

**Use of Technological Tools as a Strategy in English Teaching
Research Project**

By:

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RESUMEN ANALITICO ESPECIALIZADO - RAE	
TOPIC	Use of technological tools in teaching and learning of English as foreign language to improve English level of a group of students of the educational institute villa of the north.
TITLE	Use of Technological Tools as a Strategy In English Teaching
MODALITY	Research Project.
ECEDU RESEARCH LINE	<p>Mediate pedagogies</p> <p>This research proposal is based on "Mediate pedagogies for inquiring about possible relationships between Education and Technology, to establish the main thrust between the pedagogical and technical"(ECEDU,2017). Designing a webpage to improve the English level of a group of 26 students of 6° of the Gimnasio Moderno Villa Del Norte. It emphasizes the importance that teaching and learning the English language has in our country and the advantages of using a virtual learning object for learning it as a foreign language.</p>
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KEY WORDS	English - VLO-YouTube for Teaching- Webpage – Strategy
DESCRIPTION	<p>The Gimnasio Moderno Villa Del Norte is the institution where this project was developed. Twenty-six students of six grade, which are teenagers aged between ten and eleven years old, are the research population. In this context, establishing the problem required four stages. First, there was a direct observation stage where the researcher could see the development of an English class. Then, the course director teacher was interviewed in order to recognize his perception related to six graders' English level. In addition, students presented a short test in order to identify the level of writing skills of the class. Finally, the information was analyzed in order to state the problem.</p> <p>Considering the gathered information, it is evident that the lack of didactic material and technological tools in the English classroom. In addition, students do not understand the usage of basic grammar like personal pronouns, adjectives, and verb to be. In consequence, from a grammatical perspective, they are not able to write correct sentences in English. For example, a qualificative</p>

	<p>adjective always is before of a noun as (blue car). Concerning the use of personal pronouns, students do not have clear information about which pronoun must use for referring to first, second and third person. It is difficult for them having a short English conversation with their partners.</p> <p>According to teachers' testimony, they must design some strategies to carry out their work, because the textbook is seen as the main material, which limits them to use alternative resources. This situation generates a low level of motivation to learn the English language in students.</p> <p>In this context, the target is the designing of a webpage that encourages the use of technological tools in order to improve the level of English language and motivation of sixth graders from the educative institution Gimnasio Moderno Villa of the Norte. Webpage design is focused on three fundamental stages that are related to Task - Based Approach. In the first stage, students retake previous knowledge and after that, the English teacher gives a detailed explanation about the topic. In second stage the students develop a variety of activities related to reading texts, looking at images, listening audios and watching videos, finally, third stage is the practicing and evaluating moment. The webpage was socialized with the group of students and teacher and the utility of this webpage has been appreciated by the community in the school.</p>
FUENTES	<p>To delovep this research project, were used these main references.</p> <p>Jimenez, W. C. (2014). <i>The use of ICTs in BA in English teaching. actualidades investigativas en educacion</i> , 4. taken from https://www.redalyc.org/html/447/44729876007/</p> <p>Motteram, G. (2013). <i>innovatios in learning technologies for English language teaching</i>. london: British council.</p> <p>Nacional, M. d. (2005). <i>Bases para una nación bilingüe y competitiva. al tablero, 1</i>. Taken from https://www.mineducacion.gov.co/1621/article-97498.html</p> <p>Niño, V. (2011). <i>Metodología de la investigación. Diseño y ejecución</i>. Bogotá: Ediciones de la U.</p> <p>Neff, L. S. (s.f.). <i>Lev Vygotsky and Social Learning Theories. Educaciotal technology Learling theories website</i>. Taken from</p>

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	<p>Content</p> <p>Introduction.</p> <p>Significance of the study.</p> <p>Statement of the problem.</p> <p>Research Question.</p> <p>Objectives.</p> <p>Theoretical framework.</p> <p>Methodology</p> <p>Diagnosis</p> <p>Proposal</p> <p>Results.</p> <p>Discussion</p> <p>Conclusion</p> <p>References</p> <p>Annexes.</p>
METHODOLOGY	<p>Type of study: Action research offers guidelines for the development of this project of qualitative type.</p> <p>Stages of action research:</p> <p>Direct observation, interviews and a written test where the techniques used by the researcher in order to make a diagnosis of student's English level.</p> <p>Planning: Considering the difficulties found during the observation stage, it was necessary to propose a webpage as a Virtual Learning Object to improve the level of English language and motivation of sixth graders from the educative institution Gimnasio Moderno Villa of the Norte</p> <p>Action: The designing of the Virtual Learning Object gave, as a result, the creation of a web page called "My English Book". There, teachers and students will find plenty of different activities that students can develop inside and outside of the classroom in order to practice and improve their English level.</p> <p>Reflection: It allowed to identify the best way to design the web page "My English Book". During reflection stage, the researcher identified the level of appropriateness of the creation of a web page for teaching English.</p>
CONCLUSION	<p>The designing of the webpage entitled: "My English Book" offers to students of six grade of the educational institution Gimnasio Moderno Villa del Norte the opportunity to improve their English level through the use of some technological devices that they use in their daily life like computer, cellphone, tablet, and</p>

	<p>taking advantage of the internet connection. where they can watch and listen to selected videos and audios that allow them to develop their speaking and listening skill. Knowing that currently, TIC offers a great variety of approaches and different Learning styles that captive learner’s interest to acquire a second language (McDougald, 2009).</p> <p>The webpage entitled “My English Book” offers learning material that seeks to motivate students to learn English as a foreign language. The activities proposed on the website connect the students to a compilation of digital material found on youtube and EducaPlay where they can learn but also enjoy, and promotes the interaction by using apps like WhatsApp, Skype where they can communicate in the target language synchronously or asynchronously. Students will find a great variety of material that helps them to achieve the English level A1 and A2 that they require in the learning of the foreign language according to the Common European Framework of Reference for Languages (CEFR)</p> <p>This research project shows the importance of the use of ICT, in teaching and learning English as a foreign language, as an innovative tool. Applied in school and universities nowadays, which motivate to English learner in new knowledge acquisition. As further research, based on the good disposition observed in the socialization of the website, it is expected that the use of the webpage could increase the students’ motivation by allowing them to take an active role, where can be the principal actors of their learning, in practice each topic learned. Also, it could be promoted the use of technological devices like computers and cellphones with an internet connection as a pedagogical aid in the context of students from Gimnasio Moderno Villa del Norte.</p>
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ABSTRACT

A great deal of educative researches has shown that using technological tools in English teaching has given excellent results in school and universities. This research is focused on using TIC in English teaching in the Gimnasio Moderno Villa Del Norte, where a group of students of 6° has low English level according to the standards of CEFR (Common European Framework of Reference for languages). In this context, the target is the designing of a webpage to improve the level of English language and motivation of sixth graders from the educative institution Gimnasio Moderno Villa of the Norte. Webpage design is focused on three fundamental stages that are related to Task - Based Approach. In the first stage, students retake previous knowledge and after that, the English teacher gives a detailed explanation about the topic. In second stage the students develop a variety of activities related to reading texts, looking at images, listening audios and watching videos, finally, third stage is the practicing and evaluating moment. The webpage was socialized with the group of students and teacher and the utility of this webpage has been appreciated by the community in the school.

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But also to the open and distance national University (UNAD), which open me doors and gave me opportunity to begin my training process as BA in English as a Foreign Language, a great opportunity to become a good professional of teaching field and in this way I can guide students and help them to improve every day.

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CHAPTER I INTRODUCTION

This research proposal is based on the designing of a webpage based on the context of 26 students of sixth grade from Gimnasio Moderno Villa Del Norte, a private institution located in Turbaco, Bolívar. This group of students shows a low level of proficiency in the English language. This situation is not in accordance with the Basic standards of competences for teaching English stated by the Ministry of National Education in Colombia which proposes that students from this educational level must approve a level of English corresponding to A2 according to Common European Framework of Reference for Languages (CEFR). The low motivation for learning also affects their academic performance.

It is therefore essential to propose an aid that encourages students to improve their English level while they motivate for learning using technological tools. These tools give English teacher extra help in the classroom and allow students to take an active role and interact not only in a face to face contact but also in an online context. This is way the Virtual Learning Object (VLO) has been designed. It is a webpage called: “My English Book”. The use of songs, animated images, records, and videos allow students work of a way creative, transforming the inside of the classroom with a comfortable environment where students feel motivated to learn the English language. With these sources not only, students learn into the classroom but also during their free time or during any moment where they have access to an electronic device with internet connection outside the classroom. Constructivism and the Task - based approach are the main theoretical basis for constructing this VLO.

SIGNIFICANCE OF THE STUDY

This proposal stands out the advantages of using a virtual learning object for learning English as a foreign language since it can be a strategy to improve the learning process by transforming the classroom into a comfortable place for students. On the one hand, it is well know that technological devices such as a computer, cellphone, and tablets are part of current life and some apps from Internet such as YouTube and Skype are being integrated in education as a support for regular classes in the development of students' language skills as speaking, listening, writing and reading. Nomass (quoted by Jiménez 2014) emphasizes the relevance of ICT's in education:

“Traditional methods for teaching English present important disadvantages compared to teaching methods using ICTs. First, traditional methods focus more on theory rather than on practice. They rely more on the mere transmission of knowledge. Little or no effort is placed on the creating process or challenging the notions that are being learned. Secondly, traditional methods miss the motivation factor. Students often sit in front of a board or listen to their professors talking. In this model, they are not just receptacles of the information, but they are passive Members of the learning community. On the contrary, by using ICT's, students can, after the class is over, devote themselves to chatting, texting, writing, and listening to people all over the world about different topics.”

On the other hand, English Learning as a foreign language has been a challenge for the Colombian educational system. Several alternatives to improve the teaching and learning process of English as a foreign language have been proposed during the last years. Colombian government requires that citizens speak at least one foreign language. In 2014, The Colombian Ministry of Education (MEN) created the National Bilingual Program (NBP).

The National Bilingual Program aimed at offering all school pupils the possibility of reaching a B1 level of proficiency in English at the end of their school studies. The objective was: to have citizens who can communicate in English, to be able to insert the country within processes of universal communication, within the global economy and cultural openness, through [the adopting of] internationally comparable standards.¹ (MEN 2006b: 6)

This program includes the Standards of Communicative Competences in the English Language based on the Common European Framework of Reference for Languages (CEFR) to define the level of English that all students must achieve depending on their education level. The General Law of Education (Law 115) of 1994, in its objectives for Basic and Middle Education, requires "the acquisition of elements of conversation, reading, comprehension and the ability to express oneself at least one foreign language" (p.01). Since its promulgation, most school institutions adopted English teaching as a foreign language. In this context, the Standards of Communicative Competences in the English Language requires that students have A2 English level as a minimum level of English by the time they have finished the seventh grade. Students cannot achieve this objective if a change in the teaching and learning process is not generated.

Based on the above ideas, designing a webpage as a Virtual Learning Object would benefit the teaching and learning process and help to accomplish the standards by the CEFR. Besides, there are some advantages concerning students' motivation and the continuity of learning since it allows them to continue practicing outside the classroom. Also, teachers would use this material as a guide or support in English lessons. It is

important to stand out that a webpage would be used not only in the classroom but also during free time.

STATEMENT OF THE PROBLEM

Gimnasio Moderno Villa Del Norte is the institution where this project was developed. Twenty-six students of six grade, which are teenagers aged between ten and eleven years old, are the research population. In this context, establishing the problem required four stages. First, there was a direct observation stage where the researcher could see the development of an English class. Then, the course director teacher was interviewed to recognize his perception related to six graders' English level. Also, the students' tests presented in the regular English class worked as a help to identify the level of writing skills of the class. Finally, the information was analyzed to state the problem.

Considering the gathered information, it is evident that the lack of didactic material and virtual aids in the English classroom. In addition, students do not understand the usage of basic grammar like personal pronouns, adjectives, and the verb to be. In consequence, from a grammatical perspective, they are not able to write correct sentences in English. For example, a qualificative adjective always is before a noun as (blue car). Concerning the use of personal pronouns, students do not have clear information about which pronoun must use for referring to the first, second and third person. It is difficult for them having a short English conversation with their partners.

According to teachers' testimony, they must design some strategies to carry out their work, because the textbook is seen as the main material, which limits them to use alternative resources. This situation generates a low level of motivation to learn the English language in students. Teachers also stated that the lack of resources can influence the low performance of students in English as a foreign language. Students do not have the ability to interact with their partners using the target language.

The information above demonstrates that students show a low level in the acquisition of the English language. This situation is not under the Basic standards of competences for teaching English stated by the Ministry of National Education in Colombia which proposes that students from fourth grade to seventh grade must approve a level of English corresponding to A2 according to Common European Framework of Reference for Languages (CEFR). In this context, it is essential to inquire about how a virtual learning object could improve the English level of this group of twenty-six students from sixth grade who study at the educative institution Gimnasio Moderno Villa of the Norte.

Research Question

How to design a webpage that contributes to improving the level of English language and motivation of sixth-graders from the educative institution Gimnasio Moderno Villa of the Norte?

OBJECTIVES

General Objective:

To design a webpage as a virtual learning object to improve the level of English language and motivation of sixth-graders from the educative institution Gimnasio Moderno Villa of the Norte

Specific objectives

- To diagnose English Level and Degree motivation of students of 6° of the educative institution Gimnasio Moderno Villa of the Norte.
- To design a webpage based in the use of technological tools to improve the English level of students of 26 6° of the educative institution Gimnasio Moderno Villa of the Norte.
- To socialize the webpage: “My English Book” with the teacher and students to train them about how to use it

ECEDU RESEARCH LINE

ECEDU research line: Mediate pedagogies

This research proposal is based on "Mediate pedagogies for inquiring about possible relationships between Education and Technology, to establish the main thrust between the pedagogical and technical"(ECEDU,2017). Designing a webpage to improve the English level of a group of 26 students of 6° of the Gimnasio Moderno Villa Del Norte. It emphasizes the importance that teaching and learning the English language has in our country and the advantages of using a virtual learning object for learning it as a foreign language.

CHAPTER II LITERATURE REVIEW

Advantage of technological tools into English Teaching and Learning process

With the arrival of new technologies, teaching field of English as a foreign language has generated very important changes concerning the traditional way of teaching where students can practice their speaking skills. According to Mujtaba (2013) “the use of computers in English teaching and learning can offer an extensive variety of multimedia content and other channels of communication between learners”(p10). The use of TIC in the classroom has given enormous opportunities in teaching and learning process of a foreign language since students take an active role, where they have the opportunity of taking part during any moment of English class, and teacher only is a guide with a specific function of clarifying any doubt in his/her students:

ICT and Web 2.0 tools provide a variety of different approaches as well as learning styles that might reinforce the material delivered in other formats. Not to mention that enjoyment is very much a part of effective learning, thereby captivating learners' interest, increasing personal discovery, generating enthusiasm and the desire to learn thereby instilling an interest from within to improve the learners' motivation (McDougald, 2009).

New technologies give to teachers and students a great variety of resources in which they can interact, share information and work collaboratively. Some examples are the chat audio and video conference, where teacher and students can talk of a way synchronous in different places; also, web gives us other tools like Emails, forum and wikis that help us with acquisition of English as a foreign language. Shetzer and Warschauer, (2000) state that

with a variety of hyperlinked multimedia documents and computer-mediated communication (CMC) tools, the web can support language teachers to integrate Web resources into the language classroom. Moreover, the multimedia nature of the Web is essential for the delivery of authentic materials, including texts, images, sound recordings, video clips, virtual reality worlds and dynamic, interactive presentations (Dogoriti, 2010)”

In this context, internet is considered as a useful tool in English learning process, especially in the case of young learners. Tools as computers, cellphones, audio record, TV, tablets, where they can record themselves or film a video during class, record how the teacher pronounces each word about the topic which is teaching. Motteram (2013)

Recording devices like these are cheap, portable and simple enough to be used by even the youngest learner, where being able to overwrite recordings multiple times is essential to allow learners to achieve relative success in their oral work. Audio recorders have also been used to encourage reticent speakers to use oral language more openly in the classroom (p. 25).

Tools like You Tube or Skype for synchronous or asynchronous communication, offer teachers a great deal of English real material for helping to improve students' English language skills. Currently Skype is used in English teaching where the teacher with one or several students can be connected of different parts of world. According to (Arani, 2018) “Skype, a software application for online communication, has been applied in classes at various levels, providing many possibilities for teaching and learning" Skype can be a useful tool not only for English student but also for English teacher who can transmit a lot of information with their students without they have to be at same place. Araní (2018):

Teachers also apply Skype in unique manners to satisfy educational goals. The videoconferencing section of the software is valuable in that it offers a method to connect faculty members speaking different languages, hold virtual field trips, and reach out to professionals in different fields of study. These experiences may allow faculty members a chance to apply what they learn in the classroom to real-life experiences and achieve further learning objectives. (p.4).

We can say that, Skype is one the most effective tool in English teaching because through it, teacher can share videos, images, audio and power point presentation with lessons pre-designed. According to Eaton (2001).”In the ESL/EFL classroom, Skype can be used to provide a variety of authentic learning experiences to students, including an interview with an author or other native English speaker, or an international collaborative projects with other classrooms ”Skype can be used by students and teacher of different way as: conference calls, instant messaging, file sharing and screen sharing, Eaton(2001) argued that “Skype can help ESL/EFL teachers improve their technology literacy and increase their confidence using technology in the classroom. It provides an excellent stepping stone for those who are not entirely "fluent" with more sophisticated technologies. YouTube also is an important tool to English teaching, currently is used by many people to different needs, YouTube help to English learner to improve their listening skill, a lot of vocabulary and some structure grammar.

YouTube and other video sites, such as Google Video and Vimeo, are highly popular, especially with young adults. These sites also provide English learners and ESL classes with tools to improve listening skills. The advantage of these sites from a language learning point of view is that they offer examples of everyday English

used by everyday people. Students can spend hours watching videos in English and quickly improve their pronunciation and comprehension skills. There also are specific English learning videos. (Beare, 2018, p.1).

Briefly, technological tools and apps such as YouTube and Skype are useful tools for English learning classrooms. However, there are some factors that affect English learning, one of them is the students' motivation.

Motivation

Learning a Second Language requires a certain level of motivation from the students, which allows them to obtain a good result. English teachers must take into account what are the students' needs since it could be related to factors that affect motivation.

As English teachers, we must identify these needs before starting an English class with a specific group of learners. Sometimes, students are motivated to study a second language by a social or cultural need. Their principal purpose is to learn a second Language for they can interact with a native speaker. In addition, some students are motivated by the idea of looking for a job in an English country and they want to learn about a specific topic. In this context, it is important to know that learners are always motivated by some special reasons and discovering those reasons gives the teacher a great opportunity for teaching them without losing that motivation. Brown (2007) argued that:

An integrative orientation simply means the learner is pursuing a second Language for social and /or cultural purposes, and within that purpose, a Learner could be driven by a high or low level of motivation. Likewise, in an instrumental orientation,

learners are studying a Language in order to further a career or academic goal. The intensity or motivation of a learner to attain that goal could be high or low. (p.90)

To achieve good results in a classroom, students must be intrinsically motivated. English teacher must give more importance to the students learning, instead of focus on grades obtained from a test. Students in the classroom must be worried about how much they will learn during each lesson, but which will be their grade in each test. According to Edward (1975):

Intrinsically motivated activities are ones for which there are no apparent rewards except the activity itself. People seem to engage in activities for their own sake and not because they lead to an extrinsic reward. [...] Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely feeling of competences and self-determination. (p.76)

Learning English as a foreign Language

Knowing the type of students that we have into the classroom is crucial for guiding them in their learning process. For instance, depending on students' age we can guess the kind of material we could use. Activities and teaching strategies must be also adapted whether there is a lesson with very young, young or old learners. Designing a lesson plan help us since it lets us think about the kind of strategies must be used according to a group of students. Current research is focused on teenager learners. In this sense, Brown (2007) states that:

Since children (up to the age of about eleven) are still in an intellectual stage of what Piaget (1972) called "concrete operations", explanation of grammatical rules of a

language should be carried out with extreme caution. Children are centered on the here and now, on the functional purposes of language. They have little appreciation for our adults' notions of "Correctness" and they certainly cannot grasp the meta-language we use to describe and explain linguistic concepts. (P.103)

Children can learn quickly when they are seeing, hearing, touching and interacting between partner, because they take an active role during the class since when they are interacting, they feel motivated and strategies applied by the teacher can be more effective.

To teach teenagers English teacher must use videos, images, games, and audios. Preparing English classes including familiar topics allows English teacher to create a comfortable environment where children can learn and, at the same time, they can enjoy during the time that they are in the classroom.

Constructivism

Constructivism is a learning theory that explains the nature of human knowledge. This theory argues that people construct their own knowledge through experiencing things and reflecting on those experiences. Hence, learner has essentially an active role in mediating and controlling learning. Piaget and Vygotsky, who are precursors of the Constructivism, believed that culture is the principal determinant of cognitive progress. Students learn interacting with other one by which the teacher only take a roll of guide during the class and each topic what avoid to students practice between peer, creating into of classroom a comfortable environment during this process students develop principally two ability, speaking and listening skills. According to (Neff)

Vygotsky (1962) examined how our social environments influence the learning process. He suggested that learning takes place through the interactions that students have with their peers, teachers, and other experts. Consequently, teachers can create a learning environment that maximizes the learner's ability to interact with each other through discussion, collaboration, and feedback. (P.01)

Vygotsky emphasized the social interaction as an essential factor in children cognition and language development. In addition, scaffolding which is a process of guiding the learner, allows students to perform tasks that would be beyond their abilities without the tutor help and guidance. (Wood, Bruner and Ross, quoted by Read, 2016). In this way, the teacher's role in the learning process is clarified. Also, the learner's previous knowledge, needs, and ideas are considered. through the teaching and learning process.

Task-Based Learning Approach

This proposal is based on Task-Based Learning Approach. This approach gives to students the opportunity to interact and share about the topic with another one, also moves them to research in different sources where they can strengthen their knowledge and understand each topic.

Jane Willis (1996) argued that Task-based learning (TBL) is typically based on three stages. The first of these is the pre-task stage, where the teacher introduces and defines the topic and the learners engage in activities that either helps them to recall words and phrases that will be useful during the performance of the main task or to learn new words and phrases that are essential to the task. This stage is followed by what Willis calls the "Task Cycle". Here the learners perform the task in pairs or small groups. It is typically a reading or listening exercise or a problem-solving exercise. Then they prepare a report for

the whole class on how they did the task and what conclusions they reached. Finally, they present their findings to the class in spoken or written form. The final stage is the language focus stage, during which specific language features from the task are highlighted and worked on. Feedback on the learners' performance at the reporting stage may also be appropriate at this point.

Virtual Learning Objects (VLO)

A virtual learning object (VLO), is defined as a set of digital resources where the teacher can organize courses, pictures, photographs, movies, videos and documentaries that have clear educational objectives. The Ministry of National Education of Colombia (2018) defines it as all material structured in a meaningful way, associated with an educational purpose and that corresponds to a digital resource that can be distributed and consulted through of the Internet. The learning object must also have a record or metadata record, consisting of a list of attributes that, in addition to describing the possible use of the object, allow its cataloging and exchange.

Characteristics of the VLO:

1. Reusable: The VLO must have the facility of being used in different learning contexts and educational purposes; with the flexibility to be modified, updated and rebuilt to improve their educational potential.

2. Interoperable: The object must allow its operation on different types of platforms. Enabling the exchange of information and use the information exchanged.

3. Durability: They must have current and contextualized information, without changing the design.

4. Accessibility: You must have ease and speed to access virtual objects, using the various descriptors.

5. Self-contained: This refers to everything necessary to achieve learning is raised within the same learning object, such as objectives and purposes, various types of study content, activities and assessments.

6. Educational purpose: This is done by the teacher, where it gives meaning to learning. Deciding and feedback the VLO to incite and motivate students in their educational process. Allowing to stimulate thinking, self-learning, recursion and creativity (Morales Martin, Gutiérrez Mendoza, & Ariza Nieves, 2016).

VLO script: A script shows "each one of our screens and must contain the key information for each of them". Therefore, it helps to organize the content in the VLO to have a clear idea of how will look the final tool. A script shows "each one of our screens and must contain the key information for each of them". Therefore, it helps to organize the content in the VLO to have a clear idea of how will look at the final tool. It includes the text that appears on the screen, the images, animations or videos, sound, voiceover, music, special effects, etc. that this screen will have (see annex 4)

.

CHAPTER III METHODOLOGY

Type of study

Action research offers guidelines for the development of this project of qualitative type. In this case, the sixth graders' group from Gimnasio Moderno Villa Del Norte shows a low English level. In this context, the four stages proposed by Lewin (quoted by Niño, 2011) were applied throughout the development of this project. Those stages are observation, planning, action, and reflection.

Stages of action research

Observation

Direct observation, interviews and a written test where the techniques used by the researcher in order to make a diagnosis of student's English level. Thanks to these techniques, the researcher could see the development of an English class and realized the lack of resources can influence the low performance of students in English as a foreign language.

Planning

Considering the difficulties found during the observation stage, it was necessary to propose a webpage as a Virtual Learning Object to improve the level of English language and motivation of sixth graders from the educative institution Gimnasio Moderno Villa of the Norte

Action

The designing of the Virtual Learning Object gave, as a result, the creation of a web page called "My English Book". There, teachers and students will find plenty of different

activities that students can develop inside and outside of the classroom in order to practice and improve their English level.

Besides, it was proposed a meeting in the school in order to socialize the webpage: “My English Book” with teacher and students. In this way, they were trained about the use of the Virtual Learning Object.

Reflection

It allowed to identify the best way to design the web page “My English Book”. During reflection stage, the researcher identified the level of appropriateness of the creation of a web page for teaching English to a group of students of sixth grade from the educative institution Gimnasio Moderno Villa del Norte

Population

School Gimnasio Moderno Villa Del Norte is a private school located in Turbaco Bolivar near to Cartagena, this institution contains a population major 400 students which begin since the kinder garden, primary school and secondary.

Sample population

They are twenty-Six students of sixth grade from Gimnasio Moderno Villa Del Norte. This group of students is formed by ten girl and sixteen boys, which are 10 to 11 years old, they have a class schedule that starts since 7 am to 3 pm, 5 days a week beginning the Monday to Friday.

Techniques and instruments

Observations

The first stage for establishing the problem required a direct observation where the researcher could see the development of an English class. In this case, a guide of observation format was used in order to highlight a list of aspects related to English teaching and learning process and checked how the teacher and students act in the classroom. Besides, observation during the socialization of the webpage was registered through a journal written by the researcher. (See Annex 5)

Interview

The course director from the institution Gimnasio Moderno Villa Del Norte was interviewed in order to recognize his perception related to six graders' English level. Interview was semi-structured and informal. The instrument for collecting the information was a form with questions used as a guide for the interviewer. (See annex 8)

Survey

Inquiring into the perception of the population concerning the pertinence of the webpage developed was possible thanks to a survey. The questionnaire used closed questions following the Likert scale for the answers options. (See Annex 7and 8)

Questionnaires

Students presented a short test in order to identify the level of writing skills of the class.

CHAPTER IV DIAGNOSIS

Identifying the weaknesses in the teaching and learning of English as a foreign language process implied a time for observation.

First, direct observation by the researcher was registered in the guide of the observation chart (see annex 1). Interaction teacher-student was predominant in the classroom, sometimes there was an interaction between students and there was no interaction student-teacher. Also, the repetition of words and sentences was the main strategy used for speaking practice. Concerning the resources and material implemented during the lesson, it is shown the lack of digital resources in the classroom even though the school provides computers, smart boards, and an English Lab, where lessons could be developed. Besides, students' participation was low and some of them did not have a good disposition.

Second, the interview with the course director teacher also gave the researcher valuable information regarding the overall English level of the students, the students' interests and weaknesses. Teachers expressed his concern because students have weaknesses in language skills. Also, he said one of the most enjoyable activities for students is going to the computer room. Unfortunately, the didactic material proposed is limited, and even if the school has an English lab, they rarely use it since the physical space is reduced and they must share the schedule with the rest of the courses in the school. These are some of the questions proposed for this semi-structured interview It means, questions could be modified throughout the interview according to the teachers' answers and some more questions could be added.

1. How is the performance of sixth graders in the English class?
2. What kind of activities students enjoy the most?
3. What is the English skill that students need to reinforce?
4. Do you consider students are motivated to learn English?

Third, a written test focused on vocabulary and grammar solved by six-graders shown low performance regarding the written skill. Even though this test was created as a common activity for English lessons, the researcher could read the results by the time of the observation. Some of the topics from the test were vocabulary about greetings, daily routines, and writing sentences in the present simple. Most of the students couldn't complete a sentence in simple present correctly when they talk about the third person. They didn't apply the third person conjugation rules. Also, students do not understand the usage of basic grammar like personal pronouns, adjectives, and verb to be.

Keeping in mind the information above, the students' English low level, the low motivation, and the students' interests concerning the contact to virtual aids, it arose the need for the designing the webpage which is based on their needs and likes.

CHAPTER V PROPOSAL

Link of the webpage: “My English Book”

<https://jorlamse28.wixsite.com/misitio-2>

Objectives

General Objective

To design and compile different digital tools using the Virtual Learning Object and following the Task - Based Approach with the purpose of improving the level of English language and Motivation of sixth graders from the educative institution Gimnasio Moderno Villa of the Norte.

Specific objectives

- To propose digital activities that guide sixth graders throughout Task-Based Approach stages: pre-task, cycle task and final task stages.
- To design the webpage: “My English Book” and public it as a Virtual Learning Object
- To socialize the webpage: “My English Book” with teacher and students in order to train them about the use of the Virtual Learning Object.

Description

Virtual Learning Object: use of technological tools in teaching and learning English.

Web Page “My English Book” link:

<https://jorlamse28.wixsite.com/misitio-2>

Considering the difficulties found during the diagnosis stage of the research, it arose the idea of designing a Virtual Learning Object which motivates students to develop

different activities inside and outside of the classroom, taking in account the high impact that currently has technological tools in people, especially in teenagers and young people. The Web Page “My English Book” is equipped with different topics, which will start since the most basic until topics more advanced, each topic will be formed with different activities, which help students to understand them with the major facility. Students will have access to the webpage from different devices such as computer, cellphone, tablets if they have an internet connection. Each topic will have links to videos, records, images and games Some of them have been created by the researcher using some apps such as EducaPlay and YouTube. The aim is to will help to English teacher to create a comfortable environment inside the classroom. With the use of these tools, students will be more motivated during each English class, because they take an active role, and of this way achieve a significative Learning.

Following the Task - Based stages proposed by Willis (1996) the web page has been designed based on pre-task, cycle task, and final task stages. The pre-task stage offers a group of activities that help teachers to inquire into students’ previous knowledge and introduce them the topic to be learned. Cycle task includes short dialogs, videos and interactive games for helping students to practice the language while navigating in the webpage and interact with their partners. The final stage provides some activities that reinforce the cycle task and evaluate the students’ progress. Also, this stage proposes some activities at home, which should not be graded, for students uses their free time to continue learning in an autonomous way.

The designing process of the VLO followed a structure. First, some digital materials were created and, some others were compiled from different platforms. Second, the

organization of these materials in the VLO was defined by following the VLO script (see annex 2). Finally, the web page: "My English Book" was published.

Socialization stage

Thanks to observation, the researcher perceived that some teachers from the school have poor skills concerning the management of digital tools. Even though the webpage has a simple design which allows easy usage and navigation, the need for training them for learning how to use is essential.

To carry out each English class, the teacher must consider the following steps or recommendations:

1. Make an oral test of previous knowledge, ask them what they know about the topic that they will learn during the class.
2. The English teacher will explain the topic in detail such as function, pronunciation and, meaning.
3. Student's feedback must be provided by an English teacher in the classroom.
4. Web page will provide English teacher with:
 - a. Videos and audios about the topic that they are learning, what will help them to understand it clearly and to develop their listening skill and to learn a good pronunciation of each word.
 - b. Images about the topic, which will help them to identify it in real life.
 - c. Game: The games are a useful tool for learning especially in children and teenagers because they learn while enjoying during the class.
5. Collaborative work, after students had learned each topic with the previous step, they must make activities collaboratively to strengthen their knowledge, they can ask

question between peers about the topic learned and design short dialogues about the topic where two or three students can interact with another one that will help them to develop their speaking skill.

6. Homework: to strength obtained knowledge, the English teacher must create short groups where students can interact with another one about the topic learned using APP like Skype, WhatsApp, and other resources as video calls. Those activities are proposed to be developed outside the classroom.

CHAPTER VI RESULTS

The socialization of the webpage included a brief explanation about the main objective of the webpage, named my English book. Also, researcher explained how the webpage is structured and let students discover the digital material and resources on the web. Six-graders, the course director and two more teachers from different areas participated on the socialization of the webpage.

The instruments used for collecting the perception about the utility of the webpage were the journal, written by the researcher, and the questionnaire for two surveys, one for a sample of ten students and the other for the course director teacher.

The results are shown below.

Journal

The journal (see annex 5) evinces the teacher's interest on the webpage since he expressed his desire of using the webpage during the daily English lessons. Besides, students talk about the opportunity to surf in the webpage during their time at home.

Teacher Survey

This is the result of the survey answered by the course director teacher:

1. Do you think the website has good resources for teaching and learning English?

(Graphic) 1



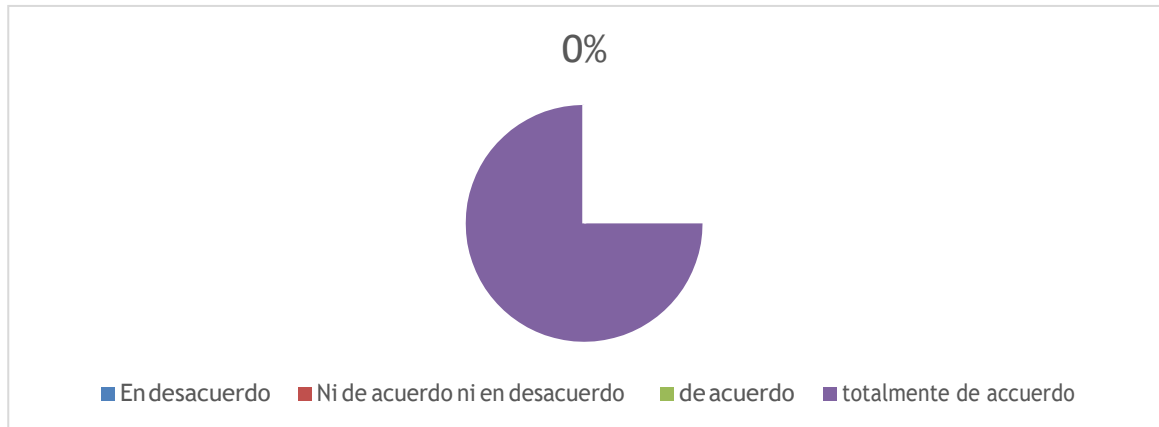
2. Do you think the website is a good tool to motivate students to learn a new language?

(Graphic) 2



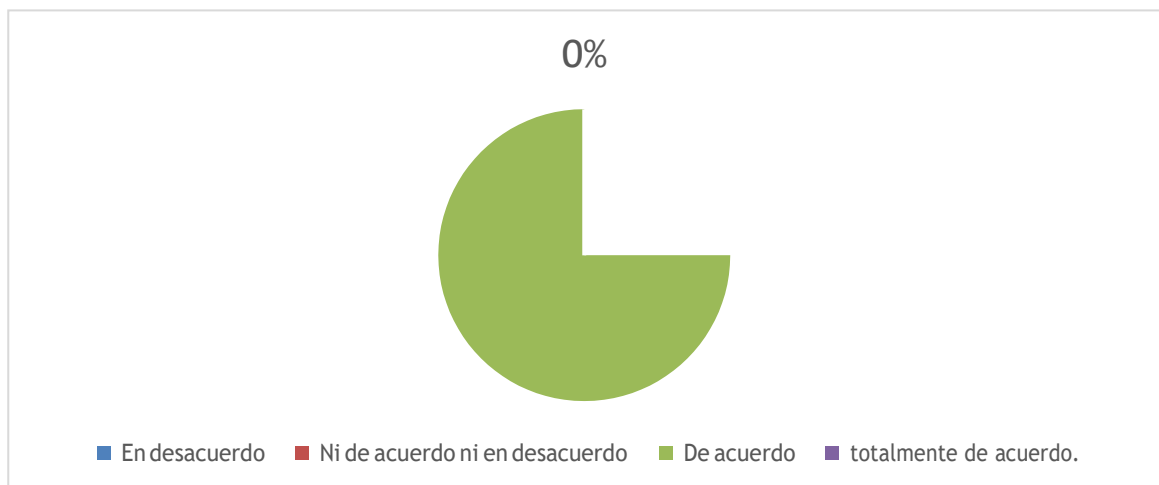
3. Would you use the website during your English classes as the main tool?

(Graphic) 3



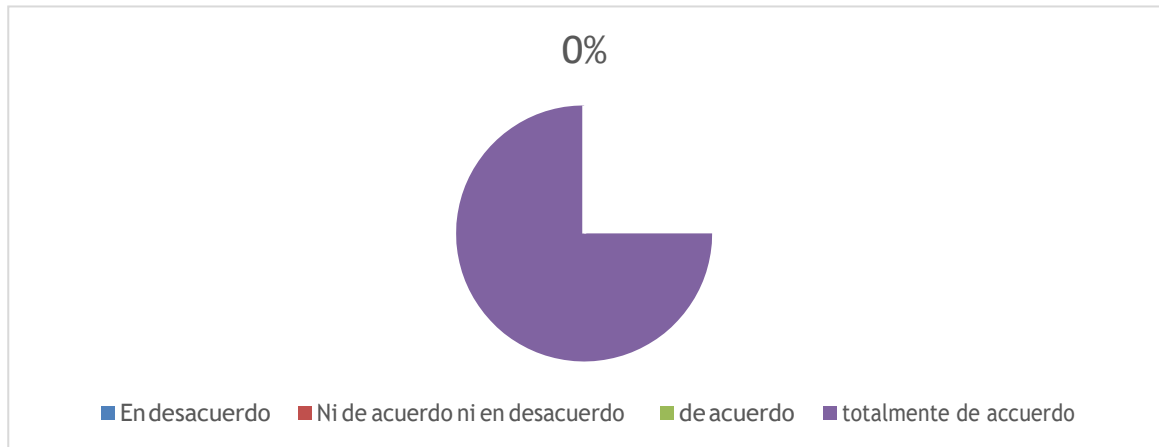
4. Would you recommend this website to be applied in other institutions?

(Graphic) 4



5. If you had the option of choosing between the website and traditional books, would you choose the website as your work tool?

(Graphic) 5



6. Do you think that technological tools such as the website are the best path for the teaching field?

(Graphic) 6

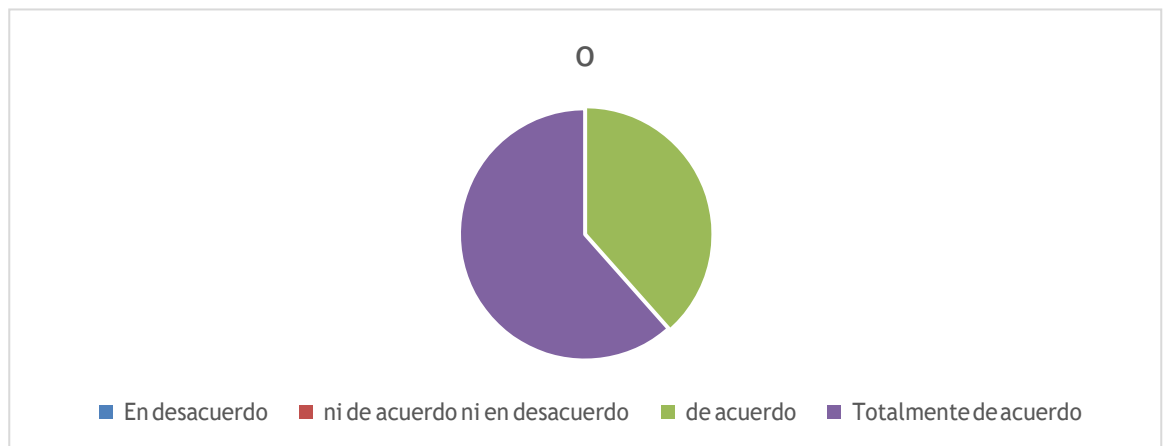


Students' survey

This is the result of the survey answered by the sample group of the students:

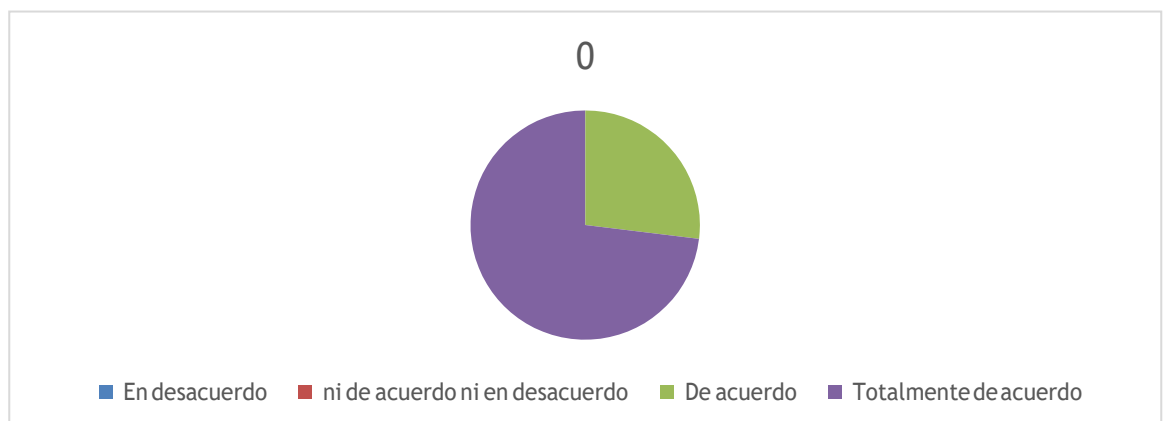
1. Do you consider that the website allows you to learn while having fun?

(Graphic) 1



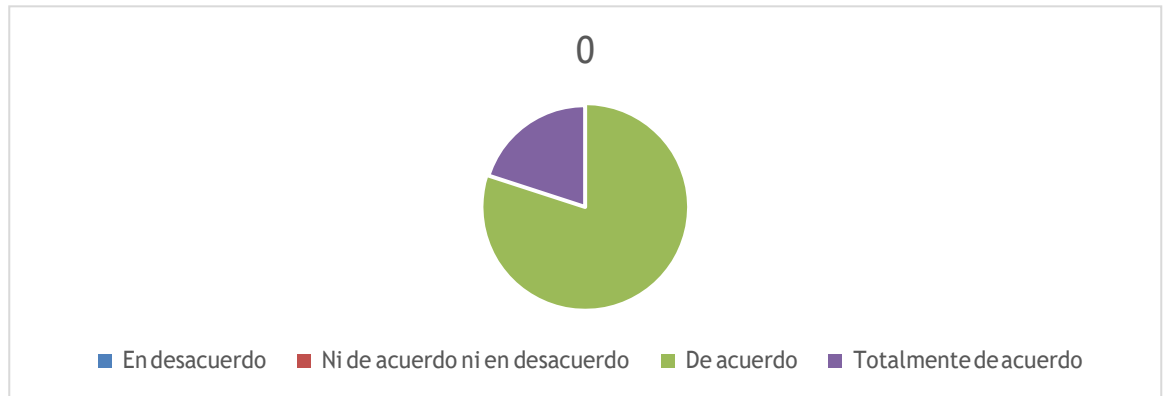
2. Would you consult your website as a resource to practice English in your free time?

(Graphic) 2



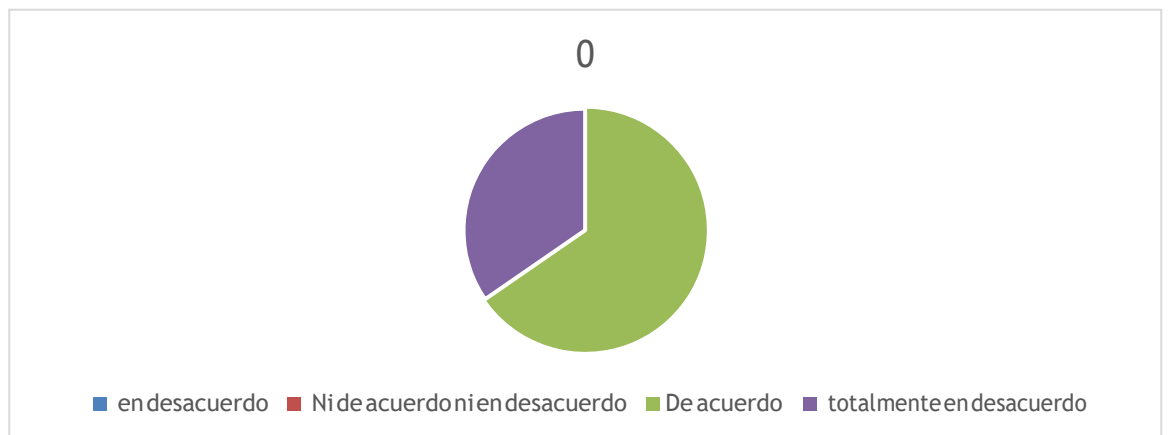
3. Are the resources and contents of the website suitable and easily accessible?

(Graphic) 3



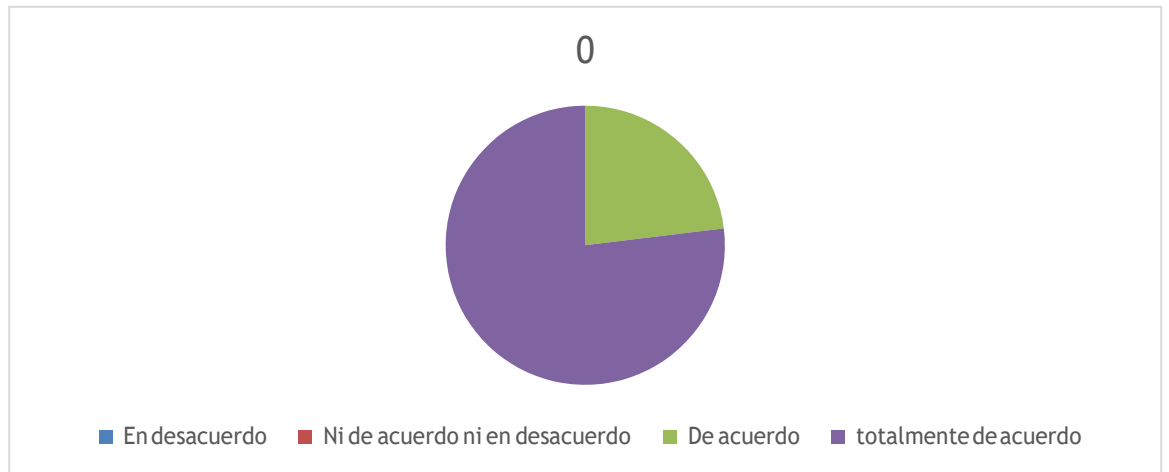
4. Are the instructions for the development of each activity clear?

(Graphic) 4



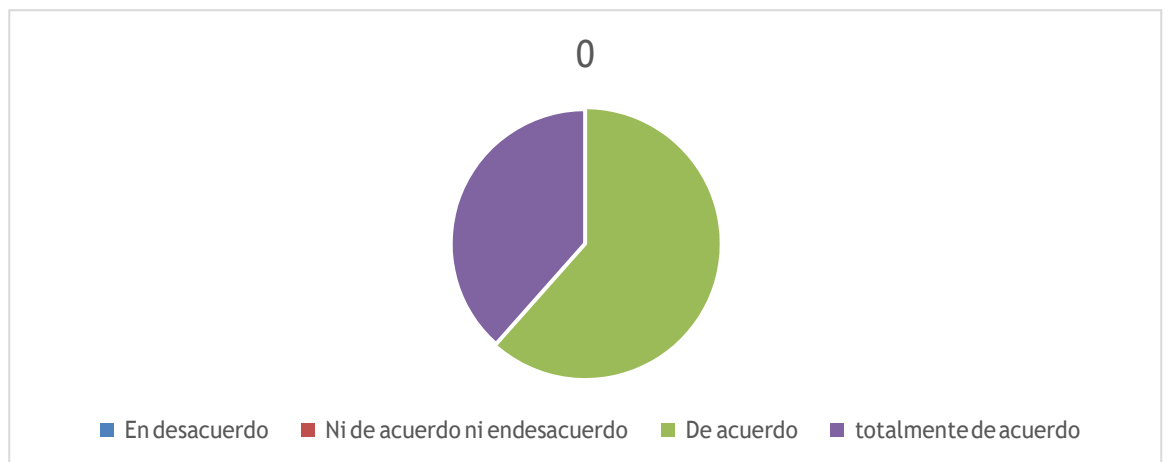
5. Do you think that the contents of the website would help you in your learning of English?

(Graphic) 5



6. Would you recommend other students to use the website as an English language learning tool?

(Graphic) 6



CHAPTER VII DISCUSSION

After knowing the low performance and low motivation, which show students of the sixth grade of the educational institution Gimnasio Moderno Villa del Norte, a result of the lack of resources that allow to them participate and interact between peers and teacher, resources as videos published on YouTube, audios, and games made on the web page.

During each English class observed, students did not seem motivated to learn that new language, and many times, they were distracted on something different to learn of the topic taught by the teacher. The use of long dialogues or articles about any specified topic, and the translation of texts with information that not was according to their need, it was the principal determinant of not motivation of this group of students. It was evident that the method used was not adequate and was not giving good results in the teaching and learning process of this group of students. To give a possible solution to this problem, it is necessary to design a VLO that encourages and helps them to learn a foreign language. The VLO designed s the website entitled: "My English Book". It is based on an approach where the student takes an active role in having the opportunity to create himself knowledge, interacting between peers creating the classroom in a comfortable environment.

This webpage allows students to find resources like videos, images, and audios which will allow them practice the main skills for learning a foreign language, such as: listening, reading, speaking, vocabulary and grammar. This VLO allows students to interact with each other, being the principal author of class, a pedagogical guide based on the theory of Vygotsky and Piaget, based on four moments. First, the English teacher explains each

topic using devices as video-beam. With the use of this website, allow that students pay attention without any distraction. Next, English teacher strengthens the acquired knowledge using videos, images, and audios about the topic, using resources like YouTube. Then, English teachers must create a group of several students where they can make dialogues about the learned topic and begin a conversation with another one, it's one of the most important moments because student takes an active role feeling motivated to learn. Afterward, to realize tasks inside and outside the classroom, making videos call between peers and begin conversations about each topic. Finally, the English teacher, in the next class must make a speaking test to verify if the method used was successful and if learning acquired was meaningful.

By the time of the socialization of the webpage, students were excited, and everybody wanted to surf by each topic included in my English book, they watch some videos and audios and read some dialogues, and formed a couple to practice the dialogue.

It is very important that English teachers inside the classroom can use this webpage carries out each step written in the methodology, evaluating each topic seen and comparing the results between traditional methodology and webpage my English book. The difference could be so much, because the webpage my English book, can be used not only inside the classroom but also outside the room, of different places and any moment.

The website must be constantly updated and although the school infrastructure is not fully qualified for the number of students, the use of alternate devices such as cellphone is recommended as an alternative to using the webpage.

CHAPTER VIII CONCLUSIONS

The designing of the webpage entitled: “My English Book” offers to students of six grade of the educational institution Gimnasio Moderno Villa del Norte the opportunity to improve their English level through the use of some technological devices that they use in their daily life like computer, cellphone, tablet, and taking advantage of the internet connection. where they can watch and listen to selected videos and audios that allow them to develop their speaking and listening skill. Knowing that currently, TIC offers a great variety of approaches and different Learning styles that captive learner’s interest to acquire a second language (McDougald, 2009).

The webpage entitled “My English Book” offers learning material that seeks to motivate students to learn English as a foreign language. The activities proposed on the website connect the students to a compilation of digital material found on youtube and EducaPlay where they can learn but also enjoy, and promotes the interaction by using apps like WhatsApp, Skype where they can communicate in the target language synchronously or asynchronously. Students will find a great variety of material that helps them to achieve the English level A1 and A2 that they require in the learning of the foreign language according to the Common European Framework of Reference for Languages (CEFR)

This research project shows the importance of the use of ICT, in teaching and learning English as a foreign language, as an innovative tool. Applied in school and universities nowadays, which motivate to English learner in new knowledge acquisition.

As further research, based on the good disposition observed in the socialization of the website, it is expected that the use of the webpage could increase the students' motivation by allowing them to take an active role, where can be the principal actors of their learning, in practice each topic learned. Also, it could be promoted the use of technological devices like computers and cellphones with an internet connection as a pedagogical aid in the context of students from Gimnasio Moderno Villa del Norte.

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CHAPTER X
ANNEXES

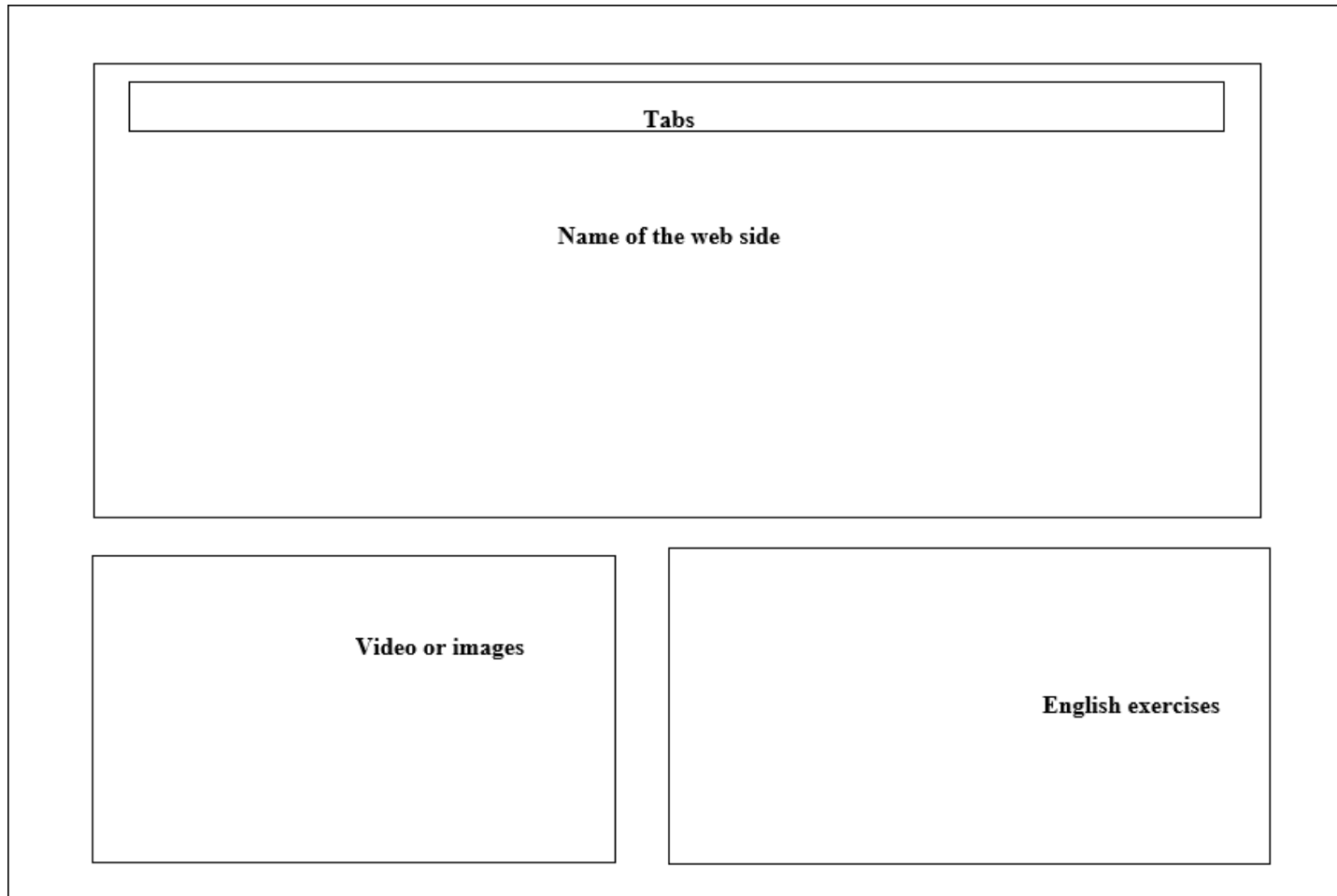
Annex 1: Guide of Observation

SCHOOL: Gimnasio Moderno Villa of the North	RECTOR: Iber Tovia			
LOCATION: Turbaco Bolívar. Calle real No. 19-55	JORNADA(S): diurna			
NIVEL EDUCATIVO: High school	TEL: 6437994.			
GRADE: 6°	NUMBER OF STUDENTS: Twenty six		AGE: 10 to 11 Years old.	
BOYS: Sixteen	GIRLS: Ten			
DATE: may 02 of the 2017				
	Yes	No	Sometimes	Comments
The type of interaction was:				
Teacher - Student	x			
Student -Teacher		x		
Student -Student			x	
The type of activities carried out using the foreign language were:				
• Listen to the teacher	x			During of English class the teacher writes some vocabulary and sentences on the board, and students

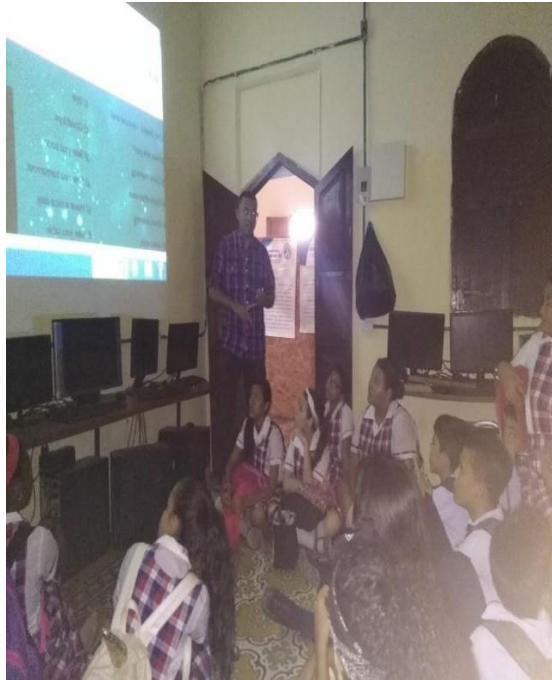
<ul style="list-style-type: none"> • Listen to audio • Repeat words • Repeat sentences • Read out loud • Transcribe in the notebook. • Invent and write sentences or paragraphs. • Talk with peers 	<ul style="list-style-type: none"> x x x x 	x		repeated after teacher each word, and completed some activities written in English book. The English teacher never used videos and audios like learning tool.
<p>The materials used were:</p> <ul style="list-style-type: none"> • Board and markers • Workbook • Notebook • Real material • Tape recorder • TV • Video-Beam • Computer • Cellphone • Flashcards • Work guides 	<ul style="list-style-type: none"> X X X 	<ul style="list-style-type: none"> X X X X X X X X 		English teacher wrote each topic on the board and explained the pronunciation and meaning of each word. As second step was repeat each sentence after teacher, sometime one student read English sentences written by teacher or by another students.
The students were motivated throughout the session.		x		
The students participated in class			x	

They understood when the teacher spoke English.			x	
They used Spanish language to: •Ask questions • Answer questions • Talk with their partners		X	X X	
They used English language to: •Ask questions • Answer questions • Talk with their partners		X	X X	
The school has these technological resources • Computers •Internet connection •English Lab •Tablets •Smart boards •Video-Beam	X X X X	X X		

Annex 2: Example of VLO script



Annex 3: Socialization of the webpage.



Annex 4: Webpage: my English book (screenshot)

Este página web se diseñó con la plataforma WIX.com. Crea tu página web hoy. [Comienza ya](#)

Jorge Luis Lambrano Serrano
Teach, Learn and Enjoy.

INICIO [HOME](#) [CONTACT](#) [ABOUT](#) [SERVICES](#) [FAQ](#) [PRIVACY](#)

MY ENGLISH BOOK

Welcome to My English magic world.

By: Jorge Luis Lambrano Serrano
Universidad Nacional Abierta y a Distancia UNAD
2019

Este página web se diseñó con la plataforma WIX.com. Crea tu página web hoy. [Comienza ya](#)

It is time to practice listening, reading and speaking

Now, it's time to practice what you have learned, putting in practice greetings and the personal information topics. Therefore, you must listen to the following audio and read carefully the dialogue posted below. Repeat it as many times as you need. Then, invite a friend or classmate and practice it.

<https://learnenglish.britishcouncil.org/learn-english-listening/meeting-new-team-member>

Meeting a new team member

LE_Listening_At_Meetl. - Audi...
00:00 / 01:32

Peter: Hi, my name's Peter. What's your name?
Carla: Hi, Peter. I'm Carla. I'm new here.
Peter: Welcome to the company, Carla.
Carla: Thanks, Peter. I'm happy to be here and it's nice to meet you.
Peter: It's nice to meet you too.
Carla: Where do you work?
Peter: I work in the design team. We sit over there.
Carla: I'm in the marketing team. I started last week.
Peter: You work in marketing? That's very interesting.
Carla: Yes, it is. I'm enjoying it. But there are a lot of new things to learn.
Peter: I'm sure there are. I'm happy to help you if I can.
Carla: Thank you, Peter. What do you do in the design department?
Peter: I design new products.
Carla: That sounds interesting. I plan production plans for new products. So...


Grammarly x Traductor de Google x Mis Sitios | Wix.com x Task 1 Role Play | Misibio 2

Este página web se diseñó con la plataforma WIX.com. Crea tu página web hoy. [Comienza ya](#)

Task 1: Role Play

It is suggested that, after the teacher had explained the topic to students, he shows them some images and videos about it.

Links of videos, audios and images about the topic:
<https://www.youtube.com/watch?v=PF5sq06TIs>



Role Play: Choose one partner and watch this video. Then, take a paper and write the dialogue. After that, you should practice the dialogue starting a real conversation with your partner.

[BACK](#) [click here to continue and practice.](#)

Grammarly x Traductor de Google x Mis Sitios | Wix.com x Final task | Misibio 2

Este página web se diseñó con la plataforma WIX.com. Crea tu página web hoy. [Comienza ya](#)

Jorge Luis Lambrano Serrano

Teach, Learn and Enjoy.

HOME ABOUT ME Cytosolact ABOUT ME Cytosolact ABOUT ME Cytosolact

Final Task

Topics: greetings, Personal Information and personal pronouns.

It's time to show, what you have learned about these topics.

After class, to strength the learned topic, the teacher must form groups of two and three students who have access to cellphone or tablets and internet connection, for this, students must use, App as WhatsApp, Skype or tool as google hangouts and during their free time they must begin a conversation using each phrase of the learned topic, before finish English class, students must build a dialogue using each word of the learned topic, which will be the task that they must carry out during their free time.

In the next English class, each group must show an English conversation using the dialogue previously built without reading it on paper, this conversation must be fluent.

Annex 5: Journal.**Socialization of the VLO**

TEACHING JOURNAL No. <u>1</u>		
Date: Sept 10th	Start time: 3:00 pm	Close time: 3: 45 pm.
Educational institution: Gimnasio Moderno Villa del Norte.		Topic: Virtual Learning Object.
Name of the teacher:		Jorge Luis Lambraño Serrano.
Bachelor's degree:		B.A In English as a foreign Language.
No. Of students or participants: 26		Grade: 6°
Objective: to train to students and teachers about the use of the Virtual learning Object as an innovative tool for teaching and Learning English.		
DESCRIPTION OF THE CONTEXT		
The meeting was at the computer room of the educational institution, at 3:00 pm, where attended twenty-six students and three teachers. Physical conditions of the room were not suitable because of the number of students. The room was small, and the weather was hot. There were seven computers and do not have enough chairs to students, by which they had to sit on the floor.		

DESCRIPTION:	
Describe the initial moment	When I arrived at school, immediately I enter to the room where was an English teacher waiting for me, He lent me a small computer which I could use to show the Virtual Learning Object, this computer had problem because I can't open my web page VLO. Despite some technical issues at the beginning of the meeting, the socialization of the VLO was developed.
Describe the development of the session	My initial plan was to show my VLO using a video beam, and teach the students step to step how to use the VLO, and how they could have access to each topic and activities. However, video beam didn't work. I used the computer that institution had lent me. After a general explanation about the objective of the web page, I decided to form groups of 6 students and each group had a computer where they could see the VLO. When they entered to the web page and read the content of VLO, they seemed happy and motivated watching the videos and reading the dialogues. That was very exciting for me. Some students watched a video and listened to the audios. Another team tried to read a dialogue according to the videos and texts provided. But, the most exciting moment was when several students began to make some activities that I designed in webpage called EducaPlay, they were very happy because could learn and enjoy at the same time. All the students wanted to develop those games.

ASSESSMENT	
Positive aspects and opportunities to improve	<p>Teachers were interested on using the VLO in their daily English lessons. They highlighted the engaging effect of the material on the students since they wanted to continue surfing in the web page: <i>“It is an excellent idea you made a good job, congratulations. How we can have the access to the web page? could we use it for our English class?”</i> (Course director of six grade)</p> <p>Students expressed they wanted to use the web page at home. One of them said: <i>“This web page is great; could I use it in my home? could I use it in my cellphone?”</i> (six grader)</p> <p>Opportunities to improve There were some grammar mistakes. Web page is on a correction process.</p>

Annex 7: Model teacher's survey



Use of Technological Tools as a Strategy in English Teaching
 Webpage: My English Book
 Teachers' Survey

Estimado docente, conocer su percepción sobre la página web “My English Book” es muy importante para el desarrollo del proceso investigativo. A continuación, se presentan una serie de aspectos relevantes en este sentido, para que valore la utilidad de la página web con la mayor objetividad posible, marcando con una equis (X) frente a cada aspecto la respuesta que mejor represente tu opinión.

	Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni en desacuerdo	De acuerdo	Totalmente De acuerdo
¿Cree usted que la página web cuenta con buenos recursos para la enseñanza y aprendizaje del idioma inglés?					
¿Cree usted que la página web es una buena herramienta para motivar a los estudiantes al aprendizaje de un nuevo idioma?					
¿Usaría la página web durante su clase de inglés como herramienta principal?					
¿Recomendaría esta página web para ser aplicada en otras instituciones?					
¿Si tuviera la opción de escoger entre la página web y los libros de texto, escogería la página web como su herramienta de trabajo?					
¿Cree usted que herramientas tecnológicas como la página web son el mejor camino para el campo de la enseñanza?					

¡Gracias por su tiempo!

Annex 7: Model teacher's survey

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Use of Technological Tools as a Strategy in English Teaching
 Webpage: My English Book
 Teachers' Survey

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	Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni en desacuerdo	De acuerdo	Totalmente De acuerdo
¿Cree usted que la página web cuenta con buenos recursos para la enseñanza y aprendizaje del idioma inglés?					X
¿Cree usted que la página web es una buena herramienta para motivar a los estudiantes al aprendizaje de un nuevo idioma?					X
¿Usaría la página web durante su clase de inglés como herramienta principal?					X
¿Recomendaría esta página web para ser aplicada en otras instituciones?				X	
¿Si tuviera la opción de escoger entre la página web y los libros de texto, escogería la página web como su herramienta de trabajo?					X
¿Cree usted que herramientas tecnológicas como la página web son el mejor camino para el campo de la enseñanza?					X

¡Gracias por su tiempo!

Annex 8: Model students survey



Use of Technological Tools as a Strategy in English Teaching Webpage: My English Book Students' Survey

Estimado(a) estudiante, conocer tu percepción sobre la página web “My English Book” es muy importante para el desarrollo del proceso investigativo. A continuación, se presentan una serie de aspectos relevantes en este sentido, para que valores la utilidad de la página web con la mayor objetividad posible, marcando con una equis (X) frente a cada aspecto la respuesta que mejor represente tu opinión.

	Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni en desacuerdo	De acuerdo	Totalmente De acuerdo
¿La página web te permite aprender y al mismo tiempo divertirte?					
¿Consultarías la página web como recurso para practicar inglés en tus horas libres?					
¿Los recursos y contenidos de la página web son adecuados y de fácil acceso?					
¿Las instrucciones para el desarrollo de cada actividad son claras?					
¿Crees que los contenidos de la página web te ayudaría en su aprendizaje del Inglés?					
¿Recomendarías a otros compañeros a usar la página web como herramienta de aprendizaje del idioma inglés?					

¡Gracias por tu tiempo!

Annex 8: Model students survey



Use of Technological Tools as a Strategy in English Teaching
 Webpage: My English Book
 Students' Survey

Estimado(a) estudiante, conocer tu percepción sobre la página web "My English Book" es muy importante para el desarrollo del proceso investigativo. A continuación, se presentan una serie de aspectos relevantes en este sentido, para que valores la utilidad de la página web con la mayor objetividad posible, marcando con una equis (X) frente a cada aspecto la respuesta que mejor represente tu opinión.

	Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni en desacuerdo	De acuerdo	Totalmente De acuerdo
¿La página web te permite aprender y al mismo tiempo divertirse?					X
¿Consultarías la página web como recurso para practicar inglés en tus horas libres?				X	
¿Los recursos y contenidos de la página web son adecuados y de fácil acceso?					X
¿Las instrucciones para el desarrollo de cada actividad son claras?				X	
¿Crees que los contenidos de la página web te ayudaría en su aprendizaje del Inglés?					X
¿Recomendarías a otros compañeros a usar la página web como herramienta de aprendizaje del idioma inglés?					X