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**MENCIÓN INGLÉS**

**RESEARCH PROJECT:**

**THE USE OF CAMBRIDGE EDUCATIONAL SOFTWARE FOR THE  
DEVELOPMENT OF EFL LITERACY IN 2ND GRADE STUDENTS AT UNIDAD  
EDUCATIVA JAVIER. SCHOOL YEAR 2016-2017**

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE:  
LICENCIADO EN LENGUA INGLESA MENCIÓN EN ENSEÑANZA Y  
ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL**

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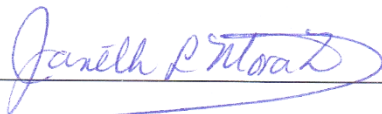
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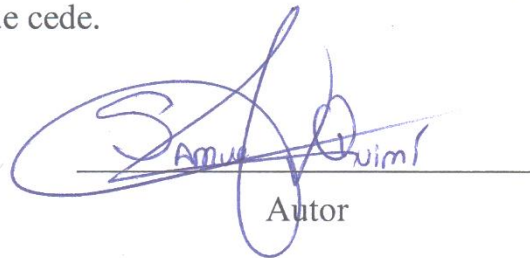
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## **DEDICATION**

Firstly, I dedicate this research thesis to our Lord because he gave me healthiness, brightness, and patience to structure this proposal in spite of the short period of time we had to form it properly. He always stays by my side guiding me each second of my existence.

It is also dedicated to my lovely family who always made me feel sure about myself in order to have a professional and successful lifestyle, starting with finishing this research in order to get my degree. In addition, their values and love taught made me feel blessed of having a beautiful family. They also gave me important and unforgettable lessons such as effort in despite to get everything I propose. To my parents that they encourage me to follow a career and they give a big economical support at the beginning of this new challenge

I also say thanks to my soulmate, Samuel, because he is also part of this project and without him, finishing on time this project would have not been possible. Likewise, his supporting words motivate me make a good job.

I want to dedicate my research project to my beautiful grandmother Carmen Amelia, for being so patience and lovely with me all these years and I pray Lord that help me showing her alive the result of their pieces of advice finished with a career degree.

Thank you for everything,

## DEDICATION

Thanks my Supreme God because of giving me healthiness, brightness, and patience to structure this life dream in spite of the adversities to form it properly. He always stays by my side guiding me each second of my existence.

It is also dedicated to my amazing family who always made me feel safe about myself in order to have a professional and successful lifestyle, finishing this research in order to get my degree. In addition, their values and love taught made me feel blessed of having a beautiful family. They also gave me important and unforgettable lessons such as effort in despite to get everything I propose. To my parents that they encourage me to follow a career and they give a big economical support at the beginning of this new challenge

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Thank you for everything,

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After this project, our life will have a different connotation, because it is the beginning of our goals, of our ascendancy and of our dreams. It has been a long and exhaustive series of steps, and now we are here with the expectancy of receiving our degrees with the satisfaction of knowing we have worked to get this, but there are some members of the society who needs to be shown our regards and thankfulness from us.

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To our teachers and to our tutor, because of their time, patience and desire of sharing their knowledge with each of their students.

To our principals and career directors, for focusing their attention and always supporting the correct development of this prestigious Institution.

Because behind of each graduated person there are coaches, counselors, supporting people and a serious Institution who must be sure we are not going to forget because the oblivion doesn't exist, the oblivion is full of memory.

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## **ABSTRACT**

It is the 21<sup>o</sup> century and technology has arrived to become an important part of our routines in different fields and in each step society takes around this planet. That is the reason why cellphones, portable devices and Internet are the different technological innovations which can never be absent from people's activities nowadays, becoming this into the *Net Gen*. Education is not the exception from the rule, being the reason why researchers have decided to apply some observational techniques in order to analyze an online software which is implemented in an Educational Institution in the city of Guayaquil in order to improve second language linguistic skills. This institution offers a variety of updated curriculum functions; similarly, it influences students learning acquisition processes using new trends and innovative programs following recent parameters able to involve students into real-life series of situations. Likewise, the focus of this place is to promote a referenced quality of education having as their principal guide the new educational standards from a real context learning, which has been developed with the firm aim of start delivering respectful people into their personal and professional life. Because of this, it turns into a need that authorities and other members have, as part of their functions, look for ways to start applying into their scholar associations methodologies, techniques and programs with the point of view of building future citizens, being this the reason why this project is focused on giving some explicit reasons to find an answer to this topic.

## INTRODUCTION

“Since we live in an age of innovation, a practical education must prepare a man for work that does not yet exist and cannot yet be clearly defined.”—Peter F. Drucker. This influential quote can be enough reason to devote efforts and start looking for modern, efficient and helpful technological tools with the principal aim of focusing attention into education system able to contribute an integral child preparation.

The application of multiple tools to connect them into real-life situations can be a great impact, especially with tools whose impact make students start developing their 21-century skills, such as Communicative Approach, Critical Thinking and Collaborative Learning within their school social group. (Rotherham & Willingham, 2010).

Due to this, it is essential to find an assistant method in order to make students develop proficiency frequently without having doubts from anterior topics. In addition, the fact they are kids support the theory the assistant should be interesting and funny, so students feel pleased and not pressured, being technology one of the most current and contemporary options.

This analysis is done based on the fact this generation belongs to an interactive era where technology forms parts of their lives, and it is a friend which teachers can feel confidence in terms of sharing their roles into Education field recognized into the different verbal-nonverbal signals students perform among scholar year learning sessions. That is the genesis of start generating this recent topic about a technological tool and its significance into little age students.

## **1. STUDY APPROACH**

### **1.1. Background of the problem**

Considering that our country is a non-English-speaking society, and that many of the students' skills developed at Unidad Educativa Javier are inside the classroom hours, it becomes a necessity to reinforce the skills outside the class with the purpose of connecting a balanced educational system beyond the school area.

This need is due to the low presence of the target language in our learning environment. According to Trent, Gao, and Gu (2013), despite of changing constantly with the purpose of being part of this modern decade, there are still traditional strategies among teachers such as memorization, content-based drive and other activities which are components of the lowest level of knowledge acquirement.

Because of what it was stated above, researchers have put some effort in order to notice how influential a technological software can become a useful tool on students' learning process, which can be noticed through the production of their different skills. This can also relate through a combination of teachers and students working plan formulated to cause a deep impact in students' second learning acquisition.

According to Selwyn (2013) "Education is positioned as a continuous concern –reflecting the ethos of "lifelong learning" that embraces not only compulsory phases of schooling but also education and training throughout the life-course". This defines what exactly models the education principles during this net generation.

On this modern era, where different fields of our life are managed using technology, this cannot be apart from the acquisition of information from the students

into the classroom. That is a powerful reason why investigators have designed this research based on a useful digital platform whose function is to catch students' attention to English learning since an early age.

For this reason, we had a series of observations at elementary English lab at Unidad Educativa Javier in order to obtain the permission to do an exhaustive project in order to determine the effectiveness of a technological tool offered among little kids.

Unidad Educativa Javier, an Ignaciana institution founded in Guayaquil in 1956 by Alfonso Villalba SJ at Tomas Martinez and General Cordova Street, started with the objective to be part of Guayaquil educational field offering morning classes.

That has been its incentive since 1958, the year when the Institution was moved from Guayaquil's downtown to the north of the city, with the name of San Francisco de Javier, which finally changed some years later to its current name, Unidad Educativa Javier, waiting until 1962 to graduate their first student's promotion with 34 students.

Currently, Unidad Educativa Javier continues with the fervent purpose to educate young people committed to the gospel and shapers of Ecuador equitable, visionary and solidarity.

The Society of Jesus, which Unidad Educativa Javier belongs to, is a religious order founded by St. Ignatius Loyola in 1540. It is made up of brothers and priests with 17,000 members worldwide and over 100 in Ecuador, being also part into Catholic community from the country.

Jesuits mode proceed discovers traces of God in all parts. Jesuits are recognized people because of their purity and joy, in addition of being people called to be Jesus followers; which consider faith and promotion of justice not just a simple society value, but also the integrating factor of all our ministries and not only these, but our inner life.

Their presence have been marked by ideas, doctrines and actions, positive or negative that have affected, directly or indirectly, in the socioeconomic and political life of the country.

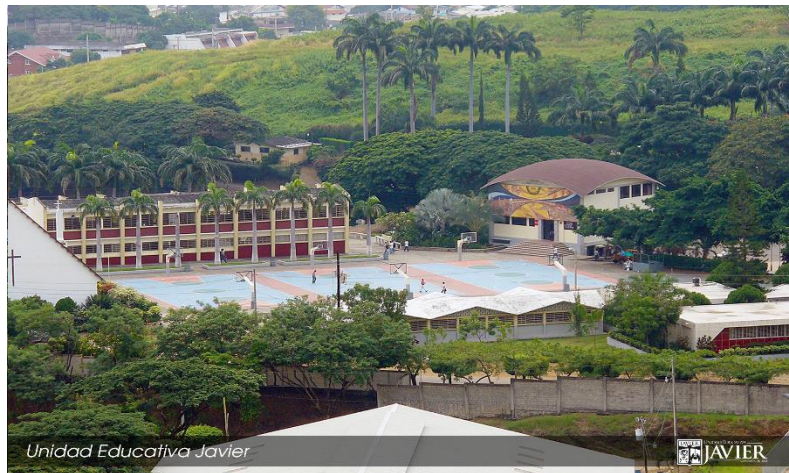
Moreover, Jesuits have a close link with the search and affirmation into their social reform. In the Andes contributed to the Quichua generalization to evangelize and indoctrinate better to indigenous people.

This religious and prestigious school has as a mission "Evangelizing men and women with comprehensive Ignaciana leadership and excellence in the service of others, with high spirit of solidarity, intercultural respect who are committed to global development."

Likewise, presents as its vision to the world "Being an educational community of international excellence for children and young people strengthened in Ignaciana pedagogy , science and justice , with a profound experience of God , able to take on challenges , build and contribute to a more just and equitable society " .

In the Educational field, Unidad Educativa Javier has 12 English teachers whose functions are teaching English in Preschool, Elementary School Section, Media School Section and High School Section.





*Figure 1. School Building*

Source: <http://uejavier.com/uejavier/infraestructura/>

According to analyzers' experience, they can determine that this group of students are very enthusiastic and offer enough motivation into their English classes. However, some factors cause students not to receive an appropriate English learning attainment.



*Figure 2. Students in the English lab*  
Elaborated by: Researchers.

One of the causes is that they cannot write properly, because they are learning their first phonemes and letters in their mother and target language, so they can be able

to perform oral exercises and games, but they present some difficulties to initiate into doing written tasks.

Another difficulty they present is that because of their early age they cannot speak correctly, so they produce chunks or one-syllable words, which make understanding of their performance a little bit complex for this reason.

The situation already explained among students and their learning process, is reflected specifically into a poor development for producing proficiency through ludic skills, becoming this a barrier for producing a correct second language performance. That is why it is a need for reinforcing topics already learned inside the classroom, using technology as a basic tool.

According to the Ministry of Education, the actual EFL curriculum 2016-2017 considers CLIL as a base to access and acquire English learning into a purposeful, and accurate context. That is why the principal aim to achieve is concerned to the language and its proper use instead of having knowledge about the content.

## **1.2. Statement of the problem**

How can an online software become a useful tool in groups of 6-7 age students?

## **1.3 Objectives: Broad and specific**

### **1.3.1 Broad Objective:**

- To provide information about the effectiveness that an online website offers in the development of EFL Literacy in students from second basic year at “Unidad Educativa Javier”

### **1.3.2 Specific Objective:**

- To analyze encouragement this website promotes among short age students.
- To identify this site’s influence as an assistant from their educational target language purchase.
- To determine the effectiveness from Cambridge Educational Software into EFL Literacy Acquisition inside the classroom.

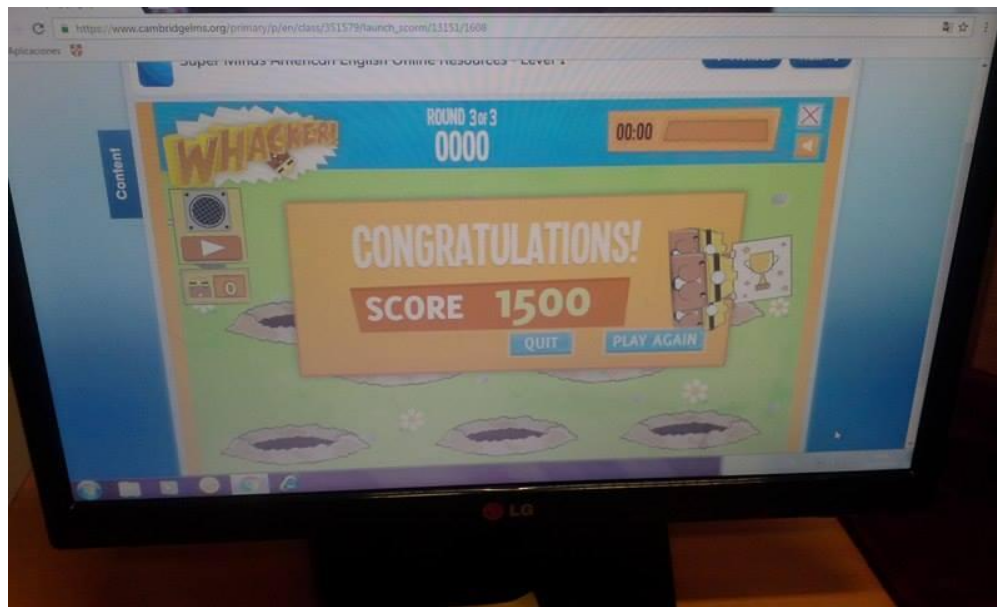
#### **1.4. Significance or justification of the study**

According to White, King and Tsang (2011) “new online communication tools, especially the so-called social media that emphasize active participation, connectivity, collaboration and sharing ideas among users, is expected to enhance social interaction in CSCL environments and support learner-centered pedagogical approaches”

According to their study, students’ educational process should be complemented into a series of technological sites able to reinforce outside the class hours pieces of knowledge acquired by children into the schoolroom.

Furthermore, it is indispensable to analyze the application and effectiveness of an online tool used in the Institution such as *CAMBRIDGE PLATFORM* in order to have a clear diagnostic about their functions into the development of EFL literacy among students.

This study can be a priority for introducing students into a technological, innovative and multimedia series of resources able to supplement topics and tasks inside or outside the classroom, giving them the opportunity to start developing their interest into this second language acquisition period.



*Figure 3: Cambridge Platform session into Javier English Lab  
Elaborated by: Researchers*

In addition, the constant use of a target language outside class hours will promote students a constant involvement into new idioms, words, expressions and accents, becoming students into constant natural learners of a second language, increasing their curiosity and desires to learn about facts and real situations in life.

According to White (2011) “learning into real-life context like outside the classroom generates opportunities to construct links between theoretical part and practical section, supplying daily learning topics as a valuable aim from childhood provisions, being school, communities, and students by themselves responsible of engendering collaborative process.”

The observation period will be useful in order to determine how effective the use of technological resources are in order to get a higher English development among students through their perspective and appropriate use on the different environments where English become in a vital part of society’s routines.

As Albert Einstein quoted “I never teach my pupils; I only attempt to provide the conditions in which they can learn”. This research can be easeful in order to start transforming traditional teaching process into an independent and entertaining series of reviews chosen by the same student in order to accomplish successful understanding of topics they feel interested in their own pace and style.

Likewise, according to De Vines (2009), technological literacy can be a relevant skill in this new digital generation in which we live. That should remind researchers that this group of students are immersed since a very early living existence period in a globalized world, so it is really obligatory that they start training their senses involving websites or software in their normal curricula process, feeling identified with the learning development they are obtaining. Besides that, this research offers many benefits among parents, institution and authorities of this prestigious school located in the north of Guayaquil city.

**FOR PARENTS:** Parents require to be involved into their children's progress in this platform, because they receive through technological links such as their emails the notifications of assignments or quizzes that the teacher has already sent.

In addition of this, this online tool gives the opportunity to join and improve parent-child personal relationships because students can take the opportunity of showing their results to their parents, and parents start introducing into magic education world that their children enjoy.

Lumas & Godoy (2005) conclude that qualitative period of time is not equal to quantitative period of time, so it becomes a necessity to strength affectionate ties into

educational field, which can be a complement for an appropriate physical and psychological problem.

**FOR TEACHERS:** Teachers receive constant preparation like seminars, webinars and workshops in order to analyze, create and solve different terms and topics related to an appropriate webpage functioning and development, in addition of preparing for hypothetical students problems with the website.

Also, Cambridge Platform brings a great benefit for the teachers because instructors can take the different exercises that this online tool offers with the purpose to make a summary and a review guide prior to taking quizzes, having as a responsibility just registering school groups to achieve this specific aim. Moreover, this is the reason students attempt for the games and make a review by themselves.

This is a great opportunity to start introducing students inside a world where they can identify, experiment, inform and motivate using their own tools. In other words, they can become into Independent Learners.

Another benefit they can obtain is associated with the confidence and its increasing among these little members of this research, because they can seek information using their own resources.

**FOR SCHOOL:** The institution gains prestige at the same measure from their students, showing that the schooling's style in the institution is updated and the people who study there will have a high level of language proficiency.

What is more, the school gains credibility because with this practice outside the classroom, students are able to achieve specific goals related to getting a correct acquisition of their target language; achieving a specific level of English following, in this case, the Common European Framework standards delimited by the Institution, in addition of a better development into second language native environment.

According to the Ministry of Education, one of the terms they supervise is the design, implementation and constant monitoring from an English curriculum framed into international standards to promote an effective and significant learning inside the classroom, so Unidad Educativa Javier can establish the correct functioning of its entity following Ministry of Education parameters.

**FOR AUTHORITIES:** Managers and authorities having as a priority that all members of their Institution are well trained people in academic, personal and professional aspects, they support the idea that their coworkers are always in seminars and workshop.

The advantage instructors can get from these activities in terms of technology and education, is the complete understanding on every single detail from the program, which will make the learning of the language an easy matter for students.

“The challenges of our society and our country are many. We're not going to solve us, but we are to prepare Christian leaders who will share the best of your being



and knowing in the country do in the forge that just society, brothers, we crave as citizens and Christians.” (Alaña, n.d.)

These words provided by Unidad Educativa Javier principal reflect what this educational establishment authorities desire, and what they can obtain through the application of this tool into it, generating assertive points of view to their sacrificed labor.

### **1.5. Scope and Delimitations of the Study**

The ongoing area the investigators chose in order to make this research is located in the north of the city in a particular Institution. As teachers and observers, investigators have noticed that these little second-grade kids between 6 and 7 years old are able to distinguish basic phonemes and letters into their mother and target language.

While checking their performances during their lab sessions researchers notice that a big part of the students are more interested in developing every single exercise in the platform rather than employing the traditional form.

Due to this, teachers and observers has had the mission of detecting the different problems students can have at the moment of producing a second language. This can be related into different skills such as writing and reading; skills that at this age some students cannot develop for different reasons, such as they cannot write or even read properly into their mother tongue, so the target language will be a challenge for them.

Because of these argumentations, these kind of exercises on Cambridge platform are easy in terms of identification through pictures and sounds. Another good and helpful characteristic on this website for students is based on the speaking skill and how the method influences students' oral production.



*Figure 4.* Students practicing into the platform inside English Lab.

Elaborated by: Researchers

That is related to the listening of words through songs or chants, causing influence among students who start repeating or even using the words involuntarily; even without noticing they are speaking into a new language.

In addition of that, some students are shy because they think they speak badly in terms of grammar and vocabulary. Actually, this educational platform offers exercises in order to flourish their problems, where they listen a specific root or even a small conversation.

After listening the section, they have to record their voices to achieve phonetic production. While students are using their microphones in order to record their practice, it appears some waves where students will see if they are repeating the words in a good way, if they made it correctly they get points and they unlock a new level of exercises.

This series of exercises help students in order to develop their strengths and effort into academic and personal life, because they have to dedicate time and desire of doing their best in order to pass their current levels.

The period for developing this contribution to the community is estimated in two and a half months, where each week during lab hours will be checked students' development following the website pattern according to the level and age from the children.

Finally, some members of the school like teachers and students will share their experiences and their feelings using this foreign site, in addition of some coworkers and the director of the area and project, whose function will be to observe our researchers' development.

Teachers and authorities also have specific roles into the appropriate application of this online platform to benefit students as well institution. To get this benefit, teachers will have to create different groups in the platform similar to the real life situations they have in the course.

At the moment they finish creating the different groups, the platform generates a single and unique class code, which has as a function to be delivered among pupils

to register themselves and start working in the different assignments provided by the teacher developing responsibility sense.

## 1.6. Hypotheses or Research questions

“Creativity is becoming increasingly recognized as a means for personal growth, as well as for social progress and survival of the community.” (Ladislav, Fakultet & Osijeku, 2012)

Robinson (2011) supports that the actual century brings companies desire people able to think creatively, expecting to innovate permanently, displaying excellent communication and teamwork performances. According to this, educators have to model future professional people in order to work effectively into different scenarios in real-life situations.

Based on this series of supporting ideas, teachers can remark their compromise with social relations and encourage students to show initiative, allowing them to commit errors and guiding them with the idea that instructors cannot solve all problems. Moreover, this point of view requires the application of methods and techniques able to perform students creativity such as organizational models with the purpose of analyzing, organizing and determining classroom activities as teacher normally does.

Likewise, “If you’re going to bring new concepts to children in the world, you must make them laugh” (Klasek,2013). This theory given as a collaboration into *Create Captivating Classes: Why NCLB Should Mean No Child Left Bored* book is what researchers have invested multiple resources in order to identify the correct method to do it.

This series of details give researchers a clue toward an appropriate approach to catch students’ attention and improve skills already practiced in classes according to the requirements globalization guarantees in this decade.

Thus, in order to increase creativity and positive feelings into this language, this research is done as a way to identify how kids from 2<sup>nd</sup> Basic Year will be able to use this network activity naturally using a facilitator such as an online link.

Being interaction and practice what can make students improve their English levels on their different skills; they get easily involved into a clear and comprehensible experience with English. Thus, some interrogative sentences appear at the beginning of this project as a source of looking for an answer.

*How do online software motivate English language learning on students?*

*What is the role from Educational Software into EFL Literacy Acquisition?*

*What is the effectiveness online platforms use into EFL development process inside the classroom?*

Subsequently the application of this hypothesis, researchers are going to be able to prove that the application of this online website will generate a positive experience among Javier pupils.

## 1.7. Variables and Indicators Variables

Table 1. Independent and Dependent Variables

VARIABLES	DEFINITION	INDICATORS	INSTRUMENTS
<b>INDEPENDENT VARIABLE</b>	CAMBRIDGE PLATFORM	To improve students literacy proficiency through ludic activities and games.	Class Observation
<b>DEPENDENT VARIABLE</b>	6-7 STUDENTS EFL LITERACY	How students find this new instrument to improve their skill in the target language.	Statistical Graphics

**NOTE:** This chart refers the different details taken from researchers period of observation, where Cambridge Platform promotes its service becoming the Independent Variable, and the boys from 2° Basic Year generate different opinions about this software employment.



## 2. THEORETICAL FRAMEWORK

### 2.1. Literature review

Jones & McBrien (2009) into *Virtual Spaces: Employing a Synchronous Online Classroom to Facilitate Student Engagement in Online Learning* affirms that the use of different synchronous techniques attempt chances to live into social interaction using implicit classroom space. An educational software, a web page or a platform are the new ways of teaching things in easily; these kind of technological resources catch students' attention intrinsically; this means, that they do not know that they are learning a specific skill or series of skills just by playing or having fun.

Furthermore, using databases on the Internet promotes enjoyable and engaging general learning environments for teachers and pupils, becoming teaching steps into fundamental moment to introduce students into this new net generation. (Garrick, Villasmil, Dll, and Hart). In addition, these researchers employed and analyzed different hardware and software devices in order to recognize the effectiveness into students with low grades, giving positive results.

As a real advantage from using online resources, students can feel desires of looking for more intercommunication and skills tools independently, in order to continue developing their skills already obtained from inside school topics and practice. Hunter (2015) contributes to this research saying that electronic components afford efficient, concise and real-life assessment registration with the purpose of noticing students' evolution using this new learning system style. According to Thorne & Smith (2011) into their analysis study case called "*Second Language Acquisition*

*Theories, Technologies, and Language Learning*”, affirm, “The key issue to emerge was that many in a group felt much more comfortable with technology and technology-related pedagogies than they did with theories and research associated with second language acquisition.”

Likewise, Liang (2011) affirms in his analysis of his study *Synchronous Online Peer Response Groups* that “Synchronous Web technology adds a valuable tool for facilitating and recording the dynamics of group interaction.” This definition makes a good analysis about what the purpose of this English resource is, in terms of combining in-class proficiency with interactive resources able to promote a complete acquisition of the language and also promote collaborative learning among little pupils.

However, Hamilton (2015) affirms the principal role is not from students but from the teachers, due to the connection they should provide among relationships between students and technology and give frequent feedback to each action pupils make. According to him, the way that instructors introduce technology as a friend is more relevant than the website itself. Also, Leon (2014) affirms that ICT is not just the bloom of the educational activities, but also a secondary option to improve the effective and meaningful educational process, confirms this hypothesis

Nonetheless, this series of ideas are not completely real. According to Lewis (2009) theorizes that formal organized web quests forms a primordial aspect among the integration of skills in the net. This confirms the theory already shown about the functions websites and platforms as Cambridge can make students gain a great helper

into their educational target language process. This is correlated to the fact that we are living into a generation where the centered attention into educational process is not the teacher but students themselves. It could be a fact that teacher should guide kids constantly but that can contrast with the purpose of this research project. Thus, we can define online softwares as self-study materials selected according to learners' needs, specific learning goals, and proficiency in the target language from students. (Nielsen, 2011)

According to Scalise and Giffor (2006) into their job *Computer-Based Assessment in E-Learning: A Framework for Constructing "Intermediate Constraint" Questions and Tasks for Technology Platforms* certifies that in this actual moments technology provided multiple ideas in order to enrich education using non-traditional and real practical assessment exercises to get feedback appropriately.

To sum up, online platforms have a principal role into the integral education process in this period of time, so teachers and Institutions have as a mission to invest their effort, time and patience in spite of getting recognition from their interactive students.

On the other hand, Communication is an essential component into childhood's educational process stage. This skill is able to become a principal factor for learning, establishing relationships and building social interactions with others as well as involve infants to notice world's details around them. However, it is not just a concern of providing the biggest amount of information for them but also, about a real need to establish determined pieces of knowledge according to their age, lifestyle and other nurture details. Moreover, the needs of developing and strengthening knowledge that

forms their professional and practical knowledge is fundamental into educators' role when working with little kids.

Learning to express their ideas using their different skills is one of the most important and noticeable accomplishments of early childhood. In a determined period, infants can progress from single words to the structure of innovative sentences and creation of their first short paragraphs, using words students can acquire until six every day (Johnston, 2010). That can mean new chances for social understanding, learning about the real world and sharing new likes, experiences and exigencies.

But prior to start developing their reading and writing skills, children need to progress into their abilities to talk, listen, watch, recognize and draw. According their age and exposure period into these skills, infants can be able to understand the different relationships between words from single letters and spoken phonemes. Interacting constantly with children create a confident environment in them, and promotes a feeling of developing their first social context actions.

In addition, language acquisition and development present a notable recognition when it is clear the nature about what they are already learning. According to Chomsky (n.d.) if we become just listeners and phonemes imitators, we are not being fluent into communication terms and that would not create an appropriate social environment. Furthermore, the ability to generate an extraordinary amount of sounds and words is required into productive verbal communication. To achieve this aim, Johnston (2010) supports his version information interchange requires some rules and constant practice to influence their correct noun, verb or preposition appliance. Once these syntactic formats are clear into their minds, they can be able to express their message clearly and more sophisticated than their antique pieces of sentences.

However, the principal stage of language acquisition is significant to others due to the need of absorbing, listening and then practicing and imitating. Their answers are natural and unconscious, so imitation process has a fundamental role for involving students into communication stage. In addition, their answers are strengthened by multiple patterns, which appear to compose a more realistic version from what kids are already talking. Progressively children manage the chance to display sounds and words whose role of huddling ideas and establishing understanding of how communicational skills work in terms of adding words, sounds and sentences together properly.

Language and communication list components to perform their skills, which are keys to learn and understand about different situations into their real-life situations. Moreover, kids learn effectively being exposed in enjoyable understanding and playful activities promoted through funny ideas. Adults have also an important role into literacy acquisition and development due to the joining they should have in terms of listening and talking with children, providing a pattern of context and the magnificent opportunity to use their skills already acquired for a multiple amount of purposes.

Some communicational needs kids can serve using their communicative skills focus to explain information related to their own culture and language; apart from a global knowledge and comprehension about them. Likewise, each new experience they acquire into their real-life world can generate an infinite variety of patterns related to language use. Each new experience is able to extend their communicative skills in a clear way. Besides, each new word and expressing style introduces a new sequence of words children acquire and develop into their whole life. According to Buckle (2003) “That is the power that language offers to children, and such is the power they have over it”.

In addition, short age children are not bringing in vocabulary but also they are already focusing on learning about concepts and analyzing different situations deeply around their environment and routine situations. However, that is not all the components into communicative process researchers can identify. Likewise, young children have to generate multiple sounds, words and meaning in order to group them in the correct order structure. Pragmatics of language use are some factors involved in social interaction such as vocabulary, grammatical constructions, pronunciation, accent and dialect.

Progressively, children will find out more they can display and demonstrate the appropriate significance in everyday language usage. By the end of five years old, children language place a vocabulary of several thousand single words, evidencing the chance to hear and use language for multiple purposes, receptors and contexts affected directly to future language process.

Thus, there are single discoveries that talk strongly about information interchange and development. Children start producing their first pieces of complete sentences based on a variety of aspects that they involve during their language acquisition development; one of the most common and important aspect is the introduction of language examples according their age, environment and cognitive resources and by selecting different aims already taught with the common course of development.

Teaching pupils to express their ideas freely can be not just a need but also a challenge, due to the evolution educational system has involved during the last years. For this reason, becoming efficient in a target language is a difficult process, which can cause certain feelings of anxiety and frustration is a system, which covers different

language experience development such as hearing expressions, writing a new paragraph, speaking fluently and reading a new context.

Because of this, researchers assume technology use can be a complement into EFL Literacy acquisition and development because of the multiple target language experiences they can pick up as they learn a new language. That is the reason why computer-assisted instruction (CAI) supplement teaching tools for second language educators.

Thus, developing literacy skills in a target language can begin as early as external dialect direction starts. According to Shin (n.d.), it is not useful to postpone integral EFL literacy to focus just in oral approach; that is because reading and writing skills are the principal components of target language literacy skills. For this reason, English teachers can implement different strategies and methodologies in order to form stages to build literacy in a second language.

One method in order to catch short-age student's attention into these two skills is the use of printed material in order to generate traditional schemes able to done as an initial stage to construct EFL Literacy among students. For example, teachers can read catching-attention textbooks and use auditive material such as songs and chants to explore different English sounds. In terms of writing, simple commands like forming letters and coloring cause effective and entertaining influence which motivate students into this second language, building early second language literacy since early age into their lives.

Shin (n.d.) supports into his case study *Literacy Instruction for Young EFL Learners: A Balanced Approach* that despite the amount of time EFL educators can

have to develop Language Arts classes for little kids, it is fundamental to focus on integral EFL literacy curriculum rather than oral skills performance for young learners. This is because of the importance in emphasizing reading skills since the beginning of educational program due to the fact this skill promotes a quick progress not only in reading learning but also in acquiring vocabulary and flourishing speaking skill.

Shin and Crandall (2014) complement their theory explaining that children learn language exposing, practicing and learning meaningfully rather than focusing on memorization and other unconnected parts and skills of the language. In terms of phonemes, educators should develop curiosity using authentic context to help children use reading strategies. Dembacher (2010) supports that two specific reading skills can promote better understanding of reading section just by focusing on a specific topic or predicting the purpose of reading section having as a concept the term bottom-up, and developing their own ideas from topics already learned using bottom up reading strategy. According to Shin (2014), these strategies are the most realistic forms to teach literacy since transforming printed words in dynamic processes able to flow progress skills.

Likewise, a useful literacy improvement requires different building sections with the purpose of successful EFL Literacy instruction focused on the appropriate balance between top-down and bottom-up referring skills. One technique is related to the environment classrooms should present in order to motivate students attention. Thus, printed materials on noticeable places like walls, presentation of adequate textbooks for children and participation into a variety of reading materials such as picture-book stories, fiction and non-fiction content-area books and texts, textbooks and Internet resources.



In terms of technology use, it presents as a motivational and modern factor because of its immediate and effective performance feedback. According to Atlas (2014), literacy conception has varied into emails, websites, online grammar software and word processors. Thus, we can define new children reading skill trend focus on critical thinking and identify research topics they can be interested in; in addition, interactive reading can cause a deep impact among learning styles such as visual and auditory. Moreover, readers establish clear paradigms related to get consistent comprehension skills through the creation of different organizing makers such as diagrams, graphic organizers and definition from unknown words.

In terms of writing development, young EFL learners can obtain clear strategies from a variety of resources able to be a guide to understand and generate different kinds of text. According to Peterson (2010), students writing able to support students' development should incorporate written and verbal feedback in order to improve their management of ideas for next compositions.

Likewise, the same researcher provides information related to the influence students' writing development can perform among students if teachers invest a great amount of time providing timely, concise and clear information about the impact and improvements writings should present.

Similarly, Yance (2009) affirms that digital devices and web 2.0 can influence into global audiences' perception; this perception is related to writing and its function as a form to express inconveniences and problems can occur and cannot be expressed freely. In addition, writing has become a significant globalized communication skill because people can find reading skill in any location like newspapers, text messages and emails to express the last events to I- reporters (Blake 2009).

Moreover, writing marks the beginning of the called Age of Composition (Blake 2010) here composers can create authentic texts in digital context; maybe they don't use historical writing rules but they achieve their need of expressing their ideas having their tutors as a guider but not as an imposer. Thus, 21<sup>o</sup> century writers' impulse to write digitally, context expand, organized, socialized and networked putting emphasis into individual and collective writing.

Similarly, young EFL Literacy learners need to reinforce basic pieces of knowledge related to organization and identification from some skills such as phonics, spelling words and listening. This is a vital requirement to focus on because of the similarity among the sounds, due to more than 500 ways to spell 26 words, which are able to produce 44 sounds. This specific performance into phonics study depend on the writing system and practices from their mother tongue (Shin, 2014).

Basheer (2013) affirms that the use of computers or another technological device generates visual and voice information, able to intensify and improve their cognitive data collection process about a specific case already provided. Computer-based listening tests, CD ROM based learning movies and Internet voice from social networks like Facebook, Snap chat or Twitter may be a factor to consolidate this skills.

In addition, listening on TV and radio educational and innovative programs is another effective technique to develop understanding ability. New satellite TV channels and representative radio display specific programs able to fulfill second language learners' needs. Besides, lectures and listening comprehension examinations should be saved on some CD-Players in order to develop auditory skills and provide sequence on understanding for a second language into EFL students.

Moreover, DeVito (2000) supports clearly with these aspects and adds five principal and progressive staged-process to succeed on Listening Process. First, develop the perception of sound and hear to listen can stimulate your sensory reception from your ears, caused by sound waves audience receive, achieving *Hearing* process. When hearing occurs, the specific selection brains choose to pay attention and select in order to come into few stimuli into *Attention* process.

Next, identify, analyze and organize useful significance from information already learned and the components we have ever seen and heard. In order to achieve this aim, researchers have to stay in the appropriate context and understand the deep message already provided. To get this, students should perceived and analyzed the stimuli provided in order to stay in the specific context able to understand the hidden message. This process is *Understanding*, which is the prior step to the next three essential stages which help people achieve their Auditory process.

Then, after individuals receive, interpret the message and kept into mind's memory, which means information will remember in our minds they will achieve the fourth stage whose name is *Remembering* and that is complemented by *Evaluating*, or the ability of evaluating the messages already received. Here, listeners clarify their ideas and can determine the different pros and cons from a series of displayed options.

For this reason, it is a need that EFL Listeners tries to achieve all the steps already mentioned before Remembering stage because everything has a sequence of events able to perform to get a successful listening skill. Finally, we have Responding, a stage where the speaker checks if the message has been received properly. This stage requires that listeners finish the process through verbal or written feedback, because the audience need to recognize if the auditory exercises has been achieved successfully.

In terms of Speaking, technology has provided a 360° change in terms of stop displaying the traditional techniques in order to start taking advantage of technology and prepare students to deal with it. One current method used in order to start introducing this skill into EFL students is to provide audiobooks in order to create an oral summary for each other as a first step to develop this skill.

Next, the employment of technological software such as Skype or Snapchat can increase the possibility of start sharing words with a native speaker, who intrinsically can influence EFL students' accuracy and lexi among the target language. Besides, the multiple amount of resources technology provides such as webcams, online phone calls, and collaborative software is well accepted by students, whose proficiency seems to improve because of the motivation to use common tools into students' daily routines.

## 2.2. Theoretical foundations

One of the theories researchers have taken in order to support this research project is Behaviorism or a psychological theory supported by American psychologist J.B. Watson, whose principal support is related to the analysis from human being behavior in terms of stimuli-response interaction and the study from causing factors from this interaction pattern. According to Rivers (1968), this theory was created based on the operant conditioning model Skinner provided to the world, considering learning because of study habits establishments and reinforcements. In addition, behaviorism formulated the hypothesis learning with behaviors is a possible form to identify, acquire, observe a measure pieces of knowledge.

Likewise, one of the principles from behaviorism theory is the fact that the first way of communicating human beings present is oral, which is formed by short chunks and rhymes without using written forms, due to human beings learn to talk first rather than reading or writing. According to this principle, spoken language should be a priority in language teaching.

As a second principle, behaviorism presents as one of its hypothesis that language is controlled consequently from behavior. The reason for this hypothesis is due to the need to establish a pattern in terms of target language teaching and learning, leading EFL acquisition as a mechanical process whose amount of information students can acquire depends on the habits pupils can reflect.

The third learning process to acquire information following behaviorism theory is the fact that habits establishments bring as a result constant reinforcement and reward. Thus, positive reinforcement is reward and negative reinforcement means punishment. Inside a stimulus situation, a response is provided and if the response is

positively, the huddle between the stimulus and response is strengthened, causing that the relationship between stimulus and response joined into a strong relationship.

According to behaviorism, when responses to stimuli is acquired positively, habit formation establishment is done. Likewise, learning process can be acquired equally for different individuals who share the same demographic, social and conditioned nature. To sum up, each member from the society can learn equally if the conditions are the same for everybody.

To sum up, it seems to be predictable that the basic aspect to learn according to Behavioristic supports this theory is related to imitation, habituation, practice and constant positive and negative reinforcement sustained by reward or punishment. In terms of learning a specific language, behavioristic people settles the basic principle of stimulus and response as a basic pattern to acquire or develop a new language into oral or written skill. Moreover, this theory was able to influence different theories such as Total Physical Response, Silent Way or Audio-lingual Method based on similar principle factors.

This theory is grouped as part of this research project because Cambridge Online Software provides multiple resources, which students can feel comfortable and try to overcome interactive barriers in order to obtain the majority of possible points or pass from levels. Furthermore, students will work for details that bring them positive emotions, sensations and feeling using an interactive system able to reinforce academic performance positively, generating also small but concise sequenced tasks progressively in order to ensure proper learning acquisition through constant remaining from tasks.

Moreover, another doctrine properly applied into this research project, is Connectivism, related to the combination of chaos, self-organization and web theories (Siemens, 2005). Moreover, the main basis is that specialized data are interrelated and in constant actualization and do not stop processing information but also motivate human beings to achieve their active knowing state.

Stephenson (n.d.) recites into *Connectivism: A Learning Theory for the Digital Age case study* that “Experience has long been considered the best teacher of knowledge. Since we cannot experience everything, other people’s experiences, and hence other people, become the surrogate for knowledge. ‘I store my knowledge in my friends’ is an axiom for collecting knowledge through collecting people (undated).” That talks clearly about the necessity of reinforcing students exploration and curiosity skills they start creating during the first years of their existence; and where teacher is not the center of the class but the own students’ free and detailed job inside and outside the classroom.

Likewise, the mentioned pathology flourishes undergraduates’ abilities to take decisions and understand unexpected pieces of information in which they will have to analyze and solve situations in short periods of time. In addition, they should be independent and adaptable kinds of people able to alter their opinion and points of view according environment alterations presented among real-life.

Thus,as encyclopedias, and research materials have shown, information is a valid argument in organizational effectiveness. For that circumstance, generating, maintaining and using information grants students a clue about organizational activities, being the individual development the beginning of a constant interaction proceeding. This is because future professional employees generates innovative and

precise ideas into companies and institutions, removing constantly methodologies and techniques previously learned into their childhood school experiences.

Bell (2011) into his study project *Connectivism: Its place in theory-informed research and innovation in technology-enabled learning* supports that massive free wired learning sessions (MOOCs) influences connectivism in order to be practiced by attendees and those who aspire a proficient application in learning and teaching. Although different authors recognize the complexity in grueling in this relevant approach which have the notion to be applied in contexts by instructors with the mission of change research and evaluation association developing different theories about it.

Despite of this, the choosing of theories depends on the outlook and determination from the research study, and from the metaphysical and involvement from researchers who are the responsible and in charge of developing different strategies in order to match practical with theoretical properties.

One of the theories in which this research project reflects is 21<sup>st</sup> Century Skills. According to Gladwell (2000), when society arrives to the most critical group of circumstances is the appropriate moment to display new trends and changes in order to obtain new perspectives completely different from the old ones. Education is not the exception, and the constant evolution globalization provides chances for prepared people in order to take advantage and display their labor around the world.

Due to some factors such as spread of global competition and the advancement of different technological devices, common labors have varied to become an involving information, knowledge and innovation field. According to Bellanca (2010), social



relationships whose function was fundamental during 20<sup>o</sup> century is not available anymore. The trendy social relationship has varied and just people who have the measured skills and pieces of knowledge to negotiate their situations constantly will succeed. Global aptitudes presented during this marvelous generation generate the possibility people to continue learning in order to be available to multiple changes. Bellanca (2010) also affirms that people with not enough amount of preparation during this generation is forced to low jobs, due to the need to move up into this economic balance companies present frequently.

Due to the fact the current century is 21<sup>o</sup>, education moves into frequent outcome barrier breakers in terms of proficiency and expected new skills highly approved by humanity. Furthermore, critical thinking, problem solving, creativity and other 21<sup>o</sup> Century skills are the principal techniques new generations need to continue into this challengeable society.

Students will take advantage of their knowledge and they will prepare their minds to brainstorm ideas, express their points of view, work with other individuals to get a specific goal, and generate thought and new trends to contribute actively into their communities. Likewise, the frequent topics into 21<sup>o</sup> century skills might seem unfamiliar and not linked to the reality; but those themes are growing into everyday routines across the world. That is the reason why educators have the responsibility to form prepared civilization members in order to manage their psychical, psychological and mental resources in a soft but complex planet.

Moreover, the basic requirements to obtain qualified citizens is to prepared them within several aspects in order to break traditional paradigms in terms of innovation, creativity, leadership, flexibility and cross-cultural skills (Bellanca, 2010). These skills should be really accomplished in order to display imagination, personal

and organizational advances, giving students control over their decisions and actions, and also to express clearly their opinions in school, work, and the community in general.

Berry (2013) affirms that twenty-first century skills has a great significance the central children development in terms of producing, evaluating and summarizing information from a wide variety of subjects or topics with a clear understanding of respect for another point of views and/or cultures. This series of skills also provide the combination between traditional topics such as civic participation and background information into a new field where digital literacy is part of students' achievements.

Thus, Cator (2010) also affirms that this century skills and their success depend on how educator are prepared to teach and cause social and educational impact among students. In addition, she affirms that fluent, interconnected and interactive world must be connected into the strong development of strong critical thinking and interpersonal communication skills in order to acquire success.

Thus, this new trend in term of education has the purpose of maintaining students joined to their own educational progress in terms of becoming a learner-driven (Hargadon, 2011). This theory also supports the fact Internet is providing multiple resources in order to list generation as a frequent participant into society decisions due to the preparation they are receiving to raise their voices and hands.

Another theory related is Computer-Assisted Language-Learning (CALL) is a technological technique commonly used into educational field because of their convenience and positive attitude toward displaying an accurate distribution of technology among a language class.

In addition, this theory gives the opportunity of increasing creativity and proficiency into a second language acquisition, due to the employment from an useful technique where a learner can use technology in order to practice and notice their mistakes by themselves; giving authorities, teachers and partners the opportunity of identifying methodologies, techniques and specific materials adapted to cause an appropriate correction to their mistakes.

According to Beatty (2010), “Computer-based language tools are beginning to become both pervasive and invisible”. This quote said by Beatty comprehends the needs of looking for technological ways in order to persuade real life situations cases, such a grammar and spelling correction we can find into the processing of emails, Google autocompleted scheme and other techniques none commonly used.

Another theory we can employ as a support to our variables is related to Computer Supported Collaborative Learning (CSCL), which talks about the use technological tools or devices to guarantee an integral studying process from a person with the help of computers or any other device.

Thus, this theory is concerned into educational field because its facilities of combining collaborative learning and computer guide into single activities already done using small groups, which is a challenging topic this theory can mix perfectly in order to get a better language acquisition since early age.

Into technological part, CSCL focuses on the implementation and arrangement of social technologies. This means, implement specific website or technological programs able to encourage real-life and social context which can promote global language acquisition and increase individual academic learning.

Thus, this tool proposes constant actualization of softwares and tools as a form of bringing ingenious exercises based on intellectual thinking and social and human interaction. Furthermore, this theory and its activities have as an aim to involve students not only as individuals and group members but also in their management of real-life situations reached with this theory approaches through online individual and group learning.

Likewise, EFL Literacy achieves a role into the development of a second language acquisition. This is because the most fundamental aim into this project is the early motivation and improvement of natural aptitudes into a group of children. Having as an objective that educational system promotes an early age involvement into target language, technology and EFL Literacy are good complements in terms of reaching actual piece of knowledge.

On the other hand, English is not an isolated subject but a global, cognitive and cultural background, so it is essential to research the affairs and the multiple aspects of the language such as speaking, listening, reading and writing. That is because the early childhood forms the base of a literacy expansion. In addition, a teacher aims a fundamental role in order to catch students' attention on literacy-building activities and find out teaching characteristics correlated to offer early literacy activities in schools.

According to Neuman & Dickinson (2001) Reading and Writing properly is an enduring proceeding, which a successive series of methods and techniques complements in order to get an accurate literacy development. In fact, these first years are fundamental in order to achieve academic and personal excellence in terms of literacy because of the multiple factors able to implement children degree acquirement. Thus, provided the information children are investing time into unfamiliar but also

educational adjustments, it becomes a need to check and contemplate different aspects about child, familiar and educational field. This is related to identify the proper kind of methodology employed by early age teachers and educational programs to build up early literacy aptitudes and explore relevant factors to increase literacy and language promotion.

As we can identify from this research, small periods of constant learning process can influence our connection-recognition personal and professional advancement. Brown (n.d.) prompts a refreshing perception about technology and their influence within human beings, giving us the opportunity to know that students were able to acquire pieces of knowledge when they were included into different learning session preparations rather than large and ineffective efforts made by teachers by themselves, showing researchers the real connectivism essence.

Another theory is Critical Literacy, which is the theory able to connect people and their relationship with the world where they already live through identification, differentiation and access into multiple pieces of knowledge, skills and resources. According to (2013), a critical theory notice language produces our world in different aspects such as social, environmental, political and geographical. This is correlated because the world and human beings are connected in order to cause an effect on different aspects.

According to Illeris (n.d.), critical think presents as a constructivism branch, which bases the model on two ideas. Firstly, that learning represents a dynamic series of combinations between two processes. Thus, this represents a real acquisition process in order to obtain a proficient level of the individual in terms to cause consciousness with recent pieces of knowledge already acquired at the level, and the correlation

between social, cultural and environmental field with EFL Students general point of view about.

Secondly, these learning events present elements into three proportions into cognitive –linked to skills and knowledge acquisition-, psychodynamic –motivational and emotional fields-, and societal – associated with interaction and communication with the real world. The mixture of these proportions differ a unique mix of these three elements with the firm purpose of generating different approaches.

Likewise, this theory confirms the need to start preparing children for real-life situations into a knowledge society, related to conjugate ideas, ask clear and concise questions, analyze and report others' viewpoints in order to stand with a worldwide society relationship. Critical literacy presents a rich base in social movements as a set of skills, methods and strategies that set up challenge life offers using resources already acquired, having as a purpose to be analytic information users and providers.

This theory offers the opportunity to categorize students' ideas, interests, questions and experiences from prior situations with the purpose of generate chances to think critically and take measurements for future similar situations. Moreover, critical thinking build the unique characteristics and perspectives represented in school and classroom as a model to confront realistic cases.

The impact of innovative and catching communication technology resources on students' ideas generation and evolution served as the first stage recognition of the need media literacy can afford. Thus, researchers can present different clues in order to clarify doubts following authors' attitudes, conclusions and interpretations from a

specific textbook. Now, it does not matter the visual, auditive or kinesthetic activities, reading comprehension contains ideas, which reflect authors' ideas, offering their ideas to use their own prior experience and knowledge in order to interpret and predict what the authors' reading purpose is. The purpose of this section is that students take out the majority of information and form their own interpretations in benefit of their own knowledge and points of view to find the most convenient form to report their thinking skills idea.

As global society realizes geographic and demographic factors like age, socio-cultural status and culture can become an influence when interprets a message. Critical thinking employs a method to indicate EFL learners to assume texts always intends to say a specific detail intrinsically, so pupils need to be consider different aspects from them and agree or disagree in order to take specific demographic hypothesis and ideas around the world, even with the faculty of generating alternative perspectives to prior adjusted problems.

“Before we can teach our students to become critically literate, we must become critically literate ourselves” (Mclaughling & DeVood, 2004). Following this quote, teachers need to flourish their personal understanding of the language to assess students' questions and explain how a new language develops and uses resources to obtain particular benefits.

Another important theory related with this research project is Cultural Literacy, which according to Davis (2010), begins with the understanding of an individual specific culture as the beginning of a deep change in order to obtain valious knowledge and respect for other civilization. Thus, cultural literacy becomes constant practice in a key to improve our natural skill. The same author affirms that Cultural Literacy means

planning and delivering commands, reflected on routinely interaction process into globalized society with the firm purpose of displaying impact and supervising personal society progress in order to grow culture among nations.

Mulcahy (2010) affirms that the first step before supporting a comprehension text about a specific topic, individuals should have some background cultural knowledge about the context society refers currently. For this reason, education during first years is not just developing basic skills but also to generate significant supported point of view to specify terms applied into globalized daily routines. Thus, we can obtain cultural literacy educates with the firm purpose not to know information from a specific topic, but to explain moral and values impartially.

Polistina (n.d.) affirms that Cultural Literacy refers to integral beliefs, values, attitudes and customs represented into real competence added to the skill to reflect on a specific situation critically and bringing solutions to common problems occurred in students' own culture. This literacy theory also incorporate the behaviors from dominant cultures with their partner ones in specific terms such as globalization; in addition to obtain a valuable result from the multiple relationships between cultures around the world.

Hence, it is remarkable to analyze the fact that cultural literacy examines, analyze and follow other cultural into critical pattern and generate ideas about huddle groups from them. However, learning about other cultures deeper and more respectful than normal methods is considering attention into parallel method, this means to establish information from an individual culture and not having the need to compare with another one, due to the clear differences between them. This is caused because culture discussions can take out the topic and locate it into a possible problem case such



as race and discrimination and the possibility to start checking community versus individual benefits from a specific culture. This analysis and subdivision from cultural literacy receives the name of Local Cultural Awareness.

## 2.3. Conceptual Framework

**2.3.1 Proficiency:** Strengths in the development of requests directed by practicing and closeness to the subject. In addition, the constant reinforcement produces better results into the proficiency term.

**2.3.2 Target Language:** Additional communication skills learners study beyond its mother tongue; in order to develop a different serie of abilities in oral and written comprehension and understanding.

**2.3.3 Teaching Process:** Individual factors people want to learn or teacher want to teach their pupils. The tutors' function into teaching process is the advancement of abilities personally using their own resources.

**2.3.4 Learning Platform:** It conforms a serie of Information and Communication Technology used in order to sustain and flourish learning process. An educational platform also mixes different objectives such as delivering, registering and combining educational activities, being an easy tool used by teachers, parents and students to match roles among pupils education process.

**2.3.5 Independent Learning:** This is an education style provided outside the classroom able to expand students' curiosity. Besides that, this kind of learning is an innovative form in order to catch students' attention through the use of technology for projects, producing a high self-esteem and a feeling of confidence superior to a normal individual person who follows the traditional educational rhythm.

**2.3.6 Net Generation:** This name refers to the people who were born in the spreading of technological devices, being that the difference with other generations. Into this period of time, people have a lifestyle fulfilled with Internet and industrial items, being instant finding of communication, digital mobile and PC connectivity,

being teamwork their registered work style and having online social relationship as their influence, forming part of their personal and professional life.

**2.3.7 Common European Framework:** The Common European Framework of Reference for Languages (CEFR) is a foreign regulation used in order to categorize different language standards and specify learner's language skills learning proceeding designing clear and specific language curriculums. It helps to describe learners' proficiency into six specific categories: A1-A2;B1-B2:C1 and C2.

**2.3.8 EFL Literacy Acquisition:** In this serie of steps, English is developed into the four main accomplishments such as listening, speaking, reading and writing fundamental to satisfy basic endurance needs. In addition, it is a nice method in order to progress critical thinking using social topics in fields such as healthy, civics, employment, technology and marketing. It focuses on vocabulary and grammar receptively.

**2.3.9 Cambridge English: Young Learners:** It is group of attractive English exams and quizzes based on the development of activities. It introduces beginners and intermediate students level to frequent oral and printed foreign communication, being a helper in terms of achievement motivation and determination in the acquisition stage.

**2.3.10 Course Management System (CMS):** It is recognized as learning management system, and it is related with technological course used to post important details, to generate opinions and topics, deliver and send assignments, report students' progress and publish grades, having interrelation among students, parents and institution authorities.

**2.3.11 Research Methodology:** It is the involvement researchers contribute in order to generate an alternative hypothesis, as a surrogate form to display the

phenomenon with the objective of proving null hypothesis because of the closeness to find a justification to a definite problem.

### **3. RESEARCH METHODOLOGY**

#### **3.1. Type of research description**

This exploration will be developed through the use of observations and daily dialogues with students. These tools -observations and dialogues- which form part of Qualitative data, will help researchers to notice the different strengths and weaknesses at the moment kids start practicing with the software in order to see how these educational software will influence on their learning.

Cohen, Manion & Morrison (2013) affirm that organization, accounting and explanation from the data already collected involves a Qualitative data analysis, which main characteristic is the series of multiple interpretations general audience can give to a process from this category. Likewise, according to Taylor (2015) “Qualitative researches are concerned with the meaning people attach to things in their lives”. This terms used by this author express what the purpose of this case study is; in terms of identifying how beneficial can be the use of extra-material in a target language in favor of written and oral proficiency.

Flexibility into this proposal is another distinctive researchers have established to maximize the effectiveness they can obtain from their own experience period. Taylor (2015) also suggests that we can get satisfactory results from this project after observing participants’ development among the use of the researched topic, in this case the online platform. Qualitative method can be used to “describe in detail what a programme consists of and what assumptions and theories underpin the belief that it will lead particular outcomes” (Ritchie, Lewis, Ormston & Mc. Naughton Nichols, 2014)

As a form of supporting this idea, this research wants to show that even when students get bored in classes a small change in their normal routine in the classroom can change everything. For example: a change like taking them to the laboratory and showing a different way to learn the content of the unit have benefits on their learning.

Besides, Ritche et al, (2014) says that the use of small amount of people into a group of participants can be a good opportunity to get positive and clear results, because researchers can notice how ideas and strategies to succeed into the research process are flowing, giving a correct direction to follow the established parameters. For this reason, this research will be based on a case-control study, because researchers expect find how big the influence of these educational software in the learning process of the students is. Furthermore, this will be useful to compare how the beginning of the students was and how significant will be their progress at the end of the same.

This project will also have the characteristic of a qualitative research because we will describe, explore and explain the real use and significance of this software in the learning process of the students, giving the pattern of how may in a future could be easier to teach a target language with technological resources like this software.

According to Lapan, Quartaroli & Riemer (2012), people can be able to set up their own objectives in intercommunication with global population around them. In other words, everyday experiences and topics already learned and discovered by them can be a principal circumstance in order to get their highest development, because each human being is an exclusive individual around the world.

Similarly, it is necessary to settle an authentic period of time in order to realize the study process, following the parameters of time and space enacted at the beginning

of the process. This method can save resources and prevent any kind of inconvenience researchers can suffer during the investigation. (Ritche et al, 2014)

### 3.2. Methods and techniques

The methods, in which we can define the purpose of our study, are the qualitative, which is a set of research technique in which results are obtained from a group of people, and quantitative method, whose purpose is the identification of results taken since a series of observations, and notes taken by researchers. According to Hammersley (2005), qualitative method has devoted an increasing into researchers because of the spontaneity from administration and usage of written and oral explanations and descriptions rather than formal analysis and reports.

Similarly, this method style overtures its own philosophy, following the parameters already marked by the researchers into methodological and factual research method, giving the chance to offer different perspectives instead of a rigid case study structure, in order to present a contextualized point of view about the case and results already gotten.

However, this information about qualitative method can make researchers not to feel comfortable about organizing their structures and materials following this pattern, because this situation can give impression qualitative method is a distorted, inconclusive way of presenting results. In addition, the use of constant observation in students' performance will be a very necessary resource in order to achieve the research objective.

On the other hand, quantitative research is an accession for proving objectives into a theoretical information examining the different ties between independent and dependent variables, being measured and categorized applying statistics and



percentages. The results have structured patterns about introduction, theoretical literature, results and solutions. (Creswell, 2014)

Creswell (2014) also asserts that mixed methods is a process able to involve qualitative and quantitative statistics, integrating both data patterns and applying different frames that may involve theoretical framework and philosophical inference. Likewise, Teddie and Tashakkori (2009) declare that mixed methods proposes Deductive logic or determination to indicate whether a specific theory or result is real or false, hypothetic deductive model or natural procedure to refuse original researchers hypothesis, and post positivism which is the recognition that not all theories can contain mistakes and that all of them are revisable and analyzed by the public opinion.

As a result from these theories, researchers have taken the decision to apply mixed research method to support the different pieces of information both members of the research project can obtain from their observation, analysis and justification of their study period.

### 3.3. **Research instruments**

The amount and resources used into this research were taken based on the different observational sessions researchers have already identified the difficulties students present and chosen the appropriate serie of tools in order to overcome this inconvenience.

At the top of the list, we can identify the use of surveys in order to classify different teachers and students point of view about the actual English level the Institution pupils present. According to Desimone & Le Floch (2004) “Improving the validity and reliability of surveys is a critical part of the response to the call for improved rigor of education research, policy analysis and evaluation.”

This analysis given by these two authors reflect the importance of well-organized survey questions in order to obtain realistic, reliable and valuable data information in order to get a pertinent problem clarification. Likewise, content from the questions is an item should be intrinsically checked in order to develop another function related to teachers and students understanding. Wilhelm and Andrews-Larson (2016) express logical inconsistent question can be produced because of the complex grammatical and vocabulary use, instead of modifying complexity level, identifying concrete facts and using productive aims to be achieved.

Besides, another implement researchers have considered into their project is related to face-face conversations in order to divulge tutors and scholars opinions, reactions and point of view from activities they should make to fulfill general and specific objectives from their pupils. To accomplish this aspiration, investigators will apply interview guidelines in place of an easy and effective research problem and solution identification in the target language already described, with the purpose of fulfilling specific achievement methods.

Brinkmann (2014) arguments that semi-structured interview rubric is the most convenient tool you can apply due to the adjusting this instruments provide in terms of addressing investigators into social interests, being flexible with the questions and also allowing unplanned and voluntary respondents' answers about an unique issue. In addition, DiCicco-Bloom & Crabtree (2006) also point out this strategy investigators have to collect qualitative data, providing rich and deep analysis process to their inquisition.

According to them into their case study *The qualitative research interview* this kind of individual dialogue empowers environmental and exclusive assumptions generating a clarified concept to be analyzed. On the other hand, group interviews engender interviewers dealing with an expanded amount of experiences but preventing individual ones. Moreover, data collection should also embraces group, individual judgments and descriptions made by research observers.

### **3.1.1 Class Observation Form**

The observations took place in the English laboratory of the school to evaluate students' performance outside of the classroom. Its purpose is to identify the benefits that educational software give to them to have a better performance of the new language.

### **3.1.2 Survey for the students and teachers**

In this survey there were 8 items in which students answered their preferences in their English classes. It contained different aspects such as their favorite activities from the new language, the activities that fin in the platform and their opinion.

English teachers were also surveyed to know the difficulties found in their classes. The new activities that they find in the educational software that engage to the

students to practice and use the new language in their house and help students to get involved in English classes and also have a better performance.

### **3.1.3 Interviews**

On the other side, the 2 teachers from other areas were interviewed to have an idea of the development of their classes. They expressed they find a lot of activities to make them learn and enjoy in each class.

The authorities of the institution were asked to have a comprehension of what they expected from this research project and how students got benefits from it.

### **3.4. Research population and sample**

This research is based on the observation of the students from 2° grade, who are a population of complex students in terms of getting attention. The challenging and frequent adversity about catching students' attention is because their focus can be diminished when the teacher is explaining if they consider the class as a boring section.

Likewise, there are four sections among second grades with a global population of 115 students. Moreover, the four sections have two teachers, one teacher in charge of three sections and the last section, where this research is focused (2° grade D), tutored by the head area from the primary section.

Second grade section D with 24 students was selected from the 4 sections as the main reference for this project. This course envisions a global student's age range from 6 to 7 years old in this school room. Participants are small students. For that reason, they find obstacles to develop their language in a natural and spontaneous way

in their mother tongue, building the hypothesis that a new language could be a major objection for them.



*Figure 5. Students into a lab session*  
Elaborated by: Researchers

All the skills in this age have been currently developed during this period very superficially following the normal measurement that scholars have into their main language. Even though these weaknesses and slowness to establish a literature information, Unidad Educativa Javier decided to find a tool for all the students in order to facilitate second language acquisition process to get the language in a more effortless that in the actual procedure. As a piece of advantage we can notice that this software is a good option in terms of catching kids' attention through games they learn or reinforce all the things they have already checked in the classes.

In conclusion, we can realize that Cambridge platform works in the development of students' language acquisition. According to his website, Cambridge is useful to improve communication skills and create a more engaging learning

environment, with familiar exercises for kids besides that has a determined level of difficulty.

### 3.5 SOURCES, TIMELINE AND RESOURCES

#### 3.5.1 Sources

Table 2. Resources and their usage

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<b>RESOURCES</b>	<b>REQUIREMENTS</b>
<b>INTERNET SERVICE</b>	To research topics and terms among this period of the project in order to fulfill objectives of this proposal.
<b>COMPUTER</b>	To develop all the information and chapters for this research based on technological tools.
<b>PHOTOCOPIES</b>	To have a guarantee of important documents from this proposal.
<b>PRINTING EXPENSES</b>	Cost of the papers for the project.
<b>TRANSPORT</b>	To move to Unidad Educativa Javier, in order to check and strengthen research progress.

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### 3.5.2 Timeline

Table 3. Activities Timeline

ACTIVITIES	MONTHS			
	JULY	AUGUST	SEPTEMBER	OCTOBER
ACTIVITIES				
OUTLINE	X			
CHAPTER 1	X			
CHAPTER 2		X		
THEORETICAL REVIEW		X		
CONCEPTUAL FRAMEWORK		X		
RESEARCH INSTRUMENT			X	
RESEARCH INSTRUMENT APPLICATION			X	
RESULTS AND TABULATION			X	
CAMBRIDGE PLATFORM USAGE			X	
CHAPTER 3			X	
CHAPTER 4			X	
BIBLIOGRAPHY CHECKING			X	
REVISION OF THE WEB PAGE				X
FINAL REVISION				X



### 3.5.3 Resources

Table 4.

*Resources Description and total amount to be invested.*

DESCRIPTION	NUMBER	PRICE	TOTAL
A PERSONAL COMPUTER	1	\$579	\$579
COPIES	150	\$0,02	\$3,00
BLACK AND WHITE PAPER	80	\$0,10	\$8,00
CD'S	3	\$1,00	\$3,00
TRANSPORT	10	\$0,30	\$3,00

### 3.6. Data analysis methods

After the application of the different research instruments, it appears the different needs to convert and model data with the function of recovering useful information, making conclusions and taking decisions to prove or disprove hypotheses.

The selected statistic method to analyses the data is Descriptive Statistics, it is related to the scientific method because the information is collected, organized, analyzed and interpreted to reach an aim to solve a problem.

#### 3.6.1 Subdivisions of Descriptive Statistics

The Descriptive Statistics is divided into two statistical method:

- **Descriptive Statistics:** refers to the presentation of numerical data showed through tables or graphs (charts and pie charts) and the methodology of analyzing.
- **Inferential Statistics:** concerns with the techniques to make inferences about the basis of observations collected from the samples.

#### 3.6.2 Graphical Descriptions of Data

There are different ways of showed graphically the data for the researcher after obtaining the results, in order to apply and efficient and valuable form to reach concise results reading.

According to Wang (n.d.), needs of developing techniques to analyze data problems and results is essential in order to give them an accurate data collection management. Thus, Graphical Presentation uses graph as a method of presenting

statistical data in visual form, its objective is to give a quick and easy look to requested information.

According to the results of the research instruments of this project the graphics applied were:

- **Pie Chart:** model used to show the results of the Teachers and students' surveys.

- **Simple bar Chart:** method used to show the percentage of the students' progress in the use of the platform.

After the tabulation and the design of these graphics, it was necessary to write a short but accurate summary to sum up these graphics, in order to expose a clear context related to this information already displayed.

### 3.7 Results/Findings: Presentation and Analysis

#### 3.7.1 Results and analysis of the surveys applied to the students from second basic year at “Unidad Educativa Javier”

Table 5.

*Students’ survey questions*

QUESTIONS	YES	NO	SOMETIMES	TOTAL
1. Do you like your English classes?	22	2	0	24
2. Do you like to write in English?	20	2	2	24
3. Do you like listen to music in English?	22	1	1	24
4. Do you speak English outside the classes?	1	20	3	24
5. Do you like to read stories in English?	10	4	10	24
6. Do you like to work with Cambridge Platform?	20	1	3	24
7. Do you use Cambridge Platform at home?	20	1	3	24
8. Do you take extra English classes?	2	21	1	24



## Question N<sup>o</sup> 2

**Table 7. Do you like to write in English?**

**Rating Scale:**

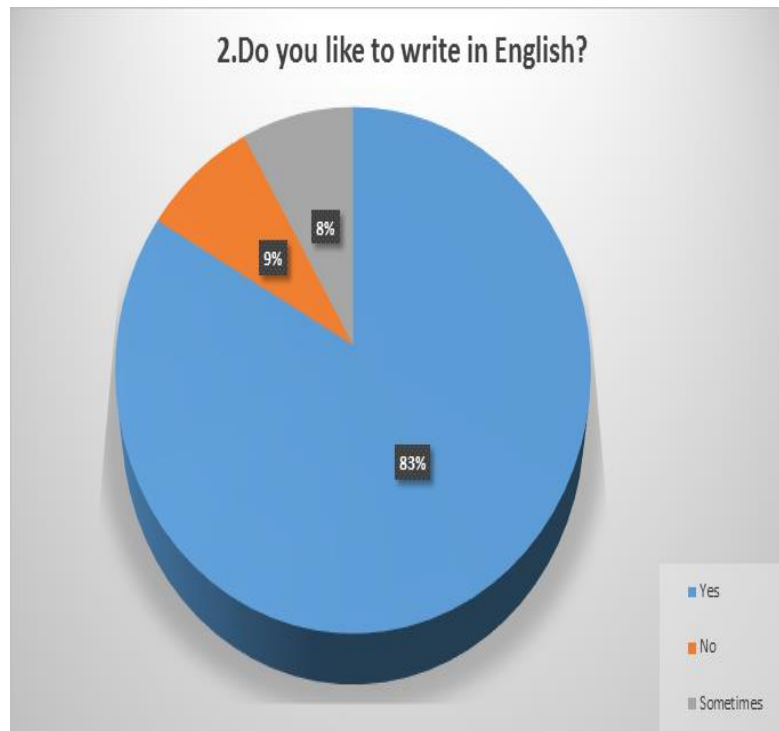
1. Yes

2. No

3. Sometimes

Description	Frequency	Percentage
1. Yes	22	83%
2. No	2	9%
3. Sometimes	2	8%
<b>Total</b>	<b>24</b>	<b>100%</b>

According to the survey, the results state that students like to write in English in a 83%, 8% of them declared that they do not like to write in English is a little difficult and 8% like to write in English when they do not have to write a lot.



*Figure 7. Students' Survey Question 2. Results*  
Elaborated by: Researchers

### Question N<sup>o</sup> 3

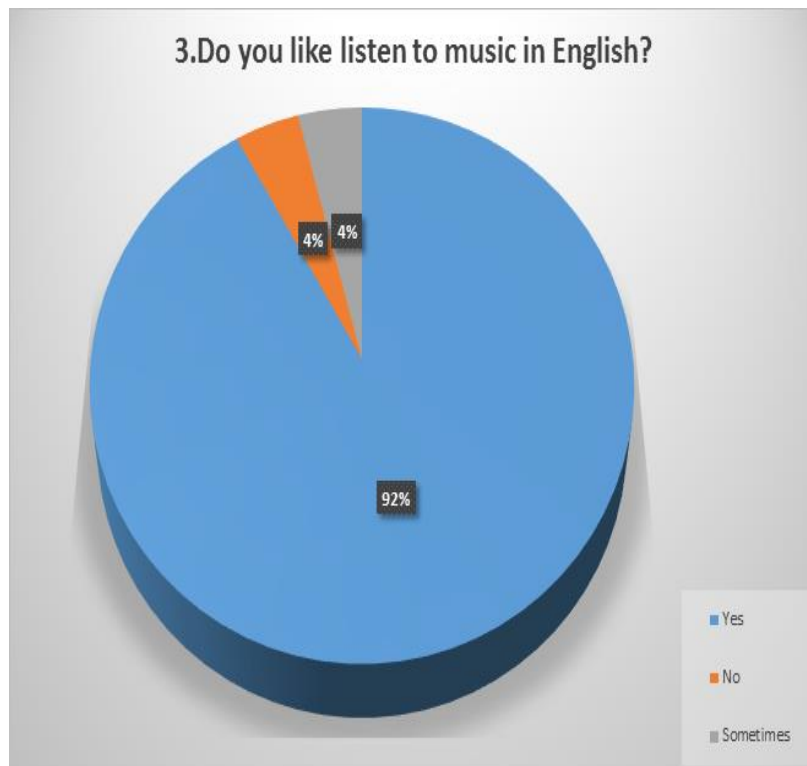
**Table 8. Do you like to listen to music in English?**

**Rating Scale:**

1. Yes    2. No    3. Sometimes

<b>Description</b>	<b>Frequency</b>	<b>Percentage</b>
1. <b>Yes</b>	22	92%
2. <b>No</b>	1	4%
3. <b>Sometimes</b>	1	4%
<b>Total</b>	<b>24</b>	<b>100%</b>

According to the survey, the results state that a 92% of the students like to listen to music in English they enjoy and also like the sound of the music, 4% of the students concluded they do not like it because the singers sing too fast, and a 4% declared that they sometimes like it.



*Figure 8. Students' Survey Question 3. Results*

Elaborated by: Researchers

**Question N<sup>o</sup> 4**

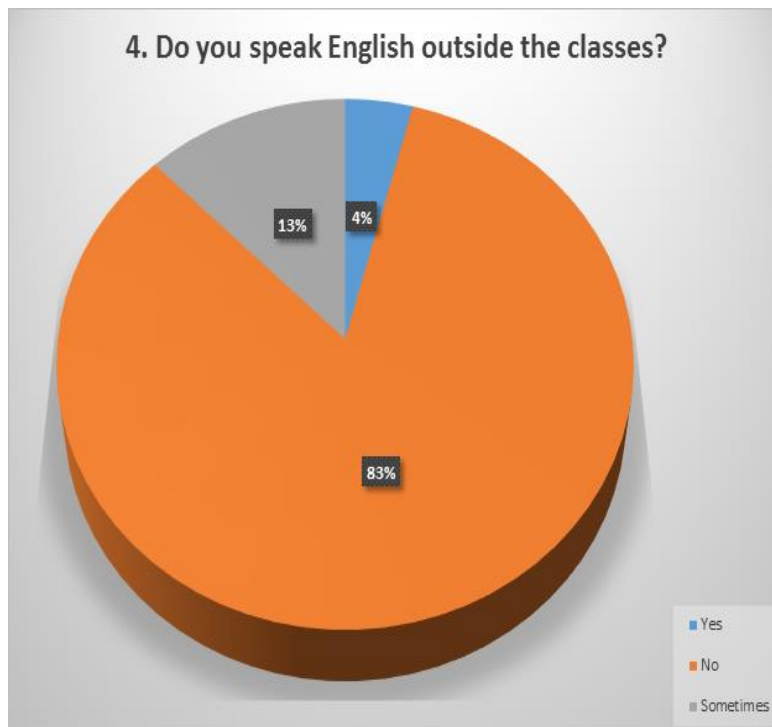
**Table 9. Do you speak English outside the classes?**

**Rating Scale:**

1. Yes    2. No    3. Sometimes

<b>Description</b>	<b>Frequency</b>	<b>Percentage</b>
<b>1. Yes</b>	1	4%
<b>2. No</b>	20	83%
<b>3. Sometimes</b>	3	13%
<b>Total</b>	<b>24</b>	<b>100%</b>

According to the survey, the results state that the 4% of the students speak English outside the classroom and 83% a big amount of students declared it is not possible to speak English outside the classroom because nobody will understand them. 13% speak English because they have family members or friends that speak the language and they have to speak English when they come to Ecuador.



*Figure 9. Students' Survey Question 4. Results  
Elaborated by: Researchers*



### Question N<sup>o</sup> 5

**Table 10.** *Do you like to read stories in English?*

**Rating Scale:**

1. Yes	2. No	3. Sometimes
Description	Frequency	Percentage
<b>1. Yes</b>	10	41%
<b>2. No</b>	4	17%
<b>3. Sometimes</b>	10	42%
<b>Total</b>	<b>24</b>	<b>100%</b>

According to the survey, the results state that a 17% of the students found difficult to read stories in English, 42% concluded they do not understand the vocabulary so they get bored and do not want to read in English, and a 41% declared that they had a fun time reading in English.

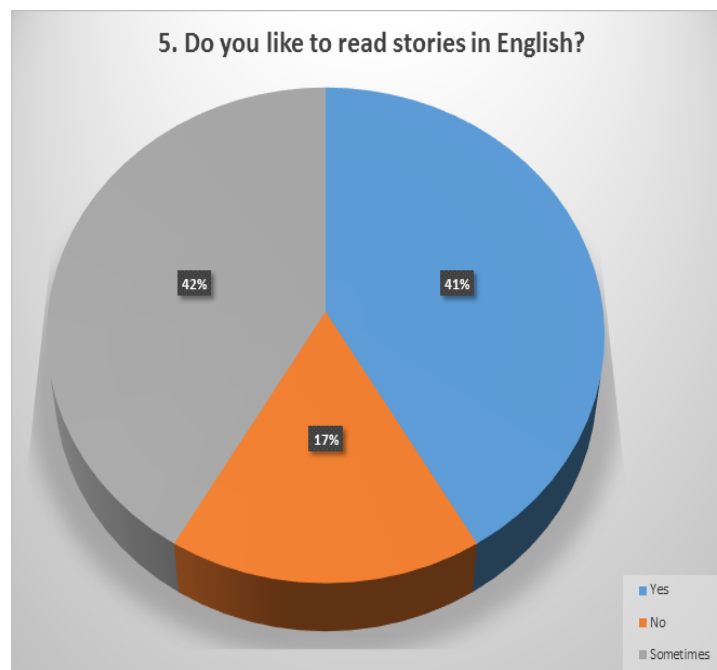


Figure 10. Students' Survey Question 1. Results

Elaborated by: Researchers



### Question N<sup>o</sup> 7

Table 12. *Do you use Cambridge Platform at home?*

Rating Scale:

1. Yes	2. No	3. Sometimes
<b>Description</b>	<b>Frequency</b>	<b>Percentage</b>
<b>1. Yes</b>	20	83%
<b>2. No</b>	1	4%
<b>3. Sometimes</b>	3	13%
<b>Total</b>	<b>24</b>	<b>100%</b>

According to the survey, the results state that 83% that the majority of the students take seriously the importance of practicing this language at home with the Platform, they did make an important effort to improve their new language. 4% of the students do not practice with the platform and 13% had a little practice at home and they only use the Platform when they do not have so many assignments.

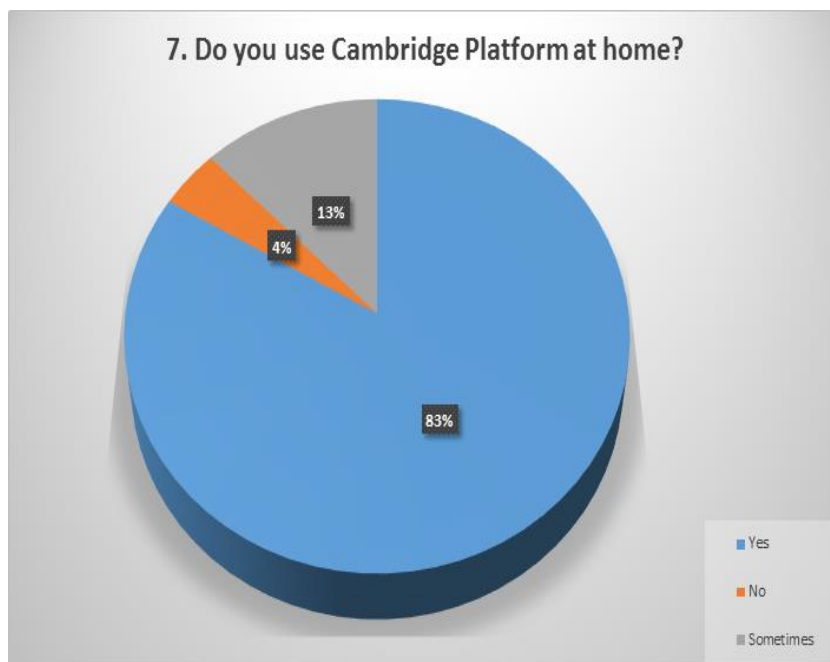


Figure 12. Students' Survey Question 7. Results

Elaborated by: Researchers

**Question N° 8**

**Table 13. Do you take extra English classes?**

**Rating Scale:**

1. Yes    2. No    3. Sometimes

Description	Frequency	Percentage
1. Yes	2	8%
2. No	21	88%
3. Sometimes	1	4%
<b>Total</b>	<b>24</b>	<b>100%</b>

According to the survey, the results state that the 88% of the group expressed that they did not take extra classes in English because they are tired of study all the time, sometimes this is one of the reason of the lack of a good performance of the language in these students. However, 12% in total have a good performance and could help to the rest of the students.

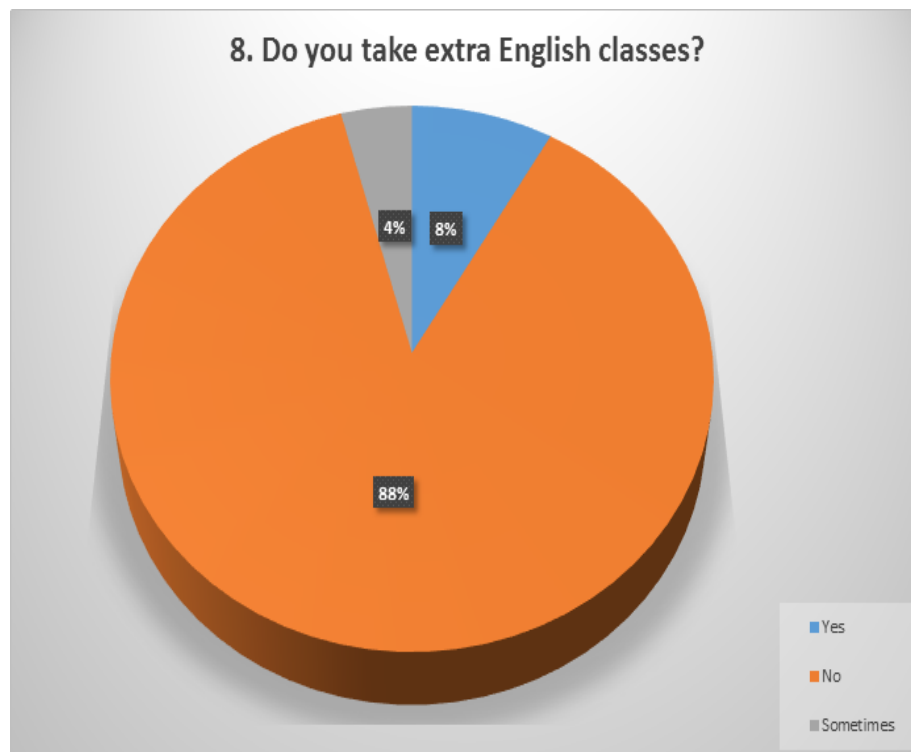


Figure 13. Students' Survey Question 8. Results  
Elaborated by: Researchers

#### 4. PROPOSED PROJECT PLAN

From the different observation sessions researchers already had, they identified *Cambridge English: Young Learners* as a series of fun and engaging activity-based English language tests. They introduce primary and lower-secondary level students to everyday written and spoken English, in addition of displaying an excellent approach to gain confidence and improve their English.

According to Ellis (n.d.) “It’s (Cambridge Software) a jam packed with activities for all the basic conversation contexts that beginner and high beginner and high beginner English students need to master”. This correlates the mission related to Cambridge Platform in order to get a relationship between the students and the language, using competence as a motivational field in order to achieve academic excellence.

This software presents many ludic activities and games, which are helpful for students because they are engaged in a new language without feeling the scare of studying a new language, achieving their objective of having a good development on each unit in vocabulary and grammar, the base for their early age study process.

The way in which this software works is that it contains some levels represented with pictures of countries and specific places around the world where children have to find the content just by clicking on them. Thus, pupils will find different kind of exercises based on the four skills, which contain a determined level of difficulty designed into a scheme to their age and cognitive process.

First, the beginning of the series of exercises is related to the matching of a word with a picture promoting reinforcement of vocabulary already learned. Then,

scholars display their production filling the blanks with the correct word below the pictures; spelling and proficiency have an important role in it.

In addition, students have to listen and complete using information from the listened section into conversations, small passages, chants and songs, which present blanks.

Finally, a group of extra activities related with grammar and vocabulary appear in order students pronounce the correct word fluently and accurately. In this part teacher can recognize students' production developed in the different activities.

Likewise, this tool is a useful resource can take advantage from it, because of the ability of uploading extra practice material or quizzes created for children using familiar topics because they have been already learned inside the classroom. Moreover, all of these activities are able to cover the four language skills: Reading, Writing, Speaking and Listening, which students are encouraged to move through the three levels: Starters, Movers and Flyers.

Using *Cambridge English: Young Learners*, teachers can motivate their students to learn English because of its engaging activities, and their parents, who can see the progress and achievements made, generating a warm familiar environment in which everybody notices effort and sacrifice from infants in order to achieve a proficient second language level.

#### 4.1 **Title**

TECHNOLOGICAL AND METHODOLOGICAL STRATEGIES IMPLEMENTATION AND DEVELOPMENT TO PROMOTE EFL LITERACY AT UNIDAD EDUCATIVA JAVIER SCHOOL YEAR 2016-2017.

#### 4.2. **Justification**

This era presents technology as an important and fundamental factor in order to achieve goals into educational field. Among education, it exists a commitment between parents, educational workers and students in order to build pupils' formation not only theoretically but also practically and innovatively in order to construct children able to perform naturally among real-life situations.

Likewise, Education Ministry from our country (MinEdu) supports as one of its objectives to design, implement and monitor a new language curriculum in order to contribute an effective and significant learning process inside the classroom, lining up Common European Framework into English competency as a reference, which can be useful to generate graduated students with a B1 level among the nation.

Gaston Benedict mentions that "The wisest thing is to teach what is useful." That defines clearly what new era educational is focused on; to train students in order to give clear and simple answers to complex situations. For this reason, Ecuadorian schools and high schools have as their visions to prepare students able to manage real-life events according their ages.

For this reason, every year schools have the big and enormous responsibility to implement new ways of teaching English and its valuable and entertaining skills that students like or at least that they can stand with them into the target language; Unidad

Educativa Javier is not the exception, and thinking in the high level of education required by the society find a technological tool in order to increase productive level of students.

This educational software grows into a profitable gadget since an early age yet when researchers can have some inconveniences like students who do not even know neither reading nor writing in their native speech, whereby a new language can bring big pressure for them.

For that reason it is remarkably important to boast a tool able to engage pupils within the language but in a way that they do not find the language as a big challenge but as a funny series of activities where they can learn something implicitly.

This software with all the ludic activities already described develops students' literacy following a pattern in which they do not feel the target language as a boring and unuseful subject, being the occasion all this game engaged them to continue working all the skills without noticing that they are having an important part of the class at the laboratory.

As its own website mentions that it is a strong and practical network with multiple materials and resources into a single online structure able to diminish teachers' effort and improve their abilities to administer classes and implement necessary implementations into students' progress, having a clear idea about strength and deficiencies from students' performance.



### **4.3. Objectives**

Researchers have decided to look for general and precise objectives in order to have parameters to follow into the research study case.

#### **4.3.1 Broad Objective**

- Analyze the employment and advancement technological website supports in order to uphold EFL literacy at Unidad Educativa Javier school Year 2016-2017.

#### **4.3.2 Specific Objective**

- Identify the online resources used in the development of EFL literacy this webpage offers.
- Determine the level of complexity and their role into second graders second language acquisition process.
- Analyze the technological tool and its function to develop students' extra practice outside the classroom.

#### **4.4. Content Framework of the Proposed Project Plan**

The different theories have been chosen with the firm aspiration of developing this research project into a clear, precise and effective mechanism which can present a valuable purpose which this objective was already done.

Thus, Peeter Mehisto, Maria-Jesus Frigols and David Marsh (n.d) reference Content and Language Integrated Learning (CLIL) as a form of mixing different educational procedures and classroom activities design, which gives as a result the promotion of adjustable nearing.

Meanwhile, Dalton-Puffer (2007) says that this theory does not present the duty of teaching neither language structures nor content from a grammar textbook but the multimedia process where a series of pieces of knowledge from different realistic and controversial topics will be already acquired.

In addition, this theory proposes diverse academic assistances such as acquiring a fast non-native language learning due to the focus into critical thinking and successful real-life learning into globalized information with the consistent desire of raising consciousness about our learning style and rhythm.

Moreover, CLIL is a great generator from metalinguistic awareness among pupils. This can be created through the use of projects, or learning an authentic theme in order to apply learning in a wider pertinence, being assessment a fundamental part into this theory.

Also, according to Ur (2012), students who receive CLIL benefits show superior vocabulary knowledge and listening comprehension, mainly with already and previously checked classroom topics. Dalton-Puffer (2007) exemplifies that in terms

of language outcomes, CLIL students present a major range in terms of developing fluency and better accuracy rather than normal second training session pupils.

Vollmer (2006) affirms a broad semantic, cognitive and sociolinguistic information reception and processing can occur among people who have already developed skills using this profitable schooling methodology. This series of facts are also reinforced by Bionet (2004) who affirms people who manage subjects and classes into their mother tongue don't have the same ability to find solutions into a conceptual complication that people in whose studies have applied CLIL.

Furthermore, the success CLIL classes provide is associated with the upgrading from language skills from the group of attendees whose language likes and talents could have become solid through second language acquisitions using CLIL method. Including the capacity of losing their inhibition to promote face to face knowledge interaction and reinforce their different points of view using strong arguments.

Jan (2005) professes technology and interrelationship connection as a base of making learning labors with the aim of transforming theoretical theories into a digital and firm educational series of steps. That is a fundamental reason in order to extract teacher's competences into interactive connections.

Likewise, Stephenson (n.d.) recites into *Connectivism: A Learning Theory for the Digital Age case study* that "Experience has long been considered the best teacher of knowledge. Since we cannot experience everything, other people's experiences, and hence other people, become the surrogate for knowledge. 'I store my knowledge in my friends' is an axiom for collecting knowledge through collecting people (undated)."

That talks clearly about the necessity of reinforcing students exploration and curiosity skills they start creating during the first years of their existence; and where teacher is not the center of the class but the own students' free and detailed job inside and outside the classroom.

An alternative and contemporary theory which is related to learning process from our students is denominated Chaos. We can define chaos as an enigmatic pattern of organization (Calder, 2004). In addition, hypothesis located after a complex life situation can force students expand their initial predictability source.

Besides, the taking of decisions is another aspect this theory is focused on due to the straightness of what students have learned and how pupils use the information already acquired to act having a base on their learning, causing an impact into this modern society.

#### **4.5 The Proposed Project Plan**

At this early age learning a new language could be a confusing, difficult and frustrating initial stage for students, but when they get really involved into the language they feel very happy, and proficient, able to they catch the content they feel a very important sense of Independence.

Finding a tool that helps them to learn and acquire a new language is a hard work. However, Unidad Educativa Javier, always at the forefront of education's development in an innovative framework, managed to use this educational software that facilitates to some extent their teacher's hard labor having the units' reinforcement in a fun way to motivate students in order to practice language outside the institution.

The main beneficiary is the group of students from second grade because they will improve their skills in a way that they do not feel the new language a hard thing to do but also a helpful activity scholars use to enjoy the moment of the presentation of a unit through these playful activities presented in each game to perform on the platform.

Parents are an important piece in the student's' learning process. Moreover, they are the key that help from the house, because they receive all the notifications of homework, or a new activity from the platform. Parents can also practice together with their infant.

Those are the reasons why this project shows how these kind of educational software can comfort many students to possess a better performance in the English subject through the applications of innovative activities that involve games in each unit.

#### 4.6 Validation of the proposed project plan

WORKSHOP “TECHNOLOGICAL METHODOLOGICAL STRATEGIES IMPLEMENTATION AND DEVELOPMENT TO PROMOTE EFL LITERACY AT UNIDAD EDUCATIVA JAVIER SCHOOL YEAR 2016-2017.”

<b>SUPERVISOR INFORMATION</b>
-------------------------------

**Name:** MSc. Carmen Vargas Aguirre

**Profession:** Educational Master

**Occupation:** University Professor.

**Address:** Cdla. Los Vergeles.

**Phone Number:** 0991598107

**Rating Scale**

Aspects	Very Significant	Significant	Somehow Significant	No that significant	No Significant
Introduction	✓				
Objectives	✓				
Relevance	✓				
Sequence	✓				
Presentation	✓				
Depth of Study	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				
Impact	✓				

**Comments:**

---



**Lcda. Carmen Vargas Aguirre**

*University Professor*

**WORKSHOP “TECHNOLOGICAL METHODOLOGICAL STRATEGIES  
IMPLEMENTATION AND DEVELOPMENT TO PROMOTE EFL  
LITERACY AT UNIDAD EDUCATIVA JAVIER SCHOOL YEAR 2016-2017.”**

<b>SUPERVISOR INFORMATION</b>
-------------------------------

**Name:** Jorge Cevallos Saà

**Profession:** Lcd. in English Education

**Occupation:** English Coordinator , Sagrados Corazones school

**Address:** Bogota y calle F 222

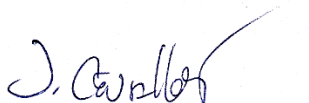
**Phone Number:** 0981533645

**Rating Scale**

Aspects	Very Significant	Significant	Somehow Significant	No that significant	No Significant
Introduction		X			
Objectives	X				
Relevance	X				
Sequence		X			
Presentation		X			
Depth of Study		X			
Language		X			
Comprehension		X			
Creativity	X				
Impact	X				

**Comments:**

Los autores del proyecto han propuesto investigar un tema relevante para la educación, como es la implementación de tecnología en las aulas de clases. las plataformas de aprendizaje en línea prueban ser herramientas útiles para la adquisición del segundo idioma, por lo que la investigación tiene resultados interesantes y confiables para el ámbito educativo.



**Lcd. Jorge Cevallos Saà**

*Primary English Coordinator*

*Unidad Educativa Bilingüe Sagrados Corazones*

**WORKSHOP “TECHNOLOGICAL METHODOLOGICAL STRATEGIES  
IMPLEMENTATION AND DEVELOPMENT TO PROMOTE EFL  
LITERACY AT UNIDAD EDUCATIVA JAVIER SCHOOL YEAR 2016-2017.”**

<b>SUPERVISOR INFORMATION</b>
-------------------------------

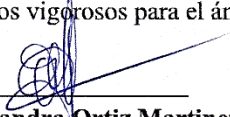
**Name:** Sandra Ortiz Martinez  
**Profession:** Licenciada en Ciencias de la Educacion mencion Informatica.  
**Occupation:** Docente  
**Address:** Urbanización Estelar Villa Club Mz.11 V.49  
**Phone Number:** 042165212

**Rating Scale**

Aspects	Very Significant	Significant	Somehow Significant	No that significant	No Significant
Introduction	X				
Objectives	X				
Relevance	X				
Sequence	X				
Presentation	X				
Depth of Study	X				
Language	X				
Comprehension	X				
Creativity		X			
Impact		X			

**Comments:**

Los autores del proyecto han planteado investigar un tema indispensable para la educación, como es la implementación de tecnología en el ámbito educativo. Dicho esto, las plataformas de aprendizaje en línea demuestran ser herramientas útiles para la adquisición del segundo idioma en la vida diaria, por lo que la investigación tiene resultados vigorosos para el ámbito educativo.


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**Leda. Sandra Ortiz Martinez**  
*Licenciada en Informática*  
*Unidad Educativa Bilingüe Sagrados Corazones*



#### **4.7. Impact/benefits of the proposed project plan**

Enrolling into a new series of experiences with a new language can bear not only different benefits but also better personal and professional opportunities. Teachers' role of model students learning and acquisition process in a new series of experiences is a complex production. Nonetheless, this can turn into an unforgettable involvement because of teachers' apply methodology and techniques according student's age level.

The principal assignee is the group of students from second year because they and their communities notice their different improvement stages among EFL Literacy proficiency, which students will find delightful to be introduced into this second language proficiency using different tools to get them involved in the learning session, having interesting classes and building their own knowledge applying activities according to their level.

English Area teachers and also from others areas will get motivated in these kind of technological activities able to cooperate students to appreciate the occasions inside the classroom an also enhance the learning process. Teachers will get prepared for this new generation, they are required to focus on the different students' learning styles. It is a need to explore information that contributes in the planning of a "dynamic and successful" class.

## 4.8 Conclusions

After observing students in the laboratory where the classes are developed with the use of platform into a determined and useful period of time, the collected data from the observation was taken and thus, considering the research questions that conducted the project at Unidad Educativa Javier. Researchers were able to notice, analyze and recognize the marked progress from the students with the language through the use of the platform applied to second grade section D.

Before applying the use of this educational software for helping students' proficiency of their literacy, students were not able to generate enough ideas into their class hours because of their early age and their starting point to acquire phonemes and vocabulary, in addition of their first short grammatical structures.

One of the reasons that establishes barriers during the first observational sessions was the limited amount of time students performed into a target language, in a community where their native tongue formed parts of their daily routines. Another cause was the combination between phonemes and word listening students can present, produced basically because they form part of an elementary level, where their first sounds are in process of being presented to them.

Therefore poor participation and interaction segments where part of students first sessions. However, the implementation of this technological tool displayed a great amount of interest among students, because they played online games and activities which become into a factor into their cognitive development able to be used not only into lab class hour but also outside class hours.

Students' performance and motivation inside and outside the classroom was improved into this necessary encouragement utensil performed into this class hour, developing proficient and integral skills to communicate with other human beings and generating opportunities to promote natural curiosity they have inside the classroom.

## RECOMMENDATIONS

During the student's observation in the process of the development of the English literacy where the researches find that the educational software encourages students to use the new language outside of the classroom, we got that student enjoy spending their free time with these activities and also they started to have a better performance in the English class at the moment that the content is applied inside the class hours.

In relation to the established conclusions before mentioned, there are some recommendations formulated:

a) Teachers should not focus on the textbook activities only. They should not worry about finishing the content of the unit, but also about looking for worksheets and extra ludic activities or educational software to practice and reinforce on individual and group students' performance.

b) Unidad Educativa Javier with all the sources and the well prepared staff that has, would have to bet on a bilingual education. Its prestige would increase. To achieve that purpose, the school needs to adjust schedule planning to include more English hours.

c) The school also can create a special space where the students can practice and use a little more the new language, the students will love an English club as an extracurricular activity.

d) One of the most important recommendations for the institution is that the teachers have to trust more on the students, they are small kids but they can do incredible things, they can work a lot if the teacher finds the way to engage them.

f) Teachers need more freedom when they want to send a homework or a practice worksheet at any day of the week, these little things help them to continue developing skills.

e) The most important of the recommendations is for the parents. They have to be more involved into their child's progress in the school, not just last days of the scholar year.

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# ***APPENDIX***

*APPENDIX I. Students' Survey*

**For each of the following questions mark with an (X).**



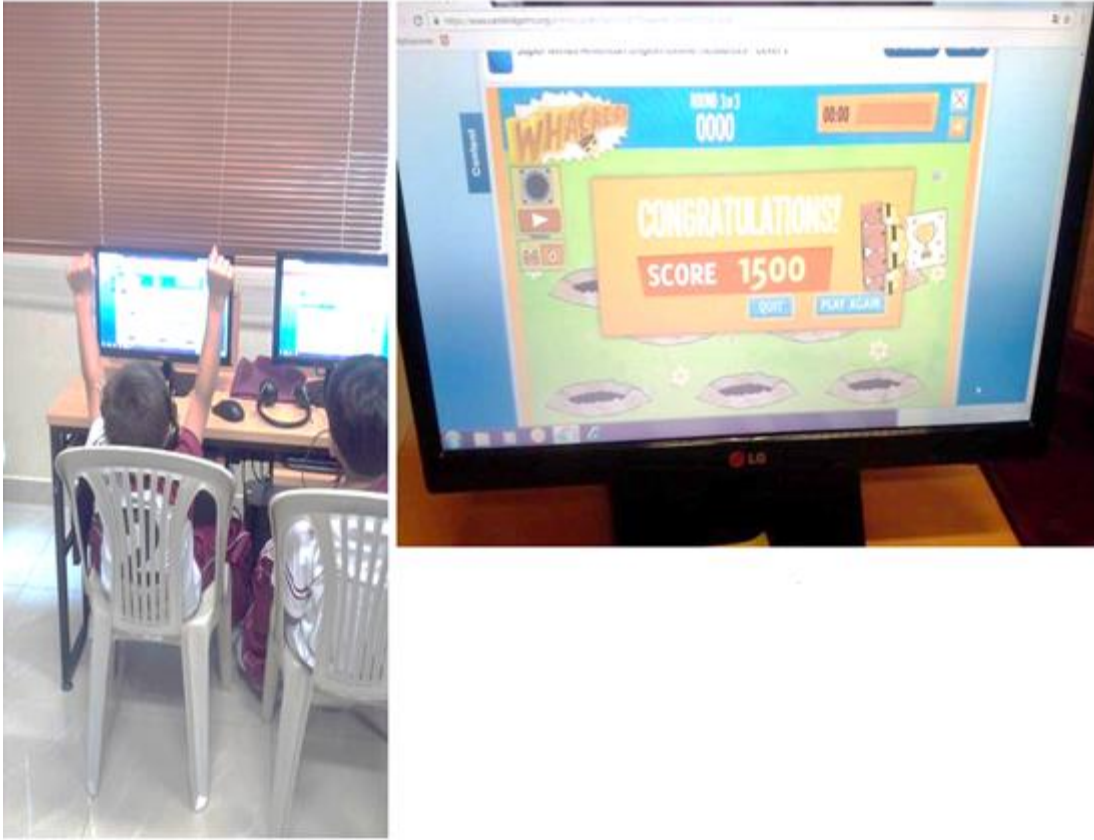
Questions	Yes	No	Sometimes	Total
1. Do you like your English classes?				
2. Do you like to write in English?				
3. Do you like listen to music in English?				
4. Do you like your English classes?				
5. Is it difficult to compose basic sentences?				
6. Do you have more than 5 years in the institution?				
7. Do you practice English at home?				
8. Do you take extra English classes?				
9. Would you like more interactive classes?				



This survey was employed to interview a specific amount of students from 2° Basic Year with the purpose of collecting data and explain specific situations in this research.



## **APPENDIX II. Students' Development of Cambridge Platform**



*Students enjoying the use of the tool*

Students feel encourage to continue working in the activities because this platform always even if they have a small progress they receive Congratulations! Message.



*Students practice the collaborative learning*

Students feel free to help their classmates to complete each activity and they also explain to each other how it works.



*Individual session practice*

The platform is easy to use, students perform each activity individually even without asking for help to the teacher.



*Students enjoying the use of the tool*

At this age if the students do not find something interesting in the activities they get bored, but with this tool each activity catch their attention.

## APPENDIX III Report Card Use of Cambridge platform

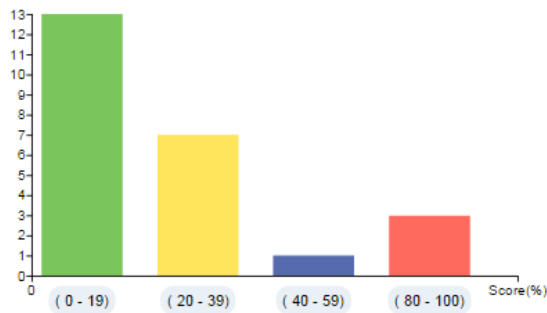
### Class details

Class name:	2nd EGB D	Average progress:	<div style="width: 3%;"></div> 3%
Class expires:	11 May, 2017	Average score:	27%
Product:	Super Minds American English Online Resources - Level 1	Number of students:	24

### Student overview ▾

Students' average scores

Grade | [Score](#) | Progress



### Cambridge Platform Information Analysis

At the beginning they do not have a big progress in the use of the platform, because of they had to learn to enter, individually to the platform, and enter their usernames and passwords because Unidad Educativa Javier always encourages students to be independent at an early age.

Students' details

Student Performance		Teacher Score				
Student	Username	Score	Progress	Time in course	Last accessed	Graded score
		33 %	1 %	00:25:08	27 Jun, 2016 13:04	0 %
		0 %	1 %	00:13:48	10 Jun, 2016 10:45	0 %
		11 %	3 %	01:32:44	27 Jun, 2016 13:04	0 %
		18 %	2 %	00:39:41	27 Jun, 2016 13:05	0 %
		9 %	2 %	01:20:29	27 Jun, 2016 13:05	0 %
		97 %	11 %	02:06:33	27 Jun, 2016 13:05	0 %
		22 %	1 %	00:33:03	10 Jun, 2016 10:45	0 %
		3 %	1 %	00:36:29	27 Jun, 2016 13:01	0 %
		14 %	2 %	00:33:31	27 Jun, 2016 13:05	0 %
		55 %	8 %	02:09:07	27 Jun, 2016 13:05	0 %
		17 %	2 %	00:58:20	20 Jun, 2016 13:05	0 %
		33 %	1 %	00:43:10	27 Jun, 2016 13:04	0 %
		33 %	2 %	01:00:31	27 Jun, 2016 13:04	0 %
		33 %	1 %	00:16:16	27 Jun, 2016 13:04	0 %
		0 %	0 %	00:24:15	27 Jun, 2016 13:05	0 %
		20 %	1 %	02:14:39	27 Jun, 2016 13:50	0 %
		20 %	1 %	00:42:46	27 Jun, 2016 13:04	0 %
		100 %	14 %	04:48:19	28 Jun, 2016 17:33	0 %
		3 %	2 %	02:52:33	27 Jun, 2016 13:05	0 %
		15 %	1 %	00:36:22	27 Jun, 2016 13:05	0 %
		0 %	1 %	02:27:22	24 Jun, 2016 10:44	0 %
		14 %	1 %	02:11:57	27 Jun, 2016 13:52	0 %

*Cambridge Platform Data- Students Details Progress*

In this chart the platform gives information with more specific details of the progress of the students.



View by content

Report card settings

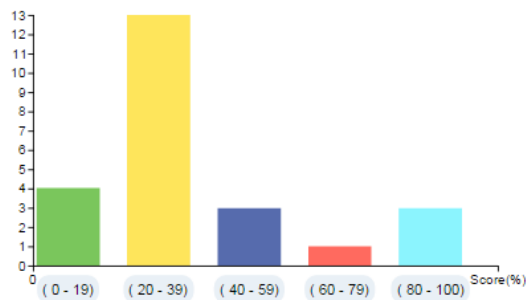
### Class details

Class name:	2nd EGB D	Average progress:	10%
Class expires:	11 May, 2017	Average score:	35%
Product:	Super Minds American English Online Resources - Level 1	Number of students:	24

### Student overview ▾

Students' average scores

Grade | [Score](#) | Progress



### *Cambridge Platform Data Collection*

When the number of sessions into the lab increased, the students got familiar with the platform and their scores were raising little by little in an excellent and noticeable form, showing that this software was influencing and strengthening their EFL Literacy skills.

Students' details

Student Performance		Teacher Score				
Student	Username	Score	Progress	Time in course	Last accessed	Graded score
		56 %	10 %	04:04:01	22 Aug, 2016 12:59	0 %
		25 %	2 %	01:08:21	22 Aug, 2016 13:15	0 %
		6 %	9 %	02:59:06	22 Aug, 2016 13:00	0 %
		21 %	6 %	01:38:49	22 Aug, 2016 12:55	0 %
		27 %	4 %	03:22:15	22 Aug, 2016 13:02	0 %
		85 %	36 %	04:54:56	22 Aug, 2016 13:02	0 %
		40 %	3 %	00:52:02	22 Aug, 2016 12:51	0 %
		4 %	2 %	02:36:04	22 Aug, 2016 12:52	0 %
		32 %	9 %	01:50:06	22 Aug, 2016 12:59	0 %
		24 %	10 %	03:31:10	22 Aug, 2016 13:02	0 %
		26 %	7 %	04:46:12	22 Aug, 2016 13:01	0 %
		39 %	8 %	03:30:57	22 Aug, 2016 13:02	0 %
		37 %	12 %	24:50:11	22 Aug, 2016 13:02	0 %
		76 %	23 %	06:57:55	22 Aug, 2016 13:02	0 %
		84 %	18 %	15:15:15	22 Aug, 2016 13:02	0 %
		20 %	3 %	02:38:27	08 Aug, 2016 13:04	0 %
		53 %	9 %	02:37:58	22 Aug, 2016 13:02	0 %
		28 %	7 %	05:39:44	22 Aug, 2016 13:49	0 %
		26 %	9 %	03:51:44	22 Aug, 2016 12:56	0 %
		90 %	34 %	13:03:34	22 Aug, 2016 13:02	0 %
		1 %	6 %	04:33:57	22 Aug, 2016 13:17	0 %
		24 %	9 %	03:18:44	22 Aug, 2016 13:02	0 %
		6 %	3 %	05:41:24	22 Aug, 2016 13:19	0 %
		20 %	8 %	05:17:39	22 Aug, 2016 13:02	0 %

Cambridge Platform Data- Students Details Progress

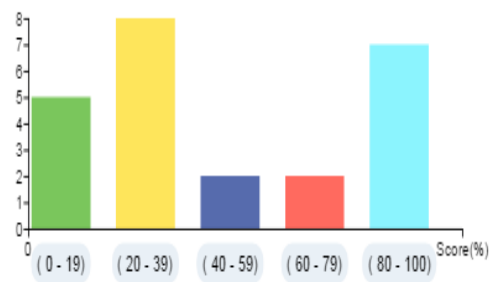
## Class details

Class name:	2nd EGB D	Average progress:	<div style="display: inline-block; width: 22%; height: 10px; background-color: #0056b3; border: 1px solid #ccc;"></div> 22%
Class expires:	11 May, 2017	Average score:	50%
Product:	Super Minds American English Online Resources - Level 1	Number of students:	24

## Student overview ▾

Students' average scores

Grade | [Score](#) | Progress



### *Cambridge Platform Data*

The last month of the observation and even on their vacations that students had due to their first term ending, researchers can notice in the graphics that a big percentage of the students spend more than ten hours using the platform, already taken as part of their learning process.



Student Performance		Teacher Score				
Student	Username	Score	Progress	Time in course	Last accessed	Graded score
		58 %	19 %	07:02:52	10 Oct, 2016 12:58	0 %
		18 %	11 %	06:09:48	19 Sep, 2016 13:05	0 %
		19 %	24 %	05:26:07	10 Oct, 2016 13:02	0 %
		33 %	10 %	03:37:41	19 Sep, 2016 13:06	0 %
		37 %	8 %	06:40:00	10 Oct, 2016 13:03	0 %
		90 %	49 %	08:26:17	19 Sep, 2016 16:51	0 %
		93 %	46 %	16:33:36	10 Oct, 2016 12:39	0 %
		9 %	6 %	04:52:44	10 Oct, 2016 13:11	0 %
		80 %	35 %	05:40:21	10 Oct, 2016 13:03	0 %
		27 %	13 %	05:21:25	10 Oct, 2016 12:51	0 %
		31 %	10 %	12:59:58	19 Sep, 2016 13:06	0 %
		96 %	41 %	20:14:19	10 Oct, 2016 13:01	0 %
		73 %	29 %	29:15:48	10 Oct, 2016 12:59	0 %
		96 %	41 %	13:31:21	12 Sep, 2016 13:02	0 %
		85 %	32 %	34:16:35	10 Oct, 2016 13:03	0 %
		12 %	3 %	05:40:29	10 Oct, 2016 13:02	0 %
		60 %	14 %	06:06:12	10 Oct, 2016 12:57	0 %
		41 %	13 %	13:58:24	10 Oct, 2016 13:12	0 %
		34 %	19 %	09:12:28	10 Oct, 2016 13:03	0 %
		100 %	50 %	18:21:02	10 Oct, 2016 12:56	0 %
		31 %	22 %	09:15:30	10 Oct, 2016 13:03	0 %
		33 %	13 %	07:16:07	10 Oct, 2016 13:03	0 %
		4 %	3 %	08:35:38	10 Oct, 2016 13:02	0 %
		27 %	13 %	28:14:28	10 Oct, 2016 13:03	0 %

*Cambridge Platform Data- Students Details Progress*

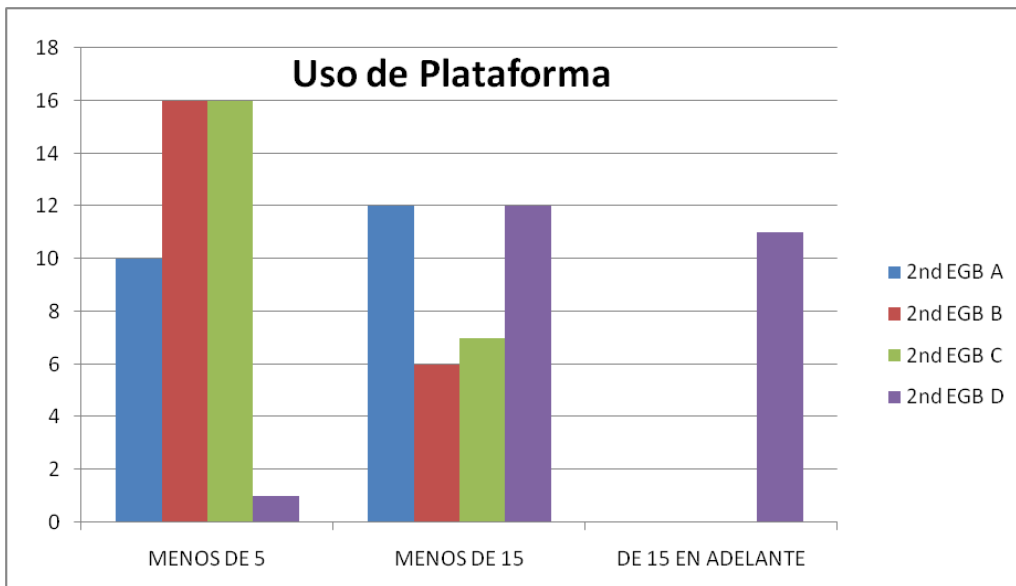
The teacher takes this information in consideration to manage or control the develop of each student with the platform.

## APPENDIX IV CAMBRIDGE PLATFORM REPORT

### PLATFORM REPORT

#### 2do BASICA

LEVEL AND SECTION	LESS THAN 5	LESS THAN 15	15 AND UP
2nd EGB A	10	12	0
2nd EGB B	16	6	0
2nd EGB C	16	7	0
2nd EGB D	1	12	11
<b>TOTAL:</b>	43	37	11



*Cambridge Platform Data- Students Details Progress*

It has been chosen frequency "Less than or equal to 5" percentage rate; "Less than or equal to 15" and "Greater than 16", which corresponds to the number of times students have logged in the platform in order to practice.

## **TEACHERS INTERVIEW**

### **Teacher 1 (Main teacher Second section D; Where the Project was observed)**

#### **Do you think your classes are interesting and innovative?**

Yes, I think that my classes are very interesting, my students participated a lot, they look so interested in the class.

#### **Do you think that the hours of classes are enough for your teaching?**

No, because with the level of English that the school wants that the students achieve at the end of the bachelor year, we need to have 12 hours, but we have 9 hours and we remove two hours corresponding to the classes at the English' laboratory, so with seven hours at the week we do not have enough time to practice with the students.

#### **What do you think is the most difficult to teach English to this little students?**

The most difficult thing is when we do not have a tutor that helps the teacher, when a student wants to go to the restroom and we have to go with them and we cannot leave the rest of the students alone, that is the most difficult thing because in the teaching part I do not find something difficult.

#### **Which skill do you think is the most difficult for your students?**

Well, for second grade students the most difficult part is reading because they just start reading in their mother tongue so when they have to read in English they want to read literally what it says on the reading with the pronunciation in Spanish.

#### **What kind of activities do you make in your classes?**

Well, we make many different kind of activities like fill in the gaps, we identify words, games to put the words in the correct order, role plays and some kind of activities.

**Do you use innovative activities to make them practice outside the classroom?**

We use innovative activities, but the students do not always use the language outside the classes because we do not have a specific place where they can use the new language; if we have a specific area in the school where they only have to speak in English they could feel a little more motivated to use the language outside the classroom.

**Did you use another kind of educational software before Cambridge platform use?**

No, we do not use another kind of educational software, we only look for exercises on internet and we send the exercises to the parents' email.

**What do you find interesting in Cambridge platform for your students?**

We like that the exercises that you find in Cambridge Platform have similarities with Cambridge's test, so the students are training in such tests, and when students are performing that test makes it easier to perform in the classroom.

## **Teacher 2 (Second sections A, B and C)**

### **Do you think your classes are interesting and innovative?**

Yes, because we have a lot of interactive tools like the smart board, we have the audios and the computer with the book's program.

### **Do you think that the hours of classes are enough for your teaching?**

No, we need more, two hours daily sometimes we have extra academic activities and we have only one hour of 45 minutes that is not enough.

### **What do you think is the most difficult to teach English to this little students?**

For me is not difficult, I think we have to teach them English from the very beginning.

### **Which skill do you think is the most difficult for your students?**

Speaking, because they do not develop their daily routine in an English environment, they only have 2 hours of English at the schools and in their house they do not listen or speaking the language maybe because their parents do not know the language and in other cases because they do not spend a lot of time with them.

### **What kind of activities do you make in your classes?**

We made interactive activities with the smart board, we go to the lab to use the book's program, and we have songs, chants, stories, videos, the books and the notebooks.

### **Do you use innovative activities to make them practice outside the classroom?**

Outside the classroom, we use Cambridge platform, we monitor the use of the platform, if they do not work, a note is sent to the parents informing the student does not use the platform. Now most students have tablet, teachers will encourage parents to download the program for children to not waste time on unproductive things better practice more language

**Did you use another kind of educational software before Cambridge platform use?**

I used to work with a program called smart board where I have to create the documents and the activities for the students.

**What do you find interesting in Cambridge platform for your students?**

First, this platform is very interactive, all the activities are linked to the content of the unit, to the vocabulary from the units, it is good for their age, and the main characteristic is they can develop the activities alone, so the teacher do not have to be explaining all the instructions. And even the parents are more involved with their children's education, this platform has puzzles, memory games and all the amazing activities that encourage the students to work and learn by themselves.

## REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

### FICHA DE REGISTRO DE TESIS

**TÍTULO Y SUBTÍTULO:**

THE USE OF CAMBRIDGE EDUCATIONAL SOFTWARE FOR THE DEVELOPMENT OF EFL LITERACY IN 2ND GRADE STUDENTS AT UNIDAD EDUCATIVA JAVIER. SCHOOL YEAR 2016-2017

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**ÁREAS TEMÁTICAS:** EDUCACIÓN

**PALABRAS CLAVE:** EDUCATIONAL SOFTWARE, TECHNOLOGY, NON-NATIVE SPEAKERS

**RESUMEN:** *THE USE OF CAMBRIDGE EDUCATIONAL SOFTWARE FOR THE DEVELOPMENT OF EFL*

*LITERACY IN 2ND GRADE STUDENTS AT UNIDAD EDUCATIVA JAVIER. SCHOOL YEAR 2016-2017 It is the 21° century and technology has arrived to become an important part of our routines in different fields and in each step society takes around this planet. That is the reason why cellphones, portable devices and Internet are the different technological innovations which can never be absent from people's activities nowadays, becoming this into the Net Gen. Education is not the exception from the rule, being the reason why researchers have decided to apply some observational techniques in order to analyze an online software which is implemented in an Educational Institution in the city of Guayaquil in order to improve second language linguistic skills. This institution offers a variety of updated curriculum functions; similarly, it influences students learning acquisition processes using new trends and innovative programs following recent parameters able to involve students into real-life series of situations. Likewise, the focus of this place is to promote a referenced quality of education having as their*

*principal guide the new educational standards from a real context learning, which has been developed with the firm aim of start delivering respectful people into their personal and professional life. Because of this, it turns into a need that authorities and other members have, as part of their functions, look for ways to start applying into their scholar associations methodologies, techniques and programs with the point of view of building future citizens, being this the reason why this project is focused on giving some explicit reasons to find an answer to this topic.*

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**Significance:** 7 %

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