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por LUZ ANGELA CABRA

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IMPLEMENTATION OF ¹ ICT AS A DIDACTIC STRATEGY TO FACILITATE THE
ENGLISH LEARNING PROCESS IN THE READING SKILL IN STUDENTS OF SIXTH
GRADE OF IED SANTA TERESA DE JESÚS DEL BANCO MAGDALENA.

Liseth Martínez Díaz

National Open and Distance University (UNAD)

School of Education Sciences

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Research project presented as a partial requirement for the title of:

Bachelor's Degree in English as a Foreign Language

Luz Ángela Cabra Guzmán

Project Director

National Open and Distance University (UNAD)

School of Education Sciences

El Banco-Magdalena

Colombia

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ABSTRACT

This research project aims to implement ICT as a didactic strategy for teaching and learning English in Sixth Grade students: A IED Santa Teresa de Jesus to motivate the study and taste to learn English in an entertaining way and interesting and innovate with the resources offered by ICT for the development of reading skills. There are several problems that Secondary students suffer such as the lack of interest and motivation to learn English, this situation is evidenced by the low results in the Saber 11th Tests. Regarding the methodological framework, the qualitative approach and the ethnographic study method were used with a population sample of students chosen by levels of academic performance in the area of English. The results obtained show that students do not exercise the skills to read reading texts; therefore, the development of reading skills is practically nil, English activities are focused on the identification of vocabulary and conjugation of the verb to be in sentences; consequently, they do not exercise the reading of texts written in English. By virtue of the above, it is recommended to implement a virtual platform such as the edmodo with a series of activities with interactive applications in order to develop the reading skills of simple texts in English and adapt it according to the diagnosis made in the research. The implementation of ICT will contribute to facilitate the teaching and learning of English in said Educational Institution.

Keywords: *Information and Communication Technologies, virtual platform, didactic strategy, teaching, learning, reading skills.*

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INTRODUCTION

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The use of information and communication technologies in school classrooms in developed countries becomes more popular over the years; However, in countries such as Colombia, there is not enough investment by the State to adapt the traditional classes to virtuality, there are budgetary constraints that hamper to some degree to greater interaction with these tools, and if this is the case we add the demotivation to study the academic areas that children and adolescents receive in our schools the problem grows.

Given this panorama, the present research project seeks help in the improvement of English learning using the ICT medium as a didactic strategy in the undergraduate students: Sixth: A of the IED Santa Teresa de Jesús in the municipality of El Banco Magdalena; for more information. edmode virtual platform with activities focused on the development of reading skills according to the level of English competency standards Ministry of National Education and Basic Rights of Learning.

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In the first chapter, the research problem is described along with its problem question, the objectives, the justification, the contextual framework of the object of study and the background of the investigation.

In the second chapter, mention is made of the theoretical or the referential framework which breaks down the concepts that identify ICT in education and its implementation in English classes, the meaning of didactic strategy, learning and virtual platform. Similarly, regarding levels, skills and reading strategies. In addition, the times or activities that are carried out before, during and at the end of the reading. In that same sense, the relationship that exists between the standards of English Competences of the Ministry of National Education and its relationship with the level of Language for the Sixth Secondary Grade. Subsequently, the third chapter specifies the design or

methodological framework where the type of research is described as the ethnographic, the research paradigm: the qualitative, the population and sample and the techniques applied to students according to their academic performance.

The fourth chapter went on to show the results obtained from the sample collected and their respective analysis of the questions related to the development of reading skills in English texts. In this same chapter the projected activities arranged in the virtual platform of edmodo with their respective content are justified.

In the fifth chapter, the discussions and the reasons that generally explain the problematic of the learners for the exercise of the reading competences and the difference in level that it presents according to the Standards of Competence of Foreign Language; In addition, the recommendations that give rise to the possibility of implementing the project and compare it with groups of students who learn traditional English teaching.

And finally, in the sixth chapter the conclusion where the problem diagnosed is summarized and briefly the reasons for it.

¹ **Significance of the Study**

ICTs were initially created to communicate in real time from anywhere in the world, today they have become tools that enrich and support the teaching and learning processes of all academic areas; dynamizes the didactic and pedagogical practice of the teacher.

For (Hinostroza 2004) there are several convincing reasons that make it necessary to articulate ICT with education; The economic reason refers to the fact that if students who learn to manage ICT can enter the labor market more easily, because in the 21st century they are considered an "essential capacity for life". A second reason is social, because these tools have become so popular that even service entities, such as banks, provide the majority of their services

in virtual form, which makes it necessary for students to have a minimum of administration of these services. Tools, which also makes it easier for institutions to be closer to parents. The third reason is pedagogical and focuses on the role of ICT in teaching and learning processes. In this area, ICTs have shown that they can expand learning opportunities, since they provide current data in real time.

This is clearly stated in the document: Digital Citizenship of the UNAD (2011, p. 55) “It can be seen that at present it is necessary for teachers to have the technological competences to be able to innovate and thus allow their students to integrate their training in the use of technology, therefore, it is necessary to generate fundamental changes that allow to form an appropriation and application of ICT in training processes”.

Classes become attractive and interesting thanks to the shape and design of virtual materials: flash animations, web search, line presentations, blogs, etc. All these applications and programs seek to generate interest in learning and contribute to an improvement in the teaching-learning process.

Moënne, (2004) in a study carried out in 4 primary institutions that belonged to the Atenea project in Chile, which was responsible for providing public institutions with technological material, found that ICT improves the motivation of students in the classroom, and increased student learning, class time was optimized allowing to delve into many topics of interest, all led teachers to feel motivated to innovate in their work

In addition to the above, ICTs offer the possibility for teachers to plan and develop teaching and learning in a synchronic and anachronistic manner. Turning the teacher into an advisor and facilitator of the learning process; enhancing the talents and abilities of its students.

We intend that English classes with the resources and applications offered by ICT as a didactic strategy become motivating and attractive for IED students Santa Teresa De Jesus of Grades 6: A to be formed integrally and with a desire to continue learning and in this way we improve the learning of this Second Language.

It should be noted that the implementation of ICT resources as a strategy that facilitates learning can contribute to the development of learning strategies, such as reading skills and consequently the comprehension of texts according to the level and pace of student learning. Students feel comfortable and interested in learning in an entertaining and autonomous way.

Through this project, it is expected that the level of English of the students of the Sixth Grade: A of the IED Santa Teresa de Jesús will improve, since the results of the tests of Saber 11 are very low in comparison with the level that must exist for that grade of Basic Secondary education. The level of English that a student should aspire to at the end of their baccalaureate is B1 (Common European Framework).

The proposal seeks to create a virtual course through the edmodo platform as a didactic tool that allows the teacher to have a teaching and learning resource, from which the different topics, content and necessary competences can be addressed according to the Basic Standards of Competencies and the Basic Rights of Learning and other suggested documents of the Ministry of National Education. The specific intention is to improve the level of reading texts in English, which arouses interest and motivation to study in an attractive and entertaining way.

The implementation of this platform does not seek to displace the explanations of the teacher, on the contrary, it will contribute to enrich and complement the participation of the students and the explanations of the teacher and make the learning environment dynamic;

creating learning environments where students can improve reading and other skills for learning this Second Language and have the opportunity to learn in a different way as is virtual.

¹**Statement of the Problem**

Learning English in Colombia has gone from being an option to a need for personal and professional development, given the influence of the globalization of skills, competitiveness and information and communication technologies. The learning of this second language is essential to train competent citizens in their communicative dimension and thus contribute to the challenges of the National Bilingualism Plan. (Jaimes, 2015).

However, one of the problems facing the teacher in his class in this new millennium is how to awaken among students the interest in studying a foreign language such as English. Many of them are apathetic and discouraged to study, since they consider that it does not matter because in Colombia the official language is Spanish and they do not think they need it for a job in our country.

This situation creates a "dark and heavy" environment for participatory learning; On the other hand, with the massification of smartphones, videogames and social networks, important time spaces for the study and concentration of young people and children towards classes are being eliminated; For example, a study conducted by CNN (2015) shows that the results indicate that the worst students are more likely to be distracted by mobile phones, while the brightest students are able to concentrate on the classes regardless of the student's use policies. Phone, "the researchers said.

¹ Another study carried out by researchers from the Autonomous University of Barcelona, the Catalan Health Institute and the ¹FPCEE Blanquerna (Ramon Llull University) observed a

linear increase in school failure as the hours of computer use increased and control was reduced. The school failure is 16% among students who use the computer less than one hour per day; of 17%, between one and two hours; of 20%, between two and three hours, and 29% if the use of the computer exceeds three hours a day. However, not using it at all also increases school failure to 27%. (Veinte minutos, 2015).

Young people and children today are attracted by the attention of digital devices, are accustomed to the use of: tablets, high-end phones, applications such as Facebook, chat, twitter, among others, the use of these applications and resources produces pleasure and distraction, feelings that you will hardly find in your school or educational institution. For Balardini (2002), some young people worry about the mass consumption of television and video games from local neighborhoods, while for others, the game on the net, the play station, Internet browsing and cyberspace, the programming language, etc. As can be seen, the allocation of resources is clearly asymmetric. However, the world of technology crosses each other, the screens capture them all, in homes, shops, bars, train stations or subways, always counting on the presence of certain characters on video, finally, with a certain omnipresence .

For Jaimes et al. (2015) the majority of the students have lived with ICT naturally, they have grown with them in many areas of their daily life and now they have only adopted them in their educational work.

In this context, teachers must update themselves not only in the management of these objects and applications, but also in the articulation of technology at the service of education. In this context, school institutions, based on the culture of the book, the text and the written word have difficulties, since young people are immersed in a culture of speed, fragmentation and

image, and adults face the challenge of continuing to teach them sequentially and based on the text. (Balardini, 2002)

On the other hand, the traditional or master classes in which the student is considered a passive subject in the development of the class, and the active agent teacher and protagonist of knowledge, develops the contents and delegates some activities so that the students reproduce and comply with the "letter of the letter" according to the objectives set. This way of teaching does not generate expectation and interest for wanting to continue learning, but rather reluctance and indifference for the current mental conditions of the students.

According to the report of the historical results of the Saber 11° exam for Educational Establishments of Icfes (2017) the Institution Santa Teresa De Jesus presents in its last two years worrisome results regarding the level of English according to the Common European Framework in accordance with the Basic Standards of Competencies, for example in 2016, 46% of the students who took the Saber 11 Test are in the -A level and 31% in the A1 level. On the other hand, in 2017 the percentage of students located in the -A level increased with 59%, and with the A1 it decreased with 27%. This contextual evidence shows that the students of the Santa Teresa de Jesús Educational Institution present serious learning problems to reach the goals that have been set according to the Competency Standards and the Basic Rights of Competencies; and that upon reaching the Sixth Grades does not have the level required for that grade as it is A2 or Basic corresponding to Grades 4 to 7.

This report, is the product of the lack of preparation and training of students in the management and command of English, fail to achieve the level necessary to competently face the questions and texts that the exam presents, and although the Institution has received pre-Icfes drills with the Helmer Pardo company these are not managed to glimpse as expected, due to the

lack of training in the competitions that are according to the degree they are studying, others of the problems that the teachers suffer in their classes is that they are accommodated to the reality and necessity that it finds in its students, that is, they cannot advance at a higher level for that specific degree but they first manage to master a competence and content that precedes the one that is going to work, so the students fall behind.

Another of the difficulties of ¹Sixth Grade students: A of the Educational Institution Santa Teresa De Jesus are the strategies that teachers implement, such as presenting the class of English in a traditional or masterly way without taking into account the Motivation and creativity, learning styles and as a result students show apathy and disinterest in receiving english classes.

Regarding the reading process, students find it difficult to read small and simple texts in English, due to the lack of vocabulary that matches the expected level, in some cases the reading is done by words in isolation without having articulation or coherence with the meaning of the text.

Predicting and Skimming are achieved when this is accompanied by drawings alluding to the title of the text. The scanning is given to the identification of the pronouns of the verb to be that and of words such as greetings and personal identification.

In what has to do with detailed Reading, it is not possible to understand the purpose of the subject except with the help of the teacher who translates the text and the dictionary.

Lacking an essential vocabulary to understand simple and short texts, they cannot advance in activities such as inferential and critical reading.

Regarding the syntax, incorrectly apply some grammar rules such as the placement of adjectives, adverbs of frequency, indefinite articles, defined, among others, have many

shortcomings in the organization of basic sentences such as the present simple, simple past, verb to be, etc.

Regarding the factors that directly affect the low level and learning of English handled by Sixth Grade students of the IED Santa Teresa De Jesus is the deficiency in the teaching of English in the elementary grades, the annexed seats that feed the Headquarters does not have a graduate in English that is dedicated to teaching according to the Competency Standards of the Ministry of National Education; consequently, the coordinators decide to subcontract a person who handles English, but without being a pedagogue in that language.

There is a lack of a language laboratory equipped with the necessary resources for learning at the Headquarters to allow the practice and development of competencies. The video beam is achieved at times, because it is not completely available to the English teacher, there are difficulties to achieve it due to the lack of more teams in the Institution, and in certain occasions the lack of accessories is an obstacle to develop classes with videos and power point presentations; and the two rooms that the College has equipped with computers and video beam are occupied by teachers in the area of Information Technology.

Very few bring the dictionary; indiscipline and lack of motivation contribute to learning with great difficulties in the classroom

Therefore, the following question arises: does the design of a virtual platform contribute to the improvement of reading competence according to the level required for the sixth grade of the Departmental Education Institution Santa Teresa de Jesús?

Objectives

General Objectives

To Design a virtual course through the edmodo platform as a didactic strategy to improve the reading skills in the area of English of Sixth Grade students: A from the Educational Institution Santa Teresa de Jesus of El Banco, Magdalena.

Specific Objectives

To Identify the shortcomings that students of Sixth Grade: A of the Departmental Educational Institution Santa Teresa de Jesus of El Banco Magdalena have regarding the mastery of reading skills in the area of English.

To Propose activities to improve the skills of Sixth Grade students: A from the Educational Institution Santa Teresa de Jesus of El Banco Magdalena through the edmodo platform designed specifically for this purpose.

Contextual framework

The Santa Teresa de Jesus headquarters, attached to the Educational Institution that bears his name, was the setting chosen to carry out the following investigation. It is located in the municipality of El Banco, Magdalena, urban area and its address is: Carrera 9 N ° 3-30; San Francisco neighborhood.

It is mixed official. It has a student population of 698 according to the SIMAT report to date (16-11-17) and a global one that includes all the campuses of 2310 students. The service of the three days: Morning, Afternoon and Night. The headquarters that the Institution has are the following:

Primary: Marco Fidel Suarez, Urban Santa Teresa De Jesús Mixed School and Montessori School, at the Preschool level: Colegio el Banquito.

Most families of the institution belong to strata 1 and 2; the parents and parents work in various occupations such as various trades, electricians, motorcycle taxi drivers, masons, stylists, informal and formal salesmen, secretaries, teachers, housewives and so on.

On the other hand, there are many dysfunctional homes, which affects the formation and emotional development of students. Aggression, bad manners, fights, lack of respect, low academic performance, school dropout and repeated absences are the result of children and adolescents with the guidance and protection of both parents, the unfortunate thing is that there are cases in which they are raised by grandparents or grandmother or uncles.

Regarding the ethnic origin of the population, this account mostly for being Afro-descendant and to a lesser extent come from different departments of Colombia.

The families belong mostly to strata 1 and 2. In the afternoon are students who live in the suburbs of the municipality as: La Playa, Santa Rosa Oscar Pisiccioti, Cesar and Moscú, La Candelaria.

The students are happy, they like the cumbia, (dance and autochthonous rhythm), the reggaetón and the vallenato. They like to make cuts in the hair in the style of the famous players of the European leagues. It should be noted that the consumption of hallucinogenic substances is increasing, and the school environment of the Institution has been affected by microtraffic.

In general terms, the Institution has a good image at the municipal level for its results and positioning in the ICFES Tests or Saber 11°.

On the other hand, the processes of teaching and learning English, are characterized by low level of agreement to the level required by the Basic Standards of competencies. The ¹ students arrive with deficiencies to the Secondary School because in the Primary there is not enough bases that allow them to obtain a better performance.

A factor that contributes to this affirmation, is that the headquarters of Primary does not have a licensee (a) in English, consequently the managers choose to subcontract a person who knows English, but without being a specialist in that language.

In the lower grades like the Sixths; few bring the dictionary, indiscipline and lack of motivation contribute to learning with great difficulties in the classroom. On the other hand, learners coming from the offices attached to the Institution arrive with deficiencies in competences, which harms the achievements that have to be developed in said degree, falling behind the level required by the Ministry of National Education to adjust it to the deficiencies found.

Background

⁵⁴ The use of ICT as a tool for teaching and learning counts in its state of the art with numerous researches applied to different areas of knowledge and at different levels of education, passing Basic Education to Higher Education. Below I will describe some projects, theses and articles that show how from virtual courses have contributed to arouse interest in the study of English and the improvement in teaching and learning in various educational and geographical scenarios.

In the research carried out by Palacios (2015) prior to obtaining a Bachelor's Degree in Educational Sciences. Mention: English, aimed to: investigate ³ how the use of the free software virtual platform (edmodo) is a support resource for the teaching of a foreign language (English), in students of the tenth year of General Basic Education, of the Educational Unit "De La ³ Inmaculada" of the Metropolitan District of Quito in the period 2013 - 2014. The method he used in his work was the inductive one and using a bibliographic technique, with surveys and questionnaires applied to teachers and students under a design of exploratory investigation. The results obtained showed that both teachers and students in a high percentage considered that the internet and its applications as the free platform (edmodo) helped them to improve the teaching - learning process, in addition it constitutes a resource of support for teaching of English.

On the other hand, the research carried out by Carlos Vásquez León, entitled "²⁷ Information and Communication Technologies applied as tools of the teaching-learning process of English in the students of the third year of the baccalaureate of Paul Valery School in the 2011-2012 academic year". Some of its results were that the students showed better results on the effectiveness with which the students develop in virtual learning environments.

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Zambrano and others (2017) conducted a research called: Blended Learning as a teaching-learning strategy for English in basic education students. The purpose of this research was to design a methodological strategy to improve Blended Learning in the Eng. Vicente Hurtado Polit Educational Unit, in the Seventh grade of Basic Education in the period October-January 2014. The type of research was exploratory, and the techniques used in observation, surveys and interviews with teachers and students. The results of this work showed that students respond favorably to the activities that are developed with the available electronic devices, which facilitates the process of construction of learning, especially in the development of speaking and writing. Similarly, it was found that Blended Learning represents for them an alternative of entertaining, dynamic and innovative learning due to the diversity of resources offered by the Internet. The students point out that when applying this strategy it favors learning, being evident the progress in the development of the basic linguistic competences, with special emphasis on the speaking and the writing, improving notably the production of the language and the fluency.

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Another work carried out was the one carried out by Mateus and Ortiz (2010) in their monograph presented to the Free University of Bogotá: "Educational software as a strategy for learning English vocabulary of A1 level in an Institute students of the University Free candidates for the Bachelor's Degree in Basic Education with an emphasis in Humanities and Languages from the Free University in Bogotá. The objective of his work is to be able to expand the English vocabulary of 6 and 8 year old students at the British Alliance Institute through work with educational software such as Kisware. The results of this proposal based on ICT lead to the student being able to investigate and also develop their own learning in a fast, interactive and fun way which makes the student feel more interested in the knowledge of new vocabulary.

The use of ICT as a tool for meaningful learning of English is an article published by Anaya y etal (2012) in the Rastros Rostros Magazine of the Universidad Cooperativa de Colombia. This article socializes the research project: "Interaction between ICT and teaching in Bilingualism as functional alternatives of learning". The main purpose of his research was to motivate and capture the attention of students in classrooms, who understood the value and importance of this knowledge for their personal and work development. The authors in their field work could perceive problems such as lack of motivation, lack of discipline and little interest in English classes, a situation that led them to make the decision to intervene to improve English learning and create the proposal of work with the blog, Web 2.0 tool; which allowed the students to explore and interact with classmates and the computer, change the routine of the school environment and delve into the benefits that technology offers them. In addition to the above, working in the computer classroom -conclude- the authors helped them improve personal relationships, behavior and academic performance in the area of English.

On the other hand Piña, Emively, García, Faylenys, Govea, Lidia (2009) published an article in the Electronic Journal of Telematic Studies: "Strategies of teaching ²¹ based on a wiki for the development of the written skill in students of English as a foreign language ", This research had as purpose ²⁴ to determine the effectiveness of strategies based on a wiki for the development of the written skill of the students of Education English Mention of the National Experimental University" Francisco de Miranda ". Located in the Bolivarian Republic of Venezuela. It should be noted that the research group used as a method of study was the quasi-experimental in which two groups were formed one control and one experimental. Among the results we found that at the beginning of the investigation a pre-test was applied to the experimental and control groups with the purpose of determining the level in terms of written production in English, which was

low. The results were similar in both groups. Applying the treatment to the experimental group (post-test), it was evidenced by observation throughout the semester, that by using strategies with the support of the wiki, the participation of students in activities that promote written production increased significantly. In addition, the students improved the spelling of the words and the syntax with respect to the written compositions. The students showed interest in carrying out activities involved with the new information and communication technologies. On the other hand, in the control group no favorable change was evidenced in relation to the pre-test and post-test tests applied during the investigation. In the control group, students were discouraged when participating in activities that promote written production in English, which can be attributed to the lack of innovative resources that stimulate interest in them (p.40).

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Parra and Galván (2014) presented a Master's degree from the University of Santander entitled: Implementation of the Tic in the learning of English in the Grades 6th Educational Institution Tomas Santos San Antero-Córdoba. 27
With the objective of implementing the use of new technologies such as educational software, virtual environments, virtual platforms, video conferences, among others; in the learning processes of the English language, specifically in the skills of listening, speaking, writing and reading it. The results obtained from this project led us to conclude that: web 2.0 resources (videos, software, web pages, audios, blog, etc.) were implemented in the classroom together with a constructivist teaching methodology in learning of English, increases the interest of students for this, by involving them more in the activities and having had the option to practice more outside the classroom through electronic devices with which they had access to the website, software educational and other interactive tools designed specifically for learning English. Consequently, the implementation of web 2.0 resources was motivating for the students and has really helped them to improve the learning of the English

language. For their part, the students considered that through the use of ICT, it makes learning English accessible and entertaining, and most of the students who participated in the project loved using it for their educational and entertainment activities. (p.98)

According to the study carried out by Pérez (2014) in his thesis of Magister of the Pontifical Catholic University of Peru: "Influence of the use of the Educaplay platform in the development of comprehension and text production capacities in the area of English in students of 1st Secondary year of a Particular Educational Institution of Lima ". The reason that prompted the author to establish his proposal is the lack of motivation to study English, and the importance of learning this Second Language, therefore his research seeks to answer how does the use of the Educaplay platform affect development of the comprehension and production capacities of texts in the area of English in students of the 1st. Secondary year of a particular educational institution in Lima? To respond to this approach, the research was approached from the quantitative approach, at the explanatory level with a quasi-experimental design, through the observation technique, the interview and the survey of two experimental groups that had an educaplay tool. another with the traditional methodology. He used a study at an explanatory level, whose design was the quasi-experimental design. Among the conclusions we found that the experimental group increased its results after working different activities within the "Educaplay" platform, comparing it with the results of the control group, which decreased after continuing to work with traditional methods for the acquisition of new knowledge (Pérez, 2014 p. 68-69).

Venzal (2012) in his final Master's project "ICTs in the teaching of English" for Secondary teachers proposes the study of new technologies ²² in the teaching of a foreign language. His research consisted in trying to respond to the effectiveness of new technologies as a motivating method for high school students. The methodology used was direct observation of

students, notes were taken on their behavior and their interaction with new technologies in the English classroom. In addition, a questionnaire was developed which was developed by the students to know the beliefs and feelings about the use of new technologies in the center and in the English class. The researcher applied an interview to the teacher of the Juan Goytisolo teaching center, to investigate his perception and experience with new technologies.

In that order of ideas, the results obtained in his theses show that the English class where the digital blackboard is used, movies, songs, listening, flashcards, a series of didactic resources that include them as motivators and pedagogical; the students expressed interest, motivation and consider that the knowledge of a language is done more quickly and effectively than if no type of technological input was used. In the subject of foreign language they emphasize that they are more motivated, safe and interact much more with the use of new technologies. The highest percentage of students prefer an ICT education compared to the traditional teaching methodology where no type of technological help is used, students do not like the master class, prefer to participate and be protagonists of their learning. Students consider that through new technologies they learn better and that information is managed more quickly and efficiently (Venzal, 2012, p.21).

The end of Master's work called "Improving speaking skills through the use of a blog" by Tiscar, (2014) determined that the use of the blog and the methodology used helped to increase the interest and motivation of the students in the class. In addition, the perception of students changed since they discovered that ICT can be a very useful learning tool if the chosen materials are adequate. On the other hand, the students also showed great interest when they discovered the methodology they must follow to complete one of the main activities in the didactic unit. The

results showed that traditional methods are not always the most effective in achieving some of the objectives in the learning process.

In conclusion, the students were able to acquire new knowledge and improve their speaking skills while understanding the importance of innovating in the classroom and including new methodologies and materials that helped them to work autonomously and in groups.

The aforementioned research shows that its results contribute to the feasibility and relevance of the project, because the learning experiences in terms of improving skills or competences in English such as reading, give positive signals that it is possible to reach a better level of learning through innovative strategies mediated by ICT through courses or virtual platforms and the selection of resources available on the web. In addition to the above, the motivation and interest in using and practicing technological tools open the space to promote love and taste for English, forming an image that English is easy and fun to learn.

THEORETICAL FRAMEWORK

The present conceptual framework will work on topics of importance for the present research project, such as: ICT (information and communication technologies) applied to education, learning strategies and the concept of didactic strategy and edmodo virtual platform.

ICT applied in education.

Information and Communication Technologies (ICT) is a concept that emerged between the 80s and 90s as a form of communication in real time and anywhere, for (Marqués, 2004). ICT refers to the set of technological advances that provide us with information technology, telecommunications and audiovisual technologies, which include developments related to computers, the Internet, telephony, media, multimedia applications and virtual reality. Now, while it is true that ICT alone will not guarantee a significant improvement in the quality of teaching and learning, it does not mean that they cannot be used for a defined purpose, such as encouraging or motivating students to learn English. Of Secondary School; in this sense, ICTs are becoming a strategic tool for teaching, teaching and learning in any area of study. As stated well by Patio et al, (2012), today's education has benefited greatly from the use of ICTs because it improves the teaching and learning process by modifying the educational school project and leaving aside the traditional methodology. We cannot train obedient apprentices, who wait for the teacher in the classroom with a blank mind, ready to repeat all the information that the teacher transmits.

According to Gómez and Macedo (2010)

The incorporation of ICTs in education has as its function to be a means of communication, channel of communication and exchange of knowledge and experiences. They are

instruments to process information and for administrative management, source of resources, recreational means and ⁵ cognitive development. All this leads to a new way of developing a didactic unit and, therefore, to evaluate because the forms of teaching and learning change, the teacher is no longer the manager of knowledge, but a guide that allows to guide the student in front of his learning: In this aspect, the student is the "protagonist of the class", because he is the one who must be autonomous and work in collaboration with his peers.

For this author, the resources received by TIC are very important to have an improvement in the subject of English; because it offers variety for the design of the didactic units, the plans of classes and classroom projects. What generates a better preparation of the teacher to face this type of innovative methodologies.

ICT allows a project like this to present the possibility of improving the quality of teaching and learning of students within an environment of motivation and competence in reading texts in English in a participatory and inclusive virtual environment.

¹ The advantages for students of studying through ICT is that it motivates them to continue learning; the interested person imposes his rhythm and the time devoted to his learning. The student can benefit from ICT inside and outside the classroom, and can work autonomously without the limits imposed by space and time (Fernandez, 2006).

In a research conducted by (Venzal, 2012), he states that: most students prefer an ICT education compared to the traditional teaching methodology where no type of technological help is used, students do not like the conference, they prefer to participate and be protagonists of their learning.

¹ In a study carried out by Arnold & etal Rojas (2012) of the Universidad Surcolombiana, they affirm that: ICTs provide flexibility to students in teaching, citing the city of Neiva as an example; where it has been seen that the development of ICT favors the process of teaching English language learning. There is a large number of educational institutions that use ICT to complement the learning of this important language. The Santa Clara school in Hungary uses the "Tell me more" software, which is based on a wide range of audiovisual resources, such as images, videos and digital activities. In another case, the Departmental Educational Institution, under the initial coordination of the teacher Lilia Stella Bernal, introduced the use of the web as a resource in English classes for their students, making use of the educational software "Discoveries", which contains levels of progress for learning this language.

In accordance with the above, achieving autonomous and motivating learning in general is the key to excellent learning for English learners.

¹ In harmony with the above, (Rivera-Quijano (2002) cited by Patios, 2012) "the network itself is not a pedagogical environment ... everything acquires educational value as educators build a meaningful universe for the student in terms of reflection and creative learning ". On the other hand, new information and communication technologies provide students with the tools and knowledge necessary to perform in society. The effective use of ICTs becomes a key element to achieve profound and far-reaching educational reforms, therefore it is necessary to train future teachers in this regard.

One of the key aspects for the correct use and management of ICT is the role played by the teacher as a facilitator and guide of their students in the use of these resources. The role of the educator has changed considerably according to the times, since he has gone from being a class dictator, who knows everything, to becoming the facilitator and guide in the learning process of

the students. The implementation of ICT means that the teacher is prepared and trained in the use of TICs in education.

According to the research done by the University of Illinois, Scagnoli, N. and Catuogno, M. (2003) ICT offers the following advantages:

- Motivates curiosity, who wants to know more has the tools of reach.
- Allows easy access to countless resources.
- The teacher becomes a facilitator and guide in the learning experience.
- The student has more autonomy in their learning process.
- It promotes audiovisual stimulation.

One of the ways to move from a class with traditional methodology to a participatory and interactive class is through technologies applied to education. In fact, the proposal aims that the teacher can intervene with a strategy that allows to improve the reading level of English texts and deconstruct the myths that are woven by the study of learning English

On the other hand, Cabrero (1996), Castells (2009), Cebrián and (1992) (cited in Venzal, 2012) describe the characteristics that fit the present project based on ICT:

On the other hand, Cabrero (1996), Castells (2009), Cebrián y (1992) (cited by Venzal, 2012) describe the characteristics of ICT:

- Immateriality and interactivity, through ICT, the space-time barriers between teacher and student are eliminated; knowledge can be presented in analog and virtual training scenarios (the teacher's blog, educational platforms, among others).

- Instantaneity and interconnection: the most flexible teaching time and space, the use of communication facilitation tools that allow the interaction of student and teacher in real time, or between students.
- (...) favor the creation of cooperative learning, as well as the development of self-learning, the learning of others.

The advantages previously mentioned by the different authors are closely related to the objectives that are to be implemented, such as favoring the development of reading skills within a virtual learning and teaching environment; which seeks to encourage the desire to learn in a pleasant, comfortable and entertaining way so that the learner becomes a manager of their own learning, achieving autonomous and cooperative learning. The distances between space and time are cut by the availability obtained by having at all times the ease of connecting by means of a cell phone, tablet or computer; for the realization of activities inside and outside the classroom.

¹ Tendency to automation: we expand the student's training offer; therefore we increase their autonomous knowledge. Diversity and favoring the creation of both cooperative learning and the development of self-learning, learning from others.

Learning strategies.

Learning is defined mainly as an assimilation of concepts that are inserted within the cognitive structure of the student that can be verified through the theoretical, conceptual, procedural or value demonstration of the student.

¹ In the document of the curricular guidelines for foreign languages of the Ministry of National Education (1998), learning strategies are the specific procedures that students use to develop certain learning processes (Richards and Lockhart: 1994). Oxford (1990) defines

learning strategies as specifications undertaken by the student to make learning easier, more pleasant, faster, more self-directed and more likely to be transferred to new learning situations.

Appropriate learning strategies generate an increase in competence and greater self-confidence are characterized because: they contribute to the achievement of communicative competence; expand the role of the teacher; allow the resolution of problems; involve various aspects of the student, not just the cognitive; support learning both directly and indirectly. Men (1998).

According to Vygotsky, learning in the school context always implies the acquisition of knowledge and the construction of meaning. The objective of this theory is to discover and stimulate the Zone of Near Development in each student; this theory emphasizes the idea of that the subject does not simply respond to the stimuli passively or mechanizes but acts on them. (Ruiz and García - Merás) According to the above, the student through ICT can enhance this area of close or close development and consequently can advance in the learning and assimilation of English.

In other words, learning strategies are like a path through which the time has come to achieve knowledge of a second language individually or cooperatively.

Learning strategies are procedures that intervene in general learning and, therefore, also in the development of a non-maternal language (Franco, 2004).

Consequently, the learning strategies have as horizon to achieve the achievement of the achievements and competences that have been planned in the curriculum of the Institution.

Didactic strategy.

The didactic strategy includes the learning strategy and the teaching strategy. Learning strategies consist of a procedure or set of steps or skills that a student intentionally acquires and uses as a flexible instrument to significantly learn and solve problems and academic demands. The teaching strategies are all those aids proposed by the teacher, which are provided to the student to facilitate a deeper processing of the information (Díaz and Hernández, 1999).

On the other hand, the ¹ concept of teaching strategies is involved in the selection of activities and pedagogical practices in different formative moments, methods and resources in the Teaching Learning processes (Velazco and Mosquera 2010).

It should be noted that the teaching strategies must be consistent with the context and reality found by the teacher in the classroom, therefore, the ³¹ design and implementation of the teaching strategies of this project seeks to meet the needs presented by the students. students in the area of English and more specifically in reading skills due to difficulties and lack of academic preparation due to the lack of knowledge of essential words and verbs for the level of Language in which the Sixth students of the IED must be Santa Teresa Jesus of EL Banco, Magdalena. In virtue of the above, the proposal aims to create a didactic strategy that encourages the development of reading skills for the reading and comprehension of texts in the Second Language.

The didactic strategy proposed in this project has the advantage of adjusting to the reality that this generation is living, which has been born in full development of the internet and social networks, in this sense, the learning environment is different from the physical one, without this means the orientation and explanation of the teacher, on the contrary, the strategy is articulated between the teacher, the virtual platform and the student.

Consequently, the teaching strategy requires the teacher systematic planning and consistent with the procedures to follow to achieve the achievements and goals that must be achieved in the teaching-learning process.

Implementation of the ICT in the classroom.

For the development of the pedagogical strategies of the project will have the level of learning English in the students. For this reason, a self-assessment and a placement test will be carried out to identify what knowledge and skills to administer and from this qualitative diagnosis begin to design and / or redesign the strategies that will be implemented.

The pedagogical approach is characterized by being constructivist, which is conceived as an internal process that consists of relating the new information with pre-existing representations, which results in the revision, modification, reorganization and differentiation of these representations (Serrano, JM and Pons, RM 2011).

Strategies or didactic activities such as: conversation workshops, listening to dialogues, videos, online content and virtual interaction will allow students to study English in a fun, fun, collaborative and creative way.

The curricular contents are within the framework of the standards of competences of the English language of the Ministry of National Education. As regards the resources to be used, they are: online digital content, web pages, PowerPoint presentations, video beam and computer and activities guide.

Therefore, a didactic strategy mediated by ICT means that teachers have adequate training and teaching methods and systems have been adjusted, which is often a delicate exercise. "This means that information and communication technologies require permanent professional

development of teachers, because if they are not up-to-date on this subject, it is likely that their classes will not be motivating for the student since these technologies will not be implemented effectively. They will not be taken advantage of to the maximum. Vizcarro, (1998); (cited by Mateus y Ortíz (2010).

The virtual platform

Virtual platforms known as virtual classrooms is one of the most used scenarios used by teachers to support their classes and enrich teaching and learning.

Virtual platforms are programs that work using a network of users that use the Internet service, and are designed for the design and development of modules or didactic modules for occupational safety services. They allow to improve the communication between the actors of the educational process and to develop group and individual learning.

A virtual platform is basically comprised of computer programs that is where the adjective of 'virtual' comes from, since physically it does not exist but it is a computer software system created by programming languages in order to execute specific tasks.

This system can be accessed through the Internet so it is available anywhere that is connected to this network and is available at any time. To use such a system it is necessary to have a device, which can be a computer, laptop, smartphone, tablet, etc. That is compatible with the application.

Regarding the project, we decided to use the edmodo platform to create a virtual classroom that is not designed to develop the teacher's own activities such as qualifying and sharing materials, but to involve the student body in the development of activities that allow

exercise the skills and competences mainly the reader that is fundamental to the learning of English in the Sixth Grade A of the IED Santa Teresa De Jesus of El Banco- Magdalena.

Reading levels

There are several studies that indicate the existence of three levels of reading: the literal level, the inferential level and the critical level (Strang, 1965, Jenkinson 1976 and Smith, 1989, cited by Gordillo and Flórez, 2009) essential to assess reading skills and the level of English that the students find, object of study of the present investigation.

Literal

It is the most elementary and basic level that a reader can have in text compression. It is characterized by the fact that the reader quotes literally or mechanically what he has read, without interpretation. Van Dijk & Kintsch (1983), refer that the literal reading is related to the surface code, in this state is where the reader analyzes the text syntactically and extracts explicit information. This level is important because it is the starting point to perform higher order cognitive processes, for example, reading between lines to build a personal interpretation of the writing.

Inferential

This level focuses on how the reader can extract information implicit in the text, draw conclusions that are not directly expressed by the author; It uses deduction to make judgments that are the product of understanding and interpreting the texts. According to Unsworth (2000), it demands both imagination and thought, allowing it to go beyond the text. Therefore, it is possible to point out the inferences of: "implicit information, inferential sequence, inferential comparisons, implicit character traits, predictions and inferences about figurative language".

Sometimes the writer expresses or suggests something indirectly in the text, that is, he can suggest something and let the reader make the inference or understand what he wants to express.

Critical

This is the highest level related to the analytical capacity of a text. In this stage, the reader can know the intentionality of a writing, take a position and establish a point of view, up to the creation from the initiative itself, based on what was read. As explained by Durango (2015) The critical reading is the reading of evaluative character where the previous knowledge of the reader, their criteria and knowledge of what is read, taking distance from the content of the text to achieve judgmental judgments from a documented position intervene and sustained.

On the other hand Gordillo & Flórez (2009):

(...) the reader is able to make judgments about the text read, accept or reject it, but with arguments. Critical reading has an evaluative character in which the formation of the reader, their criterion and knowledge of what is read takes part. These judgments take into account qualities of accuracy, acceptability and probability.

Reading skills

The main purpose of reading comprehension is the elaboration of a mental representation of the text that is, having an overview of what the text itself is about.

Now, the reading comprehension is the result of a putting in marches d strategies that the teacher uses so that his education can reach is degree of knowledge. For some authors like Wagner & Sternberg (1987), they argue that an efficient reader is characterized by: the flexibility of reading that manifests itself in the selective dedication of resources - strategies, effort and time, depending on the objectives.

Taking this consideration into account, we will now talk about the so-called reading strategies.

Reading strategies

They are skills that people have to interpret a text. In this particular case, it is the ability that a student has to read a text in English, and that is in harmony with their level of language and school age. According Solé (1998), "are procedures and procedures are teaching content, then you have to teach strategies for understanding the texts."

The reading skills that are worked for the learning of a Second Language are the following:

Predicting.

This competition or strategy consists in anticipating what is to be found in the text. It should be noted that the reader can use their previous knowledge in the interpretation of texts product of their previously acquired experience. The intention of this strategy is that the student can confirm if their predictions are true or not and thus develop understanding.

Predict is the ability to guess or anticipate what comes next, making use of clues that can be grammatical, logical or cultural (Ortíz, 2014).

Use of the dictionary.

This strategy aims to expand and achieve improvement in the use of student vocabulary, which can become a technique of the strategy described above, that is, the activation of prior knowledge. This invites the enrichment of the vocabulary and creates autonomy among the students when looking for meanings individually. (Del Toro, 2013).

The use of the dictionary for reading facilitates the identification of the concepts, key words and fundamental ideas of the text enriching the lexicon of the student and the reading comprehension.

The preparatory reading or skimming.

It means to make a quick reading of the text to obtain a general idea of its content: Title, subtitles, author's details, summary, introduction (first paragraphs in cases of extensive readings). When a person at the time of reading passes the eyes to find the general idea of the text. This is what Cassany (2008) calls reading at a glance, a look at labels, important characters, prominent characters. It is to have a global idea of the text.

The scanning.

This competence consists of looking for specific words or key ideas, looking for precise details rather than a general idea. The reader focuses on specific aspects that are of interest such as the main ideas, the author's purpose, definitions of words or phrases, identify the context of the text, the title or topic when possible.

It is important to say that this strategy should be used when the information that is being sought is known and does not need the global information of the text (Del Toro, 2013).

Detailed reading.

This strategy leads the reader to an analytical, relaxed and comprehensive reading. The titles, the key words, the purpose of the author, the ³⁸main idea of the text, the recognition of the type of text that is being read, the summary of the book in case it has it, the introduction and so on, are essential elements to understand the text of a general and comprehensive way.

Mark or underline it is one of the most used strategies by students. It consists of underlining the main ideas, the key words, adjectives, nouns, connectors and a variety of exercises that can be used through this technique of study and reading. This strategy allows the reader to analyze and carefully extract the relevant aspects of the text to quickly find the precise and essential information to understand the reading.

Times or moments during reading.

To be able to develop an effective and competent reading process requires a series of reading activities that will serve the reader to guide him to understand the text.

In that order of ideas, reading three types of activities, those which precede the presentation of the text, those which accompany it and those which follow it

Next I will describe the reading activities:

Activities before reading.

This strategy seeks to encourage the activation of the previous ideas that the student possesses in relation to the new information that is going to be taught or before the students initiate the inquiry in order to build new learning.

For Palincsar & Brown (1984) students should evoke what they already know about the subject of the text, before they begin reading, which is a stage generally considered important and crucial for the comprehension of the text.

The activities before reading have the characteristic of activating the previous ideas of the reader, and motivate the desire to read the text, invite to share the expectations presented **in**

relation to the title, can launch hypothetical concepts, which may conform as the case at the end of the reading.

It's like an appetizer to get into reading warm-up.

Activities during reading

This type of activities has the purpose that the reader is connected continuously with reading, without diminishing the desire to read, usually the questions require that they are very selective to promote interest; so it requires attention and reflection on the process itself of the reading you are doing.

Activities after reading.

These activities are intended to solve general or global questions of the text and develop a general interpretation of the text.

9

At this stage, the reader is able to answer the following questions: What is the main idea?

What are the secondary ideas?

It is a matter of logically organizing the information contained in the text read and identifying the main ideas, that is, the most important ones, and the secondary ones (Educarchile s.f.)

In general terms, these activities in relation to the research project will serve to generate interest and motivation to read English texts; through a virtual reading course to improve reading and reading level of this Second Language.

The Basic Standards of Competencies.

In 2006 the Ministry of National Education launched the Basic Standards of Competences in Foreign Languages: English. With the aim of improving the levels of English proficiency at the national level and being able to qualify the human resource within a globalized society.

The English Competency Standards are systematized by degrees and levels according to the Common European Framework of Reference for Languages: Learning, Teaching and Evaluation" a document developed by the Council of Europe, which describes the scale of performance levels gradual that the student of a language achieves.

Table 1

Niveles de english adaptado al Marco Común Europeo

14	DEGREES	NIVELES
	First to Third	Beginner A 1
	Fourth to Fifth	Basic 1 A 2.1
	Sixth to Seventh	Basic 2 A 2.2
	Eighth to Ninth	Pre intermediate 1 B 1.1
	Tenth to Eleventh	Pre intermediate 2 B 1.2

Among the competences we find in this document we have: Listening, Reading, Writing, Monologues and Conversation. For reasons of this research project we focus on reading competence.

Reading skills are located next to listening skills and these are related to comprehension skills.

The reading in English will allow the student to develop the process of comprehension of texts in English. In addition to the above, the sixth to seventh grade standards involve the teacher

and the student in the application of reading strategies, thus involving teaching and learning and the interaction between teacher and student.

The reading skills promoted by the document of the Ministry of National Education intend that the student can identify and ⁴⁰ understand literary, academic and general interest texts, written in a simple language, capable of extracting general and specific information from a text according to the Basic level 2 A 2.2 (Men, 2006).

METHODOLOGICAL DESIGN

Research focus

Given the nature of the present research project, we will use the qualitative approach because it ²⁰ studies reality in its natural context, as it happens, trying to make sense of, or interpret, phenomena according to the meanings they have for the people involved (Rodríguez, Gil and Garcia, 1996)

¹ The object of study are students who are characterized by having different particular characteristics, needs, rhythms and learning interests, which cannot be quantified but described and interpreted according to the context in which they are found.

The qualitative approach is important because it guides the teacher to constantly renew their pedagogical practice. The research teacher is transformative, starting from the "why" and the "for what" that allow him to orient his aims, result of the observation and interpretation of the particularities of the school as a social object. Durango (2015).

This approach allows to understand and describe by means of techniques that are their own and that are of their nature the characteristics of the object of study such as students, identify the internal and external causes that affect learning within the framework of reading and communication skills. How can we start designing a proposal that will help the low reading level of ¹ Sixth Grade students: A of the IED Santa Teresa De Jesus of El Banco-Magdalena improve.

Study method

The research method for the present research project is the ethnographic one; which aims to describe the contexts, the interpretation of them to reach their understanding, the dissemination of the findings, and, ultimately, the improvement of the educational reality (Álvarez, 2008).

¹ In this type of study, the data can be obtained from a variety of sources such as participant observation, open interview, and documentary analysis (Álvarez, 2008)

The main contribution that ethnography makes to the School resides in its capacity to illustrate to the researcher about the school, allowing him to understand the daily school dynamics (Álvarez, 2011).

In that order of ideas, this method contributes to the research project because it allows the active participation of the teacher with the students; to know their interests, characteristics, socio-cultural and academic context, expectations, beliefs and how they perceive what they teach and learn to read English texts according to their level and level of education.

¹ **Population and sample**

The total population of students of the Educational Institution Santa Teresa de Jesus of El Banco, Magdalena of the day of the Morning in the sixth Grades is of 140 students (as) that corresponds to four distributed groups. A sample of 30 students (as) located in Grade 6: A will be taken to apply the instruments.

These students are selected according to their performance during the first academic period according to the following institutional scale:

Table 2

Levels of performance according to the numerical equivalence of the Institution

Performance	Equivalence
Higher	9.0 - 10.0
High	8.0 - 8.9
Basic	6.0 - 7.9

lower	1.0 - 5.9
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1 **Techniques and instruments**

The techniques and instruments to apply are semi-structured interviews and surveys with open and closed questions; justifying in some of them. Semistructured interviews are those through which the interviewer asks the interviewee according to a planned questionnaire, but can ask questions spontaneously according to need and to deepen some aspect of the research.

The importance of this type of interviews is because it facilitates obtaining accurate information about the perception that students have regarding the subject of the competences they use to understand English texts; also to be able to approach the reality that they live with the reading activities and to be able -as necessary- to deepen with other questions in the context and the factors that affect the learning of this of the reading.

1 With the information obtained, content analysis will be conducted in order to establish conceptual categories to yield qualitative data for their respective interpretation. Later with the **1** information will be systematized by means of statistical graphs for its interpretation and analysis.

Following the sequential order of the instruments, after the interview a test will be applied in order to know at what level of reading; with this information, the design of the didactic units that will form the module within a virtual platform such as the edoome will proceed.

ANALYSIS OF RESULTS

The results to be presented were obtained through a structured interview with nine open questions addressed to students of ¹ Grade 6: A of the Educational Institution Santa Teresa De Jesus of the day of the morning.

The purpose of the interview was to identify the reading skills used by the English teacher to understand texts written in English and what actions students use to understand them.

The students interviewed were selected according to their performance levels: Inferior, Basic, Ato and Superior as stipulated in Decree 1290 of the Ministry of National Education (2009) and their equivalence in numbers at the institutional level. It should be noted that the English teacher in charge of the degree in question provided us with the selection according to the academic reports and academic performance of the Degree in question.

Then I will show the questionnaire applied with your answers and with your respective analysis.

Question N ° 1 What reading activities do you like to develop in English?

That the teacher speaks in English. Write the name of the animals. Learn new words The teacher speaks English. Translate words. Develop games in English.

The students interviewed focused their responses on activities that have no relation whatsoever to reading skills in English, except for translating words and rather subjecting the definition of words and objects.

Question N ° 2 What are the difficulties you present to understand texts?

Not understand the words. Many verbs that I do not know. Do not understand some words. I confuse the words. Conjugate the verb to be.

The answers to this question indicate that students argue that the difficulties are to conjugate the verb to be, the confusion of words, the ignorance of the meaning of words and verbs leads to not understanding the reading texts. It is notorious the ignorance of the vocabulary when doing reading activity of any type of text.

Question No. 3 Do you use the dictionary for reading exercises?

Sometimes. To understand some words. Many times to understand the exercises.

In this question the students unanimously support the use of the dictionary as an essential element to know the meaning of words, but not all have the same frequency in their answers.

Question No. 4 Does the English teacher teach you how to identify the main idea of a text?

Yes, it teaches and presents us in several ways. No, I try to do it myself. Yes almost always.

The answers are not similar but disparate, although apparently not continuously it is done as expressed by several of the interviewees and do not reflect that these actions are for reading texts.

Question N ° 5 What is the first thing you do when you are assigned a reading activity in English?

Memorize the activity and capture the objective. Analyze the problem to solve. Ask for an explanation I ask questions.

In this section I can analyze that the responses of the selected students use different ways to receive advice from their teacher at the time of receiving the activity assignment. It is interesting to know that students show interest in learning and knowing what they are going to do.

Question No. 6 Does the English teacher tell you to underline the words you do not know?

No, because we have not done texts in English. No, but I do it on my own. Explain first and then we underline

The students affirm in their majority not to realize this type of competition, although some maintains that if they do it under the direction of the teacher. Another applies it on his own initiative.

Question No. 7 How does the English teacher make you understand the reading texts?

Relating topics that we have seen. By means of examples. Sometimes he explains. Explain in detail. He explains to me personally

These statements lead me to infer that the English teacher to try that their students learn are masterful and in some cases in a personal way; These answers do not allow us to clearly identify what kind of reading skills they use to read texts.

Question N ° 8 What activities does the teacher do to make you understand the texts?

Describe them Explain an exercise and then design the questions or topics we have seen. By means of drawings, numbers and billboards and so on. Using viewed topics. Alphabet soup. Assign activities and tasks to understand and then evaluations. Soup of letters and crosswords. Explain and with examples. Explain by means of drawings and translate.

As shown in the previous paragraph, the students' responses are varied, as a result of activities carried out by the teacher, but these are more of vocabulary, glossary, and evaluation; not properly activities or previous reading exercises.

Question N ° 9 What activities do you develop before embarking on a reading exercise?

Explanations of how the exercise will be. He gives us examples and exercises. Read the title first It happens to the board to be able to carry out the exercises to later assign activities and evaluations. Explanation of how to do the exercise. Write and be attentive to the teacher's explanations.

Like the answers of questions 8 and 7, the information obtained is that the activities that are carried out do not have a direct correspondence with texts, again I infer that these actions are for other types of competences and not properly reading skills.

According to the answers obtained from ¹ students of Grade 6: A of the IED Santa Teresa De Jesus

I can affirm that the students present a series of difficulties that does not fit for the level of English that must be for that degree in relation to the reading skills; for this reason, this leads me to the following statement: students are not developing reading skills, rather the teacher is focused on the development of recognition and translation of vocabularies and glossaries according to the theme developed.

In this order of ideas, the students of the Grade: Sixth: A develop learning activities framed in a literal reading level. This problem occurs for the following reasons:

The exercises performed by the English teacher are related to the translation of words, glossary of topics, writing the name of the animals, learning new words (see questions 1 and 9). It does not apply reading of simple short texts by how many of these are behind in the level that supposedly should be Basic 2 (A 2.2).

Another reason that explains this situation is that the activities in the classroom that students develop are fun: alphabet soup, crosswords and drawings (see question 8), but focused on the use of vocabulary and translations of the same constituting the axis central to the evaluation. The tasks and other activities do not show that they are inclined to read texts in English.

Another aspect found is that students are conjugating the verb to be when for that degree they must be ¹ according to the Competency Standards of the Ministry of National Education (2002) "In ¹ the ability to use appropriate vocabulary to give coherence to their written. " In

addition to: "Understand short texts of some difficulty about daily activities, their interest, about other subjects and their social environment". (Adapted).

On the other hand, the teacher designs exercises on the board to assess and strengthen the basic grammar fruit of ignorance of vocabulary and verbs by students who come to the Secondary School with flaws in the essentials such as the conjugation of the verb to be and the basic words to build sentences.

CONTENTS OF THE EDMODO VIRTUAL PLATFORM

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Usuario: liseth.martinezdiaz7@gmail.com

Clave: sarita1520

The edmodo virtual platform is a virtual, social, and private space with free access that allows interaction and communication between the different members of the educational community: parents, students and teachers regardless of their level of education. It offers the service of sharing messages, files and links, a work calendar, as well as proposing tasks and activities and managing them. (www.escuelatic.es, 2015). The edmodo platform is located at: <https://www.edmodo.com/>

To register you must register (see Annex C) and to interact with the students you must send the invitation personally and make the subsequent registration.

With the increasing use of ICT, virtual platforms are gaining more and more participation space between teachers and students thanks to the possibilities of enriching classes in an innovative and entertaining way.

In this order of ideas, the aforementioned platform will be used with the main objective of motivating ¹ students of Sixth Grade A of the IED Santa Teresa de Jesús to learn English in the framework of reading competences and to contribute to improving learning and the level of the children and young people of the Institution.

The activities that are in the platform are mostly annexed with google files in HTML language through the hot potatoes application available at: <https://hotpot.uvic.ca/>

The previous program can be downloaded to the computer and edit the activities creating files to be shared through the edmodo platform.

Other activities are available online in the following pages or virtual environments:

<https://www.goconqr.com/es> and <https://constructor.educarex.es/> the access links are in the aforementioned virtual platform.

Next, the contents of the module to be implemented are described in the following table:

Table N°3

Topic	Objective	Process
Types of apples	Identify familiar words and short phrases of different types of fruits such as apples.	Before starting this activity, the children will watch a short video that contains a small song related to the vocabulary of the text. After the students have seen the video they will observe the text and focus on the unknown words, look up the meaning of them in the dictionary and then make a complete reading in order to relate the answers to their respective questions.
Sports	Use familiar words to perform daily activities such as riding a bicycle.	Before starting this activity, the children will watch a video that contains a small song related to the vocabulary of the text. After the students have seen the video they will observe the text on the computer screen and focus on the unknown words, then they will make a reading in order to solve 6 questions relating the answers to their respective questions.
Water, the precise liquid	Understand general information of a short and simple text.	The activity presents a short text that describes the water hydrological cycle, consequently the students will answer literally with short answers to the questions posed. To do this, download the Word file online and forward the file to the English teacher through the edmodo platform.
The most famous character in my region	To identify the main characteristics of José Benito Barros palomino	The students will first look at the text and then search for the unknown words to make a glossary, and then look up the meaning of each one of them through the google translator. At the end of the reading, they will proceed to develop the activity by means of relating the answers with their respective questions
He works... she works	To recognize the characteristics that identify some professions	Students first observe the images to describe what they see, then, pass and read a vocabulary converted into the main professions that exist, then in a reading of the

		different paragraphs in order to relate or in the professions with their respective questions.
A sunny day	Describes the basic characteristics, things, and places.	The students will read a short text that is in the online Word file of the edmodo platform, when finished, they will be available to do the activity that consist of defining the question by means of false and true, through the application goconqr.com for this will make the next step copy and paste the link in the internet browser; the link is in the file for download.
Bullying	Analyze and identify words that are consistent with the text.	Before starting the reading about bullying or bullying students will observe an animated video alluding to the school problem, at the end there will be a brief talk reflecting on the harmfulness of bullying and the cases that have happened in Colombia; later they will read a complete text in word that deals with the effects that bullying produces on young people and children; the strategy of browsing will be implemented, search for the key words of the text and make a small glossary of the unknown words to later search them in the online English dictionary; then do the activity with the application in hot potatoes that consists of completing the spaces to locate the word that corresponds to the text in mention.
The boat	Answers questions relate to "wh" after reading to a short simple text.	Students will read on the screen the text first in Word to underline the unknown words and define them in their notebook by means of an online dictionary, the next step is to perform the exercise under the modality of multiple selection with only response under the application of hot potatoes available on the edmodo platform.
I preset to you my family	Describe the basic characteristics of people, things and places.	To carry out this activity, the students will copy and paste in Word the members that make up a family, then download the activity of the platform to do the exercise of relating the answers with their respective questions.
Professions within my family	Recognize the professions within a family context	The students will carry out this activity as a reinforcement of previous activities, it should be noted that the students will make a prior procurement before the exercise and a review of vocabulary of family and professions. The activity consists of identifying the members of a family and some of the professions to which they are dedicated. The application to be downloaded can be found on the educarex 2.0 constructor page of the edmode platform.

DISCUSSIONS

In this research project it allowed me to investigate the reading strategies or competences that students use under the guidance of the English teacher for the learning of reading texts in ¹ Grade 6: A of the IED Santa Teresa De Jesus of the day of the Morning.

For this reason, a structured interview was applied through a sample of students who are at different performance levels within the framework of Decree 1290 that regulates the National Assessment system. In addition to the above, it was confirmed with the results of the external tests such as the Saber 11 Tests between 2016 and 2017, observing the low levels of the current graduates of the Institution; Finally, with the testimony of the coordinator of the Primary Basic, Lic. Odalys Mozo Rovira took into account the shortcomings of the students of this Institution that are related to the low level of learning English in the students of the Sixth Grades of the Basic High school.

Among these shortcomings is the lack of qualified teachers in English who have the profile of teaching at the level of Primary Basic. In order to meet this gap, the Coordinator chooses to subcontract people who have taken English courses in a non-formal education center.

Regarding the results or answers obtained, I can state in general terms that there are answers that are not coherent with the questions, in that sense, there is no correspondence with what was expected, that is, there are no activities of reading texts or reading in English proper, rather, students are engaged in exercises of word translation, vocabulary, sentences in playful formats like crosswords, alphabet soup, other times they pass to the board to be evaluated, which suggests that the level of reading is literal.

As a result, students in Grade 6: A are not developing levels of reading comprehension, much less are exercising their own skills at their level; Therefore, the activities that they indicate in their answers show that their level of English is very elementary.

This reality is related to the aforementioned shortcomings that come to enter the Secondary, which does not have English teachers trained in this area their training is deficient, therefore the teacher proceeds to teach vocabulary and conjugation of the verb to be that is what is taught in the Primary Basic.

In addition to the above, primary teachers do what they can to teach and guide pedagogical processes in English, but do not have the skills and level of English to develop what is intended by the Standards of Competence in Foreign Language.

In another aspect, when asked about what are the difficulties you present to understand texts? learners give signs of weakness by not knowing the meaning of words and problems to conjugate the verb to be.

It is important to highlight that if you do not have an adequate use of vocabulary and ability to conjugate the verb in different times, the results will not be as expected and consequently the level of English of the students will not be appropriate for the level It is required.

Another aspect to emphasize, is that in the answers of the students it is not appreciated in the use of the TIC in the classes of English this can be a factor that helps to understand the desmotivación of the students for the study of the English; I believe that the teacher should try to venture into the implementation of these resources as a learning strategy to awaken interest in wanting to learn this language and not simply as a requirement to obtain a grade but with pleasure, pleasure and interest.

As an example of how ICTs offer ample opportunities for improvement for learning English is the study conducted by Pérez (2014), in his thesis of Magister of the Pontifical Catholic University of Peru: "Influence of the use of the Educaplay platform in the development of comprehension and production skills of texts in the area of English in students of 1st.

Secondary year of a Particular Educational Institution of Lima ". In this study it was found that the experimental group increased its results after working different activities within the "Educaplay" platform in contrast to a control group, where the results decreased after continuing to work with traditional methods for the acquisition of new knowledge (p, 68-69).

Another similar case was that of Parra and Galván (2014) who presented a Master's work at the University of Santander: Implementation of Tic in learning English in the Grades 6th Educational Institution Tomas Santos San Antero-Córdoba. The results obtained from this project led to the conclusion that: Web 2.0 resources, when implemented in the classroom combined with a constructivist teaching methodology, in learning English, increases student interest and stimulates the practice outside of the classroom. classroom through interactive tools designed specifically for learning English. The experience, the study maintains, was motivating for the students and has really helped them improve their English language learning (p.98).

In that order of ideas, it is recommended that English teachers who have not yet ventured into this type of resource use it as a teaching strategy that facilitates attention and interest in learning English. Achieving that students are motivated by the study is one of the challenges and tasks of any teacher or pedagogue to achieve positive results in the teaching-learning processes they undertake.

To conclude, the results obtained by the students as a result of the interviews constitute an important input so that the levels of English in the Primary Basic improve significantly, in addition, to be able to socialize this project before the institutional instances as it is the same Institution, the office of the Municipal Education Coordinator and the Departmental Education Secretary to see the most they can help the Institution for the appointment of English teachers for the Primary Degrees in the different venues that are the basis for English competences basic so

that when they go on to Secondary Education they develop the competences that are of the curricular nature to the cycle they belong to.

CONCLUSION

The present research project implies for its implementation to be able to do a work aimed at strengthening the learning of English not only in the initial Degrees of Secondary Basic Education but in the Primary Basic, since the teacher who receives them in the Sixth Grades will begin to work according to the learning needs that these present.

Teaching children in a foreign language is or could be a challenge, taking into account that English is not the favorite areas of the students and more when many who attend the Institution come from strata 1 and 2 and where their parents are of scarce resources.

However, the possibility of doing a planned work oriented to develop reading skills and competences based on their real needs can occur and if these are accompanied by motivation and interest in a novel and interesting scenario such as the use of ICT and more specifically, virtual platforms are a potential space for the exchange of dialogue between the teacher and his students and the enrichment of the curriculum.

Waking up the interest and keeping the attention of the students are essential tasks of any teacher who aspires to have positive and important results in the training of their students, for this reason, the execution of the edmodo platform is an ideal space of interaction for the ¹students of the Degree Sixth: A of the IED Santa Teresa De Jesus can study English in an entertaining way with the responsibility of progressing gradually in the achievements and competences required for the comprehension of texts in English within a significant and cultural setting typical of the riparian region that are found.

Given this purpose, and being able to maintain the long-term project with the institution's team of teachers, promising results could be found aimed at improving the level of English of the future graduates reflected in the Tests that the ICFES does for Grade 11.

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APPENDIX A: INTERVIEW QUESTIONNAIRE

UNIVERSIDAD ABIERTA Y A DISTANCIA (UNAD)
Programa: Licenciatura en Inglés como Lengua Extranjera

Docente investigador: Liseth Martínez Díaz

Objetivo: identificar las competencias lectoras que se utilizan en las clases de inglés. Su respuesta no compromete su rendimiento académico.

Preguntas del cuestionario

1. ¿Qué actividades de lectura te gusta desarrollar en inglés?

2. ¿Cuáles son las dificultades que presentas para comprender textos?

3. ¿Utilizas el diccionario para los ejercicios de lectura?

4. ¿La docente de inglés te enseña cómo identificar la idea principal de un texto?

5. ¿Qué es lo primero que haces cuando te asignan una actividad de lectura en inglés?

Explica.

6. ¿La docente de inglés te indica que subrayes las palabras que no conoces?

7. ¿Cómo hace la docente de inglés para lograr que comprendas los textos de lectura?

8. ¿Qué actividades realiza la docente para lograr que entiendas los textos? Describirlas.

9. ¿Qué actividades desarrollan antes de abordar un ejercicio de lectura?

APPENDIX A: LETTER OF PERMIT TO THE RECTOR

El Banco, Magdalena 15 de mayo de 2018

Señor
RAFAEL LOURDUY MILANÉS
Rector
I.E.D SANTA TERESA DE JESÚS
E.S.D

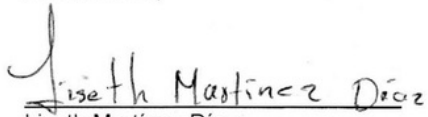
Asunto: Entrevista

Cordial saludo:

La presente, es para solicitarle muy respetuosamente, un permiso con el fin de hacer una encuesta a ocho estudiantes del Grado Sexto (A) jornada de la mañana de la institución Santa Teresa de Jesús, con el propósito de realizar una investigación para mi tesis de grado la cual tiene como título: implementación de las TIC como estrategia didáctica para facilitar la enseñanza y el aprendizaje del inglés en estudiantes de Grado Sexto (A) de IED Santa Teresa de Jesús de El Banco Magdalena.

Actualmente, soy estudiante de grado en el programa de Licenciatura en Inglés como Lengua Extranjera de la Universidad Abierta y a Distancia (UNAD).

Atentamente,


Liseth Martinez Díaz
C.C 1052946437



APPENDIX B: EVIDENCIA DE ENTREVISTAS

UNIVERSIDAD ABIERTA Y A DISTANCIA (UNAD)
Programa: Licenciatura en Inglés como Lengua Extranjera

Docente investigador: Liseth Martínez Díaz

Objetivo: identificar las competencias lectoras que se utilizan en las clases de inglés.

Preguntas del cuestionario

1. ¿Qué actividades de lectura te gusta desarrollar en inglés?

Me gusta aprenderme nuevas palabras en inglés y utilizarlas en oraciones.

2. ¿Cuáles son las dificultades que presentas para comprender textos?

Normalmente es difícil entender vocabulario inglés por que uso muy algunas palabras largas y difíciles de pronunciar que no conozco.

3. ¿Utilizas el diccionario para los ejercicios de lectura?

Siempre cuando es necesario utilizo el diccionario para comprender algunas palabras que no he escuchado antes.

4. ¿La docente de inglés te enseña cómo identificar la idea principal de un texto?

Si, nos enseña y presenta de varias formas de como captar la idea y enseñarnos de la suya o de otra.

5. ¿Qué es lo primero que haces cuando te asignan una actividad de lectura en inglés? Explica.

trato de entender y aplicar esa actividad en mi memoria y captar la idea.

6. ¿La docente de inglés te indica que subrayes las palabras que no conoces?

No, pero sería muy buena idea.

7. ¿Cómo hace la docente de inglés para lograr que comprendas los textos de lectura?

nos explica detalladamente lo que debemos entender y nos trata de enseñar cosas nuevas

8. ¿Qué actividades realiza la docente para lograr que entiendas los textos? Describirlas.

nos explica y hace ejemplos para que capturemos lo que nos quiere enseñar.

9. ¿Qué actividades desarrollan antes de abordar un ejercicio de lectura?

nos da ejemplos y ejercicios nos enseña lo necesario.

Gracias, :) ♡

UNIVERSIDAD ABIERTA Y A DISTANCIA (UNAD)
Programa: Licenciatura en Inglés como Lengua Extranjera

Docente investigador: Liseth Martínez Díaz

Objetivo: identificar las competencias lectoras que se utilizan en las clases de inglés.

Preguntas del cuestionario

1. ¿Qué actividades de lectura te gusta desarrollar en inglés?

me gustaría que nuestra profesora nos
hablara en inglés para que nuestra
capacidad sea más eficiente

2. ¿Cuáles son las dificultades que presentas para comprender textos?

al leer un texto pues me confundo
con las palabras

3. ¿Utilizas el diccionario para los ejercicios de lectura?

si muchas veces lo necesito para
comprender los ejercicios

4. ¿La docente de inglés te enseña cómo identificar la idea principal de un texto?

no toda vía no pero yo lo hago
aunque no entienda

5. ¿Qué es lo primero que haces cuando te asignan una actividad de lectura en inglés? Explica.

analizo el problema y despues lo
resuelvo

6. ¿La docente de inglés te indica que subrayes las palabras que no conoces?

no pero si no la conozco la busco
en el diccionario

7. ¿Cómo hace la docente de inglés para lograr que comprendas los textos de lectura?

pus analizamos juntos y haci ella
me ayuda a comprender los textos

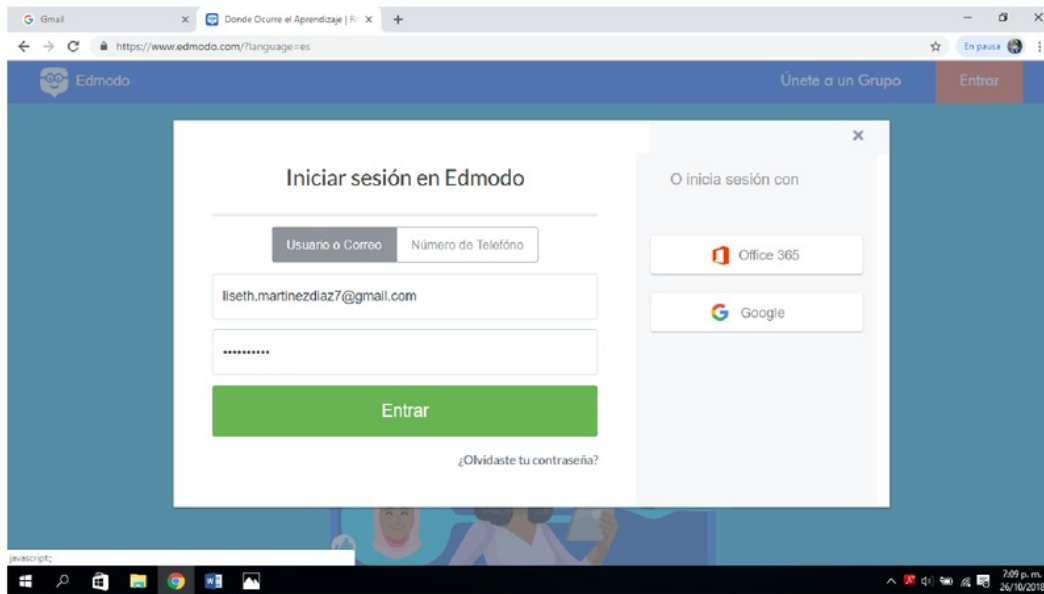
8. ¿Qué actividades realiza la docente para lograr que entiendas los textos? Describirlas.

sopa de letras, crucigramas,

9. ¿Qué actividades desarrollan antes de abordar un ejercicio de lectura?

leo primero el titulo

APPENDIX C: PANTALLAZOS DE LA PLATAFORMA EDMODO



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Nombre	Fecha modificada
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Constructor WEB https://constructor.educarex.es/constr...	30/10/2018
Activiti_6_Sunny day.docx	30/10/2018
Activiti_9_ I preset to you my family.htm	29/10/2018

Agrega profesores a tu grupo

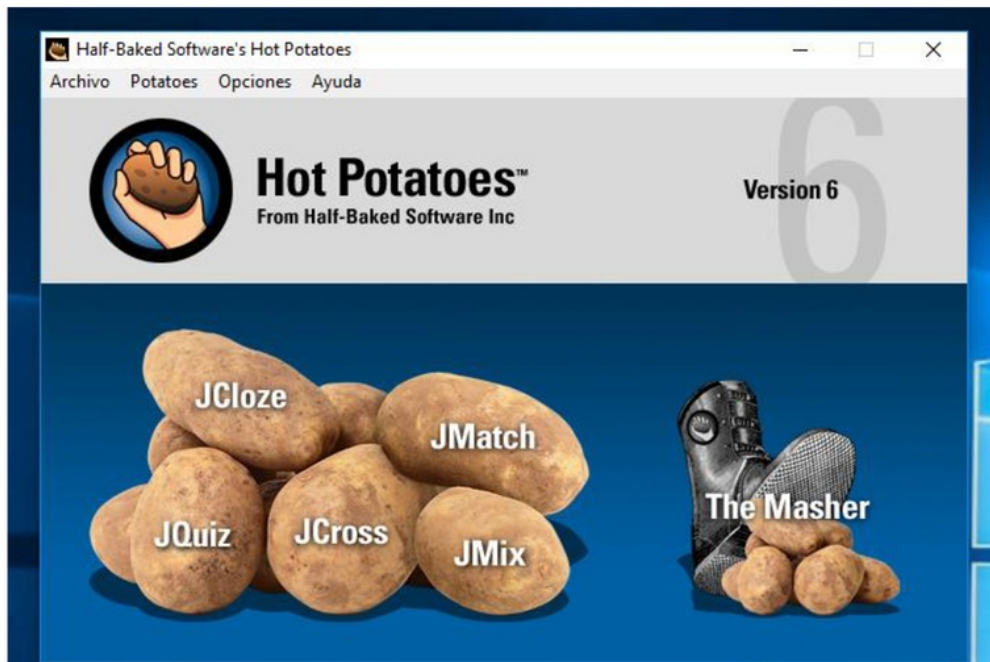
Discute temas, comparte recursos y establece conexiones con otros profesores.

Agregar Profesores

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Gestionar aplicaciones

APPENDIX D: SCREENS OF APPLICATIONS USED FOR ACTIVITIES



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APPENDIX E: SCREENS OF SOME READING EXERCISES

School rules

Gap-fill exercise

28:50

Fill in all the gaps, then press "Check" to check your answers. Use the "Hint" button to get a free letter if an answer is giving you trouble. You can also click on the "[?]" button to get a clue. Note that you will lose points if you ask for hints or clues!

In [] college in Barranquilla, a girl cut her [] because, according to her, they bothered her a lot because of her [] appearance; Another case was that of a [] man who made the decision to take his own [] due to the continuous verbal aggressions inside his []. The previous cases show the effects that [] produces on students. Enough is enough! Say no to [].

Hello my name is Liseth. I am thirty two years old.

And i am from Colombia. I want to speak about my family. It is quite big and we are very happy. My mother name 's Laura and my father's is peter. My mother has got blond hair and she is very tender. My father is tall and Slim and he is a funny person.

My parents has got three children. There is my brother Ender, my baby brother David and me. Ender is a sweet boy who loves playing and being with me all the time.

He is only three years old so he attends the kindergarten. My younger brother, David is a seven -month baby but he is full of personality. He likes being at my father's lap and he never disposes of Eddy.

My father has got a sister. Her name is Olivia and she is my aunt. My mother has got two brothers. Their names are Richard and William and they are my uncles.

I have also got my grandparents and my cousins Jacob, Kevin and chloe. We have got a pet called pirate, he is my favourite dog

I love my family and my pet.

Check

How many brothers has she got?	Her mother name 's Laura
Is she Brazilian?	He is three years old
What's her mother's name?	Her father name's peter
How old is Ender?	She is thirty two years old.
What's her father's name?	She isn't.
How old is Liseth?	She has got three brothers





He works... she works

Relacionar

28:03

Relaciona el texto de acuerdo a la imagen

Check

	That is Miss Lane. She is Young and very attentive. She serves coffee at the coffee shop. She is very kind to us. My mom likes to go there with her Friends for some tea or coffee. She serves coffee.
	This is Mr. Alejandro Char. He is the mayor of our city. He always taking care of the needs of the community sometimes, he goes by our school to talk to us about the importance of community service. She Works for the community.
	The Baker bakes fresh bread every morning. His name is Mr. Kramer. He gives us fresh muffins on Sunday mornings after going to church. we all like Mr. Kramer a lot He bakes bread.
	The policeman helps people in need He Works for the community. He also helps keep the streets safe. there is a policeman in my neighborhood. His name is Mr. Roberts. He helps people, and keeps the city safe.

Sports

Lee el texto y relaciona las respuestas de acuerdo a la pregunta

29:45

Check

Jan's new bike	
Jan has a new bike. Her new bike is red. It has an orange flag on the back. Jan can ride her bike fast. She rides her bike after the school. She goes to Allison's house and then she	When does Jan ride her bike? <input type="text"/> What is on the back of the bike? <input type="text"/> What does Jan have? <input type="text"/> Where does Jan go on her bike? <input type="text"/> What color is jan's new bike? <input type="text"/> Where does Jan go after she goes to Allison's house? <input type="text"/>

APPENDIX F: IMAGEN DE LA FACHADA DE LA INSTITUCIÓN EDUCATIVA Y MAPA
DEL MUNICIPIO DE EL BANCO-MAGDALENA



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