DIGITAL PLATFORMS AS POTENTIATING TOOLS

FOR MOTIVATION IN ENGLISH LEARNING

Applied Project

Presented to the Program.

Bachelor's Degree in English as a Foreign Language

Escuela Ciencias de la Educación

Universidad Nacional Abierta y a Distancia

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In Partial Fulfillment

of the Requirements for the Degree of

Licenciado en Inglés como Lengua Extranjera_

By

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April 28th, 2021

DEDICATION

We dedicate this applied project to our families, to the teachers who were part of

our training, to our advisor Juan Camilo Pérez and more than anyone, to God.

SPECIALIZED ANALYTICAL SUMMARY

Title	Digital platforms as potentiating tools for motivation in learning English.
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Editorial	Universidad Nacional Abierta y a Distancia
Date	Oral Defense Date (Month, Day, Year)
Keywords	Motivation, Digital Platforms, Ninth grade, Learning English Language, Apps, ICT
Description	Applied Project
Sources	30
Contents	Resumen en español
Research Line	Bilingualism in distance learning measured by technology
Conclusions	The rapid use of ICT have been a great challenge in educational settings, not only for schools but also for teachers since nowadays students are digital natives, therefore, they can master today's world with ease.
Advisor	Juan Camilo Pérez

ABSTRACT

English language learning is increasing around the world every day. This applied project demonstrated a substantial gain in learning outcomes and motivation with students of ninth e-grade at Colegio La Anunciación obtained when using digital tools in their English classes.

The overall objective of this project was to implement digital tools in the English language learning La Anunciación School in ninth grade in Medellín as a resource for motivation and academic performance, and the specific objectives were these: to establish the relationship between the use of digital tools and motivation, establish the relationship between the use of digital tools and academic performance, and propose the use of digital tools as motivational tools in EFL. the sample was comprised of 21 students in ninth grade.

Two 20-question- surveys were applied, and the data was collected from them. The results showed that learning outcomes increased 6% and motivation rose 20 % after using digital tools in the English classes.

The results suggested that learning outcomes and motivation for English classes had a significant increase after implementing digital tools.

KEY WORDS: English language learning, learning outcomes, motivation, digital tools, ninth-grade students.

ACKNOWLEDGEMENTS

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CHAPTER I

Introduction

The use of several languages, specifically English, has become a mandatory requirement in this globalized world because it is a fundamental tool that opens doors and offers possibilities in educational and social environments. The English language is included in some Latin American countries' schools as a curricular subject, whereas people consider that if they choose it as a second language, they can expand their cultural and social knowledge.

The English language teaching starts from primary school or even in kindergarten. According to Deprez (2009), learning English from pre-school facilitates that the children learn diverse languages and develop linguistic and cultural abilities. Despite this, English language learning is perceived for some students as a mandatory academic subject and not like an opportunity that allows them to be in contact with their context and make part of the globalized world.

For this reason, motivation plays an important role. The lack of motivational tools in English learning has made students feel bored learning this language. According to Alizadeh (2014), if the students do not feel motivated, they do not enjoy learning.

It is precisely the purpose of this applied project to show what way students of ninth grade at La Anunciación School achieve more motivation when they have

technological tools that help them to have more significant learning in English as a Foreign Language.

ICT are a powerful tool that helps students to improve their abilities, not only to face a modern social context, but it can also help to learn English in a more motivating environment.

ICT use in foreign language teaching allows students to learn in a significant manner since it offers them the possibility to catch the learning creatively, depending on their needs and learning styles.

According to Bryndum, (2014), ICT propose more didactic possibilities for the learning-teaching process because it allows students to keep motivated and develop their communicative abilities, turning learning in a striking and interesting process.

Significance of the Study

This applied project demonstrates the benefits of using digital tools and the achievements in motivation as well as learning outcomes for learning English as a foreign language. Students of ninth grade at La Anunciación School showed remarkable results after implementing digital tools in English lessons. Consequently, future research can perform more investigation, hence, the results will illustrate similarities in terms of motivation and learning outcomes. Significantly, English as a Foreign language can be learned either through in-person classes or individually thanks to the use of ICT. Most people these days will acquire a good English language learning and motivation by using computers or mobile devices just by having an internet connection.

Statement of the Problem

This applied project was held at La Anunciación School, located at Carrera 21 # 40-114 in the city of Medellín, in which English teachers have a concern regarding motivation as well as learning outcomes in the process of learning English as a foreign language.

That is why the possible causes of students failing to acquire this language in the school are investigated. Although the National Bilingualism Plan (PNB) ensures that students are proficient in this language; there are some shortcomings to achieve this goal in this institution. For this reason, this work shows how digital tools help in English

learning. Surveys will be conducted with ninth- grade English students at the named academic institution to determine how these tools can generate motivation in learning English as a Foreign Language.

According to the information mentioned we will work on the following research question:

Can digital platforms generate significant motivation and learning in English language for ninth-grade students of La Anunciación School in Medellín.

We expect our research be useful and with it, La Anunciación students can be motivated and rewarding by using ICT.

Objectives

General Objective

To implement digital tools in the English language learning at the Annunciation School in ninth grade in Medellín as a resource for motivation and improved academic performance.

Specific Objectives

To establish the relationship between the use of digital tools and motivation.

To establish the relationship between the use of digital tools and improved academic performance.

CHAPTER II

Literature Review

1. Use of ICT in EFL

1.1 Characteristics

The English language is the most used for interaction in the world and this requires ICT use as a communication tool. (Internet World Stats, 2010), for this it arises the need to incorporate Information and Communication Technologies in the school.

According to Reynolds, Treharne, & Tripp, (2003), the use of ICT in learning environments can help students learn a foreign language.

Considering the teacher role and their relationship with technology, he can develop diverse strategies for learning a second language. Students can learn easily by having technological tools and the experiences of a relevant and didactic environment, allowing the learning processes to advance because the environment becomes pleasant and enriching. Nevertheless, students present troubles of anxiety for the ICT use because they do not know how to use several technological tools and they do not have anyone who can teach them how to use them. (Baloglu & Cevik, 2009).

But the difficulty with ICT that occurs for the teaching and learning processes in a second language is evidenced through the disconnection experienced by educational institutions with curricula closed, decontextualized, and disconnected curricula from the interests of students, thus, students are not engaged and do not feel they need to learn the language.

1.2 Importance

New technologies make it possible to adapt the learning pace to the needs of different students. It does not depend on spaces or times frames and allows the student to work at their own pace and from their own personal approach. Learning is more effective, advancing according to its assimilation and progress. Therefore, all this contributes to more autonomous learning.

The presence of ITC in the learning-teaching process has opened a new investigation path about learning effectiveness. These aspects offer more appropriate learning and teaching environments. (Hermans et al., 2008).

According to diverse authors, ICT are used for the teacher to help students develop the four skills because they can discover countless possibilities to learn.

The teacher must learn to master ICT in the English language teaching.; Nowadays, many of them have become trailblazers in learning about teaching tools and using them in their classes as a motivational tool (Amiri, 2000).

Mahfouz & Ihmeideh (2009) stated that Technology offers authentic materials that allow students to develop their self-government. ICT are a useful tool for a new generation that is in a continuous relationship with the new technologies, becoming handy in the daily life of the student, and subsequently as useful teaching tools. ICT help motivate once students are familiarized with it.

Kim (2003) found a positive influence of email on English writing skills of elementary and middle school students. The learners' interaction in English language improved their language proficiency. They were interacting with other learners, teachers, and online learning content. Students became more expressive in the computer-based communications compared to their classroom environments and demonstrated more active participation.

Munawwarah, S. F. (2014). This study has found three advantages of the use of ICT in the English classroom, among them, the teacher's training in technological tools which can help them use innovative and didactic activities in the classroom, allowing the teachers to be more creative, promotes the student's autonomy and, it motivates them to learn.

According to the UNESCO (2004), ICT offers interactive platforms and collaborative environments allowing the students to have access to the English language in several forms. It also prompts language development in a creative way.

The ICT allow students to acquire significant learning in EFL classroom because they offer motivational tools and generate a fun, quite pedagogical environment.

Bedoya, (2012) explained that second language learning has been benefited from the use of ICT since students have demonstrated a higher level of achievement compared to the one acquired with other strategies.

Vélez, Vidal & Yamá, (2010) mentioned that ICT allow the use of the second language in an authentic environment achieving easy access to realia which motivate the students to interact in virtual environments, through day-by-day situations.

2. Learning motivation

What is learning motivation?

According to Nguyen (2017), learning, in general, depends on the previous knowledge and abilities acquired beforehand; yet the teaching experience and the

appropriate methodologies are other crucial factors to consider. Both parts constitute learning foundations.

Concerning learning, an innate motivation of the human being towards learning is perceived, prompting them to understand their environment; consequently, intrinsic motivation is one of the most significative elements of a meaningful learning process (Sharma & Sharma, 2018)

According to Rehman, A. et al. (2014), the motivational factors have a considerable role in the management and organization of the positive behavior of the student before facing the learning process.

Motivation is not a purely affective process but implies a certain degree of cognitive activity since the human being develops notions of what he needs and wants to know, plans activities and actions for the achievement and satisfaction that allows him to accomplish his goals.

Motivational factors

The motivation is a consequence of the learning process. The students do activities satisfactorily if the motivation level toward it is adequate. Frequently, students are not eager to continue learning since they do not feel motivated enough (Tohidi & Jabbari, 2012).

The learning motivation prompts students to have interests in asking questions inside the classroom, improve the learning strategies, research and learn through discovery according to their abilities, doubts, limitations, and possibilities because all students have individual and unique characteristics. Depending on the level of motivation, greater is the success in the development of their goals. (Bzuneck, 2009a; Costa & Boruchovitch, 2006).

By improving the student's' motivation, their interest and willingness towards learning will increase; additionally, they will focus on learning tasks, thereby increasing their performance, improving their results, and reducing their disruptive behaviors in the classroom. Conflicts between the ones involved in the process will likely be reduced by enhancing their relationships with parents, teachers and classmates; their self-esteem will be affected positively as well as ultimately, they will feel more self-satisfied. (Felix, 2005).

Consequently, in improving school performance, cognitive as well as motivational aspects are considered, since the lack of motivation will not perform favorably in the English learning process.

The deficiency of motivation will result in a mental block as well as an opposition towards learning, hence triggering inappropriate behavior within the classroom, becoming a distraction for his classmates.

To be motivated and achieve a set purpose, the learning process is essential. The term "I can do it" refers to the abilities, knowledge, strategies, and necessary skills for a meaningful pedagogical procedure (Ali & Pathan, 2017).

A Garcia, F. (2005) mentions the school performance relies on the level of student motivation.

Also, he says that learning motivation has a consequence in the future. Nevertheless, some students do not demonstrate learning motivation. They do not show minimum effort to acquire new knowledge because they see learning as an obligation imposed by their parents and society.

Alonso Tapia (1991) stated that motivation or lack of motivation depends on the class environment. The teachers who are more willing to find different learning strategies that are more meaningful and creative could prompt students to develop all their skills. Diverse types of interaction inside the classroom allow students to enjoy their educational environment and acquire significant learning. In this part, the teacher role plays a fundamental step as he can consider the student's needs, and besides, that can keep them motivated.

González Torres (1997) The motivation has a direct influence on the cognitive process and intervene in the use of the learning strategies that the student uses when he faces a task, the level and quality of information processing.

2.1 Learning motivation in EFL

Learning motivation is a key factor in English language learning and it is considered as one of the main aspects that can lead a student to continue learning a language for a longer span of time.

According to Iqram,M. (2015) learning motivation allows students to interact among them and learn about their own mistakes, it also encourages the teacher to consider the student's needs to help them understand chunks of information and develop communicative skills.

Dorneyi (1990), Ghaith (2003), and Oxford (1996) found that when learners see practical purposes in learning the language, they are motivated even if the language is not significant in the learner's community.

Some students can learn a language better when they are motivated. Learning English is a process that requires student's effort in order to achieve significant outcomes in EFL. (Barruansyah, 2018). For this reason, it must consider the task characteristics and the teachers learning strategies because it is fundamental to attribute meaning and usability to what is proposed to them.

Wong & Nunan (2011) mentioned that EFL classrooms have two types of students. The students who are motivated and those who are not. A part of them think the English language is hard.

As mentioned by Rahman (2015), the lack of motivation causes students to think English is boring and they avoid staying in class, bringing consequences on their academic performance because they do not feel the learning is deep and meaningful.

According to Lee, Thang, and Nambiar (2016), the teacher must look for strategies that can raise student's motivation by recognizing each student is different and unique. In some cases, the teacher's methods are not the most appropriate, and the student's get frustrated along the process.

The results show that in English learning the teacher can achieve high levels of motivation in his students, teaching not only with theory but also with the contextualization through examples of what it is being learned.

Respecting the student, teaching skills to solve problems that might arise, encouraging participation, being enthusiastic about their work, teaching through questions, and using dialogues are some strategies and attitudes towards enhancing motivation. From this perspective, the levels of motivation increase and are much more significant.

According to Rahman (2015), some students lack motivation because of their perception of inadequate interaction in the context due to the fact that the teachers tend to implement activities that are not contextualized within the students' needs and interests. If the teacher takes into account the student's' needs and linguistics preferences, this will impact all their English potential.

Rodriguez (2012) said that it would be a mistake to think that the mechanisms of motivation and emotion act equally in all learners since individuals differ in their interests, motives, and emotional traits. Therefore, in the classroom context, the teacher interested in the incidence of these two factors in the learning process will have to consider individual differences.

2.2 Motivation and ICT in English language learning

ICT have multiple strategies to help students in their motivational process for learning English as a foreign language. ICT can develop autonomy and independence in students' learning.

The students of EFL can benefit from the use of ICT both inside and outside the classroom because they can share information via email, digital platforms or chats that will make students have more motivation since they will be able to continue learning from their own homes.

The growth of ICT have influenced the development of communication skills significantly; these have been applied to language teaching processes, bringing positive aspects in terms of the motivation of students towards learning English; furthermore, students have access to technological devices such as smartphones, tablets, computers, among others that allow them to access learning more quickly and efficiently (Altun,2015).

In the same way, ICT in the learning process of teaching a foreign language provides more innovative learning, due to the fact that there are different virtual tools for both students and teachers, which help a better understanding of the language, such as websites, games, and platforms that can be used anywhere with internet access (Qin & Shuo, 2011).

The motivation generated using ICT allow students to become aware of their personal educational process and develop their autonomy when learning a foreign language.

3. Learning outcomes

It is a fact that learning outcomes among other definitions such as academic performance, academic achievement, and learning achievement are out there to analyze

the students' results. Moreover, experts accord with the idea that learners' academic achievement is a net result of their cognitive and non-cognitive characteristics, in addition to the sociocultural context (Lee & Stankov, 2016). For example, in Europe, it is a good idea to write a report about learning outcomes. Furthermore, when it comes to teaching, learning outcomes are a way to measure the students' performance (Gosling and Moon,2001). On top of that, some countries have adopted the approach as a national measure for quality and qualifications.

Learning outcomes are like a compass since they show the direction of goals learners will achieve at the beginning, in the middle, or at the end of their learning process. In addition to this, learning outcomes guide students to get the desired result they want. Similarly, they display and support teachers in the way to go and make learners realize what they will learn throughout their learning (Adam, 2004). When writing learning outcomes, they must be measurable and specific. They are usually based on Bloom's Taxonomy which outlines and has shown to be an important tool to give a hand in learning outcomes. What is more, learning outcomes can involve factors such as knowledge, cognitive or intellectual skills, practical and generic skills.

Learning achievements are the result of changes a learner makes while learning. Learning is an activity that has to do with behavior, attitude, knowledge, and skills as the outcome of individual experience with the surroundings (Piet et al, 2007). In compliance with this, a study led by Lee (2015) found that learning outcomes are like a change that happens in learners' self after following a learning process. Learning outcomes are

knowledge as well as students' behavior changes from negative to positive. Another study done by Oborn and Johnson (2015) proved that learning outcomes are about knowledge mastery and skill prospered by subject. It is shown by a grade or mark that is given by the teacher. It can be inferred that learning outcomes are a scale to measure the students' level.

For instance, learning outcomes have a great significance to measure students' knowledge. Learning outcomes are pointers of the achievement of an academic process. Learning outcomes show what we want to get in a particular program, class, or course. Depending on the length of it, it is a good idea to set learning outcomes before beginning the process. By doing so, it will be easier to realize whether it was well-designed and carried out well. Once the learning outcomes are established, the teaching activities, the teaching context and assessment criteria of the course or program will go smoothly. Another key factor in the importance of learning outcomes is that peer interaction makes contributions to learning outcomes (Kasmin,2017).

Another aspect to consider regarding learning outcomes nowadays is E-learning. E-learning uses technology to facilitate teaching and learning. Technology is used to provide educational materials for students located in many places around the world. E-learning is another way of learning and teaching, and it changes from traditional classroom lectures (Herrington et al., 2010). And E-learning is seen as a virtual learning environment where several sources of information and technology are used to intermediate between the student and the teacher. E-learning tries to change the

conventional teaching environment. Despite the distance, teachers use new ways like digital technologies to plan and design teaching materials (Clark & Mayer, 2008), besides this, E-learners are administrators and students at the same time. They control their learning process, and the teacher places the instructions (Downes, 2005). E-learning has positive effects on learner's performance, and it rises participation in the academic process (Breuleux et al, 2002). Moreover, online learners get the same learning outcomes as those that attend in-person classes keeping in mind that the material used is the same (Kearsley,2000).

Advantages of learning outcomes:

Learners will know in advance what they will achieve from the course, program, or class.

Learning outcomes support the students to select their goals.

Clear learning outcomes reduce the risk of wasting time.

The stress will be less on the students.

Learning outcomes show the goals learners will achieve at the end of their English learning experience.

Learning outcomes feature specifically what learners are going to achieve from it.

When achieving learning outcomes, students can apply what they have learned.

Teachers get to the point when planning a lesson.

Learning outcomes clarify what and how much to teach.

Learning outcomes give teachers a clear idea of what to create as teaching materials.

Teachers can choose the most suitable strategies for teaching and avoid extra teaching, though.

Learning outcomes help in evaluation and assessment.

Learning outcomes show accurately the goals learners will be able to achieve. Learning outcomes indicate the academic performance students would get after a series of lessons, units, and so forth. For a class to be successful, it is important to arrange learning outcomes at the very beginning so that students know what to achieve at the end. They are nowadays gaining so much popularity around the world in educational settings (Bender et al., 2018). However, students can increase their learning outcomes by spending more time with tutors in class and studying on their own after class, as a result,

they showed higher levels of engagement (Gasiewski et al., 2012). On top of that, it has been promulgated that engagement positively leads to outcomes (Arcas et al., 2013).

3.1 learning outcomes in EFL

Currently, the use of ICT in the classroom is present in our daily lives. Students worldwide are involved with technological devices day-by-day. EL (English language) teachers must combine the native language skills as well as prior knowledge to transmit effective EL pedagogy (Ajayi, 2009; Cope & Kalantzis, 2000). Likewise, learning outcomes should be established for EL. Language learning outcomes in EFL or language learning could depend on several aspects such as confidence, anxiety, and enjoyment, among others. When learners make progress in EFL, learning outcomes are playing a tremendous role in their academic achievements. Learning outcomes may be affected by learning style, class design, and teaching (Jude et al, 2014).

Additionally, the EFL curriculum has changed since 1980 and linked with epistemology to be better understood. For instance, some authors state that those changes in curricula become products of globalization and the global society as well as responses to international demands provoked by the construction and use of standardized comparisons (Bachmann ,2016). Thereupon, countries such as Colombia had to adopt language policies and syllabus to conquer international investors; thus, such an attempt can escalate the country's competitiveness globally (Peláez & Usma, 2017). Markedly,

investigation and publishing regarding the EFL syllabus are limited. Some contributions

blame national laws for EFL teaching and learning related to perspectives such as

ideology analysis, challenges presented to rural areas (Usma,2015),

Conversely, the majority of studies examine how laws are or must be executed in

their territories and the goals presented by policies; notwithstanding, they do not describe

EFL syllabus concerning nowadays features (Guerrero ,2010). Henceforth, investigating

the rank of EFL syllabus in Colombia is relevant because it calls attention not only

among scholars but also governmental bodies regarding Colombian's English proficiency

levels that target EFL as the main discussion. Correspondingly, Confrey (2006) stated

that such examination is justified because curricula impact what student learns and how

to.

Overall, other actors involved in English Language teaching such as local

governments and private investors have forsaken the implementation of policies to

support this matter (Correa & Usme,2013).

Another aspect to consider EFL learning outcomes is Internet self-efficacy.

Internet self-efficacy is an important concept in web-based learning which has been

investigated in the last decades (Chang et al,2014). Internet self-efficacy may be

understood as students' confidence in doing activities using the internet. Past studies have

shown a relationship between learning motivation and learning outcomes (Chang et al,

2014; Pajares, 2003). In language education, students' plan to use the internet for

language acquisition has been found to connect with learning outcomes (Cakir & Solak, 2014). Furthermore, some phases have been established to evaluate self-regulated learning. In the first phase, students activate their knowledge, establish, and plan their learning goals. Secondly, learners watch their learning process. Thirdly, learners need to control and restrain learning-related factors, and finally, students have to ponder the learning process features (Pintrich,2004).

Learning outcomes in EFL should be established for the four skills: listening, speaking, reading, and writing. Once they are set up, learners will know what to learn for each skill to acquire English as a Second language well. Learning outcomes have to do with the accomplishment of the task that could be measured by assessments (Azmi, 2014). For example, one of the most popular ways of assessment is the GPA which stands for Grade Point Average. And it is the grading system used in the United States. Moreover, it shows the collected learning every time students are close to work in a professional field (Betts & Morell, 1999). Besides this, creating rubrics to measure learning outcomes is important because they help to clarify teachers' expectations, recognize strengths and weaknesses, and guide students towards self-evaluation (Panadero & Jonsson, 2013).

Up to now, there are some studies regarding GPA. One of them, by Laeheem (2012) and Bell (2006), displayed a strong correlation between GPA and learning outcomes. In addition to this, Zangani (2007) studied the connection between English proficiency and learning outcomes of Iranian learners of English; as a result, their

findings showed a significantly strong correlation between the proficiency and the GPA of learning outcomes. Another study from Bell (2006) searched the effects of self-regulated learning (SRL) as well as epistemological beliefs regarding the degrees of academic achievement in online courses. The findings exposed that GPA is one of the variables that were important to anticipate the learning outcomes in web-based learning environments. The findings of these studies correlate the use of GPA as an estimation of English learning outcomes. In that study, the higher GPA the higher outcome in English learning. However, performance in nowadays English learning demands several skills that are not measured by GPA.

Another study that is important to talk about is the one from Zajacova et al. (2005) where they investigated the effects of self-efficacy and stress on their academic performance. They studied three different models. The models had in common age, gender, among others; and GPA as one of the variables. Their findings showed that the effect on self-efficacy about credits and GPA was of great importance and benefits. They also proposed that self-efficacy had a good effect on academic achievement or learning outcomes.

3.1.1 Use of ICT in learning outcomes as well as EL

Traditional teaching integrates markers, chalks, and whiteboards. In this century, technology has revolutionized teaching and learning due to the innovative ICT -based method. Therefore, this innovation allows having more effective teaching and learning.

Correspondingly, Azmi (2017) stated that ICT-aided teaching can be used to induce more interaction and a pleasant atmosphere in the EFL classroom. Comparatively, the ICT-based method generates enjoyment while doing the activities and supports the teacher's teaching.

ICT facilitate ELF when teaching reading, speaking, writing, and listening. It is said by Yunandami and Gunawan (2012) that technology contributes to students' learning and language skills. ICT has made education institutions to invest in ICT facilities. Nevertheless, it is difficult to satisfy the solicitation to enable them because the government knows the lack of facilities, but it has to be conducted gradually.

Investigations have suggested that the use of ICT in the English language classroom has the power to enhance and perfect students' language acquisition and encourage them to resume their learning and arises their imagination and enthusiasm. Technology in language learning can increase the variety of and rises the diversification of the learning environment along with opportunities and quality of learning experience to make subject matter more varied and reachable for individual learners and guarantee additional involvement and commitment among students (Pennington, 1996). The integration of ICT into the classroom gives admission to a range of digital tools such as interactive video, different means of communication, learning management systems, among others. These ICT tools aid students to obtain linguistic skills, contact and interaction with other language learners, and open their minds regarding different

cultures, lifestyles in English speaking countries. And the use of ICT in the classroom builds more enlivenment and communication in the EFL classroom.

What is more, integrating technology in language teaching imparts learners' advantages to widen chances to learn English as a foreign language. They go from improving motivation and encouraging autonomous learning to boosting critical thinking skills, among others (Azmi,2014). In this new era, students are digital natives so that they do not have any trouble at all using any kind of electronic devices ranging from computers, tablets, smartphones, smart TVs, and so forth. However, a teacher in the digital age needs to be trained to use digital tools and to know -how to face the new challenges that arise from time to time. The use of ICT in education is rising (Rafiq & Hashim,2018). Besides this, ICT transform the teachers' and students' learning for good (Abunowara,2016). Furthermore, technology has changed education in general, especially, it has had a great impact on EFL teaching (Mansor & Rahim, 2017).

Currently, ICT have transformed English language teaching and learning. And it gives many tools to enhance all about language teaching and learning (Pardede,2012). On the other hand, ICT are important to consider since it offers instruments for teachers to expand learning outside the classroom (Haygood, Garner, & Johnson, 2012). ICT have positive effects on learning environments (Mikre, 2011) as well as quality in learning (Davies, in Kandasami & Shah, (2013) and has helped to improve teaching procedures, innovation, and service to the communities (Mikre, 2011). Furthermore, by including the

ICT into the classroom, learners increase their participation, foster self-learning, and build up a pleasant atmosphere (Ahmad, 2012).

In learning and teaching, ICT are seen as a computer-based technology software, it uses laptop computers, tablets, and smartphones as well as internet technology. Besides, internet technology uses learning tools like blogs, websites, and social media such as YouTube that support teaching and learning. And ICT include a lot of resources and tools such as Edmodo, Blackboard, and Moodle (Collis and Moonen, 2001).

Many studies support that the importance of ICT in the classroom could significantly help students and teachers (Cowie & Jones,2009). The use of ICT can boost learning outcomes to a great extent since it gives a hand to have more dynamic classes for both teachers and students, and it leads to more productive learning (Uluyol and Şahin, 2014). Yet, ICT have five considerable impacts to back EFL teaching and learning. The first one is to support teachers to adapt teaching materials to the learners' needs. Secondly, ICT gets access to lots of materials online.

Thirdly, the news is there to support teaching and learning. Fourth, teachers can interchange the four skills so that learners utilizing audio, video, and writing can have an advantage of it, as a result, classes become much more fun. Finally, ICT facilitates both teachers and students to pay attention to an explicit feature of the lesson such as grammar, listening, etc. (Houcine, 2011).

In another study regarding ICT, (Padurean and Margan (2009) mentioned four advantages when using ICT in the EFL classroom. 1) ICT give the chance to control the lesson, computers interchange visual and listening activities as well as graphics and pictures. 2) ICT present opportunities for creativity, innovation, and gives teachers the chance of using a variety of materials in each lesson. 3) ICT offer instant feedback. On the other hand, computers identify mistakes, correct them, and give suitable recommendations. 4) ICT give versatility. Teachers can adjust ICT to the students' needs and language knowledge. By doing so, ICT make learning more appealing to students.

What is more, ICT have changed people's lives by storm. In addition to this, technological progress and education learning outcomes affect these. When it comes to teaching English, learning outcomes can be measured differently thanks to the utilization of ICT; therefore, teachers know how to measure learners' outcomes with the support of ICT. For example, institutions with little to no access to ICT tend to have lower learning outcomes compared to those who can. On top of that, the lack of instructional media is one of the reasons for low learning outcomes (Sari et al, 2017).

The use of ICT seems to be a need today because it offers plenty of resources and materials to teach English as a foreign language. Thanks to the integration of technology in the EFL classroom, students can learn English more effectively and efficiently at their own pace, and more importantly, they can do it from an electronic device with an internet connection.

CHAPTER III

Methodology

Research methodology refers to a general approach the researcher takes in carrying out the research project (Williams, 2007). Its core process is collecting data to be quantified and subjected to statistical treatment to support or refute the thesis (Simons, 2004). The researcher relies on statistics to carry on out the analysis. Quantitative research involves research design, test and measurement, and statistical analysis. Quantitative research also involves data collection that is typically numeric, and the researcher tends to use mathematics, descriptive and inferential models as the methodology of data analysis (Sandelowski, 2017). Additionally, the researcher uses surveys, questionnaires, or any other instruments to ensure high levels of certainty against the statistical data collection methodology. The scope of the research is descriptive, allowing the researcher to stablish the impact of one variable respect others (Yilmas, 2013).

Design

A Pre-test, post-test model has helped researchers analyze the effects of educational innovations and are prevalent in educational research. The variables were investigated by using a T-student. A T –student test approach commonly offers a more accurate and informative analysis.

Setting

The study was conducted at La Anunciación School, located in Buenos Aires neighborhood in Medellin city. The participants in this study were ninth-grade students. Girls' English level is good. The girls enjoy English and think that the classes are opportunities to improve their skills in this language. The school community corresponds to a medium social class.

Variables

English language learning as a resource for motivation and academic performance.

Sample

In this research, two questionnaires were used through the google form tool to measure the degree of motivation that the ICT can generate in learning English. These questionnaires were applied to 21 ninth-grade students at La Anunciación School in Medellin.

Ethical considerations

This applied project was completed by 21 ninth- grade students at La Anunciación School in Medellin. The data obtained is confidential. The answers of the two surveys were kept anonymously. No personal data was collected to protect students' anonymity.

Data collection

This applied project was conducted with a couple of surveys that were completed by ninth-grade students at La Anunciación School in Medellin. The surveys are certified and have been used previously by experts. The survey is comprised of 20 questions in which students are asked to express their motivation using ICT during the pandemic, which was caused by Covid-19. Additionally, the twenty answers were conducted using the Likert scale.

CHAPTER IV

Results and Discussion

The results for the variation in mean in academic performance are as shown below:

To determine whether academic performance and motivation in English language learning were associated with the implementation of digital tools, the study's design generated appropriate data, while a statistical test was necessary to determine significant differences between pretest and posttest means (Improvement, i.e., the dependent variable). A paired-sample T test to each of the dependent variables was administered to the students in the sample. Pretest-posttest means, standard deviations, and differences for each variable appear in Tables 1 and 2. The tables depicts the mean percentages of the responses for the pretests and posttests.

In Table 1, the difference between means of the academic performance is statistically significant ($t = 4.8$, $p < .001$), revealing substantial improvement (i.e., academic performance). The overall mean pretest score (percentage correct) is 4.2, compared with the mean posttest score of 4.6.

Table 1: Pre Test-Post Test: Levels of motivation

	Pre-Test	Post-Test
Mean:	4,2	4,6
Std. Dev.:	,188	,340
N Pairs:	21	
Mean Difference:	-,396	
SE of Diff.:	,082	
Eta Squared:	,528	
T-Score:	4,846	
P:	,0000979	<0,001

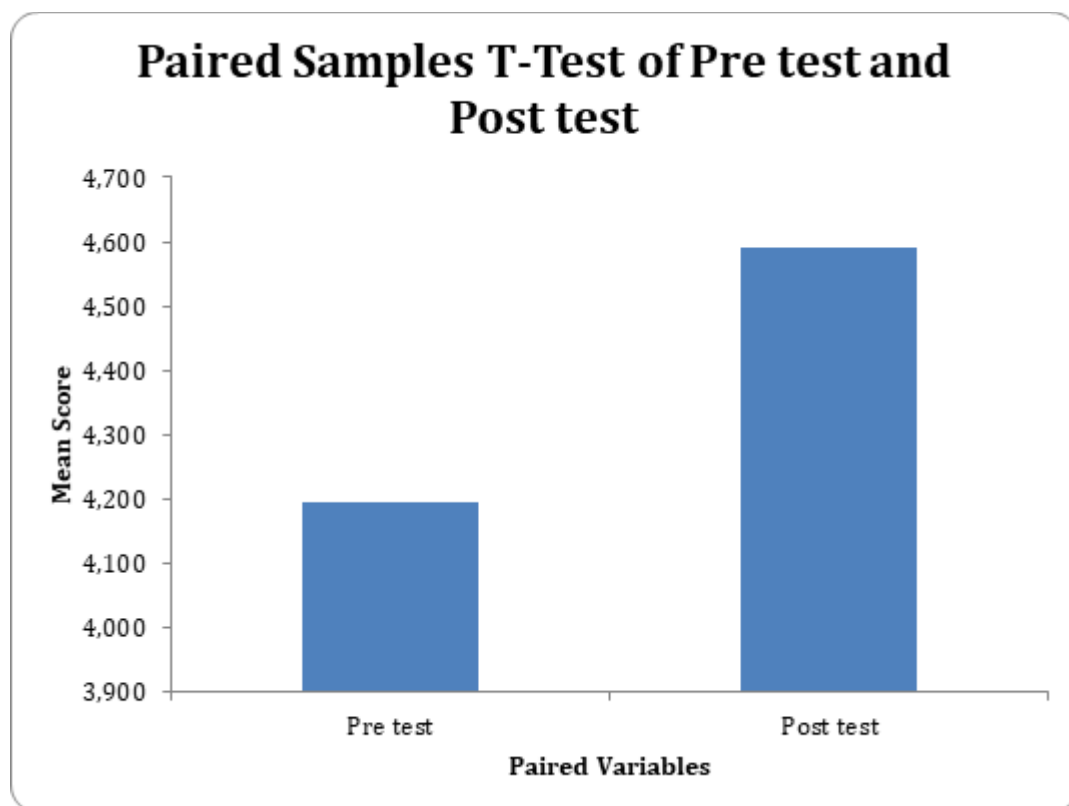## Paired Samples T-Test of Pre test and Post test

Figure 1: Paired samples Pre-Test, Post Test. Levels of motivation.

In Table 2, the difference between means of motivation towards English learning is statistically significant (t = 6.1, p < .001), revealing substantial improvement (i.e., Motivation in English learning). The overall mean pretest score (percentage correct) is 2.9, compared with the mean posttest score of 4.0.

Table 2: Pre Test-Post Test: Academic Performance

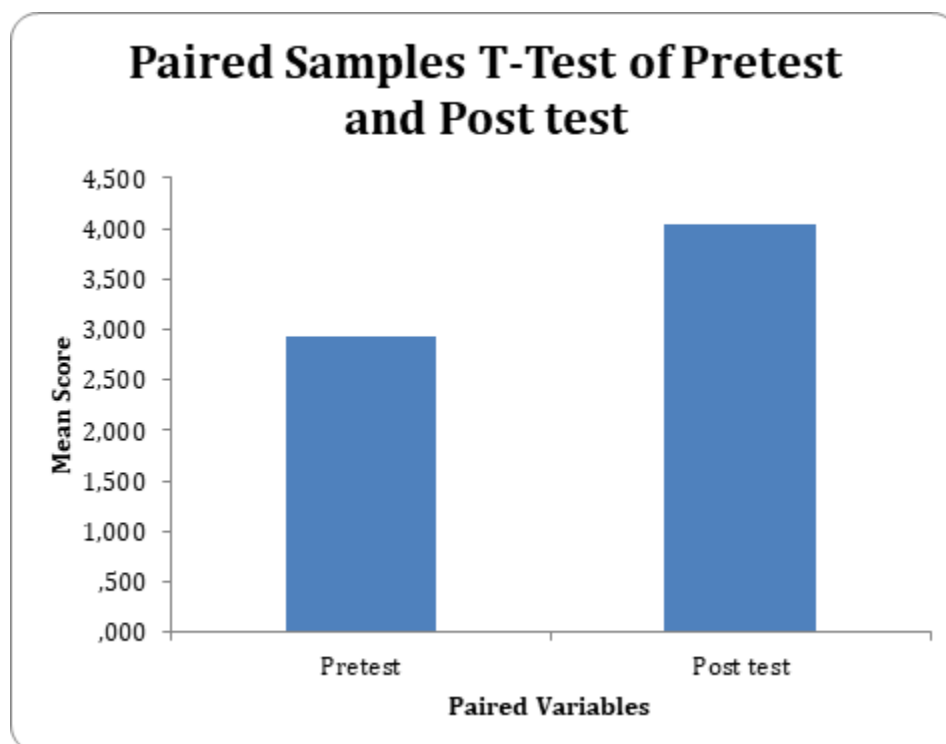|	**Pretest**	**Post test**
Mean:	2,930	4,040
Std. Dev.:	,810	,427
N Pairs:	21	
Mean Difference:	-1,110	
SE of Diff.:	,180	
Eta Squared:	,643	
T-Score:	6,155	
P:	,0000052	<0,001

Figure 2: Pre Test-Post Test: Academic Performance

Discussion

The results show high significant gains in academic performance and motivation after implementing digital tools in English classes at La Anunciación School in Medellin. The pretest-posttest instrument clearly illustrates improvement in student learning outcomes and motivation: that is to say, on average, it depicted 6% increase in learning outcomes and above 20% in motivation towards English learning after using digital tools for English lessons. Pretest-posttest learning outcomes and motivation gains were substantially attributed to students' preference and understanding of technology, especially for education.

Correspondingly, this applied project has similarities with Solis Tapia, R., & Valdivia Valdivia, M. O. (2018). Uso de las TIC y su Relación con la Motivación para el Aprendizaje en los Estudiantes de la IE Fizcalizada Orcopampa, 2018. This study also determines the use of ICT into the classroom and their relationship with learning motivation. Additionally, this study used as a data collection a certified survey approved by experts for the variables; similarly, this applied project worked with the same survey, and therefore, similar results were found. Accordingly, it is stated that the use of digital tools helped students to achieve better learning outcomes as well as an increase in motivation.

Pedagogical implications

This applied project can be used in further research in the areas of learning outcomes and motivation using digital tools. The findings permit to analyze the results students obtain by using digital tools for English as a Foreign Language. Equally, thanks to the integration of a pretest-posttest into English classes, scholars can document data that may be used to amend their pedagogy, didactics and enhance students' learning outcomes and motivation using technology.

The results are notably remarkable for students learning English; therefore, the conclusions are seen suitable. Undoubtedly, students performed better, overall, on the

posttest, whereas this applied project indicates that students using digital tools can augment learning outcomes or academic performance as well as motivation. Additionally, it is important to determine and then examine the effectiveness for English learning.

A pretest-posttest mechanism, already put into practice, can be used to boost the English language teaching. For instance, posttest showing low learning outcomes or motivation must be revised and adapt strategies and methodologies to enforce them. Moreover, pretests can diagnose students prior English learning styles and therefore, implement digital tools to improve academic performance and motivation.

Comparatively, the assessment model depicted in this applied project offers the opportunity to match students with similar pretest-posttest results. For example, an educator perceives that students who attained high results in the pretest demonstrated good improvement in the posttest. That information is crucial for individuals teaching English as a Foreign Language. Likewise, teachers can use a pretest-posttest model to measure learning outcomes and motivation to evaluate the effectiveness of using digital tools. Pretest-posttest are one way to document that English learning can occur using digital tools. As ICT substitute traditional teaching for language learning, the need to examine the efficacy of these processes is a must. Finally, it is fundamental to establish how to measure students learning outcomes and motivation when learning English using digital tools.

CHAPTER V

Conclusions and Recommendations

Conclusions

The rapid use of ICT have been a great challenge in educational settings, not only for schools but also for teachers since nowadays students are digital natives, therefore, they can master today's world with ease.

What was stated previously permitted concluding that current education is led using technology, which has been used as a motivational tool in learning. That is why little knowledge and lack of use in the classroom cause demotivation among students, Consequently, this leads to low academic performance and boredom in some academic subjects like English (Abdurahmonov,2020).

The results obtained in the two surveys let to conclude the following: On the first survey, students used to use ICT as a sort of enjoyment in their free time, interacting with others and ICT use was rather little, students attended in-person classes and ICT was inadequate in the institution due to the lack of computers and internet connection. On the second survey, students showed significant progress in terms of learning outcomes due to the implementation of ICT in virtual environments and as a result, learning outcomes improved notably.

The use of ICT has allowed students to participate in their academic process more consciously and deeply and achieve better outcomes in English language learning, additionally, educational processes ponder the importance of ICT as motivational tools for English as a Foreign Language, therefore, students can have constant interaction with their peers to share their significant learning experiences.

Likewise, when using ICT as mediator in English language learning, students are actively involved in their academic process by acquiring an active role, thereupon, their needs and interests are crucial since they support and motivate them to improve their skills in Language learning.

In conclusion, based on the work done in La Anunciación School, the girls could get a connection with the technological tools since they contributed to their digital literacy development by being the focus on motivation for learning English.

Moreover, the digital tools made a meaningful contribution to this team, building in students' innovation and how they would use the information. In the same vein, not only generating motivation in the girls but learning in asynchronous ways allowing them to strengthen their learning autonomy.

These strategies through the digital tools boosted the curiosity of students for the curriculum and the motivation on the responsibilities to accomplish, giving them control over these tasks.

There is a connection between the digital tools and the academic performance, and it is measured with the student´s ability to apply autonomy in their learning process by using ICT because with it they develop skills that allow them to enjoy innovative learning environments centered in students and not specifically on teachers.

The inclusion of ITC ICT in the classroom generated meaningful changes in academic performance since they promoted a transformation in the way learning is conceived and built.

Recommendations

This applied project has been developed with a single sample from a private high school in Medellin, it is expected that in subsequent studies, the central matter of this research project can be broadened by researching a wider sample as well as recent investigations that support it.

 It is recommendable in future studies searching about the implementation of digital tools for students with diverse abilities. These tools allow an adequate adaptation to school and significant learning of the English language in a didactic format since ICT have a striking and fun design.

Similarly, it is suggested:

Identify the advantages and disadvantages that teachers have in the use of new technologies.

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