



A Virtual Learning Environment focused on Reading Comprehension and Vocabulary Acquisition activities using Skimming and Scanning reading techniques as a complement for the English classes for tenth grade students in a public school in Facatativá

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Dedication

This dissertation is in memory of my grandmother Judith who is no longer of this world, but I think of her every day since she left. She was the best roommate in my Bachelor Degree studies and she always thought about my future. This is in her honor.

I would like to dedicate my work to my mother who has always been supporting me in every aspect of my life and has taught me to try to be a better professional every day; and lastly, to my godparents who, without their help, I would not be the person I am.

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Abstract

This evaluative qualitative action-research study aimed to analyze the Virtual Learning Environment (VLE) focused on reading comprehension and vocabulary acquisition activities using Skimming and Scanning reading techniques as a complement for the English classes. To do this study a voluntary sampling of 20 tenth grader students was used. As for the research instruments, entry and exit questionnaires, a standardized exam (Preliminary English Test - PET) and the platform MOODLE as a VLE, were used to gather information. The entry questionnaire showed that different factors did influence the English learning process of the participants such as the use of the native language (Spanish); that some teachers focused just on one skill (reading, writing, listening or speaking) when implementing activities; and that there is a little use of technological resources doing the English classes less dynamic and interesting for the students. The standardized exam (PET) showed low reading comprehension level of the participants concluding that tenth graders need to improve their skill. The exit questionnaire demonstrated the low level of participation and interest from the participants during and after developing the activities in the platform. The inclusion of Skimming and Scanning reading techniques helped and encouraged the students who participated to increase their reading level, besides, the improvement of vocabulary; and, the low autonomy and independence to study in the last weeks of the implementation. The study needs to be replicated with a bigger sample and a longer period of intervention for more accurate results.

Key words: Virtual Learning Environment, English as Foreign Language, Reading Comprehension, Vocabulary, Skimming, Scanning.

Resumen

Este estudio de investigación-acción cualitativa evaluativa tuvo como objetivo analizar el Ambiente Virtual de Aprendizaje (AVA) enfocado en actividades de comprensión lectora y adquisición de vocabulario utilizando técnicas de lectura *Skimming* y *Scanning* como complemento a las clases de inglés. Para realizar este estudio se utilizó una muestra voluntaria de 20 alumnos de décimo grado. En cuanto a los instrumentos de investigación, se utilizaron cuestionarios de entrada y salida, un examen estandarizado (Preliminary English Test - PET) y la plataforma MOODLE como AVA, para recopilar información. El cuestionario de entrada mostró que diferentes factores influyeron en el proceso de aprendizaje del inglés de los participantes, como el uso de la lengua materna (español); que algunos maestros se enfocaron solo en una habilidad (leer, escribir, escuchar o hablar) al implementar actividades; y que hay un poco uso de recursos tecnológicos haciendo que las clases de inglés sean menos dinámicas e interesantes para los estudiantes. El examen estandarizado (PET) mostró un bajo nivel de comprensión lectora de los participantes, concluyendo que los estudiantes de décimo grado necesitan mejorar su habilidad. El cuestionario de salida demostró el bajo nivel de participación e interés de los participantes durante y después del desarrollo de las actividades en la plataforma. La inclusión de técnicas de lectura *Skimming* y *Scanning* ayudaron y animaron a los estudiantes que participaron a incrementar su nivel de lectura, además de mejorar el vocabulario; y, la baja autonomía e independencia para estudiar en las últimas semanas de implementación. El estudio debe replicarse con una muestra más grande y un período de intervención más largo para obtener resultados más precisos.

Palabras clave: Ambiente Virtual de Aprendizaje, Inglés como Lengua Extranjera, Comprensión Lectora, Vocabulario, Skimming, Scanning.

Introduction

Thinking about Virtual Learning Environments as a complement for classes is synonymous with the implementation of technological resources in the classroom, besides, the autonomous learning that can be developed. All of this is related to English Foreign Language and how it must lead to the improvement of teaching-learning processes.

It is important to realize that some high school students are not used to know VLEs as tools in their classes, by this way, when they go to the university and face the virtual education (implemented in most of the universities) it is strange and possibly difficult for them to understand these types of platforms.

On the other hand, weaknesses are presented in the English classroom and the solutions should be given in a short time in order to give students the opportunity to get a better education. Some of the answers might be the implementation of technology in different classroom activities, by this way, enthusiasm, motivation and interest have been the students' perceptions in most of the cases.

With that perspective, this document describes in its first chapter the research problem that was found in a public school of Facatativá, searching for factors that could influence students' English learning process, determining students' English level in the Reading skill and assessing the implications of applying a Virtual Learning Environment focused on Reading and Vocabulary based on Skimming and Scanning Techniques. As well as the justification of learning English as a Foreign Language, improving some pedagogical practices such as the use of the native language or the implementation of specific activities focused on some English skills, increasing its hours of learning, and in a long term, helping with the English results in "*Pruebas Saber 11*".

In the second chapter, previous national and international studies are shown, besides the theoretical and legal frameworks which back up this investigation are presented. Concepts like Information and Communications Technology (ICT), Virtual Learning Environments (VLEs), English

Foreign Language (EFL) classes, Reading Comprehension Skill, Vocabulary Acquisition, and Skimming and Scanning Reading Techniques.

The third chapter establishes the methodological design together with the sample and the instruments used for data collection as well as the ethical considerations. It is a qualitative research approach with action-research as the design model of investigation and an evaluative scope. The sample of this project is twenty students from tenth grade of *Institución Educativa Municipal Técnico Empresarial Cartagena*.

In the fourth chapter, the analysis and description of the results obtained after implementing the instruments (entry questionnaire, Preliminary English Test (PET), Virtual Learning Environment, and exit questionnaire) are explained; and finally, in the fifth chapter, conclusions and limitations for further research are given.

The purpose of this investigation is answering the following question: In what way is the Virtual Learning Environment focused on reading comprehension and vocabulary acquisition activities using Skimming and Scanning reading techniques a complement for the English classes for tenth grade students of *Institución Educativa Municipal Técnico Empresarial Cartagena* in Facatativá?

CHAPTER I

1 Research problem

In this chapter it is explained the statement of the problem which led to the research question, the general and specific objectives and the justification of this research.

1.1 Statement of the problem

Although during the last decade, Colombia has proposed a “*Plan Nacional de Bilingüismo*” for all educational contexts, learning English in public and private schools in Colombia reveals some critical problems. First of all, the number of teaching hours is not enough to achieve the goals suggested by the Ministry of Education, regarding bilinguals. Second, schools, especially public schools, do not have adequate resources to develop successful processes, such as virtual rooms, English laboratories or specialized rooms to enhance autonomous learning. Third, the number of students per group is not appropriate to deal with an effective teaching process. Last but not least, some teachers are not well-trained to carry out classes. Teachers usually focus their teaching primarily on providing theoretical perspectives on English grammar, linguistics, traditional and decontextualized approaches and teaching methods to teaching English as a foreign language (Clavijo, 2016).

Some of these factors affect pedagogical practices when teaching and developing different skills and competences of the language in students. The implementation of traditional methodologies such as translation activities that only focus on the acquisition of vocabulary, avoiding the communicative skills (listening, reading, writing, speaking), and the use of the mother language in EFL classes, affect the development of communicative competencies in English and could explain the causes of low English level acquired during the high school by the majority of students.

As a first step to carry out this research project, students from *Institución Educativa Municipal Técnico Empresarial Cartagena* (IEM) in Facativá were interviewed in an informal dialogue to know

their perceptions about their English learning and experiences they had had. Students mentioned the aforementioned situations as part of daily life.

Those pedagogical practices have a direct relationship with the low results obtained in the “Pruebas Saber 11” in recent years. *Institución Educativa Municipal Técnico Empresarial Cartagena* has obtained very low results in this exam that has positioned it in the lowest place of the public schools in the municipality of Facatativá. The table below shows the score obtained by this school since 2015 in the development of competences and skills in English foreign language:

Table 1

ICFES results

Year	2015	2016	2017	2018	2019
Score	48.5	51.6	47.1	49.5	39.2

The above results indicate that teaching and learning processes have not been the most optimal, in the same way, it was found that most of the tenth and eleventh grade students in this school do not have the basic competences that a student at their level should have, this was determined by the researcher who was the English teacher during 2020 and 2021 through different activities, exams and tasks developed by the students in the English classes.

Acquiring a new language is not an easy task if difficulties arise during the teaching and learning process that are not solved during the progress. Nevertheless, the “*Programa Nacional de Bilingüismo*” demands that its school students learn English as a foreign language at a high level (B1) according to the Common European Framework of Reference for Languages (CEFR), but the current situation is that this specific school does not have the resources to adequately develop this type of learning, in addition to the difficulties that are increasing because it is a public school, it has large groups of students in a single course (around 45 students), the intensity of hours taught per week (3 hours) and the methodology applied by some teachers (as mentioned above), thus affecting the entire process of the students.

For all of these stated reasons it is fundamental to create strategies that help students to develop their autonomous learning as part of the solution to this problem because there are factors that do not depend directly on the English teachers or the schools, like teachers' recruitment, the number of students in each course or the total of English hours per week. One of the strategies could be the design and implementation of a virtual learning environment which accompanies the formal process at school.

1.2 Research question

In what way is the Virtual Learning Environment focused on reading comprehension and vocabulary acquisition activities using Skimming and Scanning reading techniques a complement for the English classes for tenth grade students of *Institución Educativa Municipal Técnico Empresarial Cartagena* in Facatativá?

1.3 Objectives

1.3.1 General objective

To analyze the Virtual Learning Environment focused on reading comprehension and vocabulary acquisition activities using Skimming and Scanning reading techniques as a complement for the English classes for tenth grade students of *Institución Educativa Municipal Técnico Empresarial Cartagena* in Facatativá?

1.3.2 Specific objectives

- To identify the factors that influence the learning of the English Foreign Language in tenth graders of the IEM through an entry questionnaire.
- To determine the tenth-grade students' English level in the reading skill of the IEM by means of a Preliminary English test (PET).
- To implement the virtual learning environment designed using different reading and vocabulary contents based on skimming and scanning reading techniques.

- To assess the effectiveness of the Virtual Learning Environment designed and implemented with tenth graders of the IEM through an exit questionnaire.

1.4 Justification

The trends of the globalized world, without any doubt, has impacted the educational processes of countries around the world, for this reason institutions have begun to implement strategies such as the internationalization of the curriculum to respond to the demands of the world and to develop competences in students and future professionals to prepare them for the demands of a multicultural society without geographical borders and linguistic barriers.

With the advances in technology and communications, it is imperative to find a common language to facilitate the process of communication among members coming from different communities, different countries and different languages, in this context, English became the universal language of international relations, business, commerce, technology, medicine, culture and education, which implies that individuals must modify and update their practices and get involved in these new educational dynamics to respond to the demands of the modern world.

Globalization and the national requirement in the development of the academic profile of the students and professionals in Colombia have made it necessary to acquire a foreign language, in this case English, which is evaluated within the “*Pruebas Saber 11*” by the “*Instituto Colombiano para el Fomento de la Educación (ICFES)*”. It should be clarified that the Ministry of Education proposes different programs for learning a foreign language, taking into account that it has become a requirement and the country has focused its goal on establishing increasingly bilingual educational schools. In the General Education Law of 1994, the importance of learning a foreign language was recognized.

Despite this initiative and public policy, the schools do not adequately develop the programs to develop this type of competences, either due to different factors that will be the subject of study in this research, however, it has been seen that those factors have to do with the methodologies taught within

the classroom (translation activities, use of the native language) and on the side of some students, the lack of interest and enthusiasm to improve their language skills.

Likewise, since the “*Pruebas Saber 11*” in the English part focus on reading and vocabulary, the decision made is to focus the Virtual Learning Environment on this skill, and in the same way to centralize it even more with two reading techniques which are *Skimming* and *Scanning* because both techniques go hand in hand with the acquisition of new vocabulary and the improvement of text comprehension.

Finally, teachers’ methodology must evolve. As Guerrero, Casallas, Cely, Rodríguez, Pacheco, Mendoza, ... & Castillo (2020) state, it is essential that teachers get involved into these new educational conceptions and integrate new pedagogical practices because the needs and interests of students are different as the challenges they face are increasing. These new practices must definitely involve the use of technology in most of the classes.

Adding to the expected positive effects mentioned above, the principal expectation is to create a strategy to support the acquiring of the English language learning through a virtual tool since students do not have enough English hours at school, it is for this reason that students need to be aware and closed of autonomous habits, joining that with Learning Environments in order to have more hours of learning in an independent way but joined with their English teachers.

CHAPTER II

2 Referential Framework

In the following part, the investigations that have been done around the topic in mention are discussed, besides the basic and important concepts that must be clarified accompanied by the legal support.

2.1 Background Framework

Then, the studies at a national and international level are presented, the selection was done taking as a base Virtual Learning Environments, English as a Foreign Language classes, Information and Communications Technology; investigations focused on the Reading skill and the implementation of Skimming and Scanning Techniques. These criteria were taken into account: year (last nine years), language (English and Spanish).

2.1.1 National studies

In Colombia there are a lot of research studies about the implementation of technological resources in EFL classrooms, specifically, in 2018 in Medellín, Antioquia a qualitative investigation called *“Herramientas virtuales para el aprendizaje de inglés del grado 4to de Primaria del ICOLVEN: Propuesta didáctica”* was conducted by Wilson Arana, Jonathan Pacheco, Bexi Galvis & Jhon Cataño Valencia. The investigation aimed to find out which design or proposal supported by ICT would allow to improve the fourth graders’ perception of the subject at the school, by that way, it is necessary to start with the importance of implementing technology in the daily classes, not just for a foreign language, but for any classes. As this research, they were focused on action-research too, because the idea was to improve the quality of the teaching-learning processes in thirty-five fourth grade students oriented by three English teachers and with the supervision of the management team. Surveys and interviews were applied, these showed that most of the students (90%) considered really important the use of ICT in their learning process, by the same way, the teachers concluded that the students are more receptive

when using technological devices, and the 99% of the management team were interested in involving new pedagogical strategies using technology, giving to this a positive aspect when implementing.

Continuing with the enforcement of technology, a qualitative study applied in 2020 in Soacha, Cundinamarca by Anyela Taborda & Doris Sánchez was named "*Diseño e implementación de una estrategia digital orientada al mejoramiento en el aprendizaje-enseñanza de inglés como lengua extranjera en el grado 11-2020 del Liceo Cristiano Vida Nueva del municipio de Soacha, Colombia*", the objective of this study was to improve the eleventh graders' English level through an ICT tool in order to fulfill the weaknesses in their English skills according to the CEFR. The tool used was *Wix*, a webpage that was adapted to the students' needs looking for the improvement of the four skills (listening, speaking, writing and reading) through gamification as a learning strategy. The participants in this study were fifty eleventh graders. This study showed an active participation and positive results in each English skill. Students showed 70% improvement in Listening, 92% in Reading, 78% in Speaking, and 90% in Writing. Besides, students showed motivation that was evidenced in different activities they developed using technological resources. In conclusion, the researchers stated that the inclusion of ICT tools in teaching-learning processes are a need for students as a result of their motivation, but they also stated that digital literacy is an important topic to work on since some students did not have enough knowledge in the management of technology.

Another research focused on Virtual Learning Environments in EFL classes is the qualitative descriptive study "*Impact of implementing a virtual learning environment (VLE) in the EFL classroom*" by Mosquera, L.H. in 2017 in Neiva, Huila. In this research, questionnaires, class observation forms and teachers' narratives were used to assess the impact of the implementation to two hundred and ten students and five instructors. The results showed that enthusiasm and motivation were the principal feelings in the participants when talking about VLEs, and they would be thankful if those environments were included in all their lessons. An interesting side of the data showed in this research is that students

were aware of their weaknesses in the technological field, even when they are part of a digital age, they deal with some types of educational technology; another aspect to take into account is the Internet connectivity that institutions can offer or not because it can be the main difficulty when implementing a Virtual Learning Environment.

The last national investigation that has relation to this project is *“Ambiente de Aprendizaje Enriquecido con TIC para el Fortalecimiento de la Habilidad de Comprensión de Lectura en Inglés”* by Miryam Sua in 2020 in Chía, Cundinamarca. This case study was focused just on the Reading skill due to the low level in the *“Pruebas Saber 11”* results, and looked for strengthening the eleventh graders’ English skill through a learning environment that involved ICT resources called *“Reading in English for Life”*. After five pedagogical sessions where pre, during and post reading activities were implemented, the results established that the learning environment supported by ICT enhanced the students’ capacity to learn for life along with the increase of interest and motivation during the placement, and clearly, the improvement of the English reading comprehension thanks to the help of reading strategies and its effective application.

2.1.2 International studies

The reinforcement of English skills accompanied by technological resources is seen all around the world. The three studies held in Japan, Iran and Indonesia are taken as evidence of positive aspects when joining technology with learning environments.

The first study *“Japanese university students’ perceptions on the use of ICT and mobile-learning in an EFL setting”* was held in Japan in 2018 by Matthew Caldwell. Its objective was to determine the attitudes of forty-four university students after the use of technology inside English classes, the results were obtained from pre and post questionnaires and semi-structured interviews where their opinion was in support of implementing ICTs in EFL settings. On the other hand, teachers’ point of view is a little bit different because most of them do not have enough skills to introduce m-learning or they are too

busy to learn about it, and also, they feel the necessity to change their traditional teaching style which takes them out of their comfort zone so they doubt about using technological devices in their classes. One of the main issues when integrating technology in the classroom is the lack of teachers' knowledge in the use of ICTs, when they feel more confident using mobile devices, they are able to engage students easily, so a way to overcome such problems is by doing teacher training on the use of it.

The second research held in Iran in 2012 by Fatemeh Behjat, Mortaza Yamini and Mohammad Sadegh Bagheri is called "*Blended Learning: A Ubiquitous Learning Environment for Reading Comprehension*". This research presents a comparison between practicing reading comprehension with a traditional face to face instruction and a blended learning program (using virtuality). The participants were one hundred and seven Iranian EFL students that were divided in two groups, one (the experimental group) received the instruction in the classroom but had the assignments through virtual environments, and the second one (the control group) had the instruction and the assignments in conventional mode (without technological resources); both groups took a reading comprehension pre-test and a post-test that were compared and showed that classroom instruction with technology positively affect the comprehension of the English language as the learners enjoy the advantages of ICT. A plus set in the study is that online reading encourages learners' autonomy to read independently more.

The last investigation is "*The Effectiveness of Skimming and Scanning Strategies in Improving Comprehension and Reading Speed Rates for the Students of English Study Program*" by Iwan Fauzi in 2018 in Indonesia. There were fifty-four third year university students which were equally divided into an experimental group and a control group. The aim of this investigation was to know the effectiveness of Skimming and Scanning strategies to improve students' reading ability indicated by their competence to comprehend texts and their performance in the speed of the reading. The group that was supervised by the researcher of the investigation was the experimental group, in that group there were five aspects

of reading comprehension that were taught during five weeks, those were *Treatment-1: Identifying purposes and organizational patterns of texts; Treatment-2: Understanding unknown vocabulary from structural clues and word parts; Treatment-3: Inferring information from the passage; Treatment-4: Understanding facts and details from the text; and Treatment-5: Defining author's attitudes, tones, and purposes on the passage*. Results showed that scores of reading tasks and the speed of reading rates were significantly higher in the experimental group than the control group. It is clear that Skimming and Scanning strategies were really helpful and effective to improve students' comprehension and efficient to increase their speed of reading.

The contribution of both national and international studies to this thesis contemplates the advantages of implementing Virtual Learning Environments in traditional EFL classrooms (no use of ICTs) and the high scores that are obtained after implementing those technological resources focused on the reading skill with the help of Skimming and Scanning techniques.

2.2 Theoretical Framework

In this section, clarification about Virtual Learning Environments (VLEs) and Information and Communications Technology (ICT) used in the English Foreign Language (EFL) classes, their importance and impact related to the Reading Comprehension Skill and the Vocabulary Acquisition with two reading techniques that are useful (Skimming and Scanning) at improving this competence.

2.2.1 Information and Communications Technology and Virtual Learning Environments in English Foreign Language classes

“Access to a variety of technologies ranging from computer-assisted instruction to interactive video, CD-ROM, the Internet, electronic mail, and the World Wide Web, will help students strengthen linguistic skills, establish interactions with peers, and learn about contemporary culture and everyday life in the target country”. (National Standards in Foreign Language Education Project, 1999, p. 35)

It is well known that access to technology is a need nowadays, not just for social life like in social networks but for the educational field, according to the National Standards in Foreign Language Education Project (1999) in order to strengthen linguistics skills. Although it is important to mention that even in this digital age, not all of the people have the technological competences completely developed, basically, it is not only to know how to operate technological devices or applications, it goes beyond, it is also to know how to use them purposefully with either teaching or learning objectives in mind.

On the other hand, it would be expected that for example, pre-service teachers (people who are in the process of preparing to become a teacher) could receive a complete training based on the application of ICTs in classrooms because in the late 90s, according to Willis & Mehlinger (1996) teacher education, particularly pre-service, were not preparing educators to work in a technology-enriched classroom.

Apparently, technology courses work to overcome that fault. Verkler (2004) stated that teacher education programs focused on technology must be implemented and constantly updated so that their graduates are prepared for an increasingly technologically complex world. In that way, without training, since teachers are studying to become educators, there would not exist a positive change in teaching-learning processes.

When teachers want to include ICTs in their classes, they may feel lost because they do not know what type of technology (devices, apps) should be the most appropriate for the students they have, by that way, it is possible they may prefer not to implement technological resources in their classes in order to avoid that possible fear. According to Babativa (2020) acquiring knowledge of these terms and how to operate the devices or applications seems to be the first step to start breaking those feelings, nevertheless, if technology is not a basic resource at school, it is not enough that teachers improve their technological competences. Schools must invest in purchasing new devices such as

updated computers, smart boards, flat television sets, modems, etc. and the most important, Internet connection.

Also, Babativa (2020) mentions to Reis (1995) who affirmed that one of language teachers' most common perspectives is to use technology as a solution for problems associated with language teaching. The problems might go from students' lack of attention to learning activities. Students' attention is more caught through dynamic and visual tools than using traditional resources like a white-board or a simple explanation without any visual aids. However, it is essential to have clear learning objectives and not use technological resources just for fun.

Talking about Virtual Learning Environments, the Joint Information Systems Committee Managed Learning Environment Steering Group (JISC, 2001) has said that VLEs refer to "the components in which learners and tutors participate in "online" interactions of various kinds, including online learning".

In the paper *Evaluation of virtual learning environments. A management to improve* the researchers Salas, Moro & Pérez (2020) explained the design of an instrument in order to assess VLEs. First, they cited Chan (2004) who refers that one of the main characteristics of Virtual Learning Environments is that they must have very limited spaces as:

- **The information space** is where the several types of materials to be processed are located. Information can be provided by various means: exhibitions, documents, databases, images, graphics, ...
- **The interaction space** is one in which situations are arranged so that the subjects of the information exchange information of all kinds: opinions, products of their work, doubts, projects, creative expressions, ...
- In **the production space** there are tools and devices for information processing, exercise and problem solving.

- And **the exhibition space** is characterized by being a space for the circulation of learning products, for the socialization of its results.

Based on the previous information, the instrument designed by Salas, Moro & Pérez (2020) consists of four spaces:

- **Information Space:** it presents sufficient information about the planning and development of the course, the organization and scheduling of all learning activities that the student will have to execute.
- **Mediation/Interaction Space:** it presents the functions of orientation, motivation, organization and management of the teaching and learning process, from the figure of the advisor and the interaction with the student.
- **Instructional Design Space:** it presents the methodology used in the course: objectives, competencies that are intended to be achieved, clear and objective drafting or instructions that contain the activities that meet the congruence of the objective and competence to achieve. The digital teaching resources will also be presented in this space.
- **Exhibition Space:** it presents access and flexibility to the interaction between students and advisors through the design of the educational platform, its design and automation.

In the same vein, in a VLE (where the student is responsible for their development and progress), autonomous learning is decisive too. Although the student and autonomous learning are the center of everything, the teacher continues to be a determining figure in the student's learning process (Salas, Moro & Pérez, 2020).

After explaining the importance of ICTs and VLEs, it is essential to see the effects when implementing these two resources in EFL classes (for teachers and students). According to Houcine

(2011), the following impacts seem to be the positive results when supporting foreign language teaching:

- The possibility to adapt easily the teaching materials according to circumstances, learner's needs and response;
- The opportunity to combine/use alternately (basic) skills (text and images, audios and video clip...);
- Lectures become more interesting and less ordinary which boosts learners' engagement;
- The option to focus on one specific aspect of the lesson (pronunciation, vocabulary...).

There is meaningful evidence of the impacts on learners and the learning process:

- Increase learners' motivation and thus enhances personal commitment and engagement;
- Improvement of independent learning;
- Learners' collaboration and communication are more important;
- Learners' attainment and outcomes are improved.

Nevertheless, it is important to clarify that it all depends on the way technology is used.

2.2.2 Reading Comprehension Skill, Vocabulary Acquisition, Skimming and Scanning Reading

Techniques related to technology

According to RAND Reading Study Group (2002), comprehension is the process of eliciting and making meaning through interaction and involvement with written language. Birsch (2011) defined reading comprehension as the ability to get meaning from what is read. Duke (2003) stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experiences, information in the text, and the views of

readers related to the text. And according to Adams (1994), proficient reading is dependent on the capability to recognize words easily.

Related to English skills, vocabulary acquisition is a main part of the teaching-learning process, however, it was not always taken as such an important ability. Coady (1997) cited in his chapter "*L2 vocabulary acquisition. A synthesis of the research*" to Richards (1976) who alerted that vocabulary was typically neglected in the foreign or second language. The role that vocabulary knowledge plays in the field of language acquisition has long been undervalued (Constantinescu, 2007). Several researchers have claimed that vocabulary plays a major part in reading proficiency, nevertheless, aside from knowing how to properly read, readers need a wide range of vocabulary words. Groot (2000) stated that functional L2 reading proficiency requires mastery of a considerably large number of words, at least 7.000 or a recognition of the 95 percent in order to comprehend the text meaning. And Hirsch (2003) confirmed that adequate reading comprehension depends on a person knowing between 90 and 95 percent of the words in a text. Readers who do not recognize at least that percentage of the words will not only have difficulty comprehending the text, but they will miss out on the opportunity to learn new words. Word knowledge is crucial to reading comprehension and determines how well students will be able to comprehend the texts they read (Hassan, 2012).

According to Constantinescu (2007) many features of the computer are considered to enhance vocabulary development and reading comprehension: multimedia is one of them. Multimedia refers to computer-based systems that use contents such as text, audio, video, graphics, animation and interactivity. Visual multimedia advance organizers are found to help not only recalling new words, but also act as facilitators of reading comprehension, which stresses the close relationship between vocabulary and reading (Chun & Plass, 1996). The positive effect that multimedia has on reading comprehension comes, as Busch stated (2003), from the great advantage that online readers have over traditional printed readers: the possibility to enhance computerized texts with glosses in multimedia

format. Hassan (2012) stated that teachers' adopting the right approach, using interesting materials, learners' interest and use of technology-based activities will undoubtedly play an important role in enhancing students' strength of vocabulary. There are positive suggested implications of integrating technology in the language classroom for reading instruction and vocabulary development.

Apart from including technology in English Foreign Language classrooms, different methodologies, strategies and techniques need to be taken into account. To improve students' reading comprehension, the Skimming and Scanning reading techniques have shown an increase in students' ability and enthusiasm. This practice is believed to commendably "prevent the students from inefficient reading habits such as reading word by word, reading aloud, moving lips, translating, reading for form and details" (Ngoc, 2015).

According to Liao (2011), skimming is done at a speed three to four times faster than normal reading. Readers often skim when they have masses of materials to read in a limited amount of time. In skimming, readers only have to take the most important information and the main idea rather than reading all of the words. Likewise, Nuttal (1996) stated that the skimming technique is a useful tool to help students extract from the text key words that permit them to infer the general sense of a text.

Scanning, on the other hand, is unlike skimming because readers are not concerned with the broader meaning of the text, but the detail (Sutz & Weverka, 2009). In this technique, the readers look for specific information within a text. Maxwell (1970) defined scanning as the ability to locate specific facts and details quickly and Brown (2003) explained that scanning is the process of quickly searching for particular pieces of information in a text. The purpose is to extract specific information without reading the whole text. In this way, Skimming and Scanning reading techniques involve understanding general and specific information in any type of text.

Taken into account all these concepts, it is fundamental to design and implement a Virtual Learning Environment that includes technology, focused on Skimming and Scanning techniques in order

to show students a different way to practice and improve their reading comprehension ability and, by the same way, to work more on the vocabulary acquisition as a complement of their English classes at school, and why not, helping in their English learning process.

2.3 Legal Framework

In this segment, the General Education Law is mentioned emphasizing the importance of learning Foreign Languages, in addition, the explanation of the “*Plan Nacional de Bilingüismo*” presented by the Ministry of Education.

2.3.1 The General Education Law

Since 1994, the General Education Law has recognized the importance of learning a foreign language. Thus, in the definition of the compulsory areas of the basic and the medium included: “*Humanidades, lengua castellana e idiomas extranjeros*”.

Law 115 of 1994 establishes as one of its purposes “*El estudio y la comprensión crítica de la cultura nacional y de la diversidad étnica y cultural del país, como fundamento de la unidad nacional y de su identidad*”. The same law, in its objectives for Basic and Middle education, demands “*La adquisición de elementos de conversación y de lectura, al menos en una lengua extranjera*” and “*La comprensión y capacidad de expresarse en una lengua extranjera*”.

2.3.2 Ministry of Education (MEN) – “Programa Nacional de Bilingüismo”

Although the Spanish language is the official language of Colombia throughout the territory, in addition to those of the ethnic groups in their territories, education and current life takes place in an increasingly bilingual context.

The Ministry of Education formulates the “*Programa Nacional de Bilingüismo*” from 2004 to 2019, which includes the new Standards of communicative competence in English. The Common European Framework of Reference (CEFR) was the benchmark for setting the mastery levels to be

achieved. A program that strengthens competitiveness and incorporates the use of new technologies for learning a second language.

Bilingualism policies are based on three main pillars: language, communication and culture, since language learning is cultural learning. Openness towards the other, tolerance of differences, ability to communicate effectively with members of other cultures and appreciation of one's own in the face of foreigners, are also articulating axes of the "*Programa Nacional de Bilingüismo*". In that case, the Program aims to respond to national needs concerning English, aims to train teachers and students of Basic, Middle and Higher education capable of responding to a new bilingual environment, and promotes and protects the use of other languages in populations ethnic, local and border.

In addition, within the framework of the Educational Revolution, the Program links the use of media and new information and communication technologies to optimize teaching and learning, reduce the digital divide and take advantage of connectivity and new forms of literacy. Through the use of technologies and media, it is possible to reach more people, without large trips and reducing costs, either with educational television, radio, print media or connection to the network of networks, through the portal "Colombia Aprende" (www.colombiaaprende.edu.co).

CHAPTER III

3 Methodological Design

In this part, nine sections of this research are explained. This chapter has all the methodology background such as the approach, design, scope, study categories, population and sample and ethical considerations; and related to the instruments implemented, the data collection instruments, the validation of the instruments and the data analysis techniques are described.

3.1 Research Approach

This research was developed based on a qualitative research approach, since it is seeking to evaluate if the Virtual Learning Environment designed and implemented based on reading and vocabulary activities with the focus on Skimming and Scanning techniques is a complement for the English classes. All around the purpose that is: to explore, describe and interpret the processes developed.

The qualitative approach can be conceived as a set of interpretive practices that make the world "visible", transform it and turn it into a series of representations in the form of observations, annotations, recordings and documents. It is naturalistic (because it studies objects and living beings in their natural contexts or environments and everyday life) and interpretive (because it tries to find meaning to phenomena based on the meanings that people give them). (Hernández-Sampieri & Torres, 2018)

In this sense, it seeks to study the school context of participants and all those factors that facilitate or hinder their learning, in addition, to study the nature of reading comprehension ability and vocabulary for each of the students, and based on this, propose a solution to improve the learning in these skills and competences.

3.2 Research Design

Within this methodological route, action-research has been defined as a design model of investigation, since it allows solving daily and immediate problems, in the case of this project, it focuses on the low autonomous learning, low reading English level and the extra technological tools that English classes could have, in the same way, the research design provides information that guides decision-making for processes and structural reforms, since at the end and obtaining results, if these are effective, the Virtual Learning Environment could be implemented in the other courses of the institution and thus achieve better results when students graduate.

According to Álvarez (2003) "it is a research procedure focused on the search for better results, aided by the participation of the actors, who at the same time learn and develop as people", taking this into account, the actors, in this case the students, while contributing to the data collection, are learning and increasing their autonomous learning, not only in reading and vocabulary, but generally in the English Foreign language.

Now, the table on the phases of the investigation is presented:

Table 2

Stages of investigation

Stage name	Objective related	Description	Activities
Diagnose and discover a thematic concern.	1 and 2	Through the instruments, it is sought to identify the factors that influence student learning and determine the English level they have in reading comprehension skill.	Entry Questionnaire and a Preliminary English Test (PET)

Construction and implementation of the action plan.	3	Construction of a Virtual Learning Environment with different contents based on Skimming and Scanning techniques.	Virtual Learning Environment
Reflection, interpretation and integration of results.	4	Evaluation of the effectiveness of the Virtual Learning Environment taking into account the participation of the students in the different activities and applying an exit questionnaire.	Virtual Learning Environment and Exit Questionnaire

3.3 Scope of Investigation

Given the aforementioned, this research project is framed within an evaluative scope, since it seeks to assess the effectiveness of the Virtual Learning Environment designed as a complement for the English classes. "It consists of inquiring whether the objectives that have been set in a certain program or project are being achieved or not, and discovering which aspects of the process have contributed or hindered the achievement of said objectives" (Hurtado de Barrera, 1998).

Based on what is mentioned, the idea is when the results will be presented, the VLE may be implemented with other courses, and thus, achieve greater positive effects in *Institución Educativa Municipal Técnico Empresarial Cartagena*.

3.4 Study Categories

The categories presented below are taken from the specific objectives in order to provide a deep knowledge of the topics covered:

Table 3*Categories of investigation*

Objective	Category	Definition	Sub categories
To identify the factors that influence the learning of the English Foreign Language in tenth graders of the IEM through an entry questionnaire.	Factors influencing students' learning	"Learning is a complex process of thought and behavior in which the person is involved and requires the participation of multiple factors to do it successfully." García, C., Gutiérrez, M., & Condemarín, E. (1999).	Teachers' pedagogical practices. Students' attitude towards learning. Intensity of hours.
To determine the tenth-grade students' English level in the reading skill of the IEM by means of a Preliminary English test (PET).	English Foreign Language performance levels	"The Common European Framework proposes six levels of performance. In Basic and Middle Education, we will concentrate on getting students to reach level B1." " MEN.	Reading comprehension.

<p>To assess the effectiveness of the Virtual Learning Environment designed and implemented with tenth graders of the IEM through an exit questionnaire.</p>	<p>Effectiveness of the Virtual Learning Environment</p>	<p>“Virtual learning environments are the future in the academic field, not only at high education, but also at secondary education, where they are being introduced.” Bri, D., García, M., Coll, H., & Lloret, J. (2009).</p>	<p>Virtual learning environment. Technological resources. Students’ autonomous learning</p>
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3.5 Population and sample

The population in this research are participants with the following characteristics:

Tenth grade students, calendar A, belong to *Institución Educativa Municipal Técnico Empresarial Cartagena* located in the “*Cartagenita*” neighborhood in Facatativá, low and medium social class. At the institution, there are 4 courses each of 44 students. The population consists of 176 students.

For the purposes of this research, the sampling was open by voluntary participation, because the project idea was presented during a virtual class with the students of the 2 courses which the researcher has contact with, also thanks to the students’ consent, from them, their parents and the school. After the invitation, 20 individuals responded to the call.

3.6 Ethical considerations

In the following paragraphs the benefits and risks of this investigation are explained, besides the protection mechanisms and the environmental impact that could exist.

3.6.1 Benefits for the selected population and the school

Students will strengthen their autonomous learning and they will improve their reading competence accompanied by the acquisition of new vocabulary in the English Foreign language, an improvement that in the short term will help them to have an approach to Virtual Learning Environments in order to take advantage of these resources before they get into further education; in the medium term, when students take the “*Pruebas Saber 11*” in eleventh grade, they will get good scores and they will help with the overall score for the IEM; and in long term, the participants will improve their performance level to continue deepening in the language and reach a high level in the reading competence, besides the responsibility acquired in their processes with the development of autonomous learning so they will be more prepared for university; and the school will be able to implement the VLE in different courses to give those benefits to more students.

3.6.2 Risks contemplated in the investigation

It is very important to mention that it is a risk-free research, as it is purely academic and in no case will the personal information of the participants be exposed or disclosed, this will be totally confidential because the researcher or any third party seeks personal and/or lucrative benefits. Citing Resolution 8430 of 1993, this research “employs retrospective documentary research techniques and methods and those in which no intervention or intentional modification of the biological, physiological, psychological or social variables of the individuals participating in the study” (Article 11, literal a), which reaffirms the non-involvement of any kind for the population.

3.6.3 Protection mechanisms

All the information collected that contributes to the investigation process and all the results obtained from it will keep total privacy and confidentiality, that is, the researcher is responsible for keeping everything under anonymity, since the data collection will be kept in a private computer for

personal use and with a password and the protection of the names of the students will be done using the term "student" or "participant".

3.6.4 Environmental impact

Thanks to the type of research of this master's thesis project, a direct environmental impact is not generated, however, as collaboration in the care and improvement of the environment through saving paper, all the instruments for data collection will be implemented in a digital way via email and with the platform used instead of printed.

3.7 Data collection instruments

The instruments that were implemented during this investigation are described in the next sections, these include the questionnaires applied plus the Preliminary English Test (PET) and the platform where the Virtual Learning Environment was designed.

3.7.1 Questionnaires

A questionnaire is a research instrument consisting of a series of questions and other prompts to gather information from participants. Questionnaires have advantages over some other types of surveys in that they are cheap and do not require as much effort from the questioner as verbal or telephone surveys (Kabir, 2016).

Usually, a questionnaire consists of a number of questions that the participant has to answer in a set format. A distinction is made between open-ended and closed-ended questions. An open-ended question asks the participant to formulate his/her own answer, whereas a closed-ended question has the participant to pick an answer from a given number of options.

According to Kabir (2016), to achieve the best response rates, questions should flow from the least to the most sensitive, from the factual and behavioral to the attitudinal, and from the more general to the more specific. There are some rules when constructing questionnaires, the most important is related to the use of statements in order to be interpreted in the same way by all the

participants of possible different populations; another significant aspect is the use of only one aspect per item asked, avoiding items that contain more than one question, and the use of positive statements, always preventing negatives; finally, the use of understandable wording for all educational levels, correct spelling, grammar and punctuation.

In this investigation, two questionnaires were applied, one at the beginning of the study (entry questionnaire) in order to identify different factors that could affect students' English learning process, and one after implementing the Virtual Learning Environment (exit questionnaire) with the purpose of assessing the effectiveness of the platform.

The questionnaires were designed through Google Forms and the links were sent to the participants. These are the links: entry questionnaire <https://forms.gle/4hRVsnghJ886QYJn6> and exit questionnaire <https://forms.gle/Rd9tQTJS2YstPYPV8>. Likewise, the questionnaires are presented in the annexes section (Annexes 1 and 3).

3.7.2 Standardized test (PET)

Standardized testing are tests that are applied and scored in a uniform way. Davies et al. (2002) stated that:

“This kind of test must have a religious development, trialing and revision process. Questions must be consistent and the procedures for administering the test must follow specific rules in order to ensure that all the participants who are going to take the test have the same conditions. Besides, the test content must fulfill a set of test specifications and reflect a theory of language proficiency”. (p. 187)

The Preliminary English Test (PET) is one of the Cambridge English exams. Cambridge English (also known as ESOL) is a department of Cambridge University. Their English exams Proficiency (CPE), Advanced (CAE), First (FCE), Preliminary (PET) and Key (KET) are recognized around the world by thousands of employers, universities and government ministries as proof of ability to use English.

The PET has these sections: Reading - six parts - 45 minutes; Writing - two parts - 45 minutes; Listening - four parts - 30 minutes; and Speaking - an interview - 12 minutes. Each section is worth 25% of the total score for the exam.

There are two versions of the PET test: PET and PET for Schools. Both versions have six different tasks and each one of them tests something different about reading, grammar and/or vocabulary skills. The PET for schools test has content of interest to school-age learners, so that is why the researcher chose the PET for schools for this investigation. About the Reading Section, Part 1 consists in choosing the best option after reading five short texts, for example notices or messages, which could be found in real life; Part 2 consists in matching five descriptions of different people to eight different texts about the same topic (there are three extra texts which are not needed to use); Part 3 consists in answering 5 questions based on a longer text; Part 4 consists in choosing from 8 possible options in order to complete 5 gaps in a text (sentences removed); Part 5 consists in picking 1 word from 4 options with the intention of completing 11 gaps in a shorter text; and Part 6 consists in reading a text with 6 gaps (open cloze task) and typing one word in each gap.

As one of the long term achievements of this study is to contribute with the improvement of “*Pruebas Saber 11*” results, and the English section of this exam is focused on reading, participants only took the reading section of the PET for schools to identify their English level. The link of the exam taken in November 2020 is https://www.examenglish.com/PET/pet_for_schools_reading_part1.htm and in the annexes each part of the Reading section is shown (Annex 5).

The exam must be taken in a virtual way because of the pandemic; however, each student was scheduled in a different time, they had their cameras on and they shared their screen all the time, the researcher took screenshots of the final score of each part of the Reading section.

3.7.3 Platform MOODLE (MOOC)

The Massive Open Online Courses (MOOC's) are given classes through technological platforms which enable the teaching-learning process to thousands of students. MOOC's emerged as a response to the challenges that schools face because of information overload. (Tecnológico de Monterrey, 2014).

Moodle is the most widely used platform in the world, it provides different products such as Moodle LMS, Moodle App, Moodle Cloud, among others. In this investigation, Moodle Cloud was used, it is designed for organizations who want to use the Moodle LMS without code-level customizations and integrations. Moodle Cloud allows to have an own Moodle site up and running in a short time frame.

A 5-week implementation during March and April of 2021 was held through the platform Moodle, the researcher designed all the sections taking into account the results from the entry questionnaire and the results in the Preliminary English Test (PET).

Due to students' available time, the activities were accessible from Monday to Sunday in the same week, so they could log in at any time and any day. Teacher's feedback was given the next Monday of each week. The complete Virtual Learning Environment is shown in the Annexes section (Annex 6).

3.8 Validation of the instruments

In the annexes the validation of the instruments is presented (Annexes 2 and 4), there are the appropriate validations for the entry and exit questionnaires checked by Pablo Flórez who signed a letter that is shared at the end of this document (Annex. 7). The Proficiency English Test did not need a validation due to it is a standardized exam by Cambridge University.

3.9 Data analysis techniques

"Interpretation is the challenge at the heart of qualitative research. Without interpretation, we cannot make sense of our data. As qualitative researchers, we aim to find out more about people's experiences, their thoughts, feelings and social practices" Willig (2014). Through interpretation and description, the analysis about the different data will be made.

CHAPTER IV

4 Results

In this chapter the results that were obtained in the investigation about analyzing a Virtual Learning Environment focused on reading comprehension and vocabulary acquisition activities using Skimming and Scanning reading techniques as a complement for the English classes for tenth grade students of *Institución Educativa Municipal Técnico Empresarial Cartagena* in Facatativá are shown.

4.1 Factors that influence the learning of the English Foreign Language

Nine questions from the twenty-three in the entry questionnaire were taken in order to analyze students' answers. The complete Data Matrix is attached in the Annexes (Annex8).

Table 4

Data Matrix (Analysis) – Entry Questionnaire

	ANALYSIS
Student 1	Even when the student feels completely satisfied with English classes, it is conscious that rarely technological resources are used, and it expresses that several times the classes turn boring. Its suggestion is to implement technological platforms.
Student 2	Student makes a negative emphasis in the use of Spanish in the English classes. There is dissatisfaction from it, could be because of not receiving feedback, of not using technological resources all the time. Its suggestion is to have more dynamic activities.
Student 3	Student is little satisfied with English classes, it expresses that technological resources are never included and it doesn't like the translation of big texts. It emphasises than in 2020 classes were eye-catching and not boring. Its suggestion is to focus more on speaking and writing.
Student 4	Student expresses that most of the time feedback and technological resources are included in the English classes. It is little satisfied with classes, apparently because some activities are the same and just about reading texts. Its suggestions is to focus more on listening and didactics.
Student 5	Student doesn't like when it can't understand some topics that teachers explains. It is little satisfied and expresses that learn more through virtual activities (games). Its suggestion is to implement more games or dynamics focused on each English skill.

Student 6	Student focuses a lot on dynamic classes through videos, games and different activities, but it is a little satisfied and says that in some classes students don't practice the English language so it feels bad when speaking. Its English classes rarely include feedback and technological resources.
Student 7	Student expresses that English classes are very boring and little playful, it would prefer different activities like songs and games, even when it says that technological resources are most of the time include, probably the resources are not focused on students' likes. The feedback is missing in its process.
Student 8	Student is little satisfied, one of the reasons is because of the short learning time. It would prefer activities related to games where everybody participates. It rarely receives feedback and its English classes rarely include technological resources.
Student 9	Feedback and technological resources are always included in its English classes. It is little satisfied, it doesn't like the little implementation of listening activities, it would prefer more songs and English dynamics. It likes the reading and some activities that are done in class.
Student 10	There is no coherence with the answers of the use of Spanish and English in the class. Most of the time the student receives feedback. Technological resources are rarely included in its classes. It prefers the grammar classes than the speaking skill. Its suggestion is to implement dynamic classes but it doesn't specify how.
Student 11	The student is little satisfied, one of the things it doesn't like is the reading and writing of texts. It prefers team activities, oral presentations and games, it suggests to implement plays in English. In its English classes is rarely included the feedback and the technological resources. There is no coherence with the answers of the use of Spanish and English in the class.
Student 12	Most of the time the student receives feedback and uses technological resources in English classes, although it expresses that listening English songs without knowing the meaning is what it likes the least. It expresses that is little satisfied with English classes but it has been able to learn a lot of vocabulary and it would prefer to practice speaking with friends or teachers.
Student 13	Student is little satisfied and it expresses that doesn't always understand, also technological resources are rarely implemented. But feedback, listening the English teacher and different activities and games are positive aspects of the English classes. It suggests more didactic games in order to learn in a funny way.
Student 14	Student is completely satisfied with English classes, although few times the classes have been monotonous. There is no coherence with the answers of the use of Spanish and English in the class. Most of the time feedback and technological resources are included in the classes. The positive aspects it expresses is the use of English all of the time. It would like more playful activities.
Student 15	One of the reasons why the student is totally satisfied is because it likes the translation of texts and it feels it can increase its vocabulary. Feedback is given most of the time. Technological resources and the writing skill are rarely implemented in the English classes. It suggests activities related to vocabulary, speaking, writing and reading.

Student 16	One of the reasons why the student is little satisfied is because they rarely practice English dialogues, it suggests to include speaking (dialogues). However, it likes the way each topic is taught. Feedback is given most of the time. And technological resources are rarely implemented.
Student 17	Environment and learning are the things student likes the most, although it suggests more playful and funny activities. Even it is completely satisfied with English classes, it doesn't like exams. Most of the time feedback and technological resources are included in its classes.
Student 18	There is no coherence with the answers of the use of Spanish and English in the class. Nevertheless the students is totally satisfied with the class. It rarely receives feedback, but technological resources are always included. It likes speaking and suggest more dynamism.
Student 19	Student is totally satisfied, it likes the spelling activities, drawing, and practice its speaking. It doesn't express any dislikes about English classes, although it suggests to include a lot of technology and vocabulary. It receives feedback most of the time.
Student 20	Student is very concerned about having an attention call. It likes that the English teacher is understandable and doesn't scold it. It is totally satisfied with English classes. Most of the time receives feedback. Technological resources are always included in its classes. It suggests activities about vocabulary, games and reading books.

Based on the answers from the 20 students, it can be noticed that different factors influence the English learning of the participants. The first factor is the use of the native language (Spanish) by some teachers during the classes. The fact is that 100% of the students said that English and Spanish are included in their English classes (question 14) even when 80% of the students expressed that English is used in a 50%, it is confused why the other 20% expressed that English is used in a 100% (question 6).

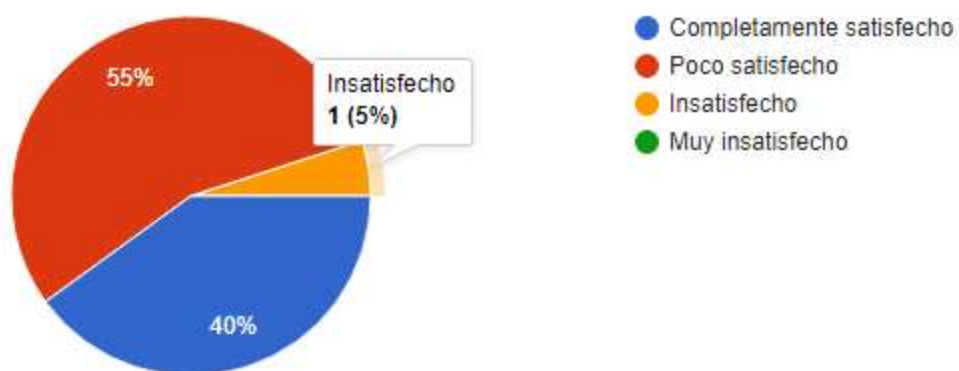
Nevertheless, most of the students' perception is that Spanish is used. This circumstance is called *code-switching*, in general terms, it refers to "situations in which bilingual people alternate between languages, either between or within utterance" (Greer, 2007, p. 28), however, its use is not always recommended, according to Ellis (2015) students' L1 (native language) should not be used in the classroom to maximize the exposure of the target language because the more the L2 (foreign language) exposure students receive, the faster the students learn.

All of the students agreed with the importance of learning English (question 4). Their justification showed that most of the students' purpose for learning English is focused on having better job opportunities. A good aspect when learning something new is to do it because you like it or you are interested in it, more than thinking about the benefits that it could have when you work. That could be affecting students' interest when learning English, if students see learning English as a chance to travel and/or to learn different cultures could be more interesting for them.

On the other hand, the satisfaction with English classes is divided (question 5): 55% of the students stated to be little satisfied with their English classes; 40% are completely satisfied; and 5% are unsatisfied. When students shared what they like the least about their English classes (question 22) they talked about monotonous and boring classes, the use of English and Spanish by teachers (explained above), implementation of some activities (translation of big texts, reading exercises) sometimes the same, not implementation of some activities (listening, speaking and writing exercises), and the short time to learn.

Figure 1

Question 5 - Entry Questionnaire



That leads to other factors: there exists a perception of boring classes and the need to implement dynamism; the four skills (reading, writing, listening and speaking) are not developed totally in the English classes, as well as different English activities; and there are few hours of English learning.

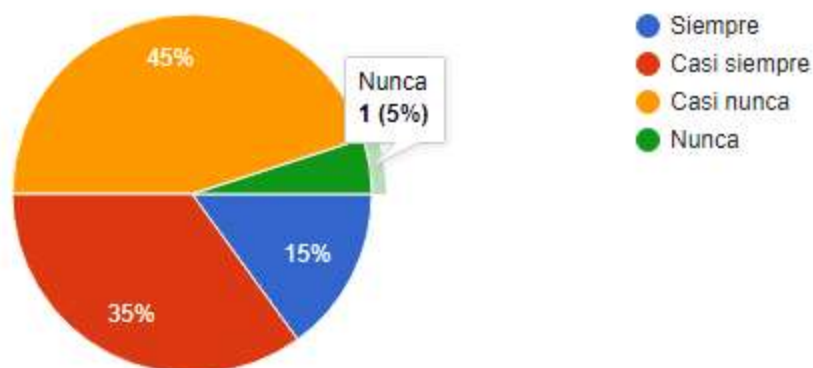
Some students asked for dynamic classes, although their emphasis is on games. Entertainment and enjoyable learning are essential for the commitment of a student to life-oriented education. When there is pleasure and entertainment in learning, the required efforts would not be a burden. Furthermore, several educators use the concept of “the pleasure of learning” synonymous with “entertainment, satisfaction, and play” (Al-shara, 2015). Boredom and getting bored are also widely accepted concepts in the learning process. If the course is teacher-centered, if the students are not active in the class and could not comprehend the topic, if the course is not entertaining, if the instruction techniques are conventional or the physical classroom conditions are not adequate, it is possible that the students would be bored in the classroom. Learning through dynamic classes is important in the process and retention of learning.

The entertainment and dynamism could be connected with the inclusion of technological resources in the EFL classroom. Even though it is a digital age, the implementation of this type of education in few cases depends on the financial resources that the school has, in case of this research, as it is a public school the tools are limited, and the Internet connection or electronic devices even more.

Based on what is mentioned above, 45% of the participants agreed with the little use of technological resources in the classes (question 18).

Figure 2

Question 18 - Entry Questionnaire

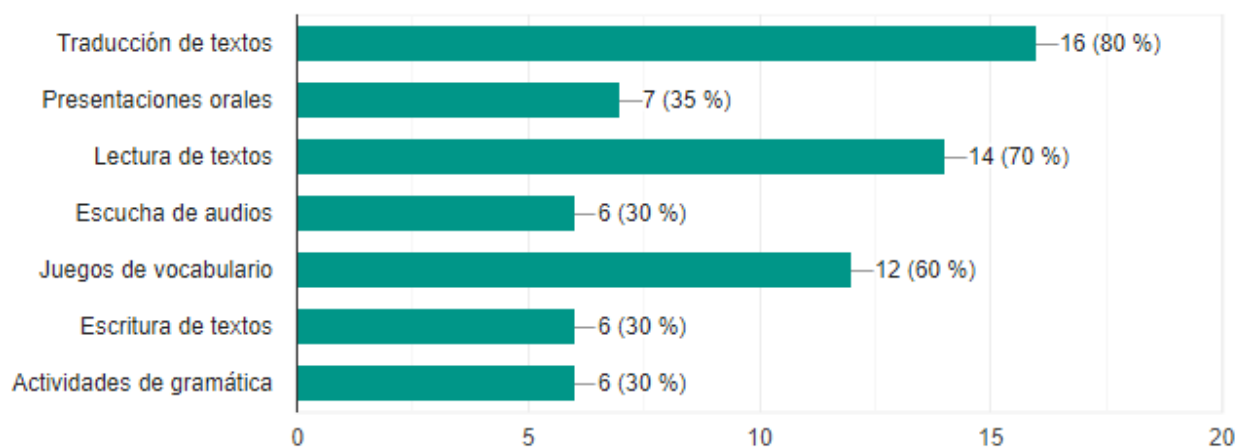


Remembering the previous studies mentioned at the beginning of this document, different investigations have concluded that the implementation of technological resources is an advantage in the teaching-learning system, not just because of the positive perspectives that it could have, but because of the improvement of the English skills which are focused on. Some teachers explained that students are more receptive when they use electronic devices, and enthusiasm, interest and motivation are most students' perceptions. The avoidance of including technology in the English learning is definitely a factor that influences students' learning and could create flaws in students' process.

Related to the activities that teachers implement, the development of the four English skills is the base of a complete learning. If teachers are focused on just one skill or one type of activity, there would be a lack in the progress of students' competences.

Figure 3

Question 19 - Entry Questionnaire



Based on the graphic above (question 19), translation of texts, reading and vocabulary games are the most academic activities implemented in students' English classes. According to students' opinions (questions 21 and 23) what they like the most and/or the activities they would like to be included in their classes are: applying exams to check students' understanding, technological platforms in order to develop different exercises (individual and team activities), playful activities (games, videos, word search, songs), focusing on speaking (oral presentations, dialogues and plays), writing, listening

(songs and different audios), reading (texts, books, translation exercises), vocabulary (spelling and drawings) and grammar.

Non-implementation of the four skills in the same quantity is another factor that influences students' English learning. Any language cannot be taught in isolation, it is necessary to integrate the four English skills to produce proficient users of the English language. For various reasons, traditional English language teachers tend to teach the four language skills separately, and materials and activities designed usually focus on one specific skill and others are ignored (Jing, 2006). Moreover, Jing posited that integration leads the focus on realistic language and can be helpful towards students' all-round development of communicative competence in the English language.

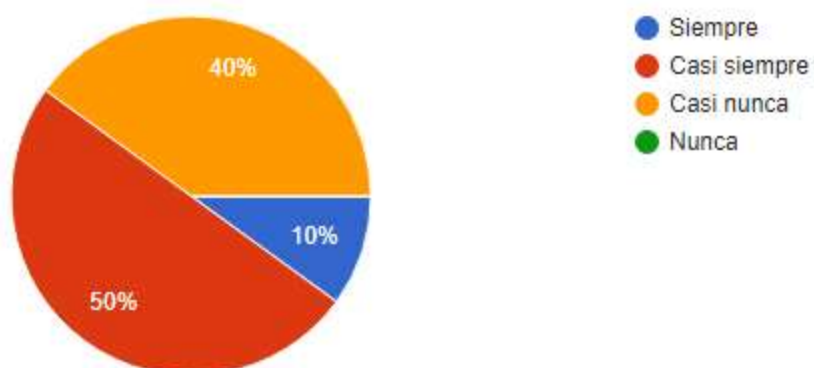
Student 8 mentioned the time of learning, by this way, the intensity of hours could be one of the factors that this specific objective tries to identify. In the description of the problem, the researcher mentions that in this public school just three hours of English are given per week. In comparison with private schools, or even with other public schools, it is shown that the English exposure must be incremented. Hoff et al. (2012) stated that bilingual children's rate of acquisition in vocabulary and grammar is often predicted by the relative amount of input to which they are exposed.

The hour intensity could be connected to code-switching (mentioned above) because if students have a short time to learn or to have exposure of the language, and this is not spoken all the time by teachers, the learning process is certainly affected. It is known that just in the English classes at school is where most of the students have the possibility to practice the language in a real way, so it is important to use these spaces correctly.

And last but not least, the students expressed they do not receive feedback in a frequent way (question 17). This could be analyzed as they cannot be aware about the mistakes they could be committing (in any of the four skills) delaying their learning improvement (another factor that influences their English learning).

Figure 4

Question 17 - Entry Questionnaire



As Wang (2006) defined, ‘feedback is the information about current performance that can be used to improve future performance’. Feedback plays a crucial role in any educational process since it can significantly improve both learner and teacher’s performance. Any kind of feedback can promote personal and professional growth of an individual and help to identify and realize the strengths and weaknesses, it can lead to better understanding and development of the skills (Klimova, 2015).

The paragraphs above present the results obtained from the entry questionnaire regarding the factors that could be influencing students’ learning process.

4.2 English level in the reading skill

The results from nineteen students were taken in order to analyze their answers (one student did not take the exam). The complete Data Matrix is attached in the Annexes (Annex 9).

Table 5

Data Matrix (Analysis) – PET

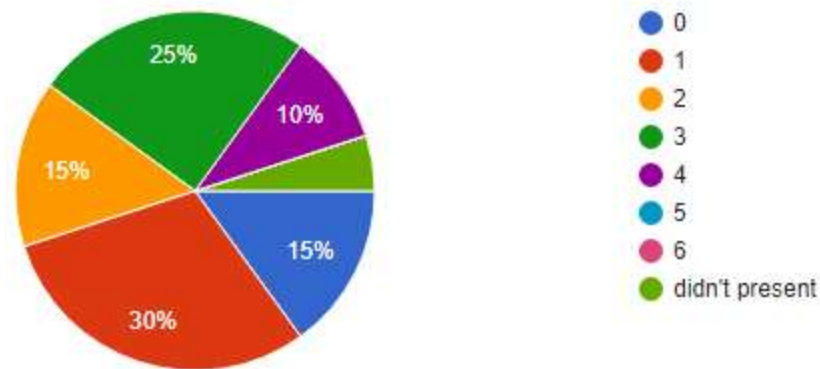
	ANALYSIS
Student 1	Student’s strength is filling the gaps with multiple choice options. Texts comprehension is difficult for it. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.

Student 2	Student's strength is text comprehension and getting details. Longer texts could be more difficult for it. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 3	Student understands general short texts, however, longer texts are quite difficult to comprehend. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 4	Student's strength is in completing texts instead of answering comprehension questions or detailing information. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 5	It is a mixed between understanding short texts and filling the gaps with multiple choices, however, long texts seem to be a problem. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 6	Generally, understanding longer texts is not an issue, whereas part 1 (the lowest score) is about reading the shortest passages. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 7	Getting detailed and specific information seems to be difficult for it. Although understanding short or longer texts is not a problem. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 8	Understanding short or longer texts, and identifying specific information is not a student's strength. Filling the gaps with multiple options could be an advantage. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 9	Identifying general or detailed information is a difficulty. However, there was more score when answering some comprehension questions. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 10	Completing sentences removed from several options and understanding short passages are the student's strength. Putting attention on details, grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 11	There is a good score when answering detailed questions. Understanding short passages and filling in the gaps are not student's strength. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 12	Student' strength is matching specific information to detailed questions. Student has to work on comprehension. Also, grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 13	Understanding longer texts seem to be student's weakness. Answering comprehension questions is its strength. More grammar and vocabulary need to be improved in order to develop tasks like in Part 6 better.

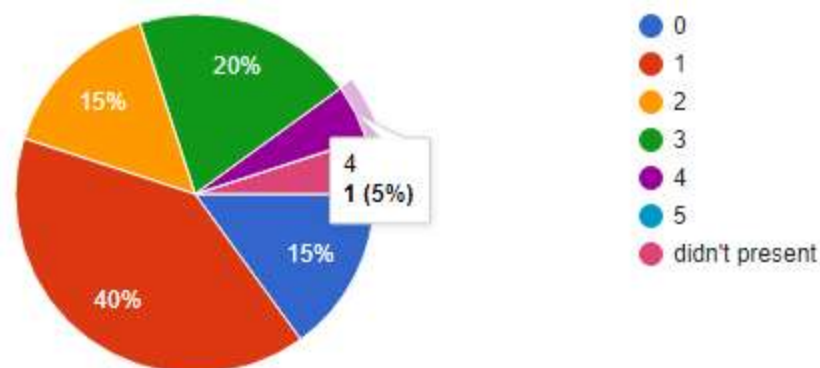
Student 14	Comprehension of short texts is student's strength. Filling in the gaps seem to be an issue, even when multiple options. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 15	Answering questions from longer texts is student's strength. Although, comprehend short and detailed texts seem to be a difficult task. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 16	Filling in the gaps with options given is definitely a strength. However, understanding short or long texts is a weakness. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 17	Comprehension of short passages, detailed information and filling some gaps are definitely weaknesses. However, student could choose some correct choices. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 18	Comprehension of short passages, detailed information and filling some gaps are definitely weaknesses. However, student could choose some correct choices. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 19	Understanding short and long passages is student's strength. But identifying specific details and filling in some gaps are difficulties. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 20	No analysis

The Preliminary English Test (PET) showed a general low reading level of the participants. The following figures show the number of participants that got the same points in each Part of the Reading Section:

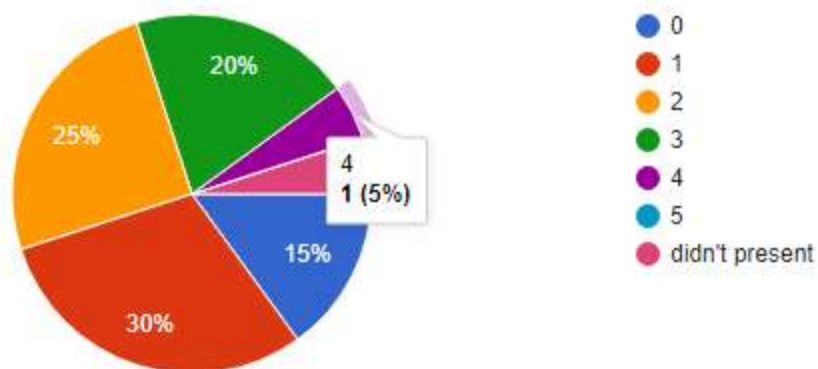
In the first part, where students had to read short passages and answer some questions, it was noticed that 1 answer over 6 was the highest score. In this part students are tested on their understanding of different types of short texts and this is a true reading task while, for example, Parts 5 and 6 are designed to test their grammar and/or vocabulary. Students decide which of the three options reflects the meaning of the short text or which of them is a fully true statement.

Figure 5*Part 1 (Reading Section)*

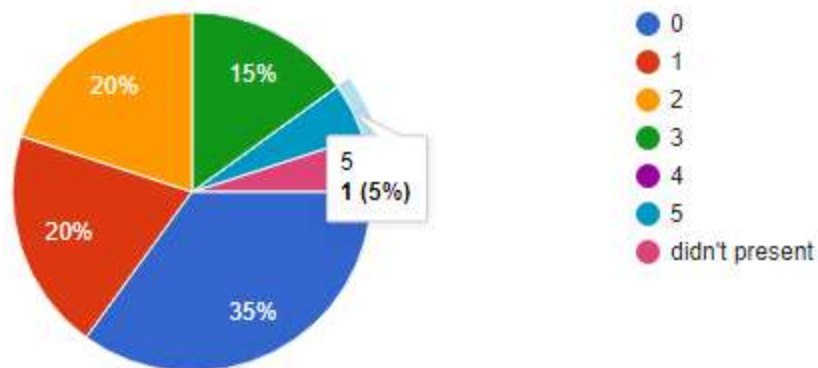
Most of the students in part 2 from the Reading Section got 1 answer over 5. This section evaluates if students match correctly some descriptions to some texts. Understanding details in the descriptions and texts is what matters. There are usually three things that each person (in the text) is looking for in their preferred place and students have to find that perfect match.

Figure 6*Part 2 (Reading Section)*

In Part 3 students had to read a longer text and answer five questions. In this section the highest score was 1 correct answer over 5. This part tests general and detailed understanding of a longer text as well as students' understanding of the writer's opinions and attitude.

Figure 7*Part 3 (Reading Section)*

In the fourth part, students who got the highest score obtained 0 correct answers over 5; they had to read a longer text with five gaps, and they had to put one of the eight possible sentences in each gap. Like in Part 2, there were extra sentences which made the task more difficult. This tests students' understanding of the flow of a text as well as the attitudes and opinions of the author. The main thing is to demonstrate how to connect ideas logically.

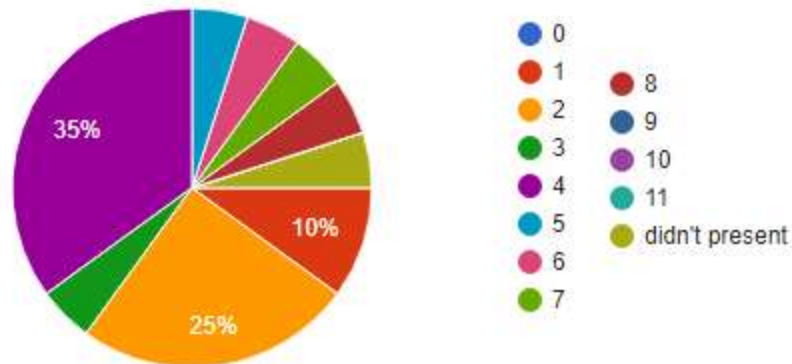
Figure 8*Part 4 (Reading Section)*

In the next reading section (Part 5), students read a shorter text with six gaps, for each gap they got four possible words and they had to choose the correct one. Over 11 answers, the maximum score was 4 correct answers. Reading Part 5 mainly tests students' vocabulary, but also some grammar. There

are four possible answers and they are usually similar in meaning so it can become confusing very quickly.

Figure 9

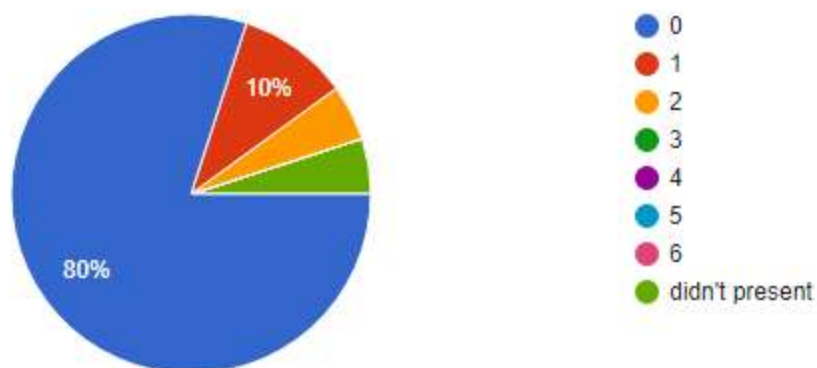
Part 5 (Reading Section)



And in the last Part from the Reading section (Part 6) where students needed to decide by themselves what the missing words were in order to fill in the gaps, 80% of the sample got 0 answers over 5. This Part mainly tests students' knowledge of grammar (prepositions, verb forms, etc.), but also some vocabulary like phrasal verbs and fixed phrases/collocations, so it is not a true reading task like, for example, Parts 1 to 4. It looks very similar to Part 5, but there are no possible answers to choose from in this task.

Figure 10

Part 6 (Reading Section)



In this type of tasks, very often can be found that some of the possible answers are almost correct, but a little twist with the grammar or just one word that makes the whole sentence negative can turn a correct answer into an incorrect one. The tasks are not only about reading because they test grammar and vocabulary as well, so a general vocabulary acquisition is important too.

In conclusion, the participants have a low level in the Reading skill and need to improve it. It is recommended to focus the Virtual Learning Environment on short and long texts, general and specific questions and all the elements that were tested in the PET exam (with the help of Skimming and Scanning reading techniques).

4.3 Virtual Learning Environment

The implemented Virtual Learning Environment was designed in the Platform MOODLE. It has as an objective to provide an extra learning environment to tenth graders in order to help them with reading and vocabulary acquisition. Before giving the access to the students, there was a virtual meeting in order to explain to them how to log in and a brief explanation about the use of the platform.

At the beginning of each week, the researcher sent a message through a Whatsapp group informing that the new activities for that week were already available. The following table shows a schedule for each week, including the topic, activities and resources used:

Table 6

Action Plan - VLE

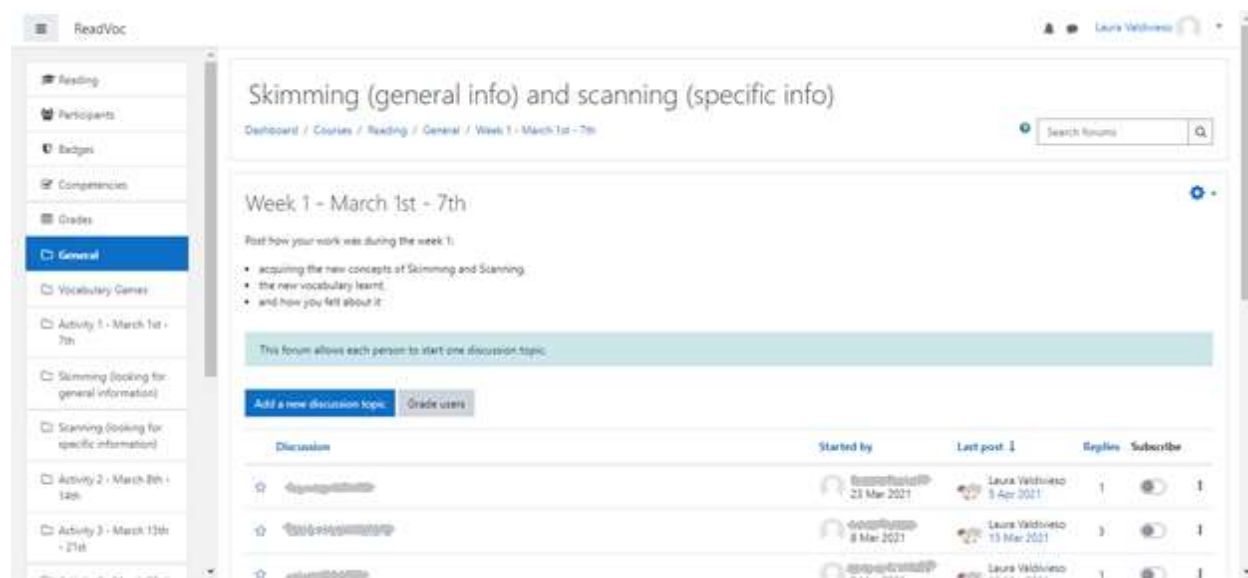
	Topic	Activities	Resources
Week 1	Skimming (looking for general information) - Scanning (looking for specific information)	1. Go to the padlet and write an introduction. 2. Read the information about Skimming and Scanning. 3. Add to the glossary the unknown words with its meaning. 4. Write in the forum.	Padlet, texts (images and information), glossary (skimming and scanning), forum
Week 2	Scanning a recipe	1. Check the example (text). 2. Take the test. 3. Add to the glossary the unknown words with its meaning. 4. Write in the forum.	Text (images and information), test, glossary (recipe), forum
Week 3	Scanning a job advertisement	1. Watch the video. 2. Develop the workshop. 3. Add to the glossary the unknown words with its meaning. 4. Write in the forum.	Video, workshop (text and questions), glossary (job advertisement), forum
Week 4	Skimming and scanning the news	1. Develop the pre-reading exercise. 2. Read the text. 3. Develop the after-reading exercise. 4. Write in the forum.	Pre-reading exercise (forum), text (images and information), after-reading exercise (test), forum
Week 5	Skimming and scanning the Portham Village School Prospectus	1. Read the text. 2. Answer the questions. 3. Write in the forum.	Text (images and information), workshop (questions), forum

There were seven sections designed: 1. a forum of questions and doubts, and one forum at the end of each week; 2. links provided to practice with vocabulary games; 3. the first week with activities about the recognition of skimming and scanning reading techniques; 4. the second week focused on scanning a recipe; 5. the third week focused on scanning a job advertisement; 6. the fourth week about skimming and scanning some news; and 7. the fifth week about skimming and scanning a school prospectus. All of the week activities were accompanied by vocabulary exercises.

Here is an example of the forums created in the first section. The idea was that when students finished the activities of each week, they made a post answering some questions about the job they did:

Figure 11

Forum (Week 1) – VLE



In the second section a set of links about vocabulary were posted so students could practice on their own through games. These are the webpages and the section is shown in the Annexes (Annex 6):

<https://learnenglishteens.britishcouncil.org/vocabulary/beginner-vocabulary>,

<https://learnenglishkids.britishcouncil.org/word-games>, <https://agendaweb.org/vocabulary/games-word-elementary-exercises.html> and

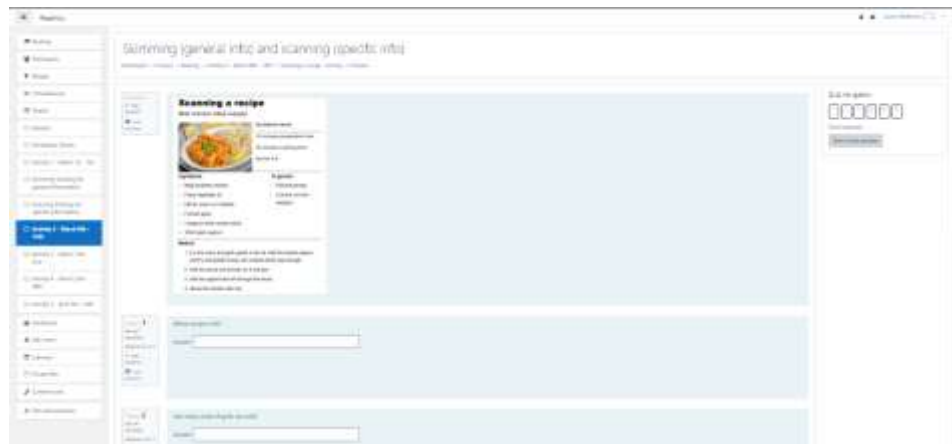
<https://agendaweb.org/vocabulary/games-word-intermediate-level-exercises.html> and

<https://agendaweb.org/vocabulary/games-word-intermediate-level-exercises.html>.

In the next section (week 2), the Virtual Learning Environment was focused on Scanning. The activity was about scanning a recipe. An example was posted to be read before taking a test. The test was about scanning another recipe and answering some specific questions. Also, students must write the unknown words in a list and at the end, write them in the glossary. Here is a part of the test created:

Figure 14

Scanning a recipe (Test) – VLE



In the third week, students must scan a job advertisement and answer some specific questions. While they were reading, they were asked to take the unknown words, so after answering the questions, they added the words in the corresponding glossary. These are the text and the questions:

Figure 15

Scanning a job advertisement (Text and questions) – VLE

SKILLWISE DELIVERY SERVICES

CHRISTMAS JOB OPPORTUNITIES

Aged between 16 and 25 years? Need extra cash for Christmas?
Are you available to work at short notice?
Can you work early, late or night shifts?

We are looking for enthusiastic and reliable people to work on an occasional basis,
helping to sort and deliver parcels in the Reading area from late November until the end
of December.

Pay rates for weekdays, including Saturdays, will be:
Ages 16 to 17 - £4.82 per hour
Age 18 and over - £5.10 per hour.

So if you have good communication skills and are able to work as part of a team, we
would like to hear from you.

To obtain an application form please write to

**Elaine Gray, Personnel Officer,
Skillwise Delivery Services, Windsor Road,
Reading, RG5 4BR**
Tel: 0118 922 814 (24 hr. answer phone)

Closing date: 13th November

Questions

1. When do these jobs start? _____
2. The work will last for about a month. True or false? _____
3. What type of work is on offer? _____
4. What kind of people is Skillwise Delivery Services looking for? _____
5. What shift patterns are available? _____
6. Where is the job based? _____
7. The work involves travel around the UK. True or false? _____
8. How much will you earn per hour if you are aged 18? _____
9. True or false? You will be paid extra for working on Saturday. True or false? _____
10. Whom should you contact at Skillwise Delivery Services to get an application form? _____
11. You can leave a message on an answering machine. True or false? _____
12. You need to be able to work at short notice. True or false? _____
13. It is 1 November. Is there still time to apply for a job? _____
14. The minimum age for this job is 16. True or false? _____
15. Do you need a driving licence to apply for a job with Skillwise Delivery Services? _____

In weeks 4 and 5, the lists of vocabulary that students created had to be posted in the corresponding forums of each week, not in a glossary in order to change the way of developing the activity.

Week 4 was focused on Skimming and Scanning the news. Exercises before (answering questions about vocabulary in a different forum) and after (answering questions about the text) reading the text were created. The following figure are images taken from the three activities:

Figure 16

Skimming and scanning the news (text and exercises) – VLE

The figure displays a VLE interface for a reading activity. It is divided into several sections:

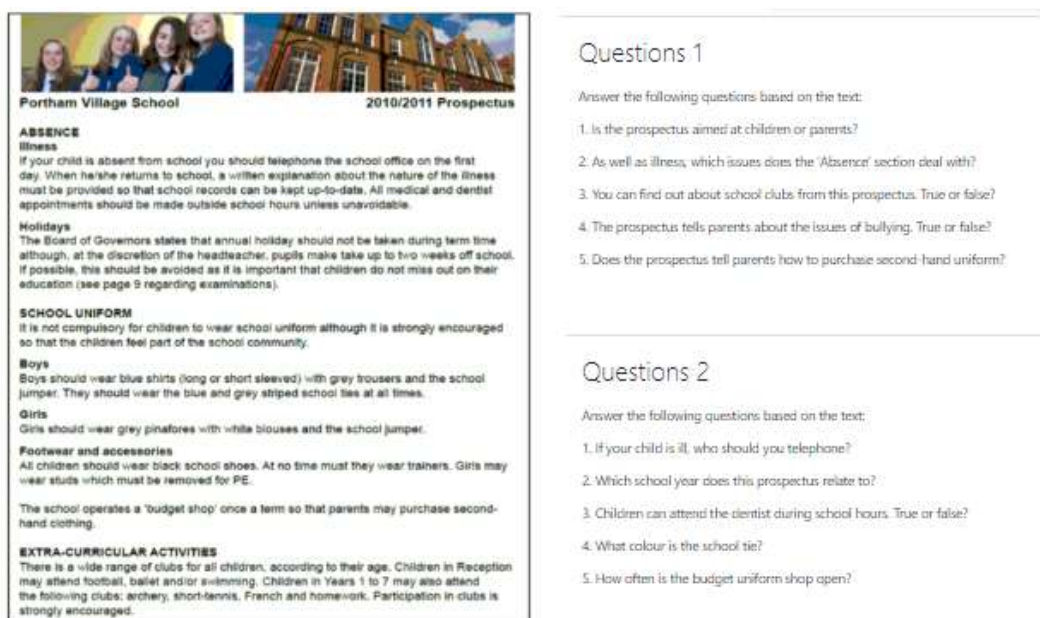
- Pre-reading exercise:** A section titled "Pre-reading exercise" with the instruction "Answer the following questions:". It lists four questions:
 - Do you know the meaning of these words: "cat", "chimp", "parrot", "iguana", "hamster", "snake", "kitten"? What is it?
 - What is a fire crew and a fire brigade?
 - What is the meaning of "RSPCA"?
 - What do you know about taxes spent on animal rescues?
- Skimming and scanning the news:** A news article titled "Cat up a tree? Chimp in a chimney?". The article includes a photograph of a person climbing a tree. The text discusses unusual rescues, such as a chimp in a chimney, a parrot trapped in a cage, an iguana stuck on a roof, and a hamster trapped in a disabled lift. It also mentions that fire crews have captured a snake at a retirement home and rescued a kitten with its head stuck in a bongo drum. A sidebar on the left provides tips on how to skim and scan text.
 - You can skim to find out what it is all about.** Headings and pictures can help you do this.
 - Or you can scan to look for important information.** Look for key words or numbers to help you do this.
- Question 1:** "If an animal is stuck, who do you have to call first?" with options: a. Fire crews, b. Fire brigade, c. RSPCA.
- Question 2:** "Match the animals with the places where they were rescued from." with a table:

Cat	Choose...
Chimp	Choose...
Parrot	Choose...
Iguana	Choose...
Hamster	Choose...
Snake	Choose...
Kitten	Choose...
- Question 3:** "When the crews are out rescuing animals, they can attend real emergencies." with options: True, False.
- Question 4:** "What does the following sentence mean? After all, when was the last time you saw a cat's skeleton up a tree?" with an answer box.

The last section (week 5) was based on Skimming and Scanning reading techniques too. The prospectus of a school was uploaded, by that way, students read it and answered general and specific questions. In the prospectus there were three general topics (absence, school uniform and extra-curricular activities), in the case of the first two topics more information is included. The next figure shows the texts and the questions asked.

Figure 17

Skimming and scanning a prospectus (text and questions) – VLE



The screenshot shows a virtual learning environment interface. On the left, there is a document titled "Portham Village School 2010/2011 Prospectus". The document contains sections on Absence, School Uniform, and Extra-Curricular Activities. On the right, there are two sections of questions, "Questions 1" and "Questions 2", each with five questions based on the text.

Portham Village School 2010/2011 Prospectus

ABSENCE
Illness
 If your child is absent from school you should telephone the school office on the first day. When he/she returns to school, a written explanation about the nature of the illness must be provided so that school records can be kept up-to-date. All medical and dentist appointments should be made outside school hours unless unavoidable.

Holidays
 The Board of Governors states that annual holiday should not be taken during term time although, at the discretion of the headteacher, pupils may take up to two weeks off school, if possible, this should be avoided as it is important that children do not miss out on their education (see page 9 regarding examinations).

SCHOOL UNIFORM
 It is not compulsory for children to wear school uniform although it is strongly encouraged so that the children feel part of the school community.

Boys
 Boys should wear blue shirts (long or short sleeved) with grey trousers and the school jumper. They should wear the blue and grey striped school tie at all times.

Girls
 Girls should wear grey pinafores with white blouses and the school jumper.

Footwear and accessories
 All children should wear black school shoes. At no time must they wear trainers. Girls may wear studs which must be removed for PE.

The school operates a 'budget shop' once a term so that parents may purchase second-hand clothing.

EXTRA-CURRICULAR ACTIVITIES
 There is a wide range of clubs for all children, according to their age. Children in Reception may attend football, ballet and/or swimming. Children in Years 1 to 7 may also attend the following clubs: archery, short-tennis, French and homework. Participation in clubs is strongly encouraged.

Questions 1
 Answer the following questions based on the text:
 1. Is the prospectus aimed at children or parents?
 2. As well as illness, which issues does the 'Absence' section deal with?
 3. You can find out about school clubs from this prospectus. True or false?
 4. The prospectus tells parents about the issues of bullying. True or false?
 5. Does the prospectus tell parents how to purchase second-hand uniform?

Questions 2
 Answer the following questions based on the text:
 1. If your child is ill, who should you telephone?
 2. Which school year does this prospectus relate to?
 3. Children can attend the dentist during school hours. True or false?
 4. What colour is the school tie?
 5. How often is the budget uniform shop open?

The Virtual Learning Environment was designed taking into account students' answers from the Entry Questionnaire and the results from the Preliminary English Test (PET).

4.4 Effectiveness of the Virtual Learning Environment

Ten questions from the twenty-four in the exit questionnaire were taken in order to analyze students' answers. The complete Data Matrix is attached in the Annexes (Annex 10).

Table 7

Data Matrix (Analysis) - Exit Questionnaire

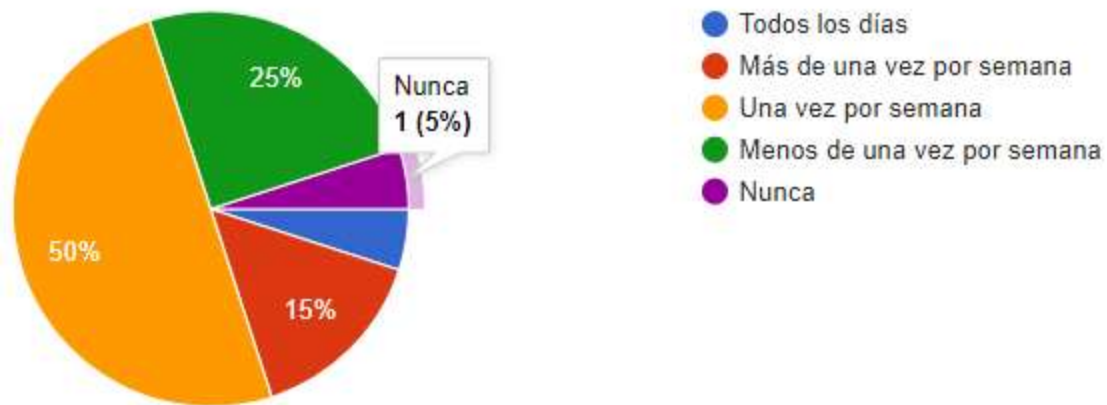
	ANALYSIS
Student 1	Even when the student didn't have enough time, it tried to develop the activities in the platform. It totally agrees with the positive aspects of the VLE, it is reachable, useful, the contents are effective, suitable and interesting, it has a proper time to be developed. About feedback, student would ask for more teacher's accompaniment.
Student 2	It is noticed that the student does not know the most common type of platform used for education. Taking into account the time spent with the activities, it is difficult for the student to give an accurate answer about the VLE, contents and feedback.
Student 3	Due to the lack of Internet connection student is not sure about the accesibility and utility of the VLE, as well as the time dedicated and the feedback given by the teacher. However, it totally agrees with the contents efficacy and suitability. It suggests more explanation during the classes or with the activities.

Student 4	Although the student does not mention anything negative, it is neutral about the characteristics of the contents. It only agrees with the accessibility and utility of the VLE.
Student 5	In spite of the little frequency developing the activities, student agrees with all of the characteristics that involve the VLE and the contents. It suggests the implementation of virtual classes when assigning the activities.
Student 6	Student totally agrees with the VLE and contents positive characteristics. It is aware about how to use the Reading Techniques (skimming and scanning). With question 23 (aspects to improve), student answered about its learning process, not about the platform.
Student 7	Student entered more frequently to the platform because it was interested in the activities. It totally agrees with all of the characteristics and it appreciates that learning is not just for English class but for the daily school setting, although it suggests to apply more playful exercises.
Student 8	Due to the short time that student had, it only entered once per week, but it agrees with the VLE and contents characteristics, although student disagrees with the time of implementation. According to student's perceptions, it agrees with the idea of realizing that an extra VLE helps with study habits and autonomous learning, and it suggests to have reminders in the platform and improve teacher's feedback.
Student 9	Student entered few times to the platform due to the lack of Internet connection and problems when logged in.
Student 10	Student never logged in and it did not explain the reason why, so the answers in questions 3, 11 and 21 can not be taken into account.
Student 11	Student never logged in due to the time because it was working, so the answers in questions 11, 13, 14, 16 and 21 can not be taken into account. However, student expresses that general English activities should be focused on heavier than longer exercises.
Student 12	Student disagrees with the time of implementation, it could be because of the available time it had. However, it agrees with the other characteristics and it feels that the VLE and activities are different from the common ones. It suggests more facility to develop the VLE but it does not specify in what.
Student 13	Despite the lack of Internet connection student could develop the activities once a week, and it agrees with all the elements of the VLE and contents, including the time implemented. No suggestions are given.
Student 14	Student would like to enter to the platform every day but due to its daily activities was not possible. Participant is aware that using a VLE generates responsibility and autonomous learning. It suggests more interaction between classmates, nevertheless it agrees with all about the platform and the contents.
Student 15	Student developed the activities once per week because teacher uploaded the activities in that frequency, so the participant thought that it wasn't possible to enter in other times. About the VLE and activities characteristics the student agrees with everything and it did not suggest anything to change.
Student 16	Student expressed to be sometimes busy so it did not enter with a lot of frequency to the platform. Participant neither agrees nor disagrees about interesting and useful contents, and the teacher's feedback, even when it thinks that everything was good. About the other characteristics, student agrees.

Student 17	Student was busy developing its school activities so the frequency using the platform was low. It totally agrees with all the characteristics about the VLE and contents except for the suitable contents. It is not clear the suggestion in question 23.
Student 18	Student never logged in and it did not explain the reason why, so the answers in questions 3 to 21 can not be taken into account.
Student 19	In spite of the short time developing the platform activities student expresses that all the elements were absolutely good, and it does not suggest anything to change being aware of the low commitment and attention given. About the VLE accessibility and utility, time implemented and teacher's feedback, student neither agrees nor disagrees.
Student 20	Student never logged in because it didn't count with Internet connection and a technological device in the implementation time, so the answers in questions 3 to 21 can not be taken into account.

Although some students answered in the exit questionnaire that they had developed all the activities, in fact, many of them did not even enter to the platform, or it was not constant, or they did not develop most of the activities proposed. In week 1, from the twenty students, just eleven participated in the forum (which had to be developed after the activities); in week 2, twelve participants developed the test but just seven posted in the forum; in week 3, six participants worked in all the exercises including the forum; in week 4, six students wrote in the forum (pre-reading exercise), eight students took the test and five students posted in the other forum; and in the last week (5), only two students sent the workshops required and made a comment in the forum.

Around 70% and 75% of the participants agreed with the positive aspects of the Virtual Learning Environment (accessibility and utility) (question 11) and the characteristics of the contents (effective, suitable, interesting and useful) (questions 12, 13, 14, 15). Nevertheless, the results depend if students logged in a frequent way (question 3) in the platform. According to Jones et al. (2000) interactions with the software are important to understand the learning process, so the short development caused students to not have enough proximity to the platform leading to a poor perception about the VLE and its contents. Some students expressed that the low frequency was due to their Internet connection, the availability of technological resources and their available time.

Figure 18*Question 3 - Exit Questionnaire*

A remarkable low participation is noticed in the implementation of this VLE. It needs to be clarified that the “Nunca” (purple) answer must be higher since four students did not enter to the platform at any time, and just one student chose that option. Besides, the “Todos los días” (blue) answer was chosen by one of those four students, so the percentages must be different.

About the Skimming and Scanning activities most of the students expressed more interest in the Reading Comprehension Skill (question 5) than in the improvement of Vocabulary Acquisition (question 6). The following figures establish respectively the percentages according to students’ answers:

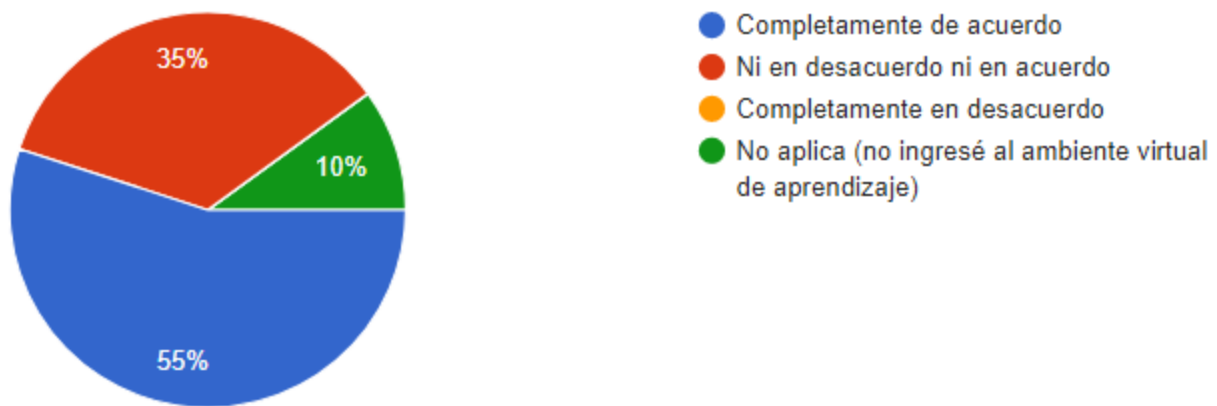
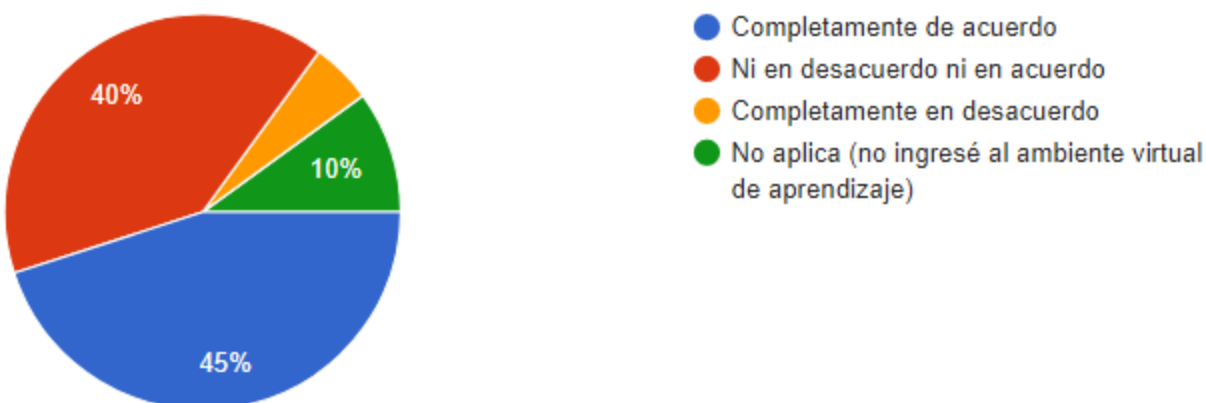
Figure 19*Question 5 - Exit Questionnaire*

Figure 20

Question 6 - Exit Questionnaire



Based on what is mentioned above, 85% of the students (question 17) recommend the use of the Reading Techniques in the Reading Skill learning process and development. They indicated that these Reading Techniques are useful and easy tools in order to understand texts in a better way.

Regarding the information about the time implemented (question 16) and taking into account students' perceptions (questions 22 and 23), it is noticed that more time was needed, first, because of the few possibilities for students to be connected during many days in the week, second, with more time there would be more engagement in order to create more interest and different activities, and third, it is possible that the teacher could have done more accompaniment through virtual classes before or after each activity.

Taking into account the last point mentioned in the paragraph above, teacher's feedback was one of the elements measured about the VLE (question 21). It is suggested by some students that teachers give a more constant monitoring in the development of the activities, making emphasis on what they are doing right and wrong.

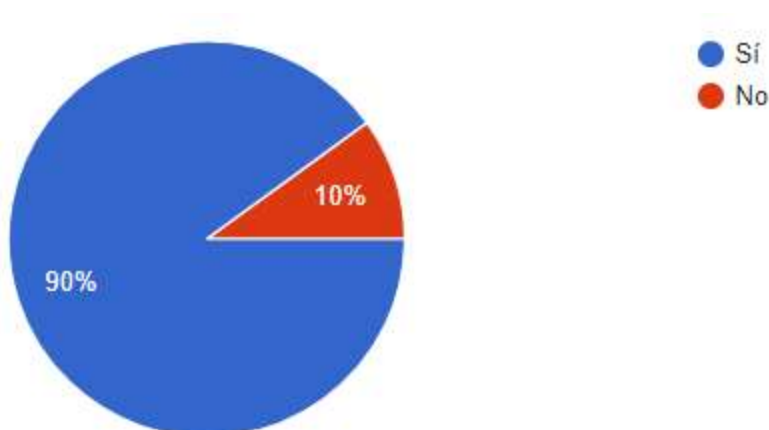
Talking about study habits (question 20), 65% of the participants realized that the implementation of the Virtual Learning Environment helped to have a more independent and autonomous learning. For Martínez (2004), autonomous learning is a process where the student self-

regulates their learning and becomes aware of their own cognitive and socio-affective processes. The fact of knowing that activities should be developed in a period of time without any supervision had to create a sense of responsibility if the idea is to have a successful learning process, as well as the management of time in order to achieve all the activities planned (platform and daily activities like at school).

The implementation of a VLE as a complement for the English classes had a positive reception from students. 90% consider the implementation as fundamental for the development of the English skills (question 18) and 80% agree with the continuation of this type of learning environment to support their learning process (question 19). The following graphic shows the number of students who would like to continue with the use of VLEs (question 24):

Figure 21

Question 24 - Exit Questionnaire



The two participants who answered “No” explained that they do not have enough time to be able to develop all the activities (in the platform and at school) due to their other daily activities like chores at home. Nevertheless the 90% who would like to continue with the Virtual Learning Environments expressed positive characteristics since the VLE helps to improve their English knowledge and those are useful tools where students could practice at any time. Some of them clarified that they already have resources to enter to the platform and they would like to try the implementation again. In

addition, they mentioned that responsibility and having more available time are important factors in order to progress with the support of the VLE.

The exit questionnaire demonstrated first, the level of participation and interest from the participants during and after developing the activities in the platform. Second, the inclusion of Skimming and Scanning reading techniques helped and encouraged the students who participated to increase their reading level by developing the exercises, besides the improvement of vocabulary. Third, the low autonomy and independence to study spending enough time in the last weeks of the implementation, however is important to remember that the no access to Internet or technological resources and daily activities are variables to have in mind. Concluding, a general positive effectiveness of the Virtual Learning Environment is conceived from the students.

CHAPTER V

5 Conclusions

After doing the analysis proposed in the general objective of this investigation, the designed and implemented Virtual Learning Environment was a good complement for the tenth graders English classes in *Institución Educativa Municipal Técnico Empresarial Cartagena*. Based on the four specific objectives, factors that could be affecting the English learning process, the students' English level in the Reading skill and the effectiveness of the VLE were analyzed.

In conclusion, a Virtual Learning Environment could be a complement for an English class, however, it depends on the time students dedicate to it, because the low autonomy and independence to study show that the little use of this type of platforms at schools is threatening the students' learning processes. When they go to university, they will not have an approach to that type of e-learning education.

Remembering the importance of learning English as a Foreign Language due to the globalization that is happening, it is truly necessary to guarantee an appropriate teaching-learning process to all the students, no matter if the school is public or private, the quality of education must be equal for all of them. By that way, it is necessary to increase the number of English hours in the school schedule.

The study needs to be replicated with a bigger sample and a longer period of intervention for more accurate results. A limitation of the study that is important to mention is the short time in which the VLE was implemented (5 weeks), if there had been more time, more positive results there would be; and the lack of resources (Internet connection and devices). If students had had these technological elements, the complete sample could have participated and possibly more encouraging conclusions would emerge.

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Annexes

Annex 1. Entry questionnaire

Cuestionario

El siguiente cuestionario, instrumento de recolección de datos de 23 preguntas mixtas con diferentes tipos de preguntas tiene como finalidad obtener información suficiente para identificar los factores que influyen en el aprendizaje del idioma extranjero inglés.

Los datos obtenidos serán tratados con absoluta confidencialidad, pues solo servirán para fines investigativos, por lo tanto, la investigadora será la única con acceso a estos. Para propósito de esta investigación se codificarán los nombres propios así: "estudiante 1, estudiante 2". Se sugiere a los estudiantes encuestados contestar las preguntas con la mayor honestidad y certeza posible pues de esto dependerá la validez y confiabilidad de los resultados.

Los resultados que se obtengan de esta investigación se pondrán a disposición de la Institución Educativa Municipal Técnico Empresarial Cartagena para que sirvan de base en función del mejoramiento de la enseñanza del idioma extranjero inglés en los diferentes cursos.

Los participantes deben contar con los permisos de padres de familia o acudientes antes de contestar la encuesta (consentimiento informado previamente enviado).

*Obligatorio

Correo *

Tu dirección de correo electrónico _____

Complete los siguientes datos:

1. Nombre completo *

Tu respuesta _____

2. Curso al que pertenece (1001 o 1002) *

Tu respuesta _____

Seleccione la respuesta más adecuada a las siguientes preguntas:

3. ¿Cuántos años lleva estudiando en la IEM Técnico Empresarial Cartagena? *

- 1 a 2 años
- 3 a 5 años
- Más de 6 años

4. ¿Cree que el inglés es un idioma importante para aprender? *

- Sí
- No

Justifique su respuesta anterior *

Tu respuesta _____

5. ¿Qué tan satisfecho se siente con las clases de inglés que ha recibido en su bachillerato? *

- Completamente satisfecho
- Poco satisfecho
- Insatisfecho
- Muy insatisfecho

6. ¿Cuál considera que ha sido el nivel de implementación del idioma inglés de la mayoría de sus clases por parte de los docentes? *

- Alto: la clase se orienta completamente en inglés
- Medio: incluye solo una parte de la comunicación en inglés
- Bajo: no implementa el inglés en clase

7. De las siguientes cinco habilidades, escoja la que más han trabajado en clase: *

- Listening (escucha)
- Reading (lectura)
- Writing (escritura)
- Speaking (habla)
- Grammar and vocabulary (gramática y vocabulario)

8. De las siguientes cinco habilidades, escoja la que menos han trabajado en clase: *

- Listening (escucha)
- Reading (lectura)
- Writing (escritura)
- Speaking (habla)
- Grammar and vocabulary (gramática y vocabulario)

9. ¿Con qué frecuencia se ha trabajado la habilidad de listening (escucha) en clase? *

- Siempre
- Casi siempre
- Casi nunca
- Nunca

10. ¿Con qué frecuencia se ha trabajado la habilidad de reading (lectura) en clase? *

- Siempre
- Casi siempre
- Casi nunca
- Nunca

11. ¿Con qué frecuencia se ha trabajado la habilidad de writing (escritura) en clase? *

- Siempre
- Casi siempre
- Casi nunca
- Nunca

12. ¿Con qué frecuencia se ha trabajado la habilidad de speaking (habla) en clase? *

- Siempre
- Casi siempre
- Casi nunca
- Nunca

13. ¿Con qué frecuencia se ha trabajado la habilidad de grammar and vocabulary (gramática y vocabulario) en clase? *

- Siempre
- Casi siempre
- Casi nunca
- Nunca

14. ¿Cuál ha sido el idioma que más se ha manejado durante la mayoría de sus clases de inglés? *

- Completamente en inglés
- En inglés y español
- Completamente en español

15. ¿Cuál es la habilidad en la que usted tiene mayor dificultad? *

- Listening (escucha)
- Reading (lectura)
- Writing (escritura)
- Speaking (habla)
- Grammar and vocabulary (gramática y vocabulario)

16. ¿Cuál es la habilidad en la que usted tiene menor dificultad? *

- Listening (escucha)
- Reading (lectura)
- Writing (escritura)
- Speaking (habla)
- Grammar and vocabulary (gramática y vocabulario)

17. En los diferentes procesos de evaluación (talleres, actividades, exámenes, etc.) en sus clases de inglés, ¿ha recibido retroalimentación (feedback) por parte de los docentes? *

- Siempre
- Casi siempre
- Casi nunca
- Nunca

18. ¿En sus clases de inglés se ha incluido el uso de recursos tecnológicos? *

- Siempre
- Casi siempre
- Casi nunca
- Nunca

Escoja una o varias opciones:

19. Cuál(es) de las siguientes estrategias ha desarrollado con más frecuencia en clase? *

- Traducción de textos
- Presentaciones orales
- Lectura de textos
- Escucha de audios
- Juegos de vocabulario
- Escritura de textos
- Actividades de gramática

Seleccione la respuesta más adecuada a la siguiente pregunta:

20. De las siguientes habilidades, escoja la que más le gustaría que los docentes se enfocaran: *

- Listening (escucha)
- Reading (lectura)
- Writing (escritura)
- Speaking (habla)
- Grammar and vocabulary (gramática y vocabulario)

Ahora, describa brevemente su opinión frente a las siguientes preguntas (menos de 500 caracteres):

21. ¿Qué es lo que más le ha gustado de las clases de inglés? *

Tu respuesta

22. ¿Qué es lo que menos le ha gustado de las clases de inglés? *

Tu respuesta _____

23. ¿Qué tipo de actividades académicas le gustaría incluir en sus clases de inglés? *

Tu respuesta _____

Annex 2. Instrument of validation I

Planteamientos		Alternativas			Recomendación			Observaciones
Nº	Ítem	B	R	D	M	C	E	
1	Nombre completo	x			x			
2	Curso al que pertenece (1001 o 1002)	x				x		
3	¿Cuántos años lleva estudiando en la IEM Técnico Empresarial Cartagena?							
	1 a 2 años	x			x			
	3 a 5 años							
	Más de 6 años							
4	¿Cree que el inglés es un idioma importante para aprender?							
	Sí	x			x			
	No							
	Justifique su respuesta							
5	¿Qué tan satisfecho se siente con las clases de inglés que ha recibido en su bachillerato?							
	Completamente satisfecho							
	Poco satisfecho	x			x			
	Insatisfecho							
	Muy insatisfecho							

6	<p>¿Cuál considera que ha sido el nivel de inglés de la mayoría de sus docentes?</p> <p>Alto: la clase se orienta completamente en inglés</p> <p>Medio: incluye solo una parte de la comunicación en inglés</p> <p>Bajo: no tiene conocimientos en inglés</p>		x				x	<p>El nivel de inglés de un profesor es una cosa distinta al cómo se lleva a cabo la clase de inglés en las categorías anunciadas. Un profesor puede tener un nivel muy alto o bajo y esto es distinto a las variables anunciadas "la clase se orienta completamente en inglés, etc.</p>
7	<p>De las siguientes cinco habilidades, escoja la que más han trabajado en clase:</p> <p>Listening (escucha)</p> <p>Reading (lectura)</p> <p>Writing (escritura)</p> <p>Speaking (habla)</p> <p>Gramática y vocabulario</p>	x					x	<p>¿Es necesario traducir? Pensaría que los estudiantes deben entender estas palabras. Adicionalmente, la última categoría no está en inglés como las anteriores. There is an incoherence here.</p>
8	<p>De las siguientes cinco habilidades, escoja la que menos han trabajado en clase:</p> <p>Listening (escucha)</p> <p>Reading (lectura)</p> <p>Writing (escritura)</p> <p>Speaking (habla)</p> <p>Gramática y vocabulario</p>	x					x	Ibid.
9	<p>¿Con qué frecuencia se ha trabajado la habilidad de listening (escucha) en clase?</p> <p>Siempre</p> <p>Casi siempre</p> <p>Casi nunca</p> <p>Nunca</p>	x					x	Ibid.

10	<p>¿Con qué frecuencia se ha trabajado la habilidad de reading (lectura) en clase?</p> <p>Siempre</p> <p>Casi siempre</p> <p>Casi nunca</p> <p>Nunca</p>	x				x		Ibid.
11	<p>¿Con qué frecuencia se ha trabajado la habilidad de writing (escritura) en clase?</p> <p>Siempre</p> <p>Casi siempre</p> <p>Casi nunca</p> <p>Nunca</p>	x				x		Ibid.
12	<p>¿Con qué frecuencia se ha trabajado la habilidad de speaking (habla) en clase?</p> <p>Siempre</p> <p>Casi siempre</p> <p>Casi nunca</p> <p>Nunca</p>	x				x		Ibid.
13	<p>¿Con qué frecuencia se ha trabajado la habilidad de gramática y vocabulario en clase?</p> <p>Siempre</p> <p>Casi siempre</p> <p>Casi nunca</p> <p>Nunca</p>	x				x		

14	<p>¿Cuál ha sido el idioma que más se ha manejado durante la mayoría de sus clases de inglés?</p> <p>Completamente en inglés</p> <p>En inglés y español</p> <p>Completamente en español</p>	x				x		Revisar coherencia con # 6 según las observaciones a la misma.
15	<p>¿Cuál es la habilidad en la que usted tiene mayor dificultad?</p> <p>Listening (escucha)</p> <p>Reading (lectura)</p> <p>Writing (escritura)</p> <p>Speaking (habla)</p> <p>Gramática y vocabulario</p>	x				x		
16	<p>¿Cuál es la habilidad en la que usted tiene menor dificultad?</p> <p>Listening (escucha)</p> <p>Reading (lectura)</p> <p>Writing (escritura)</p> <p>Speaking (habla)</p> <p>Gramática y vocabulario</p>	x				x		
17	<p>En los diferentes procesos de evaluación (talleres, actividades, exámenes, <u>etc.</u>) en sus clases de inglés, ¿ha recibido retroalimentación (feedback) por parte de los docentes?</p> <p>Siempre</p> <p>Casi siempre</p> <p>Casi nunca</p> <p>Nunca</p>	x				x		

18	<p>¿En sus clases de inglés se ha incluido el uso de recursos tecnológicos?</p> <p>Siempre</p> <p>Casi siempre</p> <p>Casi nunca</p> <p>Nunca</p>	x			x			
19	<p>De las siguientes habilidades, escoja la que más le gustaría que los docentes se enfocaran:</p> <p>Listening (escucha)</p> <p>Reading (lectura)</p> <p>Writing (escritura)</p> <p>Speaking (habla)</p> <p>Gramática y vocabulario</p>	x			x			
20	<p>Escoja una o varias opciones:</p> <p>¿Cuál(es) de las siguientes estrategias ha desarrollado con más frecuencia en clase?</p> <p>Traducción de textos</p> <p>Presentaciones orales</p> <p>Lectura de textos</p> <p>Escucha de audios</p> <p>Juegos de vocabulario</p> <p>Escritura de textos</p> <p>Actividades de gramática</p>	x			x			Esta pregunta sería mejor antes de la anterior por secuencia de lógica.
21	<p>Ahora, describa brevemente su opinión frente a las siguientes preguntas (menos de 500 caracteres):</p> <p>¿Qué es lo que más le ha gustado de las clases de inglés?</p>	x			x			

22	<p>Ahora, describe brevemente su opinión frente a las siguientes preguntas (menos de 500 caracteres):</p> <p>¿Qué es lo que menos le ha gustado de las clases de inglés?</p>	x				x		
23	<p>Ahora, describe brevemente su opinión frente a las siguientes preguntas (menos de 500 caracteres):</p> <p>¿Qué tipo de actividades académicas le gustaría incluir en sus clases de inglés?</p>							

Annex 3. Exit questionnaire

Cuestionario - Post

El siguiente cuestionario, instrumento de recolección de datos contiene 24 diferentes tipos de preguntas mixtas y busca obtener información para evaluar la pertinencia del Ambiente Virtual de Aprendizaje implementado para incrementar el interés en la comprensión lectora y la adquisición de vocabulario en el idioma extranjero inglés de los estudiantes participantes.

Los datos obtenidos serán tratados con absoluta confidencialidad, pues solo servirán para fines investigativos, por lo tanto, la investigadora será la única con acceso a estos. Para propósito de esta investigación se codificarán los nombres propios así: "estudiante 1, estudiante 2". Se sugiere a los estudiantes encuestados contestar las preguntas con la mayor honestidad y certeza posible pues de esto dependerá la validez y confiabilidad de los resultados.

Los resultados que se obtengan de esta investigación se pondrán a disposición de la Institución Educativa Municipal Técnico Empresarial Cartagena para que sirvan de base en función del mejoramiento de la enseñanza del idioma extranjero inglés en los diferentes cursos.

Los participantes deben contar con los permisos de padres de familia o acudientes antes de contestar la encuesta (consentimiento informado previamente enviado).

***Obligatorio**

Correo *

Tu dirección de correo electrónico

Complete los siguientes datos:

1. Nombre completo *

Tu respuesta _____

2. Curso al que pertenece (1001 o 1002) *

Tu respuesta _____

Seleccione la respuesta más adecuada a las siguientes preguntas:

3. ¿Con qué frecuencia ingresaba al Ambiente Virtual de Aprendizaje para el desarrollo de las actividades? *

- Todos los días
- Más de una vez por semana
- Una vez por semana
- Menos de una vez por semana
- Nunca

Justifique su respuesta anterior *

Tu respuesta _____

4. ¿Contó con medios tecnológicos como computador, smartphone, conexión a internet, etc., para participar en el Ambiente Virtual de Aprendizaje? *

- Sí
- No

5. ¿Considera que su interés por la competencia lectora en el idioma inglés ha crecido como resultado del Ambiente Virtual de Aprendizaje? *

- Completamente de acuerdo
- Ni en desacuerdo ni en acuerdo
- Completamente en desacuerdo
- No aplica (no ingresé al ambiente virtual de aprendizaje)

6. ¿Considera que su vocabulario en el idioma inglés ha mejorado como resultado del Ambiente Virtual de Aprendizaje? *

- Completamente de acuerdo
- Ni en desacuerdo ni en acuerdo
- Completamente en desacuerdo
- No aplica (no ingresé al ambiente virtual de aprendizaje)

7. En sus propias palabras, ¿qué entiende por "skimming"? *

Tu respuesta _____

8. En sus propias palabras, ¿qué entiende por "scanning"? *

Tu respuesta _____

9. ¿Considera que conoce de manera clara las técnicas de lectura "skimming" y "scanning"? *

- Completamente de acuerdo
- Ni en desacuerdo ni en acuerdo
- Completamente en desacuerdo
- No aplica (no ingresé al ambiente virtual de aprendizaje)

10. ¿Considera que emplea con propiedad las técnicas de lectura "skimming" y "scanning" como estrategia para el desarrollo de las actividades de comprensión lectora? *

- Completamente de acuerdo
- Ni en desacuerdo ni en acuerdo
- Completamente en desacuerdo
- No aplica (no ingresé al ambiente virtual de aprendizaje)

11. ¿Considera que el Ambiente Virtual de Aprendizaje empleado fue de fácil acceso y uso? *

- Completamente de acuerdo
- Ni en desacuerdo ni en acuerdo
- Completamente en desacuerdo
- No aplica (no ingresé al ambiente virtual de aprendizaje)

12. ¿Considera que los contenidos presentados en el Ambiente Virtual de Aprendizaje fueron pertinentes a sus necesidades? *

- Completamente de acuerdo
- Ni en desacuerdo ni en acuerdo
- Completamente en desacuerdo
- No aplica (no ingresé al ambiente virtual de aprendizaje)

13. ¿Considera que los contenidos presentados en el Ambiente Virtual de Aprendizaje fueron apropiados? *

- Completamente de acuerdo
- Ni en desacuerdo ni en acuerdo
- Completamente en desacuerdo
- No aplica (no ingresé al ambiente virtual de aprendizaje)

14. ¿Considera que los contenidos presentados en el Ambiente Virtual de Aprendizaje fueron de interés? *

- Completamente de acuerdo
- Ni en desacuerdo ni en acuerdo
- Completamente en desacuerdo
- No aplica (no ingresé al ambiente virtual de aprendizaje)

15. ¿Considera que las actividades de cada sección del Ambiente Virtual de Aprendizaje fueron útiles? *

- Completamente de acuerdo
- Ni en desacuerdo ni en acuerdo
- Completamente en desacuerdo
- No aplica (no ingresé al ambiente virtual de aprendizaje)

16. ¿Considera que el tiempo empleado para el uso del Ambiente Virtual de Aprendizaje (5 semanas) fue el adecuado? *

- Completamente de acuerdo
- Ni en desacuerdo ni en acuerdo
- Completamente en desacuerdo
- No aplica (no ingresé al ambiente virtual de aprendizaje)

17. ¿Recomendaría el uso de las técnicas "skimming" y "scanning" para el desarrollo de la comprensión lectora? *

- Sí
- No
- No aplica (no ingresé al ambiente virtual de aprendizaje)

Justifique su respuesta anterior *

Tu respuesta

18. ¿Considera que la implementación de un Ambiente Virtual de Aprendizaje como acompañamiento a las clases presenciales es fundamental para el desarrollo de sus competencias en el idioma inglés? *

- Completamente de acuerdo
- Ni en desacuerdo ni en acuerdo
- Completamente en desacuerdo

19. ¿Considera útil y oportuno continuar con la implementación de un Ambiente Virtual de Aprendizaje como apoyo a sus clases presenciales? *

- Completamente de acuerdo
- Ni en desacuerdo ni en acuerdo
- Completamente en desacuerdo
- No aplica (no ingresé al ambiente virtual de aprendizaje)

20. ¿Considera que la implementación del Ambiente Virtual de Aprendizaje ayudó a su desarrollo de hábitos de estudio de forma independiente y autónoma? *

- Completamente de acuerdo
- Ni en desacuerdo ni en acuerdo
- Completamente en desacuerdo
- No aplica (no ingresé al ambiente virtual de aprendizaje)

21. ¿Considera que la retroalimentación (feedback) por parte de la docente para cada actividad desarrollada en el Ambiente Virtual de Aprendizaje fue oportuna y suficiente? *

- Completamente de acuerdo
- Ni en desacuerdo ni en acuerdo
- Completamente en desacuerdo
- No aplica (no ingresé al ambiente virtual de aprendizaje)

Ahora, describa brevemente su opinión frente a las siguientes preguntas (menos de 500 caracteres):

22. ¿Qué aspectos positivos destaca del Ambiente Virtual de Aprendizaje utilizado? *

Tu respuesta

23. ¿Qué aspectos a mejorar destaca del Ambiente Virtual de Aprendizaje utilizado? *

Tu respuesta

24. ¿Le gustaría continuar con la implementación de estos Ambientes Virtuales de Aprendizaje? *

Sí

No

Justifique su respuesta anterior *

Tu respuesta

Annex 4. Instrument of validation II

Planteamientos		Alternativas			Recomendación			Observaciones
Nº	Ítem	B	R	D	M	C	E	
1	Nombre completo	x			x			
2	Curso (1001 o 1002)	x				x		

3	<p>¿La disponibilidad de medios tecnológicos como computador, smartphone, conexión a internet, etc., facilitaron su participación en el ambiente virtual de aprendizaje?</p> <p>Completamente de acuerdo</p> <p>De acuerdo</p> <p>En desacuerdo</p> <p>Completamente en desacuerdo</p>	x				x		<p>Es necesario revisar las 4 variables de respuesta ya que lógicamente serían necesario 2, i.e. si no estoy "completamente de acuerdo" entonces estoy en "desacuerdo."</p>
4	<p>¿Considera que su desempeño en la competencia lectora en el idioma extranjero inglés ha mejorado gracias al ambiente virtual de aprendizaje?</p> <p>Completamente de acuerdo</p> <p>De acuerdo</p> <p>En desacuerdo</p> <p>Completamente en desacuerdo</p>	x				x		<p>No fue utilizado en el anterior instrumento. Es necesario mantener coherencia.</p> <p>Word choice "como resultado" como efecto, etc.</p>
5	<p>¿Considera que su vocabulario en el idioma extranjero inglés ha mejorado gracias al ambiente virtual de aprendizaje?</p> <p>Completamente de acuerdo</p> <p>De acuerdo</p> <p>En desacuerdo</p> <p>Completamente en desacuerdo</p>	x				x		
6	<p>¿Conoce de manera clara las técnicas de lectura "skimming" y "scanning"?</p> <p>Completamente de acuerdo</p> <p>De acuerdo</p> <p>En desacuerdo</p> <p>Completamente en desacuerdo</p>	x				x		

7	<p>¿Emplea con propiedad las técnicas de lectura “<i>skimming</i>” y “<i>scanning</i>” como estrategia para el desarrollo de las actividades de comprensión de lectura?</p> <p>Completamente de acuerdo</p> <p>De acuerdo</p> <p>En desacuerdo</p> <p>Completamente en desacuerdo</p>	x			x		
8	<p>En sus propias palabras, ¿qué entiende por la técnica <i>skimming</i>?</p>	x			x		Debería estar antes de la # 6
9	<p>En sus propias palabras, ¿qué entiende por la técnica <i>scanning</i>?</p>	x			x		Ibid.
10	<p>¿Considera que el ambiente virtual de aprendizaje empleado fue de fácil acceso y uso?</p> <p>Completamente de acuerdo</p> <p>De acuerdo</p> <p>En desacuerdo</p> <p>Completamente en desacuerdo</p>	x			x		
11	<p>¿Los contenidos presentados en el ambiente virtual de aprendizaje fueron pertinentes a sus necesidades?</p> <p>Completamente de acuerdo</p> <p>De acuerdo</p> <p>En desacuerdo</p> <p>Completamente en desacuerdo</p>	x			x		
12	<p>¿Los contenidos presentados fueron apropiados y de gran interés?</p> <p>Completamente de acuerdo</p> <p>De acuerdo</p> <p>En desacuerdo</p> <p>Completamente en desacuerdo</p>	x			x		Ser “apropiado” y ser “de gran interés” son dos cosas relacionadas, pero no son lo mismo, hay gran diferencia entre estas.

13	<p>¿Considera que el tiempo empleado para el uso del ambiente virtual de aprendizaje (5 semanas) fue el adecuado?</p> <p>Completamente de acuerdo</p> <p>De acuerdo</p> <p>En desacuerdo</p> <p>Completamente en desacuerdo</p>	x				x		
14	<p>¿Recomendaría el uso de las técnicas “skimming” y “scanning” para el desarrollo de la comprensión lectora?</p> <p>Completamente de acuerdo</p> <p>De acuerdo</p> <p>En desacuerdo</p> <p>Completamente en desacuerdo</p>	x				x		
15	<p>¿Considera que la implementación de un ambiente virtual de aprendizaje como acompañamiento a las clases presenciales es fundamental para el desarrollo de sus competencias en la lengua inglesa?</p> <p>Completamente de acuerdo</p> <p>De acuerdo</p> <p>En desacuerdo</p> <p>Completamente en desacuerdo</p>	x				x		<p>Revisar coherencia. Se han utilizado 3 formas: “inglés, el idioma extranjero, la lengua inglesa”. Es necesario coherencia.</p>
16	<p>¿Considera útil y oportuno continuar con la implementación de un ambiente virtual de aprendizaje como apoyo a sus clases presenciales?</p> <p>Completamente de acuerdo</p> <p>De acuerdo</p> <p>En desacuerdo</p> <p>Completamente en desacuerdo</p>	x				x		

17	<p>¿La implementación de este ambiente virtual de aprendizaje desarrolló en usted hábitos de estudio de forma independiente y autónoma?</p> <p>Completamente de acuerdo</p> <p>De acuerdo</p> <p>En desacuerdo</p> <p>Completamente en desacuerdo</p>	x				x		Revisar redacción: "ayudó a su desarrollo de..." etc.
18	<p>¿Considera que las actividades de cada sección del ambiente virtual de aprendizaje fueron útiles?</p> <p>Completamente de acuerdo</p> <p>De acuerdo</p> <p>En desacuerdo</p> <p>Completamente en desacuerdo</p>	x				x		
19	<p>La retroalimentación (feedback) por parte de la docente para cada actividad desarrollada en el ambiente virtual de aprendizaje fue oportuna, suficiente y motivante.</p> <p>Completamente de acuerdo</p> <p>De acuerdo</p> <p>En desacuerdo</p> <p>Completamente en desacuerdo</p>	x				x		No toda feedback es "motivante"
20	<p>Ahora, describa brevemente su opinión frente a las siguientes preguntas (menos de 500 caracteres):</p> <p>¿Qué aspectos positivos destaca del ambiente virtual de aprendizaje utilizado?</p>	x				x		
21	<p>Ahora, describa brevemente su opinión frente a las siguientes preguntas (menos de 500 caracteres):</p> <p>¿Qué aspectos a mejorar destaca del ambiente virtual de aprendizaje utilizado?</p>	x				x		

22	<p>¿Con qué frecuencia ingresaba al ambiente virtual de aprendizaje para el desarrollo de las actividades?</p> <p>Todos los días</p> <p>Más de una vez por semana</p> <p>Una vez por semana</p> <p>Menos de una vez por semana</p>	x				x		Debería ser la tercera pregunta en este instrumento ya que de esta variable se afectan las otras respuestas consecutivas.
23	<p>¿Le gustaría continuar con la implementación de estos ambientes virtuales de aprendizaje?</p> <p>Si</p> <p>No</p> <p>¿Por qué?</p>	x				x		

Annex 5. Preliminary English Test (PET)

? PET for Schools Reading part 1

*There are 6 questions in this section.
Look at the text in each question. What does it say? Choose the correct answer.*

Question 1

Thanks for the information about the health and safety course. Any other time, I'd go. Time off school! But it's my art class that day. I don't want to miss it!

Jess writes to her friend to ...

refuse an invitation to go on a health and safety course.

suggest going on a health and safety course.

accept an invitation to go on a health and safety course.

Question 2

A sports watch was found in the gym on Friday evening. To claim it, speak to Mrs Kent.

Speak to Mrs Kent if ...

you have lost a watch.

you want to watch sports in the gym.

you have found a sports watch.

Question 3

Dear Lucy,

I need a calculator for my homework. I can't find mine so I took yours from your bag. Hope you don't mind! I'll give it back to you tomorrow.

Love, Tina.

Tina wrote to Lucy to ...

- remind her to take her calculator to school tomorrow.
- say that she has borrowed Lucy's calculator.
- ask if she could borrow her calculator tomorrow.

Question 4

Not enough people have requested bus transport to the theatre, so you'll have to make your own way there. Make sure you arrive by 7pm.

The message tells people to ...

- arrive at the theatre at 7pm using their own transport.
- arrive at the bus stop at 7pm to go to the theatre.
- meet outside the theatre at 7pm to take the bus home.

Question 5

For the school environmental project, please bring your old magazines to school and leave them in the box outside the Geography room.

The notice reminds students to ...

- throw away their old magazines.
- bring magazines for use at school.
- read old magazines to help them with a geography project.

Question 6

Tennis Club

Beginners classes will now take place on Fridays instead of Mondays, at the same time of 5pm-6pm.

Advanced classes will take place on Fridays from 6pm as usual.

The message describes a change in ...

- the day of the beginner's tennis class
- the day of both the beginner's and the advanced tennis classes
- the time and day of the beginner's tennis class

? PET for Schools Reading part 2 - matching

In this part, you have to match five people to eight texts.

The teenagers below are all looking for a website. Read the descriptions of eight websites. Decide which website would be the most suitable for each person. For Questions 1-5, select the best course.

A - Clever Boots

Clever Boots is an educational and entertaining website that aims to tell people how things work. From how your body works to how the earth formed, you'll find it here. There are helpful videos, diagrams and photos which help you understand, and there are links to other websites, such as industries and environmental agencies, so you can study a topic in as much detail as you like.

B - Reviewer

Kids aged between the ages of ten and fifteen choose and review their favourite works of fiction. There are reviews of over 5000 books, from teen horror to romance. The 'Like this?... Then try this...' button makes it easy for kids to find more books they would enjoy. Kids can post their own opinions about the books they have read and compare their thoughts to others.

C - Babble

Babble is a social site where teens can catch up with friends and meet new people online. When you enter the site you arrive at the Babble School. You can then click on different classrooms in the hotel and select your age group. Join discussions on a range of hot topics, from business, industry, biological research or your opinions of classic literature. You can also create private 'classrooms' where only your classmates are allowed. You can even change furniture and colours in your classroom!

D - Know it All

All the available official past papers from different examination boards are here on one site, allowing you to get really prepared. There are papers on all subjects and at a wide range of levels. Answers are provided although, for essay questions, they can be difficult to follow. There is advice about how to read questions correctly and suggestions about different ways to study.

E - Master It

Whatever your dream in life, *Master It* can help you achieve it. *Master It* tells you the qualifications you need and the exams you have to pass in order to get different jobs. It tells you whether you need to a university degree or technical college qualification, or whether you can walk into the job after leaving school. Read about people who did the course and find out how challenging it is. The site can even tell you the closest locations of schools offering courses.

F - Teen Teach

If you want to know whether you've got your homework right before handing it in, *Teen Teach* can help. Other teenagers will look at your work, point out mistakes and give you suggestions on how you can improve it. Be careful, though. Anybody can give their opinion on your homework. It doesn't mean that their ideas are good ones!

G - Book Fair

Book Fair is a great way for school and college students to find the best books for their courses at the best price. Read about which books students found most helpful, and which ones weren't. Write your own opinions too. There are links to online bookshops where you can buy books at the cheapest prices, and you can also buy second hand from other site users. If you've finished with a book, sell it on here.

H - Wilson

Wilson is a cartoon dog who is interested in a lot of things. Follow Wilson as he explores his cartoon world and finds out about the things in it. There is information about wildlife, health, history, religion and countries of the world. Although the site is fun and entertaining, the information is rather simple and lacks detail. The more intelligent users may even find a few errors in the contents!

Question 1

Jamie is interested in becoming a mechanic, and wants to know whether he'll need to take any exams to get a job, or whether he can simply find work at a garage after leaving school.

- A - Clever Boots
- B - Reviewer
- C - Babble
- D - Know it All
- E - Master It
- F - Teen Teach
- G - Book Fair
- H - Wilson

**Question 2**

Paul is tired of doing his homework and wants to read for fun. However, he doesn't know what books to read as there seem to be so many to choose from!

- A - Clever Boots
- B - Reviewer
- C - Babble
- D - Know it All
- E - Master It
- F - Teen Teach
- G - Book Fair
- H - Wilson



Question 3

Annie is seventeen years old and has to write a geography report for school on where our power comes from. She wants real life examples to make her report really good.



- A - Clever Boots
- B - Reviewer
- C - Babble
- D - Know it All
- E - Master It
- F - Teen Teach
- G - Book Fair
- H - Wilson

Question 4

Cathy's brother always used to check her homework before he gave it to his teacher, but now he has gone to university, so she has nobody to help her.



- A - Clever Boots
- B - Reviewer
- C - Babble
- D - Know it All
- E - Master It
- F - Teen Teach
- G - Book Fair
- H - Wilson

Question 5

Miriam has enjoyed finding out about different religions at school and would like to discuss the topic with people from other schools, or even other countries.



- A - Clever Boots
- B - Reviewer
- C - Babble
- D - Know it All
- E - Master It
- F - Teen Teach
- G - Book Fair
- H - Wilson

? PET for Schools Reading, part 3 - comprehension questions

In this part of the exam you need to read a long text and answer 5 multiple choice questions.

Read the text and then answer questions 1-5.

Fourteen-year-old Neil Atkins talks about working on a house-building project in the United States.

I got involved in the house-building project through my Uncle Brian. We went to stay with him in the United States for six weeks during the summer holiday. He was helping out on the project and asked me to come along. At first I wasn't interested. I was enjoying watching lots of new channels on TV! But after a while I got bored and went along to see what he was doing. I realised that what he was doing was really great!

He was helping out for an organisation that builds houses for people who can't usually afford them. Instead, the organisation buys all the wood and bricks and things you need to build a house. It lends the family the tools and hires some guys who know what they're doing. They also get people like my uncle, who aren't builders but who just want to help out in the community, to do the more simple building jobs. The family eventually pay all the money back to the organisation, but they can do this over many years, and it's much cheaper than buying a new house.

I helped out with moving dirt and preparing tea. It was a bit disappointing that I wasn't allowed to use the tools and do jobs like cutting wood and nailing things together. I understand why they do it, but do design and technology at school so I know I could do it right. Some people had no idea how to use a hammer correctly! But if I go back next year, I'll be able to do it, because I'll be fifteen then.

1

Why was Neil's uncle involved in the building project?

- He lent the family his tools.
- He is a qualified builder.
- He enjoys helping out other people.
- He wants to build his own house.

2

Which of the following is true about the building project?

- The organisation provides free homes for poor people.
- The project was filmed and shown on television.
- No experienced builders were needed to build the house.
- The future owners helped to build the house.

3

Neil was surprised that...

- his uncle had such good building skills.
- some adults didn't know how to use tools.
- he wasn't allowed to cut wood.
- houses are so expensive in the USA.

4

Neil will be able to use the tools next year because...

- he is planning to study design and technology.
- he will be old enough.
- his uncle is going to teach him how to use them.
- there will be fewer people on the project.

5

What might Neil write in his diary about his experience?

- Building the house was okay, but it wasn't as fun as watching American TV!
- I learnt a lot of useful things for my design and technology course from working on the building project.
- I really enjoyed building the house. It gave me the chance to use my design and technology skills.
- Building the house was better than watching TV, but I wanted to do more building work.

? B1 Preliminary for Schools Reading, part 4 - missing sentences

Five sentences have been removed from the text below. Choose from the sentences A-G the one which fits each gap. There are three extra sentences which you do not need to use.

- A I was much more confident than before.
- B I shared a room with one of my classmates, George.
- C None of them spoke any French.
- D It's often difficult for us to get the teacher's attention.
- E Usually all my lessons are the same.
- F But at the college there was huge electronic board.
- G This helps me to improve my communication skills.
- H This allowed each student to get more individual attention.

My experience at Summer school

by Françoise Armand, aged 13

Last summer I went to a summer school in Oxford to study English. We studied at a college where adults normally study. The classrooms were very modern. In my classroom at school, the teacher writes on a blackboard. The teacher could display photos or video clips on it. It was really cool.

The summer school was different from my normal school in France. The classes were a lot smaller. We only had sixteen pupils in the class in Oxford, but at my school in France there are over thirty five. It was also easier for the teacher to control the class, which meant that we wasted less time.

The lessons were a lot different to the kind of lessons I'm used to. In my normal school, we have a course book and we spend our lessons doing exercises from it. At summer school, though, we did lots of different activities, such as games, songs and role plays. Because of the variety, I rarely got bored.

Overnight, we all stayed with different families in the city. I stayed with a couple and their teenage daughter. I was forced to speak English! I had to learn the words for things, or to go without them!

At the time, I didn't think I learned very much in England. But when I returned to my normal school, I noticed the improvement. I had got better by having fun and communicating with English people. All in all, summer school was a useful experience and I recommend it to all teenagers!

? PET for Schools Reading, part 5 - text with gaps

In this part of the exam you need to fill 10 gaps in a short text.

Read the text below and choose the correct word for each space.

Computer games

There are different kinds of computer game. *Casual* games are quick and easy to play. People can pick up and play the game they have a spare minute or two. You can find on your mobile phone, on your computer and even on your television. They include popular games Solitaire and Tetris.

type of game is *serious* games. These games are designed to teach players something useful. One of the running serious games is the *Microsoft Flight Simulator*. It was made in 1982, and since then, many have used it to learn to fly planes.

Other games teach police and fire fighters what do in a(n) .

Language learning software does not typically fall into this , however. These are *educational* games. In recent years, an number of games have been created to improve the player's skills and knowledge. They help younger kids learn to count and spell, and teach older kids mathematics and technology.

? B1 Preliminary for Schools Reading, part 6 - text with gaps

Click in the gaps and type one word in each gap.

How to prepare for tests

By Nicole Warner

Many students hate studying for tests. It's difficult to remember so information.

Last year, when I was studying for a test, I read the same page three times, but I still

remember anything! So here are my ideas about how to study. Firstly,

just read information; do something with it. For example, last year,

revising history, I wrote a story about a Stone Age family. It helped me to

remember lots of details!

Secondly, think about what questions are most likely to be in the test. Write

down then meet up with your friends and test other. You can work together to

make the perfect answer. Try these ideas for yourself! They really work!

Annex 6. Virtual Learning Environment designed

The screenshot shows a VLE interface for 'ReadVoc'. The top navigation bar includes 'ReadVoc' and a user profile for 'Luiza Valdivia'. A left sidebar contains a menu with items like 'Reading', 'Participants', 'Badges', 'Competencies', 'Grades', 'General', 'Vocabulary Games', and five activities with their respective dates. The main content area is titled 'Skimming (general info) and scanning (specific info)' and includes a 'Turn editing on' button. Below the title, there is a list of weeks with dates and checkboxes: 'Week 1 - March 1st - 7th', 'Week 2 - March 8th - 14th', 'Week 3 - March 15th - 21st', 'Week 4 - March 22nd - 28th', and 'Week 5 - April 5th - 11th'. A section titled 'Vocabulary Games' includes a 'Hello!' message and a list of game categories: 'General vocabulary', 'General vocabulary 1', 'Word games beginner', 'Word games lower-intermediate', and 'Word games intermediate', each with a checkbox.

ReadVoc

- Scanning (looking for specific information)
- Activity 2 - March 8th - 14th
- Activity 3 - March 15th - 21st
- Activity 4 - March 23rd - 28th
- Activity 5 - April 5th - 10th
- Dashboard
- Site home
- Calendar
- Private files
- Content bank
- Site administration

Activity 1 - March 1st - 7th

- Go to the following link and introduce yourself through a new post https://padles.com/lex_om_10/3kwock0ta15715.
- Read the information below about Skimming and Scanning and make a list with the unknown words.
- Enter to the glossaries "Vocabulary Skimming", "Vocabulary Scanning" and add the unknown words.
- Go to the forum "Week 1" and make a post.

Skimming (looking for general information)

- What is skimming?
- Tips
- Vocabulary Skimming

Scanning (looking for specific information)

- What is scanning?
- Tips
- Vocabulary Scanning

ReadVoc

- Scanning (looking for specific information)
- Activity 2 - March 8th - 14th
- Activity 3 - March 15th - 21st
- Activity 4 - March 23rd - 28th
- Activity 5 - April 5th - 10th
- Dashboard
- Site home
- Calendar
- Private files
- Content bank
- Site administration

Activity 2 - March 8th - 14th

- Go to the example of scanning a recipe.
- Take the activity about scanning a recipe.
- Enter to the glossary "Vocabulary Recipe" and add the unknown words.
- Go to the forum "Week 2" and make a post.

Scanning a recipe - Example

Make a list of the unknown words (search the meaning).

Let's talk about recipes!

When you are reading a recipe it can be useful to scan it first:

- To check the ingredients you need.
- To see how long it will take to cook.
- To know when to switch the oven on.

You should be able to find all this information in the recipe.

- Scanning a recipe - Activity
- Vocabulary Recipe

ReadVoc

- Scanning (looking for specific information)
- Activity 2 - March 8th - 14th
- Activity 3 - March 15th - 21st
- Activity 4 - March 23rd - 28th
- Activity 5 - April 5th - 10th
- Dashboard
- Site home
- Calendar
- Private files
- Content bank
- Site administration

Activity 3 - March 15th - 21st

- Go to the following link and watch the video about Jobc <https://www.englishspeakers.britishcouncil.org/vocabulary/advanced-vocabulary/job>
- Develop the activity about scanning a job advertisement.
- Enter to the glossary "Vocabulary Job Advertisement" and add the unknown words.
- Go to the forum "Week 3" and make a post.

- Scanning a job advertisement
- Vocabulary Job Advertisement

Activity 4 - March 23rd - 28th

- Develop the "Pre-reading exercise".
- Go to "Skimming and scanning the news" and read the text.
- Do the "After-reading exercise".
- Go to the forum "Week 4" and make a post.

Annex 7. Proof of validation

CONSTANCIA DE VALIDACIÓN

Yo, **Pablo Flórez Vargas**, titular de la Cédula de Ciudadanía N° 79.437.742 de profesión Educador, ejerciendo actualmente como *Associate* en **Asesorías Globales para la Educación, AGPE SAS**. Hago constar que he revisado los instrumentos desde un punto de vista de contenido.

Luego de realizar la observación, puedo formular las siguientes apreciaciones de forma general.

	Valoración Cuantitativa (0-5)	Valoración Cualitativa
Redacción de los ítems	4	Revisar según las observaciones en cada instrumento.
Calidad de los ítems	5	Excelente. El número de preguntas es relevante teniendo en cuenta la población objeto de estudio. Se pudiera profundizar aún más en la evaluación del AVA y las técnicas propuestas.
Pertinencia de los ítems	5	Excelente. Ibid.
Promedio		

Algunas observaciones al Instrumento 1 corresponden también al Instrumento 2 aunque no estén precisamente señaladas en Instrumento 2 pero fueron resaltadas en Instrumento 1.

Excelente instrumento de validación.

En Bogotá, D.C., a los 13 días del mes de abril de 2021.

Pablo Flórez

Firma

Annex 8. Data Matrix - Entry Questionnaire

	Question 4	Justify question 4	Question 5	Question 6	Question 14	Question 17	Question 18	Question 21	Question 22	Question 23	ANALYSIS
Student 1	Si	Porque es al idioma universal, nos da oportunidades laborales en el mundo internacional.	Completamente satisfecho	Medio: incluye solo una parte de la comunicación en inglés	En inglés y español	Casi nunca	Casi nunca	Que hagan quiz, evaluación al final para ver que tanto se ha aprendido	Que en muchas ocasiones las clases se vuelven monotonas	Plataformas tecnológicas que nos ayudarán a comprender actividades orales, dinámicas, individuales y en equipo.	Even when the student feels completely satisfied with English classes, it is conscious that rarely technological resources are used, and it expresses that several times the classes turn boring. Its suggestion is to implement technological platforms.
Student 2	Si	Genera todo tipo de oportunidades enfocadas en el ámbito laboral, personal, etc.	Insatisfecho	Medio: incluye solo una parte de la comunicación en inglés	En inglés y español	Casi nunca	Casi siempre	Las dinámicas	El o la profesora hablan en español	Actividades lúdicas, estrictas y didácticas enfocadas en el área	Student makes a negative emphasis in the use of Spanish in the English classes. There is dissatisfaction from it, could be because of not receiving feedback, of not using technological resources all the time. Its suggestion is to have more dynamic activities.
Student 3	Si	Porque pues ahora para cualquier trabajo O alguna carrera toca tener este idioma	Poco satisfecho	Medio: incluye solo una parte de la comunicación en inglés	En inglés y español	Casi nunca	Nunca	En este año 2020 es Que son llamativas y que la profesora explica bien y pues tambien que la clases no son aburridas	La traducción de los textos grandes	Talleres Que nos enseñen mas el hablar del ingles Y tambien a escribir correctamente Y clases llamativas	Student is little satisfied with English classes, it expresses that technological resources are never included and it doesn't like the translation of big texts. It emphasizes than in 2020 classes were eye-catching and not boring. Its suggestion is to focus more on speaking and writing
Student 4	Si	Es un idioma de comunicacion internacional, ademas es fundamental para la busqueda de un trabajo	Poco satisfecho	Medio: incluye solo una parte de la comunicación en inglés	En inglés y español	Casi siempre	Casi siempre	Las actividades didacticas que se han ido desarrollando durante las clases.	Cuando las actividades son iguales a las anteriores clases, las actividades que son de solo lectura	Didacticas y auditivas	Student expresses that most of the time feedback and technological resources are included in the English classes. It is little satisfied with classes, apparently because some activities are the same and just about reading texts. Its suggestions is to focus more on listening and didactics
Student 5	Si	Porque es un idioma universal y si tenemos conocimiento de este idioma podemos tener muchas más oportunidades laborales y poder comunicamos en cualquier momento donde se necesite poner en práctica al Inglés.	Poco satisfecho	Medio: incluye solo una parte de la comunicación en inglés	En inglés y español	Casi siempre	Casi siempre	Pues que en cada clase se aprende algo nuevo y más en lo virtual cuando se realizaba juegos para aprender algunas cosas un poco más fácil.	Cuando no le entiendo a los profesores algún tema	Me gustaria que se realizaran actividades como juegos o dinámicas para facilitar un poco el aprendizaje de cada habilidad del Inglés.	Student doesn't like when it can't understand some topics that teachers explains. It is little satisfied and expresses that learn more through virtual activities (games). Its suggestion is to implement more games or dynamics focused on each English skill.
Student 6	Si	Considero que el Inglés es fundamental para cualquier carrera que deseemos ejercer, y nos aporta mucho a la vida, por que nos abre más oportunidades fuera del país.	Poco satisfecho	Medio: incluye solo una parte de la comunicación en inglés	En inglés y español	Casi nunca	Casi nunca	Algunas clases son dinámicas y podemos aprender de diferente maneras, por medio de juegos o videos.	Algunas clases no practicamos mucho el inglés y no somos muy buenos al momento de hablar el idioma	Juegos, videos, vocabularios didácticos, sopa de letras, lecturas, libros, cuentos en inglés.	Student focuses a lot on dynamic classes through videos, games and different activities, but it is a little satisfied and says that in some classes students don't practice the English language so it feels bad when speaking. Its English classes rarely include feedback and technological resources.

Student 7	Si	Si ya que el saber inglés, abre muchas puertas	Poco satisfecho	Medio: incluye solo una parte de la comunicación en inglés	En inglés y español	Casi nunca	Casi siempre	La forma de enseñar	Que a veces son muy aburridas las clases y poco lúdicas	Que sean más lúdicas, canciones, juegos	Student expresses that English classes are very boring and little playful, it would prefer different activities like songs and games, even when it says that technological resources are most of the time included, probably the resources are not focused on students' likes. The feedback is missing in its process.
Student 8	Si	ya que me permitira conocer y asi comunicarme con diferentes personas y mas oportunidades	Poco satisfecho	Medio: incluye solo una parte de la comunicación en inglés	En inglés y español	Casi nunca	Casi nunca	cuando se hacen exposiciones	Muy poco tiempo para aprender	juegos donde todos participemos con el tema que se esta dando a entender	Student is little satisfied, one of the reasons is because of the short learning time. It would prefer activities related to games where everybody participates. It rarely receives feedback and its English classes rarely include technological resources.
Student 9	Si	Porque es Necesario Bien Sea Al Tener Un trabajo, Al realizar un Estudio en Otro país, u obtener información de Noticias, leer Documentales o Ver Una Película. Etc.	Poco satisfecho	Medio: incluye solo una parte de la comunicación en inglés	En inglés y español	Siempre	Siempre	Las Lecturas, y Agunas Dinamicas Que Se hacen en Clase.	Que no hay casi audios o escucha, eso seria bueno	Canciones y Dinamicas En Ingles Para Mayor Aprendizaje.	Feedback and technological resources are always included in its English classes. It is little satisfied, it doesn't like the little implementation of listening activities, it would prefer more songs and English dynamics. It likes the reading and some activities that are done in class.
Student 10	Si	Por qué el inglés es un idioma muy importante para salir a estudiar al extranjero	Completamente satisfecho	Alto: la clase se orienta completamente en inglés	En inglés y español	Casi siempre	Casi nunca	Las clases de gramática	La parte de hablar	Incluir más clases dinámicas	There is no coherence with the answers of the use of Spanish and English in the class. Most of the time the student receives feedback. Technological resources are rarely included in its classes. It prefers the grammar classes than the speaking skill. Its suggestion is to implement dynamic classes but it doesn't specify how.
Student 11	Si	El aprendizaje de esta asignatura para mi es muy importante, ya q si aprovecho el espacio que me otorga la escuela para aprender el idioma de la potencia mundial en este momento podre tener mas oportunidades de trabajo y una mejor vida	Poco satisfecho	Alto: la clase se orienta completamente en inglés	En inglés y español	Casi nunca	Casi nunca	Las actividades en grupo, exposiciones, juego y actividades lúdica	Lectura y escritura de textos	Obras de teatro en ingles	The student is little satisfied, one of the things it doesn't like is the reading and writing of texts. It prefers team activities, oral presentations and games, it suggests to implement plays in English. In its English classess is rarely included the feedback and the technological resources. There is no coherence with the answers of the use of Spanish and English in the class.

Student 12	Si	es muy importante porque abre muchas oportunidades para triunfar en la vida	Poco satisfecho	Medio: incluye solo una parte de la comunicación en inglés	En inglés y español	Casi siempre	Casi siempre	que he podido aprender mucho vocabulario y aprender a hablar no tan bien el inglés	Escuchar canciones en inglés sin saber su significado	hablar con amigos temas en inglés o con profesores	Most of the time the student receives feedback and uses technological resources in English classes, although it expresses that listening English songs without knowing the meaning is what it likes the least. It expresses that is little satisfied with English classes but it has been able to learn a lot of vocabulary and it would prefer to practice speaking with friends or teachers.
Student 13	Si	Ya que el inglés es una de las materias esenciales en todas las carreras y nos abrirá puertas de trabajo a nivel nacional nos dará la oportunidad de comunicarnos con nuevas personas y así aprender cada día más	Poco satisfecho	Medio: incluye solo una parte de la comunicación en inglés	En inglés y español	Siempre	Casi nunca	Escuchar a la profe hablar y los distintos juegos y actividades que se realizan en clase	Que casi no entiendo	Juegos didácticos en los que se aprenda de manera divertida	Student is little satisfied and it expresses that doesn't always understand, also technological resources are rarely implemented. But feedback, listening the English teacher and different activities and games are positive aspects of the English classes. It suggests more didactic games in order to learn in a funny way.
Student 14	Si	Ya que el inglés es un idioma universal, el cuál saberlo trae muchos beneficios y oportunidades	Completamente satisfecho	Alto: la clase se orienta completamente en inglés	En inglés y español	Casi siempre	Casi siempre	Lo que más me ha gustado es la inclusión del inglés en todo momento, así es más sencillo familiarizarse con el idioma	Lo que menos me ha gustado, aunque pasa muy pocas veces, es que se vuelve monótona la clase	Actividades lúdicas	Student is completely satisfied with English classes, although few times the classes have been monotonous. There is no coherence with the answers of the use of Spanish and English in the class. Most of the time feedback and technological resources are included in the classes. The positive aspects it expresses is the use of English all of the time. It would like more playful activities.
Student 15	Si	Porque a futuro quizás nos brinde mejores oportunidades laborales.	Completamente satisfecho	Medio: incluye solo una parte de la comunicación en inglés	En inglés y español	Casi siempre	Casi nunca	Como se trabaja la parte de la traducción de textos ya que de esta manera vamos incrementando el vocabulario.	Que no trabajamos muy de seguido lo que es escritura	Vocabulario, habla, escritura, lectura	One of the reasons why the student is totally satisfied is because it likes the translation of texts and it feels it can increase its vocabulary. Feedback is given most of the time. Technological resources and the writing skill are rarely implemented in the English classes. It suggests activities related to vocabulary, speaking, writing and reading.
Student 16	Si	ya que en el estudio o en algun trabajo vendran personas hablando este idioma	Poco satisfecho	Medio: incluye solo una parte de la comunicación en inglés	En inglés y español	Casi siempre	Casi nunca	la forma de como explica cada tema	Que casi nunca practicamos el diálogo	dinámicas de dialogo con nuestros compañero, que se hable mas inglés	One of the reasons why the student is little satisfied is because they rarely practice English dialogues, it suggests to include speaking (dialogues). However, it likes the way each topic is taught. Feedback is given most of the time. And technological resources are rarely implemented.
Student 17	Si	Porque es segundo idioma más hablado en el mundo	Completamente satisfecho	Medio: incluye solo una parte de la comunicación en inglés	En inglés y español	Casi siempre	Casi siempre	El ambiente y aprender	Las evaluaciones	Lúdicas y más actividades divertidas	Environment and learning are the things student likes the most, although it suggests more playful and funny activities. Even it is completely satisfied with English classes, it doesn't like exams. Most of the time feedback and technological resources are included in its classes.

Student 18	Si	para cualquier trabajo que sea en el exterior es importante	Completamente satisfecho	Alto: la clase se orienta completamente en inglés	En inglés y español	Casi nunca	Siempre	Habla	Aprendemos más	dinámica	There is no coherence with the answers of the use of Spanish and English in the class. Nevertheless the students is totally satisfied with the class. It rarely receives feedback, but technological resources are always included. It likes speaking and suggest more dynamism.
Student 19	Si	Por que es el idioma que está liderando la economía y el país. Además es muy importante y más si me gusta aprender por que me gusta mucho el inglés	Completamente satisfecho	Medio: incluye solo una parte de la comunicación en inglés	En inglés y español	Casi siempre	Casi nunca	El habla siento que es un idioma muy bonito y algo complejo de aprender, Me gusta mucho el spelling por que me gusta mucho deletrear Y aprendo muy fácil cuando hablamos de ingles. Me gusta mucho las actividades con dibujos. Por que hay veces que no se entiende y las imágenes ayudan mucho. Me gustaba mucho hablar en clase en inglés aún sin que supiera mucho. Pero me esforzaba.	Nada	Mucha tecnología y mucho vocabulario en inglés	Student is totally satisfied, it likes the spelling activities, drawing, and practice its speaking. It doesn't express any dislikes about English classes, although it suggests to include a lot of technology and vocabulary. It receives feedback most of the time.
Student 20	Si	Es el idioma universal	Completamente satisfecho	Medio: incluye solo una parte de la comunicación en inglés	En inglés y español	Casi siempre	Siempre	Que es muy dinamica ademas de esto la profesora es muy comprensible No lo regaña a uno 😊😊	Todo me gusta. Solo que me da miedo que me regañen	Estudiar demasiado vocabulario Actividades dinamicas Juegos Leer libros relacionados a la materia	Student is very concerned about having an attention call. It likes that the English teacher is understandable and doesn't scold it. It is totally satisfied with English classes. Most of the time receives feedback. Technological resources are always included in its classes. It suggests activities about vocabulary, games and reading books.

Annex 9. Data Matrix – PET

	Part 1	Part 2	Part 3	Part 4	Part 5	Part 6	ANALYSIS
	6 points max.	5 points max.	5 points max.	5 points max.	11 points max.	6 points max.	
Student 1	1	1	1	2	4	0	Student's strength is filling the gaps with multiple choice options. Texts comprehension is difficult for it. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 2	3	4	1	2	4	0	Student's strength is text comprehension and getting details. Longer texts could be more difficult for it. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 3	2	2	0	0	2	0	Student understands general short texts, however, longer texts are quite difficult to comprehend. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.

Student 4	1	0	0	2	2	1	Student's strength is in completing texts instead of answering comprehension questions or detailing information. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 5	3	2	1	0	5	0	It is a mixed between understanding short texts and filling the gaps with multiple choices, however, long texts seem to be a problem. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 6	1	3	3	5	3	0	Generally, understanding longer texts is not an issue, whereas part 1 (the lowest score) is about reading the shortest passages. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 7	4	0	3	1	4	0	Getting detailed and specific information seems to be difficult for it. Although understanding short or longer texts is not a problem. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 8	2	1	1	0	4	0	Understanding short or longer texts, and identifying specific information is not a student's strength. Filling the gaps with multiple options could be an advantage. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 9	0	1	3	1	1	0	Identifying general or detailed information is a difficulty. However, there was more score when answering some comprehension questions. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 10	4	1	2	0	7	0	Completing sentences removed from several options and understanding short passages are the student's strength. Putting attention on details, grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 11	1	3	2	3	1	0	There is a good score when answering detailed questions. Understanding short passages and filling in the gaps are not student's strength. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 12	1	3	2	1	2	1	Student' strength is matching specific information to detailed questions. Student has to work on comprehension. Also, grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 13	3	3	1	2	4	2	Understanding longer texts seem to be student's weakness. Answering comprehension questions is its strength. More grammar and vocabulary need to be improved in order to develop tasks like in Part 6 better.
Student 14	3	2	2	0	2	0	Comprehension of short texts is student's strength. Filling in the gaps seem to be an issue, even when multiple options. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 15	1	1	3	3	2	0	Answering questions from longer texts is student's strength. Although, comprehend short and detailed texts seem to be a difficult task. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 16	2	1	0	3	8	0	Filling in the gaps with options given is definitely a strength. However, understanding short or long texts is a weakness. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.

Student 17	0	1	2	1	4	0	Comprehension of short passages, detailed information and filling some gaps are definitely weaknesses. However, student could choose some correct choices. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 18	0	1	1	0	4	0	Comprehension of short passages, detailed information and filling some gaps are definitely weaknesses. However, student could choose some correct choices. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 19	3	0	4	0	6	0	Understanding short and long passages is student's strength. But identifying specific details and filling in some gaps are difficulties. Grammar and vocabulary need to be improved in order to develop tasks like in Part 6.
Student 20	didn't present	didn't present	didn't present	didn't present	didn't present	didn't present	No analysis

Annex 10. Data Matrix - Exit Questionnaire

	Question 3	Justify question 3	Question 11	Question 12	Question 13	Question 14	Question 15	Question 16	Question 21	Question 22	Question 23	ANALYSIS
Student 1	Una vez por semana	Trataba de ingresar una vez a la semana, pero en más de una ocasión no me alcanzaba el tiempo.	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Ni en desacuerdo ni en acuerdo	Los temas eran de gran utilidad, textos no muy largos y claros. Que nos enseñaron estrategias útiles para el día a día.	Sería muy útil, el acompañamiento de la docente en clases por vía virtual o presencial. Realizar la retroalimentación individual y grupal.	Even when the student didn't have enough time, it tried to develop the activities in the platform. It totally agrees with the positive aspects of the VLE, it is reachable, useful, the contents are effective, suitable and interesting. It has a proper time to be developed. About feedback, student would ask for more teacher's accompaniment.
Student 2	Menos de una vez por semana	Me faltaba el internet y me costaba entrar desde el cel	Ni en desacuerdo ni en acuerdo	Ni en desacuerdo ni en acuerdo	Completamente en desacuerdo	Ni en desacuerdo ni en acuerdo	Completamente de acuerdo	Ni en desacuerdo ni en acuerdo	Completamente de acuerdo	Es una forma de aprendizaje extra y por lo tanto trae mucho beneficios.	La plataforma con la que se trabajó, era algo confusa.	It is noticed that the student does not know the most common type of platform used for education. Taking into account the time spent with the activities, it is difficult for the student to give an accurate answer about the VLE, contents and feedback.
Student 3	Una vez por semana	Solo entraba así ya que no tenía conectividad para poder ingresar	Ni en desacuerdo ni en acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Ni en desacuerdo ni en acuerdo	Ni en desacuerdo ni en acuerdo	El ahorro de tiempo. Entrar fácil a la plataforma. La responsabilidad de los clases. La participación en las clases.	Un poco más de conectividad. Un poco más en la explicación. Actividades que sean choveras y que podamos aprender y que nos sirvan. Ver bien los temas en clase o en actividades.	Due to the lack of internet connection student is not sure about the accessibility and utility of the VLE, as well as the time dedicated and the feedback given by the teacher. However, it totally agrees with the contents efficacy and suitability. It suggests more explanation during the classes or with the activities.
Student 4	Una vez por semana	Mis diferentes actividades personales y académicas no me permitían poder conectarme todos los días	Completamente de acuerdo	Ni en desacuerdo ni en acuerdo	Ni en desacuerdo ni en acuerdo	Ni en desacuerdo ni en acuerdo	Ni en desacuerdo ni en acuerdo	Ni en desacuerdo ni en acuerdo	Ni en desacuerdo ni en acuerdo	Es fácil de utilizar y los temas eran muy entendidos.	Por el momento no tengo cosas por mejorar.	Although the student does not mention anything negative, it is neutral about the characteristics of the contents. It only agrees with the accessibility and utility of the VLE.
Student 5	Una vez por semana	Porque solo ingresaba el día domingo en la tarde y realizaba la actividad completa ya que era el único día que tenía más tiempo libre	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	La forma de aprendizaje.	Hacer como algunas clases virtuales cada vez que se deja una actividad.	In spite of the little frequency developing the activities, student agrees with all of the characteristics that involve the VLE and the contents. It suggests the implementation of virtual classes when assigning the activities.

Student 6	Una vez por semana	Ingresaba una vez por semana a realizar la actividad correspondiente a la semana	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Aprendí a usar mejor el Scanning y Skimming	Debo seguir mejorando en la comprensión lectora al momento de leer un texto en inglés para destacar las cosas importantes y entender mejor el texto	Student totally agrees with the VLE and contents positive characteristics. It is aware about how to use the Reading Techniques (skimming and scanning). With question 23 (aspects to improve), student answered about its learning process, not about the platform.
Student 7	Más de una vez por semana	Más de una vez, ya que era interesante las actividades	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Destaca mucho ya que el aprendizaje que se obtiene sobre esta nos ayuda a obtener conocimientos diarios y no solo en la clase de inglés, estos aprendizajes nos sirven diariamente en el ámbito escolar.	Que fueran más lúdicas.	Student entered more frequently to the platform because it was interested in the activities. It totally agrees with all of the characteristics and it appreciates that learning is not just for English class but for the daily school setting, although it suggests to apply more playful exercises.
Student 8	Una vez por semana	Ya que solo tenía un día a la semana tiempo completo para poder estar en la página	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Nos hizo ver que podemos tener tiempo para todo tener presente que no es necesario leer todo un texto para comprenderlo.	sería como que llegara un recordatorio y con que la profesora fuera diciendo esto si o esto esta mal.	Due to the short time that student had, it only entered once per week, but it agrees with the VLE and contents characteristics, although student disagrees with the time of implementation. According to student's perceptions, it agrees with the idea of realizing that an extra VLE helps with study habits and autonomous learning, and it suggests to have reminders in the platform and improve teacher's feedback.
Student 9	Menos de una vez por semana	Falta de internet y también un poco de desinterés a lo último ya que se me dificultaba entrar	No aplica (no ingresé al ambiente virtual de aprendizaje)	No aplica (no ingresé al ambiente virtual de aprendizaje)	No aplica (no ingresé al ambiente virtual de aprendizaje)	No aplica (no ingresé al ambiente virtual de aprendizaje)	No aplica (no ingresé al ambiente virtual de aprendizaje)	No aplica (no ingresé al ambiente virtual de aprendizaje)	No aplica (no ingresé al ambiente virtual de aprendizaje)	No aplica (no ingresé al ambiente virtual de aprendizaje)	No aplica no ingresé al ambiente virtual de aprendizaje	No aplica no ingresé al ambiente virtual de aprendizaje.	Student entered few times to the platform due to the lack of internet connection and problems when logged in.
Student 10	Más de una vez por semana	No answer	Ni en desacuerdo ni en acuerdo	No aplica (no ingresé al ambiente virtual de aprendizaje)	No aplica (no ingresé al ambiente virtual de aprendizaje)	No aplica (no ingresé al ambiente virtual de aprendizaje)	No aplica (no ingresé al ambiente virtual de aprendizaje)	No aplica (no ingresé al ambiente virtual de aprendizaje)	No aplica (no ingresé al ambiente virtual de aprendizaje)	Completamente en desacuerdo	La flexibilidad que tiene el aprendizaje del idioma inglés y que es más entendible y fácil de entender	La verdad como no es estado en algunas clases no sabría especificar qué aspectos mejoran del ambiente virtual de aprendizaje.	Student never logged in and it did not explain the reason why, so the answers in questions 3, 11 and 21 can not be taken into account.
Student 11	Nunca	Estaría encantado de asistir a todas, son muy prácticas, el año pasado asistí a la mayoría y estaba completamente satisfecho con el desempeño que se obtiene en una clase	Completamente de acuerdo	No aplica (no ingresé al ambiente virtual de aprendizaje)	Completamente de acuerdo	Completamente de acuerdo	No aplica (no ingresé al ambiente virtual de aprendizaje)	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Se perfectamente que los encuentros virtuales con la profesora Laura son los mejores a los que he asistido en todas las clases de inglés y estoy de acuerdo con todo su sistema y sus proyectos, quisiera asistir a todas las clases y aunque no lo hago se que su modalidad es la mejor.	Se sabe bien que algunos estudiantes se destacan más que otros por lo tanto su trabajo debe ser más estricto, no en cantidad si no en calidad o se tomará abundo y se perderá el interés y para aquellos que os cuesta más por falta de interés en los anteriores casos no tiene caso una evaluación con muchos caracteres o talleres complejos, porque a pesar de que no los atiende va a buscar un camino fácil que los llevará a enviar algo mediocre y al trabajo perdona sentido y valor.	Student never logged in due to the time because it was working, so the answers in questions 11, 13, 14, 16 and 21 can not be taken into account. However, student expresses that general English activities should be focused on heavier than longer exercises.
Student 12	Menos de una vez por semana	no disponia del tiempo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	es gratis y distinto a lo que se ve actualmente	que fuera un poco mas facil de desarrollar	Student disagrees with the time of implementation, it could be because of the available time it had. However, it agrees with the other characteristics and it feels that the VLE and activities are different from the common ones. It suggests more facility to develop the VLE but it does not specify in what.

Student 13	Una vez por semana	No Yeri acceso a internet	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Que se tuvo un tiempo habitual y que hizo de la materia de inglés una materia divertida e interesante 😊	Ninguno	Despite the lack of Internet connection student could develop the activities once a week, and it agrees with all the elements of the VLE and contents, including the time implemented. No suggestions are given.
Student 14	Más de una vez por semana	Ingreso más de una vez por semana, porque por demás actividades no podía ingresar todos los días	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	El ambiente virtual genera un uso más constante, mas accesible, y nos genera una responsabilidad, para aprender autónomamente una gran parte.	Se podría mejorar, la interacción con nuestros compañeros	Student would like to enter to the platform every day but due to its daily activities was not possible. Participant is aware that using a VLE generates responsibility and autonomous learning. It suggests more interaction between classmates, nevertheless it agrees with all about the platform and the contents.
Student 15	Una vez por semana	Una vez por semana, ya que la docente envía actividad por semana	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Los contenidos que se encontraban en cada actividad eran muy claros y oportunos.	No hay ningún aspecto a mejorar ya que cada actividad tenía conceptos pertinentes.	Student developed the activities once per week because teacher uploaded the activities in that frequency, so the participant thought that it wasn't possible to enter in other times. About the VLE and activities characteristics the student agrees with everything and it did not suggest anything to change
Student 16	Menos de una vez por semana	A veces no podía entrar por que estaba un poco ocupado	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Ni en desacuerdo ni en acuerdo	Ni en desacuerdo ni en acuerdo	Completamente de acuerdo	Ni en desacuerdo ni en acuerdo	La buena organización que tuvo cada sección.	Ninguno, pienso que todo estuvo muy bien.	Student expressed to be sometimes busy so it did not enter with a lot of frequency to the platform. Participant neither agrees nor disagrees about interesting and useful contents, and the teacher's feedback, even when it thinks that everything was good. About the other characteristics, student agrees	
Student 17	Una vez por semana	Por qué estaba estresado con trabajos	Completamente de acuerdo	Completamente de acuerdo	Ni en desacuerdo ni en acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	La actividad de las clases	La oraciones futuro presente y pasado	Student was busy developing its school activities so the frequency using the platform was low. It totally agrees with all the characteristics about the VLE and contents except for the suitable contents. It is not clear the suggestion in question 23.	
Student 18	Todos los días	Aprendo un poco más	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Ni en desacuerdo ni en acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Aprendo mas	Vocabulario	Student never logged in and it did not explain the reason why, so the answers in questions 3 to 21 can not be taken into account	
Student 19	Menos de una vez por semana	No tenía mucho tiempo. Y no lo culmine porque no tuve tiempo y se me olvidaba	Ni en desacuerdo ni en acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Ni en desacuerdo ni en acuerdo	Ni en desacuerdo ni en acuerdo	Los juegos, la interacción, el aprender a leer. Todo fue absolutamente bueno.	Ninguno, en realmente bueno pero yo no estuve atenta ni tampoco totalmente comprometida.	In spite of the short time developing the platform activities student expresses that all the elements were absolutely good, and it does not suggest anything to change being aware of the low commitment and attention given. About the VLE accessibility and utility, time implemented and teacher's feedback, student neither agrees nor disagrees	
Student 20	Una vez por semana	Se realizaban actividades una vez por semana	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Completamente de acuerdo	Las actividades son explotas	Ninguno por que las indicaciones son muy claras.	Student never logged in because it didn't count with internet connection and a technological device in the implementation time, so the answers in questions 3 to 21 can not be taken into account	