

THE USE OF ICT RESOURCES FOR TEACHING
ENGLISH AS A SECOND LANGUAGE TO
KINDERGARTEN LEARNERS

A Monograph

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by

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DEDICATION

I dedicate my work to my family and many friends. A special feeling of gratitude to my loving wife and kids Carolina, Gabriel and Antonella whose words of encouragement and push for tenacity ring in my ears.

SPECIALIZED ANALYTICAL SUMMARY

Title	The use of ICT Resources for Teaching English as a Second Language to Kindergarten Learners
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Description	Monograph
Sources	5 thesis articles 3 investigation articles, 3 monograph articles, 20 investigative papers, 9 studies, 4 magazine reports
Contents	Este documento tiene la intención de mostrar las ventajas y desventajas del uso de la tecnología (TIC) en la enseñanza del inglés como segundo idioma para estudiantes de jardín de infantes. El marco teórico tiene tres partes. La primera muestra una breve introducción a la educación moderna, una conexión entre educación y tecnología y, finalmente, un segundo idioma y tecnología. La segunda parte presenta ideas claras sobre la tecnología en la educación de la primera infancia. Además, las ventajas y desventajas de la tecnología

	<p>(TIC) en el segundo idioma en niños pequeños. Y finalmente, la tercera parte muestra opiniones y puntos de vista sobre los padres, la educación y la tecnología, también, la influencia de la educación en los niños y, por último, la conciencia tecnológica sobre los estudiantes.</p>
<p>Research Line</p>	<p>The research line is “Bilingualism in distance education mediated by technologies” It aims to present the influence of Information and Communication Technology resources on kindergarten students during their English learning acquisition as a second language improving their learning communicative abilities in the language.</p>
<p>Conclusions</p>	<p>It is necessary to be clear about what Information and Communication Technology resources are, and how these can help kindergarten students with their English learning process, knowing that in the present, there are so many new tools that are changing and influencing in education, the way of kindergarten students are learning and gaining individual skills is proving evidence that ICT resources have a huge influence nowadays and teachers, schools and educative systems are turning their attention to them and creating educative plans to include them in the school curricula.</p>
<p>Advisor</p>	<p>Viviana Esperanza Yepes Hernández</p>

ABSTRACT

Student, Daniel G., *The Use of ICT Resources for Teaching English as a Second Language to Kindergarten Learners*. Licenciatura en Lenguas Extranjeras con énfasis en Inglés, April, 2020, Universidad Nacional Abierta y a Distancia.

Since technology started to develop resources for education, a large debate was created about the use of ICT tools for teaching English on kindergarten students as a second language. This paper aims to present the benefits and a diverse kind of applications and platforms that help kindergarten with their English learning process, followed with bibliographic research from different authors that present the advantages of using ICT resources in English classes and how kindergarten students develop learning and social skills improving their English as second language. Finally, this paper intends to create conscience on parents, teachers and schools about the correct use of ICT tools inside the classrooms with a great knowledge about these resources and a responsible way to use them on kindergarten students.

KEY WORDS: Education, Information and Communication Technology (ICT), second language, preschool, kindergarten

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CHAPTER I

Introduction

Nowadays technology is around everything and everywhere and education is not an exception. The presence of different technology gadgets in daily life and their accessibility among students from all ages are creating important challenges to educators. As a change evidence, it has been seen that during class students are keener to pay more attention to technology devices rather than paying attention to the teacher or to the blackboard.

With these ideas, many schools have taken the initiative to move forward and implement the different information and communications technology resources in their English language instruction methodology. For instance, the use of devices such as, televisions, tablets, computers, and interactive boards among other elements has become an important strategy to call student's attention and a good plan for educators in order to enrich their lesson plans and teaching approach based on ICT.

Indeed, one of the biggest problems is to understand, how small kids learn a second language, in this specific case English subject, using ICT, how do they acquire the language skills, reading, writing, listening and speaking, and how are they going to grasp the concepts, ideas, pronunciation and more skills that are necessary for becoming an effective English user.

To sum up, the problem to study, is how technology tools help kindergarten students with English as second language, controlling their screen time, the content of these gadgets that students are having and the objectives that the use of ICT must have. For instance, recognize if using virtual environments is beneficial for kindergarten students, the advantages, disadvantages, and the full benefits that technology gadgets can give to small learners. In addition, to this formulate conscience among parents, teachers, and schools about how technological resources

are influencing education and kindergarten students learning process. In addition, to these ideas it is important to formulate conscience among parents, teachers, and schools about how it is influencing education and kindergarten students learning process.

Significance of the Study

After many years of experience in the educational field, it has been possible to observe how little students from 3 to 6 years old learn. The observation goes from traditional classes inside or outside the classrooms to more updated classes with English labs and technology gadgets. Besides, it has been possible to perceive that English classes are not well-designed to support children's language learning acquisition.

On the other hand, it is necessary to notice how education has passed from books and blackboards to use other kinds of tools such as visual technological aids like TVs, computers, tablets, apps, smart boards and so on. Furthermore, the opportunity to implement and develop curricula in different schools and levels using virtual environments have been an asset. It is important to recognize that the correct use of technology devices inside the classrooms provide a correct training session for teachers to guide young learners through their language learning process in a more engaging way.

Second language learners who might increase their English language proficiency regarding the four communicative language skills: reading, writing, listening and speaking could support their English language learning involving technology tools. For example, using videos with songs or stories. In this case, pictures and sounds working together will help students to practice their listening skills, also they help students to increase their vocabulary, and strengthen their pronunciation accuracy. Moreover, students can identify words, letters, and sounds they already know from previous learning experiences. Therefore, it is necessary to understand how

ICT resources bring benefits for students and this project is focused on kindergarten learners.

As a result, this documentary review will be useful for those teachers, parents, schools and people who are interested in technology resources and education innovation, where the youngest ones are pointed as the most susceptible with the use of technology. Rub (2015) mentions that “exposing young children may produce positive changes enhancing their social interaction, improve their cognitive development, increase creativity and their problem-solving skills among others.”

Also, Becker (2000) points that “kindergartner students increase the levels of spoken communication and cooperation when they are interacting with these ICT technologies”. This means that information and communication technology resources could bring many benefits for kindergarten students while learning English as second language. Additionally, people on the educational field will have better idea on how ICT tools can contribute to class development that is more, educators and the community in general through this bibliographic research may realize that the Information and Communication Technologies (ICT) integrated in education is changing and improving kindergartners English learning process.

Statement of the Problem

This project titled, “The Use of ICT Resources for Teaching English as a Second Language to Kindergarten Learners” that belongs to the research line, “Bilingualism in distance education mediated by technologies” aims to present the influence of Information and Communication Technology resources on kindergarten students during their English learning acquisition as a second language improving their learning communicative abilities in the language.

To start, in the last decade it has been possible to observe that Information and

Communication Technology tools are helping education, offering a wide range of tools for students. The failure has been presented about the little recognition of ICT tools impact on young students when they learn English as a second language. Furthermore, it is fundamental to consider that if these tools are being beneficial for students, they should be included in class for learning and teaching purposes.

It is necessary to mention that some teachers do not involve technology in their classes. Among the reasons they have, we can mention that the places where they work do not have access to the most advanced educational technology or/and they are not familiar with the use of devices and these factors make difficult for teachers to use ICT tools in their pedagogical activity. Additionally, there is a point to mention and that is regarding the low technology usage that some schools show. Thus, kindergarten learners from those schools are deprived of experiencing the language acquisition in a fun and engaging way.

Rub (2015) highlighted the idea that “our society lives in a vital technological age, and education has noticed the effect that technology used for kindergarten when learning English as a second language is becoming an issue and young learners are affected by technology tools” (p.67). On the other hand, Lengel and Lengel (2006) pointed out that “technology resources become attractive to students when is used creatively and integrated fully in the curriculum enhancing the engagement of students” (p.45). Both authors convey on the same idea that technology has taken education and changed its vision, enhancing students’ abilities while they are learning a second language, especially when kindergarten students and technology engagement and influence are in discussion. Hence, the research question for this project is as follows: What is the effect of using Information and Communication Technology resources for teaching English as a second language to kindergarten learners?

Objectives

General Objective

To present the influence of Information and Communication Technology resources on kindergarten students during their English language acquisition process through a documentary review.

Specific Objectives

To identify the contribution that ICT resources usage brings to kindergarten learners in their learning process.

To determine the advantages of using ICT resources for kindergarten students in the development of English language skills.

To promote the use of ICT resources in the process of acquiring the English language at preschool English learners' classrooms and homes.

CHAPTER II

Literature Review

This paper is focused on bibliographic references about technological tools and their implementation with kindergarten students. This monograph makes mentions and reviews how education has evolved during these high-tech times and the benefits that young learners acquire when curricula are planned and supported by Information and Communication Technology resources. With this in mind, it is possible to develop this theoretical framework.

Background Information: The Development of Modern Education

Modern education started with the idea that education must change and move forward with technology and the advances that researchers, teachers, systems of education among others are doing. For this reason, in France an idea was proposed, The Lakanal Law in 1794 gave the first steps of modern education. In short, it steps and proposes how it will be organized. It started a proposal where education has to be imparted from twelve to eighteen years and the course needed to include, 12 to 14 Drawing, natural history, ancient, and living languages. For, 14 to 16 Mathematics, natural philosophy, and chemistry. And 16 to 18, Grammar, Literature, history, and legislation.

From these topics, modern education started to move forward and change into the different educational systems that are well-known around the world.

At this point, it is important to know that “Since that moment education started to see and structure and a proper formation for students and procuring to develop a proper interest in society and their progress in life.” (Cubberley, 2003). For this reason, teachers, universities and other institutions dedicated to education started to investigate a new future and search for new resources that allow students and learners to grab the knowledge imparted for teachers

differently. Education continues to transform and develop ideas throughout the next years and the educational systems started to appear and create more ideas about education and the needs of humans to become much better citizens.

Even more, the start of modern education has very interesting ideas, Saeed highlighted that “first it is necessary to know what modern education is, we can say first that traditional education is when the teacher tries to explain all the concepts verbally or through a board where no technology or multimedia will appear. On the other hand, modern education is the act or process of imparting knowledge about our present world and society.” (Saed, 2015) It specifies that traditional education is becoming obsolete and modern education is looking to develop an endless ability on students that are going to be more beneficial for our society.

Seen from his angle, “it is necessary to talk about from the cognitive development of the students. In the traditional learning method, the teacher communicates knowledge to students expecting it to be absorbed and assimilated by students as it is. This usually leads to rote learning without a real understanding of the topics.” (Saeed, 2015). However, technology combined with new theories about curriculum development and the idea of students centered classes instead of traditional ones has brought a different perspective.

Now teachers are only a guide for students and using these new tools (videos, internet, blackboards, tablets, and different kind of software that do not need any kind of programming) their labor has become effective. Students get ideas about the topic and share them with their classmates and teacher; here is where the real learning is happening. Additionally, using modern teaching methods, the students can be involved deeply in their learning process in terms of their cognitive, reasoning and imaginative abilities.

Education and Technology

Education has changed dramatically throughout the years, every time was something new to apply and with the arrival of technology, this one has developed so many resources that can be used by teachers, educative systems, and students.

Nowadays technology has an important role in education, developing efficiency and effectiveness on how the knowledge is being taught. On one side, efficiency means how fast students can obtain the knowledge and on the other side, effectiveness is how well they can master this knowledge. Moreover, “it is possible to say that technology has given so many options to teachers and students in order to mix these two concepts and adapt their abilities faster to this world surrounded by technology.” (Courville, 2011). In fact, these attributes efficiency and effectiveness are important parts of the learning process and students have to be engaged following these aptitudes especially with the help of technology.

Removing facilities barriers from schools, decreasing the lack of knowledge about using ICT tools, being able to study everywhere, and getting benefits from new technologies is an asset for teachers and students. Courville (2011) mentions, “Technology resources can help students to have a preview of what they are going to learn in class, where they can obtain images, multimedia, narration, videos and more can make their learning process more accurate and efficient.” In this way, technology supports the student’s learning process, because they are gaining a lot of awareness and self-confidence during the lesson because students have previous knowledge about the topic and had formed ideas and questions about the lesson, for these reasons it is easy to interiorize the different subject topics.

Besides, technology can be a powerful tool for changing learning. It can help to create a good relationship between students and teachers, reinventing all the approaches of learning and

collaboration, adapting learning experiences to meet the needs of all students. King (2017) mentions “talking about history, the opportunities for learners have been small by all the resources that can be found inside of a school. Technology resources allow students to find tools and expertise anywhere in the world, starting with their communities.” (p.115.) For these reasons, technology opens so many opportunities for students, challenge them more, because they get more instruments, and with more instruments comes more questions and doubts that need to be solved.

On the other hand, it is important to mention that educational technology is a new term that identifies the improvement of quality of education using modern technology educational tools. Provided that, it is essential to know different pedagogical strategies from a wide range of areas such as psychology, science, didactics, computer science, informatics among others. Stošić, (May 14, 2014) mentions “that educational technology has three areas of use: technology as the author (when the computer gives the instructions and guides the user). Technology as a teaching tool and technology as a learning tool. Nevertheless, knowing that technology can be used in different ways as Stošić mentions it will increase modern education and it will be possible to have an endless number of strategies that are going to increase students’ goals.

Understanding the development of technology, and the wide range of communication resources we have today, an ample number of researchers have dedicated their time to compare older traditional learning and modern learning. It is here where educational technology takes more importance because with so many resources that our culture is creating education is being benefited for this. Lynch (2017) mentions that “every time that the culture advances also will advance technology and for instance education will transform and move forward.” (p.34) considering this, it is a benefit that everyday society advances day by day and teachers and

education will have to move with it. There is a study in different schools in Bangladesh that used multimedia technologies for teaching preschool students, they were able to see that kindergarten students improved their abilities to understand new knowledge and enhanced their motivation. (Islam & Islam, 2015, p.45). It is important to state that technology tools are influencing modern education in different ways; some of them are mentioned next:

Active engagement with the learning material. It is a fact that technology is interactive allowing students to have active learning by doing, researching in real-time and getting feedback from different sources. It is clear that “this engages students in a more fun learning process, and they acquire knowledge in a significant way, giving them more self-confidence and abilities that can grow every time meeting the goals that are proposed in the classroom.” Lynch (2017, p.35). This refers to the ability of students to find and explore the knowledge that is around the web and the internet, where they can feel more active and leading their learning process and gaining more skills that are going to be useful in their lives.

Use of real-world problems. Lynch (2017) says that “technology brings to life the classroom curriculum; the use of the internet helps students to see the real world in real-time so they can have answers about the curriculum and solve problems in a much efficient way.” (p.36) It is important to bring real cases, real illustrations and real-life examples to the classroom, students can use their imagination and have a clear idea about the topic that is being presented and teachers will have more tools at the moment that they are developing a new curriculum.

Simulation and modeling. Lynch (2017) refers that “there are thousands of software that allow students to simulate contents of a subject, for example, they can model in 3D dinosaurs, storms, chemical formulas, planets, galaxies, among other topics.” (p.37). It is possible to mention: Animaker, Binumi, Kahoot, Chartgo, Buncee, Pear deck, Prezi and the list can continue

as software tools. Furthermore, using them young learners can sing songs, look at pictures, parts of the house, place around the cities, wild animals, numbers. Simulation and modeling also refer to how students can see real things in real life, using technology and how they are going to produce the ideas that found on their activities, tasks and more.

Discussion and debate. Students can use a wide range of tools that can help them to discuss a topic or a subject, for example, Google classroom, Evernote, Asana, Edmodo, Class dojo. Students receive feedback and communicate with tutors around the world sharing questions about the lessons growing their thinking skills and levels of comprehension. Additionally, “there are so many online studying communities that allow students to interact with people and students around the world” (Lynch, 2017, p.37) this causes a huge impact on students, they gain confidence, get motivated, they become more independent and learn how to use different tools provided by teachers.

Working groups. Having technologic tools, they help teachers fostering students in group activities, discussions, and debates. This kind of activities allows students to acquire abilities that will be more difficult for students that do not have the opportunity to use technology in their classrooms. “Technology has become an important tool for students that cannot use technology frequently also to learn how to work in groups, that is a skill that nowadays is disappearing.” (Lynch, 2017, p.37). Indeed, students that do not have the chance to use technology every day is been beneficiated for schools that have started to use these tools, creating on students’ new skills that will be an important resource in their lives.

Coaching. Nowadays, education and regular classes are changing; more student-centered lessons are coming to life where teachers have a different role in guiding lessons instead of giving them. Teachers allow students to lead their learning process with a teacher guide, where

the problem is presented and students with the use of technology can investigate, discuss and conclude about the topic, give a solution and interiorize the concept, even more, they can go further asking new questions to the teacher.

Formative assessment. Lynch (2017) states “Technology-focused lessons imply that students develop critical thinking and problem-solving skills. For instance, classes become in a real-life experience, not only students learn concepts but get the abilities to use an endless number of technological resources for their lives.” (p.17). This is an asset for students, having the ability to see every day real-life experiences is a must, and using all the gadgets that technology is providing to the world gives them a wide range of technical skills like using the internet, searching tools on the internet, ability to use software and programs among others, that can be useful in the real-life.

Ghavifekr (2015) mentions that “there is an important point that is necessary to have in the account, the integration of ICT in the classrooms, where this will assist teachers to replace traditional teaching methods with technology-based teaching and learning tools.” (p.36). Continuing with the idea, teachers will have to go from traditional classes where technology does not exist to a new stage where ICT tools will help to enhance curriculums, create interactive classes, bring students’ attention among other benefits.

To sum up, the development of modern education started a long time ago with the Lakanal law and its ideas about what to teach in schools. Thanks to the advance of technology, teachers are able to include more tools, programs, and software in their curriculums having the objective to help students to develop an amply range of skills such as search for information on the internet, use different computer tools, communicative abilities, group work and more. To put it briefly, technology has blended with education creating new ways of offering knowledge and

developing tools such as active learning materials, the use of real-world problems, discussion, debate and working in groups. All these tools and skills are going to help students' abilities, especially kindergarteners learning English as a second language.

Second Language Learning and Technology Resources

As education advances, technology does too. Nowadays technology usage is everywhere, so teachers will improve their second language classes since modern gadgets will replace different tools such as blackboards, books, notebooks. Moreover, as Salaberry (2001). Points out "the review of the pedagogical changes in second language classes for is a must and understands how teachers, schools and educative systems can improve their skills." (p.60) with this idea in mind, it is necessary to understand which pedagogical aspects are changing and how. In what way schools, teachers and educative systems are recognizing these changes and improving them into the classrooms especially in kindergarten classes that technology is making a big difference.

Therefore, there are new materials that can be applied to second language classes, for example, audiovisual media such as audio, television, films, and video. To illustrate, Salaberry (2001) explains:

The use of audio has been present since 1918 where it was used as tool for developing the speech ability from there, new pedagogical strategies had appeared so second language teachers will tell to the class, students will copy it and then with a piece of paper where they can have pieces of the transcript that second language teachers have said and compare their writings. (p.61).

This used to be quite difficult for students, they listened after that, copy and finally check their understanding with the lesson transcript. This was too much time consuming, and it was not assertive for young learners.

It is important to know how to use technology properly, how to engage and promote language learning among kindergartner students. Additionally, many language educators and researchers have been seeking ways to improve the quality of second language education. One of these researchers is Zhao (2005) who refers that “research and practice seem to suggest that successful language learning can only occur when four conditions are met: 1) high-quality input; 2) ample opportunities for practice; 3) high-quality feedback, and 4) individualized content.” (p.5)

In Zhao view (2005) “A single student won’t learn a second language without the correct exposure to authentic, diverse, comprehensible, and demanding linguistic and cultural materials of the target language”. (p.5). the kind of materials he suggests refers to those that have a diversity and comprehensible resources that help young students to be more accurate when they are learning a second language. The target language learning can be promoted in kindergarten students, who are learning English, using videos, films, audios among other resources.

The second condition that Zhao points out is ample opportunities for practice (2005) where “students must have sufficient opportunities for practice what they have learned during classes, so high-quality input is not enough, but communication is the key to this practice” (p.5). The influence that kindergarten students will have with a varied range of ICT tools will help them to communicate the knowledge learned with other classmates and practice as much as possible with different pedagogical strategies using technology.

Just like there is high-quality input, there is high-quality feedback where is relevant to understand that positive feedback can reinforce young students learning process, and thanks to technology students can obtain their feedback in real-time. This aspect is very important as Macheak, (2002). States that “research on feedback and second language learning has a long

history, with early efforts on accounting for potential mistakes learners may make through contrastive analysis and on investigating learners' perceptions of feedback in second language learning." (p.35). Indeed, there are many apps that provide immediate feedback to students. We can mention the following Apps as example: Show-bie. Gives real time and automatic feedback to students. For instance, they can understand and comprehend what is correct or where they have mistaken and how to decipher their failures.

The last and final condition goes straight to individualized content, where Zhao (2005) clearly notes "Individual differences of the learner in terms of language proficiency, cognitive development, learning objectives, and learning styles are common and significant factors affecting learner motivation, language intake, and task performance." (p.5) the idea is to identify the different learning styles that each student has in order to create differentiated lesson plans with ICT tools support, addressing the skills that each kindergartner student is developing, creating many levels of motivation that engage young learners on a variety of tasks.

It is in here that ICT tools help teachers and students with so many options that allow them to make the same content for different students with different needs, especially when they are young learners, and they start discovering a formal learning process and technology offers different tools and programs that can be adequate for different students with special needs. Furthermore, ICT resources provide content in different ways where second language students can reach their goals, all these abilities and skills are focused on students of all ages. Besides, students have different approaches and strategies for learning grammar, vocabulary, and pronunciation. Oxford (1990) mentions that "they have different reading and listening strategies and different preferences for communicative settings." (p.67). Learning happens in different

circumstances; some pupils have more access to the specific language at home while others may only have access to the knowledge only during classes.

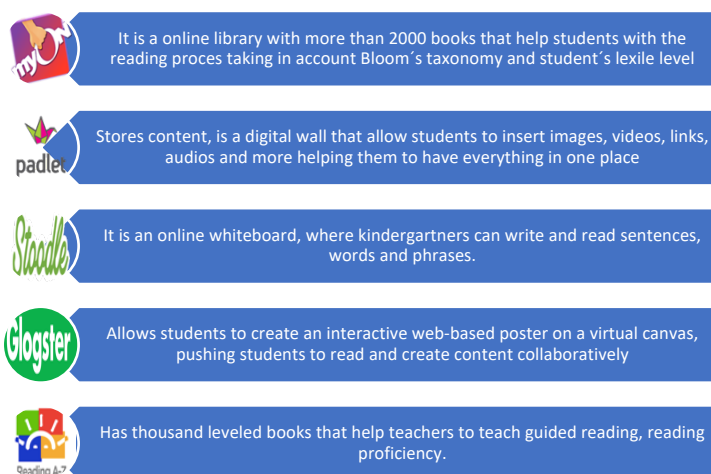
On the following section, are presented different ICT tools that help kindergarten students to develop and increase the four learning skills in English: Reading, Writing, Listening and Speaking.

Reading

Several ICT tools help increase reading skills on kindergarten students, these tools are conducted using different gadgets such as tablets, computers, and smartboards. In addition, it is possible to mention some web pages like reading a-z, or MyOn that have several stories and decodable books to help students to improve their reading abilities. Also, there are other web pages such as Padlet, Stoodle, Glodster, that help students to read and create phonemic awareness showing them letter sounds and put them together so young learners can read words.

Figure 1

Different ICT resources that increase reading skills on kindergarten students



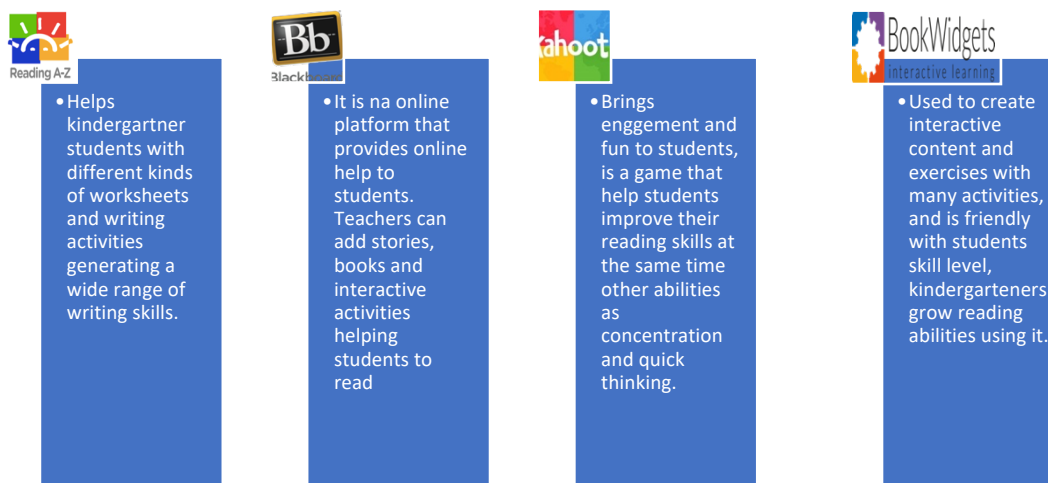
Note: Gonzalez, D. (2020). The use of ICT resources for teaching English as a second language to kindergarten learners. Unad. Medellin: Unpublished Manuscript.

Writing

As reading can be improved using different technology devices, writing can be as well as enhanced. For instance, Blackboard and Bookwidgets, Kahoot and Openboard are excellent writing activities to kindergarten learners where they have the opportunity to trace the correct form of letters, to be aware of capital and lower cases, also to write CVC words (consonant, vowel, consonant) cat, net, dog, mat, sit, pet, rig, among others, in addition, HFW (high-frequency words) I, am, He, she, is, are, etc. All of this is called phonetic awareness, the ability to decode sounds in order to write new words.

Figure 2

Different ICT resources that increase reading skills on kindergarten students



Note: Gonzalez, D. (2020). The use of ICT resources for teaching English as a second language to kindergarten learners. Unad. Medellin: Unpublished Manuscript.

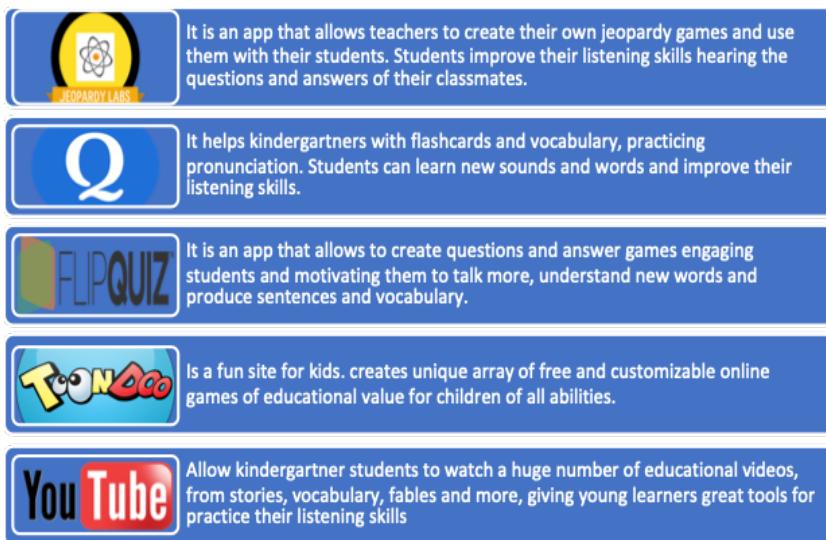
Listening

Talking about the listening ability in the second language, technology provides a huge range of ICT tools for improving and developing listening skills on kindergarten learners. Some apps are YouTube, Quizlet, Jeopardy labs, Toondoo and others that have an interesting way of providing tools for young learners, where they can hear instructions on videos, games and more.

Also, all of these ICT tools allow students to have fun while they are learning and acquiring the abilities that are needed in order to become an efficient user of English as second language.

Figure 3

Different ICT resources that increase listening skills on kindergarten students



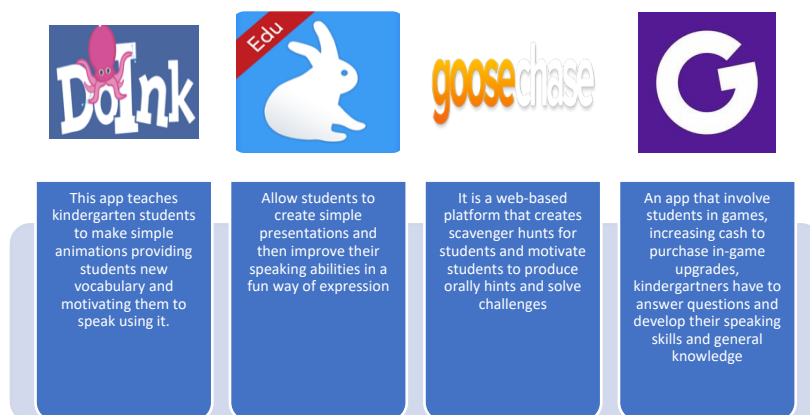
Note: Gonzalez, D. (2020). The use of ICT resources for teaching English as a second language to kindergarten learners. Unad. Medellin: Unpublished Manuscript.

Speaking

Finally, the last graph shows how ICT tools help kindergarten students to practice speaking skills, some tools are Gimkit, Goosechase, Doink including others, which are games that help students to practice pronunciation, new vocabulary, sounds and have a phonemic awareness of English as a second language. They are going to have more use of English and hear from different accents that they can imitate and copy them.

Figure 4

Different ICT resources that increase speaking skills on kindergarten students.



Note: Gonzalez, D. (2020). The use of ICT resources for teaching English as a second language to kindergarten learners. Unad. Medellin: Unpublished Manuscript.

To conclude, new technology-integrated classroom tools have been taking part in language learning, where students can beneficiate from different ICT resources, creating different new methods to engage kindergarten students in the classroom that facilities teachers' roles providing a structured and comprehensive learning experience for young students.

ICT in Early Childhood Education

When we talk about technology tools and early childhood education it is impossible not to talk about social and emotional development where technology never will take the place of human interaction and their connection, but technology can serve as a channel between social interaction and children's ways of communication. Additionally, when early childhood uses technology resources it is necessary to follow and listen to different suggestions and tips about it.

The author Judy (2001) referring to language developing abilities mentioned, "The vast experiences that kids have to learn and practice literacy includes storytelling, conversation, role-play, among other impulses students in the world of reading and writing and technology provide motivation and opportunities." (p.8-9). Based on her research, It is possible to see that the use of

technology increases the abilities of students, English literacy has been benefited from the use of these tools, having the opportunity to read endless numbers of books, learn about authors, having reading-aloud books and interpret these stories is a plus for students.

The same author reveals her ideas about physical and motor development that is important to take into account “Fine and gross motor skills that are very important for student’s development on letter formation, so technology can help them to learn without any distraction that fine motor skills can cause during their language. “(Judy, 2001, p.8-9). According to Judy’s words, it is possible to mention that technology enhances students’ attention, shows them so many designs and activities that focus students on an especial activity that their knowledge will stay inside them longer. Speaking about this, there is a study in Portland Public schools where they had more than 600 hundred students from three, four and five years old and concluded that student’s attention was enhanced by the use of technology considering the needs of the students selecting open-ended drawing programs among others. (Judy, 2001, p.27) general knowledge

Continuing with the same tips, Judy (2001) also refers that “technology offers a wide range of options about general knowledge, students can learn in real-time, with real pictures, audio, sounds among other tools what is living around them.” (p.9), According with the author’s idea, it is clear that students learn and have more information about the world and general culture in a better way using technology tools, is incredible to see kindergarten students talking about food from China, or games in Europe, or simply a general topic that technology offered them when they used these gadgets. A study in Hoonah Elementary School, Alaska. USA. That have around 100 kindergarten students and is a small community that technology has provided the same learning opportunities to those children in larger communities, exploring and giving them general knowledge about the world. (Judy, 2001, p.31)

Finally, Judy's paper (2001) states that "Students have so many hidden strengths, limited screen time can help to poor concentration issues, also can help students centering on the tasks and can be part of a daily routine controlling the short periods of screen time." (p.31). This reference is fabulous, mentioning that the time that students use on technology is not only a waste of time but they are learning interesting topics and useful ideas for their lives, they have longer periods of concentration in an activity that can be used as practice for more difficult tasks that require more concentration.

Additionally, Keengwe and Onchwari (2009) had announced that "it is important to recognize that early childhood teachers are moving away from asking the question if the technology is developmentally appropriate for kindergarten instead of asking how information and ways of communication that technology brings to facilitate children's learning and development" (p.45). These two authors give such importance to a part that teachers and their way of thinking, how they are moving towards the future and how their new planning is including technology tools.

Even more, there is evidence that technology is changing the world of teaching, there are different studies that have reported positive patterns when students were engaged in technology rich environments. The same authors Keengwe and Onchwari give their opinion about "Some authors have concluded that the use of ICT can improve teaching and learning but is necessary to have a specific plan to achieve those goals helping students to improve their attitude towards learning." (p.46). Hence, it is very clear that having objectives and planning carefully how to engage kindergarten students with technology tools will help them to learn English as second language improving their interest and concentration focusing on the learning process

Continuing this idea, it is important to know that active learning occurs when learners have the opportunity to use visual ICT resources such as tablets and computers. From here, the authors Jennifer, Hirsh-Pasek, Michnick, and Morris, (2016) clearly state “This engages students more than other forms of media and is important to be aware that learning doesn’t occur using only the fingers and screen but through active comprehension and mental manipulation.” (p.115). For this reason, active learning and mental manipulation is the key to learning especially with kindergarten students that need to be guided through the whole process, giving them the steps that are required for a learning process, and visual ICT tools can give more resources to students and with the teachers help they can have more meaningful comprehension activities.

Same authors agreed that learning may happen when the student is affianced, and ICT tools have changed the edification of educational content for children, where kindergarteners can watch a real tiger in his natural habitat instead of watching the plastic figure, kindergartners can interact with letters and words dragging them around the screen and identifying different sounds.

Continuing with technology in early childhood, it is important to mention that education media, technology tools or resources have the potential to foster early literacy skills in children and is important for young English language learners. Wong and Newman (2016) refer that “Nowadays 83% of the population aged 6 months to 6 years old are using any kind of screen media every day and this helps children vocabulary growing” (p.45). It is clear that a high number of young learners are technology users and with all the resources that visual aids that technology offers to young learners until 6 years old or more, is helping them with vocabulary growing, there are kids with a wide range of vocabulary in grades before kindergarten that help them with their educational life.

For instance, the use of ICT is well recognized that has a high potential to teach vocabulary to preschoolers preparing them for a second language learning environment. Also, can help early literacy growing. Wong and Neuman, (2016) conclude that “several studies have found that digital books, enhance language and literacy learning, helping students with difficulties as well, socially disadvantaged students, with language and reading disabilities.” (p.46)

To sum up “it is important to recap that the impact of technology resources on learning in early childhood education, is wide and helps students in different areas such as literacy, reading comprehension, social interaction, among others.” (Zomer, 2014, p.45). Second language learning has been benefited for the use of technology, vocabulary learning, pronunciation skills, a wide range of stories and videos among other tools give to kindergarten students more abilities that are difficult to acquire without technology.

Steinhoff (2016) mentions that “teachers are having more access to technological devices, and technology plays a positive role in children’s development, so teachers have more access to innovative and improved teaching methods promoting an active learning environment for children.” (p.23) Technology will change and improve all the time, with more resources for teachers that will benefit and improve their teaching strategies.

Once was discussed about technology tools and kindergartner student’s benefits on the previous paragraphs is an interesting point of view, to see how ICT support the most important skills that are significant in the development in the kindergartner class, where ICT supports early literacy skills, where a wide range of technology tools have become accepted as developmentally appropriate educational resources for children spoken and written language development. Furthermore, “ICT supports social-emotional skills that can be enhanced with well-designed

technology.” (Drigas & Kokkalia, 2016, p.16) Also, ICT supports kindergartner students with their cognitive skills and creativity.

Teaching English as Second Language to Kindergarteners’ Learners Using ICT Tools

During the past few years, the integration of ICT in language education has become an important part of the English curriculums around the world, technology resources have provided positive effects on students. ICT is a valuable innovative teaching tool and can be applied to teach and enhance foreign language learning. ÇAKICI, (2016) argues that “Computers, the internet, tablets, video games, music players, cell phones, smart boards, among others are used to raise students’ awareness and motivation.” (p.143). Additionally ÇAKICI, in the same paper mentions that “the implementation of ICT leads to a variety of English content, contexts and pedagogical methods in teaching environments making English environments flexible and innovative” (p.143) For instance, there is no doubt that the use of technology tools has a positive effect on English classes because they can be adapted to different teaching materials depending on the circumstances, learners needs and responses, have given a special twist to teaching English as second language to kindergartners, where there are some advantages that are beneficial for teachers.

Nurzhanova & Khaumen, (2018) on their paper write,

The capacity to control a presentation, marking a difference between computers and books, in books is impossible to change their presentation while in computers allow readers to change visual and listening materials, graphics, and pictures where teachers can use different materials for each lesson, and finally, feedback, and it is clear that students can get meaningful help in the language that they are using. (p.67)

This idea is well presented on kindergartener kids that are already using ICT tools. It is possible to observe that students with the use of many ICT resources are developing their skills faster than other students that do not have these benefits.

Furthermore, Yusnaini, Maulana, & Aprizaldy, (2017) express,

Kindergartner students, will have the advantage of having more time to discover more interesting topics by themselves, using technology kindergarteners can see things in real life, a picture of some vocabulary or letters, telling stories using appropriate language and pronunciation, the process of literacy starts to become more interesting, students can use different apps to understand more the topics and make up their minds about concepts.

More importantly, it is necessary to understand that language development among learners is different, depending on their age, cognitive, social and motivation, and with an early start and the benefits of ICT resources students will have more abilities for language acquisition.

Dewi acknowledges that the input that kindergarteners get should be based on their environment, situations that have to be authentically related with the outside world and there are different examples for it: the language is natural, having complete meaningful messages, use of non-linguistic pointers (colors, symbols layouts, pictures) and an immediate relevance between what is learned in the classroom and what is outside it.” (Dewi, 2017, p.87).

Even more, the most important benefits of the use of these tools in kindergartner students are always language development, and there are so many researches that conclude the same. Amante (2007) present some leads about these tools, computer games reassure more difficult and fluent speech, students are encouraged to use language, especially when they open programs that encourage exploration and fantasy, tell more elaborated stories about the drawings made on computers or tablets, the use of ICT resources encourages verbal communication and

collaboration among children and students with speech problems have been benefited with stimulation of vocalization.

Two authors Garton and Copland have considered that “It is important to know how to implement and design interactive classrooms using technology resources and learning tasks.” (2019). Taking this into account is why teachers and schools form part of an important role, they need to get the proper training to be able to apply these tools in the classroom with young learners.

Benefits of the Use of ICT Tools on Kindergarten Students

Referring to the use of technology on kindergarten students the opinions are divided by studies, experts, papers and more. To be accurate, it is possible to review different points of view and get different inferences. For example, Yong Zhao (2005) lists on his paper four dimensions that help to list a variety of benefits that ICT tools bring to the kindergarten classrooms, the technology that boosts language input/exposure, technology that improves exercise and feedback, technology that facilitates authentic communication, and technology that sustains motivation. (Yong Zhao, 2005, p.5)

Following the idea of these four dimensions, it is possible to mention some advantages and disadvantages of the use of technology and ICT instruments. One of the biggest problems nowadays is illiteracy, most of the high school students read at the level of elementary or do not know how to read at all, here is where ICT can have a principal role and reach all the students that teachers cannot, enhancing language input and exposure differently. “Inside the classrooms and outside them, it is possible to gain students’ attention and motivation by control the use of technology.” (Gulley, 2003). With so many tools provided by ICT, students can focus on their

subjects, topics, investigations, research, essays, class activities among others and all of this will be an asset for teachers and schools.

Despite other opinions, Gulley agrees that “Humans by nature are curious and use their imagination enhancing their creativity into the unknown so technology opens the path to the full potential development of different skills. Connecting the classes with the real world.” (p.67) In short, the ideas of these Zhao and Gulley point that technology will bring and have inside the classroom are huge because it enhances exercises, improves, promotes communication and sustains motivation among young learners.

Additionally, “the interaction between kindergarten students and ICT it is important to continue gathering information about preschoolers and kindergartners need, during this time student are growing the sense of inactivity and creativity and they are curious about the world around them.” (NAEYC, 2012). These students are exploring how to communicate and create a huge range of things, this is possible using different tools such as crayons, markers, blocks, among others. Also, creative movement is important, dancing, singing, creative movement. To all of these activities, technology provides one more resource to develop their creativity.

The National Association for the education of Young Children NAEYC (2009) has mentioned some important benefits that technology offers to kindergartners and young children from preschool and how we can give them more proactive learning strategies. These benefits are mentioned next.

Allow children to freely explore touch screens loaded with a wide variety of developmentally appropriate interactive media experiences that are well designed and enhance feelings of success, provide opportunities for children to begin to explore and feel comfortable using “traditional” mouse and keyboard computers to use Websites or look up answers with a

search engine, capture photos of block buildings or artwork that children have created; videotape dramatic play to replay for children, celebrate children's accomplishments with digital media displayed on a digital projector or a classroom Website, incorporate assistive technologies as appropriate for children with special needs and/or developmental delays, record children's stories about their drawings or their play; make digital audio or video files to document their progress, explore digital storytelling with children, co-create digital books with photos of the children's play or work; attach digital audio files with the child as the narrator. Additionally, share e-books with a small group of children, use digital microscopes and other science materials to capture images and store them on a computer, search digital files for photos of places, people, animals, or objects and converse with children about what they are finding, use video-conferencing software to communicate with families and children in other places, arrange play experiences for children to construct and explore their ideas about how the technology works and finally, provide access to photographs and experiences children may not otherwise encounter (a visit to the crayon factory, for example, or images of people and places not represented in their environment). (NAEYC, 2009)

After knowing that the use of technology in classrooms has become more important and technology throughout media and electronic gadgets are able to help kindergartner students to gain more knowledge, Agamid (2016) on his paper refers "that there are some negative points that come with the positive ones, especially in young ages where can affect in their personal lives, relationships with others and an influence in their health in the future, guiding students to social isolation, physical diseases such as, obesity, depression, computer vision syndrome among others." (p.88)

Alghamdi (2016) says, “that the introduction of technology such as computers to children at very young age can affect their personal lives, in America around 40% of children can have access to technology tools such as computers, iPad, cellphones, etc.” (p.88.) This is causing isolated effects on children that is characterized by a lack of contact with other people in daily living, creating different symptoms such as: anxiety, sadness, depression, anger, irritability, mental confusion among others, becoming nowadays inseparable of their technology gadgets.

Therefore, parents, teachers, and schools should have an important role while young learners are using any kind of technological devices, such as tablets, computers, internet, etc. Especially parents that should serve as guards of their children so they can obtain as many benefits as possible from technology since its use has become a very important part in our society and this can be done supervising children and monitoring them while they are connected to the virtual world.

There are a wide range of studies, projects, essays and more talking about the benefits of using technology resources in the classrooms of kindergarten students, different authors present their point of view and their investigation research, after analyzing these benefits is possible to mention some that are helping teachers in their classrooms, Improves engagement, students are more interested in English as a second language when technology is integrated on lessons, making learning more fun and enjoyable for students. Improves knowledge retention, as mention previously, when students are engaged in classroom topics, they can increase knowledge retention. Furthermore, “it encourages individual learning, where no one learns in the same way, they have different learning styles and their abilities are distinct, so students can learn at their speed, review pictures, or pronunciation.” (Savvidis, 2016). From Savvidis point of view the autonomy that ICT tools develops on the students is a motivational observation where learning

styles and individual abilities are being taking into account and students have their own pace to learn.

Karen LoBello (2017) referring to her paper mentions that “technology resources in a kindergarten class are designed to encourage young children, develop creativity and connect to the curriculum created”. This benefit both teachers and students. Some of the important benefits are to increase motivation, reinforce skills, where kindergartners students are learning to practice letter, numbers, and reading skills through interactive games, apps, and tools. Besides, “students can differentiate instruction and encourage collaboration.

Continuing with the importance of ICT in kindergarten classes, it is clear that technology is not available to all students, and many schools struggle about the budget and cannot provide the necessary resources. But the use of it has become an important topic among the schools and explaining why is important the use of technology. For instance, one reason is instructors can personalize the education experience, where each student has a unique learning need and the use of these tools help them, instant access to knowledge, where young students can have instant access to information, vocabulary, grammar structure, pictures, songs, stories. “Student workplace readiness, that tells how students can move around the classroom promoting critical thinking, independent research, and cross-technology proficiency.” (Mata, 2015).

There are so many benefits that technology brings to language learning, among the most interesting ones are:

Remote access to language education has open the doors to students from all over the world to be able to access a language education online, virtually students can have a proper language immersion by native language speakers. For instance, students of all ages are beneficiated. “Kindergarten students can have access to videos, interactive apps and other tools

from their houses or schools.” (Dexway, 2019). This author refers that it is clear that technology is helping young kids to learn a second language, in this case English, and students can access anywhere in the world to interactive media, different apps, and more. For these reasons, technology is allowing remote access to kindergarten students and giving them the opportunity to practice and learn on different environments.

Additionally, blended language learning courses are a new modality of teaching and learning is a well-structured methodology. Dexway (2019). On his work clearly states, “the role of the instructor and the teacher is to guide students throughout the process while students follow the E-learning modules and come to class to share and discuss the concept promoting an intuitive language methodology.” (p 45). This learning modality is helping kindergarten students to have a brief idea about what they are going to learn in class, also to practice what they have learnt on it and give them the opportunity to present their idea in class.

Furthermore, the same author denotes that “Scientists have mentioned that language learning must be imparted in an interactive learning environment, they mentioned that an effective way to learn a language is doing things instead of learning it from the teacher.” (Dexway, 2019). It is here where technology makes this possible, allows kindergarten students to interact with their language classes and acquire more accurate language skills, also gives more confidence to students the moment to participate in this interactive model.

It is well-defined that many kindergarten students from all over the world are having the experience to see in real life, real problems, with the use of technology allowing them to be critical-thinkers and find ways to solve these problems, this is a huge advantage for young learners and teachers that can engage students easily. This idea is being hold by Dexway (2019) who says “It is not doubted that technology offers students a real-world situation that allow them

to interact and learn more from outside of their classrooms. With the advance of technology and internet, it is possible to get up-to-date content all the time, so it is easier for them to solve their doubts in real-time.” (Dexway, 2019).

There is a division between experts, people, and studies about technology and education, saying that the use of technology singles out students in the classroom because students and people in general are experts on gadgets and equipment. Furthermore, technology fills a huge gap in the language learning area, forming a community. “In fact, in a daily routine, people are involved in so many activities and the use of technology tools makes our lives easier every day.” (Dexway, 2019). For instance, is important to learn how to use technology tools so people’s lives are going to be easy.

Technology and second language have changed the roles of teachers and students, where students have more responsibility for their own learning while teachers have changed into guiders moving around students solving problems and discussing their own ideas. In addition, technology offers more a wide range of possibilities to second language learners providing them tools in order to engage and reach a higher understanding level. It is important to know that this success comes with lots of responsibilities and an appropriate use from the teachers.

ICT has been adapted to language classrooms because it is said that helps to enhance the language acquisition process and keep learners motivated for a longer period of time, Indeed, “ICT helps learners to acquire linguistic skills, stablish and interaction with other language users and open their minds about other cultures and contemporary lifestyles.” (Laudari,2018), The author clearly stated that ICT is giving a hand to a new different way to learn English a second language, especially when kindergartners students are the focus of education, where ministries of

education around the world have put their eyes on them and are promoting a blended education with ICT tools.

Furthermore, most schools are changing their curriculums and planning integrating technology resources and focusing on different abilities and taking into account the diversity of students, improving old teaching methods that are beneficial for all the students, as Klimova & Semradova, (2011) on their work have pointed out that “different curriculums are being integrated, the diversity of students and contexts are a plus, teaching methods that are changing among others.”

Colombian Ministry of Education is promoting a bilingual plan where the main objective is a skill of competitiveness and competence and is a right for all and it is necessary to create strategies to develop communicative competences in English as a second language. (MEN, 2004, p.4). Furthermore, according to Nader (1994) “kindergarten students are going to be benefited with this plan and the Colombia Law 115 that mentions the specific objectives of preschool where the most important are:

The development of creativity, skills, and abilities typical of the age, as well as their ability to learn; b) The space-time location and the exercise of memory; c) The development of the capacity to acquire forms of expression, relationship, and communication and to establish relations of reciprocity and participation, following rules of respect, solidarity, and coexistence” For instance, it is important to remind some styles that have been growing lately, integrating ICT in learning of the second language where the teacher is becoming a co-learner, and the autonomous learner concept is growing, finally, collaborative learning is being sponsored.(p.4.)

Additionally, The National Decennial Education Plan 2016 – 2026, refers that to give education a legal format that will beneficiate young students raised a four-dimensional model: available, accessible, acceptable and adaptable. (Gamboa, Cano, & Ayarza, 2017). It is here where the use of technology and different apps can find their legal and proper support. This is a benefit for students because the Ministry of Education is searching continuously the best ways to help students to acquire and have access to an education that has this four-dimensional requirement.

Finally, most schools are changing their curriculums and planning integrating technology resources and focusing on different abilities and taking into account the diversity of students, improving old teaching methods that are beneficial for all the students, as Klimova & Semradova, (2011) on their work have pointed out that “different curriculums are being integrated, the diversity of students and contexts are a plus, reaching methods that are changing among others.”

Kindergarten Parents and the Use of Educational Technology for Teaching English at Home

Nowadays the use of technology in general is everywhere, in schools, families, jobs, research, investigation and more. Our principal objective and appreciation are to present very clear ideas about the use of technology resources in young students from 4 to 6 years the specific moment that they are learning English as second language. Adding more information to this document. It is important to offer a family perspective about how technology is forming part of the families and how parent are incorporating digital technology (tablets, computers, Tv, among others) to their lives and how they are controlling this use.

It is important to know which technologies families are incorporating to their houses, which practices are being taking place and how technology is helping their kids learning process. For this reasons, Wartella, PhD, Rideout, MA, Lauricella, PhD, & Connell, MA (2014) made a few important questions that we have to answer: What does family and technology environment look like today? How do parents use media and technology resources as a parenting tool, to educate their children? What role technology tools play in families?

Answering these questions, it is important to know some opinions about parents and the use of technology especially in their homes and how there are influencing their children learning process, The authors Wartella, PhD, Rideout, MA, Lauricella, PhD, & Connell, MA. (2014) make emphasis on an important research:

“The national survey about parenting and digital technology has made some key findings such as: technology don’t make parenting any easier, they use technology for managing daily life, parents still do not consider the use of media as an educational tool for their children, they consider video games more negatively than television, computer, tables and mobile devices, and one of the most important concerns are the negative impact on children’s physical activity” (p.115)

Having this into account, a study from the same survey shows parents opinions about media’s effects on children, the chart will compare some of them.

Table*1. Parents opinions about media effects (ages 0 to 8)*

	Television		Computers		Mobile Devices		Video Games	
	Positive	Negative	Positive	Negative	Positive	Negative	Positive	Negative
Reading skills	40	25	60	9	36	22	21	36
Math skills	37	18	53	9	31	23	18	35
speaking skills	56	15	28	20	21	28	11	40
Attention span	29	42	30	27	19	38	19	45
creativity	46	24	50	14	31	27	26	36
Social skills	34	30	20	35	16	39	11	50
Behavior	23	35	17	20	12	30	8	48
Sleep	11	39	7	30	6	36	4	49
Physical activity	20	58	10	57	8	54	10	61

Note: Parenting in the Age of Digital Technology (Wartella, PhD, Rideout, MA , Lauricella, PhD, & Connell, MA, 2014).

To sum up, the table shows how young learners from 5 to 6 years old have had a positive or negative impact using these technologies, the table shows how kindergartner students have a positive impact watching TV, using computers, mobile devices and video games and how they can improve their reading, math, speaking, attention among other skills.

Additionally, the national survey shows some numbers that are interesting for our study. A big number of parents are concern about child's health and safety (46%), fitness and nutrition (40%) In addition a 38% of parents about children social and emotional skills, behavior (38%) also other group of parents are concern about their school performance (44%) also sleeping patterns (28%)

Table2. *Parental Concerns*

Health and Safety	46
Fitness and nutrition	40
Social and emotional skills	38
Behavior	38
School Performance	32
Literacy skills	32
Media use	30
Math and science skills	30
Sleep Patterns	30
Verbal skills	29
Extra-curricular activity	27
Childcare experiences	27
Cultural awareness	26
Creativity talent	25
Spirituality and religion	25

Note: Parenting in the Age of Digital Technology (Wartella, PhD, Rideout, MA, Lauricella, PhD, & Connell, MA, 2014).

Wartella, Ph.D., Rideout, MA, Lauricella, Ph.D., & Connell, MA, (2014) believe that “having a brief introduction and idea about parents’ concerns and opinions about media effects in some important aspects such as speaking and social skills, creativity, behavior, school performance among others, that were provided by the national survey” can provide small parents guide about educational technology (EDTECH) and teaching a second language to young learners will make their ideas more accurate and be more aware of this use.

Referring to the language acquisition and the benefits of language skills that kindergarten students have form ICT resources it is clear to see that these students are been beneficiated by using ICT tools, reading, speaking, social skills among others have increased by using media such as television, computers, mobile devices even video games, parents said. Furthermore, the

survey had collected a great amount of opinion about these social media and all agreed that the responsible use of ICT resources at home had helped them with these abilities.

Parents should understand why students, teachers, and schools are eager to use technology tools with kindergarten students. It is a fact that adults are using technology for their professional and personal lives, they get news, share ideas, connect and collaborate with friends using visual technologies every day. Gallagher & Magid (2017) on the other hand think that “young children are using technology for both personal and educational lives, the use of audio, video, images” (p.141.) Learning how to use these tools is important because they give them a clearer idea of concepts, pronunciation, vocabulary, etc. Children are using these tools for fun and to socialize with friends and they need to learn how these tools are useful in academics. For instance, they need to learn about these visual technology tools, so they can be successful students and well informed and productive adults.

So, it is important to make this question: how young students are using technology? The idea of using ICT in schools is not only changing heavy backpacks or books for eBooks and lighter materials but we have some examples of how young learners (kindergartner) are improving their learning style. Gallagher & Magid, (2017) discussed that “Finding and analyzing materials where students can search materials for their own and see if they are useful or not, keep learning organized, building organization skills, filing, color code among others is a beneficial asset for students” (p.20) with this opinion, we can mention that students can communicate with the world beyond the classroom, kindergartners students can learn about dinosaurs, weather, letters, sounds, pronunciation among other things. Additionally, kindergartner students can learn to collaborate and create learning contexts and tools improving

their learning creativity. And finally, digital citizenship learning their rights and responsibilities in a digital world learning how to express themselves appropriately.

Gallagher & Magid, (2017) acknowledge that:

It is important to know how EDTECH also has changed teachers professional and personal lives, in a world of constant change, teachers have found much better ways of helping students learning skills and here are some examples: home-school communication where teachers can email or text parents about students' performance and class topics. Teachers can give better students feedback where using visual technologies tools can write notes, voice recordings or even videos messages, especially for young students. (p.21.)

Referring to this paper, teachers can provide different tools or resources for different learners combining traditional materials with videos, high-resolution images, and artwork, for instance, students can learn with all of their senses. Also, other interesting skills are increasing student engagement, some technologies help the teacher to build apps, video games, interactive videos, helping students to learn and practice new skills.

What to ask your child's teacher about EDTECH? This is an important question, every day your child's teachers expend a big amount of time in class with them, so it is important to know a few ideas about responsible use of technology in the class for example: do you explain what is digital citizenship? What are the rights or responsibilities of technology users? What are the classroom guidelines and etiquette expectations when the kids are going to use technology resources in the classroom, how will teachers respond when students are going to use an app different than the ones they are using? How do teachers help students develop media literacy skills and explore information in the class? How technology is going to be used for

communication between parents and teachers? And finally, how parents can support what you are teaching using ICT?

Knowing these questions beforehand will be easier to understand young students learning process, keeping a total knowledge about the correct use of technology ICT and their advantages and disadvantages. For instance, parents can be sure about their child's progress.

Additionally, talking about awareness about technology and young students, Heick, (2018) reveals that “always is difficult to find a solution and how we can prevent students from the dangers that digital technology has. For instance, around the world has come the concept or idea of digital citizenship that its defined by the quality of habits, actions and consumption patterns that impact the ecology of digital content and communities.” And having in mind that kindergartner students are too young, and they don't know how to read yet, it is important to direct them accurately and give them very clear instructions about how to use visual technology resources.

CHAPTER III

Methodology

This paper has the intention to know the use of ICT resources for teaching English as a second language to kindergartner learners. For instance, it is important to show the methodology of acquiring information to reach the proposed objectives. This investigative paper also focuses on collect bibliographic information about this topic, and the methodology used here is descriptive and investigative, where researched documents are useful to compare or contrast opinions from different points of view. This allows readers to understand how technology resources can be used for teaching English as a second language to kindergarten students.

Also, this documental paper is based on processes that with help using different tools such as searching engines, and mnemotechnic fiches that we used to collect all the information from the documents that we review, these tabs are important because help during the whole process to go back and forth with all the information needed and be able to recover the information more effectively the moment that it was required. Additional to this it is possible to find some examples of these tools that will show how to recover data and make a critical analysis

For this document, it is clear that information collected from different citations and investigations was the main goal, acquiring an immense amount of information that will help to understand the advantages and disadvantages of using technology resources. Additionally, how to impulse and understand the use of new ICT aids inside and outside the classrooms. This exertion is a documental paper, for instance, any investigation sample was used nor any kind of population, but a great amount of research has been done, a bibliographical revision was the tool used and experience on the field has given more contributions.

CHAPTER IV

Results and Discussion

At the end of this bibliographical study about the use of ICT resources for teaching English as a second language to kindergarten learners, it was possible to identify several important benefits that kindergarten could have from the use of ICT tools in their classrooms, some of this bibliographical and critical analysis showed us that these students can improve many diverse skills where students will have an active engagement with the learning material and will use real-world problems. Additionally, simulation and modeling of these real-life problems and the ability to work in groups, that are some great benefits for kindergarten students.

This documental paper allows us to see that are some great benefits using ICT tools in English classes and kindergarten. Students will have the opportunities of learning from a great range of gadgets, apps, platforms among others. The abilities that these tools offer everyday are endless where students can access from everywhere, they can practice on their pace, learning about the world, the things around them, gaining vocabulary and interacting with students from all over the world.

It was found that kindergartener students along with their teachers are having advantages in their learning and teaching interaction. Since students have the opportunity of receiving a high-quality input, they can practice and receive high-quality feedback from the teachers, teacher's methodology is being supported and English language acquisition progress on these target learners improve a high scale; we can indicate that ICT resources generate great compensations for kindergarten students and teachers.

On the other hand, also ICT tools bring some negative aspects if they are not well used for example can cause students to be isolated creating different symptoms such as anxiety, sadness, depression, anger, irritability, mental confusion among others.

The use of ICT resources for teaching English as a second language to kindergarten learners has been a topic of discussion around the world and among experts, teachers, schools and educative systems, a great number of studies have suggested that technology and ICT tools are great companions for young students if they are used on a responsible way. On the other hand, and from other points of view, technology should not be part of a student's life until a certain age. All of these opinions clearly state that ICT tools are here and are forming an important part of education and the differences are being discussed at the moment, but this paper shows how to include them on young students' classes and what it is possible to reach using them.

This analysis comes to a different statement, where it is offered a bibliographical analysis of the benefits and advantages of using ICT tools on children's education, more specifically on kindergarten students and the influence that can cause learning English as a second language. There is a proposal from the Colombian Ministry of education that "promotes a bilingual plan where the main objective is a skill of competitiveness and competence that is including the use of ICT resources." (MEN, 2004 p.4). For instance, critically analyzing this investigation is aligned with this plan where the intention is clear, to give and show teachers, parents and people in general what is possible to do with these new technologies that are taking part in new educational resources.

Gallagher & Magid, (2017) confirm that "education and technology are being united, and students and teachers are changing and acquiring the best skills from it." (p.21.). this means that

we are going to continue creating and developing new pedagogical strategies that are going to be shared with all the educational world and for instance, ICT tools will be an important part of education in the future.

CHAPTER V

Conclusions and Recommendations

It is absolutely necessary to be clear about what Information and Communication Technology resources are, and how these can help kindergarten students with their English learning process, knowing that in the present, there are so many new tools that are changing and influencing in education, the way of kindergarten students are learning and gaining individual skills is proving evidence that ICT resources have a huge influence nowadays and teachers, schools and educative systems are turning their attention to them and creating educative plans to include them in the school curriculums.

It is clear to notice that kindergarten learners that are using ICT resources during their learning process in English as a second language have had a huge progress, students that had the opportunity to use ICT tools had increased their individual skills in reading, writing, listening and speaking, there are several apps and platforms that allow kindergarten students be connected to the real world applying their knowledge in real world situations, for instance not only learn English as second language but also about the world where they are, opening their view and creating more abilities.

Using Information and Communication Technology resources on kindergarten students during their English learning acquisition has brought a great amount of advantages for young learners the moment of developing their language skills. Many advantages that were found during this investigation process refer or focus on personal abilities that are going to be useful latter on their lives. Be able to interact with other students, learn how to work in groups, have a creative thinking skill, be independent learner, improve their literacy skills, elaborate more

complicated stories, improve their speech with storytelling strategies among other capacities give them a huge advantage from the students that do not have this opportunity.

On the other hand, if ICT resources are not well used will have some negative effects on young children, that will be counterproductive on their English learning process, the use of these ICT tools such as Television, computers, cellphones, tablets and more, can cause students to be isolated creating different symptoms such as: anxiety, sadness, depression, anger, irritability, mental confusion among others.

Nowadays, it is a big concern that the use of ICT resources can bring negative effects on young learners, for instance, this bibliographic paper generates an awareness among parents, teachers, schools and people in general, that Information and Communication Technology resources have more good benefits than a negative effects for kindergarten students, it is important to understand that these good benefits can be met if teachers, parents, schools and students are clear that a responsible use is needed and a correct guidance has to be all the time with them.

To conclude, Information and Communication Technology resources on kindergarten students during their English learning acquisition as a second language and with the help of this investigative paper states that ICT tools have a great influence on most all the classrooms and schools, new curriculums are being created, new training courses are being presented and new technologies are being developed specially for education. For instance, kindergarten students will have great amount of resources that will allow them to continue growing and learning their second language in a more efficient way.

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APPENDIXES

Sheet 1

TOPIC: Modern Education
Subtopic: Story of Education
<p>Reference:</p> <p>Cubberley, E. P. (2003). The History of Education. Stanford .</p>
<p>Resume:</p> <p>Starts with a brief idea about the origins of education and how education started to change and transform from religion affairs to civil affairs, this has the intention of provide a clear idea about how education has started and from there how changed to different ideas, religious and civil.</p>
<p>Source quotes and their page:</p> <p>“Modern education started with the idea of governments have to serve the church, on the fifteenth and sixteenth centuries and Christianity marked a connection with the state and the education of the young but most of it content was about religious matters, moving forward from there on the eighteenth century education has passed from religious affair to civil affairs with the objective of promote the development of the society and not the interests of the church preparing students from life here and not hereafter”</p>
<p>Comments:</p> <p>It is important to understand the origins of education in order to be able to compare how technology in going to influence young students, knowing the</p>

resources that teachers used then and what teachers are using know will bring a much clear statement about how education is in constant change.

Sheet 2

TOPIC: Modern Education
Subtopic: Story of education
<p>References:</p> <p>Saeed, R. (2015). definition of education; tradition and modern concept of education; aims of education definition of education. krachi, pakistan.</p>
<p>Resume:</p> <p>A Brief explanation about modern education and how it is imparted around our society, how modern education is embracing new ways of sharing and teaching young students' new concepts and ideas using modern techniques</p>
<p>Source quotes and their page:</p> <p>“Modern education is the act or process of imparting the knowledge about our present world and society”</p>
<p>Comments:</p> <p>Modern education is evolving and opening to new ideas, all of these need a process and teachers, schools and organizations are providing and developing new strategies for this new world</p>

Sheet 3

TOPIC: Modern Education
Subtopic: Education and Technology
<p>References:</p> <p>Courville, K. (2011). <i>Technology and its use in Education: Present Roles and Future Prospects</i>. Baton Rouge, Louisiana.</p>
<p>Resume:</p> <p>Important role of technology in education mentioning efficiency and effectiveness, where the methodology is important, focusing on the effectiveness of teachers and students about how they are learning and mastering the knowledge.</p>
<p>Source quotes and their page:</p> <p>“ Nowadays technology has an important role on education, developing efficiency and effectiveness on how the knowledge is being taught, efficiency means how fast students can obtain the knowledge and effectiveness is how well they can master this knowledge, for instance it is possible to say that technology has given so much options to teachers and students in order to mix these two concepts and adapt their abilities faster to this world surrounded by technology.”</p>
<p>Comments:</p> <p>It is clear that technology and ICT tools are providing the ability to speed things up, students increase their ability to learn, teachers improve their ability to teach and provide feedback to students in a more and accurate way.</p>

Sheet 4

TOPIC: The Role of technology in education
Subtopic: Opportunities for learners
References: Education, J. K. (2017). Reimagining the role of technology in education.
Resume: Technology could help to build relationships between students and teachers transforming all the approaches of learning, all the tools that provide technology inside the class open the world for students to fly everywhere around the world and learn new things outside their communities
Source quotes and their page: Talking about history, the opportunities for learners have been small by all the resources that can be found inside of a school. Technology resources allows students to find resources and expertise anywhere in the world, starting with their own communities
Comments: It is necessary to adapt the learning experiences creating an effective program of teaching where students can beneficiate more from what they got inside and outside the class, giving them the opportunity to discover new cultures, traditions, people using ICT tools opens their minds in an infinity world of learning.