantages that ICT can offer in their learning progress can change the negative perception and ends up with positive actions in the English class. For instance, text messaging can be used to teach students how to write words

correctly; with ICT, the reading skill can progress through electronic readings in documents on the internet, conference calls and voice chats through Skype or WhatsApp can improve speaking, interaction, fluency, and reduce the learners' anxiety to speak in class. Platforms like Edmodo, Facebook messenger, blogs and YouTube offer the students another alternative to use the language and share information in common to be discussed in the classroom later between learners and teacher.

To conclude, the focus of this project is to promote oral skills using ICT, in somehow the four skills can be improved but the core of this research is completely dedicated to the oral communication of the students, according to Sharma, 2009 the four skills can be improved perfectly with the use of ICT in the school; "the use of several technical tools has a significant effect on the learning process of each area of the language."

3. Research Question and Objectives

3.1 Research Question.

How can ICT-mediated communication strategies affect 6th grade students´ speaking skill at a public school in Bolivar?

3.2 Objectives

3.2.1 Research objective

General research objectives:

- To describe the impact of ICT-mediated communication strategies on the speaking skills on 7th grade students in a public school in Turbaco.

Specific research objectives

- To examine the way ICT-mediated communication strategies improves students' accuracy

- To evaluate the role of ICT-mediated communication strategies in the learning of vocabulary.

- To describe the effect of the ICT-mediated communication strategies in EFL spoken interaction.

- To verify if ICT increases the students' fluency in L3.2.2 Pedagogical Objectives

General pedagogical objective

- To improve the English oral skills of 7th graders through ICT-mediated communication strategies.

Specific Pedagogical Objectives:

- To develop the accuracy competence in the oral production

- To expand the lexis of 7th grade students in L2.

- To increase EFL spoken interaction in young learners.

- To improve fluency by the use of speaking activities in 7th grade EFL students.

4. Theoretical Framework

ICT-mediated communication (ICT-MC), broadly defined by (Higgins, R., 1991)as "human communication via computer" has made people´s life different in terms of work, social interaction, and education. It allows people to keep in contact around the world though different channels or applications for communication such as Skype, WhatsApp, Facebook, YouTube, Blogs, Edmodo and Messenger. The implementation of ICT has offered EFL learners a wide range of opportunities to enhance the language with a virtual environment that goes beyond the traditional methods. On the other hand, (Metz, 1994)states that "the interaction established nowadays is generally supported by any communication pattern mediated through a computer" (p. 31). Different research has discussed about the benefits that ICT-mediated communication strategies offer to the language and how it can make learning easier for EFL learners.

The implementation of computer technology in the educational field has created new opportunities for language learners that cannot be found in traditional classrooms. That is why virtual learning environments have been increasing rapidly in the market offering the students benefits like interactive learning, cost and time reduction, possibilities for practice outside of the classroom, opening spaces for people to interact with each other and helping them to create a friendlier learning environment and to reduce their anxiety over language production and so on; in this respect, from a research study on this matter (Freiermuth, 1998) inferred that "the students felt more comfortable in an online chat. They were less concerned about any language deficiencies that might cause them to refrain from speaking in a face-to-face setting". (p. 24), means that teaching speaking through ICT-mediated communication strategies is a key factor in the communicative class considering the challenges that oral production demands in terms of linguistic ability. In the following sections, key aspects in teaching and learning speaking are discussed as part of the theoretical basis of this study about the way speaking and ICT are dealt with in the EFL classroom.

4.1 What is speaking?

"Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information" (Burn & Joyce, 1997, pág. 63).

According to (Kramsch, C, 2011), "speaking means anticipating the listener's response and possible misunderstandings, and arriving at the closest possible match between intended, perceived, and anticipated meanings". (p. 366). In the same token, Hymes (1992) expresses that "speaking skill is to be able to express or communicate our ideas and thoughts". But throughout the years, special attention has been placed on different skills based on the approach used in the EFL class. However, with the communicative approach supported by Hymes (1992), speaking is at the center, though an integrated-skill approach that has been proposed in order not to neglect the other skills.

Teaching how to speak is at the top compared to other skills. One reason could be because of the lack of opportunities English students have to practice everything they are acquiring; besides, practicing English out of the classroom is almost an impossible task for them in an EFL context because most parents and teachers are not interested in learning a language, so it makes speaking more difficult for the students. "Speaking seems to be the most important skill of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language" (Penny, Ur, 1991)

4.1.1 What speakers know. L1 is acquired naturally during our childhood but to study a foreign language is recommended that teachers know some theories about language acquisition. Studies and linguists expose extra linguistic, socio-linguistic and linguistic elements.

4.1.1.1 Extra linguistic knowledge. The extra linguistic knowledge is more associated to the cultural knowledge, knowledge of the context and the relationship with other speakers. It means in class we can establish an open conversation about television, but each one of the learners are going to describe what a television is according to their cultural knowledge and experience. Context knowledge let the students establish an immediate concept of the reference he has seen.

4.1.1.2 Sociocultural knowledge. As part of the extra linguistic knowledge, the speaking process is also linked with sociocultural context. It refers to knowledge about the values and norms of behaviors followed in a city, including those values that refer to a language. This

knowledge can be extra linguistic or linguistic, for instance, a salutation is expressed in different forms depending on the country, shaking hands, giving kiss or bracing, there are more than fifty extra linguistic codes, but what people say to greet each other is completely linguistic. Studies of conversational styles have demonstrated that exist linguistic differences between the same group of speakers anywhere and it differs between speakers. It means that part of the speaker's knowledge is formed by the rules and norms that the context or society has codified in each person.

4.1.1.3 Linguistic knowledge. Linguistic refers to a series of components that allow the speakers make logical sentences with the intention to convey a clear message. The linguistic concentration at Brown (2007) is designed to give students a background in the basic "core" areas concerned with the structure of language (phonetics, phonology, syntax, and semantics) and to allow students to concentrate more heavily in these areas of theoretical linguistics. First, phonetics refers to the symbols used to represent the sound of the words in spoken language, it would support the student express clear; second, phonology is the organization or system of sounds within a language. Once the phonological system has been acquired for basic listening and speaking, children begin to develop phonological consciousness; fourth, syntax refers to the set of structural rules that govern the combination of words and phrases into sentences—and how sentences are combined into paragraphs; fifth, Semantics represents the meaning of vocabulary that students use when talking, writing, or communicating. It also can represent the number of words that learners can understand.

4.1.2 Characteristics of spoken language. Spoken language is different from written language for many reasons. One vital reason is that it usually should be understood immediately whereas written language can be read many times. For this reason, spoken language has many distinctive features. According to (Halliday, 1989) spoken language has these characteristics: variation in speed, it means that it is generally faster than writing, loudness or quietness, gestures - body language, intonation, stress, rhythm, pitch range and pausing and phrasing.

4.1.2.1 Variation in speed: It refers to the velocity and number of words that students can say in a minute. However, this number of words can change depending on the culture geographical location, subject matter, gender, emotional state or profession or audience. The

variation in speed is an aspect where people do not notice when they speak so they are not conscious about the velocity they implement when they speak.

4.1.2.2 Loudness or quietness. It discusses about the different tone of volume people can have during their speech. It can vary or remain silent for few second taking time to express what they are going to say. As a teacher, we should know that loudness or quietness in spoken language can tell us about the speaker during the discourse, when a student speaks too quiet it might be a sign of insecurity or nervous or if the tone is too high the speaker can sound rude.

4.1.2.3 Gestures. Body language is a form of non-verbal communication that teachers can suggest to the students to encourage them to speak, it consists of body posture, gestures, facial expressions, and eye movements that they use to help themselves to convey meanings when they forget words or do not know how to say a phrase or sentence in English.

4.1.2.4 Stress. English is a stressed language and meaning can change in certain words if it is not stressed well, that is why teachers must pay more attention where students put the stress in a word or sentence, rather than the number of syllables. Teachers must make sure that students articulate each word correctly and let the students know that only main words such as proper nouns, principle verbs, adjectives and adverbs receive the "stress", can make them sound much more "authentic" as the rhythm of the language is.

4.1.2.5 Pitch. Students often do not use the right pitch to convey feelings and it can be produce misunderstandings or modify the meaning of the message. A single word like" Really" can express completely different feelings: "Really" said with a falling intonation expresses disbelief, while "Really?" with a rising pitch expresses surprise.

4.1.2.6 Intonation. Intonation is part of the natural language, it is transferred from L1 to L2 without any effort. According to (Bolton, & Kwok, 1990) English spoken groups have different accents. During the learning process of the language, intonation plays a role of facilitator between L1 and L2 and.

4.1.2.7 Rhythm. It is the regular, patterned beat of stressed and unstressed syllables and pauses, e.g. with weak syllables in lower case and stressed syllables in upper case: they *want* to *go* later. Instead of teaching only the role of articulation within words, or at best, phrases, we teach its role in a whole stream of discourse. (Wong, R., 1987)

4.1.2.7 Pausing and phrasing. We think that pauses are used in written English when writing a comma, but it also happens in spoken language. Actually, this pause is more frequent than the comma because, in writing if the reader cannot understand something he can re-read it. But it is not possible in speaking since you give time for your audience to understand. The way you have to speak is by groups of words in small "parcels" so the audience can follow with what you are saying. This pause usually lasts one-half to one second. "Speaking fluency refers to the ability to produce the spoken language "without undue pausing or hesitation" (Skehan, 1996, pág. 22)

4.1.3 Assessment of the speaking skill. (Brown, 2004, pág. 140)defines speaking as "a productive skill that can be directly and empirically observed". Some teachers are still convinced that the nly method to reach oral production is by using drills or repetition, but Brown brings a wider point of view of several features for assessing oral performance including; vocabulary, pronunciation, interaction, L1 use, accuracy, speech and interaction.

4.1.3.1 Vocabulary. Vocabulary is the knowledge of words and word meanings. As (Stahl, S. A. & Fairbanks, M. M, 1986) states, "in the vocabulary knowledge, the knowledge of a word not only implies a definition, but also implies how that word fits into the world" (p. 72); learning words is not something that can ever be entirely understood, it is something that is expanded and extended over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. "Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies"

4.1.3.2 Fluency. English fluency means being able to use the language with ease. The fluency is measured considering the ease the students must reply and make themselves understood with smooth utterances about a topic in a conversation, debate or role play with fairly even tempo (CEFR, 2002). Other aspects refer to the number of pauses when speaking because the language learner cannot remember the right words, or they speak slowly because they are very careful not to make mistakes in the sentences.

The speech condition concerning fluency is marked by cognitive factors, affective factors, and performance factors. The speech is determined by the conditions around the speakers. The cognitive factor involves the familiarity with the topic, the genre and the interlocutor. The speaker offers a better discourse when he knows the people around, the better you know the people, the more confident you feel when talking. The same occurs with the topic, the greater the familiarity, the easier the speaking. When you are feeling well with the topic you are talking about or feeling well with the other participants, the easier the speaking is. Self-consciousness can cause a negative effect on one's performance, knowing that one is being evaluated can be prejudicial. They reached a conclusion that self-confidence affected significantly English learners' oral performance, specifically fluency.

The (University of Cambridge, 2011, pág. 8)presents a scale of categories with different descriptors that permit the teachers analyze in detail what the students can do with the language (Range, Accuracy, Fluency, Interaction, Coherence).

4.1.3.2 Accuracy. Accuracy is a linguistic component; many English learners wonder why grammatical accuracy is necessary if a lot native speaker make grammatical mistakes. Grammar errors and mistakes are tolerated in native speakers for a simple reason; they know their language and keep the meaning on the message that they convey because if they have difficulties to express certain thought or idea and it gets complicated, they can just use other ways of saying those things.

Teachers and learners traditionally believed that grammar was the key to communication; in fact, the first method that appeared to learn English was called the Grammar-Translation Method according to which grammatical knowledge is necessary and facilitates acquiring the speaking skill, however some authors like (Widdowson, 1990, p. 95) later stated that for communication meaning is more important and grammar does not define

the meaning that is conveyed in the message and it is not so essential for speaking; according to Chastain (1988), communication is based on meaning, it is to say that with lots of practice students can understand grammar automatically, they need consistent usage of the language in class, real world practice with foreign people and increasing the number of hours of classes without learning too many language rules. That is why teachers should spend more time helping learners develop their stock of phrases, and less time on grammatical structures. Krashen, (1981) sustains that "Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drills" (p. 11), this means that giving more importance to the meaning than the form is what English teachers should care about to increase oral communication in the classroom where students need to feel that English is more than rules.

4.1.3.3 Pronunciation. The acquisition of a good pronunciation depends on exposure, input, articulation, age, and even the method the teacher implements to teach the language.

Nowadays, the interest of making more emphasis on teaching competent pronunciation has increased in EFL classrooms and can affect students' interests. Morley (1998) says that "poor pronunciation can cause serious problems for learners, such as communication breakdowns, anxiety, stereotyping and discrimination" (p. 20); that explains why students find English difficult and almost impossible to learn, because they feel that people hardly understand what they say because of the bad pronunciation, if pronunciation errors are not treated on time, learners can fossilize and continue with the same mistakes for many years, a wrong pronunciation also takes the students to give up in the middle of the class and quit studying the language. It is important to say that, pronunciation goes hand in hand with phonology and intonation, most of the time Spanish students complain because the words are not pronounced the way they are written, and it becomes another issue for the teacher to explain the way words are pronounced. English learners do not receive enough exercises in phonology and this also contributes to the fact that learners have poor pronunciation and listening problems too. As stated by (Ehrlich, Peter A. & Susan, 1992, pág. 207), "Phonology is the study of how sounds are produced and how the position of the mouth can be changed to produce different sounds". Which is an important component of the teaching of pronunciation as also part of the teaching of speaking.

4.1.3.4 Oral Interaction. The necessity of speaking English has become in a priority for language learners and they are most of the time assessed on the basis of the proficiency level and ability to communicate in English. Researchers have demonstrated that for language learners practicing can improve the speaking skills and let the learners be engaged with the language interaction in an English environment. Tuan and Nhu (2010) state that in this type of interaction, teachers play as observers and facilitators and students are the major participants of the interaction. Otherwise, the lack of interaction or the use of the language will negatively affect language learners in their communication.

(Michael H., 1981)defined the word "Basic argument for the conversational interaction in language teaching and learning, in which language learners access to comprehensible input, opportunities for outcome and correction in the form of conversation among one another" (p. 259). Interaction must be promoted by the teacher with meaningful communicative activities and the right topics to facilitate such exchange of information through language. This theory is also ratified by (Chris, C., 2007)who explains how the practice of the target language in verbal skills through exchanging information and negotiation of meaning, makes the input information more comprehensible and L2 learners will see language as a tool for social interaction.

Interaction is an aspect for oral communicative competence students need to reach the proficiency level expected, to increase social recognition, to explain how something works and to provide information. Most recently, authors relate vocabulary with the ability students reach with their oral production and interaction. (Luan, N. L., & Sappathy, S. M., 2011) found in a research study about speaking that "students who negotiated in the meaning of vocabulary obtained higher scores since negotiated interaction proved to be beneficial for students in retaining vocabulary items" (p. 5).

4.2 L1 vs L2 in the teaching of speaking

The use of L1 in class has become a controversial topic for English teachers who prefer most of the time not to use for EFL teaching purposes. (Harmer, J., 2001) mentions that disadvantages in L1 "reduce the exposure to the L2 and therefore less opportunity for students to imitate authentic language and lack of appropriateness in communicative speaking tasks" (p. 133); so, it means that the more teachers encourage the students to

practice the target language, the better. In line with these ideas, learners should be given opportunities to speak so that they can develop oral competence in class. They will not feel the necessity to translate into Spanish and their fluency will improve gradually because they will avoid a lot of pauses when trying to remember words.

In traditional teaching approaches, the use of L1 to study English was almost universal and readily accepted because when teachers used L1 in class they gave the students confidence to make sure that they understood what the teacher was explaining. But some linguistics insisted that the target language be used for all purposes in the classroom (Wringe, 1989); even when the reasons for using it remained (Hawks, P., 2001). L2 needs to be used most of the time to provide learners the opportunity to receive input of the target language.

Taking a look into the history, L1 was present at the begging of the language learning methods. Methods like the Grammar-Translation used L1 most of the time, but it was replaced by the Audio-Lingual and finally the Direct Method which forbid the teacher to use L2 in class. When all learners or many of them share the same L1, they tend to use it because it is easier for them to exchange information about L2; However, students might transfer errors that can affect the language learner if they do not have control on time. (Harmer, J., 1994, pág. 193)stated that "these errors from L1 interference would be formed into what is now known as the Contrastive Analysis Hypothesis". Some researchers claimed that the learning of an L2 followed the same principles as the learning of an L1 (Phillipson, R., 1992). We all acquired the language in a natural way through the repetition which is considered the mother of the skills, be surrounded by the language it means, listening to music, watching television, reading in L2, learn the language in chunk and have a notebook to be able to remember things and not to assume that we can remember everything.

4.3 Affective factors in EFL

Language teachers need to keep an eye on those external factors that affect students´ speaking performance. These variables can be seen as time pressure students suffer in class, not enough support, lack of material, and affective factors such as; motivation, confidence and anxiety.

The term affective is seen in several ways; Oxford (1990) considers that "One of the most important influences on language learning success or failure is, probably, the affective

side of the learner" (p. 140). (Krashen, 1982, pág. 10)states that "a variety of affective variables have been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety", this means that affective factors also contribute negatively in the learning process of the language, someone who is lack of confidence and motivation might experience the emotion of incompetence and frustration and therefore they feel that they are not capable to express themselves well. Learners who feel motivated demonstrate a high development and performance, these students have an intrinsically motivation and most of the time look for additional information, increase their vocabulary and reach the objective first than the others. (Krashen, 1998, pág. 68)claims that "a student with low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition", that is to say that teachers have to make sure to get to know their students as much as possible and provide them with enough positive energy in every class to make the learning successfully, specially beginners and students who have poor exposure to the language or those who previously had a bad experience in learning a language.

Another affective factor considered by (Larsen-Freeman, D, 2000); must deal with the learner's age. The language learning can be affected sometimes by the stage of life when we decide to learn a language; studies have demonstrated that from birth until puberty students are immerse in "Critical period or Sensitive period" If a critical or sensitive period is true, children who learn earlier should be better than children who learned later - this is what (Richards, J., & Schmidt, R., 2002, pág. 145)think about the critical age "It is perfect to acquire the language easily, rapidly, perfectly, and without instruction". (Ellis, 2008)points out that the common notion is that younger children learn L2 easily and quickly in comparison to older children while teenagers' and adults' learning pace is considered slower and more complex due to their influence in L1 and language mind structures that takes time to assimilate. According to (Spada, 2008, pág. 59)"older learners have a higher level of problem solving and metalinguistic abilities than younger learners" and this implies that most of the difficulties that teenagers have refer to syntax and pronunciation.

Another problem that English learners face is inhibition. When students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts. (Littlewood, 2007, pág. 243)asserts that "a foreign language classroom can create inhibitions and anxiety easily". When students try to say things in a foreign language in the classroom they are often inhibited, and it can increase the level of anxiety and fear. Most of the time students feel inhibit because they lack linguistic components like vocabulary or basic grammar structure knowledge, it means when learners have nothing to express or have to face a topic that is not suitable they feel irritated and break the communication.

4.4. Information and Communication Technologies in the EFL class

ICT in education can be seen from different point of views according to the context, age, status and even teacher´s knowledge. ICT must be accepted as a strategy to help the students to find information and communicate using technology such as computers, phones, tablets etc. It can also be a support for teaching and learning where teachers can cover wide range of activities that can result appealing for the students.

Moreover, the term information and communication technologies for (Davies, 2002) includes technologies in which the role, for instance, Computer Assisted Language Learning (CALL), the Internet, and a variety of generic computer applications.

The use of ICT-mediated communication strategies has enormously increased in the field of language learning due to lots of people prefer to take courses on line and those who take personal classes support their learning through virtual platform offer by the school. Technology is being part of the new curriculums in education world and is being used from preschool through university, facilitating students' and teachers' performance in teaching and learning process. ICT are considered as a potentially powerful tool for educational change and reform. Computers are playing a significant role in the learning process especially in learning languages. As (Hartoyo, 2006, pág. 11)states "a computer is a tool and medium that facilitates people in learning a language, although the effectiveness of learning depends totally on the users".

With the use of ICT-mediated communication strategies, the teacher has the chance to keep track of their students´ progress, to reinforce the topics and to create a virtual English environment different from the classroom. Web-based learning platforms are known to limit problems caused by distance between learners and tutors. Some authors like (Tinio, 1999, pág. 4)consider the Web-based learning a new form of e-learning supported by an internet browser. It occurs through electronic mails, chats, web-based conferencing, message boards and web pages for sharing information resources.

Some of the benefits obtained from the implementation of ICT-mediated communication strategies refers to the active participation and the time that students invest out of class. Moreover, the ICT-mediated communication strategies permit to have a balance and control over the students who dominate the class in the face-to-face interaction, it means that in class teachers usually give the floors to the same participants, so it makes the others feel inhibited to participate in class. Also, (Barrs, 2012)examined the effect of CMC on learners' interaction to maximize target language interaction outside the classroom. The interaction is a fundamental key to develop the speaking process in the students, so the support given by the ICT will permit them a successful interaction in class. The involvement of parents in the academic process of their children is another benefit that the project brings with it. Students, parents can be conscious that the role of technology is useful to ease them to the assimilation of the vocabulary, pronunciation and other linguistic aspects to develop the right oral skills. (Singhal, 1997)stated that "there are grounds for believing that technology and English language education are related to one another", This means that language teachers who use technology as part of their class can be more successful and have more possibilities to engage the students with the language, that is why English, and technology are stablishing a perfect educational connection, offering an appealing and safe learning environment to the students. In the following paragraphs the most common ICT tools that teachers can use in the EFL class are presented.

4.4.1 WhatsApp. WhatsApp is a very popular worldwide mobile application with hundreds of users. It is free and easy to use, available for most phones and includes simple features for sharing files, photos, links and videos. Plus, WhatsApp chats are encrypted and private. This

application allows the students to interact with each other using voice messages or texting with their classmates and make new connections. They can even create groups of work, set schedules to practice in group, chat and make calls through the app. These characteristics mentioned above, turn WhatsApp into a wonderful tool for learning English, particularly in teenagers who are the most consumers in technology. The students can face new challenges and have an English environment to put into practice the language at any time taking advantages of the internet access that the government is offering in different points like squares, schools, public libraries etc. According to (Luna, 2104)"In 2014, we had 1'182,000 computers available in public schools, with an average of 8 students per computer. There were 29,684 educational centers benefited, providing 94% of students with Internet access". Besides MINTIC also supports the virtual environments, offering access to Internet to 6 million people in Colombia and giving them to make part of the project Colombia Bilingual, they consider that the lack of English knowledge is a barrier for taking advantages of the TIC´s.

4.4.2 Mobile phones. They might not be a famous method for many people to learn a language, but mobile phones are becoming popular as many people can afford them; currently the use of mobile communication devices has gone beyond the traditional communication role that it is now used in supporting teaching and learning. According to (Huang, 2013)mobile learning applications can facilitate students not only learning contents conveniently but also interacting with others collaboratively anytime and anywhere. When used in the classroom, learners can practice with mobile phones in a familiar setting if the teacher creates a group just for English environment and students that already know how to use this ICT tool can take advantage for language rehearsal and review. Teacher and learners can make use of WhatsApp on the go, it means you can read and respond to messages on your schedule and practice anywhere. When using free video calling, learners can receive immediate feedback from the teacher, practice speaking and listening in English, too. Their grammar can be improved with the use of autocorrection feature on the phone.

4.4.3 Skype. Skype is an Internet service that provides audio and video chatting windows. Students and teachers can take advantage of Skype to program conference calls with all the class at the time. (Robert, 2005)found that "Skype offers fascinating opportunities for language professionals and learners, as they provide additional channels for oral communication" (p. 9). Skype is also an effective tool for language teachers. (Suk, H., Young, &, Vrongistinos, K., 2012) examined the nature of the Blackboard and Skype-based electronic mentoring system for beginning teachers. They found that "using Blackboard and Skype together was beneficial to beginning teachers' effective teaching of English language learners" (p. 172). (Develotte, C. & Vincent, C., 2010) explored how language teachers learn to teach with a synchronous multimodal setup, Skype, with a particular focus on the application of a webcam during the pedagogical interaction. The study presented distinct perspective in relation with the use of the webcam, conversation with web cam, (full use of webcam) allowed for intense interaction and augmented the feeling of co-presence. (Yanguas, 2010) examined "how learners in video and audio computer mediated communication group negotiate for meaning during task-based interaction using Skype as a tool to carry out the study" (p. 14).

4.4.4 Facebook. This is a social networking service launched in February 2004. In language learning it facilitates the interaction between the students and the instructors and between the students themselves. The uses of Facebook in language learning were examined by many studies (Kamarul, Norlida & Zainol & Mitchell, K., 2012). They studied if university students considered Facebook as a useful and meaningful learning environment that could support, enhance and strengthen their learning of English. The study reported that the students believed Facebook could be used as an online environment to facilitate learning of English. Nevertheless, the teacher is the one in charge of guiding the purpose the learning objectives and competence that he wants scholars to develop.

The students in this study joined Facebook for social reasons. According to Mitchell the hours of training increased over a four-week period when teaching English with technology; the interview data showed that they could communicate with existing friends, learn English, and learn about American culture through Facebook. They could accomplish their goals on Facebook with few difficulties. Facebook message offered the opportunity to

participate freely according to the topic assigned by the teacher, here learners not only posted text message but also, they could post videos and additional material that was related to the topic; this led to the conclusion that students who use Facebook with academic purpose can progress faster in the learning of English than those who do not have the contact and interaction with this kind of technological tools.

4.4.5 YouTube. YouTube is a video-sharing website, created in February 2005, which can also be used to foster the development of the oral production. This site was created as forum for 5 people and then it was bought by Google, nowadays it has over two billion of views. Considering how interested and attracted teenagers are to this site, it can be a perfect tool for students to use as input by listing English videos and improving their grammar or by posting comments. In the research field, some authors stated theories about the use of YouTube for language learning purpose. (Hafner, C. & Miller, L., 2011)presented an innovative approach to English for Academic Purposes through YouTube and obtained that the students had both linguistic and technical value in the construction and sharing of their multimodal documentaries. (Bonk, 2009) stated that "YouTube is a very attractive social medium that contributes to the global education" because learners find YouTube appealing and fun for learning. On the other hand, (Terantino, J., 2011) considers that "YouTube offers fast and fun access to language and culture-based videos and instruction from all over the globe" (p. 11); however, when teachers think about using YouTube as a resource in the English learning environment they must consider the permanent accompaniment of learners during the task because they are exposed to different kind of content and material that might result violent for them.

4.4.6 Blogs. Blogs work as an assistant to language learning where students have the chance to post and read information about any topic, enrich their lexis and share opinions with other participants. Blogs foster the collaborative work and let the students play with multimedia files like audios, videos and pictures. The use of blogs for language learning purpose has been researched by different authors. Hsu, (Wang, 2004)investigated how the use of audio blogs can help to meet the instructor's need to improve instruction the English class. The

results showed that the use of audio blogs provided an efficient and effective way to evaluate students' oral performance and permitting individualized oral feedback. (Grave, 2005)

(Paquett, 2003)defines blogs or weblogs as websites in which the author posts the contents which every user will be able to see. Learners enjoy the experience of having their own web page presenting content and weblinks that are seen by some visitors that can leave you a comment and add information to your blog. Considering the importance of interaction, the use of blogs also promotes this feature in educational purposes. According to (Williams, J. B., & Jacobs, J., 2004), the importance of sharing ideas and information is essential to increase the acquisition of knowledge" (p. 232).   On the other hand, some linguistics support that discourse and practice must advance at the same time and demonstrate fluency to have a proficiency. In summary the use blogs can have different orientations according to the school's necessity; (Barrs, 2012, pág. 10) mention that blog use differs from one school to another depending on their objectives, and they also clarify that the involvement of students and teachers is not always the same.

4.4.7 Edmodo. It is a platform designed for teachers and students to keep permanent communication and interaction out of the classroom. In the field of educational technology, different studies demonstrated the influence that virtual learning environments have over students. When students experience virtual learning, they explore other ways to acquire knowledge and responsibility. Edmodo permits the students to access any time they want to and keep record from their activities. Recent studies have proven many benefits of using the Internet for providing stronger motivation for learning among students. For helping student to speak, there are different activities in which they can use linguistic components that ease the oral production. For instance, lexis, grammar, listening and accuracy can be rehearsed, given feedback on, and assessed by means of Edmodo tools.

Although speaking is considered a difficult aspect of the language for English learners, its challenges can be overcome with the use of ICT-MMS. (Wang, 2004)found that "videoconferencing-supported negotiation of meaning may facilitate second language acquisition at a distance and has its own distinct features" (p. 90). (Young, 2003, pág. 447)

assumed that "ICT- mediated communication strategies would make learning English more socially interactive and reduce students' affective filters". Teachers must create interactive teaching and learning environment to make students feel more motivated and engaged with the language, especially when working under difficult conditions and over population. In the history of the development of education, information technology is part of the medium used to convey the message of science to many people, ranging from printing technology a few centuries ago, through printed books, telecommunications to media, voice recorded on tape, video, television, and CD, to the current virtual reality tools that people around the world are enjoying nowadays.

5. Methodology

5.1 Type of study and instrumentation

The type of study in this research was under the model of the action research, which is simply a form of self-reflective enquiry undertaken by participants in social situations to improve the rationality and justice of their own practices, their understanding of these practices, and situations in which the practices carries out (Carr and Kemmis, 1986). For the purpose of implementation, the study went through different stages as planning, action, reflection and observation where the diagnostic and action stage followed a severe plan comprised of different instruments that helped the researcher write their own conclusions about the role of the ICT as a mediated communication strategy.

Action research model let teachers and principals help each other by working collaboratively and working with colleagues helps teachers and principals in their professional development. (Watt, H, 1985)The reflection stage permitted the teacher to analyze and make decisions based on the participant's behavior according to the progress they had in their oral performance. It was also supported by some other instruments applied to gather information in the study, such as surveys, observations and diaries.

Firstly, a survey was given to the students to identify their perception regarding the speaking skill, their strength and weakness, attitudes and background knowledge. Secondly, a diary was kept by the teacher in each lesson to consider the perception of the teacher in terms of the oral performance of the student in class, also the teacher registered events related to the acceptance the ICT-mediated communication strategies had in the English class to develop the oral skills. Thirdly, a non-participant observer was invited to the classes to analyze the students' oral performance in class. The observer was asked to examine the

different aspects like interaction, fluency, accuracy, lexis, pronunciation and ICT's support and then report this to the researcher to gather the information.

The following table summarizes the data collection instruments used in both the diagnostic and the action stages of this research project:

Table 1 Date Collection instruments in the diagnostic stage

Data collection Technique	Data collection Technique	Rationale
Diagnostic stage	Survey	To collect data about the importance that ICT has in the English class and find out about strength and weakness students present and their English proficiency.
	Diary	To collect data about the performance of the Ss during the class and attitude with respect to L2. Also, to analyze how the Ss reply in front of different activities assigned.
	Observation	To gather additional information regarding the learning process and events related to the use of ICT in class.
	Diagnostic test	To find out about the academic knowledge and the level they are according to the CMRF
Action stage	Survey	To collect information about the student's perception with respect to the activity proposed in each workshop and their performance in each one of them.
	Diary	To register the teacher´s opinion in relation to the student's oral progress and the influence of ICT´s in language.
	Observation	To examine students' attitudes during their oral intervention in the workshop activities and the support the ICT had in their performance.

In the diagnostic stage the main cycle to collect data was following the approach (Kurt Lewin, 1946) then, the data collected was studied and posted in a table with a various codes and categories extracted from the instruments; for the last six workshops, data were evaluated following the approach suggested by Freeman (1999). A triangulation was designed to make sure the data obtained, and the results had the validity and reliability the study demanded. Hence, the point of the observer, the student and teacher must be consistent and have cohesion, that is why the data analysis worked under the stages of Cresswell (2008): The first stage was to encode the information, after that it was categorized stablishing a name

depending on the finding and finally the frequencies were counted in each of the instruments to be posted and interpreted in a triangulation table.

5.2 Participants

This study was carried out in a public school called Institution Educativa Cuarta Poza de Manga, which it is in Turbaco, Bolivar. This class has 38 students, whose age ranges between 12 and 14 years old. There are 18 men and 20 women. These learners have different learning styles and do other activities out of the classroom like dancing classes, music classes and PE. They all come from strata 1, 2 and 3 and lived in Turbaco with their parents or most of the time with grandparents. For this study, learners were selected according to convenience sampling (Cozby, 2008).

On the other hand, participants expressed in the survey that they learned more with the use of flashcards, posters, slides and pictures around the class, also when the activity required movement and action or when the teacher used technology in class to teach. Regarding the students' English knowledge, they were exposed to the language for a year because they did not learn English during primary school. According to the diagnostic test, applied in class at the beginning of the study, learners were placed in the pre-intermediate level according to the Common European Framework of Reference (CEFR).

Students in Institution Educativa Cuarta Poza de Manga showed difficulties to speak in English due to the lack of grammatical knowledge but at the same time, they had the motivation and made the effort to learn the language. However, there were several problems found in class that were seriously affecting the speaking process in the students and did not let them use the language correctly, for instance, the L1 use when they had the chance to do a presentation, lack of fluency, poor use of lexis, use of memory, intonation problems, mispronunciation, word repetition, no control of basic grammar, poor words stress and poor speech rhythm. This information was taken from the results that were analyzed during the diagnostic stage based on results of the instruments used in class.

6. Research stages/ Phases of the study

6.1 Diagnostic stage

This section of the project explains how problematic issues in the EFL learning process were found in the classroom. This process is supported by a variety of instruments that are showed through graphs and tables. It should be noted that, for the development of this project, the respondents were taken from sixth grade according to the distribution policies in the school.

In order to find the problem in English learning process, it was necessary to start a diagnostic stage which started in the first semester of 2016 with a period of three hours of classes every Friday. Most part of the research was led in different spaces of the school through the implementation of a group of electronic material found on the web. To be able to determine the issues that were affecting the learning of English as a foreign language, a set of data collection instruments were administered: a survey, an observation form, a journal, and a diagnostic language test. First, the data collection started with an eight-question Likert scale survey along with some open-ended questions (Annex 1); With this instrument, it was possible to know the perceptions, attitudes and willingness of the learners to develop the foreign language skills.

Second, I completed a diary (Annex 2) with the most meaningful experiences registered during the classes; it was analyzed carefully taking into account both positive and negative behaviors learners had in relation to L2. It also gave details about the students' performance when making presentations, role plays, recorded videos etc.

Third, the observation (Annex 3) was carried out by a non-participant observer teacher who took into consideration the behavior and perceptions the learners had concerning to the language, each observer took 90 minutes per class.

Finally, A diagnostic test (Annex 4) with 30 questions was used to evaluate the four skills of the language in order to know the level of proficiency of the students.

The test was divided into different sections starting with 4 questions for listening, 10 questions of grammar, 10 questions for vocabulary, 1 section for writing, 1 section for reading and four questions for speaking,

Considering the diversity of authors who describe how to collect and code the information, it was decided that the approach approved for data analysis was based on Cresswell (2008). Following the order recommended by the author, the researcher collected the data, prepared data for analysis, coded the data, that is, coded the text for description. The categories were established taking as a reference the grounded theory of Strauss and Corbin (2008). The disaggregation of data into units is called open coding, the process of recognizing relationships between categories is referred to as axial coding, and the integration of categories to produce a theory is labeled selective coding. The codification was established using Microsoft word in each one of the instruments.

The following table shows the categories of analysis found along with its operationalization, total of frequencies and percentages:

Table 2 Data triangulation in diagnostic stage

No.	Categories	Operationalization	DATA COLLECTION INSTRUMENTS				Frequen cies Total	%
			Survey	Diary	Observation	Test		
1	Deficiency in speaking skills	Code describes the difficulties with accent, phonetics, and intonation	3	5	4	27	39	**19.7%**
2	Assertive speaking	Code describes an acceptable development of the speaking ability	3	2	4	25	34	**17.2%**
3	Ease in reading activities	Code describes the ease Ss showed when reading in class.	2	4	4	22	32	**16.2%**
4	Poor use of lexis	Code describes the limited vocabulary Ss used to express themselves.	5	7	4	8	24	**12.1%**
5	Difficulties in writing skills	Code describes the lack of syntax, grammar, semantics, morphology, and lexis.	3	2	3	18	26	**13.1%**
6	Preferences for ICT tools	Code describes the benefits using the cell phones, computer and web for academic purposes	11	8	6		25	**12.6%**
7	Poor listening comprehension	Code describes the poor comprehension Ss had when the teacher uses L2 in class	2	4	3	9	18	**9.1%**
	Total		**29**	**32**	**28**	**109**	**198**	**100 %**

Table No 2 shows the number of frequencies that were found in the data collection based on the categories of analysis found. The preference for ICT was the most relevant preference students had to learn the language. The difficulties for speaking was another aspect that came out in the data analysis; this code illustrated that learners did not take into account different aspects that the speaking process involves like spontaneity, utterance, articulation, intonation, automaticity, fluency, accuracy, and ability to interact. To help the reader have a clearer idea of the results in the triangulation, Graph No 1 below shows in more detail the categories of analysis and the percentages of the data that they represent:
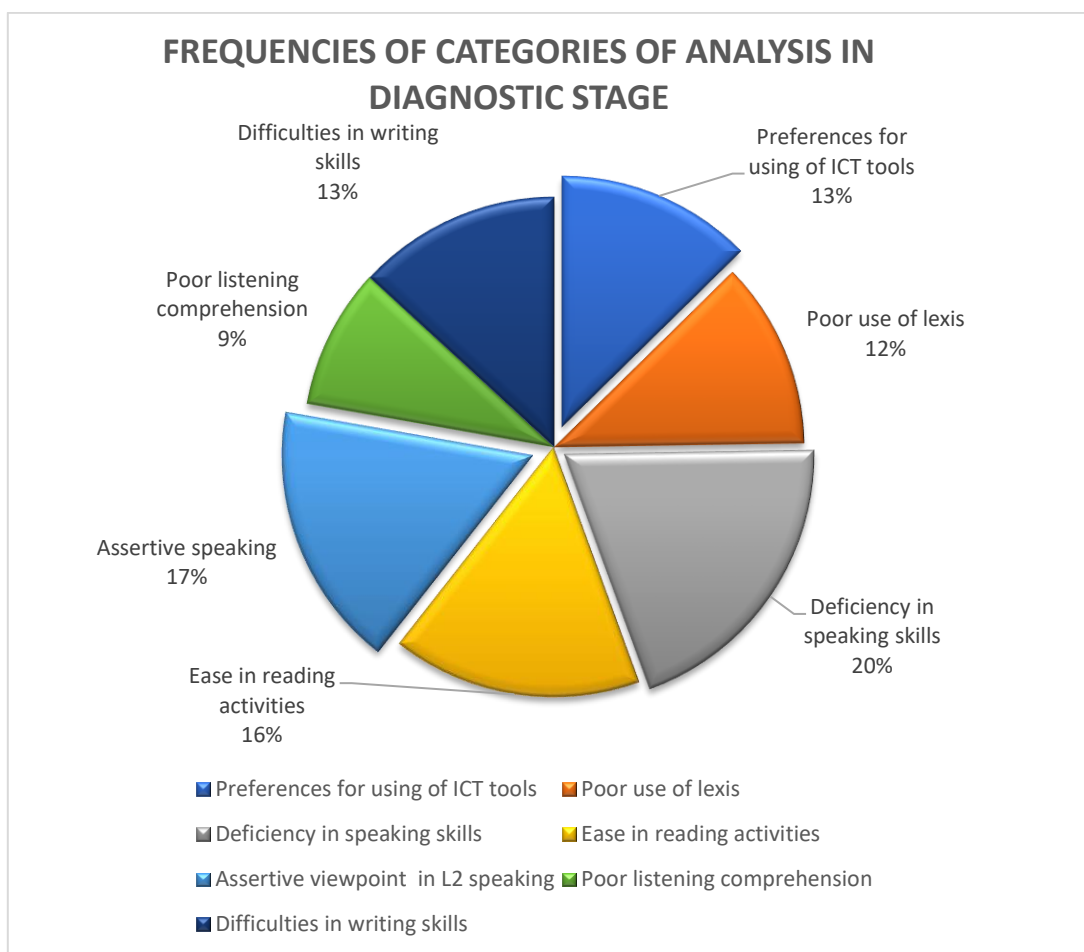
Graph 1 Frequencies of categories of analysis in diagnostic stage

According to Table 2 and Graph No1, a steady agreement among the observer, teacher and students was established. Firstly, the analysis displayed a "Deficiency in speaking" with

a 19.7% of the data indicating some factors that affected the speaking performance because in the workshops assigned in class, students failed to effectively speak without displaying appropriate intonation, pronunciation, spontaneity, flow of utterances, articulation, automaticity, fluency, accuracy, or ability to interact or use appropriate lexis when speaking. Learners were exposed to oral production through different activities like presentations, tests, voice chats, video recordings and information was collected and examined by means of the instruments implemented.

To support what was stated in the last paragraph, some comments written by students and teachers during the observation and survey are expressed here:

> *"Expresarme y hablar con el profesor en Ingles es muy difícil para mí" To speak in English with my teacher is pretty difficult for me*
> *"A veces me da pena cuando voy a hablar en público" Sometimes I feel embarrassed when speaking in front of the others.*
> *" Los estudiantes necesitan mejorar la pronunciación" The students need to improve their pronunciation*

On the other hand, in contrast with the problems with speaking, the category *Assertive speaking* represented by *17.2 %* of the information collected, indicating a notable willingness and encouraging intention for speaking perceived among some students; some comments were collected and given by the observers, after listening to the students doing their performance in English in real time or through the videos that were previously recorded and sent via WhatsApp; here are some of those comments taken from the instruments:

> *"In spite of the mistakes the students made, they have the will to talk"*

> *"Learners looked interested and happy speaking in English about their preferences"*

> *"I noticed that students like to speak in English, but they really have to work more in in their vocabulary"*

There was also an *Ease in reading activities* category with 16.2**%** of the frequencies that demonstrated that the learners had minimum problems for reading short paragraphs

assigned in class. It was ratified in the reading section of the test with good scores in the results, this test demonstrates that 75% of the students did a good job in this skill. Besides some statements in the observation class format were recorded saying:

"Los estudiantes leían sus apuntes para participar en clases" / Students read their notes to participate in class.

"Hubo una actitud positiva hacia la lectura de textos cortos en Ingles" / There was a positive attitude concerning to the reading.

However, the category *Poor use of lexis* demonstrated that **12,1 %** of the data analyzed reported that the students needed to enrich their lexis to develop their speaking competence. Taking as a reference Nunan, said: "Students *need linguistic competence, an adequate vocabulary and mastery of syntax to speak in another language (Nunan, 1999)".* The literature also states that the lack of vocabulary might be an obstacle for learners to develop their communicative competence and be more fluently in L2.

The following comments about the feelings and opinions of the respondents concerning vocabulary as a need when speaking was taken from the instruments:

"La parte más difícil para mí es hablar, pero me es difícil porque no tengo vocabulario",

The most difficult part is to speak but it is difficult because I do not have enough vocabulary
"Para pronunciar las cosas y responder en Ingles se requiere vocabulario" \To pronounce and answer things in English you need vocabulary.
"Realizar diálogos en Ingles es difícil si no se tiene léxico", \conducting dialogues in English is difficult if you do not have lexicon

Furthermore, some D*ifficulties in writing skills* were represented by the 13.1%. of the data; it means that 6th graders learners were having serious weaknesses in the development of writing skills. Learners felt frustrated, anxious and disappointed when they could not carry out the tasks assigned in the classroom, especially when the teacher dictated some sentences to write. Some of the learners and the observer stated:

"Muestran falencias gramaticales al momento de escribir" / they have grammar problems when writing

"Me es muy difícil escribir lo que dicta el profesor" / It is difficult to write what the teacher say.

It was hard for them to take note when the teacher dictated sentences for them to write on the notebook, they asked the teacher to repeat many times and wrote some words the way it was pronounced.

Graph No 2 offers a wider explanation about how difficult writing was for the learners in this diagnostic stage; the graph shows the results taken from the survey applied to the students to know their skill preference in EFL. They were showed a chart with the different skills to select how easy, difficult or they considered they needed to improve it.
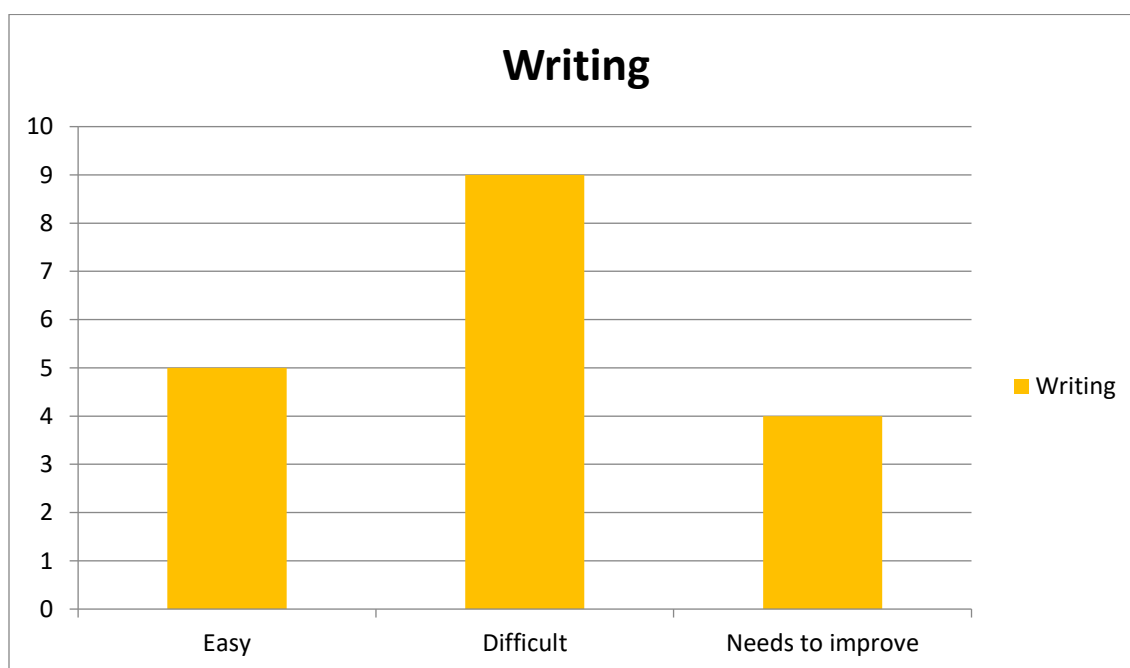
Graph 2 Difficulties in writing

The next code plays an important role in the research since it refers to the methodology which was implemented in the action stage of the study; it was.-*Preference for ICT* that corresponded to **12,6%** of the data**.** To have a wider view of this code, Graph No 2 represents the impact and grade of acceptability that ICT had in the diagnostic stage. It means that students liked to learn the language when using cell phones and some other electronic materials. Besides, this category took into consideration student's needs and opinions about resources for the EFL class. When asking the learners about the use of ICT in the survey, the following results were taken from the answers to some of the questions:

USE OF ICT FOR LEARNING

E-mail account 8%
Use of school ICT 35%
Good use of comp 31%
Ability to use ICT 26%
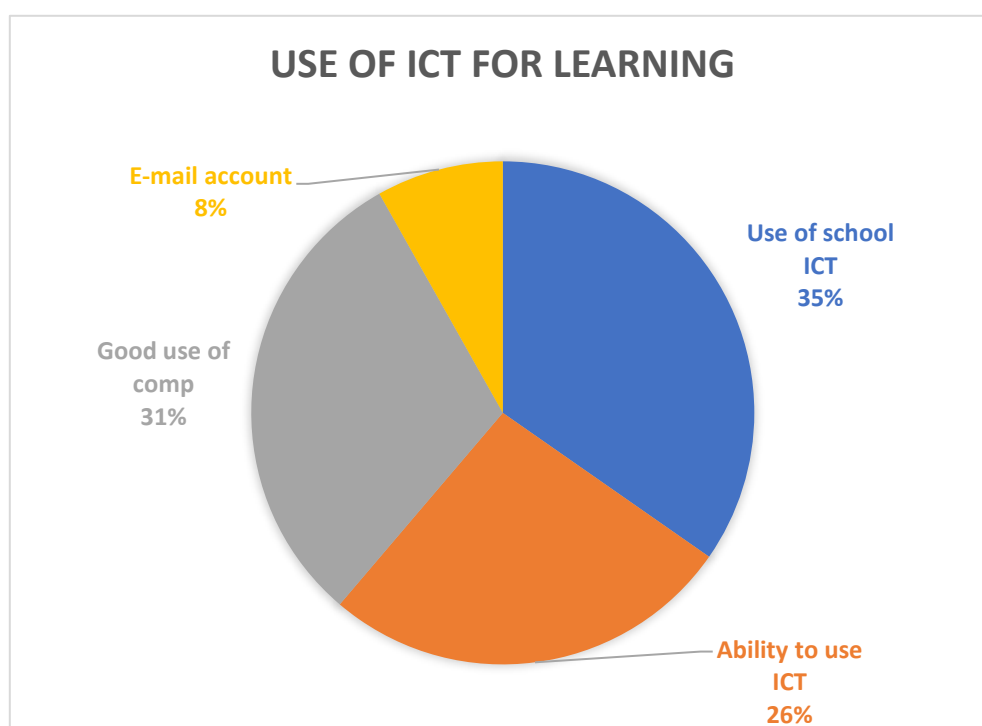
Graph 3 Use of ICT for learning

Graph 3 shows that 35% of the learners stated that they like when teachers use ICT in class; 26% stated that they are intermediate users in ICT and they would enjoy the use of ICT for the EFL class activities; additionally, 31% said that they used computers for doing tasks at home and 8% reported that they had an e-mail account

It was also ratified by the comments of the observer and the researcher who identified positive attitudes and high levels of motivation when working on the computers; some of the comments stated that:

"Los estudiantes hacen buen uso de los celulares en clases"/ Students use mobile phone in class with an academic purpose.
"Los estudiantes se mostraron mucho más interesados en el vocabulario cuando se mostraron los videos", / Students showed more interested when using the videos.

"El uso se las TIC ha despertado el interés por los idiomas y un mayor interés, participación y disposición en las actividades." / The use of ICT has encouraged the interesting for the language and a better attitude in relation to the tasks

Observers who had the chance to analyze and see details of the classes liked the idea that students used their video camera to record themselves and improve their communicative skills; *Ferry, (2009) "describes that modern mobile phones can be used to help students to access web based contents, remix it, share it, collaborate with others and create media rich deliverable for the classroom teachers as well as global audience" (Academic Journal).* These positive aspects and benefits of ICT identified in the class are also ratified by Muyinda *(2007)* who states that *" In education, mobile phones have led to the evolution of new paradigm known as mobile learning Muyinda"* (Academic Jouranl)

The study also showed a *poor listening comprehension* represented by a 9.1% of the data. This code describes that learners required to be more immersed in the language and practice this skill although they listened to their teacher speaking in English in class, listened to music at home, and some of them even watched movies in L2. The learners expressed that the exposure to the language with more practice with listening would act as positive factor to reduce   the   limitations   in   the   language   skills.

When they listen to the teacher giving basic instructions, there is a notable but minimum comprehension of the message. The observers stated:
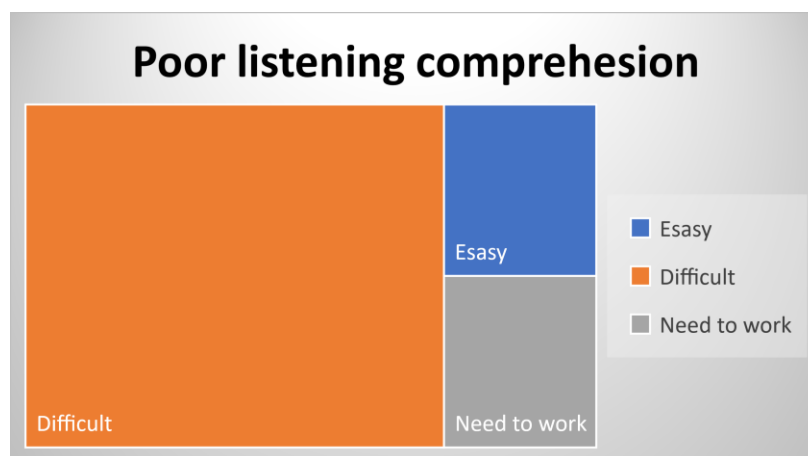
Graph 4 Students' perceptions about the listening skill

> *"Los estudiantes entienden palabras cuando el profesor habla muy lentamente "/The students only understand when the teacher speaks slow*

> *"Los estudiantes siguen el language corporal del profesor "/ Students follow the body language used by the teacher to comprehend*

> *"Los estudiantes solo reconoces las palabras conocidas y ordenes cortas "/Students only recognize known words and short commands.*

Graph 4 illustrates how difficult the students considered listening when asked about this language skill in the survey: 73 % considered listening the hardest skill, basically it happens when they faced long questions in class or when the teacher speaks fast; the other 27% thought that they needed to work on listening or that it was an easy skill.

The analysis of the four instruments showed negative and positive aspects concerning to the speaking and writing skills. However, from the language abilities, the spoken skill was considered more problematic and essential for the institution and students as it is supported by their answer in the survey and other instruments.

Learners from 6th grade demonstrated that they have the willingness to speak but the lack of vocabulary, linguistic elements and exposure to the language, especially listening, were the most repeated in the categories. This could be appreciated in the test results which displayed that 77% of the students failed the grammar section and 75% failed the listening section. In spite of this issue, students got better score in a short sentence writing and listening comprehension.
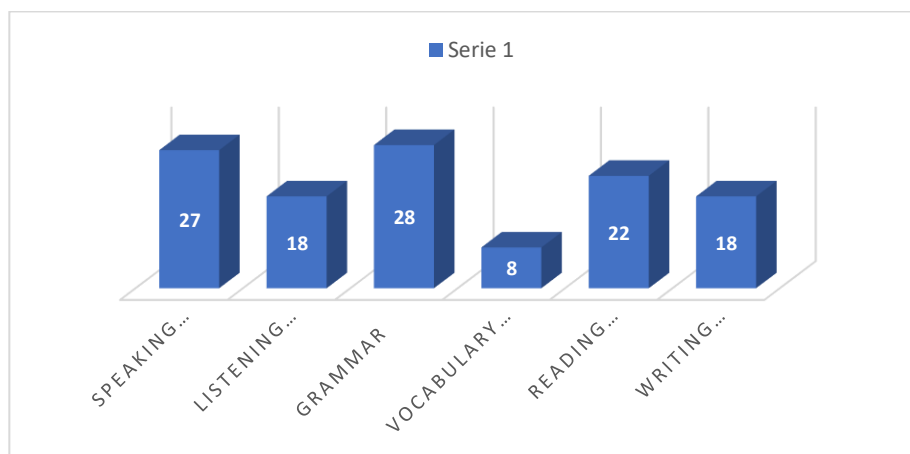
Graph 5 Test results

Also, it was found that the influence of ICTs in the learning process of the language brought with it, positive results, excellent performance, higher parents involvement, more attention to the class and more motivation to continue learning English. Notable changes for good were seen since the ICT-mediated communication strategies are implemented in class, they do not feel English like another language but a subject where they interact with technology and learn.

6.2 Action stage

As stated in the general objective of this research project, the purpose of the research is to promote the oral production of seventh graders using ICT-mediated communication strategies. The present research had six workshops that ~~would be~~ were implemented in different moments of the study. Each one was followed up with three

instruments to collect and analyze information about the students' performance in the research implementation. The workshops provided the students exposure to activities where they could develop their vocabulary, fluency, interaction, and accuracy by using ICT applications like Skype, WhatsApp, Messenger, YouTube, Facebook, Blogs, etc.

The workshop went through various stages following a logical order; each workshop started with a stage called motivation; the teacher explores the knowledge through a warm up. Then the presentation of the main topic and activity was explained during this phase, the next ones were the practice and application, these two phases determined the success of the main activity since students were supposed to develop their oral competence from what they learned in the lesson; the lesson plan ends with an assessment rubric based on each of the following criteria: Vocabulary, accuracy, fluency and interaction. As stated before, data collection had instruments like survey to know the student´s point of view, then a teacher´s journal to write the most important aspects from the teacher´s perception and finally an observation format to pick up information from an external observer were used to follow up the research implementation.

6.2.1 Workshop 1: Think blue, save the planet!

Workshop number one intended to establish a basic discussion to make the students aware of the importance of saving water and help them to express their point of view orally in a discussion as main activity. This discussion took place in the classroom and inductively exposed the students to lexis about the water issue; as stated in the research project, the use of technology (WhatsApp) mediated the use of such lexis and grammar forms.

To know the performance of the participants during the implementation of the workshop number one, a set of data collection instruments were implemented; an observation form completed by a colleague with different point of views about the students' performance, a journal in which I recorded my observations and reflections on the implementation of the workshop, and a rubric for the ICT-mediated communication strategies Class Discussion.

In this first implementation, during the motivation stage the students were introduced to the main topic by using a short reading comprehension with which the students became familiar with the vocabulary about environmental issues. It included four questions to select

true or false after reading the text in groups of three. The second part of the workshop had to do with the presentation, here students were familiarized with the vocabulary using flashcards and slides that were projected on the board with a video beam. This time, the teacher asked them to repeat the pronunciation several times until they familiarized with the pictures and the pronunciation. Around 8 minutes later, the students received a worksheet based on the same vocabulary to help them to practice more and verify their learning.

The third stage consisted on a discussion that made part of the preparation of the main ICT-mediated communication strategy. During the practice, I explained to the students the grammar topic (Auxiliary should) in an inductive way. I provided the students a worksheet to develop in groups; the task had several questions to reflect on what they might consider good or bad to save water. Each one of the statements on the paper had to be modified by using should or should not, *e.g. Turn the faucet off when brushing teeth* became *you should turn the faucet off when brushing teeth.* Also, during the practice, they had the opportunity to listen to each other, speak, read and write. The second part of the worksheet had a bunch of questions discussed during the class both individual and in group. The practice stage let the learners get more prepared for the discussion session, the questions were read, and some possible answers were discussed to support different ideas. At this stage WhatsApp was used as a supporting tool in EFL learning in and out of class. Students posted their voice messages in the group; their pronunciation and fluency were revised with the feedback given by the teacher. In addition, WhatsApp permitted students to ask and answer simple questions related to environmental problems and prepare the vocabulary for their oral interventions.

The application which is the fourth stage of the lesson, covered the class discussion in which students had to face their classmates by giving arguments about water problems. Based on some questions, students had to support each one of them during the discussion expressing their views with the modal auxiliary Should; to do it, students were supposed to post voice messages in the WhatsApp group for the class to rely to. An assessment rubric was used to evaluate the students' performance while they were giving the arguments during the main activity in the workshop.

After having taught the workshop and collected the information, the gathered data were analyzed, and the following table describes the categories of analysis that arose from such analysis:

Table 3 Categories of analysis in workshop 1

No.	Categories	Operationalization	DATA COLLECTION INSTRUMENTS			Frequencies Total	%
			Survey	Diary	Observation		
1	Good use of ICT tools	Code describes good use of ICT to mediate the speaking strategy	29	12	14	55	25.47
2	Efficient use of lexis	Code describes a series of vocabulary Ss appropriately used to argument.	20	7	10	37	17.3
3	Difficulties in pronunciation	Code describes the poor pronunciation Ss had when expressing their ideas.	18	5	11	34	15.74
4	Lack of accuracy	Codes describes the poor use of grammar structures.	16	5	12	33	15.28
5	Ease to interact	Code describes the ease to interchange ideas in a discussion.	21	3	9	33	15.28
6	Acceptable Flow of speech	Code describes participation with fairly acceptable tempo	17	4	3	24	11.11
	Total		121	36	59	216	100 %

As Table 3 shows, the first code plays an important role into the project, the *good* use of ICT category describes the importance and vision that is given to this tool in class. This code is represented by 25.47 corresponding to 55 frequencies of the whole analysis. This code shows how student enhanced speaking aspects like pronunciation and vocabulary by using WhatsApp as a mediation for the oral class discussion. Also, it made students feel more confident when speaking in English during the discussion because the students went back to their WhatsApp chat and reviewed notes and comments to make in the class

discussion. Taking as a reference the opinion of the researcher and the participants, the diary and the student survey registered information that proves how ICT helped the learning in a EFL classroom:

"Students use their cellphones to support their answers during the discussion"

"Con la ayuda de la tecnología los estudiantes pueden/pudieron desarrollar un aprendizaje más rápido y experimentar un aprendiz óptimo" (With the help of technology students can / could develop faster learning and experience an optimal learning).

Besides, students stated in the survey, that the activity was *"Muy interesante porque nos permitió mejorar la pronunciación y a entender más el inglés, también pude hablar más fluido y así me pareció interesante, además que me animo a participar por mensajes de voz y también en la clase."* (Very interesting because it allowed us to improve the pronunciation and to understand English more, I could also speak more fluently, and I found the language interesting, besides I encourage myself to participate by voice messages and also in class)

The category *Efficient use of lexis* with 17.13 % as the second most frequent, represents a series of vocabulary that students used to argument their oral participation during the discussion. The results demonstrated the control the students had over the topic and the importance of lexis to develop the communicative competence; in fact, some students stated in the survey, their good perception about the experience they had learning the vocabulary during the discussion; they said: *"Me parecía mucho mejor para mí la práctica de la pronunciación y el vocabulario porque me ayudo a hablar en Ingles" (*I found it good because the fact of practicing pronunciation and vocabulary helped me to speak in English); *"Un aspecto positivo de la clase fue le vocabulario porque aprendí palabras nuevas relacionadas con el ahorro de agua"*(One positive aspect during the class had to do with the learning of the lexis since it helped to talk about the water saving); *"El vocabulario fue lo más fácil y además lo pude practicar más con mis compañero por WhatsApp, esto me ayudo a mis respuestas en mi discusión"* (The vocabulary seemed to be the easiest aspect; besides I could practice with my classmates through WhatsApp, it also helped to give answers during the discussion).

The third category had a frequency of 15.74%; this category corresponded to *Difficulties in pronunciation*; students explained the weakness found during the discussion and also the observer wrote different difficulties he noticed during the main activity where students stated their opinion about the water; he wrote some suggestions and opinions that explained clearly the pronunciation problems students had: "Some students mispronounced many words, so it made the speaking process more difficult to understand what they were trying to say" ; another comment states that "They need to improve their pronunciation to convey the message in a better way".

The fourth category is *Lack of accuracy,* corresponding to 15.28% in a total of 33 frequencies which shows the difficulties students presented when using the auxiliary should and shouldn´t. Most of the students did not show complete control of the grammatical structures proposed for the main activity. The following excerpts from some of the students' utterances in the survey illustrate this fact:

"Se me olvido usar la palabra should porque no se sabía dónde ponerla dentro de la oración cuando iba a preguntar o responder", I forgot to use the Word "should" because I definitely did not know where to say it when I ask or answer.

"Las oraciones negativas me son muy difícil, sobre todo cuando pronunciar la palabra debería en forma negativa" Negative statements are more difficult for me, to be more specific when I pronounce the Word should in negative statements.

"A veces hablo en Inglés como si fueran en español por eso creo que está invertida la oración cuando hablo" Sometimes I speak in English as it were in Spanish, well I think that is the reason I spoke using the words in the wrong order"

The next code, *Ease to interact*, shows the same percentage of 15.28% in a total of 33 frequencies. This code describes the ease to interchange ideas in a discussion meaning that students could ask and answer simple questions related to water saving. Students also could initiate, keep, and close basic conversation during the rehearsal in class. To have more details, the information collected in the survey and observation includes comments like the following: "Students feel confidence when they are presenting their information and feel interested showing respectful listening to the others answering their questions"; *"Al principio*

era difícil hacer preguntas a mi compañeros pero después me di cuenta que lo que tenía que preguntar lo había practicado en el grupo de WhatsApp y así fue más sencillo" At the beginning I felt I could not make questions to my Friends but then, I noticed that I had practiced that in WhatsApp group, so it was easier for me; "Students could answer the question the teacher and classmates made using simple answers but they were related to the question".

The last category is *Acceptable flow of speech;* it represents 11% from the data analysis. The intention with this code is to explain the acceptable flow of speech the students showed while they spoke during the discussion. Also, this code displays the ease to ask and answer using the right grammar structures and the lexis related to the water. The observer registered some statements about the fluency during the discussion: "Students showed difficulties, but they kept an acceptably fluent pace, they expressed themselves."; "Student could communicate their ideas with an acceptable tempo."

The students' performance in the speaking task involving ICT with WhatsApp was assessed by means of the speaking rubric whose results are presented below:

Table 4 Results of speaking assessment rubric in workshop 1

	SPEAKING ASSESSMENT CRITERIA					
STUDENTS	Lexis 20%	Accuracy 10%	Fluency 40%	Interaction 20%	WhatsApp 10%	Final grade
Student 1	18	4	31	13	6	72
Student 36	4	7	7	5	7	30
Average	13.4	6,4	19.8	12.7	7.75	6.0

Table 4 illustrates in detail each one of the points that students obtained in every criterion assessed during the discussion. Every aspect of the speaking process was assessed per student. The table also presents the final grades of the students and a general average from each aspect, the students 1 obtained 7.2 which is the highest score but student 36 obtained the lowest score which is 3.0. These results ratify the aspects reported in the data analysis of the instruments implemented in the workshop; the efficient use of the lexis equivalent to 20% from the rubric and students showed a positive use of the vocabulary related to water during the main activity, most of the students showed control of sufficient and appropriate vocabulary in order to participate in discussion which is ratified with a percentage of 13.4% which is a passing score for this item.

On the other hand, the accuracy holds a 10 % in the rubric, although some students did not have a satisfactory performance using the language structures correctly and the modal auxiliary should or shouldn´t the average of the group was 6.4 which represents some improvement. The following transcriptions illustrate how students still had some accuracy problems during their discourse.

S3 water, for save the water is _____next _____
 /Word order error, lack of words, mispronunciation/

S4: we ------ save water necessary for life
/Omit auxiliary - mispronunciation /

Another aspect assessed in the rubric referred to the fluency which is equivalent to 40% of the grade however the poor pronunciation did not prevent the students from acting and speaking with fairly even tempo and acceptable pace through their intervention, but they still needed to make themselves understood with smooth utterances, this fluency represented

a general average of 19.4 from the group which represents a failing grade indicating that they needed improvement.

The interaction is equivalent to the 20 % of the grade with an average 12.7; here students had some difficulties to ask and answer simple questions related to the good use of water; because of the poor pronunciation, it was difficult for the other students to understand what their classmates meant. This aspect also evaluated the fact that some students initiated and maintained a basic face-to-face conversation to argument their position on a discussion. The following excerpt highlights words with bad pronunciation but at the same time a basic conversation which was moderated by the teacher:

S1: Why water *conservation* is important?

/mispronunciation- good intonation/

S2: Water *conservation* is important because is help use for a longer and help the *environment*

/mispronunciation – lack of coherence /

T: how about you S4, what is your opinion about water conservation?

S4: Teacher, *Conservative* test water is important *because* it is need for *everything*

/mispronunciation/

The last aspect evaluated in class was Use of ICT tool (WhatsApp) for vocabulary and pronunciation tips in oral interventions which corresponds to 10% of the final grade in the assessment rubric. An average of 7.75 shows that students had a positive reaction with the use of this ICT tool before and during the discussion because it helped them to remember the lexis and practice their listening and their pronunciation.

In summary, the analysis of the six instruments revealed positive and negative aspects about speaking: Good use of ICT, difficulties in pronunciation, lack of accuracy, ease to interact, and efficient use of lexis.

In spite of the drawbacks just discussed, learners from 7th grade demonstrated that they could enrich their lexis by using the ICT and they were willing to argument their point of view about environmental issues.

6.2.2 Workshop 2: *My Daily Routine*

The second workshop (Annex X) was designed with the objective to encourage oral skills through ICT-mediated communication strategies, according to Frechette (2005) who assures that students know more about technology than teachers and this displaces traditional power dynamics in the learning process. Besides, this workshop was carried out considering the support a software called Skype which enabled the online conversations; it gave the participants the chance to interchange and expand their ideas to other people. The main activity in this workshop was a *Question Attack* task that consisted on posting some videos on Skype to support some arguments of the answers in question attack communication strategy and to use the vocabulary learned in the class. Once the learners did it, they faced different questions asked by their classmates about what they did during the week; having a period of interaction putting into practice their fluency, pronunciation and other aspects of the speaking process.

Like in the previous workshop three instruments were used to collect the data: Survey, diary and observation. After submitting the data to analysis, the following categories were stated:

Table 5 Categories of analysis in workshop 2

No.	Categories	Operationalization	DATA COLLECTION INSTRUMENTS			Frequencies Total	%
			Survey	Diary	Observation		
1	Efficient use of lexis	Code describes a series of vocabulary Ss appropriately used to argument.	37	23	26	86	21.94
2	Good use of ICT tools	Code describes good use of ICT to mediate the speaking strategy	35	22	27	84	21.43
3	Ease to interact	Code describes the ease to interchange ideas in a conversation.	43	11	19	73	18.62
4	Difficulties in pronunciation	Code describes the poor pronunciation Ss had when expressing their ideas.	20	8	22	50	12.99
5	Acceptable Flow of speech	Code describes participation with fairly acceptable tempo	23	5	14	42	10.71
6	Lack of accuracy	Codes describes the poor use of grammar structures.	13	7	11	31	7.91
7	L1 Use	Code describe the use of 1 during the activity	11	8	7	26	6.63
	Total		182	84	126	392	100%

The code *Efficient use of lexis* denotes the good use of lexis related to the daily routine including verbs and time expression that determine the day and moment. The data mean that learners used the lexis to make phrases and to ask question to their classmates. Besides the vocabulary supported the argument of the answers from their daily routine during the question attack communication strategy. This information illustrated 21,94 % in a total of 86 occurrences, the following comments are some evidences that teachers and students transcribed in such instruments:

Students in the survey stated: What really helped the most when asking and answering what my classmates questioned was the lexis used in the daily routine. Besides I also could describe what I did every day since it was easy for to memorize and verbs.

The Observer wrote: *"Students demonstrated in their replies that they know the vocabulary about the daily routine, they mention every verb and time expressions use in simple present when talking about their daily life"*

The role of the lexis during the main activity allowed the observer and researcher confirmed that words were not used in isolation this time, students felt more satisfied since they expressed complete phrases naturally and understand more easily through their intervention in Skype and face to face interaction. The fact of being practicing out of class made the learners internalize the pronunciation and keep in contact with the language. Another positive aspect that helped them to speak with more lexis was watching and listening to their classmates' pronunciation on Skype because it encouraged them to increase their vocabulary and get ready for their question attack strategy.

The next category *good use of ICT* illustrates the 21.43% of the information collected in the results, some comments taken from the survey and Diary:

Students stated that *"El uso de Skype me ayudó mucho a mejorar la pronunciación y memorización de las palabras."* (The use of Skype helped me to get over the elocution and internalization of the lexis)

"Cuando vi a mis compañeros participar en Skype me anime a participar en la conversación y en la actividad del Question Attack" (When I saw to my classmates take part in the Skype conversation, I encouraged myself to participated in the conversation and in the Question attack activity)

The scholar stated in the diary: *"Mediated communication strategies made easier the oral production because they kept in contact with the language almost every day."*

The observer said that *"it is noticed that students took advantage of the ICT tools to practice extra hours out of the classroom which is good because it did not let them lose contact with the language for long periods of time"*

These excerpts from the instruments indicated that Skype played a role of facilitator among the students and the language where learners demonstrated how much their oral performance amended after having practiced in English with the other friends.

The *Ease to interact* category describes the ease to interchange ideas in a conversation and it is represented by 18.62 % from the gathered information:

The observer stated: *"Students kept their attention in their partner presentation, so it let them make questions without little difficulties and answer"*

*"*Despite of some mispronunciation, *Students understood what they were asked about their daily routine and answer with coherence"*

The question attack worked hand-in-hand with Skype letting the students feel more confident sharing their ideas in English about their daily routine experience with their friends in the Skype group and discovering other communication alternative on the Internet. Likewise, through this workshop learners demonstrated certain control over the vocabulary when asking and answering question, also they showed the capacity they had to communicate effectively implementing the range of words related to the topic; using in some occasions the right order structures in simple present, that is why they had an opportune feedback from the teacher during their Skype participation, when they presented accuracy or mispronunciation problems; the teacher provided the space and time to record their video again until they did it better.

However, there are some difficulties in pronunciation that persist in the findings. The category difficulties in pronunciation shows a percentage of 12.99% in a total of 50 frequencies. This category arose as the most difficult aspect of the speaking process is pronunciation, therefore it is an obstacle to make themselves understand each other when they interact. During one of the classroom observations, the non-participant observer registered in the diary: *"Students mispronounce lot of words, so it made their understanding kind of hard"; "Teacher corrected the pronunciation mistakes and made them to repeat the word in the right way.*

The students registered in their survey some comments related to the pronunciation: *"Lo más difícil para mí en el question Attack fue pronunciar algunos verbos como wake up, get up y*

otras palabras." (The most difficult in the question Attack was to deal with the pronunciation of some verbs like wake up, get up and other words)

"Hubo muchas palabras que mis compañeros decían de formas distintas y no sabía cuál era la forma correcta" (There were many words that my Friends said in different ways, so I did not know which one was the correct one)

The fifth category is *Acceptable flow of speech*, corresponding to 10.71% in a total of 40 frequencies. This code demonstrated a satisfactory fluency when students interchanged information in their oral performance, therefore, there was an improvement since they started expressing themselves in a natural and fluent way through the question attack activity.

The highest frequency comes from students' questionnaire where they indicated that they had efficient fluency during the interventions; posting some comments written here:

Students stated: *"Yo pienso que hable de forma natural cuando expuse mi rutina diaria y respondía las preguntas a mis compañeros"* (I think I spoke naturally when I presented my daily routine and answering the questions that my classmates made to me)

"Esta vez demoré menos tiempo para responder y no pensé en español para responder" (This time I felt that I did not take longer to answer, and I did not think in Spanish to answer).

The evidence in the dairy also registered some important notes that describes the improvement that students obtained in their fluency: "Most students did not think over the words many times to express what they were going to say", "Students showed more control over phrases and spoke more naturally without having so many language interruptions".

The category *Lack of accuracy* describes the poor use of grammar structures, in this stage; the teacher observed students' oral production and noticed several syntax difficulties; 7.91% reveals this category in a total of 31 frequencies as it is evidenced in the discourse analysis of the question attack answers.

S1: My daily routine is, I ~~am~~ get up at seven, after that ___ brush my teeth and I ~~am~~ have breakfast

/Word order error, lack of words, mispronunciation/

S2: What time _____ you take a shower in the morning?

/Omit Auxiliary, lack of words, mispronunciation/

S3: I ~~do~~ take a shower ____ eleven but usually take a shower *3 day."*
/Word order error, lack of words, mispronunciation/
Taking as reference the last piece of transcription during the question attack, learners omitted the auxiliary in some questions and pronounced the auxiliary in the answer, furthermore, the use of the verb to be is most of the time translated when using pronominal verbs in English. "*Yo me baño…., I am take a shower*", "*Yo me visto. I am get dressed*" The fact of pronouncing unnecessary words in the sentences and saying the words in the wrong order confused to interlocutor trying to understand what the message conveyed and sometimes it led them to translate into Spanish to be able to understand each other.

The last category is use of L1 it represents 6,63% from the data analysis. Students helped themselves with L1 when they had problem with the pronunciation and forgot hoe to say a word in L2. The following discourse analysis illustrates what occurs during the activity.

S1: I usually wake up a las *siete* in the morning
/Use of L1/

S2: I have bread, ***mantequilla y huevos*** for breakfast and then ….
/Use of L1/

For a better understanding of the analysis extracted from the triangulation table No 6, the speaking assessment table is another source of information collected that showed the oral performance of the learners:

Table 6 Results of speaking assessment rubric in workshop 2

| SPEAKING ASSESSMENT CRITERIA | | | | | |
STUDENTS	Lexis 20%	Accuracy 10%	Fluency 40%	Interaction 20%	Skype 10%	Final grade WKS 1
Student 1	19	8	28	16	7	8.0
Student 2	20	4	31	15	8	8.0
Student 3	16	9	26	15	6	7.9
Student 4	18	5	32	14	7	7.8
Student 5	17	12	28	14	9	7.8
Student 6	18	8	27	16	10	7.4
Student 7	11	5	23	13	5	7.3
Student 8	19	7	26	15	6	7.2
Student 9	18	6	16	18	8	7.2
Student 10	18	7	23	24	8	7.1
Student 11	17	8	20	20	9	7.1
Student 12	15	7	24	17	9	7.1
Student 13	15	4	21	14	6	6.9
Student 14	11	8	25	15	7	6.8
Student 15	17	5	15	18	10	6.8
Student 16	15	4	20	17	7	6.7
Student 17	16	7	25	16	7	6.6
Student 18	17	8	25	14	7	6.6
Student 19	15	4	22	17	8	6.6
Student 20	17	3	26	14	9	6.6
Student 21	16	8	19	15	10	6.6
Student 22	13	5	20	17	9	6.5
Student 23	15	3	20	12	8	6.5
Student 24	14	7	20	16	9	6.4
Student 25	16	8	17	16	7	6.4
Student 26	19	6	15	20	8	6.3
Student 27	15	8	18	18	8	6.1
Student 28	13	5	24	15	9	6.0
Student 29	18	3	18	18	8	5.8
Student 30	16	6	26	16	7	5.7
Student 31	14	8	15	15	9	5.0
Student 32	11	6	11	12	10	4.7
Student 33	8	4	7	10	4	3.6
Student 34	6	8	7	10	5	3.6
Student 35	12	7	8	13	7	3.5
Student 36	5	4	11	9	6	3.3
Average	15	6,25	20,53	15,39	7,69	6.4

The results shown in table 6 also evidence the aspects stated in the data analysis of the instruments implemented in the workshop; The first criterion in the rubric about lexis corresponding to 20% of the assessment reported an average of 15% which means that most of the students obtained passing scores (above 10%) which means that they gained vocabulary to be able to speak in the main activity ratifying what was found in the triangulation table about the code Efficient use of lexis.

On the other hand, the accuracy holds a 10 % in the rubric, displaying an average of 6.25% which is another indicator of certain improvement in the students´ performance that aligns with the code *Lack of accuracy* that represents the weaknesses that the students still had with the English grammar in their speaking performance.

Likewise, the rubric evaluated the fluency that learners had in the oral performance which signifies 40% of the grade and that reported a low average of 20,53% which means that the learners hardly got passing grades; this information means that at this point they still performed just fairly when interacting and that their flow of speech was still limited.

Another aspect assessed is the interaction, it covered 20% in the rubric with an average of 15,39%; here there is a notable Noticeable progress due to the fact that they kept a basic conversation using the topic that was assigned in the activity. Besides they asked and answered question conveying the right message despite the oral errors presented in the analysis discourse.

The last aspect evaluated in class was Use of ICT tool (Skype) for supporting the lexis, accuracy and pronunciation before the question attack and it characterizes 10% of the final grade in the assessment rubric. An average of 7.69 shows that learners accepted the technology as a tool to mediate the speaking strategies and rehearse not only their oral production but also to change their attitude about the language in a positive perspective.

In summary, the results from this workshop showed that there were still some aspects to continue working; difficulties in pronunciation and the use of grammar structure but it was expected to have better results and making more emphasis in these two language aspects during the development of the research in subsequent workshops.

6.2.3 Workshop 3: What is your favorite date

Workshop number 3 (Annex) proposed to teach the students how to talk about future events they can do in a special date through a role-play in class. They initially had to post a recorded video and write as a narrative what they were planning on doing on his/her favorite date; after that two classmates got ready to interact in a role-play formulating each other different questions based on their narrative, to implement the lexis and grammar

structures studied in class; the use of technology (Facebook messenger) mediated the use of such lexis and grammar forms. Once the workshop was implemented the information was

analyzed considering the results obtained from the questionnaire, journal, and observation format used as data collection instruments; the results of the analysis are presented in the following graph with the group of categories that came out:

CATEGORIES OF ANALYSIS IN WORKSHOP 3

Category	Percentage
L1 USE	4.3 %
LACK OF ACCURACY	8.5 %
DIFFICULTIES IN PRONOUNCIATION	10.64 %
ACDEPTABLE FLOW OF SPEECH	13.15 %
EFFICIENT USE OF LEXIS	20.7 %
EASE TO INTERACT	21.28 %
GOOD USE OF ICT TOOLS	21.47 %
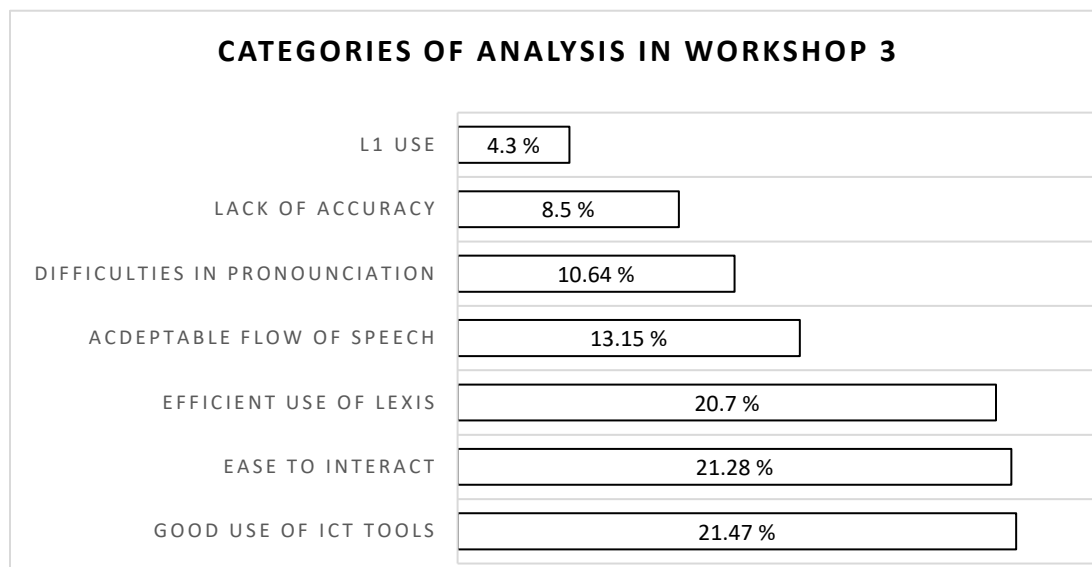
Graph 6 Categories of analysis in workshop 3

Graph No 6 presents the first code with 21,47% of data analysis and corresponds to the good use of ICT that the students made of them during the activity, by using their phones or computers and Facebook Messenger to learn more pronunciation and lexis for the role-play in class. This code labels the way students improved their communicative competence supported by using Facebook messenger as a mediation ICT tool for a role-play in class. At the same time, the fact of having practiced on Facebook gave the students more tools to internalize the pronunciation and grammar which helped their accuracy and fluency and even their understanding of what other people were talking about. Facebook messenger played a role of an assistant before and during the main event and had favorable acceptance in class due to the frequent use students gave to it; the students stated different comments related to the use of Facebook messenger:

"Facebook fue más fácil para mi porque uso esta página todos días, así que podía ver todos los días las publicaciones de mis compañeros y participar" (Facebook was easier to me since I surf in Facebook everyday so it I could check what my Friends posted and participate)

"Fue de mucha ayuda el uso de Facebook durante y antes del role-play, gracias a correcciones que el profesor me hacía en mi video que publique pude sacar mejores notas en el dialogo con mi compañero" (It was very helpful the use of Facebook during and before the role-play, thanks to the correctios made by the teacher in the video posted, I could get a higher score.

The ease to interact category shows a good percentage this time with 21,28 % that means that during the role-play the students spoke without hesitating or doubting about what they wanted to ask or answer. The fact of having a high interest in making a dialogue in pairs, let them start and keep a basic conversation in English using topics related to the dates of future events. To show more details and evidence from the information collected in the instruments, the dairy and observer recorded comments like:

"Learners did a good job participating in the main activity, their listening comprehension helped them to understand what their friend was trying to say and answer in shorted time"

"The role-play permitted the students have a better interaction because at the moment of the activity the teacher gave them the chance to select their partner and they are allowed to see their Facebook messenger."

The category *Efficient use of lexis* with 20,70 % as the third most frequent, it proved that the words taught from the activity were internalized and made possible the interaction in the role play. The category demonstrated how important was to make part of Facebook Messenger conversations to increase the vocabulary to develop good communicative competence and feel more confident in the role-play. The category also confirmed the control students had over the lexis to relate the right date with the activity they were planning on doing in a future; Some students and teachers stated their opinions in the survey and diary of what they perceived during the main activity. Students said: *"Esta vez me aprendí más rápido el vocabulario porque era relacionado con los días de las semana, meses del años y algunas fechas especiales y además la práctica que hicimos en clase también fue muy necesario para*

poder memorizar las palabras" (This time I learnt the vocabulary faster because it was related with the days of the week, months of the year and some special dates, besides what we practiced in class was necessary to memorize the words). The diary also recorded that

"During the role-play most the words were used to express their ideas and make themselves understand, the lexis played an important role this time because it let them to follow the general idea of their conversation"

The fourth category referred to the fluency students showed during the role-play, the *Acceptable flow of speech holds a* 13,15 % from the data analysis. This code pursues to demonstrate the good flow of speech student followed in the middle of the role play. In this occasion, they kept an acceptable pace during the presentation of their future and conversation they had in class. The acceptable flow of speech permitted the discourse looked more natural.–The observer registered some statements about the fluency during the discussion:

"When talking about their future, most of students had a good fluency in their oral performance; it made the presentation and conversation looked more naturally"

"Videos and teacher feedback posted on Facebook messenger helped students improved their fluency during their role-play"

The fifth category had a frequency of 10,64 %; this category corresponded to *Difficulties in pronunciation*; students stated the problems they are having with the pronunciation of some words despite the practice in class and Facebook messenger; however, there is noticeable improvement comparing with last two results. In the role-play students did not notice when they mispronounced few words that did not let convey the messenger clearly. The students sated their perception and so did the teacher.

"La parte más difícil para mí fue pronunciar algunos verbos porque siempre lo quiero leer como se escribe" (The most difficult part to me during the role-play was to read correctly)

Debo practicar más la pronunciación porque casi siempre digo las palabras como se escribe y eso hace que no me entiendan cuando estoy hablando" (I must practice more the pronunciation because I usually say the words the way they are written and it does not let that people understand me when I speak)

S1: ~~Why~~ are you going to eat ~~in~~ your birthday?

/mispronunciation- good intonation/

S2: I ----- going to eat ***food*** special in my home

/mispronunciation – lack of coherence/ syntax problem /

S3: When <u>he is</u> going to give cards?

S4: He -------going to ***give*** card on my mother ***birthday***

/mispronunciation/verb to be omitted/

The sixth category is the *Lack of accuracy* which represents 8,5 % in the data analysis; it shows that the grammar difficulties that the students kept having while they spoke decreased in this workshop; in fact, they had an improvement in their grammar command when making WH and simple questions, but they omitted most of the time the verb to be when using going to, so they did not notice this mistake while performing the role-play. The following excerpts from some of the students' utterances in the survey illustrate this fact:

"Learners had an acceptable control of the grammar structure during the role-play, they omitted the verb to be but they could convey the message"

"Learners had the Spanish grammar structure in their mind, so they made mistakes trying to say the statements as if they were speaking Spanish"

The last category was use of L1 with an 8.5 %. During the role-play the students ~~say~~ used Spanish words that they forgot in English, but 90 percent of the conversation was in English. The teacher stated in the diary the following comments: "They forgot basic things like numbers and special dates", "They used L1 because they felt embarrassed to mispronounce a word or make any mistake"

As planned in the project, the students' performance in the speaking task involving ICT with Facebook was assessed by means of the speaking rubric whose results are presented below:

Table 7 Results of speaking assessment rubric in workshop 3

STUDENTS	SPEAKING ASSESSMENT CRITERIA					
	Lexis 20%	Accuracy 10%	Fluency 40%	Interaction 20%	Facebook 10%	Final grade
student 1	18	9	30	16	9	81
student 2	19	9	26	14	9	80
student 3	18	6	33	16	7	79
student 4	18	6	29	15	8	77
student 5	20	8	24	6	8	76
student 6	17	7	27	15	7	75
student 7	17	8	28	15	7	75
student 8	16	6	25	17	8	74
student 9	17	6	26	17	7	74
student 10	18	5	30	16	6	73
student 11	17	8	25	16	7	73
student 12	17	6	24	19	8	73
student 13	13	8	28	16	7	72
student 14	10	7	32	14	7	71
student 15	17	3	27	19	7	71
student 16	18	11	27	17	8	70
student 17	19	2	26	15	7	70
student 18	15	8	24	13	8	69
student 19	18	4	21	18	8	69
student 20	17	5	19	18	9	69
student 21	18	7	21	17	6	68
student 22	18	6	19	15	8	68
student 23	16	7	22	16	7	68
student 24	15	7	16	18	9	66
student 25	13	8	24	17	8	66
student 26	16	4	21	14	9	65
student 27	18	5	18	19	7	65
student 28	15	4	19	16	9	65
student 29	17	6	16	18	9	65
student 30	20	5	15	17	6	63
student 31	15	4	13	17	10	56
student 32	12	5	16	14	8	55
student 33	14	7	12	12	9	54
student 34	13	3	9	11	8	48
student 35	9	6	12	15	6	43
student 36	8	4	6	10	5	34
Average	16	6,11	21,94	15,50	7,67	73

Table 7 displays the points obtained by the students in the assessment rubric during the role-play. A general result is also shown in the last column ratifying the information that was found in the instruments and explained in Graph 6.

Lexis presented 16 points from 20% which is a high score for students during the main activity. However, accuracy holds a 10 % in the rubric, but the assessment rubric and

instruments say that the problem continued, and the teacher had to work in the language aspect to reach the goal,

Another aspect assessed in the rubric referred to the fluency which is equivalent to 40% of the grade, the practice they had in Facebook was a support to get higher scores in the role-play and proved the control over the speed during the interaction. This fluency represented a general average of 21,94% from the group which represents an adequate grade though they needed improvement. The interaction was equivalent to the 20 % of the grade with an average 15.50%; here students felt more motivated to talk about their future events, they had some mispronunciation and use of L1, but they could have carried the message to their friends.

The last aspect evaluated in class was Use of ICT tool (Facebook) for vocabulary and pronunciation, it corresponded to 10% of the final grade in the assessment rubric. An average of 7.67% that displays that students had a good reaction to this platform and had a permanent contact with the comments and videos posted there.

As result of this analysis, results show that students were having improvement in their oral production thanks to the ICT-mediated communication strategies implemented in class but there were some drawbacks that still needed to be overcome like accuracy and pronunciation. But it is worth to emphasize that other features like lexis, fluency and interaction of the oral production had been gradually amended and exceeded using the ICT-mediated communications strategies implemented in each of the workshops led in class.

6.2.4 Workshop 4: I don't know what he is doing

Workshop number 4 (Annex) was intended to help students to learn how to use present continuous in a classroom forum; in this strategy students hold a conversation in the form of a posted video they saw in You tube; later they had an oral discussion to argue their thoughts and to prove that they understood what they were asked. Teacher also makes sure the learners use the YouTube channel as support for the classroom forum in class. The classroom forum took place once they answered the questions and teacher rehearsed the rules, pronunciation and lexis in class.

When the workshop was over, the class events were analyzed carefully with the use of a questionnaire, journal, and observation format used as data collection instruments; the outcomes of the analysis are presented in the following table with the group of categories that came out:

Table 8 Categories of analysis in workshop 4

No.	Categories	Operationalization	DATA COLLECTION INSTRUMENTS			Frequencies	%
			Survey	Diary	Observation	Total	
1	Ease to interact	Code describes the ease to interchange ideas in a conversation.	39	35	38	112	19.55
2	Efficient use of lexis	Code describes a series of vocabulary Ss appropriately used to argument.	38	32	35	105	17.88
3	Good use of ICT tools	Code describes good use of ICT to mediate the speaking strategy	33	39	24	96	17.32
4	Acceptable pronunciation	Code describes the acceptable pronunciation Ss had when expressing their ideas.	26	31	20	77	15.27
5	Acceptable Flow of speech	Code describes participation with fairly acceptable tempo	37	21	24	82	14.34
6	Poor accuracy	Codes describes the poor use of grammar structures.	21	18	19	58	10.8
7	L1 Use	Code describes the use of L1 during the activity	6	8	12	26	4.8
	Total		200	184	172	556	100%

Table No 8 presents the first code with 19.55% that belongs to the *ease to interact*; this displays that during the classroom forum the students express themselves more naturally when asking and answering questions from Mr. Bean´s video posted in You tube. They had a good understanding from WH questions in present continuous and also, they did a good job answering without difficulty. As an evidence from the information gathered in the observation format, the observer commented:

"I guess that fact of watching the video let the students have a better comprehension of the topic, so it made easier the internalization and the oral practice in class"

"The visual learning prevailed in class because they remembered lot of images and scenes from the video posted on YouTube when someone asked them specific actions that Mr. Bean was doing"

The category *Efficient use of lexis* with 17,88 % as the second category demonstrated that the words written from Mr. Bean video in You tube helped the students to support their answers in the classroom forum. The category also proved the students the important of learning new vocabulary to express and participate in English conversation in class; you tube worked as a powerful tool not only in class but also at home, it increased their lexis and permitted them feel more confidence in the classroom forum about Mr. Beam. Students stated their opinions in the survey of what they noticed during the classroom forum, as shown below:

"Los videos hicieron más fácil aprender los verbos, además pienso que fue una manera divertida de aprender Inglés porque todas sabemos encontrar cosas en You Tube" (Videos made it easier the learning of the verbs, besides I think it was a funny way to learn English because we all how to find things in You Tube).

The students also recorded that *"Podíamos mirar las palabras todas las veces porque estaban publicadas en You tube, cada vez que veíamos el video podíamos mirar también el vocabulario en los subtitulos"* (We could look at the words every time we wanted to because the video is posted in You tube, every time we watched it, we also could look at the vocabulary)

The third category refers to the good use of ICT that the students made before and during the classroom forum, by using their messages posted in YouTube to improve their lexis accuracy. This code proved that students improved their communicative competence by accessing to YouTube and posting their comments on it. Additionally, they had the chance to see other students' commentaries about the video; despite their use of written English, YouTube helped them to rehearse grammar and cohesion in the sentences. YouTube played a role of an assistant before and during the classroom forum and had satisfactory acceptance

in class because of the frequent use students made of it; different comments related to the use of YouTube were stated in the diary:

 "The use of ICT enriched student's lexis and helped other aspects of the language that made students find English easier"

"The messages posted in You tube showed that learners can have another alternative of learning English and developed their communicative competence"

The fourth category had a frequency of 15,27 %; this category corresponded to *acceptable pronunciation*; students had a notable improvement pronouncing the words related to the topic; they took advantage of the exercises done in class when the teacher played the video and made them repeat the sentences while the subtitles were presented in the video. Besides, the immediate~~ly~~ feedback that the teacher gave students during the rehearsal helped them to improve their pronunciation too. The observer wrote some notes:

"Students could articulate lot of words correctly, using a good intonation when making questions and answers"

"The fact of having a good pronunciation with the help of YouTube made the communication easier and avoided the use of L1 in class, they felt more confident asking question because they did not receive corrections all the time from the teacher"

The fifth category referred to the fluency students showed during the class forum, the *Acceptable flow of speech holds a* 14,34 % from the data analysis. This category demonstrates how well learners kept their pace when defending their position about what Mr. Bean was doing or not during the video. With an acceptable flow of speech, learners can perceive that their language oral skills were getting better every time more. Besides, YouTube channel reinforced their pace when repeating at home or at school each one of the sentences in the YouTube video "Mr. Bean in the wild". The observer listed some announcements about the fluency during the classroom forum:

"During the classroom forum, there was a fluent conversation between the number of participants who supported their learning in You tube"

"The questions and answers kept a pace in the interventions during the classroom forum"

The sixth category refers to the poor accuracy with 10.8 % in the data analysis; it proved that students continued having grammar difficulties in the classroom forum, they used the words in the wrong position because of they expressed what they thought the same way they do it in Spanish. The observer noticed that at the moment of taking turns, some few mistakes were made when using negative statements or asking WH questions. The following excerpts from some of the students' utterances in the survey illustrate this fact:

During the classroom forum learners changed the words of positions but they conveyed the message"

"Learners continued having Spanish grammar structure in their mind, so it is required that they do more practice in grammar"

The last category was Use of L1 with a 4.8 %. During the classroom forum, the students used Spanish words to help themselves to express what they had previously rehearsed in YouTube.   The students stated the following comments:

"Cuando estaba preguntando se me olvidaron algunos verbos del video de Mr. Bean, no los podía recordar y los dije en español", (When I was making questions I forgot some verbs from Mr. Bean video and I said in Spanish

 "Usé muy pocas palabras en español, solo cuando no sabía pronunciarlas" (I used few words in Spanish, it was just that I did not know how to pronounce them)

As mentioned before, the students' performance in the oral tasks involving ICT with YouTube was assessed by means of the speaking rubric whose results are presented below:

Table 9 Results of speaking assessment rubric in workshop 4

NAME	Workshop number 4					
	Range 1-20	Accuracy 1-10	Fluency 1-40	Interaction 1-20	YouTube use 1-10	Final grade
Student 1	19	8	35	17	8	87
Student 2	18	10	34	16	8	86
Student 3	18	7	36	17	8	86
Student 4	18	7	34	17	8	84
Student 5	13	6	37	18	8	82
Student 6	17	9	36	12	7	81
Student 7	17	8	30	18	8	81
Student 8	17	5	33	18	8	81
Student 9	17	5	32	17	9	80
Student 10	17	8	28	17	9	79
Student 11	13	8	31	20	7	79
Student 12	18	4	32	17	8	79
Student 13	17	5	34	16	7	79
Student 14	17	6	31	15	8	77
Student 15	15	7	33	15	7	77
Student 16	18	4	29	17	8	76
Student 17	15	6	32	14	8	75
Student 18	17	6	28	16	8	75
Student 19	13	7	27	18	8	73
Student 20	14	7	27	17	8	73
Student 21	17	6	25	17	7	72
Student 22	19	7	24	16	6	72
Student 23	19	6	20	18	8	71
Student 24	18	5	24	16	7	70
Student 25	12	4	29	17	8	70
Student 26	16	6	21	16	9	68
Student 27	14	7	23	15	8	67
Student 28	15	6	22	14	10	67
Student 29	15	5	19	18	8	65
Student 30	17	5	17	18	8	65
Student 31	12	7	24	14	7	64
Student 32	15	7	19	15	7	63
Student 33	12	6	22	16	7	63
Student 34	12	6	15	15	8	56
Student 35	11	8	8	13	9	49
Student 36	10	5	15	11	5	46
Average scores	16	6.4	27	16	8	73

Table No 9 shows the points attained by the students in the assessment rubric during the classroom forum supported by YouTube. Lexis obtained an average of 16 points from 20% proving one more time that students had better control over the words that they had to use during the class; accuracy presented an average of 6.4 from the general score. It expresses that learners work hard and improved this criterion.

Another aspect assessed in the rubric referred to the fluency which was equivalent to 40% of the grade which had an average percentage of 27% from the group which represents a good grade during the forum. The interaction was equivalent to the 20 % of the grade with an average 16 %; it has had a notable improvement through the study due to the commitment and rehearsal with ICT.

The last aspect evaluated in class was Use of ICT tool (YouTube) for internalizing the vocabulary and study language form accuracy; it denoted 10% of the final grade in the assessment rubric. An average of 8 % demonstrated that students could post their comments and made good use of YouTube to improve their oral production during the forum in the classroom.

As can be seen, results show that students had a better oral performance in the forum considering all the criteria proposed since the beginning of the study. Even so, accuracy has been one of the most difficult aspects so because of the Spanish structures that students use when expressing their ideas. Eventually, all these obstacles were overcome to some extent with the practice of language in each one of the spaces proposed to practice out of class (WhatsApp. Messenger, Facebook, Skype, YouTube) and continued to be intervened with more strategies, as shown in the following sections.

6.2.5 Workshop 5: *My Biography*

The fifth workshop was planned with the objective to promote oral skills through an interview as the main activity where students were expected to present their biography posted in EDMODO platform as the ICT tool to mediate oral communication; oral interaction was led in class doing different questions related to date, place of birth, and past experiences. Students had the responsibility to answer all the questions that made part of his biography during the interview in front of the class. Straightway, the same data collection instruments

as in the previous workshops were to gather information and its analysis is summarized in the following table:

Table 10   Categories of analysis in workshop 5

No.	Categories	Operationalization	DATA COLLECTION INSTRUMENTS			Frequencies	%
			Survey	Diary	Observation	Total	
1	Good use of ICT tools	Code describes good use of ICT to mediate the speaking strategy	42	52	25	119	19.54
2	Efficient use of lexis	Code describes a series of vocabulary Ss appropriately used to argument.	36	37	38	111	18.23
3	Ease to interact	Code describes the ease to interchange ideas in a conversation.	41	33	34	108	17.73
4	Appropriate Flow of speech	Code describes participation with fairly acceptable tempo	39	37	26	102	16.75
5	Acceptable pronunciation	Code describes the acceptable pronunciation Ss had when expressing their ideas.	29	31	27	87	14.29
6	Poor accuracy	Codes describes the poor use of grammar structures.	26	32	24	82	13.5
		Total	213	222	174	609	100

The category *good use of ICT* tools illustrates the 19,54 % of the information collected in the results meaning that Edmodo helped students in their learning process to interact with the other students in the interview, some comments taken from the survey and Diary show what the students stated:

"Edmodo fue una plataforma muy sencilla de manejar y podíamos ver los resultados de las practicas que hacíamos en línea" (Edmodo was a pretty easy platform to use, besides we could check the results from the practice we had online)

The information extracted from the diary indicated that Edmodo was facilitator with several benefits for the students in English, they not only had the chance to post their biographies but also took online quizzes with an immediate-feedback given by the platform.

The code *Efficient use of lexis* means the improvement in vocabulary related to the varied words the students used in the biographies posted in Edmodo; the learners used regular and irregular verbs, date and time, professions and also nationalities in some few cases. Some of them remember the family member vocabulary which motivated the others to find out more having an interview in class. This information illustrated 18,23 % in a total of 111 occurrences, the following comments are some evidences that teachers and students recorded in such instruments: "At the beginning, I could not memorize the verbs because I was confused with the present and past but when I posted the biography in Edmodo, I noticed the different and then I could had had a good presentation (Survey) and: *"Students demonstrated during the presentation of the Biography to have control over the vocabulary proposed for the activity"* (Observation form).

On more time lexis played a significant role to prove the oral performance improvement of the students during the interview with a wide repertoire of verbs and nouns to talk about their relatives' past events.

The triangulation table also shows that the *Ease to interact* category describes the ease to exchange ideas in an interview and it is represented by 17.73% from the gathered information: The observer stated that *"Learners were able to get information from their classmates using the vocabulary and the right linguistic component making questions and answering".* Also, the observer registered that "*What the students enjoyed the most was posting Power Point presentations in Edmodo and start a conversation that supported their good performance in class"*; this means that the interview worked together with Edmodo letting the students feel more confident sharing their ideas in English about their experience with their friends in the Edmodo group and discovering other communication alternative on the Internet.

The fifth category is Appropriate Flow of speech, corresponding to 16,75 % in a total of 102 frequencies. This code proved that learners had good fluency during the interview and during the presentation; testimonies reported that reading other students' posts in Edmodo enhanced the learners' speed a little while presenting their experience in past forms. Some comments taken from the diary reported that "Learners were able to express themselves naturally in past without using few Spanish words in their oral presentation, they had a right intonation and punctuation while they read and speak in English"; additionally, the non-participant observer teacher stated that "Learners showed an acceptable pace when participating in class, most of them were able to make question without stopping every minute to think in Spanish the logical order"

The category poor pronunciation shows a percentage of 14,29 % This category arose as one of the challenges the students faced when presenting their biographies because some words and expressions were very difficult for them to pronounce; some of them continued to pronounce words the way the word is written with Spanish sounds and some others stressed the lexis in the wrong syllable which caused confusion to understand what they were trying to say, on the other hand, there were some participants that, in spite of their pronunciation weaknesses during the presentation of their biographies, speeches were clear and understandable enough, they let the other participants comprehend what the presenter was saying. In this respect, the observer stated that *"They had some drawbacks with the pronunciation of the irregular verbs in past when answering what their friends ask but message was conveyed"* and *"although learners could catch the main idea of the questions, they mispronounced some words that did not let the audience follow the idea of the presentation"*

The category *poor accuracy* describes an unsatisfactory use of the grammar structures in past that were applied for the students to make questions about their past events; 13,5% reveals this category in a total of 82 frequencies as it is evidenced in the discourse analysis of the interview answers. They had word order problems when asking questions in past, they also tried to make questions omitting the auxiliary "Did" or mixing

the preposition To and the auxiliary. Students recorded some notes on the survey presented here:

"Las actividades en Edmodo me sirvieron para aprender la regla de gramática de las preguntas y las respuestas en pasado pero falto practicar más las preguntas en pasado" (The activities in Edmodo were useful to learn the grammar rules to formulate questions and answer in simple past but I needed to practice more the questions in past)

"Lo más complicado fue con el verbos was y were, pero las preguntas con el auxiliar did fueron más fáciles, me confundí y usaba el did en todas las preguntas que llevaban was y were" (The hardest aspect concerns to the verb to be however, the questions with the auxiliary did were easier to formulate, I got confused and I used the auxiliary Did every time I made question with the verb to be was/were"

These accuracy problems are ratified in the following excerpt from a transcription of the students' oral production:

S1: When did you were born?

/No word order error, mispronunciation/

S2: She ~~was~~ **become** a nurse in 1990?

/ awkward words, mispronunciation/

To have a precise idea of the analysis from the triangulation Table, the speaking assessment table is another source of information collected that showed the performance of learners during the interview:

Table 11. Results of speaking assessment rubric in workshop 5

STUDENTS	SPEAKING ASSESSMENT CRITERIA					
	Lexis 20%	Accuracy 10%	Fluency 40%	Interaction 20%	Edmodo 10%	Final grade WKS 5
Student 1	18	6	36	18	8	86
Student 2	17	6	35	18	9	85
Student 3	18	7	33	18	8	84
Student 4	18	6	35	16	8	83
Student 5	16	7	36	16	8	83
Student 6	17	7	32	18	9	83
Student 7	19	6	32	16	9	82
Student 8	15	7	32	18	10	82
Student 9	15	5	36	18	8	82
Student 10	17	6	32	16	10	81
Student 11	15	7	32	18	9	81
Student 12	16	6	35	15	9	81
Student 13	16	8	31	17	9	81
Student 14	18	5	32	18	8	81
Student 15	16	6	32	17	9	80
Student 16	17	7	31	17	8	80
Student 17	17	6	31	18	8	80
Student 18	15	7	33	15	9	79
Student 19	14	6	33	17	9	79
Student 20	14	7	33	16	8	78
Student 21	17	6	32	16	7	78
Student 22	17	6	30	17	8	78
Student 23	18	6	32	14	8	78
Student 24	18	7	26	17	9	77
Student 25	18	6	26	18	8	76
Student 26	15	7	28	17	9	76
Student 27	18	8	25	17	8	76
Student 28	16	7	27	17	8	75
Student 29	16	7	23	19	9	74
Student 30	16	7	23	16	9	71
Student 31	14	7	23	17	8	69
Student 32	15	5	21	17	9	67
Student 33	13	6	24	14	6	63
Student 34	14	6	17	15	7	59
Student 35	13	6	21	12	6	58
Student 36	12	6	17	15	8	58
Average	16	6.4	29	17	8	77

The first criterion in the rubric about lexis corresponding to 20% of the assessment reported an average of 16% which means that most of the students did learnt the vocabulary used in simple past and applied it in their oral participation supported by Edmodo platform. On the other hand, the accuracy holds a 10 % in the rubric, displaying an average of 6.4%, consistent with the fact mentioned above about several grammar mistakes made in the interviews giving as a result low grades obtained by learners, in other words, the Lack *of*

accuracy illustrates the difficulties that students had in the process of speaking and the aspects that had to be considered in the next activity. Fluency was also assessed in the interview and it corresponded to 40% of general grade assigned by the teacher, however reported 29% from the grades given to the students, it means that they kept an acceptable pace in their speaking in the presentation and then in the interview.

The interaction covered 20% in the rubric with an average of 17%, meaning that with the biographies students participated actively asking and answering personal information about the biographies presented in Power Point and loaded in Edmodo. The intention to interact increased thanks to the support and confidence given to the students in Edmodo.

The last aspect assessed in class was Use of ICT tool (Edmodo) for supporting the lexis, accuracy and pronunciation before the interview and it represents 10% of the final grade; an average of 8% in this criterion shows that leaners implemented the use of ICT's for practicing the vocabulary, fluency, accuracy and reading and they were supported by the information shared in the platform; besides Edmodo not only permitted to support the main activity but also to keep track of the frequency in which students used Edmodo to rehearse their speeches.

As a result, the information obtained from the instruments and assessment reported that the difficulties continued to be related to accuracy and pronunciation, however, good results with the use of ICT combined with communication strategies were gotten because students demonstrated a better control of lexis, fluency and interaction in most workshops.

6.2.6 Workshop 6: Be Smart: Do Exercise

The main activity in Workshop number 6 was a conversation club supported by a blog design; the students were supposed to post in the blog information concerning their mental and physical abilities, later they had a conversation club in class using the appropriate grammar, pronunciation, and vocabulary.

The information was gathered using the same instruments that were implemented in the previous workshops: Survey, Diary, and Observation form and then analyzed, having as a result the following categories:

Table 12 Categories of analysis in workshop 6

No.	Categories	Operationalization	DATA COLLECTION INSTRUMENTS			Frequencies	%
			Survey	Diary	Observation	Total	
1	Good use of ICT tools	Code describes good use of ICT to mediate the speaking strategy	43	57	27	127	18.76
2	Efficient use of lexis	Code describes a series of vocabulary Ss appropriately used to argument.	41	45	36	122	18.02
3	Ease to interact	Code describes the ease to interchange ideas in a conversation.	46	38	36	120	17.73
4	Appropriate Flow of speech	Code describes participation with fairly acceptable tempo	40	41	34	115	16.99
5	Poor pronunciation	Code describes the lack of pronunciation Ss had when speaking	34	36	31	101	14.92
6	Poor accuracy	Codes describes the poor use of grammar structures.	34	31	27	92	13.6
	Total		238	248	191	677	100

The information in Table 12 shows that the category *good use of ICT* illustrates the 18.76% of the information collected in the results, indicating that the use of a blog played a role of facilitator among the students and the language where learners demonstrated how much their oral performance improved after having practiced in English with the other friends.

some comments taken from the Diary stated that:

"The information that was written by the students did have positive results in the classroom, learners used the blog with educational purpose and demonstrated their progress during the conversation club"

"The blog had a good acceptance since it was a new tool they did not know, so they fact of showing their talents in webpage caught their attention and eased the interaction between the students and the language out of the class.

The code second code refers to the *Efficient use of lexis* during the conversation club. It describes the amount of words learners used to express their ideas when speaking in the conversation club. The lexis illustrated 18.02 % and it means that learners not only internalized the words but also knew how to use them in sentences. To ratify this information some comments from the observer are stated that "Learners talked all the time about their talents, explaining the actions they were able to do like; cooking, playing, dancing, skate, counting, spelling etc." and "During the conversation club, the vocabulary was expanded also with the participation of the other classmates, so it helped the classroom how to say other abilities in English"

The *Ease to interact* category describes the ease to interchange ideas in a conversation club and it corresponds to 17.73% from the gathered information. It shows the control students gained over the questions and answers. The observer stated: *"The students asked questions about other students' talents and they also responded using affirmative and negative statements"* and the students stated similar comments highlighting how the blog helped them use the learned language to be able to interact with their partners in the conversation club: *"Hice varias preguntas a mis compañeros sobre las cosas que podían y también de las que no podían hacer, así pude averiguar más sobre sus talentos"* (I made different questions to my classmates, in that way I could find out more about their aptitudes)

The next category is *Acceptable flow of speech*, corresponding to 16.99 % which means that leaners acquired the ability to be fluent during their discourse. The fluency learners acquired allowed them to express naturally and proved that they stopped repeating words without having any idea of what they were saying as reported before the intervention with the ICT-mediated communication strategies. Some comments registered from the diary and the observation form stated that "Their speech did not interrupt or block, as if they were

trying to say a sound but it did not come out", and the observer added that "Learners did not repeat part or all of a word trying to say something."

On the other hand, the category *poor pronunciation* shows a percentage of 14.92%, it means that difficulties in the articulation were persisting and were not overcome by the students in spite of the efforts made to have the students practice and improve their pronunciation.

They had issues to memorize the pronunciation from the new vocabulary and besides they added words that were not studied in class to extend their discourse, so it helped to increase the mispronunciation problem in class. During one of the classroom observations, the non-participant observer registered in the diary:

"Since the topic was about talents and abilities, the students wanted to talk about their unique experience but unfortunately the vocabulary given to them in the workshop did not cover what they all wanted to express so they look for words that they were not able to pronounce correctly"

The category *poor accuracy* represents 13.6% and describes the drawbacks students still had with the grammar structures during the discourse in this stage, the formulation of question became in the biggest challenge that students had during the conversation, they could answer correctly using the auxiliary can, but they could not make the questions correctly. In some cases, they omit words or use the wrong auxiliary; the teacher registered in his diary students' oral production difficulties to make question with the auxiliary can. Some comments taken from the diary are: "They inverted the words when using information questions and when answering negative statements", "They keep the Spanish grammar structures in mind, so it complicates the organization of sentences and question in English"

For a better understanding of the analysis extracted from the triangulation table No 13, the speaking assessment table is another source of information collected that showed the improvement achieved by the learners in their oral performance.

Table 13 Results of speaking assessment rubric in workshop 6

| STUDENTS | SPEAKING ASSESSMENT CRITERIA | | | | | |
	Range 1-20	Accuracy 1-10	Fluency 1-40	Interaction 1-20	Blog 1-10	Final grade
Student 1	20	6	36	19	8	89
Student 2	16	7	36	20	9	88
Student 3	20	9	32	18	8	87
Student 4	19	7	31	20	9	86
Student 5	18	9	31	19	9	86
Student 6	15	6	34	20	9	84
Student 7	18	6	33	19	8	84
Student 8	13	8	37	18	8	84
Student 9	17	7	33	18	8	83
Student 10	15	8	34	17	9	83
Student 11	17	6	34	18	8	83
Student 12	18	5	33	19	7	82
Student 13	18	7	31	18	8	82
Student 14	16	7	35	16	8	82
Student 15	15	8	32	18	9	82
Student 16	16	6	37	14	8	81
Student 17	18	7	33	15	8	81
Student 18	17	6	32	17	8	80
Student 19	15	8	31	19	7	80
Student 20	15	7	32	17	8	79
Student 21	15	7	31	18	8	79
Student 22	15	7	33	17	7	79
Student 23	18	7	28	16	8	77
Student 24	17	6	30	16	8	77
Student 25	14	6	31	16	9	76
Student 26	18	6	27	17	7	75
Student 27	16	6	25	18	10	75
Student 28	16	6	27	18	7	74
Student 29	15	5	26	19	8	73
Student 30	16	4	31	15	7	73
Student 31	16	5	26	16	10	73
Student 32	14	8	21	14	9	66
Student 33	13	5	21	14	6	59
Student 34	11	4	23	13	8	59
Student 35	13	5	19	12	8	57
Student 36	12	6	21	11	6	56
Average	16	6.5	30	17	8	78

The results in table 13 ratified the findings from the instruments from the triangulation table. To start, the speaking assessment criteria showed the improvement in vocabulary in workshop 6, because the average score for this criterion reported 16 points out of 20 points which means that the class got a passing score of 80%. On the other hand, the accuracy criterion holds in the rubric, displaying 6.4 % of the total of students, it means that results presented here also represent some improvement in spite of the many limitations that the students had with their command of the English grammar. that is, leaners had difficulties with the use of grammar, especially word order when trying to ask and answer the questions in the conversation club exercise.

Likewise, the rubric evaluated the fluency which is the speed of the speech that learners used to communicate in the conversation club. This criterion holds an average of 30 points out of 40, which means that the learners reported a satisfactory pace in their discourse, without many interruptions or repetitions of words according to their level.

The next aspect of the speaking assessment rubric refers to interaction, it covers 20 points in the rubric and reported an average of 17 points; this information means that interaction in the conversation club permitted the learners to put into practice all the vocabulary and grammar learnt ~~before~~ in the oral performance task thanks to the support that the learners got from the blog.

The last aspect evaluated in class was Use of ICT tool (Blog) for supporting the lexis, accuracy and pronunciation before conversation club and it corresponded to 10 points of the final grade in the assessment rubric. An average of 8 points means that the blog effectively mediated the oral communication task making the language learning process easier for the students and the ICT in this workshop worked as a support for the students' rehearsal of their English out of class.

In summary, this study reported satisfactory results in most aspects of the language; those are fluency, lexis, interaction, and pronunciation which improved thanks to the use of ICT and the oral communication strategies that students were applying in class. Though, features of language like accuracy continue being difficult for the students to control.

6.3 Evaluation Stage

The following paragraphs discuss the evaluation of all the ICT-mediated communication strategies applied through six workshops implemented in a seventh-grade class with the purpose to overcome the speaking problems that were found at the beginning of the study. The evaluating considers the improvement of the various aspects that were proposed in the initial research design such as lexis, accuracy, fluency, ICT use, and interaction.

Workshops were designed incorporating tools to engage and motivate the students to develop their oral speaking skill through the ICT-mediated communication strategies, passing for distinct levels of complexity. In this evaluation results are explained carefully, including the advances and speaking problems that the students encountered in the classroom.

The research instruments employed in the six workshops to collect data for this study were a student survey, a diary, and a class observation in each workshop. Every instrument made explicit reference to the ICT- mediated communication strategies included by the teacher in the workshop plan, then, these results were analyzed in a triangulation table to give interpretations to what happened during the implementation; Table No 14 below displays the summary of the data analysis in all workshops:

Table 14. Summary of categories of analysis in action stage

CATEGORIES	W1	W2	W3	W4	W5	W6	Frequency	%
Efficient use of lexis	37	86	107	105	111	122	568	19.6
Good use of ICT tools	55	84	111	96	119	127	592	20.4
Ease to interact	33	73	110	93	108	120	537	18.5
Acceptable Flow of speech	24	42	68	82	102	115	433	14.9
Difficulties in pronunciation	34	50	55	77	87	101	404	13.9
Poor accuracy	33	11	44	58	82	92	320	11.0
L1 Use	0	26	22	0	0	0	48	1.7

According to Table No 14, the category with the highest percentage, 19,6 %, was *Efficient use of lexis* which confirmed that learners enriched their vocabulary significantly

due the different strategies applied in each of the activities; besides the help of the ICT-mediated communication strategies students had the opportunity to work with determined their better use of such vocabulary; additionally, visual aids like flashcards, slides and the worksheets full of pictures about the topics of the lessons made them internalize the vocabulary more easily. With reference to the speaking strategies, in workshops number one and two they had the challenge to have a debate and a forum by the first time in L2, implementing lexis about the care of water and daily routine; during the next speaking strategies applied in Workshops 3 and 4 the learned lexis was practiced in a role-play and a question attack activity in which the students described, explained, support, and justified their ideas with appropriate words according to the topics and the context set for the activities, same as in workshops 5 and 6 in which an interview and conversation club in class provided the students with the opportunity to talk about their past experience and physical and metal talents like school where they studies, date and place of birth, abilities to count backwards from 20, sing a song in English etc.

According to Table 14, another important impact of this project on the speaking skills of the learners was represented by the category *ease to interact* which shows the positive increase of interaction in the group; 18.5 % of the data corresponding to this category ratifies the success of the project because they could maintain a face to face conversation in English about the topic given by the teacher listening when the other students were speaking and avoiding long periods of silence.

Table No 14 also shows that the category *Acceptable Flow of speech* had 14.9% as a positive aspect that shows that the learners gained some fluency in the development of the ICT-mediated communication strategies. Seventh grade students used the strategies to cope with the fluency problems they had in dialogues, and as a result of the project implementation and is spite of other errors like grammar and pronunciation, learners used the appropriate placement pauses at the intersection of a clause or after a group of words demonstrating a good performance in fluency. (Harmer, J., 2001) remined us that "the term 'speaking fluency' is linked to the meaning of "communication, as happened in this project in which in a conversation, learners made grammatical errors such as Maria live in Casing [live vs. lives]), but the learner still speak the sentence with some fluency.

Despite the considerable progress achieved in vocabulary, fluency, and interaction, the data also show that during the development of the workshop the learners also had some difficulties that were persisting in the speaking performance of the students; the first one was represented by the category "***difficulties with pronunciation***" with a 13.9% and the second one was "***Poor accuracy***" with 11.0%

Mispronunciation was one of the biggest difficulties that could not be overcome during the study and it was identified in the first workshop since they tried to memorize the pronunciation of all the words but it seemed that there were many details to consider while the data analysis suggests that some factors affecting pronunciation had to do with the influence of their native language, their lack of background knowledge and their lack of language exposure in the previous school years and out of class; the data also showed that the limited time to rehearse the phonetic ability during the class was a factor to prevent them from pronouncing correctly; other challenging factors were represented by the implementation of new vocabulary used by them to give more support to their interventions, and the fact that the students focused more their attention on the lexis and interaction than on pronunciation. In workshop three the difficulties reached frequencies of 55 because the requirements of the activity represented higher levels of difficulty as well as in workshops 5 and 6 in which the length and time to speak were more demanding; this means the pronunciation problems got worse.

Another issue that persisted during the study was "***Poor accuracy"***. Student faced several challenges that let them develop certain aspects of the language but some drawbacks with the grammar that were not overcome needed to be worked on several times in the workshops; the data show that the frequencies for this category in the first workshop were 33 while in the sixth workshop they reached 120 which means that it steadily increased; the findings in the study established that some factors were the poor grammatical background level of learners, fossilized errors, the misunderstanding of the rules that established how sentences are formed, wrong word order, sins of omission, subject verb agreement problems, among others. The observation forms and the diary also registered some negative events that happened during the oral speeches of the students. These results ratified that making the right decisions when speaking or writing in the second language (L2) requires grammatical

proficiency, as stated by (Shanklin, 1994)who suggested that "grammatical proficiency is both an important pedagogical skill and an important part of target language proficiency" (p. 147), that is why the weaknesses just described limited the oral performance of the learners in the implementation stage of the proposal.

Table No 14 closes the evaluation indicating that the category L1 use held 1.7% of the data analysis; especially in workshops 2 and 3 it was noticeable that students needed to make use of Spanish to express their thoughts; it means that the learners used words or phrases in Spanish language without even trying to translate or get help from the teacher or from the ICT resources available This dependence on L1 brought problems to the learners' speaking performance because inserting words from Ll in their discourse caused misunderstanding or a complete failure in conveying their ideas as expected in the different ICT-mediated communication strategies. Students started learning words in groups through the different channels like skype, YouTube, WhatsApp and worksheets. It permitted the vocabulary learning in context as opposed to traditional isolation of words. L1 was also reduced significantly because the learners found other ways to say the word thanks to the large numbers of lexis they learnt until workshop six. Also the body language, visual aids such as flashcards, illustrations, posters and even videos posted in YouTube were great ways to avoid translation. The sequence of the lessons permitted a continuous learning because many of the words in previous workshops had some relations with the next ones and that fact led the learners to recycle vocabulary and take advantage of their previous knowledge.

It is important to apply the principle of validity in this evaluation stage by contrasting the information above with the grades students got in every aspect evaluated in the speaking rubric used by the teacher in the assessment of the performance of the students in the ICT-mediated communication strategies. The following table No 15 offers the assessment rubric results having a global view of the outcomes in the speaking strategies the learners participated in:

Table 15. Average scores from oral performance assessment rubric in each workshop

Speaking assessment criteria	Score	Wk 1 Debate	Wk2 Question Attack	Wk3 In class discussion	Wk4 Role play	Wk5 Classroom Forum	Wk6 Conversation Club
Lexis	20	13.4	15	16	16	17	18
Accuracy	10	6.4	6.25	6.11	6.4	7.4	7.7
Fluency	40	19.8	20.53	21.94	27	30	34
Interaction	20	12.7	15.39	15.50	16	17	18
ICT	10	7.7	7.69	7.67	8	9	9
Average score per workshop 100		6.1	6.5	6.7	7.3	8.0	8.6

The previous table shows in detail the general scores from each one of the workshops and the criteria that were assessed in the speaking activities. Also, the table displays the average grade in each one of the speaking strategies where the students had the chance to demonstrate their potential in some speaking skills like lexis, accuracy, fluency, interaction and the use of ICT. A score was assigned to each aspect of the language to complete a total of 100 points. The results are interpreted in terms of quotative results according to evaluation system of the school; results show that 6.1 is the lowest grade reached in the debate which means "Básico" and 8.6 was the highest grade in the conversation club that means "Alto". The most successful aspects in the table can be appreciated with the points obtained in each workshop. These aspects refer to the ICT use with percentages ranging from 7.7 in workshop one to 9 points in workshop six, lexis from 13.14 to 18 and interaction from 12.7 to 18. The improvement of the oral performance was effectively supported with the use ICT-mediated communication strategies.

To provide some visual support of the information just discussed, Graph 7 below shows the summary of the scores per item in the speaking assessment rubric:
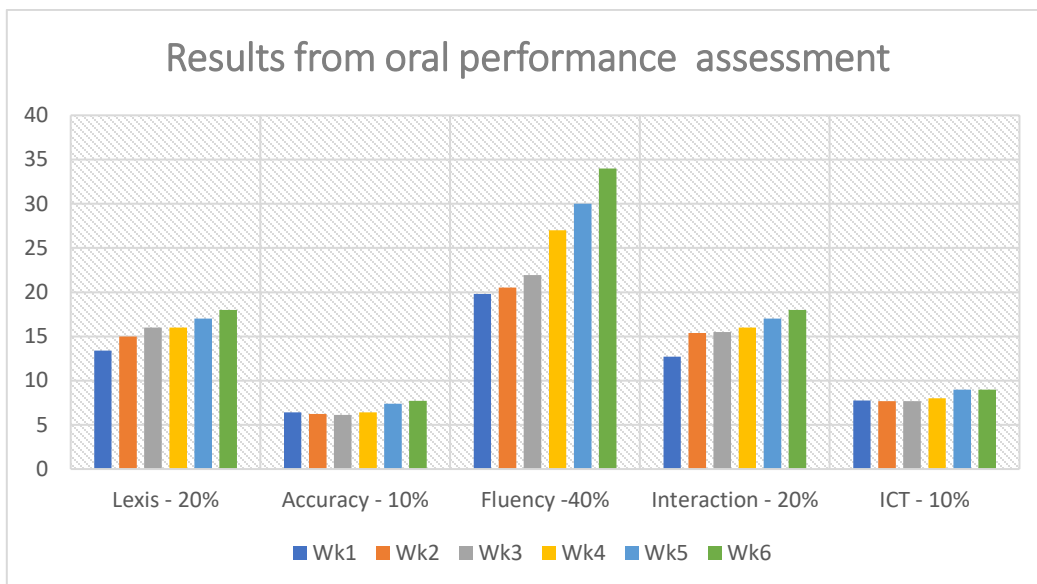
Graph 7. Oral performance assessment results

Graph 7 shows that in the analysis of ***lexis*** in workshop one proves that acquisition of the vocabulary increased and helped the students to defend their ideas as stated by (Grave, 2005) "Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies" that is, learners who enrich their lexis have more possibilities to improve the oral performance more easily than those who depend on a paper on do not study the lexis. The next one is ***the accuracy*** that correspond to the 10% of the grade. The graph does not show any advance during the first four workshops, however there was some improvement in workshop 5 and 6. Fluency represented 40% of the score and there was an advance that says that students kept the pace of the speech during their presentation and interaction in the ICT-mediated communication strategies. Interaction represented 20% of the grade, at the beginning of the study the learners were shy but later they felt more confident to start a conversation. The last feature to be analyzed refers to ICT use and holds 10% of the grade. Since it was the heart of the research, students were all the time encouraged by the teacher to participate and post their comments or videos in You tube, that is why the results presented in this table were positive displaying constant increase of the scores.

After data was analyzed, I identified how the ICT-mediated communication strategies together with the speaking strategies let seventh grade students from I. E. Cuarta Poza de Manga expand their lexis, improve the oral production, develop interaction skills and use ICT as pedagogical tools for EFL communication purposes to support their English classes. In consequence, the next section discusses the findings arising from the data analysis and the results just described to respond to the research question established in the study "How can ICT-mediated communication strategies affect 7th grade students´ speaking skill at a public school in Bolivar",

7. Findings

This research was intended to develop the oral skills of sixth graders by means of ICT-mediated communication strategies in an EFL classroom. The findings presented here are the sum of the results arising from all the instruments implemented to collect information and evaluate the extent to which interaction, fluency, vocabulary, pronunciation, and accuracy improved after exposing learners to ICT-mediated communication strategies.

Once the workshops were implemented, the results showed that the pedagogical objectives stated were significantly reached thanks to the effective use of speaking strategies that the teacher suggested in each workshop and the appropriate usage of the use of ICT communication strategies; offering an interesting, funny, flexible dynamic learning environment.

Successful ICT- mediated communication strategies

The impact of ICT-mediated communication strategies as a learning tool and the planning of the six workshops described in previous sections, had a positive impact on all the criteria established in each aspect of the assessment rubric used during the study; the results in the triangulation held the good use of ICT with 20.4%, which was the highest score from all the analysis.

This category eased the interaction between participants with voice messages or forum participation. The findings also reported that with the use of ICT, learners had more contact with the foreign language, besides they could receive immediate feedback in the different platform, share their opinions without any fear and improved their computer skills.

Findings showed that most participants increased their participations by texting their opinions, having video conferences or posting their voice messages in the virtual channels offered to enhance the oral production (YouTube, WhatsApp, Edmodo, Facebook etc.). This virtual practice was translated into a reality in the classroom when strategies liked debates, role-plays and interviews took place in the classroom and students had the opportunity to demonstrate a gradual improvement in their oral skills. The use ICT-mediated communication strategies proved that the control over the vocabulary, the fluency learners acquired. When using ICT, they felt more confident about themselves in class; in this matter

the data showed that with the use of ICT the students had the chance to enhance their discourse and received previous feedback to avoid possible errors during their oral performance. ICT-mediated communication strategies let them learn from each other and respect other people´s point of view during the online conferences, forums, and face-to-face interaction.

Increase of lexis inventory to develop speaking skills

One of the problems that seventh grade students in Poza de Manga often encountered was their limited lexis inventory. Before the implementation of the workshops they tried to say things in the foreign language, but they were restricted because they had no vocabulary and linguistic competences to express themselves. (Littlewood, 2007) asserts that "a foreign language classroom can create inhibitions and anxiety easily", especially when students fail to convey messages due to their weaknesses in vocabulary. However, once the workshops planned in the study started to be implemented, the data reported that learners increased their lexis progressively from 32% until 122 % and express themselves in English performing in different situations with more elaborated sentences, better use of words and more descriptive statements about the topics dealt with in the lessons.

This study also proved that the students who made good use of the lexis and internalized it, produced appropriate sentences with more words and longer phrases and their speech had different arguments that let them convey the meaning; this means that in the past students knew few words but they were not able to construct any sentence with the coherence and cohesion that is required to make themselves understand and much less to maintain a conversation with someone and after the implementation of the project they gained skills to organize their ideas and articulate complete ideas to intervene in conversational situations displaying more fluency and accuracy in their speech.

On the other hand, according to the frequency of the categories of analysis related to interaction in class, some complementary research data coming from transcriptions of students' performance reported in the instruments that the participants learnt the number of words suggested by the teacher and the language reported in their performance corresponded to more elaborated ideas with longer sentences and richer combination of terms concerning

the topics dealt with in each lesson. The topics and vocabulary were selected according to their context and needs so it helped the learning and also engaged the students to take part of the conversation more easily; in fact, the ICT-mediated communication strategies helped the teacher engages students with the right vocabulary, new ideas and appealing tasks, workshops and topics to break the ice involving students in communication acts, aligning with (Nunan, 1999)who states that "learners are shy of the attention that their speech attracts. We need linguistic competence, an adequate vocabulary and mastery of syntax to speak in another language, for instance, in the first workshop the students worked with a list of useful vocabulary and gambits to help them reflect about saving water because Turbaco, the town where they live, has always had difficulties with the water service; so, they not only learnt new words in English but also discussed critically a topic that was familiar to them.

Interaction as an indicator of oral performance progress

Communication always has a purpose; generally, it starts with something that we want to say or that we expect to be responded from someone else. The category Ease to interact emerged when the teacher perceived the ease to do oral presentations and other tasks in L2; this was possible because the learners   were provided with input about the topics that were discussed and they became able to really negotiate meaning in a dialogue, risking to ask and answer questions about different topics; achieving this change in the students' performance ratifies that   "interaction provides learners with opportunities to receive comprehensible input" and feedback as stated by (Metz, 1994). In other words, the use of ICT as a mediation made changes in the learners own linguistic output (Swain, 1995).

The idea of having student interact in class, included exchanging information or ideas, meeting needs or expressing one's self about a specific a particular topic proposed in the workshops was a significant finding in this study because that makes the project be consistent with Kern and (Warschauer, M, 1996) who state that "Computer mediated communication tools allowed language learners with network access to communicate with other learners or speakers of the target language"; this statement also confirms the idea that channels like Skype, WhatsApp conference calls might constitute a precious tool to generate meaningful communication and interaction among the participants of this research study and any classroom with similar characteristics.

Another important result obtained in this study was the ability that participants attained to maintain a conversation in L2, showing communicative skills to ask and answer questions answering in different grammar tenses from different topics. They also attained to assimilate diverse strategies supported by the ICT meditated communication that assisted them express personal opinions through a forum, role play, conversation club or in class discussion. In addition, the constant interaction between students in the different channels of communication permitted the construction of better social relationships that enhanced the students' responsibility about the use of ICT.

The findings of this study also align with authors like (Freiermuth, 1998) who talks about the shyness and cites that "learners realize that they need to practice the target language regularly in the classroom in order to overcome shyness and hesitation" to interact communicatively". Base on Taous´s perception, the interaction promoted by the ICT-mediated strategies implemented in this study gave to the participants in Poza the Manga school the opportunity to lose their fear when using L2 in their classes; besides the activities encouraged them to initiate topics, meet responsibilities and perceive the class more enjoyable, creative, and innovative in which they exchanged messages.

Progress in fluency through the ICT-mediated communication strategies

The findings from this study also showed that students often had difficulty producing fluent speech simply because they lacked the vocabulary or grammar necessary to express what they wanted to express. However, this study was designed to get them to speak at length about something they were very familiar with. After the workshops were executed with speaking purposes, the students acquired an effective pace of speech thanks to the support of the ICT-mediated communication strategies. The category Acceptable flow of speech started with 24 of frequency in Workshop number one and ended with in Workshop six with a frequency of 115 demonstrating the acceptability and satisfactory performance students had to express themselves with better fluency.

The information gathered from the observers found that students and teacher agreed that learners started to consider intonation when performing the speaking tasks and were able to speak continuously and express longer sentences with a nice level of fluency, even when they had to memorize a dialogue, their pace of speech was logic and let them convey the

message in the conversations; the findings also reported that the pace and intonations improved progressively with the practice they had through the ICT- mediated communication strategies.

Looking at the findings in more detail, the data showed that some students who got low grade in the assessment rubric were not able to reach an adequate fluency at the end of the research but it was not an obstacle to participate fully in class; that is, findings proved that they liked learning English and they overcame issues like inhibit since classes were more focused in communication rather than form; this fact encouraged learners to continue developing their speaking skills having confirmed what Paul Nation (2003) suggested about fluency when stating that in teaching speaking, the focus is on communication (not form) in real time, and supports are in place for students to outperform their normal proficiency".

Apart from certain difficulties with the structures of the language, the lexical range and the ability to interact with the word maximized the fluency in the students; the learners were able to produce an appropriate speech according to their content having accomplished communication acts to express themselves spontaneously with acceptable flow of speech when describing actions that were happening at the moment of speaking or that happened at different moments in a timeline.

Pronunciation vs communication; a challenge for EFL learners.

The next aspect reported in the findings of the present study refers to the problems students presented in the articulation of the sounds in the pronunciation of English words during the oral performance throughout the workshops;, findings indicated that the teacher and observer mentioned that some linguistic factors like the mother tongue interference, the inconsistency of some sounds in English language, the differences of the sound system between the (LI) and the (L2), insufficient knowledge of phonology and phonetics systems of the English language and lack of exposure to English in the past led the learners to frequently mispronounce words in their speech; this finding is consistent with Ladefoged (2001) and Carter & (Nunan, 1999) who theorize that the mother tongue has clear influence on learning L2 pronunciation because it is difficult for learners to get away from their first language phonetic system and spelling to utter foreign language sounds, that is, when LI and

L2 rules are in conflict, errors are expected to be committed by foreign learners. This finding also ratifies authors like (Bolton, & Kwok, 1990)who maintains that "the correct and clear pronunciation is considerably important in language learning. Without them, learners may not be understood and may be poorly perceived by other English speakers."

Notwithstanding the difficulties in pronunciation that were identified in some unfamiliar words, the pace and intonation optimized the interaction and successful communication expected in the speaking activities. According to Rita Wong (1987), "the sound of the language is less crucial for understanding than the way they are organized because merit greater priority than attention to individual sounds" (p. 21); therefore, the research design took into consideration their English level and focused more on communication to reduce their fears of making mistakes and help them to exceed their limits preventing pronunciation from distracting them from communication.

Accuracy assumptions and background ´s student's difficulties that influenced in the oral performance.

Accuracy is considered a difficult aspect when learning a foreign language due to several reasons found in the instruments conducted in the research and examined by the researcher. The most common issue referred to the grammar structures coming from the native language and people´s beliefs; expressions like "grammar is boring and complicated and it has many rules to memorize" (student survey) are evidence of the negative perceptions most learners have about this language component; this finding also reported that they found difficult to internalize the rules and WH questions structures, use of auxiliaries in present, past, continues etc., those students who did not assimilate the grammar structures had fundamental problems to ask questions and organize the sentences in L2 during the speaking activities; however, the results also indicate that some grammar errors made by the students did not affect fluency and interaction during oral production in the workshops because they did not altered the communication and conveyed message; these type of mistakes were subject verb agreement and tolerated into the purpose of statement whereas, the wrong word order narrowed down substantially the possibilities of misunderstanding. ***Play you football or handball?*** This finding is coherent with (Bryne (1988) who claims that "Accuracy refers

to the use of correct forms where utterances do not contain errors affecting, syntactic, semantic or discourse features of a language". The findings in this respect also proved that learners had a demanding work to diminish the fossilized errors and internalized the grammar rules that they were taught in simple present, present continuous, future substitute, modal verb can, and past simple. To reinforce the rules, learners received immediate feedback from the teacher once they posted their comments in the different channels of communication assigned in the ICT possibilities. Another factor found as a result of the research referred to the poor grammatical background level of the learners; the data showed that the students had no knowledge about grammar rules and, on the contrary they had serious problems to differentiate grammar tenses in their native language too; this fact influenced in the low results students obtained in the assessment rubric in the grammatical component.

The study also demonstrated that a few students made improvements in syntax and grammatical accuracy since they supported each other using the ICT-MCS through the exchanging of messages practicing over and over until they overcame the mistakes corrected by the teacher.

L1 in the L2 Classroom.

During the implementation of workshops, the researcher observed the use of L1 especially while the learners performed their oral production in the question attack *(in workshop two)* and the discussion *(workshop three);* the data showed that at the beginning of the speaking activities, students felt frustrated when they did not find the right word in English in the right moment; the observers noted that the participants most of the time needed input in L2 from the teacher to be able to communicate and sometimes their use of L1 was the only way to complete their speaking interventions or to get the needed input from the teacher; this finding aligns with (Cook (2001) who believes that Briggs (2001) also supports this idea claiming that "there is also convincing evidence that it is popular, and students tend to prefer teachers who understand their L1", that is to say that some students feel more confidence with a teacher who speaks his language because it facilitates his learning.

The findings from this study showed that the interference caused during the oral performance using L1 was overcame with the ICT- mediated communication strategies suggested by the teacher which reduced the use of L1 in the intervention; students proved their confidence in the vocabulary, interaction and ease to express themselves. In summary, the findings reported that EFL leaners in Poza de Manga used L1 in the English class to confront L1and L2 meanings and to show understanding of meaning and grammar structures which is consistent with Seng and Hashim (2006) who indicate that "lower proficiency students usually have difficulty expressing or verbalizing their thoughts with confidence and accuracy, so they should be allowed to fall back on L1 to understand the TL"

Results demonstrated the progress that students had in their oral performance through the use ICT-mediated communication strategies; lexis and fluency illustrated high grades in the final grade easing the interaction in the classroom but there were some difficulties in the pronunciation and accuracy which learners still displayed. The results also increased their confidence in L2 and provided learners the tools in ICT to rehearse the speaking activities.

The practicality of the ICT-mediated communication strategies in the field of language learning provided the students essential tools which let them acquire good language skills. Now students can keep a face-to-face conversation of a topic with enough words, an efficient intonation and good interaction. The findings reported that students became more confident and engaged when expressing their points of view and that the use of ICT-mediated-communication strategies for English learning is a useful resource that teachers can take advantage of. Each one of the results presented in the finding took us to the conclusions that also involve pedagogical implications.

8. Conclusions and Pedagogical Implications

Once the project was implemented and the findings explained in detail, some conclusions and pedagogical implications emerged to provide English teachers, administrators, and the academic community some suggestions to continue promoting the oral skills through the ICT-mediated communication strategies.

About the language learning process

The use of ICT-mediated communication strategies such as WhatsApp, Skype, Edmodo, Facebook messenger, and YouTube increase students' linguistic components like lexis, interaction, grammar and fluency. They give the students the opportunity to have more contact with the language out of the classroom, lose fear and be more skillful in computer.

On the other hand, these virtual platforms mentioned with a group of speaking strategies implemented in each workshop such as: *in- class discussions, debates, role-plays, interviews, and question-attack.* These ICT-mediated communication strategies work hand in hand with speaking strategies implemented in each workshop (*in- class discussions, debates, role-plays, interviews, and question-attack) with the purpose to ease their speaking progress in class*.

With these resources, the students memorize the vocabulary and reduce the anxiety in the classroom, have more interaction and the chance to receive and appropriate feedback that provide enough tools to have better oral performance; As an English teacher, I suggest the practice of ICT-mediated communication strategies to promote the oral skills to ease the acquisition of the vocabulary and to improve pronunciation.

About the improvement in lexis

The incensement of lexis during the implementation of workshops and the ICT-mediated communication strategies in the English class make the students improve their speech with a wide range of words, permitting the students be more consistent during the discourse. Once students enrich the vocabulary and have the chance to put it into practice in

a conversation, they do not use words in isolation anymore and find English useful. They start to speak with more coherence and cohesion because they are sure about what they are saying. The fact of using ICT-mediated communication strategies in the English guarantee the internalization of the vocabulary. Besides, the activities posted on the different Web-learning sites are related to their context to ease their learning. I advise teachers to consider two aspects to support students learn the vocabulary; the first one is to consider the role of the lexis in the oral production and the way it is taught, especially when input is provided through technology.

About the develop of interaction

To develop interaction, ICT-mediated communication strategies function as a powerful tool because they develop socio-cultural and communicative skills. The use of ICT proposes learners' the opportunity to speak, to say what they think and express themselves without inhibitions and fears. ICT-mediated communication strategies promote interaction as a means of immediate contact among classroom helping them participate in verbal interaction inside and outside the classroom. Each one of the web-site learning promoted in the workshop meets the needs of the students and contributed to reach the objective of the project. I suggest the implementation of the ICT-mediated communication strategies promote interaction in EFL class to improve the oral performance.

About the progress of fluency

The progress in fluency is notable in the students by the implementation of ICT-mediated communication strategies in class. To reach effective pace and acceptable rhythm, students are exposed to different actions like the video conference, oral narratives, voice messages and interviews. Besides, speaking strategies such as *role plays, forum, class discussions, question attack and interviews* contribute to the development of the speech and intonation of learners in a meaningful way. As result, They demonstrate a satisfactory performance and interest in using the foreign language, with the participation in each activity, sutudents can express themselves effectively and convey the message in the discourse. Teachers of English are advised to plan their oral activities with the support of ICT to provide the learners with enough input when performing the speaking tasks.

About the improvement of pronunciation

As already mentioned, ICT-mediated communication strategies are good tools to improve pronunciation too. In spite of the limits students had with pronunciation of some words, the implementation of the speaking strategies such as *interviews, conversation club, discussions and role plays* provide the student with a good input and language exposure that they do not have out of class, these activities ease them the articulation of the words and help the students to convey the message in a conversation despite the mispronounce problem; for teachers, the use of ICT-mediated communication strategies is beneficial to overcome pronunciation problems among young learners; with ICT learners can rehearse L2 out of class and interact between each other while practicing their pronunciation. EFL Teachers are invited to use ICT- mediated-communication strategies actively in class to help students to be successful in their pronunciation with opportune feedback and rehearsal.

About the progress of the accuracy

Learners´ progress in accuracy is guaranteed by keeping track of their language performance in messages posted in WhatsApp, YouTube, Skype Edmodo etc. Grammar required a lot practice and time to have more control over the all the structures studied during the study, however, the ICT permit the reduction of grammar errors because of the facility that it offer to verify mistakes and the permanent contact that students and teacher keep through the web-based learning. The teacher can verify that they repeat the sentences corrected and make sure that those mistakes do not alter the message; additionally, the permanent use of speaking activities supported by ICT help the students get rid of the fossilized errors, remember the grammar rules and improve their grammar competence to overcome drawbacks when speaking in English. Teachers are suggested to use ICT-mediated communication strategies to take advantage of the technological tools on the web to overcome grammar errors that might affect the oral production in the students.

About the reduction of L1

The implementation of the project reduces the use the mother tongue gradually, permits that students makes more use of the target language and promote the participation in and out of class. The reduction of L1 in class permits a student-centered learning, making

teachers play the role of observers and facilitators and students become more participative and independent when speaking in English. The inclusion of ICT-mediated communication strategies in the EFL lessons increases the use of English in class and helps the students feel more confident to speak L2. With ICT-mediated communication strategies as a support in the English class, students are aware to correct mistakes and express themselves because they use technological tools such as websites, online dictionaries and spelling correctors to overcome their speaking weaknesses. English teachers should use ICT-supported speaking strategies and activities that permit students keep in touch with the language out of the class to promote the use of L2 in class.

This research in EFL should be considered by fellow teachers to investigate their own classrooms and take advantage of the fact that ICT-mediated communication strategies in learning English affect positively students' attitudes and speaking development. The implementation of ICT increases the English interaction, vocabulary, and facilitates the learning of the foreign language. It is needed that English teachers reflect about their role as facilitators and provide students with new tools to make them independent and autonomous. Teachers are invited to get involved in the field of ICT to help students feel self-confident and participative in class and to have a positive attitude about the foreign language.

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Annexes

Annex 1: Lesson Planning formats at I. E. 4ta Poza de Manga

INSTITUCION EDUCATIVA CUARTA POZA DE MANGA
THE ROLE OF ICT MEDIATED- COMMUNICATION STRATEGIES IN PROMOTING ORAL SKILLS
LESSON PLAN AND ASSESSMENT

Lesson plan # 1 *SAVING WATER*		
TOPIC: *THE WATER*	**Course : 7-01**	
STRATEGY **Picture language Elicitation**	**Lesson duration:** **3 HOURS**	
LESSON OBJECTIVES		
Communication: • To improve the oral production of 7th grade EFL students	**Language:** • To expand the lexis of 6th grade students in L2. • To improve the oral production of 6th grade EFL students. • To increase EFL spoken interaction in young learners.	**ICT:** To promote discussion in class by posting photos and voice messages questions via whatsapp.

GRAMMAR AND VOCABULARY CONTENT	
VOCABULARY	**MODAL VERB**
● Take a shower,Have a bathe, Wash the face, Dripping tap, Flush the toilet, Wash the face, Brush the teeth, Use the machine, Water the garden, Collet water, Wash the car, Adjust the amount of water, Use a bucket, Wash the hands	Should \ Shouldn´t

LESSON STAGES	DESCRIPTION	*SUMMARY OF TASKS/ACTIONS*:
Motivation	• T will talk to the students about the importance of water through a short reading • T taps into the students´ background knowledge and analyzes their experience about the use of water.	• A short reading comprehesion about the water use is given to the students to work in group (Worksheet N1). • Ss are told that there will be a disccussion about the use of water. They will take turns to participate while the teacher make questions in class. e.g Is the water important for life? Do you turn off the faucet when you...?
Presentation	• T will use visual aids like flashcards and slides to introduce the new vocabulary. • Ss are told that lexis and questions will be reinforced by *posting the pics in whatsapp and pronounciation will be improved* by listening the pronounciation with voice messages. • To introduce the the modal verb should for advice, T will write on the board questionsand ask them: How can you save water?	• Students will hear and repeat when instructed the new vocabulary about water use that is displayed and modeled in flashcards and sldes. • T will let them know that lexis is important and it has to be practiced using a worskeet to complete it in class (***Worksheet 2, Saving water***) • Ss discuss key statements in small groups about what they should or shouldn´t do to save water and write their options (***Worksheet 3***, How can you save water? • Ss will be given time to prepare their arguments and defend their positions.

	Pic 1 e.g. *People should use a bucket to wash the car\ People shouldn´t use a hose to wash the car.*	• Ss will prepare arguments in favuor or against the different positions in group. *Whatsapp can be consulted in class to listen to the pronounciation.* • The group who is appointed as a speaker produce well rehearsal, they will support their asnwer using expressions like,"because water is important..." e.g I should use a bucket for the plants because I can save water.
Practice	• T provides the Ss a questionair to practice in group a list of activities having the opportunity to listen, speak, read and wirte short sentences that they might not Know how to say. (Worksheet 2, Discussion questions)	• T will make sure the Ss internalize the lexis and pronouciation by doing group work and verifying their progress group by group. They must be practicing the questions given in the *(worksheet number 3)* • *For rehearsal*, Ss are encouraged to spaek simulating a real discussion **through whatsapp** , sending voice messages to the T, considering vocabulary and pronounciation of questions given in the worksheet
Application	• Students apply language and information in a informal debate taking turns to participate in the classroom. Some questions and images were provided in class and whapsapp to make them ready to • Their expanded lexis and pronounciation will be assessed during the debate.	• To make sure everybody makes part of the dabate, some rules and instructions are read and also posted in the **whatsapp group**. e.g. 1. You will have 5 minutes to accomplish this task. 2. 5 minutes to organize your ideas and to defend your position orally. You are expected to express yourself naturally and you can use your **WhatsApp informati**on as a prompt. 3. Ss will raise their hand to ask for the floor and show respect for other students opinion and time. 4. Ss will participate minimun three times and to make sure everybody speaks, intervantions will be controlled by a moderator.

		5. The use of vocabulary given in class cannot be used in isolation and students are allowed to **go back to their Whatsapp to review** and recycle the vocabulary previouly practiced 6. Long answers must be given to support and of their ideas 7. During their intervantions the good use of the vocabuary, fluency, and pronounciation and length of sentences will be taken into account. Ss are exptected to present information, findings, arguments and supporting evidence clearly previously posted in **whatsapp group.**
Assessment	• An adapted rubric to the evaluation system of the school will be assessing some criteria that makes part of the oral production, Lexis, accuracy, fluency, and interaction during the application of the activity.	• T will write down the difficulties related to the vocabulary, accuracy, fluency, and interaction during the intervention. • Inmidiate feedback will be given once they finish the intervation. • Approipate use of whatsapp as an ICT-mediated communication strategy
MATERIALS/EQUIPMENT/RESOURCES **Whatsapp, slides, flashcards,** **worksheet, Internet conectivity**	Referencers: The Role of ICT in promoting Oral skils, (Jairo Mendoza, 2017), Active English discussion, Reachmond http://www.wsd.gov.hk/en/education/water_conservation/conserve_every_drop_of_water/index.html	

INSTITUCION EDUCATIVA CUARTA POZA DE MANGA
THE ROLE OF ICT MEDIATED- COMMUNICATION STRATEGIES IN PROMOTING ORAL SKILLS
LESSON PLAN AND ASSESSMENT

Lesson plan # 2 *DAILY ACTIVITY*		
TOPIC: *MY DAILY ROUTINE*	**Course : 7-01**	
SPEAKING STRATEGY **Question Attack by using video messages**		*Lesson duration:* *3 HOURS*
LESSON OBJECTIVES		
Communication: • To describe own and other people's daily routine	**Language form:** • To use present simple to describe daily routine • To express, ask and answer questions using WH	**ICT:** To promote ICT through Skype video msn based on daily routines.
GRAMMAR **AND VOCABULARY CONTENT**		
VOCABULARY		**PRESENT SIMPLE TENSE**
•**Daily routine:** Sleep, have luch, Star classes, Do the homework, Brush the teeth, Go to school, Take a shower, Studies in the morning, Go home, Have dinner, Rest in the evening, Get up, Have breakfast, take the bus, Vistit the friends, Buy food, Listens to music, Comb my hair, Get dress, Watch Tv, Cook, Drink milk, Sleep, finish classes.		WH Questions in Present Simple (What, Where, When, How often, What Time)
LESSON STAGES	**DESCRIPTION**	***SUMMARY OF TASKS/ACTIONS***:
MOTIVATION	T takes a book and pretends to read it. T asks the Ss what he's doing. They'll say, "You're reading a book."	• T tells the Ss, "I read a book every day." • T explores Ss previous knowledge going around the class and have students tell him what they do everyday or what some of their habits are.

| Presentation | T makes a list of the things he does as a routine and explain the instruction for the questtion.

• T displays and models the flashcards about daily routine Ss will hear and repeat the pronounciation.

• T will reinforce vocabulary about daily routine answering (***Worksheet 1, What do you do?***)

• T inductively explains about the verb forms in 3rd person (s, es, ies). Questions, grammar rules and lexis will be practiced during the task. (***Worksheet 2, Sphie´s daily routine***)

• To introduce the grammar rule of third person and auxiliaries DO\DOES, T write examples on the baord and gives examples using Ss names, : John goes to school at 11, Mary has lunch at noon. | • Ss follow T isntructions listening and repeating the vocabulary after the teacher to internalize the pronounciation.

• Ss fill in the gaps with the verbs aout daily routine under teacher supervision.(Ws No 1)

• Ss provide more examples from the information previously shared by their classmates.

• Ss will check the grammar rules in their notes and write the correct conjugatoon of the verb on worksheet No 2.

• Ss read the sentences loudly from Woksheet number 2, making emphasiz on the pronounciation of the verb in 3rd person. |

Practice	• **T tells Ss that Skype will be used as a supporter tool to rehearse what they just learned about simple present.** • T ask the Ss to record a video a voice message on the skype describing their daily routine incluidng the vocabulary from momnday to Friday. • T tell Ss that the video will be exposed in the class and they will have to asnwer an group of question for a period of 5 min relalted to the daily routine. • T posted a video on the Skype group about his daily routine as an example .	• Ss are to leave a video msn on skype or whatsApp describing their daily routine. This video will be used in the main task. The video must include the daily routine lexis, what Ss do from Monday to Friday. It might mention someone else if is required. e.g My friend and I play video games every afternoon. • Ss are allowed to use Sphie´s daily routine in worksheet No 2 as a template. • To rehearse a question attack, Ss will come in front to answer all the questions the classmates ask. Aspects like vocabulary, fluency, pronounciation will be reinforced. • Ss will have some guiding questions handed by the T to make sure they know what and how to use WH question for the rehearsal and also during the question attack.
Application	T lets Ss know that the main activity is the question atttack and it will be supported by the video they practiced and posted via skype. To make sure everybody makes part of the activty some rules and instructions are read and also posted on the skype. 1. T will project the voice msn videos posted on skype and	1. Ss who come in front will listen carefully and answer fluently following the verb form in simple and 2. Ss are expected to express themselves naturally, they can use their *phones or transcript* as a prompt. 3. Ss will raise their hand to ask for the floor and show respect for other students opinion and time. 4. Ss will participate minimun five times and to make sure everybody speaks, intervantions will be controlled by a moderator. 5. Short answers are not allowed during main activity "Question attack".

	the S comes in front for 5 minutes. 2. T will ask the rest of the group to start making questions about the daily routine following the guiding questions template used during the practice stage.	
Assessment	• An adapted rubric to the evaluation system of the school will be assessing some criteria that makes part of the oral production, Lexis, accuracy, fluency and interaction will be considered during the application of the activity.	• T will write down the difficulties related to the vocabulary, fluency and pronountiation have during the question attack. • Inmidiate feedback will be given once they finish the intervation. • Approipate use of the skype as a mediated-communication strategy
MATERIALS/EQUIPMENT/RESOURCES **Whatsapp, slides, flashcards, worksheet, Internet conectivity**	Referencers: *The Role Of ICT-mediated- Communication Strategies In Promoting Oral Skills* s, (Jairo Mendoza, 2017).	

INSTITUCION EDUCATIVA CUARTA POZA DE MANGA
THE ROLE OF ICT MEDIATED- COMMUNICATION STRATEGIES IN PROMOTING ORAL SKILLS
WORKSHOP PLAN No. 3

Lesson plan # 3 SPECIAL OCASSIONS		
TOPIC: *TALKING ABOUT MY FUTURE*	**Course : 7-01**	
	SPEAKING STRATEGY *ROLE PLAY BY USING FACEBOOK MESSANGER*	**Lesson duration:** **3 HOURS**
LESSON OBJECTIVES		
Communicative To express future plans and expectations in varied contexts	**Language form:** • To use future substitute to describe future actions • To express, ask and answer questions using WH	**ICT:** To promote ICT through facebook messenger based on future plans
GRAMMAR AND VOCABULARY CONTENT		
VOCABULARY		**FUTURE WITH GOING TO**
•**Future plans:** Special dates, ordianal numbers and months of the year.		WH Questions in Future Substitute (What, Where, When, Who)
LESSON STAGES	**DESCRIPTION**	*SUMMARY OF TASKS/ACTIONS*:
MOTIVATION	T will tell the Ss that they are going to talk about special dates. T asks the Ss, "When is your birthday? T will then ask, "Are you going to make a party?" T will have Ss explain experiences about birthday parties. • T explores students' vocabulary background on days of the week and cardinal numbers.	• Ss tell their dates and actions they are going to do for their birthday. • Students provide vocabulary about days of the week and months of the year which the T posts on the board.

P R E S E N T A T I O N	- T writes today's date on the board. Say: "Today is (date)" and focus S's attention on the months and dates, explaining how they are written in English. - T contrasts ordinal numbers with cardinal numbers (e.g., one, two, three). - T shows a poster and plays an audio and ordinal numbers - T makes a list of the special dates celabrated in Colombia. - T asks the students to take notes and write the date next to. e.g Teacher´s day – May fifteenth - T will reinforce vocabulary about ordinal numbers and dates (***Worksheet 1, Special Ocassions)*** - T inductively explains about the use of going to for future Questions, grammar rules and lexis will be practiced during the task. (***Worksheet 2, Special Ocassions?***)

- S listens and reads silently the numbers on the poster   - T explores Ss understanding going around the class and have students tell him when their birthdays are. *e.g "My Birthday is on may fifth"*   - Ss follow T isntructions listening and repeating the ordinal numbers after the teacher to internalize the pronounciation.   - T asks about the people on point list and write the birthdays next to their names.   - Change roles, Ss ask you questions to find out the special occasions (e.g., "When is mother´s day?". When you answer, Ss repeat the date and writes it on the worksheet 1 point E   - Ss will check the grammar rules in their notes to complete the task on worksheet under teacher supervision(***Worksheet 2, Special Ocassions?***)   - Ss read the sentences loudly sentences from Woksheet number 2, making emphasiz verb + going to

P R A C T I C E	• T tells Ss that facebook messanger will be used as a supporting tool to rehearse what they just learned about future subsitute and the dates • T asks the Ss to leave a voice message on the facebook describing their favorite date and what they are going to do following the guiding question posted in the group by the T. • T tells Ss that the voice message will be used as a mediating tool for a role play in pairs and it will be a 6-minute conversation using the guiding questions also posted in the Facebook group. • T sends a voice message on the facebook group about his favorite date as an example . • T monitors student participation, accuracy and spontanous interaction during the rehearsal. • T encourages the Ss to speak naturally and fluently using going to + verb.	• Ss are to leave a voice message in facebook puttimng into practice future substitute structure and dates. The future plan description must include lexis studies in class. • Ss Encourages themselve to express their ideas and feelings posted in facebook acting out in a relaxed environment. Aspects like vocabulary, fluency, pronounciation will be reinforced. • Ss analize the questions hand it by the T to make sure they know what and how to use WH question for the rehearsal.*(Time to act, Worksheet 3)* • Ss act out in a role play simulating a real situation about the future events. • During the reheasal, Ss use their facebook group to help themselves with the questions. • Ss follow the template questinaire *(Time to act, Worksheet 3)* to initiate a natural conversation about their future plans including dates and times

A P P L I C A T I	1. T lets Ss know that the main activity is a role play and it will be supported by voice message left and via facebook and questions. 2. To make sure everybody makes part of the activty some rules and instructions are read and also posted on Facebook 3. T tell Ss they will act out or perform the part of a person or character as in the real world. 4. T reminds Ss the voice messages posted can be used as a reference for a good performance. 5. T Tells the students they must use the information on their worksheets to ask and answer the questions and follow the guiding questions template used during the practice stage.	1. Ss are selected randomly for a role play 2. Ss are expected to express themselves naturally following the template questionair used during the rehearsal. They are allowed to verify their model questions on the cell facebook before their intervention. 3. Short answers are not allowed during main activity "role play".
ASSESSMENT	• An adapted rubric to the evaluation system of the school will be used to assesssome criteria that makes part of the oral production, Lexis, accuracy, fluency and interaction will be considered during the application of the activity.	1. T will write down the difficulties related to the vocabulary, fluency and pronountiation have during the role play. 2. Inmidiate feedback will be given once they finish the intervation. 3. Approipate use of the facebook as an ICT-mediated communication strategy
MATERIALS/EQUIPMENT/RESOURCES **Whatsapp, slides, flashcards, worksheet,** **Internet conectivity**	Referencers: Spectrum Book 2, Unit 5 Copyright © 2002 by Pearson Education, Inc.	

INSTITUCION EDUCATIVA CUARTA POZA DE MANGA
THE ROLE OF ICT MEDIATED- COMMUNICATION STRATEGIES IN PROMOTING ORAL SKILLS
WORKSHOP PLAN No. 4

Lesson plan # 4 *I DON'T KNOW WHAT HE IS DOING*		
TOPIC: I don't know what he's doing	**Course : 7-01**	
SPEAKING STRATEGY **Classroom Forum by using a youtube channel**		**Lesson duration:** **3 HOURS**
LESSON OBJECTIVES		
Communication: • To describe actions happining at the moment of the speaking.	**Language form:** • To use present continous to talk about actions that are happening now. • To express, ask and answer questions using WH	**ICT:** To promote ICT through youtube video based on what Mr Bean is doing.
GRAMMAR **AND VOCABULARY CONTENT**		
VOCABULARY		**PRESENT CONTINUOS**
• Progressive verbs watching t.v, eating a sandwich, yawning, changing channel, looking in the mirror, pushing the sofa, shaking, pulling, kissing, driving, taking a picture, looking for, sitting, hiding, calling home, waving, shooting, smiling, thinking, buying, wearing, running, trying.		WH Questions in Present Continous (What, Where, When, How often, What Time)
LESSON STAGES	**DESCRIPTION**	***SUMMARY OF TASKS/ACTIONS*:**
MOTIVATION	T familiarizes Ss with the ICT tool presenting part of Mr Bean video from youtube. https://www.youtube.com/watch?v=DeoG1fvfJNk T makes a list on the board of all the verbs SS identify in the video.	• Ss take note with the verbs they identify from the video.

| Presentation | • Scenes from the video posted in youtube are introduced to the Ss to introduce action that Mr Bean is doing.

• T displays and models the slides taken from Mr Bean video inductively explaining to the students the use of present continous.

• T will reinforce vocabulary about present continuos answering (***Worksheet 1, What´s going on?)***

• T inductively explains about the present continuous rules. Questions, grammar rules and lexis will be practiced during the task. (***Worksheet 2, What is Mr Bean doing?***)

• To introduce the grammar rule of present continous, T shows Mr Bean´s action flashcards and write example on the board : Mr Bean is watching TV now, Mr Bean is kissing the camera. | • Ss listen and repeat the vocabulary after the teacher to internalize the pronounciation.

• Ss write the actions about Mr Bean under teacher supervision.((***Worksheet 1, What´s going on?)***

• Ss will check the grammar rules from their notes and write the correct conjugation of the verb on (***Worksheet 2, What is Mr Bean doing?***)

• Ss complete the task in group. Ss ask and answer questions from second part of the the worksheet (***Worksheet 2, What is Mr Bean doing?***) |

Practice	• T tells Ss that a youtube channel will be used as a supporter tool for a classroom forum and they need a youtube account to participate. **https://www.youtube.com/watch?v=MINlfNK6Kmo&t=159s** • T posts a group of question on youtube about Mr Bean´s events. T asks Ss to post their answer to have a classroom forum about them. • T will use different questions during the forum to make sure Ss watched and understood the topic. • T goes around the class encourage and help them with the pronouciation, vocabulary and fluency to reinforce while they read aloud. • T will open a round table for 15 min to discusss about the movie	• Ss use their cellphone in class to surf in the youtube channel to watch the video and post their comments. • Ss copy Mr Bean´s actions on the notebook and underling the present continous statements. • Ss interact each other taking turns to ask and answer questions posted youtube. • For more practice, each S from the group will also asnwer questions not posted in youtube. e.g What color is Mr Bean´car?, How many dogs are sniffing?, Which animals are posting for the picture? • Ss will put into practice the questions seen on wks 2 and poested in youtube to interact each other and compare their agreement or desagreement.
Application	• T lets Ss know that the main activity is the classroom forum and it will be supported by Mr Bean video " In the wild" posted in youtube. • To make sure everybody makes part of the activty some rules and instructions are read and also posted on the youtube channel.	6. Ss can use their cellphones to check other classmates comments and support their replies. 7. Ss listen carefully both teachers questions and classmates opions to express their agreement or disagreement.

	6. T starts the classroom forum with open questions. What´s the video about?, what kind of program is Mr Bean watching? 7. T focuses his attention on their pronouciation, lexis and reaction about other classmates´opionions. 8. T makes sure everyone participates and express their point of view about the video. 9. T will paste flashcard on the board with scenes from the video with questions in the back part as supporter to remember the information with the pictures.	8. Ss are expected to express themselves naturally, they can use their *phones or transcript* as a prompt. 9. Ss will participate minimun five times intervantions will be controlled by the T. 10. Ss use youtube channel on their phones checking meaning and revising term to improve their vocabulary and accuracy to support their answers during the forum. 11. One S selects a flashcard and read the question for the group to reflect about the movie. 12. Ss take turns to give opinions and express different points of view based on what they saw in youtube.
Assessment	• An adapted rubric to the evaluation system of the school will be assessing some criteria that makes part of the oral production, Lexis, accuracy, fluency and interaction will be considered during the application of the activity.	• T will write down the difficulties related to the vocabulary, fluency and pronountiation have during the question attack. • Inmidiate feedback will be given once they finish the intervation. • Approipate use of the youtube as a mediated-communication strategy
MATERIALS/EQUIPMENT/RESOURCES **Youtube, slides, flashcards, worksheet, Internet conectivity**	Referencers: *The Role Of ICT-mediated- Communication Strategies In Promoting Oral Skills* s, (Jairo Mendoza, 2017). https://www.youtube.com/watch?v=MINlfNK6Kmo https://www.youtube.com/watch?v=DeoG1fvfJNk https://www.youtube.com/watch?v=MINlfNK6Kmo&t=159s	

INSTITUCION EDUCATIVA CUARTA POZA DE MANGA
THE ROLE OF ICT MEDIATED- COMMUNICATION STRATEGIES IN PROMOTING ORAL SKILLS
WORKSHOP PLAN No. 5

Lesson plan # 5 *BE SMART: DO EXERCISE*		
TOPIC:	*Course : 7-01*	
SPEAKING STRATEGY **INTERVIEW**		*Lesson duration:* *3 HOURS*
LESSON OBJECTIVES		
Communicative To describe important events that occurred at any time of their lives.	**Language form:** • To Make a simple narrative in past using regular and irregular verbs in past. • To use past time expressions in oral narratives	**ICT:** To promote ICT through the Edmodo for interviewing
GRAMMAR **AND VOCABULARY CONTENT**		
VOCABULARY		**SIMPLE PAST TENSES**
Be born, was, were, age, weather, time expressions for past, family		WH Questions in simple past (What, Where, When, Who)
LESSON STAGES	**DESCRIPTION**	*SUMMARY OF TASKS/ACTIONS:*
MOTIVATION	The teacher shows the students some pictures of famous people and ask them what they know about them using questions like *Who is this? What does he/she do? What do you know about him/her?*	Students reply to the teacher's questions with answers showing their previous knowledge (voabulary and verbs)
	T introduces some famous people picture and talk about their place and date of birth, profesion, age, experience, family background. T writes the answers when they reply and use capital letter when writing the verb was/were.	• Students look at the photos and infer on what the teacher is telling about the people in the pictures. • Ss focus their attention on the board and repeat the sentences after the T.

P R E S E N T A T I O N	• T explores students' vocabulary asking about their relatives background. E.g When was your father born?, What was your mother like in 2010?, Where was he born?, What was she/he?, how old was he in 2008? • T focus Ss attention on the pronounciation and comprehension of new vocabulary and verb forms. • T shows a picture and a short reading that he posted from his relative through Edmodo • T makes a key words list on the board and have the Ss repeat the pronounciation. (family members, years, adjetives etc) • T asks the students to take notes and write a couple of examples using the key words list extracted from the teacher´s relatives. • T introduce the vocabulary from the family by doing a boardgame in group of 4 (*Worksheet 1, Meet my family*) • T inductively explains how to use the verbs in past. Questions, grammar rules and lexis will be practiced during the task. (*Worksheet 2, My Biography?*) **Reading**	• S listens and provides the information about their family background. • T explores Ss understanding going around the class and make sure Ss participate and take notes from the feeback • Ss listen and repeat the vocabulary until they learn the pronounciation. • Ss tell the classmates about their background using the information on the board provided by the T. e.g My mother was young in 2009, My sister was 11 years old in 1999. • Ss will expand their family member lexis by practicing with the board game (*Worksheet 1, Meet my family*) • Ss will read a biography in Wks 2 as a template. They decide on which family member to write a draft to be shared in Edmodo. • Ss must include the vocabulary and grammar rules under teacher supervision (*Worksheet 2 My Biography?*) • Ss are told that their writing will be revised and posted on the Edmodo as a support for an oral interview.
	T asks the ss to write and post a biography in Edmodo describing past aspects like age, place of living, date and place of birth, physical apareance ect. • T tells them to follow up the template given by the teacher and also some guided questions about past events.	• Ss are to post a short relatve biography in Edmodo by putting into practice the verbs in past, adjectives and dates.

P R A C T I C E	• T tells the Ss that they must approve an English interview to belong to a young teen club called "Hi five club" • T tells Ss that the biography posted in the Edmodo works as a mediating tool for a 5 minutes personal interview with any classmate selected by teacher. • T monitors student participation, accuracy use of right lexis during the rehearsal. • T encourages the Ss to speak naturally and fluently using verb to be in past.	• Ss Encourages themselve to read and share their biogrphies posted in the Edmodo to the class by giving positives comments to their classmates. Well done, good job, fanstastic!! • Ss analize the questions handed in by the T to make sure they know what and how to use WH question for the rehearsal.*(for an interview, Worksheet 3)* • Ss take an interview with the teacher for 5 mintutes asnwering question in past about their family background. • During the reheasal, Ss can surf in the pede. • Ss follow the template questionaire *(Time to act, Worksheet 2)* to initiate a natural interview about their past events including dates and times	
A P P L I C A T I O N	3. **T lets Ss know that the main activity is an interview and it will be supported by boigraphies posted in a Edmodo.** 4. **To makes sure everybody makes part of the activty some rules and instructions are read and also posted on the Edmodo.** 10. **T tells Ss that any partner will ask some questions based on what they posted in the Edmodo.** 11. **T reminds the students to internalize the information they wrote from the relative to be able to answer the questions in the interview.** 12. **T reminds them that the guiding question In Edmodo can help them to support their answers during the interview.**	4. **Ss are selected according to their list number in group of 2.** 5. **Ss require good listening skills to understand the words the other person is saying.** 6. **Ss pay attention to body language and non-verbal clues.** 7. **Ss are expected to express themselves naturally following the template questionaire posted in Edmodo. They are allowed to verify their model questions on the cell facebook before their intervention.** 8. **Short answers are not allowed during main activity "interview".**	

ASSESSMENT	• An adapted rubric to the evaluation system of the school will be assessing some criteria that makes part of the oral production, Lexis, accuracy, fluency and interaction will be considered during the application of the activity.	4. T will write down the difficulties related to the vocabulary, fluency and pronountiation have during the question attack. 5. Inmidiate feedback will be given once they finish the intervation. 6. Approipate use of EDMODO as an ICT-mediated communication strategy
MATERIALS/EQUIPMENT/RESOURCES **Whatsapp, slides, flashcards, worksheet,** **Internet conectivity**	Referencers: Spectrum Book 2, Unit 5 Copyright © 2002 by Pearson Education, Inc.	

INSTITUCION EDUCATIVA CUARTA POZA DE MANGA
THE ROLE OF ICT MEDIATED- COMMUNICATION STRATEGIES IN PROMOTING ORAL SKILLS
WORKSHOP PLAN No. 6

Lesson plan # 6 BE SMART: DO EXERCISE		
TOPIC:	***Course : 7-01***	
SPEAKING STRATEGY Practice conversation club about physical and mental abilities		***Lesson duration:*** ***3 HOURS***
LESSON OBJECTIVES		
Communicative To describe own and others' abilities	**Language form:** • To describe physical and mental abilities with Can • To Exchange information about personal abilities	**ICT:** To promote the use of blogs for oral discussion
GRAMMAR AND VOCABULARY CONTENT		
VOCABULARY		**EXPRESSING ABILITIES**
Run, swim, draw, control a ball, skateboard, dance, remember, lift weights, concentrate, memorize phrases, take inventory, count in English		WH Questions with CAN (What, Where, When, Who)
LESSON STAGES	**DESCRIPTION**	***SUMMARY OF TASKS/ACTIONS*:**
MOTIVATION	T explains what a slogan is: a short catchy phrase often used in advertising or politics T posts on the board and reads 6 slogans about health care focus students´attention on what they can do for a better heath care.	• Students look at the photos (a–f) and infer what the slogans suggest them to do*.(**Worksheet 1, mental and physical abilities**)*

P R E S E N T A T I O N	• T explores students' vocabulary background about their abilities. • T contrasts the diferent between physical and metal abiltiy. • T asks them to use (Worksheet No 2) to get familiar with aux can/can´t. • T makes a list of action they can do on *(Worksheet No 2. What can they do?)* • T encourages sts to elecit seven classmates and ask if they can/can´t do the actions (*Worksheet 3, Find someone who?)* • T inductively explains about the auxiliary can/can´t, grammar rules and lexis will be practiced during the task. (*Worksheet 2 and 3*)	• S listens and reads silently the numbers on the slogan • T explores Ss understanding asking them for physical and mental skills, Can you remember dates?, Can you draw easily? How many meters can you run?, How many words can you memorize? • Sts write complete sentences about their personal abilities in their notebooks, for example, I can swim and skip, but I can't skateboard • Sts rehearse pronounciation with communicative choral repetition guided by the teacher. (*worksheet 2 – what can they do)* • Ss will check the grammar rules in their notes to complete the task on worksheet under teacher supervision(*Worksheet 3, find someone who?)* • Ss read the sentences loudly from Woksheet number 3, making emphasis on the pronounciation of can/can´t

P R A C T I C E	• T tells Ss that *a blog* will be used as a supporting tool to rehearse what they just learned about the auxilary can/can´t • T asks the Ss to leave a narrative on a blog post describing what they are able to do following the guiding questions delivered by the T in *(worksheet 4)*. • T tells Ss that the blog post will be used as a mediating tool for a conversational English club and it will be an open participation using the guiding questions also posted in the teacher´s blog. • T presents a blog as an example and asks them to ask questions based on what he posted on his blog. *(Guideline questions, Worksheet 4)* • T monitors student participation, accuracy and spontanous interaction during the rehearsal. • T encourages the Ss to speak naturally and fluently using the WH questions and auxilary Can.	• Ss are to create their own blog post writing a short narrative using their physical and mental abilities and their findings in the *Find someone who...* activity in class. The narrative description must include lexis study in class. • Ss Encourages themselves to express their findings posted in the blog. Aspects like vocabulary, fluency, pronounciation will be reinforced. • Ss analize the questions hand it by the T to make sure they know what and how to use WH question for the rehearsal.*(Guideline questions, Worksheet 4)* • During the reheasal, Sts use guidelines questions to themselves and orginze their blog information. •

A P P L I C A T I O N	5. T lets Ss know that the main activity is a conversation club and it will be supported by blog post based on some guidelines. 6. To make sure everybody makes part of the activty some rules and instructions are read and also posted on Teacher's blog. 13. T tells Sts they will participate in an open conversation taking different turns to present their abilities. 14. T reminds Ss that the voice messages posted can be used as a reference for a good performance. 15. T Tells the students they must use the information on their worksheets to ask and answer the questions and follow the guiding questions template used during the practice stage.	9. Ss follow the template questionaire posted in the teacher's blog to initiate a conversation club about their abilities*(Guideline Question, Worksheet 4)* **10.** Ss are selected randomly for a **conversation club in class** 11. Ss pay attention to body language and non-verbal clues. 12. Ss are expected to express themselves naturally following the template questions used during the rehearsal. They are allowed to verify their model questions on their blog using laptops. 13. Short answers are not allowed during main activity "conversation club".
ASSESSMENT	• An adapted rubric to the evaluation system of the school will be assessing some criteria that makes part of the oral production, Lexis, accuracy, fluency and interaction will be considered during the application of the activity.	7. T will write down the difficulties related to the vocabulary, fluency and pronuntiation Ss have during the question attack. 8. Immidiate feedback will be given once they finish the intervention. 9. Approipate use of the blog as an ICT-mediated communication strategy

MATERIALS/EQUIPMENT/RESOURCES **Blog post, slides, flashcards, worksheet, Internet conectivity**	Referencers: Islcollective.com, way to go Colombia Bilingual.

Annex 2: Observation format

INSTITUCION EDUCATIVA CUARTA POZA DE MANGA
MASTER'S IN ENGLISH DIDACTIC
STUDENTS' PERFORMANCE FORM

This form is designed to help teachers that support authentic engagement in learning and to gather additional information regarding the use of ICT-mediated communication strategies to promote oral skills in 7th grade learners. We are asking for your help, please provide the information listed below and feel free to ask any question about the form before the class starts. The information you record will be used for research purposes only.

Thank you for your assistance.

Institution	Cuarta Poza de Manga	Level 7-01	
City	Turbaco	Number of students and age	38
Date		Lesson	
Time	3 hours	Teacher	Jairo Mendoza
Subject	English	Observer	

PART 1: IDENTIFICATION OF LANGUAGE LEARNING ACTIVITIES

Please fill out this chart with the language activities developed during the class and with some comments about what happened: (be brief)

TIME	ACTIVITY	COMMENTS
5 Min	Warm up Giving the instruction	
10 Min	Salutation and reading activity	
40 Min	Discussion	

PART 2. REPORTING STUDENTS' ORAL PRODUCTION

The following list of events is related to the development of the skills that learners are developing in class; please draw a tally every time the event happens during the class. Add any comments that you consider relevant.

DESCRIPTORS OF STUDENTS' ORAL PERFORMANCE	TALLIES	COMMENTS
LEXIS		
1. Can use a series of phrases and vocabulary to argument in simple terms the use of water.		
2. Shows control of sufficient and appropriate vocabulary in order to participate in debate.		
ACCURACY		
3. Shows control of grammatical structures. (Simple present statements and WH Questions)		
4. Uses language structures correctly using the modal auxiliary *should or shouldn´t*.		
FLUENCY		
1. Expresses himself/herself spontaneously with acceptable flow of speech		
2. Replies with ease to questions about environmental issues		
3. Makes himself-/herself understood with smooth utterances		
4. Participates in communication act with fairly even tempo		
INTERACTION		
5. Can ask and answer simple questions related to the good use of water.		
6. Can initiate, maintain and close basic face-to-face conversation to argument his\her position on a discussion.		

PART 3. OBSERVATION OF ICT- MEDIATED COMMUNICATION

The following list of events are related to the use of ICT in class, please mark a tally every time each event happens during the class.

ICT helped them to	TALLIES	COMMENTS
Use ICT tool (WhatsApp) for vocabulary and pronunciation tips in oral interventions		
Actively reacts to WhatsApp postings considering all linguistic aspects		

PART 4. OBSERVER'S FEEDBACK

1. How can you describe the use of ICT in this class?

   It was profitable, not only because it supports the topic but also, they use ICT under a responsible criteria and academic purpose.

2. How was the students' performance when speaking English in class?

   Ss use the lexis proposed in the topic few grammar issues like syntax but they need to work pronunciation

Thank you for your cooperation!!

Apendix 3: Diary format

MY JOURNAL

Area: Humanidades	Subject: English
Grade: 7th	Date: Abril 27

TOPIC:	SAVING THE WATER Auxiliary should
OBJECTIVE:	• To promote discussion in class by posting photos and voice messages questions via whatsapp. • To expand the lexis of 6th grade students in L2. • To improve the oral production of 6th grade EFL students. • To increase EFL spoken interaction in young learners.
COMPETENCE:	

SKILL	ACTIVITY	INTERPRETATION	REFLEXION
Lexis	SAVING WATER	Ss identify the vocabulary related to the water inside different sentences. Ss expresses different example in class putting into practice the pronunciation. They show difficulties to pronounce some words. The sentences they constructed were lack of syntax and need some more vocabulary.	More practice is required to make the language more applicable in real life. Different salutation might be taught in different classes to enrich their vocab. Ss enjoy speaking and listing to the teacher in English.
Accuracy	A short reading comprehesion about the water use is given to the students to work in group	Ss understood most of the words implied in the reading but they demonstrated difficulty in pronunciation, Teacher read the text separate times for them. Most of them prefer to translate into Spanish to understand what the reading was about. They showed interested in reading because they knew the vocabulary. Ss express his opinions using the target language but using the memory as a strategic to participate. Ss shared their answers using the grammar structures. Ss talk about the water to the rest of the group and others also listen carefully. Ss feel confidence when reading the statements in English. Ss still memorize the vocabulary but aspects like punctuation must be worked on it. Uses language structures correctly using the modal auxiliary *should or shouldn´t.*	Work group have better results than individual. Ss need to study more the voc. They might need to study some grammar structures. Reading can be taken as an opportunity to help them to improve their pronunciation. L1 dependence in class. They have the willingness to speak and they feel confidence.

Fluency	the teacher introduced the lexis to the students, Students pronounce the vocabulary after the teacher, The teacher used Visual aid and Ss enjoyed the colorful pictures posted on the board.	They pronounce the lexis and read some examples from a worksheet. They read the sentences fluently in English. Ss make use of the vocabulary to translate the statements. They listened to other student's pronunciation and correct them while they read. They also interchange opinions expressing agreement or disagreement in their answers. Few Ss replies with ease to questions about environmental issues	Ss liked doing relation word worksheet. Ss had difficulties to identify some action verbs but they understood the main idea of the statements. Group activities offers more active participation to the Ss in Class.
Interaction	**Water Discussion**	Ss do not show control of grammatical structures. (Simple present statements and WH Questions). Ss Show control of sufficient and appropriate vocabulary in order to participate in debate. Ss can initiate, maintain and close basic face-to-face conversation to argument his\her position on a discussion They Can use a series of phrases and vocabulary to argument in simple terms the use of water.	They had difficulties to understand each other due to the bad pronunciation and word order organization, Ss did not maintain a face to face conversation but they show control of basic grammatical and also for the vocabulary.
WhatsApp	**Posting pictures in WhatsApp**	Some Ss used WhatsApp to reinforce the vocabulary and pronunciation posted days before. Ss use ICT tool (WhatsApp) for vocabulary and pronunciation tips in oral interventions Ss actively reacts to WhatsApp postings considering all linguistic aspects	Most students used ICT with academic purpose during the class.

Annex 4: Survey Questionnaire

Este cuestionario consta de 9 preguntas encaminadas a mejorar aspectos de la lengua tratados durante la actividad "Saving the water". Este cuestionario ha sido diseñado para mejorar los procesos de enseñanza aprendizaje. No es un test de inteligencia, ni de personalidad. No hay límite de tiempo para contestar al Cuestionario. No le ocupará más de 15 minutos. No hay respuestas correctas o erróneas. Será útil en la medida que sea sincero/a en sus respuestas. Por favor conteste a todos los puntos. El Cuestionario es anónimo.

1. Los siguientes eventos son dados durante la discusión, por favor marcar con una X la casilla que usted considere apropiada según sea su desempeño en el aspecto mencionado.

Vocabulario					
	Siempre	Casi siempre	Algunas veces	Muy Pocas veces	Nunca
1. Usé un vocabulario relacionado con el agua durante la discusión					
2. Hago uso de una serie de frases y vocabulario para argumentar en términos simples el uso del agua.					
3.Mi vocabulario durante la discusión ayudo a soportar mis respuestas					
4. Hago uso del (Whatsapp) para mejorar de vocabulario y pronunciación durante la discusión					
Exactitud					
	Muy Mal	Mal	Regular	Buena	Muy Buena
• Demostré control de estructuras gramaticales y de las preguntas en presente simple.					
• Usé el idioma correctamente con el auxiliar modal Should o Shouldn´t					
• Mostré control del Verbo modal Should cuando argumento mis respuestas					
Fluidez					
	Siempre	Casi siempre	Algunas veces	Muy Pocas veces	Nunca
• Participé en la conversación con intervenciones de tiempo que toman tiempo prudente					
• Me expresé espontáneamente con fluidez de manera aceptable					
• Respondí con facilidad a preguntas sobre temas ambientales					
• Me hice comprender en intervenciones sencillas					

Interacción					
	Siempre	Casi siempre	Algunas veces	Muy Pocas veces	Nunca
• Pude preguntar y responder preguntas simples relacionada con el uso del agua.					
• Pude iniciar, mantener y cerrar una conversación básica para argumentar mi posición en una discusión,					

Uso de TIC					
•	Siempre	Casi siempre	Algunas veces	Muy pocas ve	Nunca
• Uso las WhatsApp como ayuda para el vocabulario y pronunciación durante las intervenciones orales					
• Reacciono activamente ante lo publicado en WhatsApp considerando los aspectos lingüísticos.					

El siguiente banco de preguntas incluye temas sobre eventos generales suceden en el salón de clases con el fin de promover la interacción

Para responder las siguientes preguntas marque con una x la casilla al lado del aspecto que usted considere más relevante según la información requerida.

3. Considero que la actividad fue
Interesante
Buena
Regular
Aburrida
Otra:

	4. Considero que lo más fácil durante la discusión fue
	Vocabulario
	Pronunciación
	Hacer y responder preguntas
	Uso del Should como auxiliar para dar sugerencias
	Formular y Responder preguntas simples en Ingles relacionadas con el uso del agua
	Participar en WhatsApp
	Otra: Participar en Skype

	6. Considero que lo más difícil durante la actividad fue
	Vocabulario
	Pronunciación
	Uso del Should como auxiliar para dar sugerencias
	Formular y Responder preguntas simples en Ingles relacionadas con el uso del agua
	Participar en WhatsApp
	Otra:

	7. Las imágenes y mensajes de voz por WhatsApp permitieron
	Aumentar mi vocabulario
	Desarrollar mi expresión oral
	Mejorar mi pronunciación
	Expresar mi opinión referente a los problemas del agua.
	Interactuar en Ingles con mis compañeros sobre el uso del agua
	Otra:

8. A continuación, encontrar unas preguntas que nos podrán ayudar a mejorar la implementación de las TIC en la clase de Ingles. (Por favor explique su respuesta en minino 5 líneas)

a. ¿Cómo considero el uso el uso del WhatsApp Durante la discusión sobre el uso de agua?

b. Que aspectos positivos y negativos referente a producción oral y el uso de la tecnología puedo anotar sobre la actividad del uso del agua.