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TEMA
APPLICATION OF TECHNOLOGICAL RESOURCES FOR THE DEVELOPMENT OF FOREIGN LANGUAGE ACQUISITION IN CHILDREN FROM 4 TO 6 YEARS OLD AT UNIDAD EDUCATIVA PARTICULAR CRISTÓBAL COLÓN, SCHOOL YEAR 2020-2021

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TÍTULO Y SUBTÍTULO:
Application of Technological Resources for the Development of Foreign Language Acquisition in Children from 4 to 6 Years Old at Unidad Educativa Particular Cristóbal Colón, School Year 2020-2021

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PALABRAS CLAVE: application, resources, acquisition, foreign language

RESUMEN: The objective of the present research was to demonstrate the variety of technological resources which contribute for the development of a foreign language in 4-6 children. The study was carried out with the participation of 10 students from Unidad Educativa Particular Cristobal Colon located in the South of Guayaquil. The research data was quantitative and qualitative through descriptions and analysis. For gathering information, students were given a questionnaire for the students, observation guide for the class and an interview addressed to the teacher. The results obtained conducted to the design of a guide that can deal with the issue. The project was carried out in order to support teachers to update and work efficiently with their methodology.

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DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS PATRIMONIALES

Los estudiantes egresados **GUSTAVO ADRIÁN LOGROÑO BAJAÑA Y RICARDO DAVID TORRES RIOFRIO** declaramos bajo juramento, que la autoría del presente proyecto de investigación, Application of Technological Resources for the Development of Foreign Language Acquisition in Children from 4 to 6 years old at Unidad Educativa Particular Cristobal Colón, school year 2020-2021, corresponde totalmente a los suscritos y nos responsabilizamos con los criterios y opiniones científicas que en el mismo se declaran, como producto de la investigación realizada.

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En mi calidad de Tutor del Proyecto de Investigación (Application of Technological Resources for the Development of Foreign Language Acquisition in Children from 4 to 6 years old at Unidad Educativa Particular Cristobal Colón, school year 2020-2021) designado(a) por el Consejo Directivo de la Facultad de Educación de la Universidad Laica VICENTE ROCAFUERTE de Guayaquil.

CERTIFICO:

Haber dirigido, revisado y aprobado en todas sus partes el Proyecto de Investigación titulado: Application of Technological Resources for the Development of Foreign Language Acquisition in Children from 4 to 6 years old at Unidad Educativa Particular Cristobal Colón, school year 2020-2021) presentado por los estudiantes Gustavo Adrián Logroño Bajaña y Ricardo David Torres Riofrio como requisito previo, para optar al Título de **Licenciado en la Lengua Inglesa con Mención en Enseñanza y Administración de Sistemas Educativos en TEFL** encontrándose apto para su sustentación.

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ACKNOWLEDGMENT

In the first place, I am exceptionally thankful to God who is an incredible proprietor and is allowing me to impart this second to my family. At that point, to the main piece of my life, my dear parents who dealt with me since I was an infant and they took care of me. To an extraordinary man, my grandparents who consistently considered me to be an exceptional. My mom who gave me the life I have now and my inspiration behind my actions, who instructed me that anything is simple yet with exertion the sky's the limit. Last yet not the least, to an exceptionally extraordinary individual who showed up in the most exceedingly terrible snapshot of my life however the best second to cause me to understand that I can be the awesome what I love doing which is instructing.

Gustavo Logroño

DEDICATION

I commit this venture to my family who was the strength that let me proceed in the correct way. I realize they have been exceptionally glad for me, and I realize that they are glad to see me in this piece of my life. It has been an exceptionally troublesome time with my family and the pandemic all throughout the planet, thus, I need to devote this to every one of them who are not close by nor on the earth any longer, however with God in heaven.

Gustavo Logroño

ACKNOWLEDGMENT

To my family, the most important institution in my life, for their support since my childhood. To my teachers who introduced me to the education field. Their knowledge and experiences made me grow up to be the professional I will be from now. I have been applying their knowledge for years and I would not be able to ask for better. Now it is time to inspire and teach others from my own experiences and cleverness.

Ricardo Torres

DEDICATION

I dedicate this project to my family, who taught me how important education is and the importance of following your way in order to achieve the goal. Finally, to my God who has given me life and the opportunity to succeed in it.

Ricardo Torres

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INTRODUCTION

For a long time, schooling stays a pertinent subject through its advancement, patterns, and models, delivering extraordinary changes inside a socio-social, political and mechanical setting. Its steady praxis in the instructive framework has permitted the meaning of more suitable methodological systems for the understudies 'learning improvement.

A large portion of the instructive substances are uninformed of the social and financial reality introduced by specific gatherings of weak understudies who cannot get to another virtualized instructive model for the improvement of their learning. Schools are shut and consequently the uneasiness with respect to relatives is noticed for sharing their home as the lone space for teleworking corresponding to homework and their family consideration (Guzmán, 2020).

This establishment gives it anything but a decent and wide framework with all the innovation that an understudy needs to learn and obtain new information. Lamentably, notwithstanding having this load of innovative instruments, the scientist has distinguished, through class perception, that instructors are not exploiting them, which has become, somehow or another an issue, and this happens particularly in the English region. What's more, a portion of the educators do not have the foggiest idea how to utilize the ICT's and consider pointless to remember this for their classes. That is the reason understudies feel exhausted when they get tedious classes without the utilization of innovation.

Because of this, it is crucial to track down an instructive site that assists understudies with creating capability without having questions about the utilization of innovation. Moreover, kids love intriguing and amusing classes, so understudies feel roused utilizing innovation as perhaps the most current alternatives.

The utilization of innovation is expanding quicker and is adjusted in the field of Education, thus innovation assumes a significant part in the instructive learning measure, so the utilization of sites takes an advantage in light of the fact that they furnish the chance to be refreshed with information. An incredible amount of work can be done if educators and understudies utilize these destinations and foster the capabilities to ensure the learning. The fundamental reason for this examination is to tell understudies that the

utilization of innovation can assist them with a superior arrangement and advancement in the learning interaction to improve the capacities that they have utilizing various sites, in that way they can be fruitful in any learning task.

Chapter I, is about the information about the institution on using technological resources in education to enhance the English learning process, so the development of this chapter deals with the background information of the problem, the purpose and importance why this work is carried out, and approach the goals and objectives that are mentioned in the project.

Chapter II, is situated in the hypothetical structure, it comprises the advancement of the hypothesis fundamentally in the factors that are profoundly examined to get explicit data that can be utilized effectively through the advancement of the subject of this proposition. There are references and remarks that can give an alternate perspective about past works.

Chapter III, characterizes the Methodology of the Investigation with every one of the attributes that assist in the advancement interaction, the utilization of instruments that are applied to get the data. The populace and test are individuals that are examined to direct the investigation. The asset or materials to do this venture, timetable to show the means and assignments culmination. Information Analysis Method alludes to the strategies that are applied as overviews, class perception, interviews, and so on Results allude to outlines or diagrams that show a report of the aftereffects of the examination.

Chapter IV, manages suggestions and arrangement of the issue, this segment gives nitty gritty data about the utilization of sites to advance the learning in understudies and the utilization of outside instruments that guarantee the agreement and the ability to handle these executions.

CHAPTER 1

RESEARCH DESIGN

1.1. Title

Application of Technological Resources for the Development of Foreign Language Acquisition in Children from 4 to 6 years old at Unidad Educativa Particular Cristóbal Colón, school year 2020-2021.

1.2. Background of the problem

Education in Ecuador constitutes a fundamental element for social development from the earliest stages of life. Therefore, national legislation since the Constitution of the Republic (2008), has institutionalized education on the precepts of innovation and inclusion, implementing the use of Information and Communication Technologies (ICT) as an elementary part of learning development through technological tools appropriate to the capacities and abilities of the students, specifically from the early age of 4 to 6 years, being the segment of the educational level of this study carried out at the Cristóbal Colon Educational Unit in the city of Guayaquil.

The scenario presented by the research problem is oriented towards the use of technological tools that strengthen the learning process, improving children's capacities from an early age, since many of them are accustomed to using technology in their daily lives. Therefore, it is important that it is institutionally adapted to the educational program, especially in the use of ICT as an element for the development and strengthening of education. Among Ecuadorian public and private schools, many have not achieved their goals in English language learning. In some cases, public and private teachers show difficulties in their practices. What is more, the speaking production and interaction in students are not at the level required by the conventional standards (Ministerio de Educación, 2012).

Through the use of these tools, the students will be able to perform interactively in the education process adapting their cognitive and intellectual abilities and skills to the learning process and using an innovative tool that benefits practical skills, which can be an instrument of cognitive development inside the classroom in teacher-student interaction, and also improve the external environment, that is, the learning process from home, since it can be used at all times. Consequently, this ICT tool is appropriate and

timely to strengthen, develop and promote an interactive, innovative, and user-friendly education, improving the learning process with a child friendly environment both in the classroom and at home.

1.3. Statement of the problem

How can technological resources be applied for the development of foreign language acquisition in children from 4 to 6 years old from Cristobal Colón, school year 2020-2021?

1.4. Systematization of the problem

- How can a friendly educational environment be promoted using the technological educational tools application?
- What elements of innovation have been applied within the current education program for children from 4 to 6 years old in the Cristobal Colón Educational Unit?
- What are the benefits of a learning program for the use of ICT in educational innovation?
- What are the most appropriate functional activities for the development of a foreign language acquisition in children from 4 to 6 years old from the Cristóbal Colón Unit?
- What techniques and methods are implied during classes for the development of foreign language acquisition in children from 4 to 6 years old from the Cristóbal Colón Unit?
- What type of technology resources can be more effective to deal with students' needs?
- Which institutions are applying technological resources in the present time?
- How is Ministerio de Educación dealing with this new era in the English Area?
- How can technological resources supply students' needs?
- When do technological resources happen the most along a lesson?

1.5. Broad objective

To analyze the application of technological resources for the development of foreign language acquisition in children from 4 to 6 years old at Unidad Educativa Particular Cristobal Colón, school year 2020-2021

1.6. Specific objective

- To establish the theoretical foundations of technological resources and language acquisition.
- To identify the common problems of application technological resources in language acquisition through the application of the research tools.
- To propose a teaching and learning digital learning program guideline for the development of foreign language acquisition in children from 4 to 6 years old from Cristóbal Colón School.

1.7. Justification

Learning from an early age constitutes an essential element for building an educated society on inclusive and innovative arguments that embrace technology as a fundamental tool for effective and efficient teaching - learning. Thus, the present study is justified due to the need for evolution in an innovative education that must respond to the challenges of today's globalization, where children, youth and adults play an essential role in the process of building modern society and adapted to the use of technology, which promotes an organized education adapted to the capacities and abilities of each person.

Currently the use of Information and Communication Technologies (ICT) represent an advance for the construction of an innovative education that involves all the technological elements for the cognitive-behavioral development of people, from the primary stages of education (Groff, 2016). Through this, investment is mainly made in the geometry of learning (from which the learning subject is placed and not the learning objects, it no longer refers to content areas but to communities of practice), which causes a change of perspective in relation to the roles of student-teacher education, promoting in the student, from an early age, autonomy, self-regulation, metacognition by the student and also, motivating better direction, accompaniment and facilitation in the learning process through the use technological tools and applications or devices, which benefit the execution of reality tasks, case studies, problem solving, in order to improve the behavioral and cognitive characteristics.

It is crucial for youngsters to acquire or learn a foreign language because it is the stage where people have the greatest facility to learn both their native language and some other foreign language, which will also do expand and develop their cognitive motor skills both in language and reasoning when studying a certain language, and with the technological tools and pedagogical strategies currently in existence, this learning can be better acquired by the student.

That is why this study is justified in the promotion and development of an education that responds to the evolving needs of an integrated world, which needs the construction of a society from an early age, that can make use of technology as an essential part. in the practical development of activities of daily living, promoted as a fundamental element of innovative and inclusive education that the State promotes, both nationally and internationally, on the reference of international commitments in the achievement of children's rights to effective and adequate education to current challenges and their social environment (Eady & Lockyer, 2018).

Therefore, this study adapts to the demands of an education that advances towards innovation in the use of technology as a tool for effective and inclusive learning in Ecuador. The correct use and management of these resources is aimed to increase the language competences on learning a L2 language, supplying these needs and doubts from past years. The main beneficiaries of this research project are children from 4- 6 years old at Unidad Educativa Particular Cristobal Colón, those will be able to expand their language learning and develop abilities to enhance their English language acquisition in a productive stage, so they can develop it inside and outside the lesson. English teachers will also benefit from the application of the proposal, because they will have the chance of improving their methodology application, and also because their class goals will be achieved.

The aim of the proposal is that technological resources and tools will allow students to consolidate L2 as a main reference for communication naturally as L1. The motivation enhancement will give learners the chance of getting engaged in different tasks with the help of a guide based on situations in which the students can relate to.

The following research has a big relevance because it identifies the different problems that students face in language production suggesting different directions regarding technology. If students improve their language skills and their communication in this foreign language, challenges will appear and be accepted due to the previous knowledge they have.

1.8. Delimitation of the study

Responsible Unit:	Universidad Laica Vicente Rocafuerte de Guayaquil
Responsible People:	Ricardo David Torres Riofrio
	Gustavo Adrián Logroño Bajaña
Field:	Education
Area:	English
Population:	4-6 years old
Period:	Periodo Electivo 2021

1.9. Idea to defend

  Technological tools influence on the development of foreign language acquisition and the learning process for children from 4 to 6 years old from Cristobal Colón Unit

1.10. Research line

  This research will be developed according to the research line of the Education Faculty, which points to the "teacher performance and methodology application". In addition, it is also framed under the research sub-line "linguistic competencies in teachers and students".

CHAPTER II

THE THEORETICAL FRAMEWORK

2.1. Theoretical Framework

For the following research, information has been inquired in some international and national universities taken as reference related directly with this study drawing closer to the significance input from the authors behind these following researches: Education Technology Frontiers Association, University of Oldenburg, Universidad Nacional de Costa Rica and Universidad Laica Vicente Rocafuerte de Guayaquil.

Alqahtani, M (2019), in his research paper titled "The Use of Technology in English Language Teaching" from Frontiers in Education Technology in Riyadh, Saudi Arabia states that the implication of technological sources brings a significant advance in the English language methodology. Most contemporary English teachers maintain a digital line designed for the ease of study. In this research the author addresses teachers with a series of elements of technology such as: audio-visual and modern technical application. The following study has been produced in order to examine the problems of the study and to develop acceptable solutions for the local area in the country.

As part of his objectives, Technology teaching programs and teaching supports allow pupils to learn electronically. In the same way appropriate IT training for English teachers increases awareness for the needs of learners managing and accessing them with appropriate feedback in order to undertake the previous knowledge and upcoming one. As part of the instruments used to follow the research, data from pertinent records, reports and past research, vital for the design and breadth of effective solutions, were analyzed.

Advanced innovation in English education was widely used in an imaginative application of strategies, instruments, resources, gadgets, frameworks and approaches, which are directly significant for instructing English and lead to the fulfillment of the necessary goals. Hence, whereas innovation is presently for the most part acknowledged as a critical instructive and assistant apparatus over a extend of educating and learning settings, English dialect is particularly genuine as it controls a variety of possible opportunities for the upgrading of both the substance and transmission of pedagogies that usually involve traditional English dialect teaching. In this study the introduction of current technological help brings about timely learning and an increased student

competence across all English language abilities and the use of modern technology for teachers and students alike addresses challenges in English language education.

The results of the application concluded thereafter that the results of the research support the inefficiency of standard teaching methods in English. This is clear in research, in which 75% to 85% of students confirmed that these findings and 60% to 80% of students do not follow the traditional ways. When using current innovation to comprehend English by more than 90 percent, students are eager and brighter.

The present study followed a series of diverse instruments to enhance the teaching experience, where teachers enriched their understanding and practical language abilities in order to promote greater efficiency in general teaching and learning.

Zawacki, O & Latchem, C (2018) in their paper titled "Exploring four decades of research in Computers & Education " from University of Oldenburg in Germany and Perth in Australia. The author discovered in the following research that there can occasionally be a lag between the release and research findings on the implementation of a new technology in an educational environment. A descriptive and quantitative investigation was conducted which collected varied data.

The study concerned a) the topical and conceptual flow of all publications distributed in the computer & instruction fields was identified and analyzed (b) evaluate how they reflect progress and conjecture, and (c) find out how the topics and concepts are semi-related, utilizing a descriptive technique and quantitative research to determine the proposed usage.

The following study was measured with an analysis taken from data collected about different journals in order to examine how technological resources have been used longer and longer assisting teachers and students over the decade.

This report shows that this development in the field of computers and technology reflects the advances from educational tools that were rudimentary in line with current standards and often skeptically looked at sophisticated, powerful and networked systems widely accepted as extending access to education as well as communication and collaboration opportunities.

The study was set with a series of activities and innovative machines to take English into a new experience of learning. Most of them use computers and technology at a certain point in order to raise proficiency in learning a foreign language in contrast to traditional learning.

Olivares, C; Brenes, V and Valverne, E (2020) in their research titled "R2D2: An effective model to incorporate ICTs in the EFL classroom?" from Universidad Nacional de Costa Rica. The authors determined the relation between the use and achievement of the students' learning in information and communication technology. They claimed that a series of planned exercises based on a model ought to be included in the EFL lesson with the usage of applications, laptops and cellular phones.

After the R2D2 the researchers produced a work handbook. All students in the class were engaged through various activities, considering their diverse intelligentsia and styles of learning. The scope of this study was descriptive and was conducted in Southern Costa Rica in a public state university. In particular, two bachelor's groups in English and the Associate's English program undertook research. Each exercise promotes meaningful learning or helps pupils to learn new approaches. The teacher's proposal included work and apps, and the step-by-step instruction helped the teacher feel comfortable with the material that he proposed.

Referring to National researches in Universidad Laica Vicente Rocafuerte de Guayaquil, Magaly and Fuentes (2016) stated in their research work titled "Vocabulary Acquisition and Its Incidence on Oral Ability Development in Junior High School Students at America del Sur School in Duran-Ecuador Year 2015. Both authors proposed the implementation of interactive and innovative teaching strategies approaching constructivist and communicative theories adapted in Junior High School students at American School in Duran during the school year 2015-2016 in order to provide appropriate tools to acquire vocabulary based on oral fluency and productivity for meaningful communication. The following research was conducted with a qualitative approach and descriptive and exploratory method to produce and examine a positive effect supplying extra information to favor the institutions. For the management of the current issue, the authors developed the study measuring the students with rubrics, surveys, pre-tests and post-tests. In this research, a set of activities were proposed to favor vocabulary acquisition in order to improve the oral ability.

The analysis showed that with the application of those theories, students were able to speak in a better way without limiting their behavior due to the lack of vocabulary. With the application of pretests and posttests based on speaking were the main key to find

solutions on the development of speaking skills. The verbal capacity can be created through lexicon procurement. It may take time and exertion on the part of understudies and teachers. The understudy was proven with a proposal based on the selection of the foremost fitting strategies, strategies and methodologies such as: Add up to physical Reaction, Coordinate Strategy, Communicative Approach, and Errand Based Learning strategies; Distinguishing, Selecting, Coordinating, Sorting, Positioning and Sequencing methods; memory, emolument, and cognitive methodologies would offer assistance lock in understudies within the securing of lexicon to cultivate the verbal capacity effectively in order to supply students' needs in the acquisition of a language.

Ramos, A & Villamar, G (2020), in their research paper from Universidad Laica Vicente Rocafuerte titled *Technological Resources and Their Influence on Teaching Speaking Skills in 3rd Year BGU Students at Unidad Educativa Praga*, during the School Year 2019-2020", it was examined and and evaluated different technological resources which were applied before and after their research. As part of the project the authors designed a system of workshops based on technology for teachers proving the usefulness of technological resources in the process of acquiring speaking skills.

A descriptive and qualitative research was contextualized as the one describing the characteristics of the phenomenon that was being studied. The deductive method was also applied to frame the idea to defend this study, and also to draw conclusions. It was conducted with quantitative and qualitative approach using surveys, observations, interviews and tests. As part of the proposal of this research there was a design of a system of workshops based on technology for teachers proving the usefulness of technological resources in the process of acquiring speaking skills. The author proposed a set of innovative activities that can benefit the whole classroom handling technology insights and cooperating with free websites to work on a specific material or topic.

The results determined that it was conceivable to decide that among the first-hand assets utilized within the classroom and portrayed by instructors, innovation was not said. Most instructors have a positive state of mind towards innovation and know that it could make a difference in making the teaching and learning involvement more viable and fun, as well as to extend the level of collaboration within the classroom. In any case, they recognize the troubles in time and prepare to confront and incline toward utilizing only the course reading materials.

2.2.Literature Review

2.2.1. Technological Resources

Technology can be described as any technological device that promotes or supports learning in an educational context. Pupils are exposed to everyday technologies of all kinds and can therefore reach a large number of students by employing technology in the classroom. Any technology item accessible can provide helpful learning support. Some schools can have computers or laptops for each kid in every classroom. Use this equipment as far as feasible when this is the case. Students can utilize tools in language arts for research, video creation, writing documents and much more. Most secondary education students are just beginning to understand how to use evidence in papers and essays. The use of computers allows pupils to learn how credible websites and relevant information may be identified.

2.2.2. Impact of Technology in Education

In an instructive setting, Information Communication Technology ICT has the potential to extend instruction and make strides in its pertinence and quality. According to the School of Education (2020), "the effective use of digital learning tools in classrooms can increase student engagement, help teachers improve their lesson plans, and facilitate personalized learning. It also helps students build essential 21st-century skills. Virtual classrooms, video, augmented reality (AR), robots, and other technology tools can not only make class more lively, they can also create more inclusive learning environments that foster collaboration and inquisitiveness and enable teachers to collect data on student performance"

Herrera (2015) states that technology and its contributions are evolving and changing the fields of knowledge very quickly. It is here that it can be appreciated that education, as a discipline, is taking on new challenges that deserve a more detailed study. The contribution of the use of ICTS has transcended some social impacts such as improving the quality of education, ensuring healthy lives, strengthening economic growth and/or generating quality jobs. However, in the perspective of a sustainable world, there is the need to use these technologies in solving problems such as poverty, exclusion, economic and social development, climate change, among others, by the association with the rational use of resources provided by nature (Ziemba, 2017).

Internet technology has gradually become a part of university educational experience and higher education institutions worldwide, employ the internet in nearly all facets of their educational engagements (Yilmaz, 2015). Internet technology has also been shown capable of improving teaching and learning as well as students' involvement in school activities (Marshall, 2016).

Technology plays a four-fold role in education: as a part of the curriculum, as a delivery method, as a way of providing assistance and also as an instrument for improving the whole of the learning process. Technology has made education passive, reactive, interactive and combative.

Education is essential in corporate and academic settings. In the former, education or training is used to help workers do things differently than they did before. In the latter; education is geared towards creating curiosity in the minds of students. In either case, the use of technology can help students understand and retain concepts better (Raja, 2018).

2.2.3. Mobiles Devices

Technological resources are definitely an element that, according to several research, delivers advantages in secondary education. The role of technology as a communications facilitator and an interaction between the learner and the material makes this improvement possible. Studies also stress this principle and propose the interactivity between technology resources in order to promote deeper and more meaningful learning. Technological resources are definitely an element that, according to several research, delivers advantages in secondary education.

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2.2.4. Tablets

Tables are available for many years and in various forms from PDAs and mobile devices to touchscreen laptops, tablet pcs, laptop tablets and latest 'Post PC' tablets. Tables have always been available. This enhances the use of technology in education. Fast, previously difficult to reach with existing ICTs during a class access to reference material might bring important advantages and improved learning. Terrain visits, workshops or

physical education allows opportunity to investigate, obtain evidence and give presentations with tablets in lesser settings.

Submerging technologies like these in the classroom and everyday life is a learning experience for students themselves. Couple it with materials that can be provided by a tablet computer such as text and reference books, audio and video resources, online investigations, document creation and review, and specific e-learning programs and activities.

2.2.5. Application Software

The use of smart device applications in the classroom in today's classroom becomes a much more common location. It may even be said that young kids have a far greater role in educating them and will certainly become crucial as future generations of students go towards more technology in the classroom. The applications can serve many different purposes in a class, but the classroom management integration is an outstanding benefit that apps can offer. Professors who are looking for ways to improve their and their student schedules can find apps that enable greater flexibility in class management. Capable of synchronizing class registration, easily finding class planning, or planning subjects across several platforms can be a useful tool to ensure class smooth running.

The capacity to establish more relationships and collaboration is another key feature of the apps in the classroom. Teachers can easily sync together all of a classroom's devices to provide for an interactive lesson experience. This connection level enables students and teachers to explore and convey their ideas on new subjects instantaneously. "Mobile learning is one of the major developing areas in education. They tested a mobile-based learning application, and they claim that the users showed positive attitudes towards m-learning and found it useful. On the other hand, their findings suggest that m-learning would be more effective as a supporting medium of learning rather than as the primary medium" (Jamaldeen et al., 2018, p. 19).

2.2.6. The Changing Face of English Language Education

According to Bruce and Hogan (1998), significant changes occur in students' expectations about the abilities they need to acquire in order to be successful language users. English language teachers should be directly relevant to the abilities required by English language users. Furthermore, the modern world's connection between technology

and language use should prompt all language professionals to consider how technology is changing the profession of English language teaching in particular, and applied linguistics in general.

The perspectives of applied linguists are intriguing – clearly worth investigating further by looking at how futurists see technology developing in the coming years. Just as language teachers' approaches differ, futurists' views on the development and spread of technology differ depending on the factors they consider important. As a result, multiple perspectives on the future should be developed, including those offered by technically-minded people who base their vision on analysis of existing technologies and trends, and by socially-minded analysts who consider the pragmatic human and social dimensions of technology use.

2.2.6.1. The perspective of a social pragmatist

Brown and Duguid (2000) revise the technologists' vision of the future by providing anecdotes about how technological possibilities compare to their actual experience working with information and communication technology in business. They argue that predictions about the speed of technology integration are grossly exaggerated because they are based solely on technological examination: The technologist's point of view "isolates information and informational aspects of life and discountes everything else." As a result, it is blind to other forces at work in society" (p. 31).

The pragmatic reality of day-to-day technology use provides a counterbalance to the technologist's vision. The social pragmatist observes that the latter has captured the imagination of those in the media who forecast far-reaching social consequences of the technologist's predictions, such as the demise of institutions such as corporations, universities, and municipal, state, and national governments. Brown and Duguid expose the pro-technology discourse that extols "information" as both the impetus for the abolition of social institutions and the panacea for all problems.

2.2.6.2.Vision of ELT

All three perspectives must be considered when imagining the future of English language teaching and applied linguistics. Everyone agrees that technology is a force worth considering, whether one focuses on technological potential, examines pragmatic technology use, or criticizes both.

ELT practitioners must be critically aware of the connections between technology, culture, and ideology, as well as how technology both amplifies and constrains aspects of language learning and research. In short, a critical, technologically informed pragmatism may be a balanced perspective for English language teaching today. In contrast to the one-sided advocacy for computer-mediated communication for language teaching, elements of such a perspective are evident in analyses that examine the complex of factors that distinguish computer-mediated communication from face-to-face communication for language teaching (e.g., Salaberry 2000).

The traditional English teacher was the one who use to wear English costumes and keep Dictionary, many books and use to give answers after a long consultation. Now that place is replaced by just an IPad, Laptop with internet connection to give answers to all the queries and confusions. Technology is important for linguistic change also. Although majority of teachers are still away from technology in English teaching if we talk about developing countries but developed countries have started using and are really getting wonderful results.

By the time the radio or tape recorder was introduced, technology had advanced to the point where language learning could take place. Consider a time when our elders have mastered all British pronounciation after listening to speeches and news on the BBC. And a Tape Recorder is used to practice and repeat pronunciation problems. However, when we think of technology in the modern era, we immediately think of laptops, I pads, computers, and the Internet. Traditional methods of instruction, such as blackboard teaching, have become obsolete. Teaching has become more organized, faster, easier, interesting, and innovative as a result of technological advancements.

2.2.7. Technical reading as a method for integrating the four communication skills

According to Marx, Heppt, and Henschel (2017), "technical reading" is a methodological strategy for meeting students' cognitive and communication needs. Essentially, these authors propose that each unit's activities include technical reading in all of its dimensions: as a pre-reading activity, during reading, and after reading. Activities that can be used as a result of this reading are primarily focused on the development of reading and listening comprehension. The following activities are part of these two receptive skills. Other activities based on technical reading include collaborative work to exchange dialogue-style questions, translation of paragraph fragments, and the creation of oral reports based on some aspects of the text. In conclusion, these authors state that the

integration of the four skills for teaching English for Specific Purposes satisfactorily responds to the students' needs and motivations for learning the English language, with communicative competence as the ultimate goal.

Under this premise, the author recommends the following constructivist-framed strategies: summarization, analogies, interleaved questions, semantic networks, and the use of textual structures.

2.2.8. Introduction to Learning

"Learning is a process which occupies an important role in moulding the structure of our personality and behavior" (Bei Year, 2016). At a simple level, the child learns to add, to recognize letters, to play peacefully with other children, and to tie shoelaces (Festschrift, Lindström, & Köpenhamn, 2015). In another, more difficult circumstance, students learn how to tackle major problems in divisions, produce end of class papers, cycle and work with group projects.

2.2.8.1. Evolution of the Learning Process

All education theorists, researchers and professionals do not embrace a definition of learning; and those which exist are numerous and diverse since the exact character of learning is different (Goddard, 2017). Even between the same learning currents, such variations are noticeable and hence exaggerated. Consequently, learning is shown to be an ongoing change in behavior or the ability to respond in a specific way through experience or other forms.

Conductual change or change in behavioral ability occurs when someone is able to perform something else than before. Learning requires the development of new actions or the modification of the present ones (Sharma, Roostein, Gandhar, & Seema, 2016). Learning is inferential; that is, it is not observed directly, but the product or behavior, which is why learning is observed in verbal expressions, writings, and people's behavior. The third test in the definition is that behavioral change or change ability survives, excluding transient behavioral changes, which are temporary since the removal of causes eliminates behavioral consequences (Ugwu & Kingsley, 2019). The third competency of the behavioral definition is that learning takes place through practice or other forms of experience (e.g., observation of others, ongoing playing of game) (Eltahir, 2016). It

excludes changes in behaviour, determined by the genetic makeup, such as maturity of youngsters like crawling and standing.

Most English teachers would agree that their students need to practice using English outside of the classroom if they are to improve their communicative competence, but "practice" can include a variety of English language uses. With the spread and development of globalisation, English is used as a connecting language in the world, and many countries use it as a second language, but with a difference. Their native tongue is mixed with English. Countries such as India, where Hindi is the mother tongue and there are nearly 100 regional languages that serve as the mother tongue, English is the second language, but a large portion of the population speaks, works, communicates, and earns in English. As a result, at this point, English has become a major issue in the bread-making process. As the number of people who are fluent in English grows and new innovations emerge, we must make our English language instruction more technologically advanced.

There was a time when second language acquisition relied solely on teacher-student interaction and the repetition of the teacher's version. However, as technology has advanced, many devices and forms of technology have emerged to make teaching more interesting, focused, and accurate. We can use a variety of devices such as televisions, CD-ROMs, computers, the Internet, and other internet-connected devices to make English instruction accurate and accessible to all.

2.2.9. Information Processing

In these circumstances, certain symbolic operations such as coding, compare, locate, add, store, etc., are seen as simulating the understanding of human beings and their ability to produce knowledge.

In contrast to behaviorism, the scientific discipline focuses on cognitive processes and has been affected by developments in communication and IT (Ahmadi, 2018). Since information processing is the dominant paradigm in current educational-cognitive psychology and, in a historical sense, it is the one that displaced behaviorism, it is important to study it highlighting how it differs from behaviorism and what is its leading role in the current education (Warwick, Watson, Hennessy, & Nicholl, 2017).

"Information Processing Theory is concerned with how people view their environment, how they put that information into memory, and how they retrieve that information later on. The Information Processing Theory approach is based on the idea that humans process information they receive instead of simply responding to external

stimuli. According to the Information Processing Theory model, the mind is often compared to a computer" (Zhou & Brown, 2015).

2.2.10. Language Acquisition

Language is a knowledge which actually humanizes us. Whereas other species communicate with an intrinsic capacity to generate a limited number of meaningful vocalizations (e.g. bonobos), or even partially learnt systems (e.g. bird songs), there is no other known species to date capable of expressing limitless thoughts (sentences).

Long (2018) states that "Second Language acquisition (SLA) is a young science, to the extent that it deserves the name at all, struggling to emerge and differentiate itself from such fields as education and applied linguistics, is an interdisciplinary field with widely varying interpretations placed on it and varying demands made of it" (p. 115). "Learning a second language differs in many respects from the acquisition of the mother tongue. Firstly, the conditions under which acquisition and learning take place are different. Language acquisition takes place in childhood when a child grows physically and mentally and language learning occurs at a later stage after the first language or mother tongue has been mastered", (Azmi, 2014, p. 16).

2.2.10.1.   Stages of Language Acquisition

The typical language acquisition is based on four primary phases: babbling, the holophrastic or single-word stage, two-word stage and telegraphic. These steps can be further broken down into these minor phases: pre-producing, early production, speech emerging, intermediate fluidity commencing and advanced fluidity. "A child who has learned a language has developed an internal representation of a system of rules" (Chomsky, 1965, p. 60).

2.2.10.2.   Babbling

The youngster recognizes that it is the mother's voice within a few weeks after birth. During this era, there are two sub-stages. Primary occurs 8 months from birth. The child's surroundings comprises most of this organisation, and by the mid-5/6 to 8 months the child uses his vocals. As babies have already been evaluated, it's fair to learn with

impersonation. In the middle of these months the youngster listens and tries to repeat it with a limited victory.

It is called chatting the babys' efforts to make and test sounds. After several months of jabbing, the youngster begins to link words or sounds to the items or stuff. Normally, a sub-stage moment. The child gains greater control over not its voice communication but also physical communication, for illustration body dialect and motion, 8 months to 12 months. Long-term use of both verbal and non-verbal use by the infant. Children with a high degree of HL who use HA are reported to have an aberrant early-speaking production with limited consonant babble

2.2.10.3.   Holophrastic / One-word stage

The moment of dialectical purchase is arranged holophrastically or by one phrase. The arrangement is marked with one word phrase. In this situation, around 50% of newborns' lexicons are composed of verbs and modifiers, of which approximately 30% are compared with inquiries and negatives. This one-word arrangement features one-word phrases like "play" for "I have to play now." Newborn kids use this phrase to get stuff they need or need, but sometimes, they're not that obvious. A child may scream or say "mother," if he requires consideration, for an illustration.

"This period lasts from nine months to eighteen months. Some scholars call it "Holophrastic" which means (holo from "complete" or "undivided" plus "phrase" or "sentence"). In this period, babies start producing more clearly understood words. The words that have some errors in the babbling stage, in this stage will be more clear and errors will decrease" (Mahmoud, 2017, p. 20). The findings showed considerable variations in mothers' and sisters' quantity and kind of utterances, but the difference in utterances' functions was not significant. The mothers were more declarative than the maids who employed more imperatives. Moreover, mothers used more queries yes/no, and the servants asked more questions about WH.

According to Hakim (2018) in the Babbling stage children used to produce random sounds with their speech organ. Vocal play and babbling are both produced by them when they interact with their parents or relatives. In this stage, a child randomly produces a variety of sounds. Sometimes these sounds partly match his or her mother tongue. "The intuitive idea about learning the meaning of the new words in kids is that the kid looks at an object while the mother names it an as the result the kid relates the sound with the object" (Rajabi, P; Hosseini, S; Hanifi, R, 2017, p. 15).
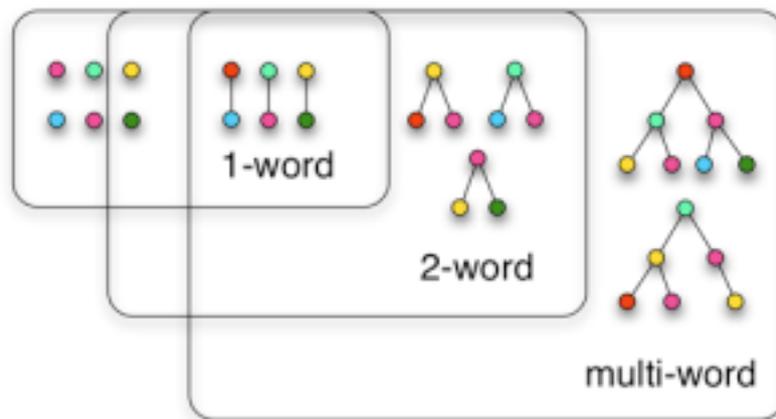
Figure 1. Word Stages Development

Source: Ensalc (2009)

2.2.10.4. Two-Word Stage

The arrangement of two words consists basically of two word phrases. These phrases have predicted a word and a subject word. For the "Doggie walk" case for the phrase "Walk the puppy." It was observed the introduction of single modifiers such as "That dog" in this organization; the two word inquiries such as "Mom eat?" and the postfix expansion — depicting something that is happening right now, such as "Baby sleep."

Just as it implies, the two-word stage is made up of primarily two-word sentences. The sentences in this stage contain one word for the predicate and another word for the subject. For instance, "Doggie eat" for the sentence, "The dog is eating." In this stage, we see the appearance of single modifiers e.g "That book", two-word questions. For example," Daddy sleep?", (Scientific Study, 2020)
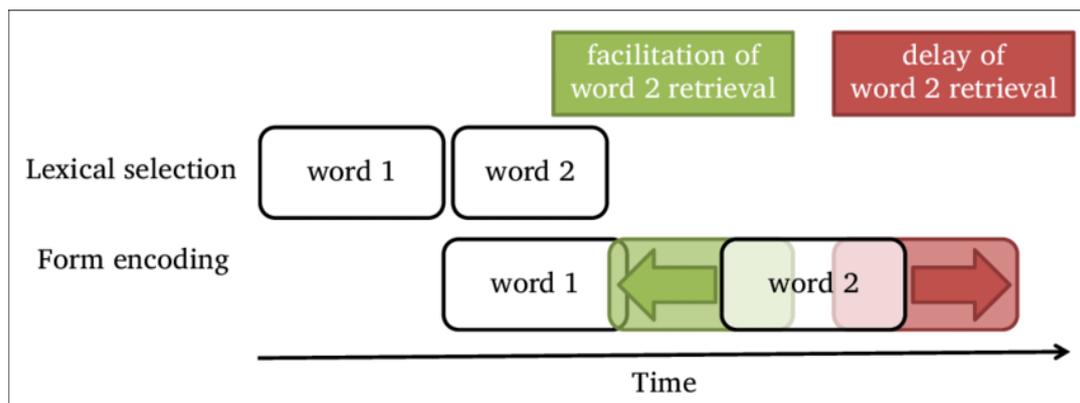
Figure 2. Two Word Stage

Source: Kilbourn 2020)

2.2.10.5.   Telegraphic Stage

The transmitted arrangement is the ultimate arrangement for dialect procurement. This is called because it is analogous to what may be seen in a telegram; it contains adequate material for the phrase to establish a meaning. There are many 3- and 4-word phrases in this organ. At some point in this stage the youngster starts to see the connections between words and objects. Some cases of phrases like "mummy eats carrot," "What's his name?" and "he's playing ball" within a communicated arrangement. The children's lexicon ranges from 50 words to 13,000 words in this organization.

When a child takes a grasp on a dialect it could seem to us that they absorb every piece in a random manner, but often it is not. The dialogue sounds are clear. Children begin to speak vowels, starting with the mouth sounds "oo" and "aa." Consonants p, b, m, t, d, n, k and g are given after the vowels. Since some of the consonants are more straightforward to put together then, case 's' and 'z' demand a special language which kids at that age cannot perform.

"Language is quintessentially human. People use spoken language every day, face to-face, as a means of communication, while written language allows us to record and hold on to our history across generations. Language itself is very complex. It has a sound system that allows us to use numerous distinct words, a vocabulary of some 50,000 to 100,000 terms for many adults, and a series of constructions for relating these words. But babies are not born talking, they learn language, starting immediately from birth. "Babies need to know what to use where and when, how to integrate language with other modes of communication, how to make themselves understand and how to understand others", (Simatupang, 2019, p. 25).

2.2.11. Language Acquisition Theories

2.2.11.1.   Learning Theory

The learning hypothesis may be a dialect procurement hypothesis that looks at language learning as learning a unused skill which we learn dialect much within the same way that we learn how to check or how to tie shoes via repetition and fortification. When babies jibber jabber, grown-ups coo and laud them for "talking" (conjointly since it's beautiful adorable). When the kids develop more seasoned, they frequently are lauded for talking appropriately and redressed when they don't.

From this redress and commend comes the learning hypothesis that dialect comes from boost and stimulus-response. Be that as it may, this dialect securing hypothesis, coherent because it may be, falls flat to clarify how modern expressions and unused words shape since it's all approximately rehashing and mirroring what individuals listen from others. "The distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotzky, 1978, p. 86)

The sciences of learning were led by three main theoretical lens: compelling, cognitive and contextual. Murphy and Knight (2016). In the same way the writers referred to the hypotheses used by researchers using the term 'lenses.' Just like in one circumstance a certain lens may be more suitable for taking photos than another, in one context one learning theory is more appropriate than another for comprehending learning.
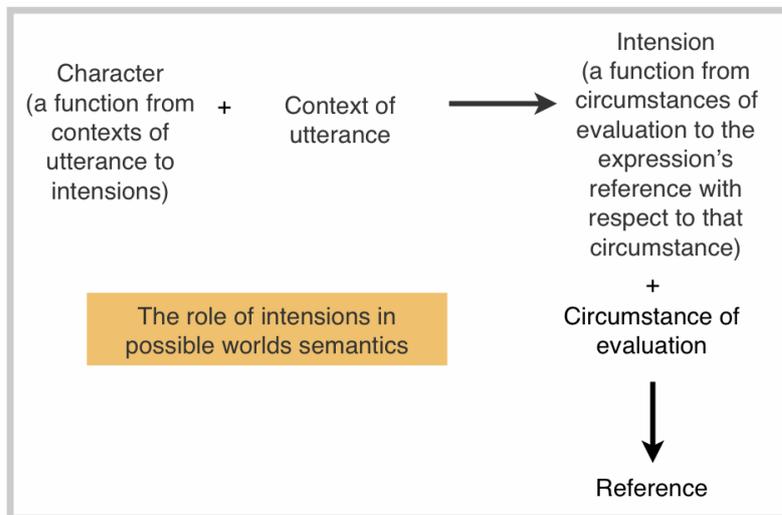
Figure 3. Role of utterances

Source: Speaks (2019)

2.2.11.2.   Cognitive Learning Theory

The cognitive learning hypothesis looks at the way individuals think. Mental forms are a vital portion in understanding how we learn. The cognitive hypothesis gets it that learners can be impacted by both inner and outside components. Plato and Descartes are two of the primary rationalists that centered on cognition and how we as human creatures think. Numerous other analysts looked more profound into the thought of how we think, impelling more research. Jean Piaget may be a profoundly critical figure within the field of cognitive brain research, and his work centers on situations and inside

structures and how they affect learning. The cognitive hypothesis has created over time, breaking off into sub-theories that center on one-of-a-kind components of learning and understanding. At the foremost fundamental level, the cognitive hypothesis proposes that inside contemplations and outside strengths are both a critical portion of the cognitive handle.
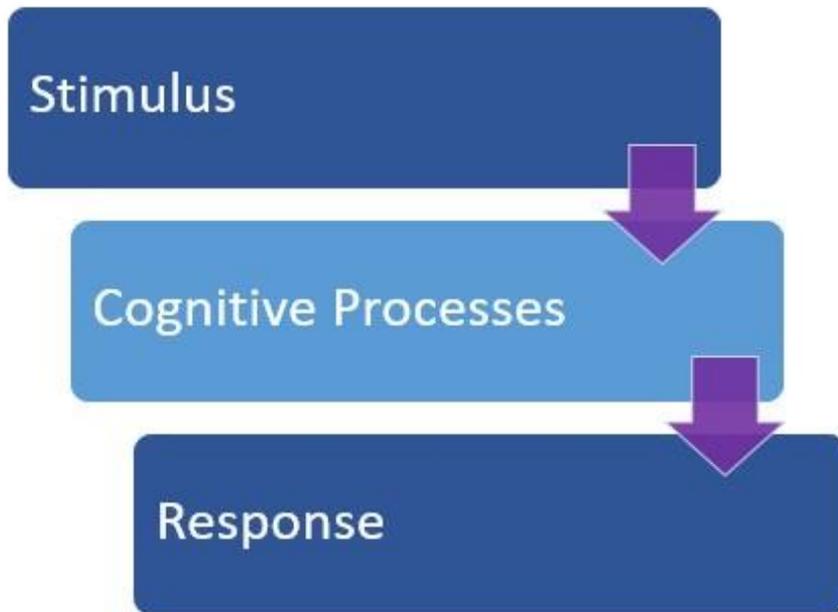
Figure 4. Cognitive Process

Source: Laureate Education (2011)
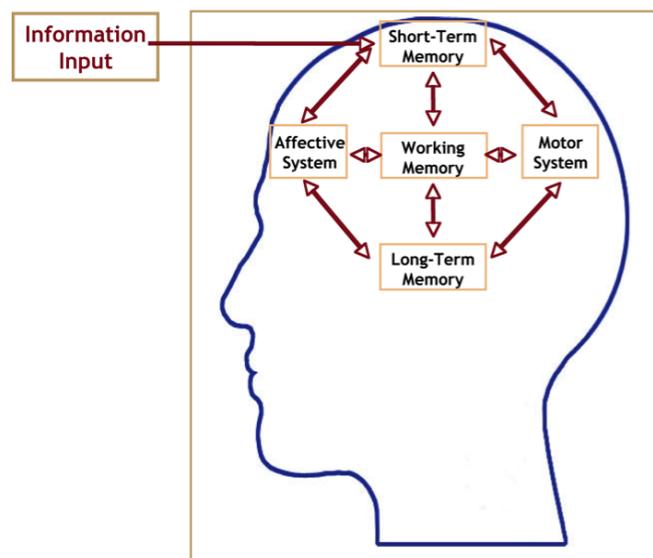
Figure 5. Information Input

Source: The Peak Performance Center (2017)

2.2.11.3.   Constructivist Learning Theory

Dr. Olusegun (2015) says that constructivism is a teaching and learner strategy based on a principle that "mental construction" results in knowledge (learning). In other words, by adding fresh information to what you already know, pupils learn. Builders think that the environment in which an idea is taught and the beliefs and attitudes of pupils are changed by learning.

For example, Vygotsky (1978) accepted that community plays a central part within the preparation of "making meaning." For Vygotsky, the environment in which children develop up will influence how they think and what they think about. Thus, all instructing and learning could be a matter of sharing and arranging socially constituted knowledge. For example, Vygotsky (1978) states cognitive improvement stems from social intelligence from guided learning inside the zone of proximal improvement as children and their partner's co-construct information.

2.2.11.4.   Behaviorism

The study of observable and measurable aspects of human behavior is the focus of behaviorism. Behaviorist learning theories emphasize changes in behavior that result from the learner's stimulus-response associations when defining behavior. The two primary originators of behaviorist approaches to learning are John B. Watson (1878-1958) and B. F. Skinner (1904-1990). Watson believed that human behavior was the result of specific stimuli eliciting specific responses. Watson's basic premise was that conclusions about human development should be based on overt behavior rather than speculation about subconscious motives or latent cognitive processes (Shaffer, 2000).

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The application of behaviorist theory in the classroom can be beneficial to both students and teachers. Behavioral change happens for a reason; students work for things

that make them happy and for approval from people they admire. They alter their behaviors in order to satisfy the desires they have learned to value. They generally avoid behaviors associated with unpleasantness and form habitual behaviors from those that are repeated frequently (Parkay & Hass, 2000). The entire premise of behavior modification is that the majority of behavior is learned. If a behavior can be taught, it can also be unlearned or relearned. Unrecognized behavior will be extinguished.

2.2.12. Language Acquisition Device

Noam Chomsky proposed the language acquisition device (LAD) to explain how children can learn it in just a few years after being exposed to any human language. Chomsky stated that everyone is born with the understanding of what a human language is made of. Details of significant features of all world languages must be included in this intrinsic knowledge. The phrase universal grammar was introduced to describe the LAD knowledge. The linguistic development process is considered to identify which grammatical rules are applicable to the language the infant learns.

2.2.13. Universal Grammar

Noam Chomsky, the world's most recognized linguist to date, promptly disputed Skinner's account. In the spirit of the 1950s cognitive revolution, Chomsky reasoned that, if the language acquisition mechanism depended on language input only, infants will not acquire the means necessary for the treatment of an endless number of sentences.

The idea of innate, biological grammatical grammatical categories such as the category of the noun and the category of the verb facilitating complete language development for children and the overall language treatment for adults is therefore advocated in the Universal Grammatical Theory. For example, according to the Universal Grammar account, "children instinctively know how to combine a noun (e.g. a boy) and a verb (to eat) into a meaningful, correct phrase (A boy eats)" (Chomsky, 1965, p.32).

2.2.14. Universal and Particular Grammars

The publication of Aspects of the Theory of Syntax in 1965 marks the maturation of the new school, establishing Transformational Generative Grammar as a well-established linguistic theory. All seminal ideas from Syntactic Structures are explicitly used as formal

terms in this second monumental book. According to Chomsky (1965), linguistic theory is primarily concerned with linguistic competence. Linguistic competence is loosely defined as a specific mental ability that allows humans to produce and comprehend novel grammatical utterances. Performance refers to the actual application of competence in real-world situations.

The internal mechanism of generative theory has changed dramatically. However, some fundamental concepts have not changed. Syntax has remained at the heart of generative theory, with semantics on the outskirts. It is worth noting that Chomksy has been preoccupied with theory construction for the past half-century. In fact, theory has emerged as the most important concept. As previously stated, (see footnote 5), grammatical rules have been condensed into interactive modules, all of which are referred to as theories. In linguistic theory, generative theory has been internally and continuously pushed toward greater simplicity and elegance (Chomksy, 1981).

During the last two or three decades, sociolinguists have raised concerns about the generative claim that language is a purely mental fact. According to sociolinguists, is first and foremost a social construct and only secondarily a mental fact. Language is best defined as Saussurean langue in the sense that it is an abstract system that exists within the collective mind of the speech community. Along this line of thought, Hymes' (1974) term communicative competence suggests two important things.

Chomsky's linguistic expertise. For Hymes, linguistic competence simply means grammatical competence, and grammatical utterances alone are never sufficient for communicative purposes. Speakers with communicative competence are expected to produce grammatically correct, pragmatically and sociolinguistically appropriate utterances in their communicative act. In actual verbal communication, appropriate language use frequently takes precedence over grammaticality. Failure to do so may offend the addressee as well as embarrass the speaker, whereas failure to do so may only embarrass the speaker.

2.3.Conceptual Framework

Literacy: It is a basic and essential instruction of the initial process of education, which provides integration of the person in the performance of daily life, both inside and outside the home, which is why effective literacy provides social and cognitive development for all students from early age to adulthood (Hashemi, Sosahabi, & Berahman, 2017, p. 57).

Innovative education: Innovative education has been conceptualized as one where good teachers show their inventiveness and are creative, where they continue to discover and design new methods and content to ensure that students always have the best learning experiences (Zheltoukhova, 2016).

Learning process: The learning process is individual, although it takes place in a certain social environment. For the development of this process, the individual sets in motion various cognitive mechanisms that allow him to internalize the new information that is being offered to him and thus convert it into useful knowledge (Sharma, Roostein, Gandhar, & Seema, 2016).

ICT: The use of ICT in education is an element of innovation and educational adaptation for all students. ICTs are part of the changes at the economic, social and technological level that are taking place in today's society, and educational institutions must be kept up to date on their operation for an effective learning application. Therefore, they must be adapted to the individual characteristics and needs of each student and thus benefit the flexibility of the educational program (Nwigbo & Klein, 2018).

Innovative: Innovation can at a fundamental level be the process of generating and combining ideas to make a relationship between present accomplishments and past experiences to solve a future problem (Baskaran & Mehta, 2016).

Grammar: Language as conceived of by Chomsky is a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements. As he further claims, this holds true for all-natural languages since they have "a finite number of phonemes (or letters in its alphabet) and each sentence is representable as a finite sequence of these phonemes (or letters) (Chomsky, 1957)

Learning: A person keeps on learning across all the stages of life, by constructing or reconstructing experiences under the influence of emotional and instinctual dispositions. (Chomsky, 1957)

Cognitive: The word comes from the Latin root cognoscere, which means "to know". By cognition, we are usually referring to everything that is related to knowledge. In other words, the accumulation of information that we have acquired through learning or experience. (Chomsky, 1957)

Technology: Technology is a rather new phenomenon in the educational world, it needs to be introduced carefully and with consideration (Harris & Bataineh, 2016).

Processing: Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfill his potential." (Dewey, 1950).

2.4. Legal Framework
Constitución de la República (Art. 27)

The National Constitution of Ecuador establishes that Education should be centered on the human being, intercultural, and among other aspects, with quality:

Art. 16.- Todas las personas, en forma individual o colectiva, tienen derecho a:
2. El acceso universal a las tecnologías de información y comunicación.

Art. 27.-La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. (p. 16).

Art. 277.-Para la consecución del buen vivir, serán deberes generales del Estado:

6. Promover e impulsar la ciencia, la tecnología, las artes, los saberes ancestrales y en general las actividades de la iniciativa creativa comunitaria, asociativa, cooperativa y privada.

Art. 385.- El sistema nacional de ciencia, tecnología, innovación y saberes ancestrales, en el marco del respeto al ambiente, la naturaleza, la vida, las culturas y la soberanía, tendrá como finalidad:

3. Desarrollar tecnologías e innovaciones que impulsen la producción nacional, eleven la eficiencia y productividad, mejoren la calidad de vida y contribuyan a la realización del buen vivir.

LOEI

The Ley Orgánica de Educación Intercultural LOEI recognizes the Ecuadorian people's right to be educated in their own language, but also in any other foreign language. The Art. 2 regarding to the Principles says:

In Ecuador, The LOEI regulates Early and Middle Education, and determines the rights that every Ecuadorian has, not only to be educated in their first language, but also in other languages that every school may include in their curriculum.

Art. 2.- Principios.- La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

f. Desarrollo de procesos. - Los niveles educativos deben adecuarse a ciclos de vida de las personas, a su desarrollo cognitivo, afectivo y psicomotriz, capacidades, ámbito cultural y lingüístico, sus necesidades y las del país, atendiendo de manera particular la igualdad real de grupos poblacionales históricamente excluidos o cuyas desventajas se mantienen vigentes, como son las personas y grupos de atención prioritaria previstos en la Constitución de la República

h. Interaprendizaje y multiaprendizaje.- Se considera al interaprendizaje y multiaprendizaje como instrumentos para potenciar las capacidades humanas por medio de la cultura, el deporte, el acceso a la información y sus tecnologías, la comunicación y el conocimiento, para alcanzar niveles de desarrollo personal y colectivo...

Art. 6.- Obligaciones.- La principal obligación del Estado es el cumplimiento pleno, permanente y progresivo de los derechos y garantías constitucionales en materia educativa, y de los principios y fines establecidos en esta Ley.

j. Garantizar la alfabetización digital y el uso de las tecnologías de la información y comunicación en el proceso educativo, y propiciar el enlace de la enseñanza con las actividades productivas o sociales.

Art. 29.- Nivel distrital intercultural y bilingüe.- Los distritos educativos interculturales y bilingües ejecutan los acuerdos entre prestadores de servicios públicos que optimicen en su respectiva jurisdicción la utilización de los servicios públicos complementarios al servicio educativo, tales como: infraestructura deportiva, servicios de salud, gestión cultural, acceso a tecnología, informática y comunicación y otros.

Art. 36.- De la relación con los gobiernos autónomos municipales.- Sin perjuicio de lo establecido en la Constitución de la República, las leyes y, en particular, el Código Orgánico de Organización Territorial, Autonomía y Descentralización, son responsabilidades de los gobiernos autónomos municipales, en relación con los centros educativos, las siguientes:

h. Apoyar la provisión de sistemas de acceso a las tecnologías de la información y comunicaciones.

Art. 87.- Son atribuciones y deberes de la subsecretaría del Sistema de Educación Intercultural Bilingüe:

d. Participar en los procesos de diagnóstico, planificación, organización, dirección, ejecución, control, evaluación y reforma de planes, programas y proyectos, currículo, talentos humanos, presupuestos, modalidades, estándares de calidad, investigación científica, infraestructura, elaboración de materiales y tecnologías educativas del Sistema Nacional de Educación en general, y del Sistema de Educación Intercultural Bilingüe en particular

Acuerdo Ministerial 0052-14
Artículo 1. DISPONER que la enseñanza de inglés, a partir del año lectivo 2016-2017, régimen Sierra y 2017- 2018, régimen Costa sea obligatoria desde segundo grado de

Educación General Básica hasta tercer curso de Bachillerato para todas las instituciones públicas, fiscomisionales y particulares del país.

Artículo 6. DISPONER que los colegios autorizados a ofertar los programas de Bachillerato Internacional: el Programa de Escuelas Primarias-PEP y el Programa de Años Intermedios-PAI se regirán por el Acuerdo Ministerial 0224-13 del 16 de julio de 2013, en cuanto a las adaptaciones de la malla curricular nacional que deberán presentar al Viceministerio de Educación para su aprobación.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. Methodology

The current research project employs the inductive technique, which allows researchers to gather data and draw conclusions about the subject of investigation. This was accomplished through the use of appropriate research instruments, with the goal of determining the importance of teaching strategies in students' listening abilities. In addition, the deductive approach was used to sketch the idea to defend in this study and to draw logical conclusions.

3.2. Type of Research

The study is also descriptive because it applied research instruments to describe possible problems and their causes, and in addition, it described the main features of the objective of this study, as well as the two variables. According to (Karlan & Appel, 2018), the types of research include the elaboration and development of a proposal, of a viable operating model, to solve problems, requirements, or needs of organizations or social groups, as well as the formulation of policies, technological programs, methods, or processes (Karlan & Appel, 2018, p. 431). It must be supported in its formulation and execution by documentary, field-type research or a design that incorporates both modalities.

3.3. Research Approach

The presented study includes a quantitative approach since it emphasizes the targets and estimations of the factual, numerical or numerical data that will be analyzed, in order to gather such data through overviews, tests and pre-existing data by utilizing computing strategies. Surveys and polls are used in quantitative research to gather information on a specific topic. There are numerous survey questions that are frequently used in relation to the nature of a quantitative research study. It is one in which data is collected and quantitatively analyzed across variables. When processing and tabulating statistical data, this method was used from the study of the population and the sample to carrying out the surveys.

The qualitative side of this examination moreover falls beneath the logical strategy of perception since it assembles non-numerical information and it legitimizes the numerical information for encourage investigate may be supported up, giving comes about that can compare and support the other qualities of the examination like students' execution, capability level, activity and other qualities as well that are specified within the examination. Along this research, an observation format will be set and be applied to the teacher in order to analyze the teacher's opinion based on the lesson they perform between sessions with students. Moreover, an interview is going to be developed aimed for the teacher's characteristics and skills performed with learners.

Research is a tool used to understand a problem and increase knowledge about something in order to demonstrate how all of the major components of the investigation work together to answer the survey's central questions. Due to their close relationship and correspondence, the various constitutive activities of the design will be analyzed jointly and interrelated.

The qualitative paradigm has a decidedly humanist foundation for understanding social reality from an idealist standpoint that emphasizes an evolutionary and negotiated conception of social order. According to the qualitative paradigm, social life is defined as individuals' collective creativity.

A sample is a small representative portion of a whole or population used to carry out a study, the goal of which is to infer properties, characteristics, and behaviors, which are then used to bring it to the public's attention or to be statistically analyzed. According to Astbury (2018), a sample is "the percentage that is taken from the population itself to be able to determine the bases of certain research, a sample is the proportion taken from the explicit population, from which an investigation can be begun" (p. 88).

According to Tamayo (2010), it is "the totality of the phenomenon to be studied, where the population units have a common characteristic, which is studied and gives rise to the research data" (P. 114). A population is a group of people or organisms of a specific species that live in a specific geographic area or space and whose population is normally determined by a census. This study's population consists of professionals from various fields, one chief administrative officer, and twenty security guards.

3.4. Research Techniques and Tools

3.4.1. Observation Technique

Observation technique is a way of gathering data based on the systemic framework of observation following the manipulation of a variable of a social phänomen (Bhat, 2018). The course monitoring tool will be based on the content of the studying guide on how the teacher manages the class as a participant observation, the students' session arrangements, the classroom condition, how much of the first language is used in the classroom, how students talk about each other in English tasks, the connection between studying.

 It will be set to students from 4-6 years old based on their performance gathered with the teacher's class management in order to detect how language is set and taught inside the classroom concerning technology. The purpose of this type of research is to gather more reliable insights. In other words, researchers can capture data on what participants do as opposed to what they say they do.

3.4.2. The interview

The interview is a technical/addressed teacher and comprises a series of 10 questions regarding how students are doing their tasks in class, the type of book or manual which they use with their students and how well they can relate to their content, how many hours they spend per day or week and how many times the students are assessed and the skills they have. The results of how the teacher uses all the information needed for the preliminary stage to come to solid conclusions.

In its most basic form, an interview is a conversation between two or more people that follows a question-and-answer format. Its primary components are the interviewer, who asks the questions, and the interviewee. Marta and di Roma (2020) state that it is the most commonly used tool in the process of social communication. In terms of its professional purpose, the interview serves the primary function of gathering information from individuals or groups and making it available to a broad range of the population. As a result, the interview serves as a source of information. This technique is most commonly used in education and should be carefully planned through a conversation between the researcher and the interviewee.

The interview is addressed to the teacher and it is aimed to identify the procedures that English teachers apply to manage the content according to the content and methodology with students from 4-6 years old at Unidad Educativa Cristobal Colon.

3.4.3. Surveys

A survey is a technique of data collection used to record individuals' thoughts, feelings, attitudes, insights, or general knowledge of a certain subject. They can have a variety of specific purposes and can take many forms (Bhat, 2018). This overview sheet is addressed to the teacher in charge of the classroom and will check classroom improvement and will inquire approximately the sorts of strategies that the educator employs, such as the materials given to the lesson, as well as the states of mind and support of understudies into the classroom. With the application of a questionnaire, it will review through five questions the experiences and actions from the teacher behind the classroom with opinions from the students.

A survey is a technique that involves administering a questionnaire to a sample of people. The surveys collect data on citizens' opinions, attitudes, and behaviors (Braun, Clarke, Boulton, Davey, & McEvoy, 2020, p. 12). It is used when there is a need to test a hypothesis or find a solution to a problem, and it is used to identify and interpret a set of testimonies that can fulfill the established purpose in the most methodical way possible.

3.5.   Research Population and Sample

Table 1. Population and Sample

GROUP	POPULATION	SAMPLE	PERCENTAGE
Students	10	10	100%
Teacher	1	1	100%

Source: Unidad Educativa Particular Cristóbal Colón
Elaborated by: Logroño & Torres (2021)

3.6. Results / Findings on Analysis

3.6.1. Class Observation Guide

Table 2. Observation Guide

Item	Class Observation		
	1= *Not observed*	2= *More emphasis recommended*	3= *Accomplished very well*
Organization			
Lesson planned in advance and shared with the observer.		x	
Set objectives at the beginning of the class.		x	
Paced lesson appropriately.		x	
Presented topics in logical sequence.	x		
Summarized major points of the lesson.		x	
Materials uploaded on Esemtia in advance.	x		
Presentation			
Explained major/minor points with clarity.		x	
Defined unfamiliar terms, concepts, and principles.	x		
Used good examples to clarify points.		x	
Showed all the steps in solutions to homework problems.		x	
Varied explanations for complex or difficult online material.		x	
Emphasized important points.			x
Write key terms on slides.		x	
Integrates materials (examples, cases, simulations) from "real world".	x		
Active, collaborative, and cooperative learning favored over passive learning.		x	
Interaction			
Actively encouraged student questions.		x	
Asked questions to monitor student understanding.		x	
Waited sufficient time for students to answer questions.			x
Listened carefully to student questions.		x	
Responded appropriately to student questions.		x	
Restated questions and answers when necessary.		x	

Demonstrates respect for diversity and requires similar respect in class.		X
Actively motivated students to use online resources like apps, online exercises, etc.	X	
Content Knowledge and Relevance		
Presented material at an appropriate level for students.	X	
Presented material appropriate to the purpose of the course.	X	
Demonstrated command of the subject matter.	X	

Source: Unidad Educativa Particular Cristóbal Colón
Elaborated by: Logroño & Torres (2021)

Analysis

- Along with the most important difficulties starting with the class organization most of the statements were half-developed creating doubts on students. It was shown that the plan designed for the class was not nearly observed, only applied in the lesson. Then the objective was not set properly at the beginning of the class while there was no sequence within the content and the major points of the lesson were not addressed to students followed by the material and resources not uploaded in the platform in advance.

- Following the presentation stage, there were some limitations with the explanation of the content. In this way, new vocabulary (unknown words) was a challenge for the teacher to explain. The teacher tried to give examples about the content, but it should be more developed. Furthermore, the teacher gave possible solutions to handle the homework difficulty. There was an emphasis on important points for the class, but with no integration on a real world expectative.

- Referring to the interaction stage, the teacher showed a better perspective encouraging students a little bit for questions they may have. Moreover, there were sufficient questions answered by the teacher. Unfortunately, students were not actively motivated to use online resources due to lack of knowledge from the teacher.

- Some other difficulties that were presented were that material introduced was not appropriate for the lesson due to the technology misunderstanding of the teacher.

3.6.2. Students Survey

A survey questionnaire was applied to 4–6-year-old students at Unidad Educativa Particular Cristóbal Colón, in order to collect information to describe the common aspects in reading fluency that students follow at home. The survey results were the following:

Table 3. Use of the materials in the class

ITEM	SCALE	FREQUENCY	PERCENTAGE
Which material from the class do you like to use the most?	Computers	5	50%
	Books	3	30%
	Apps	2	20%
	Board	0	
	TOTAL	10	100%

Source: Unidad Educativa Particular Cristóbal Colón
Elaborated by: Logroño & Torres (2021)
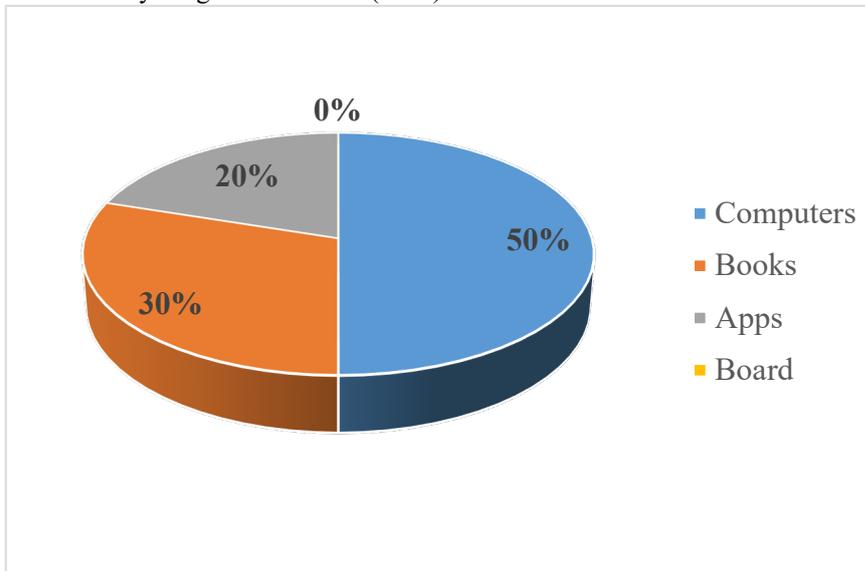
Figure 6: Students' materials preferences
Source: Unidad Educativa Particular Cristóbal Colón
Elaborated by: Logrono & Torres (2021)

Analysis:

Half of the students (50%) surveyed said to use computers as the main and favorite tool in the lesson. The rest of the students answered to use books and apps as part of their study habits. While no one seems to be interested in using a board anymore. Technology resources are leading as a main source for studying.

Table 4. Media resources

ITEM	SCALE	FREQUENCY	PERCENTAGE
Do you like to watch videos, pictures or animations?	Videos	4	40%
	Pictures	4	40%
	Animations	2	20%
	TOTAL	10	100%

Elaborated by: Logrono & Torres (2021)

Figure 7. Students are asked about the different medias
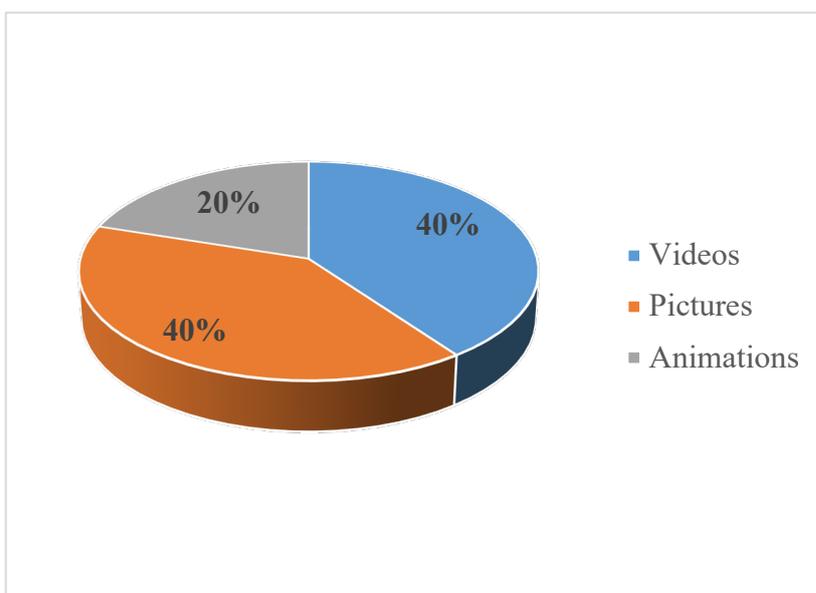Source: Unidad Educativa Particular Cristóbal Colón
Elaborated by: Logrono & Torres (2021)

Analysis:

One part of the students (40%) answered to be interested in videos as a main source of interaction and attention from them. Meanwhile the other 40% of them are interested in pictures and the lowest amount (20%) affirmed to like animations.

Table 5. Use of technology

ITEM	SCALE	FREQUENCY	PERCENTAGE
Do you like to use technology?	Yes	10	100%
	No	0	0%
	TOTAL	10	100%

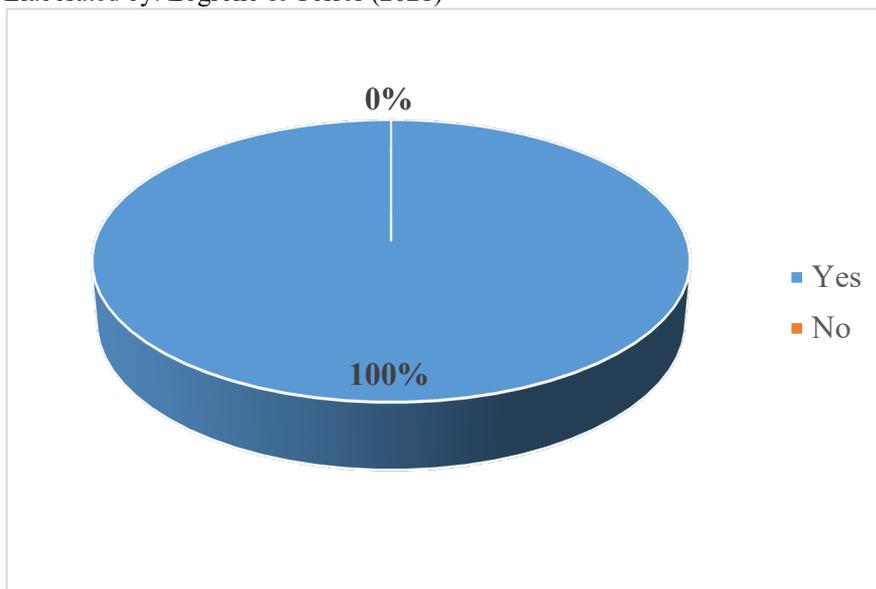Elaborated by: Logrono & Torres (2021)

Figure 8. Technology acceptance
Source: Unidad Educativa Particular Cristóbal Colón
Elaborated by: Logrono & Torres (2021)

Analysis:

The results presented that all of the students are totally interested in using or applying technological resources in the classroom for learning English.

Table 6. English Difficulty

ITEM	SCALE	FREQUENCY	PERCENTAGE
Has it been difficult to learn English?	Yes	6	60%
	No	4	40%
TOTAL		10	100%

Elaborated by: Logrono & Torres (2021)
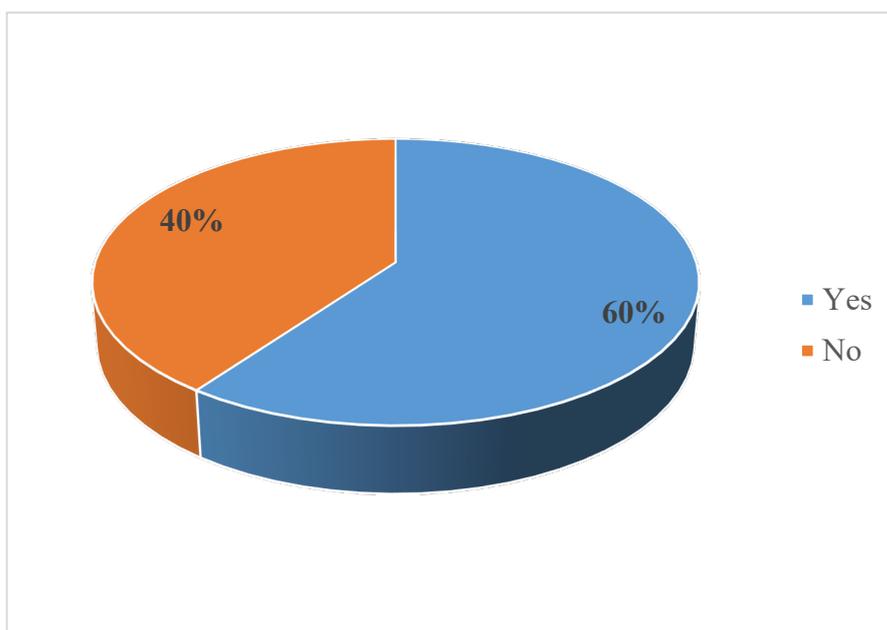

Figure 9: English difficulty
Source: Unidad Educativa Particular Cristóbal Colón
Elaborated by: Logrono & Torres (2021)

Analysis:

The 60% of students that were asked accepted to have difficulties during the process of learning English due to their educational background and limitations in the classroom while the 40% of students stated not to have boundaries within the language.

Table 7. Favorite apps used in the classroom

ITEM	SCALE	FREQUENCY	PERCENTAGE
Which of the following applications does your teacher use the most?	Duolingo	1	11%
	British Council	1	11%
	Kahoot	3	33%
	Cambridge Platform	1	11%
	Zoom	3	33%
	TOTAL	10	100%

Elaborated by: Logrono & Torres (2021)

Figure 10: Teachers' materials
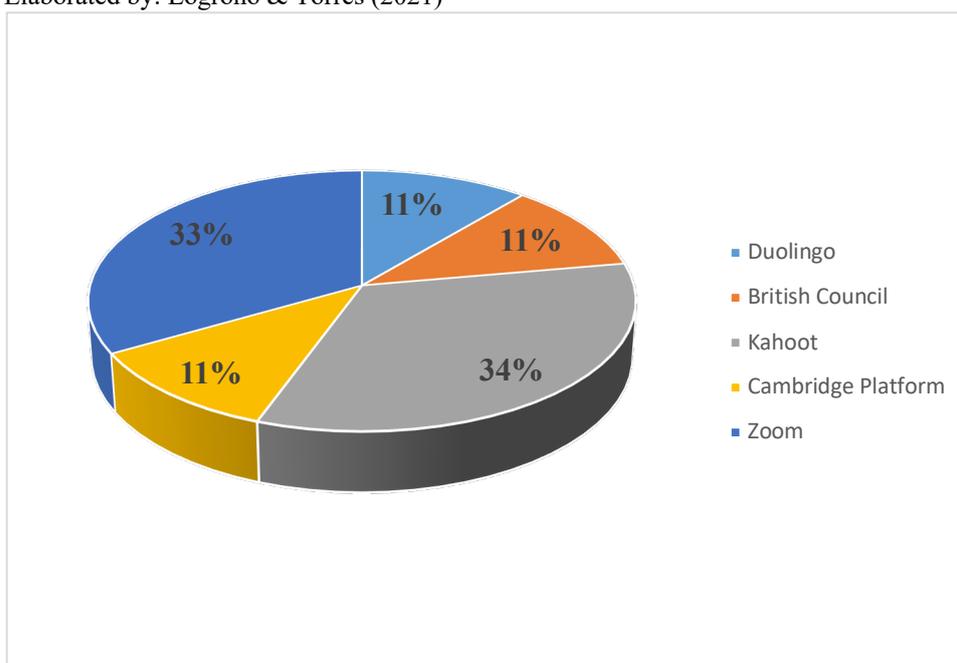Source: Unidad Educativa Particular Cristóbal Colón
Elaborated by: Logrono & Torres (2021)

Analysis:

66% of students affirmed that the teacher uses Kahoot and Zoom as a primary way to conduct a class with the content and the teaching process afterwards. While the other part said that the British Council, Cambridge Platform and Duolingo as the most use tools during a lesson.

3.6.3. Teacher Interview

The interview technique, and its instrument, the open-ended questionnaire, was applied to the English teacher of Unidad Educativa Particular Cristóbal Colón. The purpose was to collect information from teachers to determine the importance of technological resources behind the classroom. The interview questionnaire included 5 questions and the results were the following:

Table 8. Teacher's interview

QUESTIONS	TEACHER
In a class hour, how much time do you work on platforms, online exercise, app, etc.?	During these months of pandemic, I was working with Peardeck, which is a platform that lets students draw and write, listen and choose. I used it after the explanation of the topic (25 minutes) to reinforce what they had learned and I could check what everybody were doing in real time so I could give them feedback immediately. To evaluate what they have learned I used Quizizz, it took 6 or 10 minutes.
How do you motivate your students behind a screen?	My students like to sing and play games. That is a way to motivate them and they like to participate too, so I try that everybody can talk. At the beginning it was difficult for me because everybody wanted to participate and their moms were behind the screen too but then I could improve it.
Does your institution offer seminars about working on different technological resources for online classes?	Yes, during the pandemic we had a lot of seminars related to teaching online specially from Cambridge, Alpha publishing, Richmond and the institution.

What kind of technological resources are applied during the class hour?	I used Peardeck until December because it was free but then I couldn't use it because it required payment. I use powerpoint, zoom, Quizizz, the digital book of Cambridge and the Cambridge platform.
What resources do you consider when planning a class? And why?	- The Digital book, because of the contents. - The Annual plan to check the topics and contents. - The Curriculo Educación Básica Elemental English as a Foreign Language to choose the skills the students need to perform.

Source: Unidad Educativa Particular Cristóbal Colón
Elaborated by: Logrono & Torres (2021)

Analysis

- Teachers consider technology resources a way to turn a class into an interactive one. Even though there are limitations and difficulties despite not being in a real classroom as before, the organization among it depends on how to apply those resources effectively.

- The teacher considers parents should not participate in the process from their children, maybe because traditionally the teaching process has been only teachers' responsibility. Nevertheless, nowadays parents often take actions by themselves to help their children improve their performance at school.

- In that way, the institution has taken actions to help and support teachers to use more resources in the classroom and adapt themselves in the current time.

3.7.   Results Analysis

The application of the research tools allowed to build the following preliminary conclusions:

- The class observation allowed us to identify different difficulties that students have been facing during the last school period, especially in gaining the four language skills due to the recent adaptation using technology as a primary tool. While observing the teacher there was evidence that most of the class was half-developed at its peak.

- The students survey confirmed that children are interested in following a technology period because it gives them opportunities to have more access to content through the interaction and application of digital tools. As they have had difficulties in a real classroom, they expect as they are at home, they are free to participate and integrate with the teacher.

- The teacher interview allowed us to conclude the limitation and integration of unknown media to the class. Despite this as they receive classes in their houses, parents are helpers for their children. It has been evidenced by the obstacles that teachers have overcome in the recent school period. In the same way, the teacher stated the actions and plans for the right motivation for students to succeed with the acquisition of the language and language skills, mastering and fulfilling the needs of the class.

CHAPTER IV

THE PROPOSAL

4.1. Topic

Learning Collaborative Digital Guideline for the development of foreign language acquisition in children from 4 to 6 years old from Cristóbal Colón School.

4.2. General Objective

- To give teachers a set of digital interactive English sources for improving and acquiring language skills in the language domain.

4.3. Specific Objective

- To demonstrate the main features of language skills and its sources.
- To identify students' difficulties and thoughts regarding with English learning

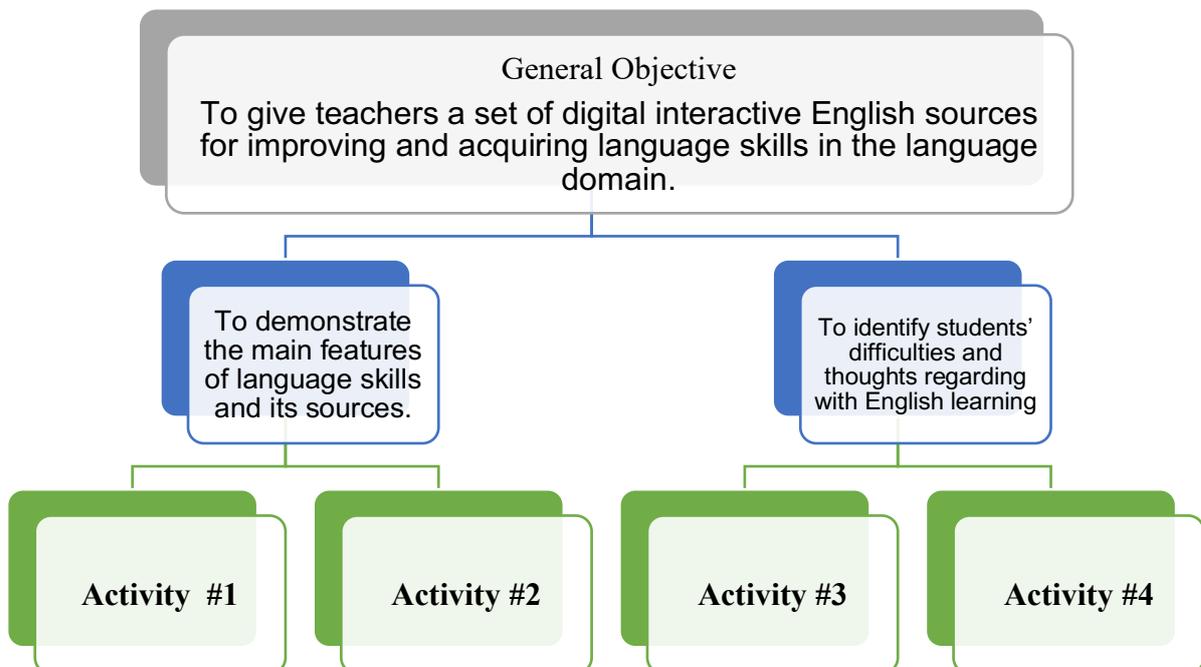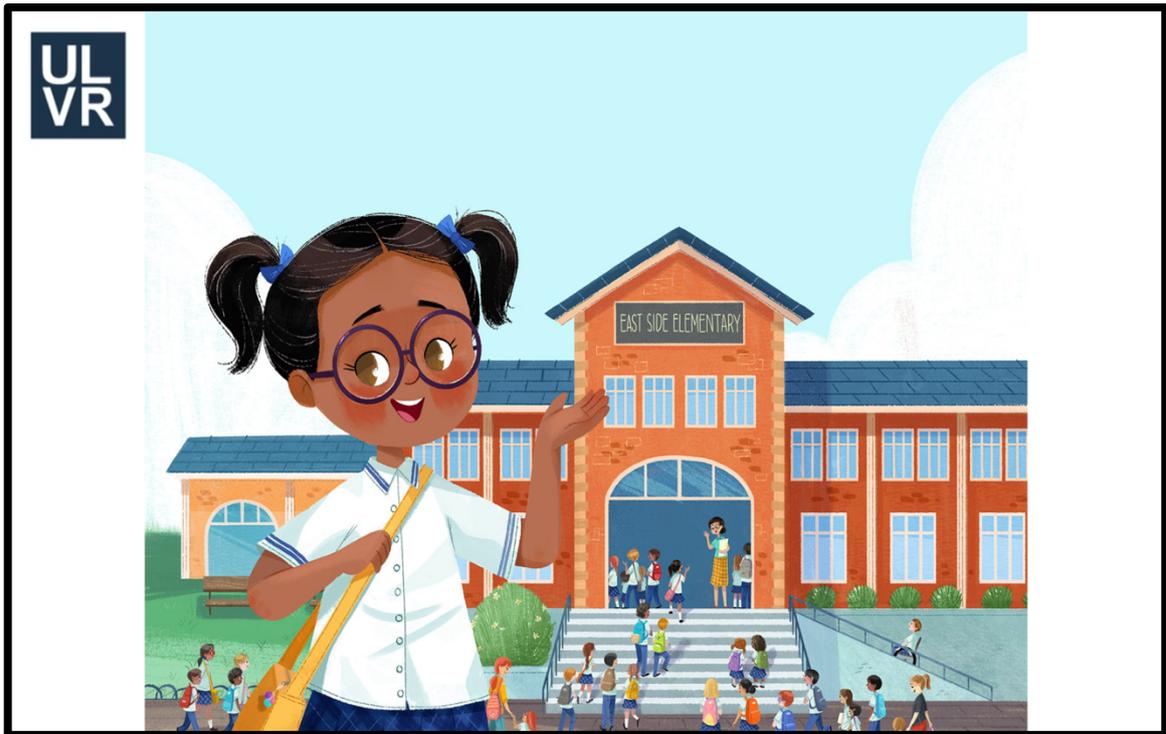### 4.4. Proposal Scheme and Development

Figure 11. The Proposal Scheme
Elaborated by: Logrono & Torres (2021)

4.5.   The Proposal Scheme Development

Learning Collaborative Digital Guideline for the development of foreign language acquisition in children from 4 to 6 years old AT Cristóbal Colón School.

Activity #1

Feelings

Figure 12. Feelings
Source: Lukyanov (2020)

Skill: Listening and Speaking

Objective: Students will be able:
● To develop short conversations describing their feelings and thoughts by asking and answering questions to value others' ideas on daily activities.
● To identify different type of greetings by listening to their partners

Language Focus: Present Simple ("I like" to and feelings expressions "When I feel…") Daily routines

Materials:
● Computers
● Mobile Devices
● Internet
● Kahoot
● Zoom

Time: 40 minutes

Presentation Stage: Students watch a video at first point about feelings with the following content about "I Feel Happy" or ``I like to… when I feel excited". Once students have become familiar with the video. With a chart presented on the screen, students will mention the list of all of the feelings they listened to in the video in a notepad from Genially and afterwards they will tell them aloud in the Zoom Session. Look at the list of the new content presented on the slide that students watched through the video. Ask them, "Is it correct?" "How does he/she feel?" If one of the feelings is missing, ask them which ones. Show the answers on the slide.

Feelings

● Happy

- Sad

- Tired

- Thirsty

Daily Activities

- Go to school

- Do my homework

- Have lunch

- Play video games

Practice Stage: With help of the teacher, students will have one more chance to watch the video as a reference to express how they are feeling. With a panel from Kahoot, students will select some feelings expressions (I feel… happy, sad, thirsty, tired, angry) and describe what they like to do when they feel in the chosen mood. Teacher will give each student 2 minutes to think about their daily routines and how they feel meanwhile for the task performance and finally present their ideas.

Kahoot Instructions

1. For entering to Kahoot, students will be given a PIN from the teacher where they can access the session. Students will go to the web and enter to www.kahoot.it

2. Once they have entered the page, they will write the PIN integrating to the game.
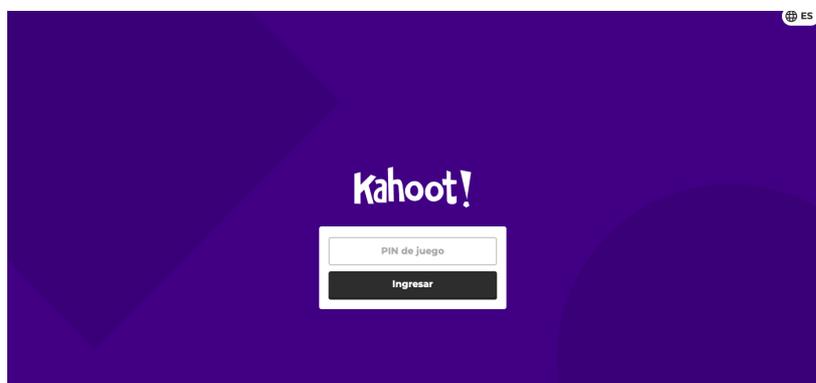

Figure 13. Kahoot SignUp
Source: Kahoot (2020)

3. After students write, they will add their names for registration and will be assigned into a group.

4. Students will be given 30 seconds to select the right answer. But in this case, the right answer does not have any importance. Students will select the one of the feelings that best describe about the student
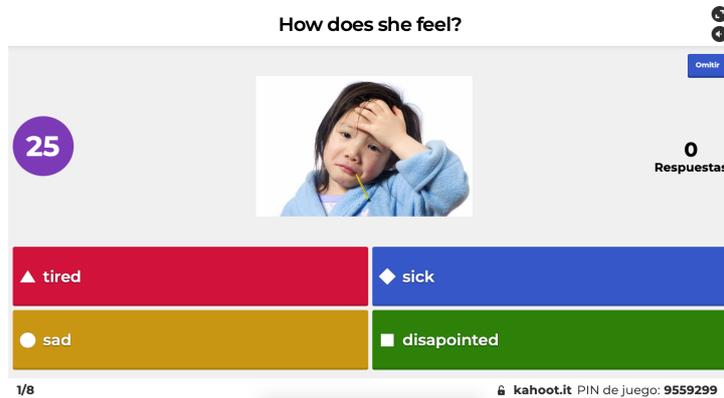
Figure 14. Kahoot App Interface
Source: Kahoot (2020)

Production & Evaluation Stage: After listening to all of the students' presentations. Teacher will assess speaking taking into account the use of the present grammar which is simple present. After that, the teachers add another activity, in this case Guessing. For the following task, one volunteer during the session will talk about how he/she feels by making gestures and mimics and asking partners to guess and answer correctly. Students take turns to guess and say how the partner is feeling taking into account the language structure. Ex.

A: How do I feel? (gestures then)
B: "He or she feels…".

For the development of this activity, a rubric will take into consideration for evaluating students. They will have 3 ranges to be measured once the conditions are set for speaking. As soon as they finish, the teacher will measure their performance with the rubric,

Table 9. Students' Task 1

	Regular	Very	Excellent
Content			
Intonation			
Grammar & Vocabulary Domain			
Interaction			

Elaborated by: Logrono & Torres (2021)

Activity #2

Can, can't (Wild Animals)

Figure 15. Wild Animals
Source: Free Vector (2016)

Skill: Listening and Speaking

Objective: Students will be able
    ● To identify through listening important details about skills about animals and what they can or can't do.
    ● To express themselves fluently about abilities

Language Focus: Can/can't; Can you…?

Materials:
    ● Computers
    ● Mobile Devices
    ● Internet
    ● Zoom
    ● Genially
    ● Slides
    ● Flashcards
    ● Video

Time: 40 minutes
Presentation Stage: Teacher introduces the lesson with a short video with slides. Students will follow the video with the abilities the animals have. Then after the video, students will have some minutes to review the video and the teacher will ask for the abilities they listened and watched in the video. They can make a drawing on a piece of

paper and show it when the teacher asks. When they show their drawing and mention the animal ability, they will make the sound as well as in the video.

Ex. Monkey (he can jump in the tree) (he cannot fly) (Ahhh!)

Figure 16. Animals abilities task
Source: Rainbow Super Kids (2019)

Figure 17. Animals abilities task
Source: Rainbow Super Kids (2019)

Practice Stage: Teacher will put 2 students in pairs A and B. Each student will select one animal and they will make a short dialog based on asking what the animals can or cannot do. A will ask B what he or she can do and then they will switch roles while their partners are listening and take notes. Once they finish describing animals' abilities, they will go to Genially and check if their answers were right.

Ex. Little Frog____?

Yes, he can.

No, he can't.

Genially Instructions
For the following activity, students will have access to the app Genially.

1. Students will follow the link given by the teacher
   https://view.genial.ly/6077f72f8d187a0d272d22ab/presentation-wild-animals
2. They will fill their names only and click on Continue

5. Kangaroos can jump high

Figure 18. Genially Flashcards
Source: Genially (2018)

Production Stage: Teacher will assess students with flashcards/pictures in Genially taken from the video. In the pictures the animals are blank. They will have 2 minutes to check each flashcard. As soon as the picture is projected, they are going to guess by clicking the correct animal and speak with the microphone to tell which the ability is by using Can or can't. The teacher listens to their voice notes in the application to check if they are correct.

For the development of this activity, a rubric will take into consideration for evaluating students. They will have four perfomance criteria to be measured once the conditions are set for speaking. As soon as they finish, the teacher will measure their performance with the rubric,
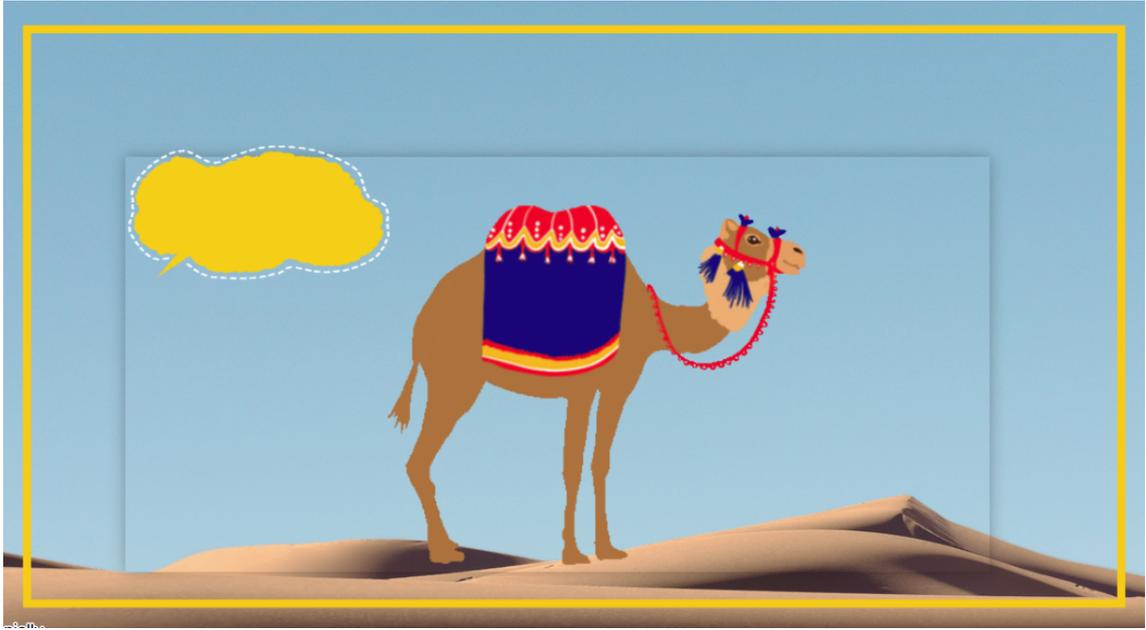
Figure 19. What can the camel do?
Source: Pearson (2019)

Evaluation

Table 10. Students' task 2

	Regular	**Very Good**	**Excellent**
Content			
Intonation			
Grammar & Vocabulary Domain			
Interaction			

Elaborated by: Logrono & Torres (2021)

Activity #3

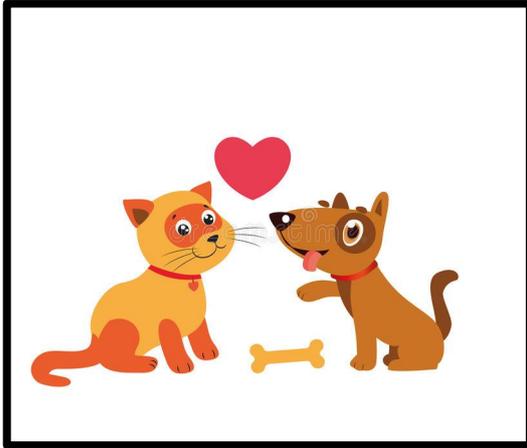**Do6mestic Animals**

Strategy: Domestic Animals

Figure 20. Domestic Animals
Source: Waheed Savvytech (2017)

Skill: Listening, Writing

Objective:
- To write the domestic animals describing their color
- To identify through listening to domestic animals' characteristics

Language Focus: Pets (I have a …)

Materials:
- Computers
- Mobile Devices
- Internet
- Zoom
- Genially
- Flashcards

Time: 40 minutes

Presentation Stage: The teacher introduces flashcards and pictures from Genially. First, the teacher introduces pets describing the colors they have with the correct writing form. As soon as the children listen, students will write the name of the animals in their notebooks. Once the slides finish, the teacher will ask students to name the animals they could hear and describe the color they had. This time, the teacher will say an animal name and choose one student to check the slide and point to the correct animal picture. All of the students then repeat the word. The teacher will put the picture flash cards randomly, so they can recognize.

Ex. I have cat

It is yellow.

I have a dog

It is brown

Genially Instructions
For the following activity, students will have access to the app Genially.

1. Students will follow the link given by the teacher
   https://view.genial.ly/6077f72f8d187a0d272d22ab/presentation-wild-animals
2. They will fill their names only and click on Continue

Figure 21. Domestic Animals
Source: Bockova (2021)

Practice Stage: Before the children start coloring the animals, they will listen to a song about pets and they will learn how to sing it. Every student will repeat the words with the teacher. During the activity, students will have 5 min to draw on their notebooks the animals they are listening to with the correct color and writing form. After drawing the animals, they will practice the song again and kids will show their notebooks and point to the animals when the song mentions.

Figure 22. Domestic Animals Drawing
Source: Soleg (2018)

Figure 23. Domestic Animals Song
Source: Pch (2019)

are done with the song, the teacher will access the children. The following task is going to be submitted in Genially. They will click on the blank animal and color the pictures correctly with the online color pencils. The teacher will ask students to write the name of the animal under the picture. The best and quick responses will get extra points. Then after coloring the animals they guessed. They will select their favorite animal and write a short sentence using "I have a _____ and then add a short description about the animal they chose.

For the development of this activity, a rubric will take into consideration for evaluating students. They will have four performance criteria to be measured once the conditions are set for speaking. As soon as they finish, the teacher will measure their performance with the rubric,

Example. Dog

"I have a dog, it's brown."

Figure 24. Cat drawing
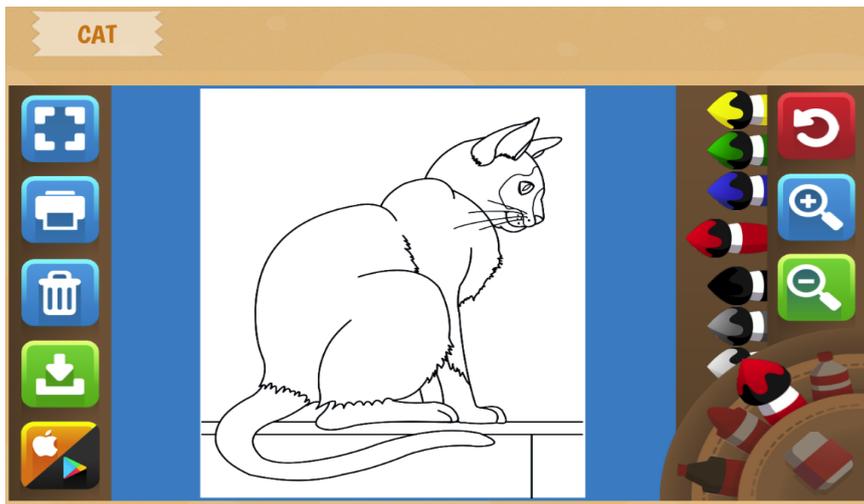Source: British Council (2018)

Ex.
T: What do we have on the screen?
S: I have a cat
T: What is the cat's color?
S: It's white.

Evaluation

Table 11. Students' Task 3

	Regular	**Very Good**	**Excellent**
Content			
Accuracy			
Grammar & Vocabulary Domain			
Convention			

Elaborated by: Logrono & Torres (2021)

Activity #4

Meeting people

Strategy: Meeting People   *Figure 25. Describing partners* Source: Every Pixel (2019)
Skills: Listening and Speaking
Objective: ● To distinguish different expressions by meeting new people ● To express themselves fluency by discussing ways of expressions on meeting new people
Language Focus: Greeting and meeting a new friend
Materials: ● Computers ● Mobile Devices ● Internet ● Zoom ● Microphone
Time: 40 minutes
Presentation Stage: The teacher plays a video of the dialog or demonstrates the dialog script followed by two volunteers in advance while listening and looking at the characters. Have name tags for all two characters, so students can follow the dialog easily. Using Zoom, the teacher will tell students to turn on their microphones and choose one role and that name tag on. Students will remake the same dialogue as in the video. The teacher will guide each group with the script to practice and follow the

conversation. While students are participating, the other partners must turn off their microphone.

Ex.

Hi, _____! How are you?
I'm _____. (Fine, good).
This is my friend _____.

Nice to meet you (too).

Figure 26. The script
Source: English Conversation (2019)
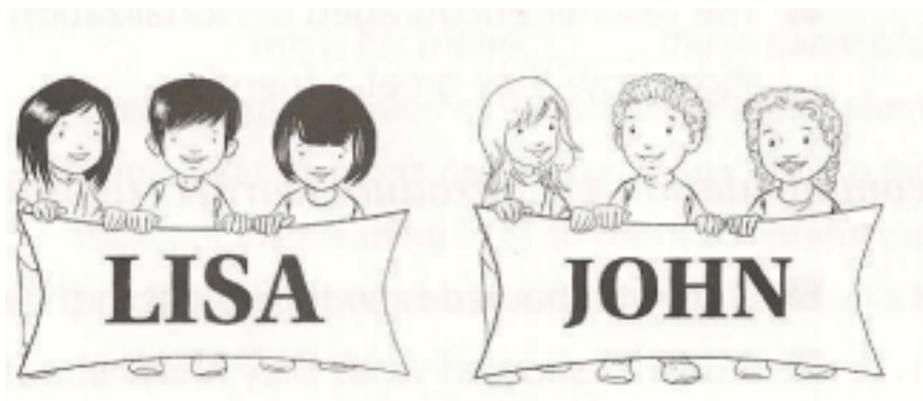

Figure 27. The group work
Source: English Conversation (2019)

Practice Stage: The teacher tells students (2 groups) that they are meeting a new friend.

Have students play the characters in different ways using the microphone:

- Student A
- Student B
- New friend

As a reference, the teacher will show the video again with the dialog script during the session to make them listen and figure out. Students will take turns to change the roles as soon as the group presented finishes. In this section, students will use their own information (names) to perform the practice the activity.

Hi, _____! How are you?
I'm _____. (fine, good).
This is my friend _____.

Nice to meet you (too).
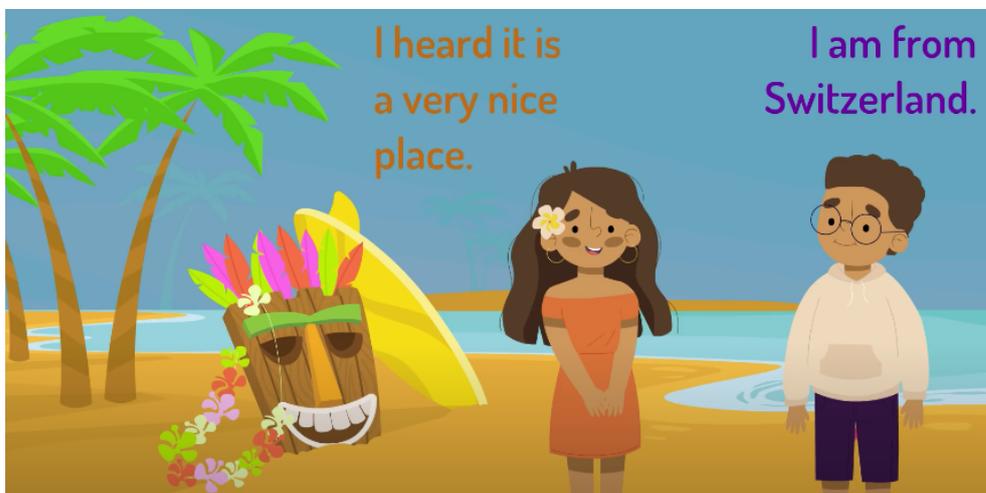
Figure 28. The script
Source: English Conversation (2019)

Production Stage: Have students demonstrate the dialog naturally by memory. The teacher asks students to change the roles while doing the dialog introducing themselves without looking at the script. Each group (3 participants) will have 5 minutes to practice the dialog before they act out in front of their partners. and then to talk in front of the class. As soon as each group starts, the teacher will review the presented content by asking for the common expressions learned in the class.

For the development of this activity, a rubric will take into consideration for evaluating students. They will have four performance criteria to be measured, once the conditions

are set for speaking. As soon as they finish, the teacher will measure their performance with the rubric,

Evaluation

Table 12. Students' Task 4

	Regular	**Very Good**	**Excellent**
Content			
Intonation			
Grammar & Vocabulary Domain			
Language Use			

Elaborated by: Logrono & Torres (2021)

Activity #5

My House

Figure 29. Describing My House
Source: Vecteezy (2017)

Skill: Listening and Reading
Objective: ● To elicit the different rooms and parts of a house by talking about them ● To develop reading skills by naming and describing the parts of the house
Materials: ● Computers ● Mobile Devices ● Internet ● Zoom ● Genially
Time: 40 minutes
Presentation Stage: Look at the picture in Genially. What is it? It's a house. The teacher shows a video that comes with a script mentioning some part of a house and while listening, ask students to look at the house for 20 seconds and try to memorize as many objects or rooms as they can. Take the picture off screen. Let students read a script again by watching the video on their home and ask students what they saw (in English, if possible). Who can remember the most from the picture? Use this 'Objects in the House' word map to build vocabulary on objects. Check understanding by using the questions:

Where in your house is the lamp/sofa/etc?

Objects in the House

table	armchair	sofa
lamp	bed	wardrobe
sink	bath	toilet
shower	microwave	cupboard
window	door	fridge freezer
T.V.	bookcase	cooker
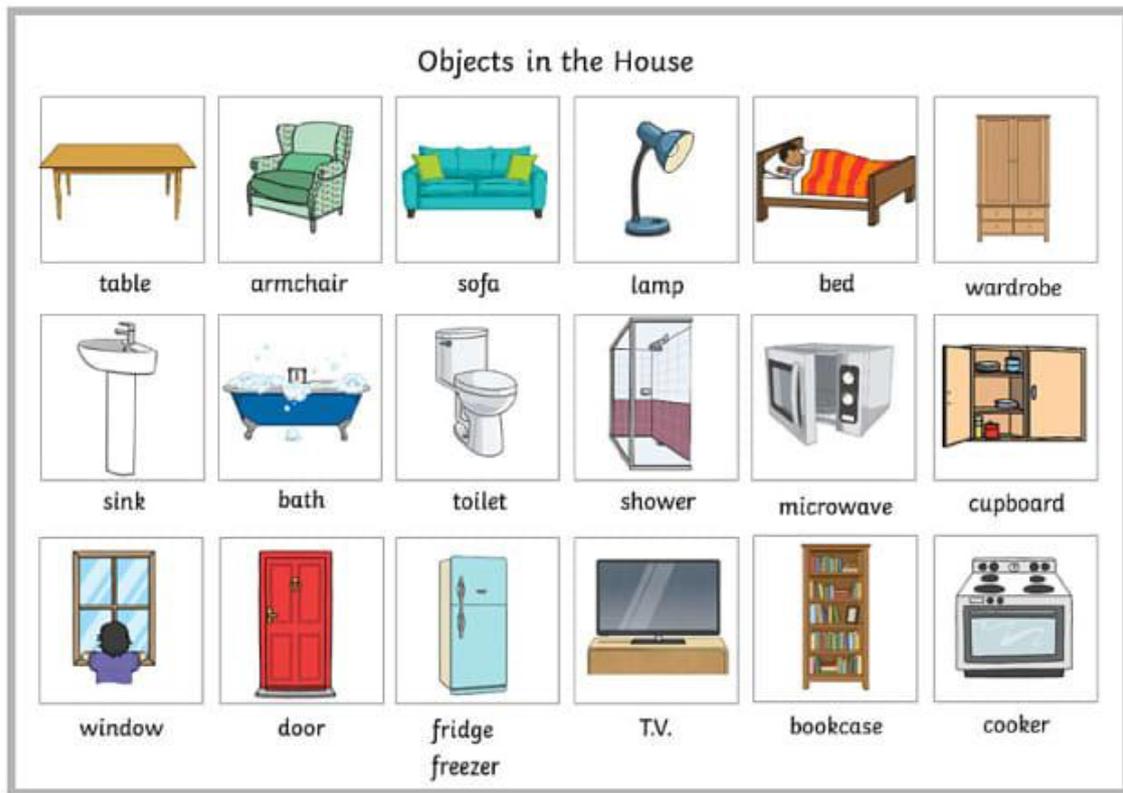
Figure 30. Objects in the house 1
Source: Twinkl (2020)

Practice Stage: Use this word map with the vocabulary taken out. The teacher will be projecting a short text about the part of the house. Students will have 5 min to scan all the vocabulary they already know circling the words they find. Then they will play bingo bingo in the screen and the teacher will say aloud all the words that were circled and ññ he/she will choose the winner.
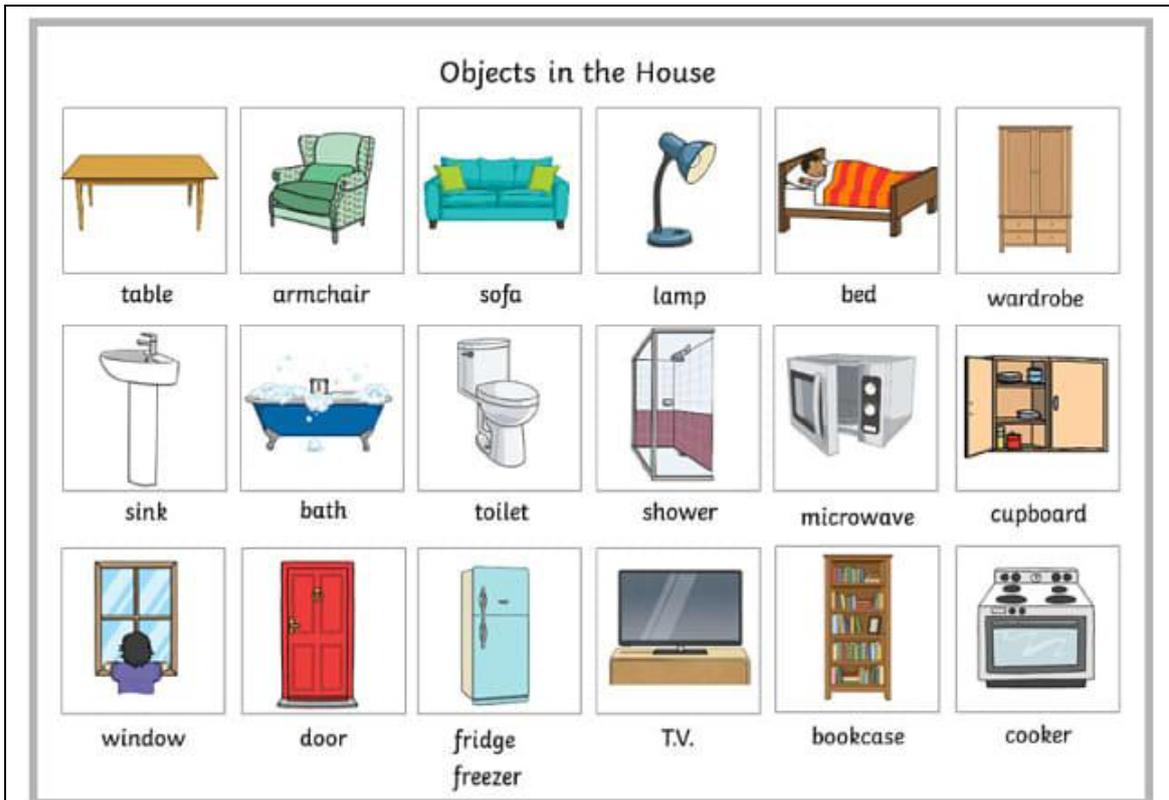
Figure 31. Objects in the house
Source: Twinkl (2020)

Production Stage: Ask students to design their own, imaginary house with a drawing. They can make this as imaginative as they want. Is it a treehouse? Is it on a boat? Is it in space? On the side of a volcano? When they are finished, ask them to present their idea to the class. Feedback to the group: Whose house is big/cold/amazing/dangerous?

One student will work together with a partner and then the partner will describe the drawing idea from a house to the class while the others listen. After the other students will guess who the imaginary house comes from.

For the development of this activity, a rubric will take into consideration for evaluating students. They will have five performance criteria to be measured once the conditions are set for speaking. As soon as they finish, the teacher will measure their performance with the rubric,

Evaluation

Table 13. Students' task 5

	Regular	Very Good	Excellent
Content			
Decoding Information			
Participation			
Information Connection			
Word Solving			

Elaborated by: Logrono & Torres (2021)

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CONCLUSIONS

The utilization of media assets in English language instruction is a significant methodology in training as a result of the chances to accomplish class targets. These days, it is entirely expected to see that instructors take a few innovative gadgets in the method of language educating and learning, on the grounds that such assets make language learning more gainful, viable, and informative.

In language getting the hang of talking is the main expertise to be created. This ability is the one that makes conceivable correspondence, and furthermore the hardest to secure. One fundamental objective for each language class is to assist understudy with building up the capacity to talk in any event completely.

Educational innovation is filling quick in present day times, since it has got acknowledgment in the instructive local area. The web accessibility and the innovation understudies can get to make it conceivable to trust it is a decent asset to improve understudies' abilities in a language class.

Despite the prevalence of innovation in Education, it can't supplant the intellectual learning speculations. Under these conditions, educators can't put to the side such hypotheses, particularly right now of planning instructional materials. Mixed media learning hypothesis, which certifies sight and sound works better when it tends to both visual and verbal preparing frameworks, is a significant asset for teachers right now of planning class material.

Understudies typically consider innovation part of their lives and are probably going to investigate any new asset it brings, as it spurs them, particularly to gain proficiency with a language. This conducts us getting more well known in youthful students on account of the free access they have to the Internet and other sorts of innovations. Multimedia assets support language education and help to empower singular inspiration in educators and understudies, as they give freedoms to encounter real utilization of the objective language. Understudies' inspiration is an essential issue in language learning, and it very well may be energized with assets that understudies acknowledge and like, like sight and sound.

RECOMMENDATIONS

- Instructors and organizations should think that sight and sound innovation is a methodology in showing the English language. Therefore, it is critical to fortify the chances that approach brings to assist understudies with accomplishing class destinations.

- Teachers and understudies ought to know that they should know however much they can about the significance of utilizing mechanical gadgets in the exercises of language education and learning. Additionally, they ought to likewise understand that these gadgets may turn language showing more beneficial, compelling, and informative.

- Educators ought to consider the force of applying proper mixed media assets to plan valuable exercises, so they will likewise improve their instructional methods by investigating a few sources and assets on the web.

- Teachers ought to think about understudies' styles and singularities to learn in the determination of media assets and in the elaboration of the innovation-based exercises.

- Every media asset and exercises planned ought to consider the improvement of the talking segments like punctuation and jargon in setting, elocution and familiarity.

- When arranging their language classes, instructions need to remember innovation for their presentation, and all the more critically, sight and sound assets, and base practice and gainful exercises on such assets

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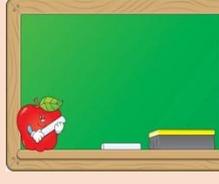
ANNEXES

Annex 1. Students' Survey

Objectives:

- Analyze opinions and preferences from students about the use of technology in class

Instructions: Mark with an (x) your answer

1. **Which material from the class do you like to use the most?**

2. **Do you like to watch videos, pictures or animations?**

3. **Do you like to use technology?**

4. Has it been difficult to learn English?

😊	☹

5. Which of the following applications does your teacher use the most?

duolingo	BRITISH COUNCIL	Kahoot!	Cambridge Assessment English	zoom
😊 ☹	😊 ☹	😊 ☹	😊 ☹	😊 ☹

Annex 2. Class Observation Guide

OBSERVATION CLASS					
Teacher Name: Class: Signature:					
Development Grade: **4 – Achieved** **3 – In process** **2 – Recently acquired** **1 – Not Achieved**	**DEVELOPMENT GRADE**				**OBSERVATIONS**
	1	**2**	**3**	**4**	
Aptitudes, Methodology and Classroom Manners					
1. Use e-books or online information sources to provide the content					
2. The presented content is developed through slides or any different media (pictures, video)					
3. Manage cooperative working between the students					
4. Guide students through the activities proposed in the platform					
5. Students are able to perform easily after the content presentation					
6. Students are able to handle technology and websites during the session					

Annex 3. Teacher's Interview

Objective:

- **Analyze the current techniques applied in the educational process**
- **Collect information about teacher's experience and opinion**

1. **In a class hour, how much time do you work on platforms, online exercise, apps, etc?**
2. **How do you motivate your students behind a screen?**
3. **Does your institution offer seminars about working on different technological resources for online classes?**
4. **What kind of technological resources are applied during the class hour?**
5. **What resources do you consider when planning a class? And why?**

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Annex 4. Validation of the proposed Project plan

APPLICATION OF TECHNOLOGICAL RESOURCES FOR THE DEVELOPMENT OF FOREIGN LANGUAGE ACQUISITION IN CHILDREN FROM 4 TO 6 YEARS OLD AT UNIDAD EDUCATIVA PARTICULAR CRISTÓBAL COLÓN, SCHOOL YEAR 2020-2021

Rating Scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant
Scientific aspect	X			
Social impact	X			
Feasibility	X			
Relevance	X			
Originality	X			
Language	X			
Comprehension	X			
Creativity	X			

Comments: It's clear that these ideas and findings will allow teachers to complete an excellent final application and have a good potential on their graders.

Name:	Luis Leon Veliz	
Occupation:	Professor	
Phone Number:	0997127878	

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Annex 5. Validation of the proposed Project plan

APPLICATION OF TECHNOLOGICAL RESOURCES FOR THE DEVELOPMENT OF FOREIGN LANGUAGE ACQUISITION IN CHILDREN FROM 4 TO 6 YEARS OLD AT UNIDAD EDUCATIVA PARTICULAR CRISTOBAL COLÓN, SCHOOL YEAR 2020-2021

Rating Scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant
Scientific aspect	X			
Social impact	X			
Feasibility	X			
Relevance	X			
Originality		X		
Language	X			
Comprehension	X			
Creativity	X			

Comments: I really like your proposal, the activities are creative in order to engage students in the learning process, congratulations!

Name:	Msc. Norma Hinojosa Garcés	*Norma Hinojosa G.*
Occupation:	Coordinator	
Phone Number:	0993742876	

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Annex 6. Validation of the proposed Project plan

APPLICATION OF TECHNOLOGICAL RESOURCES FOR THE DEVELOPMENT OF FOREIGN LANGUAGE ACQUISITION IN CHILDREN FROM 4 TO 6 YEARS OLD AT UNIDAD EDUCATIVA PARTICULAR CRISTÓBAL COLÓN, SCHOOL YEAR 2020-2021

Rating Scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant
Scientific aspect	X			
Social impact	X			
Feasibility	X			
Relevance	X			
Originality	X			
Language	X			
Comprehension	X			
Creativity	X			

Comments: The activities are designed according to the students needs and interests

Name:	Mg. Janeth Mora	
Occupation:	Professor	
Phone Number:	0990536501	