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Web 2.0 an english language learning facilitator

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Web 2.0 as an English Language Learning Facilitator

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DEDICATION

During the thesis process there were many difficulties, because of the time, the resources, and also personal difficulties but always our thesis group tried to be together, overcoming the obstacles for ending our thesis project. That is why, I want to render thanks to my partners for all the things what we did during this process and definitely my family because without them, I could have never done and been the person who I am until now. Also I will appreciate all things that they gave me to make real my professional life. Finally my girlfriend because she helped me all the time, actually taking our free time for working on my thesis project. For this and all of things that I forgot to mention here also people, I will appreciate forever your aid.

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Life shows us that we must overcome various obstacles no matter how hard they are and now is when I feel more proud to be able to get ahead, despite the loss of the person that was everything to me in my life: my father. To him I dedicate this great achievement, as was always my role model, my greatest pride and joy, which from heaven is accompanying me and enlightens me every moment of my life. My mother who has always been my support, regardless the solitude and distance. She has always accompanied me and guided me in the right direction. And finally my sister who is my lovely doll. All my family and friends who have accompanied me during this cycle of my life. God bless and give you much wisdom and enthusiasm to continue with all the projects in your lives.

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I offer this great achievement to my parents for being my biggest support in every way, my husband forever give me strength and courage to follow my path and my son be the light, the engine and greater motivation of my life.

Angela Enciso

I want to do this dedication to my mother who right now is in the heaven, but she always remains in my heart and my mind, to my sister that is like my mother and my best friend. Thanks to them I have been able to overcome any adversity.

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Finally, we want to recognize the personal effort of each of the members of the group without this we had not succeeded. Despite some difficulties encountered and thanks to the patience and dedication we achieved our goal. We leave a solid proposal that will be of useful for our community.

Table of Contents

CHAPTER 5

LIST OF TABLES

TABLE OF APPENDIXES

Resumen

Como estudiantes de la universidad de la Salle y dentro del proceso de formación investigativa en la institución ASE, la cual permitió realizar la práctica social, se lograron identificar elementos que condicionan el aprendizaje de los alumnos como: la falta de motivación hacia el aprendizaje de una segunda lengua, la escasez de recursos físicos y la falta de tiempo en las sesiones de clase; teniendo en cuenta su realización semanalmente con una duración de tres horas.

Por lo anterior, como estrategia para facilitar el proceso de aprendizaje de los estudiantes, era necesario integrar nuevas herramientas que facilitaran y promovieran el interés para el aprendizaje de una segunda lengua. Gracias a esto se indagó entre los estudiantes su preferencia metodológica a la hora de aprender, a partir de sus respuestas se midió el impacto que tendría la implementación de ambientes virtuales y herramientas tecnológicas en los procesos de aprendizaje del inglés. Para cumplir con este objetivo se vio la necesidad de investigar y analizar algunas propuestas teóricas desarrolladas para el aprendizaje de una lengua,   las cuales han sido estudiadas y desarrolladas por expertos en la materia y contenidas en el   marco teórico del presente documento, en las que se destacan el uso de las TICS y WEB 2.0 en los procesos de enseñanza- aprendizaje, cómo enseñar inglés a niños, los enfoques comunicativo e interactivo y finalmente la motivación en el aula de clase; estos temas fueron establecidos como los constructos teóricos que guiaron el proceso investigativo.

Por las características de esta investigación, se utilizó una metodología mixta, determinada a partir de los instrumentos de recolección utilizados (encuestas, bitácoras de campo), permitiendo analizar los datos obtenidos de una manera más profunda y detallada al comprender las opiniones y necesidades de las personas que estuvieron involucradas en el trabajo de campo.

13

Como conclusión se determina que la implementación de herramientas y ambientes tecnológicos y virtuales en los procesos de enseñanza-aprendizaje, favorecen de manera clara el desarrollo y la potenciación de las habilidades y capacidades lingüísticas en los estudiantes, permitiendo una mayor motivación y desarrollo de la autonomía de los estudiantes en la manera que ellos aprenden, utilicen y reconozcan una segunda lengua, para este trabajo, el inglés.

Palabras clave: Educación. Aprendizaje, Habilidades, Tecnología, Ambientes Virtuales de Aprendizaje, Web 2.0, TICs, Motivación, Interacción, Interactivo, Mejoramiento.

Abstract

As students of La Salle University and in our formative research process at ASE, we identified some elements that condition the student learning as: lack of motivation to learn a second language, lack of physical resources and the lack of time in the class sessions, considering that the classes were once a week for three hours.

Therefore, as a strategy to facilitate the learning process of students, it was necessary to integrate new tools that facilitate and promote interest in learning a second language. Thanks to this, we investigated among students their methodological preference when they learn, and taking into account their responses, we could measure the impact that would have the implementation of virtual environments and technological tools in processes of English learning. To achieve this objective it was necessary to investigate and discuss some theoretical proposals developed for language learning, which have been studied and developed by experts. Some of these proposals

are contained in the theoretical framework of this document. This framework presents the use of ICT and Web 2.0 in the teaching-learning processes, the teaching of English to children, the communicative and interactive approaches and finally motivation in the classroom. These themes were established as the theoretical constructs of this research process.

Due to the characteristics of this research, we used a mixed methodology, determined from the data collection instruments used (surveys, field logs). This methodology allowed the analysis of data obtained in a deeper and more detailed form to understand the views and needs of the people involved in the fieldwork.

As a conclusion, it is determined that the implementation of tools and technology and virtual environments in the teaching-learning can help the development and improvement of language skills in students. This implementation seems to allow a greater motivation and development of student autonomy in how they learn and know the second language.

Key words: Key words: Education, Learning, Skills, Technology, Virtual learning environment, Web 2.0, ICTs, Motivation, Interaction, Interactive, Improvement

CHAPTER I

Introduction

The learning of a foreign language shows difficulties and advances in Colombian society nowadays. Some of these difficulties are result of the lack of some tools for developing a better learning process. On the other hand, technological advancement has become part of our daily lives and for this reason the next research seeks to improve and orient the level of the foreign language in students from nine to twelve years in the institution "Alianza Social Educativa". We took into account the basic knowledge in technology and computers that students had and through this, we could realize that people had meaningful advances in the learning processes because the virtual interaction allows cutting distances and time, at the moment of obtaining knowledge.

The first chapter will cover the main characteristics that have to see with our research question, which aims to measure the impact of virtual learning environments in an institution that does not apply them. Therefore, it is limited to use traditional models of teaching, that is why we have established specific objectives that will support the importance of executing this research.

The second chapter analyzes the theoretical foundations that are the support of this research work about the study of web 2.0 and its use in virtual learning environments. Also it shows what is the correct way for teaching English language to children and what are the parameters to take account in order to learn a foreign language. Also this chapter shows how the communicative approach and the interacting approach offer good dynamics for the learning language English since they allow the exercise of the four skills in virtual learning contexts.

In the third chapter, we analyze what were the reasons that led us to do a mixed research. This approach guided the process of data collection and the use of qualitative and quantitative instrument to obtain the necessary information..

In the fourth chapter, there is a presentation of the process of analyzing the information, the techniques and methodologies used. Also, there is a discussion on the results that gave sense and orientation to this research work.

According to the development of new technologies such as the Internet and software, and taking into account the necessity to learn English as the most representative language that in general joins the world, when we elaborated our research project we thought to exalt the effectiveness and importance of mixing these two elements: new technologies and English. This way we could design a new English language learning tool by the use and implementation of new technologies that are common for children in order to improve their English language learning. As a result, we designed our research question in order to mix these elements that are meaningful in the learning process of children and teenagers.

Background

Below are presented some antecedents that are taken into account for the development of this research, which describe the relation between different virtual environments and the learning a foreign language in children; the results of the researches cited describe some proposals that have been elaborated in educational institutions using various technological resources.

In initially the study made by Durán, Barrio and De la Herrán (2007) it showed the importance of using ICTs for teaching English in four educational institutions of the community of Madrid, the study established through of interviews and surveys that students find greater motivation and interest using technology tools, accordingly the interactivity with informatics programs allows to the students learn in a practical way developing their autonomy, because they must take decisions when they interact with the program. Also the study proposes the need of modifying the methodology of teaching by teachers for developing other environment of learning.

On the other hand, Jimenez and Santander (2011) make a reflection about the contribution of the ICTs in a school, where from communicative approach these technologies allow develop receptive and productive skills, facilitating the language comprehension and stimulating the creativity and commitment with the learning process. The research establishes that the use of new technologies by students allow the access to big variety of information through internet, generating a cultural interchange related with daily life.

Moreover Vila (2010) establish that the ICTs provide useful spaces for developing activities and show them outside the classroom, because are easy access for children, in addition to foster the participation these are an excellent communication channel between the family and the school.

With regard to education in Colombia, researches have been working on various projects to link these two areas: English learning and technology. Barón and Rozo (2005*)* argued:

> The Ministry of Education together with the state leaders have implemented Bogota
> bilingual system because the world requires us to use English as a foreign language, such
> as the use of technology and how best to link these topics through an area which facilitate
> the learning simultaneously.

Within the national environment, Moreno (2010) concludes in his study that the multimedia is an effective tool for the autonomous learning of the vocabulary of foreign language, in the same manner ICTs are a didactic resource effective where children feel highly motivated for this new way of learning, highlighting the importance of incorporate the technology resources in the teaching by the teacher.

Likewise Barón and Rozo (2005) show in their research the technology as a mediator in order to use it as a motivator for reading, the idea was to create a software, virtual animation, where children will be able to   learn and images and play and understand the topics, developing listening skills.

After review the different works related the learning of a foreign language mediated for the use of ICTs it is established the pertinence of this research in ASE institution.

Statement of the Problem

Alianza Social Educativa (ASE) is an institution of informal education. It offers English courses to children, teenagers and adults. In the researchers' social practicum they worked with students between 9 and 12 years old of English level A1 according to the CEF. These students had different attitudes towards English language learning: some of them were impish and disobedient, others were judicious and smart; some of them did not like English and others did.

Although the institution did not provide us with enough resources for developing the classes, the authors generated interactive and attractive lesson plans in order to contribute to a pleasant environment for the students so they could encourage them to learn in a better way. During the development of the researchers' practicum, and according to the results obtained in a diagnostic test, achievement tests and in some surveys; authors noticed that students had several weaknesses in English language learning. Researchers realized that those difficulties happen because of the class gap due to sessions take place each Saturday. The time each session lasts is not enough for learning to be meaningful. In addition, there is a lack of motivation from students and the learning and teaching resources are insufficient to develop the classes properly.

During the time researchers worked with those students, we consider that there is a relevant aspect that affects the learning of English as a foreign language. This aspect is the gap between each session of class, because authors could realize that students did not learn the topics deeply and in the following week they had forgotten the last topics studied in class. Moreover, researchers know that student attends classes only on Saturdays, so they do not have enough tools in order to practice and reinforce the topics autonomously during the week. Due to this, the learning process was significantly affected by the lack of continuity and

contextualization of what was practiced in each class because it is necessary to have a constant use of the language, in order to put it into practice in real situations. It was a major problem with ASE students since they did not show the knowledge that was supposed to be learnt in the classes by participating and being interested in the development of the sessions.

The assigned schedule per session was not enough to understand and learn the topics prepared for each class properly. For instance, in some classes students could not finish the activities designed for the class, and in some others researchers could not give a clear explanation of the topics because time was too short to develop the whole lesson plan that we expected to follow. That is why the students can be confused and unsure about the concepts and topics studied. Due to this, authors could notice that this aspect does not allow students to understand deeply, where their communicative skills in the target language could be stronger.

Taking the above issues into account, researchers could realize that students were each time less encouraged in their learning process. Given this fact, authors considered that student's lack of motivation made it difficult to develop some topics in class, and that this lack of motivation was generated by the pressure of their families and their negative experiences in English language learning. As a result, students associate school experiences; such as, bad communication with the school English teacher, bad grades, boring classes. Besides, having these classes on Saturday, allow students to think that both classes are going to be developed the same way, or maybe they can make comparisons between the school teachers with the ASE teacher. The low performance of the students with this subject on their own schools would make parents think that Saturday's classes are going to reinforce their children´s doubts and also make them pass the English subject at their own school, but they do not think that their children are not the

only ones who attend to classes and the offered courses have a complete schedule and units to be explained in each class.

Furthermore, through the development of our classes, the researchers determined that there was another significant aspect that together with the previous problems was affecting the learning process of each student. It is the absence of teaching and learning resources to elaborate the classes, which limited the processes for teachers and students. This lack does not allow to manage classes in an attractive and substantial way to improve students' English language skills. It is necessary to increase the time of the explanations for the assigned topics as a way of making those limitations decrease.

Finally, the authors consider that the previous factors such as the gaps between each session, lack of motivation, lack of time per sessions, and the absence of resources are elements that affect the students' English language learning process. According to a deep study and analysis of the development of the classes, researchers realized that it is important to encourage students to learn a foreign language by implementing an attractive and appealing environment through the use of some technological tools that nowadays are part of students' daily life. This implementation can improve their skills in the target language because they are used to be in contact with technology as common aspect in their lives.

Research Question

As a result of practicum at ASE and the learning experience as students of modern languages at La Salle University, the researchers have analyzed the factors that seem to play a role in the performance and motivation of students when learning a foreign language at ASE. Based on this, the researchers decided to establish the following research question that guided this study and organized the stages of this research.

What is the impact of a teacher-designed web page on the English language learning of basic students at ASE?

Objectives

- To characterize the impact that a web page can have in the learning of English at ASE

- To assess how virtual environments can influence students´ attitudes towards language learning.

Justification

Nowadays technological tools allow, practically in all fields, people to have new alternatives for learning. They offer opportunities for better communication, because it is really easy to access to different sources of information like educational software, blogs, forums, tutorials etc. and at the same time to interact with other people. Furthermore, the researchers know that with some technological tools it is possible to share and increase knowledge.

This project seeks to show that technology can increase learning through a different model of study. With this model, students can improve their weaknesses when working with pronunciation, vocabulary, communicative activities, and real-life activities. Besides, they can practice the four skill in other contexts.

This research attempts to determine the   impact that technology has on students by implementing a web page. This web page acts as a virtual environment through which students at ASE can improve their level in English language learning.

This institution only applied traditional classes, such as sessions without other resources to complement the educational process, and old methodologies of teaching and learning that need to be changed in order to find new and effective educative strategies. As a result of this, researchers found in their experience as teachers in that institution; that it is relevant to focus efforts on finding spaces that improve motivation in the students and teachers. These spaces can offer continuity in the process and teachers can offer children reinforcement on the topics through autonomous learning activities. Because of that researchers think that by applying the web page as a technological tool for English learning they could expand student's skills and improve the use of English in their daily life. In addition, students could learn deeply by using new

technologies with the specific aim of implementing new technological environments for improving their English language skills.

Furthermore, the authors wanted to create a useful and pleasant environment, easy to understand and interesting for students in order to encourage them to learn English.

With technology the world has really changed in a positive way because people feel comfortable with a simple communication through of a computer or having a tutorial by internet. This way, technology can be a motivating tool. Because of this motivational and communicative potential implementing other alternatives for learning is basic in this proposal. In the end, this proposal can contribute to the enhancement of the quality of education in foreign language learning.

CHAPTER II

Theoretical framework

Information and communication technologies (ICTs) in Teaching and Learning Processes

With the evolution of time and the emergence of a globalized world, new technologies have surfaced and allowed society to have a broader and more objective vision about the world and its dimensions. Thanks to this, education has been enhanced in terms of teaching-learning processes, providing education with quality to all children, youth and adults who have access to it.

To understand the scope of the changes that have led ICTs within society in general, it is necessary to highlight the definition of ICT and its role in education and the globalized world. According to Ibarra (2007), ICTs are tools like (internet, software, electronic encyclopedias, web pages, computer, radio, TV, ipod, etc) used for the management and transformation of information in order to achieve a better communication.

On the other hand, not only do ICTs allow users to design their own messages, but also they let them set the type of information to be accessed, the amount and level of information sought and the frequency of access. Niño and Perez (2005) stated that:

> By ICTs we mean the new media and channels to shape, record, and store and
> disseminate informational content, based mostly on the use of computers: internet,
> interactive video, videotext, satellite TV and cable, hyper documents, CD-ROM in
> different formats, multimedia, email, virtual reality... And possibly its most

26

significant feature is the interactivity. It is also what allows you to acquire a full

sense of the field of education and teaching. (p.35)

Another definition of ICTs is provided by Semenov (2005). This author explains

that:

The merging of telephone networks with computer networks likened to an

individual able to interact purposefully with its surrounding realities which are

perceived and modified by various receptors and effectors". But, what is "able to

interact purposefully"? It means the sensitivity of our senses, which enable us to

perceive events and communicate with other humans and machines over long

distances. Or is the amount of data, information, and symbolic expressions that can

be processed and logically analyzed in a split second. And finally we can say that

is the efficiency, accuracy and precision of our manipulations of both symbolic

and material objects of the most diverse kind. Our capacity to make sound

decisions based upon intuitive judgments and tacit knowledge. (p.33)

Based on the previous definitions, it is possible to maintain that ICTS allow the

interaction in different kind of media and society, since they facilitate an effective

communication.

On the other hand, the researchers consider necessary to focus on the following aspect

that is one of the main feature that guides this research: TELL. Levy (1997) argues that TELL

(Technology Enhanced Language Learning) are the possibilities offered by the Internet and

communication technology for language learning and teaching.

In the following chart authors try to show some devices and applications of those concepts:

Table 1. ICTs, CALL and TELL

CALL	ICT	TELL
Computer Room	VCR	Websites
Companion software	CD / DVD	Keypal
Language Software	TV set	Blogs / V-logs
CD ROMs	Video Beam	Podcasts
Editors	Video Room	Forums
Print Graphics	Audio Room	Web quests
	Recorders Camcorders	Course wares
	Audio Players	E-mail
	Companion Websites	Chats
	Internet Applications (see TELL)	Messengers
		Wikis
		Scavengers
		Web search machines

ICTs are used in all areas of everyday life of society and therefore it is necessary to highlight some of the benefits in using them: they improve inter and intrapersonal relationships as they focus on the interests and likes of people; they raise the level of attention because they are attractive; they can store large amounts of information in small devices or digital files; they allow people to be aware of current events, social changes and developments in the globalized world;

they reduce travel time because through the network people can access many services with just

one click. These are some of the uses and applications of ICTs in social life.

However, although Ibarra (2007) mentions ICTs are an essential part in the lives of all

people, it is the young people who make better use of these technological tools. When they use

ICTs in a properly focused way, they can use their knowledge in order to meet the needs of the

social reality that exists where they live.

Nowadays, it is clear that ICTs have a key role in education, and it becomes increasingly

necessary to use these in the classroom, as mediators of the knowledge that is taught. Students

and teachers must be informed of the technological changes that are part of the society. These

changes can give access to exploring different media that provide significant learning in all

educational spaces. Educators then need to be committed to adapting their methodologies in order

to use technology effectively.

"It is also important to emphasize that technology can never replace the work of an

effective group of teachers and school managers, but it can facilitate the task of teaching for

them". (Williams, Burguess, Bray, Bransford, Goldman and CTGV 1998, p.123). Therefore, it is

important to have qualified teachers capable of implementing technology in the classroom as a

fundamental tool in the process of learning and teaching. Such implementation can facilitate

access to certain knowledge and information relevant to the improvement of school processes and

motivation in the classroom. ICTs, then, cannot replace the work of the teacher, but he has the

responsibility to enforce the use of ICTs in the development of the class as a mediating tool for

knowledge, for these technologies play a fundamental role in the global society of the XXI

century.

The use of the web is a practical and easy way to start with the implementation of technology in the classroom. There is a variety of resources that can be used as facilitators of knowledge as Dudeney and Hockly (2009) mention in his book:

> The web is a source of content that can be used as a window on the wider world outside your class, and is – of course- a readily available collection of authentic material. As such, it is a much larger repository of content that have previously have been readily available to you and your students. (p.7)

Through the Internet teachers can access a variety of resources that can be used in an educational way in and out of school. However, they must not forget the need they have to train students in the proper use of this resource so that a significant learning can be achieved through the use of technology.

In addition, Dudeney and Hockly (2009) maintain that the use of the internet in the classroom can bring some benefits for students as teachers too. These are the following: (a) no need to be an IT expert to access to this, any person, child, youth or adult can access these resources in an easy and effective way; (b) internet encourages interaction, cooperative learning and sharing of knowledge, which can be used for simple or interdisciplinary language learning purposes; (c) it promotes greater motivation in students; and (d) it encourages critical thinking skills.

Technology is a fundamental part of education and society in general and knowing how to use it can bring significant benefits for the improvement of education. That is, new technologies can bring changes to teaching and learning.

Within this context, it is necessary to highlight the use of multimedia resources of Web 2.0. It is important to understand this concept because the technological implementation used by teachers during this research is directly related to this information, taking to account that the use of the website as mentioned above is a benefit in the learning process for both teachers and students.

Web 2.0

The alternative proposal that the researchers used for the problem previously detected, is to implement the use of technology as a way to motivate students and also as a resource that facilitates the learning process. For this reason, the researchers decided to create a web page that helps them in this practice. It is important to clarify some concepts that support this research. First of all they would like to start by defining a term used on the name of the project, the meaning of Web 2.0.

According to De la Iglesia and Garcia (2010), Web 2.0 is a space designed to share, collaborate, contribute and edit a media where people communicate with other people. The history of the web has changed according to the world requirements. For example, initially the first web was called 1.0 it restricted where some corporations could publisher certain content and people could only read and download that content.   Now, in the web 2.0, people are users and corporations provide the software that people can use and even change to interact. Also they can save and change the information according to the access and correction that corporations provide.

When people have the opportunity to participate and modify the information, they start to interact in the web in this way appears a concept of collective intelligence, which means that people exchange ideas, articles, publishing, images, etc., organized by centers of interest. This

information allows them to help each other to solve problems in different ways. The use of data published in the web allows people to improve knowledge in different areas, trough the interaction the students can developed communication skills that help in their learning.

This type of intelligence may also have some negative effects such as isolation and cognitive overload, dominance (monopoly), exploitation and intolerance. "It can also become a problem for people who do not use it because it may not be updated with new tools". (Lévy, 2007, p.67).   Although it is not necessary to be an expert to use the web but if necessary that this process is guided, especially when it is done with children.

When teachers decided to use the technology in their classes, also it is important to know what kind of tools are used by the students in their daily routine, these in some cases are an essential part in the live of young people and these can help in the learning process. According to Solomon and Schrum (2007), children need to learn to use the effectively since they can have access to web-based sources trough, web cams, video games, mp3, cell phones, television. Children can use these tools   for different purposes such us obtaining help to do their homework, having social interaction and especially playing interactive games.

In a consequence, is essential to know how children can learn in trough the use of technology. In this regard Solomon and Schrum (2007) mention:

There are six cognitive process dimensions: remembering, understanding, applying, analyzing, evaluating and creating. The knowledge dimension represents the kind of knowledge to be learned and the cognitive process identifies the process used to learn. At the same time, the knowledge dimension has four levels: factual knowledge, elementary knowledge, able to solve problems, conceptual knowledge, understanding relationships

among the basic elements; for example, classifications and categories, principles and

generalization, theories, models and structures; procedural knowledge, understanding how

to do something; and metacognitive knowledge, knowledge is the cognition in general.

(p.34)

Taking everything above into account, the following table shows the differences between

the traditional and new version of Bloom's taxonomy (1956). In which the distinction indicates

that new technology tools have the capacity to support higher thinking order and more engaged

learning.

Figure 1. Bloom's taxonomy (1956)
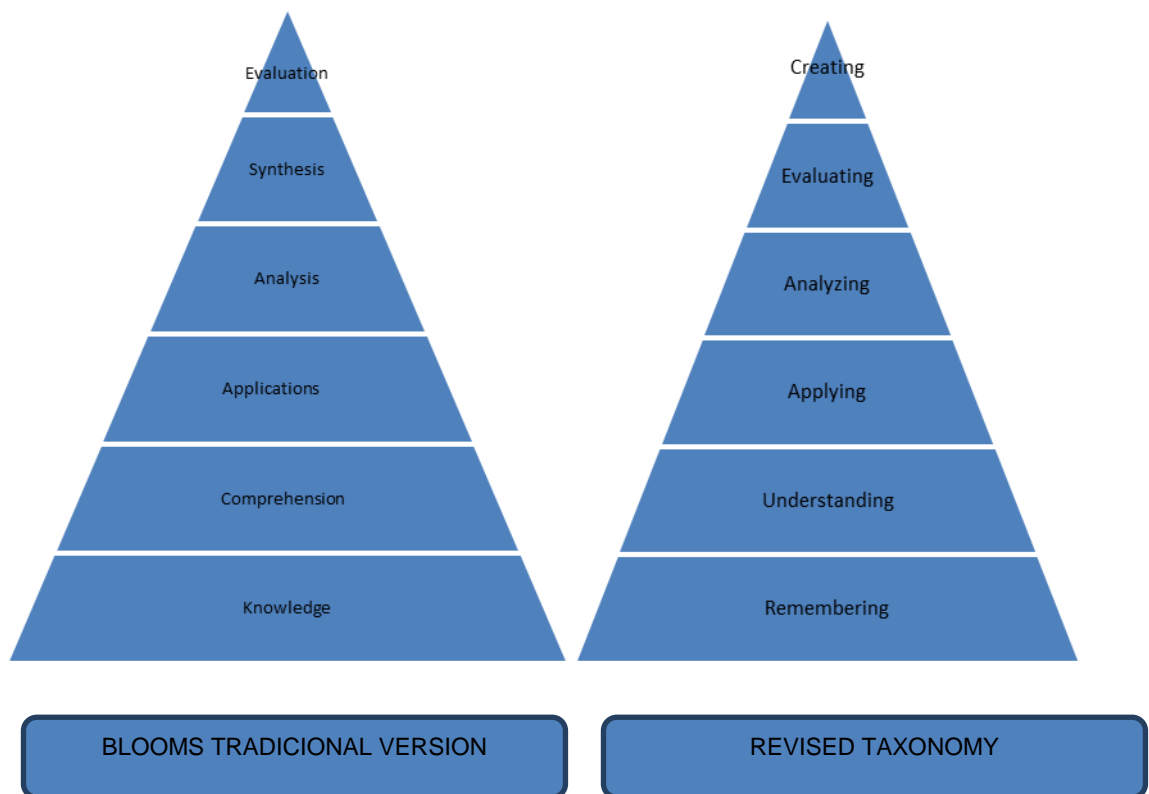
To develop or use these levels of cognition determine the ability for students and general people to solve problems. These levels are used in different areas of knowledge and have a great influence on learning. For this research is important to have knowledge of the taxonomy as from technological tools, which in this case are a means of learning enables the development levels of cognition   remember, understand, apply, analyze, evaluate and create facilitating learning process.

Furthermore, these skills help to introduce the technological tools combined with pedagogical tools, taking to account the different ways to learn of students, such as visual, kinesthetic, auditory persons etc. However, technology could make easier the development each one of them in an appropriate way. Here it is the teacher's responsibility of involving students in this system in an adequate form in order to reach an effective learning .Moreover, it is important to know how students learn in terms of producing and implementing different pedagogical tools inside and outside the classroom.

For instance, outside the classroom teachers have some educative online environments; this refers to teaching by using computer webs, Kearsley (quoted by Loyo and Rivero, 2005). This kind of education allows students to have autonomy, responsibility and freedom of decision on how the students want to learn looking for their own interests. And again appear a common term used , interactivity, it relation not only with the use of technological tools, but it also has great influence on the cognitive learning of those who use these means.

Loyo and Rivero (2005). Talk about an important word linked with online education: Interactivity. They describe it as follows:

Interactivity in online educative environments is crucial for a student's successful integration of contents during the communication. Interactivity as a communication between two or more people makes the material of study to become sensitive to the personal communication experience to be an indicator of understanding and learning of students. (p.156)

This means that interactivity reflects a communication and it becomes meaningful to the subject. In this way, in the communicational spaces should occur a dialogue between the teacher and students in the classroom and also in a virtual environment.

The author outlines the importance of involving students in the material design for each class, because this generates a better assimilation between the students and the contents, even allowing a better development in the solution of the activities that need to be supervised.

Taking into account the use of the web, students can interact with the teacher, and with the entire world too, because the new trends of the web offers the possibility of having real communicative situations with people in different contexts where the learning of a foreign language gets become useful in order to realize about the use of it, in a certain culture.

Finally, as the authors showed, the use of the web is favorable for students in several aspects, for it is useful not just in the educative area also is used in different disciplines and as we mentioned before, the use of technology is outstanding in the real world that the students have to face nowadays.

Considering that this project is focused on teaching English to children, it is necessary to involve the question of how to teach English to children? So that researchers can learn some important aspects to consider during this research process.

How to Teach English to Children

Nowadays, children are incredibly adapted to learning languages and pick up new words, phrases and grammar structures easily however they have shorter attention, so teachers must struggle to get them to study. However, teachers can use the children's energy to their advantage and engage them with games, songs and activities that will help them learn while having fun.

Scott and Ytreberg (2000) state that children from five to eleven years old can learn a foreign language. They consider this age as the most vital stage in the child's development. Furthermore, they clarify that children have different mental processes and it is not possible that all of them learn the same way. Some children grow early, some later; some others grow gradually, and the teacher is the only one who can see how his students move forward in the learning process.

However, teachers can help children to develop their mental process in a faster way if they understand how young minds work and develop in order to help children. Teachers should know some facts about learning a foreign language and some of these facts are:

1. Words are not enough: copying or writing sentences without context does not make the learning process easier. It is better to make full use of the school environment applying the new vocabulary in a real context. Representing real situations helps students to be able to use the topic studied in class in a relevant way.

2. Playing with the language: students need to talk about them, create stories, narrate situations, etc. The purpose is that students explain their ideas. So grammatical

mistakes are not important; the important factor is that children understand the ideas of each student.

3. Environment: attracting children's attention for a long time is hard work. For this, it is necessary to create different spaces and activities where students can practice and demonstrate what they learnt in class.

In order to apply the previous facts in English learning is important create and use a learning environment by exposing children to English through age-appropriate videos, games and music.

According to Glass (2011) the use music and songs help to learn children because young learners pick up vocabulary, grammatical structures and the rhythm of the language simply by doing what they already love to do...sing.

Glass (2011) states that motivating students during the lesson to reinforce learning is good because it further enhances the child's ability to remember by physical association to the word, and it helps students use up energy so they do not get fidgety or distracted. Then, it is important to find ways that motivate students to practice English while they have fun and one interesting option is build an interactive environment for the children allow students learn a second language through games and dramatic play and singing into your lessons.

On the other hand and taking into account the importance of working communicative skills such as reading, writing, speaking and listening with students in all processes of learning and teaching of foreign languages, it is necessary to mention some key aspects of each of these skills in order to provide higher quality in the development of activities on the web and in the classroom.

Scott and Ytreberg (2000) define the skills as follows:

Reading

In order to catch children's attention, it is important to select short stories with appropriate vocabulary for them. In some cases, it is better that those readings have pictures with colors because they could motivate the students to follow the reading and to understand some words.

After reading a little part of the text, it is advisable to make some questions to check the Children's understanding. There are some web pages related to books for children and they have attractive activities in order to be aware of the students' comprehension.

Listening

It is one of the most difficult skills. In some occasions, it is necessary to use facial expressions, visual back-up, mime, etc. in order to associate the meaning with the words. But, if students do not have a teacher in front of them or if they consider necessary to practice extra time, the Internet would become one of the best options to practice this skill. Also, by using this tool, children can make different listening exercises according to their level and preferences.

Speaking

It is perhaps the most demanding skill for students to learn. The only way to improve it is by practicing every day in a real context. This is not possible to practice sometimes in the school for different reasons. However, technology allows where children to practice spontaneously even inside these buildings. Moreover, children can use some media such as chats and educative software with the aim of establishing dialogues and conversations with native English speakers.

Writing

Keith (2005) states that a rich language environment is the foundation for good writing. Games and activities that build vocabulary increase the range of words child will know to write with depth. Word games are classic and fun for families.

However, Abisamra (2001) mentions that the writing activities should be structured in ways that help students learn to produce cohesive and coherent discourse on their way to become self-sponsors of their own writings.

The previous aspects give an idea about the possible exercises on the web page that could use students for practicing the communicative skills and review the topics studied in English class; also allow identify which could be the impacts that will have in the children to use this tool.

Up next the researchers present another important element in the development of their research that allows access a meaningful method when teaching languages. Furthermore this aspect is required by students in order to be able to communicate with others in daily social spaces.

Communicative Approach

Inside of the methods used for learning foreign language, the communicative approach has big importance for developing skills that allow interaction in real contexts between people who practice, it offers opportunities to think in the foreign language, this approach allows sharing personal experiences from students and these experiences contribute to the learning.

Nunan (1996) argues that the communicative approach is characterized as a teaching approach in general, consequently the most relevant characteristics are: it makes emphasis on

communication in foreign language through the interaction, it gives importance to the personal experiences from the students as elements that contribute to the learning and it allows establishing relations between the language learned in the classroom with activities made outside the classroom.

The essence of the communicative approach is focused in achieve the learning objectives, not only that students acquire a determined linguistic system, is necessary that they can use the system to communicate appropriately.

The concept of communicative competence has changed through contributions made by different researchers, until establishing a concept that includes all the kinds of competences, therefore according to Canale (1983) describes the following:

- Grammatical competence: is the domain of the linguistic code, namely grammar, the system phonology and the lexicon.

- Sociolinguistic competence: it has to do with knowledge of the properties listed in relation to the social context and the communication situation.

- Discursive competence: refers to knowledge of the relationships between different elements of a message and mastery of the rules of combination of these elements according to the different types of texts.

- Strategic competence: refers to the domain of communication strategies for verbal and nonverbal control the media, to enhance the effectiveness of the same or to compensate for the insufficient mastery of other competences. (p. 27).

In the same way Jimenez and Santander (2011) argue that the communicative approach suggests to design dynamic and innovative activities in the teaching, where the use of ICTs in the classroom, is a tool that takes advantage of the informatics for the   learning and interaction of a foreign language, providing more resources that motivate and encourage to students for developing their communicative competences in a real context.

Consequently, the arrival of the technology and the internet have created, a revolution in many academic areas according to (*Integrating technology within…, 2011*)

In order to complement the communicative approach to language teaching, technological tools can be used to bring more realistic language experiences to the blended learning environment. Since the teacher acts as a facilitator within this type of blended teaching, it is his role to find a variety of activities that act as a catalyst for authentic communication.

As result the communicative approach makes that the students acquire a linguistic competence, it allows having effective communication, this innovative methodology together with facilities providing the current level of technological development, create a new communicative space where the students can satisfy their needs in order to learn a foreign language in a virtual environment.

Interactive Approach

First of all, to start talking about interactive approach or interactive pedagogy, it is proper to clarify and mention that this aspect have to be orientated towards the language learning process. That means many authors and theories have been used to explain different strategies. Silva (2005) explains on his research that learning occurs from the interaction of students among

themselves and in the interactions with the contents and learning objects. There are different meanings but those depend on the author's point of view; such as intention and context.

Consequently, teacher should act as a mediator who promotes their own knowledge in students and makes the interactions possible as a way of expression and confrontation inside the classroom. This mediation involves experiences of the students to build knowledge. Also, the teacher makes another important contribution as another student, when he has to understand and analyze the attitudes and behaviors of students and react according to them; in order to teach and guide through different situations. Although some students have to follow many aspects and behaviors ordered for teachers, that is why the interactive field makes students be aware of the importance of autonomous learning.

This autonomous process does not exclude the teacher as the main tool for sharing knowledge, but it makes him feel and see himself as a mediator between motivation and learning. This way, students and teachers are not the only factors involved on practical teaching. Technology has arrived on the postmodernism era and this practicum shares and uses the theories exposed before as the construction of a chain between the past, the present and the future forms of learning and researching. However, teachers must manage technology and theories built by experts without forgetting to put them into practice in a real context.

During the first part of the investigation, when we were detecting the problem, we noticed that not only the time between each class session was the only disturbing factor of the situation, also we detected the lack of motivation of the students, in both cases, attendance and in the fulfillment of work, for this reason it is important to delve a little on this issue which we consider also has great influence on the research process.

Motivation

This concept is not a model or a technique used by the teacher but it can be considered as a factor which involves the task and is orientated to the purpose of teaching. That is why researchers considered suitable to quote the principles of motivation for children designed by McClelland, Colman, Finn and Winter (1987) and other coworkers based on the process acquired from the ontogenetic stage, which are:

1. The socialization of taste for novelty, the quest for moderate degrees of change.

2. Encouraging children's curiosity.

3. Criteria of effectiveness in encouraging job evaluation results in the search for task accomplishment (personal autonomy).

4. Learning self-assessment.

5. Responsibility.

6. Insistence of parents in high levels for the performance and an explicit evaluation.

7. Preference for training in independence.

Based on these factors, students feel more comfortable on their learning process as they can work with no pressure, but using a model or a schedule designed by themselves. That is why the theory of autonomous work explained by McClelland et al. (1987) is used as a motivational environment.

Otherwise, the autonomy on students cannot be considered as the only way to motivate a child and it is related on this aspect to what McClelland et al. (1987) state the relevance and likeness between autonomy and the personal motivations of each student, in these four sections:

1. To encourage a deep knowledge of the meaning and assessment of personal reasons.

2. To bring them current thoughts and typical ways of acting on the main motivational tendencies (achievement, affiliation and power).

3. To teach the value and usefulness of planning the behavior in the search of realistic goals.

4. To be aware of the autonomy meaning.

For these contributions, the student's acting is considered as the factor which can transform the thought and the perspectives in children as they can be motivated working on their preferences and getting the knowledge acquired significant regarding their learning objectives and making them feel more motivated.

As researchers have seen, it is important that students feel comfortable on what they are doing, in this way, they will want to perform the tasks on their own, however, the teacher must also create these comfortable situations in classes for students to develop even the interest in what is taught. In any learning process, it is important the medium or method used (this medium will attract or not the student) in the class and it is depends on it, the success of this one, finally, as consequence researchers believe this issue has a big importance in the technological implementation according to what they did for the development on their research.

CHAPTER III

Research design

As a result of the research problem, this study attempts to analyzes the difficulties encountered by the lack of continuity in the learning process in English area, and the attitude and behavior of students, the researchers consider that the methodology that most adjusted to this research process is a mixed methodology, which refers to the combination of qualitative and quantitative aspects.

According to Teddlie and Tashakkori (2009), the mixed method is defined as a type of research, where these methods qualitative and quantitative are used for questions, research method, data collection, analysis procedure and inferences.

Creswell and Plano (2011) state that one of the main characteristics of this method is the use of triangulation; it seeks convergence, corroboration, and correspondence of results from the different methods , also, this method is complementary because seeks elaboration, enhancement, illustration, and clarification of the results from one method with the results from the other method and finally the information is presented in narrative and numerical form. .

As the mixed method use qualitative and quantitative characteristics is essential to know the meaning of these.

"Related to qualitative research, is a means for exploring and understanding the meaning individuals or groups ascribes to a social or human problems". (Creswell and Plano 2011, p.53). In other words, qualitative research tries clarify and explain peoples' behaviors in a particular

situations., in this case, qualitative research help the researchers to understand the students

behaviors in the learning process and knowledge modifications adopted through the research

application.

Creswell and Plano (2011) suggest that quantitative research is a means for testing

theories by examining the relationship among variables. These variable, in turn, can be measured,

typically on instruments, so that numbered data can be analyzed using statistical procedures. In

this research tries to find percentages and compare results statically. In this research, it is

important to know what quantity of students felt that the implementation was a good option in

their learning process and if this implementation have a positive or negative impact.

The following chart shows some main characteristics of qualitative, quantitative and

mixed methods.

Table 2. Emphases of quantitative, mixed and qualitative research

■ TABLE 2.1   Emphases of Quantitative, Mixed, and Qualitative Research

	Quantitative Research	Mixed Research	Qualitative Research
Scientific method	Deductive or "top-down" The researcher tests hypotheses and theory with data	Deductive and inductive	Inductive or "bottom-up" The researcher generates new hypotheses and grounded theory from data collected during fieldwork
View of human behavior	Behavior is regular and predictable	Behavior is somewhat predictable	Behavior is fluid, dynamic, situational, social, contextual, and personal
Most common research objectives	Description, explanation, and prediction	Multiple objectives	Description, exploration, and discovery
Focus	Narrow-angle lens, testing specific hypotheses	Multilens focus	Wide-angle and "deep-angle" lens, examining the breadth and depth of phenomena to learn more about them
Nature of observation	Attempt to study behavior under controlled conditions	Study behavior in more than one context or condition	Study behavior in natural environments Study the context in which behavior occurs
Nature of reality	Objective (different observers agree on what is observed)	Commonsense realism and pragmatic view of world (i.e., what works is what is "real" or true)	Subjective, personal, and socially constructed
Form of data collected	Collect quantitative data based on precise measurement using structured and validated data collection instruments (e.g., closed-ended items, rating scales, behavioral responses)	Multiple forms	Collect qualitative data (e.g., in-depth interviews, participant observation, field notes, and open-ended questions) The researcher is the primary data collection instrument
Nature of data	Variables	Mixture of variables, words, and images	Words, images, categories
Data analysis	Identify statistical relationships	Quantitative and qualitative	Search for patterns, themes, and holistic features
Results	Generalizable findings	Corroborated findings may generalize	Particularistic findings Representation of insider (i.e., "emic") viewpoint Present multiple perspectives
Form of final report	Statistical report (e.g., with correlations, comparisons of means, and reporting of statistical significance of findings)	Eclectic and pragmatic	Narrative report with contextual description and direct quotations from research participants

These characteristics described in the table were considered at the time of data collection and also in the analysis of information, this in order to answer both objectives and the question posed and having to ditch the problematic identical in observation process.

During the data collection process, in this research, the authors handled a series of statistical data that showed us a number which in turn were interpreted in a qualitative way considering that not only sought to determine a figure for the number of students with difficulties, but wanted to understand why was that the behavior of students and if the pedagogical implementation positively or negatively impacted student behavior to learn a foreign language.

Mixed methodology seemed to help the authors, first of all, it helped to know the behavior of students in class . Concretely the researchers used field notes to determine what was happening in class and on the way between classes and what seemed to be the cause of desertion or lack of motivation for the course. Second it was necessary to know statically what students thought. This was implemented through surveys.

Type of study

Also, it is important that action research was the research method used in this study. Action research allows studying human realities because it implies real presence and interrelation of research, action and participation. Action research has a democratic character in the way of doing the research and taking decisions. It is necessary to put them together, because the purpose is the training of individuals, as well as its guidance as a process of study of reality and certain aspects.

Moreover, the researchers tried to support this research with some essential features of the action research based on De Ketele and Roegiers (1993), they established the following concepts:

1. Qualitative methods are humanistic. It is an important aspect in teaching and learning that we applied in our classes.

2. In quailitatives methods the teacher is not only a teacher but an observer in the school environment.

3. As an observer the teacher has to adopt an exploratory position and understanding regarding all the issues presented in classes.

4. To interpret what is happening from the point of view of the participants in the educative situation.

5. To describe and explain what happens in the use of the language of the participants.

6. We must ensure that all participants have free access to the information which could allow a better understanding of the problem.

Knowing the students, interacting with them, trying to understand their behavior from their reality towards their learning process and facilitating the dialogue between student and teacher. Allow the researchers to have tools and find mechanisms to enhance student learning . These features encouraged the authors to identify students who had difficult during the course to understand the special circumstances and reality to establish an action plan to solve the problem set.

Also these features helped us to obtain the most representative aspects that were needed to articulate this project because researches could mix theoretical knowledge and practical knowledge. That means, the researchers applied in their classes the results for the improvement of their teaching process while they experienced an ongoing learning process at ASE.

The researches opted to do a participant analysis, where they could immerse in the problems as teachers; and discover the needs, weaknesses and strengths of students and ASE. This discovery oriented inmersion helped the teachers to propose and promote possible solutions and tools for improving English language learning in the institution.

Now, it is important to start talking about the Institute where the reasearchers implemented and designed this research proposal see next sction.

Setting

Alianza Social Educativa is a nonprofit foundation which started with the intention of providing different educative spaces for people from a low income background who wanted to access to a non-formal education. Here, they can acquire knowledge in different educational fields in order to develop their social and work competences, this acquisition is line with since it promotes e social and personal development with a high life quality in order to obtain a better status in society.

ASE is an institution that signed different agreements with schools from the city in order to teach classes and courses in those places, with an appropriate comfort for students. Thanks to this, the facilities from Morisco school were used as the headquarters of the classes that were taught on Saturday. Furthermore, this institution is located in the Minuto de Dios neighborhood, in Bogota.

In such a context, the researchers identified an outstanding issue that later became their research project. This research was done during three semesters of social practicum at ASE: from February 2010 to June 2011. The researchers worked with children from 9 to 12 years old who were in A1 level of English. After getting the diagnostic test results, the authors had some difficulties with technological and communication resources but could develop the classes with the resources and materials available and possible created by the researchers.

The students showed different social and behavioral characteristics. This was caused by the fact that some of them had more economical resources than others as well as different customs. Also, there were family relationship difficulties, and in some cases they came from schools with a low level of English . They took the courses as a way of improving their knowledge in English. Furthermore, there were students with aggressive behavior which were common in their daily life experiences and transmitted in the classrooms. In general, the researchers faced students with low economical and educational resources, who had the necessity of taking the courses and learning English to have a better development of their skills and abilities.

However, the classes the researchers taught were each Saturday from 9 am to 12: 30 pm, with a break of 30 minutes. It shows a 3 hours assigned schedule for each session. That was an important aspect for this research design because the authors found out that the time for learning English in the course was too short, which does not allow deep language learning. This is definitely, one of the most important aspects that made the researchers think on this research problem.

Data collection instruments

Taking into account the type of research and the context, it was necessary to choose appropriate instruments to obtain representative and relevant data. At the same time, these instruments needed to obtain reliable results. Besides, it was essential that the information was easily analyzed. As a result, the tools applied were journals and surveys.

Journal

One of the instruments used for data collection was the journal. According to Malinowski, (quoted by Pujadas, Comas and Rocaz, 2001) a journal is a history of events that are accessible to the observer, it is to write day by day and remember the facts in a formal way. In other words, a journal is used to narrate an experience in detail and   the journal allows to researcher to have a vision of reality. This vision shows facts or essential features relevant for the research process.

In qualitative research, the key is to understand the behavior of people, so it is convenient to use instruments in line with it. According to Bonilla and Rodriguez (2005), qualitative data is textual and can be detailed descriptions of situations, events, people and behaviors that are made through observation, or may be stories that make the people who are directly involved in the investigation.

Consequently, the researchers consider that journal was an appropriate instrument to account for the behavior of students towards the class and to demonstrate the shortcomings that were occurring in the learning process.

Moreover, the researchers could obtain specific information during the process of learning each Saturday. Every member of the research group took notes about the class performance.

Basically, the most relevant information was about experiences from students during each session and also the observation in the journals included reflection us to reflect about the situations or problems that were occurring in the classroom, this type of information helped to identify not only the attitudes of students about the classes, but it also helped to provide feedback about the teacher's role and the pedagogical mediation being used.

All this information was organized, through consecutive steps and sequences and coherent. The journal registered all activities done in class in a clear format, which made the information understandable since it was divided by date, number, place, aim and reflections. It was, then possible to find different types of information about students: their likes and dislikes, the desirable time for improving English language skills, and their behavior during the sessions.

In brief, the journal was a good option to identify population characteristics directly associated with lifestyles, social situations, educational models, economic contexts, etc. for that reason researchers chose this instrument in their research.

Survey

The second instrument used during this research was the survey. According to Creswell and Plano (2011) a survey provides a quantitative or numeric description of trends attitudes or opinions of a population by studying a sample of that population. This instrument was chosen it allowed to collect information directly from students about their feelings, knowledge and what they thought about the class and also about the teacher's jobs. It, then, helped to determine if the teacher was during things adequately if this was accepted by the student.

The surveys allowed to observe, analyze and assess different happenings throughout the research process. The researchers could validate and demostrate ideas that emerged during the

research. For instance, it was possible to identify if students were familiar with technological

environments, their background in the use of computers, programs, Internet, software, etc. In

short, surveys helped to determine if students would like to use these tools in order to improve

their English language skills.

The main objective in using these surveys was to measure the impact of implementing

technology in ASE institution, but we also needed to identify different technological tools that

students had applied before, in order to reinforce their English language knowledge by using

them. These surveys allowed authors to get information in a faster and correct way, taking into

account the main interests for their research.

This project requires the analysis of different types of data showing always a qualitative

character, in order to be able to obtain relevant results through a set of questions that provides

students with several options to answer and shows us the main problem for finding the reliable

and valid data research.

Researchers Role

According to McKernan (1996), the researcher has several facets as an observer. In this

role, the researcher does not always show his real identity of the observed group. He gets

involved in the life of the group, and he learns the language, the customs and the vision of the

group.

In this regard , as said by Montaner (2007) affirms that:

The role of a researcher, no matter what his area of expertise is focused   towards the

pursuit of truth through the systematization of processes inherent to the research, so it is

addressed to the established objective. The role of the researcher is to be open to new experiences that create changes in their mental constructs, enabling him to undertake the study on behalf of society, resulting in improving quality of life. (p.1)

Consequently the role of the researchers began with an observation that took about 6 months. During that time, the researchers shared   with the community through the classes they taught. After this qualified observation, the researchers realized they were making several mistakes that were affecting the learning process of students. These mistakes helped the researchers to start their research process. Because of this, they decided to improve their communication with the students in order to determine if it was possible to implement a technological tool that provided a possible solution to the detected issue. Everything was developed with the institution and students' authorization. The interaction with students was permanent because they gave feedback about their experience by using the virtual tool. This feedback provided some conclusions and results that will be shown later.

Instructional design

For this research, the researchers designed and used a scope and sequence, a web site and also a monitoring plan. These instruments guided this study in order to achieve a productive process that could improve students' language skills in and outside of the class. Next, it will be discussed, how these three elements helped during this research process and how valuable and useful they were for students in each class.

Table 3. *Instruments*

INSTRUMENTS		DESCRIPTION	ACTIVITIES
Scope and Sequence		Organization of topics for one semester corresponding to a basic level. The topics were designed to meet the needs of the students.	Each topic shows the objectives, the communicative competence, the activities, the material and the function. All these items help the teacher to prepare the class in a communicative approach.
Web Page Interactive Zone		This is the web page. It is divided into units according to the scope and sequence. On the web page, the student can find links to enhance their learning process.	Each Saturday, teachers worked on one topic and the students, during the following week, had to do the activities of the web page corresponding to the unit studied.

		The monitoring plan is a guide to be developed in classes. It contains a workshop to be used in class and instructions for the activities that the student has to do on the web page.	In each class, teachers teach one topic according to the unit, and during the class the students work on the activities proposed in the guide.
Monitoring Plan			

Scope and sequence

Firstly, scope and sequence means the content of an established curriculum placed in a certain period, in which dates are relevant for following an order, including the accomplishment of the topics set, letting to plan and select the proper topics for the population's needs and also the possibility of making changes according to the scheduled.

For all above reasons, the scope and sequence was designed with the aim of establishing a clear organization among several topics and aspects which had to be developed and implemented in each English class for the Institutional practicum. It also expedited the learning and evaluation processes and helped to identify the purpose of each unit.

Each unit was designed based on the student's needs, within the framework of the communicative approach. According to this idea, all activities managed grammar from a communicative practice point of view, the idea was to promote the interaction among students developing grammatical skills from inferring concepts and not just mechanizing structures.

The amount of units designed to develop the scope and sequence was orientated from the schedule designed for students during the whole academic term. The classroom topics and the autonomous work that each student had to use to understand every unit was included, taking into account the topic management in the activities proposed for the classroom and the virtual space.

Web page: Interactive zone

As a virtual and innovative tool, the web page is a place in the World Wide Web, where it is possible to find information from specific or related topics; shown in texts, images or videos as multimedia. What is more, the web page contributes to join the content of the scope and sequence and monitoring plans into a successful and effective virtual learning place.

As a result of the research problem and the affirmative response from the students about the use of technologies, the researchers considered relevant to implement a web page to help the students learning process. The use of these virtual environments is increasingly more attractive both for teachers and students.

Managing these kinds of tools puts both the teacher and students at the forefront of the requirements and demands of our current society. However, regarding the foreign language learning, the use of the *web* allows a better interaction of the four skills (reading, listening, speaking and writing), because the student has the option of exploring several web pages that will enrich and strengthen these skills.

Furthermore, taking into account that the students from ASE go to class just one time per week, the author designed this tool to allow the teacher and the students to make a review during

of the topics studied in class; this review helped students not to lose the continuity of the class. The main aim of the web page was to help students in their English learning process in a didactic way, the web page helped connect the use of technologies and the promotion of autonomous work, which could increase interest and responsibility in class.

This web page, http://www.wix.com/interactivezone/interactivezone, was designed for children from 9 to 12 years old in level A1 of the English language. The researchers managed a basic language suitable for their level, striking images and activities related to the stated topics in the *scope and sequence.* Most of the activities were designed by the researchers. However, students will also find some links from other web pages.

At the home page, there is a menu that allows students to log into the activities. They will find a link that takes them to access information about us, as *La Salle University students,* and ASE institution. They can also find a link that contacts students to teachers in case they have doubts when doing the activities.

In each unit, students will find a guide of what they have to do. Some of these guides have videos designed by the researchers. These videos help students improve the pronunciation of words. Review activities were also created. Furthermore, the researchers included listening exercises from other web pages. In each unit, students find a link that directs them to a dictionary. This link allows students to expand their English vocabulary. In addition, in some of the units, students also find certain links to games related to the topic.

On the web page, there are four units from the scope and sequence. It was established that for each session, there was only one topic, so the proposed activities were designed so students

spent 2 or 3 hours a week in each unit. The students had to send a report to the teacher's e-mail, in order to verify that they were following the process and to set feedback of the process.

As a result of the implementation of this tool, ASE could certify their students with more study hours, and in this way, this tool will be an aid not just for the students but also for the institution in its certification process.

Monitoring Plan

This tool was taken as an aid for analyzing the process and the progress of each lesson. Nevertheless, this monitoring plan shows a clear scan of the objectives, evaluation and activities proposed for the session, involving the content established for the relevant unit or class.

The main objective on implementing this instrument was to provide students with material for them to review the studied topics in each of their English classes. Also, teachers could generate spaces where students were able to develop an autonomous learning system of study in their houses, by using virtual environments that encourage them to continue with the English language learning process.

In the design and implementation of this tool, teachers focused on the *communicative approach,* and consequently this monitoring plan consists of exercises related to real situations where the students have to use all the topics and vocabulary learnt in the course through the four skills (listening, speaking, reading and writing)

There are two types of activities that were outlined in this instrument. The first ones were activities that students have to solve in the paper, as reading comprehension, word searches, describing situations or drawings, answering personal questions, associating images with written

texts. In the other activities, students have access to the web page, to do listening exercises, answer questions related to videos designed by the researchers, complete conversations, associate images to verbal expressions, play games, do readings, etc.

As a result, six monitoring plans were designed, one for each unit from the *scope and sequence.* These activities had to be handed out at the end of each unit in the following way: the paper activities were picked up by the teacher in class, and the virtual exercises had to be sent to the teacher in an e-mail when requested

Finally, recalling the goal of the scope and sequence, the use of the monitoring plan and the practicum of the web page, they try to involve the topics which shall be developed through the academic term, presenting a sequential organization which allow the accomplishment of the topics on the dates established to be evaluated to obtain the approval of the level attended.

CHAPTER IV

Data analysis

Different data collection methods were used for example: interviews, evaluations, field notes and emails with activities and opinions from students about the website. All the information was analyzed in order to determine patterns and themes relevant for this research project. The researchers tabulated or displayed the data in order to interpret them.

The researchers compared data from students with information won the theoretical framework in order to determine the relevance of the data.

Finally, the researchers decide to establish three categories that emerged from the consistency of the information obtained in the different collection methods and the contributions from the theoretical framework.

The whole process was carried out taking into account the main objective and the research question of this project.

Data Collection Procedures

The data collection was conducted in four stages.

At first moment, during the first semester in 2010 in the pedagogical practicum teachers developed class diaries in order to establish the possible problems that affected the population they had at ASE. According to that observation came up the research question and the main objective of this project.

The second moment, once the problem had been identified, the teachers designed and applied a diagnostic test which was carried out in a writing form the first day of class, in the public school Fe y Alegría. In it, the students showed their previous knowledge in English language doing activities about basic topics such as the use of verb 'to be', the auxiliary verbs 'do' and 'does', personal pronouns, etc.

The third moment, the teachers implemented their pedagogical intervention which had two types of evaluation:

Guides evaluation sent by e-mail and took a final test. To illustrate, the pedagogical intervention was a web page designed whit the purpose that students could find and study the different topics worked in class. After interacting with the technology tool the students had to take the guide evaluation which consisted in sent by e-mail the answer of the different activities that they did on the web page out of class in order to measure the topics understanding. Also students sent their personal opinions about the web page in order to know the students' perceptions about the technological tool. These activities showed students' independent work weekdays and, at the same time, the level of motivation that they had to practice English on the internet.

The final test was developed in the classroom in a writing form on the last day of the English course and the students had to show what they learnt about all the topics studied during the semester (personal information, greetings, the use of verb 'to be', auxiliary verbs 'do' and 'does', etc…).

The aim of the tests was to determine students' advances from the first to the last class.

At the fourth moment, Around the twelfth week of the semester and after having done a pilot test of the web page, students answered a survey where they wrote their opinions about technical, psychological and global issues that emerged from using this tool for six weeks.

The survey showed students' opinions about the design and functionality of the web page which allowed the researchers to make adjustments so that students could make a better use of the technological tool.

Data Management

The technique of analysis that was used to interpret the data collection was qualitative based. This method was used in the tests; surveys and activities developed in the virtual environment.

According to Sabino (1992) the qualitative analysis is a technique to collect information of the people; however, it has to be objective in the results. This analysis allow to have a clear idea about the process of each student and to know the children's opinion about the independent work developed in the virtual environment

All data collection instruments were analyzed and a hard copy was stored inside a folder in order to have major control of them and to gain easy access when required them again.

The diagnostic tests were stored in a folder. The location of the tests in the folder depended on the number of difficulties that each student showed, starting from the one who showed the highest number of difficulties, up to the one who had the fewer number of complications.

The final tests were stored in the same way as the diagnostic tests, but in a different folder in order to facilitate the finding of the students' results.

The technological mediation assessment was stored in a different folder. The storage order began with the formats that showed a more significant improvement up to the formats that did not show any progress.

Finally, e-mails sent by the students were kept in two ways. The first one was a magnetic way, because it allowed teachers to use the information easily from any computer. The second one was a hard copy in order to keep a security copy of the students' comments to be used anytime.

Once the data was stored and systematized, the researchers established two criteria: first, direct responses in search of the solution to the research question. Second, data repeated in more than one instrument collection.

With the data collected in surveys and assessments, the researchers used of statistical tools such as displaying responses and percentages to facilitate the process of analysis. There tools helped develop graphical analysis of each one of the questions, which facilitated a clear interpretation of the information.

With the class diaries, an interpretive process was conducted, here the researchers detected through a careful reading and recreation of the situations reflected in the document. The possible issues that students faced up in the English course that created difficulties in acquiring a foreign language.

Next data results obtained from the previous data collection instruments. Will presented and discussed.

Data Analysis categories

During the research process the researchers developed a series of activities and surveys that, at the moment of being analyzed, allowed see the following results.

Journal

The journals elaborated during the first semester of the pedagogical practicum were analyzed to determine some possible problems experienced by students.

Among the problems found, the researchers could evidence that: 1. Students had low levels of English; 2. They felt shy for participating in class because of the fear of making mistakes and that the other kids laugh at them; 3. There was little study at home; 4. Tasks that were assigned were not done by students; 5. They attended their English classes to fulfill a number of hours that were a fundamental requirement to be promoted to the next course in the school where they studied.

When making a list of the above situations, the researchers were able to interpret these data as follows.

- Children showed a low command of English because in most schools where they studied, they received no more than three hours of English per week, a low intensity time to acquire a foreign language.

- Teachers could perceive a high degree of demotivation. Students attended the course just to accomplish a few hours that their school required them. There was no commitment by them in the process of learning a foreign language.

- The tasks assigned as homework were not completed, because the students did not understand some topics and because at home children did not have a person that would help them or a tool that could be consulted to clarify their doubts.

Test

Talking of diagnostic test when you have to illustrate on initial conditions and possibilities for learning or performing one or more tasks (Graus 1999). For the first class of the English course the researchers designed a diagnostic test in order to determine the English level that students had when they begin the course in ASE. This test tried to identify the children's command over in topics such as giving personal information, asking and answering questions about specific information using wh words, describing routines and asking simple questions with the auxiliary verbs 'do' and 'does'.

The results showed low control on:

- Routines and descriptions. In this section students had to complete sentences according to some images using different subject pronouns.

- Asking simple questions. Students were confused with the use of the auxiliary verbs do and does.

- Giving personal information. Students were not able to identify the type of personal information that was asked in the tests.

- Asking questions using wh questions. Students were confused in the use of different words with wh (what, where, when, who). Others did not know how to use these words because they did not distinguish their meaning.

The test was taken by 38 students (boys and girls) from 9 to 12 years of level A1 in ASE. Command over the topic had there result.
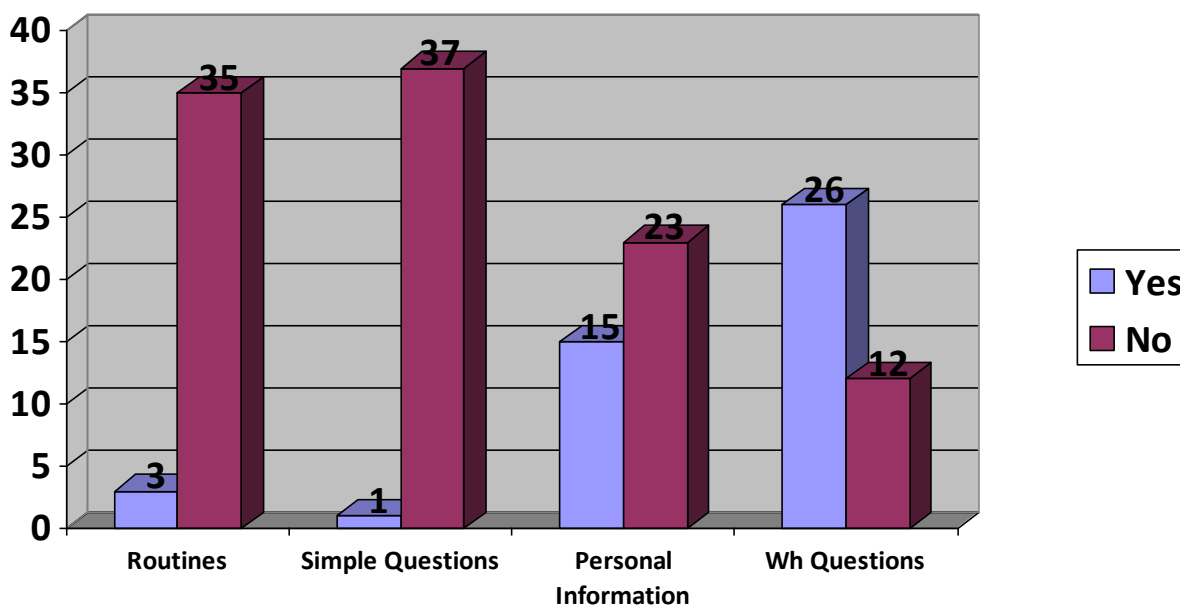
Figure 2. Diagnostic test analysis

According to the graph it is clear that the greatest difficulties that students had were focused on the formulation of simple questions and the use of simple present to express daily routines, while the students showed competence to formulate specific questions using wh words.

In general, it is possible to notice that three students knew the present simple to express routines while thirty-five students had difficulties. Also, just one could ask simple questions correctly while thirty-seven had difficulties. Fifteen students could use personal

information properly while twenty-three showed difficulties and twenty-six students could

formulate specific questions correctly while twelve had problems.

Final test

In the fourth stage, the final exam was designed including all topics studied in the English

course. Some of these topics were the same that were evaluated on the diagnostic test, which was

applied at the beginning of the course. This test allowed us to identify the advances made by

students according to English learning process.

As result of the test, the researchers could determine that the students used correctly the

following topics:

1. Personal information. Students could express some details about their personal
   information.

2. Routine descriptions. Students could talk about their own daily routines and some
   of their family members.

3. Greetings. Students used the correct greeting depending on the situation in which
   they might be (formal and informal greetings) and of the time (morning, afternoon
   and night).

4. Acknowledgement of occupations. Students related actions done by people to the
   occupation they practice.

5. Identification of orders through commands. Students recognized and used the
   orders inside the classroom.

6. Expressing abilities. Students talked about the actions they can and cannot do.

The final exam was answered by 30 students among boys and girls from 9 to 12 years from A1 level at ASE. The graph shows students command over some topics.
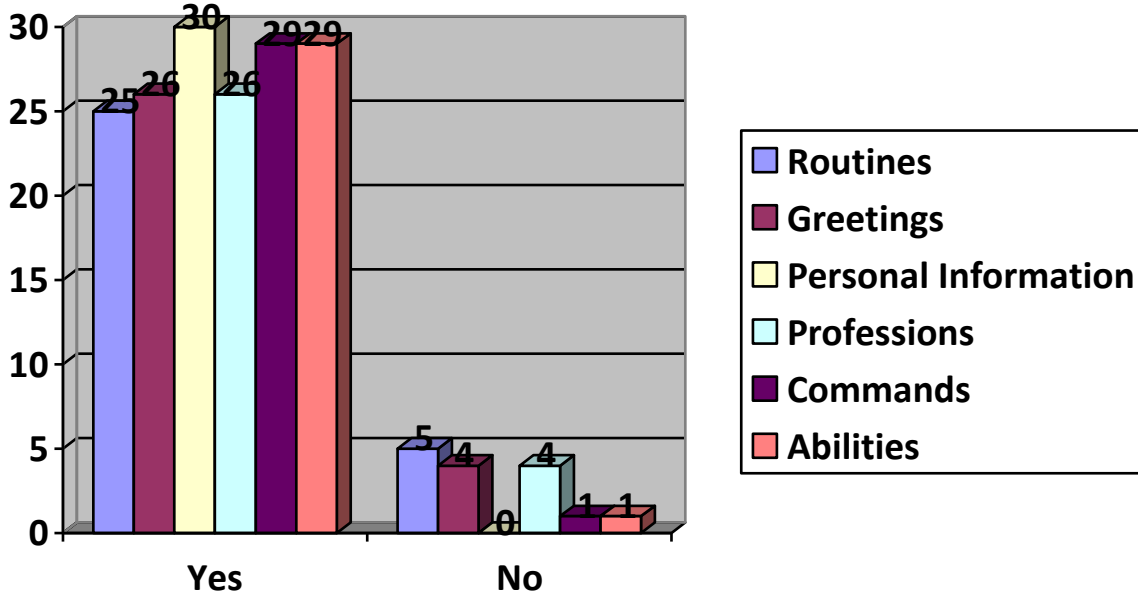
Figure 3. Final Test Analysis

According to the graph, it is clear that at the end of the English course a large number of students gained proficiency in the subjects studied during the semester. Personal information, commands and skills were topics where students had better results.

In general, the graph shows that twenty-five students used daily routines properly while five students had mistakes. Twenty-six students used greetings properly while seven have difficulties. In terms of personal information all students demonstrated mastery in this topic. Twenty-six students identified occupations while four confused them. Twenty-nine students could use commands and only one student had difficulties on the topic. Finally, twenty-nine students could express their skills and those ones of their classmates, and only one student showed mistakes when communicating his skills.

When comparison between the diagnostic test and the final test, the teachers could see that students had improved since when they stared the English course. The graph show the students' advances obtained since diagnostic test until final test.
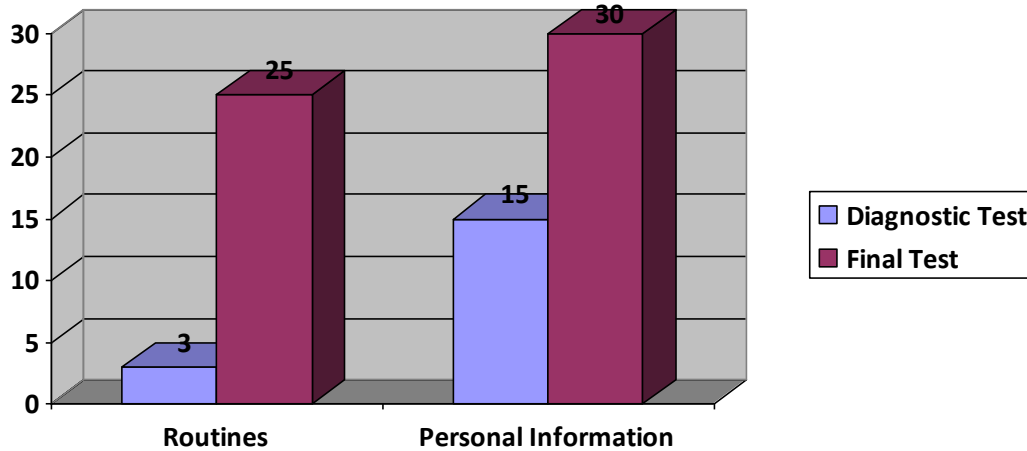
Figure 4. Diagnostic test Vs Final Test

When the students applied the diagnostic test three students were able to use correctly routines and fifteen students were able to use personal information while when they took the final test twenty-five students were able to use routines and thirty students were able to use personal information.

As conclusion, according to the previous graph the pedagogical implication used in the course was useful by the students because they could clear up some doubt and learn the topics studied in English class.

Survey

On the twelfth week the researchers designed a survey with the purpose to know students' opinion about useful of the web page implemented in the English course, in it, they asked about psychological, esthetic and technological aspects.

The survey was done with four options to answer (excellent, high, correct and low) for all items asked in it, thirty-eight students from nine to twelve years old take the technological media survey after six week to use the web page to practice the topics studied in class; they had to select the best options for him according to their personal experience.

The result showed the following data:

Technical and esthetic aspects

Students evaluated the audiovisual environment (videos, images, animation, quality sound, etc…), surfing, structure of the web page.

 One of the weaknesses detected according to the information given by the students were the structure and surfing because some students had problems when logging and moving around the web page.

However, a high number of students considered that the visual environment is highly rated by students as well as the quality and structure of the exercises on the website. The below graph shows clearly students' opinion.
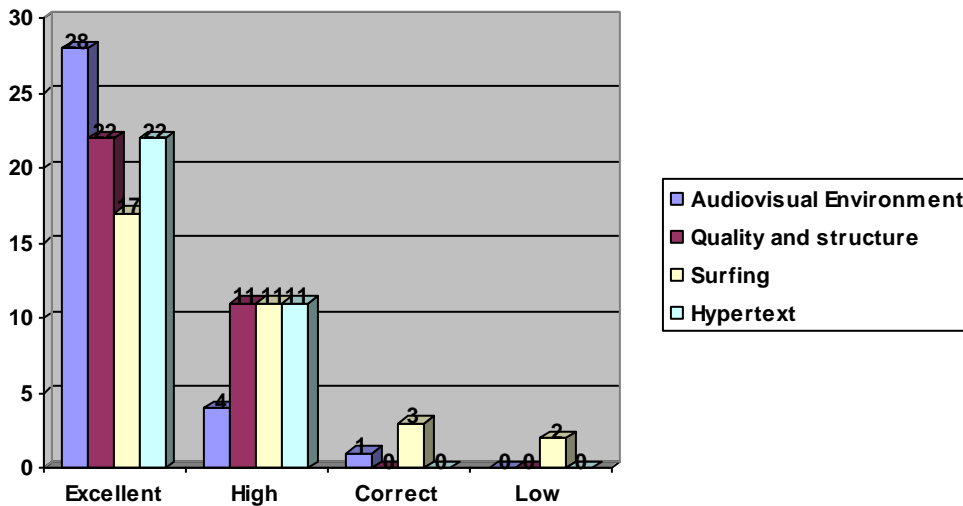

Figure 5. Technical and aesthetic aspects analysis

In regards to the audiovisual environment, twenty-eight students considered it to

be excellent, four considered it to be high while one considered it to be correct; The structure of

the exercises was rated as excellent by twenty-two students while eleven rated it as high.

This indicated that the web site was appealing to students and they felt comfortable studying with

it.

However, surfing got the lowest rating from students. Only seventeen students rated it as

excellent. These ratings forced to teachers to make changes in the platform in order to facilitate

and ensure accessibility for all students.

In hypertext, children evaluated the hyperlinks that the web page offered to post

questions or exercises related to the subject of study, as well as having access to a virtual

dictionary. Twenty-two students considered it excellent while eleven considered it to be high.

Psychological aspects

In the psychological aspects, the students evaluated the activities that they did on the web

page and the feeling that wake up to work on it. They had to answer two items about the

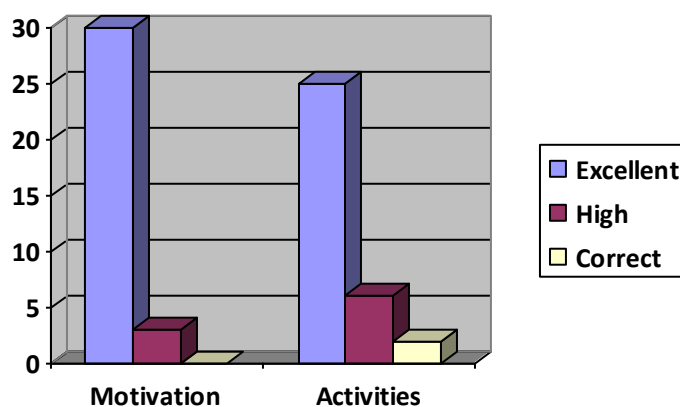motivation and the activities proposed to practice the topics studied in class.

Figure 6. Psychological aspects analysis

According to the graph, it is clear that students found a great incentive to learn English through the web page due to the variety of activities that they could develop according to their preferences and needs.

Thirty students considered that the level of motivation was excellent thanks to the design of the web page while three of them believed it was high. In this item all results were positive. Taking into account the activities, twenty-five rated them as excellent, six high and two correct. These results show the acceptance of students towards autonomous learning in the virtual environment.

In conclusion, according to students' answer the web page awakens their motivation to study English and through it. It seems they felt they could do their favorite activities (listening to music, playing, reading, watching videos, etc...) while they practiced the topics studied in class. Furthermore they believed that the exercises on the web site were interesting and useful to improve their English learning.

Global validation

In this part, students evaluated three important items about design and useful of the web pages. Factors that catch students' attention and motive them to continue practice English on the web page.

In general, students considered that the web page was useful because it allowed them to reinforce and review some topics with which they have had some difficulties.

The results of the survey determined that twenty-two students believed that the web page was attractive grading it as excellent; ten graded it as high and one right. As for functionality, twenty-nine students graded it as excellent, three high and one right. In terms of usefulness, twenty-eight students rated it as excellent, four high and one right.
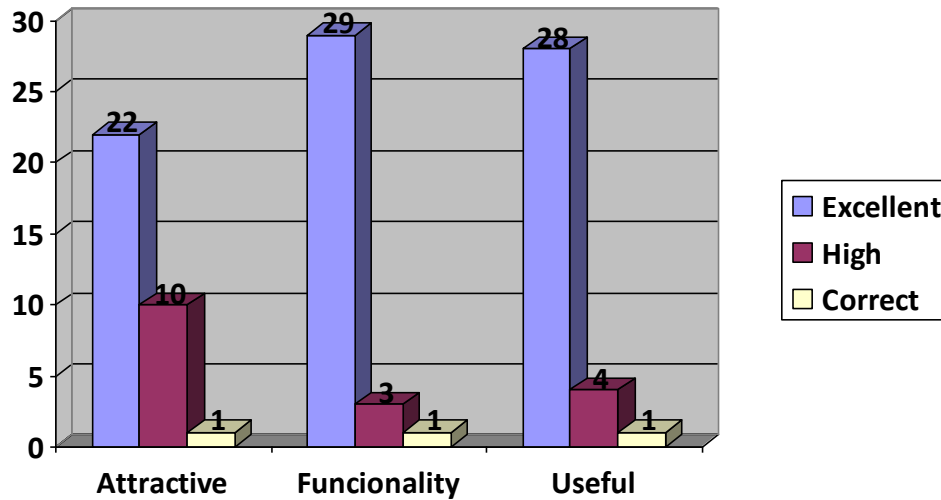
Figure 7. Global validation analysis

According to the graph the researchers could see that students thought the web page was visually appealing and they think that the page had the function for which it was created (designing a tool where students could practice English at home) the web page was useful because it facilitated the students' acquisition of the foreign language in the English course.

During this pedagogical intervention, the researchers designed four instruments in order to analyze, know and identify the student's likes and dislikes for learning English through web page.

Above all, the researchers could conclude that students were happy and agreed with the implementation of the virtual environment as part of their learning process. It was clear that there

were some areas to improve. These areas were taken into account in order to bring a possible

solution that could provide a more complete and enjoyable tool where students could have

autonomous process.

On the order hand, these instruments gave as result three important concepts or categories

that helped to achieve the main objective and answer the research question of this project.

The survey and the activities done on the web pages showed as students see useful this

tool in English learning; also, the comparison between the diagnostic test and the final test

showed as students improved in the topics studied in class because they could practice trough the

web page at home.

The independent work was evidenced whit the activities did weekly on the web page and

in the result of the final test because the teachers saw the preparation that students had for that

test.

Finally, the survey and the work on the web page showed the motivation that students had

in the English course.

Categories

After analyzing and comparing results from all the instruments (diagnostic test, final test,

survey and activities done on the web page) the researchers found three important concepts:

motivation, usefulness and autonomous work. They emerged from the different data collection

instruments that were applied, they are somehow connected to proposed objectives and they seem

to answer the research question.

The first category is motivation. Research shows that motivation directly influences how often students use foreign language learning strategies, how much students interact with native speakers, how much input they receive in the language being learned (the target language), how well they do on curriculum-related achievement tests, how high their general proficiency level becomes, and how long they persevere and maintain foreign language skills after language study is over. Therefore, motivation is extremely important for foreign language learning, and it is crucial to understand what our students' motivations are. Martin J. (1994). In other words, the internet motivates learners to use English in their daily lives and provides functional communicative experiences. LeLoup and Ponterio (1997).

According to the data analysis, the work done in the page web promoted students' motivation. This motivation was connected to an increased effort to continue the process of learning a foreign language.

This increased effort seems evident in the interest that students had to develop the proposed activities on the page web, in attending class every Saturday and in the answer given in satisfaction survey about the technological mediation. This survey had results that suggest a positive impact on.

In order to explain the conclusions obtained there are some images from the survey took by the students that help to interpret the data.

Psychological aspects related to student's motivation.

ASPECTOS PSICOLÓGICOS				
	EXCELENTE	ALTA	CORRECTA	BAJA
Capacidad de motivación, atractivo, interés	✓			
Adecuación a los destinatarios de los contenidos, actividades.	✓			

Figure 8. Psychological aspects evaluation

Most students evaluated these motivation-related aspects positively. Thirty of the thirty-three students evaluate them as excellent. It seems, then, that students felt more motivated to practice English through the web page.

Also, students answered and did more homework on the web page than in their English notebooks. This was evident due to the number of e-mails sent by the students with the activities proposed per week.

Finally, students constant attendance to class, the low levels of desertion in the course (compared to previous semesters) and some children's comments suggests that students were satisfied and encouraged to pursue their English course.

The second category is usefulness. Research results indicate that internet use increases language use and acquisition of second language. Kasanga (1996) found that interaction in language helps learners to gain input in language learning process. Kitao (1998) asserts that web based material increases synchronous and a synchronous communication of ESL learners.

Observing the process of each student during the course of English and the final exam results, the researchers could realized that students made a great progress in understanding and using of the topics studied during the semester.

One of the main tools used in the teaching-learning process was the technological mediation, which was evaluated by students through the satisfaction survey by the following chart.

VALORACIÓN GLOBAL DE LA PÁGINA WEB				
	EXCELENTE	ALTA	CORRECTA	BAJA
Atractivo		X		
Funcionalidad, utilidad	X			
Utilidad	X			

Figure 9. General evaluation of the web page

Twenty-eight students considered that the usefulness of the website was excellent in the learning process. Also, it was found a high appreciation from students according to their performance in this technological environment.

For the work done in class, teachers could notice that students thought that the web page had activities according to the topics studied in the course and the level of the each one. Also, this environment allowed students to practice freely anywhere the topics with an increasing degree more of difficulty which offered them the time that they needed to clarify their doubts. Finally, the teachers could perceive an improvement of the writing skill in the final exam, in which some topics from the diagnostic test and others worked in class were applied.

The last category is independent work. The internet changes the interaction between learners and teachers. Kern (1995) asserts that there is less teacher and more learner talk in computer classes. Furthermore, it changes teacher and students' roles. Peterson (1997) states that computer-based learning is more student-centered. Warschauer, Turbee, and Roberts (1996) argue that the internet is a source of supplemental resources and authentic materials. Finally, this study indicates that the internet has positive effects on motivation. In this regard, Muehleisen (1997) says that the internet provides means for creative work and Singhal (1997) argues it gives opportunities for collaboration and socialization in learning process.

Students worked in their free time on the web page the topics studied in class. Teachers could evidence the activities and the performance in the students through the whole process. Also, it is proper to refer how the autonomous work was done by each student out the class time.

According to this, teachers assigned activities to be done weekly in the web page with a deadline to be sent to the teachers' e-mail. As a consequence, each student could determine the place and the moment to do the exercises. The amount of e-mails with positive and appropriate answers and results suggest a good level of commitment and dedication to do extra work. Students devoted part of their free time to do activities according to the indications given by the teacher in class and the resources offered on the web page.

Besides, teachers received positive comments sent by students. They even talked about other web pages that they had used in order to deepen the topics studied in class.

CHAPTER V

Conclusions

This project shows how technology can help teenagers to learn a foreign language and how they are able to learn by using Internet applying new spaces where they can practice and clear up some doubts they have related with the topics previously studied in class.

However, this research allowed authors to know the impact of a teacher-designed web page on the English language learning of basic students at ASE in order to help students to improve their communicative skills through some exercises that they could do in their free time. Furthermore, researchers felt limited because there were many different obstacles such as the lack of time in order to design the web page because it was necessary to research and to ask for some advices from an IT engineer, who guided the researchers through the design and building of the web page.

Finally, according to the study done in the data analysis, the most relevant conclusions that emerged were the following:

1. To use technology to teach a second language increases the students' motivation to learn it. One factor which tries to involve the student and it oriented in the correct way can attract the attention of the purpose of teaching and learning. (McKlelland, 1978).

2. The implementation of technological tools in education facilitates the improvement of communicative skills in a foreign language; it can be presented in the comparison between Diagnostic and final Tests.

3. Technological mediation promotes autonomous work in students because through it they can reinforce the topics studied in class since their homes favoring the teaching and learning processes where time is the main limitation between classes.

4. Technological mediation allows the learning process because it became attractive and dynamic for students without losing the same educational purpose.

5. Employing technology in the English learning processes allows students to be aware of the importance of learning a foreign language because they use that language in real contexts

6. The autonomous work that students do on the web page allowed them to identify their strengths and weaknesses in learning and how they use the target language.

Giving an answer to the research question, authors established that the design and implementation of web pages in the classroom allowed basic students at ASE to develop and generate more interest and motivation in relation to their learning process, finding in these web tools an entertained, practical and attractive way to learn the language, by using relevant and meaningful academic content to improve their English skills.

The authors were able to meet the goals, doing a detailed tracking in the students' progress and attitudes in classes, in addition the design and implementation of surveys with students and the use of field journals, these elements generated relevant, clear and meaningful information about the impact and influence of virtual environments in the teaching and learning processes inside and outside the classroom, and thus researchers did an analysis of qualitative and quantitative data that allowed them to define and establish the research conclusions.

Giving an answer to the research question, authors established that the design and implementation of web pages in the classroom allowed basic students at ASE to develop and generate more interest and motivation in relation to their learning process, finding in these web tools an entertained, practical and attractive way to learn the language, by using relevant and meaningful academic content to improve their English skills.

Additionally, the use of virtual environments showed a special behavior on students, being noticed the motivation and the will for working with new tools and technologies. Otherwise, it was shown a success in the academic results and also in the desertion at the end of the course, compared with the first months of it, evidencing that it was a positive impact, the implementation of the technologies.

After gathering all experiences and evidencing all limitations that this thesis project had, it is proper to set some suggestions which could help future researchers to prepare and present a thesis project or a research on the way. Taking into account what it was mentioned before, researchers could set firstly all possible limitations and issues that research could have during its

process, knowing and helping to determine if the project and its purpose will be managed on a good way over all economical, setting and time issues.

On the other hand, APA rules help researchers since the beginning to do not get lost within the content, resources and topics what they were taken to develop the thesis during its process, making easy the way of changing some reference, topic or also quoting more details from the same author, in terms of modifying or expanding the information placed on the research.

Finally, knowledge without hesitation, it is an important and valuable resource, so that means from the beginning, it is too much important to find some extra resources from expert people before getting immersed into an unknown field, that is why the importance of the background and the previous knowledge about the topic.

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    MHAwcPj1lvIazG3cnPMaY&hl=es&sa=X&ei=C90nUOKgNYnq8wSCzIGQCw&ved=0

    CC4Q6AEwAA#v=onepage&q=las%20lenguas%20extranjeras%20y%20las%20nuevas%

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    55pmPlT69k2nHnYCwlzSEfICzA&hl=es&sa=X&ei=8uUnUJmdO4i49QSF-

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   BGPnXMSuGNFmtl5TLI&hl=es&sa=X&ei=4kQoULKwEsSN6QHvwYDACQ&ved=0

   CDgQ6AEwAg#v=onepage&q=Malinowski%2C%20(1989)%2B%20diario%20de%20ca

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Appendix 1

Scope and Sequence

	TOPIC	OBJECTIVES	DESCRIPTOR	FUNCTIONS	COMUNICATIVE COMPETENCE	ACTIVITIES	VOCABULARY AND EXPRESSIONS	MATERIALS
UNIT 1 (1 Week)	Meeting people	To introduce him/herself and others. To use common and useful expressions in English and American culture. To identify and pronounce the letters of the alphabet. To ask for and give personal information.	Can interact with other people using basic expressions and greetings. Can ask and answer questions about personal information	greeting people introducing people spelling words	Students can talk about themselves with other people by using basic expressions. Students can greet each other. Students can give personal information and talk about countries and their corresponding nationalities	Class: designing an ID card using their personal information and then present it to the whole class. Using the game "hangman" in order to spell the letters of the alphabet and to identify some new words. Technology: Playing a video about a dialogue related to the topic in the web site. Then complete and answer the questions according to the dialogue.	Greetings: good morning, good afternoon, good evening, good night. Expressions: hello, hi. My name is ___ I'm __ years old. I am from ___. I live in ___. I study at ___	Internet: web site designed by the teachers Videos: 1. A dialogue between two people meeting
UNIT 2 (1 Week)	Occupations in the society	-To recognize people occupations -To describe the different professions around the world	-Can describe different professions and actions people do. -Can express ideas about occupations. -Can talk about what he or she wants to be in the future	Describing people ocupations Talking about vocations	Students can identify professions in the society Students can ask and answer questions about people occupations.	Class: Using different flashcards related to occupations vocabulary in order to introduce the topic. Playing a "Lottery Game" with the vocabulary presented in class. Technology: finding the hiden character according to his or her profession Developing the different activities presented in the web site.	Occupations: He is a fireman, She is a nurse We are teachers You are students Questions: What is your profession? I am a pilot, Is she a nurse? Yes, she is, Are they musicians? No, they are not.	Flashcards related to occupations Lottery game with images and words about proffessions Internet: activities designed by the teachers
UNIT 3 (1 Week)	What can I do?	To say what you can or can't do. To follow indications and orders. To identify different indoor and outdoor activities.	Can identify and follow different instructions. Can communicate the abilities that can do or can't do.	Following and giving instructions Expressing abilities Talking about actions that people do	Students can understand, follow and give instructions to other people. Students can mention things they can or can't do. Students can express their indoor and outdoor activities.	Class: look at a poster and identify indoor and outdoor activities. Create in groups of three a conversation where use the topics studied in class. Listen a conversation about personal abilities and some sentences about it. Technology: Read a text about activities that the person do in a weekend, next answers the questions. Listen a dialogue and complete the sentences.	Commands: sit down, stand up, close/open the window, come here, repeat, open your notebooks. Actions: jump rope, ride a bike, swim, dance, sing, study, play. Expressions: you can speak English, he runs in the street, I make the bed.	Poster about people doing different actions. Audio: dialogue between two people about abilities and actions. Internet: web site designed by the teachers

	TOPIC	OBJECTIVES	DESCRIPTOR	FUNCTIONS	COMUNICATIVE COMPETENCE	ACTIVITIES	VOCABULARY AND EXPRESSIONS	MATERIALS
UNIT 4 (1 Week)	How is my family?	To recognize the family members To describe the feelings and attitudes of the family	Can mention the different members of his or her family. Can talk about the personality of the family members.	Identifying family members. Describing feelings and sensations .	Students can present their families by describing their feelings, attitudes and behaviors. Students can identify and difference the relations into the family.	Class: drawing a family tree with the members of their families. Role play describing a familiar situation representing their feelings and behaviors Technology: developing a crossword with the vocabulary about the family. Looking at different pictures and write the appropriate feeling that the image shows	**Expressions:** he is my father, he is outgoing. She is my grandmother, she is shy They are my cousins, they are friendlies My brother is intelligent My aunt is beautifull	Internet: exercises designed by teachers in the web. Videos: Markers, cardboards, colored pencils.
UNIT 5 (1 Week)	Discovering my body!	To identify the parts of the body To describe people's appearance	Can make descriptions about his and other people physical appearance	Recognizing the parts of the body Describing physical appearance	Students can talk about his or her physical appearance and other people physical characteristics	Class: designing a puzzle related to the human body. Making a poster about a famous person pointing the parts of his body and describing his physical appearance Technology: playing the game "guess who"using the vocabulary studied in class	**Expressions:** In my body I have two arms, two legs, a neck, a face, a head…. She has green eyes, long hair and small hands He is tall, he is thin and he is handsome.	Internet: exercises designed by teachers in the web. Poster: cardboards, markers, colors, magazines.
UNIT 6 (1 Week)	Delicious food, yummy!!!!!	To express likes and dislikes about foods To identify different kind of meals	Can recognize and identify the names of several foods Can describe his or her preferences about foods	Likes and dislikes Classifying meals	Students can talk about the different kind of foods expressing his or her preferences	Class: playing a lottery game using images related to the vocabulary about foods Presenting flashcards to introduce the vocabulary Technology: playing "hangman" in order to familiarize with the names of the food Classifying the foods into different categories(vegetables, meats, fruits…) by doing a matching activity	**Expressions:** I like oranges, but I don't like vegetables What is your favorite food? My favorite food is chicken Do yo like soup? Yes, I like soup She likes rice, but she doesn't like potatoes	Internet: exercises designed by teachers in the web. Lottery game, flashcards related to meals

	TOPIC	OBJECTIVES	DESCRIPTOR	FUNCTIONS	COMUNICATIVE COMPETENCE	ACTIVITIES	VOCABULARY AND EXPRESSIONS	MATERIALS
UNIT 7 (1 Week)	Funny times!!!	To identify the weather conditions during the year. To associate the different clothes according to the weather.	Can describe the characters of the seasons. Can identify the clothes he or she needs to wear in each season.	Identifying the weather conditions. Recognizing clothes.	Students can make relations with clothes in the different seasons Students can talk about the clothes they use to wear according to the weather conditions	Class: doing role plays in order to identifying and expressing common clothes into the different weather conditions. Technology: wearing bodies with the different clothes in order to recognize the seasons.	**Expressions:** She wears a jacket when it is cold. What season do you prefer? You like to wear short pants so you prefer the summer.	Internet: game designed by the teacher in the web. Posters according to the different seasons and clothes.
UNIT 8 (1 Week)	Are you lost?	To understand the location and useful words. To describe places. To identify the position of different objects.	Can mention what is the position of a specific object in place. Can guide a person using simple indications and key words.	Guiding people to find a specific place. Recognizing commands in order to follow instructions of location.	Students can talk about of the important city places. Students can guide or describe the way of certain place.	Class: playing "guess where" in order to use keywords for finding a hide object in a place. Technology: playing "help the tourist" for finding specific places in a map.	**Expressions:** The church is next to the museum. Where is the police station? It is in front of the park and behind of the fire station.	Internet: game designed by the teacher in the web. Map, flashcards.

Appendix 2

Web Page

ATOR

In this place students will find the following activities:

•One reading related to activities that they can do in different places. After the reading students should do the excercise proposed.

•Next student will find other three activities about commands. Each activity has the corresponding instructions.

READING

ACTIVITY

TRIP AROUND THE WORD

WHAT CAN I DO II

OTHER ACTIVITIES

LISTENING

1. COMMANDS

2.WHAT CAN I DO I

Click on the image and do the listening exercises

Images taken from google.com

DICTIOANRY   ACTIVITIES   HOME

In this place students will find the following activities:

•Three activities related to the family.

•Each activity has the corresponding instructions.

•Next student will find other three links with some games and excercises about the topic.

When student has completed the activities, they have to send the answers for each activity to the following mail: interactivezoneone@gmail.com

THE FAMILY ACTVITY II

THE FAMILY ACTIVITY III

THE FAMILY ACTIVITY I

MEMORY GAME

http://www.1-language.com/memorymatchelem/family_feeling/memori1.swf
http://enjoyenglish.free.fr/english/primaire/concentration/family/family.htm
http://www.englishexercises.org/makeagame/viewgame.asp?id=602

ACTIVITIES   DICTIONARY   HOME

Images taken from google.com

Appendix 3

Monitoring Plan

ENGLISH COURSE
LEVEL A1
AGE 9 -12

**MONITORING PLAN
UNIT 1
MEETING PEOPLE**

OBJECTIVES: To introduce him/herself and others.
To ask for and give personal information

TIME: 3 HOURS

METHODOLOGY:

1. IN CLASS: the teacher presents the topics by giving different examples of the vocabulary showing flashcards, and images related to greetings and personal information. Then students introduce themselves to the whole class and finally they develop the activities proposed for the topic.

2. WEB SITE: students surf in the web page www.wix.com/angeencr/interactivezone , then click on the first unit and develop the interactive activities presented there. Then save the results and send them back to the mail: interactivezoneone@gmail.com

EVALUATION

1. IN CLASS: to analyze the use of the vocabulary and expressions while the students are introducing themselves and giving their personal information in front of the class.

2. WEB SITE: to check the results of the website activities previously sent by the students

ACTIVITY IN CLASS

Students start playing a memory game in which they mention their names and repeat their classmate names, in order to recognize and integrate with others. Then each student is going to write an ID card filling with their personal information (see example number 1) then, the students show it in front of the whole class. Finally they develop the activities designed for the class.

ACTIVITIES ON LINE

1. Click on the link UNIT 1.
2. In this place the students will find the following activities:
   - Two activities about Greetings, in this case the student have to choose the correct answer.
   - Two videos related to greetings and personal information, these videos allow students to practice on the pronunciation of the vocabulary and their listening skills.
   - One link with listening exercises.
   - The student can find other links with games or other kind of activities for practicing the topics studied.

ENGLISH COURSE
LEVEL A1
AGE 9 -12

WORKSHOP
UNIT 1
MEETING PEOPLE

Name_____ Date_____

Greetings

1. .Unscramble the following words:

   - odoGronMing --------------------
   - eloHl ----------------------
   - Godo envEnig ------------------
   - dooGAtrenofon ----------------------
   - dogo yeB -----------------------

2. find the greetings on the word search:

WORDS:

Good morning

Hello

Good evening

Good bye

Good night

Good afternoon

G	O	O	D	M	O	R	N	I	N	G	S	D	F	G
H	J	K	L	Z	X	C	V	B	N	M	Z	A	Q	X
S	W	C	D	E	V	F	R	B	G	T	N	H	Y	M
J	U	K	I	H	O	P	O	L	G	J	T	G	D	S
I	E	G	A	B	E	S	K	X	K	F	R	O	L	F
L	C	F	D	K	J	L	P	O	I	R	T	O	O	Q
G	O	O	D	A	L	G	L	K	A	S	N	D	S	K
J	F	P	I	F	E	G	O	O	D	B	Y	E	L	K
J	S	D	H	T	R	U	I	T	R	O	Q	V	W	Y
E	R	U	B	E	D	S	A	I	O	D	M	E	B	X
Z	V	C	V	R	A	Z	X	S	W	E	D	N	E	F
G	O	O	D	N	I	G	H	T	B	T	N	I	T	M
Y	J	S	K	O	O	L	O	P	M	N	B	N	C	X
Z	A	W	E	O	T	Y	P	O	I	L	F	G	J	A
S	O	W	E	N	W	E	S	K	D	F	J	H	G	U

3. **Match the greetings with the pictures:**

( )   ( )   ( )   ( )   ( )

a) Good afternoon   b) Good evening   c) Hello   d) Good morning   e) Good night

4. **Complete the conversation.**

Susan: Hi! ------------ your name?

Mike: Hello! -------------- Mike.

Teacher: --------------morning! boys and girls. ------------- doing? today.

Students: Fine, -------------- and you?

Teacher: I'm fine, thank you.

PERSONAL INFORMATION

1. *Complete the box with your personal information*

NAME	
LAST NAME	
AGE	
ADRESS	
TELEPHONE NUMBER	
EMAIL	
BIRTHDAY	

http://www.englishexercises.org/

ENGLISH COURSE
LEVEL A1
AGE 9 -12

PRACTICANTES

UNIVERSIDAD DE LA SALLE

2. Look at the picture and complete the following text

Personal information

Anna	Mr. Gold	Kate	Mr. and Mrs. Adams	Tom	Sam
12 years old	40 years old	9 years old	55 years old	12 years old	27 years old
pupil	vet	pupil	doctors	pupil	teacher
music	fishing	dancing	cooking	football	computer
England, London	Spain, Madrid	Japan, Tokyo	Israel, Tel Aviv	U.S.A , New York	Israel, Jerusalem

Anna _____ from England. She lives in London.
She _____ got friends in U.S.A. and Japan.
They _____ Kate and Tom. Kate and Tom _____ pupils too.
Kate _____ nine years old and Tom _____ 12 years old.

Mr. Gold _____ a very good vet. He lives in Madrid.
Madrid _____ the capital city of Spain.
He _____ 40 years old. His hobby _____ fishing.
Mr. Gold _____ got two pets a cat and a parrot.

http://www.englishexercises.org/

Appendix 4

Classification test

Alianza Social Educativa

Classification Exam I'm 10 years old

Name: Juan Manuel Corredor Level: ___

1. Complete the following conversation.

   Chris: Hello, I _am_ Chris.
   Sam: Hi. Nice to meet you. ___I___ am Sam
   Chris: Nice to meet __you__

2. Match the questions and answers.

   a. What is your teacher's name?   _I'm_ Ramiro
   b. What is your first name?   _he_ It's Ms. Rodriguez
   c. What is your e-mail address?   _is_ My last name? Yoshida
   d. What is your phone number? My E-mail _It's_ yoyo3@cup.org
   e. What is your last name?   _is_ 646 – 548- 7848

3. Complete the following phrases with the correct verb in present simple

   a. My brother __lisent__ rock music

   b. The baby __Song__ a letter

   c. __Were are__ you study English?

4. Add an 's' to the verb that need it.

   a. She make _is_ a bicycle
   b. I like _the_ parrots.
   c. They work _is_ at the mall.
   d. It live _is_ in the garden.
   e. I don't eat _the_ vegetables.

5. Circle the correct options and answer the questions.

   a. Do/**does** your mom play soccer? __No she does__
   b. **Do**/does you have a dog? __yes I Do__
   c. Do/does your mom and dad listen to music? __yes they Dos__
   d. **Do**/does your friends play soccer? __yes I Do__
   e. Do/**does** Your best friend read comics? __No his Dos__

Appendix 5

Media technological evaluation

ENGLISH COURSE
LEVEL A1
AGE 9 -12

UNIVERSIDAD DE LA SALLE
Educar para Pensar, Decidir y Servir

PRACTICANTES
Fundación Alianza Social Educativa

EVALUACIÓN DE LA MEDIACIÓN TECNOLÓGICA

ASPECTOS TÉCNICOS Y ESTÉTICOS				
	EXCELENTE	ALTA	CORRECTA	BAJA
Entorno audiovisual: presentación, pantallas, sonido, letra	X			
Calidad y estructuración de los contenidos		X		
Estructura y navegación por las actividades, metáforas	X			
Hipertextos descriptivos y actualizados		X		
ASPECTOS PSICOLÓGICOS				
	EXCELENTE	ALTA	CORRECTA	BAJA
Capacidad de motivación, atractivo, interés	X			
Adecuación a los destinatarios de los contenidos, actividades.		X		
VALORACIÓN GLOBAL DE LA PÁGINA WEB				
	EXCELENTE	ALTA	CORRECTA	BAJA
Atractivo	X			
Funcionalidad, utilidad	X			
Utilidad		X		

103

Appendix 6

Final exam

ENGLISH COURSE
LEVEL A1
AGE 9 -12

UNIVERSIDAD DE LA SALLE

A/E PRACTICANTES

FINAL EXAM ENGLISH LEVEL A 1 AGE 9-12

1. Complete with your personal information:

NAME	Argue Marcela
LAST NAME	Guevara padilla
TELEPHONE NUMBER	3102142898
ADRESS	Cra 95 H Bis N° 94 4 84
NATIONALITY	Bogota ?
AGE	11 years old
BIRTHDAY	16 febrory
EMAIL	Marce -- 2010 @ hotmail.com

2. Match the greetings with the pictures:

(c)   (e)   (b)   (a)   (d)
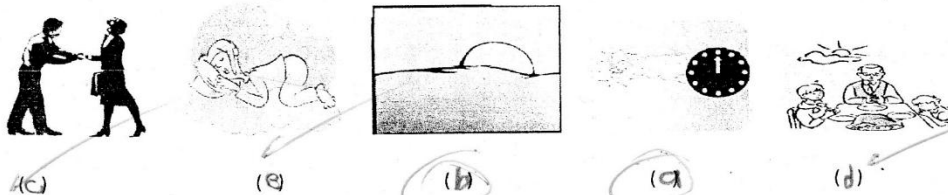
a) Good afternoon   b) Good evening   c) Hello   d) Good morning   e) Good night

3. Put in the following forms of be (am, are, is) into the gaps.

Example: He ___ a boy.   Answer: He is a boy.

1) They _are_ in the car.

2) It _is_ Sunday today.

3) I _am_ a football fan.

4) His pencil case _is_ at home.

5) Maria's grandmother _is_ from Brazil

6) I _am_ not your friend.

7) My mother _is_ in the kitchen. .

8) Hey John! We _are_ here.

9) The pupils _are_ not at school today.

10) _are_ you from Sheffield?

ENGLISH COURSE
LEVEL A1
AGE 9 -12

UNIVERSIDAD DE LA SALLE

PRACTICANTES

4. Match the phrases to form meaningful sentences

a. I   like tennis
b. Ronaldo   usually like shopping
c. Shakira   sometimes eat in the school
d. Young people   usually like computers
e. Girls   plays football
f. Students   sings very well

5. What's the best word to complete the sentences ?

1. __DO__ you work in a bank?

Does   don't   Do

2. The bank closes at four o'clock.

Close   closes   closes

3. My life is so boring -- I just __watch__ TV every night.

Watch   watchies   watches

4. My best friend __write__ to me every week.

Write   writies   writes

5. John __trys__ very hard in class, but I don't think he'll pass the course.

Try   trys   tries

6. It __rains__ almost every day in Manchester.

Rain   rains   raines

7. We __fly__ to Spain every summer.

Fly   flys   flies

8. Jo is so smart that she __passes__ every exam without even trying.

Pass   passies   passes

9. My mother __frys__ eggs for breakfast every morning.

Fry   frys   fries

ENGLISH COURSE
LEVEL A1
AGE 9 -12

10. _DOES_ she live in Florida?

Does doesn't do

6. Write the professions

student firefigther Pilot techer

atronaut polisman singer Danser

7. Match the commands with the correct picture

SILENT PLEASE   OPEN THE BOOK   PAY ATENTTION   CAN I GO TO THE BATHROOM?   CLOSE THE DOOR

8. Write the action according to the picture

Jump Play football singer swim Good nigth

socer

ENGLISH COURSE
LEVEL A1
AGE 9 -12

cat   student   run

9. Write your daily routines.

I wak up at 5:10 am

I Lurch at 2:00 pm

I Dinner up at 7:30 pm

10. Read and complete the chart put **V** or **x**. Andrew is a smart boy; he can do many things and he can't do others thing for example:

He can speak Spanish, He can't speak English, He can´t drive a car but he can ride a bike, He can play a piano and sax but he can't play the guitar, He can cook spaghetti and cookies, He can play soccer but he can't play tennis, He can't swim in a pool, He can ride a horse, He can use a computer, He can write a poetry.

CAN......?	ANDREW	YOU
DRIVE A CAR	X	X
SPEAK ENGLISH	X	X
SPEAK SPANISH	V	V
COOK	V	X
PLAY SOCCER	V	V
SWIM	X	X
RIDE A HORSE	V	X
PLAY THE GUITAR	X	X

Appendix 7

E-mail