RESUMEN

Este estudio de investigación fue diseñado para demostrar la efectividad y el valor del uso de material didáctico digital en el desarrollo de las habilidades de lectura y escritura en los niños. Diferentes estudios realizados a través de los años demuestran que las habilidades de escritura y lectura en niños han mejorado notablemente gracias al uso de la tecnología y del Internet en clase. Un uso apropiado de recursos tecnológicos puede conducir a un mejor y más extenso desarrollo de las habilidades de lenguaje. A través de este estudio experimental, el investigador ha compartido nuevas metodologías de enseñanza mediante el uso de la tecnología online para desarrollar las habilidades de lectura y escritura, lo cual beneficia tanto a profesores como a estudiantes. El objetivo principal de este estudio fue constatar la efectividad del uso de material digital online en el desarrollo de dichas habilidades. Los resultados y conclusiones que este estudio ha obtenido están detallados en esta tesis.

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Abstract

This research study was designed to see the effectiveness and value of the use of digital didactic material in developing reading and writing skills in children. Different studies conducted before in this regard show that poor reading and writing skills of children improve after the use of technology and the Internet in class instruction. An appropriate use of technological resources may lead to better and further language skills development. Through this experimental study, the researcher has shared new teaching methodologies regarding the use of technology to develop reading and writing skills, which is a benefit for both English tutors and learners. The major objective of the study was to see the effectiveness of online digital material in developing reading and writing skills. The findings and results of the study are shared in this thesis.

Acknowledgement

I would like to thank M.A/TESL Applied Linguistics Nadia Jaramillo for being an important source of moral and academic support throughout the development of this project.

Dedication

To my best friend Pedro Dominguez who has always supported me to continue with the development of this study. I would like to dedicate this study to him because he has helped me since the beginning of my master´s educational process and for being not just a friend but a brother to me.

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Chapter 1

Introduction

1.1 Background

Technology in Education

Technology has become a fundamental part of today's society. Every new technological discovery has led society towards advancement. Every new invention in technology is a step towards progress of mankind. It was almost impossible for people from centuries ago to imagine being able to communicate with other people from distant countries in real time. It was also impossible for them to think about working with machines. But some brilliant minds did think about the ¨impossible¨ being ¨possible¨ and they made it true. Thanks to them ours is the time of luxuries, comfort and technology. It is important to spread our own knowledge of using technology because it is a need for the present and for the future. The introduction of technology should be presented at an early age in elementary schools because the power of using technology is becoming a more and more central part of our communicative lives. Using technological devices like computers, digital projectors, cameras, etc. in the classroom will allow the students to become more familiar with technology.

School records and information about all students and teachers as also other school employees can perfectly be maintained by means of technology. The data pertaining to the school employees and students can effectively be stored in a school website or database and this way never are lost. The school could have a library system, which by the utilization of technology can be maintained in an efficient manner. Also, the attendance records of the students and teachers can be controlled by means of a student and teacher database. Most important, perhaps, the school can have its own website with information about the school. There are many schools that do this in order to get their schools to be known by people. As an example, this is a site (www.mibilingue.com) created by a school called Bilingue Interamericana in Cuenca, Ecuador.

Thus, the use of technology can result in a decrease of the use of paper and in having most of the school office work in a technological format. Technology not only benefits school students and teachers but also eases the school office work. It facilitates a more effective way of storage and distribution of information. The realization of the importance of technology in schools and its successful implementation is a necessity to connecting elementary education to the modern digital world.

As technology is bound to rule our present and future, it is advisable to get used to the technological reforms at the earliest. Fortunately, for children it is easy to learn faster and adapt to changes relatively easily. If they learn how to use technology during their school years, they will have great opportunities of becoming experts in technology. As for adults, it is sometimes very difficult to be accustomed to new technology because they were not exposed to it at a young age.

Internet in Education

Internet is a global network of interconnected computer networks that use the standard Internet Protocol Suite (TCP/IP) to serve millions of users around the world. These networks can be private, public, academic, business, and government. The Internet carries a vast array of information resources and services like electronic mail for instance.

Traditional ways of communication like telephones, televisions and radios have been reshaped using the new technology of the Internet. Also, newspaper publishing has been reshaped into Web sites, blogging and web feeds. The Internet has enabled the creation of new forms of human interactions through instant messaging, forums and social games.

Over the past few years, schools have been rapidly acquiring access to Internet telecommunications. This has been shown through information provided by the

National Center for Education Statistics. Over 90% of schools now have some sort of access to the Internet, someplace in their building.

Internet is used in schools not only as part of computation, but also to get information and material for certain other subjects like English for instance. Internet also provides teachers with materials or resources which can be applied in classroom like digital stories, games and activities.

TEACHERS' USES

Lesson Planning

It is important for most teachers to get new ideas and new didactic material for their classes and in this globalized world Internet has become a very important source to get those ideas and material. In the past, most teachers used to plan most of their classes just using the books they were teaching or just by remembering past activities and strategies that were useful in their classes, but now they tend to use new strategies and new methodologies and resources they can get on the Internet.

STUDENT´S USE

Student Research

Years ago, some teachers at schools used to ask students to conduct research in libraries to get information for their assignments. Nowadays, significantly fewer students go to libraries to get that information from printed material; instead, they use the World Wide Web. Internet-searching has become the third-most common use of computers by students, after the use of CDs and word processing.

Most students find it easier to get information from browsers like Google on the Internet than from books in libraries. Most of them have not even visited one. Even teachers advise their students to search for information in certain web pages or virtual encyclopedias such as Encarta.

Student Projects

Likewise, teachers have encouraged their students to use the Internet to contact other individuals like their classmates to share information and to establish social work groups. Communication to teachers through E-mail is also allowed. Most teachers who use Internet are familiar with what are called mail assignments.

A social environment can also encourage students to develop their writing skills when they write to each other online or on a computer. An example of that would be the use of chat service. It allows children to write and communicate with others in English.

1.2 Justification

Education processes, methodologies and techniques have been increasingly changing along with new technological advancements like the Internet and computer software and along with students´ needs to improve their English skills. English today is the second most spoken language in the world, becoming the most important international language. In this increasingly globalized planet, students today need to learn English to become a valuable asset to our interconnected world. Teachers have to be constantly updating knowledge and the use of didactic resources to teach students current material.

Teachers need to understand that in order to give a quality education to their students they must know what is updated and they need to use new methodologies along with the old ones in order to teach effectively.

Resources and techniques are always changing and some teachers do not use them. This is not just because they sometimes cannot afford using those sources but also because they do not know how to utilize them.

The use of the Internet in the English learning process could be very broad if the whole learning process is taken into account. That is why this study focuses in

the use of the Internet to develop two of the four skills needed in order to learn English: reading and writing.

This study deals with the creation of a website which will have authentic material like stories and interactive games to practice reading and activity sheets to practice writing.

This study will to take place in the Province of Azuay, in the city of Cuenca, with the students of the sixth and seventh grades of an elementary school called Bilingüe Interamericano, school year 2009-2010. The students at this school come from a medium- high social class level and many are raised in families who lack members due to migration. The institution functions in the morning for both primary and secondary students.

The Bilingüe Interamericano School was founded in 1959 with the objective of offering a new kind of bilingual education for both Christians and Catholics. The institution has prospered and now it has seven English teachers for the school who work with groups of maximum 20 students each. The teachers are well prepared and some of them are English native speakers. Students with good economic possibilities study here.

The importance of this study lies upon the need to show teachers, parents and students how important the use of Internet is within the classroom.

Most of the students in the Bilingue School are used to working with computers and enjoy doing it. They also feel the need of Internet resources, which keep them aware of technology fields, English computer labs and more native-speaking English teachers. They think all these resources will help them improve their English language skills. Through the created website on the Internet, these children will be provided with new materials and activities. They know that they can get much information through the use of Internet, including digital resources like didactical games, stories and activities that are aimed to improve vocabulary, grammar, reading, writing and other language skills. Information found in cell phones, computers, the Internet and multimedia in English is difficult for the

children to understand. When they have to investigate something for their homework they have problems if they find a web page that is in English.

After quickly interviewing English teachers at Bilingue School the researcher found out that not all of them are up-to-date in using technology as a teaching aid. Upon inquiring if they would like to learn more about this, the overall response was yes. More importantly than wanting to learn, they expressed the necessity of knowing how to use technological resources in class. They also do not know where they can get useful material on the Internet.

For all these reasons the main objective of this study is to teach and to develop English language skills, specifically reading and writing, in children through the use of Internet didactic material. This study also has some goals:

- To provide digital material in order to develop learners' reading skills like: comprehension of the text by grasping its main idea, scanning by reading for specific details and increase of new vocabulary.

- To present digital writing activities aimed at learner´s punctuation, spelling and forming of grammatically-correct sentences.
- To provide a useful website with useful links and authentic material as a teaching aid for English teachers.

All these goals and objectives of the study aim to prepare students and English teachers to the use of new technological didactic resources in order to learn or teach English.

Chapter 2

Literature Review

2.1 Using Technology to Enhance Language Skills

Chun and Plass (2000) talk about some features of the Internet that have the potential to improve language learning. These are a) the universal availability of authentic materials, b) the communication capabilities through networking, c) the multimedia capabilities, and d) the nonlinear (hypermedia) structure of the information (Chun and Plass 161). Using the Internet for foreign language teaching provides the opportunity to meet the Standards of learning a language in several ways (Walz 1998): "Competence in more than one language and culture enables people to gain access to additional bodies of knowledge; … all students learn in a variety of ways and settings; … language and culture education incorporate effective technologies; and using the Web is consistent with learning theories about learning to read authentic materials" (Walz 104).

Also, according to an Apple Computer Inc. Project (ACOT) there are some research studies that prove that the use of internet helps students develop English skills. The first, a U.S. Department of Education-funded study of nine technology-rich schools, concluded that the use of technology resulted in language skills improvements especially in reading for all students regardless of age, race, parental income, or other characteristics. The second, a 10-year study supported by Apple Computer, Inc., concluded that student provided with technology-rich learning environments continued to perform well on standardized tests but were also developing a variety of competencies not usually measured. Students explored and represented information dynamically and in many forms; became socially aware and more confident; communicated effectively about complex processes; became independent learners and self-starters; knew their areas of expertise and shared that expertise spontaneously.

Moreover, in Britain: ¨the impact of the Internet in schools is studied from the perspective of teachers, who are responsible for equipping children with Internet skills. It focuses on the experiences of junior schoolteachers, responsible for the children's development in all subjects. Teachers' views were sought through questionnaires and interviews. The results suggest that most are very positive towards the Internet. Almost all felt that it would be a useful tool in education, with over two-thirds hailing its use as an essential skill.¨ (Irvine 2002)

Angers & Machtmes (2005) also added that teachers must provide their students with new ways of learning through the use of technology or digital material since the world around them is surrounded with the use of it.

2.2 Technology Used to Develop Reading Skills

There have been many studies that find that children will be able to learn and improve their reading and writing skills through the use of digital material.

Advancements on research supporting the value of computers and digital material, with appropriate software, have supported comprehension instruction.

In an extensive study of interactive texts, children in kindergarten through third grade used an interactive basal reader that featured synthesized speech, animations, definitions, pictures and other tools (Higgins & Boone 1991). During the first year, students at three of the four grade levels significantly outperformed their counterparts in classrooms using the traditional basal readers. In a British study, Medwell (1996) found that early readers increased the accuracy of word recognition and text comprehension significantly when they used electronic books; peers using paper copies of the same books did not show the same gains, even with teacher support. The value of this type of technology is further supported by a study by Matthew (1997), who found that repeated use of electronic books increased early readers' abilities to retell stories they read.

Leonard C. Lewin (1997) found that children using electronic books were able to read more independently possibly because the computer provided them with cues to cross-check meanings, and the colorful illustrations and animations motivated the children to use the program on their own. The children were also able to develop effective decoding strategies using the various components of the software, allowing them to read more of the text and find specific information on their own. Electronic books have also been found to have value with older children who have learning disabilities. An early study of this technology found that upper elementary students with learning disabilities could dramatically improve their comprehension and word recognition skills by working with electronic books (Olson, Foltz, & Wise 1986); later research found that this held true for many students in need of remedial reading instruction (Wise, Olson, et al 1989; Lewin 1995). Olofsson (1992) found that learning-disabled upper elementary students---particularly those above grade four---improved substantially in overall reading ability after working with software that used synthetic speech.

Bazeli and Olle (1995), used visual stimuli like digital videos, digital flash cards and pictures, computer software, activities with visual perception, and graphic organizers, like story maps and flash cards or pictures made by the students in order to present new vocabulary. The use of all this material constituted an effective environment for learning and practicing vocabulary.

Davidson, Elcock & Noyes (1996) used a combination of listening, reading and writing skills with technology in order to teach vocabulary. They valued the use of software that had pre-recorded speech prompts on request on young children's reading achievement. Results revealed that children had a significant improvement on three measures of prospect vocabulary.

Also, Higgins and Hess (1998) studied the effectiveness of using electronic books with and without post reading activities to teach vocabulary to a group of twenty-two third-grade children. Participants listened to an E-book and also saw animations and pictures related to the story. If the participants did not know the

meaning of a certain word they were allowed to see the picture or the animation of that word again. Synonyms were also used for helping participants understand. Participants who had extra activities like post reading activities after working with the E-book performed significantly better than those who just worked with the E-book.

Electronic books (E-books) are digital texts displayed in a visual presentation. An important advantage of E-books is the resources that come with the text; reading aids such as definitions and details help the reader with understanding context in reading. Another advantage is availability. The Internet contains a plethora of E-book resources, meaning anyone with an Internet connection may access these digital texts at any time. According to Young Edyth (2001), "Electronic books and online texts often are equipped with *hypermedia*—links to text, data, graphics, audio, or video. As students read the text, they are able to click on the links to access definitions of words, additional information on concepts, illustrations, animations, and video—all of which can increase their understanding of the material. Research indicates that hypermedia software has positive effects on student learning and comprehension.¨

Several types of computer software have been designed for the purpose of improving reading skills. As said by Young Edyth, "This skills-based instruction ranges from letter recognition to phonics instruction to vocabulary building. A study by Barker and Torgeson (1995) also indicated that computer-assisted instruction is valuable in improving the phonological awareness of 6-year-olds.¨

2.3 Technologies that Support Writing Skills

Majin, Tan & Soh (2003) made a study on the use of the Internet in enhancing children's (ages: 10 and 11 years) creative writing. Children were exposed to the use of the Internet during their instructional time at school. Around the same period, the call was released to initiate a nationwide approach to nurturing

creativity. The findings showed that children who used the Internet demonstrated an improvement in their creative writing in terms of fluency and punctuation. (68)

Mohamad and Amin (2009) state, “Teaching grammar by using computers is more effective than teaching grammar by using traditional method. The finding agreed with the research of Nutta’s (1998) on the post-secondary students enrolled in an intensive ESL program in the effectiveness of using computer to teach grammar by using computer. There was a significant difference in the scores of test between the computer based group and the traditional based group. The group which was taught by using computer scored better in the open ended question category in immediate posttest and delayed posttest compared to the group which had teacher directed grammar teaching.”

Educational technologies that develop writing skills are word processing, desktop publishing, multimedia composing, online publishing and Internet communication.

Word Processing

Word processing is a primary writing tool in educational technology. Studies have proved the many benefits of word processing in writing skills, even at the elementary level. According to Young Edyth *(2001)*, "the general claim behind the need to shift from typing or pen-and-paper compositions to word processing is that the latter is more efficient, and therefore the offloading of the mechanics of writing by word processing will improve the quality of writing. Researchers have investigated these claims. A meta-analysis of 32 studies comparing two groups of students who received identical writing instruction—with one group using word processing for writing assignments and the other group writing by hand—found that the quality of writing was higher for students using word processing. These studies—which included various grade levels, from college and high school down to elementary—indicated that the greatest successes with word processing were at the higher grade levels. More recent research indicates that younger students also

benefit from word-processing skills. A study of children's writing in a high-computer-access setting compared to a setting with infrequent usage, conducted during a three-year period beginning with third grade, showed that frequent use of word processing contributed to improved writing skills like punctuation, fluency in writing and spelling. Another study of second-grade students indicated that word processing improved children's general writing skills and contributed to longer compositions.¨

Desktop Publishing

Desktop publishing is the process of students producing a final copy of their writing. Text layout, style, charts/graphics, presentation appeal, etc. can all be designed by the students themselves in order to express individuality in their digital writings. This may be used as a writing motivation technique, where the students desire to create a digital project that includes writing.

Multimedia Composing

Self-expression can also be applied in multimedia composing, where students add images, songs and videos to their digital projects. This is where many students are motivated, providing a multi-faceted digital project that combines multimedia with their writings produced on a computer.

Online Publishing

Reproducing students' work on the World Wide Web can be used as a writing motivational tool. Students who see their own work on the Internet may be encouraged to show off their work to others who are not their teachers/classmates.

Internet Based Communication

Another way of promoting digital writing is used in Internet-based communication, which includes E-mails, online bulletin boards, forums, blogs and instant messaging. There are many ways to take advantage of the World Wide

Web, by connecting real people to the students while they use real language in different situations. According to Young Edyth, "writing to an authentic reader has a positive effect on students' writing performance and motivation. Simple exchanges of E-mail can get students writing and reading with the same intensity they bring to the most exciting video game. Receiving feedback from across the globe conveys to young children the power of reading and writing and demonstrates their ultimate purpose—to communicate across time and space."

Computers and the Internet can offer explanations of various subjects. They are an ocean of information. The inclusion of technology in the process of learning makes learning an enjoyable activity, thus inviting greater interest from the kids. All the knowledge of the world can be presented to the children this way.

2.4 Evaluation of Internet Site

There is an abundance of usable information on the Internet, but there are also opinions, misconceptions and inaccurate information. So it is important to take into account Chapelle´s criteria for selecting the right material (Chapelle):

Authority. Know the author.

- Who created this information and why?
- What knowledge or skills do they have in the area?
- Is he or she stating fact or opinion?

Objectivity. Think about perspective.

- Is the information objective or subjective?
- Could the information be meant as humorous, a parody, or satire?

Authenticity. Know the source.

- Where does the information originate?
- Has the information been reviewed by others to insure accuracy?

Reliability. Consider the origin of the information.

- Does the information come from a school, business, or company site?
- What's the purpose of the information resource: to inform, instruct, persuade, sell?

Timeliness. Consider the currency and timeliness of the information.

- Does the page provide information about timeliness such as specific dates of information?
- How current are the sources or links?

Relevance. Think about whether you need this information.

- Does the information contain the breadth and depth needed?
- Is the information in a form that is useful such as words, pictures, charts, sounds, or video?

2.5 Children´s L2 Acquisition

Technology, computer applications and Internet resources for education are more common every day. There is a wide array of technological materials for teaching. Many teachers over the last 15 years have embraced and used these new technologies as practical and useful didactic material for L2 acquisition. Children´s Second Language (L2) Acquisition refers to learning another language after their first mother tongue language. The first language or mother tongue language (L1) is the one we receive in the environment in which we grow. In other words, it is our first language. L2, on the other hand, occurs after L1 is already in use.

Young Learner´s Characteristics

Foreign language instruction must take into account the needs and characteristics of young learners in order to be successful. Teaching objectives

and approaches should be geared towards the learners' cognitive level and interests. Young learners at the transition level (ages 10–12) generally have different characteristics, according to OlhaMadylus as can be seen in Table 1.

Table 1. Olha Madylus Young Learner´s Characteristics

Characteristics	**Implications**	**Need**
Longer attention span	Greater range of activities possible in class	Opportunities to engage in tasks that require focus and commitment
Knowledge of the world growing	More topics can be addressed	Stimulation e.g. information from internet or cross-curricular
Taking learning more seriously	Can be given responsibility	Chances to be independent
Still children	Have need for security and pleasure	Teacher sensitive to their needs and moods
More cooperative with peers	Can do more group work	Variety of grouping in class i.e. work on own, in pairs, in group, as class
Intellectual, motor and social Skills developing	Can be challenged more	Activities that challenge them
Developing own learning strategies	Children won't all react in the same way to the same task/topic	Chance to personalize their learning experience

That is why it is important to have different activities that can address all of the above needs.

2. 6 Technological Methods Used to Teach English.

According to ESL Teaching methods there are different methods widely used for teaching English. The most famous ones which include technology are the following:

E- Learning Method

This method is also known as the Online Method. It relates to all forms of electronically based learning or teaching process. Any communication system or device networked or not may serve as a way of learning and teaching. Online refers to an education process that occurs most of the time outside the classroom with or without the supervision of a teacher.

E-learning refers to the improvement of skills and exchange of knowledge and information by means of computers and Internet. This method includes internet-based learning, computer-based learning and digital learning. Knowledge is given or received via computers, Internet, audio or video tapes, TVs, DVDs, CDs, Blue Rays, IPods, IPads, mobiles. It includes material in the form of normal text, image, animation, streaming and non- streaming video and audio.

The Multimedia-Based Method

This method includes the direct manipulation of technological devices like computers, cameras, projectors, stereos, televisions, video games, etc. which help students to learn English. These devices offer new ways to provide students with direct experience in the classroom. This can be more effective than traditional material, which are restricted to a certain time and space. These technologies can include:

- Software like Word Perfect (word processor), databases (encyclopedias), Excel (spreadsheet), and multimedia programs like Windows Player, Picasa, Photoshop, Windows Movie Maker; all these programs provide data manipulation in a concrete way.
- Problem-solving software in which students have the opportunity to test their math and reasoning skills. Puzzles, riddles and memory games are good examples of this kind of software.
- Video games which include simulated environments where students can move around in computer created habitats, take moment-by-moment decisions, and beware of the consequences of their decisions. Examples include games like hangman or word search.
- Internet which provides a wide variety of services like all the programs described above and some others like tele-communication software such as Skype or MSN Messenger and social networking sites like Facebook and Twitter.

2.7 Task Design

It is important to design appealing activities for children. Games, puzzles, digital stories and digital readings are some of the more popular activities for children.

Researchers like Kinzie and Joseph (2008) surveyed middle school children on their preferences when playing video games or computer games. Most of the 42 surveyed children said that they preferred to play those games in which they were able to explore new worlds and have the experience of discovering something new after fulfilling a certain task. In another study of 487 fifth-grade children, Ke (2008) realized that playing digital games was more appealing for children than just solving math problems on a paper, although the results were not different. Nevertheless, according to Papastergiou, (2009) and Tüzün (Tüzün, Yilmaz-Soylu, Karakus, Inal, & Kizilkaya, 2009) doing appealing or motivating activities and doing traditional in book activities (paper and pencil activities) may also produce different results. Tüzün studied a group of 24 fifth-grade students, who were studying

Geography in a gem format. They showed great motivation and they were not worried about grades. That was not the same in their traditional classes. Furthermore, after using the game their knowledge on Geography increased significantly. Papastergiou too had its own study. He studied the effects of a digital game activity on learning in a computer science classroom. He assigned 88 high school students to either a gaming or non-gaming activity. The results showed that participants were more motivated and learned more science concepts with the game activity.

It is also important to have appealing activities with pictures and motivational tasks for children, activities which can be used to develop reading or writing skills. Digital stories and digital readings are good examples of appealing material to develop one of the most important skills of reading: comprehension.

Kajder (2006) is one of the many researchers who had used digital storytelling material to enhance comprehension. She used this material with unenthusiastic readers. Kajder used digital storytelling material in a unit about personal narrative being that it gave her styudents the opportunity to tell their stories in a way that they could use different resources like multimedia in order to appeal their classmates´ attention.

Kajder realized that her students who were reluctant to read or to write showed great interest in the digital storytelling activity. She defines how they "dove into the bookcases and read actively in the library after school." She also noticed how students were really motivated and willingly to study during and after the digital storytelling process. Thus, she could even challenge their students with more difficult concepts than what she expected before.

Kajder also says that the digital storytelling activity she used enormously increased her students´ comprehension of the text. "Students were not reading for information," Kajder reports. "They were reading to relate, to connect, and to understand" (21). Her students used their pictures, music and stories not just to

give or to receive information, but also to relate concepts and to understand what they have written.

In another study, Kajder and Swenson (2004) used a technique called "visual think aloud" to demonstrate how digital storytelling improves reading comprehension. This technique involves the use of traditional think aloud methods in a digital environment. Kajder and Swenson state, "Good readers often visualize the action of a story, creating a mental movie of images evoked by the story. Struggling readers often lack this skill"(18). This study was made with children who were asked to use pictures in order to tell a story. They were asked to select any image that could mentally represent what they have written for their stories. Kajder and Swenson realized that besides the fact that the participants had achieved the main goal of the study that was using pictures to create a digital story, students had improved their reading comprehension ability.

Also, writing skills can be developed as stated before through the use of digital material like for example word processors like Word Perfect, Blogs (with word processors integrated), and Excel.

Studies that examined word processing effects on writing skills can be seen with Bangert-Drowns (1993). Bangert-Drowns made 32 studies in which one group of students wrote compositions using word processors and a second group of students wrote with paper and pencil (traditional writing method).

These studies were conducted in different levels of education, with children, teenagers and adults. Twenty of the studies used a quantitative method in order to gather the information. This method included scores to qualify improvement. According to the results, in 13 of these studies, participants who used word processors to write their compositions had better scores, nevertheless, in 7 studies, the participants who used the traditional writing method had the better scores. In addition, Bangert-Drowns concludes by saying that the difference of improvement of groups with and without the use of word processors is acceptable

enough to state that the use of word processors help increase writing skills. What is “acceptable” in the study is that the average effect size was significantly different than zero, which indicates that the students benefited from using word processors. According to James A. Kulik (1994), evaluation studies have been reporting that students who use word processors for writing compositions demonstrate superior writing skills in later follow-up tests of writing skills. In a typical Bangert-Drwons study, word processor use raised writing scores by around 0.3 standard deviations, equivalent to an increase from the 50th to the 62nd percentile.

According to a journal written by Regina Hampel (2006) a study was made at the Open University in 2003. It studied the way some tutorial tasks were designed for improving English in distance language courses with a synchronous audio-graphic set called Lyceum which was working since 2002. Lyceum is an Internet-based program that allows users to interact with the computer in different ways which include the use of audio material and also graphics and writing activities. In other words, Lyceum is a complete program that allows learners to practice listening and writing skills without having to attend a face to face class. It has its limitations but it offers a variety of new form of learning.

Regina designed some tasks in order to use them in a virtual classroom with some tutors. He used qualitative measures mainly in order to gather data. He used observation, recordings, logbooks, questionnaires and interviews. He examined these data to determine if the tasks he designed accomplished the goals he had with the tutors. He mainly focused his work on how his tasks were put into practice by tutors and students and how they reacted.

The results of this study showed that Lyceum made it simple and easy for students to use images and the different tools for writing like the Internet. It showed how tutors got used to the fact of using Lyceum as another didactic resource. Yet, at the beginning it took time for tutors and students to familiarize with the use of Lyceum.

2.8 Research Questions

The already mentioned previous studies have shown that the use of Internet-based didactic material help students to develop their reading and writing skills. This study will focus on the use of Internet- didactic material and will investigate the following research questions:

1. Does digital material, including stories that students can read and comprehend language in context, improve students´ reading skills like: comprehension of the text by grasping its main idea, scanning by reading for specific details and increase of new vocabulary?
2. Do digital writing activities improve students' punctuation, spelling and forming of grammatically-correct sentences?
3. Do activities provided by ESLMike facilitate the English teaching process? Will teachers receive useful links and authentic material from it?

Chapter 3

Methodology

The methodology addresses the quantitative and qualitative methods used for data collection and analysis.

3.1 Participants

There were 18 participants in this case study. All of them are 9 to 10 year old children, boys and girls. They are in their 6th year of elementary school. Also 6 tutors who teach English participated in this study. Due to ethical concerns children´s parents had to be give their permission to let their children participate in this case study. A copy of the form that was sent to these parents can be seen in Appendix AA.

3.2 Task design

Different activities were prepared for the group according to the pen sum of study of the institution in which they study. These activities were digitally designed. Table 2 shows the description of the tasks designed for the participants.

Table 2.Description of Task Design

Type	Description	Specific Tasks
Decision Making	Obtaining, sharing and discussing information in order to make a decision	True-false Fill in the blanks Multiple choice
Opinion Exchange	Expressing personal ideas and thoughts about a specific topic	School time table Personal description Daily routines
Questions and Answers	Discovering and requesting information from participants	Reading comprehension
Problem Solving	Making guesses, drawing on logical reasoning and background	Hangman game Who Wants to Be a

	knowledge	Millionaire? game
Picture stories	Providing visual support for descriptions	Picture story- based activities

3.3 Materials

This case study included written pre-tests and post-tests, task treatment, computers, Internet, book Clapping Time 5, notebooks and a website created for this study. Reading and writing pre/post-tests were designed according to what the students were supposed to learn and handle at their school age and according to the pen sum of study. Three Units of the English book were taken into consideration for this study. The book is called Clapping Time 5 from Greenwich ELT. It is a book designed for children from 6th grades of elementary education. The three units for this study were Unit 1: The World in Numbers, Unit 2: Very special Times and Unit 3: A Day in My Life. Unit 1´s topic was personal information, countries and nationalities. Unit 2 had school subjects and ordinal numbers. Finally, Unit 3 studied Daily Routines.

The computing laboratory used for this case had all the services needed for the study. It had Internet access with a wired connection, 23 Pentium III computers for personalized usage and suitable environment for learning. In fact, it had big windows and enough space for students to move around the class. It also has 1 networked color printer, an instructor podium with overhead projection which was used by the researcher for giving instruction for the tasks. It is located on the first floor of the school.

The website created for this study had into consideration Chapelle´s criteria for creating appropriate material for a website: A**uthority;** the author is an Elementary school teacher. He is a graduate in the English Language and Literature Specialization. The author has worked with children from 10 to 12 years old for about 4 years. He also has taken some courses on Computing Programming and TOEFL. **Objectivity;** the information the website provides is objective; it can be

verified by an independent third party. **Authenticity;** the information and tasks the site provides resemble real world language and situations which is a very important matter in the transfer of learning. **Reliability;** the information comes from an independent source: a teacher of an elementary school, whose purpose of the information resource is to develop reading and writing skills in his students and to offer useful material as didactic resources for his teacher companions. **Timeliness;** the information the website provides is current and new. Most of the material contains activities, videos and stories that relate to real life situations of current affairs. **Relevance;** the website provides material that is something students and teachers can use.

All this criteria was taken into account before creating the website. Moreover, some other details had to be considered before designing material.

The researcher considered the fact that according to Olha Madylus, children at the age of the participants have some characteristics that must be considered in the task designing process. Characteristics like the fact that they have longer attention span, which is important for developing tasks like grammar activities which require focus and commitment. Also, participants have a good knowledge of the world growing which is good for the researcher to address not just one single topic but some. Participants can have more responsibilities and be independent which is favorable for the activities the researcher creates because they address individual work. Activities have to be challenging for them because they are developing intellectual skills and their own learning strategies. Moreover, participants are still children and that is why it is important to have appealing activities like games and illustrated tasks in order to motivate them.

The design of all this material for the study is detailed below.

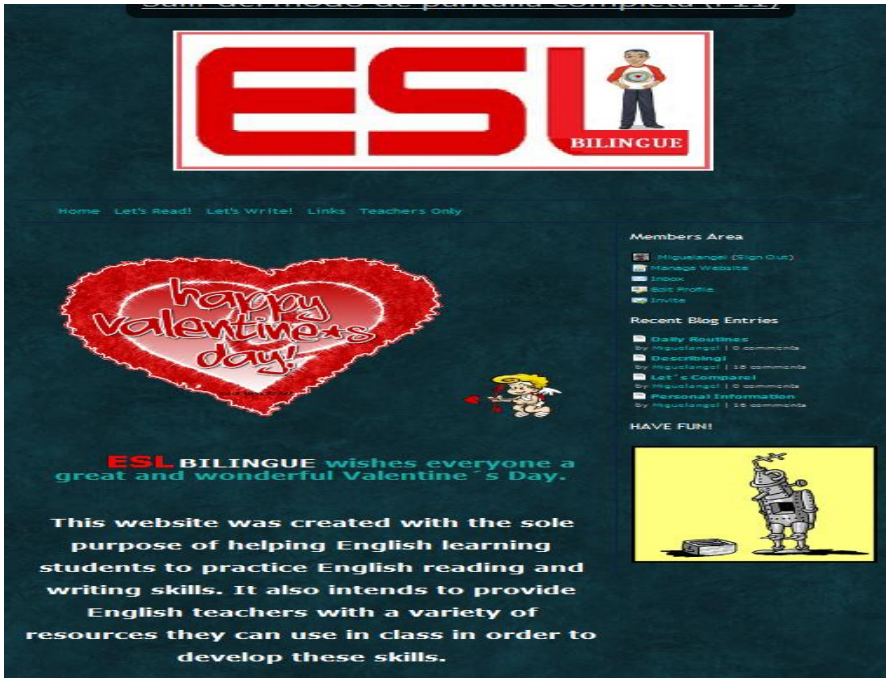
Designing ESLMike

In order to create a website, it was necessary to look for a good host on the Internet so the site could be easily designed. *Webs* was the answer to this need.

After finding a reliable host it was time to start by deciding what the website was going to include and offer. First, it was necessary to create a welcoming home page for the site and a name for it. The website was to be called ESLMike, being its url <www.eslmike.webs.com>. The name derives from ESL = English as a Second Language and Mike which stands for the name of the author's son who motivated the author to work with children.

The home page for the website uses an appealing logo at the top of it which symbolizes the name of the site and a feeling of welcoming to practice English. It has a menu section below the logo and a sidebar at the right of the user´s computer. This sidebar includes user´s information (Members Area), Writing recent activities information (Recent Blog Entries). Below the main menu there is information about the website and a couple of applications like a chat room for practicing writing with other users and a news section for those who prefer to read. See Figure 1.

Figure 1. ESLMike- Home Page.



The main menu of the website provides *Let's Read* and *Let's Write* as the first two labels to be displayed. Later two new labels would be added *Links* and *Teachers Only*.

Thus, the main menu was created. Now it was necessary to create activities for each section. *Let´s Read* and *Let´s Write* were the first to have activities. In order to have an organized view of the activities a forum page of activities was created for each of the sections. A forum is an application that allows web designers to have lots of activities or information in a very structured and organized form. Both sections were going to have the same organization parameters due to the fact that they were going to have their divisions according to what the institution wanted the students to learn. So, the head of the menu was the title of the book participants have which is Clapping Time 5 accompanied by the corresponding topic Reading or Writing Activities, after this title came the units of the book which were going to be tested in this study. Each Unit had several activities. See Figure 2.

Figure 2. Forum Menus

Each of the units has tasks designed for reading or writing. After this, some submenus were added to the main menu in the home page. In *Let´s Read*, for

example, a *Memories* section was included; this section contains information about events and activities students perform in the school, which are related to English for example, an English Festival the institution has every year. This section provides some reading for the students with something they can be familiar with. Also*, Let´s Write* included a blog application called *Writing Exercises* for those who want to write what they think about certain topics they are studying such as comparisons and personal information.

The main menu also had the section of *Links* which is intended to be an important didactic tool for teachers because it has some sub-sections like didactic videos, online flashcards, useful ESL websites, digital stories and didactic games. Some of them were created by the author of the website and others which were obtained from different sources considering Chappelle´s criteria for selecting resources on the Internet.

The last section of the main menu is called *Teachers Only*, due to the fact that only teachers who had received permission of the author can access this information. This information includes lesson plans, tests and exams that teachers want to share with others on the Internet or just because they want to have a safe place to keep their information.

Digital Readings

For creating digital readings the researcher used two designing software: Photoshop and Microsoft Paint for the pictures and animations, a multimedia software: Windows Movie Maker and a presentation software: PowerPoint for writing and developing the readings. It was also necessary to use a web application for storing them; the researcher used youtube.com since it is a very reliable source. Stories tended to be original and authentic for some of them pictures of the participants were used in imaginary situations in order to raise their interest in the activity.

Tests

Before designing tasks for each unit, it was also necessary to prepare pretests for each unit of the book that was going to be part of the study. Thus, 6 pre-tests (three for reading and three for writing) and 6 post-tests (three for reading and three for writing) were made. Each one of them had its own rubrics in order to consider what tasks were to be designed to overcome possible mistakes. Appendix A refers to those pre and post tests for reading and Appendix B for those pre and post tests for writing. A questionnaire was also made for the teachers and it can be seen in Appendix C.

The purpose of the pretests was to measure students´ reading and writing skills before the task treatment. And once each unit was finished post-test were applied to seek for improvement on those skills.

Journals

The researcher also used journals throughout each session with the participants. During each class he made notes on ideas from observing the participants. These journals took into consideration important aspects that could help the researcher ease the study process. These aspects were: students´ acceptance of the activity, students´ behavior, time taken for the activities to be done, any problems, possible solutions and comments. See Appendix CC.

Tasks

The tasks were created according to the results of the pre-tests. The researcher created tasks in order to overcome some general mistakes he found. Tasks were divided into the sections of reading and writing according to the sections ESLMike provides.

Post reading/writing activities were created in different formats by using computing programs like word processors (Excel, Word), designing programs (Photoshop) and quiz creators (Pro Profs).

Reading Tasks

There were several digital vocabularies, fluency and comprehension related tasks created in order to practice reading skills. They were divided into three Units. For Unit 1 there were 4 digital readings called *Kaká*, *Miranda Crosgrove*, Our *Famous Characters, The Tourists and 3 games called Game: Adjectives, War of Words and Who Wants to Be a Millionaire.* Each one of them has different levels of difficulty starting by the easy reading activity *Kaká* to the most difficult activity *My Favorite Characters*. See Table 3.

Table 3. Reading Activities Unit 1

Name of the digital reading activity or game	**Kind of post reading activity.**	**Skill being developed**	**Sub-skill**
Kaká See App. D	Multiple choice quiz. Statements that include a phrase or stem followed by four options for completion.	Reading comprehension. Decoding words and then using background knowledge to construct an approximate understanding of the writer's main idea.	Understanding Personal Information: name, age, nationality, profession.
Miranda Crosgrove	True/false quiz. Several statements	Building new and expressive	Understanding Personal Information:

See App. E	about a text some of them are true and some of them are false.	vocabulary.	name, age, profession, likes and dislikes.
Our famous Characters See App. F	Completing Sentences /Multiple choice quiz. Statements that include a phrase or stem followed by four options for completion.	Reading Comprehension. Decoding words and then using background knowledge to construct an approximate understanding of the writer's message	Understanding Personal Information: name, age, occupation, likes and dislikes, achievements.
The Tourists See App. G	Multiple Choice quiz. Statements that include a phrase or stem followed by four options for completion.	Building new and expressive vocabulary.	Understanding Personal Information: name, age, countries, language and nationalities.
Game Adjectives See Figure 3.	Cross Word Game. A puzzle in which an arrangement of numbered squares is to be filled with words running both	Building new and expressive vocabulary.	Descriptive Adjectives: tall, short, smart, thin, etc.

	across and down in answer to correspondingly numbered clues. Also called *crossword puzzle*.		
War of Words See Figure 4.	Multiple choice game. Digital game about questions and answers. There are several options in order to answer to a question. The mouse is used as a gun for ¨shooting¨ at the answers.	Reading Comprehension. Decoding words and then using background knowledge to construct an approximate understanding of the writer's message. Building new and expressive vocabulary.	Countries and Capitals. USA-Washington DC, Peru-Lima, Colombia-Bogotá, etc.
Who Wants to Be a Millionaire? See Figure 5.	Who Wants to Be a Millionaire? is a television game show which offers prizes for correctly answering successive multiple-choice	Reading Comprehension. Decoding words and then using background knowledge to construct an approximate	Countries, nationalities and languages: USA-Washington/ English, Peru-Lima/Spanish, Colombia-Bogotá/Spanish, etc.

	questions.	understanding of the writer's message	

Url:http://eslmike.webs.com/apps/forums/topics/show/4609507-unit-1-the-world-in-numbers,

Figure 3. Word Search Game

Figure 4. War of Words Game

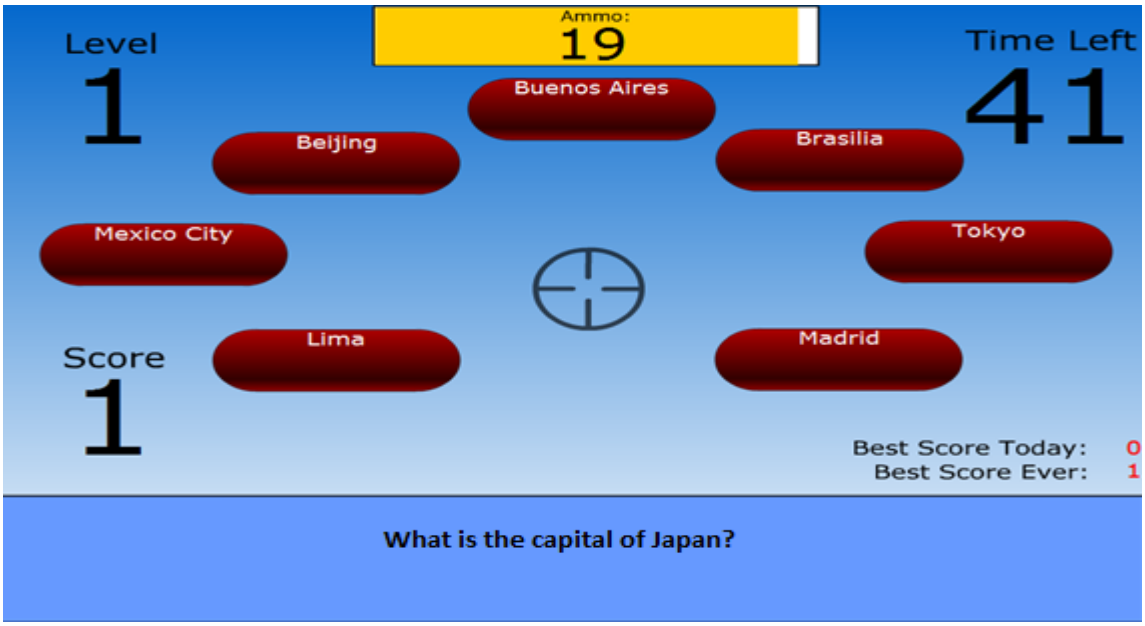


Figure 5. Who Wants to Be a Millionaire? Game

For Unit 2 there were other 4 readings called Rosita´s, Pepito´s and Karelis´ Schedules and The Super Race and also two games: War of Words and Who Wants to Be a Millionaire?. See Table 4.

Table 4. Reading Activities Unit 2.

Name of the digital reading activity or game	**Kind of post reading activity.**	**Skill being developed**	**Sub-skill**
Rosita´s Schedule See App. H	Completing sentences /Multiple choice quiz. Statements that include a phrase or stem followed by four options	Reading comprehension. Decoding words and then using background	Understanding School Time Tables: subjects, times and days

	for completion	knowledge to construct an approximate understanding of the writer's message	
Pepito´s Schedule See App. I	Fill in the blanks quiz. Completing sentences	Scanning text. [reading for specific details]	Understanding school time tables: subjects, times and days
Pepito´s Schedule 2 See App. J	Completing Sentences /Multiple choice quiz. Statements that include a phrase or stem followed by four options for completion.	Building new and expressive vocabulary	Understanding school time tables: subjects, times and days
Karelis´ Schedule See App. K	Fill in the blanks (Excel). Completing a digital school time-table	Reading comprehension. Decoding words and then using background knowledge to construct an approximate understanding of the writer's message	Recognizing school subjects: Math, History, Bible, English, Sports, etc.

The Super Race See App L	Completing Sentences /Multiple choice quiz. Statements that include a phrase or stem followed by four options for completion	Building new and expressive vocabulary	Recognizing ordinal numbers: first, second, third, fourth, fifth, sixth, seventh, eighth, ninth and tenth
War of Words	Multiple choice game. Digital game about questions and answers. There are several options in order to answer to a question. The mouse is used as a gun for ¨shooting¨ at the answers.	Reading Comprehension. Decoding words and then using background knowledge to construct an approximate understanding of the writer's message	Recognizing school subjects: Math, History, Bible, English, Sports, etc.
Who Wants to Be a Millionaire?	Who Wants to Be a Millionaire? is a television game show which offers prizes for correctly answering successive multiple-choice questions	Building new and expressive vocabulary	Recognizing holidays: Carnival, Christmas, New Year´s Eve, Saint Valentine's Day, etc.

Url: http://eslmike.webs.com/apps/forums/topics/show/4609592-unit-2-very-special-times.

For Unit 3 there were just 2 digital readings called *Peter´s Busy Morning* and *A Day in the Life of My Students.* .

Table 5. Reading Activities Unit 3.

Name of the digital reading activity or game	**Kind of post reading activity.**	**Skill being developed**	**Sub-skill**
Peter´s Busy Morning See App. M	Multiple choice quiz. Statements that include a phrase or stem followed by four options for completion	Building new and expressive vocabulary	Recognizing pictures about daily routines: get up, wake up, go to the bathroom, take a shower, go to school and have breakfast
A Day in The Life of My Students See App. N	True/false quiz. Several statements about a text some of them are true and some of them are false	Reading comprehension. Decoding words and then using background knowledge to construct an approximate understanding of the writer's message	Understanding daily routines and times expressions: get up, at , a quarter to, go to the bathroom, etc.

Url: http://eslmike.webs.com/apps/forums/topics/show/4609624-unit-3-a-day-in-my-life

Writing Tasks

There were several activities designed to develop writing skills like spelling, grammar structures and sentence structures. They were divided into three Units. For Unit 1 there were 4 digital writing activities called *Descriptions, Countries and Nationalities, Let´s Practice the Verb Be and Describing.* See Table 6.

Table 6. Writing Activities Unit 1.

Name of the Activity	**Skill being developed**	**Sub-skill**	**Kind of activity**
Descriptions See App. O	Grammar. Making sentences and their structures grammatically correct	Writing about personal information: name, age, nationality, school, grade, likes and dislikes	Fill in the blanks quiz. Words are presented in disorder. Participants have to write them in correct order to form descriptive sentences
Countries and Nationalities See App. P	Grammar. Making sentences and their structures grammatically correct	Writing about personal Information. First and third person singular	Fill in the blanks quiz
Let´s Practice the	Punctuation: using standard marks	Making negative statements with	Fill in the blanks quiz. In this activity

Verb be. See App. Q	and signs in writing to separate words into sentences	the verb “to be”	participants have to write negative statements. They will have immediate feedback to check their progress.
Let´s practice the Verb be. 2 See App. R	Punctuation: using standard marks and signs in writing to separate words into sentences.	Making question statements with the verb “to be”	Fill in the blanks quiz. In this activity participants have to write question statements. They will have immediate feedback to check their progress.
Describing See App. S	Grammar. Making sentences and their structures grammatically correct	Writing about someone else´s personal information	Free writing. In this activity participants can freely describe what they see on a picture of a famous artist. Participants describe artists´ personal information.

Url:http://eslmike.webs.com/apps/forums/topics/show/4609644-unit-1-the-world-in-numbers.

For Unit 2 there were 2 digital writing activities called Class schedule *and Unscramble the Time Expressions an there was also a game called School*

Subjects. See Table 7.

Table 7. Writing Activities Unit 2.

Name of the Activity	Skill being developed	Sub-skill	Kind of activity
Class Schedule See App. T	Grammar. Making sentences and their structures grammatically correct.	Writing school time tables	Fill in the blanks. By using Excel participants have to complete a school time table according to their own schedules.
Unscramble the Time Expressions See App. U	Punctuation: using standard marks and signs in writing to separate words into sentences.	Writing sentence - structures correctly. Time expressions: at a quarter to, at half past, at a quarter past and at	Fill in the blanks quiz. Time expressions are showed in a scramble way in order to be arranged properly.
School Subjects See Figure 6.	Spelling. Forming of words with letters in an accepted order.	Vocabulary increase. school subjects: Math, Geography, History, Bible, Music, English, etc.	Hangman game. In this game participants will have to find a hidden word by choosing letters in order to complete the word.

Url: http://eslmike.webs.com/apps/forums/topics/show/4609652-unit-2-very-special-times.

Figure 6. Dunk a Duck Game

For Unit 3 there were 4 digital writing activities called Complete The Pictures, Scrambled Routines, Describing Pictures and Let´s Describe. There were also two games*: Daily Routines* and *House Stuff.* See Table 8.

Table 8. Writing Activities Unit 3.

Name of the Activity	Skill being developed	Sub-skill	Kind of activity

Complete The Pictures See App. V	Grammar. Making sentences and their structures grammatically correct.	Writing about daily routines.	Fill in the blanks (Word). By using a word perfect worksheet participants have to complete cartoon conversations using vocabulary about daily routines.
Scrambled Routines See App. W	Grammar. Making sentences and their structures grammatically correct.	Writing sentence-structures correctly.	Fill in the blanks quiz. Words are presented in disorder. Participants have to write them in correct order to form daily routines expressions.
Describing Pictures See App. X	Grammar. Making sentences and their structures grammatically correct	Recognizing pictures related to daily routines	Fill in the blanks quiz. Students have to look at pictures and describe what they represent.
Let´s Describe See App. Y	Grammar. Making sentences and their structures	Giving personal information about	Free Writing. In this activity participants can

	grammatically correct	daily routines	write paragraphs about their daily routines without having a right or wrong answer as result.
Daily Routines	Spelling. Forming of words with letters in an accepted order	Vocabulary increase. Daily Routines: take a shower, go to the bathroom, have breakfast, etc.	Hangman game.
House Stuff	Spelling. Forming of words with letters in an accepted order.	Vocabulary increase. House Stuff: towel, toothpaste, toothbrush, comb, etc.	Hangman game.

Url: http://eslmike.webs.com/apps/forums/topics/show/4609662-unit-3-a-day-in-my-life.

For a more detailed description of each of the above reading and writing activities see Detailed Description of Activities in Appendix Z.

3.4 Procedure

This study was conducted in two phases. The first part took place in August to early September 2010 and served as a pre-study to test students reading and writing skills and their ability to use computers. It served to test the computer laboratory, connection to the Internet, appropriate level of task difficulty, task conditions and characteristics. It also served as an opportunity to capacitate

English teachers to use the website. English Tutors received a two-hour seminar on the use of ESLMike. They also received a brochure that served as a manual on the use of the site. See Appendix DD. The data collection for the second part started at the end of September 2010 and lasted for four months. In order to help participants from the study group familiarize with the process there were 3 meetings with the learners and researcher to test the software and to explain and answer questions regarding materials, process, schedules, and responsibilities.

Two meetings on the computer lab were planned to take place each week, where participants from the study group worked on an assigned task. The first meeting was focused on reading skills development on Mondays and the other meeting focused on writing skills on Fridays.

Being that the pen sum of study presents material divided into units, this data gathering process was divided into three phases, each one for a different unit of study and with different topics. Unit 1, for instance, was called ¨The World in Numbers¨ and its main topic was ¨Times¨. Unit 2 was about ¨School Time Tables¨ and its title was ¨Very Special Times¨. Unit 3 had the name of ¨A Day in My Life¨ and it was about ¨Daily Routines¨. Each Unit was developed in about 3 or 4 weeks. They had 40 minutes to interact with computers. See Table 9.

Table 9. Chronogram of Activities

Week	**Unit 1 from October to November**		**Unit 2 From November to December**		**Unit 3 From December to January**	
	Reading Tasks	**Writing Tasks**	**Reading Tasks**	**Writing Tasks**	**Reading Tasks**	**Writing Tasks**
1	Kaká / Game Adjectives	Descriptions	Rosita´s Schedule	Class Schedule	Peter´s Busy morning	Complete the pictures / Daily Routines
2	Miranda	Countries	Pepito´s	Unscrambl	A Day in	Scramble

	Crosgrove / War of Words	and Nationalities	Schedule / Who wants to be a millionair?	e the Time Expressions	the Life of My Students	d Routines / House Stuff
3	Our Famous Characters	Let´s Practice the Verb Be 1 and 2	Pepito´s Schedule 2 / War of Words	School Subjects		Describing Pictures
4	The Tourists / Who Wants to Be a Millionaire?	Describing	Karelis´ Schedule / The Super Race			Let´s Describe.

As can be seen in Figure 7, the participants could freely interact with computers.

Figure 7.Students Interacting With Computers – Writing Session

Chapter 4

Analysis

The analysis included quantitative analysis. Quantitative analysis was performed on the tests and tasks in order to answer the first two research questions. Qualitative analysis was performed on the questionnaire and interviews in order to answer the third research question. For the quantitative analysis, all the tasks and tests were double checked by the researcher.

In order to answer the first research question, the researcher established reading parameters that would account for the learners' reading comprehension. These parameters included *Very Little Comprehension*, *Some Comprehension* and *Very Good Comprehension*.

All parameters were in accordance with the rubrics created for the reading tests along this case study. Moreover, all these rubrics were designed according to Kuhlman´s reading comprehension case study: Language Observation Task System. (2002). Kuhlman took into consideration O'Malley and Valdez Pierce´s criteria on performance-based assessment (1996). However, it is important to remember what Kuhlman says about creating rubrics: ¨no matter how carefully constructed the rubric is, it is still a teacher's subjective opinion as to where the student falls on any one task.¨

But what is the comprehension that is being targeted? Comprehension is being able to understand the main idea of a text with information, or understanding what the writer wants to convey. Remembering most details is also considered as comprehension of a text. Finally, one comprehends text by being able to deduce the meaning of new vocabulary in context.

According to Clapping Time 5 participants must comprehend information (main ideas and specific details) about personal information (age, name, nationality, and language), school subjects and daily routines.

Very Little Comprehension

Participants with *Very Little Comprehension* of the text do not fully understand what the text is about. They hardly understand questions related to the text. They barely answer some of them. For this study, participants considered having a very little comprehension are the ones whose tests results show scores considered the minimum. For example, if a test is over 9, minimum scores would be 1, 2and 3. If it is over 10, minimum scores would be 1, 2, 3 and 4. Finally if it is over 15, minimum scores would be 1,2,3,4 and 5.

A *very little* is awarded to the student who displays the following skills, according to Kuhlman´s rubric on performance-based assessment; "Answers factual comprehension questions using key words or phrases." For example, if a student scores 1, 2 or 3 out of 9 questions, or he/she is awarded a very little because the student does not demonstrate any ability to use factual information on the text by using the reading skills tested.

Some Comprehension

Participants with *Some Comprehension* of the text grasp the main idea of it. Answer some of the questions, but still do not understand the whole text and questions. Participants considered having some comprehension are the ones whose test results show scores considered regular. For example, if a test is over 9, regular scores would be 4, 5 and 6. If it is over 10, regular scores would be 5, 6 and 7. Finally if it is over 15, regular scores would be 6,7,8,9 and 10.

A *some* is awarded to the student who displays the following skills, according to Kuhlman´s rubric on performance-based assessment; "Answers factual comprehension questions using some details." For example, if a student scores 4, 5 or 6 out of 9 questions, or he/she is awarded a *some* because the student does not fully demonstrate ability to use factual information on the text by using the reading skills tested.

Very Good Comprehension

Participants with *Very Good Comprehension* of the text grasp the main idea of it and understand everything or almost everything on it and the questions related to it. Participants considered having very good comprehension are the ones whose test results show scores considered very good. For example, if a test is over 9, very good scores would be 7, 8 and 9. If it is over 10, very good scores would be 8, 9 and 10. Finally if it is over 15, very good scores would be 11,12,13,14 and 15.

A *very good* is awarded to the student who displays the following skills, according to Kuhlman´s rubric on performance-based assessment; "Asks and answers factual comprehension questions using more detailed sentences." For example, if a student scores 7, 8 or 9 out of 9 questions, or he/she is awarded a *very good* because the student demonstrates ability to use factual information on the text by using the reading skills tested.

In order to answer the second research question, the researcher also established writing parameters that would account for the learners' written production. These parameters included Very Little Production, Some Production and Very Good Production.

All parameters were in accordance with the rubrics created for the writing tests along this case study. Moreover, all these rubrics were designed according to North Carolina Accountability Services Division´s writing rubrics for public schools (2003). This Association also took into consideration O'Malley and Valdez Pierce´s criteria on performance-based assessment (1996).

But what is the production that is being targeted? Production for this case study is being able to transform inputs (ideas, information, and knowledge) into written results.

According to Clapping Time 5, participants must be able to produce a short composition about their personal information; they must be able to write sentences about others´ personal information, they must be able to write their own school schedules and they must be able to write a short description about their own or someone else´s daily routines. Also according to the book they must use the following grammatical structures: verbs be and speak for giving personal information (I am from…; He is ….; I speak), preposition of time AT for giving information about school subjects (I have Math at …..); third person singular s form for giving information about daily routines (You get up; She get up).

Very Little Production

Participants with *Very Little Production* on writing have very little vocabulary. They do not spell words correctly. Their sentence structures are very poor. They know few about grammar structures and their production is not easy to understand. For this study, participants considered having a very little production are the ones whose tests results show scores considered the minimum. For example, if a test is over 9, minimum scores would be 1, 2and 3. If it is over 10, minimum scores would be 1, 2, 3 and 4.

A *very little* is awarded to the student who displays the following skills, according to North Carolina Accountability Services Division ´s rubric on performance-based assessment: “Lacks control of sentence formation; Lacks control of standard usage including agreement, tense, and case, Lacks control of mechanics including use of capitalization, punctuation, and spelling.” For example, if a student scores 1, 2 or 3 out of 9 questions, or he/she is awarded a very little because the student does not demonstrate any ability to write a text by using the writing skills tested.

Some Production

Participants with *Some Production* on writing have an understandable presentation. They use more vocabulary. They have some mistakes in spelling and some of their grammar structures are not well used. Participants considered having some production are the ones whose test results show scores considered regular. For example, if a test is over 9, regular scores would be 4, 5 and 6. If it is over 10, regular scores would be 5, 6 and 7.

A *some* is awarded to the student who displays the following skills, according to North Carolina Accountability Services Division ´s rubric on performance-based assessment; "Exhibits minimal control of sentence formation; Exhibits minimal control of standard usage including agreement, tense, and case; Exhibits minimal control of mechanics including use of capitalization, punctuation, and spelling." For example, if a student scores 4, 5 or 6 out of 9 questions, or he/she is awarded a *some* because the student does not fully demonstrate ability to write a text by using the writing skills tested.

Very Good Production

Participants with *Very Good production* on writing have a very easy to understand presentation. It is interesting. Spelling is very good. They have a good vocabulary and a good knowledge of grammar structures. Participants considered having a very good production are the ones whose test results show scores considered very good. For example, if a test is over 9, very good scores would be 7, 8 and 9. If it is over 10, very good scores would be 8, 9 and 10.

A *very good* is awarded to the student who displays the following skills, according to North Carolina Accountability Services Division´s rubric on performance-based assessment; "Exhibits reasonable control of sentence formation; Exhibits reasonable control of standard usage including agreement, tense, and case; Exhibits reasonable control of mechanics including use of capitalization, punctuation, and spelling." For example, if a student scores 7, 8 or 9

out of 9 questions, or he/she is awarded a *very good* because the student demonstrates ability to write a text by using the writing skills tested.

4.1 Results

Research Question 1

Does digital material, including stories that students can read and comprehend language in context, improve students´ reading skills like: comprehension of the text by grasping its main idea, scanning by reading for specific details and increase of new vocabulary?

Unit 1

The results of the pre-test, post-test and their averages are displayed in Table 10. The results show that learners performed better after the task treatment as the average increased significantly from the pre-test to the post-test, corresponding to a class percentage increase of 156.2 %.

In further analysis, in the pre-test only 11% of the participants had a very good comprehension level (grades from 7 to 9), while in the post-test 94% had a very good comprehension.

Table 10. Unit 1. Reading Pre and Post-Tests and Testing Scores.

Participants	**Unit 1**		**Percentage Increase**
	Pre-test /9	Post- test / 9	
Student 1	5	9	80%
Student 2	3	9	200%

Student 3	4	8	100%
Student 4	4	7	75%
Student 5	4	9	125%
Student 6	1	9	800%
Student 7	8	9	12.5%
Student 8	4	8	100%
Student 9	1	9	800%
Student 10	9	9	0%
Student 11	1	9	800%
Student 12	5	9	80%
Student 13	1	9	800%
Student 14	1	9	800%
Student 15	1	8	700%
Student 16	1	9	800%
Student 17	1	8	700%
Student 18	7	9	28.5%
Total Average	**3.3**	**8.6**	**156.2%**

The statistical test used to analyze differencial scores between the two groups (pre and post-tests) is the paired T-test. This test is used to compare a subject at two different times with the experiment or treatment occuring between. If there is a sufficient difference in mean, it indicates that the treatment caused a change in the observed variable.

Step 1: Stating the hypotheses:

H_o: $m_d = 0$ Null hypothesis: mean difference is equal to zero.

H_1: $m_d \neq 0$ Alternative hypothesis: mean difference is not equal to zero, or significantly different from zero.

The alternative is two-tailed and alpha = .05

Step 2: Check assumptions

1. The observations are independent of each other
2. The dependent variable is measured on an interval scale
3. The differences are normally distributed in the population.

The measures are approximately interval scale numbers and we can assume that each person's score has not been influenced by other people's scores. The numbers do not have major extremes or unusual distribution.

Step 3: Calculation of t-value. Formula: $$t = \frac{\overline{X}_D - \mu_0}{s_D/\sqrt{n}}.$$

t= -8.10
degrees of freedom = 17

The probability of this result, assuming the null hypothesis, is 0.000

Group A: Number of items= 18

Mean = 3.44
95% confidence interval for Mean: 2.088 thru 4.801
Standard Deviation = 2.73
Hi = 9.00 Low = 1.00
Median = 3.50
Average Absolute Deviation from Median = 2.22

Group B: Number of items= 18

Mean = 8.67
95% confidence interval for Mean: 8.371 thru 8.962
Standard Deviation = 0.594
Hi = 9.00 Low = 7.00
Median = 9.00
Average Absolute Deviation from Median = 0.333

Group A-B: Number of items= 18

Mean = -5.22
95% confidence interval for Mean: -6.582 thru -3.862
Standard Deviation = 2.73
Hi = 0.00 Low = -8.00
Median = -5.50
Average Absolute Deviation from Median = 2.33

Step 4: Evaluate the result

The result is significant t(18) = -8.10. The null hypothesis is rejected in favor of the alternative hypothesis. The post test results to be significantly different than the pretest results, indicating that the intervention between tests was the cause.

Step 5: Interpret the result

A significant increase in scores occurred (t(18)= -8.10) in the post-test compared to the pre-test (control group).

Strong statistical evidence has been found that teaching digital material to students improves students' scores in the post test. The targeted skills and sub-skills are shown to be improving based off these results.

Unit 2

The results of the pre-test, post-test and their average are displayed in Table 11. The results show that learners performed better after the task treatment as the average increased significantly from the pre-test to the post-test, corresponding to a class percentage increase of 113.3%.
In the pre- test only 22% of the participants had a very good comprehension level (grades from 12 to 15), while in the post- test 94% had a very good comprehension.

Table 11. Unit 2. Reading Pre and Post- tests and Testing Scores

Participants	**Unit 2**		**Percentage Increase**
	Pre-test /15	Post- test / 15	
Student 1	1	9	800%
Student 2	1	14	1300%
Student 3	1	15	11400%

Student 4	0 (*1)	13	1200%
Student 5	1	14	1300%
Student 6	1	13	1200%
Student 7	12	14	16.6%
Student 8	6	13	116.6%
Student 9	15	15	0%
Student 10	11	13	18.18%
Student 11	5	14	180%
Student 12	1	13	1200%
Student 13	12	12	0%
Student 14	12	13	8.33%
Student 15	11	12	9.09%
Student 16	2	15	650%
Student 17	7	14	100%
Student 18	13	13	0%
Total Average	**6.2**	**13.2**	**113.3%**

*The number in parenthesis indicates an adjusted score due to analytical purposes, in order to calculate percentage increase and T-stat test.

The paired-T test was calculated for this unit too. In order to reduce redundancy, the same hypothesis, assumptions and calculation were performed. In this particular unit, the T-stat resulted to be t(18)= -5.04. This statistically proves that the difference between student scores is significantly different.

Unit 3

The results of the pre-test, post-test and their average are displayed in Table 12. The results show that learners performed better after the task treatment as the average increased significantly from the pre-test to the post-test, corresponding to a class percentage increase of 212.6%.

Furthermore, in the pre- test only 11% of the participants had a very good comprehension level (grades from 8 to 10), while in the post- test 100% had a very good comprehension.

Table 12. Unit 3. Reading Pre and Post- tests and Testing Scores.

Participants	**Unit 2**		**Percentage Increase**
	Pre-test /10	Post- test / 10	
Student 1	2	10	400%
Student 2	1	10	900%
Student 3	6	9	50%
Student 4	0 (*1)	9	800%
Student 5	0 (*1)	10	900%
Student 6	1	10	900%
Student 7	0 (*1)	9	800%
Student 8	8	10	25%
Student 9	3	9	200%
Student 10	4	10	150%

Student 11	5	10	100%
Student 12	1	8	700%
Student 13	2	8	300%
Student 14	8	9	12.5%
Student 15	6	10	66.6%
Student 16	0 (*1)	9	800%
Student 17	3	9	200%
Student 18	4	10	150%
Total Average	3	9.3	**212.6%**

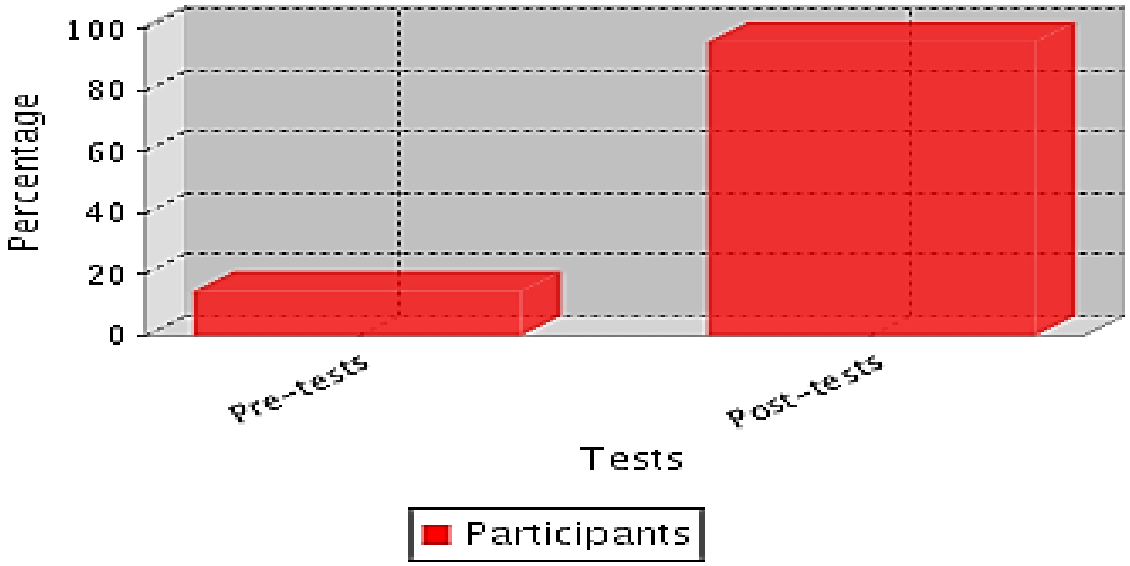
* The number in parenthesis indicates an adjusted score due to analytical purposes, in order to calculate percentage increase and T-stat test.

The paired-T test was calculated for this unit too. In this particular unit, the T-stat resulted to be t(18)= -10.9, again proving that the difference in scores is significantly different.

Visualizing "good comprehension levels"

In all the pretests 14.6 % of the participants had a very good comprehension level. In the post- tests, on the other hand, they were 96%. In table 5 are graphically displayed these results.

Figure 8. Reading Tests Chart



Research Question 2

Do digital writing activities improve students' punctuation, spelling and forming of grammatically-correct sentences?

Unit 1

The results of the pre-test, post-test and their average are displayed in Table 13. The results show that learners performed better after the task treatment as the average increased significantly from the pre-test to the post-test, corresponding to a class percentage increase of 266.3%.

In the pre- test 0% of the participants had a very good production level (grades from 7 to 9), while in the post test100% had a very good production.

Table 13. Unit 1. Writing Pre and Post- tests and Testing Scores

Participants	**Unit 1**		**Percentage Increase**
	Pre-test /9	Post- test / 9	
Student 1	5	9	80%
Student 2	5	9	80%
Student 3	1	9	800%
Student 4	1	8	700%
Student 5	6	8	33.3%
Student 6	1	9	800%
Student 7	1	9	800%
Student 8	3	9	200%
Student 9	1	8	700%
Student 10	1	9	800%
Student 11	1	8	700%
Student 12	2	9	350%
Student 13	1	9	800%
Student 14	1	9	800%
Student 15	1	9	800%
Student 16	5	8	60%
Student 17	1	9	800%
Student 18	6	9	50%

Total Average	**2.3**	**8.7**	**266.3%**

The paired-T test was calculated for this unit. In order to reduce redundancy, the same hypothesis, assumptions and calculation were performed. In this particular unit, the T-stat resulted to be t(18)= -12.7, again proving that student scores between tests are significantly different.

Unit 2

The results of the pre-test, post-test and their average are displayed in Table 14. The results show that learners performed better after the task treatment as the average increased significantly from the pre-test to the post-test, corresponding to a class percentage increase of 650.4%.

In further analysis, in the pre- test 0% of the participants had a very good production level (grades from 7 to 9), while in the post- test 83% had a very good production.

Table 14. Unit 2. Writing Pre and Post- tests and Testing Scores

Participants	**Unit 2**		**Percentage Increase**
	Pre-test /9	Post- test / 9	
Student 1	1	6	500%
Student 2	1	9	800%
Student 3	0 (*1)	8	700%
Student 4	0 (*1)	9	800 %
Student 5	1	9	800%
Student 6	1	4	300%

Student 7	4	8	100%
Student 8	1	9	80%
Student 9	2	8	300%
Student 10	0 (*1)	9	800%
Student 11	0 (*1)	8	700%
Student 12	1	7	600%
Student 13	2	8	300%
Student 14	1	7	600%
Student 15	1	9	800%
Student 16	1	9	800%
Student 17	0 (*1)	6	500%
Student 18	2	9	350%
Total Average	**1.0**	**7.8**	**650.4%**

* The number in parenthesis indicates an adjusted score due to analytical purposes, in order to calculate percentage increase and T-stat test.

In this particular unit, the T-stat resulted to be t(18)= -18.0. Again, this means that student scores between tests are significantly different.

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Unit 3

The results of the pre-test, post-test and their average are displayed in Table 15. The results show that learners performed better after the task treatment as the average increased significantly from the pre-test to the post-test, corresponding to a class percentage increase of 665.7%.

In the pre- test 0% of the participants had a very good production level (grades from 8 to 10), while in the post- test 83% had a very good production.

Table 15. Unit 3. Writing Pre and Post- tests and Testing Scores

Participants	**Unit 2**		**Percentage Increase**
	Pre-test /10	Post- test / 10	
Student 1	2	10	400%
Student 2	1	10	900%
Student 3	1	10	900%
Student 4	0 (*1)	9	800%
Student 5	0 (*1)	9	800%
Student 6	0 (*1)	9	800%
Student 7	0 (*1)	9	800%
Student 8	4	9	125%
Student 9	0 (*1)	9	800%
Student 10	0 (*1)	8	700%
Student 11	3	9	200%

Student 12	1	7	600%
Student 13	0 (*1)	8	700%
Student 14	2	7	250%
Student 15	0 (*1)	9	800%
Student 16	0 (*1)	4	300 %
Student 17	3	9	200%
Student 18	3	8	166.6%
Total Average	1.6	8.5	**665.7%**

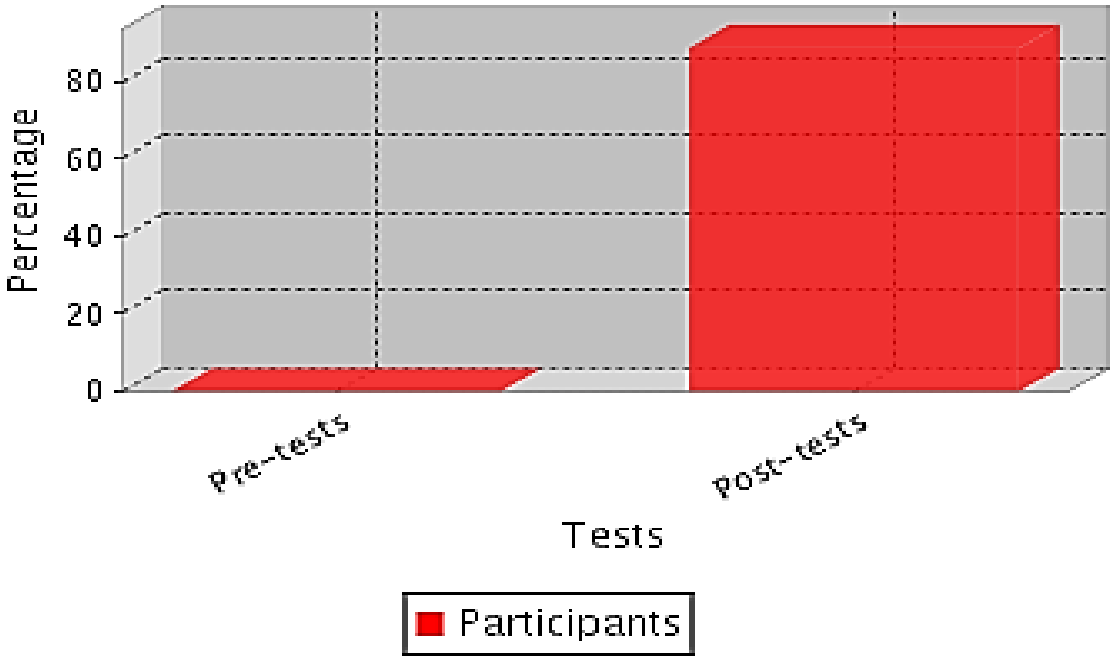
* The number in parenthesis indicates an adjusted score due to analytical purposes, in order to calculate percentage increase and T-stat test.

In this particular unit, the T-stat resulted to be t(18)= -17.8. Once again, it is proven that student scores between tests are significantly different.

Visualizing "Good Production Levels"

In all the pre-tests 0 % of the participants had a very good production level. In the post-tests, on the other hand, they were 88.6%. In Figure 9 are graphically displayed these results.

Figure 9. Writing Tests Chart



Research Question 3

Do activities provided by ESLMike facilitate the English teaching process? Will English tutors and participants receive useful links and authentic material from it?

The researcher used a pre and a post questionnaire and interviews in order to answer this question. The kind of questionnaire he used can be seen in Appendix C. The results of the pre-questionnaire and post-questionnaire are displayed in Table 16 in which the numbers represent English tutors.

Table 16. Pre- questionnaire and Post- questionnaire.

Questions	Pre- questionnaire					Post- questionnaire				
	Strongly Disag	Disagree	Neither Disagree nor	Agree	Strongly Agre	Strongly Disag	Disagree	Neither Disag	Agree	Strongly Agre

	ree		Agree		e	ree		ree nor Agre e		e
Questi on 1	3		2	1				1	4	1
Questi on 2			3	3					1	5
Questi on 3	1	1	1		3					6
Questi on 4	1	4	1						2	4
Questi on 5	1		2	2	1	4	1	1		
Questi on 6			2		4			1		5
Questi on 7		2	3		1			1	4	1
Questi on 8	2		1	3					3	3
Questi on 9				1	5					6
Questi on 10				5	1				2	4
Questi on 11			1	3	2				1	5

The researcher also interviewed tutors and asked questions regarding general impressions about the use of ESLMike, comments on the limitations and suggestions for improvements and changes (Table 17). According to this interview

most teachers think using ESLMike is a good experience for them as educators. At the beginning it was hard for most of them to get used to handle the site but fortunately they got over this problem. They liked most of the things ESLMike has to offer and on the table are some of the main impressions on the site.

Table 17. Summary of Tutors' Interview Responses

TUTORS / **CATEGORIES**	**TUTORS**
Reading Activities	• Interesting stories related to the topics participants study. • Good post reading activities. • Great variety of activities for each reading. • Stories oriented to satisfy not only participants´ needs but also interests. • Original Material. The Tourists.
Writing Activities	• Very practical activities to practice vocabulary. • Easy activities to rehearse spelling.
Extra Activities	• Good didactic games. • Excellent links for getting information and material for the English class.

	• Good educational videos.
ESLMike as a whole	• Very useful material. • Appropriate for children. • Original.
Suggestions for further studies	• Improve quality of graphics. • Compare with a normal class.

Chapter 5

Discussion

The first research question investigated whether digital reading activities improved students´ comprehension of texts by grasping their main ideas, scanning by reading for specific details and new vocabulary increased over the period studied.

Concerning reading comprehension, results evidence the improvement after the task treatment. Before the treatment some students were not able to grasp the **main idea** of a text:

Text 1: ¨Hi my name is Nathaly Brown. I am 11 years old. I am English. I am from Manchester, England. I speak two languages, English and Spanish. I am tall.¨

True/false question 1 and els11´s answer: ¨Nathaly is describing her school …. **true**¨

True/false question 1 and els17´s answer: ¨Nathaly is describing her school … ¨

The main idea of this text was Nathaly´s personal description. Els11 and els17 were not capable of grasping this idea. Els11 wrote true and els17 did not write anything. After the task treatment their answers were ¨false¨ meaning they did understand Nathaly was not talking about her school.

Development of this skill could be noticed during the whole treatment process as it can be seen in the following examples. The first example was taken from the reading *Pepito´s Schedule 2* and from its post reading activity where participants were supposed to answer simple multiple choice questions about the text. The reading did not mention Pepito was a student, it was assumed by the information on the text that said he was in a school and he had a class schedule.

Multiple choice question 1:

¨Pepito is a ……...

A. Student
B. Teacher
C. Musician¨

All participants chose letter A. This result seems to show that all participants understood by the text that the reading was about a student and not about a teacher or a musician.

A second example was taken from the reading *The Super Race* and from its corresponding post reading activity where participants were also asked to answer simple multiple choice questions about the text. The reading was about a competition among superheroes. It was a simple reading for starting a new unit about daily routines and ordinal numbers.

Multiple choice question 1:

¨The Super Race is a story about…

A. A Party
B. Competition
C. Super Powers¨

This time 90% of the participants chose letter B which is the right answer and 10% of them chose letter C. Activities like this helped them practice their main idea grasping skill as results from the post-reading activities showed.

These findings are in agreement with other studies that have claimed that the interaction with technology develops reading comprehension skill (Oloffson, 1992; Young Edyth, 2001; Medwell,1996; Matthew,1997). Moreover, Medwell found that early readers increased the accuracy of text comprehension significantly when they used electronic books. Medwell adds that these early readers were able to comprehend texts and main ideas which seem to support the researcher´s case study. These finding are also supported by Matthew, who found that repeated use of electronic books increased early readers' abilities to retell stories they read. By

retelling stories he also means these readers were able to comprehend what the text was about, its main ideas and specific details. The reading activities used in ESLMike are not exactly electronic books, but electronic texts that are provided in a similar manner as would E-books. Keeping this research in mind, the design of the tasks was created in order to induce student interest by using animations and pictures. Coupled with simple and direct text, the related animations/pictures were specifically created for student appeal and in effect help students visualize the text.

Regarding **scanning** for specific details, we can see the differences before and after the task treatment. Before the task treatment, els05 was not able to grasp specific details of a text and therefore its answers were wrong:

Text 2: ¨Mrs. Taylor is a magazine editor. She wakes up at a quarter to seven, but she gets up at seven o´clock. She goes to the bathroom and takes a shower. Then she gets dressed and brushes her hair. At half past seven she cooks breakfast.¨

Question 1 and els09´s answer: ¨At 6:45, Mrs. Taylor …. **cooks breakfast**¨

Question 2 and els05´s answer: ¨She takes a shower at …**to the bathroom**¨

After the task treatment els05´s answers on the same text were correct suggesting the participant had improved its vocabulary and its comprehension skill:

Question 1 and els05´s answer: ¨At 6:45, Mrs. Taylor …. **wakes up**¨

Question 2 and els05´s answer: ¨She takes a shower at …**7:00**¨

The specific information targeted in the text is the morning activity and time. The primary focus of this activity is on student recollection of the specific details.

These findings are in agreement with what Lewin (1997) found in a study with children using electronic books. These children were able to read a certain text and find specific information of the text and not just the main idea of it. ESLMike digital readings were very similar to the e-books Lewin used; they both had animations,

appealing illustrations and they both were easy to use, which allowed children to look for specific information on their own.

Also, development of scanning for specific information could be observed during the task treatment as it is detailed in the following two examples. The first example was taken from the reading *Pepito´s Schedule* (Text 3) and from its corresponding post reading activity where participants were asked to complete sentences about the text.

Text 3: ¨… My first class is Mathematics. It is from 7:30 to 8:00. I love to divide and multiply numbers. It is so much fun! My second class is Geography at 8:00. Then, I have History at 8:40. I like to draw maps and know about past events.¨

Question 3: ¨ **He studies ..... at eight o´clock.**¨

Els10´s answer: ¨Geography¨

Question 4: ¨ **He studies History at ....** ¨

Els18´s answer: ¨8:40¨

Students were asked to look for some simple information on the text regarding time and school subjects. It might be argued that students just transcribed what was in the text, but it has to be considered that the post reading activity is not a complete transcription of text 3. There are words that force students to reason before answering the question like for example in Els18´s answer the student had to think about the connotation behind the word ¨studies¨ in the question and relate it to the word that was in the text: ¨have.¨

The second example concerning scanning comes from the digital reading *Karelis´ Schedule* (Text 4).

Text 4: ¨Karelis loves Thursdays because she has a very cool class schedule. First, she has Biology at a half past seven. She loves to go camping and study the trees. Then she has art at eight o´clock. She makes decorations for her home. …¨

Figure 10. Fill in the blanks activity:

TIME	SUBJECT	ACTIVITIES
7:30		
	Art	

80% of the participants successfully completed the post reading activity.

Regarding **vocabulary** improvement, we can see an example of vocabulary being developed in the activity *Unscramble Time Expressions*. In this activity the students were allowed to practice three totally new vocabulary expressions: a quarter to, a quarter past, and a half past to express time. The activity consisted in looking at pictures of clocks and then ordering some scrambled words that formed the time of the clocks but in an expression, see Figure 11.

Figure 11. Unscramble Time Expressions Activity

Q.1) Seven a past half

Evidence of the development of vocabulary through the use of this activity can be seen in the post test activity related to writing in which participants used the vocabulary practiced to write about their class schedule. See Appendix EE for actual writing evidence.

"My School Schedule for Mondays

First, I have Math at a half past seven. Then, I have Art at eight o´clock. Third, I have English at a quarter to nine. After that, I have break. I have Music at a quarter past eleven. Finally, I have Bible at a quarter to twelve."

Els01

These findings agree with what Bazeli and Olle suggested that the interaction with digital material constituted an effective environment for learning and practicing vocabulary (1995). Indeed, learners in this case study had the opportunity to learn and practice English language vocabulary with good results according to the findings on each of the activities during the case study. Another example of the students´ increase of vocabulary is visible on the researcher´s observation of the students´ interaction with game *Adjectives*.

In the game *Adjectives*, students had the opportunity to interact with a traditional word searching game. This game had a list of 11 descriptive adjectives like tall, short, intelligent, beautiful, strong, chubby, and thin. Players had to find in a scrambled letter section. The first time students played this game it took them more than 15 minutes to find all the 11 adjectives on the game because, as the researcher observed they were looking at the adjectives list all the time.

One student explained, “I need to look at the word list over and over again because I don’t remember how to spell the words in the word search” (English translation by the researcher).

Els17

The second and last time they played it took them about 7 minutes to find the words again. It is important to say that each time the game starts the words are on different positions in the game. This reduce on searching time seems to claim that the second time students played they already knew how the words were formed and so they did not have to look at the list of words all the time. The following are some students´ comments English translated by the researcher:

¨Now, it was easier since I already remembered how some of the words from the list were formed.¨

Els17

¨The First time I did not know how some words ended that is why it took me too much time.¨

Els05

Evidence of els05 and els17´s vocabulary improvement can also be observed on their written production in the activity *Descriptions* in which they used some of the adjectives they practiced in the game:

Figure 12. Famous Character: Josh

¨He is Josh. He is tall and strong. He is an actor. He is from U.S.A. He is chubby.¨

Els17

Figure 13. Famous Character: Selena Gómez

¨She is Selena Gómez. She is a beautiful singer. She is thin. She is short. She is American.¨

Els05

The findings may also support the claim made by Higgins and Hess (1998), who pointed out that the use of animations and pictures related to a certain story or text helps learners understand the meaning of certain unknown words.

For example on the activity *Peter´s Busy Morning*, students have claimed that they got the meaning of expressions like ¨comb your hair¨ and ¨brush your teeth¨ by looking at the pictures from the reading. The following are some students´ comments English translated by the researcher:

¨I knew what **he brushes his teeth** meant when I saw the picture of Peter.¨

els07

¨It is easy to know the meaning of the sentences. I just have to look at the picture.¨

els01

¨I did not understand what combs his hair meant until I saw the picture again. Then it was obvious.¨

els03

The second research question investigated whether digital writing activities improved students' punctuation, spelling and forming of grammatically-correct sentences over the period studied.

Concerning **punctuation**, the results showed that digital writing activities are a good tool for developing this important skill. Previous the task treatment many students did not care about writing with punctuation. The researcher took into consideration two important aspects of punctuation that were going to be developed according to the school´s objectives for developing writing skills. These two aspects were capitalization at the beginning of a sentence and ending a sentence with a period.

Els01: ¨ i am tall and strong i am funny¨
Els02: ¨i am 10 years old i am Spanish¨

In both examples students do not write capital letters at the beginning of a sentence and they do not end a sentence with a period. After the task treatment they did it.

Els01: ¨I am tall and strong. I am funny.¨
Els02: ¨I am 10 years old. I am Spanish.¨

These findings are in agreement with other studies that have claimed that the interaction with technology develops writing punctuation skill (Young Edyth, 2001). In fact, Edyth states that the frequent use of computer software and word processors contributed to improved writing skills like punctuation, fluency in writing and spelling. In one her studies with children in a high-computer-access setting demonstrated that these children had positively improved their punctuation in writing essays after a short treatment. The researcher's case study reflected the same results as Edyth. Another example of students´ improvement in punctuation was observed in the activity *Descriptions* in which students had scrambled sentences related to likes and dislikes and their objective was to write the sentences in their correct order. Punctuation was very important in this activity, if a sentence did not start with a capital letter at the beginning of its first word or if that sentence did not finish with a period then the computer said it was a bad answer no matter if the words of the sentence were in the right order. At the beginning it was difficult for the children to remember this punctuation rules.

¨We are not used to put a period at the end of a sentence.¨

Els09

¨I always forget that I have to write the first letter of the first word in a sentence with capital letters.¨

Els04

80% of the participants had a bad score after the activity (20/100). Then, after a week they had a similar activity called *Countries and Nationalities* and this time 90% of the participants had a score of 90/100. This result seems to claim that participants´ punctuation skill was better.

¨ It was easier now because I used periods. ¨ (English translation)

Els09

¨ This time I did not forget that I had to write capital letters.¨ (English translation)

Els04

Regarding **grammar**, the writing activities used targeted the improvement of ability to produce grammatically-correct sentences that answer specific informational questions.

There are some examples that show how this writing skill was developed during the task treatment. In the activity *Let´s Practice the Verb Be*, students were asked to write the negative forms of six sentences with the verb to be. At the beginning only 10% of the students were able to have a score of 90/100 meaning they could write the negative form of the sentences. The rest of the participants had problems remembering the structure of a negative sentence with the verb be.

Sentence 1: ¨Mary is cleaning the window.¨
Els06´s answer on sentence 1: ¨Mary not is cleaning the window.¨
Sentence 2: ¨My friends and I are dusting the furniture.¨
Els08´s answer on sentence 2: ¨My not friends and I are dusting the furniture.¨

The researcher let the participants check their answers on the computer to see what they have done wrong. Though, he did not tell them how they could correct their mistakes. He asked them to deduce what the correct answers would be. He also let them repeat the activity and this time 60% of the participants had a score of 100/100, 30% had a score of 90 and 10% of the students had a score of 20. These results show that the interaction with a digital activity gave participants the opportunity to have immediate feedback, given by the word processor, on their grammatical mistakes which gives them the opportunity to think of the possible solutions to overcome those mistakes. Thus, preparing them for writing short compositions taking into account those practiced grammatical structures as it is showed in the following short works written by els08 and els06 on the activity *Descriptions* (Writing).

¨He is Drake. He is not Brazilian. He is not happy and he is not a doctor.¨ Els08
¨ Justin Bieber is not from U.S.A. He is not American. He is not a teacher. He is a pop singer.¨ Els06

Also, in activities like *Countries and Nationalities* students had the opportunity to practice and develop their ability to form a sentence in present tense with a correct grammatical order. In this activity students had words in disorder that they had to arrange in order to create a correct grammatical structure i.e. Subject + Verb + Complement in the case of affirmative sentences. Having this into consideration this activity was a good way to practice this structure and the scores 90% of the students had was of 90/100.

Question 2: ¨my friend from best Quito is¨
Els16´s arrangement: ¨My best friend is from Quito.¨
Question 3: ¨ speaks Johana French she is years 18 old¨
Els18´s arrangement: ¨Johana speaks French. She is 18 years old.¨
Question 5: ¨ sushi Chinese Joseph likes he is¨
Els10´s arrangement: ¨Joseph is Chinese. He likes sushi.¨

We can also see the improvement in grammar after the task treatment in the following example:

Before the task treatment els07 was not able to produce reasonable control of mechanics including use of spelling, and it was not able to exhibit reasonable control of standard usage including agreement, tense, and case, and therefore its production was very little:

¨ She **go** to the bathroom at **quarter pas** six and she **take the** shower **at quarter shower**¨

(els07). See Appendix FF for actual writing evidence.

After the task treatment els07´s production was very good suggesting the participant had improved its knowledge on grammatical structures (agreement, tense and case) and in spelling of words too.

¨ She **goes** to the bathroom at **a quarter past** six and she **takes a** shower **at a half past six**¨

(els07). See Appendix GG for actual writing evidence.

These findings are consistent with previous studies that suggested that digital writing tasks improve grammar skill (Mohamad and Amin, 2009; Nutta, 1998). For example, Mohamad and Amin suggested that the use of computers were effective on teaching grammar structures to English learners. The results of the writing post-tests in this case study then support the use of digital writing tasks as an effective way of improving grammar structuring skill. The grammar structures targeted in the writing tasks were found being practiced in student production. By providing correct structure in a text, students were able to produce correct language usage in their own writing. But the most important thing is that students in this case study were not only able to produce a good writing by using computer or by following a computer sample but also on their own on a piece of paper as shown on the writing post-tests.

Concerning **spelling**, the results showed that digital writing activities improved the spelling of words in written production. Misspelling was a common mistake in writing as it could be noticed in the writing pre-tests. Most students in this case study before the treatment had a very bad spelling of the few words they already knew. Let´s consider for example some of the misspelled words of two of the participants.

¨inteligent¨ instead of **intelligent**.
¨nacionality¨ instead of **nationality**.
Els14

¨Inglish¨ instead of **English.**
¨Lenguaje¨ instead of **Language.**
Els12

After the treatment, post-tests revealed a good improvement in Els14 and Els12´s productions. This time there were no misspelled words and mistakes were overcome.

¨I am 12 years old. I am **intelligent**. My **nationality** is Ecuadorian. I am tall and chubby. ¨
Els14
¨My third class on Monday is **English**. It is from 8:40 to 9:20. Then I have **Language**. It is from 9:20 to 10. ¨
Els12

Participants´ improvement of this skill took place during the task treatment as it could be observed in activities like *Scrambled Routines* for example. In this activity students had many words of a sentence in disorder. The letters that formed each word were also misplaced like for example ¨ogd¨ for ¨dog¨. Participants had to think of the right spelling of words in order to form them and then to form a sentence.

Statement 1: ¨oomrthab og ot het¨
Els01´s arrangement: ¨ Go to the bathroom.¨
Statement 6: ¨ rwhose a keta¨
Els03´s arrangement: ¨Take a shower.¨
Statement 7: ¨ tfasreakb veha¨
Els07´s arrangement: ¨Have Breakfast.¨

This activity resulted to be a fun and very motivating activity for children. They liked it and most of them had very good scores in it. But the most important think it helped them be aware of the spelling of the words they were studying.

¨I did not remember that the word ¨bathroom¨ had two letters ¨o¨ until I saw the scrambled word.¨
Els01

¨ **tfasreakb** was difficult for me to recognize then I remembered that **breakfast** had all those letters.¨
Els07

Improvement of this skill was also observed in the game School Subjects. This variation of the game ¨Hangman¨ was a tool for letting students have fun while they were able to practice the spelling of words in this case the spelling of school subjects. Time was very important in the observation of this activity. The first time students played the game it took them about 20 minutes to guess and complete the list of 12 school subjects the game had. The second time they played it took them about 10 minutes which is a good reduce of time. This reduce seems to say that participants were better at recognizing and spelling words the second time they played.

All these finds also seem to agree with Young Edyth´s research (2001) on the use of word processing for developing writing skills, as the digital writing tasks used in this case study had some word processors included in the tasks like Microsoft Word and Excel. Indeed, the tasks in this study encouraged participants to interact with word processors for short compositions or for fill in the blanks activities. For example, in Excel Tasks (Class Schedule and Karelis´ Schedule) participants had to write missing information on designed school time-tables which help them improve their spelling and grammar structure skills since Excel as any other office word processors has a real time grammar and spelling checking application that tells students when they have written something wrong by red underlining words. Similarly, if an incorrect usage in grammar or structure is present, a green underline appears underneath the sentence. When students are able to see their own mistakes, they are inclined to engage in self-correction which is favorable not only for their production on computers but on paper too because it is like when teachers check students production and marks the mistakes with red pen which alerts students of their mistakes allowing them to prevent themselves from making those mistakes again. An example of this can be seen when the

researcher writes the word Mathematics misspelled on purposed in the Class Schedule activity, Excel quickly red underlines the word so that the researcher is aware of his mistake. See Figure 14.

Figure 14. Excel´s grammar and spelling checking application.

Time	MONDAY	TUESDAY
7:30 - 8:00	Civic Hour	Methematics
8:00 - 8:40		
8:40 - 9:20		English
9:20 - 10:00	English	
10:00 - 10:30	B	R
10:30 - 11:10		
11:10 - 11:50		
11:50 - 12:30		

The computers that the students used for this case study had correctly-functional Microsoft software in the English version. The researcher checked this before the study.

This has given good results among the participants because they have been able to produce good paper work. See Appendices HH and II for actual writing evidence.

Also, Young Edyth talked about the positive effect it had for children regarding motivation, the fact of writing to an authentic reader for having an immediate feedback. Most of the writing tasks that used Pro-profs as its task creator had the advantage of receiving immediate feedback as a result of their work. As for example, once participants finish a certain task on Pro-profs they receive a certificate with a score and a complete detail on how well they did the task so that they can be aware of their mistakes or receive a congratulation message in case they did a good job. See Appendix BB

The third research question investigated whether activities provided by ESLMike facilitated the English teaching process by giving teachers useful links and authentic material over this case study period. The results showed that all

teachers considered the interaction with ESLMike as a positive and useful experience as it led them to learn new ways of getting material for teaching English as well as new techniques. For example, tutors reported in their journals about what they had experienced and how they had felt.

> "I liked using technology for preparing my classes"
> "It is fun"
>
> (elt01)
>
> "ESLMike is easy to use and very practical, it has many activities and children love to be involved with technology in the classroom"
>
> (elt02)
>
> "Knowing how to use technology in class is very important in this world of technology, ESLMike is a door to that world"
>
> (elt03)

Also, in the questionnaires the researcher made for the tutors the findings are very positive as it can be seen in the following discussion of each one of the questions of the questionnaire.

Question 1: I assign weekly or monthly computer-related tasks that support my curriculum (analyzing data from a survey, creating multimedia presentations that showcase students' understanding of important content, researching information via CDs or the Internet).

According to the results on this question, tutors assign more weekly or monthly computer-related tasks that support this study (analyzing data from a survey, creating multimedia presentations that showcase students' understanding of important content, researching information via CDs or the Internet).

Moreover, all these finds are consistent with what Angers & Machtmes (2005) said about the use of technology in the classroom: ¨Undoubtedly the recent advancement in information technology innovations and computer usage is rapidly transforming work culture and teachers cannot escape the fact that today's classrooms must provide technology-supported learning.¨

Question 2: I know exactly where to find useful material on the Internet that I can use in my classes.

The questionnaire also shows on this question that now tutors know exactly where to find didactic material on the Internet. According to what some of them said, before using ESLMike they did not know where to get flash cards or games or stories on the Internet because there were lots of information on the Internet that it used to take a lot of time to classify and find the right material for their classes. Now they only use ESLMike when they are looking for a video for their classes or if they are looking for a story for their students.

¨ESLMike has given me the opportunity to save time. Now, I know precisely where to look for when I need some digital material for my classes.¨

(elt06)

Question 3: I find computers to be an important part of classroom instruction.

Tutors unanimous agreed on the use of computers as an important part of classroom instruction. They all realize the importance of an up to technology education. By seeing how useful and effective a technology-based lesson can be, they are more aware of the capabilities of computers in their own classroom. They see modernity around their environment and how day by day it is more and more important to know how to use technology in their lives.

¨Computers and the Internet can be a modern methodology for some of us, teachers, but if we get used to it, then it will gradually prove to be a very productive tool for education.¨

(elt01)

Question 4: One of my professional goals is to learn more ways to use computers in seamless instruction (i.e., it is as easy for me as using a chalkboard).

According to the results on this question, it is visible how now after the post questionnaire tutors want to learn more ways to use computers as easy as they use a board. They feel like they were not really into technology before using ESLMike. One of the tutors actually said ¨It opened my eyes to a world of new possibilities.¨ Nevertheless; it also made them realize they needed to learn some new ways of using this new material.

Question 5: I use my school´s computer(s) primarily to track grades and/or answer email.

Tutors do not use computers to only track grades or answer emails anymore. There is an increased usage of computers as didactic resources. This finding seems to agree with the claim that Internet has a potential to improve language learning (Chun and Plass, 2000). Chun and Plass claimed that some Internet characteristics like the fact of providing authentic material from all over the world and in different ways is effective for teaching a foreign language. The fact that teachers at the school nowadays use the Internet as a new didactic tool for teaching English and since they had reported having good results from this interaction seem to hardly support Chun and Plass´ previous claim.

Question 6: I access the Internet quite frequently.

The results from the pre and the post-questionnaires have not varied much. Teachers do have access to the Internet not only at the institution but also at home, but as stated on the analysis of the previous question what has changed is the teacher´s main purpose for using the Internet.

Question 7: I am proficient with basic software applications (word processing, Internet applications, CD ROMs, Games).

In the pre-questionnaire just one of the tutors said it was proficient with basic software applications (word processing, Internet applications, CD ROMs, digital games). In the post-questionnaire, in despite, most tutors say they are more proficient with those applications or at least with some of them. Some tutors even said that before using ESLMike they did not know that there were sites places on the Internet where they could actually watch a video or have a video call with somebody.

Question 8: I find the use of computers to be practical for my students.

The results clearly display how some tutors thinking has changed from the pre-questionnaire to the post-questionnaire. At the beginning of this study some tutors did not believe the use of computers could be practical for their students. After using some of the tools ESLMike has to offer they changed their opinion.

Also these findings seem to agree with Irvine´s findings (2002). He said that in one of his studies with teachers in Britain he found that most teachers agreed that the Internet would be a useful tool in education and that its use would be an essential skill.

Question 9: I always check last year´s lesson plans or tests to plan my new unit plans.

Results on the questionnaires exhibit the importance it has for teachers to check last year´s lesson plans or tests to plan their new unit plans. These results haven´t changed much in both the pre and post questionnaires. These results inspired the researcher to create a teacher´s only section on the main menu of ESLMike to facilitate the process of checking last year´s lessons plans and tests.

Question 10: I usually share my teaching strategies with my co-workers.

The results show how good tutors are at sharing their ideas with their co-workers. These results have not changed much form the pre to the post questionnaire. These results also were a good reason for the researcher to create a forum inside ESLMike in order for the tutors to share their ideas and thoughts on how to teach English.

In fact some of them used the forum in order to share some of their ideas for teaching English.

¨ Hi, these punchy phonics letter songs on YouTube are great for young English learners! here is one link http://www.youtube.com/watch?v=hBAuIzZttP4 for the letter A song.

To see other letter songs, just search in youtube "letter b song" and you should find it, the videos are uploaded by the user "havefunteaching."

Have fun teaching! ¨

(elt02)

In the example elt02 has shared an idea for practicing letter A phonics. This sharing has benefited other teachers who read this post.

¨ I loved the song. It helped me with my students. They also loved the song! ¨

(elt07)

Question 11: It is easy for me to access past years´ lesson plans and tests to get ideas for my new unit plans.

The results on this last question display how it is now very easy for teachers to access their lesson plans. They could access it before on their computers but now according to the results with the use of ESLMike it seems to be easier. Some of the tutors said that before using ESLMike they sometimes did not even know where they had their last year´s lesson plans in their own computers and that sometimes those plans and tests got lost, but now they say they can easily find their lesson plans and tests on the Internet.

The environment in which the students were placed was innovative and modeled on knowing that students' have a great amount of interest in technology and the Internet. The results produced from the study seem satisfactory and provided both students and teachers with pleasing results.

> "I can write my daily routines. I can write sentences to talk about my friends´ daily routines. I love to use another thing instead of a notebook in order to write a composition."
>
> (els01)
>
> "It is easy to understand a story that has funny pictures.¨
>
> (els02)

Referring back to Chapelle's criteria on self-evaluation of the website, ESLMike proved to have **Authority**, since the author has displayed his knowledge and skills in teaching English at the elementary level. The activities designed are original, creative and maintain student interest during the course of the lesson. Material that students were able to relate to, even outside of the classroom was incorporated, which is an important part of the learning process. It had **Objectivity**: The designed website is proved to be objective in the sense that it is balanced and un-biased towards different-level English learners within the student age level. It had **Authenticity**: the created material was made by the researcher only. There is no other page in the World Wide Web that contains the same tasks. Also, authentic

situations in the texts are applied, using real language. It also had **Reliability**: The purpose of this study was to develop reading and writing skills and the material the researcher used for this study was according to what the participants´ book and curriculum of the school intended them to learn making this research consistent. The webpage also showed **Timeliness**: the site was created and copyrighted in the year 2010. The material found in the tasks is connected to current situations and uses several current celebrities. Finally, it had **Relevance**: The information is presented in a form that is useable to students. Words, pictures, sounds, animations and videos are all used in the activities and aid in the comprehension of reading and writing tasks. The website is user-friendly, minimum instruction on basic computation skills like how to turn a computer on or off, how to use a keyboard to manage word processors, how to access the Internet and a correct use of the mouse is needed.

Chapter 6
Further Research

6.1 Limitations of the study

This study seemed to have produced good results and the website created for the task treatment claimed to be very useful.

There are three limitations that need to be acknowledged and addressed regarding the present study. The first limitation concerns the use of simple digital material for this study. The author of this thesis does not have any specialization on computer designing; all he knows about computing is what he learned by himself from online tutorials on digital material design. The material he used to make digital reading and writing resources may be considered simple compared to the material computer engineers are capable of making like 3D animated stories. Many children's websites on the World Wide Web utilize special effects, advanced animations, sound effects, user-friendly interfaces, etc. In this sense, ESLMike shows its limitations compared to other websites, but it is by no means less original. It is a limitation because website and game design is not as developed as other games or activities that can be found on the Internet. The use of pictures and animations in digital activities has proved to be very useful in the development of vocabulary (Higgins and Hess), so, it is a limitation that the website has only few animations and simple graphics. Good and reliable results have been produced with the visual material the website has, but more vocabulary could be developed through the use of more appealing visual material like modern graphics and animations that will not only motivate students to use the website but also develop the target skills. Also, websites with more modern digital material may have an advantage over ESLMike since they might be more capable of developing further language skills such as communicative competence, vocabulary by using more interactive software, comprehending a written text that easier "communicates" to

the students, sentence building activities that contain a wider range of themes, writing fluency by providing animated sample sentences, etc.

The second limitation has to do with the extent to which the findings can be generalized beyond the case studied. The number of participants for this study is too limited for broad generalizations. However, the results with this small group of students are very positive and motivating. Therefore, English teachers and students with the purpose of developing the reading and writing skills studied on this thesis can benefit from the findings.

Another limitation concerns the fact that ESLMike uses word processors for some of the tasks. The computers used for this research had an English version of the word processors software that was used for developing spelling and grammar skills, but this may constitute a limitation for people who may want to use the website with their computers at home which may have word processors with a Spanish version. If so, they will not have the same benefits like immediate feedback, signaling of grammar mistakes and signaling of misspelled words users with an English version might.

6.2 Recommendations for Further Research

The research conducted in this thesis has led to some useful results and conclusions on the use of digital didactic material for developing reading and writing skills, however it has also uncovered many areas that need additional study. The purpose of this chapter is therefore to identify and discuss the need for further research in two different areas: research on how effective is a technology based class compared to regular classroom instruction and research on the use of technology based activities for developing not only reading and writing skills but also speaking and listening.

The researcher and some previous studies already mentioned on this thesis have already proved that technology in the classroom is effective, but, how does its effectiveness compare to regular classroom instruction? An English teacher may use the same book the researcher used for this study but in a normal non-technology classroom and his students will probably also learned the material. He could do the same pretest and post-test that the researcher did and have similar results, because the students did not know the material before instruction began. So, the further research that needs to be done might be: How much difference is there in results from non-technological instruction than technological instruction? Do the students display a deeper comprehension in technological instruction? What skills and sub-skills are developed differently in the two instruction styles? What do high/low level learners learn differently in the two styles?

This study also proved that the use of digital material develops reading and writing skills but would it be also effective in developing listening and speaking skills? The researcher has not used narrations or sound effects in this study tasks since it was not the purpose of this study to develop listening skills, but would the use of narrations and sound effects help to improve listening skills? Also, the task treatment for this study has not included any speaking software or activities related to its use. Would tasks with digital material like Skype or messenger for video chatting help participants to improve their speaking skills?

Technology is being accepted as a new and very useful tool for education but there are still some areas like those mentioned above that still need further research.

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APPENDIX

Appendix A: Reading pre/post-tests

Reading Pre-Test Unit 1

NAME: Grade: 6 Score: _____ / 9

Teacher: Lcdo. Miguel Angel Arévalo Date: ___/___/10.

Unit 1. COUNTRIES AND NATIONALITIES: **Read** and **write** true or false. (9 points)

Hi, my name is Nathaly Brown. I am 11 years old. I am English. I´m from Manchester, England. I speak two languages, English and Spanish. I am tall. I have big brown eyes. I have straight black hair. I love sports and music, and I hate onions. I also like to make friends. I study in Bilingue School. My favorite subject is Maths.

a. Nathaly is describing her school. _____

b. Nathaly´s Nationality is American._____

c. She is from the beautiful country of Mexico. _____

d. She was born in 1983. _____

e. She speaks only one language._____

f. Her father´s last name is White._____

g. She is chubby and tall._____

h. She loves onion soup._____

i. She is very friendly._____

Reading Evaluation Rubric

Very Little Comprehension 1-2-3	Some Comprehension 4-5-6	Very Good Comprehension 7-8-9
Doesn´t fully understand what the text is about. Hardly understands the questions. Barely	Grasps the main idea of the text. Answers some of the questions, but still doesn´t understand the	Grasps the main idea of the text and understands everything or almost everything on the text

Reading Post-Test Unit 1

NAME: Grade: 6 Score: _____ / 9

Teacher: Lcdo. Miguel Angel Arévalo Date: ___/___/10.

Unit 1. COUNTRIES AND NATIONALITIES: **Read** and **write** true or false. (9 points)

Hi, my name is Charly White. I am 12 years old. I am English. I´m from Manchester, England. I speak two languages, English and Portuguese. I am short. I have big brown eyes. I have straight blond hair. I love dogs and birds, and I hate cats. I also like to make friends. I study in La Salle School. My favorite subject is Maths.

a. Charly is describing his school. _____

b. Charly´s Nationality is American._____

c. Me is from Mexico. _____

d. He was born in 1983. _____

e. He speaks only one language._____

f. His father´s last name is White._____

g. He is tall._____

h. He loves animals._____

i. He is very friendly._____

Reading Pre-test Unit 2

NAME: Grade: 6 Score: _____ / 15

Teacher: Lcdo. Miguel Angel Arévalo Date: ___/___/10.

Unit 2. SCHOOL SCHEDULE: **Read** the following description about Eileen´s school schedule, then complete the chart. (15 points)

I have a very light schedule at school.
My first class on Monday is Spanish. It is from 7:30 to 9:50. After the break at 9:50 I have my biology class. It is from 10:30 to 11:45. My last class on Monday is art.
I have geography at 7:30 on Tuesday. Then, history at 8:45. After the break I have two English lessons and my last class on Tuesday is music.

My first class on Wednesday is math. I have math class on Thursday and Friday, too. It is from 7: 30 to 9: 50. I love the break!

After my break on Wednesday I have two sports classes. At 12:35 is my last art class of the week. On Thursday, I have English and my last Spanish class.
On Friday, my last geography class is at 10:30 and then history at 11:45. My last class of the week is music.
I really enjoy all my subjects at school.

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30			math		
8:45			math		
9:50			BREAK		
10:30				English	
11:45				English	
12:35	art				

Reading Evaluation Rubric

Very Little Comprehension 1-2-3-4-5	Some Comprehension 6-7-8-9-10-11	Very Good Comprehension 12-13-14-15
Doesn´t fully understand what the text is about. Hardly understands the questions. Barely answers some of them.	Grasps the main idea of the text. Answers some of the questions, but still doesn´t understand the whole text and questions.	Grasps the main idea of the text and understands everything or almost everything on the text and the questions.

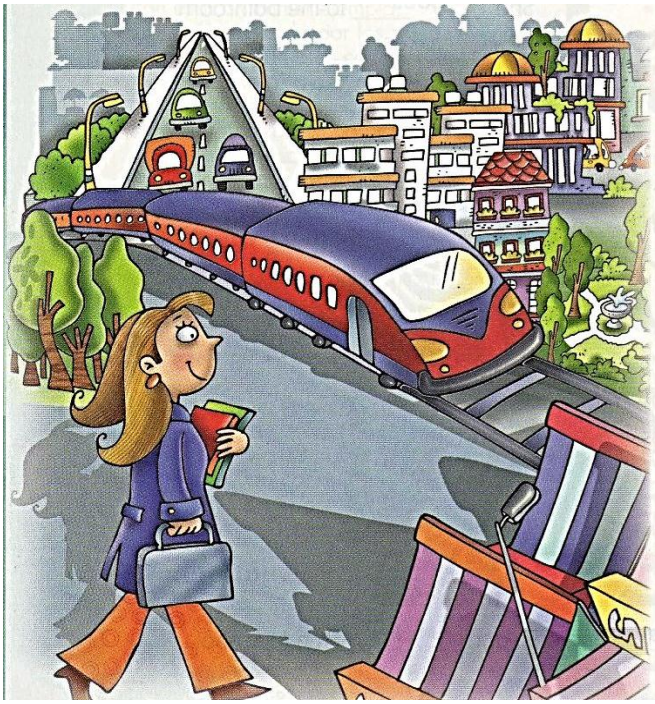
For this unit the post test for reading was the same as the pretest.

Reading Pre-test Unit 3

NAME: Grade: 6 Score: _____ / 10

Teacher: Lcdo. Miguel Angel Arévalo Date: ___/___/10.

Unit 3. DAILY ROUTINES :**Read** about Mrs. Taylor. The complete the sentences below. (10 points)



Mrs. Taylor is a magazine editor.
She wakes up at a quarter to seven, but she gets up at seven o'clock.
She goes to the bathroom and takes a shower.
Then, she gets dressed and brushes her hair.
At half past seven she cooks breakfast.
She has breakfast with her husband and kids.
She brushes her teeth and leaves home at ten to eight.
She lives in New York City. It is a big city.
She takes the subway at eight o'clock and gets to her office at eight thirty.
She is always on time for work.

a. Mrs. Taylor lives in …… .
b. At 6:45, she
…… .
c. She takes a shower at
…….. .
d. At 7:30. She …… .
e. She, her husband and her children
…….. .
f. At 7:50 , she …… .
g. …… is a big place to live.
h. …… At 8:00.
i. She gets to her office ……
j. …… on time.

Reading Evaluation Rubric

Very Little Comprehension	Some Comprehension 4-5-6-7	Very Good Comprehension

1-2-3		8-9-10
Doesn´t fully understand what the text is about. Hardly understands the questions. Barely answers some of them.	Grasps the main idea of the text. Answers some of the questions, but still doesn´t understand the whole text and questions.	Grasps the main idea of the text and understands everything or almost everything on the text and the questions.

For this unit the post- test for reading was the same as the pretest.

Appendix B: Writing pre/post-tests

Writing Pre-Test Unit 1

NAME: Grade: 6 Score: _____ / 9

Teacher: Lcdo. Miguel Angel Arévalo Date: ___/___/10.

Unit 1. PERSONAL INFORMATION: **Write** a letter introducing yourself to your teacher. Remember to **include** the information on the chart below. (10 points)

Your name	Your age	Your country	Your nationality
Your school	Your physical description	Your language	Your likes and dislikes

Mr. Teacher,

Hi, My name is

……

……

……

……

……

……

……

……

……

Sincerely,

_____

Writing Evaluation Rubric

Very Little Production 1-2-3	Some Production 4-5-6	Very Good Production 7-8-9
Very little vocabulary. Doesn´t spell words correctly. Sentence structures are very poor. Knows few about grammar structure. Disorganized. Hard to understand.	The text is understandable. More vocabulary used. Some mistakes in spelling. Some grammar structures are not well used.	The text is very easy to understand. It is interesting. Spelling is very good. Good vocabulary. Good knowledge of grammar structures. Organized.

Writing Post-Test Unit 1

NAME: Grade: 6 Score: _____ / 9

Teacher: Lcdo. Miguel Angel Arévalo Date: ___/___/10.

Unit 1. PERSONAL INFORMATION: **Write** a letter introducing yourself to your friend . Remember to **include** the information on the chart below. (10 points)

Your name	Your age	Your country	Your nationality
Your school	Your physical description	Your language	Your likes and dislikes

Dear Friend,

Hi, My name is

……

……

……

……

……

……

……

Sincerely,

_____

Writing Pre-Test Unit 2

NAME: Grade: 6 Score: _____ / 9

Teacher: Lcdo. Miguel Angel Arévalo Date: ___/___/10.

Unit 2. SCHOOL SCHEDULE: **Look** at your school schedule. Then, **write** a short description about the school subjects you have on Monday. (9 points)

My School Schedule for Mondays

First, I have …….. at …… . Then,

……

……

……..

……

……

……

……

……

……

……

……

…… …… …… ……

Writing Evaluation Rubric

Very Little Production 1-2-3	Some Production 4-5-6	Very Good Production 7-8-9
Very little vocabulary. Doesn´t spell words correctly. Sentence structures are very poor. Knows few about grammar structure. The composition is not easy to understand.	The text is understandable. More vocabulary used. Some mistakes in spelling. Some grammar structures are not well used.	The text is very easy to understand. It is interesting. Spelling is very good. Good vocabulary. Good knowledge of grammar structures. Organized.

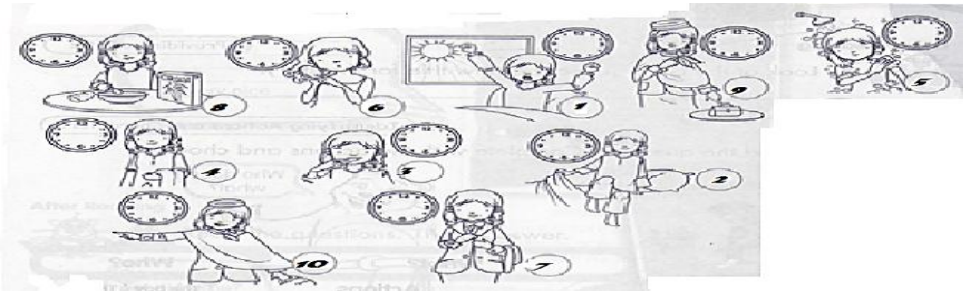
For this unit the post-test for writing was the same as the pre-test.

Writing Pre-test Unit 3

NAME: Grade: 6 Score: _____ / 10

Teacher: Lcdo. Miguel Angel Arévalo Date: ___/___/10.

Unit 3. DAILY ROUTINES: **Look** at the pictures. Then, **write** about Magali. (10 points)



Magali is a flight attendant. Every morning she _wakes_ _up_ at _____ but she _____ _____ at _____.
She _____ to the _____ at _____
and she _____ _____ _____ at _____.
Then, she _____ _____ at _____.
and _____ _____ _____ _____ at _____.
After _____ _____ _____ _____ at _____.
Then, _____ _____ _____ _____ at _____.
She _____ _____ _____ _____ _____ _____ at _____.
Then, _____ _____ _____ _____ _____ _____.

Magali is always on time for work.

Writing Evaluation Rubric

Very Little Production 1-2-3-4	Some Production 5-6-7	Very Good Production 8-9-10
Very little vocabulary. Doesn´t spell words	The text is understandable. More	The text is very easy to understand. It is

correctly. Sentence structures are very poor. Knows few about grammar structure. The composition is not easy to understand.	vocabulary used. Some mistakes in spelling. Some grammar structures are not well used.	interesting. Spelling is very good. Good vocabulary. Good knowledge of grammar structures. Organized.

For this unit the post-test for writing was the same as the pre-test.

Appendix C

Questionnaire for English Teachers

Date: _____

Please indicate how strongly you agree or disagree with each statement.

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
1.I assign weekly or monthly computer-related tasks that support my curriculum (analyzing data from a survey, creating multimedia presentations that showcase students' understanding of important content, researching information via CDs or the Internet).					
2. I know exactly where to find useful material on the Internet that I can use in my classes.					
3. I find computers to be an important part of classroom instruction.					
4. One of my professional goals is to learn more ways to use computers in seamless instruction (i.e., it is as easy for me as using a chalkboard.)					

5. I use my school´s computer(s) primarily to track grades and/or answer email.					
6. I access the Internet quite frequently.					
7. I am proficient with basic software applications (word processing, Internet applications, CD ROMs, Games).					
8. I find the use of computers to be practical for my students.					
9. I always check last year´s lesson plans or tests to plan my new unit plans.					
10. I usually share my teaching strategies with my co-workers.					
11. It is easy for me to access past years´ lesson plans and tests to get ideas for my new unit plans.					

Appendix D: Kaká

Q.1) Kaká is a famous _____.

Soccer Player

Singer

Basketball Player

_____ (2 words)

Q.2) He plays soccer for _____ and the Brazilian National team.

Barcelona

Deportivo Cuenca

Real Madrid

[ ] (2 words)

Q.3) He is _____ years old.

42

28

31

[ ] (**or** 2 words)

Q.4) His nationality is _____ .

Ecuadorian

Colombian

Brazilian

[ ] (1 word)

Q.5) He has short _____ black hair.

curly

wavy

straight

_____ (1 word)

Q.6) Kaká won the FIFA World Player of the Year awards in _____ .

2010

2007

2008

_____ (**or** 3 words)

Appendix E: Miranda Crosgrove

Q.1) **Miranda is 14 years old.**

A. True

B. False

Q.2) **She is American.**

A. True

B. False

Q.3) **She is a rock recording artist.**

A. True

B. False

Q.4) **She is tall and she has black eyes.**

A. True

B. False

Q.5) **Her favorite animals are the turtles.**

A. True

B. false

Q.6) **Miranda´s real name is Megan Parker.**

A. True

B. False

Q.7) **Her career started at the age of three.**

A. True

B. False

Q.8) **She is the highest paid child star on television.**

A. True

B. False

Appendix F: Our Famous Characters

Q.1) **Bart Simpson likes _____ .**

A. skating

B. dancing

C. skiing

Q.2) **Garfield is a famous cat. He speaks _____ .**

A. Spanish

B. Japanese

C. English

Q.3) **Garfield is _____ years old.**

A. 12

B. 42

C. 32

Q.4) **Drake Bell is from _____ . He is _____ .**

A. U.S.A. American

B. Canada Canadian

C. England English

Q.5) **Selena Gómez likes _____ , but she doesn´t like Geography.**

A. cats

B. dogs

C. squirrels

Q.6) **Ben 10 is _____ years old.**

A. 12

B. 9

C. 10

Q.7) **The penguins of Madagascar are short and _____ .**

A. sad

B. chubby

C. funny

Q.8) **Doraemon is from _____ . He is _____ .**

A. China Chinese

B. Japan Japanese

C. Peru Peruvian

Q.9) **Doraemon likes cookies and he doesn´t like _____ .**

A. dogs

B. fish

C. mice

Q.10) **Bart Simpson is _____ and thin.**

A. short

B. tall

C. inetelligent

Appendix G: The Tourists

Q.1) **What´s Miguelangel´s nationality?**

A. Ecuadorian

B. Colombian

C. Mexican

D. American

Q.2) **Who is Mexican?**

A. Miguelangel

B. Monica

C. Lee

D. Pedro

Q.3) **Where is Monica from?**

A. Argentina

B. Brazil

C. U.S.A.

D. Germany

Q.4) **What was Lee Wang's Nationality?**

A. Japanese

B. Chinese

C. Mexican

D. Portuguese

Q.5) **Who were Brazilians?**

A. Miguelangel and Pedro

B. Monica and Pedro

C. Ryan and lee

D. Xica and Ricardo Roberto?

Q.6) **What was Ryan's nationality?**

A. American

B. German

C. Mexican

D. Ecuadorian

Appendix H: Rosita´s Schedule

Q.1) **Rosita´s first class on Tuesday is ...**

A. Bible

B. Math

C. English

Q.2) **What subject does Rosita have on Monday at 9:50?**

A. Sports

B. Biology

C. History

Q.3) **She has break at ...**

A. 10:30

B. 11.30

C. 9:20

Q.4) **Rositas´ last class on Wednesday is ...**

A. Geography

B. Music

C. Art

Q.5) **Her favorite class is ...**

A. Bible

B. English

C. Music

Q.6) **She has Drawing on Tuesday at ...**

A. 7:30

B. 10.30

C. 11:30

Q.7) **Rosita studies in ...**

A. Garaicoa School

B. Marianitas School

C. Bilingue School

Q.8) **What is her last class on Monday?**

A. Art

B. Geography

C. Music

Q.9) **Her second class on Friday is ...**

A. Math

B. History

C. Sports

Q.10) **How old is she?**

A. six years old

B. four years old

C. five years old

Appendix I: Pepito´s Schedule

Q.1) **Pepito studies at ...**

.

_____ (2 words)

Q.2) **Pepito´s first class on Thursday is ...** .

_____ (1 word)

Q.3) **He studies ..... at eight o´clock.**

_____ (1 word)

Q.4) **He studies History at ....** .

_____ (3 words)

Q.5) **He has ..... at nine and twenty.**

_____ (1 word)

Q.6) **He has Biology at ....** .

[ ] (4 words)

Q.7) **He has ..... at eleven and ten.**

[ ] (1 word)

Q.8) **Pepito´s last class on Thursday is .... .**

[ ] (1 word)

Q.9) **He finishes school at .... .**

[ ] (4 words)

Q.10) **Pepito is in .....th grade.**

[ ] (**or** 1 word)

Appendix J: Pepito´s Schedule 2

Q.1) **Pepito is a .....**

A. student

B. teacher

C. musician

Q.2) **He is in .....**

A. sixth grade

B. seventh grade

C. fifth grade

Q.3) **His first class on Thursday is ....**

A. History

B. English

C. Mathematics

Q.4) **His first class is from ....**

A. 7:30 to 8:10

B. 7:30 to 8:00

C. 7:00 to 8:00

Q.5) **In Mathematics, Pepito loves to .....**

A. divide and multiply

B. dance and sing

C. draw and color

Q.6) **Pepito´s second class is ...**

A. Music

B. Geography

C. Bible

Q.7) **Pepito plays and buys delicious food at ...**

A. 9:20

B. 10:00

C. 10:30

Q.8) **He studies the nature and the human body in the .....**

A. History class.

B. Bible class.

C. Biology class.

Q.9) **At eleven and ten, he has ...**

A. English

B. Sports

C. Music

Q.10) **Pepito´s last class is Bible. It is from .....**

A. a half past eleven to a half past twelve

B. twelve o´clock to a half past twelve

C. eleven and fifty to a half past twelve

Appendix K: Karelis´s Schedule

Karelis´ Day At School

Karelis loves Thursday because she has a very cool class schedule. First, she has Biology at a half past seven. She loves to go camping and study the trees. Then, she has Art at eight o´ clock. She makes decorations for her home. At eight and forty, she has History. She studies the Inca Civilization. After History, at nine and twenty, she has English. She sings and plays. Her morning break is at ten o' clock. After break, at a half past ten, she has Music. She plays the guitar with her friends. She has Computing at eleven and ten. She uses Internet. Her last class is at eleven and fifty. She has Bible. She loves to read bible stories. She finishes school at a half past twelve.

TIME	SUBJECT	ACTIVITIES
7:30		
	Art	
		Study the Inca Civilization.
	English	
10:00		
		Play the guitar.
11:10		

Appendix L: The Super Race

Q.1) **The Super Race is a story about ....**

A. A Party

B. Competition

C. Super Powers

Q.2) **Superman and Batman decided to have a race to find the ...**

A. most beautiful girl

B. fastest super-hero

C. strongest super-hero

Q.3) **First, they invited ...**

A. Spiderman and Hulk

B. Harry Potter

C. Storm and Wolverine

Q.4) **Storm and Wolverine are members of ...**

A. the Fantastic Four

B. Hogwarts School

C. the X-Men

Q.5) **Supergirl is superman´s ...**

A. sister

B. aunt

C. cousin

Q.6) **Goku is ...**

A. American

B. Spanish

C. Saiyan

Q.7) **The winner of the competition was ...**

A. Batman

B. Spiderman

C. Storm

Q.8) **In second place was ...**

A. Supergirl

B. Harry Potter

C. Wonder Woman

Q.9) **In the last place was ...**

A. Superman

B. Hulk

C. Wolverine

Q.10) **..... super-heroes participated in the super race.**

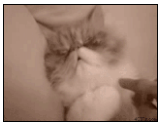
A. 7

B. 8

C. 9

Appendix M: Peter´s Busy Morning

Q.1) **What does it do?**



A. It brushes its teeth.

B. It wakes up.

C. It gets up.

Q.2) **What does he do?**

A. He goes to the bathroom.

B. He takes a shower.

C. He goes to school.

Q.3) **What does he do?**

A. He has breakfast.

B. He gets up.

C. He takes a shower.

Q.4) **What does he do?**

A. He has breakfast.

B. He wakes up.

C. He takes a shower.

Q.5) **What does he do?**

A. He wakes up.

B. He gets up.

C. He brushes his teeth.

Q.6) **What does he do?**

A. He wakes up.

B. He brushes his teeth.

C. He has breakfast.

Q.7) **What does she do?**

A. She goes to the bathroom.

B. She goes to school.

C. She takes a shower.

Q.8) **What does he do?**

A. He brushes his teeth.

B. He wakes up.

C. He combs his hair.

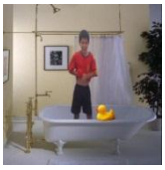
Appendix N: A Day in the Life of my Students

Q.1) **Angie watches La Pareja Feliz**

A. True

B. False

Q.2) **Andrés takes a shower with his toys.**



A. True

B. False

Q.3) **Pepe brushes his teeth with Sensodine.**

A. True

B. False

Q.4) **Danielito was dancing with a hat.**

A. True

B. False

Q.5) **Karelis leaves home at 7.**

A. True

B. False

Q.6) **Pablito goes to the bathroom to wash his hands.**

A. True

B. False

Q.7) **Evelyn wakes up very late.**

A. True

B. False

Q.8) **John Jairo combs his hair with a big comb.**

A. True

B. False

Q.9) **Denisse takes her books to go to school.**

A. True

B. False

Q.10) **Jean Carlos plays American Football with his cousins.**

A. True

B. False

Appendix O: Descriptions

Q.1) Lucy is name my

_____ (4 words)

Q.2) like fruit I

_____ (3 words)

Q.3) don´t I like fish

_____ (5 words)

Q.4) does not she music like

_____ (5 words)

Q.5) American he is

_____ (3 words)

Q.6) from Spain is Pedro

_____ (4 words)

Q.7) speaks German Karola

_____ (3 words)

Q.8) I Spanish speak

_____ (3 words)

Q.9) have I eyes blue

_____ (4 words)

Q.10) Mary straight has hair

_____ (4 words)

Q.11) Bilingue in School study I

_____ (5 words)

Q.12) years 5 old am I

_____ (4 words)

Appendix P: Countries and Nationalities

Q.1) name my is Juan

_____ (4 words)

Q.2) my friend from best Quito is

_____ (6 words)

Q.3) speaks Johana French she is years 18 old

_____ (7 words)

Q.4) I from am USA I tall am

_____ (7 words)

Q.5) sushi Chinese Joseph likes he is

_____ (6 words)

Q.6) German Anne is Germany from speaks she

_____ (7 words)

Q.7) Italian speaks Italian Andrea He is

_____ (6 words)

Q.8) Colombia Patricio Mario and are they speak from Spanish

_____ (9 words)

Q.9) Anthony English Australian from is is Australia he speaks he

_____ (10 words)

Appendix Q: Let´s Practice the Verb Be

Q.1) 1. What are the negative forms of:

Mary is cleaning the window.

_____ (6 words)

Q.2) My friends and I are dusting the furniture.

_____ (9 words **or** 6 words)

Q.3) Peter is sweeping the floor.

_____ (6 words)

Q.4) You are walking the dog.

_____ (6 words)

Q.5) The students are watering the plants.

_____ (7 words **or** 6 words)

Q.6) My mom is setting the table.

_____ (7 words **or** 6 words)

Appendix R: Let´s Practice the Verb Be 2

Q.1) Give short answers to the following questions:

1. Is my dog cute?

_____ (3 words **or** 4 words)

Q.2) 2. Are the students sad?

_____ (3 words)

Q.3) 3. Is my friend Bryan young?

_____ (4 words)

Q.4) 4. Are my family and I on a picnic?

_____ (3 words)

Q.5) 5. Are you happy now?

_____ (3 words **or** 4 words)

Q.6) 6. Is Maritza a singer?

_____ (4 words)

Q.7) 7. Am I crazy?

_____ (3 words **or** 4 words)

Q.8) 8. Are these cats dangerous?

_____ (4 words)

Q.9) 9. Is the doctor thin?

_____ (4 words)

Q.10) 10. Are you and your friends good children?

_____ (3 words **or** 4 words)

Appendix S: Descriptions

Choose one of the following famous stars and describe him or her.

Selena Gómez

Drake & Josh

Cristiano Ronaldo

Justin Bieber

Shakira

Appendix T: Class Schedule

Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 - 8:00	Civic Hour				
8:00 - 8:40				English	
8:40 - 9:20		English			
9:20 - 10:00	English				
10:00 - 10:30	B	R	E	A	K
10:30 - 11:10			English		
11:10 - 11:50					
11:50 - 12:30					English

Appendix U: Unscramble Time Expressions

Q.1) seven a past half

_____ (4 words)

Q.2) and eight twenty

_____ (3 words)

Q.3) quarter a nine to

_____ (4 words)

Q.4) past three at quarter a

_____ (5 words)

Q.5) past 10 at quarter a

_____ (5 words)

Q.6) half twelve at a past

_____ (5 words)

Q.7) fifty five at six and

_____ (5 words)

Q.8) one past at quarter a

_____ (5 words)

Q.9) forty and at two

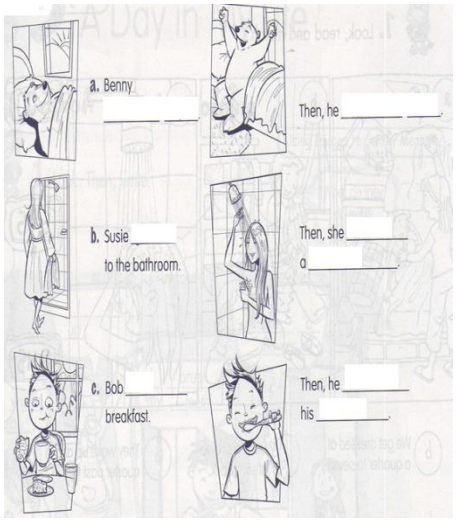
_____ (4 words)

Q.10) at six and twenty

_____ (4 words)

Appendix V: Complete the Pictures

DAILY ROUTINES 1st Person



DAILY ROUTINES 3rd Person

Appendix W: Scrambled Routines

Q.1) oomrthab og ot het

_____ (4 words)

Q.2) eetht oury shrub

_____ (3 words)

Q.3) loochs ot og

_____ (3 words)

Q.4) pu ekaw

_____ (2 words)

Q.5) up tge

_____ (2 words)

Q.6) rwhose a keta

_____ (3 words)

Q.7) tfasreakb veha

_____ (2 words)

Q.8) airh uory cbmo

_____ (3 words)

Q.9) edssred etg

_____ (2 words)

Q.10) gab uory atek

_____ (3 words)

Appendix X: Describing Pictures

Q.1)

_____ (3 words)

Q.2)

_____ (4 words **or** 5 words)

Q.3)

_____ (4 words)

Q.4)

_____ (3 words)

Q.5)

_____ (3 words)

Q.6)

_____ (5 words)

Q.7)

_____ (4 words)

Q.8)

(4 words)

Appendix Y: Let´s Describe

Read about Krato´s and Jessie´s daily routines. Then write about your own daily routines.

Hello Mortals! My name is Kratos. Some people call me The God of War. I usually get up at 6 am. Then I go to the bathroom at 6: 15. I take a shower and then I fly to visit my friends at the Olympus. I have breakfast at 9 am. I love fruit and cereals. I play with my colossus friends at 10:30. I fight with my enemies at 11:00. I have lunch at 12:30. I rest and play video games (God of War 1, 2 and 3) in the afternoon. Finally, I go to sleep at 11 : 00 pm.

Hello cowboys and cowgirls! I am Jessie. IORELEIHIHU !!!

I am very happy to talk about my daily routines. I wake up at 7 but I usually get up at 8. I take a shower and brush my teeth at 8:30. After that I have breakfast with

my friends Buzz, Woody, Mr. and Mrs. Potato and Bonny. We are a beautiful family. I play and have lots of adventures at 9.

I go to school with Bonny at 9:30. I have lunch at 1pm. Then I watch TV and listen to music. I help Bonny to do her homework at 3 pm. I have dinner at 7 pm. Finally, I go to sleep at 9.

Appendix Z: Detailed description of activities

Unit 1 Reading Activities

Kaká, Miranda Crosgrove and Our Famous Characters

The purpose of these tasks is to present famous people to the students and have them read a short description about their personal information. The grammar used in the video in the present tense, as one would describe somebody else in the third person. Also, simple verbs were used in the past tense to describe why this people are famous. The information is presented in simple and short sentences that facilitate the reading process. Upon watching these videos, the students have a clearer idea of reading about somebody, and also can serve as an example of writing about personal information.

Post Reading Activities: By using Pro Profs the researcher made easy multiple choice, and true/false activities for children to complete simple sentences about the readings. Pictures are used as stimuli some of them are animated.

The Tourists

The goal of this activity is to improve reading comprehension by presenting an interesting video that uses simple everyday language. Using the students' home city in the video is an effective way of generating student interest, as well as combining digital animations with real life images. The language used is simple language when people meet and present each other. By giving several examples of short introductions, students will gather a further understanding of the

topic. After the reading, students' comprehension on the information was examined.

Post Reading Activity: By using Pro Profs the researcher made a multiple choice activity for children to answer simple questions about the reading. Pictures are used as stimuli and as clues for the answers.

Game: Adjectives

This is a traditional word searching game. The participants will have a bunch of scrambled letters displayed on the screen, and they will have to find the eleven hidden words. There are words related to descriptive adjectives like fat, beautiful and ugly.

War of Words

The game is a variation of a game found on <ClassTools.net> in which players have to use a mouse in order to ¨shoot¨ at words in order to answer to questions. For the purpose of this activity the questions are about countries and their capitals.

Who Wants to Be A Millionaire?

This is also a variation of a traditional talk show game called ¨Who Wants to Be a Millionaire?¨ The topic of this game is countries and nationalities. The player is asked increasingly difficult questions by the computer. Questions are multiple choice: four possible answers are given (labeled A, B, C and D), and the contestant must choose the correct one. On answering the first question correctly, the contestant ¨wins¨ $100. After the first few questions, the computer will ask the contestant if that is their "final answer". Upon making the answer the final answer, it cannot be changed.

Subsequent questions are played for increasingly large sums. On the first few questions, some choices often have joke answers.

After viewing a question, the contestant can quit with the ¨money¨ he has already won rather than attempting an answer. If the contestant answers a question incorrectly, then he loses all the ¨money¨ he has won. The game ends when the contestant answers a question incorrectly, decides not to answer a question, or answers all questions correctly.

If at any point the contestant is unsure of the answer to a question, he or she can use one or more lifelines. After using lifelines, contestants can answer the question, use another lifeline, or walk away and keep the money. Each lifeline can only be used once. The lifelines are the 50:50 where the computer randomly eliminate two of the incorrect answer choices, ask the audience, where the player ¨asks the studio audience¨ which answer they believe is correct and phone-a-friend where the player may ¨call a friend to get the answer.¨

Unit 2 Reading Activities

Rosita's/Pepito's/Karelis' Schedules

The purpose of these three activities is to have the students read about three students' daily class schedules. The students will need to remember the information presented in the video for the pertaining post reading activity. Rosita's and Pepito's schedules are presented in video format, accompanied by music and creative images that go along with the text. The material used is short self-presentation in the first person, and a description of school schedule with the time. Ordinal numbers and subjects are each sub-skills that the students are exposed to. In Karelis' schedule, the text is presented in a read-only format.

Rosita´s Schedule/Post Reading Activity: By using Pro Profs the researcher made a multiple choice activity for children to complete simple sentences about the reading. Pictures are animated (.gif).

Pepito´s Schedule/Post Reading Activity 1: This activity is a fill in the blanks task for children to complete simple sentences about the reading. Pictures are used as stimuli. They are animated.

Pepito´s Schedule/Post Reading Activity 2: By using Pro Profs the researcher made a multiple choice activity for children to complete simple sentences about the reading. Pictures are used as stimuli. They are animated.

The Super Race

The purpose of this reading activity is to show the students a video about using ordinal numbers. After generating student interest by presenting familiar superheroes as characters, ordinal numbers were applied to reveal the results of a superhero race. Main verbs used in the video are "have/is" and "is" in the past tense. By keeping grammar simple, the main focus is teaching comprehension of ordinal numbers.

Post Reading Activity: This activity is a multiple choice task for children to complete simple sentences about the reading. Pictures are used as stimuli. They are animated.

Who Wants to Be a Millionaire?

This is also a variation of ¨Who Wants to Be a Millionaire?¨ (information on the game was already detailed above). The topic of this game is Holidays.

War of Words

The game is a variation of a game found on ClassTools.net in which players have to use a mouse in order to ¨shoot¨ at words in order to answer to questions. For the purpose of this activity the questions are about school subjects.

Unit 3 Reading Activities

Peter's Busy Morning

The purpose of this reading activity is to practice reading text about one's morning routine. The students read text in a short video that explains one's morning activities along with corresponding images. Sub-skills include interpreting time/hour of the day, and use of the present tense in the third person.

Post Reading Activity: This activity is a multiple choice task for children to complete simple sentences about the reading. Pictures are used as stimuli. They are animated.

A Day in the Life of My Students

The purpose of this reading activity is to practice reading text about people's daily routines. Using actual students as subjects in the story, the text describes what each person does during the day. Sub-skills include using verbs in the present tense and in the third person. Each daily activity includes a subject, an image, and a simple sentence describing what the person does.

Post Reading Activity: This activity is a multiple choice task for children to complete simple sentences about the reading. Pictures are used as stimuli. They are animated.

Unit 1 Writing Activities

Descriptions

The purpose of this writing activity is to have the students exercise their writing skills, targeting correct word order of a personal description. The word order that is drilled in this exercise is applied in sentences that use nationalities, countries, languages, likes/dislikes, and other simple personal descriptions. The correct grammar is: subject, verb, and direct object (when applicable). Colorful animated pictures add visual appeal, something that cannot be found in a normal textbook.

Countries and Nationalities

This writing exercise, similar to the previous one, drills the students on how to assemble a sentence that contains information about one's country and/or nationality. By placing repeatedly placing words in the correct order, the students will learn the grammar structure and order of these simple sentences.

Let´s Practice the Verb be

This writing exercise, aims to practice grammar structure of the verb be. It has some questions on how to make negative statements or on how give short answers to a simple yes/no question with the verb be. The program used for this activity is Pro-profs.

Describing

This writing activity's purpose is to have the students write a paragraph about a person's description in the third person. Students are provided with some pictures of famous artists and they must choose one of them as a subject for their writing. The students must provide real information about their chosen artist.

Unit 2 Writing Activities

Class Schedule

This writing activity's purpose is to have the students fill out their own personal school schedules. They must write the names of their classes in the corresponding hour on the schedule. This activity helps the students learn and write the names of their classes in English.

Unscramble Time Expressions

The purpose of this writing activity is the students to correctly arrange words into sentences that express time. Being able to express time is an important skill when talking about one's schedule. Animations and pictures accompany each sentence to encourage each student's work. Several different ways of telling time are applied in the exercise, simple and complex.

School Subjects

This is a variation of the traditional game Hangman where players try to guess a word by filling in the blanks. Each incorrect guess brings them closer to being "hanged." In this game there is a duck and players should try to prevent him from dunking by guessing a word. This game was found at WordDuck.com and changed for the purpose of this activity to have information related to school subjects. There are some hidden words like biology, laboratory and history. This game is good for practicing spelling of words and for learning vocabulary.

Unit 3 Writing Activities

Complete the Pictures

This is a fill in the blanks activity that uses a digital worksheet in Word Perfect. The participants have to complete the conversations in the picture by using vocabulary related to daily routine activities. They have to use verbs in first and in third person singular. It is a good activity for practicing the structure of verbs in present tense.

Scrambled Routines

The purpose of this writing activity is to have the students exercise their writing skills, targeting correct word order of a expression. The word order that is drilled in this exercise is applied in daily routines vocabulary. Colorful animated pictures add visual appeal, something that cannot be found in a normal textbook.

Describing Pictures

Using Pro-profs this activity aims to develop visual comprehension of a given picture. Pictures are related to daily routines; participants see the picture and describe the action displayed on it. Vocabulary is put into practice.

Let's Describe: Daily Routines

This writing activity's purpose is to have the students write a paragraph about a person's daily routine in the first person. Students are provided with two examples and they must choose a famous person as a subject for their writing. The students must create fictitious information about their subject's daily routine. This activity applies the student's comprehension from reading the example texts and allows them to output their own ideas in their work.

Daily Routines

This game uses dunk a duck (variation of hangman), and the topic is daily routines. There are some hidden expressions like comb your hair, have breakfast and get up. This game is good for practicing spelling of words and for learning vocabulary.

House Stuff

This game also uses dunk a duck (variation of hangman), and the topic is house hold objects. There are some hidden words like blanket, shower, bag and door. This game is good for practicing spelling of words and for learning vocabulary.

Appendix AA: Parents´ Consent

Septiembre 8, 2010

Sr. Padre de Familia:

Reciba un cordial saludo de parte de mi persona, Miguel Angel Arévalo, profesor de Inglés de la Escuela a la que su representado(a) atiende. Soy también Licenciado en Lengua y Literatura Inglesa.

Este primer trimestre de clases su niño(a) podría formar parte de un programa de estudio en el que estará expuesto al uso de material didáctico tecnológico para aprender Inglés. Mi persona me encargare de usar material tecnológico para desarrollar las destrezas de escritura (Writing) y de lectura (Reading). Este material tecnológico será sobretodo material que proveerá la página web que he creado para desarrollar dichas destrezas.

La página web que será el material primordial para enseñar en mis clases es w.eslmike.webs.com. La misma provee material didáctico como juegos, historias, vocabulario, videos, que desarrollaran las destrezas de lectura y escritura de su niño(a).

El propósito de este programa es que los niños desarrollen las destrezas de lectura y escritura empleando material tecnológico provisto por el Internet, en este caso mi página web. He visto la necesidad de usar la tecnología para estar a la par con el mundo moderno.

Los niños asistirían conmigo durante sus horas de Inglés al aula de video de la escuela dos veces a la semana y una hora al laboratorio de computación, en estos lugares repasaremos lo provisto por el libro en las tres primeras unidades. Los otros dos días de la semana los niños recibirán clases regulares de Inglés sin

asistencia al aula de video ni a el aula de computación. También, si se otorgara su permiso los niños podrán crear junto conmigo sus propias publicaciones o videos educativos correspondientes a lo que se estudie en las unidades del libro. Dicho material será publicado en la ya mencionada página web.

Para todo esto es un requerimiento obligatorio que usted de consentimiento (o no) para que su niño(a) forme parte de este programa. Si usted decide no dar consentimiento para que su niño(a) participe no habrá ninguna clase de participación de su representado(a) en el programa y podrá seguir estudiando Inglés como lo ha hecho hasta ahora. En cualquier momento durante el programa, usted tiene el derecho de rechazar la participación de su niño(a).

Por favor no dude en contactarme en cualquier momento antes, durante o después del estudio por alguna inquietud que tenga.

Gracias por su atención.

Atentamente:

Lcdo. Miguel Angel Arévalo

Profesor de Inglés

Mikezam6@hotmail.com

0802550432

Yo …… representante de el/la niño(a) …… doy mi consentimiento para que mi representado participe en este estudio.

…….

Firma

Appendix BB: Certificate of a writing task.

Appendix CC: Teacher´s Journal Sample

Teacher´s Journal

Date: 03/12/11 Activity: Peter's Busy Morning

Things to consider	Student´s Reaction	
	Positive	Negative
Activity acceptance	✓	
Behavior	✓	

Average of time taken: 18-19 minutes

Problems:
None

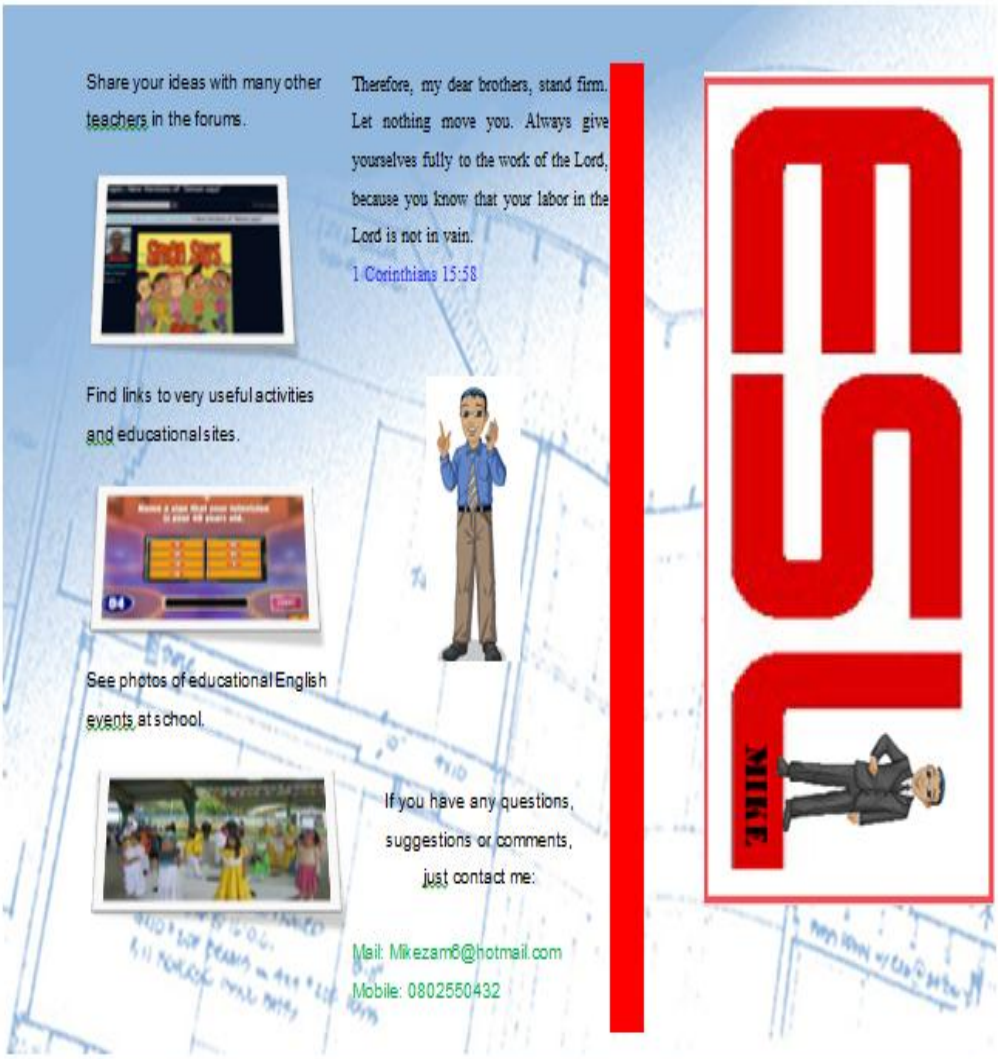
Possible Solutions: -

Comments:
- Participants enjoyed the pictures
- Student PRIVATE needs glasses.

Appendix DD: ESLMike Brochure

Side 1

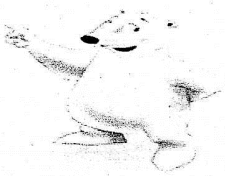
Side 2


Share your ideas with many other teachers in the forums.
Therefore, my dear brothers, stand firm. Let nothing move you. Always give yourselves fully to the work of the Lord, because you know that your labor in the Lord is not in vain.
1 Corinthians 15:58
Find links to very useful activities and educational sites.
See photos of educational English events at school.
If you have any questions, suggestions or comments, just contact me:
Mail: Mikezam6@hotmail.com
Mobile: 0802550432
ESL
MIKE

Appendix EE: Writing Evidence 1

UNIDAD EDUCATIVA BILINGÜE INTERAMERICANA

Writing Post-test



NAME: Elsa1 Grade: 6 ___ Score: ___/ 9

Teacher: Lcdo. Miguel Angel Arévalo Date: ___/___/10.

Unit 3. SCHOOL SCHEDULE: **Look** at your school schedule. Then, **write** a short description about the school subjects you have on Monday. (9 points)

My School Schedule for Mondays

First, I have Maths at half past seven. Then, I have Art at eight o'clock. Thisd, I have English at a quarter to nine. After that, I have break. I have Music at a quarter past eleven. Finally, I have Bible at a quarter to twelve

Appendix FF: Writing Evidence 2

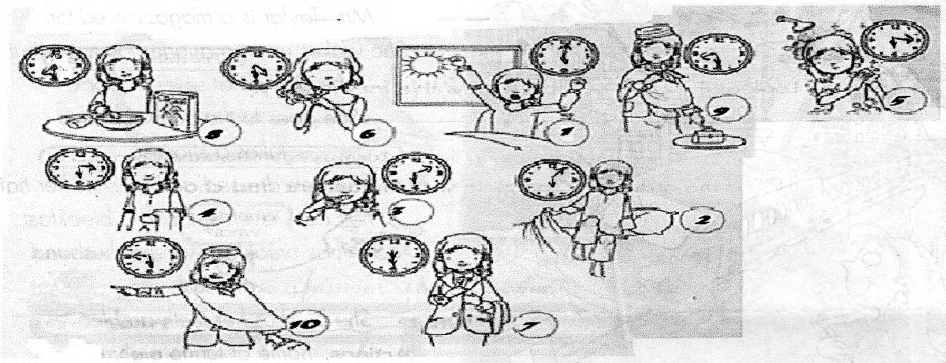
UNIDAD EDUCATIVA BILINGÜE INTERAMERICANA

Writing Pre-test

NAME: E1s 07 Grade: 6 ___ Score: ___ / 10

Teacher: Lcdo. Miguel Angel Arévalo Date: ___/___/10.

Unit 4. DAILY ROUTINES: **Look** at the pictures. Then, **write** about Magali. (10 points)



Magali is a flight attendant. Every morning she wakes up at five but she gets up at five past six. She goes to the bathroom at quarter past six and she takes the shower at 6:15. Then, she brushes her hair at quarter shower. and she takes her bag at 6:30. After she has her breakfast at 6:40. Then, at . She at Then, she goes to the work at 6:45.

Magali is always on time for work.

Appendix GG: Writing Evidence 3

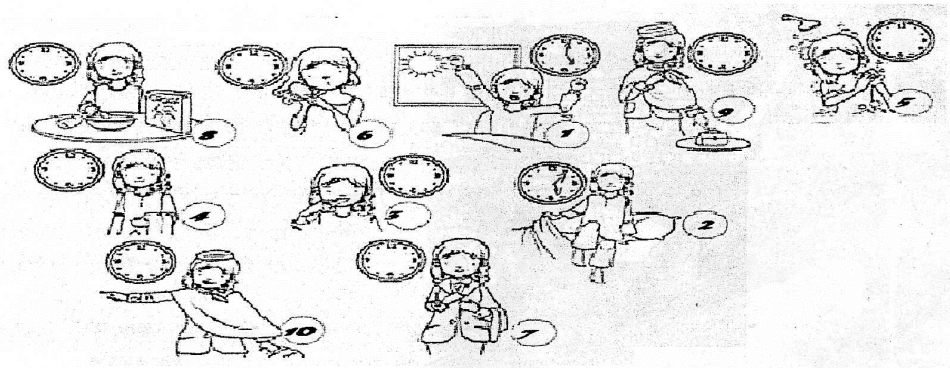
UNIDAD EDUCATIVA BILINGÜE INTERAMERICANA

Writing Post-test

NAME: EIS 07 Grade: 6 "A" Score: ___ / **10**

Teacher: Lcdo. Miguel Angel Arévalo Date: 24/01 /11

Unit 4. DAILY ROUTINES: **Look** at the pictures. Then, **write** about Magali. (10 points)



Magali is a flight attendant. Every morning she wakes up at five o clock but she gets up at five and five. She goes to the bathroom at a quarter past and she takes a shower at a half past six. Then, she has breakfast at seven. and she brushes her teeth at seven - five After she brushes her hair at seven - ten Then, she leaves her home at seven - thirty She takes the subway travels to work at 6:45. Then, she takes a plane to travel to Germany.

Magali is always on time for work.

Appendix HH: Writing Evidence 4

UNIDAD EDUCATIVA BILINGÜE INTERAMERICANA

Writing Test

NAME: EIS12 Grade: 6 ___ Score: ___/ 9

Teacher: Lcdo. Miguel Angel Arévalo Date: ___/___/10.

Unit 2. SCHOOL SCHEDULE: **Look** at your school schedule. Then, **write** a short description about the school subjects you have on Monday. (9 points)

My School Schedule for Mondays

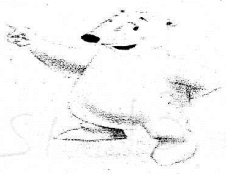
First, I have ...Jistory..... at ...7:30..... . Then,

I hav Maths at 8:00. After Maths You hav Inglish at 9:00. My Bible class is from 9:00 to 10:00. I hav Bidagy from 10:30 to 11:00.

Appendix II: Writing Evidence 5

UNIDAD EDUCATIVA BILINGÜE INTERAMERICANA

Writing Post-test



NAME: Elsie Grade: 6 "A" Score: 9 / 9

Teacher: Lcdo. Miguel Angel Arévalo Date: ___/___/10.

Unit 3. SCHOOL SCHEDULE: **Look** at your school schedule. Then, **write** a short description about the school subjects you have on Monday. (9 points)

My School Schedule for Mondays

First, I have History at 7:30. Then, I have Math at 8:00. After Math, I have English at 9:00. My Bible class is from 9:00 to 10:00. After the break, I have tutor Biology lessons and my last class is Art at 12:00.

My first class on Tuesday is English. It's from 7:00 to 8:00, then, math at 8:00 to 9:00. After math class I have computing and biology. After the break I have history at 10:30, then Sports and my last class is art.