ENHANCING COMPREHENSION AND PRODUCTION OF TEXTS THROUGH THE USE OF THE MULTIMEDIA INTERACTIVE BOOK EDITOR EDILIM

Lucio Alejo-Vera

Piura, abril de 2017

FACULTAD DE CIENCIAS DE LA EDUCACIÓN

Maestría en Educación con Mención en Enseñanza de Inglés como Lengua Extranjera

LUCIO PERCY ALEJO VERA

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MAESTRÍA EN EDUCACIÓN
MENCIÓN EN ENSEÑANZA DE INGLÉS
COMO LENGUA EXTRANJERA

2017

APPROVAL

The thesis entitled, "Enhancing comprehension and production of texts through the use of the multimedia interactive book editor Edilim", presented by Lucio Percy Alejo Vera, in accordance with the requirements of being awarded the degree of Master in Education with a mention in Teaching English as a Second/Foreign Language, was approved by the thesis director: Dr. Majid Safadaran Mosazadeh, and defended on …………. before a Jury with the following members:

_____   _____
President   Secretary

_____
Informant

To my lovely wife.

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INTRODUCTION

In recent years, private and state educational institutions have faced the question of how to teach and how to make the assimilation of English in an easy and attractive way to students. Technological advances allow teachers to consider and implement the means offered by information and communications technology (ICT) for education as a resource to improve and transform the stage and the ways in which educational communities work.

Within this framework, we see that in the process of teaching and learning the teacher ceases to be the central figure of the class to give all the attention to students. Nowadays computers play a key role in the educational world, because they allow students to interact with them, causing learning by doing (Marqués, P. 2005: 2-4).

Moreover, the UNESCO (2013: 13) indicates that the information and communications technology (ICT) can contribute to universal access to education, equality in education, the practice of teaching and learning quality and professional development teachers, as well as more efficient management and administration of the education system. Thus, we observe that the technology era in education is in constant change, always looking for the well-being of students.

Similarly, the internet is the technological phenomenon of the century, leaving us immersed in the so-called digital age or information society, increasing in students the ability to encode, store, process, and transmit all kinds of information, changing their way of learning and also their social environment.

Thus, we see that communication with others via the internet and exchange of information in different areas or virtual sets and information instantly provides excellent benefits to the area of communication, history and languages that shortens distances and time to meet and communicate with other countries and cultures.

By the above mentioned, it is interesting to analyze the pedagogical use of multimedia in developing the capacities of comprehension and production of texts in the area of English.

To this end, the first step is that it is necessary that teachers are in permanent digital literacy. We see that there is currently a variety of technological resources, such as e-learning platforms also known as web learning platforms or virtual teaching and learning environments, which provide a range of teaching aids to the process of teaching-learning.

This research addresses the use of a multimedia interactive book editor in the area of English with which to develop the capacities of comprehension and production of texts in a satisfactory manner.

In this thesis ICT was chosen to work together with English since as mentioned by Steeter, J. (2011), the English language is considered the language of international communication which is perfectly integrated with the use of technological resources.

Similarly, we see how the impact of globalization and information is changing our world view and is making it into a smaller place, a place where the advantage of being able to speak different languages is becoming more obvious and necessary (Naves, T. and Muñoz, C. 2000: 10-11).

That is why given the importance of the issue I proposed the use of a multimedia interactive book editor "Edilim" for the development of capacities in the area of English. I propose an explanatory research to

respond to the following problem: How does the use of Edilim influence in the development of the capacities of comprehension and production of texts in the area of English in students of a Junior Basic course in a language center in Lima?

Since we are aware of the importance of acquiring a second language we are also aware that students find it difficult to acquire a second language so it is not easy to recognize and / or use the new vocabulary and proper grammatical structure within a text; as a result we have the demotivation in students. Therefore I propose the teaching of the English language using a technological tool, in this case the multimedia interactive book editor "Edilim". Using these on line activities in the right way, students would develop the capacities of comprehension and production of texts in a playful way and also serve as motivation as they would be using technological tools everyday use for the acquisition of a second language.

This work is divided into four chapters: the first chapter describes the problem; the second chapter presents the theoretical foundation on which the research is based on; the third chapter presents the methodology, research method, type and design research, research subjects, instruments, study variables and data collection procedures; and in the fourth chapter the results, analysis and interpretation, conclusions and recommendations of the research are presented.

It is necessary to mention the limitations of my research which has been developed in a specific context and a population with specific characteristics, so it would be interesting to conduct the study to other samples and considering other variables. It is also necessary to consider the technological conditions of educational institutions, so that teachers can have access to different activities and resources of the multimedia interactive book editor "Edilim".

CHAPTER I
INVESTIGATION OUTLINE

1.1. Formulation of the problem

How does the use of "Edilim" influence in the development of the capacities of comprehension and production of texts in English students of a Junior Basic Course level one in a language center in Lima?

1.2. Hypothesis

1.2.1. General hypothesis

The use of "Edilim" influences positively in the development of the capacities of comprehension and production of texts in English students of a junior basic course level one in a language center in Lima

1.2.2. Specific hypothesis

- The use of "Edilim" influences advantageously in the development of the capacities of comprehension of texts in the area of English students of a Junior Basic Course level one in a language center in Lima.
- The use of "Edilim" influences beneficially in the development of the capacities of production of texts in the area of English students a Junior Basic Course level one in a language center in Lima.

- The use of "Edilim" will make the learning of comprehension and production of texts more appealing and meaningful to students of a Junior Basic Course level one in a language center in Lima.

1.3. Delimitation of the objectives

1.3.1. General Objective

To determine if the use of "Edilim" influences in the development of the capacities of comprehension and production of texts in English students of a junior basic course level one in a language center in Lima.

1.3.2. Specific objectives

- To design a set of activities using "Edilim" for the development of the capacities of comprehension and production of texts in English students of a junior basic course level one in a language center in Lima.
- To compare the assessment of the competencies of comprehension and production of texts in the experimental group before and after applying "Edilim".
- To compare the assessment of the competencies of comprehension and production of texts in the control group before and after applying "Edilim".
- To compare the assessment of the competencies of comprehension and production of texts between the experimental and control groups after applying "Edilim".

1.4. Justification of the investigation

Taking under consideration that comprehension and production texts are paramount in the process of learning, it is important to design new ways that facilitate this process and, in that way, this research pretends to provide to the pedagogical community a particular procedure in which aspects such as the comprehension and production of texts and information technology work together.

1.5. Limitations of the investigation

The current research presents limitations in regards of generalization in the way that the "Edilim" was applied only to a junior class in IC Idiomas Catolica language center. In consequence this research has a more institutional value.

Another limitation was to have subjects, both teachers and students, speak freely and honestly about the use of Edilim in the classroom. Thus, I really needed to know if the application of the multimedia interactive book editor "Edilim" was helping them in order to reach their goals of teaching the language for teachers and acquiring the language for students. Needless to say that in order to carry out this research work, it was necessary the participation of a number of language learners and EFL teachers since this research bases its notions in an institute context, the number of learners would depend greatly on the characteristics of the context. In both cases it was necessary to interact with them and get them to be really honest about the effectiveness of Edilim, which is go deep in their subconscious. Let us remember that the way one acts and thinks says a lot about oneself and for a number of people opening up in such way could leave them in a vulnerable place.

1.6. Antecedents of the investigation

Berrospi Espinoza, Lilian Del Carmen (2002), Propuesta de un Software Educativo elaborado bajo el enfoque cognitivo para mejorar la comprensión escrita del idioma Inglés en los estudiantes del 4to grado de educación secundaria del colegio nacional "Antenor Orrego" de Laredo, Master in Education in Teaching English as a Foreign Language, National University of Trujillo, Perú.

This research was taken into consideration because the aim of this study was to create multimedia software to develop learners' reading skills. This study was done in a sixteen-week period. This software was designed to contrast current methodological practice with the provision of a variety of activities and a great deal of interactivity. Enjoy Reading is a program that was used by fourth-grade high school students from Antenor Orrego High School. In addition, the hypothesis was that the application of a multimedia language learning software influences on the learners' reading comprehension significantly. This research was a

quasiexperimental type and a control group and an experimental group were used. Thirty students of the experimental group were exposed to a software program in order to improve students' reading skills.

An experimental design was used to test the hypothesis. For example, a pre-test was administered and this allowed the study to measure learners' reading comprehension level in the control group and the experimental group. Then the same test was used in the post-test.

The results of this study determined that the ability to combine sound, color and image in a computer facilitates learners to develop reading skills. This project was designed on a cognitive approach and it presents different activities combining image, sound and color according to students' age, needs and motivation of the experimental group. Using this software as a teaching tool helped learners to improve their reading skills meaningfully. In addition, students of the experimental group presented a high level of improvement on reading because they got an average of 6.6 points, while the subjects of the control group a score of 5.1 points.

Consequently, this research is quite related to my investigation because of the use of technology to teach English as EFL. Two groups were used in this research. The experimental group was exposed to a software program called Enjoy reading with the purpose of improving students' reading skills. The control group was not exposed to any kind of technology. In my investigation, the multimedia interactive book editor "Edilim" was used as a technological tool to enhance comprehension and production of texts to students of the experimental group. In both investigations, students of the control and experimental group were evaluated at the beginning and at the end of the research. In Ms Berrospi's study, students of the experimental group improved their reading skills and in my research subjects of the experimental group, who were exposed to the multimedia interactive book editor "Edilim" improved their level comprehension and production of texts. For instance, a strong connection between both researches is that subjects of the experimental group enjoyed the use of technology by presenting activities combining image, sound and color according to subjects' motivation and needs. This can be proved with Ms. Berrospi's investigation, in which subjects of the experimental group improved their reading skills and in my research, subjects of the experimental group also

improved their level of comprehension and production of texts thanks to the use of technological tools to ease student's learning of the target language.

Clement Iheanacho, Chiemeka (1997), Effects of Two Multimedia Computer-Assisted Language Learning Programs on Vocabulary Acquisition of intermediate level ESL students, Doctor of Philosophy in Curriculum and Instruction. Faculty of the Virginia Polytechnic Institute and State University, U.S.A.

The purpose of this study was to examine the effects of two multimedia CALL programs on vocabulary acquisition. Participants were 86 (44 females and 42 males) who read, signed, and returned the consent forms. Participants were randomly assigned to one of the two treatment groups. They were adults (aged 18 years or above) who came from various non-English speaking countries and were enrolled in an ESL program at the intermediate level. They were randomly assigned to one of two treatment groups. Students in group one viewed a program with Motion Graphics and text. Students in group two viewed a program that had Still Graphics and text. Their task was to study ten names of hand and power tools. Both groups took the pretest, viewed the video of the tools, and had an immediate posttest and a two-week delayed posttest. The purpose was to investigate which of the programs would represent a better environment for learning vocabulary by intermediate level ESL students. The second purpose was to examine which of the programs would help the intermediate level ESL students retain vocabulary words longer. The result of this study will contribute to the body of knowledge relating to intermediate ESL students who learned from Motion Graphics and Still Graphics.

In addition, it is an experimental study that investigated the effects of two multimedia CALL programs on vocabulary acquisition by intermediate level ESL students. The first program consisted of Motion Graphics with text. The second program consisted of Still Graphics with text. Three tests were administered: Pretest (T1), Posttest (T2), Delayed Posttest (T3). Besides, the sample consisted of 86 students. Also, the experiment was conducted at the computer laboratory located at a technical community college in the southeastern United States. Participants used Macintosh computers for this study. The Vice President for Curriculum and Instruction of the college approved the use of their

computer laboratory for this study. For instance, the software development followed three instructional design processes. These are: (a) needs assessment, (b) software design, and (c) evaluation and revision. The researcher conducted needs assessment through various visits to the English as a Second Language Institute at a large research university and a community college in the southeastern United States. The purpose was to consult with the Directors and the ESL teachers who are the content experts.

One pedagogy in which many researchers have shown interest is computer assisted language learning (CALL). Computer-assisted language learning programs have been found to be effective in many language learning studies (Asoodeh: 1993; Kolich: 1985; Siribodhi: 1995) the results of the studies showed that students who used CALL programs performed better than those who used traditional programs. Additionally, CALL programs can enhance learning, provide individualized instructions, and allow students to work at their own pace Significant difference was found between posttest and delayed posttest in the Still Graphics group. This suggests that the participants in the Motion Graphics group had better retention from posttest to the delayed posttest than did the participants in the Still Graphics group. Future research involving the use of Motion Graphics and Still Graphics in vocabulary acquisition is needed to confirm this result. Participants in both groups indicated that the computer programs attracted their attention and that they enjoyed learning through the computer.

Hence, this research is quite similar to my investigation because of the use of technology. In this work two multimedia CALL programs on vocabulary acquisition were used to teach English. Related to my work, the multimedia interactive book editor EDILIM was used to enhance comprehension and production of texts in EFL classrooms. In Clement's investigation, three tests were applied: Pretest (T1), Posttest (T2) and Delayed Posttest (T3). On the other hand, in my investigation two tests were used: a Pretest and a Posttest. In addition, in Clement's investigation, students of the experimental group, who were exposed to a CALL program improved their retention of vocabulary because subjects enjoyed learning through the computer and this is related to my research because students of the experimental group were exposed to a set of multimedia interactive activities to empower their comprehension and production skills thanks to the use of technology in class. Therefore, from

both researches it can be stated that the use of technology facilitated students' learning of English.

Gutierrez, Angeles (2008), Field Study about the Efficiently Integration of Technology in Schools. Proposal of the Implemented Optimization through the Model of the Multiplatform Interactive Digital Classroom and the Guide of Optimization ITC, Doctor in Education, Universidad Autónoma de Madrid, Spain.

This research was taken into consideration because the aim of this study was to analyze the experience of the current investigation and the use of Information Technology and Communication (ITC) in three different educational centers. Moreover, to identify the most relevant aspects of the generalization and the good use of the ITC in the schools, inside and outside of the classroom as tools of help for the teachers, students, principals and families. Additionally, to detect the main problems in the integration of the ITC in educational centers.

This research was a qualitative one and it used focus groups and interviews for students and teachers in the three schools. It lasted 3 months.

One of the first conclusions in this investigation is that the use of technology in the classroom must be considered inside a process which is much wider than the integration of technology, thus, a process of construction of technological learning environments. Having the support of the principal, students and their families plays a key role to ensure the continuity of any technological project.

Another conclusion has to do with the roles teachers and students play in today's educational world. The roles have changed substantially. Currently, thanks to the Internet, information can be obtained from different sources such as encyclopedias, e-books or simply from parents. It is crystal clear that most of student's education relies on teachers but now our role is more of a mentor, guide and motivator. New teachers learn along with their students. The last conclusion of this research states the necessity that teachers focus on didactics and not in technologies. Some of them are so easy to use that they do not require to be explained in detail. A clear-cut example was the one with the chalkboard. No one would spend too much time asking what the components of chalks are or

how many kinds of chalks are there in the world since it would be a waste of time and energy. The same thing happens with technology.

Hence, the research above mentioned provided me with the foundations to start my investigation; it gave me a full perspective of the factors I needed to take into account while running my project. Having taken under consideration that the roles teachers and students play in today's educational centers, the focus is more in the how to use a tool than what tool to use, and the support from the institution, parents, principal are paramount. They made me run my research smoothly and helped me realize that the use of ITC works wonders only if used properly.

Jara Kudin, Natalie (2012), Influencia del Software Educativo "Fisher Price: Little People Discovery Airport" en la adquisición de las nociones lógico-matemáticas del diseño curricular nacional, en los niños de 4 y 5 años de la I.E.P. "Newton College", Lycense in Education, Pontificia Universidad Católica del Perú, Perú.

This research was taken into account because the aim of this study was to determine the influence of digital games in the acquisition of logical-mathematical notions in students. This study was done three times a week for a period of time of a month. In this investigation the "Fisher Price: Little People Discovery Airport" software was applied to elaborate a set of evaluations and observations which allowed the researcher state that this educational digital game has a positive influence in the process of acquisition of logical-mathematical notions in children of 4 to 5 years old from a classroom called the "Koalas".

During the month of research, a set of observations were made in which the way children used and how they relate with the software were taken into account. Additionally, at the end of every week, every student's development was evaluated based on six logical-mathematical indicators previously established. At the same time, 15 children were part of the control group. They were called the "Pandas" who did not use the educational software based on the same logical-mathematical indicators. The results obtained on a weekly basis by the "Koalas" classroom, which used the educational software, were better than the results obtained by the "Pandas" classroom, which did not use the educational software.

This research concludes that there is a relationship of positive influence and facilitating of educational software" Fisher Price" in the children's learning level of initial education which allowed children to acquire a number concepts and develop more complex processes abstract related to mathematical operations. This proposal differs from mine because in this case the research was based on a specific area that is the mathematical logic, while the project presented here is based on a cross-cutting issue.

Luque Quille, Gina Caty and Ulloa Castillo, Nilda Mercedes (2014), Percepciones de las Alumnas de 6to Grado de Primaria de un Colegio Privado de Lima Metropolitana sobre la producción de textos creativos-literarios y funcionales con el uso de la Plataforma Edu 2.0, Master in Information Technology and Education, Pontificia Universidad católica del Perú, Perú.

This research was taken into consideration because the main objective was to identify the perception of the students of sixth grade of primary in a private school in Lima about the use of the EDU 2.0 Platform in the development of the capacity of production of creative texts- literary and functional in the subject of Communication.

The methodology used was a mixed and interpretative focus, to an exploratory level through the method of study cases, using for the recollection of information three techniques: surveys, focus group and documental analysis with the objective to describe the perceptions of the students using the tools of the EDU 2.0 Platform.

The results of this investigation showed that the students were motivated to use the EDU 2.0 Platform through the use of forums, on line evaluation, blog and audiovisual material (video, guides, on line presentations and documents) provided by the teachers.

The sample was comprised by 60 students of 6th grade of primary who age ranges between 11 to 12 years old.

Consequently this research is quite related to my investigation because of the use of technology and how this allows young students to improve their writing skills though a set of tasks. Additionally, the age of the students in this investigation was very close to the students in my research, both of them were teenagers.

In regards of motivation, predominance was identified based on the students' perception. Regarding the expectations, a positive predominance was observed of the students. It was also noted the previous experience of the students using computers and other informatics tools allowed them to work easily with the EDU 2.0 Platform in order to develop activities in the forum and blog. About the resources, it was observed that the use of informatics tools such videos, Power Point presentations, pictures and others were perceived as help for the comprehension of texts presented in regards of the production of texts. In regards of the production of texts, the students perceived that the activity of the forum facilitated the presentation of their ideas.

With these five experiences, both nationally and internationally, I have tried to show that there is evidence to suggest that the use of virtual educational platforms and multimedia at different levels of education always bring improvements for both students and teachers and for this, while implementing them there should be taken into account more than one factor in order that success can be fully achieved.

CHAPTER II
THEORETICAL FRAMEWORK

2.1. English language teaching

Over the last few years, the term "English as a lingua franca" (ELF) has developed as a manner of referring to communication in English between speakers with different first languages. Taken into consideration that one out of every four users of English around the world is a native speaker of the language (Crystal, D. 2003: 1-11), most conversations in English are materialized between "non-native" speakers of English. Although this does not preclude the participation of English native speakers in ELF interaction, what is distinctive about ELF is that, in most cases, it is 'a 'contact language' between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication' (Firth, A. 1996: 237-259).

2.1.1. Importance of the English language

Because of globalization and the new era of information our world view is changing into a smaller place, a place where a person who is capable of communicating in more than one language is demanded and needed by companies (Naves, T. and Muñoz, C. 2000: 10-11).

Thus, English is considered as the language of today's world, to the point in which a person who is not able to use it properly is considered dumb or illiterate. The English language then becomes

the key which opens the world's door since it becomes a tool for communicating with people from other countries.

Consequently, many people around the world are able to establish a simple dialogue in English, especially in the hotel, restaurant, airline and transportation fields. No language had before achieved universality. According to Steeter, J. (2011) the English language is considered the language of international communication.

2.1.2. Competences for the English language

Speaking, listening, reading and writing are the capabilities of the area that English looks to promote. Companies expect their employees to communicate through different means, directly or indirectly, using technological tools, virtual path. Students who have good command of English are eligible to have access to the latest scientific and technological advances whether digital or printed. And this makes students to be one step ahead the rest.

For this investigation, I have focused on two of these capabilities: text comprehension and production of texts, which include developing skills "Reading" and "Writing", respectively. Ur, P. (2002: 138-170) defines these two skills for learning English language:

> a) Reading: Allows to decode a message. It is used to understand from instructions to information. You must know the written symbols. The aim of developing the skills "Reading" for understanding texts is essential for students to cope with daily activities efficiently, quickly, skillfully and properly. Moreover, Harmer, J. (2001: 199) defines the ability of Reading as one of the receptive skills, where you can appreciate the ways in which a subject can extract the meaning of a text. It also defines the ability of writing as one of the most complex productive skills.

> b) Writing: Used to express and communicate through symbols. You must know the symbols. The aim of developing the skills of "writing" for the production of texts is that students acquire the necessary skills to produce different types of written texts

similar to those of an educated person is able to produce in their own language.

2.1.2.1. Competence for reading comprehension

Reading is a paramount ability for everyday life and learning. We read the world from birth, because we interpret information from our environment to give it meaning (Galdames, V.; Medina, L.; San Martin, E. et al 2002).Since children, we are exposed to different stimuli that require our reading (Whitehurts & Lonigan, 1998), and this is also needed to access the various current technologies and different fields of knowledge (Strickland, D. 2002).

Trevor, H. (1992: 20) affirms that reading comprehension is a set of psychological processes consisting of a series of mental operations that process the linguistic information from reception until a decision is taken.

On the other hand Devis, M. (2000) states that reading comprehension is defined as memory of meanings of words, make inferences, follow the structure of a paragraph, recognize the attitude, intention and mood of the author and find answers to questions.

Cassany, D. (2001) understands the overall reading comprehension as something which in turn is composed of more concrete elements. These elements are called microskills. His proposal is based on working these microskills individually to acquire a good reading comprehension.

These statements indicate that the reading comprehension skills are important, without them, the reader may not collect all the information and use it efficiently and enjoy the richness of life. For this research, reading comprehension is one key element with which to integrate technologies allows us students to develop their intelligence and imagination to acquire knowledge in a second language.

2.1.2.2. Competence for production of texts

Writing, from the Latin "scriptura" is the action of translating thoughts on paper through signs, but writing demand thinking skills such as: consistency, order, structure and proper use of grammar and spelling. Different authors define production or written texts from various perspectives, but come to relate to each other. I will quote some concepts of the following authors.

According to Perez, M. (2005: 121-138), he argues that "it is understood by text production, the strategy used to express ideas, feelings and experiences through writing. It involves focusing on the process rather than the product, because the quality of the text depends on the quality of the process ". It also states that: It is a complex cognitive process which involved a set of mental skills such as attention, creativity, understanding, abstraction, analysis, etc. that seeks to transform the language into a coherent written text. We must not forget that this text is a communicative created product; it must meet the characteristics of the sector to be targeted. This is a process guided by the teacher. It is located in what Vygotsky called "zone of proximal development", i.e. where the child can not develop learning autonomously because they need teacher support.

To Monné, P. (1998: 155), states that the numerous investigations that have been conducted on the subject of writing show that "it is an activity that holds difficulty and complexity by the amount of knowledge and operations involve "...; however, the ability to write is not considered an innate ability in the individual, but it can be developed and be subject to teaching and learning. It is therefore an ability "which is conceived as a planned and systematic work that requires time and intellectual exercise by students and that develops with practice and with the knowledge of certain techniques."

Cassany, D. (1994), also states that a person can write when she is able to produce written texts to communicate coherently. This capability involves, on the other hand a set of micro type psychomotor skills (calligraphy, text presentation ...), and cognitive (planning strategies, drafting and revision) and, on the other hand one or more skills that affect language (score, spelling, morphosyntax, lexicon ...) and text processing properties (adequacy, coherence and cohesion).

For this investigation in the text production, the main thing is the process and this only happens through continuous sessions of written production. Therefore, producing texts, it is to write messages through various textual models. Students need to know the sequential steps for production, turning out to be a complex process. It is understood by text production, the strategy used to express ideas, feelings and experiences through writing. Strategy which is developed by children from the onset of their learning, even when not yet written in a conventional manner and scribble.

2.1.3. Strategies for teaching English

With regard to strategies for teaching the English language, there is a unique challenge for teachers who have to strive to help students achieve the English language. Therefore, teachers must continually reflect on teaching practice and update their teaching methodology to meet the needs of the population, and even more today that the technologies support this work and enrich the range of resources at your fingertips. Here is a review on the definitions of the term "strategy".

To define learning strategies involves having clear course objectives, conception of teaching, learning conception, according to Weinstein, C. and Mayer, R. (1986: 315-327), learning strategies are the actions and thoughts of students that occur during learning, which they have great influence on the motivation and include aspects such as the acquisition, retention and transfer. They consider strategies such as techniques that can be taught to be used for learning. Thus, the goal of any particular learning strategy will

be to affect the motivational and emotional state and the way in which the student selects, acquires, organizes and integrates new knowledge.

Ur, P. (2002:60-69) mentions some strategies for acquiring new vocabulary such as using flashcards, dictionaries or simply presenting the antonym or synonym vocabulary.

On the other hand, Harmer, J. (2009:100-101) mentions some reading strategies such as SCANNING which students focus on specific details of what they read while using the SKIMMING the main idea of the article is obtained.

For my research I will define strategy as the interrelated activities and resources used by teachers in the teaching-learning process altogether. It is considered that the teaching of a second language, English in this case has always been hand in hand with different media strategies in order to make the acquisition of the second language more viable.

About my technological tool, the multimedia book editor EDILIM resource will be my strategy to motivate and capture the attention of students with visual activities that will help develop production capacity and reading comprehension.

2.2. Technological resources in education

ICTs have become part of our lives, and education is no stranger to it (Salinas, 2004). Incorporating ICT in our classes contributes to the quality of education; however, for this to actually happen the United Nations Educational, Scientific and Cultural Organization - UNESCO (2013) and the OECD (2001) argue that a new educational paradigm has to be considered. This new system is not a matter of keep on following the same methodology with new tools in the classroom but to create new experiences that allow us to really empower student learning. ICT must be considered as the way to learning objectives and which opens new perspectives for both teachers and students. Not doing this can hinder the development of innovative proposals so we must be sure that managers, teachers, teacher trainers, students and parents properly understand what the objective of incorporating the use of ICT is. Nowadays students have

the tendency to be more multimedia and learn in different ways such by doing, looking, interacting and sharing (Bismarck) in this state students need new cognitive skills to respond to the changes and demands. It is known that developing independent learning plays a key role these days and we can boost it through the use of ICT, to be more precisely by the search for information according to their own interests (Reig D. and Vilches, L. 2013: 18).

Because of ICT our reading patterns are changing, in the words of Reig (2013, pp.31-33): "we explore more than read; we read faster, detecting elements of importance rather than conducting extensive reading." Young people now read for short periods of time, thus, we as teachers must emphasize the short texts that combine the use of different literacies (audio, video, image, etc.) and also generate the possibility of real interaction and participation.

The document "quality of education for all: a human rights issue, prepared under the framework of the Regional Education Project for Latin America and the Caribbean (UNESCO, 2007) states that ICTs contribute to the development of education, improving qualitatively teaching and learning process, allowing suit the individual characteristics and rhythms of each student and the classroom closer to society. There are four types of learning experienced by students using ICT: learning to live together, learning to know, learning to do and learning to be (UNESCO, 2007).

Despite the benefits of its use, adequate supervision on the use of ICT is necessary and avoid the generation of some kind of isolation, addictions or over-exposure of personal life as a result of abuse in the management of the social networks, where some people lose the boundaries between privacy and the public; we must care for the young, guiding and helping them to develop an awareness of digital citizenship. Among the main limitations found are the following: When you think about the technology itself and not as a means of support that can promote the attainment of learning, some teachers are more concerned with teaching how to use certain tools and less on learning experience that must have the student, ICT alone are not magic or generate innovation, much depends on the teacher and how we planned incorporation into the educational process, wondering to do what is expected to learn students should know and do.

To this we must add the fact that students at the basic levels require proper guidance to prevent addictions or dependencies of ICT generated, which could eventually result in interaction problems in society (IBM, 2014).

In this state, we can come to the conclusion that the advantages outweigh the disadvantages by far. Teachers must know this, use it and check what technological tool works best for each group of students.

2.2.1. Definition of technological resources

Since the second half of the twentieth century we have witnessed the constant changes and transformations of our society as a result of the beginning of the digital age and all that it implies: the development of various tools, devices and software related to processing, storage and distribution of information as well as the management of communications, thereby generating new ways of thinking, to relate, to interact, have fun and study (Adell, J. 1997).

In the nineties another big change was shown, related to the emergence and rapid expansion of telematics and telecommunications networks, with the Internet the ultimate expression of these networks, which evolved from Web 1.0 (web data) to Web 2.0 (Web of people) and Web 3.0 (semantic web); and in the last three years, the boom of the tablets, smart phones cloud computing have taken a new twist to our society.

The evolution of information and communication technologies (ICTs) as tools for processing, storage and dissemination of information are based on the use of telecommunication networks. We must recognize that, beyond any technological development potential, this will be relevant to the extent that society incorporate as part of their daily work, economic, productive, cultural, or social level.

Today it is clear that individual and social activities such as work, leisure, education, health, the creation and dissemination of knowledge and culture, as well as daily activities have been increasingly becoming a faster way due to the ongoing evolution of

ICT (Gross, B. 2008: 296-298), creating with them new jobs and the need to develop new knowledge and skills.

Therefore, new information technologies and communication are "the set of devices, tools, supports and channels management, treatment, access and distribution of information based on coding digital and employment of electronic and optical communications."

New technologies is all those media and information processing emerging from the union of the advances brought about by the development of electronic technology and conceptual tools, both known, as any other that are being developed as a result of using the same technologies and the advance of human knowledge .

In accordance with the above mentioned, it should be noted that the definition given by Adell approaches the goal of my research. Using a tool like a multimedia book editor that allows developing different activities to develop specific skills in the area of English.

2.2.2. Incorporation of technological resources in education

To integrate ICT in the classroom depends on the ability of teachers to structure enriched learning environments in which dynamic, active and collaborative ICT classes merge with new pedagogies are generated. Here is one of the key points for classroom work using ICT resources: the teacher. Understanding this as a strategist, that is to say, as the person who planned the educational experience to maximize learning opportunities, using the elements required to help the student achieve the objective of the activity. In that sense, the resources should be critically selected. Naturally, when referring to ICT, it is revealed that this approach demands by teachers to acquire new skills to manage the class.

Determining the success of teaching and learning using the tools offered by the Web, you will not be determined by these in itself, but by the skills possessed by the teacher to integrate efficiently and effectively. In that sense, the teaching strategies must not be appropriate for the use of resources, but we must select

resources that are appropriate for the development of strategies. We come back to a classic statement on the discussion of the topic: "ICT is the means and not the end."

The mere incorporation of technological tools to educational practices does not guarantee whatsoever that improvement actually occurs. In fact, there is evidence that what happens, at least on occasion, is exactly the opposite: that the introduction of ICT in educational practice serves only to reinforce the traditional and predominant models of teaching and learning.

In response to this situation, Onrubia, J. (2005) points to a frequent empirical research on educational practice incorporating ICT in order to search for teaching innovation for the acquisition of new skills and abilities by the students to evaluate the experiences and make reflections and eminently conditions that prioritize educational needs, so that the results can help the concrete improvement of the quality of teaching. The design, development and evaluation of "educational experiments" educational use of ICT, aimed at improving teaching practices and learning processes of students in specific contexts and situations can be, in my opinion, one of the most promising for the realization of a strategy of this nature paths.

From the discussion so far we can infer that the integration of ICT is a gradual process where students are being given tasks involving the progressive development of skills regarding the tools and how to use them. That is to say, we do not try to teach how to use a search engine for students to copy and paste fragments in his work, but to locate various sources of information, select the information considered relevant and integrated to create their own. In this example we see that along with the development of capabilities and skills for the use of resources, there is a need to seek the achievement of basic learning.

Consistent with this position, it is important that the teaching strategy employed can take advantage of web resources for other different actions to the exhibition or presentation of content. Collaborative online experiences can contribute much to the richness of social learning spaces beyond the school day.

2.2.3. Educational multimedia

The term multimedia has different meanings, but they all refer to the multiplicity of media and its relation to multisensiorality. The media can create an enabling environment to enhance the cognitive processes that promote learning.

According to Mayer he defined the media as "the presentation of a material with words and images." By words, it refers to "the material is presented orally, such as the use of printed or spoken texts. Imaging, to which the material is presented in graphical form, as the use of static graphics, including illustrations, photographs, maps and the use of dynamic graphics, such as animation or video."

This definition is broad enough to cover each of the multimedia scenarios just described, ranging from multimedia encyclopedia entries, words can be presented as text on screen or narration and images can be submitted forms of graphics, animation or video. In a textbook, words can be presented as printed text and images as illustrations (or other graphics) (Mayer, R. 2001: 2).

Given this very simplified definition, we can understand that the media has been in education since its history, and that has always made use of words and images in general. For example, in a traditional classroom, using chalk and board to transmit information through verbal shapes and graphic forms. Another very basic example is the book (the printed format we all know), that despite various controversies and discussions about its validity, this is and will be an important element in all teaching and learning processes.

We see that with the advance of technology will incorporate new technology resources provided with power that only through the media can be conveyed feelings and use their advantages in education. Like any other technology that incorporates education, the media will only make sense if it represents itself as a facilitator of the processes of teaching and learning, so that is able to achieve the goals set element.

Multimedia learning

The term multimedia learning is the process of learning through words and images. Learning through multimedia technology favors in an effective way and serves wider forms or different learning styles range. Because each person has a unique way of learning through multimedia it is possible to organize the learning process effectively and to suit your pace and your learning conditions.

In general, it must be a constant concern the type of instruction that is provided, which must be consistent with the way in which students learn; and one of the ways that encompasses a variety of possibilities are educational multimedia products. According to Montgomery, S. (1995) the usage of multimedia programs implies advantages for students with different learning styles to those who used in traditional one.

Interactivity is a key feature of multimedia applications. The implementation of the products or improved computer use programs (computer enhanced learning) imply an implicit guarantee of effectiveness and learning level learning; however, we know that many made efforts to keep an interactive context through taxonomies, levels and dimensions, there is nothing to ensure that its function and purpose foster learning altogether. Therefore, we must take into account the principles and recommendations as many pedagogical technique to develop multimedia products that reinforce the learning process through the simple physical interaction or through a more complex and implicit cognitive commitment.

According to Beltran, J. (1993:17), which ultimately enables learning is what the person can do with learning the subject material and mental activity performed, beyond the mere repetition or storage. If such object of learning is enriched with the features and benefits of the technologies (in which multimedia aspects and multisensory harvested), so the student will operate a series of strategies and skills that will vary depending on what you want to study or what is going to face, i.e. it will emerge in the peculiar and

unique way to learn, to put it another way: each student has their own learning style

The images, sounds and video transport us to other realities, making the transmission of what is to be taught comes directly and clearly. As I mentioned earlier, the multimedia programs involve advantages for students with learning styles; for example, the active / reflective student appreciates the use of film and interaction; sensory / intuitive student benefits from the revisions to the abstract material and appreciates the demonstrations; visual / verbal appreciates student films and visual navigation schemes; and sequential / global student prefers to locate the new material in a larger context.

The multimedia learning takes place in five steps: 1) Selection of relevant words of the text submitted or narration. 2) Selection of relevant images of the submitted artwork. 3) Organization of the words selected in a coherent verbal representation. 4) Organization selected in a coherent visual images. 5) Integration of visual and verbal representations and prior knowledge. Image processing occurs mainly in the visual / graphic channel and word processing in the auditory / verbal channel, but the printed words are initially processed in the visual / graphic channel and then moves to the auditory / verbal. Three processes that are essential for active learning are: the selection of relevant material, the organization of selected material, and integrating selected material to existing knowledge (Mayer, R. 1996: 151-161).

The selection of relevant material occurs when a student pays attention to the appropriate words and images on the materials presented. This process consists of taking material from the outer working memory component of the cognitive system. The organization selected material involves the construction of structural relationships between the elements. This process is performed in the component of the working memory of the cognitive system. The integration of selected existing material knowledge involves building connections between input material and relevant parts of prior knowledge. This process involves activation of knowledge in the long term memory and put it into working memory.

The following seven principles are results Mayer offers after conducting his research in the field of multimedia learning theory. Multimedia Principle: Students learn better from words and pictures than words alone, spatial contiguity principle: Students learn better when corresponding words and pictures are presented next to each other on the page or screen, principle of contiguity time: Students learn better when corresponding words and pictures are presented simultaneously rather than successively coherence principle: Students learn better when words, images and strange sounds are excluded, modality principle: Students learn best from animation and narration than from animation and on-screen text, principle of redundancy: When an animation or sequence of images is made active, consider only the story but not the sound, as would causing cognitive load that directly affect the learning process.

So all in all through the appropriate use of ICT we teachers can empower our lessons by making them more effective and catchier so that most and why not all of the students retain most of the information and out it in practice by the time they get home. This is the new style of learning and this is what all schools and language centers must start implementing in their lessons otherwise their students will be one step behind the rest because this is what companies nowadays are looking for. They are looking for people who are capable of using technology appropriately in the workplace.

2.2.3.1. Multimedia Interactive Book Editor EDILIM

Nowadays there is a wide variety of technological tools that teachers can use in their day to day classes to unleash student's imagination and creativity. However one of these resources is the multimedia interactive book editor Edilim.

Edilim is a program that offers very interesting features: it has a portable version that can be used without installing the program on your computer, export it to HTML format allows inclusion activities with ease on blogs or web sites in the latest version of the program the ability to design up to 51 different types of pages allowed. It offers puzzles,

word search puzzles, memory games, activities association, written response, or identification elements.

Edilim provides tools that are in digital form in a relatively simple manner and with results of great quality. Under this label of authoring programs a remarkable variety of programs whose performance is very similar in almost all cases are grouped. The program provides the basic structure of certain types of educational activities, and allows each teacher personalize these activities providing them with content that interests you and adapting the format and difficulty to the characteristics of their students.

The final product that is obtained with these programs are educational activities (see Appendix 3a,3b,3c,3d and 3e) designed by the teacher himself, without the need to program the entire structure of the activity from scratch, as the basis on which work is given by the program author. This makes operation programs author an interesting tool because it allows teachers to develop their own educational materials in digital form without the need of having high computer skills and making a reasonable and proportionate to the results obtained.

In addition, this logic based on providing tools for teachers to create their own materials invests more or less generalized model and imposed on our education system where the teacher is the final consumer of digital educational products that are marketed by large publishing companies or educational products collected by the administration and ranked educational repositories (Peirats, J. and San Martin, A. 2011:1-4).

The reasons mentioned above were among the most powerful in order to select this tool among others. Nevertheless, the main reason is that through Edilim I could customize the activities I presented to my students. This is really important because we need to consider that, fisrt of all, today most books contain their interactive versions, however students learn in a different way therefore if a student needs

more practice on a specific grammatical structure then we can use Edilim to reinforce this topic by developing extra practice.

2. 3. Technological resources for English language teaching

One should not forget that currently linguistic pedagogy in teaching a second language supports the use of a communicative approach where the language of practice and is acquired naturally. These features have been imitated by ICT in terms of natural use by using tools such as e-mail, sending files attached text, images, videos or sounds, chat rooms, forums, mailing lists (mailing lists), and videoconferencing, among others, to facilitate learning (Contreras, D. 2008).

In addition, traditionally in the teaching of a second language it has been applying multimedia systems; however, since there are ICT, teachers have more innovative tools to motivate students. Thus the interactive nature of the process and learning of a second language is complemented through the interaction of the teacher and the use of new teaching and learning experiences in the classroom.

In teaching a second language in particular, ICT is used when using online video to facilitate collaboration as a way to support the construction of collaborative knowledge, develop materials, implement distance learning, develop metacognitive skills and make the students in others reflective and self-regulated.

Such is the case of ICT in the teaching of English, which when these interactive and collaborative media allow the students explore the language more creatively, have the opportunity to access and organize information so varied, and develop understanding of the second language critically.

ICT in language teaching offered the opportunity to use the target language meaningfully in authentic contexts, provide easy and quick access to the use of real materials and updated in the target language, and in motivating learning opportunities such as chat rooms or virtual environments (Velez, D.; Vidal, E. and Yamá Vidal, D. 2010). Therefore, teachers in teaching a second language also benefit from the use of these technological tools are, as they have many educational resources

available, which would help them to use different approaches to teaching and learning with each student and different learning styles.

2.3.1. Using Multimedia for teaching English language

For many teachers who were used to traditional methodologies in teaching foreign language, the only presence of the computer, the Internet or language laboratory is in itself an element of satisfaction. In fact, following Roncel (2007), motivation plays a key role in academic performance, it is an incentive, need or desire that students feel to learn and achieve a high level in the target language.

In the words of Lujan (1999) the psychological variables, motivation and attitude towards learning are much more decisive than other factors such as intelligence.

In consequence, motivating students is to stimulate the desire to learn and at the same time, increase the self-esteem of students, pointing out that it is capable of undertaking a certain task. A good way to motivate students is using authentic material, material which students will find in the workplace such as: the Internet, email, databases, word processors, chats, etc.).

In this state, the multimedia interactive book editor "Edilim" is intrinsically motivating since it was easy to work with, fun and it was appropriately integrated in the teaching program. Now, this is not new because teachers have always been very attentive to arouse the interest of students by motivating all types of teaching strategies from flipcharts and flashcards to new multimedia resources on the web. In the next lines I am going to name a few resources such as:

The video. Needless to say it increases motivation, video, digital or not, is a first-order audiovisual material in the classroom and is a great opportunity to present real situations language, but requires - as advised Pastor, S. (2004: 10-13) - a preparation viewing, matching the proficiency of students and teaching proper planning.

CALL**,** Programs for Teaching of Computer Assisted Language ELAO (= CALL in its English name) aimed at the introduction of computers in the teaching of languages. With audiovisual media and new information technologies, experienced a growing development ELAO different advantages over tools used before: greater student motivation, encouragement of individual learning process, immediate feedback (or feedback), and use of hypermedia or nonlinear access to information. There is a growing supply in the market of multimedia products aimed at autonomous language learning and teaching resources containing different (voice, text, images, video). Currently, gradually added voice recognition, though its possibilities are limited to assess the correct pronunciation of the user.

The evolution of ELAO passes, according to Gimeno, A. (2006), by the insertion into network applications: this will also foster student autonomy, exchange information live media, participation in forums and mailing lists, or direct access to libraries and even works in electronic format.

The Internet. The network, motivator by itself, works great as a documentation center and at the same time as a search tool, indispensable for the retrieval of information. The teacher can use in preparing their classes; to consult documents or educational material; to exchange documents or experiences; search tasks to propose to your students or used for remote communication (chats, video conferences, free to media, dissemination of the website itself or blog). In short, the Internet is an endless source of resources for the creation of teaching materials.

The email. From the Internet, or from any mobile phone, e-mail enables interpersonal correspondence with native or colleagues (pen-pals), making it possible to attach files of different types. Despite its limitations for the development of oral language and elementary levels, with a good educational preparation and some control by participating teachers, can make it profitable.

Collaborative networks. Most recent appearance, the collaborative network (web 2.0) is based on the creation of shared knowledge, built in community. The new Internet blurs the

boundaries between professional and amateur work and goes to a specialized, highly participatory and critical audience (Herrera, F. 2007). Based on a constructivist approach to learning it combines Web 2.0 technologies in education, self-employment and the construction of knowledge itself.

Virtual learning platforms. They are motivating environments that host numerous utilities, news archives and news, communications tools, data management, evaluation, etc. Not only stores learning materials and components, but also facilitate the organization, planning and monitoring of the subjects, plus easier planning and evaluation skills (Herradón, R. 2009). Educational platforms reinforce the active and autonomous role of students to combine multimedia formats and a non-linear structure of access to information

Based on the information stated above I have come to the conclusion that knowledge has stopped flowing unidirectional to build collectively. In this process, the teacher, with a top competition, will act as a guide in the development of learner autonomy. Without fear of technical developments, we must constantly incorporate ITC into our teaching plans always bearing in mind that these technological tools are means and not the end to create educational applications that can be used in teaching; but the quality of education can only improve if properly integrated into programming. Because, after all, "each teacher will have to find her or his own way, based on the goals of the teacher and the program, the needs of the students, and the materials and technology available" (Warschauer, M. and Whittaker, P. 2002).

2.3.2. Using EDILIM

As we already stated "Edilim" is a multimedia book editor that allows designing online educational activities. For example, a teacher can create through Edilim crosswords, multiple-choice questions, click on the right place, matching and fill in the gaps tasks, etc. It helps the teacher to develop activities or students can create their own.

Anyone can design Edilim educational activities with attractive and professional results in just a few minutes. One advantage of this service compared to others is that help download activity in flash format to make it without an internet connection.

The activities generated with Edilim can be played from any browser, both online via the web, as locally, i.e. from any storage media CD, DVD etc., thus any teacher can provide students a quick way activities and easily, whether you have Internet in class as if only it has a few computers.

Now I am going to describe the different activities that can be performed in the educational platform:

a)   Word search

Activity that allows students to click and drag the mouse to find the words. The title and the search words are placed, as well as directions that place the words. You can adjust the difficulty according to the public it is directed activity. You can set the tracks in three ways: 1) clues to the search words; 2) Only the number of characters in each word we look shown; 3) Shown at the right side words we have to find in the puzzle. The objective of this task is to review the vocabulary.

b)   Complete the text

Activity that allows students to add the missing words to a paragraph or sentence, which previously have been removed. There are two methods to complete the blanks: 1) Click on the words shown at the bottom in order. If there is an error you must click on the misspelled word in the sentence; 2) Write in every blank word using the keypad. Sometimes the activity is very simple since only a gap must be filled. At other times it will be much more complex and entertaining having to completely order a sentence in which the single words full form it must give way. This activity is widely used for language courses or for primary school children. Objective: To strengthen ideas and definitions in more serious contexts, we must fully formed sentence.

c) Order

Activity to arrange the words that appear disorderly, to form a sentence or paragraph. There are several ways to sort the words: 1) Writing with the keyboard the whole sentence. Although it is interesting uncomfortable when it comes to practice with the spelling of words, especially in language learning; 2) Clicking on the words in the correct order. It is the quickest and easiest method to resolve this activity; 3) Clicking and dragging each word to its destination. It is a visual method but is slower than the last. The wording of the question and the track to reach the result shown at the top. It can also provide a clue by sound.

d) Questions

This activity allows teachers to create questions. Thus, educators must type the answer and question first. Teachers can also use a picture or a video. This activity enhances the production skills of students.

e) Secret Word

This exercise challenges students to discover a word through images and text. It is important to type the text between quotation marks. This activity enhances the production skills of students.

f) Pyramid

This exercise allows students to discover the words based on the information that is provided. It resembles a crossword puzzle. This activity boosts the student's production skills.

g) Drag Text

This task allows students to match texts from the left column to the texts on the right one by dragging the sentences. This activity boosts students' comprehension skills.

h)   **Classify Images**

This activity permits students to drag an image with the right category. This task allows students' enhance their comprehension skills.

j)   **Drag Images**

This activity allows studetns to match pictures. It also enhances comprehension skills.

CHAPTER III
METHODOLOGY OF THE INVESTIGATION

3.1. Investigation type

The problem of this research has a quantitative approach, an explanatory level with a quasi-experimental design. The following techniques were used: an interview for teachers (see Appendix 7a), a questionnaire to students (see Appendix 5a), a checklist (see Appendix 4a and 4b). All the techniques previously stated were validated by experts in the field (see Appendix 6a and 6b)

I have chosen an explanatory research because this research devotes primary attention to what will explain and quantify the relationship between the variables in this case the use of Edilim with the development of the capacities of comprehension and production of texts from English language students Basic junior level 1 in a language center

In terms of approach, I assume the quantitative one because as mentioned by Gomez, M. (2009) he uses the collection and analysis of data to answer research questions and test hypotheses previously established.

3.2. Design of the investigation

For this research a quasi-experimental research design was selected. The quasi-experimental research uses an experimental group and another called non-equivalent control group. The experimental group is one in which the treatment or independent variable is introduced, while

the control group is one that has no treatment. The investigator has little or no control over other variables, and subjects are not randomly assigned to groups. These designs are used for already established groups, such as groups that make up the sample of my research. (Bernal, C. 2006)

3.3. Population and study sample

Universe: The investigation takes place at a Language school in Lima, Perú. It is an academic unit from PUCP. Idiomas Católica has 4 branches located in Pueblo Libre, San Isidro, Chacarilla and Camacho and nearly 10000 students every month. The main levels taught are basic, intermediate and advanced and advanced students reach a C1 level according to the **CEFR.** There are different schedules which target different audiences. In the mornings it is very likely to find adults among them, university students and young professionals, while in the evening its main population is school students and young adults. Each class has anywhere between 4 to 24 students.

Population

In this study there are two main populations: Teachers and students.

By students we refer to those enroll in classes and who are learning English as a foreign language. The students belong to the junior basic level and study English from Monday to Friday for two academic hours. All of them are school students from different schools in Lima who need English in order to increase their English level and get the international certifications. On top of this need, they are aware of the importance of speaking English for their professional lives.

In the teacher section we include those who are in charge of the class. They have curricula to teach and have to stick to a monthly plan based on specific content and apply certain strategies and techniques to achieve the class goals. These strategies and techniques are mainly communicative for developing communicative competence is the main aim of the language program. Their academic background is varied and does not always find its foundation in the education field.

Samples

Samples refer to the group of a population's extracted cases, selected in this case by some specific decisions.

In this investigation different instruments will be applied and the samples would be made up of 20 students in the control group and 20 students in the experimental group. In this particular case, the sample is made up of 20 students in each group because I am trying to determine what goes on in a specific classroom and under specific conditions. Having a larger sample would require to work with more than one group at the time and therefore the conditions would greatly change since the strategies used, material designed and even the way of assessing students would be modified, furthermore, the way students interact with each other, the teacher, the content of the course and the strategies used, would also change. Because of this, the sample is made up of the number of students that generally enroll in a class at this language school.

Classes are really heterogeneous. Regarding knowledge and language proficiency, for example, in one given Junior Basic 1 level class there could be students who have studied English at a bilingual school and who could be considered as false beginners. On the other hand, there could be students who do not know anything about the language and who are real beginners. Hence, the first group of students might have certain advantage that their peers lack or vice versa. Since no student proficiency is equal or equivalent to another one, levels of language proficiency vary from student to student, that is why there is a chance for students to fail the course and to have to retake it until their deficiencies are overcome. In regards of their age it goes from 11 to 13 years old who were enrolled in the 5:30 to 7:30 P.M. for the control group and from 7:30 to 9:30 PM for the experimental group in the Junior Basic One level in Idiomas Catolica Chacarilla branch.

The textbook these students use at this level is called Smart choice Starter by Ken Wilson and Thomas Healy. This book is a four-skill course for young learners who are looking to improve their ability to communicate in English (see Appendix 2). Even though this book contains a learning management system (LMS) which allows students to further their practice the on-line tasks are not customized which makes a big difference compare to the Edilim activities. Thus, every time a

teacher finds students need more practice in any skill or lesson he or she is able to create the right activities in the correct moment in order to enhance students practice through Edilim. And the good thing is that creating a set of activities does not demand too much time.

3.4. Variables

A variable is "every phenomenon considered in function of one of its characteristics that can take different values in accordance with a defined system of classification: age, sex, intellectual coefficient, social stratum, method of teaching, level of instruction, and so on". (Saville-troike, M. 2006: 113).

The variables of this research are organized according to the dimension of educational development, taking as a reference the inclusion of ICT in education, especially in the area of English. Let's consider two variables:

3.4.1. Independent variable

The dependent variable is the pedagogical use of the Multimedia Interactive Book Editor "Edilim".

3.4.2. Dependent variable

The independent variables are the capacities of the area of English: Reading comprehension and Production of texts.

3.5. Techniques and instruments for gathering of data.

For information gathering I used the observation technique, which involves the systematic, valid and reliable record of observable behaviors and situations (Hernández, R. Fernández, C. and Baptista, P. 2006: 217-221), and as an instrument I used the checklist (see samples on Appendix 4c and 4d), which identified behavior regarding attitudes and skills for understanding and production of texts, it contained a list of indicators of achievement in which it is found, in a single moment, the presence or absence of these actions by the student (Alvarez, I. 2005).

The observations were made for 6 pedagogical hours of 50 minutes during the period of time of 1 month, so I could observe how students interacted with the multimedia interactive book editor "Edilim" and how was their interaction with learning without using it.

Another technique used was a survey, which was applied to students in the junior basic level who worked with the multimedia interactive book editor "edilim" to meet its assessment of accessibility to the activities as well as the advantages and disadvantages obtained in the development of activities to improve their understanding and production of texts. This technique for its versatility, is the most used in social research, and ensures that all questions arising in the same way (Vieytes, R. 2004) technique. For this technique, the instrument used was a questionnaire with closed questions, which are easier to code and analyze, as mentioned Hernández, R. Fernández, C. and Baptista P. (2006: 217-221) is the instrument used to collect data through a set of questions regarding one or more variables to be measured. This technique and instrument were applied to the students of the junior basic level who worked with the multimedia interactive book editor "edilim".

Also, the interview was used because it is a flexible data collection technique, as it allows multi-sensory channels to be used: verbal, nonverbal, spoken and heard. The aim of the interview can be controlled at the same time making room for spontaneity, and the interviewer can put pressure press not only to look for the complete answers, but also answers about complex and profound issues (Cohen, L. Manion, L. and Morrison, K. 2007), I run an interview to the English teachers in the area of the junior courses to learn about their previous use of technological resources in the classroom to develop skills of comprehension and text production experiences. In particular, asking them about the use of multimedia book editor, platforms in general and specifically "Edilim" in classes.

Finally, we will describe the characteristics of the pre-test and post-test. Both tests were constructed in order to have a standardized method for evaluating the ability of comprehension and text production capacities.

Description of the Pre-test and post-test

The pretest and post-test (see appendix 8a and 9a) evaluates the ability of comprehension through activities such as reading comprehension questions, true or false tasks, matching. On the other hand, to assess the capacity of production texts, activities like the following were developed: ordering letters, join the correct pieces of information, choose the correct answer and create sentences.

Data collection procedure

Regarding data collection, Rodriguez, D. and Valldeoriola, J. (2009) mention that once the data is collected, it is time to organize them and give them meaning to meet the objectives of quantitative research process also involves knowing and explaining the reality to control it and make predictions.

In this research I used descriptive statistics, through it; I could see and describe it. The arithmetic mean and standard deviation was used.

The information needed for analysis consisted of frequency distributions, measures of central tendency and variability measures (Gómez, M. 2009) through graphical representations (histograms and / or circle graphs). See Appendix 1 to have a look on the complete timetable and schedule of the research.

CHAPTER IV
DISCUSSION OF RESULTS

Presentation and analysis

In this chapter the results of the research are presented, a pretest (see Appendix 8b, 8c and 8d to see some samples) and a posttest (see Appendix 9b, 9c and 9d to see some samples) was performed to test the influence of the use of "Edilim" in academic performance in the abilities of comprehension and production of texts in junior basic level of a language center in Lima.

The data obtained from these tests reflect the initial and final state of the control and experimental groups.

Results regarding the variable "Edilim"

a)   Perceptions of students

The results show that when asking students of the experimental group about the ease of performing the activities in "Edilim" there is a high percentage (63.75%) which indicates that they had no more difficulty to enter and interact with it.

Tabla 1.
Accesibility to EDILIM

Category	Frecuency	Valid porcentage
Never	1	1.25
Sometimes	3	3.75
Almost always	25	31.25
Always	51	63.75
Totality	80	100

Frequency of the survey (questions 1-4)

Graphic N° 1 Accessibility to EDILIM
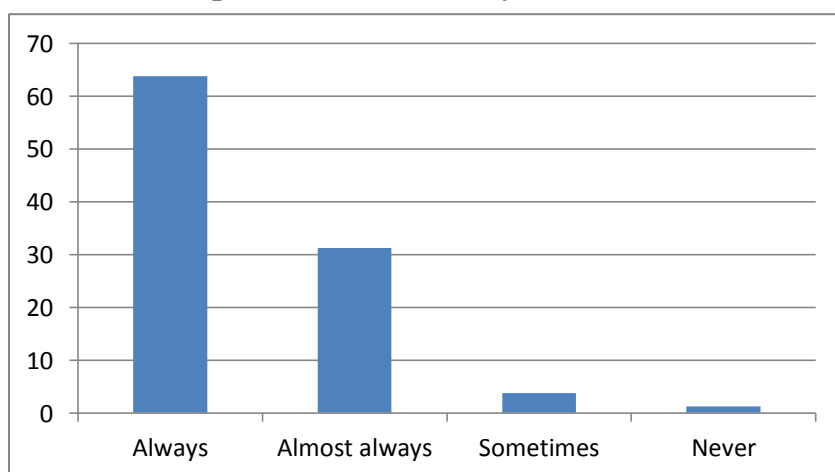
In regards of the benefits of the activities in "Edilim" to develop the capacities of comprehension and production of texts we see that about half (57.5%) believes that it worked to reinforce these skills.

Table 2.
Benefits of the activities developed in the software "Edilim" for comprehension and production of texts.

Category	Frequency	Valid porcentage
Never	2	1
Sometimes	18	9
Amost always	65	32.5
Always	115	57.5
Totality	200	100

Frequency of the survey (questions 1-10)
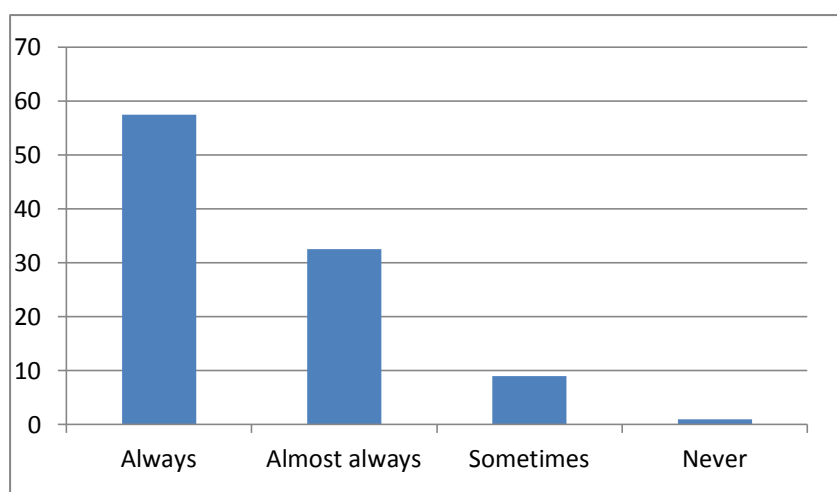
Graphic N° 2 Benefits of the activities in "Edilim" for comprehension and production of texts

Regarding the results of the questionnaires (see Appendix 5b, 5c and 5d to revise some samples) applied to the experimental group; we see that students are motivated to interact with technological resources in their daily classes. Students have no difficulty performing activities in Edilim because they use similar resources in their daily lives.

b) Teachers' perceptions

It should be noted that teachers need more information on the technological resources they can use in the classroom (see Appendix 7b to revise the transcript of the interview to teachers). Teachers mentioned

that the technological resources that they use the most were Facebook, Messenger, Skype, etc. but only as a tool in the social field.

In this regard, Ramirez, M. and Burgos, J. (2011) point out that the challenge is to have teachers create new learning paths into and getting familiar with the technologies, know what resources there are, where to look and learn to properly integrate them into their classes.

Finally, we mention that teachers play an important role in the integration of information technology and communication (ICT) so that training must be continuous. Today, teachers are a guide for students, which will facilitate the use of digital tools to develop new knowledge and skills

Results regarding the variable capabilities in the English area

a)   **Comparison of the control group and the experimental group before using "Edilim"**

In order to get to know how the groups started in regards of the variables of comparison a pre-test was applied in which the previously learned contents were evaluated in the capacity of production of texts so as the capacity of comprehension of texts.

It was observed over all in the test comprehension and production of texts that the experimental group scored an average of 14.1 and the control group scored a 16.8 in this way we see that the average result in the control group is greater than the experimental group. These results indicate that the level of knowledge of the experimental group is different, so the behavior of the variable of comparison before starting to work with "Edilim".

Table 3.
Comparison of the means for the overall result of the Pretest

Group	N	Arithmetic mean	Standard Deviation
Experimental	20	14.1	2.54
Control	20	16.8	1.99
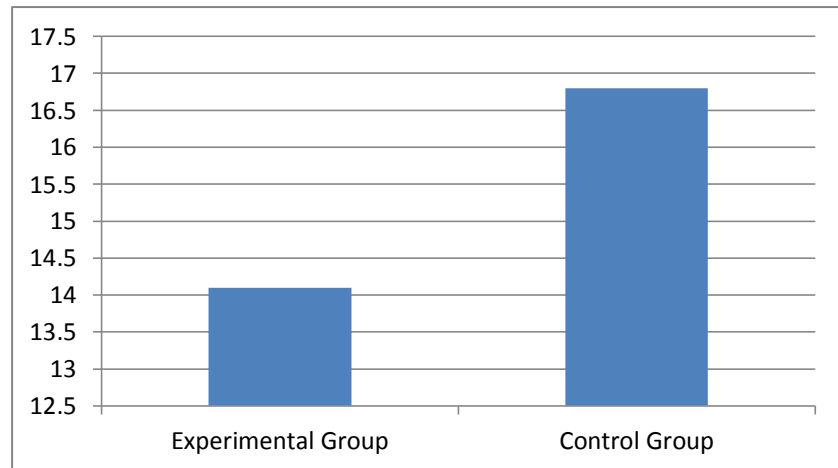
Graphic N° 3 Comparison of the arithmetic mean of the overall result of the pre-test

What follows are the specific analyses of two capacities:

a)   Sub-variable comprehension of texts:

In the sub-variable comprehension of texts, the experimental group had an average of 13.35 and the control group got 15.1. Thus we see that the average result in the control group is greater than the experimental group.

Regarding the sub-variable comprehension of texts it was also observed that there is greater variability in the experimental group thus presenting significant differences with the control group.

Table 4.
Comparison of the means for the outcome of comprehension of texts (pre-test)

Group	N	Arithmetic mean	Standard Deviation
Experimental	20	13.35	3.10
Control	20	15.1	1.11
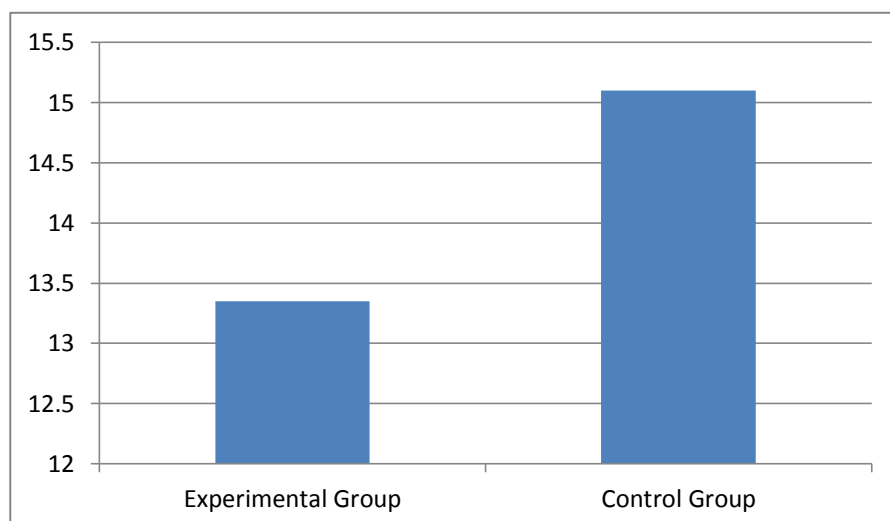
Graphic N°4 Comparison of the arithmetic means of the sub-variable of comprehension of texts.

b) **Variable Production of texts:**

In the sub-variable production of texts, the experimental group had an average result of 13 and the control group 14.75. Thus we see that the average result in the control group is greater than the experimental group. Regarding the sub-variable production of texts it was also observed that there is greater variability in the experimental group thus presenting significant differences between the two groups.

Table 5.
Comparison of the arithmetic means for the result of production of texts (Pre-test)

Group	N	Arithmetic mean	Standard Deviation
Experimental	20	13	2.2
Control	20	14.75	1.36
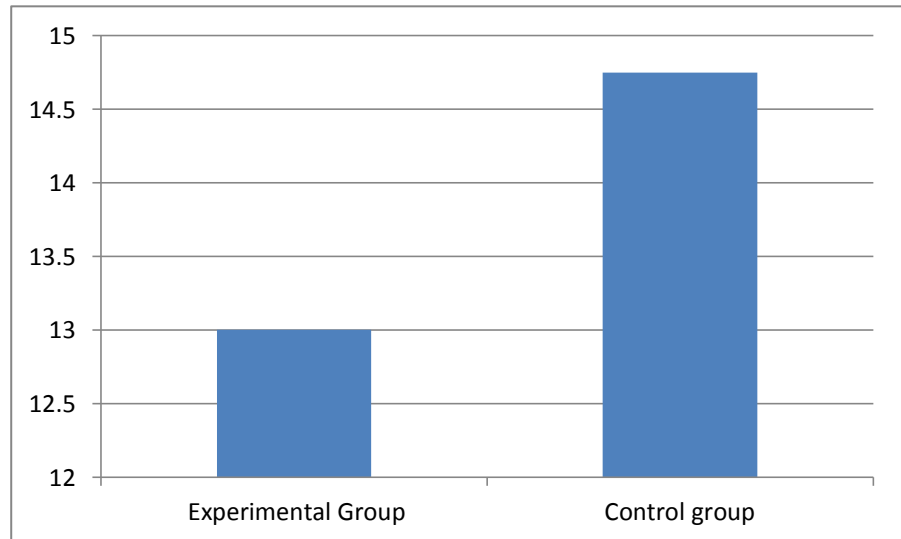
Graphic N° 5 Comparison of the arithmetic means of the sub-variable production of texts

In the following lines I will present the results with the respective analysis of the post-test.

Comparison of the control group and the experimental group after using "Edilim"

To know how the groups finished in regards of the variables of comparison a post-test was applied in which the previously learned content in the capacity of production of texts, as well as the capacity of reading comprehension.

Global analysis of the post-test capabilities: comprehension and production of texts.

It was observed overall in the test of comprehension and production of texts the experimental group obtained a result of 16.7 and the control group 14.6. Thus we see that the average score of the experimental group was higher than the control group. Suggesting that the level of knowledge of the experimental group varied after a technological tool was integrated in this case "Edilim" to its teaching-learning process.

Table 6.
Comparison of the arithmetic means for the overall result of the
post-test

Group	N	Arithmetic mean	Standard Deviation
Experimental	20	16.7	1.30
control	20	14.6	1.26

Similarly, with regard to the standard deviation we see the experimental group that has Greater variability in the Control group.
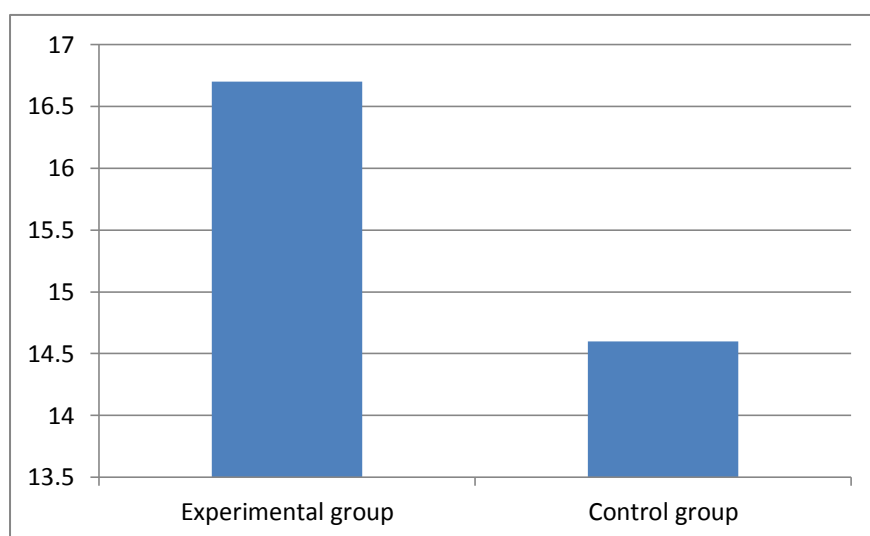
Graphic N° 6 Comparison of the overall averages for sub-variables comprehension and text production after applying "Edilim"

Specific analysis of the two capabilities:

c)   Sub-variable comprehension of texts:

In the sub-variable comprehension of texts, the experimental group had an average of 16.15 and the control group obtained 14.2. Thus we see that the average result in the control group is less than the experimental group.

Regarding the results of the standard deviation, there is a similar level of variability in both groups.

Table 7.
Comparison of the arithmetic means for the comprehension of texts result (Post-test)

Group	N	Arithmetic mean	Standard Deviation
Experimental	20	16.15	1.26
Control	20	14.2	1.43
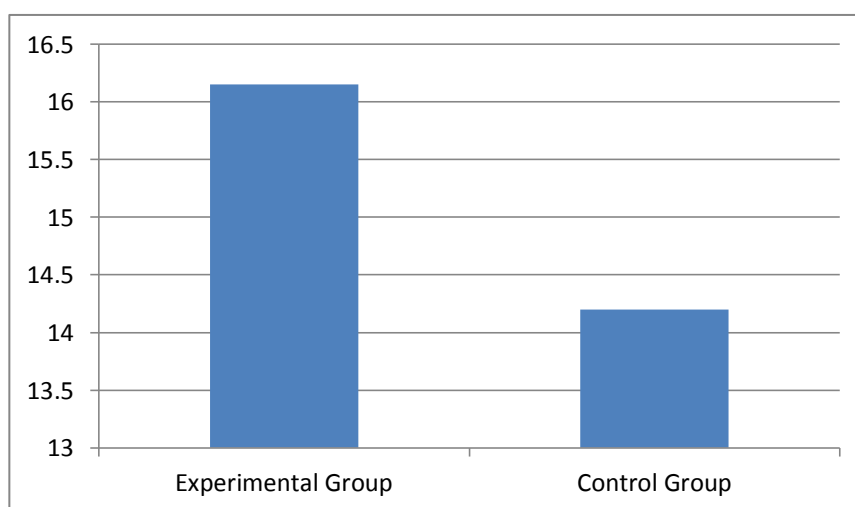
Graphic N° 7 Comparison of the averages of the sub-variable comprehension of texts

d)   Variable production of texts:

In the sub-variable production of texts, the experimental group had an average of 16.65 and the control group obtained 14.35. Thus we see that the average score of the experimental group is higher than the control group.

Regarding the results of the standard deviation, there is no major difference between the results of variability.

Table 8.
Comparison of the arithmetic means for the result of production of texts (Post-test)

Group	N	Arithmetic mean	Standard Deviation
Experimental	20	16.65	1.22
Control	20	14.35	1.30
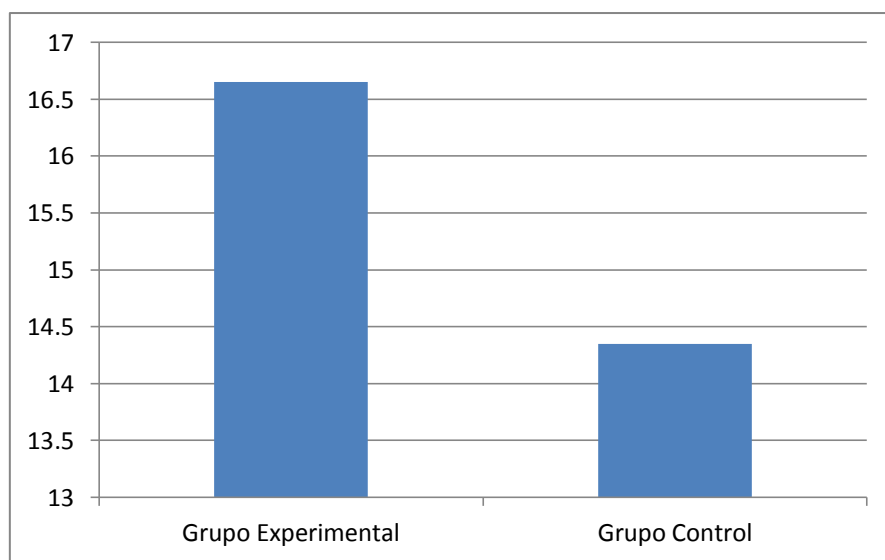
Graphic N°8   Comparison of the arithmetic means of the sub-variable production of texts

In this part of this research I will proceed to make the discussion of the results.

The capabilities of comprehension and production of texts are considered important within the capabilities to acquire a language as a second language.

In relation to the results obtained in this study we see that students in the experimental group obtained higher results compared to the control group. However it should be noted that the difference was not significant if not minimal.

On the other hand it is noteworthy that although students are still in the learning process for a successful understanding of texts, the result obtained by the experimental group in post-test increased from a minimum way after developing reading comprehension activities in the Multimedia interactive book editor "Edilim" compared to the pre-test. Regarding the results of the control group the results decreased in the post-test in a meaningful way.

As a second capacity we have the production of texts which was not easy to develop but can be fun, rewarding, thoughtful and creative if the necessary resources are used and properly. Thus we see that in this study the experimental group students achieved a better result in the post-test after developing activities related to the production of texts in "Edilim".

In conclusion we can say that the technological resources in education are current resources that teachers have at their disposal to improve educational quality. Given this statement and the results of the pre-test and post-test globally the control and experimental groups, we see that the experimental group increased their results in the post-test after working with different activities in "Edilim" compare to the results of the control group, which decreased after continue working with traditional methods for acquiring new knowledge.

CONCLUSIONS

The rapid development and expansion of information and communication technologies in various fields has led us to change the way we think, relate, interact and have fun in our society, and education should not ignore this fact. New jobs, knowledge that increases faster than ever before, and new skills are required to be competitive in a society that is migrating from a knowledge society towards a network society in which collaboration and hyper connection become increasingly important to be more efficient and productive.

The following is the account of conclusions reached upon completing the study:

The use of multimedia interactive book editor "Edilim" in the course of English has been an innovating and motivating experience for the students in the experimental group as it sparked their interest in the diversity of activities and the ease of access to it, which allowed the students to interact with the "Edilim" with satisfaction.

Additionally, the post-test results showed that the use of the multimedia interactive book editor "Edilim" helped in a minimum percentage the academic performance of the experimental group. Moreover, the results obtained with reference to the influence of the use of the multimedia interactive book editor "Edilim" to develop the capacity of comprehension of texts in the experimental group, we see that the percentage of influence was minimal, and having a higher variability in the post-test in this capacity. Furthermore, the results obtained with reference to the influence of the use of the multimedia interactive book

editor "Edilim" to develop the capacity of production of texts in the experimental group, we see that the percentage of influence was minimal, and having a higher variability in the post-test in this capacity.

Nowadays there are different software, platforms, applications, websites we, teachers, can use in our daily classes. However, educators must focus in how to use technology in our lessons and not in what technological resources to use. When preparing a lesson, teachers should put themselves in the student's shoes and then select which computer program would be more beneficial and could create more impact in student's development. Only this way we could take the most advantage of technology and empower our classes.

Technology is here to stay and it will stay forever. Everything has changed, we do not watch TV anymore we have Netflix, we do not take taxies these days we call Uber, we do not listen to the radio today we download Spotify and the list could continue. Thus, we, as teachers, are forced to change as well and that change sometimes is quite difficult to pursue. I realized this with the survey I run to the teachers. In this state, educators must adapt to technology otherwise we would not be able to create and impact on our students learning.

There is a great challenge to face, for which it requires a coordinated intervention of different actors: the state, educational institutions, students and community. It is highly required government policies to promote connectivity, a new educational model, teachers specialists in their field, teaching methodologies and digital competencies, students committed to their training and a community which is willing to develop technological resources that meet the requirements of educational processes, as well as some parents who understand the importance of ICT and support its use in the learning activities of their children. Thus, having the support of the main authorities of the educational center and parents plays a key role in the incorporation of technology. Many schools have failed when trying to incorporate technology in their curricula just by not counting with the support of these very important actors: principals and parents. Therefore, it is a must to convince and /or to make them aware of the power that lies within technology in the student's life-long learning.

RECOMMENDATIONS

For researchers:

It is highly recommended that the multimedia interactive book editor Edilim should be applied to other contexts such as private and public institutions so that we can confirm its usefulness for the development of the skills of comprehension and text production of the area of English.

Furthermore, it is also suggested that the multimedia interactive book editor should be applied in other areas such as social studies, history, religion, etc. so that we can verify that activities that can be performed on the platform motivate the student in the teaching-learning process.

Additionally, I suggest taking greater interest in using technological resources (educational software, platforms, book editors, etc.) so that this information enrich the methodology in the learning process at different levels in the area of English as well as in other areas and achieve meaningful learning in students.

For teachers:

It is strongly recommended that teachers should verify that activities are well designed, with clear indications so that students can have facility to develop and be motivated to continue working.

In addition, I suggest including the multimedia interactive book editor as a useful tool for the development of the teaching-learning process but not as an indispensable tool.

Furthermore, teachers should receive training regarding the use of information and communications technology (ICT) periodically. It is proposed that prior to the use of technology in the classroom there should be given practice time to evaluate the pros and cons that may exist. And teachers need to be alert to the new technological tendencies and get ready to incorporate them in new leaning environments so that they are prepared to face situations and solve problems using knowledge, methodologies and tools that today do not exist yet.

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LIST OF APPENDICES

Appendix 1: Timetable.

Appendix 2: Screenshots of textbook Smart Choice.

Appendix 3a: Edilim Activity: Complete.

Appendix 3b: Edilim Activity: Word Search.

Appendix 3c: Edilim Activity: Order.

Appendix 3d: Edilim Activity: Questions.

Appendix 3e: Edilim Activity: Secret Word.

Appendix 4a: Checklist to assess comprehension and production of texts using technological resources.

Appendix 4b: Checklist to assess comprehension and production of texts without using technological resources.

Appendix 4c: Sample of checklist to assess comprehension and production of texts using technological resources.

Appendix 4d: Sample of checklist to assess comprehension and production of texts without using technological resources.

APPENDIX 1
Timetable for 18 sessions.

Day	Activity- aim	Materials and strategies	Skills to be developed	Content	EDILIM tools
1	Welcome Ice-breakers	Some strategies are applied to break the ice and create a good classroom atmosphere.	Speaking		
2	Introduction of the unit

The goal of this lesson is to encourage students to use English in class by presenting and practicing essential expressions | Getting learners familiarized with the aims and content of the unit. The pre-test was applied here. | ListeningSpeaking Writing | | Complete the text |
| 3 | Introductions. To present and practice the target vocabulary of the unit: jobs | Ppt. Flashcards Roleplays | Listening Speaking Reading | | Word search |
| 4 | To present and practice the target grammar: statements with be | Ppt.

Flashcards

Roleplays | Reading Writing | The verb to be | Order the words |
| 5 | To practice listening for the main idea, specific information and to discuss the listening passages | Ppt

Previous experiences | Listening Writing Speaking | | Sounds gallery |

6	To present and practice the target vocabulary of the unit: personal information	Getting learners familiarized with the aims and content of the unit.	Listening Reading Writing Speaking		Order the letters
7	To present and practice the target grammar: possessives	Ppt. Flashcards Roleplay	Reading Writing Speaking		List elements
8	To practice listening for the main idea, for specific information and to discuss the listening passages	Ppt. Previous experiences	Listening Writing Speaking		Order the letters
9	To present and practice the target vocabulary of the unit: personal items	Getting learners familiarized with the aims and content of the unit.	Listening Speaking Writing		Image and text
10	To present and practice the target grammar: this and that	Ppt. Flashcards Roleplays	Reading Writing	This and that	Drag texts
11	To practice listening for the main idea, specific information and to discuss the listening passages	Ppt. Previous experiences	Listening Writing Speaking		Drag images
12	To review personal information and possessions. Also, to consolidate the present tense of the verb to be, possessives and this/that	Ppt. Information gap activities	Reading Writing Speaking		Word search

13	To present and practice the target vocabulary of the unit: music	Getting learners familiarized with the aims and content of the unit.	Listening Reading Writing Speaking		Order the words
14	To present and practice the target grammar: statements and questions with like	Ppt. Flashcards Roleplays	Reading Writing	Statements and question with like	List elements
15	To practice listening for the main idea, specific information and to discuss the listening passages	Ppt. Previous experiences The checklist was applied at this stage.	Listening Writing Speaking		Drag images
16	To review the language in the unit in an enjoyable, meaningful, and personalized way	The post-test was applied here.	Reading Writing		Drag texts
17	Final evaluation	Written: The final exam evaluates different skills: listening, writing and command of language			
18	Feedback	Students were given their final scores. Students took the survey.			

Conversation

ONLINE PRACTICE

1 Listen to the conversations and repeat.

1. Anthony   Hi. I'm Anthony. Nice to meet you.
   Mrs. Davis My name's Mrs. Davis. Nice to meet you, too.
   Anthony   Are you from New York, Mrs. Davis?
   Mrs. Davis Yes, I am. How about you?
   Anthony   I'm from Vancouver.

2. Mrs. Davis Hello, Anthony.
   Anthony   Oh, hi, Mrs. Davis. How are you?
   Mrs. Davis Not bad, thanks. How about you?
   Anthony   Good, thanks.
   Mrs. Davis Well, class is about to start, so please take your seat.
   Anthony   Oh, uh... sure thing!

Useful Words

How are you?

Great!

Pretty good.

Fine.

OK.

Not bad.

Not so good.

2 PAIR WORK. Practice the conversations with a partner. Use information about you for the underlined words.

Language Practice

Statements with *be*		Grammar Reference page 104
I'm Sara.	I am → I'm	My name is → My name's
You're a student.	You are → You're	
He's a waiter.	He is → He's	
She's an actress.	She is → She's	
I'm not a student.		
He isn't a teacher.	is not → isn't	

ONLINE PRACTICE

1 Look at the pictures. Complete the sentences.

Gael Garcia Bernal, actor

Scarlett Johansson, actress

Bill Gates, businessman

1. Gael Garcia Bernal
   ___isn't___ a writer.
   ___He's___ an actor.

2. Scarlett Johansson
   _____ a chef.
   _____ an actress.

3. Bill Gates _____
   a businessman. He
   _____ a student.

J. K. Rowling, writer

Rain, singer

Wolfgang Puck, chef

4. J. K. Rowling _____
   a teacher. _____
   a writer.

5. Rain _____ a singer.
   He _____ an artist.

6. Wolfgang Puck
   _____ a waiter.
   _____ a chef.

2 Listen and check your answers.

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CD1 Track 8

Yes/no questions with *be*

Are you a teacher?	Yes, **I am.**/No, **I'm not.**
Is he a chef?	Yes, **he is.**/No, **he isn't.**
Are they from Tokyo?	Yes, **they are.**/No, **they aren't.**

ONLINE PRACTICE

3 Complete the conversations.

1. A ___Are___ you from Rio?
   B Yes, I ___am___.

2. A _____ you a teacher?
   B No, _____ not.
   _____ a student.

3. A _____ she a waitress?
   B Yes, she _____.

4. A _____ they from Toronto?
   B No, they _____.
   _____ from London.

4 PAIR WORK. Practice the conversation. Use information about you.

A Hi, I'm _____.
B Hi, _____, I'm _____. Nice to meet you.
A Nice to meet you, too. Are you from _____?
B _____. How about you?
A I'm from _____.
B Are you a/an _____?
A _____. How about you?
B I'm a/an _____.

Hi, I'm Kenji.

Pronunciation—*Reduction of* a/an

CD1 Track 9

1 Listen. Notice the reduced sounds of *a* and *an*.

Unreduced	Reduced
1. I'm a student.	Imuh student.
2. You're a teacher.	Youruh teacher.
3. He's a waiter.	Hezuh waiter.
4. She's an actress.	Shezuhn actress.

2 Listen again and repeat. Be sure to reduce *a* and *an*.

Listening

BEFORE YOU LISTEN Look at the people. Where are they?

A.

B.

C.

D.

CD1 Track 10

1 Listen to the people talking. Which picture are they in? Number the pictures.

◀◀ LISTEN AGAIN. Complete the sentences. Use the words in the box.

| Tom Cruise | a teacher | Canada | a student |

1. Sara isn't from the US. She's from __Canada__
2. John is _____
3. The man isn't _____. He's Brad Pitt.
4. Paula isn't a businesswoman. She's _____.

CD1 Track 11

2 **Listening PLUS** Listen to more of Paula and Ted's conversation. Check (✓) True or False.

	True	False
1. Paula isn't from the US.	☐	☐
2. Ted is from New York.	☐	☐

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Conversation PLUS —Celebrity quiz!

1 Look at the pictures. Who are the people?

	is a/n	is from
Bae Yong-Joon	actor	Korea
Salma Hayek		
James Blunt		
Steve Jobs		
Beyoncé		
(your choice) _____		
(your choice) _____		

Steve Jobs
Bae Yong-Joon
James Blunt
Beyoncé
Salma Hayek

2 GROUP WORK. Ask and answer questions about the celebrities. Complete the chart.

Is Bae Yong-Joon a singer?

No, he isn't. He's an actor.

Is he from China?

No, he isn't. He's from Korea.

3 CLASS ACTIVITY. Add two more celebrities to the chart. Ask your group about them. Then share your information with the class.

A Is Kaká from Colombia?
B No, he isn't. He's from Brazil.

Now I can...

SPEAKING	☑	make an introduction.
GRAMMAR	☐	make statements and questions with *be*.
LISTENING	☐	understand basic information about people.
READING	☐	understand what people do.

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Complete

Complete the sentences with the right job

The woman is a   She works in a zoo

The woman is a   She works for a big company

The man is a   He works in a school

The man is a   He works in a hospital

The woman is a   She works in a police station

The man is a   He works in a restaurant

waiter	police office	teacher	business wo	doctor	zookeeper

1

APPENDIX 3 b
Activities in the multimedia interactive book editor "Edilim"

Word Search

Find the school objects

pencil													
eraser	z	u	v	l	y	a	l	h	ç	f	t	p
sharpener	y	q	u	n	b	r	j	o	s	o	z	a
book	b	s	q	s	o	s	k	x	n	f	z	p
notebook	x	p	d	f	h	t	n	l	k	h	r	e
paper	n	u	e	e	q	a	e	a	x	f	a	r
radio	ñ	z	b	n	z	v	r	b	h	y	d	ç
pencil	e	r	h	o	c	v	ç	p	o	s	i	x
	ñ	l	y	h	o	i	z	b	e	o	o	k
	u	p	p	b	h	k	l	h	ñ	n	k	j
	d	h	p	e	n	c	i	l	u	a	e	ç
	i	b	e	j	u	e	u	z	t	s	g	r
	e	k	e	r	a	s	e	r	r	f	e	e

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APPENDIX 3 c
Activities in the multimedia interactive book editor "Edilim"

Order

Match the questions with the corresponding answers

Questions	Answers
Are these people your friends?	No, he isn't
Is she your sister?	yes, she is
Are you my classmate in my English class?	yes, I am
Is Jhonnny married?	yes, he is
Are we home?	No, we aren't
Is Jackie Chan a teacher?	yes, they are

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APPENDIX 3 d
Activities in the multimedia interactive book editor "Edilim"

Questions

APPENDIX 3 e
Activities in the multimedia interactive book editor "Edilim"

Secret Word
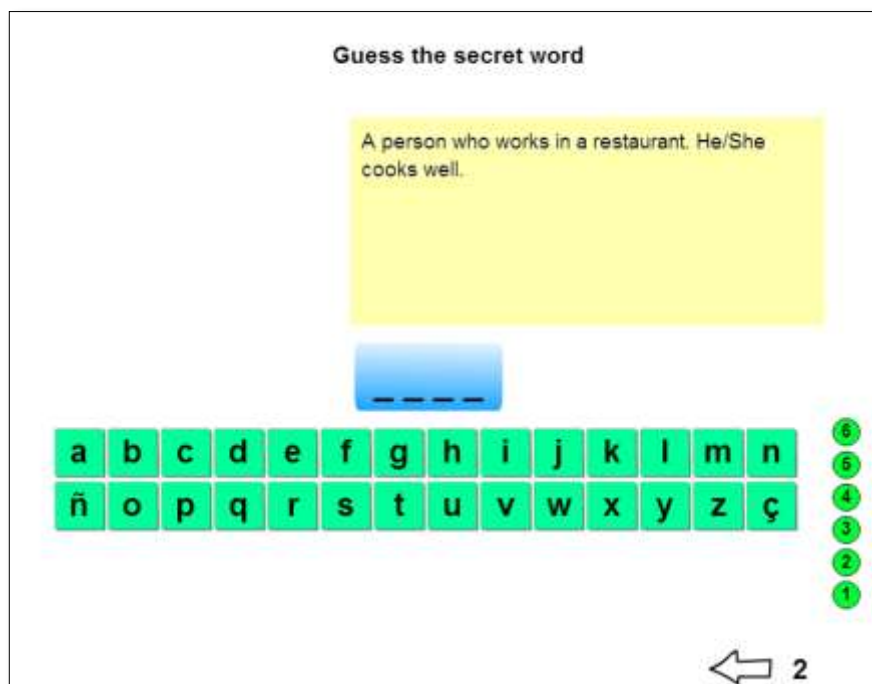
file:///C:/Users/Lucio/AppData/Local/Temp/temp_lim/temp_lim.htm

APPENDIX 4 a

Checklist to assess comprehension and text production using the multimedia interactive book editor "Edilim"

General data:

Date: ....

Level: .... Number of students: ....

INSTRUCTIONS: The elements of observation to be held during the development of classes and post-test results of students in junior basic level using "Edilim" for the development of the capacities of comprehension and production of texts in the area of English.

Put an X if it meets or not these skills. Use the column QUANTITY of students indicating an approximate of students who meet the skill, and the REMARKS column to provide some explanation.

Comprehension of texts	**Yes**	**No**	**Quantity of students**			**Observa-tions**
			0-5	**6-15**	**16 a +**	
1. They understand what they read (they stop and think)						
2. They reread (when they do not understand what they read)						
3. They stop when they see new words and look up for their meanings						
4. They are able to find key words in order to answer the questions						
5. They answer the questions about the text						
6. They complete sentences with information about the text they read						

Production of texts	Yes	No	Quantity of students			Observa-tions
			0-5	6-15	16 a +	
1. Students use the vocabulary and the grammar learned to complete texts properly.						
2. Put sentences in order according to the grammar rules.						
3.Select specific information for the writing of texts						
4. They write a descriptive text with cohesion and coherence.						
5. They use grammatical and spelling rules of the text they produce.						
6. They check the text drafted taking into account the adequacy and consistency.						

APPENDIX 4b

Checklist to assess comprehension and production of texts without using technological resources

General data:

Date: ....

Level: .... Number of students: ....

INSTRUCTIONS: The elements of observation to be held during the development of classes and post-test results of students in another junior basic 1 level that do not use technology to develop comprehension skills are presented and production of texts in the area of English.

Put an X if it meets or not these skills. Use the column QUANTITY of students indicating an approximate of students who meet the skill, and the REMARKS column to provide some explanation.

Reading comprehension	Yes	No	Quantity of students			Observations
			0-5	6-15	16 a +	
1. They understand what they read (they stop and think)						
2. They reread (when they do not understand what they read)						
3. They stop when they see new words and look up for their meanings						
4. They are able to find key words in order to answer the questions						
5. They answer the questions about the text						
6. They complete sentences with information about the text they read						

Production of texts	Yes	No	Quantity of students			Observa-tions
			0-5	6-15	16 a +	
1. Students use the vocabulary and the grammar learned to complete texts properly.						
2. Put sentences in order according to the grammar rules.						
3.Select specific information for the writing of texts						
4. They write a descriptive text with cohesion and coherence.						
5. They use grammatical and spelling rules of the text they produce.						
6. Check the text drafted taking into account the adequacy and consistency.						

APPENDIX 4c

Sample of checklist to assess comprehension and text production using the multimedia interactive book editor "Edilim"

Checklist to assess comprehension and text production using the multimedia interactive book editor "Edilim"

General data:

Date: 25 - 01 - 16

Level: Junior B1 .. Number of students: 20

INSTRUCTIONS: The elements of observation to be held during the development of classes and post-test results of students in junior basic level using "Edilim" for the development of the capacities of comprehension and production of texts in the area of English.

Put an X if it meets or not these skills. Use the column QUANTITY of students indicating an approximate of students who meet the skill, and the REMARKS column to provide some explanation.

| Comprehension of texts | Yes | No | Quantity of students | | | Observations |
			0-5	6-15	16 a +	
1. They understand what they read (they stop and think)	X				X	
2. They reread (when they do not understand what they read)	X			X		
3. They stop when they see new words and look up for their meanings	X		X			
4. They are able to find key words in order to answer the questions	X				X	

	Yes	No	0-5	6-15	16 a +	Observations
5. They answer the questions about the text	X				X	
6. They complete sentences with information about the text they read	X				X	

Production of texts	Yes	No	Quantity of students			Observations
			0-5	6-15	16 a +	
1. Students use the vocabulary and the grammar learned to complete texts properly.	X				X	
2. Put sentences in order according to the grammar rules.	X				X	
3.Select specific information for the writing of texts	X				X	
4. They write a descriptive text with cohesion and coherence.	X				X	
5. They use grammatical and spelling rules of the text they produce.	X				X	

APPENDIX 4d

Sample of checklist to assess comprehension and production of texts without using technological resources

Checklist to assess comprehension and production of texts without using technological resources

General data:

Date: 25 – 01 – 16

Level: Junior B1 .. Number of students: 20

INSTRUCTIONS: The elements of observation to be held during the development of classes and post-test results of students in another junior basic 1 level that do not use technology to develop comprehension skills are presented and production of texts in the area of English.

Put an X if it meets or not these skills. Use the column QUANTITY of students indicating an approximate of students who meet the skill, and the REMARKS column to provide some explanation.

Reading comprehension	Yes	No	Quantity of students			Observations
			0-5	6-15	16 a +	
1. They understand what they read (they stop and think)	X			X		
2. They reread (when they do not understand what they read)	X			X		
3. They stop when they see new words and look up for their meanings	X			X		

	YES	NO	0-5	6-15	16 a +	Observations
4. They are able to find key words in order to answer the questions	X			X		
5. They answer the questions about the text	X			X		
6. They complete sentences with information about the text they read	X		X			

Production of texts	YES	NO	Quantity of students			Observations
			0-5	6-15	16 a +	
1. Students use the vocabulary and the grammar learned to complete texts properly.	X		X			
2. Put sentences in order according to the grammar rules.	X			X		
3. Select specific information for the writing of texts	X		X			
4. They write a descriptive text with cohesion and coherence.	X			X		
5. They use grammatical and spelling rules of the text they produce.	X		X			

6. Check the text drafted taking into account the adequacy and consistency.	✕		✕			

APPENDIX 5a

Questionnaire

Dear students, this questionnaire aims to obtain your views on the use of "Edilim".
Please answer the following items marked with a cross (X) in place of the scale that best reflects your opinion.

GENERAL DATA
1. Age: _____
2. Gender: Male () Female ()
3. Date: ___ / ____ / 2013

Ítems	Never	Sometimes	Almost always	Always
Multimedia interactive book editor "EDILIM"				
1. It was easy to have access to the multimedia book editor Edilim				
2. It was easy to go from activity to the next in the educational software "Edilim".				
3. It was easy to interact with the different activities of educational software "Edilim".				
4. You liked working with educational software "Edilim" in the course of English.				
Comprehension and production of texts				
1. Activities like "classification of texts" helped you identify information relevant to the text.				
2. The "dragging the text" activity helped you understand the information easily.				
3. Activities like "complete the text" helped you understand the text and place the correct word.				
4. Activities "the alphabet soup" helped you to practice new vocabulary.				

5. Activities like "the secret word" helped you write the words correctly.				
6. Activities like "order the letters" helped you write the words correctly				
7. The "Graphic organizers" helped you to work tidily.				
8. The definitions and / or images help you to recognize the specified word.				
9. The indications to perform activities were clear.				
10. The time you were given for each activity was adequate				

Comments and/or suggestions**:**

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………

Thank you for your cooperation ☺ .

APPENDIX 5b

Sample 1 of questionnaire

Cuestionario

Estimados alumnos (as), este cuestionario tiene como objetivo obtener sus puntos de vista sobre el uso de Edilim. Favor de responder las preguntas marcando una equis (X) en el recuadro correspondiente.

Datos generales

1. Edad: _____11_____
2. Género: Masculino (   ) Femenino (X)
3. Fecha: 27 / 01 / 16

Ítems	Nunca	A veces	Casi siempre	Siempre
Multimedia interactive book editor "EDILIM"				
1. Fue fácil tener acceso al libro multimedia Edilim				X
2. Fue fácil ir de una actividad a la siguiente usando el software educativo Edilim				X
3. Fue facil interactuar con las distintas actividades del software educativo Edilim			X	
4. Te gustó trabajar con el software educativo Edilim en el curso de Ingles				X
Comprehension and production of texts				
1. Actividades como la "Clasificación" te ayudaron a identificar información relevante.				X
2. La actividad "Arrastrar Textos" te ayudo a entender la información				X

fácilmente.				
3. Actividades como "Completar el texto" te ayudo a entender el texto y colocar la palabra correcta.			X	
4. La actividad "Sopa de letras" te ayudo a practicar vocabulario nuevo.		X		
5. Actividades como "Palabra Secreta" te ayudo a escribir palabras correctamente.				X
6. Actividades como "Ordenar" te ayudaron a escribir las palabras apropiadamente.				X
7. Actividades como "Preguntas" te ayudaron a expresar tus ideas más claramente.				X
8. La actividad "Pirámide" te ayudo a crear oraciones más cómodamente.			X	
9. Actividades como "Arrastrar Imágenes" te ayudaron a entender oraciones de manera más sencilla.				X
10. El tiempo que te asignaron para cada actividad fue adecuado.			X	

Comentarios y sugerencias:

....
....
....
....

Gracias por tu cooperación ☺

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APPENDIX 5c

Sample 2 of questionnaire

Cuestionario

Estimados alumnos (as), este cuestionario tiene como objetivo obtener sus puntos de vista sobre el uso de Edilim. Favor de responder las preguntas marcando una equis (X) en el recuadro correspondiente.

Datos generales

1. Edad: _12_
2. Género: Masculino (X) Femenino ( )
3. Fecha: _27_ / _01_ / _16_

Ítems	Nunca	A veces	Casi siempre	Siempre
Multimedia interactive book editor "EDILIM"				
1. Fue fácil tener acceso al libro multimedia Edilim				X
2. Fue fácil ir de una actividad a la siguiente usando el software educativo Edilim				X
3. Fue facil interactuar con las distintas actividades del software educativo Edilim				X
4. Te gustó trabajar con el software educativo Edilim en el curso de Ingles				X
Comprehension and production of texts				
1. Actividades como la "Clasificación" te ayudaron a identificar información relevante.			X	
2. La actividad "Arrastrar Textos" te ayudo a entender la información				X

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fácilmente.				
3. Actividades como "Completar el texto" te ayudo a entender el texto y colocar la palabra correcta.				X
4. La actividad "Sopa de letras" te ayudo a practicar vocabulario nuevo.			X	
5. Actividades como "Palabra Secreta" te ayudo a escribir palabras correctamente.				X
6. Actividades como "Ordenar" te ayudaron a escribir las palabras apropiadamente.				X
7. Actividades como "Preguntas" te ayudaron a expresar tus ideas más claramente.				X
8. La actividad "Pirámide" te ayudo a crear oraciones más cómodamente.			X	
9. Actividades como "Arrastrar Imágenes" te ayudaron a entender oraciones de manera más sencilla.				X
10. El tiempo que te asignaron para cada actividad fue adecuado.				X

Comentarios y sugerencias:

....
....
....
....

Gracias por tu cooperación ☺

Sample 3 of questionnaire

Cuestionario

Estimados alumnos (as), este cuestionario tiene como objetivo obtener sus puntos de vista sobre el uso de Edilim. Favor de responder las preguntas marcando una equis (X) en el recuadro correspondiente.

Datos generales

1. Edad: _____11_____
2. Género: Masculino ( ) Femenino (X)
3. Fecha: 27 / 01 / 16

Ítems	Nunca	A veces	Casi siempre	Siempre
Multimedia interactive book editor "EDILIM"				
1. Fue fácil tener acceso al libro multimedia Edilim				X
2. Fue fácil ir de una actividad a la siguiente usando el software educativo Edilim				X
3. Fue facil interactuar con las distintas actividades del software educativo Edilim				X
4. Te gustó trabajar con el software educativo Edilim en el curso de Ingles				X
Comprehension and production of texts				
1. Actividades como la "Clasificación" te ayudaron a identificar información relevante.				X
2. La actividad "Arrastrar Textos" te ayudo a entender la información			X	

fácilmente.				
3. Actividades como "Completar el texto" te ayudo a entender el texto y colocar la palabra correcta.				X
4. La actividad "Sopa de letras" te ayudo a practicar vocabulario nuevo.				X
5. Actividades como "Palabra Secreta" te ayudo a escribir palabras correctamente.				X
6. Actividades como "Ordenar" te ayudaron a escribir las palabras apropiadamente.				X
7. Actividades como "Preguntas" te ayudaron a expresar tus ideas más claramente.				X
8. La actividad "Pirámide" te ayudo a crear oraciones más cómodamente.			X	
9. Actividades como "Arrastrar Imágenes" te ayudaron a entender oraciones de manera más sencilla.				X
10. El tiempo que te asignaron para cada actividad fue adecuado.				X

Comentarios y sugerencias:

....
....
....
....

Gracias por tu cooperación ☺

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Opinion of expert 1

JUICIO DE EXPERTO SOBRE LA ENCUESTA QUE SERA APLICADA A LOS
ELEMENTOS DE LA MUESTRA

INSTRUCCIONES: Coloque en cada casilla un aspa (X) correspondiente al aspecto cualitativo
de cada ítem y alternativa de respuesta, según los criterios que a continuación se detallan.

Las categorías a evaluar son: Redacción, contenido, congruencia y pertinencia con los
indicadores, dimensiones y variables de estudio. En la casilla de observaciones puede sugerir el
cambio o mejorar cada pregunta.

PREGUNTAS	Claridad en la redacción		Coherencia interna		Lenguaje adecuado con el nivel del informante		Mide lo que pretende		Esencial	Útil pero no esencial	No importante	OBSERVACIONES (por favor, indique si debe eliminarse o modificarse algún ítem)
	SI	NO	SI	NO	SI	NO	SI	NO				
Checklist to assess comprehension and text production using Edilim												
1.	X		X		X		X					
2.	X		X		X		X					
3.	X		X		X		X					
4.	X		X		X		X					
5.	X		X		X		X					
6.	X		X		X		X					
Checklist to assess comprehension and text production without using Edilim												
1.	X		X		X		X					
2.	X		X		X		X					
3.	X		X		X		X					
4.	X		X		X		X					
5.	X		X		X		X					
6.	X		X		X		X					
Questionnaire: Multimedia interactive book editor "EDILIM"												
1.	X		X		X		X					
2.	X		X		X		X					
3.	X		X		X		X					
4.	X		X		X		X					
Questionnaire: Comprehension and production of texts												
1.	X		X		X		X					
2.	X		X		X		X					
3.	X		X		X		X					
4.	X		X		X		X					
5.	X		X		X		X					
6.	X		X		X		X					
7.	X		X		X		X					
8.	X		X		X		X					

9.	✕	✕	✕	✕				
10.	✕	✕	✕	✕				

	Interview guide: knowledge of technological resources							
1.	✕	✕	✕	✕				
2.	✕	✕	✕	✕				
3.	✕	✕	✕	✕				
4.	✕	✕	✕	✕				
5.	✕	✕	✕	✕				
6.	✕	✕	✕	✕				

	Interview guide: knowledge of technological resources							
1.	✕	✕	✕	✕				
2.	✕	✕	✕	✕				
3.	✕	✕	✕	✕				
4.	✕	✕	✕	✕				
5.	✕	✕	✕	✕				
6.	✕	✕	✕	✕				
7.	✕	✕	✕	✕				
8.	✕	✕	✕	✕				
9.	✕	✕	✕	✕				
10.	✕	✕	✕	✕				
11.	✕	✕	✕	✕				
12.	✕	✕	✕	✕				

Muchas gracias por su apoyo.

Grado académico: _Magister_ Nombre y Apellido: _Manuel Ordóñez_

Firma: _[signature]_ .

Opinion of expert 2

JUICIO DE EXPERTO SOBRE LA ENCUESTA QUE SERA APLICADA A LOS ELEMENTOS DE LA MUESTRA

INSTRUCCIONES: Coloque en cada casilla un aspa (X) correspondiente al aspecto cualitativo de cada ítem y alternativa de respuesta, según los criterios que a continuación se detallan.

Las categorías a evaluar son: Redacción, contenido, congruencia y pertinencia con los indicadores, dimensiones y variables de estudio. En la casilla de observaciones puede sugerir el cambio o mejorar cada pregunta.

PREGUNTAS	Claridad en la redacción SI	NO	Coherencia interna SI	NO	Lenguaje adecuado con el nivel del informante SI	NO	Mide lo que pretende SI	NO	Esencial	Útil pero no esencial	No importante	OBSERVACIONES (por favor, indique si debe eliminarse o modificarse algún ítem)
Checklist to assess comprehension and text production using Edilim												
1.	✓											
2.	✓						✓					
3.	✓						✓					
4.	✓											
5.	✓											
6.	✓						✓					
Checklist to assess comprehension and text production without using Edilim												
1.	✓		✓		✓							
2.	✓		✓									
3.	✓		✓									
4.	✓		✓									
5.	✓		✓									
6.	✓		✓									
Questionnaire: Multimedia interactive book editor "EDILIM"												
1.	✓		✓	X	✓							
2.	✓											
3.	✓											
4.			✓									
Questionnaire: Comprehension and production of texts												
1.	✓		✓		✓							
2.	✓		✓		✓							
3.	✓		✓		✓							
4.	✓		✓		✓							
5.	✓		✓		✓							
6.	✓		✓		✓							
7.	✓		✓		✓							
8.	✓		✓		✓							

9.	✓	✓	✓	✓				
10.	✓	✓	✓	✓				

Interview guide: knowledge of technological resources							70
1.	✓	✓	✓	✓			
2.	✓	✓	✓	✓			
3.	✓	✓	✓	✓			
4.	✓	✓	✓	✓			
5.	✓	✓	✓	✓			
6.	✓	✓	✓	✓			

Interview guide: knowledge of technological resources							71
1.	✓	✓	✓	✓			
2.	✓	✓	✓	✓			
3.	✓	✓	✓	✓			
4.	✓	✓	✓	✓			
5.	✓	✓	✓	✓			
6.	✓	✓	✓	✓			
7.	✓	✓	✓	✓			
8.	✓	✓	✓	✓			
9.	✓	✓	✓	✓			
10.	✓	✓	✓	✓			
11.	✓	✓	✓	✓			
12.	✓	✓	✓	✓			

Muchas gracias por su apoyo.

Grado académico: _Magister_   Nombre y Apellido: _Diego López Tassara_

Firma: _[firma manuscrita]_

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APPENDIX 7a

Interview Guide

Objective: I apply an interview to the teachers in the area of English in the language center to get to know their previous experiences for the development of the capacities of comprehension and text production and use of technological tools in general and specifically "Edilim" experiences in the classroom.

A. General Information:

1. Full Name: _____
2. University Training:_____
3. Years engaged in teaching: _____ Age: _____
4. Educational levels that you are in charge of: _____
5. Number of hours per week: _____
6. The language center works with on line tools for teachers and students Yes(   ) No (   )

B. On knowledge of technological resources:

1. Have you received training on technological resources?

2. What technological resources do you use regularly (at least once a week) with family members, friends, students or colleagues? Explain

3. Do you know what technological resources can be used in class? (Name it if the answer is affirmative)

4. What specific resources do you use to develop the capacities of comprehension and production of texts?

5. Which of these resources do you use in the classroom? How often?

• Multimedia Projector () Always () Sometimes () Never ()

• DVD () Always () Sometimes () Never ()

• Radiorecorder () Always () Sometimes () Never ()

• Educational Software () Always () Sometimes () Never ()

• Web Resources (YouTube, interactive games, etc.) () Always () Sometimes () Never ()

6. What advantages and disadvantages do you find in the use of technological resources in the classroom?

C. On the multimedia interactive book editor "Edilim"

1. Was it easy to create an interactive book?

2. What is your opinion of the activities that can be developed in "edilim?

3. Was it easy to create activities in "edilim"? Were the instructions clear?

4. What activities did you create? (Mention what skills can be developed with the activities created)

5. What activities influenced in the development of reading comprehension? Explain

6. What activities influenced in the development of the production of texts? Explain

7. What do you think of working in "groups" in "Edilim"?

10. What are the advantages in using "edilim" with your students?

11. What are the disadvantages in using "edilim" with your students?

12. Would you like to take an online course to maximize the use of the multimedia interactive book editor "edilim"? Why?

Thank you for your cooperation ☺

APPENDIX 7b

Transcript of interview

Twelve teachers took part in the interview and it lasted two hours approximately. For the purpose of this project I will only state the highlights in order to avoid repetition from the interviewees.

The interview was divided into three sections: This first secion was devoted to the general information of the teachers, the second one was about knowledge of technological resources and the third dealt with the multimedia interactive book editor "Edilim".

Answers on general information:

In this part of the interview the majority of the teachers did not hold a university degree. Only two of them did have bachelor's degree in education. Most of them have been in the ELT world over the last five years and their age ranged from 28 to 35. All teachers were trained to teach all kinds of levels from basic to advanced ones. The number of hours these educators work in the institution is forty hours approximately. Finally the online tools the language center IC Idiomas Catolica work are Gmail, virtual campus, Top Notch and Summit labs and PAIDEIA.

Answers on Knowledge of technological resources:

At this stage of the interview the following were some of the answers:

Have you received any training on technological resources?

Yes, I have. Basically in how to use PowerPoint and Prezi in a more effective way. But I rather stay with my PowerPoint presentations since I find Prezi more complex to use and I spend too much time preparing my material through this source.

<div align="right">Alonso M.</div>

Most of the workshops in this institution deal with how to teach grammar, writing, reading, listening and speaking which is good but I think we need more training on how to use technology in our classes. I mean I use technological tools like: teachinglyrics, wordhero, youtube videos but I nobody taught me how to use them I was the one in charge of my learning.

<div align="right">Karla M.</div>

I agree with my partners here. Most of the training sessions we have here and we attend from the outside deal with how to teach speaking, grammar, listening, speaking and writing in a more proper way. Technology not that much. And I think this is a very important issue since we live in the digital era and we teachers need to adapt to it.

<div align="right">Karen S.</div>

What technological resources do you use regularly (at least once a week) with family members, friends, students or colleagues? Explain

Well, in mi case I use Facebook definitely with my friends and family. With my students I only use gmail so that they can keep in contact with me. Paideia to check the articles they need to read and I check my virtual campus to verify which students are in my class.

<div align="right">Cecilia A.</div>

I am a big fan of YouTube videos. I try to show my students at least one video per lesson as a warm-up activity. Movie trailers, interviews, and cartoons are the kind of videos I include in my lesson plans. On the other hand, as my partners mentioned before I use Facebook, Messenger and Skype to keep in contact with my family members and friends.

<div align="right">Carlos V.</div>

Well, my answer is not that different from my colleagues in that I use Facebook, Twitter, Messenger, and Skype with my relatives and friends. In my job I use Gmail, Paideia and the virtual campus; however I use Moodle for my other job. I am a virtual teacher and I find Moodle quite useful to teach any subject besides English, It is absolutely clear we cam not use Moodle in this institution (IC) because of the lack of time and the busy monthly planners we have to cover.

Sonia P.

Do you know what technological resources can be used in class?

Once I attended a Pearson seminar in which they told that we could use Facebook with our students and if done properly it works wonders. However at this institution (IC) one of the policies is not to ask students for their Facebook accounts.

Christian G.

Yes, that is so true. I mean in most of the cases we are restricted to use some on line tools like Facebook. Once I wanted to use an application but I got some problems because the Wi-Fi connection was not working well on that day so I had to skip the activity.

Patricia L.

With my Junior Classes I use ESL games and Council British games because they are very interactive and entertaining.

Hugo C.

What specific resources do you use to develop the capacities of comprehension and production of texts?

When it comes to comprehension I simple use Flo Joe.com it is a web page which have many activities which provide students to practice for the CAE. For production of texts I use a cool blog called: movie segments to assess grammar goals. Even though its primary focus is grammar it can also be given a twist to writing.

Diana H.

For comprehension the institution already makes students read the Smithsonian articles for the discussions. For the production I make my students write an email, a letter of complaint to my email.

Sammy C.

In my case I do not use any technological tool to reinforce comprehension and production of texts but I do provide my students with extra material to practice both reading and writing.

Patricia G.

Which of these resources do you use in the classroom? How often do use them?

In regards of this question the majority of the educators always use projectors, TV and web resources like YouTube, interactive games, Gmail, Paideia and Virtual Campus in their classes. None of them use educational software in class.

What advantages and disadvantages do you find in the use of technological resources in the classroom?

One of the advantages of using technology in class is that students find it attractive since they live with it most of their time. However we as teachers must be very careful since in some cases the use of technology may lead to students to find inappropriate content.

<div align="right">Alonso M.</div>

Yes, I agree with Alonso I heard one case of a teacher who used Second Life (3D world) in his classes and the teacher got problems because one of his students was watching inappropriate content through it. From that moment onwards I do not see myself using this kind of technology in class.

<div align="right">Karla M.</div>

Answers on the multimedia interactive book editor "Edilim".

This was an additional section since the only objective was to verify if the teacher who took part of the interview found Edilim attractive or not to use it in their classes. I trained the teachers for a couple of sessions and most of them thought it was easy to create a set of activities in Edilim. The teachers also found the exercises in Edilim attractive. The first activities the educators created in Edilim were the word search, order and drag pictures (comprehension activities). At the end of the training which lasted approximately 3 hours all teachers found more advantages than disadvantages to use Edilim in their day to day classes. Finally, all teachers were interested in taking an on line course which could help them master the elaboration of activities in Edilim.

ENGISH PRE-TEST

Name: **Date:**

Level: **Teacher:**

Reading Comprehension

A. Read the text. Choose *True* or *False*.

Chang472:	Hi. My name is Chang. I'm a waiter in a restaurant, and I'm from Hong Kong. How about you?
KW368:	Nice to meet you, Chang. I'm Kevin. I'm not a waiter. I'm a businessman from Canada.
KoreanTeacher:	Hi, Chang and Kevin. My name is Joon-eun. I'm from Korea. I'm a teacher in a large school.
SIzumi:	Hello, everyone. I'm Naoko. I'm a singer. How are you?
KW368:	Pretty good, thanks, Naoko. So, are you from Korea, too?
Chang472:	No, Naoko isn't from Korea. She's a great singer from Japan.
KoreanTeacher:	Nice to meet you, Naoko!
SIzumi:	Nice to meet you, too!

1. Kevin and Chang are from Korea.   (T) (F)

2. Kevin is a waiter.   (T) (F)

3. Joon-eun is from Korea.   (T) (F)

4. Joon-eun isn't a teacher. She's a singer.   (T) (F)

5. Naoko:

   a) She's a businessman.

   b) She's a singer.

   c) She isn't from Korea.

   d) She's from Japan.

6. Chang:

   a) He isn't a teacher.

   b) He's a waiter.

   c) He isn't from Canada.

   d) He isn't from Hong Kong.

Text production

Apply new vocabulary and grammar structures to solve some activities

B. Look at the picture. Complete the sentence with the job in the picture.

1.   The man is a _____ .

2.   The woman is an _____ .

3.   The woman is a _____ .

4.   The man is a _____ .

C. Complete the conversation. Use the correct pronoun and forms of *be*.

1. A: _____   Angela a waitress, too?

   B: No, _____ _____ .

2. A: _____ Brett and Wayne from Vancouver?

   B: Yes, _____ _____ .

3. A: _____ you a businesswoman?

   B: No, _____ _____ .

4. A: _____ she from Korea?

   B: Yes, _____ _____ .

C. Write sentences about you. Include the following information:

   Your name

   Where you're from

   Your hobbies

D. Complete the dialogue. Write sentences about you.

   Alison: Hello. I'm Alison. How about you?

   You: _____

   Alison: Nice to meet you.

   You: _____

   Alison: Are you from New York?

   You: _____

PRE-TEST SAMPLE 1

ENGLISH PRE-TEST (41)

Name: Ceshy Guerra   Date:

Level: JB1   Teacher: Luis Alejo

Reading Comprehension

A. Read the text. Choose *True* or *False*.

Chang472:	Hi. My name is Chang. I'm a waiter in a restaurant, and I'm from Hong Kong. How about you?
KW368:	Nice to meet you, Chang. I'm Kevin. I'm not a waiter. I'm a businessman from Canada.
KoreanTeacher:	Hi, Chang and Kevin. My name is Joon-eun. I'm from Korea. I'm a teacher in a large school.
SIzumi:	Hello, everyone. I'm Naoko. I'm a singer. How are you?
KW368:	Pretty good, thanks, Naoko. So, are you from Korea, too?
Chang472:	No, Naoko isn't from Korea. She's a great singer from Japan.
KoreanTeacher:	Nice to meet you, Naoko!
SIzumi:	Nice to meet you, too!

1. Kevin and Chang are from Korea.   (T) (F)

2. Kevin is a waiter.   (T) (F)

3. Joon-eun is from Korea.   (T) (F)

4. Joon-eun isn't a teacher. She's a singer.   (T) (F)

5. Naoko:

   a) She's a businessman.

   b) She's a singer.

   c) She isn't from Korea.

   d) She's from Japan.

6. Chang:

   a) He isn't a teacher.

   b) He's a waiter.

   c) He isn't from Canada.

   d) He isn't from Hong Kong.

Text production

Apply new vocabulary and grammar structures to solve some activities

B. Look at the picture. Complete the sentence with the job in the picture.

1. The man is a _Teacher_ ✓

2. The woman is an _artizon_

3. The woman is a _waitress_

4. The man is a _cook_ ✓

C. Complete the conversation. Use the correct pronoun and forms of *be*.

1. A: _Are_ Angela a waitress, too?

   B: No, _She isn't_

2. A: _____ *Are* Brett and Wayne from Vancouver?

   B: Yes, _____ .

3. A: _____ *Are* you a businesswoman?

   B: No, _____ .

4. A: _____ *Are* *she* she from Korea?

   B: Yes, _____ *She is* _____ .

C. Write sentences about you. Include the following information:

   Your name   *My name is Geofry* ✓

   Where you're from   *I'm from* *Lima*

   Your hobbies   *I* *play the guitar*

D. Complete the dialogue. Write sentences about you.

   Alison: Hello. I'm Alison. How about you?

   You: *I'm* *fine*

   Alison: Nice to meet you.

   You: *Good*

   Alison: Are you from New York?

   You: *I'm from* *Lima*

PRE-TEST SAMPLE 2

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ENGLISH PRE-TEST

Name: David Soto   Date: Jan. 4th

Level: JB1   Teacher: Lucio Alejo

Reading Comprehension

A. Read the text. Choose *True* or *False*.

Chang472:	Hi. My name is Chang. I'm a waiter in a restaurant, and I'm from Hong Kong. How about you?
KW368:	Nice to meet you, Chang. I'm Kevin. I'm not a waiter. I'm a businessman from Canada.
KoreanTeacher:	Hi, Chang and Kevin. My name is Joon-eun. I'm from Korea. I'm a teacher in a large school.
SIzumi:	Hello, everyone. I'm Naoko. I'm a singer. How are you?
KW368:	Pretty good, thanks, Naoko. So, are you from Korea, too?
Chang472:	No, Naoko isn't from Korea. She's a great singer from Japan.
KoreanTeacher:	Nice to meet you, Naoko!
SIzumi:	Nice to meet you, too!

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1. Kevin and Chang are from Korea.   (T) (F)

2. Kevin is a waiter.   (T) (F)

3. Joon-eun is from Korea.   (T) (F)

4. Joon-eun isn't a teacher. She's a singer.   (T) (F)

5. Naoko:

    a) She's a businessman.

    b) She's a singer.

    c) She isn't from Korea.

    d) She's from Japan.

6. Chang:

    a) He isn't a teacher.

    b) He's a waiter.

    c) He isn't from Canada.

    d) He isn't from Hong Kong.

Text production

Apply new vocabulary and grammar structures to solve some activities

B. Look at the picture. Complete the sentence with the job in the picture.

1. The man is a ~~Ticher~~. *teacher*

2. The woman is an ~~princess~~. *actress*

3. The woman is a ~~Waiter~~. *waitress*

4. The man is a *Chef*. ✓

C. Complete the conversation. Use the correct pronoun and forms of *be*.

1. A: _____ Angela a waitress, too?

B: No, *I am not* _____.

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2. A: _____ Brett and Wayne from Vancouver?

   B: Yes, _____ _____ .

3. A: _____ you a businesswoman?

   B: No, _____ _____ .

4. A: _____ she from Korea?

   B: Yes, _____ _____ .

C. Write sentences about you. Include the following information:

Your name   My name is David ✓

Where you're from   Lima   I'm from ....

Your hobbies   I play the computer games

D. Complete the dialogue. Write sentences about you.

Alison: Hello. I'm Alison. How about you?

You: _Hi? I'm good_____

Alison: Nice to meet you.

You: _The same   Nice to meet you too_

Alison: Are you from New York?

You: _No ._____

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PRE-TEST SAMPLE 3

ENGLISH PRE-TEST

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Name: Danue Silva

Date: January 4th

Level: Junior Basic 1

Teacher: Junio Alejo

Reading Comprehension

A. Read the text. Choose *True* or *False*.

Chang472:	Hi. My name is Chang. I'm a waiter in a restaurant, and I'm from Hong Kong. How about you?
KW368:	Nice to meet you, Chang. I'm Kevin. I'm not a waiter. I'm a businessman from Canada.
KoreanTeacher:	Hi, Chang and Kevin. My name is Joon-eun. I'm from Korea. I'm a teacher in a large school.
SIzumi:	Hello, everyone. I'm Naoko. I'm a singer. How are you?
KW368:	Pretty good, thanks, Naoko. So, are you from Korea, too?
Chang472:	No, Naoko isn't from Korea. She's a great singer from Japan.
KoreanTeacher:	Nice to meet you, Naoko!
SIzumi:	Nice to meet you, too!

1. Kevin and Chang are from Korea.　　　(T) (F)

2. Kevin is a waiter.　　　(T) (F)

3. Joon-eun is from Korea.　　　(T) (F)

4. Joon-eun isn't a teacher. She's a singer.　　(T) (F)

5. Naoko:

　a) She's a businessman.

　b) She's a singer.

　c) She isn't from Korea.

　d) She's from Japan.

6. Chang:

　a) He isn't a teacher.

　b) He's a waiter.

　c) He isn't from Canada.

　d) He isn't from Hong Kong.

Text production

Apply new vocabulary and grammar structures to solve some activities

B. Look at the picture. Complete the sentence with the job in the picture.

1. The man is a _professor_ . teacher

2. The woman is an _actres_ . ✗

3. The woman is a _waitress_ . ✓

4. The man is a _cook_ . ✓

C. Complete the conversation. Use the correct pronoun and forms of *be*.

1. A: _Do_ Angela a waitress, too?

   B: No, _She does_ .

2. A: _____ Brett and Wayne from Vancouver?

   B: Yes, _____ _____ .

3. A: _____ you a businesswoman?

   B: No, _____ _____ .

4. A: _____ she from Korea?

   B: Yes, _____ _____ .

C. Write sentences about you. Include the following information:

Your name   I am Danae

Where you're from   I'm from Lima

Your hobbies   I watch TV, computer, mobile

D. Complete the dialogue. Write sentences about you.

Alison: Hello. I'm Alison. How about you?

You: _Hello, I am Danae_

Alison: Nice to meet you.

You: _I'm good_

Alison: Are you from New York?

You: _Lima_

APPENDIX 9a

POST-TEST

ENGLISH POST-TEST

Name: **Date:**
Level: **Teacher:**

Reading Comprehension

A. Read the text. Answer the question with the information from the text.

This is my friend Jiro. He's from Osaka, Japan. He's a chef at a sushi restaurant in New York. His sister is a waitress at that same restaurant. Jiro's wife doesn't work in the restaurant. She's a teacher at a school.

This is my friend Delfina. She's only 29, but she's a famous writer! Her books are great! Delfina's nickname is Del. Her children are Carisa and Cody. Carisa is 5, and Cody is 3. Their favorite books are Delfina's books!

This is my brother Mario. We are from Peru. He's a college student in Lima. His major is English. Our father is a businessman and our mother is an artist. Their names are Marco and Gabriela. They are both 58 years old.

---

1. Who is a teacher?

2. What is Delfina's job?

3. How old are Mario's parents?

4. Jiro:

   A) he isn't from China.

   B) His sister is a waitress.

   C) His wife is a chef.

5. Delfina:

   A) She is 29.

   B) Her nickname is Fina.

   C) She has two children.

6. Mario:

   A) He is from Peru.

   B) His mother is an artist.

   C) His brother's major is English.

Text production

Apply new vocabulary and grammar structures to solve some activities.

A. Choose the best word to complete the sentence.

Glasses	driver's license	ATM card	keys
school IC card	wallet	MP3 player	cell phone

1. Where are the _____ to the car?
2. My _____ plays 1000 songs.
3. Oh, no! where's my _____? All of my money is in it!
4. To drive you need a _____ .
5. My _____ number is 365-4867.

B. Choose the correct word to complete the sentence.

1. Are _____ people your friends?

   a) that

   b) those

2. _____ are my history books.

   a) this

   b) these

3. Is _____ your sister?

   a) this

   b) these

4. _____ are my glasses.

a) that

b) those

C. Write a paragraph about a brother, a sister, or a friend. Include the following information:

What's his / her name?

What's his / her nickname?

How old is he / she?

Is he / she a student? What's his / her job?

D. Write a paragraph about the people in the picture. Use your imagination. Answer the following questions:

What are their names?

How old are they?

Are they family members?

Where are they?

POST-TEST SAMPLE 1

ENGLISH POST-TEST

(98)

Name: David Soto

Date: January 26th

Level: JB1

Teacher: Lucio Alejo

Reading Comprehension

A. Read the text. Answer the question with the information from the text.

This is my friend Jiro. He's from Osaka, Japan. He's a chef at a sushi restaurant in New York. His sister is a waitress at that same restaurant. Jiro's wife doesn't work in the restaurant. She's a teacher at a school.

This is my friend Delfina. She's only 29, but she's a famous writer! Her books are great! Delfina's nickname is Del. Her children are Carisa and Cody. Carisa is 5, and Cody is 3. Their favorite books are Delfina's books!

This is my brother Mario. We are from Peru. He's a college student in Lima. His major is English. Our father is a businessman and our mother is an artist. Their names are Marco and Gabriela. They are both 58 years old.

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1. Who is a teacher?   *Jiro's wife* ✓

2. What is Delfina's job?   *She is a waiter* ✓

3. How old are Mario's parents?   *They are 58 years old*

4. Jiro:

   A) he isn't from China.

   B) His sister is a waitress. ✓

   C) His wife is a chef.

5. Delfina:

   A) She is 29. ✓

   B) Her nickname is Fina.

   C) She has two children.

6. Mario:

   A) He is from Peru.

   B) His mother is an artist. ✓

   C) His brother's major is English.

Text production

Apply new vocabulary and grammar structures to solve some activities.

A. Choose the best word to complete the sentence.

Glasses	driver's license	ATM card	keys
school IC card	wallet	MP3 player	cell phone

1. Where are the _Keys_ to the car?
2. My _MP3 player_ plays 1000 songs.
3. Oh, no! where's my _wallet_ ? All of my money is in it!
4. To drive you need a _driver's lycense_
5. My _cell phone_ number is 365-4867.

B. Choose the correct word to complete the sentence.

1. Are _____ people your friends?

   a) that

   b) those

2. _____ are my history books.

   a) this

   b) these

3. Is _____ your sister?

   a) this

   b) these

4. _____ are my glasses.

   a) that

   b) those *(selected)*

C. Write a paragraph about a brother, a sister, or a friend. Include the following information:

What's his / her name? *Her name is Melisen. She is my friend*

What's his / her nickname? *Her nickname is Meli*

How old is he / she? *She is 13 years old*

Is he / she a student? What's his / her job? *She is a student*

D. Write a paragraph about the people in the picture. Use your imagination. Answer the following questions:

What are their names? *Their names are Juip and Pepe*

How old are they? *They are 15 years old*

Are they family members? *They are friends*

Where are they? *They are in a party.*

POST-TEST SAMPLE 2

ENGLISH POST-TEST (*100*)

Name: *Geofry Guenn* Date: *January 26*

Level: *JB1* Teacher: *Luis Alez*

Reading Comprehension

A. Read the text. Answer the question with the information from the text.

This is my friend Jiro. He's from Osaka, Japan. He's a chef at a sushi restaurant in New York. His sister is a waitress at that same restaurant. Jiro's wife doesn't work in the restaurant. She's a teacher at a school.

This is my friend Delfina. She's only 29, but she's a famous writer! Her books are great! Delfina's nickname is Del. Her children are Carisa and Cody. Carisa is 5, and Cody is 3. Their favorite books are Delfina's books!

This is my brother Mario. We are from Peru. He's a college student in Lima. His major is English. Our father is a businessman and our mother is an artist. Their names are Marco and Gabriela. They are both 58 years old.

1. Who is a teacher? *Jiro's wife*

2. What is Delfina's job? *She's a waiter*

3. How old are Mario's parents? *They are 58 years old*

4. Jiro:

   A) he isn't from China.

   (B) His sister is a waitress.

   C) His wife is a chef.

5. Delfina:

   (A) She is 29.

   B) Her nickname is Fina.

   C) She has two children.

6. Mario:

   A) He is from Peru.

   (B) His mother is an artist.

   C) His brother's major is English.

Text production

Apply new vocabulary and grammar structures to solve some activities.

A. Choose the best word to complete the sentence.

Glasses	driver's license	ATM card	keys
school IC card	wallet	MP3 player	cell phone

1. Where are the _Keys_ to the car?
2. My _MP3 player_ plays 1000 songs.
3. Oh, no! where's my _wallet_ ? All of my money is in it!
4. To drive you need a _driver's lycome_
5. My _cell phone_ number is 365-4867.

B. Choose the correct word to complete the sentence.

1. Are _____ people your friends?

 a) that

 b) those ✓

2. _____ are my history books.

 a) this

 b) these ✓

3. Is _____ your sister?

 a) this

 b) these ✓

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4. _____ are my glasses.

a) that

ⓑ those

C. Write a paragraph about a brother, a sister, or a friend. Include the following information:

What's his / her name? His name is Pablo. He is my bro.

What's his / her nickname? His nickname is Pablito,

How old is he / she? He is 5 years old

Is he / she a student? What's his / her job? He is a student

D. Write a paragraph about the people in the picture. Use your imagination. Answer the following questions:

What are their names? Their names are Jou and Jem

How old are they? They are 13 years old.

Are they family members? Yes, they are, They are brothers

Where are they? They are in a party.

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POST-TEST SAMPLE 3

ENGLISH POST-TEST (100)

Name: Danae Silva   Date: January 26

Level: JB1   Teacher: Luis Mejia

Reading Comprehension

A. Read the text. Answer the question with the information from the text.

This is my friend Jiro. He's from Osaka, Japan. He's a chef at a sushi restaurant in New York. His sister is a waitress at that same restaurant. Jiro's wife doesn't work in the restaurant. She's a teacher at a school.

This is my friend Delfina. She's only 29, but she's a famous writer! Her books are great! Delfina's nickname is Del. Her children are Carisa and Cody. Carisa is 5, and Cody is 3. Their favorite books are Delfina's books!

This is my brother Mario. We are from Peru. He's a college student in Lima. His major is English. Our father is a businessman and our mother is an artist. Their names are Marco and Gabriela. They are both 58 years old.

1. Who is a teacher? *Jiro's wife* ✓

2. What is Delfina's job? *She is a waiter* ✓

3. How old are Mario's parents? *They are 58 years*

4. Jiro:

    A) he isn't from China.

    (B)) His sister is a waitress.

    C) His wife is a chef.

5. Delfina:

    (A)) She is 29.

    B) Her nickname is Fina.

    C) She has two children.

6. Mario:

    A) He is from Peru.

    (B) His mother is an artist.

    C) His brother's major is English.

Text production

Apply new vocabulary and grammar structures to solve some activities.

A. Choose the best word to complete the sentence.

Glasses	driver's license	ATM card	keys
school IC card	wallet	MP3 player	cell phone

1. Where are the _Keys_ to the car?
2. My _MP3 play_ plays 1000 songs.
3. Oh, no! where's my _wallet_? All of my money is in it!
4. To drive you need a _drivers licen_
5. My _cell phone_ number is 365-4867.

B. Choose the correct word to complete the sentence.

1. Are _____ people your friends?

   a) that

   b) those

2. _____ are my history books.

   a) this

   b) these

3. Is _____ your sister?

   a) this

   b) these

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4. _____ are my glasses.

   a) that

   b) those ✓

C. Write a paragraph about a brother, a sister, or a friend. Include the following information:

What's his / her name? *His name is Leo . He is my friend*

What's his / her nickname? *His nickname is Leo.*

How old is he / she? *He is 12 years old*

Is he / she a student? What's his / her job? *He is a student.*

D. Write a paragraph about the people in the picture. Use your imagination. Answer the following questions:

What are their names? *Their names are Lucho and Miguel*

How old are they? *They are 14 years old* ✓

Are they family members? *They are best friends* ✓

Where are they? *They are in a party.*