

Reinforcement of the speaking skill in students of 9th grade by using a blog to provide audiovisual input



Brian Andrade Olaya

Licenciatura en Lengua Castellana e inglés

**Facultad de Educación
Universidad Antonio Nariño**

**Asesora
Angelica Aguillón-Lombana**

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ABSTRACT

This document provides information linked to a process of material design to reinforce speaking in English through a digital blog. That material was created for five students of 9th grade in a private school whose main difficulty was low self-esteem that hamper their speaking in English. The material design was schematically organized by Jolly & Bolitho (2011) proposal and it consisted in a blog called “let’s talk” as a motivational tool to provide audiovisual input in order to help the students to get more vocabulary and to understand that there are different aspects that influence the pronunciation. Therefore, the blog provided activities to activate the students interest and motivation to make them gain confidence in independently how accurate or fluent they were. The results showed that the students felt more confident and interested in expressing some ideas in English without the concern of good pronunciation.

Keywords: Speaking skill EFL; blog; motivation

RESUMEN

Este documento proporciona información vinculada a un proceso de diseño de materiales para reforzar la habilidad de habla en inglés a través de un blog digital. Ese material fue creado para cinco alumnos de noveno grado de una escuela privada, cuya principal dificultad era la baja autoestima que les dificultaba hablar en inglés. El diseño del material fue organizado esquemáticamente por la propuesta de Jolly & Bolitho (2011) y consistió en un blog llamado “hablemos” como herramienta motivacional para brindar insumos audiovisuales con el fin de ayudar a los estudiantes a obtener más vocabulario y entender que hay diferentes aspectos que influyen en la pronunciación. Por lo tanto, el blog proporcionó actividades para activar el interés

y la motivación de los estudiantes para que ganen confianza en su precisión y fluidez de manera independiente. Los resultados mostraron que los estudiantes se sintieron más seguros e interesados en expresar algunas ideas en inglés sin la preocupación de una buena pronunciación.

Palabras clave: Producción oral EFL; blog; motivación.

Bogotá, junio 05 de 2021

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Atento saludo,

Por medio de la presente hago entrega del trabajo de grado titulado: Reinforcement of the speaking skill in students of 9th grade by using a blog to provide audiovisual input, del estudiante de Brian Andrade Olaya con código: 11691629228 de la Licenciatura en Lengua Castellana e inglés.

Cordialmente,

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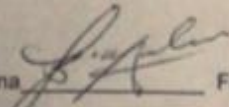
A handwritten signature in black ink, appearing to read 'Angélica Aguillón Lombana', with a stylized flourish at the end.

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Nombres y Apellidos: Brian Andrade Olaya

Documento de identificación: 1073707474

Código: 11691629228

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INTRODUCTION

English as a foreign language has been gaining importance in different fields becoming a necessity and gaining significant importance. But, the capacity to spread an oral message seems sometimes broken by different issues, one of these is it's because it depends on the listening skill, reflecting the fact that each speaker has dual roles, speaker and listener, Hang Li, et al. (2020). What it requires discipline in the process to acquire and make it comprehensible a message and vice versa at the interaction time. Actually, confidence is built with the support of motivation when a task needs to be solved to create vocabulary and fluency to those students who did not talk usually unless the class required a grade.

The project addressed in this document has to do with a blog focused as a reinforcement digital tool to provide audiovisual input to a group of five students whose fear to make mistakes did not allow them to participate during their regular classes in their school. Then, a reinforcement material was planned and developed by using the Jolly & Bolitho (2011) teaching material proposal. Accordingly, the need was characterized and deeply explored; the students were characterized in order to know their interests and motivations; the strategy was developed and implemented, and finally, it was evaluated in terms of its effectiveness to help the students in the process of gaining self-confidence to express in English.

The results showed that, despite the short time the students used it, they became less anxious when they had to speak about any topic. It happened because they got aware that they could talk freely, without paying a lot of attention to their mistakes in pronunciation as some of

their classmates had said when they were bullied because of their bad pronunciation during the class participation.

IDENTIFICATION OF THE NEED

The need that emerged to develop this reinforcement material arose when I started my pedagogical practice and noticed that some students of 9° had difficulties with their oral production. Perceiving this, I decided to ask the English teacher for permission to attend other classes as an observer and identify how the speaking process development was and what could be a possible solution for that.

First of all, it is important to mention that the course consisted of 42 students in a range of 14-15 years old from middle school and from the working class. During the first lesson, I listened to the teacher explaining superlative and comparative topics in English and the majority of questions by students were in Spanish. So, they said things as:

“¿Profe cuándo y cómo se utiliza esta palabra?” “¿Cómo se pronuncia?”

Those questions forced the teacher to lead the class in both language –English & Spanish- at the same time. As the class went on, the teacher started pronouncing slower to made them identify the differences in the voice tone. Then, in Spanish he said:

“Chicos por una parte es comparar una situación, evento o persona y por la otra, es aumentar la importancia de esos mismos temas”.

Then, he established an assignment to utilize those adjectives being the childhood and the adolescent ages the complements.

Thus, when students had to speak in the second class, some performances were coherently according to the topic established with simple and concrete information. Other ones, exposed some confusing information details because the messages were not completely understood. Also, they did not transmit ideas in order, and comprehensible oral speech to follow the story. Therefore, the doubts about how and what to say appeared as soon as they were getting a turn to speak and some students gave up few seconds after starting the indicated assignment. It happened because the situations to speak needed specific details and they did not have enough vocabulary to provide his/her ideas.

Indeed, in any specific part of the class they started to change the process on some occasions due to low lexical and voice tone resources, the students showed unstable adjustment in class to lose that scare situation of not produce a coherent performance. In fact, suddenly from time to time, they decided to combine both languages -English and Spanish- to do not waste their explanations to get grade notes and finish the task. What was reflected in this part to speak in Spanish was more worried misconceptions about mistakes, fearful criticism, and corrections from the classmates or the teacher.

Analyzing the class, I realized that they had just two opportunities to talk during this. The first opportunity was when they answered the attendance call, and the second one when they had to perform any assigned task. Supported the course syllabus (coherent articulated with the Common European Framework), this 9th-grade class should be situated at level A1 to express by themselves in familiar contexts simple information. Therefore, having those conceptions in the speaking process, I decided to make a test in google forums to know deeper what were their perceptions about their learning. The test had ten (10) open-closed questions but just four of

them were the focus. I prepared it to know what kind of activities could be posted in the material I was thinking of. For that moment I had decided it would be a blog, one called: "Let's talk" and its main aim would be providing free input to help the students with their confidence in speaking.

After they presented the test, I analyzed the results after the second class ended up, and the test showed similarities in the students' personal thoughts about issues at the time of answering the next questions linking to speaking:

-Do you like English?

-Do you like to speak in English?

-What do you think is one of the problems to speak?

-What do you think could increase the English level to speak?

The first question, do you like English? Was necessary to know if they identify their likes and positive side or in contrast, it was not like that. The 86% of the entire class students related to 36 answered yes. On the other side, 4 students represented the 9% saying more or less, and lastly, the 4,8% made up of 2 students wrote no:



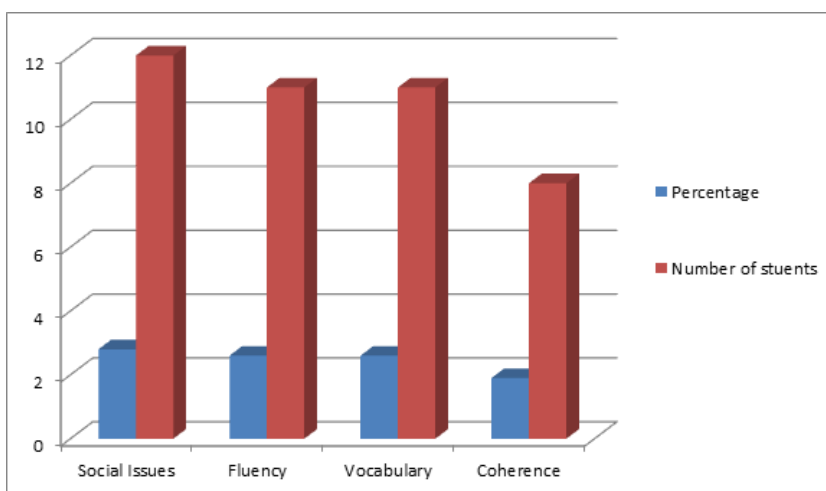
Graphic number 1: Results of the question related to their likes about English.

I received positive answers related to their like about English, the other opinions made me analyze special conditions for those specific cases. Continuing with the process, the second question, do you like to speak in English? Reflected in purple color in graphic 2, show a positive percentage on the answer “yes I like”. While the answer more or less was chosen for 5 students and a percentage of 12%. Finally, the answer dislike was composed of 3 people showing a 7%:



Graphic number 2: Results of the question related to speak in English

Approaching the third question, “what do you think is one of the problems to speak?” Specific weaknesses appeared, being social issues, the head of the need identified for 12 young learners and a percentage of 28%. Followed by fluency and vocabulary with 11 students, and a number of 26 %. Finally, coherence was not fallen apart from the speaking debilities and was selected for 8 people and numerically as 19%.



Graphic number 3: results of the question related to the problems to speak.

The last open question was “what do you think could increase the English level to speak?” Displayed the students’ preferences to learn and produce a suitable speaking skill nowadays in a personal or digital meeting. The answers are shown as the same way the students typed, reflecting spelling mistakes as non-capital letters as can be seen in the following sample:

“listening to conversations in English all the time increases the ability to learn”

“play gta and other games in English to learn better and faster”

“have a translator in hand or use it manually to have more learning

“listening to music in English and reading in Spanish at the same time helps to better understand when a person speaks in English”

After having recognized the need, I proceeded to explore the situations that were causing this.

Then, I set the question: what is causing the speaking problem in the group of students with the most remarkable difficulty? What would be answered in the next chapter.

EXPLORATION OF THE NEED

As I said previously, I decided to identify specifically the need, and for that, it was necessary to know who the students were; the social context they locate in, where they come from and points of view about speak in English. At the beginning of the third class, after the test was applied, and with results reflected a group of students with similar perceptions about English and its speaking skill, I decided it was appropriate to continue with the exploration process that speaking requires. Besides, the answers' percentage in the test made me think that some necessities in class to speaking skill were self-esteem attitude at the moment to speak, low vocabulary to unify the ideas, social issues about what the other could think, and hasty fluency linked to coherence.

As usual, the attitude for some of the students was great at the beginning at the class saying thing as “good morning” but that was the most specific interaction time in class between classmates and teacher. For the first 30 minutes, they just followed their instinct participating and pronouncing as they believed it was correct. But as long as the class went on, they started to get quiet, the silence resulted to be the new sound of the room and the teacher flipped from speaking English to speak in Spanish to be clearer about topics, rules, and interventions to get a good communication. But the climate felt boring and solely because they just typed by chat accomplishing the course goals.

This was due that students just spoke when the teacher got silenced and ask them to participate one by one, but as soon as they get their turn to do it, they began to doubt what they had to say, and occasionally they gave up few seconds after starting the assignment.

After the English teacher persuaded the silent situation giving to students an individual short activity to develop in class about describing a country's food or famous places, where they could choose anyone utilizing superlative and comparative aspects. This activity was fundamental because there were short fluency and confusing information applying superlative and comparative examples. Thus, while I was listening to them in their presentations, the students reflected similar debilities like broken fluency due to they could not unifying ideas, high speed -too fast & slow- in vocal rhythm, which made the message constantly incomprehensible for the teacher and classmates and full of corrections. Besides, they had some pauses because students were reading a text sounding strong, or weak, even slower and fast about words like; culture, walk, opinion, accent and other issues related to pronunciation.

To sum up this part, it is important to retake the question posted at beginning of it: what is causing the speaking problem in the group of students with the most remarkable difficulty to speak? After having observed the situations occurred during the class, I could say that the factors that were hampering the speaking performance in this group of students were:

- Lack of motivation because they think the majority of the time when they are speaking, they speech is not correctly applied
- Lack of self-confidence because they have been corrected on certain occasions that made them remember before or during the speech.

- Lack of pronunciation because they feel uncomfortable due that they do not speak like English speakers.
- Lack of fluency because they did not have the appropriate vocabulary to express information, repeating the same words more than twice.

Once I could identify the focus 9th-grade group the five students and their points of view that I proposed in the first paragraph of this chapter, I set a video clip as the first activity in the blog. It was to know if they felt confident to approach it. At the same time, I used a lexicon because I consider it is a necessity inside or outside the classroom to make, determine and reflect a rich speech process. When they did the exercise, I realized was that practicing continuously in class can avoid anxiety and discouragement in the presentations. Besides, they preferred to speak without practicing and just end up the assignment.

I confirmed the needs of the students in class that promote difficulties to speak; social issues related to pronunciation, fluency self-esteem to perform, and low lexical vocabulary at the time to make comprehensible the speech. Lastly, this reinforcement unit was made as a digital blog tool for students who exposed the previous likeness to resolve and offer them another perspective of how speaking can be approached in another form.

CONTEXTUAL REALIZATION

While the different classes went by, I recognized the weaknesses of my target students; they always were just doubting and skipping to begin, and as soon they did the presentation, an

anxious process of fast speaking to get finished the task was seen. In one class, the teacher called one of those students and asked him, what do you know about English? And this student said:

“No profe no se nada de eso”

Then, the teacher said

“what do you mean?”

And turn to Spanish immediately and the student replied:

“¿qué es eso?, Yo no sé nada de inglés”.

Then, the teacher asked again and said:

“Don’t you know nothing?”

The student said:

“Profe hableme en español porque no entiendo”.

And suddenly another student said:

“Profe a mi lo que me da miedo es perder esta materia”.

After that dialogue, the teacher asked the student the same question to another student:

“What do you know about English? And she said:

“Carro-car, azul-blue”

and started to laugh.

Reflecting this part of the class, she spoke some words and laugh during her performance in classroom, what it makes sometimes a good atmosphere to facilitate learning outcomes. To this respect, Hasan Bilokcuoglu, (2018) and Garner, (2006) stated that laughter supports problems and fears in certain moments of time process where they do not feel comfortable. Besides, it decreases anxiety, increase attention and interest, also is a tool for relaxing shy students.

As the class went on, students received a huge kind of information to process and to memorize, understand, and finally produce some utterances. Their hesitations showed low vocabulary, low security, and less interaction, reflecting kittle interest to speak, and to achieve a good vocal fluency process. Otherwise, the first question above created another and the teacher said

“Cuál es su temor para hablar, ¿qué es lo que les pasa?”

To this, a student from Venezuela said:

“profe nuestro miedo no es que nos corrijan, es que se burlen”.

Another girl said:

"profe pronunciar de forma equivocada".

Another student said as well

"ver muchas palabras en un parrafo me enredan".

Another student was attending class with her mother, who was repeating with her what the teacher said. She did that to help her daughter with the pronunciation. At that time the teacher had proposed

a speech interconnection activity to make them interact, but the majority was muted. Then, one student said that learning reading texts by books was always the same way and it was boring. The teacher said in Spanish:

“aprender con música o series y películas, es una clave importante para fluidez y poder hablar con confianza”.

By listening the aforementioned, I reaffirm that there were 5 students who showed low self-esteem and that issue didn't allow them to speak confidently in class. Although they recognized that learning English, they did not get comfortable working on it. Then I realized that they needed another kind of task to make successful progress. Looking for information to support my idea, I found Selami (2017) who poses that a blog can trigger interest and promote communicative interaction. For what I thought in certain kind of visual activities to be posted in the “Let's talk” blog.

PEDAGOGICAL REALIZATION

According to Escobar (2018), teachers frequently, focus their attention on planning successful classes, searching for meaningful material, and developing interesting activities in order to help students succeed. Taking into account the failures of the 5 students, it was convenient to start a process for them to achieve an equal interactivity between the 5 students and the 37 rest of the classmates. It in order to generate interest and consistency through a weekly post as an activity to

discuss in class once a week. As an example, in the “*let’s talk blog*” I set a video activity about American accents, an interview from a famous artist, and a T.V show chapter.

This reinforcement blog had the intention of making the students freer and more relaxed while getting input to produce some utterances. In other words, the blog “*Let’s talk*” try to build interesting themes to acquire and contextualize more motivation to communicate. Here is the chart’s sequence applied in the reinforcement unit to contextualize the activities in the blog for the 5 students:

	Activity	Description	Questions	Assignments
1	Let’s start	<p>A short introduction in first person to give some motivation as a warm-up:</p> <p>We already know that our context even though familiar, scholar, and socially have dialogues that surround us with specific information.</p>	<p>Is it the same process in a Foreign Language such as English for us?</p> <p>How to use and understand the words in specific situations?</p>	<p>A simple brainstorm of key-words to remember how to use and understand them in specific situations. Moreover, get ready to talk about it.</p>

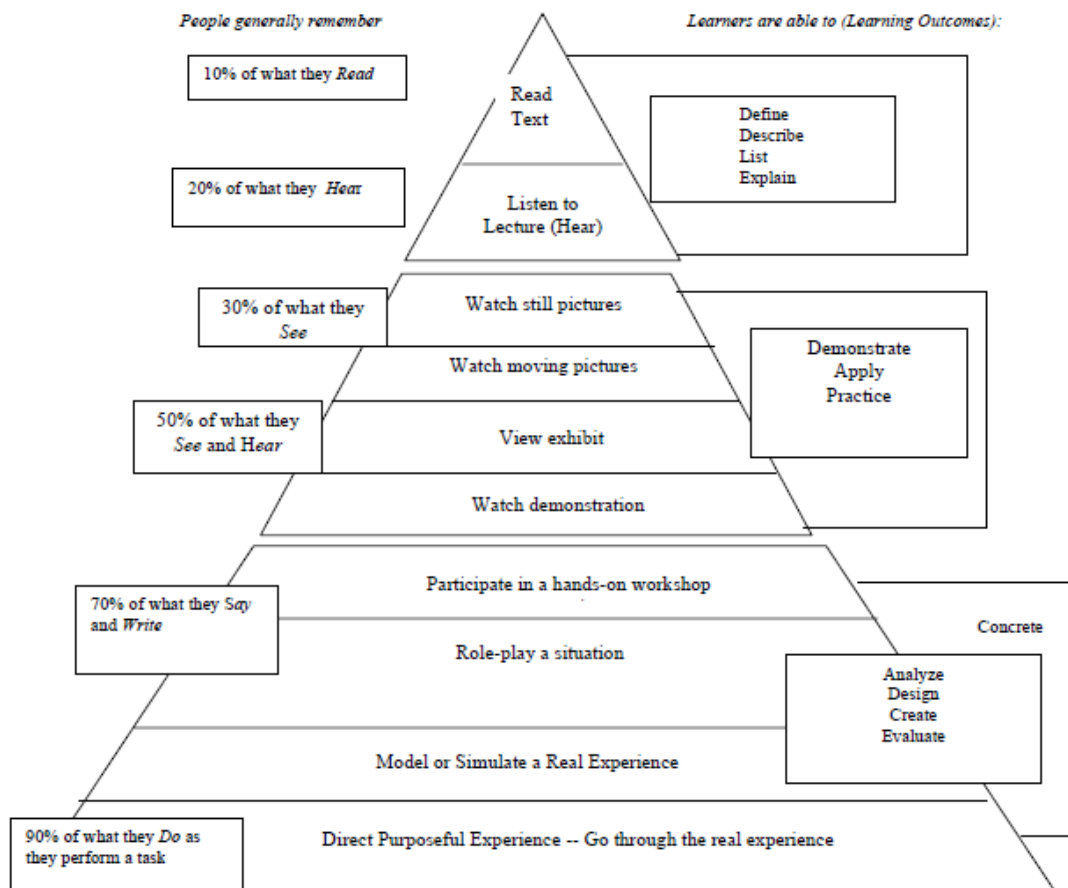
2	A princess of Mars	<p>A lovely story where students had to listen to the narrator and sounds he makes about a letter. Then the word(s), and finally phrases that complement this fantastic text!</p>		<p>Just as a plus, please have in mind that to change the velocity of the narrator's story while he speak to understand easily.</p>
3	What is she saying?	<p>Listen a music video and visualize how English native speakers sound in a song. Take into account this info, first, initiate the activity at the beginner's level, then press SELECTION MODE, so you just have to choose the specific word that achieves the phrases.</p>	<p>What is the aspect of the video that is your attention?</p> <p>Write a word or phrase to remember it?</p> <p>What was your favorite or disgusting part of the video clip?</p> <p>Would you change</p>	<p>Watch the video clip; answer the questions and listening to the pronunciation.</p>

			something about it?	
#4	Do we sound the same?	<p>Students just had to watch for at least 5 minutes, and answer 4 questions to initiate an inner-outer reflection about the oral processes' variation.</p> <p>They could find in the video clip a pronunciation division by African American people from different States; such as Massachusetts, Chicago, Detroit, New York, New Orleans, and Dallas among others.</p>	<p>What are the differences between the accents?</p> <p>What accent would you prefer to apply to?</p> <p>Do you think speaking in English requires fluency?</p> <p>Are these accents noticeable in</p>	Watch the video clip; answer the questions and listening to the pronunciation.

			the English Language?	
#5	II believe in myself :)	An interview video to give some motivation to the students showing them some mistakes at the time to speak.		Write a speech describing the importance to speak English in certain places and situations.

Graphic number 4: chart's sequence of activities set in the blog.

The aforementioned structure responds to what Dale (1969) proposed in his audiovisual methods theory, the next cone and its average rate for various methods of teaching, remembering, and production. The percentage of visual elements plays an important part and role for teacher-and-learner. Indeed, the most effective methods at the bottom involve direct and purposeful learning experiences for the 5 students.



Source: Adapted from E. Dale, *Audiovisual Methods in Teaching*, 1969, NY: Dryden Press.

Graphic number 5: Second source Dale's Cone Experience sequence. Adapted from Anderson, (2017).

Reflecting on this cone, what it seems is that there exists an important number of students who know how to apply some of the topics in class by making an input analysis to contextualize the ideas, then, the important issue is to provide them a good amount of listening exercise. Taking into consideration that it is appropriate to stand that visual percentage examples supported most of the time in an optical form. In that order, it could generate interest and consistency through a weekly post as an activity to discuss in class once a week. Actually, as it is well known, English speaking skill is most necessary like use internet currently these days to afford opportunities to intercultural exchanges. In addition, this webpage established as a right the freedom and the respect

law between each other to promote, express, and understand an equitable society with common sense.

In this blog there is no exist any kind of restriction or blocking from being older, younger, from any social class or educational level, etc. Furthermore, with its content organization I want to make the student who is suffering of lack of self-confidence to speak, can practice at his/own pace while recognizing cultural aspects that can influence the way people pronounce. Because as Aguilón-Lombana (2017) states, low language proficiency cannot be assumed as an excuse to recognize social and cultural issues that can activate motivation and improve language skills. In addition, they could begin at any time and many times to the internet looking for video clips, audiobooks, music, and stories, if the information is not comprehensible. As a tool guider to listening, repeat, reading to speak, and interact to expose a topic searched before. Where the 5 students from the ages 14-15 years old could filtrate inside to the blog at any time to delete answers, and change them into a better write hand due to the non-rule access. This form shows the students an understanding of how to access the activities.

Relating to the abilities and factors exposed before, Selami (2017) explained that a blog typically mixes paragraphs, pictures, and videos to focus on specific goals, and students can have incredible potential even in circumstances when they showed speaking weaknesses. In that sense, teachers need to drive students into a successful language learning process, dedicating time reinforcement through constant feedback. According to Krashen's hypothesis about Affective Filter, there are four factors that can influence in the learners' personal perceptions and production effectiveness such as motivation, attitude, anxiety and self-esteem. To use the affective filter (A.F) preparation, monitoring, and execution is such a process to analyze students' learning motivation.

Related to those elements in the process of teaching to reinforce students' confidence speaking, the activities provided in the blog had to be social as a vital part to motivate them and help them construct attitude connection. It is in accordance with the fact that students are in an era surrounded by video games, apps, conferences, music videos, movie scenes, jokes, comedy, international news, educational videos, and trends that can make them acquire self-esteem to learn about real life, and make social relations by communicating in English. And through these internet options the students reflected that it was a great idea to work on the "*Let's talk*" blog but with appealing content posted with current information. Specific aspects of language such as common phrases, idioms, and expressions were not easy to find and share regularly to reflect on cross-cultural issues and cultural exchange as Lee (2012) states.

To this respect, Krashen, (1981) stated that motivation plays a role to face the skills difficulties of the target language; in this case related to speaking confidence, fluency, vocabulary, and pronunciation. Thus, in accordance to set suitable resources, I thought that what made them feel more comfortable to reinforce speaking was the blog matched with TV series chapters, music, and stories that provide a self-contained world with language. Therewithal, Krashen (1981) said that this situation decides the commitment, participation inside the classroom, and persistence to perform actively. Indeed, to achieve that argument instead of lead students to long tasks, it was a good way to initiate with short ones to communicate with no mandatory rules that could exhaust them avoiding watching it entirely. So, students just had to check the first video shared from minute 1:05 until minute 5:20, and consequently with the other two video-clips posted in the blog.

In addition, Gardner, (1985) proposed that there exist two kinds of motivations; integrative and instrumental. The integrative it is related to a desire to strives into a social culture life. As an example, the interaction in class through points of view, conclusions, and ideas that are surround in the learners' context. In other words, the interesting parts of the video were the pauses where real-life phrases or words appeared building a connected speech and a natural pronunciation. In instance, the actors said simple phrases; such as "morning" instead of good morning, "you think?" Instead of do you think? To understand this, can ease the process of learners because they think the foreign language is not as complicated as they thought, of course, it is necessary to clarify that these kinds of uses depend on the communicative context.

Consequently, positive attitude in students tends to stablish a learning rapid progress; what it was perceived for the other 37 students. Indeed, the learner allows trial and error for then makes conscious effort and attempt to transmit a message. Thus, a music video can catch the attention when they do not understand the main ideas of a topic. Approaching interest and constant motivation, it can be naturally developed a positive attitude, besides the cultivation depends on students themselves as a teacher. Thus, the fifth and final task was an interview imparted to show the mistakes that even American people could commit but they corrected and continue the speech just laughing about his own mistakes.

Although those previous goals and efforts are important when teaching young learners, sometimes the feedback is more fundamental from the teacher because plays an important role to share ideas, motivation, and discipline that could be positive or negative. Thus, that made me think to share more activities in the blog to continue efficiently in the process. In certain parts I took into account the speaking debilities, the insecurity to talk constantly, or current social issues. I saw a

totally different perspective from those students that showed a lack of confidence. In the comments mentioned before, I realized other good skill qualities they had like writing simple information, reading and saying single words and phrases like in their class presentations.

PHYSICAL PRODUCTION

In this part of the material design, I will talk to the appearance of the blog, because as Aguilón-Lombana *et al* (2018) pose, the aspect of material helps not only in the rapport of the learner with the material, but also in giving sense of the language through the activities. Regarding to this, it is important to mention that as an overview, the pedagogical intentions of each activity were related to taking into account the way to bring to students' attention and stability to continue the speaking process. Then, the blog's name "Let's talk" is a motivating part to let them to know what the main purpose is.

The background of the blog is a colorful universe that shows multiple variations linked to the meaning that speaking is known as a worldwide element. Besides, it has the options in green color like; home, speaking, tryout, and resources to readdress to a specific task. But it did not were established for the students due to the short time to designed and develop them.

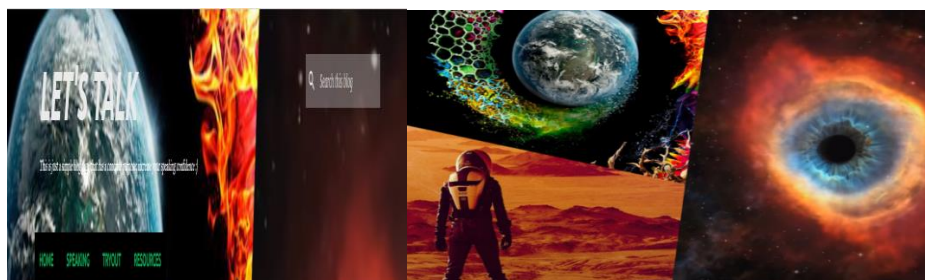


Image number 1: Background of the blog.



Image number 2: First activity of the blog.

Following with the form of the blog, the first activity named in the previous chapter, it had two main characters of a TV show on the cover in a sarcastic appearance that makes really interesting the development of the video. The clip had a short introduction of how naturally we speak in our mother tongue – Spanish- in different situations and contexts. Consequently, it was lead as an example to know if in English is the same process. As a plus, the video had closed captions and high-quality visualization, and a proper sound to understand it.



Image number 3: Second activity of the blog.

As complementary information, in the same activity under the principal video, there was another link about the NBA players' relationship, it could be open it giving a click on the words.



Image number 4. Third activity of the blog.

The activity number 3 was a story, which tells about a girl from another planet where there was a narrator and a text to identify what was he saying. It provides pictures from a landscape, a Native American woman, and a couple of warriors fighting against a monkey. The link was under the images by words like –here you are guys.

**Image number 5: fourth activity of the blog.**

The activity number 4 had a picture in black-and-white about the moon and sun kissing each other due to the love song and its message. Inside the activity, this had another image where it appeared just half of the face from a man and a woman close to kissing each other.



Image number 6: Fifth activity of the blog.

After the four activities were created, the last one was the exercise number 5. Where it had a flick of a famous artist in an interview and a motto at the end of the page; mistakes make us better, not today but tomorrow.



Image number 7: Characteristics of the blog.

While students developed one activity, in the right-left appears a segment called “popular posts” in purple color to letting know to the students that they can advance doing other exercises. A mix of colors created a variation of view to know what is behind or what is related to the name and the description of the posts. Giving to the paragraphs inside each activity a white color to difference a title from a text, comments, or extra information, the letters of the titles were in black mode and the links were in blue color, offering a diversity of images.

EVALUATION

The blog was designed for and validated with the group of 5 students who were detected with the lowest level of self-esteem to speak in English. The idea was to determine if by feeling freer to communicate, the students could gain confidence when they had to communicate orally. For that reason, it was important to have sequence activities where the information could be found easily in a schematic chart on the 14 pages. To this respect, it is important to mention that, because of

different restrictions, just three activities were applied; number 1, 4, and 5. Thus, activities number 2 and 3 did not achieve the action application due that the English teacher in charge did not establish those activities as part of the process for the students to realize after class.

Consequently, to the first activity assignment, the students had just one question to make them understand that there exist different forms to teach and learn. Is it the same process in a Foreign Language such as English for us? In consequence, the answers of the focus group of the 5 students were just descriptions of what they saw and what they liked. On the other hand, they did not understand the question, which made me realize that it was not suitable for students from 9th. Due to that, I changed the activity for other in which they could provide short answers (yes-no questions). Thus, what I could take after that misconception was the students' comments. The video was the activity that students liked the most, they said that had learnt new words and how the funny story provided short phrases to communicate in some circumstances. But most importantly than that, is the fact that they could use English to express their impressions. To this respect they commented thing as:

“I learned to pronounce, to write, that each word has its meaning and cannot be confused with others, another thing I learned is that even in English there are rude words”

“The video was very interesting because it helps us to feed our vocabulary and interpret in a fun way what they want us to understand, the importance of communication even if we are not speaking the same language but being able to interpret the message”

“The video clip seemed pretty good to me since it shows us that the visual part is also essential to feed our understanding and once one sees a word that is quite familiar to them, what is related to what is happening in the video clip and does better interpretation”

“I understood that there are several ways to express oneself with words, summarize simple greetings, also some humor, even if I don't understand it very well”

“It is a very fun way to learn to describe people although not knowing much English is difficult to understand but if you base on the majority of words, you know you can make sense of it and soon you make it easy It was also very entertaining”.

After looking at the answers, I realized that possible the helped themselves by using a translator, mainly for the amount of information that they provide. But that fact that caught my attention was the motivation they showed in participating in the activity. They were really motivated by audiovisual material and with the idea they could have extra time to practice their English. The activity number 4th was an activity full of accent variations, that made the aware of different ways to pronounce the same word. Accordingly, they commented that speaking English was easier than they had thought and that most of the times the pronunciation depends on cultural issues.

Due to most of the activities were answered in a written way, I needed to listen to their voices, their fluency in speaking, and the management of vocabulary they had gotten. Then, the final task was set as homework, it consisted in describing the importance to speak English in certain places and situations, taking as an example the interview. After checking the audios of the 5 students, I noticed that they had the full intention to communicate a message. So, they used expressions like

“What I mean is”, “My idea of this is”, etc. However, they just explained why they did like the artist in the interview and not the main reason.

From that situation, I derived that they did not read or comprehend the full situation, creating an issue because interaction requires paying constant attention. That also happened by their low language level, but they got the main idea thanks to the visual images and because they were allowed to organize their ideas before talking. By different comments, the students showed variation in pronunciation, and even, a lot of mistakes in pronunciation, but they reflected that could speak without so much hesitation and fear about performance.

CONCLUSION

As a reinforcement material, it is suitable to say that the blog was appropriate to gain self-esteem because it had short tasks and some topics that resulted interesting for the students. But at the same time, advanced questions or long tasks can interfere with the way that students try to discern and apply positive performance and results. Then, the didactic sequence provided in the blog allowed the students to get enough input before starting talk and that reduces anxiety.

Besides that, the use of visual material took into account in that didactic sequence of the material, helped the students to understand the information, even if they did not get most of the vocabulary addressed in the different activities. That situation motivated students to change their perspective of the issues to speak English. This motivation widened the expectations and the aims of the blog because other students watched the material posted, one of the activities even reached

520 views and 89 of comments. Showing that video clips are a good form to get grammar content, vocabulary and cultural elements.

In the same way, digital activities can show a variety of pronunciations that make the students to understand that, although there are general and common rules, those can change by cultural behaviors, social status and geographical location. Then, it is suitable to say that as soon as the learners can understand those differences, the mistakes, and the weaknesses that block them will fade little by little. Then, as Aguilon-Lombana (2017) states, it not necessary to provide just phrases or chunks of vocabulary to improve language learning, communicative relevance and cultural knowledge, because the students can get the whole picture of the situation if we as a teacher help the by providing information by different senses.

In short, the speaking reinforcement set of activities given in the blog, was just an excuse to make them get input to feel that they were able to talk, and they showed it resulted in a positive outcome. Although, I must recognize that I was not able to demonstrated a great improvement in language skills because of the short time the students use the material and the few exercises they had to speak, I think the main goal was fully completed because they gain confidence and were motivated to practice English. Then, it is necessary to apply concrete information and examples of how beautiful is to speak with people from other cultures and regions above creating familiar relationships with the students' personalities, daily lives, environments, and backgrounds to interact. In this purpose the methodological perspective structured by Jolly & Bolitho (2011) provides a consistent framework to develop useful reinforcement materials for teaching English as a Foreign language.

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