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ACTIVIDAD DE TITULACIÓN

THE BENEFITS OF USING INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN THE EFL TEACHING-LEARNING PROCESS TO DEVELOP RECEPTIVE SKILLS IN A 5TH GRADE CLASS IN A CHILEAN VULNERABLE SCHOOL.

Trabajo de investigación para optar al grado de Licenciado en Educación y al Título de Profesor de Inglés para Educación Básica y Media.

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ABSTRACT

The following action research aims to determine the impact of applying teaching methods that integrate ICTs tools in order to promote students reading and listening comprehension in EFL classrooms. The participants consisted of a group of 5th grade students from a Chilean vulnerable school. This piece of research is a mix approach study (quantitative and qualitative), adopting a pre-experimental type. The data collection instruments used comprised a pre and a post-test applied to a single group and it was analysed by comparing statistical data. The results of the research indicate that after the intervention the average of the scores increased 38% by applying the chosen technological tools.

Key Words: ICT, EFL, Vulnerable School, Receptive Skills, Improvement

La siguiente investigación acción tiene como objetivo determinar el impacto de la aplicación de métodos de enseñanza, utilizando herramientas de TIC para promover la comprensión de lectura y audición de los estudiantes en el aula EFL. Los participantes fueron un grupo de estudiantes de quinto grado de una escuela vulnerable chilena. Esta investigación es de una mixtura (cuantitativa y cualitativa), de tipo pre experimental. Los instrumentos de recopilación de datos utilizados comprenden una prueba previa y una posterior aplicadas a un solo grupo. Se analizaron comparando datos estadísticos. Los resultados de la investigación indican que después de la intervención, el promedio de las puntuaciones aumenta un 38% al aplicar las herramientas tecnológicas elegidas.

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1. Introduction

The following action research deals with the observed issue which is the lack of use of Information and Communication Technology (ICT) in the 5th grade EFL (English as a foreign language) classroom at a vulnerable primary school in Santiago. The focus of the research is oriented to trying and testing a methodology to teach English by using some kinds of technological tools such as Kahoot, YouTube, PowerPoint and Prezi. The general objective of the current action research is to determine the impact of applying teaching methods using ICT tools in order to promote students reading and listening comprehension in EFL classroom. Moreover, according to the general objective, this action research aims to identify the benefits of ICT in 5th grade EFL classroom, benefits and impact of ICT in the development of listening and reading skills as the specific objectives.

The current investigation emerged basically from our will as future English teachers to search for useful strategies in order to teach by using technological tools to our students, helping them to develop their English receptive skills in EFL. As MINEDUC (n.d.) indicates that students do not have many opportunities to speak or practice the language in their daily life; outside the classroom, we want to maximize the information learned in the classroom. Time changes, generations change, habits change, and according to all of these within a new century, teaching and learning styles, methods and strategies need a serious change, as well. In order to promote a successful teaching-learning process in this context, the use of technological tools by ICT plays an essential role in EFL classrooms. However, any new method should be

applied taking into account socio-cultural differences of the Chilean society. Based on the aforementioned points, when focusing on the development of the education quality the use of Information and Communication Technologies (ICT) becomes a major consideration in an era surrounded by technological tools; it is essential to include them as part of the educational field. Especially, if the challenge is to learn a new language such as English, which involves writing, reading, speaking and listening skills that can be better developed through the use of technological support. Due to the fact that the use of ICT has become the ally of the 21st-century's teachers, EFL classes should be more playful, useful and appropriate for today's teaching methods.

Consequently, in this action research, we aim to find out the benefits and impacts of ICT use in EFL classrooms. During the investigation, an improvement in receptive skills using ICT tools will be the focused point. It will be a mixed approach of research, in which the researchers will use measurable and non-measurable evaluation tools. The data will be gathered by means of pre, post-tests and a survey.

1.1. Objectives

General objective: To determine the impact of applied teaching methods utilizing ICT tools in order to promote students reading and listening comprehension in EFL classroom.

Specific objectives:

- To identify the use of ICTs benefits in 5th grade EFL classroom.
- To identify teaching procedures that have a positive impact on students' development of listening and reading skills.

1.2. Action research question:

This research seeks to address the following question:

How does the use of ICT impact students' reading and listening skills on EFL classroom?

CHAPTER I

2. Conceptual framework

In this chapter, the main concepts concerning this research will be described and analysed in the lights of literature: ICT, its use in education and its relevance in EFL classrooms. In addition to this, how technology is applied in Chilean classrooms will be examined from different aspects. Theoretical views associated with this research premises will be stated and explained in order to support the study, as well as the general scenario in the Chilean context. Moreover, the benefits of ICT use will be presented together with a number of examples of technological tools that will be examined. Finally, the importance of receptive skills and ways to develop those skills will be mentioned in this chapter with supporting ideas and its respective literature.

2.1. What is the Information and Communication Technology (ICT)?

“The definition of ICT came to be as follows: the use of information in order to meet human need or purpose including reference to the use of contemporary devices such as the Internet.” (Sylvester, 2009, p.18). Thus, ICT is known as the use of technology in processing and managing information with the use of electronic computer system and computer software to convert, process, transmit and rescue information.

According to Sarkar (2012), Information and Communication Technology is affecting people’s life. Similarly, it almost provides access to everything around the

world through accessing a network, media for gathering facts, software and transmission of information. On the other hand, UNESCO states: “ICT is a scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural matters” (As cited in Ratheeswari, 2018, p.45).

The components used in ICT for teaching and learning are described as follows: audio devices, video, television, cell phones, computers and the largest set of computer networks, the Internet. According to Condie and Munro (2007) when the use of ICTs becomes part of the students' daily experience, greater evidence of their impact on student learning and performance has been observed in such a manner to develop more dynamic classes in which students may have different learning options, according to the new technologies and their daily use. The use of ICT allows the teacher to use a huge amount of academic alternatives. It will depend on the teacher, on the academic objectives, environmental conditions, or at what time and what type of ICT component they will use. Teachers need to be familiar and aware of the optimal use of the devices, functions and the impact that each ICT component can provide. In conclusion, this range of tools allows building very varied, entertaining and dynamic learning educational models.

2.1.1. ICT benefits for students

Information and Communication Technology has caused a great change in education having good results in students. Condie and Munro (2007) state that the teacher has been able to integrate many technological tools such as laptops, the internet or interactive boards when they experience that the use of ICT is one of the most efficient strategy in enhancing the learning experience as the evidence of the impact on learning and teaching. At the same time, it helps to obtain innovative approaches in the EFL classrooms.

ICT tools promote and develop different basic skills in the educational field, making it more effective and enjoyable for everyone involved, also representing a great advance in students' lives to deal with the ongoing technological change. Many language teachers and learners now use these basic ICT skills extensively to communicate and to study, such as sending an email, browsing the World Wide Web, audio and video conferencing, tablets and mobile phones, becoming daily use tools in the EFL classroom. As a result, students can benefit from the Internet and ICTs in many ways. First of all, information can be updated or modified at any time and for any number of times; this helps in learning abilities, such as reading and listening achieving a better understanding. Secondly, the Internet can be more useful for completing projects in schools and colleges because it offers a wide range of information. Finally, online learning facilitates students' education, to comprehend the lesson and consolidating it by doing online activities. Online learning also can make students gain time especially when they do not attend courses if they have

social problems. (Esteras et al., 62) Thus, enhancing the quality of education in ICT's in diverse ways may improve the student's engagement by facilitating the development of basic skills in such a way, that it would promote the enhancement of the teacher's training and extending educational opportunities, as well.

2.1.2. ICT in the Chilean educational context

Nowadays, the use of Information and Communication Technology (ICT) is very common and easy to access around the world. As a result of the integration of the 21st century and the new generation, technology has become a lifestyle. At the same time, it is possible to say that people can obtain more information by using technology. Then, technological tools are the easiest and the fastest way to obtain information. Hence, new generations grow with technology, allowing a gap from traditional classes, creating a more interesting learning environment.

According to Jara (2012), the Use of Communication and Information Technologies (ICT) has been strengthened and developed over the years. Primarily with the reduction of the digital gap that is, giving greater access to technologies to young people and students with the implementation of the Program "Enlaces" and with the increase in purchasing power of Chilean families. "Enlaces" depends on MINEDUC, which is administering the curricular programs. According to the website "Enlaces", the mission of the project is "to integrate ICT in the school system to achieve the improvement of learning and the development of digital skills in the

different actors" (ENLACES, 2015). This project has existed since 1992 and the policy of "Enlaces" has produced a change in the perception of the role that technology can play in education. At the beginning there was no clear assessment of the role that educational informatics could play. However, today there is a high demand throughout the educational \and social\ system, which offers a favorable opportunity for the implementation of the new Enlaces policy. Moreover, it shows that in the Chilean educational system, the use of ICT has played an important role for many years. According to Sanchez and Salinas, "Enlaces emerged in 1992 as an experimental initiative within a major program of quality education and changes and improvements in equity" (Sanchez & Salinas, 2008, p.3). At the same time, Jara (2012) continued his statement that Enlaces was a factor that helped not only boost that agenda, but also materialize it. This agenda had two very important social components: to expand a network of info centers in the country and make a great national campaign of info-literacy. Both efforts relied heavily on schools. A large number of them opened their laboratories to become a kind of info centers for their communities, and "Enlaces" used all the schools that opened their laboratories, to train the surrounding communities. As a result, the effects of technology on students' learning have been observed for some time, now.

2.2. Technological tools

In this section, technological tools concerning the study will be described and analysed, together with concerning theoretical aspects. Nowadays, technology has an important role in Pedagogy. According to Ybarra and Green (2003), the process of learning a new language can be boring and painful for students, so they need some other language support. On the other hand, the teachers who teach English know that any language support is helpful for language acquisition.

One of the most important factors for learners in EFL is the method that teachers use in their teaching process to facilitate learning (Ahmadi Gilani, Nizam Ismail, & Gilakjani, 2012). It is a fact that with the continuous development of technology and the increasing number of areas where technology is being used, it is present in almost every aspect of our lives. Individuals who use technology in the best way in every field have generally risen to the best position in that field. As Adell (1997) indicated, the relationship of human beings with technology is complex. In addition, people use it to expand their senses and abilities. Unlike animals, the human being transforms his environment, adapting it to his needs and socially induced, but ends up transforming himself and society. In this sense, it is possible to say that people are the product of their own creations.

2.2.1. YouTube

YouTube was created in 2005 as a video blogging portal, in which users create their own channels or watch different kind of videos. Over the years, YouTube has become a website where all kinds of video about every content that we need in video format can be found. The mission of YouTube is to give everyone the chance to be heard and to know the world. Moreover, every individual has free access to information and can use this tool to educate effectively by YouTube (Nitorescu, 2011).

YouTube has become a relevant technological device with many possibilities in today's classrooms, not only for teaching English but also for any subject matter related to education (Mullen y Wedwick, 2008). Thanks to its popularity and the facility to create channels, and search for a variety of material about specific topics between diverse videos, short movies, interactive games, music videos can be used in today's classrooms. Consequently, it is very possible to find materials that can be related to the content of the curriculum. In addition, teachers can use YouTube moving in any kind of video to another one thanks to YouTube's digital format.

On the other hand, there are thousands of educational videos about ELL (English Language Learning). Besides, YouTube turned to be an important digital video portal for English Language Learning. Therefore, one of the most useful aspects of learning English on YouTube is that most of the lessons are short. However, they contain a lot of information that is presented in an easy-to-understand

way. Furthermore, in most of the videos, learners can see the lips of the speakers, and mouth movements, which can help the learners better develop their listening comprehension skills. As a means for teachers, YouTube has much to offer in English classrooms. According to Ritu Pant (2015), human brain processes images and videos faster than processing texts. In short, there is a good number of advantages offered by YouTube in the educational field.

In addition, Nitorescu (2011) states that YouTube is a resource which does not request spending money to use its digital platform. It allows teachers to produce certain material without any cost. It also highlights the extensive diversity of materials of any subject we can present in the classroom; which educators have at their disposal thanks to YouTube. Nitorescu also stated that no matter what was the content, YouTube was an excellent resource for instructors with more than videos to select from. Teachers can take advantage of the variety of the most relevant and helpful materials from there.

2.2.2. Kahoot

Wang and Lieberoth (2015) informed that in the last years, game-based learning style has been one of the most beneficial and common strategy in the educational field. Kahoot is a free platform game-based learning, which is used by millions of educators in classrooms. One of the benefits that make Kahoot exclusive is that it is a platform where you can decide on the content and design to make learning fun for the students. Thus, Kahoot is an educational platform where the

teacher can plan and propose questionnaires, debates and discussions so that students can work together from their mobile devices to answer the questions proposed. In this way, the teacher can implement different teaching techniques by using games that may be something fun, enjoyable and rewarding for the students. It can be used to assess, self-evaluate or as a review of a given topic. Hence, Kahoot is a different way of learning with new technologies; it encourages the integration of the game in the classroom to increase student satisfaction and commitment to their learning process. Its mechanic is the following: the teacher can create questionnaires of one or several answers, discussions or surveys that may include images and videos that complement the content of curriculum. In addition, the questions can be elaborated depending on the course function or ages of the students. Once the teacher has created the questionnaire, it can be projected in the classroom and students can access the platform from their electronic devices and start playing. To sum up, Kahoot is an interactive, dynamic and undemanding resource which only needs an internet connection and a mobile device or computer (Wang & Lieberoth, 2015).

2.2.3. PowerPoint

Microsoft-PowerPoint is a presentation program that was developed by Microsoft. It is a Program, which is commonly used by educators, business people and students. Segundo and Salazar, (2011) state that Microsoft Office PowerPoint has become the most effective presentation program in EFL classrooms. PowerPoint presentations improve the efficiency of English Language Learning and Teaching. According to the study of Ozaslan & Maden (2013), students learn better if the

content of the lesson is presented through visual tools as PowerPoint. Furthermore, they stated that teachers believe that PowerPoint Presentations make the content more attractive to get students' attention. Producing attractive content in EFL classrooms makes it significant for learners and this provides interest in the learning process. It is suggested that using PowerPoint presentations can contribute to an effective English learning in comparison to traditional ways of teaching. Thanks to PowerPoint presentations' visual effect, the use of this platform has had a relevant influence on students' attitudes in the classroom for English Language Learning (Lari, 2014).

2.2.4 Prezi

Prezi is a web-based tool to create presentations similar to Microsoft Powerpoint; however, Prezi has its own features and other alternatives. It was created by Adam Somlai-Fischer, Peter Halacsy and Peter Arvai in 2009. Prezi is a free platform where every individual could register and prepare presentations. Graham (2011) poses that Prezi is a platform where all the materials of the presentations are placed in a single blank and any individual could move in this blank to focus on a specific objective. There are connections between pages that anyone could move through them. According to Herrero (2014), ICT promotes active learning such as searching and elaborating information, critical thinking and time planning which could be fostered with Prezi.

2.3. English as foreign language (EFL)

According to Brown (2013), English as a foreign language (EFL) is taught in non-English-speaking countries where English is not the official language such as Japan, China or Venezuela”. The most important thing is that students should share the same language and culture; however, the teacher might be a native English speaker. In addition, students have few opportunities to use English outside the classroom. Due to the fact that these kind of students need to use a lot of English in the classroom, teachers should require them to practice and utter speaking. Epperson and Rossman (2011) postulated the following question: “For various reasons, my students’ level of English is extremely low. How can I possibly teach them English?”(p.119). In order to answer this question, they suggest that, even though students do not demonstrate comprehension, teacher and students should try to continue with English. In this case, one of the most important practices that any English teacher should foster is speaking the target language, by using it frequently. On the other hand, EFL teaching literacy skills are classified into listening, reading, writing, and speaking. “You are in receptive skills of the words that you understand when you hear them or read them, but if you are in productive skills of the words that you use to express yourself, in speech or in writing” (Benjamin & Crow, 2012). According to this information, it is possible to say that, listening and reading comprehension are receptive, and the others are productive skills. In this study, the receptive skills were handled the main concept of the general idea.

2.3.1. Information and Communication Technology in EFL

There is a global effect of new technologies in the language classroom and it has led to increase students learning and improving teaching methods. According to EFL teachers hold positive attitudes towards the use of ICT for educational purposes. However, the responses indicate that insufficient class time and inadequate training opportunities are the major obstacles in the process of ICT integration. (p. 1). (Sahin-Kizil, 2011, as cited in Papadima-Sophocleous, S., Giannikas, C. N., & Kakoulli-Constantinou, E., 2014, pp. 298)

Furthermore, language diversity in school programs is increasing the popularity of internet in recent years, changing according to the demands of society. Language learning requires social interaction between teachers and students and between students themselves, so the use of computers has for a long time been regarded only as a supporting tool with regard to certain skill areas. (Brandl, 2005, as cited in Sylvester, 2009) Consequently, the new technologies and its correct use added to language learning interaction should be a requirement for every novel English teacher. Technologies are evolving, therefore more experienced and novel teachers will have to be trained to acquire the ultimate in ICTs as in EFL.

2.3.2. English in the Chilean context

In Chilean schools, English teaching is mandatory. Nevertheless, there is a lot of discussion about the level of English of Chilean people. Guerra (2019) states that Chilean people can express themselves and write a basic e-mail. This fact presents that people use basic English; so, it should be said that they can understand a basic text, when they read a sentence made by simple words and at the same time they can comprehend short phrases in everyday conversations' such as "How are you?", "What's up?", "What is the weather like?". Indeed, people do not have a high level of English, even though some of them are English teachers. According to the Education Quality Agency (MINEDUC, 2019), 40% of English teachers handle only the basic language level. Furthermore, regarding self-assessment conducted by this study, 40% of English teachers admitted that they have a "basic level" of language proficiency. This reality contrasts with the current requirement on the part of the MINEDUC to perform a standard test for teachers to demonstrate that they have a B2 level of knowledge of the language (high intermediate). At the same time, English teaching program students should develop their language abilities and teachers should apply new methods to develop students' skills. Incidentally, using other people's videos, PPTs, activities, worksheets and techniques, strategies, the teachers or undergraduate English teachers might develop their classes and English level because of being beneficial to their students in their learning process. Because of that, it is possible to claim that, teachers and students can learn new things by using technology.

To sum up, the level of English proficiency in Chile is unsatisfactory. There are few people who speak the language in a satisfactory manner. Moreover, even English teachers display a low level of English. As a result of that, teachers and also undergraduate English teachers should improve their English level to increase the level of English of the country. This is possible to achieve by using new methods and technologies such as ICT's.

2.3.3. EFL for young learners in the Chilean context

According to MINEDUC (n.d.) due to the characteristics of the environment, English is taught in the country as a foreign language (EFL), which implies that most students do not have opportunities to speak or practice the language in everyday life, outside the classroom. At the same time, MINEDUC mentioned that starting learning English from the first year of elementary education means a contribution, since it allows students to be exposed to English from an early age; therefore, they face the language in a more natural, playful and fluent way, enriching their pronunciation. Moreover, they are easily motivated towards the tasks and challenges that their learning implies. Inostroza (2018) states “Since 2005, the Chilean EFL curriculum for primary education is compulsory from 5th Grade (10+) on; however, in 2013, the Ministry of Education (MINEDUC) launched a suggested National Curriculum for EFL starting from 1st Grade (6+)” (p. 4). As a result of this, it is possible to pose that Chile gives a particular importance to the teaching-learning process of English. In

course of time, Chile increased the level of education and reduced the age of EFL teaching.

2.4. Teaching EFL to young learners and ICT

According to Carol Read (2011) the term young learners refers to students of 7 to 12 years old which is usually referred to the ages before moving on from primary to secondary schools. Even though learners of all ages share some similarities in the process of learning a new language, young learners differ from older learners in some characteristics. It is claimed that teaching to a young learner is different from teaching adults. Thus, children have a tendency to change their interests and mood very fast. However, young learners demonstrate much better motivation than adults to do things that attract them. (Klein, 2005, as cited in Sevik, 2012) Therefore, classes for young learners should be fun and natural. Phillips (1995, p.7) argues that in learning a new language, obtaining a response from young learners to the language, depends on what it does or what they can do with it rather than treating it as an intellectual game or abstract system (as cited in Cicikprasetia, 2011). Children respond better to language throughout concrete activities instead of abstract ones. Making them work together and be involved in fun activities will promote enthusiasm in young learners. Also, in order to stimulate their thinking, activities which need physical movements are one of the best options.

In recent years, it has been observed that information technologies are widely used at work, at school and at home in different segments of society; especially in the last decade. Seferoglu (2007) postulates that many people are trying to use these new technologies for various reasons. As it was mentioned in the previous information, many researchers believe that Information and Communication Technologies make things easier and more effective, and also make it entertaining. Information technologies provide a huge amount of information in a very short time. Therefore, 21st century is defined as a period in which the development of science is transferred very quickly. There is continuous development and innovation in Information and Communication Technologies, these technologies affect the lives of more people, and as these technologies become widespread, access to them becomes easier. According to Hall (2018) technology use promotes 21st Century Learning Skills.

2.5. Reading and listening skills

As it is mentioned in section 2.3 above, the reading and listening skills are receptive skills. They are helpful to communicate with people as being helpful to productive skills: reading for writing and listening for speaking. Mainly, listening comprehension is an important part of language learning, Bouchareb (2010) states that for the improvement of pronunciation, listening comprehension has a very important role. It is very important for the development of speaking. On the other hand, learners should develop reading comprehension skills in order to show their

level of English. Because of that, listening skill is very important for speaking or verbally mastering the foreign language. Moreover, listening skills are considered as important abilities, due to being one of the ways for communicating with others. When a person does not understand what he/she hears, it is not possible to answer the question or engage in a dialogue.

At the same time, reading comprehension is also an important communication skill. According to Nation and Newton (2009) who postulated that achieving reading comprehension is also supported by learning writing and through listening. Nowadays, in Chilean education, educators focus on the development of abilities more than teaching grammar. First of all, Curriculum Nacional (n.d.) states that listening skills consist of listening to the language, giving meaning to the sounds heard in order to identify and understand the information expressed orally, with the support of the context and knowledge of the world. On the other hand, reading comprehension is a language skill that involves constructing meanings based on written information expressed in texts of different types (literary and non-literary) and previous knowledge of the reader (MINEDUC).

According to Sharpe (2013) who is the author of TOEFL IBT states that listening skill is very important to understand and to communicate with people. Moreover, she mentions that there are several listening strategies that will help people to success understanding. One of them was to read a screen text, due to the fact that it is possible to relate the listening skill with reading comprehension.

2.6. How to promote the development of receptive skills with young learners?

Listening and reading are essential processes that need a lot of practice. On the one hand, listening is a vital skill present in most of the activities we carry out throughout our lives; it is the basis for communication and is the most effective ability in enhancing the capability of learning new knowledge, information and skills. The Cambridge guide to teaching English to speakers of other languages (2001) states that listening is not only a skill area in language performance, but it is also a critical means of acquiring a second language (L2); it is the channel in which we process language in real time employing pacing, units of encoding and pausing that are unique to spoken language.

Besides, listening is considered as a complex process, which needs to be understood in order to be able to teach it, and subsequently, evaluate it before integrating it with phonological aspects and with the skill of speaking. (Bueno, Madrid and McLaren, 2006, p.282, as cited in Segura, 2012)

On the other hand, reading is a key element that needs the designing of more effective tasks, as well as text writing, summarization, or identifying the main idea of a text with students in order to analyze or demonstrate how they develop this skill with comprehension questions and activities related to reading strategies. Reading comprehension can be developed by the SQ3R method which involves survey, questions, read, recall and review. (Robinson, 1948, as cited in Academic Skills

Center, 2019). Concerning this, it should be said that the use of questions, reviews, or some kind of technological tools such as Kahoot, PowerPoint or Prezi can be useful because the SQ3R method promotes the development of reading comprehension.

Another method in order to fully understand a text is critical thinking, which involves the reader in the reading activity more in-depth. In practice, it is essential to give a prompt to the learners, providing students with individualized feedback based on their responses that allows them to address specific criteria upon which they can assess their thinking, which is the third element. If instructors model the criteria for assessing thinking and provide a framework, students will eventually apply these techniques on their own (Lundquist, 1999, as cited in Snyder L. & Snyder M., 2008).

Grammar is an important linguistic element to improve comprehension by improving grammatical understanding, especially for weak readers to help them to understand ideas. Yang (2014) states that Grammar is also essential and the most difficult part of English language study. It probably represents the students' weakest area, being at the same time an important and useful means in reading comprehension. It is the mathematics of literature and composition. Therefore, it is essential to study grammar and have a strong grammatical base. When readers are comfortable with the basics, they can move forward to study the details. Grammatical skills improve comprehension and are worth studying.

CHAPTER II

3. The study

The study is a mixed design, integrating quantitative and also qualitative research, based on a pre-experimental design. Mixed methods research is a strategy for gathering, analysing and “mixing” both qualitative and quantitative methods during a single and series of studies in order to understand the research problem (Creswell & Plano Clark, 2017). Qualitative research methods allow us to obtain more widely information throughout surveys, questionnaires or interviews; while quantitative research method is focused on getting numerical data and using it for statistical information. The main purpose of using this mixed research method is to provide deeper and reliable information about the subject which is studied. We follow one-group pretest-posttest design in order to compare baseline scores before the intervention, and final scores after the intervention. On the other hand, this study is labelled as quantitative, due to the fact that all the data retrieved from the participants was expressed numerically, analysed and transformed into figures, graphs, and statistical information. Likewise, this study analyses the results obtained after the intervention in order to observe the impact that the intervention had on the participants’ learning outcomes. In addition, there are some qualitative aspects that

were included in the investigation by applying a survey as a way to interpret the results beyond the quantitative information by a survey.

3.1. Methodology

An action research is certainly the most appropriate for developing pedagogical abilities that facilitate the implementation of needed changes in the school environment. Additionally, action research has the power to produce genuine and sustained developments in school. Moreover, it is conducted by a group. As a result of that, it is a collaborative inquiry which is approached by a team. On the other hand, the effectiveness of new methodologies might be assessed easily by this kind of study.

Establish the methodology to be used:

This action research will be a mixture of qualitative and quantitative work-study. It is a quantitative research, due to the use of a pre and post-test which will inform about the students' differences of level of comprehension on reading and listening skills, in other words they were measured by statistical analysis. Moreover, it is also a qualitative project because of applying an instrument that gives information about students' perception of the use of Information and Communication Technology. The four chosen technological tools central in this action research were YouTube, Kahoot, PowerPoint and Prezi, that allowed better management of the pre and post-tests.

3.1.1. Sample/Corpus

The project took place at Escuela Araucarias de Chile and 5th grade. The school is located in the district of Conchalí. Because of its location, the school reflects a deprived atmosphere and not enough technological tools for the development of EFL classes properly. At the school, students have few possibilities to access everything that should be in a school such as a computer for each student in the laboratory, library, etc. According to JUNAEB (n.d.) one of the most used results of SINAIE is the calculation of the School Vulnerability Index (IVE). Vulnerability is a dynamic condition that results from the interaction of a multiplicity of risk factors and protectors that occur in the life cycle of a subject, and that are manifested in behaviors or acts of greater or lesser social, economic, psychological, cultural risk, environmental and biological, producing a comparative disadvantage between subjects, families and/or communities (JUNAEB, n.d.). As previously mentioned, this is a vulnerable school that has 92,73% of vulnerability according to IVE list (JUNAEB, 2019). This school has an enrollment of 278 students from pre-kinder to 8th grade. There is only one class per grade. The average number of learners in every class is 35, which reveals the huge necessity to have the appropriate technological tools for students' education as an important request.

3.1.2. Sampling procedure

The selected class is a 5th grade which consists of 35 students. The reasons of selecting this class are based on practical decisions: one of the researchers was then doing his Practicum in this establishment; the number of students is relevant for the study, and the source has a rich variety of students in terms of multiculturalism, which means many students from different countries. In this action research, 9 students have been chosen for the intervention. The students have been selected based on their pretest scores. As a way of being able to be objective, 3 students were selected from students who obtained the highest scores, 3 other students from the middle range of grade, and the last 3 from the lowest marks.

3.1.3. Intervention plan

In this part, the information about the material used during the intervention will be presented; also the procedure which was followed by the researchers and the data collection will be described in detail. This study has been conducted since the absence of ICT has been observed in the use in EFL classrooms. Due to limited time allowed for the study, a single grade has been selected to be observed and performed the study. The intervention plan aims to identify the benefits of ICT in EFL classroom and to provide its use, being evidence of the efficient use of ICT in the EFL classroom, improving reading and listening skills of the students. Besides

helping them in learning process, it allows having access to information and knowledge to the new future tools. It was expected to accomplish an increase in the abilities named before.

- **Material**

The material used in this project is described class by class, each of which lasts forty-five minutes. They were planned according to the Ministry of Education's curricular program. The classes are mentioned with dates and every plan was selected from MINEDUC program.

First week:

First class (October 1st): In the first 45 minutes' block, the pre-test was applied.

Second class (October 1st): In the second part of the class, a PowerPoint which contains weather vocabulary was shown to students. In the middle of the class, the sticks that have numbers were used for choosing a student from the classroom list to reinforce the information transferred.

Third class (October 3rd): In this section, Kahoot was applied in the computer laboratory. It was designed with the content of the PowerPoint which was given in the previous class. After Kahoot, the questions and answers were discussed by students and the teacher; moreover, students wrote the key vocabulary in their notebooks.

Second week:

Forth class (October 8th): In the fourth class, the seasons were taught by using Prezi. At the same time, the researcher teacher had taken advantage of using the video which was used in the pre-test about seasons.

Fifth class (October 10th): The second Kahoot application, which was about seasons, was applied at the computer laboratory. After Kahoot, students and the teacher discussed the questions and answers. Students again wrote key vocabulary on their notebooks.

Third week:

Sixth class (October 15th): The listening comprehension was activated by using YouTube tool. Students listened to the song and saw the video. They wrote all of unknown words to their notebooks.

Seventh and eighth class (October 17th): The pre-test listening comprehension items were checked together by using data. Students were chosen by using number sticks for answering questions on the board.

Ninth and tenth class (October 22nd): These sessions were not held because of the social outburst in the country.

Eleventh class (November 5th): The post test was applied. Originally, the post test was going to be applied on 29th of October; however, because of the social outburst in the country the date was postponed to 5th of November. At the same time, we had missed two more classes for the same reason and we had to finish the intervention.

Missing classes: On October 22nd - 90 minutes (2)

<p>CLASS 1 (45 min) <i>(Appendix E)</i></p>	<p>MAIN OBJECTIVE: At the end of the class, students will be able to recognize the weather by using specific lexis in present simple tense.</p> <p>LEXIS: Weathers <i>(warm, hot, cold, sunny, snowy, rainy, cloudy, stormy, windy, foggy)</i></p> <p>TECHNOLOGICAL TOOL: PowerPoint</p>
<p>CLASS 2 (45 min) <i>(Appendix F)</i></p>	<p>MAIN OBJECTIVE: At the end of the class, students will be able to intensify the weather by playing Kahoot.</p> <p>LEXIS: Weather <i>(Warm, Hot, Cold, Sunny, Snowy, Rainy, Cloudy, Stormy, Windy, Foggy)</i></p>

	<p>TECHNOLOGICAL TOOL: Kahoot</p>
<p>CLASS 3</p> <p>&</p> <p>CLASS 4</p> <p>(90 min)</p> <p>(Appendix G)</p>	<p>MAIN OBJECTIVE: At the end of the class, students will be able to identify characteristics of the seasons of the year.</p> <p>LEXIS: <i>Summer, Fall, Winter, Spring, Autumn, Hot, Cold, Rain</i></p> <p>TECHNOLOGICAL TOOL: Prezi and Kahoot</p>
<p>CLASS 5</p> <p>(45 min)</p> <p>(Appendix H)</p>	<p>MAIN OBJECTIVE: At the end of the class, students will be able to recognize the weather watching videos and by using specific lexis in present simple tense.</p> <p>LEXIS:</p> <ul style="list-style-type: none"> -Seasons (<i>spring, summer, autumn, winter</i>) -Weather (<i>warm, hot, cold, sunny, snowy, rainy, cloudy, stormy, windy, foggy</i>) <p>TECHNOLOGICAL TOOL: YouTube,</p>

<p>CLASS 6</p> <p>(45 min)</p> <p><i>(Appendix I)</i></p>	<p>MAIN OBJECTIVE: At the end of the class, students will be able to recognize the weather watching videos and by using specific lexis in present simple tense.</p> <p>LEXIS: -Seasons (<i>spring, summer, autumn, winter</i>)</p> <p>-Weather (<i>warm, hot, cold, sunny, snowy, rainy, cloudy, stormy, windy, foggy</i>)</p> <p>TECHNOLOGICAL TOOL: YouTube</p>
<p>CLASS 7 & CLASS 8</p> <p>(90 min)</p> <p><i>(Appendix J)</i></p>	<p>MAIN OBJECTIVE: At the end of the class, students will be able to review the weather and season by checking pretest to a preparation of posttest.</p> <p>LEXIS: -Seasons (<i>spring, summer, autumn, winter</i>)</p> <p>-Weather (<i>warm, hot, cold, sunny, snowy, rainy, cloudy, stormy, windy, foggy</i>)</p> <p>TECHNOLOGICAL TOOL: YouTube</p>

<p>CLASS 9 & 10</p> <p>(90 Min)</p> <p><i>(Appendix K)</i></p>	<p>MAIN OBJECTIVE: At the end of the class, students will be able to demonstrate their abilities on listening and reading about the weathers and seasons with a group contest by using mini boards.</p> <p>LEXIS: <i>-Seasons (spring, summer, autumn, winter)</i></p> <p><i>-Weather (warm, hot, cold, sunny, snowy, rainy, cloudy, stormy, windy, foggy)</i></p> <p>TECHNOLOGICAL TOOL: YouTube</p>
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- **Procedure**

It is the part that contains the phases of the action research. The action research contains five parts, which are the diagnose, plan action, implement action, evaluating the effects and describing learning.

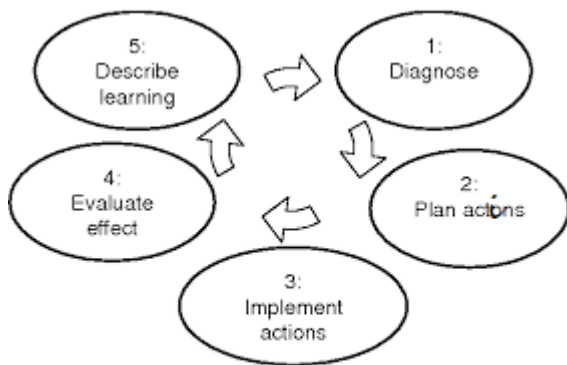


Image 1. The Phases of Action Research. (Davinson, R. & Martinsons, M., 2004)

The organization of the action research was conducted as follows:

1- Diagnose:

Observation of 2 classes at the Practicum center.

Two of the researchers went to the Practicum center to observe 2 classes the by using an appropriate observation sheet (See *Appendix B*). It was the diagnostic part of the action research.

2- Plan Action:

- Preparation of lessons, data, materials. (by using MINEDUC programs)

In this part, unit 4 which is named ‘What is the weather like?’ was taught by the researchers. Appropriate songs were selected according to the vocabulary for the development of listening skills. At the same time, materials were prepared such as Kahoot, PowerPoint, Prezi and YouTube. The second phase of the action research, which is planning the action, was done in this step of the process.

- Pre-test was designed of measuring the students’ performance of the English focusing on reading and listening skills.

This test contained 4 different items separated by 2 listening and 2 reading texts were applied to twenty-eight students. Depending on the results 9 students were selected for the intervention. They were categorized as 3 of the highest marks, 3 in the middle range of the marks and 3 of the lowest marks.

3- Implement Action:

Applying the intervention plan, classes were held by using ICT tools. In this way, the implementation of the action phase was conducted. This intervention plan took 3 weeks and 10 classes without including the pre and post-test sections. As it was mentioned before, the technological devices used were Kahoot, PowerPoint, Prezi and YouTube which were applied according to the context of the classes.

4-Evaluate Effect:

- Post-test assessment. The assessment part was conducted.

Students were assessed according to the subject and skills seen. The post test was designed similarly to pre-test to be reliable on the results.

- Design and implementation of the survey.

The survey was designed in Spanish because of being more comprehensible for students. At the same time, it was the most reliable way to gather certain information from students.

5- Describe Learning:

The last phase of the action research took place in discussion and analysis of results. The information was transferred by using four technological tools. The increases on results were shown by using graphs and table of scores. At the end of the intervention, 38 percent increase was seen. Finally, the survey was applied in the classroom.

- **Data collection**

As part of the intervention plan that was designed for this research, four data collection instruments were used. Those instruments were an observation guide that is

needs analysis to gather data which helped in designing the intervention, a pre-test, a post-test and a survey.

Observation guide:

According to Malderez (2002) four main purposes exist for observation: training reasons, research intention, for development and for professional functions. As the information gathered from the observation was used for the study, it means that the investigation was planned for research purposes in the observation process of this study; initially two traditional classes were observed by using an appropriate outline. (See Appendix B) In these classes, the teacher only used an audio as a technological tool. However, the quality of the audio was not clear enough. Moreover, it was not appropriate for the level of students, because the English speaker in the audio was too fast. As a result of the observations, we obtained the information that students were not using technological tools before the intervention. At the same time, according to the observation pattern, we analyzed the teacher's management of the classroom. Consequently, that made the study more reliable.

Survey:

The survey consisted of five questions, which were related to the intervention project. Students answered these five questions by selecting four different categories in a

Likert scale which were strongly agree, agree, disagree and strongly disagree. The survey was carried out in Spanish, so that students could understand each question and answer clearly. At the end of the survey, the students discussed and/or made comments. (See *Appendix S*)

Pre-test and post-test:

In order to enhance the quality of the measurements, the pre-test and post-test were validated by a teacher from Universidad Católica Silva Henríquez using an instrument (rubric) to validate the possible effectiveness of the test. (See

Appendix CC & PP) The use of these pre-test and post-test in this research would allow a comparison and determine the degree of change of the participants' learning outcomes as a result of the intervention. On the other hand, both of the instruments were constructed with 29 points to obtain the highest level. As the study deals with increasing receptive skills, the pre and post-tests contain 4 items; two of them listening sections and two other were reading.

Pre-test:

The pretest has four items which are two listening sections and two reading parts. The first part contains ten images, which are related to the weathers. There are two images

that when students listen to the audio, they are asked to choose one of those images. Thus, it is possible to say that the section is a listening multiple-choice part. It includes nine points, plus one example.

The second part of the pre-test is a listening section which is a fill in the blanks section by listening to a song which is related to the weather seasons. Students are instructed to write what they hear in the song. It contains six points excluding one example.

The third part is a reading section related to the weather, which contains ten images and ten words to match. It comprehends nine points, not including one example.

The fourth and last part is a reading section composed of six definitions and six words to match. Students should read the definitions and understand the word. This part has five points except for one example. The total score of the test corresponds to twenty-nine points. (See *Appendix C*)

TABLE OF SPECIFICATION

(TOS) PRE TEST

Objectives/Content area/ Topics	Knowledge	Comprehension	Application	%
Item I. Listening part: Listen and demonstrate understanding of explicit information in adapted texts which is clearly stated, have repetition of words and visual support, and are related to the functions of the unit.(Weathers)	3	3	3	9 %31
Item II. Listening part: Identify theme and general ideas in texts heard.(Seasons)	0	6	0	6 %20,7
Item III. Reading part: Read and demonstrate comprehension of an image which is related to the unit and complete the part by using appropriate vocabulary.(Weathers)	2	2	5	9 %31
Item IV. Reading part: Comprehensively read non-literary texts, such as notes, postcards, invitations, greeting cards, menus, recipes.(Weathers)	2	3	0	5 %17,25
Total	7 %24,1	14 %48,3	8 %27,6	29 %100

Table 1. Table of Specification of Pre Test

Post-test:

The post-test has four items organized in two listening and two reading sections as the pre-test. The main idea of the post test was to measure the reading and listening comprehension by using ICT. The first item of the post test is a listening part which contains ten images. Students should numerate the images according to the audio. This section is made up of nine points except one example. The second item of the exam is a listening part, which is almost similar to the pre-test. There is a song which has blanks to fill and each blank is only one point. It is nine points totally. The third item is a reading comprehension part, which includes six images to match with mixed definitions. If the students answer all of questions correctly, they can score totally five points. The final item is a reading part which is a true-false activity. In this section students should read and write true or false to the sentences which are about the seasons. This part contains six points. To sum up, the total score of this test is twenty-nine points. (See *Appendix P*)

TABLE OF SPECIFICATION

(TOS) POST TEST

Objectives/Content area/ Topics	Knowledge	Comprehension	Application	%
Item I. Listening part: Listen and demonstrate understanding of explicit information in adapted texts which is clearly stated, have repetition of words and visual support, and are related to the functions of the unit.(Weathers)	3	2	4	9 %31
Item II. Listening part: Identify theme and general ideas in texts heard.(Weathers)	0	9	0	9 %31
Item III. Reading part: Read and demonstrate comprehension of an image which is related to the unit and complete the part by using appropriate vocabulary.(Weathers)	2	2	2	6 %20,7
Item IV. Reading part: Comprehensively read non-literary texts, such as notes, postcards, invitations, greeting cards, menus, recipes.(Seasons)	2	3	0	5 %17,2 5
Total	7 %24,1	16 %55,2	6 %20,7	29 %100

Table 2. Table of Specification of Post Test

Lesson planning

Lesson plans were planned by using MINEDUC curricular program. Unit 4 which was named “What is the weather like?” was chosen to be used during this intervention process. According to the MINEDUC program, the main objectives of developing receptive skills were selected and eleven lessons were planned including pre and post-test sections. One lesson hour was 45 minutes. However, some planning was designed for two bloks. The template was taken from Universidad Silva Henríquez. (See *Appendix D, E, F, G, H, I, J, K*)

Validation instruments

Teachers checked the pre and post-tests to validate them by using an appropriate validation pattern. The instrument contains a Likert scale which has four steps; totally agree, agree, disagree and totally disagree. It has five parts to fill including the items and general test’s validation. Also, the instrument contains the recommendation part in case of teachers’ validations are below three points. In the first part, it is possible to see instruction about the validation pattern. There is an assessment under the instruction. Teachers evaluate them by using a Likert scale. The rule was if they do not like some part and evaluate three or below three, they should write a recommendation not approving it. After this assessment, the evaluation of items starts. Each of items has its proper assessment part.

The evaluation of the first item contains the assessment of ten questions. Teachers should evaluate the appropriateness of the audio with the respective image. The second item captures the evaluation of the clarity of audio. In the third part, teachers should assess representation of the respective images with the meaning according to the given words. Finally, in the last item teachers evaluate the representation of the respective alternative with the meaning according to the context of the sentence.

Worksheet

The instrument which was taken from the “123 listening website” contains ten questions. Each question has three images and students should select one of them according to what they hear. The worksheet is about the weather. In the audio, there are two people talking; one of them asks “How is the weather like today?” and the other one answers “It is _____”. Students choose the correct option. (See *Appendix L*)

Kahoot

Two Kahoot were prepared according to the subjects. One of them was about the weathers and the other one contained the seasons. Each Kahoot had 15 questions. They have been prepared by using images, sentences which were related to the subjects. After applying the Kahoot activity, the results were saved as a list by the application. (See Appendix M)

Powerpoint

The PowerPoint was the first technological tool that was used in this intervention process. It contained the weather names on images. It was selected as the first tool because of its self-explanatory characteristics. The visual and auditory abilities were activated by the explanation of the teacher and the images. Eleven key words were taught with their representative images by using this tool. (See *Appendix N*)

Prezi

Prezi application was used for the seasons introduction. It was capturing four seasons and their definitions with the support of images. There were twelve slides including the explanations and images. Moreover, the reading comprehension was

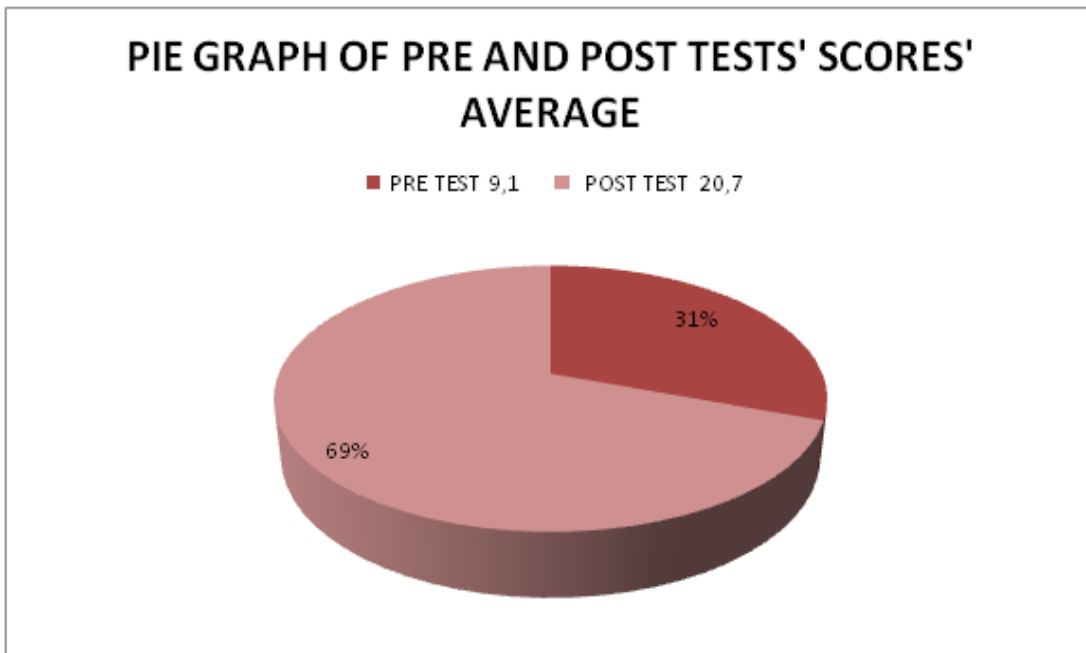
activated by using this technological tool. Four important keywords of the subject were included with their respective meanings and representative images. (See *Appendix O*)

Permission letters

Two permission letters were used for this study. One of them was for applying this intervention in the school (See *Appendix A*), the other one was for authorization of parents who were the family of the participants (See *Appendix R*).

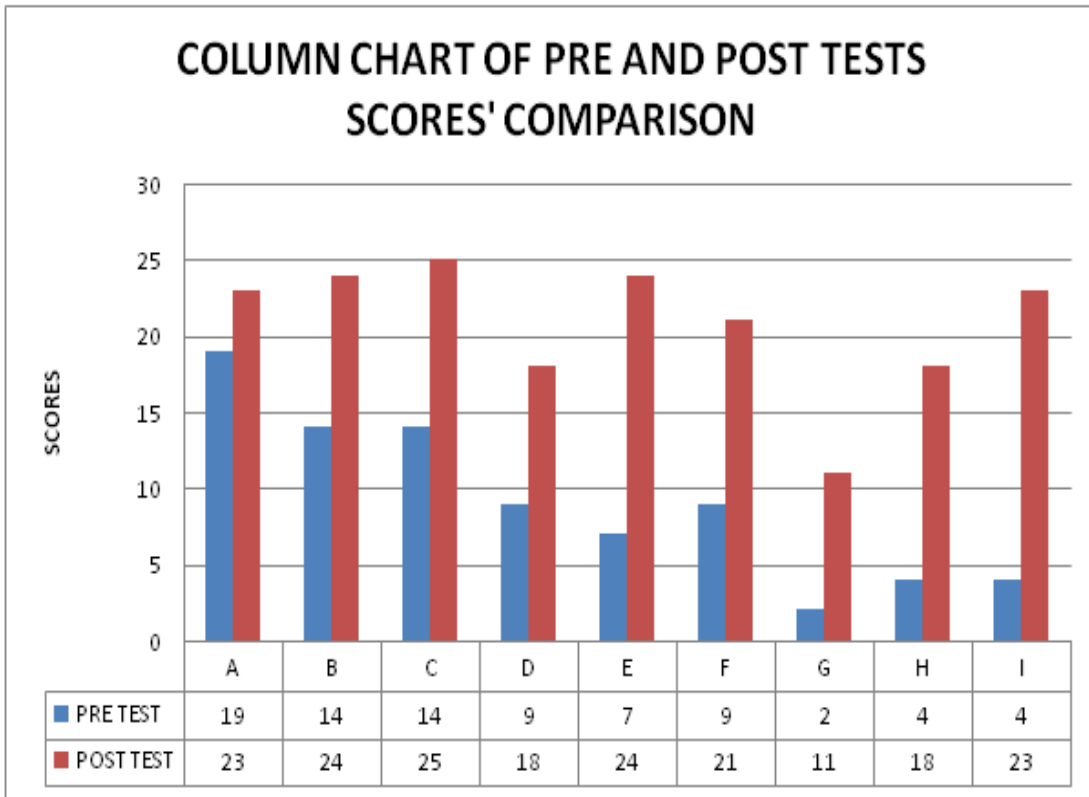
3.2. Data analysis

In this part, the description and analysis of data is displayed following the study's objective, which is to determine the impact of applying teaching methods using ICT tools in order to promote students reading and listening comprehension in EFL classroom. The data will be supported by a table of score and some graphs which show the average and the increase of scores.



Pie graph 1. Percentage of the Average of Pre and Post Tests' Scores.

The pie graph shows that the average of the pre-test is 9.1 and the post-test is 20.7. It means that 11,6 scores increased after the intervention. In other words, it is possible to see the percentage increase, which is 31 percent in the pre-test, rising to 69 percent in the post-test. In the post-test 38 percent increment was seen.



Column Chart 1. Each Student's Score of Pre and Post Tests.

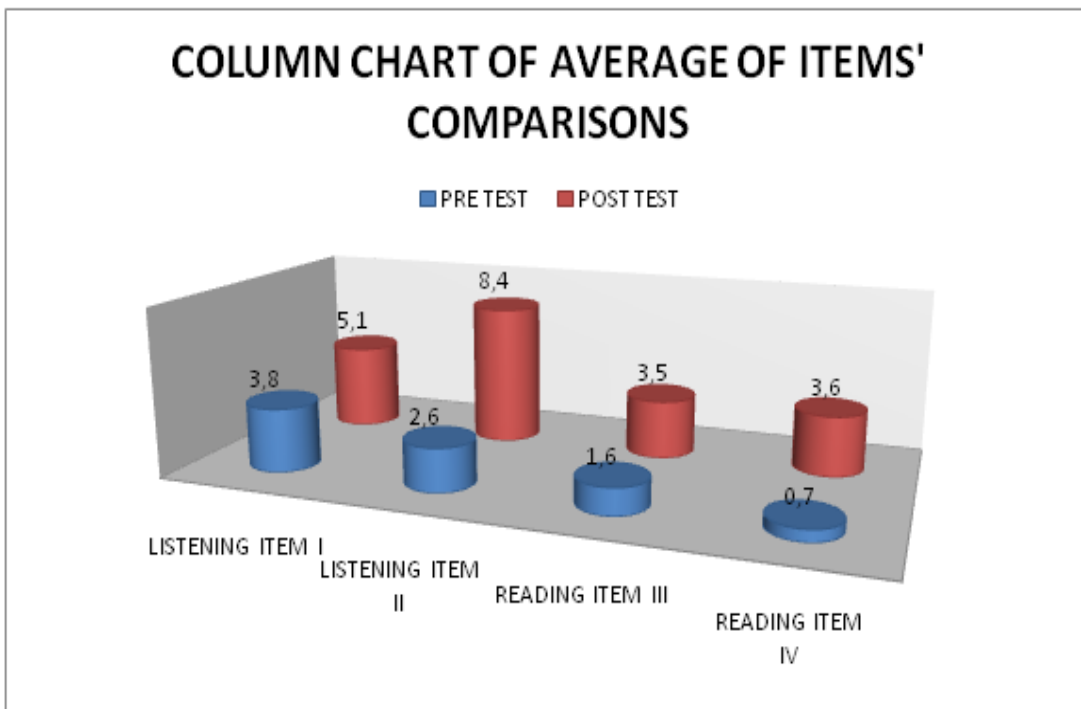
The column chart demonstrates the obtained results of each student on pre and post-test. It is possible to see that all of students have showed an increase on their scores. At the same time, the scores demonstrated in the following table of scores:

TABLE OF SCORES

Participants	PRE-TEST SCORES	POST- TEST SCORES
A	19	23
B	14	24
C	14	25
D	9	18
E	7	24
F	9	21
G	2	11
H	4	18
I	4	23

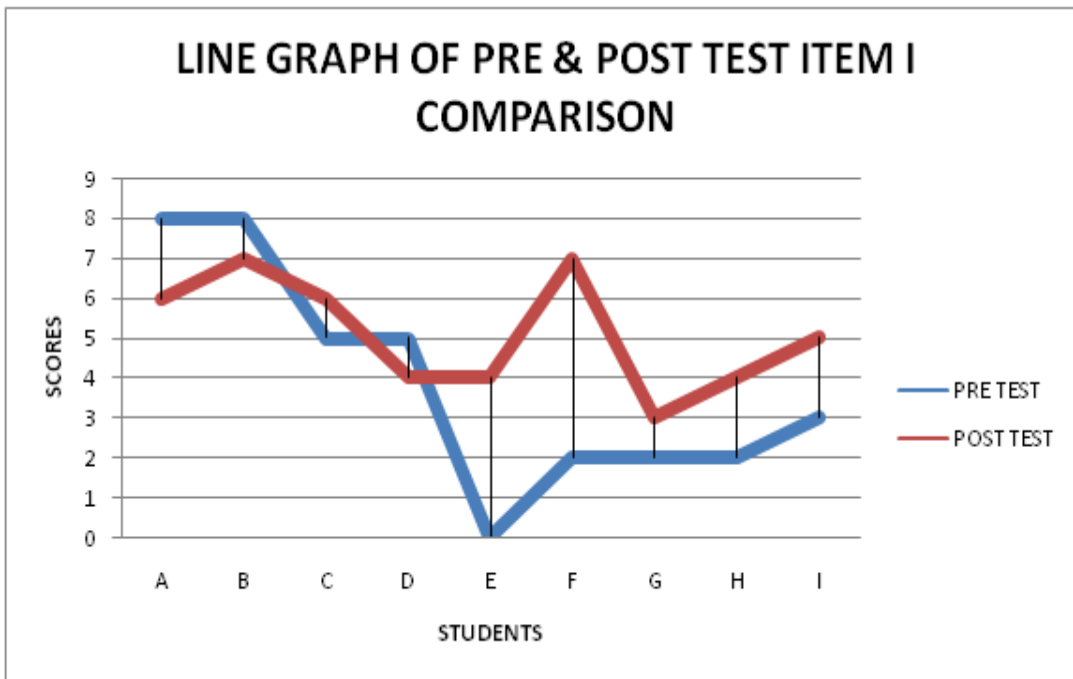
Table 3. Scores obtained by the participants in the application of the pre-test and post-test instruments.

As it is indicated in previous pattice, the scores were handled as an identification of this study. In the first chart the scores are organized in the order of the participants' symbols. Students are ranked depending on their results from the highest to the lowest scores.



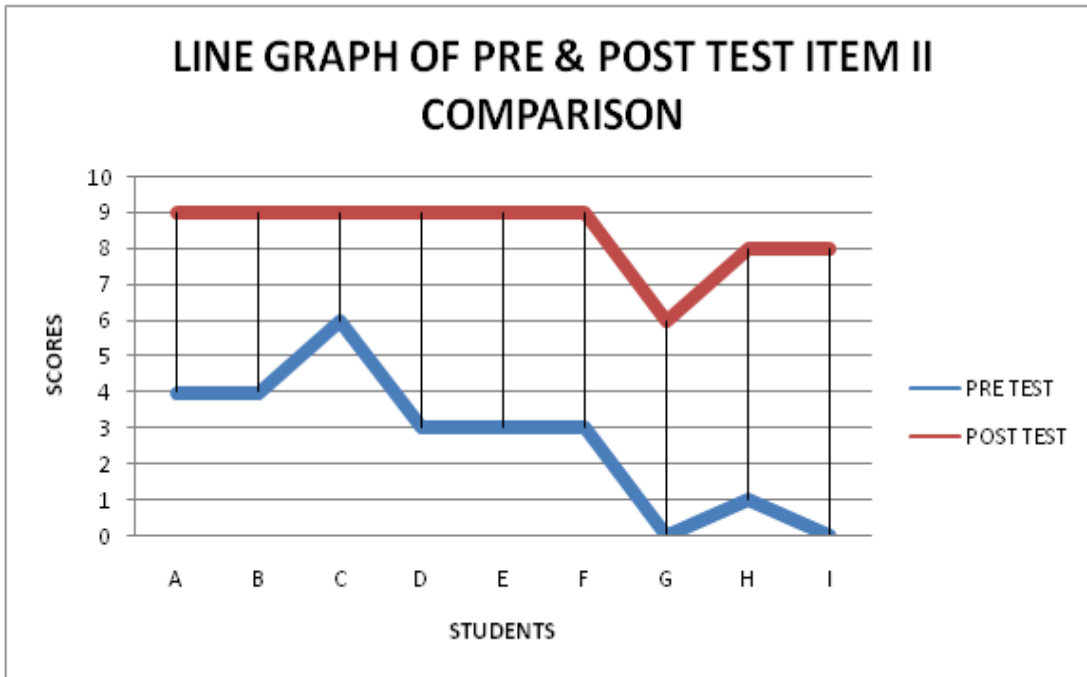
Column Chart 2. Average of Items' Comparisons According to Pre and Post Tests.

This chart shows the scores item by item. It means that students have improved on receptive skills performance by participating in the intervention which is conducted with the use of technology. In the items the rates are described as follows: item I (listening) is 1,3; item II (listening) is 5,8; item III (reading) is 1,5; item IV (reading) is 2,9.



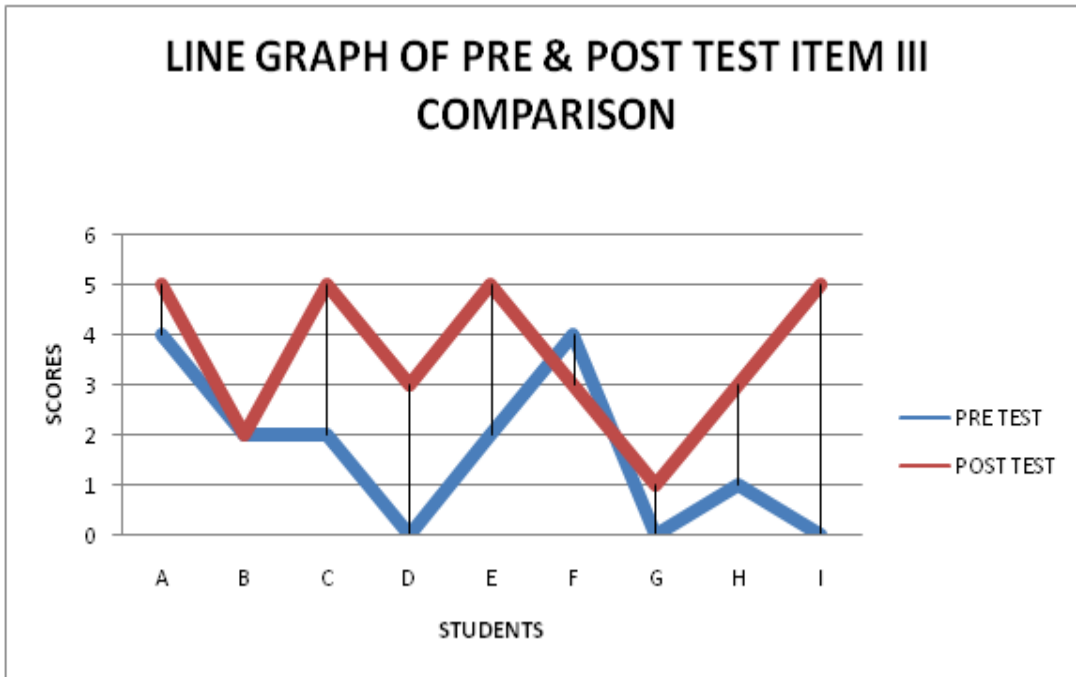
Line Graph 1. The Comparison Item I of Pre and Post Test.

Item I was the listening part of both exams and all the students except one showed an increase in their scores. Only student D had a point of decrease on his results. The highest increment was from F student with 5 points of difference. The total points of the item were 9. In general, the average of this first item in the pretest was 3,8. However, they have increased it to 5,1. Thus, it demonstrated 1,3 increment on results.



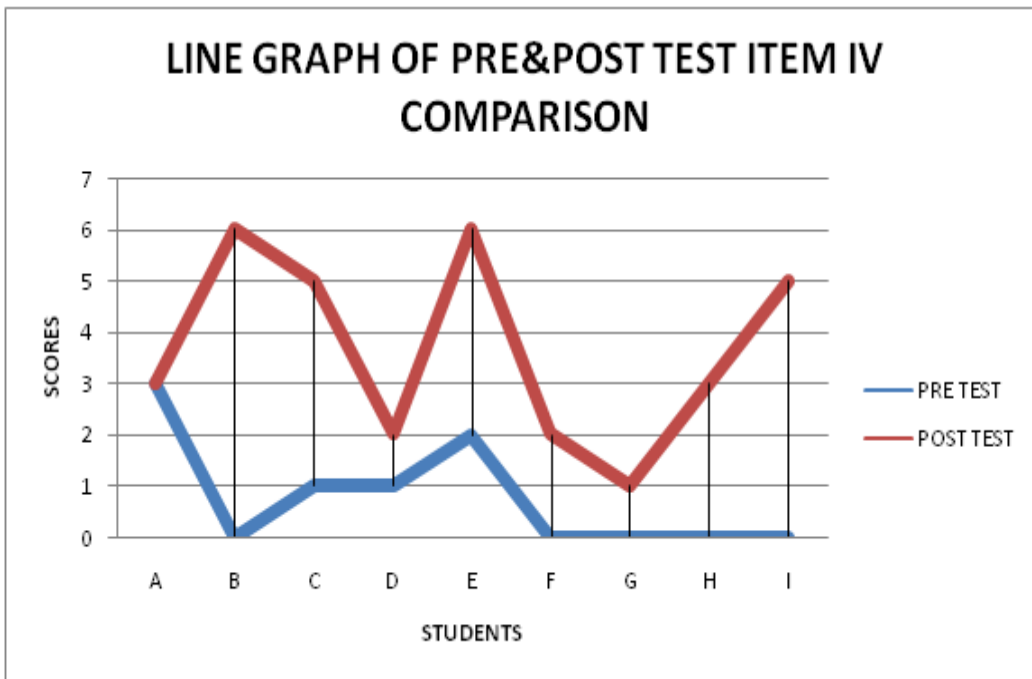
Line Graph 2. The Comparison Item II of Pre and Post Test.

It was the listening part of the exam. All of students have showed a huge increment on this part. Although they obtained 2,6 average on the pre-test, they increased it to 8,5. Thus, it is possible to see that students raised the average 5,8 points.



Line Graph 3. The Comparison Item III of Pre and Post Test.

The third item was the reading part of the exam. It consisted of 6 points. All students except for one showed an increase in their scores. Only student F had a point decrease on his results. On the other hand, in the pretest the average was 1,6, but they have showed 1,5 points increment and the average had changed from 1,6 to 3,5.



Line Graph 4. The Comparison Item IV of Pre and Post Test.

This was the fourth item which was the last and reading one. The part was containing 6 points and in the pretest the average was 0.7. All of the students increased their scores and they raised from 0,7 to 3,6. It means 2,9 points increment on the average.

3.3. Results

What follows were the results obtained from the intervention. This information was based on the measuring of the participants' evolution during three stages. The first stage or the pre-test instrument application was designed in order to get an insight of the knowledge that the participants had before the intervention. By

means of the pre-test, we were able to assign to the participants a classification based on the results. The second stage was the intervention itself in which the researchers used four technological tools which are PowerPoint, YouTube, Prezi and Kahoot in the learning process of the students. At the end of the intervention the post test was applied to measure the students' knowledge and the findings of the study. These were the quantitative part of the intervention. On the other hand, the qualitative part which contains a survey was implemented with all participants. Thus, the intervention was finished.

3.3.1. Pre-test Results

The central goal of the application of the pre-test instrument was to obtain information around the management that the participants had regarding the reading and listening comprehension skills. The pre-test was analysed by means of the scores, in a scale from 0 to 29 points that the participants obtained in the first intervention which was a testing session, before the intervention itself. The highest score was 19 out of 29 and the lowest score was 2. The participants were labelled 3 categories after analysing the results that they obtain in the pre-test. The idea behind this was monitoring the participants' performance and identifying any variation during the process. Additionally, we included three categories in order to observe in deep detail how the participants would eventually move from one category to the other during the intervention. The reason behind the three categories is based on reliability. The three categories are described as follows:

Under the average:

This category corresponds to those participants who got a score under 7 points. To fit in this category, it was necessary that the students achieved a score of less than 7 in the pre-test. This category shows those participants that had significant problems when it came to answering or understanding the questions and activities of the pre-test.

Average:

This category corresponds to those participants who got a score from 7 to 13 points. To fit in this category, it was necessary that the participants achieved a score of 7 points to 13 points out of the total score of the pre-test. This category shows participants did not stand out on it.

Above the average:

This category corresponds to those participants who got a score from 14 to 19 points. To fit in this category, it was necessary to achieve a score of 14 points or above of the total points of the pre-test. This category shows those participants were

above the average with their results. However, with these results just one the participants who obtained 19 scores could get the score to pass.

3.3.2. Post Test Results

It was decided to maintain the three categories mentioned in the pre-test in order to determine the real degree of increase or decrease in the scores that the participants obtained after this assessment. The post-test was analysed by means of the scores, in a scale from zero to 29 points that the participants obtained in the last intervention which was a testing session, after the intervention itself. The highest score was 25 out of 29 and the lowest score was 11.

3.3.3. Pre and Post Tests Results' Comparison

When comparing the pre and post test results, it can be observed an increase of each participant's average score. As it is possible to see in Table 1, all participants increased their scores. In the pretest the average was 9,1; however, in the post test this average increased up to 20,7. That number suggests that after the intervention, students showed a huge increase with 11,6 points. When all items are examined separately; there are the findings:

Item I

Item I which is a listening part contained nine points in both tests. In the pre-test, students obtained 3,8 average of scores. Nevertheless, in the post test they have increased their average from 3,8 to 5,1. It means that the participants have shown 1,3 points increase on item I.

Item II

Item II, which is a listening part, obtained seven points in the pre-test and nine points in the post tests. In the pre-test the average was 2,6; however, the participants raised 5,8 points and they obtained 8,4 points average on post-test.

Item III

Item III which is a reading part obtained 10 points in the pre-test and 6 points in the post tests. The participants got 1,6 points average; furthermore, in the post test they increased from 1,6 to 3,5. It means that students showed 1,5 points increment in the post test.

Item IV

Item 4 which is a reading part, contained six points in both of the tests. In the pre-test students obtained 0,7 average of scores. However, in the post test they raised the average 2,9 points and obtained 3,6 points.

3.3.4. Survey results

The results of the present survey represent the level of students' satisfaction with the use of ICT in EFL classrooms. Results are as follows:

- a) According to the survey 100% of the selected students totally agreed with the first assertion, which is the fact that they liked English classes applied with ICT tools.
- b) 66,6% of the students totally agreed with the assertion: they liked the application of technological tools in classes (Kahoot, Prezi, YouTube y Power Point), and 33,4% of students just agreed with that statement.
- c) 66,6% of the students totally agreed with feeling comfortable in English classes, an 33,4% of students just agreed with that statement.
- d) 100% of the students totally agreed with the fact that they had learned better supported with technological tools together their classmates.
- e) 100% of the students totally agreed with that studying with technology was much better than traditional way.

	MUY DE ACUERDO	DE ACUERDO	EN DESACUERDO	MUY EN DESACUERDO
Me han gustado las clases de inglés con herramientas tecnológicas.	A,B,C,D,E,F,G, H,I 9 STUDENTS 100%	0%	0%	0%
Me han gustado las aplicaciones (Kahoot, Prezi, YouTube y Power Point) que se usaron en las clases de Inglés	A,B,D,F,G,I 6 STUDENTS 66,6%	C,E,H 3 STUDENTS 33,4%	0%	0%
Me sentí a gusto en las clases de Inglés	A,C,D,E,F,G 6 STUDENTS 66,6%	B,H,I 3 STUDENTS 33,4%	0%	0%
He aprendido mucho mejor trabajando con la tecnología junto mis compañeros.	A,B,C,D,E,F,G, H,I 9 STUDENTS 100%	0%	0%	0%
Estudiar con tecnología es mucho mejor que estudiar en la forma tradicional (sin tecnología).	A,B,C,D,E,F,G, H,I 9 STUDENTS 100%	0%	0%	0%

CHAPTER III

4. Conclusion

The present research study was conducted during 10 sessions in a 5th grade EFL classroom and it sought to investigate the benefits of Information and Communication Technologies applied in EFL classrooms. In the lights of previous investigations in this area that indicate the importance and effectiveness of technological tools for classes, an intervention plan was applied. According to Condie and Munro (2007), when the use of ICTs becomes part of the students' daily experience, greater evidence of their impact on student learning and performance has been observed. Thus, results which may be an evidence for that statements were obtained. Even though there was a short time period to conduct the present action research, results differentiated significantly. At the end of the study, positive results were obtained about the research question which was “How does the use of ICT impact students’ reading and listening skills on EFL classroom?”. As the investigation was based on a pre experimental type of study, students’ knowledge has been measured by applying a pre and posttest. They have demonstrated 38% increase after participating in the intervention which was planned according to the MINEDUC curricular program. When the lesson planning was designed, the predictions were to impact students on their learning process. It means that the main idea of the study was to make them participate in the English class by their own will. Thus, it can be seen that the intervention accomplished most important goal. Hence, the results of the survey support the previous quantitative findings. This qualitative instrument

suggested that the students felt satisfied and comfortable with the application of ICT tools in English classes. Also, according to the survey they believe that the technology used in classes helped them with their learning process, making it more enjoyable and easier to learn English.

To sum up, this action research was helpful to identify the benefits of using ICT in EFL classroom on the development of receptive skills.

4.1. Discussions

At the end of this study, the expected progress was achieved. The students have shown an increase after attending classes by using ICT. In addition, as the school was a vulnerable school, the technological tools were less used as compared to other schools. At the same time, depending on some previous observations students did not want to participate in the English classes. However, when the study started, students demonstrated incredible interest and they would like to repeat the activities which we have done in the classroom. On the other hand, according to the lesson planning, the classes were going to be ten sections. Nevertheless, because of a social outburst in the country, the intervention should be finished earlier than expected. After the study, as in the results section it is verified students have shown an increase with 11,6 points on their scores. In conclusion, we have finished our action research by obtaining expected results.

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APPENDIX

APPENDIX A (Permission Letter)

Santiago de Chile, 26 de Septiembre de 2019

Sra. María Isabel Carmona Hernández
Directora Escuela Araucarias de Chile D-139

PRESENTE

Estimada Señora Directora

Junto con saludar, nos dirigimos a usted con el fin de solicitar permiso para una intervención con los estudiantes de 5to grado, la duración de ésta es de 4 semanas.

El objetivo de este proyecto es definir los beneficios del uso de TIC en las clases de Inglés. Durante su aplicación, se ha decidido la utilización del programa de MINEDUC. Por lo tanto, le pedimos autorización para poder aplicar nuestra "investigación en acción" en la escuela.

Los resultados del proyecto se le entregarán a usted así como las conclusiones asociadas a él.

Muchas gracias.

Esperando contar con su autorización y apoyo, nos despedimos atentamente,

Cemile Baran Ulu

Caner Cayiroglu

Sara Arrieta

Yakup Zubeyir Yildiz

Estudiantes de la Universidad Católica Raúl Silva Henríquez.

APPENDIX B (Observation Pattern)

PAUTA DE OBSERVACIÓN DE CLASES

CONDUCTAS A OBSERVAR		CRITERIOS DE EVALUACIÓN					
I	FACILITA Y ESTIMULA LA PARTICIPACIÓN DE LOS ALUMNOS EN UN CLIMA DE RESPETO	SIE MPR E	GEN ERA LME NTE	OCA SION ALM ENTE	CAS I NU NC A	NO EVAL UAD O	OBSERVACIONES
1	La actitud general del profesor favorece una buena comunicación con los alumnos						
2	Las instrucciones para la realización de las actividades son claras y precisas.						
3	Promueve un aprendizaje participativo en sus alumnos.						
4	Recurre a las experiencias previas de los alumnos ya sea en el ámbito académico o en la vida cotidiana.						
II	DEMUESTRA DOMINIO DEL GRUPO	SIE MPR E	GEN ERA LME NTE	OCA SION ALM ENTE	CAS I NU NC A	NO EVAL UAD O	OBSERVACIONES
1	Posee un manejo adecuado del grupo.						
2	Reacciona positivamente ante un elemento que dificulta el normal desarrollo de la clase						
3	Se manifiesta una buena organización de la clase, con un desarrollo armónico de las diferentes instancias y consideración del tiempo.						
III	DOMINA LA DISCIPLINA QUE ENSEÑA	SIE MPR E	GEN ERA LME NTE	OCA SION AL MEN TE	CAS I NU NC A	NO EVAL UAD O	OBSERVACIONES
1	Maneja los contenidos adecuadamente.						
IV	EMPLEA METODOLOGÍAS, MEDIOS Y ESTRATEGIAS PEDAGÓGICAS EN FORMA EFICAZ.	SIE MPR E	GEN ERA LME NTE	OCA SION AL MEN TE	CAS I NU NC A	NO EVAL UAD O	OBSERVACIONES
1	Utiliza estrategias de motivación inicial.						

2	Recupera los contenidos de la clase anterior.						
3	Hace referencias a aprendizajes anteriores.						
4	Aplica técnicas de organización de la información: esquemas, mapas conceptuales.						
5	Integra objetivos transversales a la clase.						
6	Desarrolla destrezas en sus alumnos.						
7	Utiliza estrategias de trabajo cooperativo o trabajo en equipo.						
8	El profesor proporciona ayuda en cantidad y calidad, ajustándose a las necesidades de los alumnos.						
9	Emplea recursos de aprendizaje: tecnológicos, material concreto, medios audiovisuales, etc.						
V	PREPARA Y APLICA INSTRUMENTOS DE EVALUACIÓN DE ACUERDO A LAS POLITICAS DEL COLEGIO	SIE MPR E	GEN ERA LME NTE	OCA SION AL MEN TE	CAS I NU NC A	NO EVAL UAD O	OBSERVACIONES
1	La evaluación realizada al cierre de la clase es consecuente con los objetivos definidos al inicio y en la planificación.						
2	Se lleva a cabo un cierre de la clase que evalúe el logro de los aprendizajes.						
3	Si la clase corresponde a la aplicación de un sistema de evaluación ¿el instrumento es pertinente?						
4	Si la clase corresponde a una evaluación no escrita ¿la pauta de evaluación es pertinente y conocida por los alumnos?						
VI	PRESENTA UN ESTILO METODOLÓGICO QUE FAVORECE LOS APRENDIZAJES	SIE MPR E	GEN ERA LME NTE	OCA SION AL MEN TE	CAS I NU NC A	NO EVAL UAD O	OBSERVACIONES
1	Instrucción frontal por parte del profesor (clase expositiva)						
2	La expresión verbal es adecuada al nivel de desarrollo de los alumnos(as)						
3	Promueve actividades individuales y en grupo de acuerdo al objetivo de la clase.						

4	Promueve debates y discusiones respecto de un tema con todo el curso.						
5	Se desplaza en el aula mientras los alumnos trabajan aclarando dudas individuales.						
VII	SUS CLASES SE DESARROLLAN UN CLIMA Y AMBIENTE ADECUADO	SIE MPR E	GEN ERA LME NTE	OCA SION AL MEN TE	CAS I NU NC A	NO EVAL UAD O	OBSERVACIONES
1	La clase se desarrolla en un ambiente motivado y desafiante.						
2	La clase se desarrolla en un ambiente organizado.						
3	Se percibe un interés por aprender.						
4	Se preocupa de recibir, mantener y entregar la sala limpia.						
5	Se preocupa de distribuir las mesas de acuerdo a las exigencias de su clase.						
6	Si tiene sala asignada ésta se mantiene ornamentada de acuerdo al tiempo escolar.						
7	Toma y deja el curso a la hora.						
VII I	REALIZA SUS CLASES SEGÚN LO PLANIFICADO	SIE MPR E	GEN ERA LME NTE	OCC ASIO NAL MEN TE	CAS I NU NC A	NO EVAL UAD O	OBSERVACIONES
1	Define objetivos de las actividades al inicio de la clase.						
2	Se ajusta la clase a la planificación presentada.						

IX CARACTERÍSTICAS PERSONALES DEL PROFESOR AL DESARROLLAR SU CLASE								
1	Muy pasivo		Muy activo		Cordial		Nervioso	Alterado
2	Pasivo		Activo		Tranquilo		Respetuoso	Otro:

APPENDIX C (Pre-test)

PRE TEST


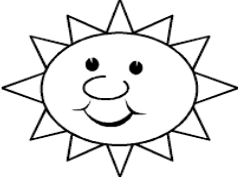


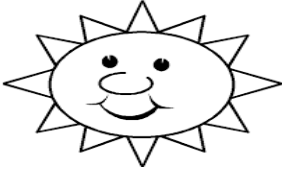

Date: October 1st,2019





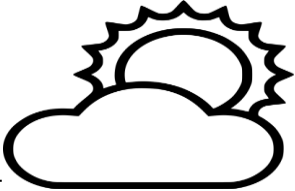

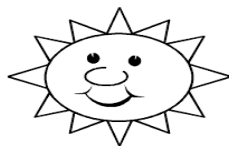


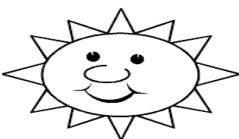
Name:	Course: 5th grade
Score: _____ /29	Mark:
Abilities: Listening and reading	
Objectives:	
OA:01	Listen and demonstrate understanding of explicit information in adapted texts and simple authentic, both non-literary (expository texts, dialogues) and literary (rhymes, songs, stories), which are clearly stated, have repetition of words and visual and gestural support, and are related to the functions of the unit.
OA:02	Identify theme and general ideas in texts heard.
OA:05	Read and demonstrate comprehension of an image which is related to the unit and complete the part by using appropriate vocabulary.
OA:06	Comprehensively read non-literary texts, such as notes, postcards, invitations, greeting cards, menus, recipes.



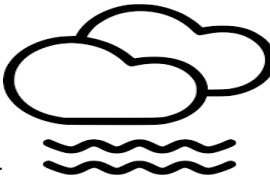

PART I:

Listen and choose the appropriate image. (9 pts)

Example:

1-	 a-	 b-
2-	 a-	 b-
3-	 a-	 b-

4-	<p>a-</p> 	<p>b-</p> 
5-	<p>a-</p> 	<p>b-</p> 
6-	<p>a-</p> 	<p>b-</p> 
7-	<p>a-</p> 	<p>b-</p> 
8-	<p>a-</p> 	<p>b-</p> 

9-	<p>a- </p>	<p>b- </p>
10-	<p>a- </p>	<p>b- </p>

Part II

Listen and complete the song. (6 pts)

Example: There are four seasons (1) that happen in a year

Spring, summer, _____, _____ (2) (2x)

Four seasons that happen in a year

_____, _____, autumn, winter (3) (2x)

Can you tell me what season it is?

Let's take a look
_____ (4)

Can you tell me what season it is?

Let's take a look

Summer

Can you tell me what season it is?

Let's take a look
_____ (5)

Can you tell me what season it is?











Let's take a look

Winter

Part III

Read and match the words with the appropriate images. (9 pts)

cold	hot	warm	cloudy	foggy
sunny	rainy	snowy	windy	stormy


1 	2 	3 	4 	5 
rainy				
6 	7 	8 	9 	10 

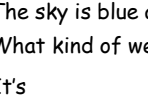
Part IV


Read and write the appropriate word. (5 pts)

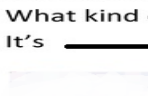
windy	stormy	sunny	snowy	cloudy	rainy
-------	--------	-------	-------	--------	-------

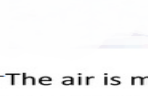
What Kind of Weather is That?

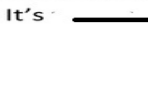
- 

1 - The sky is blue. The sun is hot. There are no clouds.
What kind of weather is that?
It's sunny
- 

2 - The sky is blue and grey. There are lots of clouds.
What kind of weather is that?
It's _____
- 

3 - The sky is grey. It is windy. Water is falling.
What kind of weather is that?
It's _____
- 

4 - The sky is dark. There is lightning. There is rain.
What kind of weather is that?
It's _____
- 

5 - The sky is cloudy. Small, cold flakes are falling.
What kind of weather is that?
It's _____
- 

6 - The air is moving fast. My hair is blowing.
What kind of weather is that?
It's _____

APPENDIX CC (Validation of pre-test)

VALIDATION INSTRUMENT (PRE-TEST)

Table 1: Establishing scores for degrees in the Likert scale.

CONCEPTS	SCORE
Totally agree	4
Agree	3
Disagree	2
Totally disagree	1
Comments:	

Instructions:

- *Please comment* if you grade the item with 3 or less. Write how do you think it can be improved.
-

Appropriateness:

1. **ITEM I (LISTENING):** The audio is appropriate with the respective images.
2. **ITEM II (FILLING GAPS):** The audio is clear.
3. **ITEM III (IMAGES):** The respective images represent the meaning according to the given words.
4. **ITEM IV (FILLING GAPS AND MATCHING):** The respective alternative represents the meaning according to the context of the sentence.

CRITERIA	4	3	2	1	COMMENTS
In item 1 instructions are clear.					
In item 2 instructions are clear.					
In item 3 instructions are clear.					
In item 4 instructions are clear.					

ITEM 1

CRITERIA	4	3	2	1	COMMENTS
The item is applicable for this level of students.					
The images number 1 and their respective meaning are clear.					
The images number 2 and their respective meaning are clear.					
The images number 3 and their respective meaning are clear.					
The images number 4 and their respective meaning are clear.					
The images number 5 and their respective meaning are clear.					
The images number 6 and their respective meaning are clear.					
The images number 7 and their respective meaning are clear.					
The images number 8 and their respective meaning are clear.					
The images number 9 and their respective meaning are clear.					
The images number 10 and their respective meaning are clear.					

ITEM 2

CRITERIA	4	3	2	1	COMMENTS
The item is applicable for this level of students.					
The song is related to the unit and it is clear for the level.					

Answers:

1-seasons 2-autumn, winter 3-spring, summer, 4-spring 5-autumn

ITEM 3

CRITERIA	4	3	2	1	COMMENTS
The item is applicable for this level of students.					
The image number 1 and its respective word are clear.					
The image number 2 and its respective word are clear.					
The image number 3 and its respective word are clear.					
The image number 4 and its respective word are clear.					
The image number 5 and its respective word are clear.					
The image number 6 and its respective word are clear.					
The image number 7 and its respective word are clear.					
The image number 8 and its respective word are clear.					
The image number 9 and its respective					

word are clear.					
The image number 10 and its respective word are clear.					

ANSWERS: 1-rainy 2-cold 3-sunny 4-stormy 5-hot 6- warm 7-cloudy 8-windy 9-foggy 10-snowy

ITEM 4

CRITERIA	4	3	2	1	COMMENTS
The item is applicable for this level of students.					
The context of the sentence 1 and its respective alternative are clear.					
The context of the sentence 2 and its respective alternative are clear..					
The context of the sentence 3 and its respective alternative are clear.					
The context of the sentence 4 and its respective alternative are clear.					
The context of the sentence 5 and its respective alternative are clear.					
The context of the sentence 6 and its respective alternative are clear.					

ANSWERS: sunny-cloudy-rainy-stormy-snowy-windy

APPENDIX D

Grade Level/age: 5th grade/10-11 years old/unit 4 “What is the weather like?” (45 MIN)

October 1st,2019

Main Objective: At the end of the class, students will be diagnosed by the results of pretest which is related to the unit.			
Subsidiary aims: The instructions of the pretest and the adequate equipment for the exam.			
Key Activities: Listening and reading			
Contents			
Skills/procedures: Listening Reading	Lexis: -Seasons (spring, summer, autumn, winter) -Weather (warm, hot, cold, sunny, snowy ,rainy, cloudy, stormy, windy, foggy)	Grammar: Present simple tense	Function: Identifying vocabulary which is related with the Unit 4
Assumptions:			
Stages	Interaction	Materials/Timing	Evaluation
Engage/ Warm-up	Teacher says hello to the students and starts to give instructions about sitting plan.	Pre tests marker board(10 min)	To diagnostic and to have information about their knowledge on straightforward.
Study / Presenta tion	Teacher gives instructions of the exam and students start to do it.	-Board -Marker	To diagnostic and to have information about their knowledge on straightforward.
Practice	Exam..		To diagnostic and to have information about their knowledge on straightforward.
Activate / Producti on	- Exam...		To diagnostic and to have information about their knowledge on straightforward.
Close up/ Wrap- up	To remove tests.		

APPENDIX E

LESSON PLAN OF 2ND CLASS (45 MIN)

2. Grade Level/age: 5th grade/10-11 years old/unit 4 “What is the weather like?”
(October 1st,2019)

Main Objective: At the end of the class, students will be able to recognize the weather by using specific lexis in present simple tense.			
Subsidiary aims: The instructions of the Power Point about the weather.			
Key Activities: Listening and reading.			
Contents			
Skills/procedures: Listening Reading	Lexis: - Weather (warm, hot, cold, sunny, snowy ,rainy, cloudy, stormy, windy, foggy)	Grammar: Present simple tense Vocabulary about weather	Function: Comprehension of listening and reading about Unit 4
Stages	Interaction	Materials/Timing	Evaluation
Engage/ Warm-up	Teacher says hello to the students and starts to give instructions about sitting plan.	marker board (10 min)	To diagnostic and to have information about their knowledge on straightforward.
Study / Presenta tion	Teacher gives the instructions of PowerPoint which is about weathers.	-Board -Marker -Data	Formative assessment by the application of the taught content.
Practice	Students pay attention and comprehend what it is the PPT about.	- Data	Formative assessment by the application of the taught content.
Activate / Producti on	The teacher and students talk about the weather PPT and its new vocabulary.	- Data	Summative assessment by the application of the taught content. In this activity students will be able to develop their knowledge.
Close up/ Wrap- up	The teacher asks the students what do they learnt and which are the things that most call their attention.		

APPENDIX F

3. LESSON PLAN 3RD CLASS (45 MIN)

(October 3rd, 2019)

Main Objective: At the end of the class, students will be able to intensify the weathers by playing Kahoot.			
Subsidiary aims: Use of Technology in learning and reinforcing.			
Key Activities: Reading			
Contents			
Skills/procedures: Reading	Lexis: - Weather (warm, hot, cold, sunny, snowy ,rainy, cloudy, stormy, windy, foggy)	Grammar: Present simple tense Vocabulary about weather	Function: Identifying the vocabulary of Unit.
Contents			
Stages	Interaction	Materials/Timing	Evaluation
Engage / Warm-up	Teacher says hello to the students and starts to give instructions about sitting plan.	marker board (10 min)	To diagnostic and to have information about their knowledge on straightforward.
Study / Presentation	Review of the last class. The preparation of Kahoot.	-Board -Marker	Formative assessment by the application of the taught content.
Practice	Students start to play in Kahoot.		Formative assessment by the application of the taught content.
Activate/ Production	Teacher and students check correct answers.		Summative assessment by the application of the taught content. In this activity students will be able to develop their knowledge.
Close up/ Wrap-up	Teacher asks them how the class was and what they learnt.		

APPENDIX G

LESSON PLAN 4TH AND 5TH (90 MIN)

(8th and 10th October)

Main Objective: At the end of the class, students will be able to identify characteristics of the seasons of the year.			
Subsidiary aims: Using of adjectives, and nouns correctly. Vocabulary related to seasons and weather.			
Key Activities: Discussion about seasons of the year.			
Contents			
Skills/procedures: Speaking and writing	Lexis: Summer, fall, winter, spring, autumn, hot, cold, rain	Grammar: Adjectives, nouns, present simple.	Function: Giving opinions Discussing by learning new vocabulary.
Contents			
Stages	Interaction	Materials/Timing	Assessment/Evaluation
Engage/ Warm-up	-Teacher asks students about the topic with the following question: "How many seasons are in a year?" -They discuss their answers orally in order to activate their previous knowledge about the topic.	Glossary of new words, White board, markers, computer, projector/ 10 minutes.	Formative. The teacher monitors students' participation, comprehension and the use of vocabulary.
Study / Presenta tion	-Teacher explains seasons of the year by Prezi. -Teachers describes characteristics of each season of the year on the Prezi and discuss with the students.	White board, markers, Prezi, projector, computer. /20 minutes.	The teacher monitors students' participation in the class and comprehension of the text. The teacher answers questions about vocabulary.
Practice	-Teacher asks them to write key vocabulary to their notebooks. -They repeats the vocabulary heard from teacher.	Glossary of new words, white-board, markers /15 minutes.	The teacher monitors the students' reading and comprehension. The teacher asks the students if they agree or disagree with the main ideas given by their classmates.
Activate / Producti on	-Students play a game by Kahoot prepared by teacher. -Students answer 15 questions in the game.	Glossary of new words, White-board, markers, notebooks, color pencils, pencils./ 30 minutes.	The teacher monitors students' creativity and the development of the task.
Close up/ Wrap-up	Students answer the following question orally: What are the seasons of the year? and "what did you learn today?"	Text, notebooks. /10 minutes.	The teacher monitors students' participation.

APPENDIX H

LESSON PLAN OF 6TH CLASS (45 MIN)

Grade Level/age: 5th grade/10-11 years old/unit 4 “What is the weather like?”

(October 10th,2019)

Main Objective: At the end of the class, students will be able to recognize the weather watching videos and by using specific lexis in present simple tense.			
Subsidiary aims: The instructions about the worksheet and YouTube videos.			
Key Activities: Listening, reading and writing.			
Contents			
Skills/procedures: Listening Reading Writing	Lexis: -Seasons (spring, summer, autumn, winter) -Weather (warm, hot, cold, sunny, snowy ,rainy, cloudy, stormy, windy, foggy)	Grammar: Present simple tense Vocabulary about weather	Function: Comprehension of listening and reading about Unit 4.
Contents			
Stages	Interaction	Materials/Timing	Evaluation
Engage/ Warm-up	Teacher says hello to the students and starts to give instructions about sitting plan.	marker board (10 min)	To diagnostic and to have information about their knowledge on straightforward.
Study / Presentati on	Teacher gives the instructions about videos they see related with weather and seasons.	-Board -Marker -Data	Formative assessment by the application of the taught content.
Practice	Students pay attention, comprehend and listen what it is the video about.	- Data	Formative assessment by the application of the taught content.
Activate/ Productio n	Teacher writes the new vocabulary to the board and wants them to copy. -Students repeat what they heard from teacher.	- Data	Summative assessment by the application of the taught content. In this activity students will be able to develop their knowledge.
Close up/ Wrap-up	The teacher asks the students what do they learnt and which are the things that most call their attention.		

APPENDIX I

Grade Level/age: 5th grade/10-11 years old/unit 4 “What is the weather like?” (90 MIN)

7th & 8th class

17th October ,2019

Main Objective: At the end of the class, students will be able to review the weather and season by checking pre test to a preparation of posttest.			
Subsidiary aims: The instructions of the pretest and the adequate equipment for the exam.			
Key Activities: Listening and reading			
Contents			
Skills/procedures: Listening Reading	Lexis: -Seasons (spring, summer, autumn, winter) -Weather (warm, hot, cold, sunny, snowy ,rainy, cloudy, stormy, windy, foggy)	Grammar: Present simple tense	Function: Identifying vocabulary which is related with the Unit 4
Assumptions:			
Stages	Interaction	Materials/Timing	Evaluation
Engage/ Warm-up	Teacher says hello to the students and asks about the past class. Then teacher starts to explain the objective of the class.	marker board (10 min)	To diagnostic and to have information about their knowledge on straightforward.
Study / Presentation	Teacher opens the pretest and they practice together the parts of pretest for the preparation of posttest.	-Board -Marker	To diagnostic and to have information about their knowledge on straightforward.
Practice	Teacher selects sticks with number and the chosen number comes to the board to complete the parts of pretest.		To diagnostic and to have information about their knowledge on straightforward.
Activate/ Production	They check all answers together.		To diagnostic and to have information about their knowledge on straightforward.
Close up/ Wrap-up	Teacher asks them how the class was and what they learnt.		

APPENDIX J

Grade Level/age: 5th grade/10-11 years old/unit 4 “What is the weather like?” (90 MIN)

9th & 10th class

17th October ,2019

Main Objective: At the end of the class, students will be able to demonstrate their abilities on listening and reading about the weathers and seasons with a group competence by using mini boards.			
Subsidiary aims: The instructions of the competence and the key vocabulary.			
Key Activities: Listening and reading			
Contents			
Skills/procedures: Listening Reading	Lexis: -Seasons (spring, summer, autumn, winter) -Weather (warm, hot, cold, sunny, snowy ,rainy, cloudy, stormy, windy, foggy)	Grammar: Present simple tense	Function: Identifying vocabulary which is related with the Unit 4
CONTENTS			
Stages	Interaction	Materials/Timing	Evaluation
Engage/ Warm-up	Teacher says hello to the students and asks about the past class. Then teacher starts to explain the objective of the class.	marker board (10 min)	To diagnostic and to have information about their knowledge on straightforward.
Study / Presentation	Teacher asks them to make group of 5 and gives them the mini boards. Before to start, she/he explains the general idea of the competence.	-Board -Marker - mini boards	Formative assessment by the application of the taught content.
Practice	Teacher makes some questions by writing to the board and students answer by using reading comprehension. On the other hand, teacher makes some questions orally and by YouTube and students answer them by using listening skill. Students write their answers to the mini boards after discussing with group members. So, in this section, all productive and receptive skills will be used.	-Board -Marker - mini boards	To diagnostic and to have information about their knowledge on straightforward.
Activate/ Production	Students continue with the competence and teacher notes their marks to the board. At the end, teacher explains the winner group.	-Board -Marker - mini boards	Summative assessment by the application of the taught content. In this activity students will be able to develop their knowledge.
Close up/ Wrap-up	Teacher congrats the winner group and asks what they learnt during the intervention classes.		

APPENDIX K**LESSON PLAN OF 11TH CLASS (POST TEST)**

October 15th, 2019

Main Objective: At the end of the class, students will be diagnosed by the results of post-test which is related to the unit.			
Subsidiary aims: The instructions of the pretest and the adequate equipment for the exam.			
Key Activities: Listening and reading			
Contents			
Skills/procedures: Listening Reading	Lexis: -Seasons (spring, summer, autumn, winter) -Weather (warm, hot, cold, sunny, snowy ,rainy, cloudy, stormy, windy, foggy)	Grammar: Present simple tense	Function: Identifying vocabulary which is related with the Unit 4
Stages	Interaction	Materials/Timing	Evaluation
Engage/ Warm-up	Teacher says hello to the students and starts to give instructions about sitting plan.	Pre tests marker board (10 min)	To diagnostic and to have information about their knowledge on straightforward.
Study / Presentation	Teacher gives instructions of the exam and students start to do it.	-Board -Marker - Data	To diagnostic and to have information about their knowledge on straightforward.
Practice	Exam..		To diagnostic and to have information about their knowledge on straightforward.
Activate/ Production	- Exam...		To diagnostic and to have information about their knowledge on straightforward.
Close up/ Wrap-up	To remove tests.		

APPENDIX L (Worksheet)



123Listening.com

Choose the Correct Picture






















123Listening.com

For downloadable audio to match this worksheet visit www.123listening.com.

APPENDIX M (Kahoot Results)

Kahoot 1.




Weathers			
Played on	8 Oct 2019		
Hosted by	Barancita		
Played with	15 players		
Played	15 of 15		
Overall Performance			
Total correct answers (%)	62,67%		
Total incorrect answers (%)	37,33%		
Average score (points)	9830,73 points		
Feedback			
Number of responses	15		
How fun was it? (out of 5)	4,67 out of 5		
Did you learn something?	75,00% Yes	25,00% No	
Do you recommend it?	85,71% Yes	14,29% No	
How do you feel?	 86,67% Positive	 6,67% Neutral	 6,67% Negative

Weathers

Final Scores

Rank	Players	Total Score (points)	Correct Answers	Incorrect Answers
1	sofny	14173	12	3
2	martina	13182	12	3
3	gokuelpro	12722	11	4
4	joxel	11906	11	4
5	girls cracs	11769	10	5
6	the shild	11062	11	4
7	baytyhare	10960	10	5
8	cholitooooos	9936	10	5
9	Maria y Yuliana	9778	9	6
10	benja y justins	9472	10	5
11	nynedani	7683	8	7
12	todi	7539	8	7
13	locasos	5889	6	9
14	64571	5775	7	8
15	RICARDO	5615	6	9

Kahoot 2.

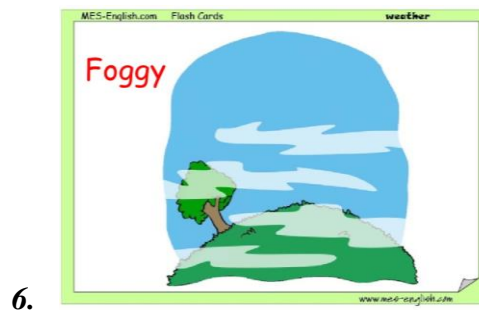
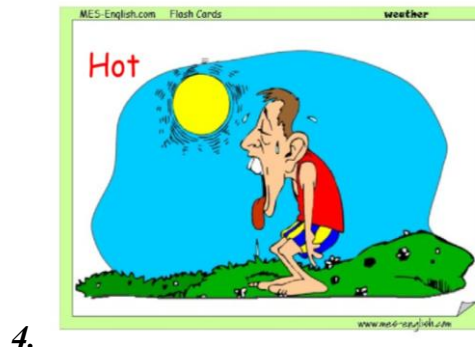
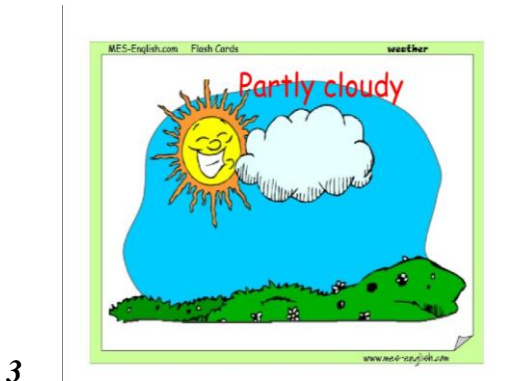
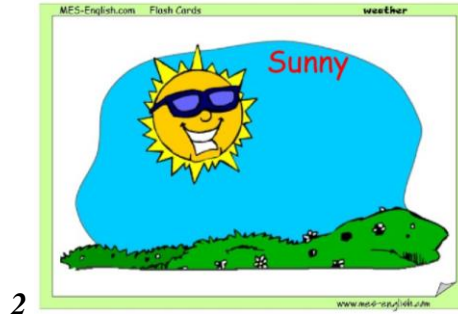
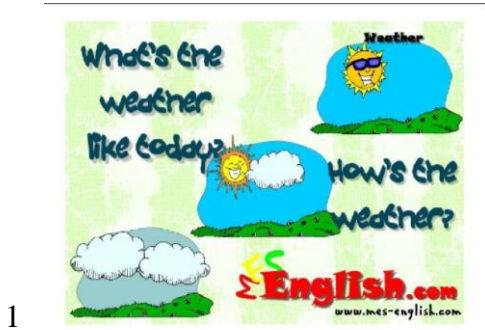
Seasons			
Played on	10 Oct 2019		
Hosted by	ykpyldz123		
Played with	20 players		
Played	13 of 13		
Overall Performance			
Total correct answers (%)	67,31%		
Total incorrect answers (%)	32,69%		
Average score (points)	8668,75 points		
Feedback			
Number of responses	28		
How fun was it? (out of 5)	4,65 out of 5		
Did you learn something?	91,67% Yes	8,33% No	
Do you recommend it?	86,96% Yes	13,04% No	
How do you feel?	 82,14% Positive	 10,71% Neutral	 7,14% Negative

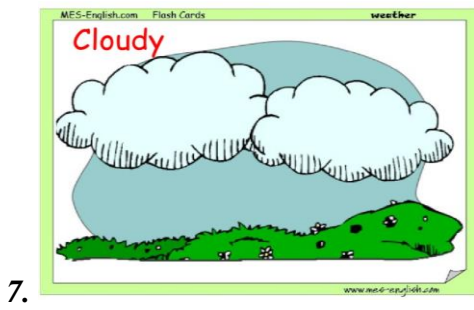
Seasons

Final Scores

Rank	Players	Total Score (points)	Correct Answers	Incorrect Answers
1	chocapick	14372	12	1
2	benja y joxcel	14225	12	1
3	sofia	11907	11	2
4	chocman	11335	11	2
5	principe	10850	11	2
6	blackpink	10374	10	3
7	oo mi cholo	10121	10	3
8	tiare	9510	10	3
9	Yuliana	9414	10	3
10	nachitorrepro	8875	9	4
11	tomias caki	8012	9	4
12	gaby	7986	9	4
13	lascrack	7795	8	5
14	mily	7625	9	4
15	isidora	6544	7	6
16	bastian navarro	6452	7	6
17	panchitojp	6134	7	6
18	marlyn	6084	7	6
19	ricardo	5760	6	7
20	Chicos	0	0	13

APPENDIX N (PowerPoint)





7.



8.



9.

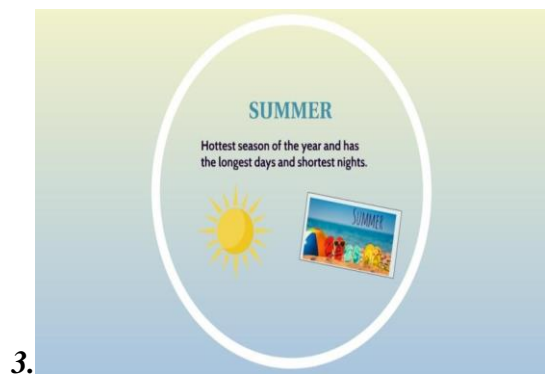


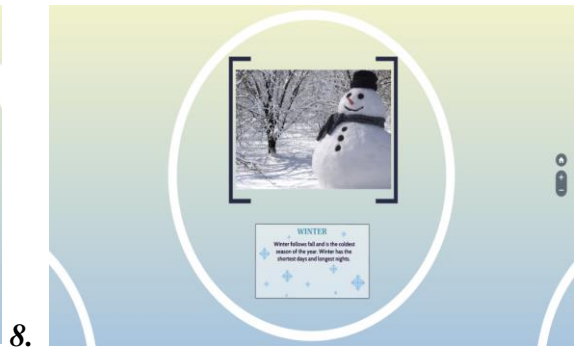
10.



11.

APPENDIX O (Prezi)





APPENDIX P (Post-Test)








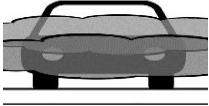


POST TEST

Date:

Name:	Course: 5th grade
Score: _____ /29	Mark:
Abilities: Listening and reading	
Objectives:	
OA:01	Listen and demonstrate understanding of explicit information in adapted texts and simple authentic, both non-literary (expository texts, dialogues) and literary (rhymes, songs, stories), which are clearly stated, have repetition of words and visual and gestural support, and are related to the functions of the unit.
OA:02	Identify theme and general ideas in texts heard.
OA:05	Read and demonstrate comprehension of an image which is related to the unit and complete the part by using appropriate vocabulary.
OA:06	Comprehensively read non-literary texts, such as notes, postcards, invitations, greeting cards, menus, recipes.

PART I:

Listen and enumerate the images according to the order. (9 pts)

—	—	<u>1</u>	—	—
				
—	—	—	—	—
				

Part II

Listen and complete the song. (9 pts)

_____?(1)

Is it _____(2) outside?

Is it _____ (3)

or _____ (4)

or _____ (5)

or _____(6)

or _____ (7) outside?

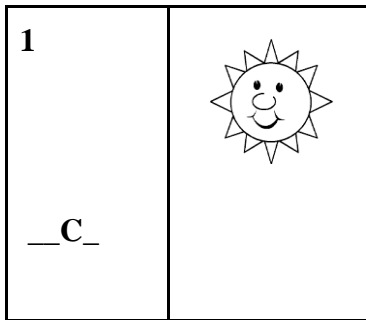
Is it _____(8)?

Is it _____(9)?

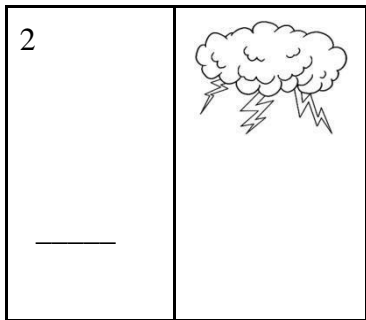
Is it somewhere in between?

Part III

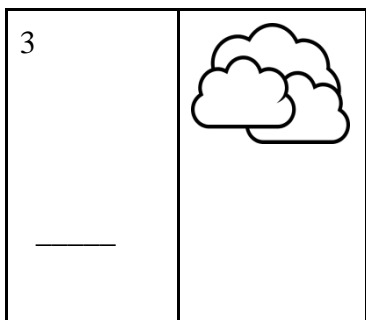
Match the sentences with the appropriate images and write the letter of meanings in the box. (5 pts)



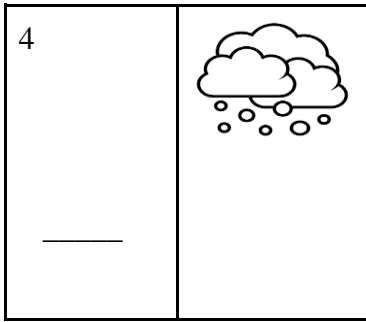
a) The sky is blue. There are clouds.



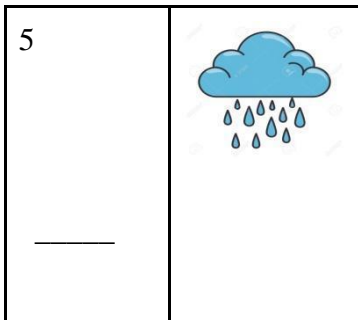
b) It is too cold. There is snow.



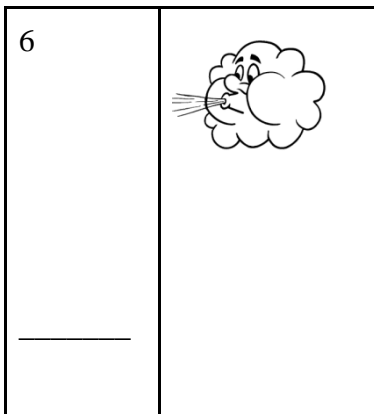
_____ c) ~~The sky is blue. The sun is hot.~~



d) It is windy and rainy. The sky is grey.



e) The air is moving fast. My hair is blowing.



f) The sky is lightning. There is rain.

Part IV

Read the sentences and put T (true) or F (false). (6 pts)

1. The weather is hot. It is winter. _____
2. There are four seasons in a year. _____
3. In winter, it is very cold and it can snow. _____
4. The seasons are spring, summer, autumn and winter. _____
5. People swim in autumn. _____
6. In the spring, trees are green and flowers start to grow. _____

APPENDIX PP (Validation of post-test)

VALIDATION INSTRUMENT (POST-TEST)

Table 1: Establishing scores for degrees in the Likert scale.

CONCEPTS	SCORE
Totally agree	4
Agree	3
Disagree	2
Totally disagree	1
Comments:	

Instructions:

- *Please comment* if you grade the item with 3 or less. Write how do you think it can be improved.

Appropriateness:

1. **ITEM I (LISTENING):** The audio is appropriate with the respective images.
2. **ITEM II (FILLING GAPS):** The audio is clear.
3. **ITEM III (IMAGES):** The respective images represent the meaning according to the given sentences.
4. **ITEM IV (FILLING GAPS):** The respective alternative represents the meaning according to the context of the sentence.

CRITERIA	4	3	2	1	COMMENTS
In item 1 instructions are clear.					
In item 2 instructions are clear.					

In item 3 instructions are clear.					
In item 4 instructions are clear.					

ITEM 1

CRITERIA	4	3	2	1	COMMENTS
The item is applicable for this level of students.					
The image number 1 is appropriate with the audio.					
The image number 2 is appropriate with the audio.					

The image number 3 is appropriate with the audio.					
The image number 4 is appropriate with the audio.					
The image number 5 is appropriate with the audio.					
The image number 6 is appropriate with the audio.					

The image number 7 is appropriate with the audio.					
The image number 8 is appropriate with the audio.					

The image number 9 is appropriate with the audio.					
The image number 10 is appropriate with the audio.					

ITEM 2

CRITERIA	4	3	2	1	COMMENTS
The item is applicable for this level of students.					
The song is related to the unit and it is clear for the level.					

Answers:

1. What is the weather today? 2. Sunny 3. Rainy 4. Cloudy 5. Windy 6. Stormy 7. Snowy 8. Hot 9. Cold

ITEM 3

CRITERIA	4	3	2	1	COMMENTS
The item is applicable for this level of students.					
The image number 1 and its respective meaning are clear.					
The image number 2 and its respective meaning are clear.					
The image number 3 and its respective meaning are clear.					

The image number 4 and its respective meaning are clear.					
The image number 5 and its respective meaning are clear.					
The image number 6 and its respective meaning are clear.					

ANSWERS: 1-c 2-d 3-a 4-b 5-f 6-e

ITEM 4

CRITERIA	4	3	2	1	COMMENTS
The item is applicable for this level of students.					

The context of the sentence 1 is clear.					
The context of the sentence 2 is clear.					
The context of the sentence 3 is clear.					
The context of the sentence 4 is clear.					
The context of the sentence 5 is clear.					
The context of the sentence 6 is clear.					

ANSWERS: False, True, True, True, False, True

APPENDIX R (Permission of the Parents)

**AUTORIZACIÓN PARA PARTICIPAR DE LA ENTREVISTA DE
INVESTIGACIÓN**

Yo _____ autorizo a mi hijo/a
_____ para que participe de la entrevista de investigación que
se realizará por un grupo de estudiantes de la Universidad Católica Silva Henríquez
sobre el impacto del uso de TIC's en el aula de Inglés.

Firma Apoderado

APPENDIX S (Survey)

Nombre:

Fecha: 12/11/2019

ENCUESTA DE INTERVENCIÓN

	MUY DE ACUERDO	DE ACUERDO	EN DESACUERDO	MUY EN DESACUERDO
Me han gustado las clases de ingles con herramientas tecnológicas.				
Me han gustado las aplicaciones (Kahoot, Prezi, YouTube y Power Point) que se usaron en las clases de Inglés				
Me sentí a gusto en las clases de Inglés				
He aprendido mucho mejor trabajando con la tecnología junto mis compañeros.				
Estudiar con tecnología es mucho mejor que estudiar en la forma tradicional (sin tecnología).				

Comentarios :
