

**The use of internet resources for language teaching and learning in a focal  
Elementary English group**

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**Trabajo de grado presentado como requisito parcial para obtener el título de:  
Licenciado en Lengua Inglesa.**

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**LICENCIATURA EN LENGUA INGLESA**

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## LICENCIATURA EN LENGUA INGLESA

### **Abstract**

Given the fact that 21<sup>st</sup> century learners have preferences towards the use of the internet as supportive resource such as the use of virtual dictionaries and material to practice the target language, it was decided to take advantage of it as language teachers, by implementing Internet resources in order to provide students with a different alternative to learn and interact with the language, that encourage and maintain learners attention and the willingness to study with a positive attitude the target language. This project was carried out in a focal group from an elementary English course with the purpose of implementing Internet resources in language teaching and learning routines, and collecting as much information as possible to contribute with ELT field and its relation with Web sources. In order to decide the resources that were going to be used, it was necessary to search among the students' interests regarding how much they use technological tools and the purposes of it, and about their language proficiency level intending to create valid activities for learners. The data collection was possible throughout the application of semi- structured interviews and tests to five focal students, which gave researchers the means to select contents, language level and web resources. The analysis of data revealed how the use of Internet resources for language teaching and learning in a focal Elementary English group, triggers meaningful language learning and teaching and impact learners by increasing their motivation and autonomy towards the use of internet with learning aims.

*Key words: Internet, Computer Assisted Language Learning, Language lessons*

## **Resumen**

Teniendo en cuenta que los aprendices del siglo XXI prefieren usar herramientas eficientes como la internet para buscar significados en diccionarios virtuales, para acceder a material de apoyo y práctica en la lengua inglesa, se decidió como profesores de Inglés, aprovechar dichas preferencias para implementar recursos de la internet, con el fin de presentarles a los estudiantes una manera innovadora y diferente de interactuar y mantener la motivación hacia el aprendizaje de la lengua. Este proyecto de investigación fue desarrollado en un grupo específico del curso de inglés elemental, en el cual se aplicaron entrevistas semi-estructuradas a cinco estudiantes seleccionados, para conocer su percepción y opiniones de acuerdo al uso que le dan a la web con propósitos de aprendizaje. También, se aplicaron evaluaciones para detectar el nivel de lengua en el que los alumnos se encontraban ubicados; todo esto con el propósito de implementar actividades en la web que cumplieran con los intereses percibidos a través del examen diagnóstico y las respuestas obtenidas en la entrevista inicial. El análisis de la información recolectada luego de la implementación de recursos de la internet, reveló cómo su uso en el grupo de Inglés elemental, contribuyó de una manera significativa a la enseñanza y el aprendizaje del inglés, ya que el proceso promovió en los estudiantes autonomía y motivación hacia la lengua extranjera. Además, se observó en varios casos, un mejoramiento notorio en el uso de las habilidades lingüísticas básicas.

*Palabras Claves: Internet, Tarea basada en la web, clase de inglés*

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## **Introduction**

This research study presents the use of internet resources for language teaching and learning in a focal Elementary English group of the language institute of a public university in Pereira as a case study and through the model of action research.

This study will be presented through eight chapters: the first of them is the statement of the problem in which the use of Internet resources in education is mentioned, as it has been providing relevant benefits for language teachers and learners, therefore the necessity of implementing these resources in the aforementioned context. The second chapter, the theoretical framework, will explore theory and studies that frame this study. Chapter number three will present the methodology that guided each step of the research process; a description of the type of study, context, participants, and the role of the researchers, data collection methods and analysis; the instructional design and the ethical considerations will be covered in this chapter as well. Chapter four will explore the findings of the study. The last chapters will register the implications both in the pedagogical and in the research areas and the limitations of the study.

Finally, the references will provide an ample theoretical background that yields a strong support to the study. Samples of the activities, data collection methods, and other research artifacts can also be accessed in the appendices section.



### **Statement of the problem**

For years, English language teachers have been implementing traditional teaching techniques that involve the same classroom dynamics and that at the same time set boundaries to the learning expectations of the students. Nowadays, the World Wide Web provides people the opportunity to learn and practice what they want to, taking advantage of it; it was decided to use the internet as a resource to lead a focal group of EFL learners, to explore and to articulate the class with language activities on the web. Since the web provides plenty of resources, Heick (2012) highlights the current impact that technology has had towards education; the author claims that the days in which people have problems with finding information have already finished; In this sense, any kind of information that a teacher or student could ever need is available on the internet. Several technological tools, such as computers and language laboratories, have arrived to set aside those traditional resources like grammar books and photocopies used to teach and learn a foreign language.

Jeong-Bae Son (2008) states that teachers can find attractive materials in order to construct network-based teaching environments in which they can create meaningful tasks and use suitable materials in EFL sessions. Those new resources and techniques are linked to the implementation of web tools inside and outside the classroom, as a main resource to prompt the students' interaction with specific content selected by the language teacher. Moreover, Gitsaki & Taylor (2000) argue that the learner's self-confidence can be enhanced when they take the risk to search information on the web, and they obtain the outcomes they were expecting.

The use of Internet resources in EFL sessions highlights the importance of assigning the students activities through the internet in order to provide them a more innovative and accessible way of interaction with the language in or outside the classroom. Prensky (2001) argues that nowadays people prefer to use fast and easy ways of communication such as smart phones, social reds and electronic devices. The interaction with web tools enables students to acquire skills according to this new century in which technology has have a relevant impact on the language educational field. Pink (2010) states that "We are preparing students for their future, not our past" (P.6). That is why future teachers need to develop new techniques that match with the reality we are living in, in terms of technology, and fit in the world system that is growing every day. The application of internet in EFL classes can be one of those alternative resources to engage students to learn. In addition, Kuntz (2012) states that English teachers should consider the use of all forms of technology in the classroom in order to train the students to use it appropriately and effectively. It is highlighted by the author that the assistance of the teacher can be helpful to develop technological skills that engage and support students in the process of learning a foreign language.

According to Son (2008) the hypermedia has expanded the power of computer assisted language learning (CALL) given the fact that it allows learners to explore and discover new learning paths; at the same time, language teachers benefit from it, as it has applicable resources for EFL classes.

The “Ministerio de Educación Nacional” (MEN) formulates a program called Programa Nacional de Bilingüismo 2004-2019 which proposes that “Para el aprendizaje exitoso del inglés, los lenguajes visual, sonoro y escrito convergen en la televisión educativa y el Internet. El uso de plataformas para entornos virtuales ha modificado los roles de estudiantes y docentes, estimulando el aprendizaje autónomo y el papel de los docentes, como acompañantes y facilitadores. El Programa Nacional de Bilingüismo señala a las Secretarías de Educación la importancia de estas herramientas,[...]”

This program highlights the relevance of using virtual tools in EFL classrooms as it modifies the teacher’s role into an innovative facilitator, as well as the learner changes in order to be more autonomous.

Morrison (2002) claims that the use of internet is now a better resource to improve the accomplishment in EFL classrooms; due to the fact that the hypermedia gives teachers and learners access to language learning resources in a fast and appealing way. Some of those resources are: Online journals, newspapers, magazines and blogs. Also teachers can create their own interactive language learning activities on the Web, which allows them to adapt the activities to their own courses and students.

The implementation of web tools collaborates with the growth of the independent learning given the fact that educators provide a wide assortment of materials for learners to study in and

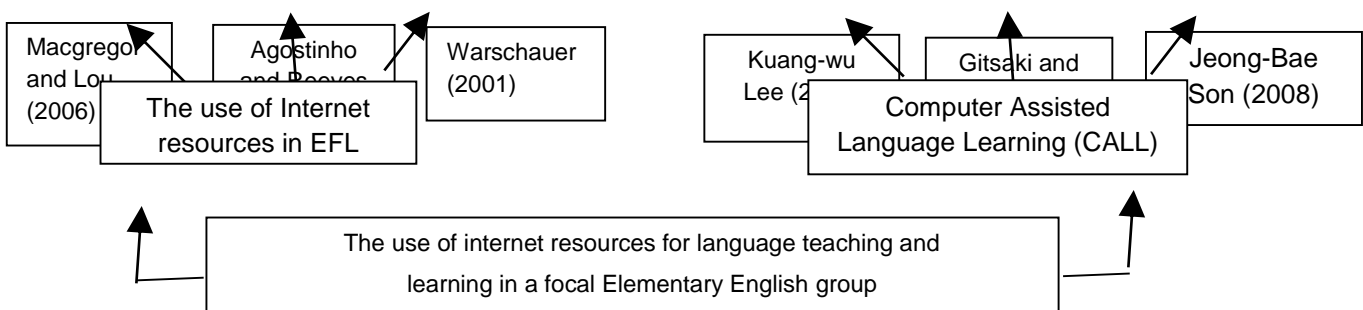
out of the classroom encouraging learner's autonomy; according to Gonzalez and Louis (N.D) some online applications such as text-to-speech (TTS) in which the students introduce the text and can listen to it as many times as they want, increases the learners' autonomy inasmuch as they no longer need to rely on the teacher's assistance. Besides, the instructor of the students chooses a substantial variety of tasks available in a combination of formats, such as text, graphics, audio, videos and websites where students can be exposed to real language used, and interacting with peers and native speakers allowing them to foster the language learning of students.

Activities on the web should be implemented in EFL classrooms since it is an innovative resource for learning and teaching. Its variety contributes to keep some students' mind active and disposed to learn through real contexts. The use of the internet in EFL classrooms contributes to motivate students by setting the target language as vehicle to explore several contents of real life; as mentioned by Gitsaki and Taylor (2000) the Internet gives users different motivating and catching resources. In order to focus our research process, the following questions are formulated:

- 1: How does the implementation of Internet resources in an Elementary course affects the learning and the teaching process?
- 2: How are the roles of the teacher and the student affected by the use these resources?
- 3: What insights can be drawn from the researchers and the participants regarding the use of Internet resources for language teaching purposes?

## Conceptual framework

In order for this research study to have a theoretical ground, two concepts will guide the development of the project. The use of Internet resources in EFL classrooms, which refers to a framework that contributes to the implementation of activities which require the use of the web for their development and the selection of them. Computer Assisted Language Learning (CALL), which is the application of computers and the networks connecting them, in the language learning and teaching field as an insightful, creative and innovating tool. The use of Internet resources in EFL classrooms will be explored through the contributions of Agostinho and Reeves (2007), Macgregor and Lou (2006) and Warschauer (2001). The concept of CALL will be explained based on Joeng-Bae Son 's (2008), Gitsaki and Taylor's (2000), and Kuang-wu Lee's (2000) ideas. At the end of each theoretical concept, a definition by the researchers will be presented, and its contribution to the research study will be argued. The concept map below shows the reader an overview of the relevant terms for the present to study.



### **The use of internet resources in EFL classrooms**

The use of resources, applications and tools of the Internet that students are familiar with, can be employed in order to develop specific activities proposed by the educator. The internet has allowed people to find innovative forms of interaction with multimedia sources and networks that seems to promote efficient learning strategies that could be useful not only for learning but also for communication and the facilitation of everyday life.

Authentic tasks are genuine and real world tasks that allow learners to be more in contact with real experiences in common scenarios. In this sense, the Internet enables and promotes the means to bring more realistic and contextualized activities that can be adapted in EFL classes. As stated by Agostinho and Reeves (2007) this type of activities can be found and presented in several formats such as videos, audio materials, images and platforms. To sum up, the authors say that multimedia resources such as videos, pictures, recording and producing materials, awake the interactivity and development of technological skills of people.

According to Macgregor and Lou (2006) the implementation of web sources has been considered as a framework that facilitates the educator to design and construct a student-centered learning by using the web for planning and application. The authors also states that the web provides teacher and learners with supporting tasks and attractive materials to develop and conduct classes.

Macgregor and Lou (2006) suggest that the tendency of the internet can allow the student to learn autonomously by implementing it as principal tool.

We might then say that autonomy can be enhanced by the use of net sources, due to the fact that it is a performance that demands a self-centered work; besides, the motivation is activated since users usually deal with appealing and interesting materials that the internet provides.

Warschauer (2001) claims that the Internet is a virtual library that has a huge amount of valuable information for teaching and learning. The author also argues that searching through the web exposes students and facilitators to a substantial variety of tasks available in a combination of formats, such as text, graphics, audio, videos and websites. To conclude, Warschauer (2001) suggests web-based activities collaborate with the growth of the learning since educators are able to provide a wide assortment of materials for learners.

As a matter of fact, technology has had a relevant impact on many different fields facilitating the way in which people look for information. The implementation of the internet and multimedia resources in people's daily routines has provided them with greater autonomy to develop activities in their jobs and educative exercises.

This concept has been used in the thesis project as it is appropriate to describe the benefits of the web materials and virtual platforms and comprehend its functionality for language teaching lessons.

**(CALL)**

Computer Assisted Language Learning (CALL) is an approach that differs from traditional ways to teach and learn a foreign language; it involves the use of computers and internet as a resource for planning English language tasks and sessions. It maximizes the options to acquire English as a foreign language by proposing real exposure to it and different spaces to do so.

Joeng-Boe Son (2008) supports the idea that, Task-based Web activities require students to use the web in order to achieve certain outcomes expected by the teacher. Also the author states that web sites are supplementary resources for teaching English as foreign language. As a way of conclusion Joeng-Boe Son (2008) claims that network environments allow English teacher to create meaningful tasks as well as the use of various materials for language learners.

Given the fact that language teachers need to innovate with catching and fresh materials, websites become a useful tool for the preparation and planning of classes and tasks in which learners will be committed and interested to perform them.

Gitsaki and Taylor (2000) claim that assisting language by the implementation of computers is a teaching approach that also makes use of the web as main resource for exposing learners to authentic language use. The use of computers and the web in language teaching atmospheres satisfies the three essential conditions for language learning: exposure, use and motivation. The authors also state that computers in language teaching and learning



must be integrated in order to maximize the benefits that web brings into language learning scenarios. Finally, Gitsaki and Taylor (2000) claim that, in the virtual learning environments, learners can easily find information that they are interested in; hence, they develop a sense of achievement and confidence when they finally find the information they want on the web.

It is relevant for language learners to be exposed to a real context, even if the students are not in the classroom, inasmuch as it allows learners to recreate activities that do not have to be necessarily developed in physical study environments.

Kuang-wu Lee (2000) exposes that one of the advantages of the Internet is that it provides new possibilities for assisting teachers to successfully meet this challenge.

Therefore, internet-based tasks can potentially energize the ESL/EFL classroom; this potential may not always be achieved. If the teacher does not clearly set the goals and strategies of the activities, students may lose interest, learn little, or both. The author also describes that implementing Internet tools in language assistance is a strategy that keeps the students' interest and commitment. Kuang.wu Lee (2000) concludes by saying that tasks based on net resources become in social activities since learners can have online conversations to practice the target language; therefore those social activities tend to engage the learner's interest and to practice basic language skills.

It is pertinent that EFL teachers should take into account this type of means in the lessons planning, as it provides plenty of innovative activities that could enhance student's performance and the language proficiency.

Teaching English as a foreign language based on the use of the internet as a main resource, creates an attractive learning atmosphere and provides an assortment of interesting teaching materials. The use of the technology inside the classroom brings very positive outcomes, since it is more appealing for learners, and at the same time they can be exposed to more real language interactions as chatting with native speakers, practicing the target language in authentic experiences of life.

The concept of CALL has been used in the thesis project because the bases are focused on the implementation of web-based material and activities as different practices of to teach and learn English as a foreign language.

## **Literature Review**

Several studies on the topic of using computers and Internet in EFL classrooms present findings related to how teachers and learners have been implementing these tools to achieve teaching, learning and communicative aims. In Morrison's (2002) research study, the data collected suggests that the world wide web's capability for interactivity makes it especially exciting as a resource for language teaching and learning. The implementation of web activities guarantees to teacher's accessibility, renewability and adaptability. But sometimes the application of these sources can result to be a challenge, since most of the teachers may not have the technical skills and knowledge to do so; however, the creation of activities on the net sometimes just requires a basic multimedia knowledge.

Also Morison (2002) conducted an explanatory case study focused on why create your own web based language learning activities. One of the findings of the study suggests that a wide range of basic language skills can be improved through the use of Web based activities such as vocabulary, grammar and reading and writing exercises that activate the critical thinking of the learners in a variety of ways.

Another relevant issue is highlighted in Chartrand's (2012) case study, who states that an increasing number of educators and learners are making use of Web tools to communicate outside the classroom, taking into account the use of the target language as a resource for building interpersonal relationships that differentiates it from traditional approaches to language

learning pedagogy and provides an opportunity for success. The author's outcomes mention that, a Web-based learning environment promote constructivist learning through authentic activities related to the vast amount of information available on the Internet.

Moreover, Chartrand's (2012) case study argues that a common event is that educators feel constrained by the poor material for writing and reading resources to conduct EFL classes; that is why the author exposes a case in Japanese universities, where students can commonly take one class (90 minutes) of English conversation per week over a 15-week term. Normally, undergraduate students are busy with daily routines such as classes, part-time jobs, and socializing with friends, therefore, they have little time to devote to out of class work.

There is not enough time for students to significantly improve their language skills, and it can be challenging to encourage students to practice the target language outside of class. For enhancing students' motivation, it is indispensable to use materials that are relevant to their language level and needs; the Internet has helped to alleviate this restriction, and due to the fact that the technology of modern computers combined with the fast transfer speeds provided through broadband Internet connections, teachers and learners are now able to access to these resources with teaching and learning purposes

According to the findings in Park and Son (2009) work, students improve their English skills through the use of the internet; inasmuch as they can practice the activities as many times as they require. Most of the teachers who participated in this research said that computer technologies can positively contribute to the quality of teaching, mode of presentation, learner's motivation and cross-cultural awareness. The collection of data was through questionnaires and

very detailed interviews in which the results showed a favorable attitude from teachers towards the use of computers and the Internet, since the implementation of them, improves the English proficiency needed in the Korean society as foreign language (Kwon, 2000).

According to Galavis (1998), the multimedia system encourages learners to develop autonomy; besides it changes the role of the teacher from a lecturer and provider of knowledge to a student's guide. He is in charge of presenting and monitoring the development of the web-based activities in which students are going to be immersed. As a matter of fact, teachers can design and adapt more interesting and attractive exercises for learners, based on the use of Internet and multimedia resources which will be carried out without much assistance from the teachers, motivating autonomous work. The teacher must provide available answers and feedback online; thus, the learner can check his/her own production without the necessity being in the classroom.

## **Methodology**

In this section, the reader is going to be contextualized with relevant factors that define the type of research that was conducted. The context involved in the study had participants who performed several roles in the situations which took place throughout the investigation. Moreover, the reader will be able to explore each of the data collection methods and the analysis of them, which was helpful to consolidate the presented findings; finally it will be

presented the Instructional design which contains the detailed description of the design and the way the tasks and internet resources were implemented in the case study.

In order to show the research cycle of the present study, a model taken by Burns (2010) is followed to describe each representative stage of the process, which required the practice of specific skills such as careful planning, sharpened observation, analytical reflection, etc.

Once the researchers found the integration of computers and some internet resources as an interesting phenomenon for the language teaching and learning field, a phase of planning began considering the selection of context, participants, and data collection methods which conclusively categorized the research as a descriptive qualitative case study, interested in perceiving how the language learning and teaching process of a focal Elementary English group could be altered by implementing computers and Internet resources as supporting tools for learning and teaching practice routines.

To start collecting relevant ideas regarding the design and tools to make the task, semi-structures interviews were made and applied by researchers to language teachers who collaborated with the study, in order to inquire into their interests in relation to the web and its usage in language classrooms as relevant part for the implementation of some tasks or for extensive language practices, as well as supportive and adaptable materials for teaching. Subsequent to this, the answers collected were organized in a chart (see appendix 8 ) to analyze repeated patterns which later were helpful for the design and implementation of the activities with web-based development.

The focal group of students, who collaborated as context of the study, was also interviewed to have a broader perspective of the use of the Internet in the different aspects of their lives, and to get ideas about their most common routines using web resources to support and strengthen the language learning process. After reflecting on collected answers through the students' initial interview, the application of a test was done; a diagnostic evaluation designed by the researchers, taking in mind the syllabus of the course III from which focal students were chosen as participants, with the purpose of checking learners' language proficiency level.

The information obtained in the semi-structured interviews, and the results of the diagnostic test, made possible a planning stage for the design of the task which involved a selection of interesting and valid Internet materials as texts, images, type of language activities, an easy and free access Internet interface (*Edmodo.com*) to apply the task, and other multimedia resources as mp3 and videos used for practicing the listening and the reading language skills. Once students interacted with the activities on the internet planned by the researchers, a final test would be applied in the focal group so that researchers could have perceptions that could indicate changes or impacts on the student's language performances, after being involved with internet resources for language learning purposes.

As soon as the task was designed and verified by researchers in the *Edmodo's* platform, the implementation class was planned to take place in one of the computer's labs of the university; a classroom equipped with computers for students, Internet, a video projector, and a white board.

The execution of the task had a duration of two hours, in which students were exposed to develop activities focused on the practice of some of the basic language skills integrating the computer and the internet resources. The platform *Edmodo* allowed the students to access through links to web pages which immediately displayed the resources. For drilling the listening skill, mp3 recordings were used as well as some comprehension questions; in reading, the popular web site YouTube, served to play a dynamic video with background music, about some characters' stories with audio and subtitles, engaging learners with a different way of practicing reading. For the writing part, the students were supported with a model of a letter, so they could write their own; also, simple instructions were provided to delineate patterns to follow as grammatical aspects, topic, and the length of the exercise.

The observation stage was carried out during the implementation of the web activities in which the researcher-observer collected written data in the researcher's journal. The information was mainly focused on the description of how students performed the activities, some perceptible attitudes such as willingness and engagement towards the exercises. Also, some aspects were taken into account to be observed, such as if the interface was correctly working, if the students achieved successfully the teachers commands regarding the interface management as well as the way the researcher-teacher guided the class in terms of time and classroom management.

After the implementation class, researchers organized the information collected, highlighting pertinent information which could be helpful in the construction of future findings, conclusions and research implications of the project.



The information gathered through tests, interviews, the exercises on the web and the observation notes, was systematically organized considering the order in which it was planned and executed in the study, this analysis of the data is presented in the following chapter.

### **Type of study**

The present Project was held under qualitative descriptive case study research patterns. Yin (2011) describes qualitative research as a study developed in real-world setting, in which the researcher can observe the phenomena in a real life scenario. Additionally, Burns (1999) defines qualitative studies as descriptions, interpretations, and clarifications of the research context observed from an inside perspective. The researcher also claims that qualitative case studies draw on information collected during the process by “interpreting human behavior from [...] the participants’ perspective” (p.23) in order to come to conclusions related to the initial hypotheses, conclusions which do not intend to generalize the results over the research context.

The previous definitions were taken into account since the researchers tended to observe the participants performing activities through the application of computers and Internet resources in their natural learning context, which was the classroom itself or any other place where learners could have access to internet.

This study is also descriptive as it describes aspects of second language acquisition from an analytical perspective. Seliger (1989) states that descriptive studies are carried out for heuristic reasons, since their pretensions are not to find a specific result but to be open to unexpected outcomes. As drawn from Seliger (1989) there are other distinctions which characterize descriptive studies as that “in descriptive research no manipulation of naturally occurring phenomena occurs” (p.118). Consequently, the participants were involved in their natural learning environment without major alterations of the contexts observed.

Additionally, the project aligned with a case study research approach because as defined by Brown and Rodgers (2002) case studies are “the intensive study of the background, current status, and environmental interactions of a given social unit” (p. 21) In the project a group of EFL students from course three were the *social unit* of the study, due to the fact that this group was the focus participants that were observed in their natural language learning environment.

## **Context**

The study was carried out in a language institute of a public university in Pereira, Colombia. This institution was founded in 2002, and it has a teaching staff of 100 pre-service teachers in development and approximately 5000 students. This institution provides language courses for students of different programs of the university, as well as for external people. According to the “Acuerdo 49 del 9 Noviembre del 2000”, the academic council of the university states that all the students of the different academic programs must certify second language proficiency as a requirement for their bachelor’s degree on the different programs. There are 16

courses that the students must achieve, which at the same time are divided into four different proficiency levels: Basic, pre-intermediate, intermediate and upper-intermediate. Every course has a length of 40 hours which can be accomplished in different schedules, either during the week or weekends.

The most concurrent schedule is on Saturdays from 8:00 am to 1: 00 pm. The courses held in the institute are based on a functional syllabus which gives to the teachers the guidelines to direct the group. This research project was held in one group of the course three, which was the third stage of the basic level provided by the institution. This course was chosen by researchers given the fact that the Common European Framework suggests that from A1 to B2 proficiency language levels, a progress regarding the linguistic development can be more observable, as students show a progressive improvement in their language learning performances. Additionally, course three was selected as the scenario, since language students were previously familiarized with the development of language exercises through the web, and because researchers had greater possibilities to work with the focal group.

## **Participants**

There was a group of students randomly selected that were part of this inquiry; the teacher in charge was guiding the course and at the same time he implemented the activities designed for the group according the syllabus of the course. The type of sampling used in the research project was non-probabilistic strategy given the fact that the inquiry focused on the observation of a selected group and events with aspects of interest for this study as the student's reaction in

terms of language development, facing the implementation of Internet resources in the EFL classes guided by the teacher-researcher.

The (case study) students selected belonged to different programs of the university and, they were studying English in the language institution as part of their language development process and preparation for their proficiency level exam. The researchers of the group belonged to the English teaching program of the university whose roles were to observe, collect and analyze data, select the resources for the designing of the activities, and report the different situations that could be generated by the implementation of computers and Internet tools.

### **Description of focal students**

As it was mentioned before, a focal students group was selected during the planning period, from the course three of the language institute; they were in total five students, four men and one woman who participated in the research study; all of them belonged to different academic programs. The selected group was apprised of the purposes and development of the research project and they were asked to accept the participation by signing a consent form (see appendix 1), as well as the permission of the language institute to carry out the study project with students of the course three (see appendix 2).

The following were the details of the focal students' profiles taken from personal information provided by the learners as well as researchers' observations done in class. The

students' names were changed by pseudonyms in the transcriptions of the interviews in order to protect their identities.

Juan: he was a 22 years old student of mechanical engineering at the university coursing his 3<sup>rd</sup> semester. Besides, he is an active student in the English classes due to his constant participation, he also showed interests in sports and belongs to the Rugby`s team of the university.

Paola: she was a 24 years old student from electrical engineering. Paola showed positive attitudes in the observed English session; she expressed motivation toward the learning and interaction with the target language, due to the fact that she sees the language as an important tool for her future expectation of her profession.

Jose: he was a 22 years old student of mechanical engineering. He was characterized for being a quite shy learner in oral activities but his individual achievements in the classroom highlighted his language skills.

John: A 24 years old student of systems engineering who demonstrated his eagerness to be in contact with the language due to his interests by the target culture and technological features that he can use to improve his language knowledge.

### **Researchers' role**

Different roles were accomplished by researchers in the study, one of them was of a teacher – researcher in charge of leading the classes in the selected course, at the same time both researchers collected and analyzed the data; also they worked as teacher-observers and reporters of the effect that the implemented Internet tools had in the focal students. Finally, researchers accomplished the role of designers of exercises based on Internet materials for the practice of English as a foreign language.

This study was conducted in a teaching context which provided the opportunity for researchers to investigate how the internet resources might change somehow the roles of the language teacher and students when the exercises on the Internet were presented and developed in the class, whit the purpose of gaining insights of the phenomena of the study.

### **Data Collection Methods**

The data in this project was collected using methods such as semi structured interviews for focal students and language teachers, researcher's journals which include field notes, and documents. This type of data allowed the researchers to consolidate relevant information to be analyzed from different perspectives, taking into account the source where the information was taken from, as focal students and language teachers.

### **1. Semi-structured interviews:**

In this type of interviews the ground to be covered and the main questions were planned in advance by the interviewers. Moreover, semi-structured interviews were appropriate for case studies and mini-studies due to the fact that these types of research projects did not involve large groups of people. In order to have all the details of the interviews, they were recorded and transcribed. Implemented Semi- structured had open questions in order to provide the interviewed more confidence, so they could give more genuine responses Wallace (1998). Two interviews were made to the focal students (see appendix 3); the initial interview was applied before the implementation of the activities using a platform on the internet in an English class, with the purpose of getting information about the attitudes and customs they had when they involved technological resources in study sessions. And the final interview was applied after they performed the assigned activities, to get their perceptions regarding the integration of Internet resources in English classes.

### **2. Researcher's journals:**

According to Freeman (1998) journals allow researchers to record thoughts, feelings and reflections about the project they are heading. Most of the time, these notes are focused on field notes and recordings taken by the researcher. Also as stated by Wallace (2002), "journals provide effective means of identifying variables that are important to individual teachers and learners" (see appendix 5).

### **3. Documents:**

According to Burns (1999), documents are an approachable source of data in action research. There were different kinds of documents according to the research focus; for instance, students' portfolios or written work, students' records, lesson plans, tests among others documents that helped in different aspects of the practice such as analysis of information collected in class, comparison with other information in order to verify and clarify content.

1.1 Tests: Diagnostic test/final test: To have deeper information towards the language knowledge of students, two tests were implemented in the focal group. The diagnostic test (see appendix 6) took place before the interaction with the Internet resources as language practice tools, to diagnose the proficiency level of students; the test was designed regarding the topics established by the syllabus of the language institute. After the intervention of the exercises on the Internet, a final test was carried out to reflect on any unpredictable aspects that could have afloat concerning the learners' language learning.

### **Instructional Design**

As it was mentioned before, some patterns were followed by researchers during the phase of designing the activities on the web. As a first step, the syllabus of the course was analyzed in order to select valid grammatical and linguistic aspects to be studied through the exercises on the internet platform and for the planning of lesson ( see appendix 8), where the main topic of the class was the present perfect tense, useful to telling stories, anecdotes and life experiences. Once the topics were chosen, researchers looked for a free access Internet platform (edmodo.com) to upload the



exercises which were designed adapting different and interesting Internet resources for learners, such as web pages and blogs to practice and test the basic language skills taking into consideration the order they were going to be presented to the students on the platform.

When the platform was equipped with the planned exercises, the English session was prepared to take place in a computer system room of the university, with computers, video projector and white board which was booked in advance by researchers taking into account it was the biggest available computer room; however, the computers of the room were not enough to cover all the students of the class, so the teacher-researcher had to group some of them.

At the time of integrating the exercises on the internet platform, the teacher-researcher was in charge of giving instructions and monitoring the students performances towards the activities while the researcher-observer was taking notes about the development of the class and students' reactions dealing with the exercises.

### **Data Analysis**

For this research study, three instruments for data collection were implemented: semi-structured interviews, researchers' journals and documents. This information gathered was methodically analyzed for researchers to come up with insights related to the implementation of computers and Internet resources for language teaching and learning in a focal elementary English group. This methodology is called Grounded theory which as stated by Glasser and Strauss (1967) is a systematic generation of theory developed from a collection of database,

which takes a case rather than a variable perspective; the variables found step by step in the case study are taken as a unit that produces certain outcomes. In order to provide a descriptive perspective that explains how focal participants of the study worked with Internet tools, a comparative method of qualitative analysis of data needed to be developed in four main stages: identifying a phenomenon of interest, the identification of local concepts or categories and finally outlining and writing the theory. These stages were not exactly followed in the same structure for the data analysis of the present project, as they had to be adjusted in accordance with the emerged theory. The data analysis procedure followed this sequence:

The information gathered through observations, researchers' journals and the interviews' answers were digitally transcribed in order to edit, code, and systematize the data. Once the information was transcribed, it was read and organized into categories according to similarities in reflection, subject or conclusion. Each category was denominated with a code that allowed researchers to check and manage the information in a more detailed way; each code referred not only to the type of data collection method, but also to the initial' name of each focal student . For example, FI3JL20, here, FI, stands for the data collection method "Final Interview"; 3, refers to the third interview that was carried out, (there were five interviews); J, is the initial of a focal student pseudonym; and L20 corresponds to the line of the text.

### **Ethical considerations**

In view that the present project was carried out with learners and teachers from the language institute of a public University in Pereira Colombia, some ethical requirements were

taken into consideration, during the phases of planning, integration of internet resources for the design of language activities and data analysis. First of all, to have the permission of the pertinent university entities, researchers sent a letter to the coordinator of the institution in order to get the consent about the involvement of a focal group of students from the English course three and some collaborative teachers in the study of the use of internet resources as alternative tools for teaching and learning in English sessions. The consent form (see appendix page) described how the research project would be developed and asked students and teachers to participate in the project. Confidentiality was maintained and the researchers guaranteed to preserve the participant's identity, as well as to maintain recordings and all data collected only for educational purposes in the research study.

As it was previously pointed out, the focal students and teachers who collaborated with the project were given as well a consent form (see appendix) in order to assure them confidentiality, students were assigned pseudonyms to covering up their real names in the phases of analyzing data and drawing conclusions. The following are the students' names used for the project: *J: Juan, P: Paola, J: José, G: Gustavo and J: John.*

## Findings and Discussions

In this section, there will be revealed the findings that followed the data analysis process.

Five different findings are presented with their correspondent sub- findings, in order to provide answers to the research questions, as it can observed in the chart below.

Research Questions	Findings
<p>1: How does the implementation of Internet resources in an Elementary course affect the learning and the teaching process?</p>	<ol style="list-style-type: none"> <li>1. Web pages and multimedia tools as helpful resources that foster autonomous and meaningful language learning.</li> <li>2. Teacher's monitoring in the development of activities on the web reinforces student's confidence.</li> <li>4. Computer basic management and scanning reading skills necessary during the design and application of activities on the web.</li> <li>5. Impact of the integration of Internet resources in learners' language development</li> </ol>
<p>2: How are the roles of the teacher and the student affected by the use of web resources?</p>	<ol style="list-style-type: none"> <li>2. Teacher's monitoring in the development of activities on the web reinforces student's confidence.</li> <li>3. Web pages as practical English learning and teaching tools that fostered student's positive attitude.</li> <li>4. Computer basic management and scanning reading skills necessary during the design and application of activities on the web.</li> <li>5. Impact of the integration of Internet resources in learners' language development</li> </ol>
<p>3: What insights can be drawn from the researchers and the participants about the integration of Internet resources in EFL teaching?</p>	<ol style="list-style-type: none"> <li>1. Web pages and multimedia tools as helpful resources that foster autonomous and meaningful language learning.</li> <li>2. Teacher's monitoring in the development of activities on the web reinforces student's confidence.</li> <li>3. Web pages as practical English learning and teaching tools that fostered student's positive attitude</li> </ol>

## **1. Web pages and multimedia tools as helpful resources that foster autonomous and meaningful language learning.**

Since the first stage of the data collection process, the focal participants of the present research study expressed in an initial interview, positive conceptions towards the inclusion of certain web pages and multimedia sources in their language learning process, not only in the classroom or in an English lab, but also in other alternative places in which they feel more comfortable, as it happens in their houses. Students assured that they usually tend to use web tools as a significant support in English language learning (ELL); inasmuch as it enabled learners to delve into different issues of the language through multimedia such as videos, images and interactive exercises that reinforce and allow the practice of the English language skills developed in the lessons. Consequently, an example taken from the initial interview is exposed to support the information above.

*I15JL9: Dentro de nuestro aprendizaje podemos encontrar una manera más fácil de llegar a las cosas mediante la internet, porque ahora nos ofrece muchas herramientas que pueden ser importantes para nuestro desarrollo.*

This focal student regards the web as a relevant supportive source that allows him to approach significant input for his own language learning process. As it was mentioned before, the Internet exposes users to a wide range of communicative and informative tools which allow students to interact with authentic and contextualized input in the course of the development of

the target language. Furthermore, another excerpt is provided to highlight related opinions referring to the involvement of certain interfaces in the way students learn the language.

*I13JL35: Actividades por ejemplo en algún blog o algo, yo creo que ayudan a la formación complementaria a la que uno recibe aquí.*

This student asserts that in order to practice the target language is not necessary to be in the habitual English class at the university guided by a facilitator; since, the use of blogs, social networks and web pages represent supporting materials for his language learning. It is considerable to highlight the fact that students, who are in constant interaction with technological media, are open to use it as material that facilitates the strengthening of language learning strategies.

After the process of integrating Internet tools in the EFL class, a final interview was performed to obtain students' points of view up to the experience of dealing with web resources in a learning context. The following is a fragment taken from the final interview.

*F13JL20: Es una ayuda bastante grande que te da ya tener la actividad ahí planteada [on a virtual platform], ya tener la organización, uno ya sabe digamos, que tiene también el internet a la mano, entonces uno se puede ayudar como para buscar frases o cualquier cosa que uno necesite para completar la tarea.*

The use of web platforms furnishes the teacher's opportunities to design tasks that are organized, and appealing so that the students meet and follow the steps of the task without

confusions and, in a more innovative way. Furthermore, as online dictionaries, social and educational social networks were accessible during the development of the activities, the class shared an atmosphere of security and support to fill the gaps and find unknown terms that could interfere with the achievement of the task. According to Singhal (1997) the Internet offers the learners a world of accessible information “just at the touch of a button” (p.6), promoting communication possibilities that improve the language learning experiences. In addition, the author claims that “the internet also promotes literacy for authentic purposes” (p.7 ) due to the fact that the information obtained from the web requires a reflection from the learner, who needs to awake logic skills, critical judgment and reading skills as scanning.

Given the fact that several information useful for the explanation of the following sub findings was repeatedly evidenced throughout the data analysis, three subcategories will be presented in order to enrich the current finding. The first sub finding has to do with the role of authentic web materials that contextualize the learners with real language and integrate the new information with the actual learner’s knowledge. The second sub finding aligns with autonomous learning encouraged by the constant interaction with web pages as it complements and provides situations to develop autonomous work, and the third sub finding deals with the focal students’ conceptions regarding what autonomy means when they work with technology by themselves, with specific language learning purposes.

### **1.1 Multimedia resources encourage meaningful language learning.**

The target language learning seemed to be enhanced through the use of authentic and original materials found in the web space, given the fact that the information obtained is updated and it is presented in a more appealing form. The Internet drove the students to explore enthusiastically the language and to reinforce the required abilities throughout the development of interesting and non-complex web procedures as reading an email or listening to a song.

*I13JL12: ...utilizo mucho uno ver por ejemplo, un video en YOUTUBE y uno coloca el video y coloca la letra, entonces uno escucha la pronunciación y mira la palabra y cómo la está pronunciando. Entonces, pues cómo se va a aburrir uno de pronto viendo un video de música que a uno le gusta y al mismo tiempo está escuchando, entonces son esas cosas que a uno le facilitan mucho al aprender.*

As other focal participants, this student claims that he is a constant user of YOUTUBE, as he finds it helpful and enjoyable for English learning, since the learners count with authentic materials suitable to practice and strengthen language skills in a more dynamic and innovative way, than using material with topics that are not related to students' likes. Another related insight is stated from anecdotal records in the researcher's journals.

*RJIML1: The internet as a resource in the process of language learning provides students with innovative and authentic materials that allow them to reinforce and improve the language skills in an implicit way, since they activate reading, writing and logic skills to cope with basic web procedures such as sending an email or reading a blog's article.*



During the present study, it was noticed that audiovisual sources such as songs, pictures or videos have been used by focal students to practice pronunciation, vocabulary or in order to explore the target language in a way in which they feel more comfortable or more attracted to them, but at the same time the web becomes in a beneficial real language practice. As stated by Ausubel (1960) meaningful learning is determined when the material selected for learners is related in some sensible way with their interests and their cognitive structures, as learners possess ideas that help to integrate and assimilate the new information to their already existing knowledge; in this sense, the new concepts are retained to enhance learning through sufficient drill becoming in a incorporated part of the students' cognitive system. It was also noticed through the research that adapted activities using the Internet with authentic material had an impact on students as they were contextualized in certain manner to their real world, which make learners to incorporate or rehearse the new information differently from the way they are used to, since they are exposed to materials which can be more related to their learning styles and personal interests. In accordance to Ausubel (1960) an organized and related cognitive knowledge structure is the principal factor to facilitate retention and increase the learning of new concepts.

### **1.2 Autonomous learning evidenced through the use of online tasks for language learning.**

The interaction with computers and web pages, have been seen in this project as a noticeable source for the development of the process of autonomy. As students already had

the experience to take advantage of using the web for learning purposes, they felt more secure to work independently from the rest of the class, which is not considered as a negative aspect, instead it proved how autonomy in learning is evidenced when learners interacted with the web resources, since the focal students looked for information that they considered relevant to figure out gaps in the language or to reinforce their language skills, making them less dependent from external guidance. As evidence for these assumptions some extracts are taken from the researchers' journals and from the students' final interviews.

*RJ6JL6: The idea of interacting with a web page for a learning purpose awakes students' autonomy, due to the fact that the internet provides them with different forms such as interactive grammatical apps, movies and music to interact and to reinforce the input they have previously received in the class.*

*F12GL4: Hay programas en la web que son muy buenos sin la necesidad de un profesor porque hay explicaciones muy bien desarrolladas.*

It is well known that the internet offers a variety of web pages and applications that are useful in the process of language learning, as the use of translators, blogs and informative and academic pages that furnish people with different options to resolve problems and doubts by themselves rather than being always assisted by an instructor; inasmuch as these resources are equipped with detailed and clear explanations and instructions. This advantage makes autonomous learners in the sense they have the opportunity to practice with a wide range of contextualized useful material, in a way which is more dynamic and related to their preferences,

which contributes to the development of a less dependent work habits and to a more recurrent language practice.

As it was mentioned before, when the students were guided by the teacher through the instructions of the activities, they felt supported to interact with some educational social web pages, social networks and web applications as online dictionaries, since the teachers provided them with tools and guide their autonomous production, to reinforce and fill the gaps found in the different activities that should be accomplished by the end of the class. As supported by Harmer (2001), “students need to develop their own learning strategies, so that as far as possible they become autonomous learners” (p.335).

It is of concern to highlight how the classroom routines have changed regarding the place and the sources used to conduct regular English classes as it was noticed in the present research study, in which the students felt more confident when looking up the unknown vocabulary, exploring grammar references, and multimedia sources to solve their gaps and to interact with the language in a more independent and individual work not only at their university language classes but at their houses too. However, it is important to take in mind some aspects that students should consider when they work alone; advices that could be given by the teacher, in terms of prompting discipline and responsibility in the solo work; as Thanasoulas (2000) claims that an autonomous learner has to learn and apply a set of skills to determine where and how his learning is being conducted. Moreover, the author emphasizes on the student’s

willingness and capacity to choose materials, tasks and methods to achieve his independent learning set of goals.

### **1.3 Learners' misguided conceptions towards autonomy in web –based language learning.**

The present finding intends to project the focal learners' conceptions collected through the analysis of semi-structured interviews and researchers' journals regarding the language learning process which involved the internet and media sources. This category came up given the fact that the students are conceiving the internet' facilities and the multimedia resources as relevant supportive tools for the second language learning process overcoming the importance of the language teacher assistance, the physical interaction with classmates, and other proper conditions for conscious and meaningful learning. As previously mention, it is well known that the web provides learners with an amount of advantages that allow them to make helpful extensive language practice; however, language learning has been seen as process that requires the development not only of language skills but the awareness, the responsibility and effort to achieve established aims, besides of the constant work on the development of autonomy. The following are extracts of initial interviews which show some of the students' opinions concerning the internet as complementary source for language learning.

*I13JL6: Pienso que tiene muchas ventajas [el internet], por ejemplo la multimedia es muy útil cuando uno está aprendiendo, de pronto la pronunciación, las palabras, uno al mismo tiempo poder ver cómo se escribe, o cómo se pronuncia, pues es una herramienta muy útil para uno aprender inglés autónomamente.*

*I12GL3: Me di cuenta hace más o menos cuatro meses que era capaz de aprender [Inglés] yo solito con la internet, y me ha parecido una buena herramienta, muy independiente de un profesor.*

The first learner conceives the internet in the same positive way that other focal students have expressed along the data collection process. He claims that the web provides him with enough sources to find relevant information in different shapes to learn and drill a foreign language without the need of being assisted and supported by a teacher; indeed, he states that the fact of study through a computer with internet makes him an independent learner. In the same manner the second student reflects on the fact that as the internet is rich in contents, it is not necessary a language teacher that supports the process of learning of students as they obtain explanations and relevant knowledge. Taking into consideration these learners' conceptions, researchers find misguided assumptions about autonomy in the context of web-based language learning and the fact of being assisted by a teacher to ensure the successful development of tasks. In addition, students seem to perceive that the language learning process becomes an effortless and comfortable procedure, for the reason that the internet has already a vast amount of solutions to find information and tutorials that explain grammatical aspects of the language. To support this researchers' interpretation an excerpt from initial interviews is attached.

*I13JL20: Me siento súper cómodo [Usando la internet como recurso de aprendizaje de la lengua] porque pues, uno está escuchando de pronto la música que a uno le gusta, está en la comodidad de su casa, está sentado, muy cómodo y está uno aprendiendo autónomamente.*

According to this last student, autonomy is understood as synonym of comfort and complacency, which act as a motivate impulse to prompt language study rehearsals. Moreover, the student assures that the reposed environment of his house is convenient for language learning occurs. Opposed to this, Krashen (1981) argues that informal linguistic environments that offer real communicative examples of language aid the acquisition and constant exposure to the language, as it is presented in several web pages, but the formal linguistic environments, which requires more awareness of what it is been doing, feedback, or formal instructions, have the potential to encourage both, acquisition and conscious learning.

## **2. Teacher's monitoring in the development of activities on the web reinforces student's confidence.**

During the whole process of the research, students manifested their concerns about the teacher's tutoring in the period of language learning and practice, inasmuch as his presence imparts feelings of confidence and support among activities that demand some teacher's explanations or uncommon for the class. Many factors needed to be taken into account when considering the students' conceptions towards the necessity of the teachers monitoring during the web- exercises implementation, such as learners' lack of computer systems abilities, which was visible in observed classes. Such claim rises based on the performance of some of the participants of the study who seemed to be disoriented when developing the activities; therefore, it was necessary the intervention of the teacher for some guidance in order to have the students achieve the activities on the web. Otherwise, students proclaimed in semi-

structured interviews that they liked the interaction with the internet and indeed they use it in their daily routines with English learning aims. Contrasting to these conceptions, learners appraised how the teacher is a relevant part for clarification, interpretation and instructions while certain procedures are carried out.

*I13JL22: Hay cosas que no te las puede explicar el computador, necesitas de pronto a una persona que te explique. [an English teacher]*

In order to interpret the information above, it is relevant to remark that focal language learners were aware of the great deal of effort and energy that language learning implies and demands. For that reason, an increasingly common view in research's participants agreed on the need of the teacher's participation in English learning sessions, regardless other alternative modes in the practice and study of the language as technological and web resources. The teacher's role maintains in students' thinking as an indispensable guide and company in English classes collaborating to the understanding of the language codes by the employment of natural paralinguistic features which are profitable in language teaching and learning, as body language and other strategies that the language teacher applies to reinforce and check the audience comprehension. In favor of the previous interpretation, a fragment is evident from students' final interviews.

*F13JL4: creo que el profesor es un apoyo indispensable, así sea en la web o en el cuaderno o como sea la clase, yo creo que la asistencia personal del profesor es indispensable para cualquier tarea y más que todo del Inglés.*

Although the web equipped language participants in this study with a wide range of supportive resources, they confirmed that there is no better source of clarification than the teacher himself, who fosters students' self-confidence to learn and guide the learners along the discovering of profitable autonomous learning strategies. In this manner, the web has two functions: first as a complementary tool for teachers as prompter of valuable information, and secondly, as a way to approach learners to real language samples. Kozma (1994) emphasizes that, teachers retain most of their traditional roles in the classroom such as class leader, director or facilitator. Nevertheless, the implementation of activities through the use of Internet resources entails to a change in terms of class development and some of the roles of both the teachers and students given the fact that new roles would appear when technology is incorporated in the EFL classroom, for instance the teacher would be instructional designer, trainer, collaborator, team coordinator, advisor and monitoring specialist. It is relevant to highlight that the teacher is being part of the class as a collaborator and instructional designer; hence, students do not have the teacher as the only source of information in the classroom but they can support on the tasks based on the web and all its resources in order to achieve a specific purpose.



### **3. Web pages as practical English learning and teaching tools that fostered student's positive attitude.**

It is well known that nowadays the World Wide Web has been determined as an essential source to reinforce the learning process of different academic subjects. It has been noticed in the present project, the relevance that the web holds for the focal students in order to support their own language learning process, as it has been mentioned, the web provides students with web pages and multimedia features that increase the efficacy of the learning process, besides students expressed the complacency of being able to study in different environments, that allowed them to be in contact with the target language through the implementation of different web resources such as web pages, blogs and educational social networks; hence, learners showed positive attitudes when the process of language learning is being held throughout the interaction with web resources. The following evidence attests crucial points referring to positive attitudes that the participants of this study had in relation to the use of webpages in their language learning process:

*I11JL25: Es muy necesario [la internet] por la rapidez con la que se maneja la internet, por ejemplo uno al utilizar un diccionario emplea mucho tiempo,*

*[...] y pues es más didáctico, más pedagógico; se pueden hacer juegos, se pueden escuchar canciones, se pueden hacer lecturas, todo es mucho más rápido.*

It is noticeable how the learners from the study started to replace traditional elements used before in the classroom for language learning, such as dictionaries and students' book, for virtual dictionaries, web pages, educational networks, and social networks because of their efficiency and material variety. Furthermore, the focal group makes reference to the way in which the language can be practiced by means of the use of several web tools and interfaces that students find interesting, as these are found more dynamic and appealing. In this way, it is a fact that learners tend to apply strategies interesting for them, during the practice and study of the language, as in the example aforesaid, the learner emphasizes in extensive reading and listening practices.

*I15JL8: Un ejemplo de cómo uso la internet para aprender Inglés es cuando miro películas online, las veo en inglés, o a veces no las veo con subtítulos, o también busco y leo paginas en ingles de cosas que me interesan y todas esas cosas.*

Undoubtedly, students who were emerged in the project declared how components of their daily routines have turned into decisive issues in their process of language learning. Additionally, the way of learning is not attached to a specific place as a classroom anymore, as a consequence that the internet is increasingly changing to be more accessible, empowering learners to keep on studying autonomously. Along with the beforehand assumptions, Morrison (2002) states how the interactivity with the web is an exciting resource in the process of language learning and teaching, inasmuch as a wide range of basic language skills are

executed and therefore evidently improved. Likewise, Awad and Alkaraki (2013) remark that the usage of technological media unfolds possibilities to access to relevant information and multimedia forms that can be advantageous for the language study. In other respects, Yamashita (2008) asserts that extensive reading instruction is a form of gaining general understanding of what is read, besides of building up vocabulary knowledge and language structures throughout interest input for readers and at the same time as stated by Krashen (1993) in his reading hypothesis, the extensive reading practice has positive effects regarding language abilities/skills such as reading comprehension, writing style, vocabulary, grammar, spelling and listening.

#### **4. Computer basic management and scanning reading skills necessary during the design and application of activities on the web.**

Before the implementation of the activities on the web, participants from the study manifested concerns about the abilities needed to develop any procedure that involved the interaction with the internet, from basic management computers as software knowledge, until more complex skills such as scanning as a style in reading strategies that suggests the fast search of key sentences on the paper; due to the fact that the students need to learn how to seek for specific details and grasp valuable information, so they do not get sidetracked with the amount of divert content found on the web; in this manner, the task can be achieved avoiding difficult situations or annoyances for the learning and teaching environment. After the exercises were implemented, a final interview was performed in order to understand focal students

experiences related to the demanded skills to assume the integration of Internet tools in the English class.

*F12GL35: Es importante [basic computer management] porque hay que saber cómo escribir, cómo redactar y buscar de una manera adecuada en internet, lo que nos sirve, lo que no sirve. Yo creo que uno debe tener conocimiento previo antes de recibir la clase. [WBT]*

As claimed before, some learners frequently exposed comments that suggested the relevance of having basic knowledge of how to use a computer, and how to search for pertinent sources for achieving a task that required the use of the internet for its development. It is known the fact that when students recognized valuable information they activated scanning and technological skills to filter what they considered appropriate from what is out of place, for the accomplishment of a web-based activity. Another assumption from learners is given to reassert the above mentioned viewpoints.

*F13JL27: En cualquier tarea que involucre tecnología hay que tener un poquito aunque sea de conocimientos, ya sea uno saber teclear, o saber buscar cualquier cosa, en sí, el manejo básico del computador.*

It is known that an activity based on the use of Internet resources, could be any procedure that involves the following of steps to fulfill a final aim or a task which implies basic computer and web abilities employment. As stated by Stansbury (2012), a relevant issue to take into account when using the internet is possessing online literacy, which implies not only to be able to use a certain software program or device, but also to adapt to what is in constant change. Trites (1998) suggested that authentic learning situations simulated through the medium of

networked computers contribute to the acquisition and implementation of critical reading skills. As it was already mentioned, learners should have reading skills in order to achieve the assignments given by the teacher during the activities; hence, students are exposed not only to conventional text presentation but also to electronic texts; for this reason, it is quite relevant to have students read articles and content that are significant for them and that are going to awake students' literacy skills.

### **5. Impact of the integration of Internet resources in learners' language development**

In order to collect real data related to the impact that the exercises on the Internet had on the focal students' language learning processes, it was essential to test the students along the research study to determine their language knowledge proficiency and its employment in different English tasks. By the time of the data collection process, the focal students were asked to develop a diagnostic test previously designed by researchers, regarding topics associated with the syllabus of the course in the interest of knowing which contents would be significant for later tests and tasks' design, besides of getting relevant evidences of their language skills productions. Afterwards, the group interacted with activities which implicated to deal with the basic language skills using internet resources that have been already mentioned in the research paper such as the Edmodo platform, links with YOUTUBE videos, media resources etc, allowing the language practice a different presentation. It is relevant to mention that several web pages provided students the opportunity to practice with engaging activities on the web that they were not used to find in traditional English lessons, they seemed to be committed and motivated with

the development of the tasks. Furthermore, to have insights whether the Internet activities might affect the English learning process of students, researchers found pertinent to apply a final test that covered the same language abilities previously evaluated in the diagnostic test and on the task planned on the web platform, to reflect and infer possible outcomes.

It is well known that there are an amount of different factors that can modify students' language understanding and production; however, researchers' intention in the final test was to recognize any kind of changes once the learners were exposed to the exercises on the web. In search of having a more detailed quantitative analysis of each student's performance towards the series of evaluations applied throughout the whole process of the investigation, it was necessary to classify the information of each student in the chart below, taking into account the evaluated skills in each test, for that reason letters *R*, *W*, *L* were assigned to recognize *reading*, *writing and listening* abilities.

Focal Students	Juan			Gustavo			Jose			Paula			John		
	R	W	L	R	W	L	R	W	L	R	W	L	R	W	L
Diagnostic test	5.0	4.5	4.5	4.5	3.8	2.0	5.0	4.0	4.0	3.8	3.3	3.5	5.0	3.8	3.5
WBT	5.0	4.0	5.0	5.0	3.9	4.0	5.0	3.8	5.0	5.0	3.5	4.0	5.0	4.5	5.0
Final Test	4.5	4.2	4.5	5.0	4.0	3.8	5.0	3.3	3.5	5.0	3.5	4.0	4.5	4.0	4.5

In order to reflect on the chart above, researchers started to select three cases that had more relevant changes regarding their grades throughout the tests. In students as Gustavo, Paula and John it was observed an improvement in most of the language skills, once they were in contact with the activities, being reading and listening the skills with greater fluctuation. Several reasons can be pertinent to explain the phenomena occurred; one of them, has to do with the way that reading and listening skills were presented to the focal group, involving contextualized and interesting topics related to the learners' lives

Another reason to take into account when students developed the listening assignment on the internet, was the fact that they had opportunities to perform it in a more autonomous way, as they were able to practice the listening skill by repeating the audio different times for a more clear understanding. Regarding the reading skill, researchers found different points that contributed to the betterment of learners. The way that the reading part was presented to the students was essential to engage them with the task, as it was presented using a video with subtitles and background music which made the exercise more appealing and different from the habitual reading experiences presented in the language classroom. We might say that the reading exercise done through the use of the web, has to do with what Harmer (2001) exposes as intensive reading; in which the reading experience usually takes place in classrooms and teachers ask learners to look for extracts, magazines or internet websites, that depends on the determined purposes of the lesson such as uses of grammar as in the case of the study, vocabulary or details on meaning. On the other hand, the listening skill which was also

enhanced (as it can be noticed in the chart above) has to do with what Robin (2007) says about the effectiveness of the use of websites resources such as repeatable video clips, music, captions and translated scripts that provide teachers and learners with a variety of input appropriate for different proficiency levels and learning styles. Having mentioned all these issues regarding the impact of Internet resources in learners' language development, it is pertinent to conclude that the internet works as a prompter tool for EFL lessons not only for learners who have the opportunity to access to the internet benefits but also for facilitators who are eager to adapt catching material for their classes in order to go beyond the traditional classes.

### **Limitations of the study**

This research study was conducted in a particular setting which had an impact on the limitations in some degree. First of all, it must be mentioned that the research project was carried out in a public English language Institute from a university in the Coffee Region of Colombia, with a selected number of participants from the previously mentioned University. In this sense, the findings from the study could not be generalized to other universities in the area, let alone in the whole country, or even further; while some general conclusions have been made, the findings were specific to this location.



Having stated that, there were further limitations which were crucial throughout the development of the study which may limit the application of the data collected, even within this specific context. The first limitation was the selected course in which the study was applied. As the attendance of each course is essential in the normal development of it, in the first week of classes it was noticed that the course had some inconsistencies with respect to the students' participation. Additionally, the schedule of the course was actually affected by the lack of class attendance of some focal students, which delayed the first phase of the study.

The course, in which the data collection stage was planned to be implemented, had to be changed in order to fulfill the activities planned for the class. This implied that the study should wait for the opening of another course to start the project and to cover all the required protocol with the new selected group. Furthermore, the fact that there was not a proficient web platform available for teachers' use in the university and that the students could have had a previous knowledge of its usage, made the designing and the adaptability of internet materials more difficult in terms of management and accessibility, since the university lacks of efficient internet coverage, and also the platform that is available in the campus did not allow students to interact with it easily.

Other limitations were evidenced during the application of the exercises which altered the expected development of the task. On the first hand, the grade of difficulty that some students found along the interaction with the computer and the web, since some of them lacked basic

computer systems skills. On the second hand, the systems' room used to implement the activities did not count with enough equipment as computers and headphones for each student, which were crucial for the development of listening activities; thus, this specific part of the task which was planned to be done individually, turned into a group listening activity guided by the facilitator, moreover, some students had to be assigned to work in pairs by the whole class. Hence, it was not an autonomous activity anymore, as it was expected and planned by researchers.

Taking into consideration the period of the project, researchers had inconveniences looking for an appropriate web platform which allowed them to create manageable and comfortable exercises, besides of searching authentic content that could fulfill the language needs and expectation of the focal students of the project due to the lack of internet coverage in the university. Nevertheless, the inclusion of the web and its multiple resources were encompassed to make possible the creation of a web-based activities with teaching and learning intentions that could be evidenced through the data analysis phase.

## **Conclusions**

The implementation of Internet resources in the context of EFL classes as research study concludes that the integration of web-based activities and tools are useful for language teachers and learners who are disposed to incorporate these resources in their EFL classes. To sum up, the internet was seen as an important support during the study to foster learners' autonomy and motivation, instead of providing teachers and students with resources that allow them to have a significant language learning and teaching process, as the web exposes users to an amount of information which is helpful, interesting and adaptable as well as for English learning or teaching purposes. It was also found that despite the fact that the web supplies students with information and valuable sources, the teacher's monitoring is in the students' thinking for rising up their confidence to perform with the target language since the facilitator helps with clarifications and support to those reluctant students and those who lacked the technological abilities needed during the interaction with the exercises on the web.

As it is well known, the World Wide Web is appealing for the learners, which became a great advantage for teachers in the study, who incorporated web resources in the context of EFL classes, to maintain students' positive attitude and engage them towards the process of language learning. In addition, it was evidenced that even though students were willing to learn and practice the language using web resources as it has been mentioned before, they had gaps and insecurity when they were exposed to the development of the web-based activities, this is why students and researchers have highlighted through observation and interviews, the

importance of basic computer management skills for a successful accomplishment and creation of exercises through web tools.

Finally, it was noticed in focal students' language learning development some positive changes, considering that most of them improved the language skills tested along the research study. It is assumed that the learners' improvement has to do with the fact that the selected resources for the designing of the exercises were authentic and appealing for their interests, as it has been stated during the research study

## **Pedagogical and Research Implications**

According to the data which was obtained from the experience using Internet resources in the context of EFL lessons for practicing language skills as reading, writing, listening and use of English, researchers noticed that this element is a good tool that can assist students in the process of ELL and to encourage their motivation towards the target language. As it is stated by Robin (2007) the effective use of Internet resources, such as video clips, blogs and translated scripts will help students and teachers with a variety of input for covering a broader range of learning styles.

The findings collected in the research study have significant implications on the language learning and the teaching process; in such manner, language teachers and language institutions should consider the usefulness of Web-based resources to be included in the lesson planning of EFL classes, that provoke a positive impact in most of the students, as it was in the cases observed during the research, where focal learners were motivated and eager to use the target language by interacting with internet as a language learning tool. As a matter of fact, other factors are highlighted as evidences of the benefits and usefulness of Web-based resources', as the issue of the noticeable improvement of language skills development, which proves that learners can perform better in language tasks if the content and presentation are innovative and significant; consequently, it is the duty of the teacher to introduce such types of lessons and start designing web-based material to fulfill the class' interests to achieve a successful language learning and teaching environment.

After having gone through the stages of the present study, researchers feel able to suggest to language teachers who want to explore WBT in EFL lessons, that it should be planned in advanced considering the designing, the materials selection and the implementation of it, to call the learners attention. Also, it is relevant to take into account the abilities that learners have towards the use of computers, and the access that students might have to those resources in order to use them with learning purposes in order to have a less complex procedure when learners develop the web activities.

Other suggestion is exposed regarding the resources that are necessary for the application of exercises on the internet, which means that teachers would plan in advance that students can have access to the necessary equipment such as headphones, computers and an efficient access to internet so they can work individually and the lesson plan is not affected by external factors. It is also relevant to recommend to future researchers, that the implementation of this study could be guided in bigger groups to get a more enriching data that allows interpretations and get wider conceptions about the effect of the integration of Internet resources for language teaching and learning.

Further research should be done in relation to technology in EFL classrooms given the fact that besides of being an innovative study, it has not been investigated so much in our teaching and learning context. Probably, it is because studies regarding technology in EFL contexts tend to involve a vast amount of brunches which should be analyzed and then selected considering the focus of the target study.

Finally, teachers and researchers who want to implement Internet resources in the EFL classes, should consider the interfaces in which the tasks will be presented as it is important for catching learners' attention and to assure the accomplishment of the task.

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## **Appendixes**

### **Appendix 1 Consent Format for Students Research Project Informed Consent**

**June 24th 2014**

**Title of project** The use of internet resources for language teaching and learning in a focal Elementary English group.

Mariana Arango – Jhon James Galvez of Universidad Tecnológica de Pereira (Telephones: 314 302 1956 – 314 763 0304) are conducting research on the above topic. The aim of the research is to describe the use of Web Based Task implemented as teaching and learning resources in EFL classes. The study will be mainly focused on the implementation of tasks that require the use of the web for teaching and learning purposes.

If you agree to participate in this study, you will be asked to be part of a focused group interview with other students. The focused groups will be audio-recorded. These recordings and the notes we take during the interview will be used as information for the project. Your participation in this research is voluntary and you can withdraw at any time. You do not have to give a reason for withdrawing from the research and there will be no negative consequences if you decide to withdraw. Before the final report for the project is prepared, we will send you a summary of what we have written about the interviews and will ask you to comment on any descriptions or interpretations that you believe are inaccurate or mistaken. When we report on the research, we will ensure that you are not identified. No reference to personal names will be used. We are the only people who will have access to the data collected for the project. Any data we use in reports or publications will be for illustration only. If you wish to have a copy of the final report sent to you, we will arrange for this to be done.

#### **Participant consent**

The participant has been given a signed copy of this form to keep.

I agree to participate in this research.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

The ethical aspects of this study have been approved by the Department of Humanities and languages (B.A. in the teaching of English as a foreign language program). If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the department through the English language teaching program office (Telephone: 3137201) any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

Thank you for considering this and your participation.

Names of researchers: \_\_\_\_\_, \_\_\_\_\_

## Appendix 2 Consent Format Institution

March 25<sup>th</sup>, 2014

Clemencia Gonzales Coordinator Instituto de Lenguas Extranjeras ILEX

We are seeking your consent to be involved with an Ilex group from course 2 to carry out a research study in order to fulfill the requirement for the degree of B.A in the teaching of English as a foreign language. The study is intended to describe the use of Web Based Task implemented as teaching and learning resources in EFL classes. The study will be mainly focused on the implementation of tasks that require the use of the web for teaching and learning purposes. It will involve video and audio recording of the English sessions, journal writing and interviews among others. Everything will be aimed to provide a structured description of the implementation of Web Based Tasks.

As part of an ethical approach to this study we assure you that:

- Students will not be forced to participate in the study and they will be asked for their consent in participation.
- The study will not disturb the teacher's and student's duty.
- Students' names will not be revealed during the study so that they can freely express opinions and participate in the study.

To ensure confidentiality and protection of the students we promise that:

- Tapes will only be used for research or educational purposes.
- You may ask to see and be informed about the data collected through this study.
- You may request that parts of the study not be shown or socialized.

Thank you for considering this. If you wish to speak to us further about this project, please contact us at our emails [marianarango86@hotmail.com](mailto:marianarango86@hotmail.com) and [jamesk8\\_muse@hotmail.com](mailto:jamesk8_muse@hotmail.com) Cellphone numbers: 314 302 1956 / 314 763 0304. Yours sincerely,

Mariana Arango, James Galvez

Students of last semester of Licenciatura en lengua inglesa.

Coordinator of -----

  
**MARÍA CLEMENCIA GONZÁLEZ G.**  
Coordinadora ILEX

*Edna M.*

### Appendix 3 Students' Initial Interview

**Objective:** To perceive students opinions towards the use of the internet with learning purposes.

**Interviewed: Juan**

**Interviewer: Mariana Arango**

1. M: ¿Utiliza usted la internet como recurso de apoyo para el aprendizaje del inglés?

J: Pues, comúnmente sí. Por ejemplo, cuando encuentro palabras que no se traducir, o por ejemplo en chats con amigos, muchas veces hablamos en inglés, pues acostumbro mucho a hacerlo.

2. M: ¿Que otro ejemplo puede darnos de cómo usa la internet para estudiar inglés?

J: Para estudiar, pues en tareas, por ejemplo los traductores son muy eficientes, ayudan mucho, facilitan mucho el aprendizaje, pues, son muy rápidos y pues no sé, revistas en internet que mayormente salen en inglés, grandes periódicos y cosas así, para enterarme de algunas noticias.

3. M: ¿Cómo se siente cuando usa el internet como herramienta de estudio?

J: Pues, me siento muy cómodo, pero pues también está el factor de los distractores, que son no sé, publicidad y todo ese tipo de cosas que ponen pues, alentizan el uso de la internet para aprender inglés. Por eso a veces prefiero más la educación análoga, pero igual internet es muy buen recurso para facilitar todo esto.

4. M: ¿Sabe usted que es una tarea basada en la internet?

J: Pues me imagino que es algún tipo de investigación que hace algún profesor o algo que le parece interesante y quiere compartirlo con sus alumnos y pues, ya de ahí, pone a los alumnos a investigar en internet.

5. M: ¿Considera usted que debe tener como apoyo de aprendizaje de la lengua, recursos como la internet?

J: Si, es muy necesario por la rapidez con la que se maneja la internet, por ejemplo uno al utilizar un diccionario, uno emplea mucho tiempo, y pues es más didáctico, más pedagógico, se pueden hacer juegos, se pueden escuchar canciones, se pueden hacer lecturas, todo es mucho más rápido.

6. M: ¿Le gustaría que en la metodología de enseñanza de la lengua inglesa, se implementara más el uso de la internet?

J: Si, pero me parecería no tanto como una sala de sistemas si no como algo como manejo de tablets, manejo de smart phones, todo este tipo de cosas que son mucho más cómodas para el manejo, son mucho más pequeño, más versátiles, porque por ejemplo un computador, ayuda a la distracción de los alumnos, porque tener una pantalla al frente, no ayuda al contacto visual con el profesor, y estas cosas, entonces no facilita tanto el manejo. De pronto pues, hasta un computador portátil pues porque son más manejables.



7. M: finalmente, ¿Cuál sería su opinión sobre el tema de la entrevista?

J: pues, que esta es una investigación muy necesaria, por lo que en la universidad todo es muy análogo, todo es muy básico, muy tradicional, entonces es tiempo de ir cambiando todas esas cosas.

### **Students' Final Interview**

**Objective:** To have students' final opinions towards the experience with the WBT

#### **FI-2-G**

**Interviewed: Gustavo**

**Interviewer: Mariana Arango**

1. M: ¿Cree usted según la experiencia vivida, que la tarea basada en la web, se hubiera podido desarrollar de la misma forma sin la asistencia del profesor?

G: Pues, es que eso se vuelve relativo, porque a veces hay programas en la web que son muy buenos, sin la necesidad de un profesor porque hay explicaciones muy bien desarrolladas, pero es muchísimo mejor el hecho de que el profesor este explicando cuáles son las actividades que debemos hacer es también chévere.

2. M: Si usted fuera a diseñar una tarea basada en la web, ¿Qué características tomaría de la tarea realizada previamente y, cuáles cambiaría?

G: Pues primeramente, no sé. De pronto, enfocar mucho más las clases como al "listening", me parece importante por el hecho de que, es muy fácil a veces se vuelve un poco más sencillo escribir y a veces leer, pero para mí es mucho más importante desarrollar la parte auditiva, pues ya que como músico pues, siento que es una de las partes que se le debe dar con mucha más

frecuencia, entonces yo creo que yo cambiaria y trataría de hacer unos programas más enfocados al “listening” más a que la persona escuche, a que tenga un trato, más con lo auditivo.

3. M: ¿Cree usted que el tema central de la tarea basada en la web, que fue, el presente perfecto, hubiera podido ser estudiado en el mismo lapso de tiempo bajo un enfoque de enseñanza convencional?

G: No yo creo que no. No porque es que en clase, en clase por lo que no tiene uno el computador en la mano, a uno le toca escribir, a veces uno necesita buscar no sé, una palabra, o como se dice una frase, y pues, con el internet y con todo esto, pues no tiene uno necesidad de estar llamando al profe: ” ¡Profe! ¡Profe! How do you say... How do you say...” Pues yo a veces no lo hago porque el profe, pues el profe es rebien, pero tampoco hay que cogerlo ahí, como de bate, porque es muy maluco, entonces es chévere porque, porque no se hubiera podido hacer en esas dos horas todo lo que hicimos, pues, si lo hubiéramos hecho pues, en una aula convencional.

4. M: ¿Cree usted que para desarrollar una tarea basada en la web es necesario tener conocimientos sobre las tics? ¿Por qué?

G: Si claro, pues es importante porque, cómo escribir, cómo redactar, cómo buscar de una manera adecuada en internet, lo que nos sirve, lo que no sirve, bueno sí, yo creo que uno debe tener conocimiento previo antes de recibir la clase.

#### **Appendix 4 Teachers' Interview**

**Objective:** To perceive Teachers' conceptions towards the application of the WBT for teaching purposes.

1. How do you use the WEB as a resource for language teaching? (content, resources, etc)

2. Do you know what a Web-based task is?

3. Do you implement WBT in your classes? Why?

3.1 Based on your experience, what is the response of students when WBT are used in the process of language learning?

4. How effective do you consider the use of the web in the process of language teaching? Why?

5. If you mention it is effective, what characteristics do you consider that a web based task should have?

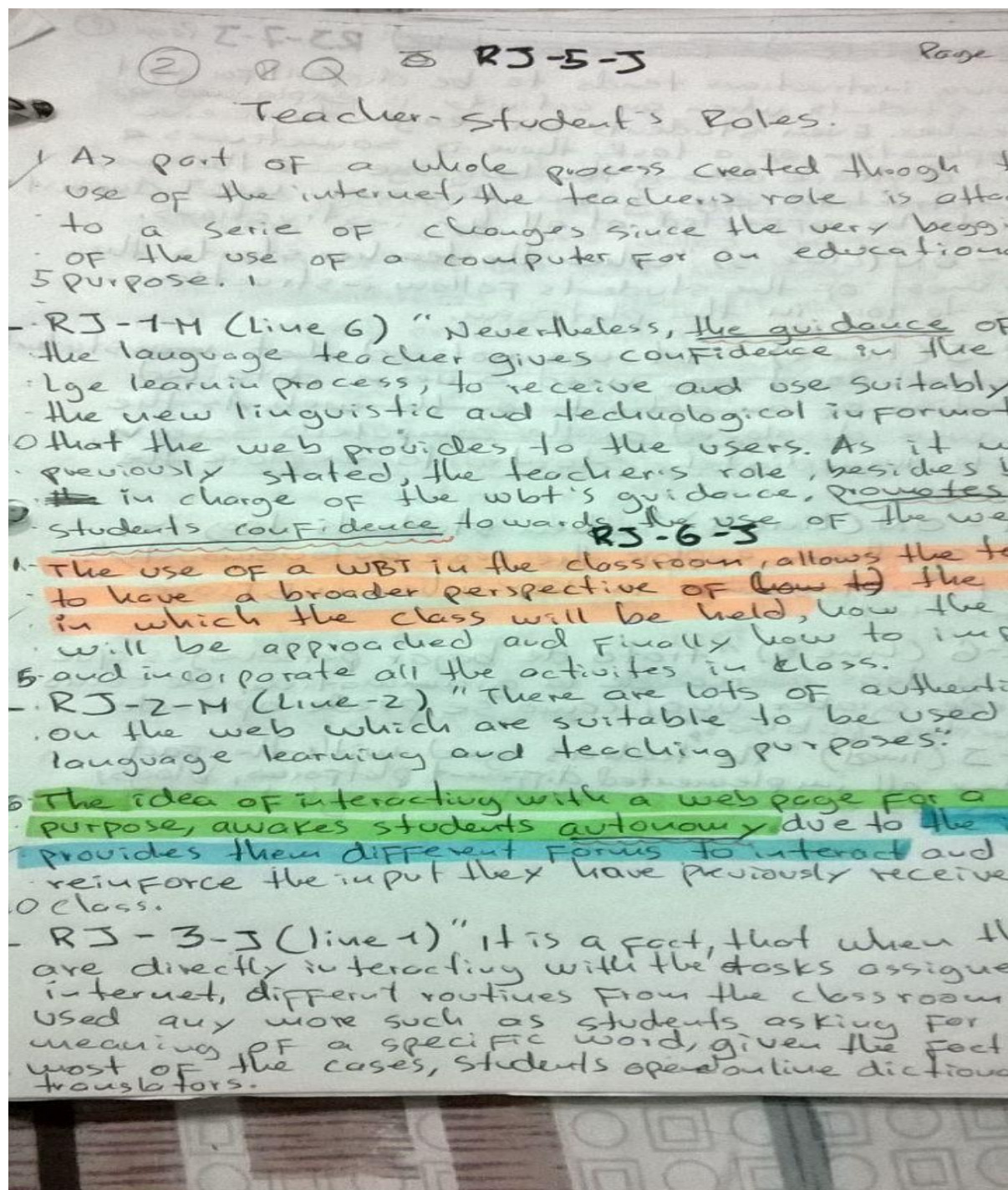
5.1 In the design of a WBT, how do you make the task friendly to the students?

5.2 Do you believe there is a relation between the language level of the students and the web based task that you design?

6. Do you think that technology modifies the role of the teacher inside the classroom? Why?

6.1 Do you think that technology changes the role of students in EFL classrooms? Why?

Appendix 5 Extract from a Researchers' journal



## Appendix 6 Students' diagnostic test

# READING **1**

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

*Part 1. Read the letter from Alice to her friend Kate. Then, complete the letter by putting in the appropriate sentences in the blanks. One of the sentences will not be used. (\_\_\_/10 points)*

- |   |                                    |
|---|------------------------------------|
| a. but finally I have some time to write. | f. and old buildings               |
| b. I'm going to travel to Paris           | g. for that reason                 |
| c. she is a nice girl                     | h. I am very excited               |
| d. it was foggy and really cold           | i. to work                         |
| e. peaceful j. to travel                  | k. we can spend some time together |

Dear Kate,

I have been busy for the last two weeks (1) \_\_\_\_\_. I am having an excellent time here in London, the places are beautiful and there are a lot of different things to do. If you want you can come to London next winter and then (2) \_\_\_\_\_. When I finish my English course (3) \_\_\_\_\_, I really miss my family and my pet too.

Yesterday, I returned from my short holiday camping in Lea Valley Project...it's a beautiful place. I went with my friend Amber (4) \_\_\_\_\_. Next time we have a video call I will introduce her. We stayed in her tent in a campsite but the weather was terrible, (5) \_\_\_\_\_ anyway, it was a good holiday camping. It rained every day and everything was so quietly and (6) \_\_\_\_\_. But while I was there I saw a lot of interesting places and we visited a lot of castles (7) \_\_\_\_\_. One day, we hired a boat and went out onto a lake which was near the campsite. It rained all day (8) \_\_\_\_\_ we decided to go for a swim in the lake and that was wonderful. I am starting my new job tomorrow in the library near my house. (9) \_\_\_\_\_ and want to do my best and also, I hope I can learn many things. I am going to work from nine o'clock in the morning until one o'clock in the afternoon. It is very useful for me (10) \_\_\_\_\_ in a library because I have some extra money to call my family and buy some souvenirs. How is your job at the mall? Please tell me what you are doing.

*Part 2. Read about the lives of Mario, Andrea and Thomas. Afterwards, write their names in the spaces next to the questions according to the information given. (10 points)*

**Mario:** I'm a very hardworking person that's why I get up very early in the morning every day. At work, I'm always doing my best. I'm very responsible with my tasks so I do them on time. One day, I will be a great manager. I'm also a very punctual person although I have to wait on people for five or ten minutes most of the times. I hate it.

**Andrea:** I am 15 years old. I'm at school in 11<sup>th</sup> grade and I really like physics. I want to study physics at UTP. I have to study very hard and get a good score in the ICFES. My teachers tell me that I'm an excellent student and I do not have to worry about that. My parents are also very supportive. They cheer me, so I feel ok.

**Thomas:** I'm a veterinarian. I love animals and they love me. I work from 8:00 am until 7:30pm, but I really enjoy my job. Some people say I have many pets, but I do not think so. I have a dog, a cat and a fish. Sometimes I talk to them and they answer me! My mom says I'm crazy, but that is not truth.

- 1- Who has a fish as a pet? \_\_\_\_\_
- 2- Who is always an excellent student? \_\_\_\_\_
- 3- Who usually arrives on time? \_\_\_\_\_
- 4- Who works with animals? \_\_\_\_\_
- 5- Who likes to get up early? \_\_\_\_\_
- 6- Who is at school? \_\_\_\_\_
- 7- Who finishes work at half past seven? \_\_\_\_\_

**Part 1. What do you say? Use present continuous or "be going to". (\_\_\_\_/5 points)**

**Example:** *(situation) You plan to go to the movies and the news says it is going to rain*

*I (take) \_\_\_\_\_ an umbrella*

*(answer) I am going to take an umbrella*

1. You're 17. It's your birthday on Saturday.  
I (be) \_\_\_\_\_ 18 tomorrow.
2. Your parents want you to travel to San Andres for your birthday but you have decided to have a big party with your friends.  
I don't want to go to San Andres. I (have) \_\_\_\_\_ a big party with all my friends.
3. You don't want to invite your ex-girlfriend/boyfriend so you tell your parents that you (not/invite) \_\_\_\_\_ your ex-girlfriend/boyfriend to the party.
4. You haven't decided what to wear on Friday. Decide!  
I know! I (wear) \_\_\_\_\_ my black trousers.
5. You want to have the party outside in the garden. You're watching the TV weather forecast.  
Excellent! It (not rain) \_\_\_\_\_ on Friday.

**Part 2. Which sentence follows the first sentence? Circle the correct verb form. (\_\_\_\_/5 points)**

6. My mom's birthdays is next Monday! (I'm going to buy some flowers/ I buy some flowers tomorrow)
7. I won some extra money and I need new shoes. (I'm going to buy a new pair of shoes/I bought a pair of shoes)
8. My brother can't come to visit me tomorrow.(he works/he is going to work)
9. I don't feel good.(I'm going to call the doctor/I call the doctor)
10. I can't go to class next week. (I tell my teacher about it/I'm going to tell my teacher about it)

# 3

## LISTENING

**Part 1. Listen to two interviews and answer the following questions: (14 points)**

a. Which cities do Sean and Meera live in?

Sean lives in \_\_\_\_\_

Maera Lives in \_\_\_\_\_

b. Listen again. Who said it? Write **S** (Sean) or **M** (Meera).

1.	I`m Irish-American.	
2.	Rich Indians send their children to school in India.	
3.	My parents moved here when I was five	
4.	I`m a New Yorker!	
5.	It was very hot	
6.		

**Part 2. Listen to a phone conversation: (6 points)**

a. Why isn't Luke working today? \_\_\_\_\_

b. **listen again. Are the statements true or false? Mark (T) True or (F) False**

1. Luke is phoning Jan from his office. \_\_\_\_
2. In London, lots of people are staying at home today. \_\_\_\_
3. It hardly ever snows in New Yrok. \_\_\_\_
4. It`s raining in London. \_\_\_\_
5. Jan hates rain. \_\_\_\_



Appendix 7 Students' Final Test

**1**

**Workshop**  
**Course 3**

**READING**

Facilitator: \_\_\_\_\_  
Student's name: \_\_\_\_\_ Code: \_\_\_\_\_  
Date: \_\_\_\_\_

*Part 1. Read the letter from Daniel to his friend Alice. Then, complete the spaces by placing the appropriate sentences in the blanks. Write the letter next to each correspondent number. (\_\_\_/10 points)*

- a. but finally I can write you this letter.
- b. went to visit.
- c. I have visited the Liberty Statue.
- d. I have eaten different food.
- e. I am watching the local news on the TV.
- f. because sometimes they speak very fast
- g. he is living in the States too.
- h. I want to come back to Colombia
- i. I have written too much
- j. I have tried to add you

Dear \_\_\_\_\_ Alice,  
I have worked so much for the last 3 weeks (1) \_\_\_\_\_. I am working in an excellent company in a small town near New York, the places are beautiful and there are a lot of different things to do; for example, (2) \_\_\_\_\_ and I have gone to different places in the city, Times Squares is so amazing! Also, (3) \_\_\_\_\_ such as Mexican, Italian and of course American typical food!. Now, I am writing this letter and (4) \_\_\_\_\_. But I don't understand many things that the reporter says (5) \_\_\_\_\_. Yesterday I (6) \_\_\_\_\_ John,do you remember him? He studied with us in high school and (7) \_\_\_\_\_.  
Yesterday, I had the opportunity to speak with my boss , he is a nice person and he speaks English very fast! I want to practice my English as much as I can and then (8) \_\_\_\_\_ and start to study in the university. (9) \_\_\_\_\_ and I am tired now, I would like to know more about you,(10) \_\_\_\_\_ in my facebook account but I can't find you! Now, I am going to organize my things \_\_\_\_\_ for \_\_\_\_\_ tomorrow.  
good bye! Daniel



## READING

**Part 2. Read about the lives of Mario, Andrea and Thomas. Afterwards, write their names in the spaces next to the questions according to the information given. (10 points)**

**Mario:** I'm a very hardworking person that's why I get up very early in the morning every day. I have worked in the same company for 4 years. At work, I'm always doing my best. I'm very responsible with my tasks so I do them on time. I have had many dreams and goals in my life and one day, I will be a great manager. I'm also a very punctual person although I have to wait on people for five or ten minutes most of the times. I hate it. I have had many opportunities to study abroad but not what I really like. I've decided to continue with my studies and fortunately my parents have always encouraged me to go on with all the projects I have had in my life.

**Andrea:** I am 15 years old. I'm at school in 11<sup>th</sup> grade and I really like physics. I have always wanted to study physics at UTP. I have to study very hard and get a good score in the ICFES. My teachers have told me that I'm an excellent student and I do not have to worry about that. Also, my parents have been very supportive. They cheer me, so I feel ok. My parents have advised me to study what I like the most so I feel very motivated.

**Thomas:** I'm a veterinarian. I love animals and they love me. I work from 8:00 am until 7:30pm, but I really enjoy my job and that's why I have worked with animals for more than 4 years. Some people say I have many pets, but I do not think so. I have a dog, a cat and a fish. I have lived with my dog "Tony" for more than 7 years. Sometimes I talk to them and they answer me! My mom says I'm crazy, but that is not true. I have always wanted to continue with my studies in London but unfortunately I haven't had enough time.

1. Who has studied so much for a test? \_\_\_\_\_
2. Who is has worked in a company for 4 years. \_\_\_\_\_
3. Who usually arrives on time? \_\_\_\_\_
4. Who has worked with animals for 4 years? \_\_\_\_\_
5. Who has decided to continue studying? \_\_\_\_\_
6. Who has dreamed with studying science? \_\_\_\_\_
7. Who finishes work at half past seven? \_\_\_\_\_
8. Who has had a big support in his/her life? \_\_\_\_\_
9. Who hasn't had time to continue studying? \_\_\_\_\_



**Part3: select the most appropriate form of the verb, a,b or c? . (\_\_\_\_/10 points)**

11. Tomorrow, John \_\_\_\_\_ to visit his parents after class.  
a. Will go                      b. is going to                      c. is going to go
12. Look! Anna \_\_\_\_\_ call the police!  
a. will                      b. is going to                      c. is calling
13. Chris and I \_\_\_\_\_ have lunch outside today in the afternoon.  
a. is going to                      b. are going to                      c. am going to
14. Jane hasn't studied for her final exam, I think that she \_\_\_\_\_ fail her course.  
a. Won't                      b. is going to                      c. will
15. my father \_\_\_\_\_ his car , it was really damaged in an accident last year.  
a. is fixing                      b. is buying                      c. is driving

**Part 2. Choose the correct sentence that follows the first one. Underline the correct verb form. (\_\_\_\_/5 points)**

*Example:* I have the final English test next Tuesday. (i'm going to study all the weekend/I study very hard every day)

16. My mom's birthdays is next Monday! (I'm going to buy some flowers/ I buy some flowers tomorrow)
17. I won some extra money and I need new shoes. (I'm going to buy a new pair of shoes/I bought a pair of shoes)
18. My brother can't come to visit me tomorrow. (he works/he is going to work)
19. I don't feel good. (I'm going to call the doctor/I call the doctor)
20. I can't go to class next week. (I tell my teacher about it/I'm going to tell my teacher about it)

# LISTENING

The use of internet resources for language teaching and learning in a focal Elementary English group

**Part 1. Listen to four friends answering some questions about the experiences they've had before.**

**Tick (  ) the things the students have done before. 8 points**

MOIRA – DEREK – TODD - ALICIA		
1. Visit Australia ___		5. Long Flight ___
2. Hiking ___		6. Visit Florida ___
3. Horse – riding ___		7. Visit Australia ___
4. Bungee Jumping ___		8. Visit America ___



**Part 2. Listen to a phone conversation about Luke and Jan: (12 points)**

1. Why isn't Luke working today? \_\_\_\_\_

**Listen again. Are the statements true or false? Mark (T) True or (F) False**

- 2. Luke is phoning Jan from his office. \_\_\_
- 3. In London, lots of people are staying at home. \_\_\_
- 4. It hardly ever snows in New York. \_\_\_
- 5. It's raining in London. \_\_\_
- 6. Jan hates rain. \_\_\_

## Appendix 8 Lesson Plan

### LESSON PLAN



<b>Date:</b> August 23 <sup>rd</sup> / 2014		<b>Course:</b> 3
<b>Name of the teacher:</b> Jhon James Galvez		<b>Room:</b> R – 202 and L - 143
<b>Number of students course:</b> 27		<b>Time:</b> from 8:00am to 1:00 pm
<b>Communicative Competence</b>		
<b>Linguistic</b> <i>Has a very basic range of simple expressions about personal details and needs of a concrete type.</i>	<b>Pragmatic</b> <i>Can link words or groups of words with very basic linear connectors like 'and' or 'then'.</i>	<b>Sociolinguistic</b> <i>Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.</i>
<b>Main Goals</b> Expressing continuous and near future actions. <input type="checkbox"/> Planning future actions. <input type="checkbox"/> Telling a story / an anecdote. <input type="checkbox"/> Telling life experiences or lack thereof.		
<b>Personal Aims:</b> <ul style="list-style-type: none"> <li>• To let students interact with web resources.</li> <li>• To make students aware of the communicative function of the linguistic component.</li> <li>• To monitor and provide effective feedback when students are working in groups</li> <li>• To manage time effectively</li> </ul>		
<b>Materials:</b> board, markers, speaker, video projector, tape, computers and Internet		

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Stage	Aim	Procedure Learner and Teacher Activity	Time and interaction
<p><b>1. warm up!</b></p> <p>Vocabulary snake</p>	To activate students ability with their minds.	The teacher starts saying a word, one students says another word that starts with the last letter of the word mentioned by the teacher. eg: <u>car</u> – <u>rice</u> – <u>elephant</u> – <u>teacher</u> – etc...	<b>7:00 – 7:15am</b>
<p><b>2. Interactive Room Class!</b></p> <p><b>Web Based Task activity</b></p> <p><b>Pre-reading</b></p> <p><b>Skill: Reading</b></p>	<p>To activate students skills with the internet.</p> <p>To awake students interests on the following reading activity</p>	<p>Students will be given a web page address. The teacher already designed the activities to be used in the class.</p> <p>The teacher will display groups of images that are connected to the reading and then explain the meaning with some examples so the students guess the meaning.</p> <p>Students will have a Pre-reading activity in which some of the vocabulary that they will face during the reading task will be elicited.</p> <p><b>Reading Strategies</b> Students will be given reading strategies such as <b>skimming and scanning</b> through some examples so they can have a useful tool for future reading tasks and exercises.</p>	<p><b>7:15 – 7:35 am</b></p> <p><b>Classroom: R - 202</b></p>
<p><b>3. Interactive Room Class!</b></p> <p><b>Web Based Task activity</b></p>	To awake students' reading skills.	Through the use of the web, students will develop a reading task taking into account the <b>validity</b> of the exercises done in class and the ones already designed for the final test.	<p><b>7:35 – 8:00 am</b></p> <p><b>Classroom: R - 202</b></p>

<p><b>Skill: Reading</b></p>	<p>To practice reading strategies.</p>	<p><i>the reading will be focused on</i></p> <p><b>Grammar:</b> present perfect / present continuous.</p> <p><b>Vocabulary:</b> clothes/ time expressions/ life experiences.</p>	
<p><b>4. Interactive Room Class!</b></p> <p><b>Web Based Task activity</b></p> <p><b>use of language</b></p>	<p>To let students know the importance of grammar structures in order to have an accurate outcome at the moment of using the language skills speaking, reading, Writing, listening.</p>	<p>Students will have a web resource with an activity previously designed with the purpose of fulfilling their needs according to the topics studied in class.</p>	<p><b>8:00 – 8:20 am</b></p> <p><b>Classroom:</b> <b>R - 202</b></p>
<p><b>5. Interactive Room Class!</b></p> <p><b>Pre-listening</b></p> <p><b>Web Based Task activity</b></p> <p><b>Skill: Listening</b></p>	<p>To foster common sentences and expressions that will be found in the following listening exercise.</p>	<ol style="list-style-type: none"> <li>1. Students will listen to a group of different expressions.</li> <li>2. the previous words or sentences will be followed with a set of pictures that show an activity.</li> <li>3. students job is to match those sentences or words with to correct picture.</li> </ol>	<p><b>8:20 – 8:35 am</b></p> <p><b>Classroom:</b> <b>R - 202</b></p>

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<p><b>6. Interactive Room Class!</b></p> <p><b>Web Based Task activity</b></p> <p><b>Skill: Listening</b></p>	<p>To reinforce the students 'listening skills through an elaborated activity specially designed for the English level of the course.</p>	<p>Students will open a video in which they have a situation such as a tv report, a extract of a tv program etc.</p> <p>During the video, students will have a set of questions to answer. The questions are all about the video and students will answer according to what they listened.</p>	<p><b>8:35 - 9:00 am</b></p> <p><b>Classroom: R - 202</b></p>
<p><b>Break time</b></p>	<p><b>Break time</b></p>	<p><b>Break time</b></p>	<p><b>9:00 – 9:20 am</b></p>
<p><b>7.Reflection session</b></p>	<p>To catch students perceptions toward listening exercises.</p> <p>To grasp students opinions about tasks done through the web.</p>	<p>Students will be asked:</p> <p>How did you feel during the exercise?</p> <p>How do you consider the difficulty of the exercise?</p> <p>What strategies do you use for listening exercises?</p>	<p><b>9:20 – 9:35 am</b></p> <p><b>Classroom: L - 143</b></p>
<p><b>8.Brainstorming</b></p>	<p>To activate vocabulary related to the second part of the class.</p>	<p>The teacher gives the students a category, eg: university; then they should write down in a piece of paper as many words as possible related to this category.</p>	<p><b>9:35 – 9:50 am</b></p> <p><b>Classroom: L - 143</b></p>



<p><b>9. Have you ever?</b> <b>Questions part 1</b> <b>Skill: Speaking</b></p>	<p>To review last topics from the class.</p>	<p>The teacher will have a bag full of small pices of paper with different questions using have you ever? Eg: <i><b>have you ever fallen asleep during a class at university?</b></i></p>	<p><b>9:50 – 10:10 am</b>  <b>Classroom:</b> <b>L - 143</b></p>
<p><b>10. Have you ever?</b> <b>Questions part 2</b> <b>Skill: Speaking</b></p>	<p>To let students use their imagination and create new questions for asking to their classmates.</p>	<p>Students will make groups of 3 students and formulate 3 different questions using have you ever?</p>	<p>10:10 – 10:30 am  <b>Classroom:</b> <b>L - 143</b></p>
<p><b>11. Review !</b>  <b>Skill: speaking</b></p>	<p>To refresh students` minds about different topics.</p>	<p>Through the formulation of some questions, students are going to remember vocabulary, structures and other aspects of previous classes. Eg: <i>what are you wearing today? What did you do yesterday? What have you done recently?</i></p>	<p><b>10:30 – 10:50 am</b>  <b>Classroom:</b> <b>L - 143</b></p>
<p><b>12. Find the correct verb!</b></p>	<p>To practice verbs in present, simple past and past participle</p>	<p>1..There will be a set of flash cards stuck on the board</p> <p>2.The flash cards are divided in 3 columns <i><b>/present/past/past participle/</b></i> (face down)</p> <p>3. Divide the group into 2. Each group has one opportunity to uncover 1 flashcard (on verb) from each one of the 3 columns, if the group finds the correct past and past participle of the verb, has 1 point.</p>	<p><b>10:50 – 11:15 am</b>  <b>Classroom:</b> <b>L - 143</b></p>

The use of internet resources for language teaching and learning in a focal Elementary English group

<p><b>13. Announcements</b> for the next Tuesday's test</p> <p>Next intersemestrales dates.</p> <p>Take the books back to the library</p> <p><b>Recommendations</b> towards the match Colombia - Uruguay</p>	<p>To update students about the ILEX courses and news,</p> <p>To have a peaceful celebration. To remember students values towards others.</p>		<p><b>11:15 – 11:30 am</b></p> <p><b>Classroom:</b> <b>L - 143</b></p>



The use of internet resources for language teaching and learning in a focal Elementary English group


Interviewed	Question 6 What characteristics do you consider that a WBT should have?	Question 7 Do you believe that there is a relation between the language level of ss and the WBT?	Question 8 Do you think that technology changes the role of the teacher?	Question 9 Do you think that technology changes the role of students in EFL classrooms? Why?
Ana Mejia	-authentic material. -engaging content. -appropriate language level.	Yes, tasks should be designed according to the ss language level.	Teachers suggest a variety of appealing activities.	Active ss that enjoy working with web pages.
Luisa Guevara	-appealing content and design. -easy to develop in terms of web resources and with an appropriate language level.	Yes, ss need to be able to understand the instructions of the web page.	A teacher who discusses more the topics	Ss develop autonomy. It makes ss to investigate more.
Daniel Murcia	-a previously planned content. -content of interest for ss. -authentic content material -interfaces should be simple enough. -appealing design.	-The interfaces should consider the type of language that students use. -there should be a connection between the web resource and the course.	The teacher filters the knowledge. Teacher with the same abilities than the ss.	Active and independent ss.
Andres Cuervo	-you have to consider the proficiency level. - there has to be a set of guidelines. - clear guidelines. - it has to be appealing for the user.	To design rich material rich resources that I am going to use that fits the proficiency level of the learners. - there has to be certain level of challenge	When the learner is doing the task the teacher is not part of that process.	the role becomes more active when technology is involved
Jose Rodriguez	appealing WBT must have very clear objectives but at the same time they have to be very open so they can choose the topic.	Yes, if you are beginner you cannot present the same activity that you present for a student in an advance course	The role keeps being for a teacher the same; the teacher is facilitating the learning of the students. You are using one of the tools they like or you like for them to get a goal.	

Question 6


Question 7

Question 8


Question 9


 Appropriate language level




 Teacher's role changes



 Student's role changes

 Engaging content and design

 Authentic material

## Appendix 10 Exercises on the Platform

### Listening

The screenshot displays a user interface for a listening activity. At the top, there is a navigation bar with icons for home, a pulse line, a clock, and a book, alongside a search bar and a user profile icon. The main content area is titled "LISTENING ACTIVITY (Mark true or False according to the listening about DAVE)" with a "Quiz Options" dropdown. Below the title, it shows "Assigned to: Web Based Task Group". A "High Scores" section features five user avatars, each with a "5/5" score; one avatar is highlighted in orange. Below this, a "Question Breakdown" section is partially visible. On the left side, a sidebar shows a list of items under the heading "Web Based Task Group", with a "Showing: All" filter and a scrollable list of checkboxes.

### Answers

Time Taken: 01:48 | Turned in Jun 28, 2014 7:37 AM  
Graded | [Delete](#)

5/5  
Total Points

**1 2 3 4 5**

Question Total: 1 point

1. Dave has gone rock climbing

---

True  False

Correct Answer

Time Taken: 01:48 | Turned in Jun 28, 2014 7:37 AM  
Graded | [Delete](#)

5/5  
Total Points

**1 2 3 4 5**


Question Total: 1 point

1. Dave has gone rock climbing

---

True  False

Correct Answer

 Time Taken: 01:48 | Turned in Jun 28, 2014 7:37 AM  
Graded | [Delete](#)

**5/5**  
Total Points


**1 2 3 4 5**

Question Total: 1 point

2. Dave has gone to Australia

---

**Correct Answer**

 Time Taken: 01:48 | Turned in Jun 28, 2014 7:37 AM  
Graded | [Delete](#)

**5/5**  
Total Points

**1 2 3 4 5**

Question Total: 1 point

3. Dave hasn't gone to Japan

---

**Correct Answer**

Time Taken: 01:48 | Turned in Jun 28, 2014 7:37 AM  
Graded | [Delete](#)

**5/5**  
Total Points

**1 2 3 4 5**

Question Total: 1 point

4. Dave is having a good time.

---

True  False

Correct Answer

Time Taken: 01:48 | Turned in Jun 28, 2014 7:37 AM  
Graded | [Delete](#)

**5/5**  
Total Points

**1 2 3 4 5**

Question Total: 1 point

Dave hasn't swum with sharks

---

True  False

Correct Answer




## Reading

[Assignment Options](#) ▾

[Assignment Overview](#) [All Submissions](#)

Assigned to: ■ [Web Based Task Group](#)


Watch this video about Beryl Cook and her characters. Then, answer some questions related to the video.



[Quia - What have they done?](#)  
quia.com

Type a reply...

## Answers



Time Taken: 00:37 | Turned in Jun 28, 2014 7:49 AM  
Graded | [Delete](#)

**8/8**  
Total Points

**1 2 3 4**

Question Total: 1 point


1. What have the man and the woman order?

**A** They have ordered a hot dog

**B** They have ordered a meal

Correct Answer

**C** they order a meal



Time Taken: 00:37 | Turned in Jun 28, 2014 7:49 AM  
Graded | [Delete](#)

**8/8**  
Total Points

**1 2 3 4**

Question Total: 1 point

2. Who has taken the old lady from the hospital?

**A** The nurses

Correct Answer

**B** Her best friend

**C** The Doctor

Time Taken: 00:37 | Turned in Jun 28, 2014 7:49 AM  
Graded | [Delete](#)

**8/8**  
Total Points

**1 2 3 4**

Question Total: 1 point

3. What has she bought?

**A** She has bought milk and bread

**B** She`s bought some cigarretes

**C** She`s bought food and coke

**Correct Answer**

Time Taken: 00:37 | Turned in Jun 28, 2014 7:49 AM  
Graded | [Delete](#)

**8/8**  
Total Points

**1 2 3 4**

Question Total: 5 points

4. The lady played in the casino and she...

**A** She has lost

**B** She has won

**C** She has invited other friends

**Correct Answer**

**Writing**

## BE CREATIVE!

[Assignment Options](#) ▾

[Assignment Overview](#) [All Submissions](#)

Assigned to: ■ [Web Based Task Group](#)

Check out the following letter from John's plans for next vacations to his family in Canada.

I'm writing you this letter to tell you that I have finally finished my studies at university. I'm really excited about my vacations and all the plans that I have in mind. I studied very hard this semester and I only want to relax and have a good time with my friends. The next week I am going to buy the tickets to travel to Canada and finally see you after 2 years since the last time. I'm going to buy some presents for all of you, and also my best friend David is going to travel with me. We are going to spend some time together and I hope we have a really good time. Right now I'm watching some pictures of all the family and writing this letter. I really miss you

Kisses,

Richard

NOW IT'S YOUR TURN!

In 50 words, write some of your plans for next vacations. Don't forget to include (going to)

Answer



Submitted on Jun 28, 2014 7:21 AM

4/5

In this vacations i'm going to Salento because i have so long time that I haven't gone here. I'm going to stay two or three days, maybe in a Hostal because i haven't so much money. But first i'm going to Cali to my cousin's marry with all my family the next weekend. It's going to be an awesome party.

Let Jorge Alexander Agudelo Alvarez know what you thought of this submission...



Me • Jun 29, 2014

correct: i don't have money  
incorrect: i haven't money

