



The Benefits of Substitution, Augmentation, and Modification of the *Way to go! 6th grade* Book Activities to ICTs Tools in the 6th Graders of the I. E. Pedro Antonio Molina School.

Jorge Luis Elejalde Henao

School of education science, ICESI University.

Master's Program in the Teaching of English as a Foreign Language

2022



**The Benefits of Substitution, Augmentation, and Modification of the *Way to go!* 6th grade
Book Activities to ICTs Tools in the 6th Graders of the I. E. Pedro Antonio Molina School.**

Jorge Luis Elejalde Henao
School of Education Science, ICESI University.

Master's Program in the Teaching of English as a Foreign Language

Research Advisor
Tim Marr. Ph.D.

ICESI University

2022

Dedication

This master's report is dedicated to my mom, the bravest and loveliest woman I have ever known; to my brother, the most amazing father and my best friend; to my sister, the most comprehensive and altruistic woman; and to Maryuri, the love of my life, the most beautiful and intelligent woman ever. Their unconditional support for the accomplishment of this research made everything possible.

Acknowledgments

I must express gratitude to every professor who guided me through this amazing journey. Their invaluable and professional work led me to accomplish such an important life goal, as it is a Master's degree. Undoubtedly, my teaching procedures took an incredible improvement thanks to the knowledge and skills obtained from all of them.

Especial acknowledgments to my director and professor MA. Diana Margarita Diaz. She did an impeccable job with the applied linguistic classes and by showing a high understanding of the situations and difficulties presented by me and my classmates during the entire carrier. Her kindness and charisma will always remain in me.

This Master's report was possible thanks to the support of Dr. Tim Marr. His asserted and opportune bits of advice were always appreciated. I am deeply thankful for having him as my advisor.

Abstract

ICTs tools have been taking over education due to their positive impact. English as foreign language classes has ICTs incorporation as a requirement due to the essential approach to the language context and cultures they offer. In this research, the teaching planning and contents from the *Way to go! 6th-grade* student's book were taken to be enhanced into ICTs stances. It determined the extent to which ICTs can potentiate the teaching-learning experience in the students at a public school located in the city of Cali. It was developed in six moments and it included activities and specific online platform materials. In addition, a placement test and a post-test were applied to be able to assess the previous knowledge of the participants and the learning results after the applications of the didactic sequence respectively. The results of the data analysis show how pertinent ICTs tools are to enriching the students' English language communicative skills. It was concluded that incorporating ICTs to transform the teaching-learning experience offered by the *Way to go! 6th-grade* student's book can positively impact the process of acquisition of English as a foreign language.

Keywords: ICTs, English as a foreign language, English language communicative skills, Online platforms.

Resumen

Las herramientas TIC se han ido apoderando de la educación debido a su impacto positivo. Las clases de inglés como lengua extranjera tienen como requisito la incorporación de las TIC debido al esencial acercamiento al contexto lingüístico y cultural que ofrecen. En esta investigación, la planificación docente y los contenidos del libro *Way to go! 6th-grade student's book!* Fueron tomados para ser reformados en posturas de las TIC. Se determinó en qué medida las TIC pueden potencializar la experiencia de enseñanza-aprendizaje en los estudiantes de un colegio público ubicado en la ciudad de Cali. Se desarrolló en seis momentos e incluyó actividades y materiales específicos de plataformas en línea. Además, se aplicó una prueba diagnóstica y una prueba final para poder evaluar los conocimientos previos de los participantes y los resultados de aprendizaje tras las aplicaciones de la secuencia didáctica respectivamente. Los resultados del análisis de datos ponen en evidencia cuán pertinentes son las herramientas TIC para enriquecer las habilidades comunicativas del idioma inglés de los estudiantes. Se concluyó que la incorporación de las TIC para transformar la experiencia de enseñanza-aprendizaje que ofrece el libro *Way to go! 6th-grade student's book* puede impactar positivamente en el proceso de adquisición del Inglés como lengua extranjera.

Palabras clave: TICs, Inglés como lengua extranjera, Habilidades comunicativas en inglés, Plataformas en línea.

Table of contents

| | |
|--|-----------|
| Introduction..... | 9 |
| 1. Justification | 12 |
| 2. Research Question | 16 |
| 3. Objectives | 17 |
| General Objective | 17 |
| Specific Objectives: | 17 |
| 4. Literature Review | 18 |
| 4.1 Information and Communication Technology (ICTs) | 19 |
| 4.2 ICTs in Education | 21 |
| 4.3 ICTs in English Teaching | 24 |
| 4.4 Interactive Online Learning Platforms (E-Learning)..... | 25 |
| 4.5 <i>Way to go! 6th-grade</i> student’s book..... | 27 |
| 4.6 Studies on ICTs in Language Teaching..... | 29 |
| 5. Research Methodology | 32 |
| 5.1 Background and type of the study | 32 |
| 5.2 Participants..... | 33 |
| 5.3 Data collection method and instruments | 34 |
| 5.4 Procedure | 35 |
| 5.4.1 Stage 1: Choosing the participants | 36 |
| 5.4.2 Stage 2: Design of the didactic sequence | 36 |
| 5.4.3 Stage 3: Application of the placement test | 37 |
| 5.4.4 Stage 4: Application of the didactic sequence..... | 38 |
| 5.4.5 Stage 5: Application of the post-test..... | 39 |
| 5.4.6 Stage 6: Data analysis..... | 40 |
| 6. Findings and Discussions | 41 |
| 6.1 General finding during the didactic sequence..... | 41 |

| | | |
|-----------|--|-----------|
| 6.2 | Placement and post-test results by groups | 43 |
| 6.3 | Placement and post-test results by skills..... | 49 |
| 6.4 | Data analysis | 52 |
| 7. | Conclusions..... | 61 |
| 8. | References..... | 64 |
| 9. | Appendixes | 70 |
| 9.1 | Appendix A. Informed consents | 70 |
| 9.2 | Appendix B. Activity example as seen in the Lifeworksheets.com platform..... | 74 |
| 9.3 | Appendix C. Activity example as seen in the Flipgrid.com platform | 75 |
| 9.4 | Appendix D. Placement/post-test..... | 76 |
| 9.5 | Appendix E. Speaking section placement and posttest rubric | 81 |

Introduction

The Benefits of Substitution, augmentation, and modification of the *Way to go! 6th-grade* book activities to ICTs Tools in the 6th Graders of the I. E. Pedro Antonio Molina School.

In a world of constant evolution and increasing demands for personal and professional growth, the learning of English as a second language has been imperative to face a more interconnected planet. Colombia is a country where its people have faced enormous difficulties in the acquisition of the English language. Most schools have failed in the aim of forming bilingual citizens. Education First (2016, Para. 1). The dynamics implemented by the English teachers, forced in some cases by the lack of provided resources from the government, have not had optimal results.

This action research had the intention to explore the extent to which ICTs platforms contribute to improving the L2 teaching-learning experience provided by the *Way to go! 6th-grade* coursebook. A didactic sequence was implemented among 40 students divided into four groups, where one of them took the role of the control group. Learners had 10 weeks of experience in which they performed the activities presented in the second module of the coursebook *Way to go! 6th-grade* Student's book. These activities were implemented throughout the platforms *Lifeworksheets.com* and *Flipgrid.com*. Taking like this, the in-class activities from traditional stances to current methodologies such as the use of online interactive websites.

Students attended the school IT room to do so. Also, a placement test and a post-test were applied to determine the effectiveness of the didactic sequence.

The Institución Educativa Técnico Industrial Pedro Antonio Molina – Sede San Luis annually receives a determined number of copies of the workbook *Way to go! 6th-grade* Student's book. These series are implemented during the school year, aiming to help teachers during the teaching progress and students in their learning progress as well. Some issues are presented in this procedure: the educational institution receives an annual contribution of approximately 100 primers for a population of about 150 students. Learners must share the material or work in pairs. Thus, causing difficulties in the learning process. Since the material suffers strong degradation due to constant use and transport from classroom to classroom. Students, at the end of the year, find themselves working on damaged material and in some cases material with lost sheets. Finally, we are in a world that increasingly needs our support in the fight against global warming and excessive spending on the use of paper, the use of ICTs tools that help reduce the use of physical material is becoming increasingly relevant.

This research determined the effectiveness of the conversion of the in-class activities from the book to online interactive platforms such as *liveworksheets.com* and *flipgrid.com*. None of the original intentions of the book objectives were changed. The enhancement was merely practical. The online platforms usage led to a series of data that, after analysis, determined how effective these ICTs tools were in the intention to improve the teaching-learning experience, students' academic results, and L2 acquisition.

This research aimed to explore the extent to which ICTs platforms could contribute to improving the L2 teaching-learning experience provided by the *Way to go! 6th-grade* coursebook. The study had three objectives: To help develop and implement strategies based on

ICTs tools to improve the IETIPAM – San Luis school 6th students' academic results and communicative competencies in EFL; To measure the IETIPAM – San Luis school 6th students' EFL acquisition from the second module of the *Way to go! 6th-grade* book contents before and after implementing the teaching strategy; To assess whether the teaching strategy based on ICTs tools was effective to enhance the *Way to go! 6th-grade* book teaching-learning experience. The first objective was carried out through the process taken from the SAMR model (Puentedura, 2010) A Substitution, Augmentation, and Modification of the book *Way to go! 6th-grade* of the MEN. It was performed with the platforms liveworksheets.com and flipgrid.com. Module 2 was considered for the teaching procedures. This didactic sequence was executed with the students of sixth grade from the public school Institución Educativa Tecnico Industrial Pedro Antonio Molina – Sede San Luis. The Module was imparted through the use of ICTs entirely. The second objective was achieved by the implementation of a placement and a final test at the beginning and the end of the module. These tests were taken from the *Way to go! teacher's guide* provided by the MEN. The third objective was accomplished throughout the analysis of the comparison between the placement and the post-test. This analysis took place with the use of the Microsoft Excel tool.

Students experienced a change in their in-class dynamics. Dynamics that are more related to their updated modern world, where communication and information technologies are taking all over. This experience likely led to, not only more engagement for participation and learning but also improved academic results.

1. Justification

In a world of constant evolution and globalization, the ability to handle different communication and dissemination tools becomes indispensable. From the use of social networks such as Facebook, Instagram, Twitter, etc.; to the most common digital technological tools in the workplace: Microsoft Office, Google workspace, and Zoom, among others. These ICTs tools have achieved ease and improvement in the different in-work processes. From office companies to products selling stores, to restaurants, hospitals, and banks. They have all acquired and taken advantage of the information and communication technology for many aspects of their businesses. Data archiving, client contacting, online selling, and publicity are just some of the aspects that the ICTs have taken over. Education has also had a great impact on adapting to new technological trends. Information has an incredibly easier way to be reached, in as many forms as it can be possible. Websites, blogs, tutorials on video pages such as YouTube, etc. have made shorter and faster ways for students and teachers to find the required information. This has obligated educators to create more dynamic classes for an environment where answers need to obtain as soon as it could be possible. With the arrival of new generations of students, who have been called: "natives of technology" (Gu et al., 2013). It is imperative to convert traditional teaching-learning strategies to new trends and, more precisely, to those that see ICTs as an essential tool. The use of the marker, the board, the notebook, and the pencil, as the only tools in the classroom, generate an insufficient strategy to make students reach an optimal and successful learning process.

The results of the implementation of ICTs tools in the classrooms have been, in general, positive within different areas: first, and for the particular case of this research it would be the most important, students feel more motivated when it comes to dealing with the different tasks proposed in class. Second, students, for the most part, do better in different types of grading strategies such as class activities, homework workshops, tests, etc. Third, given that ICTs tools encourage autonomous learning and communicative competence, students tend to notably improve their speaking skills (McDougald, 2013). Finally, the use of ICTs also provides teachers with a tool that facilitates the organization and academic processes agility.

The use of the *Way to go! 6th-grade* book for English classes offers students a structured curriculum that supports the teaching processes. It is composed of 4 modules, each module has 3 Units, Review, Project, and evaluation. At the end of the book, it has a page for communicative activities, one for grammar charts, and a page for vocabulary lists. It leads students to strengthen the different and essential competencies for the enrichment of second language acquisition. Skills such as Communicative, sociolinguistic, strategic, and Intercultural Competence are supported in the book under the Task-Based learning approach (Ramos, 2019 p. 93). In the same way, communicative Competence is highly approached, considering each aspect of it: the linguistic, the sociolinguistic, and the pragmatic competence. As stated in the guide #22 “*Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés*” from the Colombian Ministry of Education (MEN, 2006). Being this, a great approach from the book to get students to acquire the second language not by speaking about it but through its use as such (MEN, 2016).

The S.A.M.R. model (Substitution, Augmentation, Modification, and Redefinition) is a four-level, taxonomy-based approach for selecting, using, and evaluating technology. It was

elaborated by Dr. Ruben D. Puentedura, who developed this model aiming at an enhancement for teaching-learning processes by integrating ICTs (Puentedura, 2006). In the first level, Substitution, technology acts as a direct tool substitute, with no functional change. A mere example happens when students and educators write letters on programs such as Microsoft Office Word instead of writing on paper. The second level is Augmentation, in this level, technology acts as a direct tool substitute for functional improvement. This aspect occurs when features such as changing the font style, color, and colocation can be modified. Also, auto correction features appear at this level. Until now, technology gives a plus in the education process but does not generate methodological changes. The third level, Modification, technology allows significant task redesign, making activities such as matching concepts drawing a line, to be transformed into interactive drag and drop activities. The last level is Redefinition. Here, technology allows for the creation of new tasks, previously inconceivable. For example, features such as making shared documents on Google for collaborative matters (Puentedura, 2010).

Kihoza. et al. (2016) indicated that: “Today, educational information technology and pedagogical practices are inseparable fields. As a digital generation citizen, teachers should not give excuses as technology is evolving rapidly” (p. 121). There is a necessity to taking the traditional methods, where the paper and the pen are the student’s only tools to face academic challenges, to a modern and successful online interactive practice. It is evident the reason why this transformation should happen. One of them is the number of students in public schools’ classrooms, which usually surpasses 40 learners per class, making it difficult to do an optimum companionship with each student. Technology offers plenty of solutions such as agil and dinamyc grading and feedback, as is the case of Liveworsheets.com and Flipgrid.com. Helping students and teachers to carry out the class activities more effectively. Another issue that

teachers and students may encounter is the lack of preparation on the field to face sudden adversities such as the 2020 Covid-19 pandemic, where most schools were pushed to online classes even though teachers nor students were trained to do so. Colombian public schools have always worked under face-to-face teaching. Traditionally, A teacher meets with a group of students in a classroom located in an educative institution for a certain period of hours during the weekdays. There was never the need to capacitate teachers or students for remote learning. The 2020 Covid-19 pandemic obligated the community to stay home but the Colombian government did not want students to stop their learning process. Therefore, teachers were demanded to continue working by doing remote learning with the students. The community faced several difficulties in terms of its capability with the use of information and communication technologies. Both teachers and students had to learn these new abilities while they try to continue learning the scheduled teaching planning.

2. Research Question

Since the beginning of the national government program “Colombia Bilingüe” in 2004 (MEN, 2004), many have been the methodological purposes and pedagogical tools implemented by Colombian teachers to achieve this program goal. One of them is the implementation of the *Way to go!* book series provided by the National Ministry of Education, “MEN” for its acronym in Spanish. Many students have been having issues with the use of the book given by the educational institutions. There are some reasons why this happens, one of them is the deterioration that the book suffers during the school year, by having the students manipulate, write, and correcting on them; and in the worst-case scenario, students use books of more than one year of use due to the lack of copies every year.

The technological revolution that the world is going through has changed many areas, and school has not been the exception. ICTs tools have taken more and more force intending to achieve an optimal teaching-learning process. Even more now than the classrooms in primary and secondary schools have young “digital natives” (Prensky, 2001), who finds ICTs as a motivating way of achieving the learning process goals. This is where digital tools appear in the scene, providing very useful and motivating online strategies to achieve the proposed learning goals. Which leads to the question guiding the present study:

To what extent can ICTs tools contribute to enhancing the EFL learning experience offered by the *Way to go!* 6th-grade book?

3. Objectives

General Objective:

- To explore the extent to which ICTs platforms contribute to improving the L2 teaching-learning experience provided by the *Way to go! 6th-grade* coursebook.

Specific Objectives:

- To develop and implement strategies based on ICTs tools to improve the IETIPAM – San Luis school 6th students' academic results and communicative competencies in EFL.
- To measure the IETIPAM – San Luis school students' EFL acquisition from the second module of the *Way to go! 6th-grade* book contents before and after implementing the teaching strategy.
- To assess whether the teaching strategy based on ICTs tools was effective to enhance the *Way to go! 6th-grade* book teaching-learning experience.

4. Literature Review

Among the Colombian educational and professional community, the learning of a second language has been taking more and more importance. It can be evidenced in language education policies such as the National English Program 2015 – 2025 “Colombia, very well” MEN (2014) and the obligatory English modules in any professional career curriculums. Teaching English as a second language (TESL) is an aspect that happens when a language such as English is imparted in a non-native environment context. According to new research, there is high importance of the L2 acquisition for the different aspects of life that people must face. And in those cases where the traveling abroad experiences demand a knowledge of a universal language to effectively communicate with the people in a determined place (*4 Reasons Why Learning English Is Essential*, 2020).

There have been lots of proposed and applied strategies at schools to make the L2 teaching-learning process a more interactive and enjoyable experience for learners. And like this, aiming for better academic results. One of the most successful of them is the use of Information and Communication Technologies (ICTs). In his paper, McDougald (2013) concluded that students seemed to be enthusiastic and excited about the inclusion of ICTs tools in their classes. Students use to be more likely to interact with the English language through different academic strategies such as workshops, tests, homework, and activities that involve the preparation of the four English language communicative skills (reading, listening, writing, and speaking).

This literature review starts aiming to put into evidence the concepts related to Information and Communication Technologies (ICTs) and their impact on education with a focus on English teaching. Next, an exposure to the concepts related to interactive online learning platforms (E-Learning) is presented. Then, a background to the *Way to go! 6th-grade* coursebook is presented. Finally, a set of studies on ICTs in language teaching is revealed as support for this research.

4.1 Information and Communication Technology (ICTs)

To talk about the optimal application of ICTs in education, and more certainly in English teaching, it is significant to clarify what ICTs are. An approximate elaboration might be according to the *Information and Communication Technologies (ICT) / AIMS*, n.d. webpage: “Information and Communication Technologies (ICTs) is a broader term for Information Technology (IT), which refers to all communication technologies, including the internet, wireless networks, cell phones, computers, software, middleware, video-conferencing, social networking, and other media applications and services enabling users to access, retrieve, store, transmit, and manipulate information in a digital form”, (para, 1). It is understandable that nowadays, ITCs are not only referred to as the use of traditional computer programs such as Microsoft Office Word or Excel, nor mainly academic intercommunication platforms such as Gmail anymore. Stances for example like social media (Facebook, Instagram, Twitter, etc.); Interactive platforms (Smart Exchange, PBSKids, ABCya, etc.); Content websites that contain mainly audiovisual information (YouTube, Dailymotion, etc.); Even Online games (Call of Duty, FreeFire, Halo, etc.) have served as intercommunication for information exchanging and storage. But even yet

we may think not all of them are educational conveniences. ICT for education might show us something different.

In research from Heeks (1999, p. 3), ICTs are defined as: “electronic means of capturing, processing, storing, and communicating information”. The author initially asserts the focus that ICTs are constituted of computer hardware, software, and networks that are based on digital information stored as 1s and 0s. But then, he explores the idea of other kinds of technologies that deal with information. He defined them as *Intermedia*, *Literate* and *Organic* technologies. The first one states that radio, television, and telephone technology are still largely based on analog information stored as electromagnetic waves. As for the second one, technology is based on information held in the written word (books, newspapers, etc.). Finally, *Organic* technologies depend primarily on the human body, such as sound waves and the brain. In his article, the author stated that two distinct elements are identified in the construction of ICT: the technology itself and the information on which it functions.

According to Pratt (2019, para, 1), “ICT encompasses both the internet-enabled sphere as well as the mobile one powered by wireless networks”. This assertion explains what ICTs mean as we can consider outdated technologies like phone lines, radio, and television broadcasting, which are still widely utilized today alongside cutting-edge ICT elements like artificial intelligence and robotics. The author indicates that cloud computing, software, hardware, transactions communications technology, data, and internet access are the main components of it. These components allow people and organizations to interact in a digital world.

4.2 ICTs in Education

Among all fields in that ICTs have revolutionized the way of procedures, education has been one of the most positively influenced. ITCs have a special place in this area since the intention goes further than just transmitting and storing information. MEN (2021, para, 1) states: “Education is defined as a process of permanent, personal, cultural and social training that is based on an integral conception of the human person, their dignity, their rights, and their duties”. Therefore, ICTs must be applied in classrooms to form, motivate, inspire, and encourage learners’ personal, cultural, and academic skills. Throughout the interaction with different concepts and knowledge from several fields. All of this is taken into a virtual interactive manner. Where information is not only easier to be found but also to be more enjoyable and entertaining to work with among the students. And like this, achieving better learning results.

From the perspective of the UNESCO Learning Portal, (2021, para, 1) “Schools use a diverse set of ICTs tools to communicate, create, disseminate, store, and manage information. In some contexts, ICTs have also become integral to the teaching-learning interaction, through such approaches as replacing chalkboards with interactive digital whiteboards, using students’ smartphones or other devices for learning during class time”.

Granados (2015) stated that “The use of ICTs implies for teachers the use of more sophisticated means than those that are usually used (blackboards, books, paper, pens, etc.), [...] necessary to update teachers in their management so that they can be used efficiently as mediations in the teaching, learning, evaluation teachers must make a conversion from the traditional tools” (p. 145). Conventional tools are mainly used by teachers to help them transmit

information to students, and by students to store it. This practice is not convenient to current needs in the academic, working, and social relationships fields. Therefore, trending tools such as cellphones, Laptops, apps, websites, etc. must be welcome to transform teaching-learning procedures to stances where teachers have the roles of guides, facilitators, and even learners.

Trucano (2005) indicated that ICTs are extensively studied and they can make a lasting impression on instructors, serving as a guide in their daily lives to help students develop creativity, problem-solving abilities, informational reasoning skills, oral production, and other higher-order thinking skills. According to the authors, using ICT in the classroom should be a priority to help students become literate in the English language and promote learner autonomy (p. 7).

The S.A.M.R. Model (Substitution, Augmentation, Modification, and redefinition) is a proposal that implies the implementation of 4 lineal stages where teaching-learning practices pass from using technologies as a direct substitute, with no functional change. To then, having technology has a functional change impact. Thirdly, allowing technology a significant task in designing. Finally, being able to design new tasks that, without the use of technology, would be unworkable. In line with Schoology. blog, (2017, para, 1) Website.

To deeply appreciate and better understand the importance of the SAMR model use, let us clarify the practices that we find at each level. Considering Puentedura (2013), the sequence is initially placed in a mere enhancement of the lesson, what is called “Substitution”. There is no intention yet to make significant changes in the teaching-learning aims strategies. In this, dynamics such as simply using a pen by writing on a piece of paper are replaced for the use of an Office Word document. We keep working only on enhancement in the “Augmentation” stage.

But new aspects are added, for example, in the Microsoft Word document, that we talk about in the first stage, a link to a video, a picture, or a chart can be included. Another example may be the possibility to change the style on some features such as the document size, the print style, or fonts. In the “Modification” stage, we start to move from enhancement to transformation on the model. this is an actual change to the design of the lesson and its learning outcome. Continuing working with the previous Microsoft Word document, students may use a chart from their creation to synthesize the information from continuous reading. Another example could be the uploading of the document to a shared cloud-like space, so other students can access it and make Contributions. The final stage of the SAMR model is the “Redefinition”. Here, we can find the ultimate intention in the proposal. By this step, dynamics that would have been impossible to achieve with traditional manners are evident. An example can be the direct live interaction of the students with context different from theirs so intercultural learning can take place.

The SAMR model has shown very well positive results in its implementation in different contexts. As a consequence of research results, Nyayu, et al. (2019), indicate the evolving transformation of teaching-learning practices, from traditional to up-date technological outgoings. Not only increase the learner’s enjoyment for the class undercurrents but also represent an improvement in the academic results in the different exams-like learning progress check.

4.3 ICTs in English Teaching

In their research, Ammanni and Aparanjani (2016) stated that “English lessons that incorporate multimedia applications can exert powerful motivation and provide bored students with exciting new ways to learn” (p. 5). Due to the importance of the constant exposure to the language that L2 learners must have, it is imperative to look out for up-to-date teaching strategies and tools. Leaving behind those board, marker, teacher oracy, notebook, pencil days; that little or nothing has contributed to optimum second language acquisition. Deferent authors confirm that incurring the use of different online interactive programs for developing the learning procedures may result highly beneficial to the students’ learning expectations (Difilippantonio-Pen, 2020; Medina, et al. 2017; Novikova, 2020).

Jayanthi and Kumar (2016) declared that “ICTs are very stimulating because of the availability of the learning materials. [...] The availability of images, animation, audio, and video clips help much more in presenting and practicing new language” (p. 35). In their research, they expressed how students tend to be more excited to acquire information and ways of communication when ICTs are the platform for it. Taking that into account, it becomes essential for schools to bring the teaching-learning experience of the FLT to the utilization of tools that provides a more real-life and contextualized experience for students. Experience where learners are stimulated by pictures, audio, videos, interactive platforms, etc.

Sabiri (2019) affirms that “Various software and applications have made learning and teaching a great pleasure. Classes are no more controlled by teachers rather have become student-centered” (p. 185). Education under ICTs approaches has left behind the idea of the

teacher as the only source of knowledge, and the students as mere concepts memorizers. Instead, students, teachers, and TICs merge in a process of continuous communication, analysis, evaluation, and discovery of information to generate new knowledge. Students are empowered in their learning process and teachers play the role of facilitators throughout the students learning process. In turn, Cakici (2026, p. 75) emphasizes that “using technology has positive effects on teaching and learning English. Technology can be applied to teaching practices to enhance and facilitate foreign language learning”. In addition, the author claims that in terms of student attitudes, ICTs boosts motivation. Students are strongly motivated to learn a language because they have good attitudes toward language learning and learn in a stress-free setting using a computer.

4.4 Interactive Online Learning Platforms (E-Learning).

Interactive online learning platforms are increasing widely virtual resources that have been taken up more and more space in schools. The idea of these is to lead new teaching-learning techniques that promote highly good benefits through the use of the internet means. One of the benefits, and maybe is the most important to talk about from the environment protection point of view, is the saving of paper waste. As E-learning promotes the letting behind of the physical notebooks, replacing them for websites usage. From the educational point of view, the promotion of learners' enjoyment and motivation for the different class activities. Increasing like this, the number of students participating in the activities. And as well, the very well possible increase of the various midterm and final exams results in concordance of the communicative skills (Area et

al., 2009). It is important to mention that the use of these online learning platforms provides some tools for the teachers that facilitate the different working procedures such as planning, planning to reform according to context, grading, feedback, data storing and analysis, etc.

In the case of this applied research methodology, two online interactive platforms were applied during the second module of the in-class teaching techniques procedures. To better understand the use and the reason of choice of these, and the particular skill that is reinforced with each website. It is worth to identify and conceptualize each one of them:

In her article, Novikova (2020) exposes the wide variety of resources that the *Liveworshets* platform provides for making the learning process more interactive. She states that “Many interactive options are also available for language learning. For students with different levels of English, there are many websites where they revise parts of speech, grammar, or vocabulary. It is also easy to find word games such as executioners, crossword puzzles or verbal fights” (p. 222). In addition, the author states “worksheets take full advantage of new technologies used in education: they can include sounds, videos, drag-and-drop exercises, arrow connections, multiple-choice and even oral exercises that students must perform with a microphone” (p. 223).

Flipgrid is the second selected online platform for the enhancement of the *Way to go! 6th-grade* into interactive manners. This website application is the perfect interactive resource to create online spaces where students can interact with each other by creating a video recordings of themselves. The idea is to create forums-like discussions, but instead of commenting with words, students post and comment on video recordings. According to the *Flipgrid.com* website (2021, para 1), “Flipgrid is designed to allow students to speak to the group but without the same fear

that might constrict responses in a real-world situation. Students can re-record responses, removing the pressure of answering in class”. Being this a faultless source to put into practice the speaking communicative skill. Teachers can, by using a feature of the website, create a custom feedback rubric with which more accurate feedback can be recommended by teachers. In her research, Difilippantonio-Pen (2020, p. 42) concluded that “The use of digital video applications as a medium to promote oral language development in English can increase English language learners’ oral fluency”. As can be evidenced, the Flipgrid.com platform is the optimum online tool to promote students’ English language acquisition with a strong emphasis on speaking communicative skills. At the same time, students can overcome their common worry of presenting pronunciation mistakes as the platform presents the re-record feature. Finally, it is also pertinent to say how *Flipgrid.com* facilitates teachers’ procedures of storing and grading. It presents a folder-like organization to store students’ work by topics discussed. A set of settings during the creation of a topic for discussion, allows teachers to set parameters for automatic feedback for students’ uploaded recordings. (Flipgrid, 2021).

4.5 *Way to go!* 6th-grade student’s book.

Way to go! is a books series created as part of the Programa Nacional de Inglés (PNI) 2015-2025, Called “Colombia Very Well”. A reform aimed to contribute to achieving the goal of making Colombia the most educated country in Latin America and the country with the best level of English in South America by 2025. 50% of the high school graduates must procure the B1 CEFM level by 2025 (MEN, 2014). This reform, at its time, is a reform of the Programa

Nacional de Bilingüismo (2004-2019). A program created to have a 100% of the 11th-grade students having a minimum of B1 in English level by 2019. This leads to a society where Colombians can enclose the country in the processes of global communication, in the foreign economy and cultural opening, with worldwide standards (MEN, 2006).

Among the several strategies that MEN have executed for the undergoing of the program, the creation and free distribution of the book series *Way to go!* and *English please* are some of the main ones among public schools. This resource has been implemented by teachers, having diverse opinions on its accordance with the English as a foreign language students' needs.

Way to Go! is a series of schoolbooks for the English teaching-learning, meant for sixth to eighth Graders. It consists of three main books: the student's book, workbook, and teacher's guide. In its PDF version, which is freely downloaded from the *Colombia Bilingüe* website, there can also be found audio tracks that are used within the listening activities. The teacher's guidebook also provides the corresponding test for each module. Its main objective is to create a pleasant and real context situation for students, where they can develop their English skills. Grammar is not the only focus but also the English language communicative skills. These schoolbooks are aligned with Basic Learning Rights (DBA) (MEN, 2015) and the Suggested English Curriculum, Proposed by the Ministry of National Education (MEN, 2006). Grades 6th, 7th, 8th: *Way to Go!* (2016). The students' book is divided into 4 modules. Each is divided into 3 or 4 lessons. Each lesson consists of several in-context activities that must be developed by students. It is focused on communicative competence and a task-based learning (TBL) approach.

The activities that can be found in the book cover the reinforcement of the reading, listening, writing, and speaking communicative skills. Some games facilitate the engagement of the students in English learning.

The Colombian Ministry of Education has been aiming for a bilingual country formation. Since 2005, many have been the forms, reforms, and laws have been implemented to achieve the proposed goal. This goal has been changing during the years throughout the newest reforms. Considering the lack of positive results and a more moderate goal standard. The most recent reform aims for 50% of the 11th graders to have a B1 level at the moment of their graduation from high school. Even though papers talk about a wide operation of physical and cognitive resources for Colombian English teachers and centers of education, in the practice it has not been the case. Lots of factors have been incurring in affecting the normal development of the program. Some of them are the lack of allocation of the information of the program and the non-continuing of the teachers' formation (Ocampo et al., 2017).

4.6 Studies on ICTs in Language Teaching.

Novikova (2020) claims in her article "*Using liveworksheets.com to diversify language lessons*" the following ideas: "Creating content with such tools allows students to use language creatively and turn language practice into a fun and exciting activity" (p. 222). The author highlights that "As universities evolve and add new technology to the classroom, lessons also become more interesting for students (p. 223). In addition, a brief contribution on the exposure of some other online platforms such as *Educaplay*, *Quizizz*, *Kahoot!*, and *Socrative*. In concordance

with their enormous contributions in the aim of digitating and enhancing education. This, by the achieving of taking education to stances more familiarized with nowadays students' lifestyle.

The author concludes the relevance of platforms such as *liveworksheets* of the ICTs implementation in education stating that "The unique features of the interactive book, such as animation, compactness, the multidimensionality of information transfer, emotional impact on the reader's perception, teachers can successfully compete with online resources and television, involve students in active and educational reading" (p. 223). The study revealed how virtual interactive strategies such as online workbooks and smart boards can facilitate students' interaction, increasing their motivation and autonomous learning. It is also important to mention that the author comments on the importance for teachers to be well prepared for the incursion in virtual educational practices (p. 223).

As for studies in Latin America, Patiño-Quizhpi et al. (2020) stated in their research "*Ludic strategies will be applied to develop literary skills by using the platform liveworksheets*" that "Active methodologies applied to education are effective tools that develop important skills in each of the subjects" (p. 415). Additionally, the authors argued that "The Liveworksheets platform provides interactive resources that make it easy to use with an important pedagogical utility [...] allow the feedback of knowledge while students can learn by playing from the way virtual activities are handled" (p. 421). In their research, the authors selected a population sample of 36 students in the fourth grade of the school "Luis Cordero" from the city of Azogues, Province of Cañar, registered for the 2020 – 2021 school year. The first class was a pre-test with a duration of 40 minutes in which concrete material was used and in a traditional way; and the second class or post-test with a period of 40 minutes in which the *Liveworksheets* Platform was used. Researchers reached highly positive results in their investigation, as students showed an

increase, not only in their motivation for the use of online educational websites but also in their test results. In concordance, the authors concluded that the application of fun strategies in the educational context that aid in the development of skills in many areas, is a pressing challenge that must be addressed. Play-based learning is an approach that is now generating good outcomes” (p. 425).

In her action research on *“Implementation of strategies for teaching the English language from the LiveWorksheets platform for children in the first year of basic education”*, Garzón (2020) asserts that “Approaching what children prefer didactically facilitates motivation and interaction in a certain way since they are being involved in social and communication activities within their context and interests” (p. 5). The exploration took place in a basic secondary school for 8 weeks with a group of 5 years old learners, who were exposed to teaching strategies enhanced by TICs resources. They used the platform *Liveworshets*. Systematic tracking and analysis throughout a sequence of “bitacoras” evidenced a significant improvement among the participant students in accordance with the English pronunciation, simple statements comprehension, and following instructions. The author concluded that the use of the *Liveworshets* platform helped build activities for first-year learners, improving their comprehension and understanding of a foreign language (p. 29).

5. Research Methodology

5.1 Background and type of the study

This action research is meant to determine the effectiveness of the first three stadiums of the S.A.M.R. model implementation, in the pursuit of increasing students' academic results for the in-class lesson plan activities from the *Way to go! 6th-grade* book. This quantitative research aims to show numerical evidence by contrasting results from a placement and a final test. Which took place at the beginning and at the end of module number 2 of the *Way to go! 6th-grade* book. Both placement and final tests were taken from the *Way to go! 6th-grade* teacher guidebook, which contributed very well-structured exams to be implemented with the learner, these exams were composed of multiple-choice and fill-in-the-blank questions that included aspects such as reading, listening, writing, and speaking skills evaluations. During the second module classes, students interacted with the course book in-class activities, but with the activities in their online versions. Taking the use of the pen and the notebook to their minimum.

The enhancement procedures were based on the Substitution, Augmentation, Modification, and Redefinition (SAMR) model (Puentedura, 2006), with the idea of enhancing and transforming the traditional procedures in education by taking them to ICT stances.

Lifeworksheets.com and *Flidgrip.com* were the two selected online platforms for the enhancement of the *Way to go! 6th-grade* into interactive manners. These are websites that allow

teachers to transform traditional printable educational activities, originally reflected in pictures, photos, Microsoft Word documents, PDFs, etc. To interactive games that include sounds, videos, and permit students to develop features such as multiple-choice, drag and drop exercises, join with arrows, multiple-choice, speaking exercises, etc. For teachers, the websites allow automatic grading, feedback, reports, and even organizing of the students' works in groups and workshop "virtual notebooks" files. Adding to the previously stated, and in the perspectives of *lifeworksheets*, (2021, para, 1) Website: "This is good for the students (it's motivating), for the teacher (it saves time) and for the environment (it saves paper)".

5.2 Participants

The research took place at the I. E. T. I. Pedro Ant3nio Molina – San Luis Branch, originally called "San Luis School". It was founded in 1967, through Law 715 of 2002 in its 8th article, the school was merged with other 7 local educational centers to form The I. E. T. I. Pedro Ant3nio Molina. It is located in commune 6 on 72 Street #1B-3, in the San Luis neighborhood in Cali, Colombia. The population of the research was the students of 6°-1, 6°-2, 6°-3 grades, as the experimental groups. And the 6°-4 grade, as the control group. From each group, 10 students were randomly selected, getting a total of 40 learners between the ages of 11 and 13 years old. The participants were 18 girls and 22 boys. Making this paper an action research under the experimental method.

To be legally available to develop this action research, written formal consents were signed by each one of the participant's parents and the school coordinator (See appendix A). This step

was mandatory due to the state of underage participants. After having this approval, the children were ready to start participating in this research.

5.3 Data collection method and instruments

A placement and post-test were chosen as the study's instruments. These methods allowed the researcher to collect information about prior knowledge using a placement test; to use a didactic sequence to provide students with the knowledge needed to learn certain language skills, and to use a post-test to measure knowledge obtained by students.

Placement test: According to the Cambridge Dictionary, a placement is a test used to assess learners' knowledge for further studies. This method was chosen to determine the students' basal English level. This placement test allowed the researcher to identify which English language expertise the students previously knew, allowing them to focus on those skills to achieve the goal of teaching the entire set of topics prepared. As for this research, the structure for the placement test can be found in the procedure section "See 5.4.3 below". (See Appendix D)

Didactic sequence: It is defined by the National English Program for Basic Education (NEPBE, 2011) as the process of planning appropriate activities to accomplish a certain goal or objective (p. 44). The goal, the activities to be carried out, the materials required, the method for the students to be organized, and the manner for the learning process to be assessed must all be specified. A didactic sequence was created to teach specific skills to middle school students,

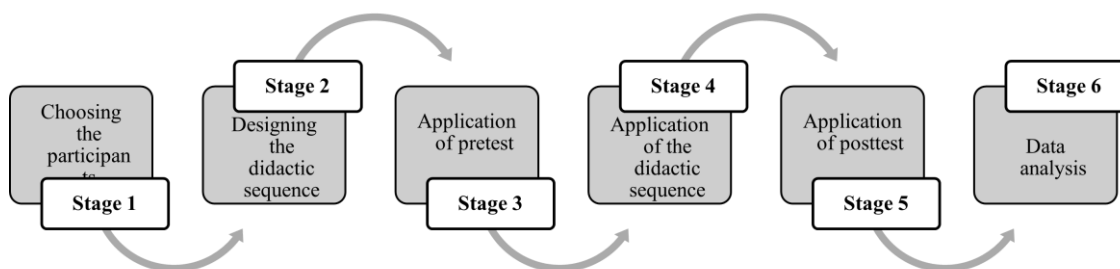
using ICTs resources and at a rate that was appropriate for them. It was implemented over 10 weeks with an intensity of 2 hours per week.

Post-test: It is a test given to students after they have completed an instructional program or segment, and it is frequently used in conjunction with a placement to gauge their achievement and the success of the program, according to the Cambridge Dictionary. The goal of the post-test was to measure the improvements of the skills taught to learners after the placement through the didactic sequence. After that, analyze each of the 40 participants' performance with the ICTs tools and the addition of classroom activities to see if the technique improved their language learning process. As for this research, the structure for the post-test can be found in the procedure section "See 5.4.5 below". (See Appendix D)

5.4 Procedure

The didactic sequence's goal was to promote the use of ICTs resources to acquire or improve students' English language communicative skills. The sequence was undertaken for two hours a week for 10 weeks. Students first completed a placement test to determine their prior level of English communicative skills. The didactic sequence was used once the results for the pre-test were obtained. Finally, the same placement test was used as a post-test to compare the results and identify the improvements that learners could have achieved. The procedure was undertaken in six stages represented as follows:

Research stages sequence



5.4.1 Stage 1: Choosing the participants

A characterization survey took place to collect the population sample from 40 randomly selected learners from the six grades of the IETIPAM – San Luis school. It collected the data of, among other things, students' age, percentage of women and men, number of learners, etc. The used tool was a *Google Forms*, an online platform provided by Google company. A link to the survey was sent to the parents' WhatsApp numbers for them to answer the question in the company of an adult.

5.4.2 Stage 2: Design of the didactic sequence

During this stage, the first 3 steps of the SAMR model (Substitution, Augmentation, and Modification) were applied to the second module of the *Way to go!* Student's book. The online platforms *Liveworksheets.com* and *Flipgrid.com* were used to take the activities from the paper into online activities. The second module of the book is divided into 3 lessons. Each lesson contains about 6 to 8 activities. Activities are labeled as *Write, Read, Listen, or Speak* depending on the communicative skill that wants to be worked on. For the activities related to reading, writing, and listening skills, The *Liveworksheets* platform was used to undergo the Substitution,

Augmentation, and Modification process (See appendix B). For the activities related to the speaking skill, The *Flipgrid* platform was selected for the same process (See appendix C).

5.4.3 Stage 3: Application of the placement test

At the beginning of module 2, Students took a placement test where the topics were evaluated to determine their previous knowledge. The test was taken from the *Way to go! Teacher's book* (See appendix D). It assessed students' four English language communicative skills (writing, reading, listening, and speaking). It consisted of four parts. Part A assessed students' writing skills. Learners answer five open questions related to personal information and five fill-in-the-blanks questions related to verbs conjugation in the present continuous tense. Part B assessed students' reading skills. Learners read two short simple texts. Then, they answered seven multiple-choice questions for the first text and six multiple-choice questions for the second one. Part C assessed students' listening skills. In this part, they listened to an audio of an interview done with a teacher talking about students' daily routines and habits. Then, a set of seven True/false questions were answered by the learners. Part D assessed students' speaking skills. In this final part, students orally answered one request: "*Talk about what do you do on the weekend*". The scoring for the test had a scale from 0 to 5. Being 0 as the minimum grade and 5 as the maximum a learner can obtain. Each of the four parts of the test represented 25% percent of the final grade. As for the speaking skill, a rubric provided by the *Way to go! Series Module answers* document (MEN, 2016) was used. The rubric considered qualitative aspects such as accuracy, fluency, interaction, and task achievement. Giving learners marks of 0.0, 0.25, 0.50, 0.75, 1.0, and 1.25 depending on their answers. Being 0.0 the lowest mark and 1.25 the highest

for each qualitative aspect (See appendix E). Then, the marks were interpreted into a grading scale of 0 to 5. Students from groups 6°-1, 6°-2, and 6°-3 attended the school IT room to take the placement test using a virtual adaptation of it with a Google Form sheet. The Google Form used the same questions and the same structure of the physical test. For the speaking part, they uploaded an audio file with their answer. Students from the 6°-4 group took the test using photocopies and the speaking part was taken in a face-to-face interview.

5.4.4 Stage 4: Application of the didactic sequence

Students from 6°-1, 6°-2, and 6°-3 grades attended the school IT room during the hours of the English class assigned by the school schedule (3 55-minute sessions per week). This dynamic was performed during the time of ten weeks. Each student was placed on a computer that had internet access, a keyboard, a monitor, a mouse, earphones, and a microphone. All ten students from each group were assigned a username and an access password for both online platforms. The *liveworksheets* platform allowed students to save their activities in a portfolio-like store. Therefore, learners, parents, and the teacher could track the students' performance. As the platform had the feature of automatic grading for the activities, students received immediate feedback for their work. Therefore, they were allowed to ask for the teacher's guidance and retake the activity as many times as possible. Activities had the same order, grading criteria, and stipulated time of application as established by the *Way to Go! Teacher's book*. School supplies such as notebooks, pens, pencils, markers, and whiteboards were hardly ever used.

Students from 6^o-4 grade had the intervention for the second module of the book inside the classroom. The procedure took the same 10 weeks, and it was undertaken during the English classes time assigned by the school schedule (3 55-minute sessions per week). Technologies of communication and information were used at its minimum. Students used school supplies such as notebooks, pens, pencils, etc; and photocopies to develop the activities. The teacher supported his teaching practice using markers, an eraser, and a whiteboard. Listening activities were done with the use of a speaker. As for the speaking activities, the teacher organized the learners in pairs or groups depending on the activity. Activities had the same order, grading criteria, and stipulated time of application as established by the *Way to Go! Teacher's Book*. Grading was done manually by the teacher at the end of each session.

5.4.5 Stage 5: Application of the post-test

This stage had the main intention to collect the data concerning the students' post-test results, to assess their improvement in their English language communicative skills. It took place after the didactic sequence was finished with all four groups. the procedure of the post-test had the same questions, characteristics, grading criteria, and implementation time as the placement test. As well as the placement test, 6^o-1, 6^o-2, and 6^o-3 students attended the school IT room to take the test using a virtual adaptation of it with a Google Form sheet; and students from the 6^o-4 group took the test using photocopies and the speaking part was taken in a face-to-face interview.

5.4.6 Stage 6: Data analysis.

The data acquired by the application of the placement test and post-test were compared and analyzed to answer the research question and to take on the study's stated objectives. The descriptive statistics tool from Microsoft Excel was the instrument to make this process. Students' grades were taken onto a set of Excel sheets; therefore, they could be examined with a set of table results and graphics representation.

6. Findings and Discussions

As previously stated, the procedure for this study had six stages: Stage 1 involved choosing the participants; Stage 2 was the design of the didactic sequence; Stage 3 involved implementing the placement test for the participants; Stage 4 implicated running the didactic sequence; Stage 5 was devoted to implementing the post-test; and Stage 6 was dedicated to the analysis. Findings and discussions will be presented from four viewpoints: The first one is for the general findings during the process of the didactic sequence implementation. The second one is for the exposure and findings of the students' results comparison from the placement test and the post-test concerning to groups presented sparely. The third one is for the exposure and findings of the students' results comparison of the placement test and the post-test concerning to skills. Finally, the analysis of the didactic sequence's usefulness in terms of its main purpose.

6.1 General finding during the didactic sequence

The implementation of the didactic sequence had the intention of enhancing the learning experience of the students. The improvement of the students' English language communicative skills can be highly boosted by the integration of ICTs. *Lifeworksheets.com* and *Flipgrid.com* have demonstrated to be the ideal platforms to do so (Difilippatinio-Pen, 2020; Novikova, 2020; Álvarez, Erazo & Patiño-Quizhpi, 2020). The execution process of the didactic sequence

presented several aspects to be considered. During the first encounter with each group, which was developed in a two-hour class, the methodology and intention of the research were explained to the students. Learners expressed high enthusiasm for the ICTs integration into the English classes but worry for the tests. The teacher proceeded to explain that the results of the placement test would not affect their normal academic grading. Students understood that the placement test had the intention of collecting data on their previous knowledge. As for the final test, students seemed pleased to understand that it was going to be the exact same exam from the placement test. They look at it as an opportunity to know the questions of the test with good anticipation. Also, during this first encounter, each student received a username and a password that the teacher previously generated on the online platforms. Those usernames and passwords were written in their notebooks and allowed them to enter the *Lifeworksheets* and *Flipgrid* interactive activities. Finally, students proceeded to develop the placement test. Each student was placed on a computer where the Google sheet was ready to be filled up. The teacher explained the four parts that the test consisted of and the English communicative skill that was going to be evaluated in each part. There was no issue presented during this first encounter. All students finished the placement test within the agreed time and there were no hardware or software difficulties within the IT room elements.

During the following eight weeks, students continued to attend the school IT room to develop the activities in the online platforms. The order of the activities followed strictly the same order presented in the physical book. The platform used in each encounter depended on the developed skill to be developed in that class. Every student worked on their activities at their own pace. The teacher constantly guided students during the encounters, solving doubts about the procedures and features of the platforms, and/or related to the English language. There were

some difficulties presented during the eight weeks. Sometimes, the internet connection of the IT room was not in optimal conditions to develop the activities. Some students did not attend 100% of the classes. Even still, those situations did not impede the students to achieve the aim of doing the 100% of the activities.

The final week of the didactic sequence was intended for the final test. Students attended again to the school IT room, as did in each of the previous encounters. They filled up a Google Form sheet with the exact questions and structures of the placement test. Once again, the teacher explained the four parts that the test consisted of and the English communicative skill that was going to be evaluated in each part. Students had the same amount of time as they had for the placement test. There was no issue presented during this final encounter.

6.2 Placement and post-test results by groups

In terms of the placement test, students from the 6th-1 grade presented the following results: 10% of the learners reached a grade between the rank of 0.0 and 1.0; 40% of them, a grade between the rank of 1.1 and 2.0; 50% of the learners reached a grade between a rank of 2.1 and 3.0; 0% of them reached a grade between a rank of 3.1 and 4.0; 0% obtained a grade between a rank of 4.1 and 5.0. As for the accumulated result of the group, the grade of 1.81 represented only the 36.2% of the maximum grade possible. In terms of the final test, 0% of the learners reached a grade between the rank of 0.0 and 1.0; 10% of them, a grade between the rank of 1.1 and 2.0; 30% of the learners reached a grade between a rank of 2.1 and 3.0; 40% of them reached a grade between a rank of 3.1 and 4.0; and 20% obtained a grade between a rank of 4.1

and 5.0. As for the accumulated result of the group, the grade of 3.20 represented the 64% of the maximum grade possible (See table 1).

Table 1

Results of the placement and post-test of the students from 6th-1 grade

| | Placement test | | | | | Post-test | | | | |
|--------------------|----------------|------|--------|-------|-------------|-----------|------|--------|-------|-------------|
| | Write | Read | listen | Speak | Grade | Write | Read | Listen | Speak | Grade |
| Student 1 | 2.00 | 3.85 | 2.86 | 2.25 | 2.74 | 5.00 | 5.00 | 5.00 | 4.75 | 4.94 |
| Student 2 | 1.00 | 2.31 | 1.43 | 0.00 | 1.18 | 3.00 | 3.08 | 2.86 | 4.75 | 3.42 |
| Student 3 | 3.00 | 2.31 | 4.29 | 0.00 | 2.40 | 4.50 | 4.23 | 3.57 | 4.25 | 4.14 |
| Student 4 | 1.50 | 0.77 | 2.14 | 0.00 | 1.10 | 2.00 | 4.23 | 1.43 | 1.75 | 2.35 |
| Student 5 | 2.00 | 3.08 | 2.14 | 3.75 | 2.74 | 2.00 | 2.31 | 3.57 | 4.75 | 3.16 |
| Student 6 | 0.50 | 1.15 | 1.43 | 0.00 | 0.77 | 1.50 | 2.69 | 3.57 | 4.25 | 3.00 |
| Student 7 | 1.50 | 1.92 | 2.14 | 3.00 | 2.14 | 2.00 | 2.69 | 2.86 | 0.00 | 1.89 |
| Student 8 | 0.00 | 2.31 | 3.57 | 0.00 | 1.47 | 1.50 | 4.23 | 4.29 | 3.50 | 3.38 |
| Student 9 | 1.00 | 1.54 | 1.43 | 0.50 | 1.12 | 2.00 | 1.92 | 2.86 | 2.50 | 2.32 |
| Student 10 | 1.00 | 2.69 | 2.86 | 3.25 | 2.45 | 2.50 | 3.46 | 3.57 | 4.25 | 3.45 |
| Accumulated | 1.35 | 2.19 | 2.43 | 1.28 | 1.81 | 2.60 | 3.38 | 3.36 | 3.48 | 3.20 |

Note: the table presents the individual and accumulated results obtained from the placement and post-test of the students from 6th-1 grade. As there can be seen, results from the tests were accumulated from sub-results of the evaluation of the English language communicative skills: writing, reading, listening and speaking.

In terms of the placement test, students from the 6th-2 grade presented the following results: 20% of the learners reached a grade between the rank of 0.0 and 1.0; 60% of them, a grade between the rank of 1.1 and 2.0; 10% of the learners reached a grade between a rank of 2.1 and 3.0; 10% of them reached a grade between a rank of 3.1 and 4.0; 0% obtained a grade

between a rank of 4.1 and 5.0. As for the accumulated result of the group, the grade of 1.71 represented only the 34% of the maximum grade possible. In terms of the final test, 0% of the learners reached a grade between the rank of 0.0 and 1.0; 10% of them, a grade between the rank of 1.1 and 2.0; 60% of the learners reached a grade between a rank of 2.1 and 3.0; 20% of them reached a grade between a rank of 3.1 and 4.0; and 10% obtained a grade between a rank of 4.1 and 5.0. As for the accumulated result of the group, the grade of 2.70 represented only the 54% of the maximum grade possible (See table 2).

Table 2

Results of the placement and post-test of the students from 6th-2 grade

| | Placement test | | | | | Post-test | | | | |
|--------------------|----------------|------|--------|-------|-------------|-----------|------|--------|-------|-------------|
| | Write | Read | Listen | Speak | Grade | Write | Read | Listen | Speak | Grade |
| Student 1 | 2.5 | 1.5 | 2.1 | 4.50 | 2.67 | 2.0 | 3.1 | 0.7 | 4.75 | 2.64 |
| Student 2 | 0.0 | 1.2 | 1.4 | 0.00 | 0.65 | 4.5 | 2.7 | 3.6 | 3.50 | 3.57 |
| Student 3 | 0.0 | 0.8 | 1.4 | 2.50 | 1.17 | 1.0 | 1.2 | 2.1 | 1.00 | 1.32 |
| Student 4 | 2.0 | 1.5 | 0.7 | 1.00 | 1.31 | 1.5 | 1.9 | 2.9 | 2.25 | 2.13 |
| Student 5 | 0.5 | 1.5 | 1.4 | 2.50 | 1.49 | 1.0 | 3.1 | 2.9 | 2.50 | 2.36 |
| Student 6 | 5.0 | 2.7 | 5.0 | 3.00 | 3.92 | 5.0 | 3.5 | 5.0 | 4.75 | 4.55 |
| Student 7 | 2.5 | 2.7 | 2.1 | 0.00 | 1.83 | 2.0 | 1.9 | 2.9 | 5.00 | 2.95 |
| Student 8 | 0.0 | 1.5 | 1.4 | 0.00 | 0.74 | 3.0 | 2.3 | 3.6 | 1.50 | 2.59 |
| Student 9 | 0.0 | 1.5 | 2.9 | 1.00 | 1.35 | 2.0 | 1.9 | 3.6 | 1.50 | 2.25 |
| Student 10 | 0.5 | 1.9 | 2.1 | 3.25 | 1.95 | 3.5 | 1.9 | 2.9 | 4.50 | 3.20 |
| Accumulated | 1.30 | 1.69 | 2.07 | 1.78 | 1.71 | 2.55 | 2.35 | 3.00 | 3.13 | 2.76 |

Note: the table presents the individual and accumulated results obtained from the placement and post-test of the students from 6th-2 grade. As there can be seen, results from the tests

were accumulated from sub-results of the evaluation of the English language communicative skills: writing, reading, listening and speaking.

In terms of the placement test, students from the 6th-3 grade presented the following results: 20% of the learners reached a grade between the rank of 0.0 and 1.0; 80% of them, a grade between the rank of 1.1 and 2.0; 0% of the learners reached a grade between a rank of 2.1 and 3.0; 0% of them reached a grade between a rank of 3.1 and 4.0; 0% obtained a grade between a rank of 4.1 and 5.0. As for the accumulated result of the group, the grade of 1.33 represented only the 26.6% of the maximum grade possible. In terms of the final test, 0% of the learners reached a grade between the rank of 0.0 and 1.0; 10% of them, a grade between the rank of 1.1 and 2.0; 40% of the learners reached a grade between a rank of 2.1 and 3.0; 50% of them reached a grade between a rank of 3.1 and 4.0; 0% obtained a grade between a rank of 4.1 and 5.0. As for the accumulated result of the group, the grade of 2.77 represented only the 54.4% of the maximum grade possible (See table 3).

Table 3

Results of the placement and post-test of the students from 6th-3 grade

| | Placement test | | | | | Post-test | | | | |
|--------------------|----------------|------|--------|-------|-------------|-----------|------|--------|-------|-------------|
| | Write | Read | listen | Speak | Grade | Write | Read | Listen | Speak | Grade |
| Student 1 | 2.5 | 0.8 | 0.7 | 0.00 | 1.00 | 1.5 | 3.5 | 4.3 | 3.00 | 3.06 |
| Student 2 | 2.5 | 1.2 | 2.1 | 0.00 | 1.45 | 2.0 | 3.1 | 2.9 | 4.25 | 3.05 |
| Student 3 | 1.5 | 1.5 | 2.9 | 2.00 | 1.97 | 3.5 | 2.3 | 3.6 | 2.75 | 3.03 |
| Student 4 | 2.0 | 1.5 | 0.0 | 3.00 | 1.63 | 2.5 | 2.7 | 2.1 | 3.25 | 2.65 |
| Student 5 | 1.5 | 2.3 | 1.4 | 0.00 | 1.31 | 2.0 | 3.1 | 4.3 | 4.00 | 3.34 |
| Student 6 | 0.0 | 0.0 | 0.0 | 0.00 | 0.00 | 2.0 | 2.3 | 1.4 | 4.00 | 2.43 |
| Student 7 | 1.5 | 1.2 | 3.6 | 1.00 | 1.81 | 3.5 | 3.1 | 2.9 | 3.50 | 3.23 |
| Student 8 | 0.0 | 2.3 | 2.1 | 2.50 | 1.74 | 2.5 | 2.7 | 1.4 | 1.25 | 1.97 |
| Student 9 | 2.0 | 1.5 | 1.4 | 0.00 | 1.24 | 2.0 | 2.7 | 2.9 | 2.25 | 2.45 |
| Student 10 | 0.5 | 2.7 | 1.4 | 0.00 | 1.16 | 2.5 | 2.7 | 2.9 | 2.00 | 2.51 |
| Accumulated | 1.40 | 1.50 | 1.57 | 0.85 | 1.33 | 2.40 | 2.81 | 2.86 | 3.03 | 2.77 |

Note: the table presents the individual and accumulated results obtained from the placement and post-test of the students from 6th-3 grade. As there can be seen, results from the tests were accumulated from sub-results of the evaluation of the English language communicative skills: writing, reading, listening, and speaking.

In terms of the placement test, students from the 6th-4 grade presented the following results: 70% of the learners reached a grade between the rank of 0.0 and 1.0; 20% of them, a grade between the rank of 1.1 and 2.0; 10% of the learners reached a grade between a rank of 2.1 and 3.0; 0% of them reached a grade between a rank of 3.1 and 4.0; and 0% obtained a grade between a rank of 4.1 and 5.0. As for the accumulated result of the group, the grade of 0.66

represented only the 13.2% of the maximum grade possible. In terms of the final test, 20% of the learners reached a grade between the rank of 0.0 and 1.0; 40% of them, a grade between the rank of 1.1 and 2.0; 40% of the learners reached a grade between a rank of 2.1 and 3.0; 0% of them reached a grade between a rank of 3.1 and 4.0; and 0% obtained a grade between a rank of 4.1 and 5.0. As for the accumulated result of the group, the grade of 1.77 represented only the 35.4% of the maximum grade possible (See table 4).

Table 4

Results of the placement and post-test of the students from 6th-4 grade (control group).

| | Placement test | | | | | Post-test | | | | |
|--------------------|----------------|-------------|-------|-------|-------------|-----------|-------------|-------|-------|-------------|
| | Write | Read listen | Speak | Grade | | Write | Read Listen | Speak | Grade | |
| Student 1 | 0.0 | 0.4 | 1.4 | 0.00 | 0.45 | 1.0 | 1.5 | 1.4 | 0.00 | 0.99 |
| Student 2 | 0.0 | 0.0 | 2.9 | 2.50 | 1.34 | 0.5 | 1.9 | 2.1 | 4.00 | 2.14 |
| Student 3 | 0.0 | 0.0 | 0.0 | 0.00 | 0.00 | 0.5 | 1.5 | 2.1 | 3.00 | 1.80 |
| Student 4 | 2.0 | 2.7 | 1.4 | 0.00 | 1.53 | 0.0 | 2.3 | 3.6 | 4.75 | 2.66 |
| Student 5 | 0.0 | 0.0 | 0.0 | 0.00 | 0.00 | 1.0 | 0.4 | 2.1 | 2.00 | 1.38 |
| Student 6 | 2.5 | 3.1 | 1.4 | 3.75 | 2.69 | 4.0 | 0.8 | 2.1 | 3.50 | 2.60 |
| Student 7 | 0.0 | 0.0 | 0.0 | 0.00 | 0.00 | 0.0 | 1.2 | 2.1 | 1.00 | 1.07 |
| Student 8 | 0.0 | 0.0 | 0.0 | 0.00 | 0.00 | 0.0 | 1.2 | 2.9 | 0.00 | 1.00 |
| Student 9 | 0.0 | 0.0 | 0.0 | 2.50 | 0.63 | 2.0 | 1.5 | 3.6 | 4.50 | 2.90 |
| Student 10 | 0.0 | 0.0 | 0.0 | 0.00 | 0.00 | 1.0 | 1.2 | 1.4 | 1.00 | 1.15 |
| Accumulated | 0.45 | 0.62 | 0.71 | 0.88 | 0.66 | 1.00 | 1.35 | 2.36 | 2.38 | 1.77 |

Note: the table presents the individual and accumulated results obtained from the placement and post-test of the students from 6th-4 grade. As there can be seen, results from the tests were accumulated from sub-results of the evaluation of the English language communicative skills: writing, reading, listening, and speaking.

6.3 Placement and post-test results by skills

As can be seen in table 5, the media obtained from the accumulated of the 6th-1 students' results of the writing section from the placement test, reached 27% of the maximum possible mark, and 52% in the final test. The media obtained from accumulated of the 6th-2 students' results reached 26% of the maximum possible mark in the placement test, and 51% for the final test. The media obtained from the accumulated of the 6th-3 students' results of the writing section from the placement test, reached 28% of the maximum possible mark, and 48% in the final test. Finally, the media obtained from accumulated of the 6th-4 students' results (control group) reached 9% of the maximum possible mark in the placement test, and 20% for the final test.

Table 5

Placement and post-test results in terms of the four groups' writing skills.

| Grade | Placement test | Final test |
|-------|----------------|------------|
| 6th-1 | 1.35 | 2.60 |
| 6th-2 | 1.30 | 2.55 |
| 6th-3 | 1.40 | 2.40 |
| 6th-4 | 0.45 | 1.00 |

As evidenced in table 6, the media obtained from accumulated of the 6th-1 students' results of the *reading* section from the placement test, reached 43,8% of the maximum possible mark,

and 67,6% in the final test. The media obtained from accumulated of the 6th-2 students' results reached 33,8% of the maximum possible mark in the placement test, and 47% for the final test. The media obtained from accumulated of the 6th-3 students' results of the *reading* section from the placement test, reached the 30% of the maximum possible mark, and 56,2% in the final test. Finally, the media obtained from accumulated of the 6th-4 students' results (control group) reached 12,4% of the maximum possible mark in the placement test, and 27% for the final test.

Table 6

Placement and post-test results in terms of the four groups' reading skills.

| Grade | Placement test | Final test |
|-------|----------------|------------|
| 6th-1 | 2.19 | 3.38 |
| 6th-2 | 1.69 | 2.35 |
| 6th-3 | 1.50 | 2.81 |
| 6th-4 | 0.62 | 1.35 |

As shown in table 7, the media obtained from accumulated of the 6th-1 students' results of the listening section from the placement test, reached 48.6% of the maximum possible mark, and 67.2% in the final test. The media obtained from accumulated of the 6th-2 students' results reached 41.4% of the maximum possible mark in the placement test, and 60% for the final test. The media obtained from accumulated of the 6th-3 students' results of the listening section from the placement test, reached the 31.4% of the maximum possible mark, and 57.2% in the final test. Finally, the media obtained from accumulated of the 6th-4 students' results (control group) reached 14.2% of the maximum possible mark in the placement test, and 47.2% for the final test.

Table 7

Placement and post-test results in terms of the four groups' listening skills.

| Grade | Placement test | Final test |
|-------|----------------|------------|
| 6th-1 | 2.43 | 3.36 |
| 6th-2 | 2.07 | 3.00 |
| 6th-3 | 1.57 | 2.86 |
| 6th-4 | 0.71 | 2.36 |

As evidenced the table 8, the media obtained from accumulated of the 6th-1 students' results of the speaking section from the placement test, reached 25.6% of the maximum possible mark, and 69.6% in the final test. The media obtained from accumulated of the 6th-2 students' results reached 35.6% of the maximum possible mark in the placement test, and 62.6% for the final test. The media obtained from accumulated of the 6th-3 student's results of the speaking section from the placement test, reached the 17% of the maximum possible mark, and 60.6% in the final test. Finally, the media obtained from accumulated of the 6th-4 students' results (control group) reached 17.6% of the maximum possible mark in the placement test, and 47.6% for the final test.

Table 8

Placement and post-test results in terms of the four groups' speaking skills.

| Grade | Placement test | Final test |
|-------|----------------|------------|
| 6th-1 | 1.28 | 3.48 |
| 6th-2 | 1.78 | 3.13 |
| 6th-3 | 0.85 | 3.03 |
| 6th-4 | 0.88 | 2.38 |

As proven in table 9, the media obtained from the accumulated results of the four language skills from the 6th-1 students reached 36.2% of the maximum possible mark for the placement test, and 64% in the final test. The media obtained from accumulated of the 6th-2 students' results reached 34.2% of the maximum possible mark in the placement test, and 55.2% for the final test. The media obtained from accumulated of the 6th-3 student's results from the placement test reached 26.6% of the maximum possible mark, and 55.4% in the final test. Finally, the media obtained from accumulated of the 6th-4 students' results (control group) reached 13.2% of the maximum possible mark in the placement test, and 35.4% for the final test.

Table 9

Placement and post-test results in terms of the four groups' four skills.

| Grade | Placement test | Final test |
|-------|----------------|------------|
| 6th-1 | 1.81 | 3.20 |
| 6th-2 | 1.71 | 2.76 |
| 6th-3 | 1.33 | 2.77 |
| 6th-4 | 0.66 | 1.77 |

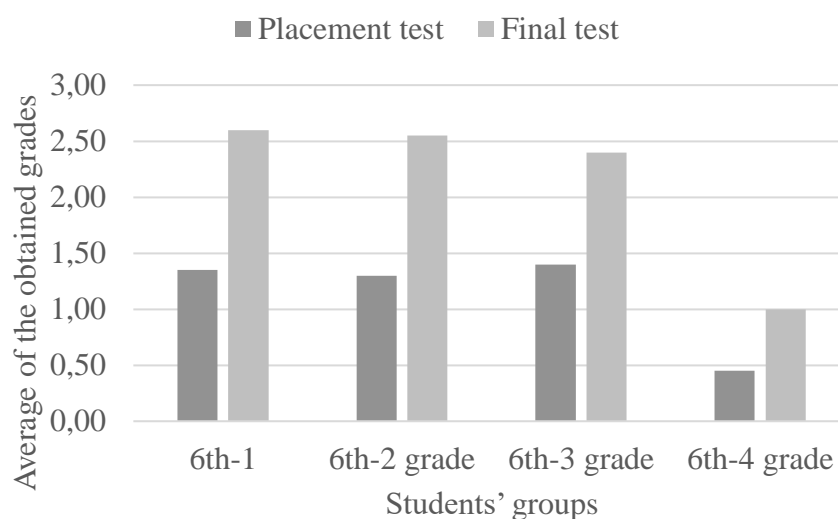
6.4 Data analysis

The following data analysis had the intention of answering this paper's specific objective of assessing whether the teaching strategy based on ICTs tools was effective to enhance the *Way to go! 6th-grade* book teaching-learning experience. To accomplish it, data results are going to be presented and analyzed considering the four English language communicative skills. After this, the final overall results are going to be assessed to formulate the definitive analysis.

The comparative of the students' results from the writing sections of the placement and post-test presented the following data: Students from the 6th-1 group denoted an increase in the learning rate of 25% as they went from obtaining an average grade of 1.35 to 2.60. Students from the 6th-2 group indicated an increase in the learning rate of 25% as they went from achieving an average grade of 1.30 to 2.55. Students from the 6th-3 group revealed an increase in the learning rate of 20% as they went from reaching an average grade of 1.40 to 2.40. Finally, students from the 6th-4 group (control group) showed an increasing learning rate of 11% as they went from reaching an average grade of 0.45 to 1.00 (See figure 1). We can note that all three groups that received learning experience under the ICTs presented a higher learning rate increase in comparison to the control group. Considering these results, the implementation of ICTs can effectively enhance the learning experience presented by the *Way to go!* Student's book activities in terms of writing skills.

Figure 1

Placement and post-test results of the students writing skills.

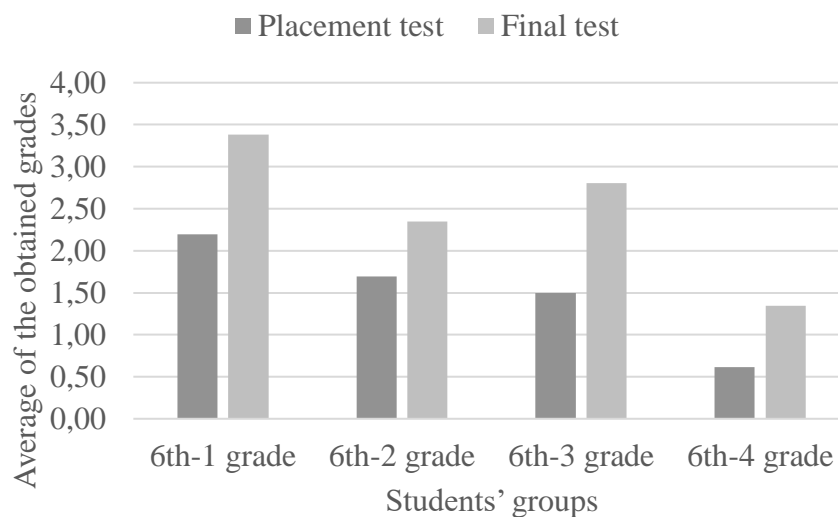


Note: the figure represents the accumulated results obtained from the placement and post-test of the students of all four groups about the writing English language communicative skill. As there can be seen, the dark gray bars show the average grade reached per group in the placement test and the light gray bars show the average grade reached per group in the final test.

The comparative of the students' results from the reading sections of the placement and post-test presented the following data: Students from the 6th-1 group denoted an increase in the learning rate of 23.84% as they went from obtaining an average grade of 2.19 to 3.38. Students from the 6th-2 group indicated an increase in the learning rate of 13.07% as they went from achieving an average grade of 1.69 to 2.35. Students from the 6th-3 group revealed an increase in the learning rate of 26.15% as they went from reaching an average grade of 1.50 to 2.81. Finally, students from the 6th-4 group (control group) showed an increasing learning rate of 14.61% as they went from reaching an average grade of 0.62 to .35. (See figure 2). We can note that two groups (6th-1 and 6th-3) that received learning experience under the ICTs presented a higher learning rate increase in comparison to the control group. Considering these results, two out of the three groups learning experiences presented by the *Way to go!* Student's book activities in terms of the reading skills were enhanced by the implementation of ICTs.

Figure 2

Placement and post-test results of the students reading skills.



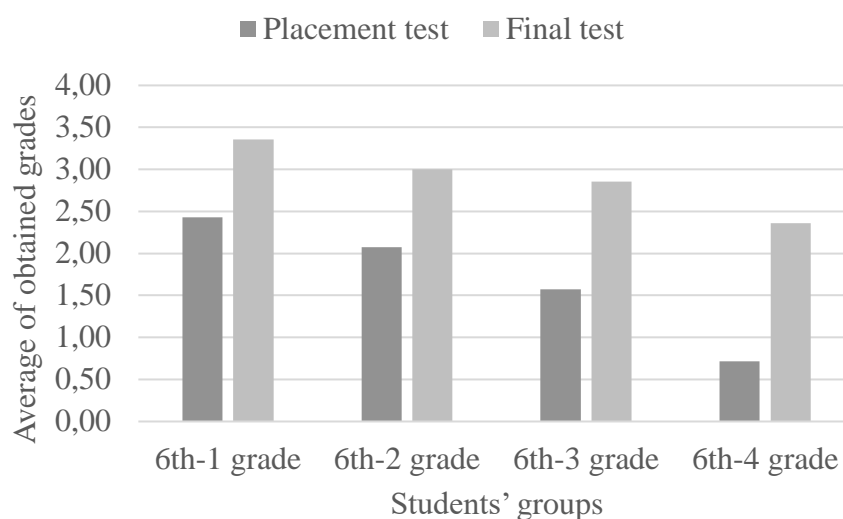
Note: the figure represents the accumulated results obtained from the placement and post-test of the students of all four groups concerning the reading English language communicative skill. As there can be seen, the dark gray bars show the average grade reached per group in the placement test and the light gray bars show the average grade reached per group in the final test.

The comparison of the students' results from the listening sections of the placement and post-test presented the following data: Students from the 6th-1 group denoted an increase in the learning rate of 18.57% as they went from obtaining an average grade of 2.43 to 3.36. Students from the 6th-2 group indicated an increase in the learning rate of 18.57% as they went from achieving an average grade of 2.07 to 3.00. Students from the 6th-3 group revealed an increase in the learning rate of 25.71% as they went from reaching an average grade of 1.57 to 2.86. Finally, students from the 6th-4 group (control group) showed an increasing learning rate of 32.86% as they went from reaching an average grade of 0.71 to 2.36 (See figure 3). We can note that none

of the three groups that received learning experience under the ICTs presented a higher learning rate increase in comparison to the control group. Considering these results, the implementation of ICTs did not enhance the learning experience presented by the *Way to go!* Student's book activities in terms of the listening skills.

Figure 3

Placement and post-test results of the students listening skills.



Note: the figure represents the accumulated results obtained from the placement and post-test of the students of all four groups concerning the listening English language communicative skills.

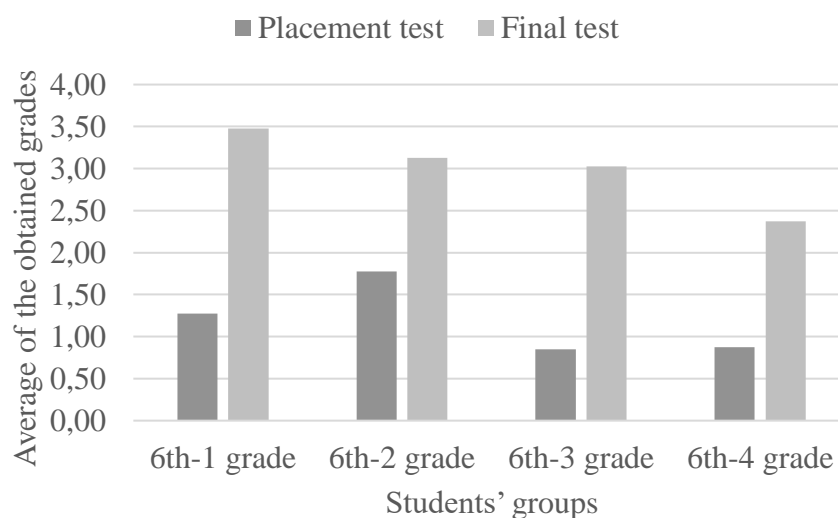
As there can be seen, the dark gray bars show the average grade reached per group in the placement test and the light gray bars show the average grade reached per group in the final test.

The comparative of the students' results from the speaking sections of the placement and post-test presented the following data: Students from the 6th-1 group denoted an increase in the

learning rate of 44% as they went from obtaining an average grade of 1.28 to 3.48. Students from the 6th-2 group indicated an increase in the learning rate of 27% as they went from achieving an average grade of 1.78 to 3.13. Students from the 6th-3 group revealed an increase in the learning rate of 43.5% as they went from reaching an average grade of 0.85 to 3.03. Finally, students from the 6th-4 group (control group) showed an increasing learning rate of 30% as they went from reaching an average grade of 0.88 to 2.38. (See figure 4). We can note that two groups (6th-1 and 6th-3) that received the learning experience under the ICTs presented a higher learning rate increase in comparison to the control group. Considering these results, two out of the three groups learning experiences presented by the *Way to go!* Student's book activities in terms of the reading skills were enhanced by the implementation of ICTs.

Figure 4

Placement and post-test results of the students speaking skills.

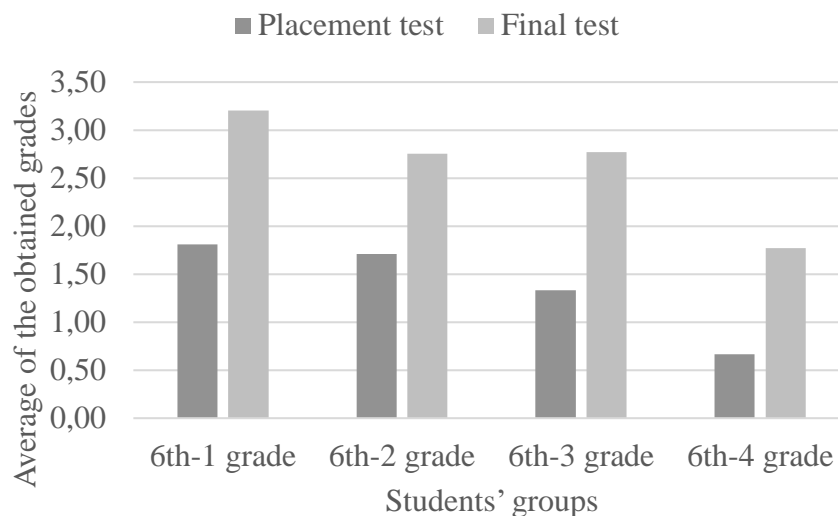


Note: the figure represents the accumulated results obtained from the placement and post-test of the students of all four groups about the speaking English language communicative skill. As there can be seen, the dark gray bars show the average grade reached per group in the placement test and the light gray bars show the average grade reached per group in the final test.

The comparative of the students' final results from the placement and post-test presented the following data: Students from the 6th-1 group denoted an increase in the learning rate of 27.85% as they went from obtaining an average grade of 1.81 to 3.20. Students from the 6th-2 group indicated an increase in the learning rate of 20% as they went from achieving an average grade of 1.71 to 2.76. Students from the 6th-3 group revealed an increase in the learning rate of 28.84% as they went from reaching an average grade of 1.33 to 2.77. Finally, students from the 6th-4 group (control group) showed an increasing learning rate of 22.12% as they went from reaching an average grade of 0.66 to 1.77 (See figure 5). We can note that two groups (6th-1 and 6th-3) that received learning experience under the ICTs presented a higher learning rate increase in comparison to the control group. Considering these results, two out of the three groups learning experiences presented by the *Way to go!* Student's book activities were enhanced by the implementation of ICTs.

Figure 5

Students' final Placement and post-test results



Note: the figure represents the accumulated results obtained from the placement and post-test of the students of all four groups about the four English language communicative skills. As there can be seen, the dark gray bars show the average grade reached per group in the placement test and the light gray bars show the average grade reached per group in the final test.

It is necessary to restate the specific objectives and then assess if they were accomplished in the results:

The first objective was *to develop and implement strategies based on ICTs tools to improve the IETIPAM – San Luis school 6th students' academic results and communicative competencies in EFL*. This objective was the first to be achieved, as it was the study's starting point. The teaching technique was incorporated in the creation of the didactic sequence, which was then applied to the chosen learners. The second objective was *to measure the the IETIPAM – San Luis school 6th student's EFL acquisition from the second module of the Way to go! 6th-grade book*

contents before and after implementing the teaching strategy. This objective was the subsequent to be achieved when the placement test and post-test procedures were used, the level of the students' English language communicative skills was examined throughout the study. And the last objective was *to assess whether the teaching strategy based on ICTs tools was effective to enhance the Way to go! 6th-grade book teaching-learning experience.* The results indicated that this objective had also been fulfilled satisfactorily. It can be seen in figure 5 where a comparison of the placement and post-test is shown, as well as the description of the percentage of increased knowledge, indicating the effectiveness of the teaching technique.

7. Conclusions

The findings of this research helped answering its problem question, to what extent can ICTs tools contribute to enhancing the EFL learning experience offered by the *Way to go! 6th-grade book*?

Several conclusions can be presented after this investigation was conducted. First, the learning strategies proposed by the *Way to go! 6th-grade* book can increase students' 4 English language communicative skills. This statement could be appreciated in the results of the comparison of the placement and post-test from the control group (See table 4). Even still, students did not achieve significant results, as the average obtained by the control group reached 35.29% of the maximum mark possible.

Second, the implementation of ICTs platforms such as *lifeworksheets.com* and *Flipgrid.com* in English classes can have a positive impact on the intention to promote students' English language communicative skills. This assertion is worthy of consideration by the comparison of the placement and post-test from the groups of students where the didactic sequence was implemented (See table 9). However, despite an increase in learning, learners did not accomplish meaningful results, with the average obtained by the three groups reaching 58.28% of the highest mark possible.

Third, the application of ICTs tools in English classes to boost the learning strategies proposed by the *Way to go! 6th-grade* book can produce a higher increase of students' English

language communicative skills of writing, reading, and speaking (See figures 1, 2, and 4). But as for the listening skills, negative results were shown. Students from the control group presented a higher increase in their learning results (See figure 3). This conclusion can be evidenced in the results of the comparison of the placement and post-test. Notwithstanding, it is highly relevant to stress that despite an evident higher overall result from the groups with the didactic sequence implementation, only a difference of 3.75% in the learning increase was shown in the comparison with the control group. Therefore, positive but not highly significant results were obtained with the didactic sequence implementation.

Future studies on this topic should be conducted with larger groups and in varied contexts are necessary to come to more reliable conclusions about the extent to which ICTs tools can enhance the learning experience offered by the book. Nonetheless, this study provides some ideas of what may be done, ranging from little improvements to significant changes, to improve English language habits in educational environments, specifically at this institution.

Finally, it is very well recommended for Colombian schools to continue in the pursuit of discovering current technological tendencies that take students to new learning experiences. This research, like many others, has proven that implementing ICTs in the English class can not only help students to increase their knowledge of a foreign language but also can engage them to enjoy the English class.

Colombian English language teachers have the aim of taking students to discover a new way of thinking, more than just learning the meaning of words in another language. ICTs are the bridge to make students encounter a foreign culture. Several benefits can be obtained from the implementation of ICTs in the classroom. Learners have the possibility to listen to other accents

apart from their teacher's, watch real situations developed in contexts other than theirs, work at their own pace, keep track of their work, receive immediate and relevant feedback, etc.

Another important benefit that ICTs offer to Colombian schools and especially in the English class is to promote self-learning in students. Using visual technological tools such as didactic websites or educational apps, learners are empowered in their learning process. They do not feel pressured or in an exigent environment. Learners and teachers can see how their teaching-learning process takes a more efficient path.

8. References

- 4 reasons why learning English is essential.* (2020, February). ETS Global. Retrieved April 9, 2022, from <https://www.etsglobal.org/jo/en/blog/news/importance-of-learning-english#:~:text=On%20an%20individual%20level%2C%20it,will%20make%20you%20feel%20great>
- Ammanni, S., & Aparanjani, U. (2016). The Role of ICT in English Language Teaching and Learning. *International Journal of Scientific & Engineering Research*, 7(7), 1–7. <https://www.ijser.org/onlineResearchPaperViewer.aspx?THE-ROLE-OF-ICT-IN-ENGLISH-LANGUAGE-TEACHING-AND-LEARNING.pdf>
- Cakici, D. (2026). The Use of ICT in Teaching English as a Foreign Language. *Participatory Educational Research*, 4(2), 73–77. <https://dergipark.org.tr/en/download/article-file/778411>
- Colombia, M. E. N. (2014). Colombia Very Well: Programa Nacional de Inglés 2015-2025. Documento de socialización. [National English Program 2015-2025. Socialization document] Bogotá: MEN. https://www.mineduacion.gov.co/1759/articles-343837_Programa_Nacional_Ingles.pdf
- Difilippantonio-Pen, A. (2020). Flipgrid and second language acquisition using Flipgrid to promote speaking skills for English language learners. [Master's thesis, Bridgewater State University]. BSU Master's Theses and Projects. Item 75. <https://vc.bridgew.edu/theses/75>

- EF EPI 2021 – EF English Proficiency Index – Colombia*. (2016). Education First. Retrieved April 8, 2021, from <https://www.ef.com.co/epi/regions/latin-america/colombia/>
- Get Started with Flipgrid | Easy, Video and Text Instructions*. (2021). Flipgrid. Retrieved April 8, 2021, from <https://info.flipgrid.com/getting-started.html>
- Garzón Merino, F. A. (2020). *Implementación de estrategias para la enseñanza del idioma inglés desde la plataforma Live Worksheets para niños de primer año de educación básica*. [Implementation of strategies for teaching the English language from the LiveWorksheets platform for children in the first year of basic education]. [Bachelor's thesis, Universidad Casa Grande]. PMB Services. <http://dspace.casagrande.edu.ec:8080/handle/ucasagrande/2746>
- Granados, A. (2015). Las TIC en la enseñanza de los métodos numéricos. [ICT in the teaching of the numeric methods] *Sophia Educación*, 11(2), 143-154.
- Gu, X., Zhu, Y., & Guo, X. (2013). Meeting the “digital natives”: Understanding the acceptance of technology in classrooms. *Journal of Educational Technology & Society*, 16(1), 392-402.
- Heeks, R. (1999). Information and Communication Technologies, Poverty and Development. *SSRN Electronic Journal*, 5. <https://doi.org/10.2139/ssrn.3477770>
- ICFES. (2018). Informe Nacional 2014-2 al 2017-2 Pruebas “Saber 11” [National report 2014-2 to 2017-2 tests “Saber 11”]. <https://www.icfes.gov.co/documents/20143/1628232/Informe%20nacional%202014-2%20al%202017-2%20saber%2011%20-%202018.pdf> .

ICFES. (2020). Informe Nacional 2017-2 al 2019-2 Pruebas “Saber 11” [National report 2017-2 to 2019-2 tests “Saber 11”].

<https://www.icfes.gov.co/documents/20143/1711757/Informe%20nacional%20de%20resultados%20Saber%2011-2019.pdf>.

Information and Communication Technologies (ICT) / AIMS. (n.d.). Food and Agriculture

Organization of the United Nations. Retrieved April 9, 2022, from

[http://aims.fao.org/es/information-and-communication-technologies-ict#:~:text=Information%20and%20Communication%20Technologies%20\(ICTs,other%20media%20applications%20and%20services](http://aims.fao.org/es/information-and-communication-technologies-ict#:~:text=Information%20and%20Communication%20Technologies%20(ICTs,other%20media%20applications%20and%20services)

Jayanthi, N. S., & Kumar, R. V. (2016). Use of ICT in English language teaching and learning. *Journal of English Language Teaching and Learning*, 3(2), 34-38.

Kihoza, P., Zlotnikova, I., Bada, J., & Kalegele, K. (2016). Classroom ICT integration in Tanzania: Opportunities and challenges from the perspectives of TPACK and SAMR models. *International Journal of Education and Development using ICT*, 12(1).

Live Worksheets - About This Site. (2021). Liveworksheets. Retrieved April 8, 2021, from https://www.liveworksheets.com/aboutthis_en.asp

McDougald, J. S. (2013). The use of new technologies among in-service Colombian ELT teachers. *Colombian Applied Linguistics Journal*, 15(2), 247-264.

Medina, E., & Hurtado, C. (2017). Kahoot! A digital tool for learning vocabulary in a language classroom. *Publicando Journal*, 4(12), 441–449.

https://revistapublicando.org/revista/index.php/crv/article/view/673/pdf_478

Ministerio de Educación Nacional. (2016). *Way to Go! 6th Grade Student's Book*. Richmond.

<https://drive.google.com/file/d/1sroHuDVqB3YpL6ztL5hn3ViweAmR5oc6/view>

Ministerio de Educación Nacional, MEN (2006). Estándares básicos de competencias en lenguas extranjeras: Inglés. Formar en lenguas extranjeras: ¡El reto! Lo que necesitamos saber y saber hacer. Revolución educativa [Basic standards of proficiency in foreign languages: English. Training in foreign languages: The challenge! What we need to know and know how to do. Educational revolution]. Colombia aprende. Bogotá.

https://redes.colombiaaprende.edu.co/ntg/men/archivos/Referentes_Calidad/Estandares_basicos_de_competencias/Estandares_Basicos_Competencia_en_Lenguas_Extranjeras_%20Ingles.pdf.

Ministerio de Educación Nacional Colombia. (2015). *Colombia Very Well*. Programa Nacional de Inglés. Retrieved April 10, 2022, from

https://www.mineduccion.gov.co/1759/articles343837_Programa_Nacional_Ingles.pdf

Ministerio Nacional de Educación. (2004). Programa nacional de bilingüismo [National bilingualism program]. Bogotá, Colombia: Ministerio de Educación Nacional.

https://www.mineduccion.gov.co/1621/articles-132560_recurso_pdf_programa_nacional_bilinguismo.pdf.

Ministerio de Educación Nacional. (2015). Derechos Básicos de Aprendizaje. Bogotá, Colombia.

https://www.mineduccion.gov.co/1621/articles-115174_archivo_pdf.pdf

Novikova, Y. (2020). Using liveworksheets to diversify language lessons. *Вісник Харківського національного автомобільно-дорожнього університету*, [Bulletin of Kharkiv National Automobile and Road University] (91), 221-221.

- Nyayu, S. Y., Heru, S., & Masagus, S. (2019). The use of technology integration SAMR Model in teaching English. *IDEAS: Journal on English Language Teaching and Learning, Linguistics, and Literature*, 7(1).
- Ocampo Cruz, G. J., Olaya Beltrán, K. A., & Wandurraga Guarín, S. V. (2017). Colombia "bilingüe": una meta trazada pero no alcanzada [Colombia "bilingual": a goal set but not reached]. https://ciencia.lasalle.edu.co/lic_lenguas/223
- Patiño-Quizhpi, D. A., Álvarez-Lozano, M. I., & Erazo-Álvarez, J. C. (2020). Estrategias lúdicas para desarrollar la lecto-escritura mediante la plataforma Liveworksheets. [Ludic strategies will be applied to develop literary skills by using the platform Liveworksheets]. *CIENCIAMATRIA, Interdisciplinary Journal of Humanities, Education, Science and Technology* 6 (3), 408-427.
- Prensky, M. (2001). Digital Natives, Digital Immigrants Part 1. *On the Horizon*, 9(5), 1–6. <https://doi.org/10.1108/10748120110424816>
- Pratt, M. K. (2019, July 26). *ICT (information and communications technology, or technologies)*. SearchCIO. Retrieved April 9, 2022, from <https://www.techtarget.com/searchcio/definition/ICT-information-and-communications-technology-or-technologies>
- Puentedura, R. (2006). Transformation, technology, and education. Hippasus. <http://hippasus.com/resources/tte/>
- Puentedura, R. (2013). SAMR: Getting to transformation. <http://www.hippasus.com/rrpweblog/archives/2013/04/16/SAMRGettingToTransformation.pdf> (Acceded 03/09/2021).

Puentedura, R. (2015). SAMR: A brief introduction.

http://www.hippasus.com/rrpweblog/archives/2013/10/02/SAMR_ABriefIntroduction.pdf

Ramos, L. F. (2019). *An Evaluation of In-Use English Teaching Materials in the Public Schools of Cartagena de Indias for the Development of Intercultural Communicative Competence*. Master's thesis, Universidad del Norte.

<http://manglar.uninorte.edu.co/bitstream/handle/10584/8614/137278.pdf?sequence=1>

Sabiri, K. A. (2019). ICT in EFL Teaching and Learning: A Systematic Literature Review. *Contemporary Educational Technology, 11*(2), 177–195.

<https://doi.org/10.30935/cet.665350>

Samuel, R., & Bakar, Z. (2006). The utilization and integration of ICT tools in promoting English language teaching and learning: Reflections from English option teachers in Kuala Langat District, Malaysia. *International Journal of Education and Development using ICT, 2*(2), 4-14.

Trucano, M. (2005). Knowledge Maps: ICTs in Education-What Do We Know about the Effective Uses of Information and Communication Technologies in Education in Developing Countries? Online Submission.

9. Appendixes

9.1 Appendix A. Informed consents



Programa: Maestría en la Enseñanza
del Inglés como Lengua Extranjera

Investigación: “Los Beneficios de la Sustitución, Ampliación y
Modificación de las Actividades del Libro *Way to go! 6th-grade*
a Herramientas TIC con los estudiantes del 6° Grado
del Colegio I. E. T. I. Pedro Antonio Molina

Apreciado/a acudiente:

Mi nombre es **Jorge Luis Elejalde Henao**, soy estudiante de la **Maestría en la**

Enseñanza

del Inglés como Lengua Extranjera de la Universidad ICESI.

Actualmente me encuentro haciendo una investigación sobre **Los Beneficios de la**

Sustitución, Ampliación y Modificación de las Actividades del Libro *Way to go! 6th-grade* a

Herramientas TIC con los estudiantes del 6° Grado del Colegio I. E. T. I. Pedro Antonio

Molina. Quisiera invitarle a permitir a su hijo(a) a participar en esta investigación. Para mí sería

muy importante contar con su valiosa colaboración. Durante la investigación se le pedirá tomar

parte en las siguientes actividades: dos jornadas de pruebas diagnósticas y pruebas finales, al inicio y al final

de cada uno de los dos primeros módulos del libro respectivamente. ¡Igualmente, se llevará a cabo la implementación de las actividades proveídas por el libro *Way to go! 6th-grade*, a través de plataformas como LIVEWORSHEETS.COM y FLIPGRID.COM. De igual manera, llevaré a cabo el proceso de **observar, enseñar y evaluar el proceso académico e investigativo con los estudiantes.**

De tener inquietudes con respecto a la investigación por favor escríbame al 3177294753 o a mi correo d.pam.jorge.elejalde@cali.edu.co; o a mi supervisor doctor TIM MARR, al correo t.amrr123@gmail.com.

De antemano agradezco la atención prestada a la siguiente comunicación.

Cordialmente,

Jorge Luis Elejalde Henao
C.C. 114042399

Celular: 3177294753

Email: d.pam.jorge.elejalde@cali.edu.co

Marque con una X

Acepto que mi hijo(a) haga parte de la investigación: ____

No acepto que mi hijo(a) haga parte de la investigación: ____

Firma y cédula del acudiente



Programa: Maestría en la Enseñanza

del Inglés como Lengua Extranjera

Investigación: “Los Beneficios de la Sustitución, Ampliación y

Modificación de las Actividades del Libro *Way to go! 6th-grade*

a Herramientas TIC con los estudiantes del 6° Grado

del Colegio I. E. T. I. Pedro Antonio Molina

Señor/a

Ana Cecilia Álvarez

Rectora I.E. técnico industrial Pedro Antonio Molina – San Luis.

Santiago de Cali, valle del Cauca.

Referencia: autorización para investigación de maestría

Appreciate rectora:

La presente es para solicitar autorización para desarrollar mi investigación de maestría. Mi nombre es **JORGE LUIS ELEJALDE HENAO**, soy estudiante del **Programa de Maestría en la Enseñanza del Inglés como Lengua Extranjera** de la Universidad **ICESI** en Cali, Colombia. Mi supervisor/a es **Tim Marr. PhD.** Mi investigación es titulada **“Los Beneficios de la Sustitución, Ampliación y Modificación de las Actividades del Libro *Way to go! 6th-grade* a Herramientas TIC con los estudiantes del 6° Grado del Colegio I. E. T. I. Pedro Antonio Molina”**. Mi objetivo es: **Explorar en qué medida las plataformas TIC contribuyen a mejorar la experiencia de enseñanza-aprendizaje de una segunda lengua proporcionada por el libro de texto *Way to go! 6th-grade*.**

La investigación requiere de las siguientes actividades con los estudiantes: dos jornadas de pruebas diagnósticas y pruebas finales, al inicio y al final de cada uno de los dos primeros módulos del libro respectivamente. Igualmente, se llevará a cabo la implementación de las actividades proveídas por el libro ***Way to go! 6th-grade***, a través de plataformas como **LIVEWORKSHEETS.COM** y **FLIDGRID.COM**. No hay efectos negativos esperados ni se prevé que haya interferencias para las clases, ni para los estudiantes.

Toda la información recolectada será estrictamente confidencial, y ni el nombre de la Institución Educativa, ni del docente o de los estudiantes serán usados en ningún texto o publicación. Todos los nombres serán anonimizados y usaré un código para cada participante en vez de su nombre para procesar la información. Esta información no será compartida. No será posible identificar a los participantes.

Adicionalmente, el docente y los acudientes de los niños y niñas que participen en la investigación deberán firmar un consentimiento informado. Recibirán una circular explicándoles el proceso investigativo y pidiéndoles que me contacten si tienen preguntas o si no desean que sus hijos participen durante la observación. Si algún acudiente escribe diciendo que no autoriza a su hijo o hija a estar presente durante la observación, ésta no será llevada a cabo.

El compromiso de la Institución Educativa sería: **Permitir la utilización de los recursos académicos institucionales tales como: Libros, salones de clase y sala de sistemas.** Igualmente, **permitir a los estudiantes desarrollar las actividades regulares de la clase de inglés a través de plataformas virtuales, ser evaluados y observados para posterior análisis de resultados.** Yo haría, inicialmente, un proceso de **Sustitución, Ampliación y Modificación de**

las actividades provistas del libro, con el uso de plataformas virtuales interactivas tales como *Liveworksheets.com* y *flipgrid.com*. De igual manera, llevaré a cabo el proceso de **observar, enseñar y evaluar el proceso académico e investigativo con los estudiantes.**

Si la Institución Educativa que usted representa está interesada en participar de la investigación o quisiera recibir más información, por favor contácteme. Decida o no participar en ella, le pido por favor que complete el formato que se encuentra en las siguientes páginas y me lo haga llegar.

Al autorizar la participación en esta investigación, la institución que usted lidera estaría contribuyendo a entender **en qué medida las plataformas TIC contribuyen a mejorar la experiencia de enseñanza-aprendizaje de una segunda lengua proporcionada por el libro de texto *Way to go! 6th-grade***.

Si tiene inquietudes en relación con las actividades a desarrollarse o sobre la investigación en sí misma, contácteme a mi celular: 3178945866 o a mi correo d.pam.jorge.elejalde@cali.edu.co ; o a mi supervisor doctor TIM MARR, al correo t.amrr123@gmail.com .

Muchas gracias por su atención y tiempo. Espero tener noticias tuyas pronto.

Cordialmente,

FIRMA



C.C.: 144.042.399

Correo: d.pam.jorge.elejalde@cali.edu.co

Tel.: 317 894 5866

Docente IETIPAM – San Luis

9.2 Appendix B. Activity example as seen in the Lifeworksheets.com platform

LIVEWORKSHEETS English - Español

Inicio Sobre este sitio Fichas interactivas Crea fichas interactivas Crea cuadernos interactivos Comunidad Ayuda

Acceso alumnos TeacherElajalde

Taken from: Colombian Ministry of Education - -Way to go 6th-grade- Students Book. Module 2 - Unit 1- Lesson 1 - Activity 2.: Speak Ministerio de Educación Nacional (2016). Way to go! 6th Grade. Bogotá D.C. – Colombia. Print: available online through ID: 2-y1767974v1

[Añadir a mis cuadernos \(0\)](#) [Añadir a Google Classroom](#) [Añadir a Microsoft Teams](#) [Editar](#) [Eliminar](#)

Enlaza a esta ficha: <https://es.liveworksheets.com/2-y1767974v1> [Copiar](#) [Personalizar enlace](#) [Compartir por Whatsapp](#)

Corel PaintShop Pro 2022 Abrir
Edición imágenes profesional para aficionados diseñadores y fotógrafos Corel PaintShop Pro

Colombia Bilingüe **6th grade** **Way to go!** **Student's Book**

2. Speak » Label the pictures (1-8) with the words in the Word Bank. Practise the pronunciation with a partner.

| | | | |
|---|---|---|---|
|  |  |  |  |
| 1 <input type="text"/> | 2 <input type="text"/> | 3 <input type="text"/> | 4 <input type="text"/> |
|  |  |  |  |
| 5 <input type="text"/> | 6 <input type="text"/> | 7 <input type="text"/> | 8 <input type="text"/> |

Word Bank
stomach neck knee
shoulder back leg
arm elbow

Study Tip
Make a word list to remember the vocabulary you learn.

LIVEWORKSHEETS

9.3 Appendix C. Activity example as seen in the Flipgrid.com platform

Flipgrid Groups Discovery Shorts 😊 ?

Groups / M2 - U1 - L1 - A4. Speak. / M2 - U1 - L1 - A4. Speak. Join Code: 556e4d1a Member view 📄 📶 ⋮


Mar 29, 2021
Moderated Topic

M2 - U1 - L1 - A4. Speak.

0 Responses • 0 views • 0 Comments • 0 hours of engagement

Taken from: Colombian Ministry of Education, "Way to go 6th-grade" Students Book. Module 2 - Unit 1 Lesson 1 - Activity 4

Ministerio de Educación Nacional. (2016). Way to Go! 6th grade. Bogotá: Richmond. Recovered from: <https://drive.google.com/file/d/1F0B0syZOKNszy4RUanIPLNYJRcK0jafk/view>



1 view

9.4 Appendix D. Placement/post-test

MODULE // 2 Module Test

PART A
Writing

- » There are 40 marks.
- » You have 60 minutes.

Write » Read the questions and write the answers:

| | |
|--|------------------|
| 0. Which is the third day of the week? | <i>Wednesday</i> |
| 1. When is your holiday? | |
| 2. When is your birthday? | |
| 3. Which is the ninth month in the year? | |
| 4. When do you go to the doctor? | |
| 5. Which is the last month of the year? | |

Write » Complete the sentences with the correct form of the verbs in brackets.

0. I am with my friends. We are *talking*. (talk).
 6. She is practising music. She _____ (play) the violin.
 7. He is in the gym. He _____ (do) exercise.
 8. She is in the office. She _____ (work).
 9. They are at a karaoke café. They _____ (sing).
 10. They are at a restaurant. They _____ (eat).

Note: information taken from Colombian Ministry of National Education (2016). Colombia aprende. *Way to go! 6th Grade*. Bogotá D.C. -Colombia. Printing: Available online through the page: www.colombiaprende.edu.co/colombiabilingue

MODULE // 2 Module Test

PART B
Reading

Read » Read the following ad for the Quiroga community centre and choose all the answers that are correct.

Are you looking for something fun to do after school? We have the right thing for you!! Come to the community centre and choose between many activities and clubs! Do you like sports? You can play in our basketball, soccer and volleyball leagues! Or maybe you're an artistic person? We have painting, origami and music lessons! We have something for everyone. If you like helping your community, we have voluntary service at weekends! In the morning, we go to visit and play games with the old people at the retirement home. In the afternoon, we help clean the parks. We also do big projects sometimes, we organise a cake sale to get money for the Red Cross every year! Come to the Quiroga centre, make new friends and have fun!

| | |
|---|--|
| 0. What is a community centre? | a. A place where you can do activities. b. A place where you go to eat. c. A place where you can help others. |
| 11. The centre offers _____ activities: | a. sports and artistic b. martial arts and cooking c. volunteer |
| 12. When you want to help the community, you go to the centre on: | a. Tuesday b. Thursday c. Saturday |
| 13. Who does the community centre help? | a. The Red Cross b. Old people c. Street animals |
| 14. How does the centre help the Red Cross? | a. With a garage sale. b. With a cake sale. c. Giving donations. |
| 15. The centre offers _____ leagues. | a. soccer, tennis and bowling b. volleyball, basketball and ping-pong c. basketball, soccer and volleyball |
| 16. What is community service? | a. It is doing things that help others in the community. b. It is keeping the community clean for everyone. c. It is helping people in need. |
| 17. People with artistic interests can: | a. do origami. b. learn to play an instrument. c. learn to bake cakes. |

Note: information taken from Colombian Ministry of National Education (2016). Colombia aprende. *Way to go! 6th Grade*. Bogotá D.C. -Colombia. Printing: Available online through the page: www.colombiaprende.edu.co/colombiabilingue

PART B

Reading

Caterine Ibargüen

Caterine Ibargüen is a Colombian Triple Jumper. The triple jump is a competition where you jump 3 times, changing the foot you jump with each time. Caterine is really good at it because she has very long legs! She is an Olympic gold medal winner, with a record jump of 15.17 metres. She can do this because she has a very healthy routine. She exercises 5 hours a day working on her arms, legs and taking care of her knees because her jumps are really strong. She also eats very healthy foods. Fish is her favourite!


Right now, she is working in preparation for the 2020 Olympics in Tokyo. She is winning all of the competitions she does in the Diamond League of Athletics. She is also helping young Colombian talents with the opportunities they need to train. We hope that Caterine stays healthy so she can give us another gold medal. Go Caterine!

| | |
|---|---|
| 0. How many hours does Caterine exercise per day? | a. 3 b. 4 c. 5 |
| 18. Caterine especially takes care of her _____ | a. Arms. b. Legs. c. Knees. |
| 19. Her record jump was... | a. Less than fifteen metres. b. A little more than fifteen metres. c. A lot more than fifteen metres. |
| 20. What is Caterine training for? | a. the Tokyo Olympics b. the World Cup c. the Diamond League |
| 21. What is a good title for this text? | a. Caterine Ibargüen: Her Life and Work b. Caterine Ibargüen: Olympic Champion c. Triple Jump |
| 22. How does she help young Colombian athletes? | a. She gives them money. b. She helps them to train. c. She gives them advice. |
| 23. All top athletes like Caterine eat: | a. healthy food. b. junk food. c. vegetarian food. |

Note: information taken from Colombian Ministry of National Education (2016). Colombia aprende. *Way to go! 6th Grade*. Bogotá D.C. -Colombia. Printing: Available online through the page: www.colombiaaprende.edu.co/colombiabilingue

MODULE // 2 Module Test

PART C
Listening


45  **Listen »** Listen to the results of the study about students' routines. Choose True or False according to the information.

| | True | False |
|--|------|-------|
| 1. The National Ministry of Education does a study about students' routines. | X | |
| 24. Elementary school students don't exercise in the break. | | |
| 25. High school students don't exercise in the break. | | |
| 26. High school students eat and talk in the break. | | |
| 27. Most students go to bed late two times a week. | | |
| 28. Students drink fizzy drinks about four times a week at school. | | |
| 29. Students drink more water and juice at school. | | |
| 30. Students like to wash their hands after lunch break. | | |

Note: information taken from Colombian Ministry of National Education (2016). Colombia aprende. *Way to go! 6th Grade*. Bogotá D.C. -Colombia. Printing: Available online through the page: www.colombiaaprende.edu.co/colombiabilingue


MODULE // 2 Module Test

→ **PART D** ←
Speaking

 **Speak »** Talk about what do you do on the weekend?

I usually go to see a film with my parents.

I go to visit my grandparents.



Note: information taken from Colombian Ministry of National Education (2016). Colombia aprende. *Way to go! 6th Grade*. Bogotá D.C. -Colombia. Printing: Available online through the page: www.colombiaprende.edu.co/colombiabilingue

9.5 Appendix E. Speaking section placement and posttest rubric

| Mark | Accuracy | Fluency | Interaction and collaboration | Task achievement |
|------|---|--|--|--|
| 1.25 | Wide range of structures and vocabulary, used appropriately and confidently, with good pronunciation. | Coherent interaction, good pace. | Full contribution to the interaction. | Full task achievement. |
| 1.00 | Minor difficulties with pronunciation or structures, but these do not interfere with the message. | Occasional hesitation. | Good contribution for most of the interaction. | Good task achievement, with minor difficulties. |
| 0.75 | Frequent mistakes in structures and pronunciation which affect the message. | Frequent hesitation which affects the message. | Some contribution, but frequent difficulties in interaction. | Limited achievement, but frequent attempts to correct himself/herself. |
| 0.50 | Many difficulties in accuracy and pronunciation which affect the message severely. | Disconnected speech. | No meaningful contribution to the interaction. | Inadequate achievement. |
| 0.25 | No attempt to produce adequate grammar structures; no knowledge of vocabulary or pronunciation. | Very basic attempt at speaking. | No interaction; memorized speech. | Inappropriate planning. |

Note: information taken from Colombian Ministry of National Education (2016). Colombia aprende. *Way to go! 6th Grade*. Bogotá D.C. -Colombia. Printing: Available online through the page: www.colombiaaprende.edu.co/colombiabilingue