Analysis of the experience of using an educational platform in an English class of second graders at Jose Max Leon School

RAE

1. TIPO DE DOCUMENTO: Trabajo de grado

2. TÍTULO: Análisis de las experiencias del uso de las tecnologías de la información con un grupo de estudiantes de grado segundo del colegio José Max León.

3. AUTOR (ES): Lizzeth Dayana Gamboa Mira, Luz Elena Herrera Cuesta, Belisario Márquez Camargo, Fernando Jose Riveros.

4. LUGAR: José Max Leon School

5. FECHA: Marzo de 2020

6. PALABRAS CLAVES: Tics, experience

7. DESCRIPCIÓN DEL TRABAJO: Este trabajo de investigación tiene la intención de analizar y describir la experiencia del uso de herramientas tecnológicas en la clase de inglés de los estudiantes de segundo grado del colegio José Max León.

8. LÍNEA DE INVESTIGACIÓN: Grupo de investigación: Tendencias actuales en educación y pedagogía. Línea de investigación: Educación virtual

9. METODOLOGÍA: Estudio de caso cualitativo

10. CONCLUSIONES: Los hallazgos de esta investigación muestran dos aspectos fundamentales emergentes del uso de las TIC. Una relacionada con las reacciones positivas de los estudiantes y la otra relacionada con los patrones de la clase cuando la profesora usó las TIC. El análisis de las tareas de los estudiantes muestra que las tareas usadas por la profesora funcionaron para lograr que los estudiantes comprendieran los temas estudiados.

The study revealed that the use of ICT tools, such as videos, the Educaplay platform, and the use of the computer to research topics promoted students' learning comprehension and

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Trabajo presentado como requisito parcial para optar por el título profesional en Licenciatura en Lengua Inglesa

Tutor: Diana Milena Celis Vargas.

M.A in Applied Linguistics to TEFL

Universidad de San Buenaventura, Bogotá

Facultad de Humanidades y Ciencias de la Educación

Licenciatura en Lengua Inglesa

Bogotá, D.C- 2020

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Abstract

This study analyzes and describes the experience of using an educational platform in an English class with second graders at the Jose Max Leon School in Cota, Cundinamarca. The participants were 23 students aged between 7 and 9 years old.

This qualitative research used a group interview, students' documents and observations in order to collect data. The method used to analyze the data was grounded theory. The findings of this research revealed two fundamental aspects that emerged from the use of ICT. One related to the students' positive reactions and other related to class' patterns, which included different strategies to help students understand the topics studied. The analysis of the students' tasks showed that the strategies used by the teacher worked to make students understand the topics studied.

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Resumen

Este estudio analiza y describe la experiencia del uso de la plataforma educativa en la clase de inglés de los estudiantes de segundo B en la Escuela José Max León en Cota, Cundinamarca. Los participantes fueron 23 estudiantes de edades entre 7 y 9 años. Esta es una investigación cualitativa que usa una entrevista grupal, documentos de estudiantes y observaciones de clase para la recolección de datos. La metodología usada para analizar los datos fue la teoría fundamentada de Strauss and Corbin. Los hallazgos de esta investigación muestran dos aspectos fundamentales emergentes del uso de las TIC. Una relacionada con las reacciones positivas de los estudiantes y la otra relacionada con los patrones de la clase cuando la profesora usó las TIC. El análisis de las tareas de los estudiantes muestra que las estrategias usadas por la profesora funcionaron para lograr que los estudiantes comprendieran los temas estudiados.

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Chapter 1: Project Identification

This research project was carried out with the purpose of analyzing and describing the experience when using some ICT tools with a group of second-graders in their English class at Jose Max Leon school. The identification of the project, as requested by the University, it is stated as follows:

1.1. Title of the Project

Analysis of the experience of using educational platform in an English class of second graders at Jose Max Leon School

1.2. Faculty and Academic Program

This research proposal belongs to the *Facultad de Humanidades y Ciencias de la Educación* and it is part of *Programa de Licenciatura en Lengua Inglesa*.

1.3. Group and Research Line:

Research Group: Tendencias Actuales en Educación y Pedagogía – TAEPE

Research Line: Educación y Tecnologías de la Información y la Comunicación

1.4. Topic

The experience of using an educational platform in an English class of second graders.

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1.5. Project Tutor

Diana Milena Celis Vargas, M.A en Lingüística aplicada, Universidad Francisco José de Caldas.

1.6. Researchers

Lizzeth Dayana Gamboa Mira, Luz Elena Herrera Cuesta, Belisario Marquez Camargo, and Fernando Jose Riveros.

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Chapter 2: Introduction

This study aims at analyzing and describing the use of an educational platform in an English class of second graders at José Max León School. ICT stands for information & communication technologies, and it refers to the technologies that provide certain access to information. Undoubtedly, the growth of technologies is greater every year, and it also has an impact on the educational field, which generates many questions about the relevance of those tools in class.

The school where the research took place acknowledges the importance of technology nowadays. Therefore, it established in its PEI the need to promote the development of technological skills. Thus, it is necessary to find out the way technology is being used in classes. It was then necessary to collect data in order to describe the experience of using ICT in an English class.

The instruments chosen to collect that data were three. Video recordings to allow the non-participant researchers to observe and describe the classes. A group interview used to identify the students´ reactions regarding the use of ICT tools and the workshops solved by the students to analyze the exercises that emerged from the use of ICT tools. YouTube videos, Educaplay platform, and computers were some of the ICT tools used to run the study. The process carried out to collect the data involved the planning of classes, the teaching of the lessons, and the analysis of the data collected. In the following sections of this document, the reader will find detailed information about the context, the topic studied, previous research, the

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way the research was structured, the data analyzed, the method used to analyze it, the emerging categories, and conclusions.

In the first chapter, there is a short description of what the project is going to be about in terms of organization and information about the researchers, such as names, the title, the line of the project, faculty and academic programs. In the second chapter, the reader can find an introduction to this research and mentions the information that will be presented in each chapter. In the third chapter, there is a description of the problem, the research question, general and specific objectives, rationale, and literature review. In chapter four, the reader will find the theoretical framework. In chapter five, the reader will find the research design, the description of the context and participants, the instructional design and the data collection instruments. In chapter 6, we describe the experience of using ICT tools in an English class after using grounded theory to analyze the data. At the end of this research, the reader will find conclusions and implications.

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Chapter 3: Description of the Project

3.1. Statement of the Problem

Jose Max Leon School proposes in its PEI the development of three transversal competences: humanity, adaptability and creativity. This research will focus on one of the transversal competences, which is the adaptability and contains as one of its subcompetences the appropriation of digital technology. Based on that, this research considers the need to describe how technology is used in class since there is no previous research at Jose Max School about it. That will help school decision-makers to reflect upon the objectives established regarding the development of technological skills.

Jose Max Leon School PEI is aligned with what the society needs nowadays regarding the use of ICT. As it was mentioned in the World Economic Forum 2016, the development of ICT skills should be promoted as necessary for the 21st century due to the rapid changes and advances technology has nowadays.

3.2. Research Question

How is the experience of using an educational platform in an English class of second graders at Jose Max Leon School?

3.3. Objectives

In order to answer the research question, we established the achievement of the following objectives:

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3.3.1. General Objective

To describe the experience when using an educational platform with a group of second graders in their English class.

3.3.2. Specific Objectives

To describe the class dynamics when using videos in the English class with second graders.

To identify the students' reactions when using an educational platform in the English class with second graders.

3.4. Rationale

This study describes the experience of using some ICT tools in an English class with second graders at Jose Max Leon School since the school had established in its PEI the need to develop student's technological skills and considering that there were no previous studies on this topic in the school. By doing this research, the school will benefit, as it will be informed on the way ICT are used in an English class and it will be a first step to continue researching about the fulfillment of the objectives established in the PEI, which are aligned with the current needs of our society. Additionally, students would benefit as managers and teachers will be informed about the second graders' experiences when using ICT in their English class. That will help decision-makers to start reflecting upon the gaps to fulfill the objectives of the appropriation of ICT.

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As researchers, this study allows us to analyze and reflect upon the way in which ICT are used in class and how technology can be used to teach English as a foreign language and, at the same time, develop ICT skills.

3.5. Literature Review

Table 1

RAE No 1: Percepción de los estudiantes respecto del uso de las TIC y el aprendizaje del idioma inglés.

Year	2018
Reference	Carranza Alcántar, M., Gómez Maciel, M., & Torres, C. (2018). Percepción de los estudiantes respecto del uso de las TIC y el aprendizaje del idioma inglés. *Apertura, 10*(2), 50-63. doi:http://dx.doi.org/10.32870/Ap.v10n2.1391
Type of document	Research Paper
Description	The growing integration of information and communication technologies in education has involved investigating how and under what circumstances and conditions these tools support students in learning a second language. This led to expose students' perception of the use of ICT as a support for learning English. The research was carried out with a quantitative, transversal and descriptive approach. The survey was applied to 162 students enrolled in the International Business career of a Mexican public university. The objectives of the research were to analyze

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	the perception of the students of the International Business program of a Mexican public university regarding the use of technologies as tools that support English language learning, to identify the factors that they consider can favor it and to know what are the technologies or tools most used by the teacher and which of them motivate learning this language. The results show that students perceive positively the use of technologies as support in the learning of English; they are aware of how these tools can help them acquire skills to master a second language; however, they acknowledge that they have not yet managed to internalize the use of ICT, mainly those aimed exclusively at the educational process. On the other hand, they consider that platforms, such as Moodle, and some educational softwares do not favor their learning, which makes it necessary to rethink the use of these tools and turn them into a dynamic space to provide greater participation by students.
Conclusions	According to the data shown in this work, students are immersed in the technologies and for them, they represent an important support in their learning; they are also aware of how these tools can help them acquire skills to master a second language; similarly, they consider that social networks, games and videos encourage their learning; this may be due to the fact that these are the technologies with which they have the best relationship and use the most. However, it must be acknowledged that they have not yet managed to internalize the use of ICT, mainly those aimed exclusively at the educational process; A sample of this is the number of responses in which students express indecision or indicate that they do not have a defined position. They recognize that learning English with technologies is possible, but they consider that their teachers still do not find the adequate didactic strategy to link the tools and the contents,

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because the technologies alone do not contribute to obtain significant learning, but if the contents (knowledge and understanding) that are taught with support in these. Finally, we conclude that taking advantage of technological means in order to learn is not enough; they should be interactive and allow the participation of students for them to motivate to continue learning. It is also noteworthy that applying ICT for teaching the English language is not a simple task and that constant innovation is required, focused on the intellectual development of the student. It is a fact that technologies will increasingly have a greater presence, but only a didactic sense of their use will be able to strengthen their use in the learning and training of students. Therefore, it is convenient to continue with research that reveals whether to use social networks, videos, games and software with which the students are already familiar and to combine them with teaching activities and strategies established by the teacher, encourages actually the practice and the obtaining of skills in the learning of English. Similarly, it is convenient to rethink the use of platforms and turn them into dynamic spaces that facilitate the participation of students in their administration and configuration.

This study is relevant for this research since it informs us about the benefits of using ICT in an English class. The findings in this research reveal that ICT increment the participation of the students because they feel motivated if the teacher uses an appropriate strategy to keep them engaged. If the teacher doesn't have the right tools and the right strategies it is not going to be possible to implement a dynamic class.

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RAE No 2: Perceptions of Chilean teachers and middle school students about the role of technology in English as a foreign language class

Year	2011
Reference	Díaz Larenas, C., & Jansson Bruce, L., & Neira Martínez, A. (2011). Percepciones de profesores y estudiantes chilenos de educación media acerca del papel de la tecnología en la clase de inglés como lengua extranjera. *Revista Lasallista de Investigación, 8* (2), 53-60.
Type of document	Research Paper
Description	In Chile the competences in a foreign language are highly regarded, because it allows the access to professional and academic opportunities. Therefore, English teaching has become a priority for public policy makers. This fact is complemented by the technological developments boom that demands that such technology is added to the educational processes. **Objectives.** To discover, analyze and interpret the perceptions and visions subjects have concerning the use and the pedagogic value of the intervention of technology in the classroom. **Methodology.** This article shows a qualitative research work, in which a semi-structured interview was applied to ten informants, five English teachers and five secondary school students, in order to know their perceptions about how the use of technology is beneficial for the teaching and learning processes, concerning foreign languages. The unit of analysis is the informants speech.
Conclusions	The results indicate that technology is a contribution for teaching and learning the language, given the fact that such use of technology stimulates significant learning. Even though technology allows a redistribution of the roles between teachers and students, increases motivation and improves learning, it is not yet fully used because there are applications and resources that are underused and they could contribute, even more, to improve the students´ learning processes.

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	This study contributed to our identification of strengths and weaknesses on the use of ICT in the context where the research took place. This is important because we can compare and contrast those findings with the ones that emerged from our research. Patterns might emerge, which will enrich the area of study.

RAE No 3: Experimenting ICT in teaching English language and literature.

Year	2009
Reference	Asia Call Online Journal (ISSN 1936-9859) Vol.4 No.1 October 2009, Dilip P. Barad.
Type of document	Research Paper
Description	A gale of change is blowing in the pedagogy of English Language Teaching (ELT) since ICT has initiated new possibilities into the classroom. The role of the teacher, the nature and context of learning, as well as the function and relative importance of course content have all been challenged and redefined. This study dealt with the pragmatic aspects of using ICT with the student community of Business Management and Humanities. It takes a look at the extensive use of web 2.0 components, Internet, blogs, e-groups, SMSs, emails, socializing portals, e-dictionaries, e-encyclopedia, power point presentations, webcasting, and audio-video. For this study some experiments were carried out to develop Business English skills and literature was taught. Then, researchers analyzed students' general inferences of the experiments, their limitations and opportunities. **The research paper deals with very pertinent questions** How far is ICT useful to student community? What is the role of ICT in teaching English language and literature? What kind of methods can be used to

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	overcome students' problems? Can it empower student community? Can it improve their proficiency of learning?
Conclusions	The study concludes with a short overview on the threats in this ICT enabled teaching-learning system. First and foremost, the teacher should not be technophobic. He/she should be well versed in the art of using techno-gadgets, internet, e-resources etc. A teacher who is adamant not to change, is one of the biggest hurdles in this type of system. Secondly, the place where the teacher works should have proper infrastructure. The world still has such places where a constant supply of electric power is a dream. Even in the most advanced part of the world, hi-speed Internet connectivity is not possible. Third, students' showed eagerness and willingness to be part of this system. Students were also ready to learn a little bit of Internet surfing and emailing so it is considered an added advantage to the success of an ICT enabled teaching system since the students therefore, should be more adaptive and responsive to this method. Lastly, ICT can never replace a teacher. A man is a better teacher than a machine. Neither text nor technology can replace a teacher. A good teacher will always be good, whether he uses ICT or not. But if he uses it, it could improve the proficiency level of his / her students and empower them with better understanding of language and literature. As always, there are limitations to these experiments. What works successfully in an environment may not work with an equal success rate in another environment. It is possible that several teachers and researchers have conducted such experiments. Their results may vary but one should not stop experimenting. Though, there is the danger of repeating the same experiments time and again, and henceforth, to avoid repetition, bibliographic records of such experiments should be maintained. We should keep in mind what Michael Levy (1997) said by quoting R.W. Last in Computer-Assisted Language Learning "A sense of whole is imperative … practitioners and researchers of CALL have not

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<table>
<tr><td rowspan="2"></td><td>really assimilated the work that has been done." To assimilate the work that has been done one has to experiment keeping the following findings of Liu Min, Moore Zena, Graham Leah, & Lee Shinwoong (2002) in view. They have done a path breaking study: A Look at the Research on Computer-Based Technology Use in Second Language Learning: Review of Literature from 1990-2000, wherein they examined research articles published in the decade – 1990 to 2000. Those authors' findings are equally true for this study. Thus, research needs to have a solid foundation in theories; software needs to be based upon relevant pedagogical and design principles for them to be effective; studies need to use well-established and reliable measures; research focus should go beyond anxiety, attitudes, vocabulary acquisition, language production; and more research needs to be conducted in the less explored skills areas such as speaking, listening, and culture.</td></tr>
<tr><td>This study informs us about the necessity of exploring the development of skills such as speaking as well as the knowledge about vocabulary that might result from the use of ICT in class. It also allowed us to identify the importance of having an adequate classroom to implement the ICT in the English class and the role that teachers play when using ICT to teach English.</td></tr>
</table>

RAE No 4: New wave in English language learning/teaching

Year	2011
Reference	Ghasemi, B. and Hashemi, M. (2019). *ICT: Newwave in English language learning/teaching*. https://www.sciencedirect.com
Type of document	Research Paper
Description	Information Communication Technology (ICT) breakthroughs have brought new opportunities to restructure the language learning/teaching settings.

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	Nowadays, ICT has opened new avenues and brought new challenges to language learners as well as teachers. The responsibility of learning tasks has shifted towards the learners and this has dramatically changed the roles of teachers. However, it should be noted that modern language teachers determine the quality of learning process, and not ICT. This paper tries to highlight the potentialities of ICT as a powerful tool for foreign language teaching and the effects of this technology on second language learning.
Conclusions	A vast amount of literature explored the potentialities of ICT with regards to teaching and learning languages. Dunkel (1990), for example, asserted that the possibilities of computer technology as a tool could include increasing language learners' (1) self esteem, (2) vocational preparedness, (3) language proficiency and (4) overall academic skills. Furthermore, the benefits of multimedia, the Internet, and various forms of distance education were explored by many others. Educators were particularly interested in technology's interactive capabilities, such as providing immediate feedback and increasing learner autonomy. Schools and colleges reflect the cultural and linguistic diversity of current day society and therefore have a duty to ensure that all students are able to access the curriculum, achieving to the best of their own abilities. Students within the educational system for whom English is an additional language have very special needs which need to be addressed by teachers. Using ICT to support English language learners pose challenges for teachers of how to exploit new and emerging technologies. We as language teachers should consider new strategies in teaching but ICT without correct strategies cannot help us in classroom. This study informs us about the role of the learner when it comes to use ICT and how they feel using them in class. We reflected upon the idea of finding out the students' feelings when using ICT. The findings of this research mentions that

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	learners gained more confidence since they were able to understand and complete the activities proposed in class. This conclusion might be compared and contrasted with the findings of our research in order to identify possible commonalities or differences in context where technology is used to learn a foreign language.

RAE No 5: ICT in the Teaching of English: Analysis of ICT Related Methodologies.

Year	2017
Reference	Sanz Mateo, L. (2017). *ICT in the Teaching of English: Analysis of ICT Related Methodologies*. [online] Uvadoc.uva.es. Available at: http://uvadoc.uva.es/bitstream/10324/25613/1/TFG_F_2017_118.pdf [Accessed 21 May 2019].
Type of document	Research Paper
Description	In recent years, Information and Communication Technologies (ICT) have been gaining ground in the educational field. Their use in the class of English as a foreign language presents great advantages, not only in terms of linguistic learning – as numerous studies have clearly demonstrated – but also as regards personal skills – since students experience the learning of English from new and novel perspectives. There is nowadays a wide range of ICT-related methodologies available for the teaching of English as a foreign language, but only six of them were analyzed in the study: Flipped Classroom, Challenge-Based Learning, Mobile Learning, Ubiquitous Learning, Task-Based Learning and Problem-Based Learning. A thorough study of those educational approaches was offered with the aim of facilitating their selection for the English class. A comparison between them and a subsequent discussion was provided as well, intending to clarify the similarities and differences among them. Yet, the final

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	decision will obviously depend on the teacher and her/his own circumstances, being therefore extremely difficult to label one of these methodologies as the best one for the teaching of English as a foreign language.
Conclusions	The study demonstrated that the use of ICT supposes great benefits concerning the learning of English as a foreign language. By the analysis of six ICT-related methodologies, it has been illustrated that ICT tools do not only increase students' motivation and interest for learning and enhancing their English skills, but also contribute to improve both their linguistic competence and knowledge of new current technologies – clearly relevant in the 21st century world. It is essential for teachers to reinvent and keep learning about ICT tools and new ICT-related methodologies in order to provide students a proper and accurate learning of English. In the best of cases, after handling ICT for a while, teachers will find no difficulties in their new way of teaching, always keeping up with the latest educational advances. On the other hand, as ICT tools are increasingly present in everyday life, students will enjoy the English class and will improve their linguistic skills even without noticing it. This research was helpful to know some of the benefits that the use of ICT tools in the English class offer the students. That information is relevant to compare the results of that study with the ones that we will obtain in our research study in order to support the findings. In addition, we could learn how different methodologies related to ICT use can be adapted to each context. That informed us that the methodology used at the school where our research took place could be adapted with ICT tools.

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4. Theoretical Framework

This study aims to analyze and describe the experiences of using ICT tools in an English class with second graders at José Max León School. This research is relevant for the context since the school promotes the development of technological skills in a transversal way, and there are no previous studies about the way technology is used in classes. In addition, the school has considered the present needs in our society to establish in its PEI the development of ICT skills on the children. Thus, the school understands the necessity of exposing the children to the use of ICT tools, which is necessary to achieve an integral formation and to develop skills necessary to compete in their professional life. ICT tools have demonstrated multiple benefits for students' learning. Sanz (2017), suggests in his study that the use of ICT supposes great benefits concerning the learning of English as a foreign language, both for teachers and students. In that study, six ICT-related methodologies were analyzed and as a result, the researchers found out that ICT tools increase students' motivation and interests for learning. The research also concluded that ICT enhanced the students' English skills, and they also contribute to improving both their linguistic competences and knowledge of new current technologies – clearly relevant in the 21st-century world. In the same way, Díaz, Bruce, and Neira (2011), state in their research that technology is a contribution to teaching and learning the language, given the fact that such use of technology stimulates significant learning. Even though technology allows a redistribution of the roles between teachers and students, it increases motivation and improves learning.

In this section of the document, we present our understanding of the concept of ICT, bearing in mind that it is necessary to understand the present research. For us, ICT refer to technologies that

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provide access to information through telecommunications. It's similar to IT (Information technology) but focuses on communication technologies, including the Internet, cell phone, computers, blogs, emails, and other communication mediums.

ICT and the language classroom

Although there is not a single definition, ICT refers to all devices, networking components, applications and systems that combined allow people and organizations to interact in a digital world. ICT (Information and communication technology) is an umbrella term that includes any communication device or application such as TV, cell-phone, computer, and network hardware or software, as well as other services associated with them, such as video conferencing and the distance learning. Asabere and Enguah (2012), defined ICT as the tools, facilities, processes, and equipment that provide the required environment with the physical infrastructure and the services for the generation, transmission, processing, storing and dissemination of information in all forms including voice, text, data, graphics, and video. Similarly, Ifueko Omogui Okauru (2011) states that ICT is the digital processing and utilization of information by the use of electronic computers; and it comprises the storage, retrieval, conversion, and transmission of information.

In the TEFL field, Asabere and Enguah (2012), suggest that ICT is a valuable and innovative teaching tool used to enhance EFL learning. They also mention that the rapid growth of ICT has naturally influenced the very aspects of the language teaching process. In our experience as teachers, we have noticed that technology can be applied to teaching practices, to enhance and facilitate foreign language learning. Computers, the Internet, smart boards, cell phones, video

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games, music players, etc. are used in the target language learning process to raise students' motivation and language awareness. Similarly, Altun (2015), considers that the implementation of ICT will lead to a variety of English contents, contexts, and pedagogical methods in the teaching environment. ICT makes the English language environment interactive, flexible, and innovative.

On the other hand, Livingstone (2012), asserts that ICT is not suitable for all learners in all purposes, and may require some considerable learner training for practical use. In addition, ICT might intend problems related to the lack of resources, competent teachers that are able to choose the best technological tool matching with course content. Similary, Cox, Preston and Cox (1999) state that some drawbacks of using ICT in classrooms are related to difficulties in using software/hardware, teachers need more technical support, the time to teach students the use of ICT is not enough, they are too expensive to use regularly, or there is insufficient access to those resources. In addition, EFL teachers find it difficult to fully integrate computers into the lessons because they have to spend too much time to teach the students the use of ICT tools reducing the time to practice.

Levels of ICT's Appropriation

It is important to mention the levels of ICT appropriation that some authors had identified. In this regard, Sanchez (1998), claims that there are three levels: adoption, adaptation and appropriation.

ICT adoption is to give the first steps on their knowledge and use, maybe to make some application; the point is to overcome fear and discover the ICT potential. That's the beginning of

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the ICT use, it doesn't involve an educational use, the point is more about the ICT than about educational purposes.

The ICT adaptation is about to know them and use them to different tasks but without a clear curricular purpose. It implies that the teachers and learners possess a computer culture, use the technologies to prepare classes, support administrative tasks, check educational software, etc. Technology is used, but the purpose for which it is used it is not clear, they don't penetrate the construction of learning, they play a peripheral role in the cognitive and learning. Technologies are not used to support the intentional need for learning. An important part of this level belongs to a technological approach to the use of technology to support the learner (Sanchez, 1998)

The ICT appropriation the focus is on a specific learning purpose supported by technology. When there is a level of appropriation of ICT, it is possible to integrate them into the curriculum by incorporating and articulating them in the classroom. Thus, there is an invisible use of the ICT since the focus is on the learning task and not on the ICT (Sanchez, 2001)

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5. Research Design

5.1. Type of Study:

In order to achieve the objectives of this study, the researchers used a qualitative study in which there are several participants. According to Hernández, Fernández, and Baptista (2010), qualitative research focuses on understanding and deepening phenomena, exploring them from the perspective of the participants in a natural environment with the context. The qualitative approach is selected when the researchers want to understand the perspective of the participants (Individuals or small groups of people to be investigated) about the phenomenon that surrounds them, deepening in their experiences, perspectives, opinions, and meanings, that is, how the participants subjectively perceive their reality.

According to Best and Kahn cited by Ariola (2006), descriptive research is a purposive process of data gathering, analyzing, classifying, and tabulating data about practices, beliefs, thoughts, and cause-effect relationships. That process also includes the interpretation of such data with or without the aid of statistical treatment. Therefore, and taking into account that the purpose of this study is to analyze and describe the experience of using ICT in an English class with second graders, we chose data collection instruments that helped us to achieve this purpose. We video recorded the classes in order to observe, describe, and analyze the lessons without participating in it. We also used a group interview to identify the students' experiences when using ICT tools, and the students' writing exercises that were part of the experience and activities promoted in class when using ICT. Finally, we didn't use statistical methods, but the Grounded Theory to analyze the data.

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5.2. Context

The research took place at José Max León School. It is a private school in Bogotá and its philosophy focuses on the development of responsibility, creativity, innovation and expression of ideas through the arts. In addition, the school also considers it important to help students to develop cognitive and critical thinking abilities as well as decisions making skills. In order to help students develop the mentioned abilities, the teachers must use a specific methodology and a classroom structure. Furthermore, it is important to highlight that the school promotes the development of technological competences in a transversal way. Therefore, having in mind that there is not any previous research about the use of ICT during English lessons, this study aims at describing and analyzing the use of ICT in an English class of second graders.

Regarding the methodology, significant experiences and project-based learning are used to help the students achieve the learning goals at José Max León school. The significant experiences can be done according to the stage of the thinking process where the children are at.

The structure of the classroom must be taken into account as well since the school promotes cooperative learning through the creation of small groups inside one classroom to maximize the student's own learning and peer learning. There is equal participation, so that all the integrants of the group participate, give their input and receive their classmate´s input as well. And the most important thing is that all of them have the same importance and multiple interactions take place. The groups usually have four students and each person is given a role. All the roles have the same importance; a moderator in charge of giving the word and controlling the time of participation, the

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communicator in charge of writing the text and socializing the results of the work, the motivator in charge of supporting the ideas and communicating the critical postures. Finally, the verificator who gives the instructions of the assignment, is in charge of the meta-cognitive proposals.

Other important aspect at José Max León School is the pedagogy used, since it gives the school the horizon of the role that students play. The school uses a dialoguic interstructuring pedagogy, which means that the teacher plays a role as a mediator, guiding the learning of the students, and the students play a protagonist role in their own learning. That pedagogy aims at not only preparing students to acquire knowledge but also to help them be able to solve different situations in life, which they are going to face in the future.

5.3. Participants

The participants in this study are 23 students aged 7 and 8 years old who belong to the course second B at Jose Max Leon School. They are an excellent group, always willing to work, and are very interested and motivated to learn English. In that group, the majority of the students have studied at the José Max León since they were at pre-school, so they have always been required to interact in English. This population's social status is 5 or 6, according to the Colombian economic classification. There is one student that has hyperactivity syndrome level 3 and in order to help that student achieve the objectives of the lesson, the English teacher uses different strategies to integrate him into the learning process.

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5.4. Data Collection Instruments

For the purposes of this research, three instruments were implemented in order to collect data: video recordings, a group interview and students' documents.

5.4.1 Video recordings.

Video and film have featured in the development of social research within sociology, anthropology, education, and psychology. The increased presence of video in people's everyday lives, as well as institutional practices and public environments, means researchers often have access to 'naturally occurring' video data. Video is increasingly the data collection tool of choice for researchers interested in the multimodal character of social interaction.

Video has been employed to explore children and young people's identities, media practices and digital cultural production (e.g., Marsh, 2004; Domingo, 2011; Gilje, 2009). Others have approached videos made by others, for instance exploring how people produce, share and comment on videos such as Adami's study of YouTube (2009)

For this study, video recordings were used to allow the non-participant researchers to observe the classes. It was necessary to ask for parents' permission to video record the lessons (appendix 1). After having the parents' consent, the classes were recorded, and the researchers used them to describe, analyze and find out the class dynamics, and the students' reactions when it comes to using ICT

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5.4.2. Artifacts.

They are documents that must be interpreted by the researcher to give voice and meaning around an assessment topic (Bowen, 2009). Analyzing documents incorporates coding content into themes similar to how focus group or interview transcripts are analyzed (Bowen, 2009). There are three primary types of documents (O'Leary, 2014):

- Public Records: The official, ongoing records of an organization's activities. Examples include student transcripts, mission statements, annual reports, policy manuals, student handbooks, strategic plans, and syllabi.
- Personal Documents: First-person accounts of an individual's actions, experiences, and beliefs. Examples include calendars, e-mails, scrapbooks, blogs, Facebook posts, duty logs, incident reports, reflections/journals, and newspapers.
- Physical Evidence: Physical objects found within the study setting (often called artifacts). Examples include flyers, posters, agendas, handbooks, and training materials.

For this research, we used two types of artifacts; personal documents and physical evidence. For example, we collected and analyzed students' scrapbooks, books, workshops and exercises in Educaplay platform.

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5.4.3. Group interview

Often called focus groups, this method allows interviewing several participants at once. Group interviews usually comprise five to 10 participants who have a facilitated discussion on a given topic. The focus is on gathering narratives, rather than being a discussion, problem-solving session, or decision-making group. Clarke (1999), suggests focus groups work well because ''group members influence each other with their comments, and participants may form opinions after considering the views of others, tapping into this interpersonal dialogue can help identify common experience and shared concerns'' For this research the group interviews helped to understand how the students' felt during the implementation of the ICT's (appendix 4)

5.5. Instructional Design

At Jose Max Leon School, teachers use the dialogic pedagogy in class, which, according to Julián De Zubiría Samper (1992) is based on an auto-structuring method. It promotes the students' own development rather than considering the school as the place where human culture is transmitted.

Dialogic teaching promotes the power of talking to stimulate and extend the pupils' thinking. Dialogue is not just a technique to achieve some cognitive results, but it is a means to transform social relationships in the classroom. It is a way to recreate knowledge as well as the way we learn. It rejects narrative lecturing where the teachers' talk silence and alienate students. Dialogic teaching is not a single method for teaching, but it is an approach and a professional outlook rather than a specific method. In dialogic classrooms, students learn and are encouraged

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to do things like narrating, explain, analyze, speculate, imagine, explore, evaluate, discuss, argue, justify, and ask questions of their own. All these forms of the talk are necessary   because it facilitates the different kinds of learning talk and the children also listen to their classmates in the classrooms, think about what they hear, give others time to think and respect different points of view.

Dialogic teaching requires scaffolded dialogue, which involves interaction to encourage children to think in different ways. It also involves questions that require much more than simple recall and answers that are followed up and built on, rather than merely information that teachers know in advance and expect to listen. Regarding feedback, it informs and leads thinking forward; and contributions are extended rather than fragmented. Exchanges chain together into coherent and deepening lines of inquiry. All this is possible when teachers consider an adequate classroom organization, climate, and relationships.

Dialogic classrooms use five main ways in order to maximize the prospects for dialogue:

Whole class teaching

Group work (teacher-led)

Group work (pupil-led)

One-to-one (teacher and pupil)

One-to-one (pupil pairs)

In addition, teaching is more likely to be dialogic if it is:

Collective, when participants address learning tasks together.

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Reciprocal, when participants listen to each other, share ideas and consider alternative viewpoints.

Supportive, when pupils express their ideas freely, without fear of embarrassment over.

This view of teaching and learning is fostered at Jose Max Leon School and will be used to teach the classes listed below.

5.5. Instructional Design

Session	Learning Objectives	Pedagogical Activities	Data collection Instruments	Action Research Stages
1	To understand what weather is and how it changes	To watch a video about the weather. To write in their notebooks vocabulary about the weather. To answer a workshop about weather	Field notes can be used to record the process of the class.	
2	To understand what rocks are made of To identify different kinds of rocks	To solve a worksheet To develop exercises in educaplay.	Field notes were used to record the process of the class and the response of the students.	As the plan is being carried out, observation is done to monitor the progress.
3	To understand where soil comes from and its uses	Students will do a writing exercise in their textbooks.	Field notes were used to record the process of the class and the response of the students.	During these stages, both observation and action are taking place as the plan is still going on

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		Students will take notes from the board	Video recording was used to record the performance of the students.	and it is being observed.
4	To understand the difference between man-made resources and natural resources	Students will answer some comprehension questions in their notebooks	Writing exercises to collect a formal response from the students, allowing some time to think about the answers.

Interviews to collect a spontaneous response. | Students' written answers will give an account of their comprehension. |
5	To understand adaptation methods for plants and animals	To watch a video about methods of adaptation for plants and animals Students will take notes about adaptations	Field notes were used to record the process of the class and the response of the students.	
6	To understand adaptation methods for plants and animals	Students will take notes about adaptation. To investigate different kinds of adaptations.	Field notes were used to record the process of the class and the response of the students.	As the plan is being carried out, the researchers will observe and monitor the progress.
7	Scrapbook about animal adaptation	Questions about the comprehension of the video.	Field notes to record the process of the class and the response of the students.	As the plan is being carried out, the researchers will observe and monitor the progress.
8	Scrapbook	Students will use the computer to research the characteristics of	Field notes to record the process of the class and the response of the students.	As the plan is being carried out, the researchers will observe and

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		the adaptation of animals. Students will write the information in their notebooks.		monitor the progress.
9	Scrapbook	Students will use the computer to research the characteristics of adaptation of a plant. The students will write the information in their scrapbook.	Field notes to record the process of the class and the response of the students.	As the plan is being carried out, the researchers will observe and monitor the progress.
10	Students will watch a video about the solar system. The Teacher will provide students with cardboards and playdough to build the solar system.		Field notes to record the process of the class and the response of the students.	As the plan is being carried out, the researchers will observe and monitor the progress.

There are two approaches to teaching and learning; interstructuring or dialogic inter-structuring. On the one hand, the interstructuring approach considers the creation of knowledge is performed outside of the classroom, and the role of the school is to transmit human culture. On the other hand, the dialogic inter-structuring approach considers the student has all the tools to promote his own development and this is why it is considered the center of the educative process. For this

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research, it was important to get informed about the approach promoted by the school (dialogical inter-structuring), since when the ICT were used we had to take into account the method used at the school. This approach promotes the development of cooperative work and autonomy on children. It was used when the teacher asked students to work in groups to do a research on the computer and later create a scrapbook. Also, this approach was taken into account when students were asked to develop exercises on the Educaplay platform.

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Chapter 6: Data Analysis

This chapter presents the analysis of the data collected in order to describe the experience when using some ICT tools with a group of second-graders in their English class. We observed classes, analyzed the students' workshops, and interviewed them in order to collect useful information, reflect and analyze the experience of second graders when using ICT in an English class.

We applied three instruments: an interview, documents and class observations based on video recordings. The interview was created in the students' mother tongue, which is Spanish, trying to get fluent and truthful information about their experience when using ICT in their English class, due to the lack of fluency, and vocabulary of the students when using English.

The participants in this study were 23 students aged 7 and 8 years old who belong to the course second B at Jose Max Leon School. The analysis of data was made by using the grounded theory, which is a method based on applying three stages to analyze the collected information. That methodology is used to observe and analyze social processes, social relationships and social behavior. According to Strauss and Corbin (1990), the area of interest should be defined, then theoretical preconceptions should be avoided. After that, all the data is collected to be analyzed. They can be qualitative and quantitative or it can also be a combination of both. For this study, only qualitative data was collected. The interview that was made had only open-ended questions. Then, open coding or a line by line coding takes place, where the key phrases are identified and highlighted (appendix 2). Then, axial coding takes place, which means that all the codes identified

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in the previous stage are placed in categories or subcategories breaking the data into conceptual components (appendix 3). This allows the researchers to be able to theorize or reflect on their understanding. Finally, selective coding takes place, which means that more commonalities and patterns need to be found among the categories previously found in order to answer the research question. As a result of the analysis, we identified two categories and three subcategories that we present in the following figure:

Categories:

1.Students consider that classes are fun and entertaining

2. The ICT make that the teacher generates a class pattern

Subcategory 2.1.
Techniques used to present, explain a topic and show class dynamic when using videos.

Subcategory 2.2.
Different strategies to check comprehension when using ICT.

Subcategory 2.3. Teaching strategies to develop skills.
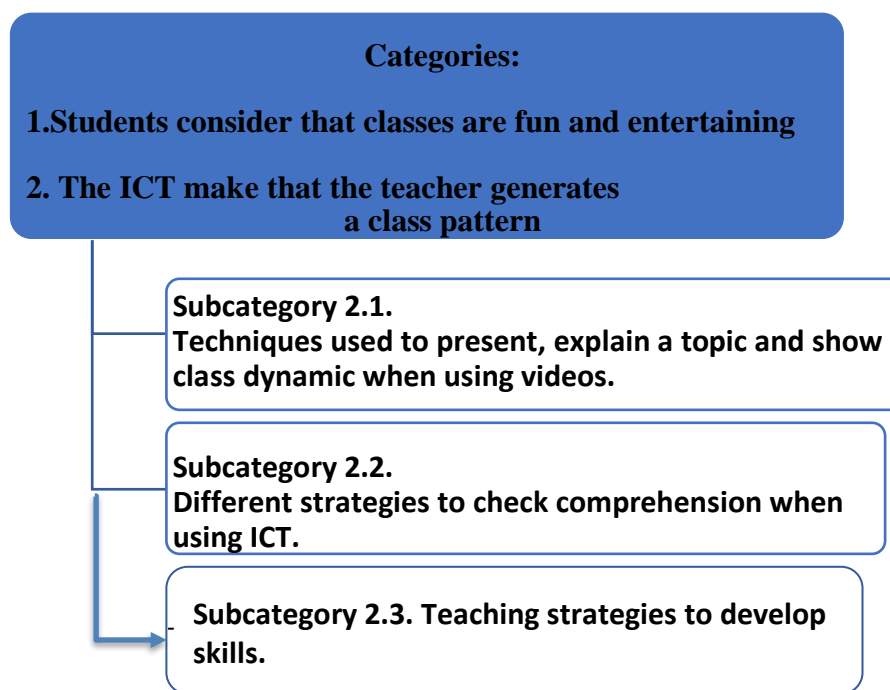
Figure 1. Category and subcategories found in the data analysis

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Students' opinions were identified regarding the classes where ICT were used and in general, the students considered that the use of videos, computers and platforms makes classes fun and entertaining. In addition, we identified a class pattern created by the teacher when the ICT were used. That class pattern begins with the selection of a video to introduce a class topic, followed by the use of strategies to check students' understanding of the information presented and finishing with some techniques to promote the development of different skills. In the next paragraphs, we will explain in detail the emerging subcategories and we will present the evidence for each one of them.

6.1. Category 1: Entertaining and fun classes

The first subcategory of this study describes the students' reactions to the use of technology in the classroom. The students were engaged, and they showed a different result when it came to the use of ICT tools. In our study, the students expressed that by watching videos, the class was more interesting and enjoyable. Additionally, some students mentioned that they get to understand the information presented in the videos because the images and examples help them to do so. Another essential aspect to highlight is that in eight classes out of nine, the use of videos, Educaplay, and the computer caught the students' attention. Students showed excitement and stopped doing other activities to focus their attention on the videos. Students watched the screen and listened silently. It allowed the students to listen attentively to the information presented in the videos. This result is similar to the information presented by Hemei (1997) when he states that "in recent years, the use of videos in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being rich and valuable resources, videos are well-liked by both

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students and teachers." (p.47). The following excerpt exemplifies the students-participants' opinions about their feelings when using technology in the classroom:

"Entrevistador: ¿Cómo te sentiste usando el computador y viendo videos en tu clase de inglés?

N C: Me gusto, pues me da la posibilidad de ver por medio de ejemplos los temas.

I S: Me aburro menos

L A: Pienso que con videos nos entretenemos más y copiamos menos.

L C: Con videos la clase es más divertida aunque deberíamos ver más seguido.

S R: Los videos son importantes porque puedo comprender los temas mejor, pues estoy viendo algo que está pasando." (I1p2)

In addition, the following excerpts prove that students' reactions towards the use of ICT were positive:

When the teacher started the video, children stopped what they were doing to pay attention to the video. (C1,2,3,4,5,6,10)

Then the teacher shows the first part of the video and all the students look at the screen. (C1,2,3,4,5,6,10)

We can see during the video the students paying attention to what they have to do and how they have to do it. (C1,2,3,4,5,6,10)

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> *The children showed understanding of the topic watched in the video by giving examples.*
>
> *(C1,2,3,4,5,6,10)*

Our findings regarding positive reactions of students towards the use of technology in classes has also been stated by Wright (1976), who stated that many media and many styles of visual presentation are useful to the language learner. And Layton (2013), claims that students can learn a lot more from the visual material. Similarly, previous studies carried out by Vale & Freunteun, (1995); and Meredith, (1947) have found that visual aids offer many advantages and can improve students' development of writing and oral skills since they provide students with real-life simulations. In addition, visual aids generate a positive perception of the students when they use different types of technology such as computer images, slices, videos, and many other resources and enhance and foster oral and written communication in English language learning.

6.2. Subcategory 2.1: Techniques used to present, explain a topic and show class dynamic when using videos.

The analysis of the data revealed that there was a class pattern related to the way the teacher used the ICT in the English lessons of second graders. During the first part of the lessons, the teacher used videos as a way to introduce a topic. That tool was effective to catch the students' attention, engage them, and help them to understand the information presented. The students showed interest during the lessons, and during the interview, they mentioned that they had felt entertained, and the videos had helped them to understand the information presented. After introducing the topic of the class with a video, the teacher paused the video several times to have discussions or to review some details. This way of using videos was part of the scaffolding process that the teacher used to help

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the students understand the information. The following excerpts show the pattern identified when using videos during the first part of the lessons:

The teacher plays a new video that is related to the topic. (C1,2,3,4,5,6,10)

The teacher introduces the topic with a video. (C1,2,3,4,5,6,10)

The teacher explains definitions and gives instructions to develop a task. (C1,2,3,4,5,6,10)

Teacher asks students to pay attention to a specific part of the video. (C1,2,3,4,5,6,10)

The coding below shows us how the dynamic of the class is when using a video.

"When the teacher started the video, children stopped what they were doing to pay attention to the video. (C1,2,3,4,5,6,10)

Then the teacher shows the first part of the video and all the students look at the screen. (C1,2,3,4,5,6,10)

We can see during the video the students paying attention to what they have to do and how they have to do it. (C1,2,3,4,5,6,10)

The children showed understanding of the topic watched in the video by giving examples. (C1,2,3,4,5,6,10)"

The benefits of using videos in class have also been stated in other studies. According to Jackson (2016), it is claimed that technology can be used effectively for various aspects in education. For

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example, the YouTube website is regarded as one online material that can be integrated into traditional English lessons and it is also considered a source of online material that can play a vital role in the teaching and learning field by helping students to improve their understanding and performance in English lessons. Similarly, Alexa (2011) states that YouTube has become one of the most popular websites in the world because many students around the world like language videos and many clips have been viewed millions of times.

6.3. Subcategory 2.2: Different strategies to check comprehension

In this study, we observed that after using video recordings to introduce a topic and after having students listen to parts of the video several times, the teacher used different strategies to verify students' comprehension. It was made in different ways, after using a YouTube video, oral questions were always used to check if children had understood the concepts and it is relevant to highlight that in some classes the students were extremely motivated and connected with the topic so that they not only answered the question but also gave additional information or examples. Furthermore, in some lessons, as soon as the video concluded, children worked on written exercises in their books, notebooks, worksheets, as well as in a technological and educational platform (Educaplay) in order to put in practice what they had been taught. These exercises or workshops consisted of answering questions, completing, or organizing sentences.

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During a class, when students needed some help to answer orally, the teacher's reaction was to show the students the part of the video again, which contained the corresponding answer and then asked them one more time. Those actions helped the students to answer correctly as it is evidenced in the following excerpt of the classes observed:

-The teacher started asking some questions, but students did not understand. So the teacher showed the kids the parts of the video which contained the answers for children to hear them and learn. In this way, the students were able to answer. (C2)

The analysis of the written exercises revealed that most of the students were able to answer the questions properly, which proves that the strategies used to check comprehension of the information presented through the videos helped the students to understand. Figure 2 exemplifies the answers that students wrote for the questions asked by the teacher, which aimed at checking students' comprehension of the information presented at the beginning of the lessons:

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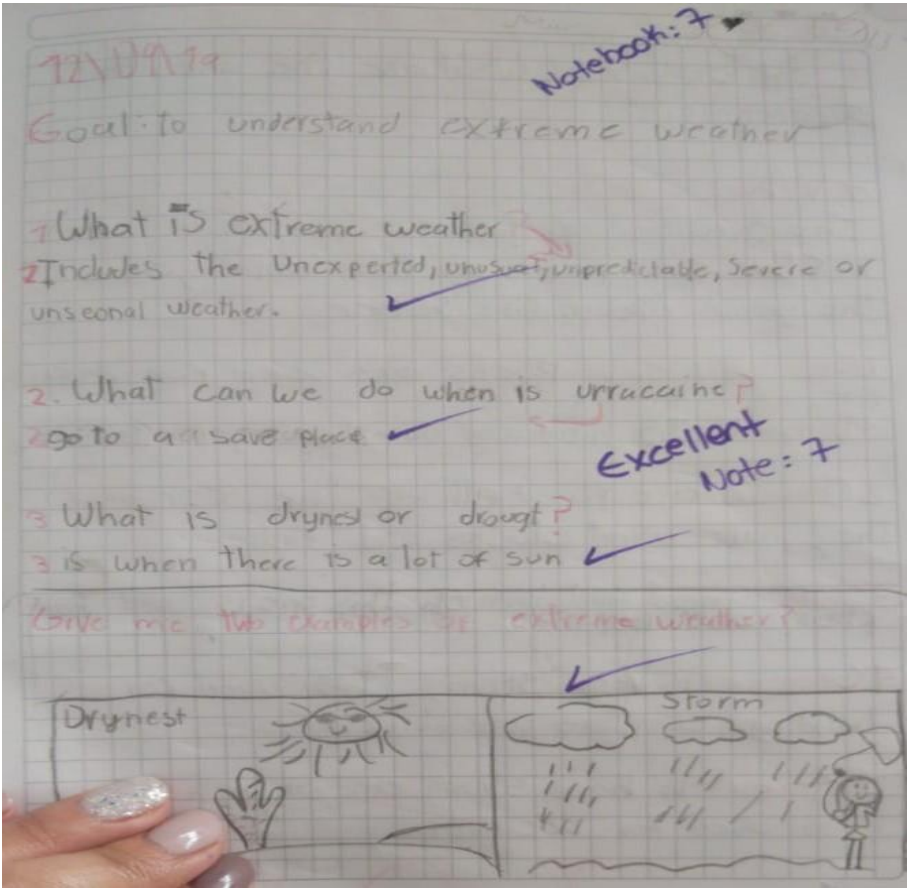
Figure 2: Extreme weather exercise.

In addition, the analysis of the students' answers in the education platform, Educaplay demonstrates that students understood the concepts and the vocabulary presented through videos as the children were able to complete the proposed tasks correctly in the time given. The following figures prove that:

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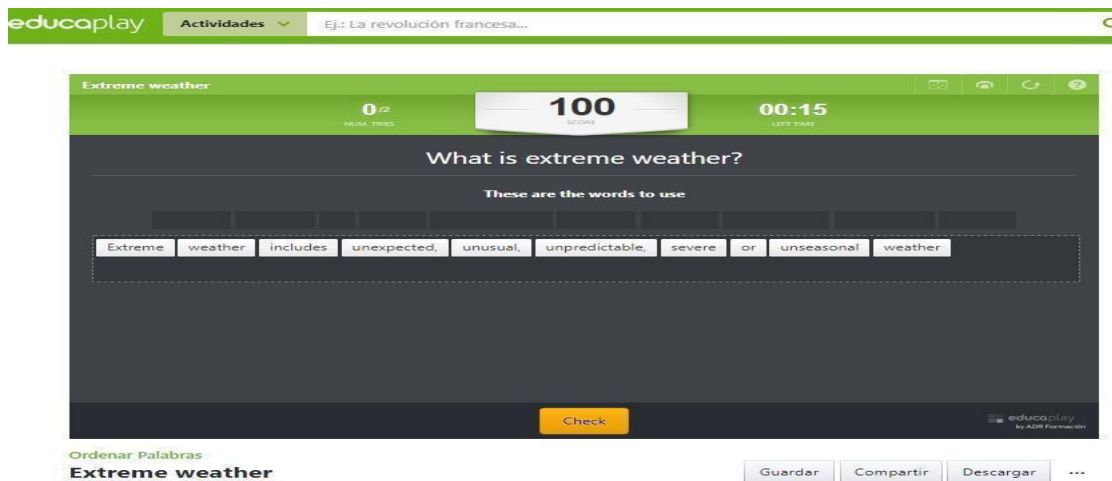
Figure 3: Educaplay platform. Results 1
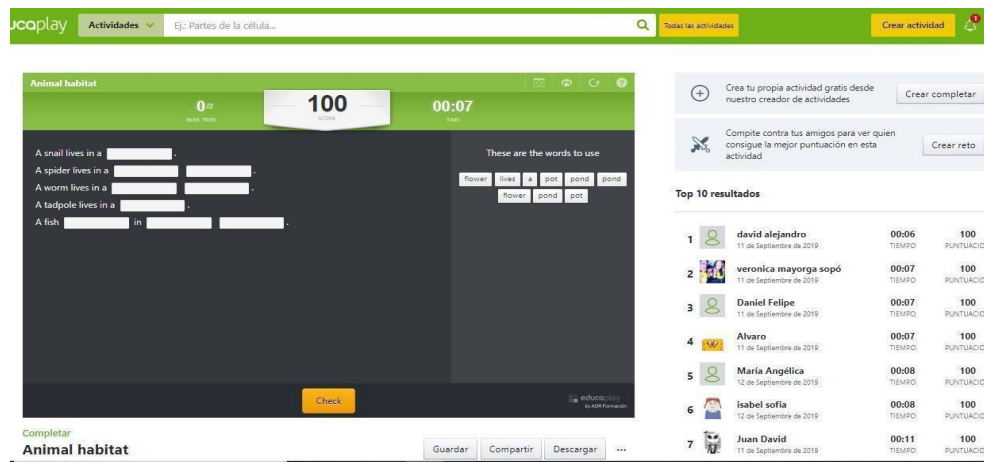
Figure 4: Educaplay platform. Results 2

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Figure 5: Educaplay platform. Results 3

Figure 6: Educaplay platform. Results 4

6.4 Subcategory 2.3: Teaching strategies to develop skills

Teaching strategies are used by the teachers to assist students in the learning process of the second language and to help them to make it easier to transmit knowledge. Also, to help students develop their competencies necessary to achieve the goals of the classes. By using some teaching strategies to develop skills, teachers are able to identify the learning necessities of each individual student and the group. During this study, some of the strategies used were modeling the writing of the sentences and the conclusions. The students were asked to write them in their notebook. This strategy allows students to observe the writer's text and to make a record of it.   Students need to see how it is possible to put ideas together to create a text. It also enlarges their vocabulary. Another strategy used was to allow students to use the computer to extract important information about a topic. They were able to have a computer and to extract the most relevant information to create a scrapbook. This strategy allowed them to practice reading comprehension and production. It was also very motivating for them since they had access to the internet and managed their own computer. Using this as a catch, students worked with great enthusiasm creating and taking advantage of the tool.

Another strategy used by the teacher was to ask questions and to have students answer workshops in their books or notebooks after the explanations. While they read the pronunciation was checked and corrected. Those dynamics promoted the practice of sentence constructions by taking notes or filling in the blank in the workshops. The following excerpts reveal the patterns found in most of the classes related to the development of skills at the end of the lesson and as part of the ICT that were used at the beginning of each class:

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After the teacher asked one of the students to read on page 20, here we can observe that the students were distracted, but the teacher asked them to pay attention and encourages reading in the class by asking some students to read different paragraphs of the book. (C1)

The teacher asks questions from the reading and the students answer the questions, so we can see they understand the topic they are talking about. (C4)

The teacher explains some definitions and writes them on the board, students have to write the information in their notebooks and finally the teacher checks the task. (C3)

Next, the teacher invites students to take notes of what she had written on the board before. (C5)

The teacher starts guiding the students and draws the example on the board. (C7)

Students will draw that animal on the second page as well as write the characteristics of that animal adaptation. (C8)

The next figures show how students built their scrapbook from information that they researched online and later summarized according to what they considered the most relevant information for them was.
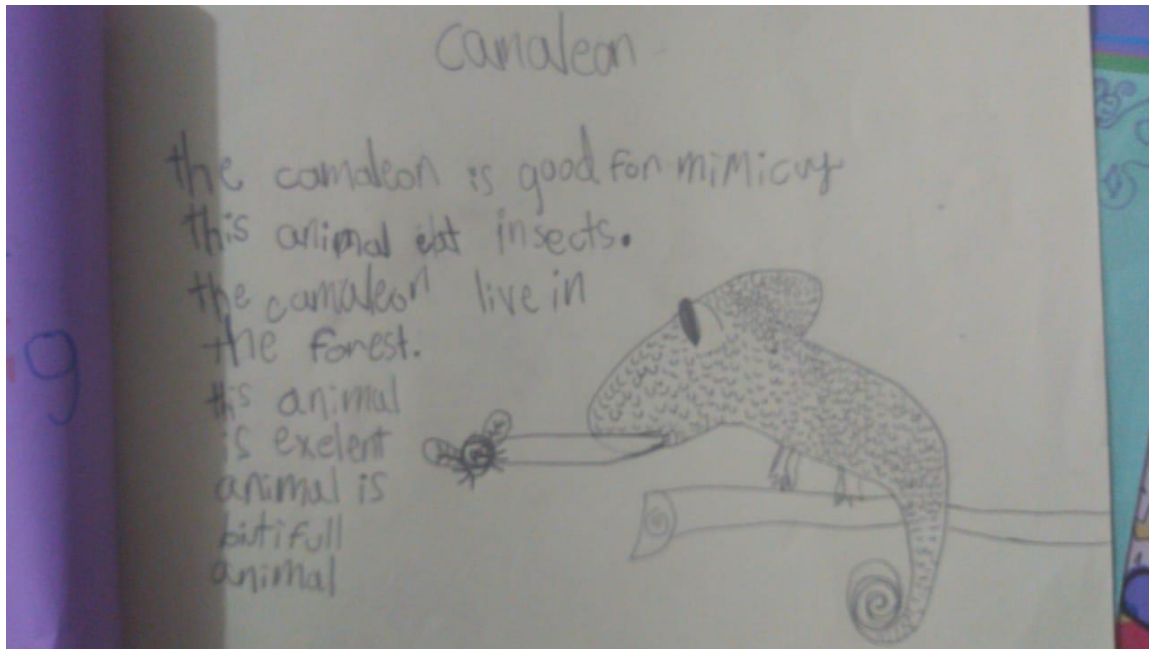
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Figure 7: Scrapbook 1

Figure 8: Scrapbook.

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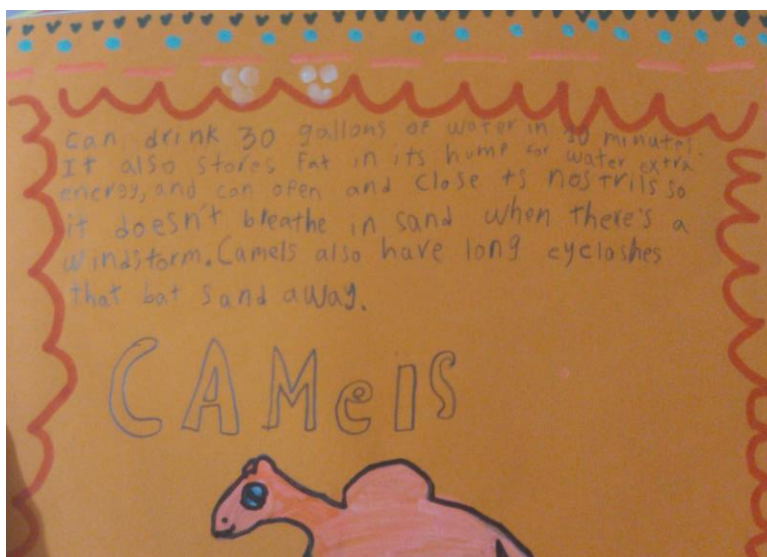.   55

Chapter 7: Conclusions and Implications

The findings of this research reveal two fundamental aspects that emerged from the use of ICT. One related to the students' reactions to the use of ICT and the other related to class patterns when the teacher used ICT.

The data analysis shows that the students had a positive experience when using ICT in class since the students said that the lessons had been interesting, enjoyable, and the topics were easier to understand. The students mentioned that the images and examples of the videos as well as the teachers' explanations were clear for them. They also mentioned that they felt excited when the teacher used the videos, and the observers found out that the students always focused their attention when ICT were used. Concerning this finding, we identified that the students have a basic level of appropriation of ICT that according to Sanchez' (2003), means that the students had a first contact with some ICT, which ended up in an increased motivation, understanding of the topics studied and the development of some skills.

Also, the class dynamic changes when it comes to explain a new topic, when we used the board to explain the students are not motivated like when we use videos. The students participate, ask and give their opinion about the topic and they are able to use their creativity.

The implementation of ICT generated a class pattern where the students were able to understand the topics by always using the dialogical inter structuring approach. It is important to mention that it was possible to use ICT with the approach implemented in the school intertwined since technology is a tool that mediates learning.

As researchers, this study had implications on our professional life since most of us work as English teachers, and this experience allowed us to acquire knowledge on how to use and how to implement ICT tools during our English classes. Since ICT are a tool to teach, they can be adapted to different methods, approaches and contexts.

This research also implied changes in the usual dynamics of the class. Therefore, the students interacted more with their classmates to share their knowledge and work together in order to practice, to research, and to show understanding of the topics studied. Pair and group work activities were encouraged in almost all the lessons, and this at the same time, fit the methodology that Jose Max Leon School wants to promote. The school methodology is framed in the dialogic pedagogy, which, according to Julián De Zubiría Samper (1992), is based on an auto-structuring method. It promotes the students' own development rather than considering the school as the place where human culture is transmitted. That framework allowed us as teachers to promote on the students the development of social skills in the classroom.

This research also implies possible future meetings with other teachers that work for Jose Max Leon in order to share the experience and results of this study as well as to listen to other teachers' experiences. Also, it will help the school to understand the need for implementing

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different ICT tools and give the proper training to every teacher at the school and the materials to develop their classes. In addition, according to the interview, the findings presented in this research emphasizes the importance of listening to students' opinions when it comes to the use of technology in class.

Chapter 8: Limitations and Further Research

The limitation presented in this research is related to the problems emerging during the implementation of the ICT tools in the English class. Since we only had one computer, it was hard for us to record one by one, the students' performance during the activity that required the use of Educaplay in class. We noticed that it is important for the school to get the right materials to implement the use of ICT in every class and teach the way to work with those tools   since they offer a lot of options for the students to learn, practice and improve the language.

Further research at the school is necessary to deep on aspects related to the way ICT work and the impact they have on the students' learning since nowadays, technology is very important.

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Appendix 1

Formato de consentimiento

Cota, 20 de agosto de 2019

Colegio José Max León

Señores padres de familia de estudiantes de segundo grado

Ciudad

Cordial Saludo

Por medio de la presente queremos informarles que se realizará una investigación en el Colegio José Max León con los estudiantes del grado segundo. La presente investigación es conducida por los docentes Luz Helena Herrera Cuesta, Lizzeth Gamboa Mira, Fernando José Riveros Posada y Belisario Márquez Camargo, de la Universidad de San Buenaventura, sede Bogotá. El objetivo de este proyecto es implementar herramientas tecnológicas en el aprendizaje de la lengua Inglesa. La participación de este estudio es estrictamente voluntaria, la información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. Las respuestas y demás resultados de recolección serán anónimas.

Señor padre de familia si tiene alguna duda sobre este proyecto no dude en hacérnosla saber para poder responderle a tiempo.

Sin otro particular, agradecemos diligenciar los campos del siguiente consentimiento con letra legible si desea autorizar la participación de su hijo en entrevistas y videos, para permitirnos conocer más sobre sus diferentes opiniones relacionadas con la investigación mencionada.

Yo   _____,   identificado   con   C.C

_____   de   _____   padre   de   familia   del/la

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estudiante_____ del grado Segundo, autorizo a mi hijo(a) a participar en esta investigación, conducida por los profesores Luz Helena Herrera Cuesta, Lizzeth Gamboa Mira, Fernando José Riveros Posada y Belisario Márquez Camargo de la Universidad de San Buenaventura, sede Bogotá. También declaro que conozco la utilización de esta información.

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Appendix 2

Open coding

Research question: How is the experience of using an educational platform in an English class of second graders at Jose Max Leon School?

Code name	Explanation	Index
Students showed excitement and focused their attention when they watched the videos	Most of the students were concentrated watching the video Children were completely quiet and everyone watched carefully the video As soon as the teacher played the video about types of rocks, the atmosphere changed. Children were quiet and the ones who were not writing, were concentrated watching the video When the teacher started the video, children stopped what they were doing to pay attention to the video. The teacher played the video again, the students were concentrated watching it. Entrevistador: ¿Cómo te sentiste usando el computador y viendo videos en tu clase de inglés? N C: Me gusto, pues me da la posibilidad de ver por medio de ejemplos los temas. I S: Me aburro menos L A: Pienso que con videos nos entretenemos más y copiamos menos. L C: Con videos la clase es más divertida aunque deberíamos ver más seguido.	C1 C2 C3 I1

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	S R: Los videos son importantes porque puedo comprender los temas mejor, pues estoy viendo algo que está pasando."	

Appendix 3

Axial coding

Research question: How is the experience of using an educational platform tools in an English class of second graders at Jose Max Leon School?

Entertaining and fun classes
Students showed excitement and focused their attention when they watched the videos
Techniques used to present, explain a topic and show class dynamic when using videos
The teacher paused the video to give explanations about the topic presented in the video. (6)
Teacher introduces the topic through videos
The teacher explains definitions and gives instructions to develop a task.
Teacher asks students for paying attention to a specific part of the video. (3)
Different strategies to check comprehension
a). Video
The comprehension of the video was checked in a written, and oral way as well as through drawings and by asking students to give examples.
Checking comprehension orally worked and students gave extra information through examples
Students' comprehension of the vocabulary presented in a video was checked through an exercise in a technological and educational platform
Teacher prompted the students to answer the questions by playing again the video and it worked.
Teacher checks pronunciation after asking students to read aloud.

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Appendix 4

Group Interview

1. Cómo te sentiste usando el computador, viendo videos en tu clase de inglés?

2. Cuéntame como te sentiste escribiendo sobre los diferentes temas propuestos en clase?

3. ¿Que piensas de aprender y practicar escritura haciendo uso de videos en la clase?

4. ¿Podrías decirnos qué clase de ejercicios te ayudan a recordar cómo se escriben las palabras en Ingles?