Información Importante

Self-Directed Learning Tasks Through ICT in the Development of Vocabulary for Speaking Performance

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Research Report submitted

in partial fulfillment of the requirements for the degree of

Master in English Language Teaching for Self-Directed Learning

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Chía, Colombia

September 2016

SELF-DIRECTED LEARNING TASKS THROUGH ICT IN THE DEVELOPMENT OF VOCABULARY FOR SPEAKING PERFORMANCE

Declaration

We hereby declare that our research report entitled:

Self-Directed Learning Tasks Through ICT in the Development of Vocabulary for Speaking Performance

- is the result of our own work and includes nothing which is the outcome of work done in collaboration except as declared and specified in the text;
- is neither substantially the same as, nor contains substantial portions of any similar work submitted or that is being concurrently submitted for any degree or diploma or other qualification at the Universidad de La Sabana or any other university or similar institution except as declared and specified in the text;
- complies with the word limits and other requirements stipulated by the Research Subcommittee of the Department of Foreign Languages and Cultures;
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Acknowledgements

Jesus Miguel Correa Narvaez

First and above all, I want to thank God almighty for giving me the strength to continue and preventing me from giving up. Furthermore, I want to thank my wife, son and daughter for being patient and giving me support every time I needed encouragement and guidance during the completion of my work.

I also want to express my deepest gratitude to our tutor PhD. Liliana Cuesta, who always stood by our side and guided us to reach our goal.

Thank you, also, to Aura's students at I.E. Comfacor Monteria, for their commitment to the development of this project.

Aura Lucia Barrios Altamiranda

Thank you to God for his constant blessings, guidance, wisdom and patience throughout the challenge of this Master's degree. Moreover, thank you to my husband, who always believes in my academic competence and inspires me to grow as a teacher.

Thank you Dr. Liliana Cuesta, who always guided and motivated us to finish this research and all those who, at different points of the process, believed in this study and contributed to make it possible.

SELF-DIRECTED LEARNING TASKS THROUGH ICT IN THE DEVELOPMENT OF VOCABULARY FOR SPEAKING PERFORMANCE

Abstract

This article reports on an exploratory qualitative study that aims at helping a group of twenty young learners to develop vocabulary for speaking performance through self-directed learning tasks supported by ICT. The strategy selected allowed students to work with real tasks while interacting with others to promote communication. The study lasted ten weeks and was carried out at the private school "Institución Educativa Comfacor" located in Monteria (Cordoba), a city in the northern coast of Colombia. In order to assess the impact of the strategy proposed, a mixed method design was followed and also supported by questionnaires, observation logs, class observation checklists, teacher journals and students' self-assessment checklists. Cross tabulation and coding procedures were used to analyze the data collected. The results revealed that the influence of self- directed learning task through ICT in the development of the students' vocabulary had positive effects in their speaking performance. Additionally, it was found that by promoting self-directed learning actions such as self-monitoring, self- and peer-assessment, students can produce effective linguistic performances.

Key words: Information and Communication Technology; Task- based approach; Self-Directed Learning; Vocabulary.

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Resumen

El presente proyecto documento plantea un estudio cualitativo de corte exploratorio que tiene por objeto ayudar a un grupo de 20 jóvenes estudiantes de inglés en el desarrollo del vocabulario necesario para su competencia oral, a través de tareas de tareas de aprendizaje autodirigido con el apoyo de las TIC. Esta estrategia de enseñanza permitió a los estudiantes trabajar con tareas de situaciones reales, mientras que interactuaban con otros para promover la comunicación. Esta investigación tuvo una duración de diez semanas y se llevó a cabo en la escuela privada "Institución Educativa Comfacor", ubicada en Montería (Córdoba) una ciudad en la costa norte de Colombia. Con el fin de medir el impacto de la estrategia propuesta a través de un método mixto y los siguientes instrumentos: un cuestionario a estudiantes, un registro de observación, listas de chequeo de observación de clases, un diario de campo y listas de chequeo de autoevaluación. La tabulación cruzada y la codificación de los datos se utilizaron para analizar los datos recogidos. Los resultados revelaron que la influencia las tareas de aprendizaje autodirigido a través de las TIC en el desarrollo del vocabulario de los estudiantes tuvo efectos positivos en su desempeño oral. Adicionalmente, se encontró que mediante el fomento de acciones de auto-aprendizaje, tales como el autocontrol, auto y co-evaluación, los estudiantes pueden obtener desempeños lingüísticos efectivos.

Palabras claves: Aprendizaje Autodrigido; Tareas; TIC; Vocabulario.

SELF-DIRECTED LEARNING TASKS THROUGH ICT IN THE DEVELOPMENT OF VOCABULARY FOR SPEAKING PERFORMANCE

Table of Contents

Acronyms

BLL: Blended Language Learning

CALL: Computer-Assisted Language Learning

CEFR: Common European Framework of References for Language

CMS: Computer Mediated Communication

EFL: Enlish as a Foreign Language

ELLs: English Language Learners

ESP: English for Specific Purpose

F2F: Fce to Face

I.E: Institucion Educativa (Highschool)

ICT: Information and Communication Technology

L2: Second Language

MOO: Multi-user Domoins Object Oriented

QR: Qualitative Research

SDL: Seld-Directed Larning

SN: Social Network

SNP: Social Network Platform

TBI: Task-Based Instruction

TBLL: Task-Based Language Learning

Table of Figures

Table of Tables

Table of Appendixes

SELF-DIRECTED LEARNING TASKS THROUGH ICT IN THE DEVELOPMENT OF VOCABULARY FOR SPEAKING PERFORMANCE

Chapter 1. Introduction

1.1. Introduction to the Study

Speaking is considered an essential ability that language learners need to develop in order to succeed when communicating in a foreign language (Brown & Yule, 1983). To many authors, this skill is evidently linked to the acquisition and understanding of new sets of lexis and vocabulary (Dupuy & Krashen, 1993; Lewis, 1993). These authors also state that learning vocabulary is also key to academic success for all students, even more for English language learners (ELLs). Furthermore, it may be the most important component in order to effectively communicate in a foreign language (Fazeli, 2012). Similarly, Wilkins (1972), as cited in Milton (2008), stated, "as with grammar very little can be conveyed; without vocabulary nothing can be conveyed" (p. 1), suggesting that vocabulary is vital for successful communication either orally or written.

For pedagogical purposes, it is important to consider that the development of the vocabulary skill is linked to the social practices that people face in their everyday interactions (Vygotsky, 1978 as cited in Krashen, 1987; Davin, 2013; Davin, 2014, Lantolf & Poehner, 2010). Because of this, it is relevant to consider the social practices that learners engage in, in order to provide the connection between the interactions and opportunities for significant vocabulary learning. For today's generation, social network sites, such as Facebook, are very important to highschool students daily social interactions and are constantly being used for the purpose of communication. According to Blattner & Lomicka (2012), social networks are essential to student lives in these times when modern technology is available to them. Thus, combining effective teaching practices, such as task-based learning activities with learners'

everyday use of ICT, offers learners the opportunity to be in touch with the target language while being outside of the classroom doing their daily communicative practices.

1.2. Rationale of the Study

According to Boonkit (2010), "Speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue"(p. 1305). Speaking is thus a fundamental skill to develop for language learners whose development will render improvement in learner's path to effective communicative performance in a foreign language. Therefore, as active teachers, it is needed to look for strategies to enhance our learners' speaking skills inside and outside the language classroom, to promote the use of English as a second language (L2), and reduce speaking constraints, in order for communication to take place. Regarding this concern, Boonkit (2010), points out that the speaking skill is regarded as essential for general language development and successful language use in real life tasks. The author additionally shows that creativity of topics and a variety of course activities, such as using multimedia to develop a wide range of vocabulary, are considered highly important for learners in task-based design. Thus, learning new vocabulary is crucial to second language acquisition and learners require diversity in teaching approaches. Current L2 teaching practices have aimed at finding new ways to provide learners with plenty of opportunities to use vocabulary and develop speaking performance in the target language.

One such approximation to language teaching is sociocultural theory. Based on the sociocultural theory of learning prompted by Vygotsky (1978), vocabulary learning can be seen as a socially meaningful constructed activity with more capable peers and significant tools within the culture that bring learners to new levels of development (Vygotsky 1978, cited in Davin 2013, p.304). A social view of learning encourages learners to develop new vocabulary which

should be closely related to the social interaction L2 learners encounter in everyday circumstances. It can be argued then, that promoting social interaction, which language learners can relate to and which they find meaningful to their daily lives. should ultimately be beneficial for their learning, specifically for vocabulary learning.

Similarly, it is meaningful to mention that, nowadays, students interact in and out of the classroom, and with the worldwide spread of the internet, the use of ICT for educational purposes took place. Nnazor (2009) states that "advances in ICT have provided unprecedented opportunities for technology-facilitated synchronous and asynchronous on campus and in distance education environments" (p. 47). To add to this, Martin (1988) as cited in Nnazor (2009) describes ICT "as a change agent and observes that no field of human endeavor remains immune to its influence and no corner of life is left undisturbed by its coming"(p. 48). All in all, both authors suggest that we must use the fact of having our students connected to the web to tackle different ways of improving their L2 vocabulary and speaking skills, since they have access to a wide range of Social Network (SN) services, like Facebook, to encompass what is being learned in the L2 classroom in a different scenario and at their own rhythm.

Then, Computer Assisted Language Learning (CALL), a concept which has emerged during the last decades, has proven of paramount importance in L2 research. Beatty (2013) largely defines CALL as "any process in which a learner uses computers and, as a result, improves his or her language" (p. 7). The author also notes that although this definition might seem broad, it encompasses the range of current practices in the teaching and learning of language that result from the interaction with computers. Several authors in language teaching research (Beatty, 2010; Albayrak & Yildirim, 2015; Miron & Ravid, 2015; Lomicka & Lord, 2016) highlight the importance of the use of Computer Mediated Communication (CMC) and its

implications on Social Networking (SN) for educational purposes encompassed within Multi-user domains Object Oriented (MOO) and its usage with SN services.

Therefore, as the application of CALL to promote learning processes in a second-language class such as English was proven to be effective (Beatty, 2010), and the interactive connection that internet offers, teachers noticed how useful this tool is, and took advantage of its usage within the different aspects of the teaching and learning processes.

Millions of people connect to digital social network platforms everyday to share information, interact with others, meet new people, or even to play video games. Today´s students rely on technology for information gathering, to stay updated on social concerns and national issues, for interpersonal communication and as a way to learn (Blattner and Fiori, 2009, p.19). Therefore, as active researchers, this fact becomes an interesting strategy to be applied in the language classroom. According to Saikaew et al. (2011), students respond well to using social networks such as Facebook for teaching. They also show that Facebook is a popular social network that presents a convenient platform easy to use for learners. Similarly, Huang, Wu, She & Lin (2014) found that the use of Facebook facilitates communication and opportunities for synchronous and asynchronous communication. Arguably, Facebook is a popular social network, which might be an asset in facilitating collaborative learning because it is user-friendly and supports flexible communication.

Additionally, social digital environments can provide learners with social-interconnected platforms in which they can interact through the target language and work collaboratively where communication is needed. Furthermore, social networks such as Facebook, have been found to facilitate language learners' development of socio-pragmatic and linguistic competence (Blattner and Fiori, 2009). As Bosch (2009) puts it, using Facebook for teaching purposes may work as an

alternative to support the face-to-face classroom medium for instruction and learning because it can be considered a way to "meet students in their own spaces". According to Godwin-Jones (2008 p, 179 as cited in Kabilan, Ahmad, & Abidin, 2010), given the popularity of Facebook, it is reasonable to consider the advantages of the fact that most learners are already very familiar with the social network. For that reason, this tool has the potential to facilitate interaction with students in a popular everyday digital environment, while encouraging learners to develop new sets of vocabulary in the L2.

Facebook can be adapted as a way to provide task-based instruction, in which language learners can perform in activities, be engaged in meaningful and goal-oriented communication to solve problems, complete projects, and reach decisions. Through a virtual environment, supported via Facebook, autonomous learning is supported in a reduced stress or anxiety atmosphere (Marsh, 2012). It can be argued that Facebook can provide the means for expanding the teaching context for students so that they can acquire new vocabulary. The platform can be adjusted in order to be an optimal learning environment, where students have the opportunity to interact in the target language, be involved in authentic tasks, interact socially and negotiate meaning, all while being provided enough time and feedback. Such social digital platforms can bring new contexts and environments into the teaching and learning process of English.

The present research study describes the process of the influence of task- based activities supported by ICT in the enhancement of student vocabulary for speaking performance. According to Kabilan, Murphy and Simons (2007), digital types of interaction may bring a positive effect on the learning environment inside the classroom, as well as offer possibilities for learners to increase their autonomy, be more responsible for their own learning and engage in an active role in the management of resources and information. Task-based learning can be

implemented making use of blended learning environments. The use of this well-known digital social network platform in this research project seeks to offer learners opportunities to develop self-directed actions in order to succeed in academic tasks. Facebook, as a social and digital platform for learning, is an alternative environment to comprehend, manipulate, produce and interact in the target language.

A needs analysis was performed in an eighth grade class to students whose ages ranged from 12 to 15 years old and a beginner English level (A2), according to the Common European Framework of Reference for Languages (CEFR). The needs analysis was carried out through the implementation of instruments, such as online questionnaires, speaking diagnostic tasks and teacher observation logs. The results of the analysis suggest that the learners' speaking performance and lack of vocabulary skills are at a low level. However, students often commented on the shortcomings of their need to know new words in order to verbally express their point of view.

This shows that the students are aware of their own limitations in language learning. Additionally, an analysis of the pedagogical practices implemented in the classroom revealed no link to the learners' everyday sociocultural practices, such as the use of the social network platform like Facebook. Taking the above into consideration, this study aims at describing student vocabulary development for speaking performance when implementing Self-Directed learning tasks supported by ICT, such as Facebook, as a useful environment to deliver instruction and communicate in the target language.

1.2.1. Needs analysis and problem statement

This study was carried out in Comfacor School, which is located in Monteria, (Córdoba-Colombia). Comfacor School is a private school, which offers pre-school and primary and

secondary education to students from a middle class socioeconomic background. In accordance to the school curriculum, the English class is assigned one academic hour per week in pre-school, three hours per week in primary school and five hours per week in secondary level.

At Comfacor School English teachers are expected to improve students' language skills as a requirement of Colombian Ministry of Education and school authorities. In reference to the eighth grade students, the school offers five groups for each course with approximately 35 to 40 students between the ages of 12 to 15 years old. Some of the students attend extra-curricular courses in the city, and have access to technological tools at home such as internet, computers, smartphones and tablets.

The school has five groups for the eighth grade; each group with an average 38 students. The eighth graders' ages range from 12 to 15 years old. Some of the students attend extra-curricular courses in the city, and have access to information and communication technologies at home such as internet, computers, smartphones and tablets. An analysis of their speaking performance revealed that the eighth grade students had difficulty in this area (see Appendixes C and D), despite having had a fair amount of classes in English and their basic knowledge about English grammar. The analysis also showed that factors such as anxiety, self-distrust, frustration and apathy were present, especially when they were required to perform the foreign language during classroom work. Students ascribe this problem to their general lack of vocabulary in the target language, as well as the lack of motivational, engaging strategies to make the learning experience interesting.

The needs analysis showed that the students in eighth grade have very limited English vocabulary and a low level of speaking skills (see Appendix D). The analysis also revealed the need for the use of a pedagogical strategy designed according to the students' interest and needs.

It was evident, as well, that teachers face time limitations to develop speaking tasks in the classroom. In an attempt to provide a facilitative resource for the development of speaking tasks outside the classroom to overcome the time constraints, the current study integrates the use of Facebook and other ICT. The social network serves as a support source to the face-to-face (F2F) classes and as a tool that can assist learners in improving vocabulary and motivate them to perform in the target language inside and outside the school setting.

1.3. Research Question(s) and Objective(s)

Limited participation in class is one of the problems that teachers have to face in the English class. Some of the associated factors are the limited amount of time for teaching English at schools, the lack of strategies to motivate students, students' fear to speak in the foreign language, their low level of speaking performance and the lack of relation between target language communication in class and students' interests and needs. To address this problem, this research study focused on the enhancement of learners' vocabulary for speaking performance, as a predictor of learning success.

How might the implementation of self-directed learning tasks through ICT affect students' development of vocabulary for speaking performance?

1.3.1. Research objective

To examine the influence of self-directed learning tasks supported by ICT in the development of students´ vocabulary for speaking performance.

1.3.2. Specific objectives

To examine students' learning progress in vocabulary through the use of self-directed task activities assisted by ICT tools.

To explore students' self-directed learning actions through the implementation of target strategies.

After analyzing the needs students had regarding the use of vocabulary for communication to take place, the present paper explored and described the influence of Self-Directed learning tasks supported by ICT in the development of student's vocabulary for speaking performance from a group of learners in an English class when Self-Directed learning tasks were presented through the implementation of alternative learning environments in relation to learners' everyday social practices.

All in all, the present document is divided into six chapters. The first chapter presents an overview of the study and provides the research question and objectives driving this research study. The second chapter defines important terms and theories that support the theoretical stance in the research study, as well as the previous studies that inform the field of study. The third chapter describes the type of study, the context, which includes: participants, researchers' role and ethical considerations, in which the study was conducted, as well as describes and justifies the data collection instruments, data collection procedures and design and validation of the instruments used in the research study. The fourth chapter describes the instructional implementation and data collection procedures. The fifth chapter presents the data analysis and the results. Finally, the sixth chapter presents the discussion and conclusions of this study.

Chapter 2. Theoretical Framework & State of the Art

The use of blended supported environments ICT, CALL, and task-based language instruction has received considerable attention in the last decades. Research devoted to each of these concepts has discussed their advantages for foreign language teaching. Similarly, considerable research has explored speaking skills and vocabulary knowledge. This chapter describes these important concepts related to the study and research associated with them. In addition, a discussion of the research framework through which they have been explored previously and what the state of art is at current time is presented.

2.1. Theoretical framework

2.1.1. Speaking skill

Research has shown that speaking is a natural state of language and it has been theorized that all human beings have an innate ability to speak a language, whichever that language might be. Despite it being relatively easily acquired by the majority of humans, speaking is a rather complicated skill to manage. To many authors, speaking is a complex process that involves, not only the act of combining sounds accurately, but also the act of construction of meaning (Bygate, 1987; Burns & Joyce, 1997; Luoma, 2004 cited in Torky, 2006).

Thus, speaking is considered by Nunan (1999) as language which is produced systematically through "verbal utterances to convey meaning" (p.48). Speaking is, then, a complex process of language units and components which combine and interact to create communication. As in every aspect of interactive communication, the component of meaning is rather important. According to the authors Burns & Joyce (1997, as cited in Torky, 2006), such meaning construction is interactive with the "context", "participants" and "the purpose of speaking" (p. 37). In this sense, meaning construction when speaking can be categorized as

transactional or interactional (Nunan, 1989; as cited in Torky, 2006). The difference between these two categories is based on the goal of communication. According to Nunan (1989), in transactional speaking, the language is used to deliver information, giving more importance to the "message", rather than the "listener" (Nunan, 1989; as cited in Torky, 2006). The main goal, in this case, is to pass on the message, while the listener takes a secondary place. On the other hand, interactional speaking is used to maintain relationships. This type of communication is called the "interpersonal use of the language", since it is more centered on the receiver during communication (Torky, 2006, p.37). Because of this, the focus is removed from the message and the goal is to engage in social relationship with the listener in conversation. For the purpose of the current study, interactional language is combined with transactional language so that the language use promoted through the language tasks and encourages good social relationships with others, but also invites students to focus on the message and the information to convey.

2.1.2. Vocabulary knowledge

Vocabulary has claimed importance as a component in the process of language learning during recent years. The vocabulary knowledge we possess helps us to deal with our daily language tasks, conversations, reading information, and written communication. Such use of the language enhances the increase of vocabulary, as it is argued by (Nation, 2010; p. 3 cited in Solano, 2014), "Vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge, knowledge of the word enables the increase of vocabulary knowledge and language use and so on". In other words, it can be said that vocabulary knowledge interacts with language use in order to promote language acquisition. In addition, several authors have considered vocabulary as an important source for language understanding, as it affects "higher-level language processes, such as grammatical construction of schemata and text models"

(Adams & Collins, 1977; Chall, 1987; cited in August, Carlo, Dressler & Snow, 2005; p.50). Importantly, it has also been argued that knowing more vocabulary allows readers not to be affected by "small proportions of unknown words in a text", Instead, it actually allows them to better infer meaning (August, Carlo, Dressler & Snow, 2005; p.50). It can be understood that a wider knowledge of vocabulary allows for better comprehension. Thus, the constant use of vocabulary inside and outside the classroom may allow learners to have a wider range of vocabulary; therefore, students are more likely to learn the necessary number of words needed to become more fluent in their speaking performance. However, this process must be effectively scaffolded to ensure gains at the linguistic and self-regularory levels (Duque and Cuesta, 2015).

2.1.3. Language learning supported by technology (ICT and CALL)

Teaching has become a difficult task to succeed for all teachers, especially for L2 teachers. This might be relevant due to the fact that modern world demands constant changes on the implemented methodology, didactic and means to successfully lead pupils learn and use the language in different contexts, such as digital environments. Regarding the statement mentioned above, Goodwyn (2000) claims "teachers are beset by insistent demands to teach our students the basics and improve their literacy, and simultaneously to face up to a technological computer dominated future"(p. xi). Though computers are important in every field of modern society, they are not the only tools to mention when making reference to the use of modern devices. Levy et al. (2011) state that contemporary society is in a process of great change; people presently have access to a myriad of technologies, from small daily use objects to sophisticated computers and electronic gadgets.

Then, it would be relevant to contextualize these resources into school scenarios in order to enrich tasks and everyday activities. Miron and Ravid (2015) express that students are more

connected to the virtual world than to real life, which is why teachers need to use this as an advantage and create environments where they could interact with their partners as an extension of the class. Levy et al. (2011) reinforce that "it is imperative for teachers to incorporate the use of technologies in their classroom practice in order to create learning environments adequate for students' needs" (p. 241).

In the same vein, language teachers need to make use of ICT, since its use as a tool to develop language skills has received great attention. (Dudeney 2000; Chapelle 2001; Young 2003; Salehi & Salehi, 2012). All in all, ICT is on the main frame of L2 teaching due to the fact that it offers both teachers and students opportunities to explore and practice the language in a way which was not possible in the past; with just a click, they can establish a connection with anyone all around the world and start a conversation, either written or spoken. Salehi and Salehi (2012) highlight that students are able to use English with ICT in a very natural, realistic environment enabling them to communicate more effectively in the new language. Moreover, the interaction with technology requires the implementation of effective decisions, where students can participate and doable make choices.

Integrating the use of computers as a support to language learning has been a challenge for language instructors in the last decades. Research has shown that the use of Computer-Assisted language Learning (CALL) in the language classroom has increased due to the advancement in technologies and the improvements in computers and other digital devices (Beatty, 2013; Albayrak & Yildirim, 2015; Miron & Ravid, 2015; Lomicka & Lord, 2016). At first, big desktops with low capacity were available for only some people who could afford them and technologies were also limited. Nowadays, more people have access to slim, dynamic and personalized devices with or without internet connection. Technologies are now available to a

greater number of people, which can be used by teachers to facilitate teacher-student interaction when conducting a research project. In this regard, Beatty (2013) states:

> "The early years of research in computing required access to mainframe facilities at key universities but, with the advent of small, inexpensive and powerful computers, research need not take place in universities and trickle down to the language classroom. Instead, it has become increasingly common for trained teachers to conduct and report research based on data gathered in their own classrooms and from student experiences on computer platforms away from the classroom." (p. 189).

2.1.4. Blended learning environments

In teaching, instructors look for and resort to motivational and reliable teaching strategies to promote skill development and knowledge acquisition. In this regard, the implementation of technological devices and social networking platforms in the classrooms are theorized to be effective teaching-learning tools. One of the resources that has been found to be effective and available to teachers is Blending Language Learning (henceforth BLL). BLL is any combination of diverse learning styles, methods of learning, and learning environments. Thus, in BLL face-to-face teaching is seen as a basic structure of the learning practice, "enriched and enhanced by the integration of the Internet and other teaching and learning technologies into studies undertaken both in and out of the classroom" (Marsh, 2012, p. 3). Through extensive implementation and study of BLL effects on L2 contexts, several pros for language learning have been identified:

- BLL provides a more individualized learning experience
- BLL provides more personalized learning support
- BLL supports and encourages independent and collaborative learning
- BLL increases student engagement in learning

- BLL accommodates a variety of learning styles
- BLL provides a place to practice the target language beyond the classroom
- BLL provides a less stressful practice environment for the target language
- BLL provides flexible study, anytime or anywhere, to meet learners' needs
- BLL helps students develop valuable and necessary twenty-first century learning skills (Marsh, 2012, p. 4, 5).

Implementing BLL in classroom settings can be useful when promoting different linguistic skills and, at the same time, encourage effective language learning in both, a combination of a F2F context and an online one. Additionally, BLL provides a context that is authentic and motivating for the learners to interact in and which offers them a flexible space to draw on their own resources and knowledge of the world, in order to use the language for true communicative purposes.

2.1.5. Facebook as a Social Network Platform

Regarding the use of computer platforms in the field of L2 research, Facebook has emerged as a remarkable resource of interaction and its use has significantly increased since its users have easy access to the social network and are connected to it most hours during the day (Miron & Ravid, 2015). This interaction might have potential for teachers to use as a resource to further expand their lessons beyond the language classroom in order to create alternative learning environments. Using Facebook as a blended support source also has the potential to motivate students and help instructors have a closer look at their learners' progress.

Facebook provides a target language-friendly interface created for and used by native speakers in a format familiar to students. As users connect, they are able to share internet links and multimedia, such as photos or videos, with ease. These features make it ideal to bring up

engaging topics presented through dynamic, interactive material, which could facilitate learners' discussion among them in the target language. Additionally, students have access to readily available information that suits their preferences because they can follow celebrities, athletic teams, restaurants, or events of their choice. The implementation of Facebook in the L2 classroom can offer a variety of options to learners, such as a target context that enables them to make use of real language while they interact with others. Facebook also allows the formation of groups dedicated to interests shared by all members of the group. Students in a Social Network Platform (henceforth SNP) group such as Facebook, can gradually develop a sense of connection and community between members allowing for a richer and more engaging learning experience (Miron & Ravid, 2015). In this manner, Facebook allows for multi-dimensional conversation, both among learners and between the teacher and the learners. Such practices can be examined under the sociocultural approach on learning.

Researchers, such as Lantolf (2010), have advocated that the sociocultural approach (based on work by Vygotsky, 1978) is ideally suited to examining the process of language acquisition, thanks to its emphasis on interaction from a community of learners. Language and social interaction play a role in human development, and serve as cultural practices that can lead to the construction of knowledge shared by members of the community. According to Vygotsky, the sociocultural theory of learning is "what the child is able to do in collaboration today s/he will be able to do independently tomorrow", (Vygotsky, 1987, cited in Iddings, 2014, p. 51).

From Vygotsky's view of development, humans' mental forms of development develop in relationship with others:

> "Learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in cooperation with

> his peers. Once these processes are internalized, they become part of the child's independent developmental achievement." (Vygotsky, 1978, p. 90 cited in Davin, Trojan, & Hellmann, 2014, p. 3)

Because SNPs, such as Facebook, allow learners to benefit from interactions with peers around a shared interest, even when they do not share the same physical space, its use is relevant to the theory of language acquisition. When learners experience mediation with more capable peers in social interaction that they find meaningful, it is likely new abilities will emerge and later become part of the inner cognitive process of individuals (Vygotsky, 1934, 1986 cited in Kozulin & Garb, 2002). In other words, when learners expose themselves to significant social interaction, they are able to benefit from different forms of mediation provided by other learners, the environment and the self (Vygotsky, 1978, cited in Davin, 2013), resulting in the learner's ability to complete tasks that bring about development. The sociocultural approach emphasizes the need for interaction in order for development to occur. As mentioned before, Facebook offers features that facilitate interaction; therefore, this platform offers a potential benefit the learners' language acquisition process and constitutes an ideal context to implement a sociocultural approach to language learning.

2.1.6. Self- Directed Learning

Self-Directed Learning (henceforth SDL) has been defined by many authors as a system of study in which mainly the learners undertake the responsibility for the learning process, which makes them accountable for its effectiveness. The extent of responsibility, in most cases, includes "planning, doing and, in some cases, evaluating all what they do in their learning process" (Hortua and Pajaro, 2013, p. 24). Under this concept, the learning process is more individualized because learners are in charge of the choices and possibilities. Similarly, it is the

learner's responsibility to design and decide what learning strategies are best suited for the different learning settings.

Some benefits from SDL stated in the literature have been discussed in previous research on the topic. For instance, not only are learners demonstrating awareness of their responsibility in making learning meaningful and monitoring themselves (Garrison, 1997), they are also curious and willing to try new things (Lyman, 1997 cited in Abdullah, 2001). Self-directed learners have been found to view problems as challenges, desire change, and enjoy learning (Taylor, 1995). Taylor also found that these learners are motivated and determined, independent, self-disciplined, self-confident and goal-oriented. The available research on SDL has provided evidence that this approach promotes effective language learning behavior which can be beneficial to the process. This issue will be further examined in the present study.

2.1.7. Task-Based Instruction

Several definitions of what a task entails have been proposed along the lines of the communicative approach. Crookes (1986) regards a task as: "A piece of work or an activity, usually with a specified objective, undertaken as part of an educational course, at work, or used to elicit data for research" (p.1). According to Long (1989), cited in Nunan (1999), a task can be defined as: "a piece of work undertaken for oneself or for others, freely or for some reward". Nunan (1999) also offers a definition for task, using more pedagogical terms in the context of foreign language learning:

> "A piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form" (Nunan, 1999, p. 25).

For the purpose of the present study, task-based instruction is defined as a framework that is based on communicative tasks and principles of the cognitive approach to language learning and which consists mainly of three phases: pre-task, during- task and post-task stages. Therefore, the underpinning principles of task-based instruction were used to frame to design the study implementation, aiming at fostering the development of SDL in the target population.

2.2. State of the Art

Several studies have been carried out to identify the extent to which exposure to ICT and SNPs can improve students' actual speaking ability, as well as the impact of Task-Based Instruction (TBI) as a methodology to improve ELL's English level. Educators have claimed that relatively little empirical research exists on how social networking can facilitate language learning (Lomicka & Lord, 2016). Thus, the current work claims importance as it seeks to explore whether SNPs can generate meaningful output and stimulate students' language learning and to what extent they do so (Lomicka & Lord, 2016).

Consequently, some research examples of attempts to empirically examine the effect of TBI in language learning are relevant to be mentioned. For instance, Kasap (2005) carried out an experimental study to examine the effectiveness of task-based instruction on the improvement of learners' speaking skills at Anadolu University. The results of the study suggest incremental patterns of change in students' speaking skills. However, the difference in mean values was found not statistically significant, probably because of the small sample size used in the study. In spite of the lack of statistical significance, results from the study suggest that task-based instruction is a valuable alternative teaching method which might not be similarly effective for

all learners. For some learners, it might be more beneficial if combined with other methods, whereas for other learners, it might be more effective if used more intensively.

Torky (2006) further investigated the effect of TBI in the development of speaking skill of learners at secondary stage governmental school in Egypt. Their ages ranged from 15 to 16 years old. Learners received a similar program and were given the same amount of instruction in both groups. However, the experimental group received lessons structured around task-based instruction. Results indicate that the experimental group outperformed the control group in the different macro functions and sub skills of speaking, such as grammar, fluency, pronunciation and vocabulary. It was also found that the experimental group significantly improved their overall speaking skills from pre-test to post-test.

With regards to SNPs, a few studies have explored this area in recent years. For example, Kabilan, Ahmad and Abidin (2010) investigated whether university students considered Facebook (SNP) a suitable and meaningful learning environment that could support or affect their learning of the English language. The study was carried out at University Sains Malaysia. For this study, 300 undergraduate students were randomly selected to participate in a survey regarding their perceptions of Facebook as a support for their lessons. The results indicate that the use of Facebook in meaningful activities can prove beneficial for learners' engagement. Results also suggest that when integrated in well-planned lessons, these technologies would significantly facilitate learning of a language.

In the same line of research, Blattner and Lomicka (2012) carried out a study that aimed to understand students' perception of Facebook for learning. The participants were 24 students between the ages of 18 and 21 years old (17 female, 7 male) and who were attending intermediate levels of French at a Southeastern University during two consecutive semesters.

Data was gathered, first, through the implementation of surveys and the use of discussion board posts. The participants answered the survey before and after the study. The survey asked about the familiarity, previous background with and perception of Facebook, as well as how useful they considered the social network. An analysis of the data from both sources revealed that learners recognize Facebook as a flexible environment in which they can practice the target language. However, despite recognizing the practicality of its features, learners reported using Facebook mostly for different purposes than educational ones. Nevertheless, this study serves to argue the influence that social and constant interaction has on students' linguistic acquisition since students seemed motivated to participate in the discussion posts. This type of interaction seems to be engaging for learners, which could affect positively their language development.

Tíscar (2015) aimed at both improve the learners' speaking skills and encourage development of their learning competencies through information sharing based on a blog creation. This study was carried out in a class of 18 students (9 male, 9 female) in their fourth year of secondary education. The methodology involved in this study focused on the design of a blog to motivate learners to publish and create debatable topics and then express their opinions orally. The results suggest that the implementation of SNPs inside the classroom serves as a dynamic tool for students to develop better oral proficiency, as well as a motivator for students to interact in a more flexible and autonomous manner in the class.

To sum it up, previous research shows that SNPs are significant tools for improving, not only students speaking ability, but also engaging them in the learning procedures of the L2 learning, since the use of technologies is popular among young learners and they have proven more attractive for students than traditional standardized classroom interaction.

Throughout the present study, it has been explored how the combination of both SNPs and TBI for students should provide a support that engages learners in the improvement of language skills in the lessons, while providing the opportunities to use the language in a way that is meaningful to the learners. It was also detailed that the use of ICT, CALL and internet connection allowed teachers and students to interact in and out of the L2 classroom, since the research found that students have easy access to the web and to the different social networks and apps. It was also described that the use of TBI in BLL environment, such as Facebook, might provide students access to readily available information that suits their preferences because they can follow celebrities, athletic teams, restaurants, or events of their choice. Thus, the implementation of Facebook in the L2 classroom can offer a variety of options to learners, such as a target context, which enables them to make use of real language use while they interact with others in a group monitored by the teacher.

Additionally, the studies described above, in relation to the area of language learning, show that both the implementation of SNPs and TBI are effective means to assist language learning. Regarding the use of a TBI approach in the classroom, research studying the development of speaking skills suggests it is useful for students' development of oral skills.

Therefore, the introduction of tasks in daily lessons and programs provides students with opportunities to improve their abilities and to perform better on further assignments.

Chapter 3. Research Design

This chapter provides a detailed explanation of the methods and some considerations regarding the context of the research and the participants. First, the type of study will be described, as well as the research methodology implemented. The context in which the research took place and the participants who carried out the study, together with the researcher's role in the study, will be described next. Finally, data collection instruments and procedures will be explained, along with the design and validity of the instruments and procedures.

3.1. Type of Study

This paper presents a qualitative exploratory study that makes uses of mix-method design, which is defined by Johnson and Onwuegbuzie (2004) as "the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study"(p.17). Qualitative research (QR) in this exploratory project followed the principles of qualitative approach, which according to Denzin and Lincoln (2000) is defined as an activity that permits the researcher to comprehend and transform the context by interpretive and material practices. QR includes an interpretive naturalistic approach which uses instruments such as field notes, interviews, and questionnaires among others, for studying and interpreting an identified phenomenon.

3.2. Context

This research takes place at Comfacor School, located in Monteria, Córdoba-Colombia. It is a private school, which offers pre-school, primary and secondary education to students with a socioeconomic middle class. The school provides a wide range of opportunities for the learners, including approach to technology, qualified teachers, and up-to-date resources, besides the technological appropriation that students can handle.

3.2.1. Participants

The participants for this research were 20 students from eight grade, whose ages range from 13 to 15 years old. Following the definition of language learning levels provided by the CEFR, the participants can be classified into A2 English level. They attend English classes five hours per week at school and some of them attend English courses or extra English classes with private teachers as a support to their school process. Most of the students are familiar with up-to-date communication and information technologies and have access to them on a daily basis at home. All of the participants seemed eager to improve their L2 skills and were aware of the importance of developing their speaking skill through the implementation of Self-Directed learning tasks supported by ICT.

3.2.2. Researcher's role

The researchers had an active role as facilitators in this study, since the main aim was to guide students in their learning process. Even though they did not intervene in the lessons, they assisted the entire process. Constant interaction between the researchers and the students was essential.

3.2.3. Ethical considerations

The ethical perspective is crucial when researching in educational contexts. In this concern, this study protects confidentiality of the data gathered and anonymity of the participants because they are potentially even more important when research is carried out in other staff within your own organization as Polonsky (2004) argues. Before starting the study, students were informed they were going to be involved in a research project and that the implementation of tasks was going to be during one term of the school year. Hence, it was also explained that their participation would not have any impact on their scores in the actual classes to lower any

stress related to being observed, and potential effects this might have had in their performance in the study. For this reason, different names and codes were used for participants so that their identities were not to appear explicitly in any written section of the study or presentation derived from the study.

3.3. Data Collection Instruments

Data for the study was gathered through several instruments, such as a students' questionnaire, an observation log, class observation checklists, teacher journals and self-assessment checklists. The purpose of having different instruments was to collect information on the improvement of students through diverse sources, which can be combined and triangulated to reach solid and consistent conclusions regarding the use of self-directed learning tasks through ICT in the development of vocabulary for speaking performance. With the same purpose, a pre-test and a post-tests were also used to collect data on specific language performance. These instruments were applied during the three phases of the study: Pre-implementation, During Implementation and Post-Implementation.

The first procedure used to collect data was observation. This technique serves the researcher as a direct way to collect data from classroom unprompted interaction and observable behavior. Observations are defined by Nunan (1992) as "one of a family of procedures used to collect data used in qualitative research (...) used for examining a phenomenon or behavior while it is going on observations can be made in many situations" (p. 162). In order to keep a consistent record of the observations that focus on the topic of the study, the researchers created a checklist. The content of the checklist includes a list of descriptions of observable behaviors which will be filled up during the English classes by the teacher.

These observations assisted the researcher to implement the second data collection instrument (Journals). Journals are useful to gather information on realistic, spontaneous data, because, as defined by Wallace (2006), journals are "private documents, and there are essentially no rules about how to keep a diary. Since the diary is private, diary writers can confide to it whatever thought or feeling occur them" (p.62). Consequently, diaries can be safely assumed to allow for a more realistic narrative of how a process is experienced by the participants. Journals were kept by the teacher and were used to write about their experiences and their perceptions of how the research study was taking place and the learners' observable behavior, indicating development or their perceptions of the study. Information from the diaries was also very useful to identify any irregularity while implementing TBI in the classroom and consider variation from the original teaching plan, as needed.

Dochy, Segers and Luijsmans (1999) presented a narrative review of a series of studies, which had examined the use and effects of self-assessment in foreign language research. In general, the results indicate that self-assessment is beneficial to language learners. In the studies reviewed, students who engaged in self-assessment during class time performed better in language tests than learners who did not. Self-assessment is also a valuable tool to promote learners' awareness of their process of language learning, which, in turn, is advantageous to the process itself. More recently, Oscarsons (2013), studied the effect and perceptions of self-assessment. The author found that learners' self-assessment is not necessarily unreliable and can have additional positive effects in their learning process. Besides, self-assessment seems to provide insightful information regarding the learners' learning process of development, which is easily observable and, in this respect, self-assessment is a unique source of data with high potential for language research. Self-assessment is usually carried out through the use of

checklist or questionnaires. In this study, self-assessment was performed by means of the use of students' self-assesment checklists. (Appendix I)

All in all, self-assessment can be a useful resource when analyzing the data gathered from this research project, due to the fact that self and peer assessment are specific forms of collaborative learning and, in the past decade, collaborative learning has become a popular pedagogical approach in higher education. (Prins, et al, 2005).

3.4. Data Collection Procedures

The process of collecting the necessary information was divided into three main stages, Pre-implementation, During Implementation and Post-Implementation. The collection of the information occurred along a period of four weeks.

The Pre-implementation phase mainly consisted of identifying students' current speaking level and stage in vocabulary acquisition development in the classroom and external environments. During this stage of the research process, students' questionnaire, observation log and class observation checklists were used in order to gather data regarding learners' general performance in the language.

As it has been mentioned before, the researchers had an active role as facilitators, especially during the implementation stage. This period was particularly interactive because of the continuous contact the researchers had with the students during the collection of the information. During this stage, the researchers implemented the treatment tasks designed for the study, which were based on the principles of task based language instruction. Those tasks were implemented in the classroom and learners were encouraged to carry them out outside of the classroom through the use of SNPs which allowed for a constant contact with the language in different learning situations. Direct observations and journals were also implemented in this

stage, in order to have varied sources of data that were triangulated to complement, compare and contrast the information gathered.

The final stage was the Post-implementation phase. In this stage, the process was centered on perceiving students' speaking and vocabulary improvement. The data collection instruments and techniques mirrored the ones implemented during the first stage. The data gathered from observations, checklist and questionnaires containing the personal perceptions of the researchers, in this regard, were also useful to confirm the extent of the effect of the methodology implemented.

3.5. Design and Validation of the Instruments

In any research study, it is essential to account with reliable and feasible data collection instruments. For that reason, the ones implemented in the different stages of this study were analyzed in different concepts, such as number of questions, absence of bias and items covered. Piloting was fundamental for identifying mistakes, failures and any other phenomena when assesing the effectiveness of the instruments that could affect the understanding of students and the researcher, as well, while gathering the necessary information to analyze the outcomes of this project.

One important concept taken into account for the validity of this study is Triangulation. This notion is defined by Carter, et al., (2014) as: "qualitative research strategy to test validity through the convergence of information from different sources" (p.1). This strategy is helpful in the matter of having several pieces of data for studying any specific phenomena, and lead on accurate analysis.

In sum, all the data gathered and obtained during this preliminary stage was the foundation of the forthcoming pedagogical implementation.

Chapter 4. Pedagogical Intervention and Implementation

This chapter outlines the rationale and process for the pedagogical intervention carried out in the current study. The first part describes the implementation rationale and the vision of language, learning and curriculum that underline the methodology in the current study. Next, the process and steps carried out in order to answer the research question.

Additionally, this chapter outlines the lesson planning design and the stages of the current study implementation with a description of the purpose and material used by the researchers.

4.1. Visions of Language, Learning, and Curriculum

4.1.1. Vision of language

In this study, language is understood as a means for students to communicate and interact with others in their communities. Furthermore, it is used as a tool that students can resort to in order to meet the challenges of globalization. In the case of a foreign language, this is much more so because in their daily lives, students are likely to encounter information from all over the world. For effective interaction with this new information, students require a good command of speaking skills and an adequate vocabulary size. Vocabulary is considered an essential component of speaking and communicative language skill (Meara, 1996, p. 35-37). Consequently, vocabulary development is an important language element in oral production and successful language performance. Thus, the fast pace of technology and availability of multicultural communication demands the development of such communicative skills in a foreign language, in order to participate in the global culture. For that reason, this study aims to enhance students vocabulary for speaking performance through the influence of Self-Directed learning tasks supported by ICT, such as Facebook. Students need to be prepared for the load of

information accessible to them through several means of communication, nowadays. Combining the teaching of English as a foreign language with the use of technology to fulfill this aim at Comfacor School offers the possibility for language teaching to address modern language needs and aids learners in effectively meeting the challenges of communicating in a foreign language.

4.1.2. Vision of learning

De Houwer, et al. (2013) defines learning as an effect of experience on behavior. Thus, it can be said that the students' environment and opportunities to interact in a language inside and outside the classroom play an important role in the language learning process. Consequently, students should be ready to put into practice knowledge in their real context. Task-based language learning (TBLL) allows the students to learn in a natural context, which is developed from their experiences with the language. The term task is associated by Stern (as cited in Littlewood, 2004) with "realistic language use" (p.321) since they focus students' attention on a task, problem solving, activity or topic more than in a particular language point. Littlewood (2004) also cites Willis (1996), definition of task that describes them as "activities, where learners use the target language for communicative purpose"(p.321). Therefore, in TBLL, language activities for the classroom is a choice that is based on the students' needs and it arises from the classroom development, which is an aspect that makes the vocabulary learning process more real and constructed on the context. Thus, in this study, learning is understood as the acquisition of knowledge by following stages through real experiences with real language in a communicative, enjoyable and motivational form, which is based on a learner-centered pedagogy for lifelong learning.

4.1.3. Vision of curriculum

Curriculum is mainly defined as a set of criteria, programs, methodologies, and processes that contributes to the integral formation in students (Chaves, O., Fernandez, A.,2016). The curriculum is designed and organized in accordance to the school context and the students' needs. In terms of this study, the curriculum objectives were intended to provide students with suitable vocabulary knowledge in order to improve their oral production and speaking skills, not only in the school context, but also in other environments. It is important to point out that curriculum developed at Comfacor School for foreign language teaching corresponds to CEFR requirements (Council of Europe, 2001). However, even though the curriculum was designed to develop the four English language skills in eighth grade students, the school conditions sometimes are inadequate to meet this goal in terms of time and technological aids and students lag behind, especially in their speaking skills. For that reason, the syllabus planning was adjusted as a strategy to reach the development of speaking skills within a context that guarantees the development of learners' autonomy and self-directed learning.

4.2. Instructional Design

4.2.1. Lesson planning

In order to respond to the research question and the main objective of the present study, a lesson plan was designed, taking into account students' interest, time of implementation and a Sel-Directed learning task approach (see Appendix H). In accordance to TBL, a lesson is based on the completion of a central task that should be completed by stages: Pre–task, during task and post-task (Ellis, 2006). Considering this, four tasks were designed based on specific teaching context (jobs, memories, hobbies and movies) and the linguistic units corresponding to each unit. A sample of the tasks can be found in Table 1 below. Each one of the tasks was designed with

careful attention to the three stages (pre - task, during task and post-task) and were implemented during a period of four weeks.

The pre–task stages were designed to take place in face - to - face (F2F) classes within a period of one or two hours, depending on the difficulty level of the linguistic target units for the tasks. The focus was on introducing the task to the students. Additionally, in every case, the stages were designed to elicit the use of the particular vocabulary required for the tasks, which corresponded with students' interest and the eighth grade syllabus.

The during-task stages and post-task stages were developed through the use of various technology tools. These activities were hosted in a Facebook group (Appendix H). The chosen delivery mode of the tasks was blended, since students would have both F2F and online instruction. Garrison and Vaughan (2008) define blended learning as "the thoughtful fusion of face-to-face and online learning experiences" (p. 5). Thus, blended learning was implemented as a strategy to support the entire intervention.

During the lesson planning, it was decided that different grouping systems, such as individual and group work, would be used to complete the tasks. The purpose of these different grouping strategies was to promote a variety of interactions during the tasks. Thus, the students would have the opportunity to engage in autonomous and collaborative learning, self-monitoring and peer – assessment as they completed the tasks.

The already mentioned SDL strategies were taken into account as a plan to change student behavior. Self-monitoring involves a student's self-observation of a target behavior, followed by recording the occurrence (Agran et al., 2005). Students during this study were able to have a record of their work and, at the same time, were able to evaluate and compare their effort with their classmates. As it is mentioned by Loftin, Gibb and Skiba (2005) self-

monitoring has two components, measurement and evaluation: (1) students measure and record their own behavior (measurement) and then (2) compare that recorded behavior to a predetermined standard (evaluation). It means that students track and measure the quality and quantity of their effort and learn in a collaborative environment to receive and give their point of view and evaluation to their classmates through peer-assessment, as it was done during this study. In addition, Loftin, et al., (2005) points out that "using these strategies, students can learn to identify and increase positive, pro-social, behaviors, the behavior necessary to success in general education" (para.1), which are also important aspects to develop communicative skills in the foreign language and can be reinforced through ICT, which were fundamental characteristics of the present study.

SELF-DIRECTED LEARNING TASKS THROUGH ICT IN THE DEVELOPMENT OF VOCABULARY FOR SPEAKING PERFORMANCE

Table 1. *Sample task*

Session April 21, 2015

Target: Vocabulary for speaking

Time for implementation: 25-35 hrs

STAGE	PURPOSE	LINGUISTIC TARGET UNITS	CONTEXT	DESCRIPTION	METHODOLOGY			DATA COLLECTION INSTRUMENT
					Expected Time	Grouping Mode	Delivery Mode	
TASK 1								
PRE - TASK Matching Comunication Activities. Pictures	-To elicit information about the lexical units students know. -To foster understanding of target words, phrases and patterns.	**Grammatical Units:** Present passive voice. Usage of present simple tense. Verb to be. **Lexical Units to work on:** Jobs (dentist, teacher, etc.) Careers (law, medicine, etc.) Places (hospital, school, etc.) Jobs activities (surgery, class, etc.)	Jobs	**a.** Teacher introduces the vocabulary and the grammatical patterns to learners orally by using Jobs flash cards. **b.** In groups of four, learners identify Jobs new lexical items by playing a bingo game.	1 hour	Group work	Blended	Pre –test Teacher observation Journal
DURING TASK -Discussions and decisions. -Listing. -Projects.	-To encourage learners to talk about their preferences. -To promote the production of short personal	**Grammatical Units:** Present passive voice. Usage of present simple tense. Verb to be. **Lexical Units to**		**a.** Learners choose the Job of their preference and create a short description using the vocabulary studied. **b.** Learners watch a	3 hours	Individual and group work.		Checklist to assess performance.

SDL strategy: Self-monitoring. Peer-assessment.	introductions by using all-in-one audio program. -To provide opportunities for self-assessment and peer - assessment	**work on:** Jobs (dentist, teacher, etc.) Careers (law, medicine, etc.) Places (hospital, school, etc.) Jobs activities (surgery, class, etc.)		tutorial video about how to create a Voki in Facebook, posted on the Facebook group wall. **c.** Learners record a short introduction of their chosen job by creating a Voki. http://www.voki.com/create.php. **d.** Students share it to the class through the Facebook group. **e.** Learners assesed other students production by posting comments.				
POST-TASK -Listing	-To enrich vocabulary from the development of the task and peers collaboration.	**Grammatical Units:** Present passive voice. Usage of present simple tense. Verb to be. **Lexical Units to work on:** Jobs (dentist, teacher, etc.) Careers (law, medicine, etc.) Places (hospital, school, etc.) Jobs activities (surgery, class, etc.)		To promote the students lexicon based on the development of the previous task.	2 hours			Students' self-assessment

4.2.2. Implementation

The aim of the study is to examine the influence of self-directed learning tasks supported by ICT in the development of students' vocabulary for speaking performance for a group of students with A1 and A2 English level, according to the Common European Framework (CEFR) at Comfacor School in Monteria - Cordoba. In order to explore the aforementioned issue, it was necessary to design a set of data collection instruments which addressed the objectives and research question of this study. This exploration also required the creation and design of a Facebook group, which worked as a platform and provided a context and tools to share information with and among the students. A table outlining the stages of the intervention and implementation process was designed in order to provide an organization regarding the steps, instruments and purpose for each of the stages. The structure provided in the table was carefully followed throughout the study. Table 2 shows the whole organization of the study divided in four main stages: needs analysis, preparation, implementation and post- implementation stages. It also shows which of the instruments were used to gather data and information about the students' process at each specific stage in the study.

As it was shown on the table below, the first stage included a need analysis. For this stage, four instruments were designed and implemented in order to gather information regarding students' weaknesses and strengths when performing in the second language. The instruments in this stage included data from different sources that included learners' own answers about perceptions and preferences, a diagnostic task to measure their current stage of speaking skill and a check.

Table 2. *Organization of the study.*
Stages chart

STAGE		INSTRUMENT	PURPOSE	DATE
NEEDS ANALYSIS STAGE		Speaking Diagnostic Task	To revel weaknesses and strengths in students' performance during a simple speaking task.	October 2014
		Questionaire	To gather information about the students learning preferences and use of ICT.	
		Checklist	To collect information about students' performance in the different speaking sub-skill, such as pronunciation, comprehension, vocabulary, grammar	
		Observation Log (semistructured)	To record observations of student performance during the diagnostic task. These cumulative observations can provide evidence of speaking skill and areas of strength or weakness.	
TRAINING STAGE		Pre - test	To evaluate students' previous knowledge about the vocabulary and grammar propose to the implementation.	May 2015
IMPLEMETATION STAGE	TASK 1: JOBS	Teacher journal	To collect information from the helper teacher about the students' behavior during the face to face class and their improvement during the English class for the jobs task.	May 2015
		Class observation checklist	To gather information from the English teacher about the students' behavior during the development of the different stages of the job task. (pre- task, during task, post-task)	
		Students self-assessment checklist	To collect information from the students participants about their performance, strengths, weaknesses during the development of the different stages for the Job task.	
	TASK 2: MEMORIES	Teacher journal	To collect information from the helper teacher about the students' behavior during the face to face class and their improvement during the English class for the memories task.	June 2015
		Class observation checklist	To gather information from the English teacher about the students' behavior during the development of the different stages of the memories task. (pre- task, during task, post-task)	
		Students self-assessment checklist	To collect information from the students participants about their performance, strengths, weaknesses during the development of the different stages for the memories task.	

	TASK 3: HOBBIES	Teacher journal	To collect information from the helper teacher about the students' behavior during the face to face class and their improvement during the English class for the hobbies task.	June 2015
		Class observation checklist	To gather information from the English teacher about the students' behavior during the development of the different stages of the hobbies task. (pre- task, during task, post-task)	
		Students self-assessment checklist	To collect information from the students participants about their performance, strengths, weaknesses during the development of the different stages for the hobbies task.	
	TASK 4: MOVIES	Teacher journal	To collect information from the helper teacher about the students' behavior during the face to face class and their improvement during the English class for the movies task.	June 2015
		Class observation checklist	To gather information from the English teacher about the students' behavior during the development of the different stages of the movies task. (pre- task, during task, post-task)	
		Students self-assessment checklist	To collect information from the students participants about their performance, strengths, weaknesses during the development of the different stages for the movies task.	
POST – IMPLEMENTATION STAGE		Post - test	To measure students vocabulary improvement as a result of the study implementation. To analyze students appropriateness of the study objectives.	July 2015

First, the observation log was used by the researchers to identify students' general level of vocabulary for speaking performance in the foreign language. Additionally, an online Google Docs questionnaire was applied to obtain information regarding students' learning preferences and use of ICT. A pre-test was also necessary to measure student previous vocabulary knowledge in order to design appropriate lessons with suitable materials and strategies to fulfill

with this research objectives and students preferences. An analysis of the results of these instruments concluded that, students were lagging behind in the vocabulary for oral production in the target language, which was expected from them at their school level. Based on this information, the researchers were able to decide on and device appropriate learning strategies to carry out this study.

During the implementation stages, four tasks were implemented within a period of two weeks. Each one of them consisted on the three stages (pre-task, during task and post-task). The pre-task was always a face-to-face session (two hours) and 5 to 6 hours of independent work at home for each task, as it is shown in the lesson plan. (Appendix H). In order to collect information from the tasks about the students' process of vocabulary development and their behavior and contributions in the Facebook group, three instruments were designed: a teacher journal, a class observation checklist led by the English teacher and researcher at the end of each class and task; a can-do self-assessment checklist to be answered by the students at the end of each task.

Finally, a post-test was given to the participants in order to measure and analyze their performance and as a way to compare the obtained results in the pre-test. This comparison allowed them to draw conclusions regarding their development of vocabulary for speaking performance during the application of this study. This test was designed taking into account the grammar curriculum for the unit and the vocabulary required during the implementation stage.

In the current study, the participants' experienced the use of task-based activities through a blended-learning environment and strategies appropriate for this environment. These elements allow them to know a different and enjoyable way for learning English as a foreign language.

Planning the lesson in accordance to the students' interests is vital in enhancing students' skills; including context elements, which allow them to be in contact with natural language.

Chapter 5. Results and Data Analysis

After deciding on the procedures to gather information in the present study, the tasks were implemented and the information obtained was analyzed in order to gain insight of the behavior indicating an effect of the implementation of the tasks. In the next chapter, the task implementation procedures and data analysis method will be described. This description will include accounts of data management, data reduction, coding and validation of the data, which was gathered from different sources to form a conclusion.

5.1. Data Analysis Method

According to Bogdan and Biklen (1997) analysis "involves working with the data, organizing them, breaking them into manageable units, coding them, synthesizing them, and searching for patterns" (p.147). Grounded theory is defined as the analysis of data to build theory. It was coined by Strauss and Corbin (1990) as "theory that was derived from data, systematically gathered and analyzed through the research project" (p.12). In grounded theory, a series of sequential coding phases are required in order to reduce, analyze and construct theory. These coding phases, which are called open, axial and selective coding come from the revision of data, ideas, concepts, elements or categories (Strauss & Corbin, 1990). These categories are the basis for the new theory to answer the research question. This data analysis method is applied to qualitative studies such as the present study. Cross tabulation was the strategy selected to analyze quantitave data.

5.2. Procedures of Data Collection

During the intervention of this study, the data collection instruments used were the students' self-assessment checklist, teacher's journal and class observation checklist. The instruments allow the researchers to see students' progress and appropriation of the strategies

from three different points of view through the application of four tasks, which were designed in accordance to the students' needs, interest and level.

Students' self-assessment checklists were administered four times during the implementation stage. The self-assessment consisted of a set of self-assessment statements which students answered according to their perception of their own progress at the end of each task. Participants completed four self-assessment instruments designed in accordance to the characteristics of each task. In order to inquire about participants' points of view, an opinion box was included in these instruments, which provided information regarding students' vocabulary and a way to self-evaluate their participation and performance, besides providing information about students' self- expectations. The can-do self-assessment checklists were organized in charts of a Microsoft Excel document by questions and participants' answers. Participants were labeled as S1 to S20 to comply with ethical considerations and guarantee confidentiality of the information, disclosed identity of the participants and unbiased analyses. The questions and participants' comments were grouped by subcategories according to their focus (see Appendix I).

The teacher journal was completed during each task, specially during the pre – task stage and it was transcribed using Microsoft Word. The information contained in the journals was divided by tasks and organized into codes and subcategories that were based on extracts from the teacher journal, as it is presented in Table 3.

Table 3. *Open coding teacher's journal example*

SUBCATEGORIES	OPEN CODE	EXAMPLES FROM TEACHER JOURNAL
Task 1: JOB		
Self-monitoring and self - reactive	Engagement Awareness Motivation	It was evident that students where engaged due to the fact they were looking at the cards and were trying to pronounce after the teacher.
Teacher's monitoring	Content schemata Motivation Engagement	The teacher told them that it was not necessary to repeat, just to look at them and try to associate them with real life professions.
Teacher's monitoring	Content schemata Motivation Engagement	When the card presentation was over, the teacher started to show the flashcards to the students again, but this time she asked questions to the students, like: What does this person do? What do you think this person do? And so on with every cards.
Vocabulary improvement	Production Motivation Interaction	As a result students started to produce isolated sentences or just mere words like: "work", "she sing", or "stinguish fire" to answer the questions about Architect, Singer and Fire fighter and so on with the other pictures.
Speaking performance	Feedback Production Engagement	Something relevant to mention when observing this process was that teacher helped them to build sentences correctly, like "the driver explores the ocean or the ocean is explored by the driver" and then students started to build sentences in both active and passive voice.

The class observation checklist was implemented during the pre, during and post-task stages for each task and answered by the teacher. Answers from the checklist were tallied on a Microsoft Excel file and organized based on criteria and the teacher's answer for each task stage. Sub-categories were generated from each of the criteria selected. At the end of each stage, a percentage of positive answers were calculated, as it is presented in Table 4 This percentages

represent the students' positive achievement for each criteria in accordance to the teachers' judgement, which were classified into categories in order to reach a core category.

Table 4. *Teacher class observation checklist*

	PRE- TASK				
		TEACHER ANSWERS			
SUBCATEGORIES	**CRITERIA**	**TASK 1**	**TASK 2**	**TASK 4**	**TASK 5**
VOCABULARY IMPROVEMENT	Students understand words from the teacher.	YES	YES	YES	YES
VOCABULARY IMPROVEMENT	Students understands sentences from the teacher.	YES	YES	YES	YES
TEACHER'S MONITORING	Students understand images from the teacher.	YES	YES	YES	YES
VOCABULARY IMPROVEMENT	Students understand expression from the teacher.	YES	YES	YES	YES
VOCABULARY IMPROVEMENT	Students understand teacher's instructions when using the target language.	NO	NO	YES	YES
SPEAKING PERFORMANCE	Students respond to questions by using the appropriate patterns.	NO	NO	YES	YES
SPEAKING PERFORMANCE	Students use the target vocabulary to participate when it is required.	YES	YES	YES	YES
SPEAKING PERFORMANCE	Students participate actively during the lesson.	YES	YES	YES	YES
SELF-MONITORING AND SELF-REACTIVE	Students listen attentively during the lesson.	YES	YES	YES	YES
PEER-ASSESSMENT	Student share information with classmates when it is required.	YES	YES	YES	YES
	POSITIVE TEACHER ANSWER	8	8	10	10
	AVERAGE	80%	80%	100%	100%

Finally, a chart was created by the researchers to have a record of the data collected from the different instruments, as a means to track the information and to identify the correlation between the data, in order to reach a core category (see Appendix J)

5.2.1. Data management procedures

During the implementation of this research, the information and data obtained from the instruments (students' self - assessment checklist, teacher's journal, class observation checklist), were scrutinized and organized in Microsoft Excel matrices. In order to analyze and study the quantitative results, statistical analyses of the results for each of the instruments and tasks were conducted using an Excel spreadsheet and the results were displayed in graphics. These graphics assisted the analysis and comparison of information at different stages of the implementation and participant' improvement.

5.2.2. Validation

Even though some conclusions could be anticipated from the quantitative information that was obtained from the analysis of the data collected and the organization of the same, it was necessary to organize the qualitative data into categories that came from the coding stage as data reduction process, which is considered by Miles & Huberman (1994) as "the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions" (p.10). It allowed the researchers to convert the data collected into more wieldy information to create concepts.

The collected information was validated through the triangulation of the different instruments that were used to gather the information. Flick (2004) points out that: "triangulation of data combines data draw from different sources and at different time, in different places or form different people" (p.178). This procedure allows the researcher to know how strong,

exhaustive, ample the data is and at the same time it allows the researcher to verify correlation between instrument, participants and coding process, as it was used during the validation stage of this project.

It is important to point out that during this process, the research question " ¿How might the implementation of Self-Directed learning tasks through ICT affect students' development of vocabulary for speaking performance?" was the main focus, in order to confirm the researcher was lined up with the research purpose. During the data reduction procedure, three main categories were identified, based on the subcategories, as Self-Directed Learning, Vocabulary for speaking performance and Computer Assisted Language Learning, taking into account their common connections along the analytical instruments.

5.2.3. Data analysis methodology

Initially, information from the different instruments were coded and organized according to similar issues being addressed. The resulting groups of data addressing common points made in the instruments later became categories and, finally, resulted in a core category.

In this research study, the process of data analysis was conducted through grounded theory and it was carried out in three stages. During the first stage, the quantitative data collected was organized, displayed and analyzed into tables, matrices and bars for the different analytical instruments. In the second stage, open, axial and selective coding was carried out, in order to analyze, simplify and handle data from the same analytical instruments, as it is proposed by Strauss and Corbin (2008). Finally, the data obtained from the different analytical instruments was displayed together in a matrix to relate concepts (Appendix J). This data analysis methodology proposed by Corbin & Strauss (2008) points out that: "the researcher begins with an area of study and allows the theory emerge from the data" (p.12). Using this methodology

allows the researcher to recognize, create and relate the concepts by formulating an organized and creative analysis that allows the answer of the research question. In this research study, the data analysis methodology is intended to answer the following question: ¿How might the implementation of self-directed learning tasks through ICT affect students' development of vocabulary for speaking performance?

5.3. Categories

A matrix was designed to analyze the different elements obtained from the analytical instruments and to guarantee the correlation between the data collected and categories, in order to answer the research question of the present study. (Appendix J)

As it has been mentioned, the main goal of this process was to find similarities between the data collected and to simplify the information from the analytical instruments. Once the data was organized by instruments, it was necessary to focus on the information related to the phenomena under study and the importance of them to answer the research question.

5.3.1. Overall category mapping

In order to simplify the categories mapping, it was necessary to develop open, axial and selective coding, as it was mentioned at the beginning of this chapter and established by Strauss & Corbin (1990) in grounded theory.

The main goal of open coding was to reduce similar information from the three data collection instruments (observations of classroom behavior, journals, and self-assessment checklist) applied thorough reading of them. Segments of participants' interaction and questions, which were related with the phenomenon under study, were extracted from the data and organized into matrices, as indicated in table 5.

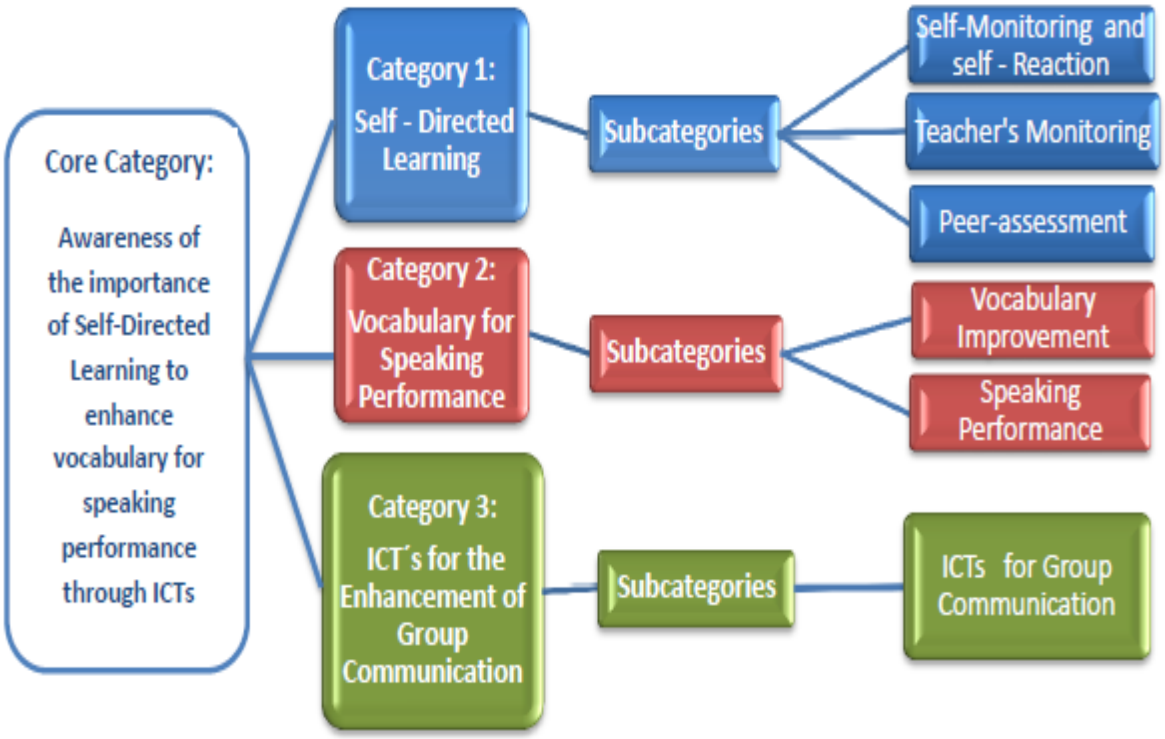
Table 5. *Open coding teacher's journal.*

SUBCATEGORIES	OPEN CODE	EXAMPLES FROM TEACHER JOURNAL
Task 1: JOB		
Self-monitoring and self - reactive	Engagement Awareness Motivation	It was evident that students where engaged due to the fact they were looking at the cards and were trying to pronounce after the teacher.
Teacher's monitoring	Content schemata Motivation Engagement	The teacher told them that it was not necessary to repeat, just to look at them and try to associate them with real life professions.
Teacher's monitoring	Content schemata Motivation Engagement	When the card presentation was over, the teacher started to show the flashcards to the students again, but this time she asked questions to the students, like: What does this person do? What do you think this person do? And so on with every cards.
Vocabulary improvement	Production Motivation Interaction	As a result students started to produce isolated sentences or just mere words like: "work", "she sing", or "stinguish fire" to answer the questions about Architect, Singer and Fire fighter and so on with the other pictures.
Speaking performance	Feedback Production Engagement	Something relevant to mention when observing this process was that teacher helped them to build sentences correctly, like "the driver explores the ocean or the ocean is explored by the driver" and then students started to build sentences in both active and passive voice.

At the second stage of the three-stage method, the axial coding process was implemented to simplify data. After this process, a set of subcategories emerged for every sub-category. The main goal of axial coding was to analyze and examine the influence of task-based activities supported by ICT in the enhancement of the in participants' vocabulary. In line with that goal, the most common patterns from the three instruments were organized and classified by color

coding technique to identify categories and their corresponding subcategories, as presented in Figure 1.

Figure 1. Categories and Core Category



Finally, selective coding stage was done to group the subcategories and categories that emerged from the axial coding stage as one general concept or core category with the purpose of explaining and answering the phenomenon under study through this research (Figure 1).

5.3.2. Discussion of categories

The process summarized above allows the information to be categorized into three categories and their corresponding subcategories: *Self-directed learning, Vocabulary for speaking performance* and *ICT for the enhancement of group communication*, which become the path to a core category as an answer to the research question in this study.

SELF-DIRECTED LEARNING TASKS THROUGH ICT IN THE DEVELOPMENT OF VOCABULARY FOR SPEAKING PERFORMANCE

The category *Self–directed learning* is divided into three sub-categories. The subcategory *self-monitoring* and *self- reaction* are related to how students regulate their behavior and adjust it to the classes and strategies planned for them to give an appropriate response, based on what they have learned. Another subcategory is *peer-assessment.* This sub category addresses students' ability to form a critical view about their peers' work while reflecting on and assessing their own work. It relates to whether students are able to provide feedback to their peers and act as guides inside the class. The third subcategory, *Teacher's monitoring*, validates actions that the teacher takes to strengthen students' knowledge through the guidance and planning of strategies based on the students' needs. It describes how the teacher provides opportunities to help students in the learning process by motivating them to actively participate and interact with the foreign language and at the same time. It also addresses how the teacher helps to reduce the gap between high success and low success students by monitoring the class.

Another category identified from the data is *Vocabulary for speaking performance*. This category has two subcategories; *Vocabulary improvement* and *Speaking performance*. The first subcategory, *Vocabulary improvement* refers to students' expansion of their vocabulary in the foreign language through the use of new strategies implemented by the teacher. The second subcategory, *speaking performance*, discusses students' ability to express and share their opinions and thoughts about the class satisfactorily by using the vocabulary learned. It describes to what extent students are able to use simple sentence patterns according to the topic to communicate with their peers.

The third category found is *ICT for group communication,* which addresses how ICT are important to motivate students to discuss, participate and learn, especially in foreign language

teaching and learning. It shows how ICT represent an innovative tool in modern classes and provide different ways to promote communication between students.

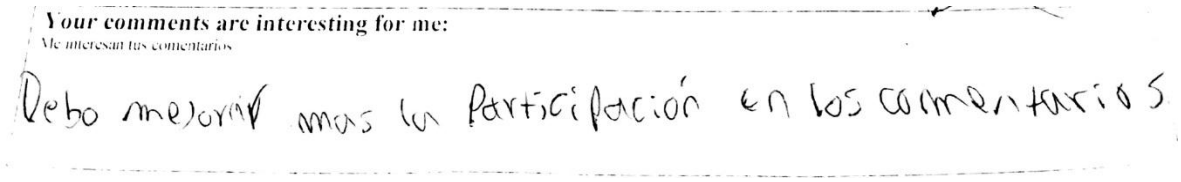
Category 1: Self-directed Learning

Self - directed learning (SDL) is seen by Hiemstra (1994) "as any study form in which individuals have primary responsibility for planning, implementing and even evaluating the effort" (p.9). In SDL, students act as main performers of the learning process when they are in control of how they respond to the already mentioned situations. That means that students select the direction they want to pursue and at the same time, SDL allows an individualized instruction of the process without forgetting collaborative learning, when practices such as self–monitoring, self – reaction, peer assessment and teacher monitoring take place. These are all subcategories of the present category in this study.

In general, participants demonstrated signs of initial development of the abilities of SDL, mentioned above during the implementation stage. In terms of self – monitoring and self – reaction, students were able to assess their own work and at the same time, it was possible for the teachers guide them through the process. Similarly, they were able to reflect on their weaknesses and strengths to improve their learning process, contributions and work, while building self-confidence in themselves. (Excerpt 1)

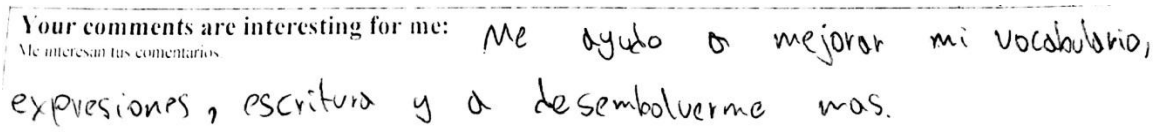
In terms of self-monitoring, aspects that can be included are self-regulation, mood and self- diagnostic. Through the analysis of these factors, students can identify significant features of their social environment as the students demonstrated during the implementation stage and the development of the different tasks. As excepts 1 and 2 show, participants were able to assess their own participation and work while assessing their partners' work.

(Excerpt 1: Students Self-assessment Checklist -Task 1. S12)



Translation: I must improve my participation in the comments.

(Excerpt 2: Students Self-assessment Checklist – Task 1. S14)



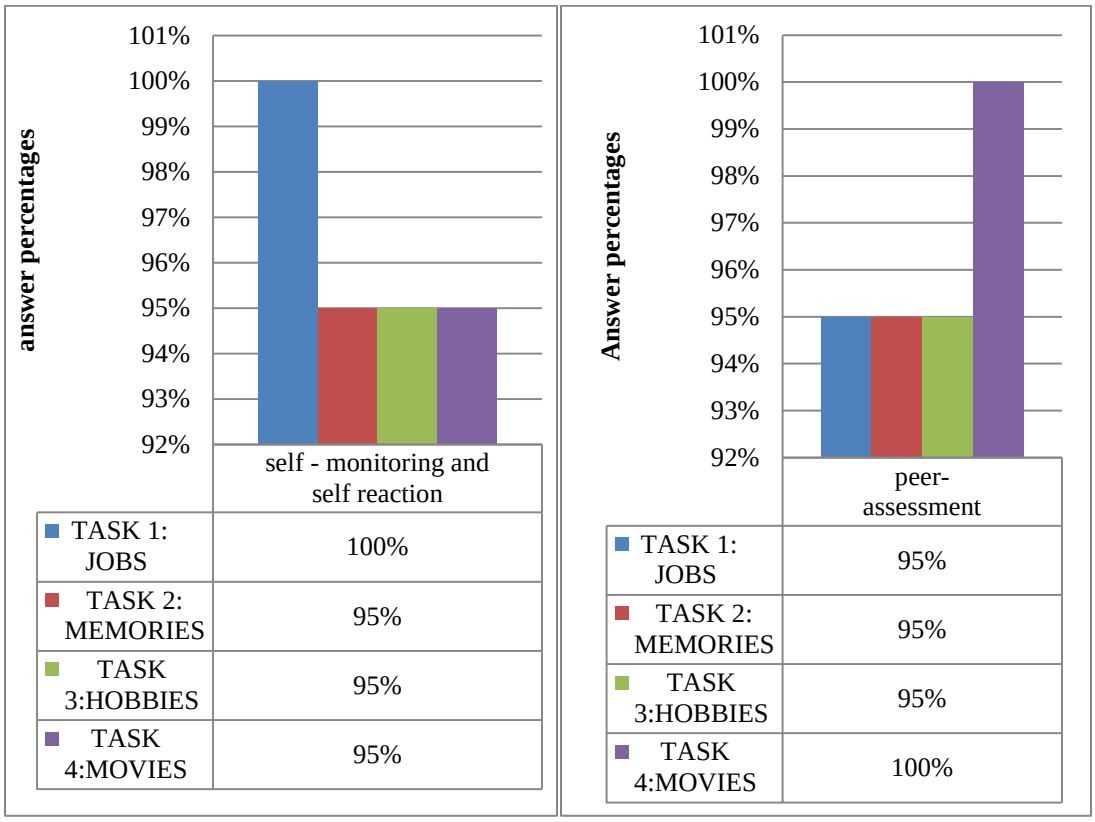
Translation: It helped me to improve my vocabulary, expressions writing and deal better with the language.

Data collected during the implementation stage, showed that self-monitoring and self – reaction was exercised at a 100% in task 1. On the other hand, peer–assessment was higher at task 4 (100%), since all the students were able to express their point of view in relation to some of their classmates' work. (Figure 2). The difference can be attributed to the strategies implemented by the teacher since both tasks were focused on the students' preferences and interests (jobs and movies). Other tasks kept a constant percentage of usage (95%) in both subcategories, *self-monitoring and self –reaction* and *peer – assessment*. It was also perceived that since some students demonstrated lack of training to assess their classmates' work, They lacked objectivity while assessing others' pieces.

Teacher monitoring, as a astrategy, can be execrcised to keep students on track of development and work. A Facebook group was the mechanism through which students' vocabulary additional activities were delivered, also allowing the teacher to keep in contact with students and to give constant online feedback to them in an asynchronous manner. Through

constant teacher monitoring, it was easy for the researchers to evaluate students' progress, strengths and weaknesses at the end of each task to improve their work for the following task.

Figure 2. students' Self-assessment checklist- Category 1: SDL



Finally, self-directed learning allows the increase of behavior in students and the setting of new goals, based on their own assessment. Students are allowed the make corrective changes to improve. Besides the mentioned, some other changes were evident in the students, such as motivation to work, responsibility and the setting of realistic goals based on the strategies planned. As it is mentioned by Bandura, (1991, p.250) "people cannot influence their own motivation and actions very well if they do not pay adequate attention to their own performance, the condition under which they occur and the immediate and distal effects they produce"

Figure 3. Example of teacher monitoring and feedback in Facebook group.

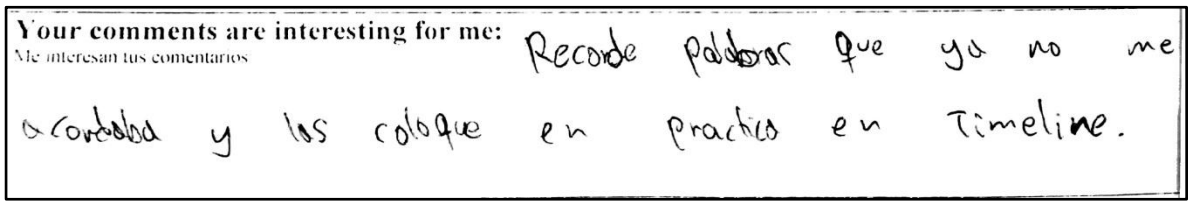
Category 2: Vocabulary for Speaking Performance

It is well known that vocabulary has become an important component in language learning for communication. In recent years, vocabulary has been studied by many authors and it has taken place in many investigations (August, 2005; Schmitt, 2000; McCarten, 2007). Vocabulary is also a common lack that students show in learning a foreign language since they seem demotivated. Consequently, teachers sometimes need to improve their usage of strategies in vocabulary instruction.

Regarding the above-mentioned assumption, it can be said that participants of this study demonstrated progress and improvement of vocabulary for their speaking performance after the

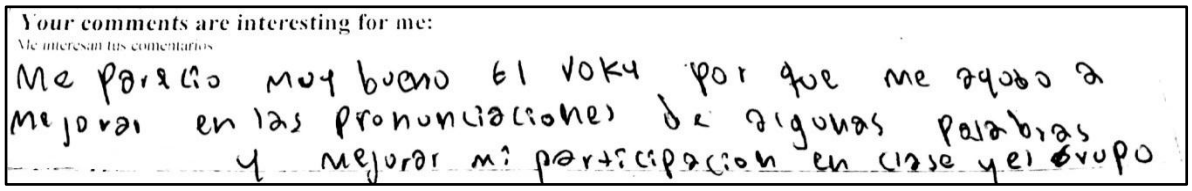
implementation of the strategies planned, which are the subcategories for this category. This progress was evident in their interaction in the foreign language during the classes, as well as the motivation and interest to fulfill with the four tasks designed. Students pointed out that it was possible for them to put into practice new words, share new knowledge and interact with their classmates with the vocabulary given by the teacher, as shown in excerpts 3, 4 and 5.

(Excerpt 3: Students Self-assessment Checklist-Task 2. S14)



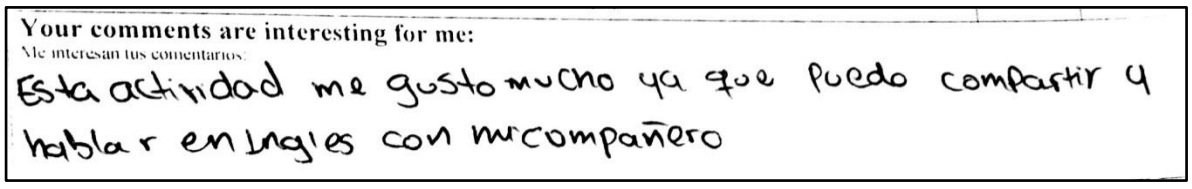
Translation: I remembered words that I have already forgotten and I put the into practice in Timeline.

(Excerpt 4: Students Self-assessment Checklist -Task 1. S16)



Translation: I found VOKI very good because it helped me improve the pronunciation of some words and improve my participation in class.

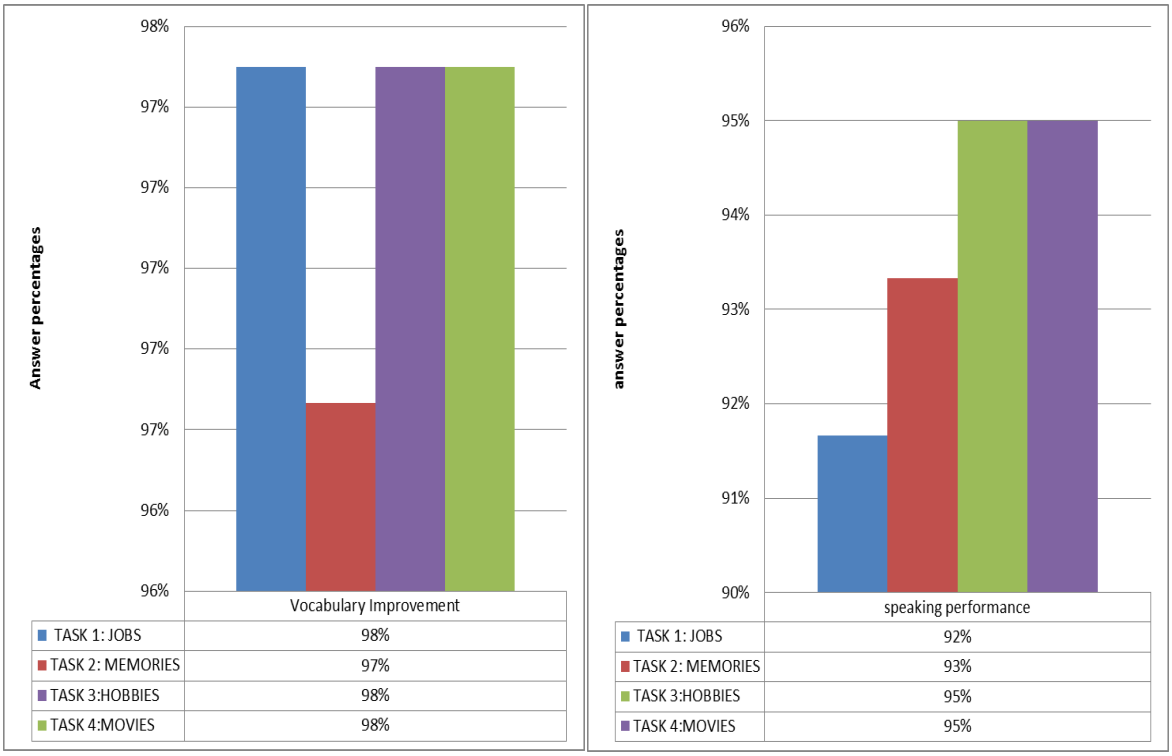
(Excerpt 5: Students Self-assessment Checklist -Task 2. S10)



Translation: I really liked this activity because I can share and speak in English with my classmates.

Additionally, the data collected showed evidence of students' self-perception of progress in terms of vocabulary improvement and speaking performance along the implementation stage. For most of the tasks, 98% of the students noticed changes on the use of the given vocabulary, as well as the use of alternative vocabulary that was used by them depending on their needs to achieve each task.

Figure 4. Students' Self-assessment checklist- Category 1: Vocabulary for speaking performance



Similarly, speaking performance showed an incremental pattern from a 92% in task 1 to 95% in task 4. Additionally, their motivation to participate in classes was greater than before in the last two tasks. This seems to suggest a constant level of satisfaction from the students with their vocabulary learning process and speaking performance at the end of each task (Figure 6). Besides the already mentioned, teacher and researcher could perceive the progress of the students

during the tasks, especially during the development of the 4th task. Excerpt 5 shows an extract from the teacher's journal during task 4, describing students' active participation in the task.

(Excerpt 5: Teacher journal, task 4.)

> *When doing this task, some students participated by saying words like, "baby, rabbit, doll, destruction, fun, funny, sequence, entertain, chair". However, others built full sentences, such as: there were robots; there was a man drinking* rum; *there were some artists, etc.*
>
> *The class is made up of 42 students and it can be said that around 35 out of 42 were actively participating.*

All in all, participants in this study had the opportunity of enhancing their vocabulary for speaking performance through the use of a technological tools, such as Facebook, Voki, Timetoast, Mural.ly and WeVideo. These also allow the students to build self-confidence, self-assessment and self-reflection about their foreign language learning skills. As the data revealed, instruments and strategies allowed the students to evaluate and improve their vocabulary learning process at the same time. The analysis also allowed the researcher to confirm the phenomenon under study.

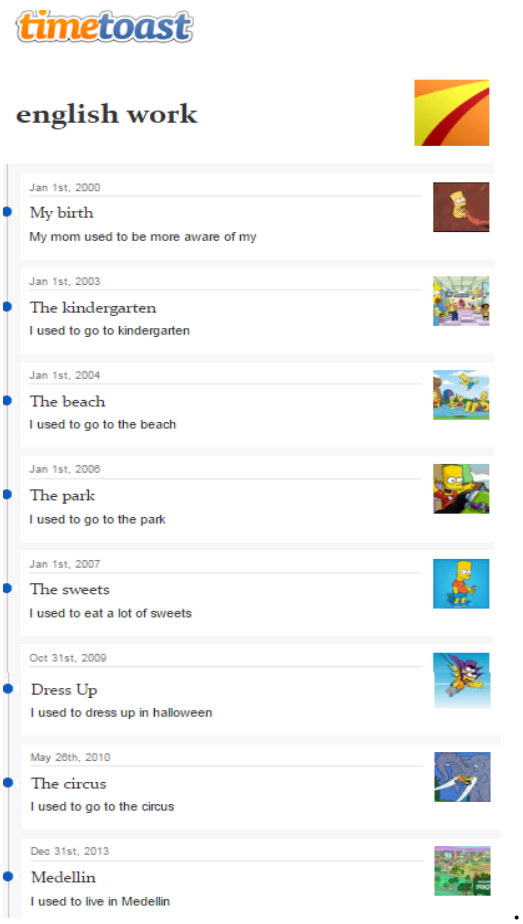
Category 3: ICT for the Enhancement of Group Communication

Introducing and implementing ICT in the learning classroom is a strategy that provides creativity, motivation and interest in the students. As it is mentioned by M. Drent and M. Meelissen (2008), using ICT in the classroom is a new method of teaching technique, which provides more interaction, and makes students' learning more effectively. In terms of English language learning, the use of this form of Computer-Assisted Language Learning, which is defined by Beatty (2013) as "any process in which a learner uses a computer" (p.7). As a result,

this improves his or her language, and can make the teaching and learning process interesting and meaningful for the students.

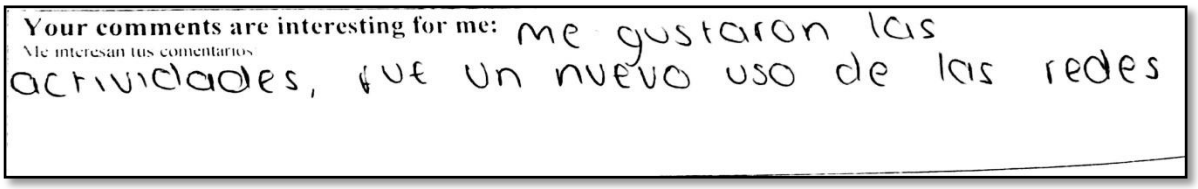
Taking into account what has already been mentioned, it can be said that students in this study showed appropriation and motivation to work with ICT in order to share their ideas and communicate with their classmates. It was evident that oral activities, through the use of computer applications and programs, allowed the participants to actively engage in the tasks, discuss and make simulations by using the language and vocabulary learnt beside to promote creativity and innovation in the students. To illustrate this point, a sample of students' production is provided in Figure 5.

Figure 5. Example of task 2: Memories



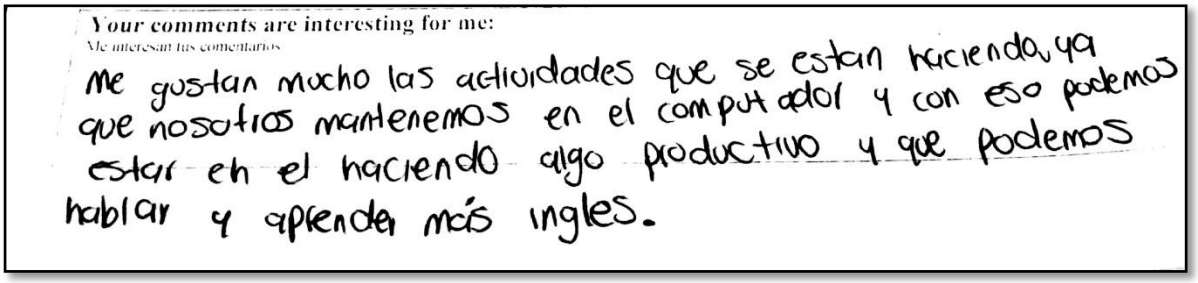
In terms of group communication, the strategies and tools planned seemed to have generated improvement in students' communicative competences by providing real situations and experiences as conversations and discussion. Results suggest that they also motivated students to improve their work and succeed in their outcomes at the end of each task. In addition, the data suggests that the strategies taught the students different uses for the ICT that can make their learning process significant, as illustrated in excerpts 6, 7 and 8

(Excerpt 6: Students Self-assessment Checklist-Task . S20)



Translation: I like the activities, it was a new use of social networks.

(Excerpt 7: Students Self-assessment Checklist-Task . S6)



Translation: I like the activities that we are doing, since we spend time on on the computer and with this we can do something productive and we can talk and learn more English.

(Excerpt 8: Teacher journal. During task 1)

In face to face classes, they express how interesting it was to use the tool and some of them were very creative at the moment of the creation of the avatar and went beyond what the teacher asked them to do, which was very interesting for the teacher. Most of them try to create avatar as most as similar to them and the chosen job as possible, which showed the students interest,

motivation and appropriation of the tool. Other students just fulfill with the basic requirements for the task.

Furthermore, feedback increased and was constant between students and teacher, as well as between students. Students were able to receive feedback from different people, which introduced dynamic motivation to the students' participation. As it was pointed out by Gündüz (2005), the use of computers provides learners' the opportunity for instant feedback on the effects of their decisions, and this feedback, itself, stimulates arguments, comments and suggestions. Throughout the implementation stage for each of the tasks, students were able to give other students suggestions and feedback according to the topic at hand and guidance about how to use some applications and programs planned to develop this strategy by the Facebook group and also during face-to-face classes, as it is mentioned in the following excerpts from the teacher's journal.

(Excerpt 9: Teacher journal, during task 1.)

At the beginning, students were confused with the use of the new strategy. Some of them asked to the teacher or some classmate for some help and extra information in order to fulfill the task.

It was easy for the teacher to follow students participation and interaction in the during-task stages, due to the notification of the Facebook platform. As it is mentioned by Vander Veer (2008 cited in Blattner, G., & Fiori, M. 2009) when said that "in an effort to imitate the various interaction patterns observed in real life, Facebook allows account holders to stay in touch with the friends-network by a series of notifications that users can receive informing them, for instance, of friends' status or profile changes, new wall postings, new pictures, or new links to stream video from around the world, to name a few" (p.19).

In addition, the group of Facebook established as platform to share and interact played an important role to fulfill the proposed aims for this study. This SNC allowed the teachers and the students to embed a variety of applications that were needed, such as Voki, Timetoast, Wevideo and Mural.ly, between other tools. Students were familiarized with this social network, which allowed the increasement of their participation, interest to present their points of view and to respond to their classmates comments. It enabled instant and a variety of feedback from different people, as it is shown above.

Figure 6. Facebook students´comments

The use of Facebook and the interaction of the students in this group promoted collaboration and encouraged them to create self-study habits. As it was formerly mentioned before, students were able to understand their own learning process, assessed their classmates'

work and helped each other to fulfill with the proposed tasks (Figure 7) Some researchers point out that ICT in the classroom can help students solve problems and train higher levels of learning outcomes. (J, Harris, 2005; R, McCormick and P. Scrimshaw, 2001). In addition, Blattner, and Fiori (2009) explain that Facebook can be utilized for authentic language interaction, and can be used to increase motivation and improve the performance of English language learners, since it allows the students to interact in real language and create social community, depending on their interest.

Figure 7. Facebook students´collaboration

5.3.3. Core category

In this study, the researchers confirmed that self-directed learning tasks through ICT assisted the development of vocabulary for speaking performance in A1 students, as they gained

awareness on the process itself. The three categories, (SDL, vocabulary for speaking performance and ICT for the enhancement of group communication) emerging from the data, confirmed this conclusion.

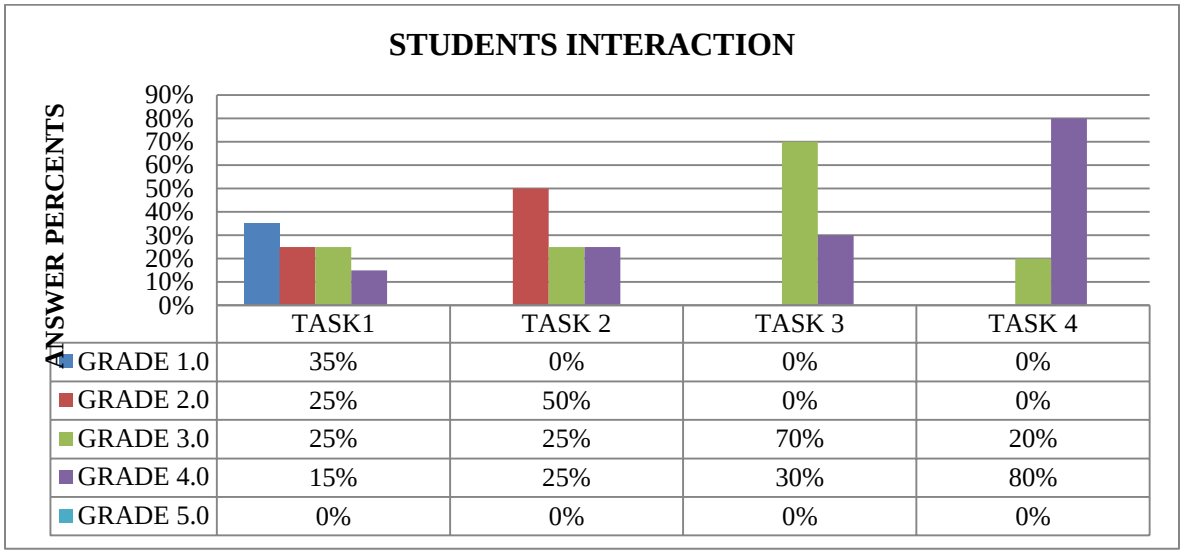
First of all, students' speaking performance improved since they had the appropriate vocabulary to participate and communicate their ideas in class and outside the class. Moreover, the tasks planned allowed students to know and use at least five new words at the end of each task. Students were able to use vocabulary in accordance to the context and given situation in a correct way as well as communicate with their peers and teachers in the class and through the use of the given ICT tasks. At the end of each task, it was evident that students had the motivation and interest for new vocabulary to learn.

Secondly, the focus on self-directed learning strategies and tasks assisted by ICT tools helped students reflect upon their own and their peers' work and to construct significant and new knowledge. Students developed their ability to check their own performance--the context in which they occur and the effects on them. Figure 7 shows that students were engaged in collaborative work. Students' curiosity, motivation and self-discipline, as well as the personal freedom to make decisions about time, interests and learning increased, as well. Thus, their self-confidence to participate actively in the learning process boosted. In addition, the usage of a social network (Facebook) educated them in a different and meaningful way, so they could discover its new tools and applications in their real life and context needs.

All in all, data analysis helped the researchers conclude and support that self-directed learning strategies, such as self-monitoring and self-reaction, teachers' monitoring and peer-assessment enhanced students' vocabulary for speaking performance. The use of ICT tasks also allowed for a plethera of immediate feedback to encourage and reinforce students' learning

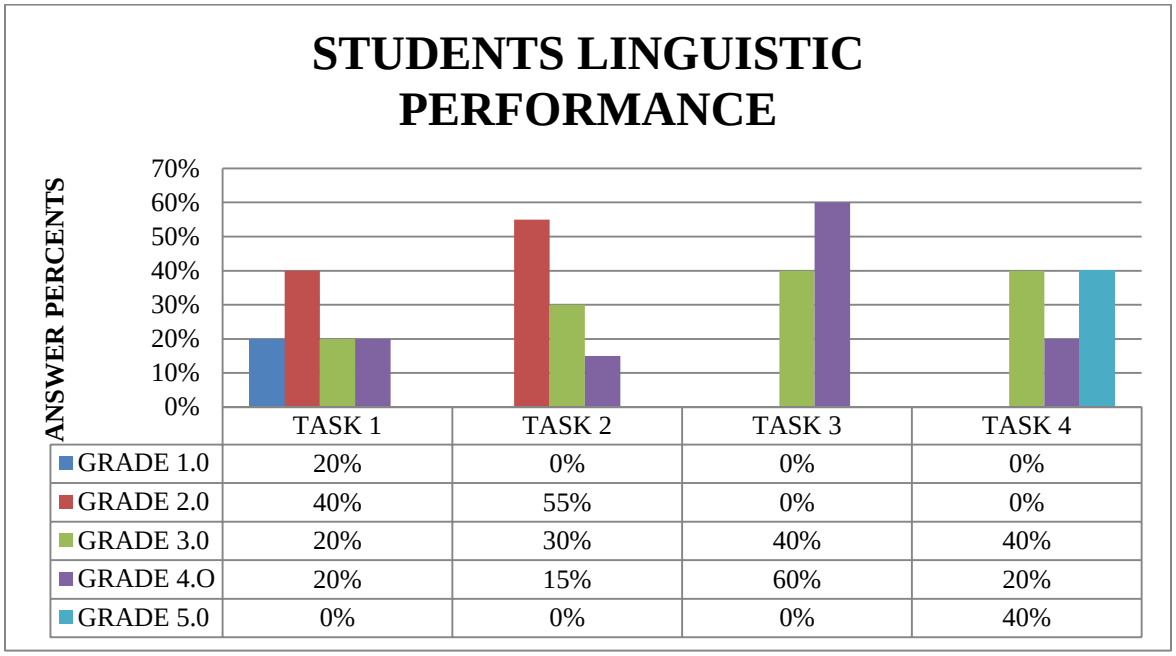
process, and minimize feelings of frustration. Finally, the strategies implemented changed students' point of view about learning a foreign language by stimulating their interest to participate, increase interaction levels among them, and helped them to use more accurate linguistic structures, so that they could also gain positives scores in the English class. Figure 8 illustrates the percentage of interaction that students showed in the during-task class observation check list instrument. As it is shown below (Figure 8), students' linguistic performance showed a progressive increase during the implementation stage and the four tasks applied.

Figure 8. During- task students' interaction.



	TASK1	TASK 2	TASK 3	TASK 4
GRADE 1.0	35%	0%	0%	0%
GRADE 2.0	25%	50%	0%	0%
GRADE 3.0	25%	25%	70%	20%
GRADE 4.0	15%	25%	30%	80%
GRADE 5.0	0%	0%	0%	0%

Figure 9. During- task students' linguistic performance



	TASK 1	TASK 2	TASK 3	TASK 4
GRADE 1.0	20%	0%	0%	0%
GRADE 2.0	40%	55%	0%	0%
GRADE 3.0	20%	30%	40%	40%
GRADE 4.O	20%	15%	60%	20%
GRADE 5.0	0%	0%	0%	40%

This research demonstrated that the target self-directed learning strategies employed and the use of technology tools create better environments of learning that enhance self-confidence in students, facilitated vocabulary improvement, students' appropriation of tasks, while fostering effective collaborative work. Findings in the study were supported by a sound analysis that demonstrated the positive influence of self-directed learning strategies and tasks supported by ICT tools to enhance vocabulary for speaking performance.

Chapter 6. Conclusions and Pedagogical Implications

Throughout the development of the current chapter, the relevant conclusions which resulted from this research study, the limitations we faced and also some recommendations for further research, will be discussed. When seeking answers for the question: How might the implementation of self-directed learning tasks through ICT affect students' development of vocabulary for speaking performance at Comfacor school, it was demonstrated that self-directed learning tasks and the use of technological tools not only created better environments of learning but also built self-confidence in the students and developed learners vocabulary to promote speaking performance.

6.1. Comparison of Results with Previous Studies' Results

The purpose of this study was to examine the influence of task- based activities supported by ICT in the enhancement of students´ vocabulary for speaking performance. The present study took into consideration the students needs. That is to say, one of the main aspects students mentioned as a constraint of their eagerness to speak, was the lack of vocabulary. Important authors, such as Schmitt and McCarthy (1997), states that "vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge, knowledge of the world enables the increase of vocabulary knowledge and language use and so on" (p. 6). Similarly, many others have tackled the importance of this L2 skill in order to use the language successfully. (August, Carlo, Dressler & Snow, 2005; p.50).

This study aimed at examining the influence of self-directed learning taks through ICT in the development of students' vocabulary for speaking performance in and out of the classroom, so that students could explore and practice by themselves through the implementation of self-directed learning taks through ICT. This report also attempted to impact the educational system

in a local, national and international level. First of all, this study persuited to demonstrate the academic committee of the school, where the study was carried out, that the use of ICT in the language classroom with a well developed task helped students to learn and contextualize the target language. Thus, it is also expected that they could embrance this results in order to make changes in the English program, so that learner´s needs would play a relevant aspect, as well as the use of ICT's and autonomy to fulfill academic requirements. Secondly, it is expected that the results found during the development of this project could help primary and secondary institutions in Colombia to revise their policies in relation to the teaching of a foreign language, so that self-directed learning tasks could be foster and the use of ICT in the L2 classroom could be empowered.

This study presents its results to the international community of language teachers as an invitation to include task-based activities to reinforce vocabulary learning as a paramount stage when selecting teaching approaches and designing schools curriculums. In relation to the learners' speaking skills achievement, this study identified two main conclusions which were also aligned with the principal constructs that conducted this report. Firstly, students' speaking performance improved since they had the appropriate vocabulary to participate and communicate their ideas in class and outside the class. Secondly, the focus on self- directed learning strategies and tasks assisted by ICT tools helped students reflect upon their own and their peers' work and to construct significant and new knowledge.

This project showed that students' speaking skills improved, due to the new vocabulary knowledge they acquired while the project was carried out. When this research project started, it was found that one of the major concerns students had when learning a L2 was their lack of vocabulary, which was considered one of the main limitations to empower their speaking skill

performance. As a result, a set of lesson plans were designed, taking into account students' interest, time of implementation and a task-based learning approach, supported by ICT's through the use of the given tasks. During the implementation of the different stages of the task-based activities, it was evident that learners were motivated and interested to learn and contextualize new vocabulary. Then, it is also relevant to mention that students found task-based activities supported by ICT's as a major tool to enhance their vocabulary in order to reinforce their speaking performance, due to the fact that they were given different topics, vocabulary and expressions to design their tasks and successfully contextextualize their speaking performance in the Facebook group. Lastly, the students' progress was evident in their interaction in the foreign language during the classes, as well as the motivation and interest to fulfill with the tasks designed in and out of the L2 classroom. On the other hand, it is known that the Ministry of Education is demanding schools to change or adjust their curriculum in order to reinforce students speaking performance. However, it is also known that teachers do not have the necessary tools to develop their pupils' L2 speaking skills. As Goodwyn (2000) claims "teachers are beset by insistent demands to teach our students the basics and improve their literacy, and simultaneously to face up to a technological computer dominated future"(p. xi). Regarding this assumption, the use of task-based activities supported by ICT's was useful for teachers in order to empower learners´speaking skill, while this research was conducted.

Secondly, the focus on self- directed learning strategies and tasks assisted by ICT tools helped students reflect upon their own and their peers' work and to construct significant and new knowledge. Taylor (1995) argues that self-directed learners have been found to view problems as challenges, desire change, and enjoy learning. The author also found that these learners are motivated and determined, independent, self-disciplined, self-confident and goal-oriented. Then,

during the stages in which this project was conducted it was evidenced that learners developed their ability to check their own performance, the context in which they occur and the effects on them. This fact, not only helps them engage in collaborative work, but also to awaken their curiosity, motivation and self-discipline, as well as the personal freedom to make decisions about time, interests and learning increased, as well. Additionally, it was evident that students' self-confidence to participate actively in the learning process improved. Thus, self-directed learning tasks, such as self-monitoring and self-reaction, teachers' monitoring and peer-assessment through ICT developed students' vocabulary for speaking performance. Similarly, they discovered that the usage of a social network (Facebook) brought new tools and applications which could help them improve their vocabulary and speaking skills in a different and meaningful way.

In sum, when this project started, students denoted that one of the major concerns when learning an L2 was about their vocabulary needs. This disadvantage stopped them from interacting with their peers and also from using different resources perform well toward the L2 speaking skill. Although the school where this project was conducted is actively participating in the changes that modern education demands, it was found that L2 classes were taught with traditional methods, where the teacher was the center of knowledge. Students thought that their teacher had the responsibility of teaching them everything in detail. That is to say, teachers were responsible for explaining topics, giving instructions, evaluating processes and telling them where to find extra resources. Therefore, one of the major threats that this research faced was to explore students' self-directed learning gains throughout the implementation of the already mentioned strategies. As a result, learners noticed that when working with SDL strategies the learning process is more individualized, due to the fact that they are in charge of the choices and

possibilities of what to do when learning is taking place. Students also realized that when working with SDL strategies they have the responsibility to design and decide what learning strategies are best suited for them. As Hortua and Pajaro (2013) state, "the extent of responsibility when working with SDL strategies, in most cases includes planning, doing and in some cases evaluating all what they do in their learning process" (p. 24). At the end, learners confirmed that SDL promotes effective language learning behavior, which was useful for the fulfillment of this process.

All in all, the use of ICT tasks when carrying out this project lead students to foster feedback in order to stimulate and reinforce their learning process, and minimize feelings of frustration, as well as stimulating their interest to participate, increase the interaction levels among them, and help them use more accurate linguistic structures, adequate vocabulary and contextualized expressions. As a matter of fact, it was evident that learners' questions to the researchers decreased; instead, they used their peers to solve doubts.

6.2. Significance of the Results

The findings discovered in the present paper genuinely led the researchers to answer the research question, proving that the influence of self-directed learning tasks supported by ICT in the foreign language classroom enhanced students´ vocabulary for speaking performance. The data gathered and the results confirmed that the specific objectives were consequently fulfilled.

The results of this project proved that the research question and objectives stated in the introductory section were fulfilled. It is relevant to mention that the influence of Self-Directed learning tasks supported by ICT in the enhancement of speaking performance was of paramount importance and played an important role in the process of vocabulary acquisition students performed during the different stages of this research. The use of task-based activities supported

by ICT boosted understanding of new vocabulary and its contextualization of different scenarios. Therefore, the implementation of ICT in the L2 classroom was a strategy which empowered learners's creativity, motivation and interest to interact with their peers. As it is stated by M. Drent and M. Meelissen (2008), using ICT in the classroom is a new method of teaching technique which provides more interaction, and makes students learning more effective.

Thus, the triangulation and analysis of the data assembled showed that all of the participants improved their vocabulary skill for the enhancement of the speaking performance through the use of a technological tools, which also allowed them to build self-confidence, self-assessment and self-reflection about their foreign language learning skills. Data also revealed, that the strategies proposed in this study allowed learners to expand their vocabulary range and use it in contextualized scenarios out of the L2 classroom. Consequently, the participants' use of the language increased and socials skills were reinforced. Interaction with their classmates was empowered while the designing and application of the different stages of the task-based activities were held. Furthermore, the exposition to task-based activities supported by ICT's denoted additional benefits to the participants, such as their self-perception of progress in terms of vocabulary improvement and speaking performance along the implementation stage.

Hence, the results presented in this project might be helpful for both teachers and students to realize about the importance of embracing the use of self-directed learning tasks through ICT in the development of their vocabulary skill to allow a significant speaking performance.

Therefore, it is suggested that the results of this investigation could be contextualized in other scenarios by shifting the language and task-based activities to the students´ interests.

Additionally, the use of Facebook as a blended learning environment to promote the interaction of the students' task-based activities in the enhancement of their vocabulary,

empowered collaboration and encouraged them to create self-study habits. Then, this denoted the flexibility of this research project to be adapted in other contents with different learning purposes.

All in all, the transferability of this study to other escenaries validates the statement that the influence of task- based activities supported by ICT's, enhanced students´ vocabulary for improving their speaking performance.

In the same vein, this study can be implemented in any language classroom where English is taught. It can be useful in English for Specific Purposes (ESP) courses, as well as in communicative sessions. This might be relevant due to the fact that learners will meet real language use, as well as it will foster collaboration among them. In the same vein, this study can be applied elsewhere to examine students´s learning progress when learning vocabulary through the use of task-based activities assisted by ICT tools, which was already proven to empower and enhance their self-confidence to speak.

6.3. Limitations of the Present Study

Working with ICT brings advantages and evolution to any context in which it take places but it also crop up some limitation as it happened during the application of this study. In order to start, it is important to point out the students' level of English and vocabulary at the beginning of the application, which made it difficult for them to follow some instructions, understand some directions and to interact with their classmates. Participants in this study made an important effort to increase their English vocabulary, which was improving along the four task development.

In addition, as any other school, some curricular activities were established by the school during the application stage. These activities had an influence, in terms of time and schedule, in

the development and application of this study, since it was necessary to extend or postpone the deadline for some tasks. Moreover, connectivity played an important role for the students' development of the tasks in the school and in their home places. Students stated that sometimes they presented technical problems with their connectivity that avoided the timely delivery of the planned tasks and requirements.

Additionally, due to the number of participants in this study, sometimes it was difficult to track all participants' work. However, the support of the process by the face-to-face sessions allowed constant feedback and the rating process provided by the teacher researchers. The Facebook group kept the students' work from the beginning until the end of the study, which allowed the researchers to constantly check their work and process.

Despite the above comments, it was necessary for the researchers to provide some technological resources for the development of the study and students understanding of the tasks. It was necessary to bring into the classroom different technological and non-technological visual aids to obtain the expected results.

6.4. Further Research

To sum it up, it is relevant to complement this study with the use of other ICT tools, as well as self-directed learning tasks to allow the learner to gain more vocabulary in order to develop their speaking skills. In the last decade, researchers have stated that the use of ICT's in the language classroom encourage students to actively participate in the learning process. Fekih (2015) states "the appropriate use and the successful integration of ICT in the classroom can reduce the impediments that prevent EFL learners from the mastery of the speaking skill" (p.15). Self-Directed learning tasks supported by ICT allowed the participants to actively engage in the

tasks, discuss and make simulations by using the language and vocabulary learnt, which also promoted creativity and innovation in the students.

Furthermore, it is recommended to implement this study in a longer period of time or to include it in the school's curriculum, so that students would enhance their learning skills and transfer their knowledge from the L2 classroom to real life situations.

Lastly, it was shown that self-directed learning tasks combined with the use of ICT tools, offers students opportunities to gain new vocabulary and contextualize it in real life situations. It was also found that these strategies empowered students self-directed learning skills. The SDL strategies conducted in this project encouraged learners to demonstrate awareness of their responsibility by making learning meaningful and monitoring themselves (Garrison, 1997).

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Appendix A: Speaking Diagnostic lesson plan

THE INFLUENCE OF TASK- BASED ACTIVITIES SUPPORTED BY ICT IN THE ENHANCEMENT OF STUDENTS´ VOCABULARY FOR SPEAKING PERFORMANCE STUDENTS' SPEAKING TASK LESSON PLAN

PRE-TASK:

To introduce the task, the teacher shows to the students some flashcards with the vocabulary that is going to be contextualized with the use of **there is** and **there are.**

TASK: Find the Differences

- **TYPE OF TASK:** Information gap
- **DURATION:** 20 – 30 minutes
- **AIM:** Oral fluency practice. Students speak in order to find the differences between two similar pictures.

INTRODUCTION

This is a pair work communicative activity which consists in finding the differences between two pictures. Each student only sees one picture. Students should cooperate with their partner to identify the differences by asking and answering with **there is** and **there are** structures.

RESOURCES:

- Picture: Find the differences.
- Photocopies.

1.

PROCEDURE:

1. The teacher groups the students in pairs, one student in front of the other.

2.

2. The teacher explains the concept using the blackboard: draw two simple pictures with one or two differences and explains that each partner will receive one version. They must not show their pictures to each other, instead they have to talk to each other and circle the differences.

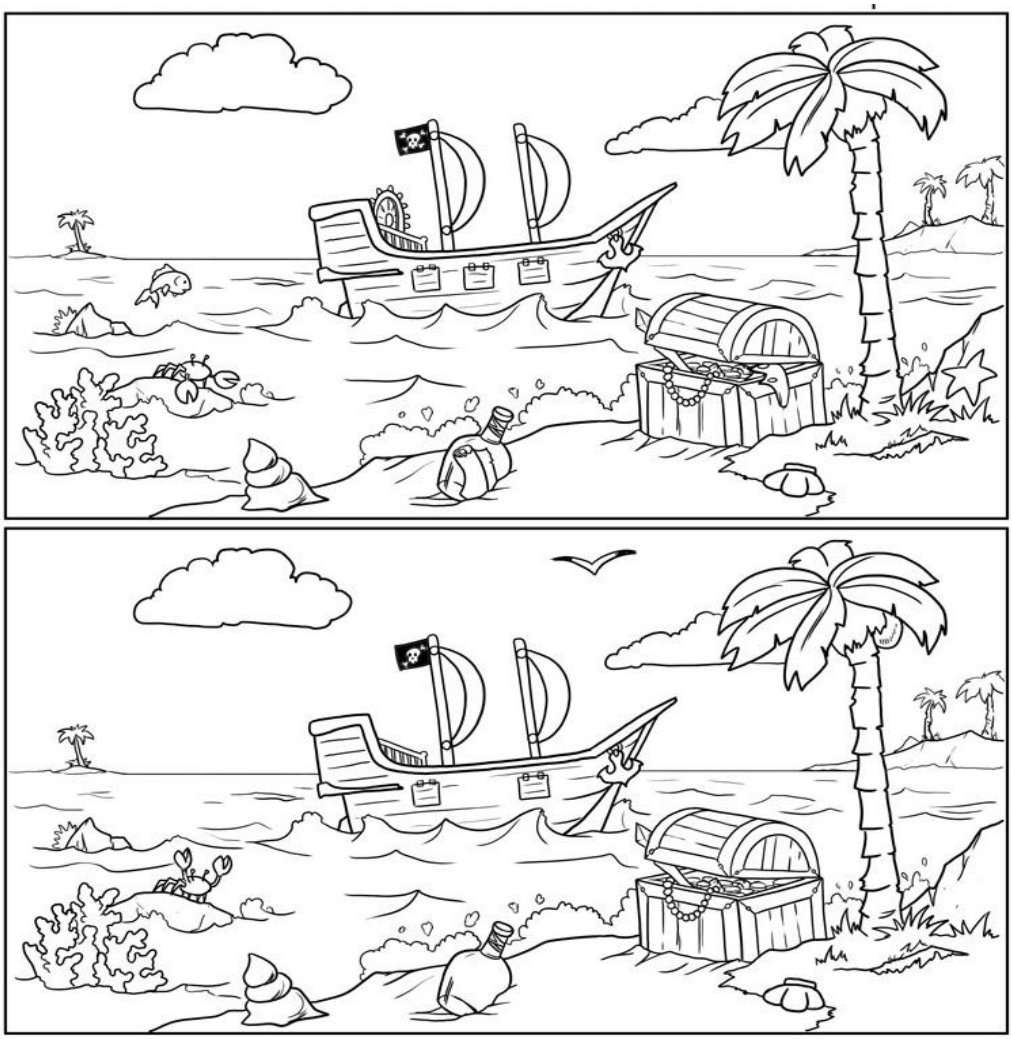
3.

3. The teacher reminds the students to use **there is** and **there are** structures. Then, she checks that students had understood the instructions by making questions to them:

- Are these pictures the same? (no)
- How many differences are there? (*10*)

- Can you show yours to your partner? (no)
- What do you do when you find a difference? (circle it)

4. The teacher gives to the students the different pictures. They should use the proposed structure to find out the 10 differences and circle them.



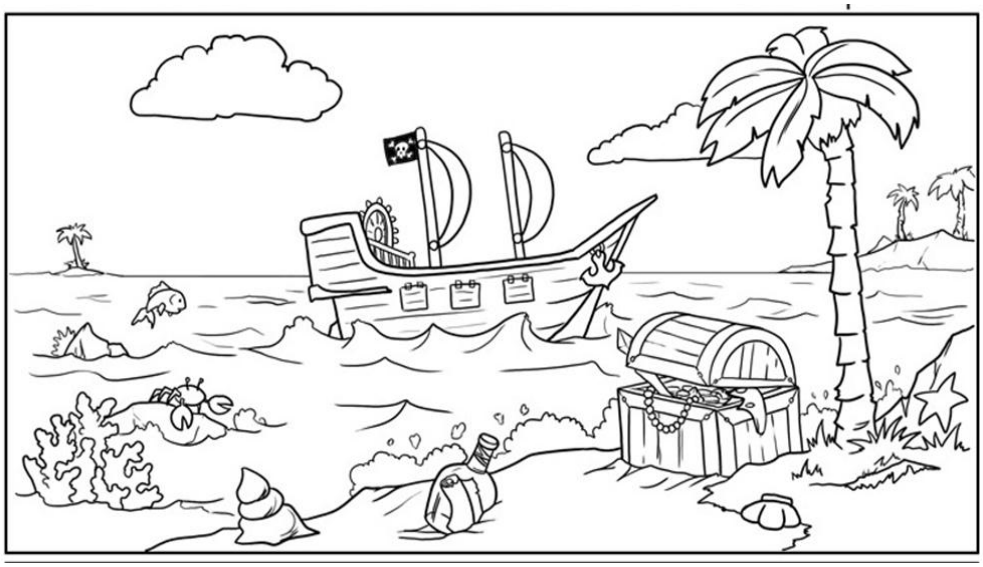
5. At the end, the teacher tells the students to put the pictures side by side so that they can check whether the differences they found really exist or not. Finally the teacher elicits the answers from the students.

Appendix B: Speaking diagnostic task

SPEAKING DIAGNOSTIC TASK

STUDENT NAME:_____ PAIRWORD #:_____

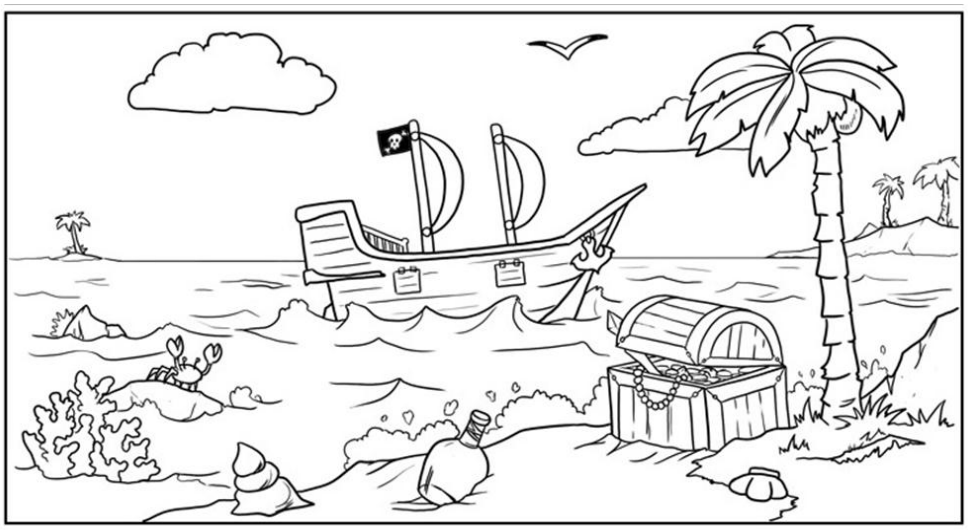
Find the different between your picture and your classmate's picture. Use there is/there are… or is/are there…?



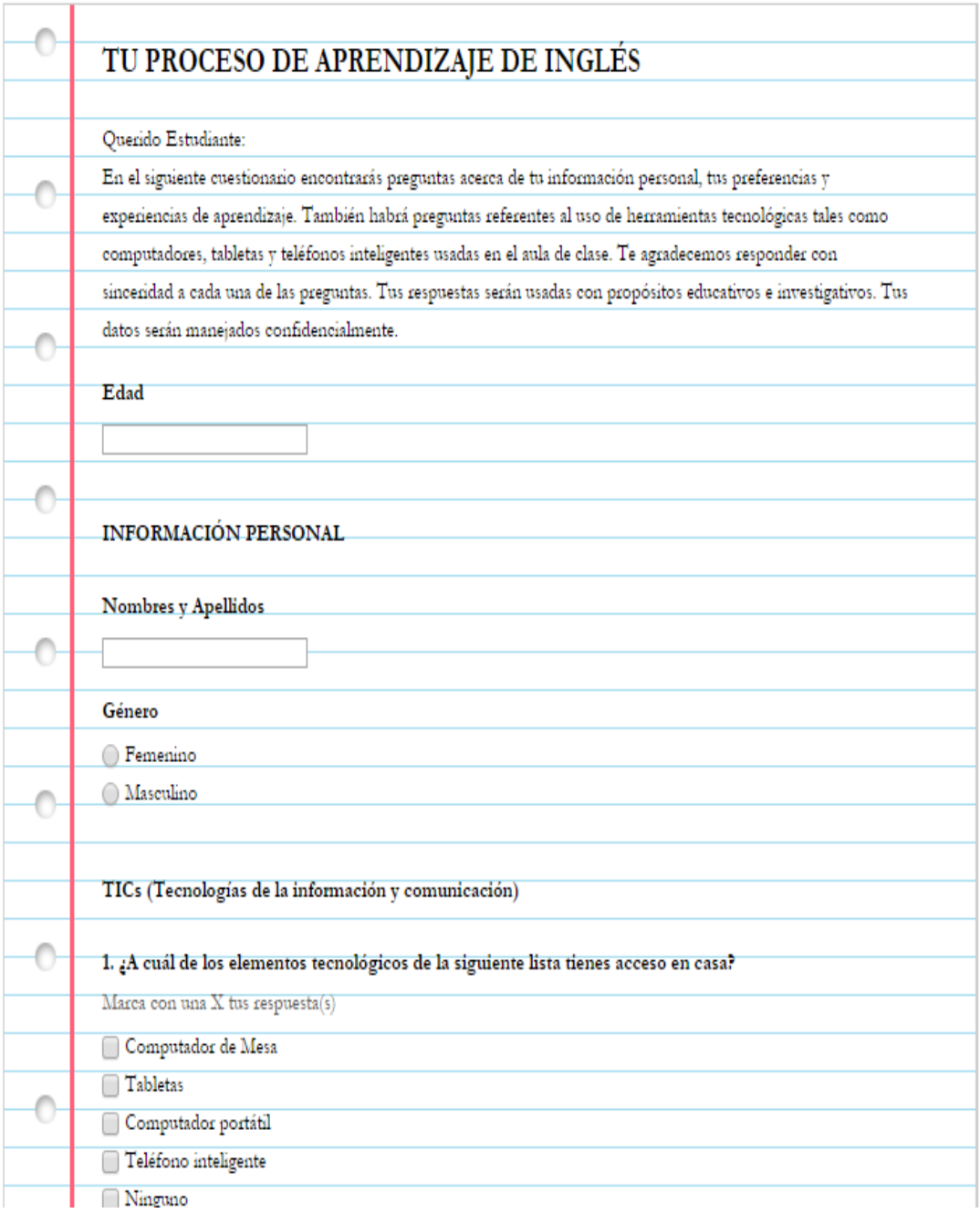
SPEAKING DIAGNOSTIC TASK

STUDENT NAME:_____ PAIRWORD #:_____

Find the different between your picture and your classmate's picture. Use there is/there are… or is/are there…?



Appendix C: Students' Questionare



TU PROCESO DE APRENDIZAJE DE INGLÉS

Querido Estudiante:

En el siguiente cuestionario encontrarás preguntas acerca de tu información personal, tus preferencias y experiencias de aprendizaje. También habrá preguntas referentes al uso de herramientas tecnológicas tales como computadores, tabletas y teléfonos inteligentes usadas en el aula de clase. Te agradecemos responder con sinceridad a cada una de las preguntas. Tus respuestas serán usadas con propósitos educativos e investigativos. Tus datos serán manejados confidencialmente.

Edad

INFORMACIÓN PERSONAL

Nombres y Apellidos

Género

- Femenino
- Masculino

TICs (Tecnologías de la información y comunicación)

1. ¿A cuál de los elementos tecnológicos de la siguiente lista tienes acceso en casa?

Marca con una X tus respuesta(s)

- Computador de Mesa
- Tabletas
- Computador portátil
- Teléfono inteligente
- Ninguno

- [ ] Ninguno

2. ¿Qué funciones sabes hacer con los elementos tecnológicos (Computador, Tableta y/o teléfono inteligente) que tienes en casa?

Marca con una X tus respuesta(s)

- [ ] Crear y guardar archivos (documentos, diapositivas, imágenes, videos, etc.)
- [ ] Descargar imágenes y videos
- [ ] Utilizar correo electrónico
- [ ] Hacer uso de redes sociales
- [ ] Subir archivos a la red
- [ ] Configurar los dispositivos (Computador, Tableta y/o teléfono inteligente)
- [ ] Buscar información en la red y guardarla en el dispositivo tecnológico (Computador, Tableta y/o teléfono inteligente)

3. A que tipo de conexión de Internet tienes acceso en casa?

Marca con una X tus respuesta(s)

- [ ] Internet móvil
- [ ] Internet casero
- [ ] Ninguno
- [ ] Otro: _____

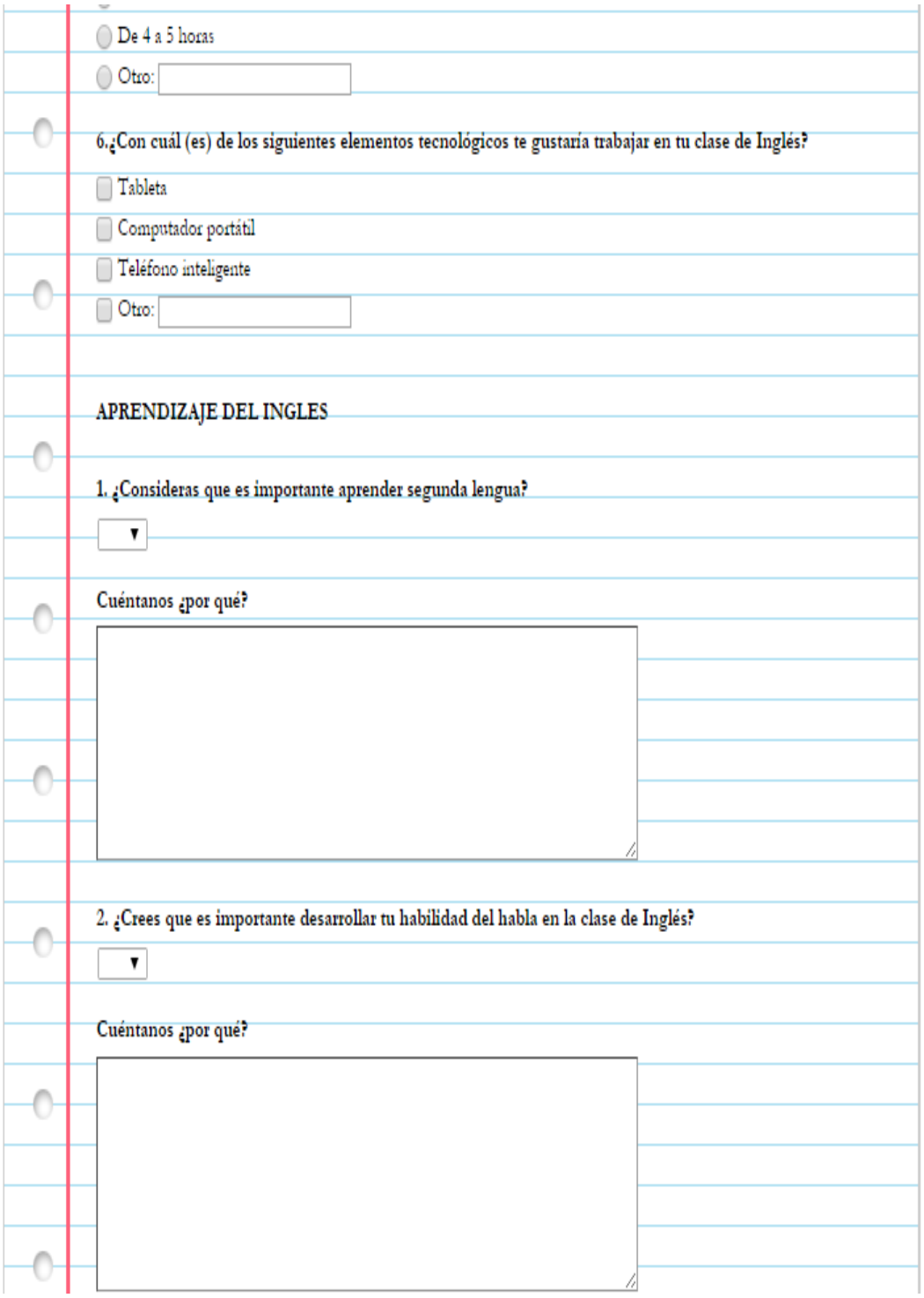
4. ¿Con qué propósitos utilizas los elementos tecnológicos a los que tienes acceso?

Marca con una X tus respuesta (s).

- [ ] Para realizar tareas
- [ ] Para comunicarme en las redes sociales
- [ ] Para profundizar lo que trabajo en las clases
- [ ] Para divertirme
- [ ] Otro: _____

5. Aproximadamente ¿Cuántas horas dedicas al uso del Internet?

- ( ) De 1 a 3 horas
- ( ) De 3 a 4 horas



De 4 a 5 horas

Otro:

6.¿Con cuál (es) de los siguientes elementos tecnológicos te gustaría trabajar en tu clase de Inglés?

Tableta

Computador portátil

Teléfono inteligente

Otro:

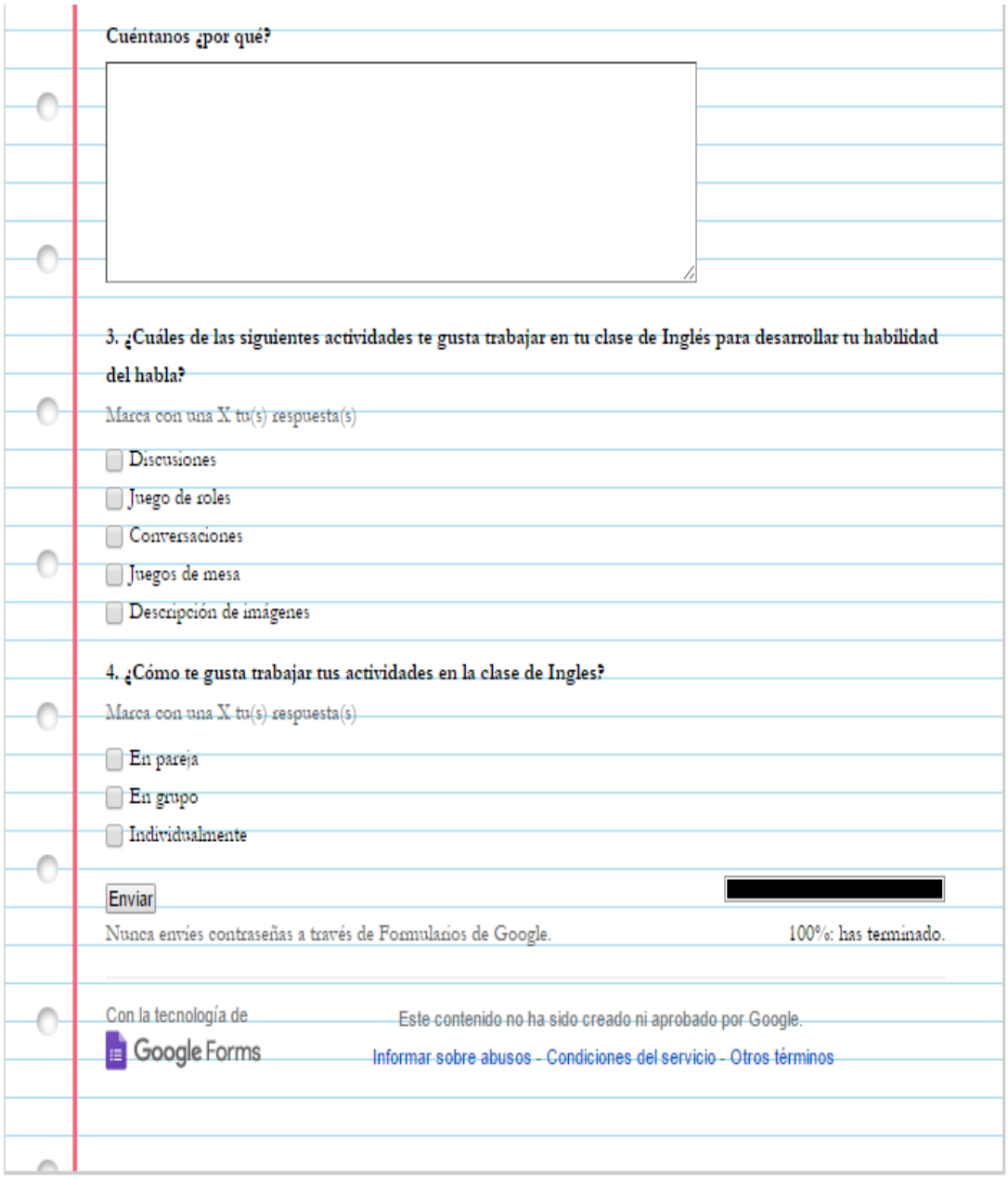
APRENDIZAJE DEL INGLES

1. ¿Consideras que es importante aprender segunda lengua?

Cuéntanos ¿por qué?

2. ¿Crees que es importante desarrollar tu habilidad del habla en la clase de Inglés?

Cuéntanos ¿por qué?



Cuéntanos ¿por qué?

3. ¿Cuáles de las siguientes actividades te gusta trabajar en tu clase de Inglés para desarrollar tu habilidad del habla?

Marca con una X tu(s) respuesta(s)

- [ ] Discusiones
- [ ] Juego de roles
- [ ] Conversaciones
- [ ] Juegos de mesa
- [ ] Descripción de imágenes

4. ¿Cómo te gusta trabajar tus actividades en la clase de Ingles?

Marca con una X tu(s) respuesta(s)

- [ ] En pareja
- [ ] En grupo
- [ ] Individualmente

Enviar

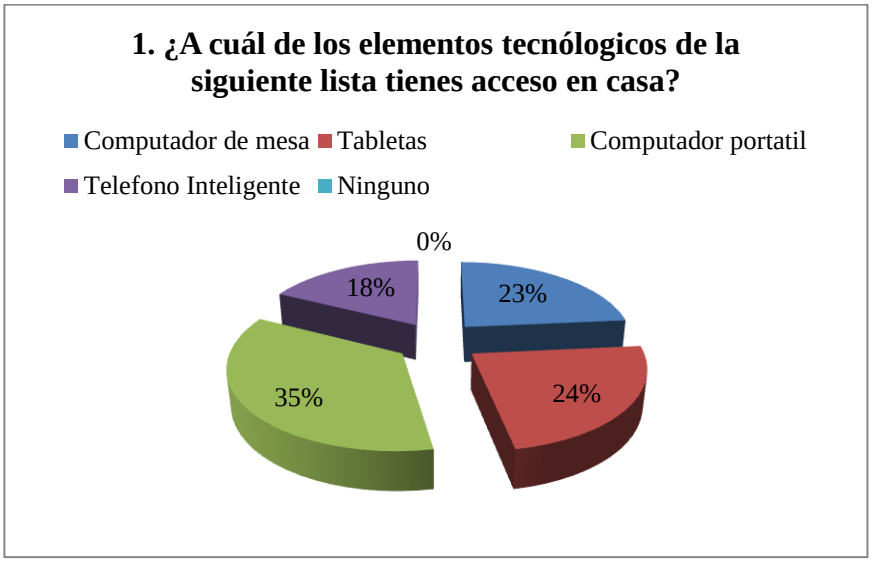
Nunca envíes contraseñas a través de Formularios de Google. 100%: has terminado.

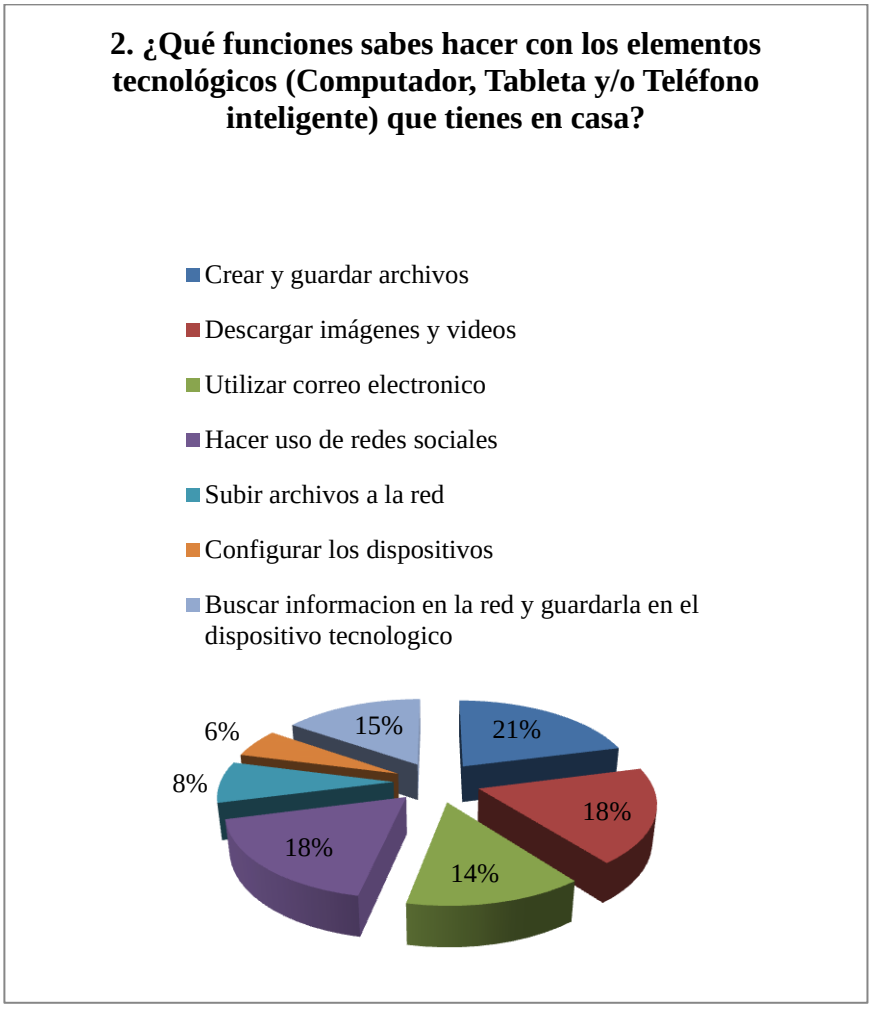
Con la tecnología de Google Forms

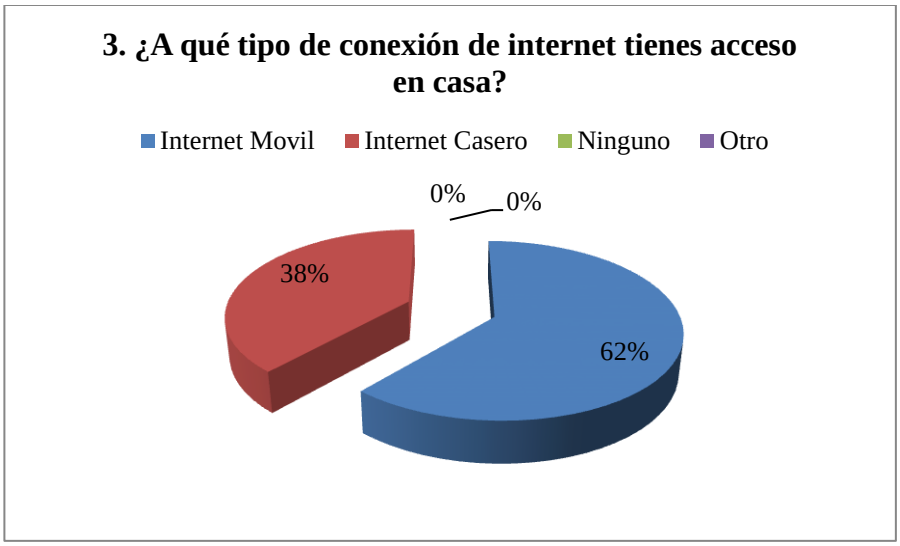
Este contenido no ha sido creado ni aprobado por Google.

Informar sobre abusos - Condiciones del servicio - Otros términos

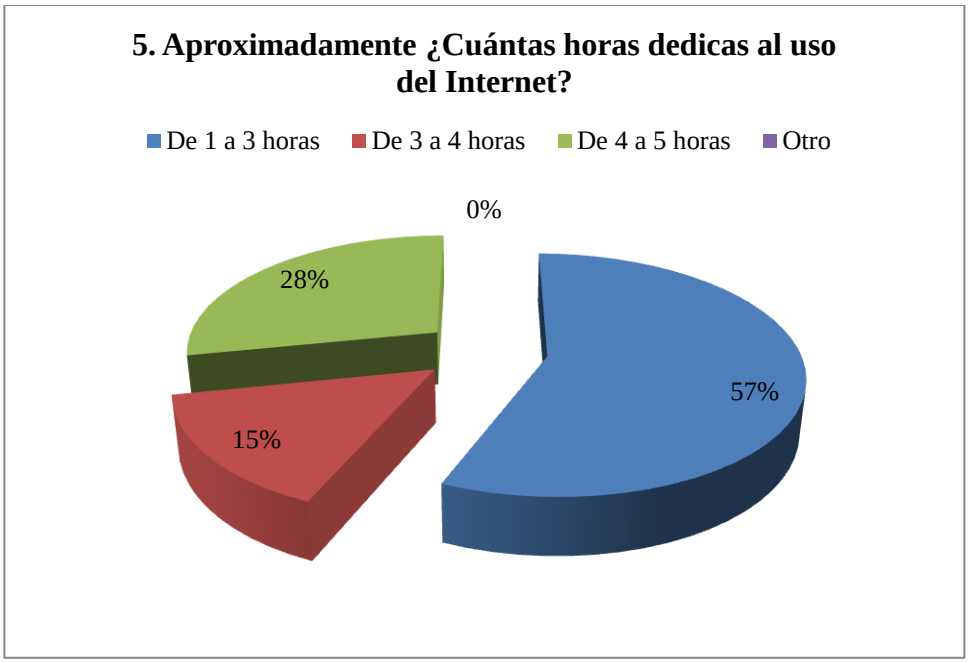
Appendix D: Students' diagnostic questionnaire graphs

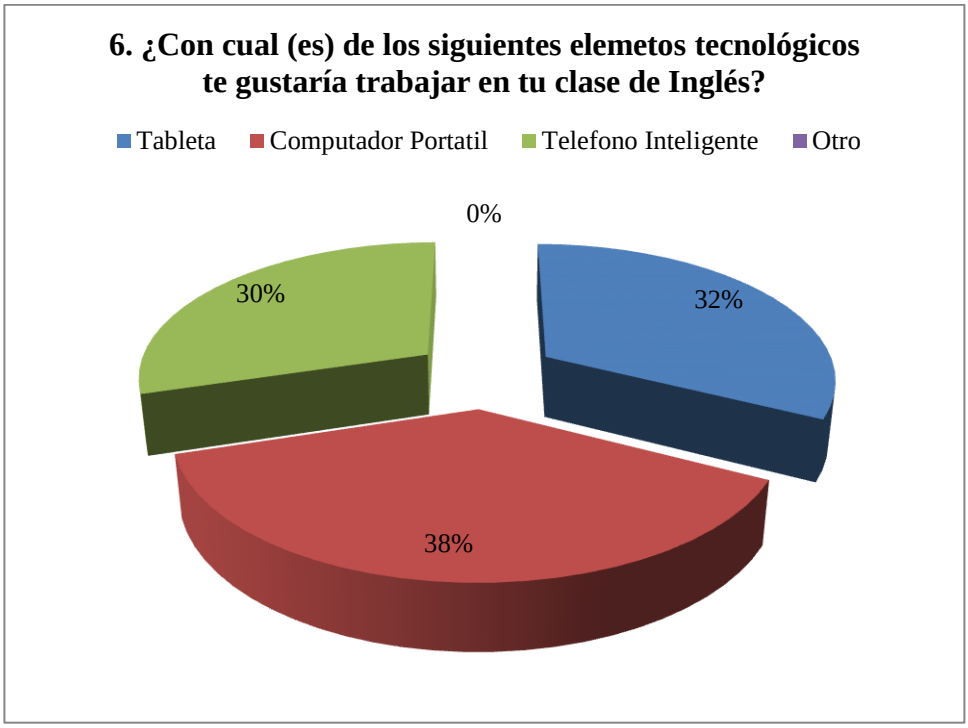


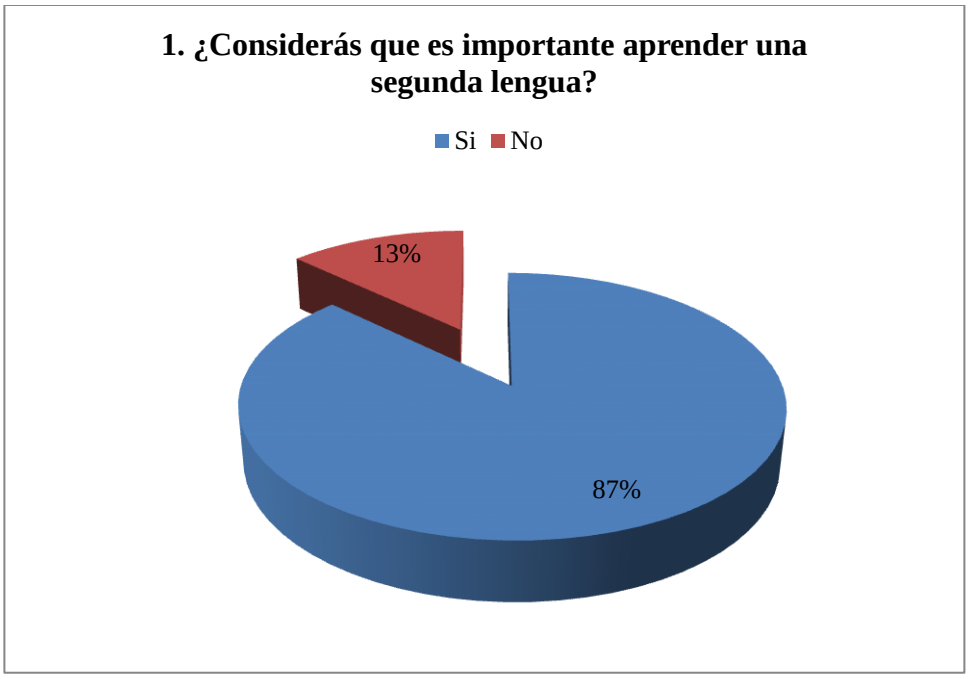


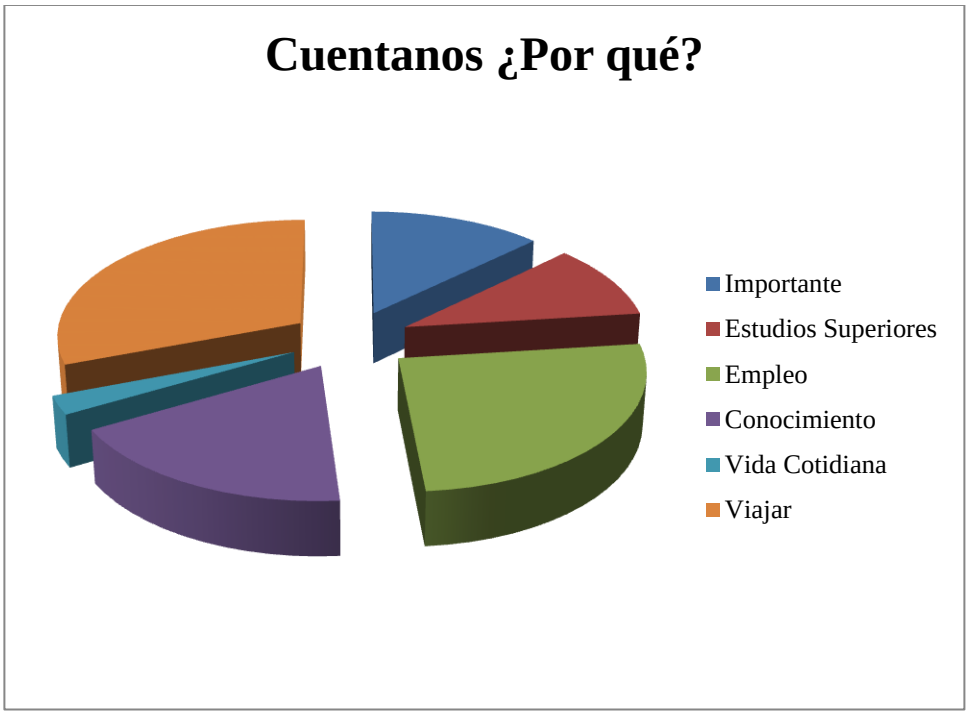

3. ¿A qué tipo de conexión de internet tienes acceso en casa?
Internet Movil
Internet Casero
Ninguno
Otro
0%
0%
38%
62%

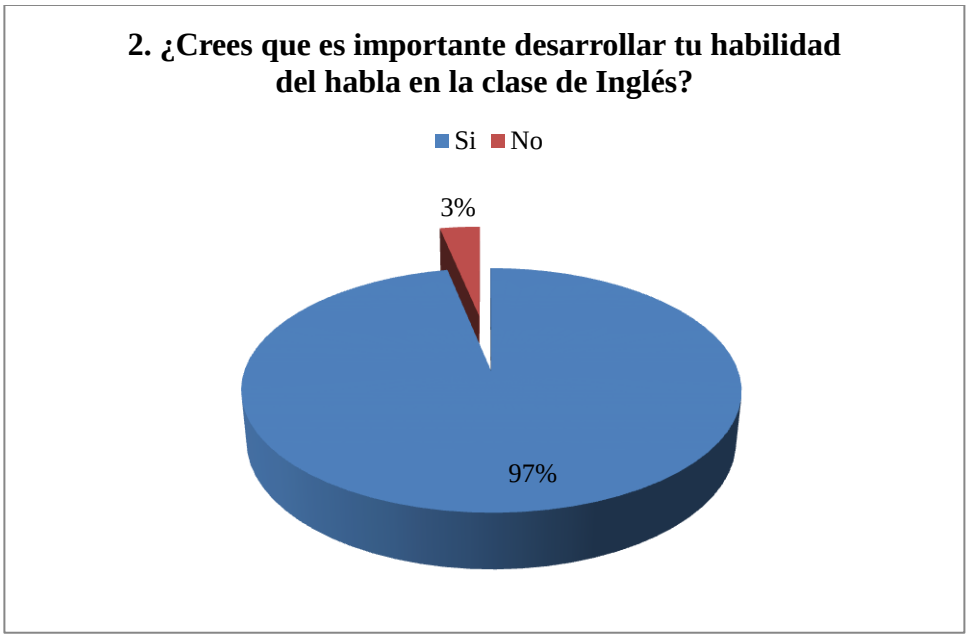

4. ¿Con qué propósitos utilizas los elementos tecnológicos a los que tienes acceso?
Para realizar tareas
Para comunciarme en las redes sociales
Para profundizar lo que trabajo en las clases
Para divertirme
Otro
0%
28%
34%
11%
27%

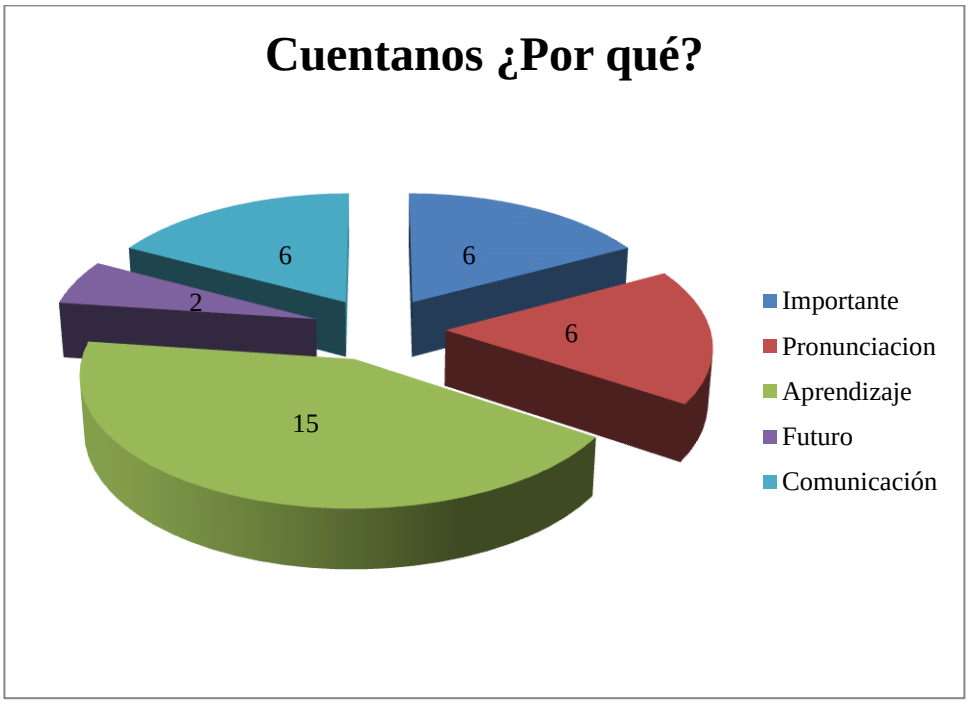

5. Aproximadamente ¿Cuántas horas dedicas al uso del Internet?
De 1 a 3 horas
De 3 a 4 horas
De 4 a 5 horas
Otro
0%
28%
57%
15%

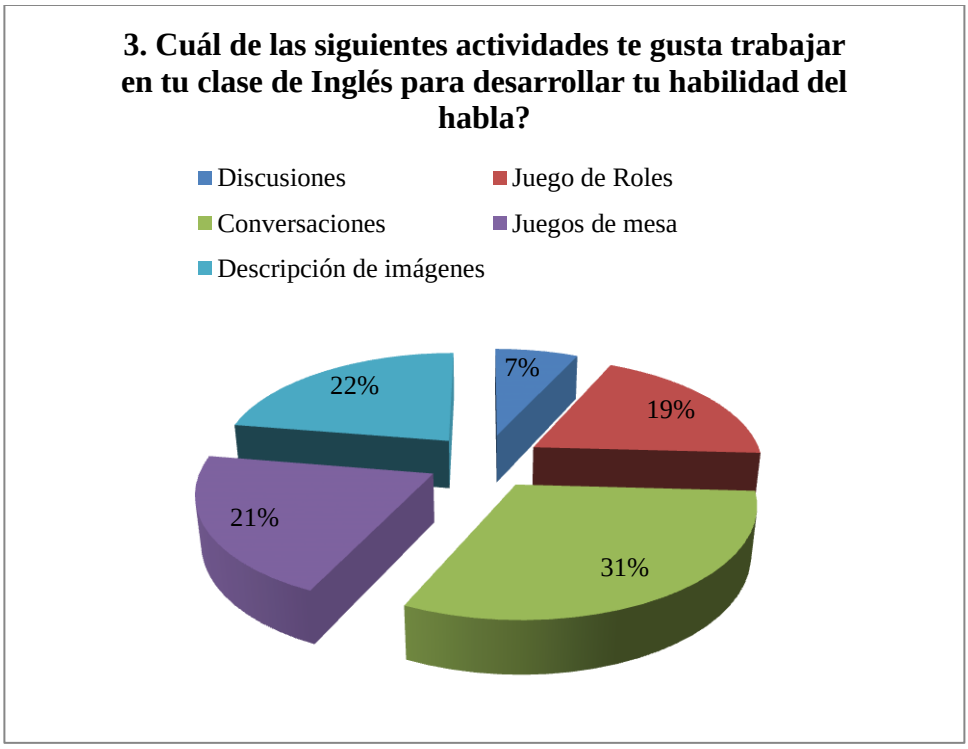

6. ¿Con cual (es) de los siguientes elemetos tecnológicos te gustaría trabajar en tu clase de Inglés?
Tableta
Computador Portatil
Telefono Inteligente
Otro
0%
30%
32%
38%

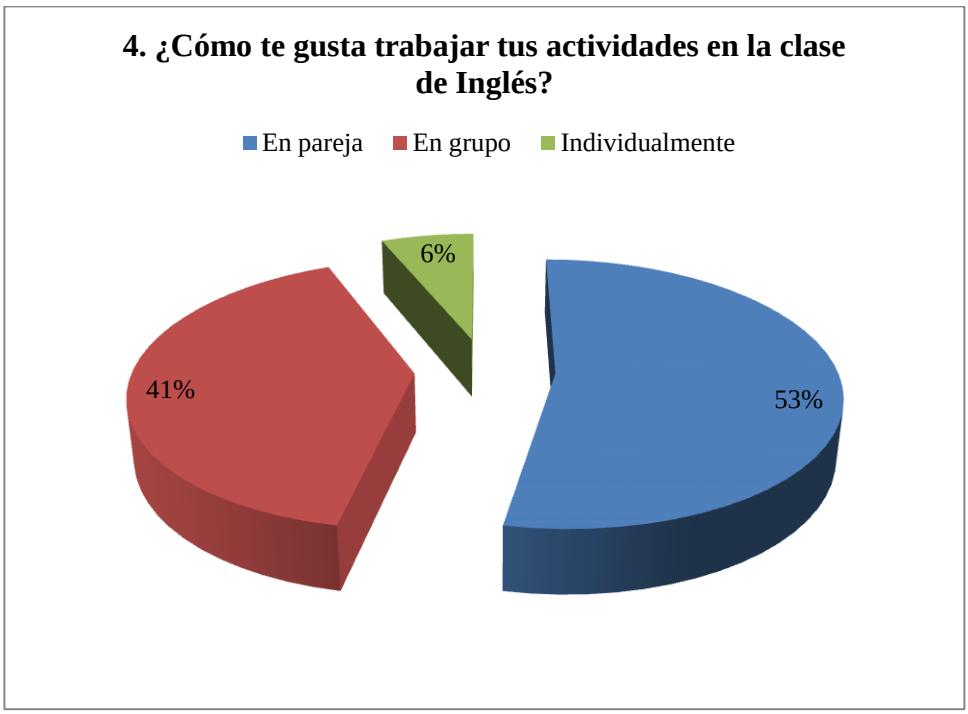

1. ¿Considerás que es importante aprender una segunda lengua?
Si
No
13%
87%


Cuentanos ¿Por qué?
Importante
Estudios Superiores
Empleo
Conocimiento
Vida Cotidiana
Viajar


2. ¿Crees que es importante desarrollar tu habilidad del habla en la clase de Inglés?
Si
No
3%
97%


Cuentanos ¿Por qué?
6
6
2
15
Importante
Pronunciacion
Aprendizaje
Futuro
Comunicación


3. Cuál de las siguientes actividades te gusta trabajar en tu clase de Inglés para desarrollar tu habilidad del habla?
Discusiones
Juego de Roles
Conversaciones
Juegos de mesa
Descripción de imágenes
7%
19%
31%
21%
22%


4. ¿Cómo te gusta trabajar tus actividades en la clase de Inglés?
En pareja
En grupo
Individualmente
6%
41%
53%

Appendix E: Parents consent form

Universidad de La Sabana

DEPARTMENT OF FOREIGN LANGUAGES AND CULTURES

MASTER IN ENGLISH LANGUAGE TEACHING
AUTONOMOUS LEARNING ENVIRONMENTS

Monteria, 12 de mayo de 2015

Señores
Padres de Familia y/o Acudiente

Asunto: Carta de Autorización

Cordial saludo en Cristo Jesús:

En aras de mejorar los procesos de enseñanza – aprendizaje y apoyados por el departamento de lenguas extranjeras de la Universidad de La Sabana, me encuentro desarrollando un proyecto de investigación titulado "*Uso de estrategias basadas en tareas para mejorar el vocabulario y producción oral en Ingles de los estudiantes mediante el uso de Facebook como una herramienta de apoyo de aprendizaje combinado*", el cual pretende contribuir al mejoramiento y producción de los estudiantes de grado 8 en el uso del ingles como segunda lengua, además de propicias espacios y ambientes de aprendizaje autónomo, autorregulación en los estudiantes y motivación por aprender la segunda lengua (ingles).

Por lo anterior, comedidamente solicito su consentimiento y colaboración como padre de familia y/o acudiente de su hijo(a) para la aplicación de este proyecto en esta institución Educativa Comfacor. Esta se realizará durante el segundo y tercer trimestre académico del presente año (2015). Esto implica la aplicación de varios instrumentos de evaluación, recolección y análisis de datos y sus resultados, así como uso de herramientas tecnológicas como Facebook por parte de los estudiantes en horarios contrarios a los académicos (para la realización de las tareas), los cuales serán monitoreados por la docente encargada.

Con el propósito de mantener la privacidad de los estudiantes y la institución, se garantiza también la estricta confidencialidad en el manejo de la información que se recolecte. Es importante anotar que los estudiantes participantes de este proyecto (8-3), además afianzar su vocabulario, podrán mejorar dificultades presentadas durante los periodos académicos mencionados anteriormente.

Agradezco de antemano su valioso aporte para llevar a buen término este proyecto de investigación.

Atentamente,

Aura Barrios

Aura Lucía Barrios Altamiranda
Profesora-Investigadora
Candidata a Magister
Departamento de Lenguas y Culturas Extranjeras
Universidad de la Sabana

Yo, _____, padre de familia y/o acudiente de _____ acepto que mi hijo del grado 8-3 participe de este proyecto.

Firma_____

Appendix F: Class observation checklist

THE INFLUENCE OF TASK- BASED ACTIVITIES SUPPORTED BY ICT IN THE ENHANCEMENT OF STUDENTS´ VOCABULARY FOR SPEAKING PERFORMANCE

CLASS OBSERVATION CHECKLIST

TEACHER NAME: _____ UNIT: _____

TASK: _____ TOPIC: _____ GRAMMAR: _____

DIRECTIONS: For each feature observed, tick the appropriate column and write any comment if necessary.

PRE-TASK			
CRITERIA	**YES**	**NO**	**COMMENTS**
• Students understand words from the teacher.			
• Students understand sentences from the teacher.			
• Students understand images from the teacher.			
• Students understand expression from the teacher.			
• Students understand teacher's instructions when using the target language.			
• Students respond to questions by using the appropriate patterns.			
• Students use the target vocabulary to participate when it is required.			
• Students participate actively during the lesson.			
• Students listen attentively during the lesson.			

• Students share information with classmates when it is required.			
DURING TASK			
CRITERIA	**YES**	**NO**	**COMMENTS**
• Students understand and follow instructions appropriately.			
• Students use the grammar proposed for the lesson to complete the task.			
• Students use the vocabulary exposed during the lesson.			
• Students use appropriate vocabulary to assess other peers.			
• Students are clear when recording their messages.			
• Students use the technological tools available.			
POST TASK			
CRITERIA	**YES**	**NO**	**COMMENTS**
• Students can use at least 3 words from the lesson to make comments on the Facebook group.			
• Students make use of Facebook group as a tool to share their work to their classmates.			

SELF-DIRECTED LEARNING TASKS THROUGH ICT IN THE DEVELOPMENT OF VOCABULARY FOR SPEAKING PERFORMANCE

Appendix G: Class observation checklist tabulation.

	PRE-TASK			
	TEACHER ANSWERS			
CATEGORY	**TASK 1**	**TASK 2**	**TASK 3**	**TASK 4**
Vocabulary for speaking performance	YES	YES	YES	YES
	YES	YES	YES	YES
	YES	YES	YES	YES
	NO	NO	YES	YES
	NO	NO	YES	YES
	YES	YES	YES	YES
	YES	YES	YES	YES
POSITIVE TEACHER ANSWER	5	5	7	7
AVERAGE	71%	71%	100%	100%

	PRE TASK			
	TEACHER ANSWERS			
CATEGORY	**TASK 1**	**TASK 2**	**TASK 3**	**TASK 4**
SDL	YES	YES	YES	YES
	YES	YES	YES	YES
	YES	YES	YES	YES
POSITIVE TEACHER ANSWER	3	3	3	3
AVERAGE	43%	43%	43%	43%

PRE - TASK				
ICT for group communication	**TASK 1**	**TASK 2**	**TASK 3**	**TASK 4**
	YES	YES	YES	YES
	YES	YES	YES	YES
POSITIVE TEACHER ANSWER	2	2	2	2
AVERAGE	29%	29%	29%	29%

DURING TASK				
VOCABULARY	**TASK 1**	**TASK 2**	**TASK 3**	**TASK 4**

FOR SPEAKING IMPROVEMENT	YES	YES	YES	YES
	YES	NO	NO	YES
POSITIVE TEACHER ANSWER	2	1	1	2
AVERAGE	14%	14%	14%	29%

DURING TASK				
	TASK 1	**TASK 2**	**TASK 3**	**TASK 4**
ICT FOR GROUP COMMINICATION	YES	YES	YES	YES
	YES	YES	YES	YES
POSITIVE TEACHER ANSWER	2	2	2	2
AVERAGE	29%	29%	29%	29%

POST-TASK				
	TASK 1	**TASK 2**	**TASK 3**	**TASK 4**
PEER-ASSESSMENT	YES	YES	YES	YES
POSITIVE TEACHER ANSWER	1	1	1	1
AVERAGE	14%	14%	14%	14%
	TASK 1	**TASK 2**	**TASK 3**	**TASK 4**
ICT APPROPRIATION	YES	YES	YES	YES
POSITIVE TEACHER ANSWER	1	1	1	1
AVERAGE	100%	100%	100%	100%

SELF-DIRECTED LEARNING TASKS THROUGH ICT IN THE DEVELOPMENT OF VOCABULARY FOR SPEAKING PERFORMANCE

Appendix H: Lesson Plan

Session April 21, 2015
Target: Vocabulary for speaking
Time for implementation: 25-35 hrs

STAGE	PURPOSE	LINGUISTIC TARGET UNITS	CONTEXT	DESCRIPTION	METHODOLOGY			DATA COLLECTION INSTRUMENT
					Expected Time	Grouping Mode	Delivery Mode	
TASK 1								
PRE - TASK Matching Comunication Activities. Pictures	-To elicit information about the lexical units students know. -To foster understanding of target words, phrases and patterns.	**Grammatical Units:** Present passive voice. Usage of present simple tense. Verb to be. **Lexical Units to work on:** Jobs (dentist, teacher, etc.) careers (law, medicine, etc.) Places(hospital, school, etc.) Jobs activities (surgery, class, etc.)	Jobs	**a.** Teacher introduces the vocabulary and the grammatical patterns to learners orally by using Jobs flash cards. **b.** In groups of four, learners identify Jobs new lexical items by playing a bingo game.	1 hour	Group work	Blended	pre –test Teacher observation Journal
DURING TASK -Discussions and decisions. -Listing. -Projects. **SDL strategy:** Self-monitoring. peers- assement.	-To encourage learners to talk about their preferences. -To promote the production of short personal introductions by using all-in-one audio programm.	**Grammatical Units:** Present passive voice. Usage of present simple tense. Verb to be. **Lexical Units to work on:** Jobs (dentist, teacher, etc.)		**a.** Learners choose the Job of their preference and create a short description using the vocabulary studied. **b.** Learners watch a tutorial video about how to create a voki in facebook, posted	3 hours	Individual and group work.		Checklist to assess performance.

	-To provide opportunities for self-assessment and peer - assessment	Careers (law, medicine, etc.) Places (hospital, school, etc.) Jobs activities (surgery, class, etc.)		on the Facebook group wall. **c.** Learners record a short introduction of their chosen job by creating a Voki. http://www.voki.com/create.php. **d.** Students share it to the class through the Facebook group. **e.** Learners asses other students production by posting comments.				
POST-TASK -Listing	-To enrich vocabulary from the development of the task and peers collaboration.	**Grammatical Units:** Present passive voice. Usage of present simple tense. Verb to be. **Lexical Units to work on:** Jobs (dentist, teacher, etc.) Careers (law, medicine, etc.) Places (hospital, school, etc.) Jobs activities (surgery, class, etc.)		To promote the students lexicon based on the development of the previous task.	2 hours			Can do students' self-assessment
TASK 2								
PRE-TASK -Modeling -Context cues	• To establish the linguistic expected outcome. • To identify	**Grammatical Units:** Used to Usage of past	Memories	**a.** Teacher displays visual cues and introduces basic descriptions of places visited	2 hours	Individual work. Pairs Work.	Blended	Teacher observation Journal

	learners' background vocabulary knowledge	simple tenses **Lexical units to work on:** Pictures Traveling Family Meeting people		pointing at the pictures and using body gestures and facial expression. (photo album) **b.** Learners talk about their past habits and past stages in life based of the examples given by the teacher. **c.** Learners make a list from all the places they see from the visual cues. **d.** Learners check with a partner. Were there any places they forgot? They discuss what places they used to visit with their family members.				
DURING TASK SDL strategy: Self-monitoring Peer-assesment.	• To facilitate learners production of lifestories.	**Grammatical units:** Used to Usage of past tenses **Lexical units to work on:** Pictures Traveling Family Meeting people		**a.** Learner select a group of pictures about them and their important memories of life. **b.** Learners watch a tutorial video about how to do their timeline in https://www.youtube.com/watch?v=vcO_o6gECxI **c.** Learners create a	3 hours	Individual Work. Whole class Work.	Blended	Checklist to assess performance.

				timeline about their important events and support it with visual cues. http://www.timetoast.com/ **d.** Learners post it to the Facebook class **e.** Learners self and peer assesses their production.				
POST-TASK Listing	• Learners to select and identify common words and phrases from the topic.	**Grammatical units:** Used to Usage of past tenses **Lexical units to work on:** Pictures Traveling Family Meeting people		**a.** Learners create a personal dictionary, taking into account the lexical units from classes and the partners' timelines. They share it on the Facebook group.	2 hours	Individual Work. Whole class work.		Can do students' self-assessment
TASK 3								
PRE – TASK Listing ordering and sorting	-To introduce vocabulary about Hobbies. -To express agreement, likes and dislikes. -To ask peers for their opinions and	**Grammatical units:** So do i Neither do i Usage of present tense **Lexical units to work on:**	Hobbies	**a.** Teacher writes the word HOBBIES on the board. Learners give to the teacher as many hobbies they remember as possible. **b.** Teacher says what her hobbies are by	2 hours	Individual and Whole class work.	Blended	Teacher observation Journal

	preferences.	Hobbies Verbs to express preferences (like)		using the expression I like. Then learners follow the same pattern to express their opinion. And the teacher express agreement by using so do I/neither do i. **c.** In their groups, students create a list with 10 hobbies they consider important. They rank them from more important to least important 1 to 10. Then, they prepare themselves to justify their order with another pair.				
DURING TASK -Dialogues and role plays. SDL strategy: Self-monitoring Peer-assesment.	-To obtain and talk about interests, opinions or preferences related to the class projects.	**Grammatical units:** So do i Neither do i Usage of present tense **Lexical units to work on:** Hobbies Verbs to express preferences (like)		**a.** Individually, learners complete an information gap about their hobbies and preferences. Then, learners look for a peer to share his/her information and take notes about his/her pair hobbies. **b.** In pairs, learners practice a model conversation about two students talking about their hobbies. Taking this conversation as an example, learners create their own conversation by	3 hours	Individual and pair work.	Blended	Checklist to assess performance.

				using the information gap. **c.** In their groups, learners record their conversations in a video by using https://www.wevideo.com/hub#editor/415770952. Then, they upload it to the Facebook group and ask for other groups comments. **d.** Learners asses two other pairs.				
POST-TASK	-To recognize and practice the vocabulary studied during the task through dynamic strategy as riddles.	**Grammatical units:** So do i Neither do i Usage of present tense **Lexical units to work on:** Hobbies Verbs to express preferences (like)		**a.** While watching the classmates' conversations videos, learner write down words and phrases they consider useful. **b.** Learners post the selected words and/or phrases to the group as a comment.	3 hours			Can do students' self-assessment
TASK 4								
PRE-TASK Visual Cues Listing	-To identify vocabulary about movies and contextualize it through visual cues.	**Grammatical units:** There was/there were Usage of past tense. **Lexical units to work on:**	Movies	**a.** Teacher shows to the students some posters about famous movies by using a power point presentation. The teacher describes them by using the suitable grammar.	1 hour	Individual and group work.	Blended	Teacher observation Journal

		Places Movies Genres Characters		Students should answer some questions about them. **b.** Each Students lines are given cards where they are requested to write as many words as possible related to movies during ten minutes. At the end, the group with more words is the winner.				
DURING TASK -Visual cues -Discussions and decisions. Communication activities SDL strategy: Self-monitoring Peer-assesment.	-To provide opportunities to Exchange opinions, likes and dislikes between learners. -To promote oral interaction between learners.	**Grammatical units:** There was/there were Usage of past tense. **Lexical units to work on:** Places Movies Genres Characters		**a.** In group of 4, learners discuss and select a movie of their interest. **b.** Learners watch a tutorial video about how to do a poster or mural in https://www.youtube.com/watch?v=Po2VpbeKeSw **c.** Learners create a digital poster about the chosen movie, in order to promote it, in terms of it genres, characters and plot. They should use Mural.ly https://mural.ly/ to do it. **d.** Learners self record a video where they share their opinions and perceptions about a poster they chose from other	4 hours	Group work	Blended	Checklist to assess performance.

				group in which they use there was/there were and the vocabulary associated to movies. **e.** Students share both projects on the Facebook group.				
POST-TASK Communication activities Discussions and decisions.	-To promote self and peer assessment.	**Grammatical units:** There was/there were Usage of past tense. **Lexical units to work on:** Places Movies Genres Characters		**a**. In the same groups, learners choose the best movie poster. Them they share their opinion and the reason to choose it in the Facebook group on a post previously established by the teacher.	2 Hours	Group work	Blended	Can do students' self-assessment Post-test

SELF-DIRECTED LEARNING TASKS THROUGH ICT IN THE DEVELOPMENT OF VOCABULARY FOR SPEAKING PERFORMANCE

Appendix I. Students' Self-assessement checklist Tabulation- Task 1

					CAN DO SELF-ASSESSMENT CHECKLIST						
SUBCATEGORIES	vocabulary improvement	speaking performance	ICTs for speaking	speaking performance	speaking performance	self-monitoring and self reactive	ICTs for speaking	peer-assessment	self-monitoring and self reactive	vocabulary improvement	
						TASK 1: JOBS					
PARTICIPANTS	1. I can understand words, sentences and patterns about jobs.	2. I can talk about my job preferences.	all-in-one audio or video program to produce a short personal introduction about my job preferences in real life situations.	4. I can create questions to ask and get the information i need.	5. I can understand and answer what others say or ask to me.	6. I can find a solution if i have difficulties in describing a job of my preference.	7. I can make comments about what i like and dislike about jobs and post them in the Facebook group.	8. I can express my point of view in relation to some of my classmate tasks	9. I can actively participate in role plays about jobs.	10. I can share my new words from the lesson in the Facebook group.	COMMENTS
S1	yes	yes	yes	yes	yes	yes	yes	no	yes	yes	diferent, new environments
S2	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	vocabulary improvement
S3	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	helpful
S4	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	enjoyable, educative
S5	yes	no	yes	yes	yes	yes	yes	yes	yes	yes	vocabulary improvement
S6	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	productive and educative
S7	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	enjoyable, educative, vocabulary improvement
S8	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	enjoyable, vocabulary improvement
S9	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	educative, new methd
S10	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	educative
S11	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	dinamic, educative
S12	yes	yes	yes	no	yes	yes	no	yes	yes	yes	should improve comments
S13	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	educative, vocabulary improvement
S14	yes	yes	no	yes	yes	yes	yes	yes	yes	yes	vocabulary and participation improvement
S15	yes	yes	yes	no	no	yes	yes	yes	yes	yes	enjoyable, helpful
S16	no	yes	yes	yes	yes	yes	yes	yes	yes	yes	helpful, vocabulary and participation improvement
S17	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	helpful, educative
S18	yes	yes	yes	yes	no	yes	yes	yes	yes	yes	helpful, educative
S19	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	productive and educative, enjoyable
S20	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	helpful, enjoyable
average	95%	95%	95%	90%	90%	100%	95%	95%	100%	100%	
AFIRMATIVE ANSWERS	19	19	19	18	18	20	19	19	20	20	

Appendix J: Matrix of Triangulation

INSTRUMENTS	AXIAL CODING		SELECTING CODING	
	CODES	SUBCATEGORIES	CATEGORIES	CORE CATEGORY
JOURNAL	Engagement	Self-Monitoring and self - Reaction	SDL	Awareness of the importance of Self-Directed Learning to enhance vocabulary for speaking performance throught CALL
	Awareness			
	Production			
	Autonomy			
	Feedback			
	Scaffolding			
	Reflection			
	Self-assessment			
	Content schemata	Teacher's Monitoring		
	Engagement			
	Feedback			
	Achievement			
	Scaffolding			
	Understanding			
	Production	Vocabulary Improvement	VOCABULARY FOR SPEAKING PERFORMANCE	
	Motivation			
	Interest			
	Preconception			
	Discrimination			
	Performance			
	Effort			
	Engagement	Speaking Performance		
	Scaffolding			
	Effort			
	Autonomy			
	Collaboration			
	Reaction			
	Recognition			
	Participation			
	Apprehension			
	Interaction	Peer-assessment	SDL	
	Autonomy			
	Collaboration			
	Production			
	Experience			
STUDENTS SELF-ASSESSMENT	I can find a solution if i have difficulties in describing a job of my preference.	self-monitoring and self reactive		
	I can actively participate in role plays about jobs.			
	I can find a solution if i have difficulties in organizing a timeline about my memories.			
	I can find a solution if i have difficulties in having a conversation about my hobbies.			
	I can actively participate in role plays about hobbies.			
	I can find a solution if i have difficulties in creating a poster about a movie of my preference.			
	I can actively participate in conversations about movies.			
	I can understand words, sentences and patterns about jobs.	Vocabulary Improvement	VOCABULARY FOR SPEAKING PERFORMANCE	
	I can share my new words from the lesson in the Facebook group.			
	I can understand words, sentences and patterns about memories, favorite pictures, family life and traveling.			
	I can create a personal dictionary with new words from the lesson.			
	I can share my new words from the lesson in the Facebook group.			
	I can understand words, sentences and patterns about hobbies.			
	I can share my new words from the lesson in the Facebook group.			
	I can identify vocabulary about movies and contextualize it through visual cues.			
	I can talk about my job preferences.			
	I can create questions to ask and get the information i need.			
	I can understand and answer what others say or ask to me.			

	I can talk about my past habits and past stages in life.	Speaking Performance	
	I can talk about my hobbies preferences.		
	I can ask my peers about their hobbies and preferences.		
	I can exchange opinions, likes and dislikes with my classmates.		
	I can use an app or web page to create a poster about a movie of my preference to promote it.	ICTs for Group Communication	CALL
	I can make comments about what I like and dislike about movies and post them in the Facebook group.		
	I can use an all-in-one audio or video program to produce a short personal introduction about my job preferences in real life situations.		
	I can make comments about what i like and dislike about jobs and post them in the Facebook group.		
	timeline about my life important events and support it with visual cues and post it to the Facebook group.		
	I can make comments about what i remember about my most important life memories.		
	I can create a pair conversation by using the information gap about my hobbies and record it with an app to upload it to the Facebook group.		
	I can make comments about what I like and dislike about hobbies and post them in the Facebook group.		
	I can express my point of view in relation to some of my classmate tasks	Peer-assessment	SDL
	Students can use at least 3 words from the lesson to make comments on the Facebook group.		
	Student share information with classmates when it is required.		
	Students listen attentively during the lesson.	Self-monitoring and self - reactive	
	Students use the grammar proposed for the lesson to complete the task.		
	Students understand images from the teacher.	TEACHER'S MONITORING	
	Students understand and follows instructions appropriately.		
CLASS OBSERVATION CHECKLIST	Students understand words from the teacher.	Vocabulary improvement	VOCABULARY FOR SPEAKING PERFORMANCE
	Students understand sentences from the teacher.		
	Students understand expression from the teacher.		
	Students understand teacher's instructions when using the target language.		
	Students use the vocabulary exposed during the lesson.		
	Students use appropriate vocabulary to assess other peers.		
	Students respond to questions by using the appropriate patterns.	Speaking performance	
	Students use the target vocabulary to participate when it is required.		
	Students participate actively during the lesson.		
	Students make use of Facebook group as a tool to share their work to their classmates.	ICTs FOR GROUP COMMUNICATION	CALL
	Students use the technological tools available.		
	Students are clear when recording their messages.		

Appendix K: Teacher assessment criteria for during - task stage

INSTITUCION EDUCATIVA COMFACOR
TEACHER ASSESSMENT CRITERIA FOR DURING TASK STAGE
VOCABULARY INCREASE ASSESSMENT

TASK: _____ **STUDENT NAME:** _____

INSTRUCTIONS: The teacher place a check next to the appropriate statement that accurately reflects the student's performance. Then, circle the overall rate that represents the student's performance.

A. LINGUISTIC:

RATE	CHECK	STATEMENT
1		• Consistently interferes with comprehension of the message. • Often uses the native language instead of target language. • The vocabulary is inadequate. • Uses words incorrectly and only basic words; Uses none new words from the lesson.
2		• Often interferes with comprehension of the message. • Sometimes uses the native language instead of target language. • Uses a limited range of vocabulary. • Uses the necessary words and sometimes it is not used correctly; Uses at least 2 new words from the lesson.
3		• Only occasionally interferes with comprehension of the message. • Hardly ever uses the native language instead of target language • Uses a range of vocabulary appropriate to the theme under discussion. • Uses the necessary words and it is used correctly; Uses at least 4 words from the lesson.
4		• Seldom interferes with comprehension of the message. • Seldom uses the native language instead of target language. • Uses a wide range of vocabulary appropriate to the theme under discussion; some expressions have an idiomatic feel to them. • Uses a variety of vocabulary words; Uses at least 6 words from the lesson.
5		• Very rarely interferes with comprehension of the message. • Never uses the native language instead of target language. • Uses a wide range of vocabulary appropriate to the theme under discussion. • Uses a variety of vocabulary words to fulfill with the task correctly; Uses more than 6 new words from the lesson.

B. STUDENTS INTERACTION:

RATE	CHECK	STATEMENT
1		• Comments are insufficient and inadequate to evaluate his/her classmates work. • Material is repetitive with little or no variety in creativity. • Does not make effort to participate in the Facebook group as it develops; seems indifferent.
2		• Comments are basic and plane to evaluate his/her classmates work. • Material is presented with little originality and creativity. • Occasionally makes meaningful reflection on Facebook group's efforts; marginal effort to become involved with the group.
3		• Comments are suitable to evaluate his/her classmates work. • Material is presented with basic originality and creativity. • Makes meaningful reflection on Facebook group's efforts; marginal effort to become involved with the group.
4		• Comments are adequate to evaluate his/her classmates work. • Some apparent originality is displayed through the use of original and creative material. • Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by Facebook group; interacts freely.
5		• Comments are adequate and appropriate to evaluate his/her classmates work. • Exceptional originality of presented material and creativity. • Aware of needs of Facebook group; frequently attempts to motivate the group discussion; presents creative aspects to topic.

Score A: _____ **Score B:** _____ **Final Score:** _____

Appendix L. Example of Teacher's Journal

SELF-DIRECTED LEARNING TASKS THROUGH ICT IN THE DEVELOPMENT OF VOCABULARY FOR SPEAKING PERFORMANCE.

TEACHER'S JOURNAL

TASK1: JOBS

PRE-TASK

The teacher greeted the students, then they organized the classroom and the teacher explained the purpose of the task. After that, the teacher started the class by showing students flashcards about professions. It was evident that students where engaged due to the fact they were looking at the cards and were trying to pronounce after the teacher. However, the teacher told them that it was not necessary to repeat, just to look at them and try to associate them with real life professions.

When the card presentation was over, the teacher started to show the flashcards to the students again, but this time she asked questions to the students, like: What does this person do? What do you think this person do? And so on with every cards. As a result students started to produced isolated sentences or just mere words like: "work", "she sing", or "stinguish fire" to answer the questions about Architect, Singer and Fire fighter and so on with the other pictures. Something relevant to mention when observing this process was that teacher helped them to build sentences correctly, like "the driver explores the ocean or the ocean is explored by the driver" and then students started to build sentences in both active and passive voice.

Emanuel said "the pilot drives a plain" the teacher corrected by saying " the pilot flies a plain", then Steven changed the sentence into passive "the plain is flown by the pilot"; Maria Victoria said "a taxi driver drives a taxi and then she changed it to passive: a taxi is drove by the taxi driver" the teacher helped her by correcting the verb by saying driven instead of drove; so, this exercise was repeated with each of the professions that were displayed on the cards.

When the pretask phase was done the teacher told students to be organized in groups of five however some groups turned out to be by six, due to not all of the students of the class came today.

Once groups were set, the teacher explained the objective of the task and showed them the bingo cards and also explained that this Bingo was based on the professions they were working with. After that, the teacher explained the rules of the game:

1. Use pencil
2. There is one speaker (he or she takes out the cards and pronounce it to the group)
3. Participants mark the profession they hear on their personal bingo cards.

Then, they started to play. At the beginning students were quiet but as the game was through they started to laugh, have fun and play enthusiastically. The teacher was around the groups to help when necessary. A video was recorded where their attitude and motivation is evident.

When all of the groups had a winner the teacher began to collect the cards and told them to organize the classroom.

DURING TASK

Students started working on the Facebook group. The teacher posted the instruction for the during task stages. They had to create an avatar by using the tool Voki. She explained to them that after studying the jobs vocabulary in class, they had to put it into practice the learnt. Students had to choose the Job of their preference and create a short description of it by using the vocabulary studied as it was done in class. They recorded a short introduction of the chosen job and the description by creating a Voki in http://www.voki.com/create.php . After that they had to share it to the class through the Facebook group. Finally they have to asses two of the other students' production by posting comments on their work.

At the beginning students were confused with the use of the new strategy. Some of them asked to the teacher or some classmate for some help and extra information in order to fulfill with the task. In face to face classes, they express how interesting was to use the tool and some of them were very creative at the moment of the creation of the avatar and were beyond what the teacher asked to do, which was very interesting for the teacher. Most of them try to create avatar as most as similar to them and the chosen job as possible, which showed the students interest, motivation and appropriation of the tool. Other students just fulfill with the basic requirements for the task.

Post- task

As a post task work, students had to write some words that they considered were new for them from the jobs lesson. They had to share their comments below teacher post. Students posted words such as archeology, privacy, stethoscope, thermometer, able to, weather forecast, storm, criminalistics, and chemist, between others. Their participation was active and they were very interested in sharing their new words. There was no limit of words from the teacher.