

TO STRENGTHEN READING SKILLS THROUGH HOT POTATOES SOFTWARE  
APPLICATION IN NINTH GRADE STUDENTS WITH A2 LEVEL AT PITALITO  
HUILA MONTESSORI SCHOOL

A Research applied Project

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Mauricio Alberto Córdoba Cortés

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## **DEDICATION**

I thank God for the opportunity to achieve this goal and acquire comprehensive knowledge through this professional career development of, my wife for her unconditional support, my children because they are my dream, my hope, my whole family for the trust they have placed in me, to Advisor Yennifer Vannessa Murcia for her instructions in research development and the University for an excellent methodological process.

## SPECIALIZED ANALYTICAL SUMMARY

Title	To strength reading skills through Hot Potatoes software Application in ninth grade students with a2 level at Pitalito Huila Montessori school.
Author(s)	Mauricio Alberto Córdoba Cortés 9764744
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Contents	<p>El proyecto tuvo como objetivo fortalecer la habilidad de lectura mediante el uso de la aplicación HOT POTATOES, donde la muestra objeto de estudio estuvo compuesta por 39 estudiantes de Noveno grado. Esta investigación es relevante porque desde 2017, los estudiantes han presentado bajos resultados en pruebas externas e internas de habilidades de lectura en inglés, así como la motivación de los estudiantes por los recursos tecnológicos, los ha dispersado del conocimiento disciplinario y de la importancia del aprendizaje. Ante esto, se propuso una estrategia basada en el uso de recursos tecnológicos para fortalecer la habilidad de</p>

	<p>lectura en el nivel A2, requerido de acuerdo con el Marco Común Europeo y los estándares curriculares en esta área.</p> <p>En este estudio, se propuso una investigación cuantitativa, a través del diseño descriptivo, donde se utilizó una prueba diagnóstica y una prueba posterior para conocer la evolución del estudiante en el fortalecimiento de la habilidad de lectura en el nivel A 2, a través de recursos tecnológicos que saturan al alumno en el contexto en el que se desenvuelve. Luego, se aplicó un cuestionario con preguntas abiertas a estudiantes y maestros para identificar los intereses de los estudiantes y, por lo tanto, se propuso una estrategia basada en recursos tecnológicos que fortaleció la capacidad de leer en inglés, también, directamente y diariamente. Por otro lado, la observación de campo permitió la interpretación de las actitudes de los estudiantes hacia el uso de la estrategia propuesta. Por último, se concluye que el Hot Potatoes favorece el desarrollo de las habilidades de lectura en inglés porque parte de los intereses del estudiante y genera hábitos lúdicos y divertidos.</p>
Research Line	This research was developed through the quantitative methodology and contributes to Bilingualism research line in

	distance education mediated by technologies with functional characteristics
Conclusions	Through an initial and final test it is determined that average increases from 12.3 to 17.4, that is, an evolution of 5.1 at level A2 in reading ability according to the Common European Framework. Given this data, it is concluded that Hot Potatoes as a strategy allows to strengthen reading ability, generating study habits for the student, from their interests, also allows English ICT articulation.
Advisor	Yennifer Vanessa Murcia

## ABSTRACT

Student, Mauricio A., Córdoba courts, *to strength reading skills through Hot Potatoes Software Application in ninth grade students with an a2 level at Pitalito Huila Montessori school*. Licenciatura en Lenguas Extranjeras con énfasis en inglés, June, 2020, Universidad Nacional Abierta y a Distancia.

The objective of the applied project is to strengthen reading skills by using HOT POTATOES Application, to motivate you by learning English. The study sample in this project was made up of 39 ninth grade students. This study is relevant because since 2017, students have presented low results in external and internal English reading skills, as well as students' motivation for technological resources, has dispersed them from disciplinary knowledge and learning importance. Given this, a strategy based on technological resources use was proposed to strengthen reading skill at A2 level required in accordance with the Common European Framework and curricular standards in this area.

In this study, an investigation based on the descriptive design for objectives achievement was proposed, where a Pre-test and Post-test was used to know the student's progress in strengthening reading skill at A .2level, through technological resources that saturate the student in the context in which he develops. Then, a questionnaire with open questions was applied to students and teachers to identify students' interests and thus a strategy based on technological resources was proposed that strengthened English reading ability, directly and daily. On the other hand, observation field allowed students' interpretation attitudes towards proposed strategy use. It should be noted that Pre-test and Post-test were the instrument that identified English reading skills development and students' technological interest strategies use.

**Keywords:** English reading skill, Technological strategy, pedagogical strategy and HOT POTATOES.

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## **CHAPTER I**

### **Introduction**

English is the official language for 53 countries and the most spoken around the world, besides, it is media, tourism, science and diplomacy language among others. Also, most content found on Internet is written in English, just as TV shows, movies, music and media service providers use English as a language, which makes it the most important and useful connection tool, as well as in workplace, social and cultural environments. Currently, academic development is essential, given that educational programs offered by universities and other educational entities around the world use it as a universal language.

El Ministerio de Educación states that, in globalization times, Colombia needs to develop citizens' ability to master at least one foreign language due to communication channels evolution with developed countries that are fluent in English, for example (Garcés, 2015) mentions Ellis, linguistic expert at Auckland University in New Zealand describes that English is the global language and it is necessary for people to communicate without any problem, In this context, the National Bilingual Program during 2004-2015 has included new English communicative competence standards in order for Colombians and specifically educational population to master English. The Common European Framework was the benchmark to set mastery levels that must be achieved. Hence, a program that strengthens competitiveness and incorporates new technologies use for learning a foreign language.

On the other hand, information technologies in education, according to experts, constitute a phenomenon of great social importance, improve education from which it can

be a stronger process such as reading-writing, among others, since Students are now more sensitive to digital. Environment, because it allows a greater interaction degree with electronic devices, mobile phones, smart TV, video games and internet usual use. Therefore, technology-mediated language learning seems to be more successful when technology integrates seamlessly into general activity and is used as a cross-sectional tool described by (Guaya Moya, Pérez Fabara, & Augusta, 2017). On the other hand, it is considered that ICT allows teachers to facilitate the teacher's role in the classroom or teaching and learning process because they offer a personalized and structured learning service according to (Gil, 2014)

In many contexts, students are exposed to a variety of technologies from an early age at home and when they reach preschool, many have developed some digital skills that allow them to participate in technological activities as soon as they begin training process as stated at Montessori Educational Institution 2018 and 2019 commission and evaluation minutes, it should be mentioned that in currently teachers, parents and representatives express that ninth grade students are attracted to technological resources, especially cell phones and tablets. In addition, these resources easily disperse students from teaching and learning processes, which have generated low academic results, evidenced in the 2019 tests' knowledge results with a 39 points average, below basic that is 45, also with English institutional weighting area with a 2.9 out of 5.0 points maximum score.

It is important to note that technology use must have a relevant context to teach English, as well as developing a critical mindset is the key for teachers to implement technologies efficiently and effectively. (Cortès & Augusto, 2017) He wrote, focus should be placed on learning with technology instead of learning from or about

technology. Similarly, Willis, Stephens, and (Carranza Alcántar, Islas Torres, & Maciel Gómez, 2018) argued for an approach that puts technology in the background and models or foreground instruction theories. Integrating technologies into a classroom without a risk understanding context, when using technologies, they can affect opportunities for new learning experiences and potentially large amounts of money spent on underutilized technology resources.

It should be noted that this study seeks to arouse ninth grade students interest by learning English, to strengthen low academic performance of this subject compared to another subjects and evidenced in English subject internal tests, including a two eight (2.8) average during 2018 and 2019 below that considered satisfactory (2.9), according to SIEE Institutional Evaluation System. In addition, 65% on 60 ninth grade students average do not achieve at least a basic percentage in knowledge tests for three years. In addition to this situation, according to student's background, it is described that majority of them, are restless, undisciplined students, they come from families with social, economic and family problems, which affects their learning process.

This is one of the reasons, to look for strategies based on computer communication technologies use, that are tools of considerable interest to a ninth-grade student, where public-schools computer room is used, student's proper cell phones use and to be able to contribute to their academic process. It is thus impossible to ignore pedagogical practices renewal, as a result social networks emergence, web applications and various educational platforms as new spaces for learning, so the present research work aims to identify and implement pedagogical strategies. In English teaching that is consistent with curricular

needs that favors new technologies use strengthening such as, Hot Potatoes in Pitalito city Montessori Educational public school ninth grade students.

Other aspects or factors, which are recorded in commission and evaluation minutes and that affect English area academic performance, are that these teaching processes are guided by teachers who are not specialized in English domain, in addition orient in a suitable time, where only three hours per week are stipulated through classes with traditional methodology, where there is no use of school existing technological means, causing students little interest in learning English language.

## Study Significance

English is the official language for 53 countries and the most spoken around the world, besides, it is the language of the media, tourism, science, diplomacy, among others. Also, most of the content found on the Internet is written in English, just as TV shows, movies, music and media service providers use English as a language, which makes it the most important and useful connection tool, as well as in the workplace, social and cultural environments. Currently, academic development is essential, given that educational programs offered by universities and other educational entities around the world use it as a universal language.

El Ministerio de Educación states that, in times of globalization, Colombia needs to develop the ability of citizens to master at least one foreign language due to the evolution of communication channels with developed countries that are fluent in English, for example (Garcés, 2015) mentions Ellis, linguistic expert at Auckland University in New Zealand describes that English is the global language and it is necessary for people to communicate without any problem, In this context, the National Bilingual Program during 2004-2015 has included new English communicative competence standards in order for Colombians and specifically the educational population to master English. The European Common Framework was the benchmark to set mastery levels that must be achieved. Hence, a program that strengthens competitiveness and incorporates new technologies use for learning a foreign language.

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Cortés and Augusto (2017) points out that it is important to keep in mind that the use of technology generates pedagogical scenarios for learning English, efficiently and effectively. On the other hand, authors such as Alcántar, Islas Torres and Maciel (2018) describe that technologies in a classroom create opportunities for new learning experiences, in a fun way.

It should be noted that this study seeks to arouse ninth grade students interest by learning English, to strengthen low academic performance of this subject compared to another subjects and evidenced in English subject internal tests, including a two eight (2.8) average during 2018 and 2019 below that considered satisfactory (2.9), according to SIEE Institutional Evaluation System. In addition, 65% on 60 ninth grade students average do not achieve at least a basic percentage in knowledge tests for three years. In addition to this situation, according to student's background, it is described that majority of them, are restless, undisciplined students, they come from families with social, economic and family problems, which affects their learning process.

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Other aspects or factors, which are recorded in commission and evaluation minutes and that affect English area academic performance, are that these teaching processes are guided by teachers who are not specialized in English domain; in addition, to orientate in a suitable time, where only three hours per week are stipulated through classes with traditional methodology, where there is no use of existing technological means in school, causing students little interest in learning English language.

## Statement of the Problem

English, as the second most recognized language in the world, has become a priority for Colombian educational system (Cabrero Almenara, Fernández Batanero, & Córdoba Pérez, 2016) as well as for other countries, due to academic, labor, cultural and social opportunities that demand it, thus demanding competitiveness and suit skill. According to (MEN, 2015) guide 22nd "Basic competences standards in foreign languages: English", Refer bilingualism program challenges and promoting urgency of it in all Colombian educational institutions in order to take advantage of global advantages.

For this reason, in Pitalito city Montessori Educational Institution, technologies use in English teaching learning process has been integrated in a committed way, even encourages signature restructuring, which is why it is pertinent to respond to the need of implementing strategies according to curricular requirements and what national and international panorama demands, to encourage and favor new technologies use strengthening in ninth grade students.

Therefore, low performance in test results both internal and external English students, which indicate that their performance is below stipulated standards and taking into account that known test results for the last 10 years, show a historical average of 43, It lets us know the need to create strategies that solve this problem, where competences development must start from student interests as described by Ausubel with significant learning, Carranza (2017) needs or Context interaction as Vygotsky mentions and learning styles according to Gardner in which this studies ninth-grade students interests learning parts and student context that are information technological means. Taking into account, the previous argument seeks to answer the following problem question; What

extends Hot Potatoes software use to strengthen ninth grade students reading English skill with A2 level at Montessori public school?

## **Objectives**

### **General Objectives**

To design a pedagogical strategy and strengthen reading skills in A2 level ninth grade students using Hot Potatoes software at Pitalito, Huila Montessori school.

### **Specific objectives**

- To diagnose ninth-grade students reading English level at Montessori Public School.
- To describe student's progress in reading English skill strengthening using Hot Potatoes Application.
- To evaluate a pedagogical strategy based on Hot Potatoes Applications use to develop English reading.

## CHAPTER II

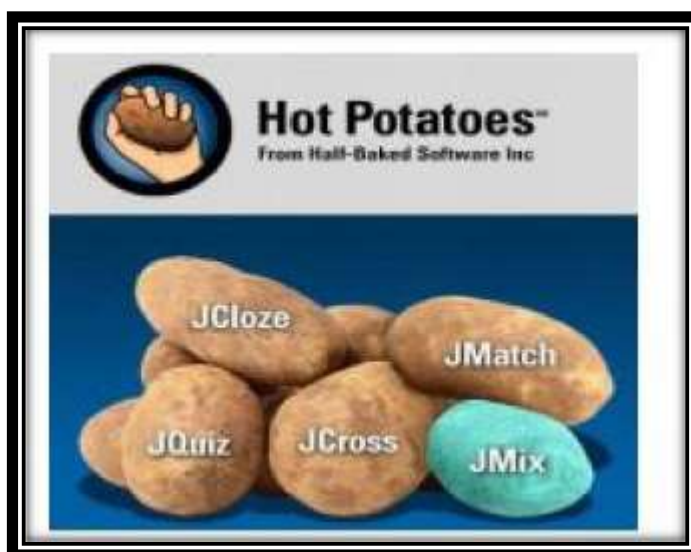
### Literature Review

#### Hot Potatoes Application

It is an educational resource that comes from Canada, where you can find tools that allow you to build interactive materials such as standardized tests, as well as clozes, quizzes, crosswords, puzzles and a mixture of all the above in order to evaluate the student from a text (Palacios Macías & Roldán Gómez, 2012) where one word is removed from every five and replaced by a line, offering the student a characteristic to find the right word. Hot Potatoes is a very interesting resource to generate reinforcement or review exercises for students.

#### Figure 1

*Hot Potatoes structure*



*Note: Redalyc Scientific Information Magazine (2015)*

When you choose to do any of different test types that it supports, it generates our own Hot Potatoes file for future editions and also creates an HTML file, web page type, which includes java codes that communicates the student with the score. At the end of its exercise, given this, positive consequences generated by Hot Potatoes program implementation are shown, which are described below (Quintana, 2014):

- Automatic exercises correction at the end of each one, since, the student obtains a percentage grade derived from both the number of successes and errors, as well as attempts number he has used before giving a correct answer, which allows the teacher to assess students individual performance in order to identify weaknesses, skills and subject advances on which the activity is focused.
- Another offered possibility to the teacher is to introduce information that explains why an answer is correct or incorrect, thus offering a student feedback, not forgetting that it can also provide clues that guide to the next correct answer student's election.

### **Reading skill in foreign language acquisition**

According to Martínez & Esquivel (2017), they consider that one of critical skills that children should develop is learning how to read and write in a second language or linguistic competence. It refers to oral comprehension, expression skills, knowledge and oral language, where phonological structure, vocabulary, morphology, and grammar are taken into account. Vocabulary is a skill that affects reading comprehension processes and language processes. (Chall, 1987, p. 7-17).

Thus, for example, reading norms can tolerate a small unknown words proportion when they read a text without affecting their understanding because, almost always, they extract the meaning of those from context. However, we know that if unknown words proportion is very high, it is difficult to understand what has been read (Carver, 1994, p. 413-437). In general, language proficiency is a capacity that in many studies has been evaluated from teachers' own reports or assessments, a procedure that would not be the most appropriate to assess this competence.

### **Level A2 in English according to the Common European Framework**

According to (Cisterna Zenteno, Soto, & Díaz, 2016) A2 Level Common European Framework corresponds to basic language level, that is, those people able to communicate in everyday situations with frequent use expressions and using elementary vocabulary. It is important to remember that the Common European Framework of Reference for Languages (CEFR) is a system that determines and describes different oral and written expression and English comprehension language levels. Here are some of the characteristics that an A2 level person has:

- To understand phrases and expressions that are related to basic information about the person, the family, shopping, places of fun or interest, occupations and others.
- To describe simple terms related to aspects of the past and the environment, as well as immediate needs.
- To communicate in simple and daily tasks which require exchanges of information, both simple and direct on familiar topics.

### **Pedagogical Strategies in foreign language teaching and learning**

In strategy case, contributions (Monereo, 1999), who defines a strategy as: "A specific action to solve contextualized problems type to achieve competences duly designed in established objectives by the teacher" were taken into account. This is considered as a sum of all raised aids by the teacher that are provided to the student to ease a deeper information processing. Namely, all procedures or resources used by anyone who teaches how to promote meaningful learning. Emphasis is on design, programming, development and contents realization that will be learned verbally or in writing.

Likewise, it is considered that strategies pedagogical are all the actions carried out by the teacher to facilitate student's formation and learning. For example, (Bravo, 2008) mentions that "They compose training activities curricular scenarios organization and learning teaching process interaction where knowledge, values, practices, procedures and specific problems to training field are achieved". (p.52). In addition, pedagogical strategies must be selected according to students' interests because these are future generations basis according to a certain context, student's needs and interests.

### **Significant Learning**

According to Ausubel (1963) in his theory, he mentions that meaningful learning concept begins with student's prior knowledge or knowledge acquisition that he obtains from his context. Then, this author allows us to estimate that learning is achieved in a significant way when it relates new knowledge with the existing ones. For this reason, this project proposes need strategies design that can establish meaningful relationships with new contents, which, based on meaningful learning, defend a significant

transmission pedagogical model - reception, which overcomes traditional model deficiencies and taking into account, students' knowledge counts, and hierarchy structure concepts.

### **Reading comprehension**

Reading comprehension has " encode and decode written symbol ability , lexicon access , syntactically analysis, imagination and representation, that infer in text interpretation that has been written by another person with a specific intention" (Frade 2013).literal to interpretative, that allows to argue, build concepts, ideas, and countless meanings that start from what the author wants to convey.

Given this, it can be said that reading comprehension is a process that originates in language development and integrates variables that influence student's teaching-learning process, including his personal characteristics, context where subject develops, his cultural, family, social context and family learning models that teach under codes and symbols to read and represent what has been read.

On the other hand, according to Solé, (1994):

“Reading is a complex cognitive process that activates high-level strategies: provide objectives, establish and verify predictions, control what is being read, make decisions around difficulties or gaps in understanding, differentiate what is essential from secondary information. This process necessarily requires active and affective reader involvement, it is not a mechanical learning, nor is it all done at once; cannot be limited to a compulsory education course or cycle”, (p. 3)

Therefore, it is important to mention that reading comprehension is a process that allows reader to appropriate a text and relate it to their daily experiences as mentioned by Navarro (2014), who understands that teaching-learning is illustrated as communication or transfer knowledge process whose purpose is student's integral formation associated with stimulus provoked before an answer, in addition, the reader interacts with the text in a harmonious way, in this case information provided by text allows to strengthen student's knowledge to understand and relate content meaning words you read.

### **Importance of acquiring English skills**

Learning English has acquired great importance in course time because of world globalization and evolutionary development that society has had. Whoever masters English as a second language has an opportunity in evolution and society transformation. Chen, Chang, Y.H. and Chang, W. H. (2016) mention that learning English is no longer just an academic subject, it is now essential for commercialization, evolution and communication of a globalized society.

As stated, four language skills integration; writing, reading, speaking and listening, develops complex problems based on English student needs during teaching and learning process. Adopted strategies by teachers to develop their educational practices seem to have no effect on student learning because they are disconnected from communicative and evolutionary channels. Each skill plays a decisive role in an adequate English learning construction according to Wallace, Stariha and Walberg (2004) Therefore, it is important to establish bases or strategies that conceive an English competent acquisition process through attractive resources for students in order to master all its aspects.

Although four skills improvement, is central to all curricula English area, there are difficulties in learning teaching processes due to different methodologies used, which tend to isolate the focus of language skills. Su (2007) states that language skills must specifically be taught in an integrated way, as they are necessarily linked to each other, also highlighting how children develop literacy and language while facing reading processes, writing, thinking and parallel discussions. This proves problems existence in teaching processes carried out in Colombian public schools that result in low language learned mastery levels. Then, it is worth mentioning that teachers are essential in foreign language teaching improving process, since it is they who decide whether or not to resort to new instructional mechanisms that favor integration language skills and allow a second language quality acquisition.

### **Learning based on student interests.**

On the other hand, according to (Richards & Rodgers, 2014) mentions that direction process, such as teaching-learning, should begin with an integrated methodology consideration, where it is necessary to create an expectation that moves learning and that may have an internal or external origin. In addition, motivation is achieved through promoting their interests. In this stage, teacher's action is fundamental, he is the one who presents student's object and content, preferably as a problem that creates a need to look for information, where from cultural object and motivation is promoted in students.

It should be taken into account how important is to considerate learning styles as a design starting point, execution and teaching-learning process control within psychology educational framework, in addition to research on learning styles has been great importance. Importance for class methodological development because it adapts teaching

methods to students preferred styles, where they can contribute a greater learning satisfaction and academic results improvement

### **ICT in the teaching and learning process in English**

Teaching and learning processes for English skills development have focused largely on computer communication technologies inclusion, for example, internationally an undergraduate project in Madrid entitled “New technologies help to learn English as a foreign language ”carried out by (Gavarri, 2016), with implementing methods objective based on new computer technologies for secondary level English skills strengthening which is approached from four aspects. First, concept and levels needed to develop foreign language skills are explored. Second, seven teaching methods or strategies to arouse interest in English language learning are explained; thirdly, new technologies importance in English learning process is presented and, finally, the impact that these tools have on English skills progress development.

This study concludes that new technologies use in teaching English is favorable for students and teachers, facilitating communication skills, where they lose their fear when speaking or interacting with others. However, teacher orientation is necessary for him to learn properly mastery area. In the study, the argument is taken into account (García Salinas, Ferreira Cabrera and Morales Ríos, 2012) mentioned by Gavarri (2017).

A semi-preschool teaching model use has got appropriate features for students to develop their autonomy in an enabling environment; Face-to-face classes with teachers and online modules where students work independently on previous training basis in learning strategies”

Given this, it can be considered that new communication and computer technologies are great importance tools in English students learning process at different levels because these resources are students' interests and context saturation where they develop themselves, also present skills and abilities that facilitate English learning process, even in this way teachers transform their traditional educational practice.

On the other hand, a national undergraduate research entitled "Use of ICT for four English skills development by Higher Normal Educational Envigado Institution and Educational Institution de Las Palma 11th grade complementary training program students", carried out by Marín and Valderrama (2014) in Medellín Colombia, who set out to analyze ICT use for communication competence development and four linguistic skills development and thus achieve competence in Level A1 suggested by the Common European Framework. This study shows that students do not have motivation in the area when there is no resources use that are interesting to them, according to recorded expressions through an interview applied in 2018, they also show poor performance in external and internal tests. On the other hand, this study expresses that this area's learning problem is generated due to traditional English teaching methods, in which no tools of student's interest are used.

It should be noted that this research concludes that ICT English class use is a teachers' challenge and a change in teaching and learning ways, for this, it is necessary to use them as teaching resources and improve their use in a certain way. In addition, this depends on teacher orientation, which is why teachers should be trained in ICT use to generate changes or transformations in teaching English skills process. It should be mentioned that according to obtained results in this project, it can be inferred that English

teaching and learning are favored through didactic and technological resources, and also increases motivation to acquire English knowledge.

Another study, conducted in Pitalito, city Huila, entitled " ICT Influence in English language communication skills development in Pitalito - Huila -Colombia Montessori educational institution fifth grade students main headquarters" developed by Cajar and Rojas (2017), It aimed to "Determine ICT influence in fifth grade students English language communication skills development in where ICT influence as a methodological strategy in English language communication skills development was analyzed through a mixed investigation, and not for objectives achievement and data processing, survey, direct observation, survey questionnaire and diary field were used. Two questionnaires were applied, the first to measure students' point of view on how they are taught and learn English language as well as their attitude towards class and the second to measure ICT impact in both motivation and learning.

Therefore, this study concludes that ICTs are significant tools in English learning process, because it allows cognitive skills the development, attitude, and procedural English language. Therefore, it is inferred that technological resources are part of student's context and these allow English teaching and learning process area transformation, since technological action facilitates communication, processing and developing English skills possibility. In addition, virtual learning environments are mediation instruments that allow interactions between subjects and mediate their relationship with knowledge skills development.

### **Technological Resources Importance in teaching and learning English**

In this millennium, according to Sife & Sanga (2007) describes that education is associated with digital e-learning strategy, where ICT use, in an educational environment, has had revelation processes changes, its impact has been recognized in relation to reforms, it is known that any technology impact depends on how it is used, in what context and for what purposes, since it opens up possibilities as well as new demands. Thus, it is important to point out that new technologies not only constitute a set of tools at teaching and learning activities service, but also form an environment, a space, a cyberspace, in which human interactions take place. It is mentioned by Callister & Burbules (2006).

On the other hand, Laurillard (2002) mentions that computer language teaching programs offer students the opportunity to study dialogues and texts, perform grammar and vocabulary exercises and even more, listen to texts and record their voices. Despite this, its usefulness and motivation degree they represent for the student is undeniable. Even in Colombia and the world, technological means have represented an extraordinary teaching and learning languages advance, in particular with accompanied texts use by CD ROM where images, videos, lexicons, information and programs are stored so that the user can perform all tasks. Types of exercises: from auditory exercises to pronunciation corrections, through vocabulary learning, phraseology, grammar and all language learning involved elements.

Foreign language learning considers multiple factors that converge and interrelate in such a way that the student can achieve the language mastery, with it, mean a reality and give value to elements that make up Item's social and cultural aspects. English learning

process is updated, nowadays, through ICT use in the classroom. This allows to change the old guided learning scheme search, by one student active participation and teacher. In this sense, (Callister & Burbules, 2006) say that "new technologies not only constitute a set of tools at teaching and learning activities service, but they make up an environment, a space, a cyberspace, in which they produce human interactions". This is how foreign language teaching-learning process has experienced an extraordinary development in recent times, especially due to great interactivity advantage offered by technological means.

On the other hand, according to (Harmer, 2001) "computer language teaching programs offer students the opportunity to study conversations and texts, perform grammar and vocabulary exercises, and even more, listen to texts and record their voices". Therefore, its usefulness and motivation degree they represent for the student is undeniable. In addition, nowadays, the Internet is a context in which there are interactions that combine and interweave inquiry activities, communication, construction and expression.

Among carried out works in other countries, is a study carried out by Diaz & Bruce (2011) with project "Learning English and technologies use: students perceptions and Chilean English teachers at secondary level in 2011", whose objective was to identify professors and secondary level students perceptions on technologies contribution in teaching and learning English process. This study implemented a qualitative methodology in a case study mode, where main techniques for gathering information was a semi-structured interview with 15 teachers and 15 third-year secondary students,

yielding relevance tools use as results. Technology as supports and benefits that provide the English classroom.

According to this, and according to students the perceptions, environments with technological help favor what is being learned recognition, both the process and knowledge acquired amount, being able to organize and decide on steps to follow for their achievement. In addition, accessibility and material abundance allow a learning constancy since students know where and how to use the tool, presenting the opportunity to review information when they need reinforcement and search in other media if they require it. Through ICT use, students are able to make associations with their prior knowledge, so that learning is more meaningful and permanent. Technological resources didactic character allows students to be closer to more authentic studied culture contexts.

Regarding national research that contribute to this study, is Angulo and Ojeda's research carried out at Medellin European Union School in 2016, entitled: "Proposal for English area strengthening, through ICT use "Focused on finding and identifying new educational strategies to motivate European Union school Eighth grade students to be interested in their English language self-learning through new technological resources.

This research used a methodological line descriptive projective type, had a 89 people sample, where a survey was applied as a measuring instrument for information and data collection. As findings, it was concluded students perceptions levels that 85% of them have general knowledge about ICT and its benefit, but there is no use of them, in motivation absence, in the same way it was found that 79 % considers that internet use is a helpful strengthening classes resource in an interactive and playful way, that is to say that different English pages consultation gives them the opportunity to have oral and

listening exercises in order to strengthen their skills ; 63% would like their teachers to use the internet in their classes.

On the other hand, Rojas (2015), developed in Pitalito, Huila a study entitled " ICT English Language Communicative Influence Skills Development at Montessori Educational Institution headquarters ninth grade students " with the objective to determine ICT in English language Communicative influence Competences development. This research was non-experimental in a transactional correlation way, where it was possible to demonstrate that ICTs encourage English communicative speaking skills students development. The exposed results are highlighted as a contribution to this research, because these allow to identify that new technologies do work as innovative mediators to strengthen ninth-grade students teaching and learning process.

## **CHAPTER III**

### **Methodology**

#### **Type of design**

This research is carried out through descriptive design, argued by Sampieri (2016) which mentions that this design is used to specify properties, characteristics, and people's profiles, groups, communities or any phenomenon that is subjected to analysis. In this case, it is intended to measure or collect information and this research type instruments that are then analyzed through a statistical analysis through a central tendency, which allows to know Ninth grade Reading skill students evolution development before and after applying a pedagogical strategy based on Hot Potatoes.

#### **Population and sample**

A population is "individuals' group, objects, elements or phenomena in which certain characteristics that can be studied" (Del Pino, 2008). Therefore, study's population is made up of 90 ninth grade Pitalito city Montessori Educational Institution morning and afternoon students. Once the population is identified, a sample is selected through an intentional online probabilistic calculation as shown in Figure 2, in which the sample is considered to be "elements subset taken from a population that can be probabilistic".

It is worth mentioning that this students group comes from of social strata 1 families and 2, 80% of parents are not professionals, they are involved in field notes, street vendors, housewives, merchants, farmers, caretakers, service employees. Most time they are left alone at home because their parents, due to economic situation, work

the whole time and in some cases depend on single mothers. Ninth grade students are characterized because they are willing to learn, they are disciplined but they are very passive in their learning process.

## Figure 2

*Sample under study*

**Calculadora de Muestras**

Margen de error: 10%  
 Nivel de confianza: 99%  
 Tamaño de Poblacion: 90  
 Calcular

**Margen: 10%**  
**Nivel de confianza: 90%**  
**Poblacion: 90**  
**Tamaño de muestra: 39**

**Ecuacion Estadística para Proporciones poblacionales**

$$n = \frac{z^2(p \cdot q)}{e^2 + \frac{z^2(p \cdot q)}{N}}$$

n= Tamaño de la muestra  
 Z= Nivel de confianza deseado  
 p= Proporción de la población con la característica deseada (éxito)  
 q= Proporción de la población sin la característica deseada (fraciso)  
 e= Nivel de error dispuesto a cometer  
 N= Tamaño de la población

Note: <https://es.surveymonkey.com/mp/sample-size-calculator/>

- **Inclusion criteria:** Ninth grade students with low academic performance in English area also selected students who are attracted to technology, so that they lose interest in their academic training.
- **Exclusion criteria:** Students from other intermediate education grades belonging to Pitalito, Huila Montessori Educational Institution 9th grade students with a good English learning level. It should be noted that ethical considerations, such as personal students' data confidentiality under study, were taken into account by an authorizing parent's letter.

### **Information gathering process**

Next, instruments that allow objectives achievement are described, initially a diagnosis is made by means of a pre-test, in which English level that students have in Reading skill is identified, then a questionnaire with closed questions is applied to parents and students in order to take into account student's interests and needs and thus, design a pedagogical proposal. Then, for a strategy implementation, direct observation and grid observation are used to determine student's attitude changes that favor Reading skill development and finally a post-test is applied again to evaluate ninth grade students Reading skill evolution through a proposed strategy.

### **Techniques and instruments**

#### **Questionnaire**

(Hurtado, 2000), says that questionnaire is a several questions construction, whose objective is to gather information on a social interest topic, where the main instrument advantage is to collect data, identify behaviors, opinions and desires, attitudes and expectations in teaching English process. In this study, a questionnaire is applied to teachers and 9th grade students before pedagogical design and application strategy, which consists of six closed questions and with the purpose to identify pedagogical and technological strategies that teachers use; such as also, students' interest to favor pedagogical strategy design proposed in this study. See annexes I and II.

#### **Direct observation**

This instrument's application consists of observing context and students behavior in an objective and truthful way, where only facts are explained without interpreting them

(Rodríguez, Gil & García, 1996). This way, this instrument allows us to collect expressions, ninth grade students attitudes in different pedagogical strategy application phases based on Hot Potatoes use to criticize and evaluate English teaching strategy design, in which it seeks to respond curricular needs, students' interests, context and new technologies inclusion.

### **Grid observation**

According to (Rodríguez, Gil and Garcia, 1996), this instrument consists in recording direct observations made in an objective manner, where identified facts are described, without making interpretations. This way, this instrument allows to collect expressions, ninth grade students attitudes, as well as describe student's evolution in terms of their attitudes or expressions when making a pedagogical proposed strategy use. See Annex III.

### **Pre-post test**

According to Feixas (1996), it mentions that quantitative instrument descriptions reflect changes or evolution's student who has through a strategic plan to be developed. In this case, this instrument, which consists of 10 questions, is used to determine if reading skill improves in ninth grade students through Hot Potatoes application. It should be noted that proposed questions in this instrument are extracted from English curriculum book, as described in annexes. See Annex IV

### **Pedagogical strategy activities**

This strategy is based on making Hot Potatoes application use, where the student performs 6 readings dynamically, divided into two phases, during 12 weeks. In the first

phase, you will allocate 1 hour per week for each reading, using images, illustrations, exercises Interactive, each reading has its respective way of interacting acquired knowledge, where the student reflects, self-evaluates, according to their learning style.

In the second phase, the student evaluates reading ability achieved through game, crossword puzzles, relationship exercises, closed questions to complement, audios, among others, which each reading has a one-hour period limited time. Therefore, Hot Potatoes online application proposed in this 12 constant sessions or weeks study, where each phase has 6 reading sections development and 6 evaluation sections. The following describes how Hot Potatoes application is created and, secondly, what is each session's purpose, as well as each session activities description.

### **The Hot Potatoes strategy design**

The following describes how "Hot Potatoes" application is created and used. It is worth mentioning that this off line application is designed according to students interests, in addition, it is composed by six readings based on English curriculum, which is in accordance with Ministry National Education curricular guidelines, then, themes are related to everyday situations, activities at home, school, sports, cinema, among other activities. It even gives students the opportunity to visit other learning pages based on the same theme proposed in this study. In addition, it is worth mentioning that all readings are extracted from a in English basic curriculum program for "English Deepening in Huila governorate at an A2 level average ".

On the other hand, Hot Potatoes is a free software tool, it is used of line, as well as online, it is made up of six creation options, such as; JQuiz, JClose, JCross; JMatch, JMix, The Matcher. Next, each Hot Potatoes's functionalities tool are explained, so that

students can explore them and acquire reading skills through interactive activities, stories such as crossword puzzles, word searches, relationship exercises, sequencing, among others.

**Figure 3**

*Hot Potatoes application menu.*



*Note:* Author the work

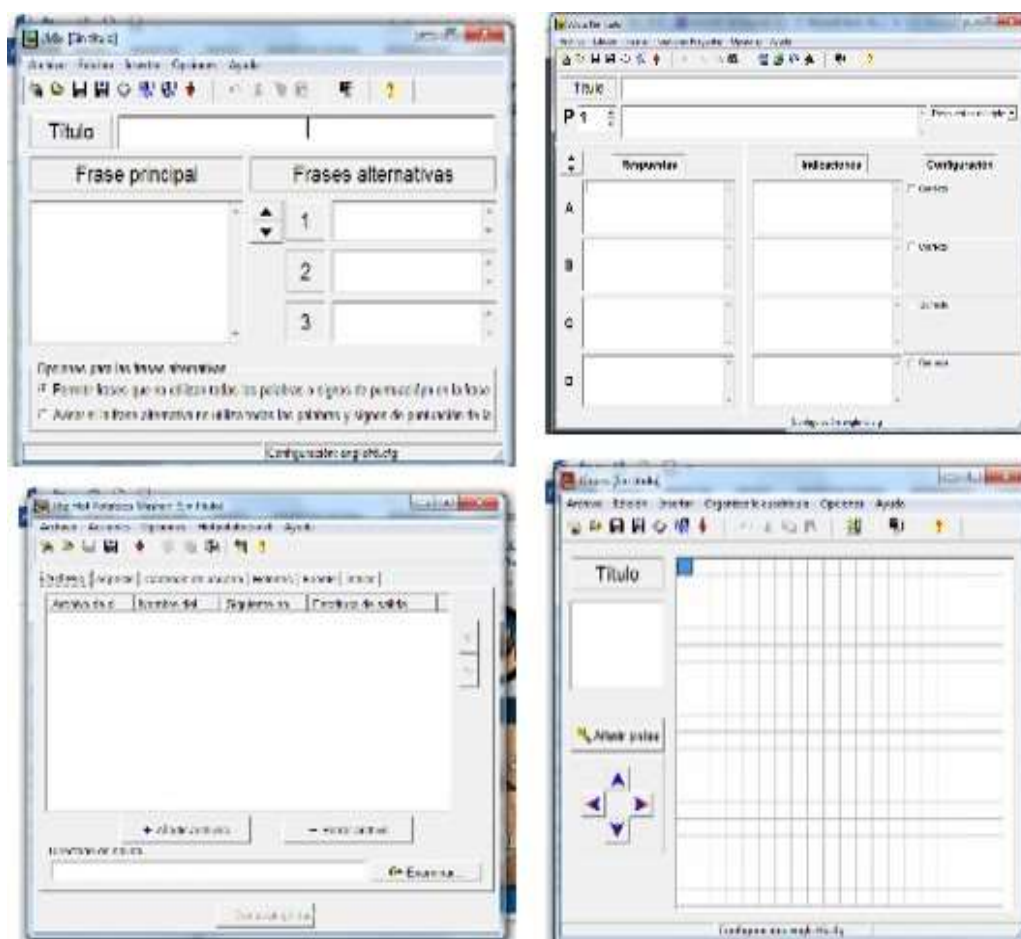
- ✓ **JQuiz:** through which multiple response activities are created and each question can have wanted administrator's answers, regardless of whether they are correct **or incorrect.**
- **JCloze:** through which activities to fill in spaces are generated, and like the previous one, multiple correct and incorrect answers can be placed for each option, with a possibility that the student can request help to the application if they have any doubts, in addition, exposes a correct answer letter when help button is pressed.
- **JCross:** Through this option, all sizes crosswords can be created, in addition, to have a help system that complements student's program.

- **JMatch**, For sorting and pairing activities design, where elements list that appear on the left side with images or texts is exposed, on the contrary, the right part is exposed in a disorderly manner.
- **JMix**: It is used to design texts or phrases reconstruction activities from a disorderly words series, along with complementary help system.
- **The Matcher**: Application used to compile different designed activities in different mentioned applications above, to create a complete teaching unit.

In applications a very useful tool for application development appears, since in it you can attach stories, stories, poems etc.... and with this you can complement exercises. Also, you can insert images, audios and videos, choose application colors and that your presentation is your style. The following shows Hot Potatoes screenshots structure, initially they have a menu, where they describe all interactive readings that the student makes, in these readings students can:

- a. Make a quick read.
- b. Interact with reading and relate it to an image.
- c. Interpret reading through interactive questions.
- d. Evaluate the acquired level.

Figure 2 shows Hot Potatoes the structure found in this application, which allows activities design developed by the student to acquire reading skills:

**Figure 4***Hot Potatoes structure for activities design*

*Note:* Author of the work.

Figure 3 shows the activities carried out through HOT POTATOES, six readings are proposed, which are developed in twelve sections, in addition each reading has two interactive activities for the student to test the ability to interpret the proposed reading. On the other hand, it must be specified that each section must be developed in one hour

**Figure 5**

*Interactive activities proposed in Hot Potatoes*



*Note:* Author of the work

### Description of each session activities

Methodology proposed in this study was developed in a three-month period, in which one hour is devoted weekly, first an interactive reading was made through HOT POTATOES, then in the following week reading was evaluated interactively through the applicative.

This a sample of six out of 12 sessions applied during this research.

**Table 1**

*Description of each Session Activities*

<b>Each Session activities</b>			
<b>Reading</b>	<b>competence to develop</b>	<b>DESCRIPTION OF THE ACTIVITY</b>	<b>time</b>
<b>1. Behind Bars</b>	Increase the ability to infer and interpret a text related to daily routines, where the student uses Adverbs of frequency	<p><b>Initial activity</b></p> <p>In each activity, the teacher starts asking students questions related to competence</p>	<ul style="list-style-type: none"> <li>➤ <u>Section 1:</u> Reading completion 1 hour. First week</li> <li>➤ <u>Section 2:</u> Interactive and playful reading evaluation. 1 hour Second week</li> </ul>

<p>2. Mobile phones in class room</p>	<p>Develop the ability to infer and interpret a text related to a life the project through adjectives use.</p>	<p>to develop, also socializes them with the purpose of guiding the student in the process or reading skill development and introducing them to exercises found in the proposed application.</p>	<ul style="list-style-type: none"> <li>➤ <u>Section 3:</u> Reading completion 1 hour. Third week</li> <li>➤ <u>Section 4:</u> Interactive and playful reading evaluation. 1 hour Fourth week</li> </ul>
<p>3. Gabriel Garcia Marquez</p>	<p>Infer and interpret a text related to emotions where the student uses prepositions and Articles.</p>	<p><b>Central activity</b></p> <p>Once, the interest of the students is awakened through guiding questions, individually and by</p>	<ul style="list-style-type: none"> <li>➤ <u>Section 5:</u> Reading completion 1 hour. Fifth week</li> <li>➤ <u>Section 6:</u> Interactive and playful reading evaluation. 1 hour Sixth week</li> </ul>
<p>4. My Vacation Projects</p>	<p>Increase the ability to infer and interpret a text related to home and other situations, where the student uses prepositions, and verbs.</p>	<p>groups they develop activities found in the application, in order to acquire a dynamic study habit.</p> <p><b>Final activity</b></p>	<ul style="list-style-type: none"> <li>➤ <u>Section 7:</u> Reading completion 1 hour. Seventh week</li> <li>➤ <u>Section 8:</u> Interactive and playful reading evaluation. 1 hour Eighth week</li> </ul>

<p><b>5.</b> His daily Routine</p>	<p>infer and interpret a text related to daily routines, life projects, emotions, home situations and others, where the student uses prepositions.</p>	<p>At the end of each reading made by the student, he evaluates his knowledge acquired through an interactive evaluation found in Hot Potatoes Application.</p>	<ul style="list-style-type: none"> <li>➤ <u>Section 9:</u> Reading completion 1 hour. Ninth week</li> <li>➤ <u>Section 10:</u> Interactive and playful reading evaluation. 1 hour Tenth week</li> </ul>
<p><b>6.</b> A new House</p>	<p>To Develop the ability to infer and interpret a text related to daily routines, life projects, emotions, home situations and others, where the student uses prepositions, verbs, adjectives, frequency adverbs, articles and prepositions for reading development skills Frequency</p>		<ul style="list-style-type: none"> <li>➤ <u>Section 11:</u> Reading completion 1 hour. Eleventh week</li> <li>➤ <u>Section 12:</u> Interactive and playful reading.evaluation 1 hour Twelfth week</li> </ul>

*Note:* work's Author

## CHAPTER IV

### Results and Discussion

This study findings were achieved through a questionnaire use, direct observation, grid observation and a pre-test, where the first allowed to know student's interest and context to design a strategy based on Hot Potatoes. On the other hand, observation and grid made it easier to identify student's motivation before and after the application, pre and pos- test facilitated to evaluate English students level evolution by Hot Potatoes application means.

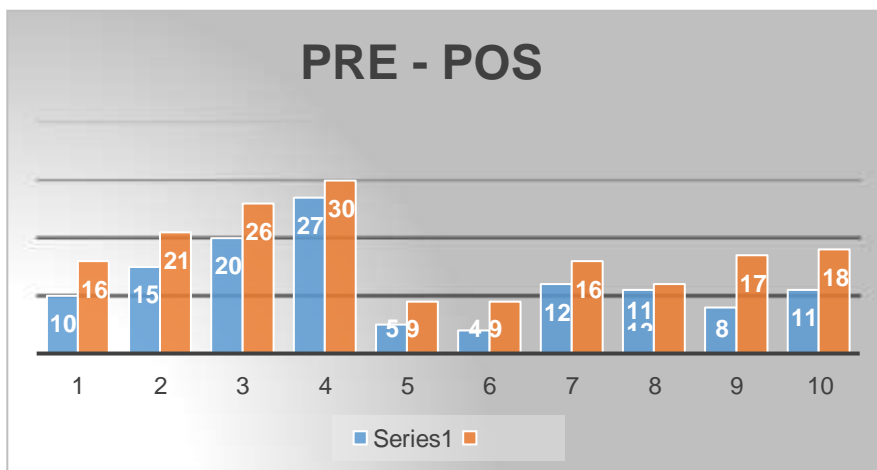
Next, results obtained from pre and post-test are described. It should be noted that test questions were taken from Huila "One Way" booklet, from English program department (2014), which states that ninth grade students must reach and A2 level. For this reason, the last two selected readings for test comply with the Common European Framework deepening and an A1, and A2, level where the first test uses only questions that identify A1 level and the second identifies A2 level.

**Table 2**

*Results of the pre-pos test*

<i>Test results applied to students before and after</i>		
<b>Items</b>	<b>Before</b>	<b>After</b>
1	10	16
2	15	21
3	20	26
4	27	30
5	5	9
6	4	9
7	12	16
8	11	12
9	8	17
10	11	18

*Note:* author of the work

**Figure 6***Pre-test - Pos-test**Note:* author of the work

The graph above shows that students who presented the test before the application, it was not possible for the 39 students to fully answer asked questions, where in question number four (4) it was where they answered correctly, with a 27 students' total. Given this, it can be said, what was mentioned by Callister & Barbules (2006) became evident, pointing out that “language teaching and learning systems, based on technological means, allow interactivity, informative channels variety such as oral language, written language, iconic language and animated situations such as cinematographic techniques, drawings and cartoons” (29)

Table 3

*Results of the direct observation before and after*

	<b>Sección 1.</b>	<b>Sección 2.</b>	<b>Sección 3.</b>	<b>Sección 4.</b>	<b>Sección 5.</b>	<b>Sección 6.</b>
<b>Before</b>	Students are observed bored, lying on their desks and without paying attention to teacher's explanations.	Most students are distracted and unwilling to learn about English reading	Children are shown little interested in activities classes explanations.	Although children are found they are located in confined spaces, they are not shared their opinions among themselves.	Students were confused and apparently did not understand texts so they do not participate in class.	Some students are observed with little disposition to learn, they are not motivated to develop established teachers activities.
<b>After</b>	Most students are attentive to teachers' explanation about activities development through HOT POTATOES application.	In this second section, students are motivated to develop English readings through the proposed application.	Most students who participate in classes answer questions related to found application readings.	The student's interest in learning is more noticeable, classes are held dynamically.	Students were motivated in classes, making HOT POTATOES use and in teachers guided activities.	Student's groups were participatory and associated their perceptions with their peers.

*Note:* author of the work

**Table 4***Direct observation before and after Results*

	<b>Sección 7.</b>	<b>Sección 8.</b>	<b>Sección 9.</b>	<b>Sección 10.</b>	<b>Sección 11.</b>	<b>Sección 12.</b>
<b>Before</b>	Children are passive, they do not share their opinions with each other, they only use workshops to do writing exercises.	The little disposition to learn is evident, students are not motivated to develop teacher's guided activities, it is noticeable by disgust expressions they make.	Children do not understand what the teacher explains, they do not do exercises because they do not understand.	Most students are distracted and unwilling to learn about English reading.	Students did not understand texts, so they did not participate in class and easily dispersed, they spoke in class, they did not discipline.	Students do not attend a class, teacher explains at all times an exercise on the board and then has the same routine of placing an exercise in their notebook generating monotony.
<b>After</b>	The students were motivated in classes and in teachers developed activities.	Students listen to their classmates opinions, carry out their activities in the application in a concentrated way.	Students participate in classes, answer questions asked, work individually and in teams.	Student's interest in learning is more remarkable, they work HOT POTATOES application in a pleasant way and do all proposed exercises.	In this second section, students are motivated to develop English readings. .	The student develops reading ability through pleasure by using HOT POTATOES application.

*Note: author of the work*

On the other hand, through **direct observation** it was possible to show that ninth grade students worked autonomously and individually, it was also observed that they concentrated on readings, without dispersing and that they did not need teacher's guidance because it is An interest resource to them, expressions recorded in diary field, see annex IV. Given this, it can be said that what is described by (Richards and Rodgers, 2014), where they mention that process direction, such as teaching-learning, must begin with integrated methodology consideration. It is necessary to create an expectation that moves learning and that can have an internal or external origin. In this case, technological resources mainstreaming in English learning process allows a change or a new learning expectation.

Another instrument that allowed objectives achievement was **grid observation**, in which direct observations records were made, in which it was evidenced that students shared, concentrated, were attentive to teacher's given orientations they shared criteria among colleagues and worked without their behavior resulting in indiscipline. It is inferred through this, that technological resources application can be used to strengthen reading capacity. Then, in this study, Hot Potatoes application as a technological instrument, favored ninth grade students' reading ability because it generated an attitudinal shift towards learning English evidenced in concentration and in initiative to work individually and in groups It is also of great student interest as it allows him to interact with technological resources that saturate his context.

Table 4

*Results of the questionnaire*

ITEMS BEFORE THE PROPOSAL	TEACHER	ITEMS AFTER THE PROPOSAL	STUDENT
<b>Do you know pedagogical strategies that are used from area English to impart knowledge in this institution's ninth-grade students?</b>	Three teachers who guide English class mention that the strategy they use to guide class is through workshops that allow them to prepare for ICFES.	<b>Do you think English teachers use different teaching forms? Which ones do they use for it?</b>	23 out of 39 students mention that teachers always explain in the same way, first they make an explanation and then assign exercises in the notebook.
<b>What behaviors or attitudes do students show in English classes during aforementioned implementation pedagogical strategies?</b>	Three teachers mention that 65% of the students do not like English class, they are all lazy to do tasks, when they are proposed to develop workshops.	<b>How are you feeling during English classes?</b>	27 students describe classes as boring and the teacher is very demanding.
<b>What technological resources English teachers do you use for teaching English?</b>	26 students mention that teachers do not use technological resources, only 13 describe that in some cases they use recorder.	<b>How often do English teachers use technological resources to teach? Which ones do they use for it?</b>	26 students mention that teachers do not use technological resources, only 13 describe that in some cases they use the recorder.
<b>Are technological resources used consistent with themes and purposes that guide classes?</b>	Three teachers mention that workshops are held according to an established content, according to MEN curricula.	<b>What technological resources, or others, could be implemented from English area to teach?</b>	33 students described that classes would be interesting using computers and cell phones.
<b>What technological resources, or others, could be implemented to improve teaching provided from English area in ninth grade students?</b>	Three teachers describe that they would like to have internet to carry out several interactive activities with their students.	<b>How would you like English classes to be?</b>	39 students mention that English should be more fun and interactive.
<b>What role would proposed new technologies play to improve English teaching area?</b>	Three teachers describe that new technologies are pedagogical instruments that allow students to interact and learn by playing.	<b>What activities would you like the teacher to do in order to learn English?</b>	30 students say they would like the teacher to use dynamic activities to learn English.

*Note:* author of the work

As for the **questionnaire**, it was an instrument that was applied to both teachers and students, specifically, based on students' expressions or interests, the strategy proposed in this research was designed. In addition, strategies used by teachers for English class development were known, as well as interests or resources that motivate the student to learn this language. After results in this instrument, it was determined that the institution does not use technological tools to teach English, but students mention their interest in these technological resources.

For this reason, this result leads to technological design application for English reading skill development. However, some teachers mentioned that they make technological resources use such as; Beam video, to make animated presentations that attract attention. Thus, through these instruments, it is deduced that "Hot Potatoes" makes it possible to strengthen reading because a motivational change is generated in ninth grade students, where it was evident in students: greater concentration, provision, taste and interest in Continue reading other texts related to the proposed topic.

## Discussion

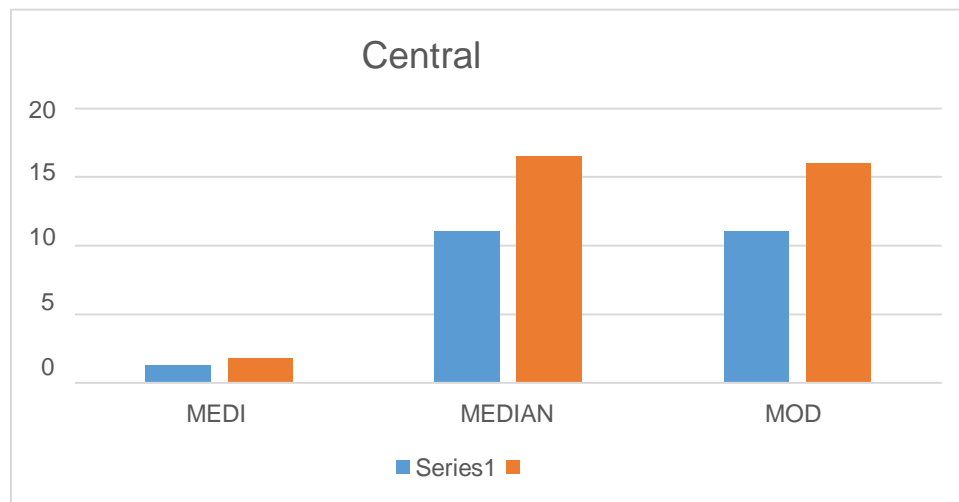
This study, achieved the proposed objectives through descriptive design orientation, where through Pre and Post-test as quantitative instruments, evolution A2 English level in reading skills was evidenced, through a pedagogical strategy application based in Hot Potatoes. Then, once these results instruments were obtained, probabilistic calculations were determined as shown in Figure 3.

*Tabla 3*

<i>Statistical calculations according to pre-post test results</i>		
<b>Question</b>	<b>Before</b>	<b>After</b>
1	<b>10</b>	<b>16</b>
2	15	21
3	20	26
4	27	30
5	5	9
6	4	9
7	12	16
8	11	12
9	8	17
10	11	18
<b>MEDIA</b>	1,23	1,74
<b>MEDIANA</b>	11	17
<b>MODA</b>	11	16

*Note:* author of the work

Figure 7: Central tendency



*Note:* author of the work

According to Figure 3, it is evident that common value average increases from 12.3 to 17.4, that is, an evolution of 5.1 at A2 level in reading skill according to the Common European framework. As for the median, it is described that before it had a 11 weighting, that is to say that only three questions were above and seven below, indicating that there are more questions in mistakes than successes. On the other hand, after this pedagogical strategy medians had a 16.5 weighted, that is to say, seven questions were above and three below, indicating with this that successes in questions increased, thus showing Pedagogical strategy effectiveness.

Another aspect, in this figure in mode value, it is evident that before Hot Potatoes application the value that is repeated is 11, as described in question 8 and 10, but when compared with achieved results after the application, these questions are no longer repeated indicating that A2 student's level has been strengthened, however it is evident that fashion after the application is 17, where no question is repeated. Then according to media, moda

and median, it can be said that, Hot Potatoes Application is effective in strengthening Reading ability.

Given this result, it can be compared with what the theory says, which indicates that technology-mediated language learning and, in this case, Hot Potatoes application the use, seems to be an effective technological resource because it is used as a transversal tool, as mentioned (Carranza Alcántar, M., Islas Torres, C. and Maciel Gómez (2018), because it is considered as a technological resource composed of a set of elements that have skills and abilities, in addition ICTs facilitate collaborative work and at the same time offer potential for personalized and structured learning.

However, present students are affected by technologies range from a very early age at home, but when they are properly oriented, they generate skills that allow them to function in the context, For example, when they arrive at preschool, many have developed at least some digital skills that allow them to participate in technology-driven activities and as soon as they start school, technological resources use generates motivation because part of their interests and even more so that society is saturated with technological resources.

It is important to keep in mind that technology use must also have a relevant context, and in terms of English teaching use, developing a critical mindset is the key for teachers to implement technologies efficiently and effectively. Therefore, with the present research work, Hot Potatoes was implemented as a strategy in teaching English according to student's context and curriculum needs, achieving speaking strengthening ability through Hot Potatoes use in ninth grade students.

It is worth mentioning that technological resources become effective and significant pedagogical strategies in learning process, when they are used taking into account students´

interests and context needs, as evidenced by found findings in **questionnaire and grid observation**, which were tools that facilitated knowing what strategies teachers used and what were ninth grade students interests, and in this way, structure or proposal design, where it was identified that Hot potatoes in an application that generates an attitudinal change in the student for reading skill development, an aspect that was based on (Palacios Macías & Roldán Gómez, 2012 ) which describes that Hot Potatoes is a very interesting resource for generating reinforcement or revision exercises for students.

He also describes it (Quintana, 2014) who says that Hot potatoes allows teachers to evaluate students' individual performance because students can only identify their own weaknesses, skills and advances in the subject in which the activity focuses. Before, what Quintana mentioned, who says that technologies generate a change in academic processes, can be seen in **questionnaire** results as evidenced in the following graphic:

**Tabla 4**

*Topics found in questionnaire findings*

Topics found in the questionnaire findings			
Question	Before	Topics	Expressions
1	23	Traditional methodological process	"Teacher explains and then exercises, how boring"
2	27	Demotivation on the part of students.	"I don't like classes; I prefer to do nothing"
3	26	Decontextualized classes.	"Teachers never use the computer to explain us"
4	27	Interest and motivation for TIC.	"It would be interesting for the teacher to use the cell phone or the computer for classes"
5	39	Lack of interest in developing English reading skills.	"Classes are not fun, I don't like reading in English"
6	30	Decontextualized teachers.	"Teachers never takes into account our opinions"

*Note:* author of the work

According to table 3 **questionnaire** findings, it was evident that in ninth grade English teaching and learning area processes, difficulties arose, such as; traditional methodological process, demotivation on students' part, decontextualized classes, decontextualized classes, interest and motivation for TIC, interest Lack in developing English reading skills and decontextualized teachers. Given this, teachers must make use of strategies that respond to a context in which the student operates, as Morin (2011) says mentioned by Arteaga, Meneses and Luna (2015) points out that didactic strategies are constant processes that allow knowing, developing skills, knowledge, emotions and generate study habits.

On the other hand, through **direct observation**, registration in diary field and questionnaire, it was possible to determine in this investigation that Hot Potatoes application as a didactic strategy generated a transformation in students motivation, for example in a **questionnaire** some identified topics that recurred in given answers by students, where they described that they found classes boring, they did not like reading. In this case, from direct observation it was evident to identify that before the application, students did not participate, they had no motivation to read, they were easily distracted.

But after the application, it is evident that students were motivated to read through technological resources that saturate the context in which they operate, which implies inferring that this type of accessible learning process to teachers strengthen students' abilities through reading habits. Given this, it can be said that teaching and learning processes for English skills development should focus on inclusion communication technologies to focus the student on learning process. (Gavarri, 2016).

## CHAPTER V

### Conclusions and Recommendations

This study conclusions, start from responding to objectives set in this paper, therefore, through Pre-test and Post-test it was identified that pedagogical strategies based on Hot Potatoes strengthen reading skill because through performed statistical analysis to this instrument' Findings, it is determined that average increases from 12.3 to 17.4 that is to say an evolution of 5.1 at A2 level in reading skill according to the Common European Framework. However, it is considered pertinent to continue generating study habits through these technological resources to develop meaningful learning.

This study concluded that pedagogical strategies design are effective, when they start from student's interest and context, in this case, through the questionnaire, it was possible to know ninth grade students' interests and needs, who they allowed pedagogical strategies design based on Hot Potatoes, where students indicated that they are interested in English classes when they use these technological resources, because they cease to be memorial and monotonous classes, as Garcés (2015) points out where he says that good second language skills development depends on new pedagogical and motivational technologies use. Given this, it's inferred that teaching resources lack, is due to, they aren't student's interest so they can develop learning skills during their process.

Another aspect that concludes this study is that Hot Potatoes class implementation according to curricular needs and ICT use, generates motivating attitudes in ninth grade students, also improved theoretical and practical knowledge that were addressed in every

moment related to reading skills development, where average increases from 12.3 to 17.4 showed that A2 level improved according to MEN curriculum standards requirements.

On the other hand, specific approaches in this project in each chapter, mainly based on Ausubel's meaningful learning theory and developed actions through technological resources, were of great value because they were able to strengthen necessary knowledge and thus improve English skills teaching-learning processes. Of course, at all times you should try to learn, understand and experience new things that provide significant possibility changes promoting according to students' interests.

Finally, this research contributes to Montessori Educational Institution, importance that English area must be given, for good communication development channels between teachers and students, in addition to developing reading and writing skills in this area, as well as another knowledge subject, teachers care about technological resources implementation that are part of an evolving society and saturate student interests.

## **Recommendations**

Sometimes, guides application and development or the reading tests are not the best way to approach the related processes to English texts reading comprehension, since subjects or terms to be taken into account must first work on students. Therefore, consider Tics use as resources to carry out tasks in a group way, where teachers and students participate all times, because it is intended with language communicative skills development, to Thus, little by little, English understanding will be improved, in addition to teaching and learning processes in this area.

On the other hand, strategies used in class in many situations and actions do not have positive or favorable results, so it is thought that these should innovate or go through changes according to conditions, attitudes and students' behavior. Hence, teachers must be evaluated as students and thus solve these problems in achieving good training subjects in the community, which are affected by various social and cultural influence society groups.

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## APPENDIX

### Annexed 1: Questionnaire Design

#### EDUCATIONAL SCHOOL MONTESSORI PITALITO HUILA



#### Questionnaire for English Teachers I

**Objective:** Identify current pedagogical strategies in teaching English, through new technologies use with ninth grade students.

Name: \_\_\_\_\_ Institution: \_\_\_\_\_

Date: \_\_\_\_\_ Subject and Teaching Degree: \_\_\_\_\_

1. Do you know any pedagogical strategies that are used from English area to impart knowledge in ninth grade students of this institution?

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2. What behaviors or attitudes do students show in English classes during aforementioned pedagogical strategies implementation?

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3. What technological resources English teachers use for English teaching?

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4. Are technological resources used consistent with themes purposes that guide classes?

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5. What technological resources, or others, could be implemented to improve provided teaching from English area in ninth grade students?

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6. What role would new proposed technologies play to improve teaching English area?

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## Questionnaire for Student II

### EDUCATIONAL SCHOOL MONTESSORI PITALITO HUILA



**Objective:** To identify current pedagogical strategies in teaching English through new technologies use in students.

Name: \_\_\_\_\_ Institution: \_\_\_\_\_

Date: \_\_\_\_\_ Grade: \_\_\_\_\_

1. Do you think English teachers use different teaching forms? Which ones do they use for it?

\_\_\_\_\_

2. How are you feeling during English classes?

\_\_\_\_\_

3. How often do English teachers use technological resources to teach? Which ones do they use for it?

\_\_\_\_\_

\_\_\_\_\_

4. What technological resources, or others, could be implemented from English area to teach? \_\_\_\_\_

\_\_\_\_\_

5. How would you like English classes to be?

\_\_\_\_\_

\_\_\_\_\_

6. What activities would you like the teacher to do in order to learn English?

\_\_\_\_\_

\_\_\_\_\_

**Annexed 2:** Field diary Design**EDUCATIONAL SCHOOL MONTESSORI PITALITO HUILA**

**Objective:** To valuate Story Bird and Hot Potatoes applications effectiveness to strengthen Reading skill.

PLACE		INSTITUCION EDUCATIVA MONTESSORI
DATE		
TIME		
GRADE		
SESSION		
CONTENT		
<b>Pedagogical Strategy</b>	<b>OBSERVATIONS</b>	
<p>Story bird and Hot Potatoes to strengthen Reading skill</p>		

### Annexed 3: Questionnaire results

Questionnaire Result applied to two teachers.

Questions	Teachers
<p><b>Do you know pedagogical strategies used from English area to impart knowledge in ninth grade students of this institution?</b></p>	<p>When teachers were asked if they knew pedagogical strategies they used to teach in English area, the majority replied that they did, in addition to stating that they applied strategies such as “verbs learning”, “readings” in order to contribute in a dynamic "knowledge" way.</p>
<p><b>What behaviors or attitudes do students show in English classes during aforementioned pedagogical strategies implementation?</b></p>	<p>Attitudes vary according to class dynamics”; this is what teachers said before the question. According to them, there are strategies that attract attention and motivate students but there are others such as "readings" " verbs learning ", "composed sentences" in which students are apathetic, do not work in class, They talk to another classmates, do not follow instructions and encourage indiscipline.</p>
<p><b>What technological resources do English teachers use for teaching English?</b></p>	<p>Most teachers said they did not use technological tools, however, some said they used Beam video to make animated presentations that would attract attention, or used computer room to do online exercises and listen to audios that would allow Students be more connected to language.</p>
<p><b>Are technological resources used consistent with themes and purposes that classes guide?</b></p>	<p>Teachers said that “everything that is used to teach classes is consistent with its needs. Of course, it would not make sense, it would be like wasting time.” In this way, it was possible to identify that teachers who use technological tools in their classes, do so according to their needs, that is, to “fill gaps that remain in the class” or “complement knowledge”.</p>
<p><b>What technological resources could be implemented to improve provided teaching from English area in ninth grade students?</b></p>	<p>In this question, teachers referred to technological resources use such as cell phones “because students are very attached to technology world, they are resources that can be used”, online exercises, and a bilingual room implementation, among others.</p>
<p><b>What role would new proposed technologies play to improve teaching in English area?</b></p>	<p>For this question’s formulation, an explanation was first made of what this research entails. Given that, teachers said that "proposal turns out to be an innovator for this area learning “ because "it can serve to motivate students more" and provides "information according to subject requirements demands"</p>

Questionnaire Result applied to students

Questionnaire questions applied to students	Student Answers
<p><b>1. Do you think English teachers use different teaching forms? Which ones do they use for it?</b></p>	<p>According to question 1, students agreed to answer that teaching ways since their beginnings in English formation were the same, as they stated in their answers “because they are almost always the same”, “no, they are always the same”. They also stated that they did activities such as “writing sentences, according to class themes”, “learning vocabulary for assessments”, “taking readings”, “making presentations on any subject”, “making written assessments” among others.</p>
<p><b>2. How do you feel during English classes?</b></p>	<p>14 out of 38 students, agreed on answers such as: "sometimes I feel comfortable, because I like to learn," "I feel good, because I like English." However, 16 of them said they were very "lazy" to do some activities, because "they are boring, the same as always" "sometimes I'm lazy and bored"</p>
<p><b>3. How often do English teachers use technological resources to teach? Which ones do they use for it?</b></p>	<p>According to students' responses, teachers use very few technological resources and when they do, they use computers and sometimes use Beam video.</p>
<p><b>4. What technological or other resources could be implemented from English area to teach?</b></p>	<p>Students said they would like to implement technological resources such as: PowerPoint to make exhibitions, use online dictionary, social networks to interact with foreign people, create blogs, among others.</p>
<p><b>5. How would you like English classes to be?</b></p>	<p>Students said they would like classes to be more dynamic, to let them use cell phones as technological resources to interact with foreign people.</p>
<p><b>6. What activities would you like the teacher to do in order to learn English?</b></p>	<p>Students expressed that teachers should teach the most dynamic classes, where they could use technology resources, pedagogical outings, karaokes, and thematic classes, among others.</p>

**Source: Work Author**

**Annexed 4:** Field diary results

<b>Session</b>	<b>Description</b>
<b>I (4 hours)</b>	During Hot Potatoes readings development it was evident that students followed the addressed procedure by the same application in teacher's guide company. In addition, in this activity, students understood autonomously, fun and entertaining in each phase, according to their own learning process.
<b>II (4 hours)</b>	Technological resources use reflects students' motivation degree to interpret the proposed reading in Hot Potatoes Application. Here it was possible to observe that they concentrated easily, their gestures were pleasant and they competed among peers to give correct readings answers.
<b>III (4 hours)</b>	Students enjoyed practice offered by applications. With this, he realizes what he said (Tripero, 2010) when he mentioned that new technologies use allows to obtain a significant learning experience with these tools.
<b>IV (4 hours)</b>	If you observe that students work in a group in an autonomous way, you do not need teacher's guidance to carry out activities, however sometimes they are dispersed in other technological actions that are not part of the activity.
<b>V (4 hours)</b>	Students participate in a group, participate in oppositions, and collaborate to fulfill all proposed activities.
<b>VI (4 hours)</b>	Teacher's role was to follow up on active work that students performed. Therefore, it can be said that pedagogical strategy proposed in this study, allows the student to develop a process in an appropriate and motivating way, to acquire knowledge, thus complying with what is mentioned by (Bravo, 2008) where it states that Strategies are scenarios that acquire knowledge through procedures.

**Source:** authors of the work

**Annexed 5: Photo studio**



INDUCTION



PRACTICE



## Annexed 6: Educational Analytic Summary – RAE



<b>Text Title</b>	New technologies help in learning English as a foreign language
<b>Name and Surname of the Author</b>	Carlota Rico Sirvent
<b>Publication Year</b>	2017 Madrid

**Summary of the text:** This research project is approached from four aspects; First, levels and concept needed to develop foreign language skills are explored. Secondly, seven teaching methods or strategies to arouse interest in English language learning are explained, thirdly, new technologies importance in English learning process is introduced and finally the impact that these tools have in English skills progress development.

<b>Keywords</b>	New technologies, Foreign languages, learning strategies, Skills developed, Combined learning.
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**Problem addressed by the text:**

The low performance English area level in internal and external tests during 2018 and 2019

**Project objective:** Implement methods based on new computer technologies to strengthen English skills at secondary levels

**Arguments presented by the author:** Chats and emails are a great opportunity for the student to communicate with native people. According to González Otero (2016), emails or chats exchange with native people is an experience that has turned out to be very positive. And this tool encompasses learning different skills, from reading comprehension, to grammar, and why not, student's oral ability, since chats also have a microphone tool.

**Conclusions:** New technologies use in English teaching is favorable for students and teachers, facilitating communicative ability, where they lose their fear when speaking or interacting with others, however, teacher's orientation is necessary to learn proper mastery area.

**Bibliografía citada por el autor**

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**Arguments that interconnects with the main topics research to be developed:**

“Blended teaching model use meets the appropriate characteristics for students to develop their autonomy in an enabling environment; face-to-face classes with teachers and online modules where students work independently on prior basis training in learning strategies”(Garcia Salinas, Ferreira Cabrera, & Morales Ríos, 2012). Given this, it can be considered that new technologies with resources or tools of great importance in English students learning process at different levels because these resources are student's




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interest and saturate the context where they operate, in addition, this way teachers transform their traditional educational practices.

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### Educational Analytic Summary – RAE

<b>Text Title</b>	TICs use for four English skills development by Normal Superior Educational Institution and Envigado Las Palmas Educational Institution complementary training program 11th grade students.
<b>Author's Name and Surname</b>	Aída Margory Marín Giraldo Martha Cecilia Valderrama López
<b>Publication Year</b>	2014. Medellín

**Text Summary:** This research's intention was to analyze eleventh grade students ICT use for four English language skills development at A1 level according to the Common European Framework. This study's objectives are achieved through a mixed investigation, where a survey is applied as a quantitative instrument, in a qualitative instrument case, an interview and direct observation are used to collect didactic unit evidence raised by ICT.

<b>Keywords</b>	English teaching TICs, communicative competence TICs, English skills development TICs.
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**Problem addressed by the text:** Eleventh grade students have no interest in the area, according to recorded expressions through an interview applied in 2018, they also have low academic performance in proposed Foreign Language area achievements. On the other hand, in this study it is expressed that this area's learning problem is generated because of traditional English teaching methods, in which there are no student's interest tools use.

**Project objective:** To analyze ICT use for Communication Competence development and for four language skills development for A1 Level Competence suggested by the Common European Framework, at Higher Normal Educational Institution of Envigado Complementary Training Program students and Las Palmas Educational Institution 11th grade students.

**Arguments presented by the author:** In recent decades, the so-called traditional education to digital education has been passed, all people can be both transmitters and knowledge recipients through a computer with internet connection. The student became the protagonist of his processes and develops his skills for the approach and problem-solving Colombia Aprende. (September 14, 2012).

**Conclusions:** ICT use in English class presumes a challenge for teachers and a change in the ways of teaching and learning, for this it is necessary to use them as teaching resources and enhance their use in a relevant way. It is up to the teacher, his preparation around ICT use that will generate the change that knowledge society requires and this will be possible only if the new role assumed by transformations is assumed. In order for the student to acquire English language proficiency, they must recognize and learn an extensive vocabulary, a task that becomes arduous for the teacher since young people acquire a momentary, memorial learning and quickly forget what is seen in class even more when what you learn you don't have the opportunity to practice. To fill this lack, ICTs allow us to reach learning with the same vocabulary but in a dynamic and interactive way, achieving significant learning.

#### Bibliografía citada por el autor

Colombia Aprende. (14 de 09 de 2012). Recuperado el 30 de 08 de 2014, de Uso de Medios y TIC en Enseñanza de Lenguas Extranjeras: <http://www.colombiaaprende.edu.co/html/productos/1685/w3-article-290015.html>

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Johnson, B. O. (2014). Mixed Methods Research: A Research Paradigm Who's Time Has Come. Educational Researcher.

**Arguments that interconnects with the main topics research to be developed:** According to results obtained in this project, it can be inferred that English teaching and learning is favored through didactic and technological resources, and the motivation to acquire English skills is also increased. Even classroom projects can be developed with greater hourly intensity by performing face-to-face and virtual pedagogical sessions.

#### Educational Analytic Summary – RAE

<b>Text Title</b>	English language communication skills Influence development TICs in Pitalito - Huila Colombia Montessori Educational Institution Primary headquarters fifth grade students.
<b>Author's Name and Surname</b>	Farit Cajar Martínez Carolina Rojas Bonilla
<b>Publication Year</b>	<b>2017.</b> Pitalito

**Summary of the text:** This research analyzed ICT influence as a methodological strategy in English language communication skills development in fifth grade students. To achieve objectives and data processing was developed through mixed research, where survey, direct observation, survey questionnaire and field diary was used. Two questionnaires were applied, the first one to measure students' point of view about how they are taught and learn English language and their class attitude and the second one to measure ICT impact, both on motivation, and in learning.

**Keywords** Communication Skills, ICT, English, Virtual Learning, E-Learning, Educational Technology, Interactive Teaching, strategy, NTICs, Cognitive Competence, Procedural Competence, Attitudinal Competence, Significant Learning.

**Problem addressed by text:** It is evidenced in thrown results at Huila Department level and specifically at Pitalito City Montessori Educational Institution level that both internal and external tests do not achieve a basic weighting that is to say that a minimum of 45 points is not achieved, evidencing with this deficiencies in English communicative competences management. According to Acosta (2001) "communicative competence for foreign languages is the language learner ability to interact and negotiate meanings with another speaker." (Page 6) (Cited by Barreras and Díaz, 2013).

**Project objective:** To determine ICT influence in English Language Communication Skills development in Pitalito – Huila Montessori Educational Institution primary headquarters fifth grade students.

**Arguments presented by the author:** For MEN (2006) “the current world is characterized by intercultural communication, by growing scientific and technological advances pace and by internationalization processes. These circumstances raise for a common language need that allows international society to access this new globalized world” (p. 7). On the other hand, Nazari (2007) states that language and language learning should not be separated from socio-cultural practices of their own context or would lose their communicative essence. This implies recognizing that English communicative competence development goes far beyond knowing and applying grammar rules and therefore, it is necessary to create conditions so that students have the opportunity to practice their English language knowledge in meaningful environments.

**Conclusions:** ICTs influence is significantly related to attitudinal, procedural and cognitive English language skills development in Pitalito Huila Colombia Montessori Educational Institution Primary headquarters fifth grade students.

#### Bibliografía citada por el autor

Rojas, P. (2013). Reforzando el aprendizaje del idioma inglés en el aula con el apoyo y uso de las Tics.

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(Tesis de Maestría). Universidad Autónoma del Estado de Hidalgo, Pachuca de Soto México. Recuperado de:  
[http://repository.uaeh.edu.mx/bitstream/bitstream/handle/123456789/14788/PROYECTO%20DE%20TESIS\\_PAOLA\\_ROJAS\\_MTE.pdf?sequence=1](http://repository.uaeh.edu.mx/bitstream/bitstream/handle/123456789/14788/PROYECTO%20DE%20TESIS_PAOLA_ROJAS_MTE.pdf?sequence=1)

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Arguments that interconnects with the main topics research to be developed:

Technological resources are part of student's context and these allow to transform English teaching and learning process area , since technological action facilitates communication, processing and the possibility of developing English skills. In addition, virtual learning environments or environments are mediation instruments that enable interactions between subjects and mediate their relationship with knowledge or skills development.

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**Annexed 7:** pre – pos test

**OBJETIVO:** Identificar el nivel de lectura que poseen los estudiantes para el fortalecimiento de la habilidad lectora en el área de inglés del grado Noveno a través de un diagnóstico.



**Nombre:** \_\_\_\_\_ **Apellidos** \_\_\_\_\_ **Fecha** \_\_\_\_\_

*Nota: Lea los siguientes textos y a partir de ellos responda las preguntas que están relacionadas con el contenido de cada uno de ellos.*

**Lecture 1. A1****DAILY ROUTINE**

Read the next information about Paula and answer the questions.

**A day in Paula Radcliffe's life - Marathon Runner****8.30am**

My daughter Isla and my husband Gary frequently wake me up, or, almost always, we wake her up. After getting up, I always check my pulse. It's usually 38-40 beats per minute, And if it is too high; then, I relax the rest of the day. It's extremely important to listen to my body. While giving Isla her breakfast, I have a drink and a grab a bite.

**9.30am**

We drop Isla off at nursery and then my training starts. I run, while Gary rides his bike next to me and gives me drinks. I mostly have a cold bath or go for a swim in a nearby lake after my hard training four times a week.

**12.30pm**

I pick up Isla from nursery and then we go home to eat a big cereal and fruit lunch. Then I have rice and salmon, or toast and peanut butter. I try to eat as fast as I can after training. After lunch, I play with my beloved daughter.

**2pm**

I take a nap in the afternoon, and while I'm sleeping Gary usually takes Isla out. Once I wake up, I have a drink and grab a bite while Isla has milk. I eat like a horse during the day, mostly bananas and dark chocolate.

**5pm**

I go for a run again. In conclusion, I run about 145 miles weekly. I write about all of my runs in my workout journal. I record everything, even how I feel and also what the weather is like. I train so hard some days, besides I go on an extra-long run every four days and I eventually rest every eight days.

**7pm**

In the evening, I do my exercise routines. These keep me strong during very long runs. Isla likes climbing on me while I stretch out. My husband Gary gives Isla her tea and cooks

mine while I finish my training routine. Later I finish cooking dinner while Gary bathes our daughter Isla .

### 7.30pm

well at this time we are kind of hungry so Gary and I finally dine. I eat red meat four times a week with rice, pasta or Potatoes, and a lot of vegetables. We eat lots of stir-fries as well, because they're quick and good for your health.

### 8pm

We take Isla to bed and rest, then I check my emails and watch TV or chat with Gary. I'm crazy about police and hospital dramas!

### 10.30pm

Time to sleep. While brushing my teeth, I stand on one leg and then the other because this keeps my legs strong. I enjoy reading, but I haven't read that much since Isla joined our family.

**Note:** Elaborado y modificado del Programa Departamental de ingles "Huila One way" y para la profundización del Nivel A2 y de Dadadeca. Disponible en;  
[http://datateca.unad.edu.co/contenidos/90030/Reading\\_A\\_day\\_in\\_the\\_life\\_of\\_Paula\\_Radcliffe.pdf](http://datateca.unad.edu.co/contenidos/90030/Reading_A_day_in_the_life_of_Paula_Radcliffe.pdf)

1. Frequently...
  - a. Paula and Gary wake up Isla.
  - b. Gary wakes up Paula and Isla.
  - c. Isla wakes up Paula and Gary.
2. While Paula runs in the morning run, Gary...
  - a. Takes Isla to daycare.
  - b. Rides next to her.
  - c. Goes to work.
3. After working out, Paula...
  - a. Eats lunch, bathes, then picks up her daughter.
  - b. Bathes, collects her daughter, then eats lunch
  - c. Picks up her daughter, bathes, then eats lunch
4. After having lunch, Gary takes care of Isla while Paula...
  - a. Works out
  - b. Takes a nap
  - c. Grab a bite
5. Paula...
  - a. Eats large meals but never grabs a bite.
  - b. Eats large meals and regularly grabs a bite.
6. Every two days, Paula
  - a. Goes for a very long run.
  - b. Runs 145 miles.
  - c. Works out extra hard.
7. While Paula does her exercises, her daughter...
  - a. Dines.
  - b. Climbs on her.
  - c. Has fun with Gary.
8. In the evening...
  - a. Gary bathes Isla, then Gary and Paula have dinner, then Isla goes to sleep.
  - b. Gary bathes Isla, then Isla hits the sack, then Gary and Paula have dinner.
  - c. Gary and Paul have dinner, then Gary bathes Isla, then Isla hits the sack.
9. Paula works out to strengthen her legs while ...
  - a. Cooking dinner.
  - b. Brushing her teeth.
  - c. Watching TV.
10. Now Paula has a daughter, she seldom...

- a. Reads books.
- b. Watches TV.
- c. Spends time with Gary

## Reading 2. A2

### Sixteen – What now?

You're 16 now and finally you can leave school! By now, you're most likely fed up with teachers, desks, tests and examinations. But don't just hurry for the exit. You need to think over about what you are going to do next.

If what you want is a professional career, you will need to go to university and get a degree. To do that, you also need to stay at high school for another two years. But you needn't stay at the same location. There are many possibilities in Northacre district.

St. Leopold's School has the best pass high schools rate in the district. It offers a wide subjects variety in the humanities and sciences. St Leopold's is, of course, a private school, so may be a little skyhigh for you. But no worries, there are many other options if you want to follow the academic route. Knowle Grammar School is a state school, so there are not fees at all, and it has excellent tuition and facilities. It is a boys' school ranging in ages from 11 to16, but from 16 to 18 it is co-educational. But it is selective, so you'll have to pass an exam to be accepted. If you're interested in going into Business, you should definitely check out Wyle River Academy. This school specialises in subjects such as Business Studies, Management and Economics. If you prefer the arts, have a look to courses on offer at Northacre College. Here you have the chance to study woodwork, art, textiles among others.

Northacre College offers a wide variety of vocational qualifications as well. You can do a 1-year certificate or a 2-year diploma in subjects such as electrics, plumbing, roofing and hairdressing. If you'd rather work outdoors, look at Milldown College, where there are courses in Farm Mechanics, Land Management, Animal Management among others.

An eventual possibility is to get an apprenticeship with a local or national company. You will get on-the-job training, gain certificates or diplomas and start getting money right away. But be warned - places aren't limitless! Find out more at the Jobs Fair on 26th May at Northacre College.

**Note:** Elaborado y modificado del Programa Departamental de ingles "Huila One way" y para la profundización del Nivel A2

1. **The aim of the article is to...**
  - a. advise teenagers about how to enrol university.
  - b. tell teens about the options available.
  - c. advise teenager to remain in education.
2. **The article advises reader who want a professional career to...**
3. **St Leopold's is the best school for...**
  - a. gotouniversity right away.
  - b. remain at the same school for two more years.
  - c. go to high school for two more years, then obtain a degree.

**4. You can only attend St Leopold's school if you...**

- a. pay tuition price.
- b. pass an examination.
- c. study both humanities and sciences.

**5. You are most likely to attend Knowle Grammar School if you...**

- a. pass an examination.
- b. are a boy.
- c. can afford the tuition cost.