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Digital Literacy in Early Childhood

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Research Report submitted
in partial fulfillment of the requirements for the degree of
Master in English Language Teaching – Autonomous Learning Environments

Directed by Luz Dary ARIAS
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Septiembre 2015
DIGITAL LITERACY IN EARLY CHILDHOOD

Declaration

I hereby declare that my research report entitled:

Digital Literacy in Early Childhood

- is the result of my own work and includes nothing which is the outcome of work done in collaboration except as declared and specified in the text;
- is neither substantially the same as nor contains substantial portions of any similar work submitted or that is being concurrently submitted for any degree or diploma or other qualification at the Universidad de La Sabana or any other university or similar institution except as declared and specified in the text;
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__________________________________________
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I want to thank to God for giving me the opportunity to come to Bogotá to achieve my master degree in this prestigious University. Additionally, to my thesis director teacher Luz Dary Arias who was a very committed tutor and guided me through all this investigation process, to my family and friends for believing in me and my capacities to accomplish this dream.

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Abstract

This research project is aimed at investigating how to enhance the speaking skill and sub-skills by means of digital literacy in young learners. The population chosen to develop this project was a first grade group of Corazonista School in Bogotá made up of 39 students aged between six and seven years. The main aim of this investigation is to determine the possible impact of Information and Communication Technology (ICT) tools to overcome the difficulty that first graders have when expressing progressive actions orally. In order to achieve this objective some strategies were created based on the Digital literacy skills that the students acquired while improving their speaking skill and sub-skills using different digital tools and virtual environments that motivated them to be committed to the activities, study routines and new learning scenarios. As a result, the students demonstrated that at this age range it is possible to create learning routines that enhance their process of language learning. It was found that students enjoyed and took advantage of the technological component which allowed them to improve the speaking skill considerably and furthermore the creation of learning routines based on the principles of self-regulation which are appropriate for young learners to start implementing in daily life.

Key Words: young learners, SLA (Second Language Acquisition), Digital Literacy, Speaking skills.

Resumen

Este proyecto está encaminado a investigar cómo mejorar la habilidad oral y las sub-habilidades por medio del alfabetismo digital en estudiantes jóvenes. La población escogida para desarrollar este proyecto fue un grupo de primer grado del colegio corazonista de Bogotá conformado por 39 estudiantes de edades entre los seis y siete años. El principal objetivo de esta investigación es determinar el posible impacto de la tecnología de la información y la
comunicación (TIC) para superar las dificultades que tienen los estudiantes de primer grado cuando expresan acciones progresivas de manera oral. Para lograr este objetivo fueron creadas algunas estrategias basadas en las habilidades de la alfabetización digital que los estudiantes adquirieron mientras mejoraban sus habilidades y sub habilidades del habla utilizando diferentes herramientas digitales y ambientes virtuales que los motivaron a ser comprometidos con las actividades y rutinas de estudio y nuevos escenarios de aprendizaje. Por consiguiente, estos estudiantes podrían crear estrategias que los iniciaran en el proceso de ser estudiantes auto-regulados. Como resultado, los estudiantes demostraron que a su edad es posible crear rutinas que mejoren los procesos de aprendizaje de la lengua. Se encontró también que los estudiantes disfrutaban y aprovechaban el componente tecnológico; el cual permitió considerablemente, que mejorará la habilidad de comunicarse de manera oral. Además, la creación de rutinas de aprendizaje basadas en los principios de la auto-regulación fueron apropiadas para que los niños empezaran a implementarlas también en su vida diaria.

Key Words: estudiantes jóvenes, SLA (Adquisición de la segunda lengua), Alfabetismo digital, habilidad del habla.
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Chapter 1: Introduction

1.1 Introduction to the study

Education nowadays is influenced by the use of technological tools and new trends that intend to help teachers and students from an early age to engage in new approaches to literacy using Information and Communication Technology (ICT hereafter) tools and other digital devices. Nevertheless, teachers need to use ICT responsibly in order to gain the expected results in relation to academic goals; that is why parents, teachers and students must be continuously connected to take advantage of the virtual content and environments to enrich the learning processes. In this specific case, English as foreign language learning and the improvement of language skills can be enhanced and learners can reach a more efficient communication according to their level.

Given the above and after observing first grade students in Colegio Corazonista, and the high tendency in the use of digital tools and devices to practice and study topics in English, and after having inquired about the criteria behind its usage, neither students nor their parents know how or why these tools are used in class.

Several tools have not been used appropriately by students, parents and even teachers; there is not enough awareness of the real benefits that the educational community can obtain from the responsible and conscious use of technology mediated tools.

This conjecture was reinforced during the application of the needs analysis and assessment of the quality of speaking production and the oral skills. Results confirmed that although students use and like digital content to study and to practice English; they demonstrated that the usage of those devices and softwares are not being well used because, while the interview was applied the students hesitated, used body language instead of expressing orally
what they meant, and used Spanish as well as other reactions and behaviors that show that learners are not able to successfully communicate orally.

Therefore, with this project the researcher intends to analyze the insights about the successful use of different ICT tools to improve students’ speaking skills, especially when they are expressing continuous actions and to demonstrate that they can also integrate the digital literacy skills into this improvement process. It is worth mentioning that the tools which help to enhance speaking skills of students trying to communicate utterances on a specific topic, should take into account the language learning level of and the motivational sources for students aged 6 or 7.

1.2 Rationale of the study

The new trends and the latest digital tools that have appeared to make our lives and mainly education more accessible and practical do not only require users to own the latest digital equipment and have specialized knowledge to understand and use them, but it is necessary to have basic digital literacy to take advantage of all these tools and their relevant virtual environments.

Teachers and students as digital users must understand that to achieve excellent results while studying or learning by those digital means, they need to know that if they are literate enough to use digital tools, the process of learning and practice would be more enriched.

Therefore, when using digital media tools wisely and being aware of their possible benefits, digital users can acquire digital literacies, for instance, multimodality, which allows users to combine the different tools in order to create original digital productions as defined by Kress (as cited in Beach et al., 2010). This suggests that with the conscious use of digital environments, media and ICT tools, students can improve their way of learning when creating
and using these new trends, and as Blanchard and Moore’s study (2010) explain, students from
the early ages can also take advantage of technology and digital tools to enhance their learning
process. Teachers must make the most of the digital tools and trends mentioned to help students
improve the weaknesses they have in second language acquisition, particularly the identified
problem of this study which is the lack of speaking skills in first grade students.

All these considerations made the researcher reflect on the possibility of helping students
improve their speaking abilities by the conscious use of the appropriate digital media and ICT
tools, make them aware of the benefits these devices and technology could have on their learning
process and how they were also useful for improving speaking skills and some sub-skills keeping
in mind their developmental stage and cognitive level of the participants of this study.

1.2.1 Needs analysis and problem statement

The aim of this research project was to improve the speaking skills of a group of first
graders of Corazonista School by means of digital literacy, given that this was one of the
difficulties that these students face. It also aimed to help learners become autonomous and self-
regulated in order to use the ICT tools that the Internet provides in a more conscious and
responsible way.

In this study, these aims were achieved by designing a pedagogical strategy that allowed
these young learners to overcome the lack of speaking skills and develop them according to their
age and level. Additionally, the strategy incorporated novel ways to guide these students on
how they can take advantage of diverse digital tools and environments to improve such skills.
This issue was identified in this group of students and verified at the needs analysis stage by
administering a questionnaire to the students (see appendix A). This included questions to
discover if students were aware of the advantages that the technological tools (tablets,
computers, cellphones…) have in order to study and to improve their L2 skills. This usually happens because learners tend to use these technological devices and the Internet to play in their spare time. Additionally, a voice recording was also a tool that revealed that students do not have the confidence to talk about personal information. It was observed that when responding students displayed different behaviors like hesitation, the use of Spanish, answering in incomplete sentences, or limited oral production. These students cannot talk about a given topic for more than thirty seconds. According to Murphy (1991), the core areas of communication are speaking and pronunciation. Bearing this in mind, it is required to guide and help the students to accomplish an enhanced, oral production that allow them to communicate in an appropriate and accurate way without forgetting their level and the abilities of their age.

1.2.2 Justification of problem’s significance

It is important that these students can recognize the importance and the need of using the digital environments and ICT tools. It is a way they can be entertained and improve their learning process at the same time. It can also help them to optimize their learning time and also that allows them to increase their knowledge and enhance their L2 learning while developing a routine that makes them more productive and conscious when using these technological tools and at home.

1.2.3 Strategy selected to address problem

As Heider and Jalongo (2014) suggest, digital literacy has an impact on the students’ learning improvement when it is implemented in the study routine inside the classroom and also at home. When doing this, students can learn the importance of being digital literates because they will take advantage of the devices, and will create a routine for using these ICT tools more wisely. Educators should not forget that students are young learners, without underestimating the
abilities that they can acquire at their level and age. For all these reasons, digital literacy has been selected as the strategy to solve the problem stated in this project.

1.3 Research question and objectives

The research question that leads this project has been based on the needs that the teacher/researcher has identified that first graders in Corazonista School have when trying to improve their speaking skills and some subskills to express continuous actions as well as, on how to improve by becoming digital literates and self-regulated learners. For this end, the following question has been posed:

How might a literacy plan influence the development of first graders’ speaking skills when expressing progressive actions in English? Additionally the research objectives that are intended to achieve in this project are:

Research Objectives:

General objective

To analyze the influence of a digital literacy plan to overcome the difficulty that first graders have when expressing progressive actions in speaking.

Specific Objectives

To analyze participants’ understandings on the use of a selected range of ICT tools to improve students’ speaking skills by means of guiding them on the importance of being digitally literate.

To determine to what extent the students might have acquired self-learning routines.

1.4 Conclusion

The present study stems from the possibility to help the students to improve their speaking abilities with a conscious use of the appropriate digital media and ICT tools. The study intended to raise awareness in the educational community of the benefits those devices and
technology may have in their learning process and how these are also useful in improving speaking skills and derived sub-skills, taking into account the stage of development and learning of the participants of this study.
Chapter 2: Theoretical Framework & State of the Art

2.1 Introduction

The theories and constructs here presented are considered relevant in order to support the development of this investigation. Constructs such as second language acquisition, CALL—Computer Assisted Language Learning, ICT—Information and Communications Technology, and digital literacy to improve speaking skills and sub-skills and a corresponding state-of-the art is subsequently presented.

2.1.1 Second Language Acquisition (SLA)

Keeping in mind that this investigation was carried out with a group of first graders aged between six and seven years old, and that they were in the stage of life in which learners are in the process of acquiring their mother tongue (L1) and a second language (L2), this theory will help identify the characteristics of a learner in this stage of the acquisition process. As Nunan (2011) argues, if the learner is still young, the acquisition process will be developed in a better way. This is explained in the critical period hypotheses which states that it is important to take advantage of this period before the neurological changes appear and the learning language process becomes more difficult to develop. Since this assumption is very realistic, it is important to take advantage of this acquisition process and speaking skills while the student is still young and involved in an environment that is focused on helping the student to achieve learning, in this case the school and the classroom will be the best settings to do this.

As stated in Saville-Troike (2006, p. 2), “the scope of SLA includes informal L2 learning that takes place in naturalistic contexts, formal L2 learning that takes place in classrooms, and L2 learning that involves a mixture of these settings and circumstances.” Moreover, Ellis (1997) asserts that SLA is defined as the language that people learn besides their mother tongue; this
learning can be developed in any environment or inside a classroom. This research project was focused on the second setting presented which formal L2 is learning in SLA, given that the classroom is the place where this research study will be developed and results will be revealed. Additionally students will be experiencing a different situation that will help to contextualize what topics are going to be used and their purpose in language learning.

This theory is used in this study because it focuses on the unconscious process of the acquisition of a target language. Therefore, this process is advantageous for young learners because this way of acquiring a second language helps students acquire the knowledge and abilities to communicate with more confidence without thinking about correctness and rules, and taking the risk of speaking and expressing ideas freely. (Krashen, 1982)

To achieve this degree of freedom when expressing utterances in the English classes, it is relevant to mention the need of classroom interaction, which allows the teacher and students to perceive the result of the learning process after becoming digital literate. This ability of expressing utterances orally can be reached by analyzing the type of language managed in the classes. Alright (1980) presents three elements to carry out this analysis by means of a macro-analysis of language teaching and learning that invites to guide the communication paths, while developing management activities which will lead to the construction of samples. These will be the demonstration of the target language in use (As cited in Ellis, 1994). By applying these elements it will be possible to create interaction paths that let the teacher recognize the students’ progress at the time of communicating their ideas based on what they have learned. This will make learners proud of what they are able to express, which adds a new benefit besides the improvement of the speaking skill, which is that the affective filter will be reduced.
The affective filter from SLA theory is one of the hypotheses that this research study will highlight as important since the young learners, participants of this research project demonstrated in the needs analysis that their lack of speaking abilities could be the result of negative affective and emotional aspects, for instance low self-confidence or anxiety. Krashen (1981) explains how low or high levels of anxiety may interfere with the students’ performance in oral production; similar behaviors are perceived when students are not self-confident; thus, learners that face these difficulties may understand but not acquire the target language. That is why the importance of not having negative feelings during the class sessions can help students overcome these issues and give them the confidence to take risks when participating or making contributions orally.

According to Johnson (1995), who agreed with Krashen’s views, to be in a second language class can help the students to easily create their oral productions, and create situations in which they can practice using their speaking skills (without ignoring the other skills). In this way, by providing comprehensible input, students can achieve meaningful interaction and subsequently the acquisition process will be seen as successful.

2.1.2 Speaking skill and Sub-skills

In regard to these skills, it is necessary to define the kinds of abilities that were intended to be reinforced and improved in this project.

Nunan (2011) defines speaking as the activity that a person does every day in order to communicate in an effective way. Furthermore, in Ekbatani (2010, p.3) “Speaking is the productive skill in the oral mode. […] Speaking in a second language is considered the most challenging skill to assess”. Considering this statement, the aim of this research study seems difficult to accomplish. That is why the speaking sub-skills are being taken into consideration to develop this project, because possibly when enhancing the speaking sub-skills through the use of
ICT tools, CALL, and digital literacy, students can show improvements in speaking skills as well.

First of all, it is important to mention that the British Council (n.d) defines the sub-skills as “[…] specific behaviors that language users do in order to be effective in each of the skills”. In this sense, improving students’ speaking sub-skills seems to be the right option to achieve the expected level of interaction and development of the speaking skill.

The speaking sub-skills are listed in Nagaraj (1996) as different abilities that can be improved in class by the use of different activities. The mentioned sub-skills are: to be able to produce meaningful sounds, to produce meaningful chunks, to use the appropriate syntactic patterns in order to produce language, to focus on intonation, rhythm, and stress, to ask and answer and to be able to convey information.

So, based on the context chosen for this investigation, the target sub-skills to improve students’ oral production in this study are: intonation, interaction, and extent which could be developed and improved in depth as long as the students use the language and produce meaningful sounds and utterances. The sub-skills presented were selected keeping in mind the learner’s ability and their basic level of performance in the English language.

Intonation is defined by Wells (2006) as the “melody” of the oral productions. This involves rises and falls of the voice, rhythm, accent, stress among other features that allow speakers to convey meaningful expressions. The previous description allows to analyze the connection between the importance of intonation explained in Gangal (2012) as a useful element to recognize different kinds of sentences for instance, questions and affirmations.

Interaction is defined in the Dictionary of Language Testing (1999) as the exchange of meaning that commonly occurs between two or more speakers. In the case of the context of this
research project, this interaction will occur mainly between two learners, the accuracy in meaning that they reach when intending to convey ideas is going to be proportional to the time that students have been exposed to English language and the competences acquired in this period of time which is approximately one year and a half.

The last speaking sub-skill that is going to be taken into account as it was mentioned before is the extent, in the case of young learners this needs to be limited to their capacities and ability of expression and construction of short meaningful chunks in order to create interaction in and outside the classes.

2.1.3 Digital Literacy

This construct emerged when digital media appeared and during the last decade has been strengthened because of the new creation of digital devices and new forms of communication and use of technological tools. Literacy, according to Kern (2000) is the use of socially-, historically-, and culturally-situated practices of creating and interpreting meaning through texts. It entails at least a tacit awareness of the relationships between textual conventions and their contexts of use and, ideally, the ability to reflect critically on those relationships. [...] literacy is dynamic-not static- and variable across and within discourse communities and cultures. [...] (p. 16)

Being literate demands us to be aware of continuous changes and dynamics in terms of culture and communication. Thus, being digitally literate, according to the British Columbia Government (n.d) includes having “the interest, attitude and ability of individuals to appropriately use digital technology and communication tools to access, manage, integrate, analyze and evaluate information, construct new knowledge, create and communicate with others in order to participate effectively in society”. With this in mind, it can be stated that after
students have embraced the idea that technology is useful to communicate and additionally helps them to learn better and faster by the integration of games, platforms, websites and others, they will be aware of the benefits that technology provides to their learning process by becoming digital literate children who are able to express their ideas in a social context.

It is worth mentioning what Littlejohn, Beetham and Mcgill (2012, p.547) stated in their research study: “By digital literacy we mean the capabilities required to thrive in and beyond, in an age when digital forms of information and communication predominate”. They continue by mentioning that to communicate by digital forms is easier nowadays given that the Internet is present in almost all the world and these virtual and digital environments persuade people to develop skills to create, use sources, evaluate, add contents and acquire knowledge and learn more via the Web. Accordingly, by incorporating these concepts to the teaching practice it will be more noticeable that young learners are capable of using technology to develop skills that will help them improve their language learning process by means of the Internet, devices, and some more elements that have been created to optimize the use of technology for academic purposes such as language learning.

Additionally, it is relevant to mention what the British Columbia Government (n.d) has written as the “Profile for Technology Literate Students”. This proposal is a draft thoughtfully divided by ages and describes what 5-8 year old students might be engaged with when they: (a) independently apply digital tools and resources to address a variety of tasks and problems, (b) demonstrate the safe and cooperative use of technology, (c) communicate about technology using developmentally appropriate and accurate terminology, and (d) demonstrate the ability to navigate in virtual environments such as [...] Web sites. These are just four out of ten “behaviors”, and those that are categorized as “experiences” are catalogued under cross-
curricular competences, such as, critical thinking, technology operations / concepts, personal responsibility/well-being, and social responsibility among others; I find it relevant to mention that these match the International Society in Technology for Education (ISTE) standards, which work towards transforming education by teaching, learning and leading in a digital age (ISTE 2012).

It seems easier and more logical to recognize the importance of developing a modern way of learning by implementing new means of learning in young learners contexts, and as The National College of Ireland (2009) also expresses in its report: the digital means of learning and communication have helped literacy, to allow people to communicate, express and understand by new different means. Thus, to help the students to develop speaking skills by using digital tools, is a way of pursuing the communication aim that digital literacy has.

In Colombia, there is a program called “A que te cojo ratón” implemented in 2005 by the Ministerio de Educación and supported by Programa Nacional de Uso de Nuevas Tecnologías, this program was focused on training teachers all around the country on the importance of digital literacy and on helping those teachers to acquire certain abilities in order to take advantage of the ICT tools to design digital resources to use in class. Teachers were also trained in the appropriate use of tools to create texts, images, web pages, and digital communication channels as explained in MEN’s Colombia Aprende the web page.

Regarding other studies associated with digital literacy in teaching contexts, Baker (2010) mentions the relevant aspects of digital literacy use in “young contexts” and highlights the importance of this use to promote not only the handling of the computer, the understanding of its environments and the technology usage, and the learning process of the child when acquiring literacy by the use of a computer when in fact, learners also improve their communicative
abilities with this innovative way of learning. Consequently learners simultaneously improve their speaking, writing, listening and reading skills by implementing these kinds of literacy.

Given that the focus of this project is SLA, it is important to also mention the strategies and suggestions that Hicks and Turner (2013) recommend for English teachers to become advocates of the new ways of teaching, keeping in mind that digital literacy offers the advantage of innovating teacher practices, without forgetting our traditions, but framing them in digital and technological contexts, and challenging ourselves as teachers to new ways of teaching and learning by getting involved with technology and diverse tools that can enhance the quality of the profession and achieve the expected results from students. Hence, it is clear that teachers are relevant in the process of complementing their teaching practice with the use of technology in order to be updated and to become digital literates, which means that this profession will be enriched with all the content and the benefits that digital environments can offer teachers. However, this also requires engagement and commitment by teachers to integrate all these new tools in their daily work to help students change the conception that the Internet and technology is only used for entertainment purposes.

2.1.4 CALL

It is inevitable to mention that the computer is an important tool in carrying out many of the activities and practices that can be developed in the classroom. For instance, the quick access to digital media and digital tools through the Internet and other diverse ways to engage in the acquisition of the target language.

In Ducate and Arnold’s study (2009), Computer Assisted Language Learning (CALL hereafter) is explained based on the roles that computers accomplish to help students learn or improve their abilities in a second language. Moreover, as stated in Hamilton (2013) when a
researcher affirms that by means of CALL, interaction and self-regulated learning could be improved, digital learning environments allow communication in the second language to flow.

It is essential to understand that computers are a helpful tool in modern times to provide a different way to approach SLA, without forgetting the importance that traditional tools have in language teaching and learning. Nevertheless, these traditional elements that a teacher uses in classes are being complemented by new forms of integration between books and technology; for instance, platforms, CD ROM and Learning Management Systems (LMS) are being designed by the same publishers and can be seen as a plus for updating teaching practices and catching students’ attention by using this modern approach to textbooks and contents of the English subject (Ducate & Arnold, 2009).

Subsequently, highlighting that this research project looks for the improvement of a language skill (speaking), and based on the contribution provided by Levy and Stockwell (2006) in which they claim that the design of CALL has also taken into account the importance of the language skills, it can be stated that the use of the computer in the classroom, by presenting information and modern ways of learning and practice for students and the integration of technology, influences the improvement of the speaking skill. They also argue that for those designers “[…] the specific orientation is located around a language skill (i.e., speaking, listening, reading, writing), or a language area (i.e., pronunciation, grammar, vocabulary, discourse)” (p 20).

The logical and conscious use of each of the tools and approaches selected for this research are necessary to recognize the benefit that CALL can provide for students’ progress when expressing ideas orally. Additionally, learners must give a report on what they feel they have improved or advanced by the implementation of CALL in the English Classes.


2.1.5 Information and Communication Technology (ICT) Tools

The existence of a large quantity of tools, whether technological or not, to intensify the learning process has been an important support for teachers in any area or subject. That is to say that digital media and digital environments that have emerged lately, the researchers and designers who are now able to create modern learning settings and scenarios enhance the learning process of students in any field of knowledge. They have also helped with the language learning process to a great extent. Digital literacy and ICT are giving teachers the opportunity to develop a way to unify those concepts and take advantage of the benefits and the results that can be reached by the use of those elements and complement them to evidence advances in the language learning process and improvement of language skills.

When teachers and researchers take advantage of ICT, there are many improvements besides the development of language skills. For instance, what Chambers, Conacher, and Littlemore (2004) mention: Initial emphasis lies on quantitative studies, which testified the increased rates of vocabulary acquisition, the improvement of grammatical accuracy and the higher language grades as a result of the introduction of ICT into the learning program. (p. 9)

This reveals that ICT tools are an appropriate form of approaching topics in ESL, and that the program and curriculum can be affected in a positive way with good outcomes resulting from the appropriate use of specialized ICT tools for language instruction.

2.1.6 Self-regulation

It is a desire for teachers to instill in the students not only the motivation to improve their learning by following their teacher’s advice and suggestions, but also to help them find ways to create routines of learning that demonstrate that they can create learning opportunities by taking advantage of several tools. This allows students to acquire knowledge by themselves and develop
learning processes more consciously. However, as Zimmerman (2002) highlights, teachers must identify young learners strengths and weaknesses and make young learners aware of them so that they can take action to overcome their difficulties and strengthen their abilities.

On young learners, Zimmerman and Schunk (2011) argue that promoting self-regulation in the elementary stage has relevance in and impact on the process of young learners learning, motivation and development and the use of different strategies to improve their academic performance. Moreover, Bronson (2000) asserts that for children to develop self-regulation, it is necessary that they recognize the importance of the objectives that they want to achieve, the relevant issues about instructions, and the actions of being able to supervise the progress of what they do and how to receive rewards when they do something or learn something that nourishes their own learning.

We can then say that it is possible and appropriate to promote self-regulation in young learners because they can identify what their difficulties are, the tools that can help them to improve their skills, and reflect upon the importance of monitoring themselves, keeping in mind the motivation they might have when developing a certain activity and the time that they spend doing it. These strategies or behaviors that young learners can develop might have a positive impact on their language learning as well and even more benefits could be obtained if self-regulation behaviors are integrated with the digital learning context.

This last statement can be added to McDonough’s (2001) strategies that can be used in order to improve self-regulation when learning languages. These include cognitive, affective and metacognitive strategies. The author also highlights that these strategies can be also developed by young learners and they are more likely to develop and control their own cognitive processes
than the affective and metacognitive, but they are still implicit in the language learning process and the ability to be self-regulated when acquiring this language knowledge.

Additionally, Cho and Shen (2013) mention that when self-regulation is used or applied in digital contexts and when the teacher is in charge of the accompaniment of the learners, this can help the students to achieve self-efficacy since it challenges the learners and motivates them to invest time and effort in accomplishing the objectives set. The teacher also has the duty of designing virtual scenarios and digital materials that have a positive influence on the language learning and the self-regulated learning process of the students.

The aspects mentioned above provided a guide that was useful for the teacher/researcher in order to accomplish each of the objectives of this study. It is expected that young learners who are participants of this study will take advantage of their SLA process and take this to new scenarios of learning in which ICT and CALL provide different and new experiences for improving different skills and focusing on speaking. The responsible use of these tools that will help students become digital literates and at the same time develop language learning strategies that will guide them towards the path of becoming self-regulated young learners. This must be done keeping in mind students’ age and language level. It is also necessary to remember that the participants of this project are young learners and the objective can be achieved with a clear idea that the level and stage of life must be elements which guide the progress of the students and the research study.

2.2 State of the art

There have been several research studies that are also based on the constructs that this project takes into account in order to help participants to improve speaking skill and subskills by
means of being digital literate through the implementation of CALL and different ICT tools and focusing on the development of learner self-regulation.

Arrieta and Montes (2011) study the importance of digital literacy and the use of ICT in Colombia and the benefits that students can obtain from them. They define the term “Digital literacy” in several ways keeping in mind the perception of different authors. One of the definitions provided is that digital literacy is the ability a person has to read, produce, recognize the meanings and information provided by a site, and added to that, for a digital literate it is necessary to produce information and to develop strategies to develop the skills previously mentioned according to Gee (2007). In an additional definition, Howard (2010) states that digital literacies are enriched when the use of different web tools like wikis, social networking, and other different sites allow people to interact effectively. Moreover, the authors that developed this research also agree on the benefits that students obtain when integrating ICT tools to digital literacy and cite several sources that allow us to conclude that teachers must be aware of the students’ abilities when managing these tools and at the same time, in their role as leaders of a group of learners, must integrate these web tools into their classes and are advised to learn how to design sessions in which students gain interest to learn through them. As in this study, the project presented in this document intends to improve the digital literacy in young learners by using different tools that will allow them to develop language skills, in this specific case, speaking skills that in the future will empower the students and communicate successfully either with digital tools or in face to face interactions.

Another important Colombian research study related to the integration of the ICT tools in education is Ariza and Sanchez (2013) study, which demonstrated the importance and the effectiveness that ICT tools have in developing a sense of autonomy in students. Some of the
findings of this study reveal that students are able to develop and recognize the relevance of creating study routines and how to expect more from themselves in terms of being committed to their follow up activities. Moreover, in the results that the researchers obtained, they discovered that time management is an issue that improved with the implementation of the ICT tools and that motivation grew. They also found that students became more reflective and aware of the improvement of their language skills, especially of their speaking. Self-regulation is one of the constructs included in this research study and it is hoped that similar results are found as the ones that were obtained in the Ariza and Sanchez study. For instance, creating routines that allow the students to be more organized and helping them develop autonomy in their early school stage. Moreover, using this learning strategy to optimize the use of digital content that contributes to improving speaking skills.

Sorenson (2015) also decided to research the potential of CALL in helping young learners to achieve higher levels of language proficiency. This researcher took into account constructs like standards-based education, English language proficiency standards and assessment, and CALL. After using the CALL program assigned to the school of her study which was designed to support students with a low level proficiency, it was noticed that improvements were achieved by means of this program that was developed in sessions that lasted half an hour and was focused on practicing and doing different activities like watching videos or playing games to improve the language skills. After doing this, the researcher found the use of CALL is appropriate for young learners to motivate them to incorporate technology into their language learning process: She also found that participants enjoyed the classes and felt that they could learn faster by using the CALL program. Finally, it was also found that that not only students, but schools can also obtain benefits through the implementation of CALL in the
classes. CALL seems to be appropriate for young learners to begin using technology as a learning tool. CALL allows the teacher to integrate different digital content into the class while guiding the class and interacting with the students and the activities presented. In this research study, the strategy is to follow a process similar to the earlier presented because of the age of the students and also to assure that learners are understanding and applying the knowledge that they are acquiring.

Self-regulation has been presented earlier in this chapter as a way to show that students must acquire it from the early ages in order to be aware of the improvements that they can implement in relation to their learning process. McClelland and Cameron (2011) wanted to demonstrate the importance of self-regulation in the life of young learners, so that they can have more control over their feeling and behavior in social and learning environments. The authors defined self-regulation as the “integrative construct that includes controlling, directing, and planning cognitions, emotions, and behavior.” The researchers then show facts that describe how important self-regulation is in order to achieve school success, and argue that self-regulation allows students to develop several abilities like flexible attention, working memory, and behavioral aspects that lead students to higher levels of performance and then the school can also show that by means of this, students can finish their studies successfully. This project also explained how self-regulation can be measured and what the advances of self-regulation have been recently. Authors mentioned that there are several projects and evaluations that aim at recognizing the progress that self-regulated children demonstrate by responding to different instructions and integration of tasks in a more positive and natural way. It was previously mentioned in this section that the development of self-regulation skills is one of the main objectives to achieve in this project. This is because the participants were in their early school
years and they could create a culture of organization, time management and adaptation to new learning environments faster and easier, thus, these abilities will be developed in order to help the students become digital literates.

The relationship of self-regulation strategies and the language learning process was also possible. According to Mahmoodi, Kalantari, and Ghaslani (2014), when a student develops self-regulatory strategies appropriately then he or she is also able to learn better and to be more motivated to do so. The authors demonstrated that students can develop strategies to learn, perform, create, and do better in learning environments as Pintrich and De Groot (1990) said. The researchers wanted to find out which of the self-regulatory strategies were of most common use among Iranian English language learners, and also to demonstrate the relationships that could exist among language learning, self-regulation, and motivation. After the implementation and analysis, the researchers found these to be the most common self-regulation strategies: students made associations, studied additional hours, evaluated themselves in English, changed the perception of seeing English as a difficult subject, and took notes. Another finding is related to the relationship that the researchers discovered that does exist to a great extent between self-regulation and motivation. They also found that there is no significant relationship between self-regulation and L2 learning but that the learners are more aware of the learning process, which is demonstrated by them implementing strategies that improve their achievements in L2 learning. Thus, as it was demonstrated in this study, it is also desirable that first graders in Corazonista School develop skills which help them become more organized and at same time they can create ways to optimize the use of the digital tools in order to use them better to improve their speaking skills. It is important to mention that keeping in mind students’ age it is necessary that these self-
regulation strategies do not exceed the learners’ capabilities and diminish their motivational level because of difficulties found in the process of being self-regulated learners.

Marsh (2011) has focused on highlighting the different literacy strategies and processes that a young learner can create and experience through the use of virtual worlds. In this study the author presents the different practices that students from five to eleven years old have in order to use what the researcher calls “virtual worlds” known also as virtual scenarios: The researcher also analyzed the time that participants spend at home using these scenarios to interact and to build an online social environment. This research study found that the majority of the worlds are designed for playing and creating avatars. The author of this study mentions Club Penguin as one of the tools used in order to observe the students’ behavior towards its use. This scenario, says the author, presents icons and symbols that do not demand a high level of reading skills from students, but on the other hand, presents different features that let the student experience different roles as in real life for instance, shopping and being immersed in different social groups. In a case study, the author could recognize the students are at home in the use of ICT. For this purpose, a survey was designed to show the results of the use of online scenarios outside school. The researcher found that literacy and multimodal communication are two elements which were principal in the creation of the social component in the study. Moreover, the fact that children had the opportunity of participating in digital environments gives them the experience of working with authentic material and activities as well, and this was helpful for them to experience how the digital and virtual scenarios work and what they offer. From the perspective of this study, it is relevant to mention that the use of ICT that young learners develop let them recognize the diversity of learning scenarios, they can identify which are helpful for their learning process and additionally they can enjoy, play, find friends, show their abilities while
learning and these were some of the behaviors that the present study intended to achieve especially in the field of language learning.

2.3 Conclusion

The results of the research studies mentioned above, obtained by the implementation of different strategies to overcome a difficulty or just to improve students’ skills, will help this research study to develop and create strategies that can be helpful for students to support their own learning process. Moreover, with young learners it is necessary to be present as much as possible so that learners can become self-regulated, and integrate ICT tools and CALL in students’ learning process, which provide more benefits than drawbacks, and finally, that digital literacy helps students in developing social skills mediated through virtual scenarios and to enhance and enjoy learning in general.
Chapter 3: Research Design

3.1 Introduction

This chapter explains the type of study and the instruments that were used for data collection; the relevance of the participants’ roles and ethical considerations. Additionally, validity, reliability, and triangulation will be explained.

3.2 Type of study

In order to solve the problem presented in this research project which deals with the possible impact of digital literacy on the improvement of speaking skills, action research seems to be the appropriate type of research that could guide the process of this study, given that, as stated in Burns (2010), action research intends to find a solution to a problematic situation, inviting the researcher to be a reflective and critical investigator in his or her own teaching context. Hence, this view may guide the development of one of the main constructs in this research study that is Digital Literacy by reflecting about the conscious use of technologies and the application of these to enhance the speaking skills in a group of first graders.

Furthermore, thinking about the context, necessities, and expectations of this project, the researcher took into account what Kemmis and McTaggart (1988) argued that action research supports to a great extent, the changes that a teacher desires to make in a specific situation in their own context, in this case, the classroom in order to “increase understanding” (as cited in Nunan, 1992, p. 18). Nunan (1992) also highlights that action research’s main purpose is to improve a current situation and to create change in a certain situation that has emerged in an educational context. It seems that action research is appropriate to solve the situation stated in this project and whose characteristics can contribute to the solution of the problem presented here.
This project fits the action research principles because it was a problem that the researcher identified inside a classroom. Additionally, a process of observation was carried out, which led the researcher to the decision of administering a questionnaire that served as the instrument for the needs analysis. In turn, this instrument helped to visualize the problem that the researcher had recognized more clearly and facilitated both the inquiry process and the implementation process that aimed to integrate effective pedagogy and digital literacy actions, in order to tackle the problem under analysis. After the plan was designed and implemented, students both improved their speaking skills by using different digital tools responsibly and consciously and became self-regulated learners applying strategies adjusted to their level.

3.3 Context

Colegio Corazonista is a private catholic school located in the north of Bogotá, which follows and shares religious beliefs based on the promises of the Sacred Heart of Jesus. The school also promotes its own type of pedagogy called “Pedagogía del Acompañamiento” which intends to create a close relationship between students, tutors, and the school itself, which develops human qualities and educational excellence through continuous orientation and exigency.

With regard to the English program, although this is not a bilingual school, it has a strong focus on English as a Foreign Language which can be seen in the “Scope and Sequence” and the quantity of hours devoted to the subject, (five hours per week in elementary courses). The materials that are used to supplement the instruction of the English subject is a series of textbooks of Richmond Publishing that are called Thumbs Up!. These textbooks have a special role in English classes given that the topics of the English curriculum in this school are based on the topics presented in this material. This is because the books already present the topics based
on the Standards of the Colombia’s Ministry of Education (MEN, 2006). Besides, students also receive Science classes in English, which is a plus that helps to increase knowledge and skills development in English.

### 3.3.1 Participants

A group of 38 first graders took part in this research study. These students are between 6 and 7 years old who are experiencing and discovering the benefits and different uses of digital devices and technology. It is important to mention that they really like English as a subject, and the contents and activities that are developed during the class, virtual or not.

A special need of this group is to improve their speaking skills, and sub-skills, given that in this stage of life, students present different difficulties in their behaviors when they try to communicate orally. Some of the behaviors are hesitation, insecurity, embarrassment, among others.

### 3.3.2 Researcher’s role

When carrying out action research teachers grow in a professional way. This means that they develop and acquire different abilities, for example, self-reflection and developing a research sense.

When carrying out this research study the teacher will develop abilities that will allow her to play several roles, for instance:

*Provider:* to provide the different tools, exercises and assignments that the students will carry out in order to accomplish the goals of this project.

*Evaluator:* to evaluate the process and the outcomes obtained with regard to the consciousness of the use of ICT tools and improvements of speaking skills.

*Monitor:* to establish schedules, time to develop activities, and monitor students to ensure
they are accomplishing the assignments provided.

Motivator: to motivate and encourage students to use and to continue practicing using the tools provided, to persuade learners to speak so they can enhance the speaking skills.

In conclusion, and based on the idea that John (1991) presents, the teacher takes the role of researcher as well because she is immersed in the process of developing the methodology of the study and at the same time of applying the different instruments that will be used for gathering the data that will be subsequently analyzed by the teacher/researcher to be able to show results in the last stage.

3.3.3 Ethical considerations

According to Burns (2010), ethics must guide the investigation given that it is necessary to follow a path of responsibility and morality that allow accomplishing with the school’s and research needs. In order to accomplish with all the requirements of action research and the university’s policy about the importance of the anonymity of the students involved in this project, the researcher assigned the students different names or alias in order to preserve their integrity. Some consent letters were delivered to students’ parents to let them know about the process of this research study, the aims, the objectives and all the important facts that were taken into account. Parents were also assured that the research did not affect the students’ performance in the learner’s academic process or their final grades. (See appendix B)

The school and the administrative staff were also informed by means of a letter and a talk about the process of the research and how this was supported by the university by having a rigorous follow up of the stages that the teacher/researcher had to accomplish.
3.3.4 Descriptions and justifications

3.3.4.1 Questionnaire for parents:

This questionnaire was sent to the parents in order to evaluate some aspects that could have changed during the process of the intervention of the research project (see appendix C). The questions included in the questionnaire were aimed at gathering data about the students’ behavior when using ICT tools at home, and to determine to what extent they improved digital literacy when practicing and studying in order to improve speaking skills by using the digital tools provided.

3.3.4.2 Semi-structured interview

As mentioned in Burns (2010) the semi-structured interview is a type of interview which has open questions. It is flexible, so that the researcher can explore and discover aspects by having a conversation with the interviewee. Additionally, Silverman & Patterson (2014) state that during the interview answers could emerge that are not included in the interview but that could be important for the research. Cargan (2007) also argues that a semi-structured interview is a good tool to obtain more accurate responses and rapport with the interviewee.

With the application of this instrument students have the opportunity to express what they felt during the intervention and if they found this experience worthy or not, if they felt attracted and motivated to learn, if they used the digital tools consciously in order to learn and improve the speaking skills or if they were simply getting distracted with those tools (See appendix D).

3.3.4.3 Voice recording

At the end of the intervention the teacher recorded the student’s speaking in order to prove the possible improvements of the speaking skill. This recording consists of a short talk that
students will give by describing the continuous actions that they see in a picture or in a video that the teacher will show to them. This instrument was selected because as Pinnegar and Hamilton (2009) suggest, voice or audio recordings give the researcher the opportunity to go back to the recorded scene and analyze the improvements or areas to improve of the students.

The recordings are evaluated and analyzed according to a rubric designed by the teacher/researcher that assesses if the students meet the criteria stated and hence, improvement in their speaking skills by paying special attention to the performance of the speaking sub-skills, intonation, interaction and extent (See appendix E).

3.3.5 Validation and piloting

Flick (2014) explains the importance of validity as the perception that the researcher must have on the reality of the facts that occur while carrying out the investigation and also mentions that reliability allows the researcher to present the interpretation about the problem under study. Triangulation, which is another important aspect that supports validity, is described by Patton (2002) as a strategy that combines either qualitative or quantitative methods in order to use convergent findings or look for consistencies and go beyond the relationship between the problem that is being studied and the inquiry approach.

With this in mind, this research administered in a first instance the questionnaire that was applied at the beginning of the intervention with the aim of identifying if students lack of knowledge regarding the use of ICT, CALL, and digital literacy and the benefits that they can obtain from this in the improvement of their speaking skills.

During the implementation stage, parents will be supported in the process of the research by filling in the weekly form of the follow up chart that observes and communicates the behavior of the children when trying to become self-regulated learners when they practice and use the
digital tools to improve their speaking skill. To analyze the responses of these instruments, it was necessary to analyze discourse with each of the responses that parents provided. This analysis consisted of reading each answer and then transforming it in the way that could be read and analyzed in terms of pedagogy and language learning.

In the last stage of the implementation, the students will record their voices in order to evaluate if there were any improvements in the development of the speaking subskills. To do this, students will be assessed using a rubric that will analyze different aspects of each sub-skill and to what extent they have or have not improved. The rubric intended to evaluate how long students could describe an illustration in terms of continuous actions orally, the intonation they used, and the ability to interact with other partners by expressing utterances about progressive actions.

After the implementation stage finished, two more questionnaires were administered, one to the students and the other one to the parents in order to receive insights about the process and how the participants perceived the implementation in terms of improvements of speaking skills, advances in the appropriate use of digital content, and strategies developed to become self-regulated learners. Some of the questions presented in the questionnaires were multiple choice, those were analyzed by statistical graphs; the rest of the questions which have an explanatory section were analyzed qualitatively.

3.4 Conclusion

The implementation process suited the needs of the researcher, students, and institution in order to overcome the difficulties related to the use of digital tools to support the development of students’ oral production. The design of this study was a valid measure to lead the process and accomplish the target objectives of this research project. Levy and Stockwell (2006).
Chapter 4: Pedagogical Intervention and Implementation

4.1 Introduction

This chapter will present the different stages that were taken into account in order to develop the process of the pedagogical implementation of this research study. This section will provide information about the vision of language, curriculum, learning and classroom; it will also describe the procedure that had to be followed to develop the pedagogical implementation; all of which is supported by lesson plans, resources used, and the timeline.

4.2 Visions of language, learning, and curriculum

4.2.1 Vision of language

By thinking of the possibility of helping students to improve the way that they express their ideas orally, and of the importance of encouraging an appropriate mastery of the language functions in a foreign language, one of the aims of this research study was to help students to improve their speaking subskills when expressing continuous actions based on the communicative approach which has been defined by Berlin (2012) as the possibility that students have to use the language learned in a context, and how this approach favors a more “student centered” classroom. Moreover, Byram (1997) states that following Hymes concept on communicative competence, language learning is not only a matter of grammar, and it is also a way to learn how to use the language appropriately.

The previous two views of the communicative approach guide the way that the present study researcher conceived her strategy to help students improve their speaking ability in class
and encourage them to be active participants of such change, while being the main agents in the class and inviting them to produce, interact and communicate ideas.

4.2.2 Vision of learning

The language aspect is aimed to improve literacy skills and the use of digital resources and environments that could be considered appropriate in order to work under the guidance of the constructivism approach. This approach is defined by Martin and Loomis (2006) as the way in which students merge previous knowledge with new knowledge and as a result, the learner will give personal meaning to what he or she has learnt. With this in mind, it is necessary to relate the aspect of incorporating digital literacy in these children’s’ learning process so they can merge the new knowledge that they have acquired by learning through digital environments with the knowledge on how this learning can help them improve certain language aspects and speaking skills.

Furthermore, when connecting constructivism with the ESL instruction, we are not far from achieving the goals of this study. Reyes and Vallone (2008) are authors who highlight the main aspects and relevant behaviors of constructivism in the language learning process and believe that helping students who are being immersed in this practice, will help them develop more than the learning of language, content, and process; it will give students the opportunity to investigate, discover and criticize, all of these at the same time. In this way, it is evident that the digital literacy process is going to be enriched by means of this practice of constructivism in the ESL process.

Moreover, it is also worth mentioning the integration of the Zone of Proximal Development (ZPD), a concept that was developed by Vygotsky which suggests that a person who has more abilities can assist another one with less abilities as cited in Kozulin (2003). This
can be applied to the implementation of this project in the assistance that the parents provided to
students to help them develop the digital activities and to appropriately manage the equipment
needed for the purpose of acquiring and improving the learning related to the virtual and web
tools and hence the speaking skills.

4.2.3 Vision of curriculum

It is important to highlight a thought expressed by Kennedy in Marsh (2009) who states
that “the curriculum must include a full range of skills and competencies relevant throughout its
life span” (p.7). This definition matches the focus of the curriculum implemented in Corazonista
School, which is the Integrated Curriculum or as Drake and Burns (2004) explain, the several
fields or disciplines of the integrated curriculum linked through content and abilities. This is
what Corazonita school attempts to provide, a holistic education based on the interdisciplinary
integration of subject areas.

This information about the school’s curriculum demonstrates how useful the present
research study can be to support the teachers to enhance the students’ learning process. Learners
can begin using language and the different subskills of speaking when communicating what they
have learned by using digital resources. The abilities that students have acquired when using
these tools, the advantages of technology, and how these two could be connected in order to
demonstrate that language learning is a complex process that needs to be developed by using
different strategies and tools.

4.2.4 Vision of the classroom

In order to enhance the learning environment, it is seen as appropriate to implement the
socio-constructivism perspective to make the classroom a more social and thus communicative
environment and a setting in which each student can support the other’s process by sharing their
points of view, expressing what he/she has learnt and broadening the own concept as Reyes & Vallone (2008) explain.

Another important fact to bear in mind is how ICT has become an important part of the improvement of a classroom environment. According to McKay (2013) when the ICT tools gained an important role in the classroom, they were received with fear, but somehow, in a short period of time the educational community realized how important it was to be literate in the technological field and how these digital tools could enhance learning and teaching practices. The technological and digital component of language learning will be a good support in classes in the sense that teachers and students can take advantage of them to improve the learning process and also to create a different learning environment.

4.3 Instructional design

4.3.1 Lesson planning

During the implementation stage, 25 hours were dedicated to fulfilling the objectives of this research. The lesson plan in order to accomplish all the desirable goals described the stages, activities, resources, and any other aspect that would be necessary to make this process effective.

Five weeks were assigned to develop this process, with one hour daily to carry out the procedure of each stage. The stages had steps that needed to be followed in order to support the pedagogical implementation. They were: defining, finding, evaluating, creating, and communicating (Somerset Learning Platform, 2014).

The following table presents the timeline:
Table 1. Intervention timeline

<table>
<thead>
<tr>
<th>STAGE</th>
<th>WEEK - DATE</th>
<th>ACTIVITY</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>Week 1</td>
<td>Approach to digital environments</td>
<td>The teacher will present to the students the technological equipment that is going to be used to support the upcoming sessions based on digital literacy. (projector, external CD drive, computer, surround system, Internet connection, Wi-Fi). Students will participate and will share the knowledge they have about these devices; they will also give their opinion about the equipment. (See appendix F).</td>
</tr>
<tr>
<td>Building analytical scenarios</td>
<td>Week 2</td>
<td>Defining</td>
<td>During these days students and the teacher will do samples and demos regarding the tools and resources that are to be used in order to enhance the speaking subskill. (See appendix G)</td>
</tr>
<tr>
<td></td>
<td>September</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1- 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>September</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5, 8, 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementing ICT by means of CALL</td>
<td>Week 2 – 3</td>
<td>Connection</td>
<td>Students will share their opinions as much as they can, and they also will answer and have in mind the questions that the teacher’s questionnaire contains.(appendix I) The home-school follow up routine chart will also be used from this week. (See appendix J)</td>
</tr>
<tr>
<td>- Follow up routines and analytical views</td>
<td>September</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 - 19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessing to collect results</td>
<td>Week 4</td>
<td>Creation</td>
<td>During this week the observations will be exhaustive, the students, teacher and parents will continue developing digital activities, but the collection of data related to the behaviors that students are demonstrating towards the activities must be more clear at this point. All of these activities and processes are focused on improving the speaking skill by expressing orally utterances using continuous actions.</td>
</tr>
<tr>
<td></td>
<td>September</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>22 - 30</td>
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<td></td>
</tr>
<tr>
<td>Communicating experiences and new</td>
<td>Week 5</td>
<td>Communication</td>
<td>At the end of this stage the cards of the follow up process at home and school routines will be collected and the data in them will be socialized with the group.</td>
</tr>
<tr>
<td>knowledge</td>
<td>October 1-3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.3.2 Implementation

All of the process aimed for the intervention process to be successfully applied during the five weeks planned. During this time the participants demonstrated interest to learn about digital equipment and their characteristics, their use in the classroom and also how to take advantage of this equipment to explore the different digital content that the Internet offers for instance, blogs, voice recordings, videos, images, games, and interactive activities among others. They also took interest in the importance of using these digital equipment and content with responsibility, based on the rules and advice that the teacher shared, for instance taking care of the time, not looking at any kind of advertising, making sure that parents are available to be with them and help them in the process of becoming self–regulated students. Moreover, students could also recognize the progress and improvements that they had by practicing and using speaking skills in every class and during the sessions that were designed to be developed at home by expressing continuous actions, thinking about the usual activities they do in the park, at school or with friends, and using or applying the correct grammatical structure. This was evidenced in the daily practice in class and from the homework when recording their voices and visualizing the information illustrated and by using the content that the teacher provided them.

4.4 Conclusion

The implementation process carefully addressed dates, stages, tools, activities, and expected outcomes. Additionally, the visions of language, learning and curriculum reported, guided the practice and further analysis of the study’s findings, as an attempt to unveil accurate results from all of the targeted sources.
Chapter 5: Results and Data Analysis

5.1 Introduction

This chapter intends to provide the evidence of the procedures followed to analyze the data that resulted from carrying out this research project. This process of analyzing the data collected was done based on the Grounded Theory which Corbin & Strauss (2008) explain as the analysis in which some categories must emerge to respond the research question and show to what extent the objectives are fulfilled.

5.2 Data management procedures

The data was collected by administering a follow-up chart, two questionnaires and a rubric that evaluated the voice recordings also identified as artifacts; each of these were provided to parents and students in hard copy and for the effects of the analysis were transcribed into a matrix (spreadsheet in Excel) in order to make the process of organizing and analyzing easier and more accurate.

5.2.1 Data analysis methodology

As was mentioned earlier, this qualitative research project uses the grounded theory approach to guide the data analysis. In this process, the data that was collected during the research project by means of the instruments, the analysis that was carried out to discover the findings, and the theory that will emerge are very closely related just as explained by Corbin and Strauss (2008).

Glaser and Strauss (1980) also define grounded theory as the construction of a new theory that comes out of the data that was systematically gathered from a social research project that has been carried out. This research study developed a process with these characteristics, which allowed the discovery of a theory based on parents’ comments and students’ perspectives and
insights about the pedagogical implementation of digital literacy in classes in order to improve the speaking skills.

It is Pandit (1996) who clearly explains the procedure that the researcher must follow in order to analyze the data in the most valid way and determine the relationships from the conditions that emerge from the data analysis. This is known as internal validity and is in general terms what has been done with the data collected in this research study by identifying the different codes and categories that emerged. This same author explains the steps of the data analysis phase, here he mentions how the use of open coding, axial coding, and selective coding aim at the creation of categories, the creation of links among these categories and then how these codes lead to internal validity.

Below, the process of the data analysis and the process of categorization of the data collected will be explained in depth. Moreover, some excerpts of the matrix developed for the purposes of this analysis will also be included in order to show evidence of the findings and thus confirm the validity of this procedure and of the results obtained.

5.3 Categories

5.3.1 Introduction

With the intention of presenting the data collected in a more categorized and clear way, the different categories that emerged will be explained in order to describe the organization, hierarchy, and the different findings that will support the investigation process and the results shared.

5.3.1.1 Category mapping

The open, axial and selective coding were applied to analyze the data collected. According to Cohen and Manion (1994), open coding is a process that enables the researcher to
examine the data collected in order to recognize the units of analysis which are useful to provide a code for each new concept discovered.

This procedure was carried out with three of the instruments that were administered to parents and students; one of them was the follow up chart, filled each week by the parents during the five weeks of the pedagogical implementation. This instrument intended to compile data about the progress of the students while using ICTs at home in order to improve their speaking skills and to analyze their ability to self-regulate their learning during this period of time. The observations collected with this instrument were all transcribed to a spreadsheet and then an analysis of the discourse was made in order to discover the new and common concepts as is shown in the following figure:

![Figure 1: open coding](image)

The same procedure was also used with the information gathered in the open questions of the two questionnaires applied. This process allowed the researcher to recognize the different concepts that later became the categories and that hereafter will reveal the impact that the pedagogical implementation had on the improvement of speaking skills when expressing progressive actions and the development of self-regulatory skills. In order to demonstrate the
relationship that exists among the concepts conceived by doing the previous stage. Thus, axial coding was applied in order to relate the patterns found by grouping the different data that was revealed during the open coding process as stated by Corbin & Strauss (2008).

In Figure 2, those connections and relationships are already organized and linked following Pandit’s (1996) suggestion that the data must be gathered and put together in order to create connections between the categories and subcategories. As can be seen in this figure, since the beginning, all the concepts were linked keeping in mind the relationship they had with the objectives of this research project, letting recognize that the answers and insights collected in the process of data collection were useful in order to answer the research question and demonstrate that the participants did realize the impact of digital literacy and the improvements they made when intending to create learning routines in order to take advantage of the use of ICTs to improve their speaking skills and subskills.

The selective coding emerged after reducing the data and creating the connection among the concepts that became categories and subcategories; by means of this process the core category could be identified, also how the other categories are linked to this main one. Bryant and Charmaz (2007) explain that the process of selective analysis takes place when the researcher has unified as many terms and codes as possible and therefore the theory is created and connected among the categories that were identified; they also add that the more the categories are reduced, the easier it becomes for the researcher to work with them.

That was exactly what the researcher experimented in this step of the analysis of the data, given that when the majority of the categories are reduced, the researcher finds the relation and connection among them more easily and then this process reveals the positive and expected results. This procedure turns out to be meaningful and rewarding at the end.
Digital literacy has a positive impact on the improvement of speaking skills when expressing progressive actions.

- Insights related to affective factors
  - motivation
  - confidence
- Insights related to improvement of language skills
  - processes taking place when using ICTs
  - improvement of language
- Development of self-regulation skills
  - forethought phase
  - performance phase
  - self-reflection phase

Figure 2. Axial Coding

Figure 3 shows the result of this process, the categories and subcategories that emerged and how these are related in order to demonstrate that the research question of this study could be solved and that the pedagogical implementation was successful in doing so.
5.3.1.2 Identification of the core category

In order to identify the core category all of the subcategories were organized in such way to show the evidence and the relation among them. After these subcategories are organized and linked in an appropriate way, they can help to know if the objectives of this study were achieved and the research question was solved.
5.3.2 Analysis of categories

5.3.2.1 Description of categories

After visualizing the results of the selective coding, the categories can be described as follows: the insights related to affective factors show that motivation and confidence were the two sub categories that students mentioned the most during the process of the intervention in relation to the emotions that they experienced during the intervention. The insights related to the improvement of the language skill include two other sub-categories: the first is the process that students followed and created to be improved their speaking in English, and the second one has to do with the improvement of the language and what aspects were improved, for instance, vocabulary, spelling, and pronunciation. The last category that emerged was the development of self-regulatory skills, which is more complex. First, the cycle of the self-regulated learner must include the three different phases that appear in the selective coding diagram: forethought, performance, and self-reflection, they include concepts like, analysis, new content, understanding and self-learning.

5.3.2.1.1 Insights related to affective factors

After analyzing the collected data, it was found that students, besides increasing learning, also experienced a variety of emotions in each stage of the intervention. Most of these emotions were positive and demonstrated that the activities and strategies that were applied, motivated and encouraged these learners to lower their anxiety level and feel confident about exploring, discovering, and creating new ways of learning English through new environments.
**Motivation**

One of the most repeated units of analysis encountered when analyzing the data was that students felt motivated about the pedagogical intervention and expressed this with words and with attitudes. Following Krashen’s (1982) thought about motivation, when learners are highly motivated they improve their skills and their learning performance in the second language.

Many of the answers given and comments that parents and students made in the instruments were related to the good performance students achieved in second language by following the instructions of the assignments and the directions that the teacher gave in order to motivate them to carry out these tasks. She could then prove that students were enjoying the process and the development of the activities at home by demonstrating different emotions and positive feelings based on parent’s comments.

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*El niño se muestra muy emocionado de hacer uso del computador*

The boy is excited using the computer

*Feliz, emocionada. Entiende muy fácilmente las actividades pero requiere cambiar pronto de juego.*

Happy, excited. She understands the activities easily but she needs to change the activity in a short period of time.

Excerpt 1. Follow up chart. October 2014

Excerpt 2. Follow up chart. October 2014

Excitement and happiness were the feelings that the students experienced the most according to the results found in the instruments. The learners express motivation and excitement
when experiencing the importance of learning in a meaningful way, for instance, when using

\begin{quote}
\textit{Manifiesta emociones positivas frente a nuevos procesos y de acuerdo al tema se esfuerza por comprender y entender.}
\textit{The student expresses positive emotions towards the new processes and makes an effort to understand and comprehend.}
\end{quote}

their knowledge in English to develop the activities that are assigned in digital environments.

\textit{Excerpt 3. Follow up chart. October 2014}

\textit{Excerpt 4. Students’ questionnaire. October 2014}

\begin{quote}
\textit{Porque me divierto y aprendo}
\textit{Because I have fun while I am learning}
\end{quote}

\textit{Excerpt 5. Students’ questionnaire. October 2014,}

The previous excerpts demonstrate that students during this process were motivated and felt different emotions like fun, enthusiasm, this, as was mentioned before, allowed the learners to succeed in the process and have better results at the end of the intervention.

\textit{Confidence as a motivator}

Krashen (1982) also categorizes self-confidence as one of the important elements of the affective filter. He explains that if the learner is confident and believes in what he has learned, the performance when using the foreign language will be better. This was clearly demonstrated when analyzing and evaluating the results of the data, students felt confident to talk, to use the ICTs, to express ideas in English, and to create self-routines to accomplish the assignments of the intervention.

Confidence as one of the subcategories identified in this research study helped the researcher know that young learners can develop that confidence and that they are going to do
their best if they feel comfortable in the learning environment which can be either virtual or a place, in this case the classroom. This can be evidenced in the next excerpt.

**Excerpt 6. Follow up chart. October 2014**

**Excerpt 7. Students’ questionnaire. October 2014**

In the previous sample of the students’ answers to the questionnaire, some of them wanted to express the importance of the teacher’s support during the pedagogical implementation and the quality of it. Most of them agreed that the support they received from the teacher/researcher was adequate in quality and quantity and expressed that this process was successful thanks to the teacher’s encouragement in this project and to her commitment with the learners’ learning process.

Support from parents was also a significant element for the success of this research study, mainly because they were who guided and observed the children’s process at home. They filled out the follow-up charts in order to provide the teacher/researcher with valuable information and also helped the learners to accomplish the majority of the tasks and homework assigned, all of which was useful to evaluate the process regarding the students’ expression of continuous activities orally and to reflect on their self-regulation ability as well.

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*Siempre le gusta y se anima a hacer tareas cuando sabe que es en el computador*

The child is motivated and gets excited when he/she knows that the activity has to be done using the computer

*Me divertí mucho y la profe Yury nos enseña con mucho amor.*

I had fun and also teacher Yury teaches us with so much love
5.3.2.1.2 *Insights related to improvements of language skills*

When the language skills (reading, writing, speaking, and listening) are learned and managed by a learner, this learner is someone who has a “higher level of intellectual competence” as Vygotsky mentions in Fredericks (1974).

This means that when a student of a foreign language is able to communicate using these skills, it is not only a fact of merely communicating ideas, but of creating strategies, processes, and plans that lead to the improvement of the language and being in contact and interacting with others in an intellectual and systematical way.

This subcategory encloses two elements that identified the processes that young learners used to improve their language, which were not suggested by the teacher, but which they did instinctively. Besides, they also demonstrated that they could improve in aspects of the language like pronunciation, vocabulary, and speaking during the time that the intervention was taking place.

*Processes created by students to learn and improve their language skills*

Some of processes that were identified that students used during the intervention to help themselves understand more, learn better, and apply the knowledge acquired and which they did by themselves and which are useful to succeed in the foreign language were memorization, repetition, and awareness of the use of the L2.

Most of the parents explained that students turned to these strategies (memorization and repetition) to learn and to remember different elements that each activity was offering. For instance, a huge range of vocabulary, new concepts, strategies to manage the ICT tool, the ability to remember content, and to improve the speaking skills by listening and repeating and memorizing what they were listening, watching, or reading.
In the following excerpts this can be evidenced:

**Se identifican acciones, al repetir el ejercicio y se logra algún grado de adquisición del vocabulario**
*Actions are identified, by repeating the activity, it is possible to learn the vocabulary*

*Excerpt 8. Follow up chart. October 2014*

Students are now able to identify what is the most important part of the activity and are also applying strategies and are creating processes to learn and then, demonstrating that learning by expressing utterances in continuous actions.

**Si porque identifico la palabra de español al Inglés.**
*Yes, because the student identified the word in Spanish and translated it into English*

*Excerpt 9. Students´ questionnaire. October 2014*

Parents and students recognized that although the participants of this study are first graders, they used different strategies and processes that were developed by them to be able to use the language and to express ideas using progressive actions.

**Considero que las actividades virtuales la motivan más sobre todo por medio de la parte lúdica, de esta forma memoriza más.**
*I consider that the virtual activities motivate them more, especially because of the playful component, in this way it is easier to memorize more.*

*Excerpt 10. Parents´ questionnaire. October 2014*

We can see that besides improving language, there were also other improvements that showed the impact of having a learning routine and using ICTs consciously. For instance, effective spoken performance of progressive actions was evidenced when the students could
describe a visual aid and convert the information from the visual aid into utterances and oral sentences that expressed continuous actions.

**Se le facilita la pronunciación y el entendimiento del idioma inglés**
*It is not that difficult for him/her to pronounce and to understand English.*

Excerpt 11. Follow up chart. October 2014

**Muestra mejora en la pronunciación, su vocabulario en inglés se ha incrementado**
*The improvements in pronunciation are noticeable, his/her vocabulary has increased*

Excerpt 12. Follow up chart. October 2014  
Excerpt 13. Parent’s questionnaire. October 2014

Pronunciation is explained by Stevick (1978) mentioned in Murphy (1991) as closely related to students’ affective factors and mentions that if the learners are not corrected in the appropriate way when using incorrect pronunciation, this could lead to a low performance in the future or a feeling of frustration. During the implementation, the students had the opportunity to be self-corrected, this happened thanks to the different videos and audio recordings that they listened to and that they could compare with others’ recordings and reflect on how different they were pronouncing the words. That is why it is very important to highlight the ability of students to improve their pronunciation no matter the level, and motivate the learner to use digital tools for models to improve their pronunciation given that these are very accurate models and the quality of the learning in terms of pronunciation will be outstanding.

Furthermore, the results obtained when evaluating their voice recordings using the rubric showed that students improved their performance when speaking. They could express ideas
about activities that are being done by a subject and do this with the appropriate intonation. Additionally, the children were able to talk for thirty seconds or more, which is challenging for young learners, but the implementation helped this group of students achieve this goal.

Another aspect that was evaluated with the rubric was the ability to interact using this same topic. The students were instructed to have a short talk with a partner giving an instruction expressed as a continuous action and the other student had to act out that instruction. This process was successful and demonstrated that first graders are skillful enough to speak and to improve this skill by means of technological tools and a self-regulated learning routine.


Something similar happened with the acquisition of vocabulary, the virtual learning sites provide thousands of resources that help the students to increase their vocabulary. Silverman, Meyer and Hartranft (2014) affirm that having a large vocabulary range at an early age helps the learner to improve their writing and reading skills, and at the same time that it improves students’ ability to spell words by memory.

Excerpt 15. Follow up chart. October 2014.

Reading the excerpts makes us aware that students overcome several difficulties when trying to express themselves using English, especially when they recognize their mistakes and

| En el blog aprendí nuevas palabras en inglés. I learned new words by using the blog. |

| Ahora tiene una mejor expresión y seguridad al hablar aunque se equivoque en ocasiones. Now he/she expresses him/herself better and is more secure when speaking even if s/he makes mistakes. |

| Muy interesada por las actividades. Se le dificultó mucho la actividad de grabar la voz y enviarla al blog She was very interested in the activities. It was difficult for her to record the voice and post it on the blog |
continue working to surpass them. It is rewarding to see how many statements by the parents and even students revealed that being a digital literate student may help students to be better language learners and achieve their goals.

Bearing in mind that this study focuses on the improvement of speaking skills, the production of the students was only oral and it was developed by using an online tool to record their voice. They were encouraged to post their recordings on the class blog and share it with their classmates. The data analysis reveals learners experienced different emotions when recording themselves. They were for instance, excited about hearing their own voices in English, and they even tried to self-correct pronunciation and repeat the voice recording if necessary.

5.3.2.1.3 Development of self-regulatory skills

The second main category found in the analysis of the data was the presence of self-regulatory skills. As defined by Zimmerman (2002), self-regulation is a procedure which enables the behaviors, emotions, and cognitive skills of learners to perform better in order to be able to accomplish the objectives proposed. Some of the skills that became part of the process of being a self-regulated learner are according to Zimmerman (2008), time management, self-evaluation, and the creation of study strategies.

Here in this study, it was evidenced that during the process of the implementation, students had to develop certain skills that demonstrated that they could self-regulate their own process, obviously that at their cognitive level keeping in mind their age and autonomy.

To account for this, the study used Zimmerman’s (2008) cyclical model of Self-Regulated Learning to prove that students achieved certain phases while developing several activities or they simply demonstrated some special skills that allowed the researcher to establish that children can also self-regulate their learning process.
**Forethought**

The Forethought phase can be identified in self–regulated learners because as Zimmerman and Bandura (1994) clarify in Zimmerman (2008) the initial phase of the cycle must demonstrate the ability that students have to set objectives and to create plans in order to execute them while doing the tasks. This phase was identified by means of some behaviors that the learners presented in this study.

*Los fines de semana le dedica más tiempo, le gustan las actividades, es hábil utilizando las herramientas.*

*S/he dedicates more time to the activities on the weekends, he/she likes the activities, he/she is skillful when using the tools.*

*Continúa trabajando igual tiempo promedio, se interesa cuando entra al blog, mejora en entendimiento, su habilidad mejora.*

*He/she continues working for the same average time, he/she is interested in the blog and it is noticeable that his/her understanding and skills improve.*

Excerpt 17. Students’ questionnaire. October 2014

Excerpt 18. Parent’s questionnaire. October 2014

Excerpt 19. Parents’ questionnaire- October 2014

These previous samples of student and parent answers show how students plan and accomplish the activities in the times assigned. It is also evident that students can encourage themselves to practice at home. Moreover, the tools and the type of work influence the decision that they make when they sit down and study.

*Siempre le gusta y se anima a hacer tareas cuando sabe que es en el computador*

*S/he always likes the activity and s/he is motivate to do the homework when it is to be done on the computer.*
Tools like the blog, the computer, the games, and interactive activities change the perception of homework for students, who invest more time doing them when tasks are presented through these tools and create a sense of responsibility and respect their study routine.

**Performance Phase**

In this phase Zimmerman (2008) states that the important elements are the steps that the students must follow to accomplish the tasks proposed and the results that they can get from these tasks. In this phase several aspects were identified that demonstrated the students’ behaviors when trying to self-regulate their learning. For example, finding difficulties, understanding, practicing, and asking for the teacher’s and parents’ support.

The teacher’s and parents’ support are again present in this study. This means that for students this guidance is important in their process of learning a language and mostly in the handling of digital devices and studying using the proposed ICTs. This is the behavior of digital literates who know that it is better to work and to have the support of an adult. It is also important for teachers and parents to know that to be digital literate they should know that Colombia is a country which lacks bilingual settings but parents know that technology helps them to be close to many different cultures and besides, allow them to create and analyze content that is useful for their language learning and that is available on line.

**Excerpt 20. Follow up chart. October 2014**

*Maneja bien el ambiente digital, mientras refuerza el aprendizaje.*
The student handles the digital environment well and at the same time reinforces the learning.

*Continúa trabajando igual tiempo promedio, se interesa cuando Entra al blog, mejora en entendimiento, su habilidad mejora.*
S/he continues working the same average time, he/she shows interest when s/he uses the blog, his/ her understands improves, and skills are improved.
Excerpt 21. Follow up chart. October 2014

Para usar los medios digitales se requiere que la niña esté con sus papás, pero no siempre podemos estar con ella en las tardes, realmente esas actividades del computador se aprovechan son los fines de semana. It is required that the girl and parents must be together in order to use the digital tools, but we cannot be with her in the afternoons, really those activities using the computer are done exclusively during the weekends.

Demuestra mayor interés por las actividades virtuales
The students shows more interest in the virtual activities.

Excerpt 22. Parent’s questionnaire. October 2014

Excerpt 23. Parent’s questionnaire. October 2014

This is evidence of students’ performance in language learning process and the importance of succeeding no matter the difficulties they find. Learners also let teacher and parents control certain elements, for instance, the tool suggested what to practice, the time assigned for each task, and the creation of a study routine without interruptions. That is seen as a responsible behavior given that students recognize the importance of having worked with different content and respected all the guidelines set to accomplish the task.

Self – reflection phase

Students expressed and shared their insights and all the benefits they received by developing this research project. Zimmerman (2008) argues that in this phase the good feelings and the sensation of wellness, advancement and satisfaction are evident. Something to highlight is the way that students and parents expressed gratitude to the teacher because of the improvements that the students had in their learning process.

Definitivamente un proceso excelente que cumplió su objetivo; atraer la atención de los niños, mejorar su aprendizaje y resultados.
This was definitely an excellent process that achieved its objective, to capture the students’ attention, improve their learning and results.
Excerpt 24. Follow up chart. October 2014

<table>
<thead>
<tr>
<th>Demuestra mayor interés por las actividades virtuales</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student seems to more interested in virtual activities</td>
</tr>
</tbody>
</table>

Excerpt 25. Follow up chart. October 2014

| Nos pareció acertado la implementación de este nuevo método de enseñanza interactiva, ya que despierta el interés y aumenta el aprendizaje. |


Excellent. The process has been fun and easy for the girl to learn, so that she can maintain her interest in the activities, and most of all, it has motivated her a lot to learn more about English. Thanks a lot! You have been an excellent teacher.

Excerpt 27. Parents’ questionnaire. October 2014

The students’ and parents’ reflection at the end of the process were very clear and demonstrated the importance of motivating their children, especially by using new content and new tools. The digital tools allowed the student to learn and hence they could reflect on how
good or low their level of English was. Moreover, the engagement of the students let them succeed in the self-improvement, self-correction, and self-learning skills. These allowed the students to take advantage of the own knowledge and abilities to become better speakers and better students.

5.3.2.2 Core category

Promoting digital literacy by means of motivation and different positive emotions that emerged in the students when creating self-regulation strategies and acquiring digital knowledge allowed to improve the student’s speaking skill, in particular, the speaking sub skills (intonation, interaction and extent) when expressing progressive actions. The previous affirmation allows us to conclude that by relating and linking the subcategories that resulted after analyzing the data the core category is: Digital literacy has a positive impact on the improvement of speaking skills when expressing progressive actions.

To understand this positive impact that digital literacy had in this study, it is necessary to mention that the completion of the different tasks at home and during the intervention allowed the students to feel that the material, resources, digital environments and virtual activities were thought and designed especially for them to practice and study; that is why they experienced joy, excitement, motivation, confidence, and enthusiasm when developing the activities assigned. Additionally, to feel the teacher’s and parents’ support during the complete stage of the interventions indicated the commitment of all the participants.

Regarding the improvement of speaking skills, the processes that the students identified as necessary to express themselves better were seen from their performance level and experience in learning a second language. Given that the evaluation of the artifact used to record students’ voices and analyze the improvements in relation with these three speaking sub skills was done by
means of a rubric, those recordings were graded keeping in mind a set of conditions to ensure that the improvements were evidenced. The analysis shows that the majority of the students are now able to express ideas in present progressive by describing an image or a video during 30 seconds. It is also noticeable that students were expressing the utterances with a more accurate intonation, and that they were able to interact using English successfully.

An element that is linked to digital literacy is self-regulation, this is another relevant finding in this study and also one of the impacts that this study had, this is mostly because if a student is literate when using technology he or she is automatically applying self-regulation strategies, for instance, being aware of the time invested, being able to self-correct, following the guidelines to develop an activity among other behaviors that show how important the integration of all these elements was in this study to deduce the core category in this data analysis procedure.

5.4 Conclusion

All of the above demonstrates that the research question was answered in a positive way by means of all the results that this process of implementation has presented. In regards to the different insights of this study, we can conclude that, it is especially important to take into consideration the affective factor with young learners, this way they can be engaged and motivated to conclude the process of the research study. Besides, the improvements achieved in the students’ speaking skills demonstrate the ability that they have to create processes that can help them to express themselves better at the time that they reinforce other aspects of language like pronunciation and vocabulary acquisition. To be able to recognize that with an organized routine students can improve the language skills and they can also self-regulate their learning is a finding that can help students’ and parents’ organize study routines to increase the children’s
sense of autonomy, discipline, and initiative that lead to literacy, and in this situation digital literacy.
Chapter 6: Conclusions and Pedagogical Implications

6.1 Introduction

This chapter presents the conclusions, pedagogical implications, limitations and suggestions for further research that emerged after carrying out the implementation and analysis process.

When the data analysis was carried out different insights from parents and students were revealed. The data allowed the researcher to identify the most outstanding responses that described the process from the perspective of the participants and their parents who supported this process with commitment. The categories in which those responses were included displayed valuable insights related to affective factors, language improvement, and self-regulatory skills; these being the results that lead to the statement that encloses the result and the achievement of this study.

6.2 Comparison of results with previous studies’ results

There have been studies which have also focused on helping to improve students’ learning processes by means of similar strategies that were used in this research study, some of those studies have some similar conclusions to this one. For instance, In Sorenson’s (2015) study one of the conclusions that both studies share is how appropriate CALL was in having students become more immersed in the language learning process. Both studies also concluded that students reveal more positive emotions towards the use of the tool and the improvement that the tool promotes. Another study that shares insights based on the benefits of self-regulation to improve students’ learning process is McClelland’s and Cameron’s (2011) who concluded that when students become self-regulated they are also able to follow instructions, to carry out tasks more effectively, and are also able to be self-regulated as an inner response.
In Arrieta and Montes (2011) also established that digital literacy and the use of ICT tools can be optimized when the teacher recognizes the level and abilities of the learners when designing the lessons and when trying to support the classes with the use of the digital content.

Unfortunately, there has not been a lot of research that explore this field of digital literacy with very young learners; the search was done using the different databases that the University provides; those are: Jstore, Ebsco, ProQuest and Continual ELT Teacher Development Collection. That is why, there are not more studies to include here to continue comparing and finding important aspects that relate to this research project.

6.3 Significance of the results

When thinking about the importance that digital literacy can have in a student’s language learning process, it is first necessary that researchers take into account that this is the digital era and all the content that it is found on the Web is certainly not appropriate for all users. There are thousands of sites that help students to improve and to learn English not only by watching but by practicing, interacting, and even creating. Teachers cannot deny that this content is appealing for students but before they start using those ICT tools in class and at home, it is advisable to give some recommendations and rules about how to take advantage of this content.

Students must be aware of the time spent using these tools because they are still very young to spend a lot of time in front of a computer and parents must also control this so the children realize that they must optimize their time and recognize that ICT is a benefit in education. There are other sources that they can enjoy and learn from. Parents must always be supporting the process, they need to be aware of the time spent and spend time with the student and be aware of the activities that students are using on the web; it is important that parents
supervise the learners and that learners do not click or visit any advertising to protect children from inappropriate content.

Speaking skills are not easy to develop in our context, especially because students are not exposed to the language and to appropriate materials and the curricula are mainly focused on helping students to improve other skills. It is the teacher’s job to create opportunities in which students can express their ideas orally and also support the process of improving speaking skills by allowing them to speak, interact, repeat, answer, among other strategies so that students are not afraid of speaking in the L2. The voice recording tool played an important role here to encourage students to talk and to begin speaking in English. Learners were not embarrassed to talk to the computer; they felt excited when they heard themselves and others in the recordings made. The images and the videos presented to help learners describe the activities they saw as continuous actions demonstrated that what students needed to overcome their difficulties is for the teacher to provide tools and strategies that show students that English learning is not difficult and that on the contrary, it can be enjoyable.

Additionally, digital literacy was used to help the students to be aware of some dangers that they can find when using the ICT tools. They were advised to follow some rules and to take advantage of the content the teacher provided to use videos, images, games, or tools for learners to develop strategies to improve their speaking skill.

The routines that students developed at home and the responsibility, commitment and enthusiasm demonstrated towards the homework assigned is also a proof that self-regulation is also achievable. It must be acknowledged that teacher, parents, and participants were willing to follow the instructions and developed a feeling of self-improvement when it was demonstrated that they are able to take advantage of the digital content and apply self-regulation strategies with
positive results. Regarding the benefits of the use of ICT, participants managed very well the identification of the objective of each activity and the use of the language to improve their skills by means of practice. They also discovered the enjoyable side of the activities and recognized that they are also learning while feeling comfortable developing the tasks and assessments.

6.4 **Limitations of the present study**

During the process of the development of this study some constraints appeared and delayed the normal course of the intervention process. The limitations the researcher found were: the lack of time, which could be considered as the biggest obstacle in the intervention because although five weeks were enough for carrying out the investigation, some sessions were short and the researcher had to take extra time in the afternoon in order to accomplish with the objective of the session and to record each students´ voice to evaluate them using the rubric.

Another significant impediment during the intervention process and that could have caused students not to participate in an effective way was the lack of knowledge that their parents had in regards to the management and the use of the digital content to support the participants’ process at home. Fortunately the parents were quite committed and asked a lot of questions to the teacher and tried doing the activities as many times as possible to come out with an effective result.

The interruptions in the Internet connection of the school was also a constraint that sometimes interfered with the sessions and the development of activities and this caused the loss of student’s attention or the change of their behavior while they were waiting for the reconnection.
6.5 Further research

Since this study used voice recordings as one of the tools for the students to improve the speaking skill and sub-skills in L2, I did not think they would be as important as they ended up being in the research. Hence, as one of the future research trends, it would be interesting to examine how this resource can help young learners to develop and improve their speaking skill, and then evaluate if only by using voice recordings, there might be more benefits in the students’ language learning process. Studies of this kind could also investigate the gains in listening skills or improvements in fluency. The benefits could be many and varied depending on the use and the strategy that the teacher uses in order to encourage its usage.

It could be also interesting for a researcher to think about digital literacy as a way to help students to use the ICT tools and other virtual or digital content in an appropriate way to improve the other language skills that were not a focus in this study (writing, reading, listening) given that with this study it was found that the Internet offers a huge variety of tools that can be used for that purpose in language learning.

6.6 Conclusion

The results of this research study are successful, based on the students’ performance when speaking and using continuous actions to demonstrate that their speaking skills improved and also the achievement of developing self-regulatory strategies when using digital tools to do so. At the beginning of the study, it was a real challenge for the researcher to encourage self-regulated learning with these young learners, but at the end it was evidenced that they could develop some self-regulation skills to some extent.

Regarding the affective factor, this study and the activities that were done with the participants awakened in them several feelings and emotions that increased their motivation.
towards the implementation and the activities proposed. For instance, to use the computer, to visit web sites, to record their voices, to study through videos and the change that the class had in regards the normal sessions that they used to have made them feel motivated, happy, enthusiastic, confident, among other feelings that the participants experienced.

The study also unveiled high engagement from parents during the process of the intervention at home. All the necessary documents and charts they received with the information and instructions for the process of the intervention were written in such way that they felt motivated and helpful in their child’s process. Moreover, during the interventions the students received constant guidance from the parents to do the activity, to ask for help to them and teach them what they had learnt in the class, and so parents played an important role in the completion of this process.

The digital component was also appropriate because students and parents took advantage of it and could demonstrate that being digitally literate can enhance the language learning process through the several tools and sites that were integrated into this study. Additionally, it was also perceived that young learners have the ability to develop learning strategies and to demonstrate significant good results in their speaking skills by setting the first steps to become self-regulated and digital literate learners.
References


doi:10.1080/01587919.2013.835770


http://search.proquest.com/docview/304770297


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doi:10.1207/s15430421tip4102_2


doi:10.3102/0002831207312909

Appendix A: Questionnaire for needs analysis

Questionnaire

Lee y contesta conséquientemente las siguientes preguntas.

1. Usas la tecnología para:
   a. Estudiar
   b. Divertirte
   c. Pasar el tiempo
   d. Informarte

2. Cuasí siempre que usas aparatos electrónicos ¿a haces para:
   a. Ver videos
   b. Estudiar y practicar temas del colegio
   c. Jugar

3. Cuando estudias inglés en casa lo haces usando:
   a. El computador
   b. Los libros
   c. Ayuda de tus papás

4. ¿Qué prefieres usar cuando estudías inglés?
   a. Internet
   b. Libros
   c. Diccionarios
   d. Cd rom

5. Las clases de inglés te gustan más cuando tu profesor:
   a. Usa los libros
   b. Usa el tablero
   c. Usa el video beam y el computador

6. Siéntete que aprendes más inglés Cuando estudias o repisas usando
   a. Cuadernos
   b. Libros
   c. Computadora e Internet

7. Cuando usas la tecnología para estudiar, ¿a haces con más frecuencia para estudiar
   a. Español
   b. Inglés
   c. Sociales
   d. Matemáticas
Appendix B: Consent Letter

CIRCULAR

Santafé de Bogotá, Marzo de 2014

Asunto: Carta de consentimiento

Apreciado padres de familia:

Les comparto que me encuentro realizando actualmente en la Universidad de la Sabana el programa de Maestría en Didáctica del Inglés con Énfasis en Ambientes de Aprendizaje Autónomo. Por tal razón comedidamente solicito a ustedes permiso y consentimiento para que su hijo/a haga parte del proceso de investigación What might the possible impact of digital literacy be on the improvement of speaking skills when expressing progressive actions with first graders? El cual desarrollaré durante el presente año.

Cabe mencionar que el proyecto se realiza para impulsar el uso consciente y adecuado de las tics dentro del proceso de enseñanza y aprendizaje de lengua extranjera de los estudiantes de primero, y además para cumplir con un requisito esencial dentro de la maestría.

Aclaro que la investigación no afectará ninguna de las notas que obtengan los estudiantes y mucho menos deberán ellos realizar actividades en las que no se sientan cómodos; además su identidad será protegida y su privacidad respetada, teniendo en cuenta que se aplicarán cuestionarios, entrevistas y demás instrumentos que permitan recolectar datos, los cuales serán el sustento de la veracidad del proceso y así mismo darán soporte a los resultados que se obtendrán de este ya que el proceso se desarrollará con fines académicos y que debe ser compartido y analizado por diferentes docentes involucrados en el programa de maestría.

Por todo lo anterior agradezco de antemano que me permitan llevar a cabo el proceso de recolección de datos y aplicación de diferentes materiales involucrados en el proyecto de investigación con cada uno de sus hijos.

Cordialmente,

YURY ANDREA GONZÁLEZ G.
PROFESORA DE INGLÉS GRADO PRIM

c.c. 1. 113. 632. 958 Palmira, Valle

Autorizo,
Nombre estudiante:

___________________________________________
Nombre padre- madre de familia:

c.c

___________________________________________
Firma
Appendix C: Parent’s questionnaire

Por favor lea y conteste conscientemente las siguientes preguntas.

1. ¿Tuvo usted la oportunidad de acompañar a su hijo (a) desde el inicio del proceso de intervención que se implementó en las clases de inglés?
   a. Sí
   b. No

2. ¿Cree usted que se ha incrementado en su hijo (a) el gusto por desarrollar actividades del área de inglés desde que inició la intervención?
   a. Sí
   b. No
   c. Un poco

3. ¿Qué considera usted que ha sido más provechoso para el aprendizaje de su hijo (a) en el área de inglés?
   a. Las actividades en línea (virtuales), digitales e interactivas que se implementaron durante la intervención
   b. Las tareas y actividades tradicionales como usar el cuaderno y los libros de texto

   ¿Por qué?

4. ¿Ha notado usted que su hijo(a) ha creado una rutina de estudio para el área de inglés implementando en su mayoría recursos digitales?
   a. Sí
   b. No
   c. En ocasiones

5. ¿Ha evidenciado usted que su hijo (a) después de llevada a cabo la intervención tiende a tener una actitud hacia la asignatura de inglés ...
   a. Más positiva
   b. Menos positiva

   Por favor explique

6. ¿Nota usted que los hábitos de estudio de su hijo (a) en la asignatura de inglés con esta intervención han sido ...
   a. Fortalecidos
   b. Debilitados

   Por favor explique
7. ¿Cree usted que su hijo (a) ha desarrollado un uso más consciente al momento de utilizar los medios digitales para aprender inglés? (es decir: se concentra, no busca solo jugar, evidencia lo aprendido, ha creado una rutina...)
   a. Sí
   b. No

8. ¿Se podría decir que con la intervención que se realizó, su hijo (a) tiene una mayor confianza para expresar de manera oral ideas acordes a su nivel de conocimiento en inglés?
   a. Sí
   b. No
   c. Un poco

9. Por favor en 20 palabras o menos dé su opinión sobre la intervención realizada en la asignatura de inglés.

   _______________________________________________________________________________________
   _______________________________________________________________________________________
   _______________________________________________________________________________________
   _______________________________________________________________________________________
   _______________________________________________________________________________________

8. _______________________________________________________________________________________

9. Gracias por su tiempo, colaboración y comprensión.
Appendix D: Semi-structured interview

Student's questionnaire

Por favor lea y conteste conscientemente las siguientes preguntas

1. Durante este último mes las clases de inglés te parecieron...
   a. Divertidas
   b. Aburridas
   c. Interesantes
   d. Otra.
      ¿Cuál? ________________________________

2. Las nuevas actividades y tareas que se desarrollaron en las clases para aprender y practicar inglés te gustaron ...
   a. mucho
   b. poco
   c. nada
      ¿Por qué?
      ___________________________________________
      ___________________________________________

3. Después de haber realizado actividades en clase y en casa usando el computador, la Internet, los CD’s interactivos y demás, sientes que cuando hablas en inglés lo haces ...
   a. mejor que antes
   b. igual que antes
   Por favor explica
      ___________________________________________
      ___________________________________________

4. Cuando usas el computador y la Internet en casa te gusta también repasar y practicar con los juegos y actividades que la profesora te enseñó en clase ...
   a. Casi siempre
   b. Algunas veces
   c. Nunca
   Por favor explica
      ___________________________________________
      ___________________________________________

5. ¿Crees que fue importante que las clases de inglés se complementaran con actividades usando el computador, la Internet, los juegos y tareas interactivas entre otras?
   a. Sí
   b. No
c. No sé

6. ¿Aprendiste más sobre el último tema estudiando con el libro o con las actividades digitales e interactivas?
   a. Aprendí más con el libro
   b. Aprendí más con las actividades digitales e interactivas
   c. Con los dos aprendo igual
   d. No aprendí con ninguno

7. ¿Crees que puedes seguir realizando tu solo (a) las actividades de práctica, repaso y otros ejercicios parecidos a los realizados en clase y en casa usando el computador, la internet, los CD’s interactivos...
   a. Sí, si puedo realizar esas actividades yo solo (a)
   b. No, creo que necesito ayuda de mis papás
   c. Creo que necesito la profesora para realizar esas actividades

http://poptarts.wikia.com/wiki/Thanks
### Appendix E: Rubric

<table>
<thead>
<tr>
<th>Grade</th>
<th>INTERACTION</th>
<th>EXTENT</th>
<th>INTONATION</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-10</td>
<td>The student is now able to establish short dialogues with their peers respecting the structure of the tense.</td>
<td>The student is able to speak up to 30 seconds.</td>
<td>The student expresses utterances using the appropriate intonation for questions and answers.</td>
<td></td>
</tr>
<tr>
<td>Successful</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-7</td>
<td>The student is now able to establish short dialogues with their peers respecting in some way the structure of the tense.</td>
<td>The student is able to speak during 30 seconds.</td>
<td>The student expresses utterances trying to use the correct intonation for questions and answers.</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-5</td>
<td>The students are now able to establish short dialogues with their peers but the knowledge about the structure of the tense is not completely grasped.</td>
<td>The student is able to speak less than 30 seconds.</td>
<td>The student expresses utterances but the intonation is not appropriate for questions and answers.</td>
<td></td>
</tr>
<tr>
<td>Under average</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-3</td>
<td>The student is not able to establish short dialogues, nor to apply the structure of the tense.</td>
<td>The student is able to speak no more than 10 to 20 seconds.</td>
<td>The student is not able to express utterances using the appropriate intonation.</td>
<td></td>
</tr>
<tr>
<td>Not achieved</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix F: Lesson plan sample 1

<table>
<thead>
<tr>
<th>LESSON TITLE: Let’s talk about devices</th>
<th>TIME REQUIRED: 4 sessions (each session 50 minutes daily)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPECTATIONS COVERED: Students will learn different aspects (history, functions, models, uses) about the devices (projector, external CD drive, computer, surround system, Internet connection, Wi-Fi) that will be used during this pedagogical implementation.</td>
<td></td>
</tr>
<tr>
<td>BACKGROUND KNOWLEDGE: Students have investigated about toys as an artifact. During this investigation, they learned aspects like history and uses. This activity has been designed according Ministerio de Educación Nacional República de Colombia. (2008) Orientaciones generales para la educación en tecnología Primero a Tercero.</td>
<td></td>
</tr>
<tr>
<td>INTRODUCTORY ACTIVITY – MOTIVATIONAL HOOK: (5 minutes) Pointing: the teacher will ask the students to point the digital and technological devices that they can find in their classroom and ask about the ones that they have at home. With this activity the teacher can recognize the devices that students know the most and what of these are not common in their daily lives.</td>
<td></td>
</tr>
<tr>
<td>LESSON DESCRIPTION (20 minutes) Step 1: The teacher will use a power point presentation to explain and show to the students the different technological and digital devices, a short part of their history, functions, different models, and use. The projector, external CD drive, computer, surround system, Internet connection, and Wi-Fi will be the devices that are going to be explored. Step 2: The teacher will present this information following a “talk” model by trying to elicit some data that students may already know in order to check their prior knowledge and understanding process.</td>
<td></td>
</tr>
<tr>
<td>APPLICATION, SOCIALIZATION AND EVALUATION: (8 - 10 minutes) The teacher will hand in images cut in pieces (similar to a puzzle), so the students will have to organize the parts;</td>
<td></td>
</tr>
<tr>
<td>SOCIALIZATION AND EVALUATION (10 – 12 minutes) When done, students must say to the group the name of the image (projector, Wi-Fi, computer...) and one characteristic, use or any other aspect that that they remember from the presentation.</td>
<td></td>
</tr>
<tr>
<td>LINK TO FUTURE LESSONS: (3-5 minutes) Each class the teacher must leave a “door open” to the next devices that will be studied using a</td>
<td>EXTRA TIME ACTIVITY: (3 – 5 minutes) Explore the real device: The teacher will show real device to class in order to</td>
</tr>
</tbody>
</table>
guessing game, a picture, showing the real device or asking the students to check the blog the day before the presentation of that new device.  

| let the students explore and touch it. They will be encouraged to ask questions about the device. |

**REFLECTION:**

After this week, it is expected that students can be more aware of the different devices, their use and characteristics in order to begin being digital literates.

---

**Appendix G: Lesson plan sample 2**

| LESSON TITLE: Exploring new virtual and digital environments | TIME REQUIRED: 2 sessions (each session 50 minutes daily) |
| EXPECTATIONS COVERED: Students will have an overview of these tools and websites and then will give opinions about them. They will explore along with the teacher and will talk about what they have in mind when using these kinds of resources. |
| BACKGROUND KNOWLEDGE: Students have already been in touch with some digital environments in previous classes. They are already aware of the use of the class’ blog and the use of the LMS. |

**INTRODUCTORY ACTIVITY – MOTIVATIONAL HOOK:** (15 minutes)

Show the students the icon that represents the web page, the platform, blogs and the different digital environments that are to be used and let them express what they think they could do, learn or practice using each one.

**LESSON DESCRIPTION** (20 minutes)

**Step 1:**

The teacher will show the students for a short period of time (6-8 minutes), an overview of some of the websites and digital tools that are going to support the pedagogical implementation stage.

- **Pbs kids** – [www.pbskids.com](http://www.pbskids.com)
- **Nick Jr** – [www.nickjr.com](http://www.nickjr.com)
- **Cd room – thumbs up!**
- **Speak pipe** – [www.speakpipe.com](http://www.speakpipe.com)
- **Search engine**

(The tools that students already know are going to be omitted in this step in order to simplify time)

**Step 2:**

After explaining a little bit about the virtual environment, the teacher will play or do a sample activity in order to do a demo that can begin involving the students when working in this way.
APPLICATION: (10 – 13 minutes)
The teacher will design a memory game using the website icons and will match them with the activity that students just did using them. This will be used for reinforcement and to check students’ understanding.

SOCIALIZATION AND EVALUATION:
Students will participate in a raffle, five students per session will win and will have the opportunity to choose one of the activities that they liked the most and engage their classmates (with the teacher’s help) to be part of the activity.

LINK TO FUTURE LESSONS: (5 minutes)
Students will be invited to reflect on these sessions, some questions will be asked to them in order to elicit information regarding the use of digital tools in class.

EXTRA TIME ACTIVITY:
This extra time will be used to cover the link to the next session, so that all the students will have the opportunity to participate in this reflection.

REFLECTION:
It is expected that students can become more aware and literate about the use of some digital tools that can enhance their language learning process in class and autonomously.

Appendix H: Lesson plan sample 3

LESSON TITLE:
Using the Class’ blog
(primarycorazonistas.weebly.com)

TIME REQUIRED:
2 sessions (each session 50 minutes daily)

EXPECTATIONS COVERED:
The teacher will share content (images and videos) that help and motivate the student to visit the blog in order to practice and improve the speaking skill and also the use of expressions of continuous actions.

BACKGROUND KNOWLEDGE:
During the second stage of this implementation (Students building analytical scenarios) had an overview of a blog and its characteristics.

INTRODUCTORY ACTIVITY – MOTIVATIONAL HOOK: (5 minutes)
The teacher will do an overview of the site along the students to allow them to recognize the environment and then will show the new content uploaded with the purpose of practicing continuous actions expressions and utterances.
**LESSON DESCRIPTION (20 minutes)**

**Step 1:**
In the blog the teacher will upload content that aims the continuous actions instruction provided by the teacher. _This will provide students with videos about farm animals and the activities that they do in the farm expressed in progressive, e.g.: the cat is eating in the barn; the teacher will guide some oral activities through questions and descriptions written by the students._

**Step 2:**
In this step students must explore more resources provided in the blog and then teacher will explain how to use the voice recording tool (_www.speakpipe.com_). At home students will review the content of the blog and will make a voice recording explaining the activities that they observed in the picture or video using sentences that express continuous actions. After that, the voice recording will be posted in the blog.

**APPLICATION, SOCIALIZATION AND EVALUATION: (8 - 10 minutes)**

For the next session, students will share the experience that they had using the blog. Some of the voice recordings will be listened to.

**SOCIALIZATION AND EVALUATION (10 – 12 minutes)**

Some images will be displayed to show animals doing a certain activity and the students must share the class in oral way, some utterances according to what they see.

<table>
<thead>
<tr>
<th>LINK TO FUTURE LESSONS: (3-5 minutes)</th>
<th>EXTRA TIME ACTIVITY: (3 – 5 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The topic about the animals will be worked during the next sessions. So this is the most relevant link for future classes.</td>
<td>Listen and evaluate voice recordings.</td>
</tr>
</tbody>
</table>

**REFLECTION:**

If the students understand the use and the benefits of using a voice recording tool, they can follow the process of watching, designing, posting and then evaluating content and these materials will be a point earned for this implementation.
Appendix I: Opinion Cardboard

YOU’RE A VERY CRITICAL CHILD!

1. Mira el inicio o primer screenshot de esta (actividad, juego, video ...) ¿De qué piensas que se tratará?
2. ¿Qué has aprendido hasta este momento?
3. ¿Qué podríamos crear a partir de la realidad que utilizamos?
4. Menciona dos cualidades para calificar esta actividad (divertida, aburrida, interesante, larga, corta, importante, fácil, difícil, creativa ...)
5. ¿Has realizado antes una actividad como esta?
6. ¿Qué aprendimos con esta actividad?
Appendix J: Follow up Chart

Follow up – autonomy chart

Fill out the following form having in mind your children’s process during this pedagogical intervention.

The aspects that you can observe and evaluate are:

- **time:** how much time does your child spend in the computer carrying out activities for the English subject.
- **Emotions:** please observe if your child shows boredom, excitement, interest, happiness (...) when carrying out the activities at home.
- **Understanding:** please observe if the child demonstrates a complete understanding of the activities or if sometimes the activities turn difficult for (her/him)
- **Skills:** please observe if the child uses the tools showing some difficulties or on the contrary, he/she demonstrates being skilled when using these digital tools.
- Please be very brief in your comments, you must consider

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher’s Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix K: Follow up Chart sample 1

Appendix L: Follow up Chart sample 2
Appendix M: Follow up Chart sample 3

<table>
<thead>
<tr>
<th>Students name: Mariana Alejandra Rodriguez</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>week 1</th>
<th>week 1</th>
<th>week 2</th>
<th>week 3</th>
<th>week 4</th>
<th>week 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approach to digital equipment</td>
<td>Building analytical scenarios</td>
<td>New e-learning environments</td>
<td>Assessing to collect results</td>
<td>Communicating experiences</td>
<td></td>
</tr>
<tr>
<td>30 min.</td>
<td>30 min.</td>
<td>2 horas</td>
<td>2 horas</td>
<td>1 hora</td>
<td>1 hora</td>
</tr>
<tr>
<td>La niña se muestra interesada</td>
<td>Interesada</td>
<td>Emocionada</td>
<td>Emocionada</td>
<td>Interesada</td>
<td>Interesada</td>
</tr>
<tr>
<td>aunque cuando no entiende se desmala con facilidad.</td>
<td>Entiende en poco mas.</td>
<td>Entiende y comparte las actividades en linea.</td>
<td>A veces se olvida de las actividades del computador.</td>
<td>Entiende las actividades pero es un poco el tiempo por Pecharlas.</td>
<td></td>
</tr>
</tbody>
</table>

Designed by Teacher Yury G.