UNIVERSIDAD NACIONAL DE EDUCACIÓN
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Alma Máter del Magisterio Nacional
ESCUELA DE POSGRADO

Thesis

The use of digital classroom and English language learning in third grade students of primary level at De la Inmaculada Jesuitas-Lima School, 2018

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In fulfillment of the requirements for the master degree of educational sciences in Teaching English as a Foreign Language

Lima – Perú

2019
The use of digital classroom and English language learning in third grade students of primary level at De la Inmaculada Jesuitas-Lima School, 2018
I dedicate this investigation to my wife Paola for all her love, understanding, encouragment and unconditional support which allowed me to count with all the necessary time to keep on investigating and achieve this objective.

Also, my children Valeria and Santiago for all her love, patience and as witnesses of all my effort.

In addition, I dedicate this work to my National University of Education Enrique Guzmán y Valle professors who taught me with a lot of dedication and professionalism.
Acknowledgement

I would really like to express all my gratitude to my adviser, Dr. Rogil SÁNCHEZ QUINTANA for all his valuable support and professionalism in order to achieve this investigation.

I would like to extend my thanks to the main authorities of De la Inmaculada Jesuitas-Lima school, for their trust, support and generosity for everything I could need in this study and professional development.

I would also like to thank M. Ed. Miguel ORÉ DE LOS SANTOS, Dr. Jeoavana BENITO CONDORI and Mg. Jean Pierre MENDOZA TOMAYLLA for their unconditional support in the construction, validation of instruments and suggestions.

Finally, my acknowledgment to all the people who collaborated in one way or another with the realization of this research.
# Table of Contents

Title .................................................................................................................. ii

Dedication ....................................................................................................... iii

Acknowledgement .......................................................................................... iv

Table of contents ............................................................................................. v

List of tables ..................................................................................................... vii

List of figures ................................................................................................... ix

Abstract .......................................................................................................... xi

Introduction ...................................................................................................... xii

## Chapter I. Research problem ................................................................. 15

1.1. Determination of problem........................................................................ 15

1.2 Formulation of problem: general and specific problems...................... 17

1.3 Objectives: general and specific objectives........................................... 18

1.4 Scope and relevance of problem.............................................................. 18

1.5 Limitations of the research...................................................................... 19

## Chapter II. Theoretical framework ......................................................... 20

2.1 Research background............................................................................... 20

2.2 Theoretical bases...................................................................................... 23

Variable I. Digital classroom ........................................................................ 27

Variable II. English language learning .......................................................... 45

2.3 Definition of key terms............................................................................ 56

## Chapter III. Hypothesis and variables .................................................. 58

3.1. Hypothesis: general and specific hypothesis......................................... 58
List of tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1</td>
<td>Table of specifications for the questionnaire on the use of the digital classroom</td>
<td>64</td>
</tr>
<tr>
<td>Table 2</td>
<td>Levels and ranges of the questionnaire about the use of the digital classroom</td>
<td>64</td>
</tr>
<tr>
<td>Table 3</td>
<td>Table of specifications for the English language learning instrument</td>
<td>66</td>
</tr>
<tr>
<td>Table 4</td>
<td>Levels and ranges of the English language learning instrument</td>
<td>66</td>
</tr>
<tr>
<td>Table 5</td>
<td>Validity of content by expert judgment of the digital classroom questionnaire</td>
<td>69</td>
</tr>
<tr>
<td>Table 6</td>
<td>Validity of content by expert judgment of the English language learning instrument</td>
<td>70</td>
</tr>
<tr>
<td>Table 7</td>
<td>Values of validity levels</td>
<td>70</td>
</tr>
<tr>
<td>Table 8</td>
<td>Reliability level of the surveys, according to the method of internal consistency</td>
<td>72</td>
</tr>
<tr>
<td>Table 9</td>
<td>Reliability level of English language learning</td>
<td>73</td>
</tr>
<tr>
<td>Table 10</td>
<td>Values of reliability levels</td>
<td>74</td>
</tr>
</tbody>
</table>
Table 11:
Frequency distribution of the variable: Digital classroom. .................................. 74

Table 12:
Frequency distribution of the dimension: Interactive whiteboard ....................... 75

Table 13:
Frequency distribution of the dimension: Tablet ............................................... 76

Table 14:
Variable frequency distribution: English language learning ............................ 77

Table 15:
Frequency distribution of the dimension: Oral communication in English as a foreign language ................................................................. 78

Table 16:
Frequency distribution of the dimension: Reading written texts in English as a foreign language ................................................................. 79

Table 17:
Frequency distribution of the dimension: Writing in English as a foreign language.... 80

Table 18:
Normality tests ........................................................................................................ 83

Table 19:
Correlation: Digital classroom * English language learning ............................... 87

Table 20:
Correlation: Interactive whiteboard * English language learning ....................... 89

Table 21:
Correlation: Tablet * English language learning .................................................. 92
<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 1</td>
<td>Recommendations for the interactive whiteboard and tablets arrangement in the digital classroom</td>
<td>28</td>
</tr>
<tr>
<td>Figure 2</td>
<td>Digital classroom arrangement at the la Inmaculada Jesuitas-Lima school in the primary level</td>
<td>29</td>
</tr>
<tr>
<td>Figure 3</td>
<td>Cabinet with 30 tablets located on the corner of the DC at la Inmaculada Jesuitas-Lima school</td>
<td>29</td>
</tr>
<tr>
<td>Figure 4</td>
<td>The interactive whiteboard and its components at De la Inmaculada Jesuitas-Lima school</td>
<td>31</td>
</tr>
<tr>
<td>Figure 5</td>
<td>Comparison of the key characteristics of learning media</td>
<td>35</td>
</tr>
<tr>
<td>Figure 6</td>
<td>Samsung Galaxy Tab A powered by android with a case protection</td>
<td>39</td>
</tr>
<tr>
<td>Figure 7</td>
<td>Functionalities of mobile devices for developing the language skills</td>
<td>42</td>
</tr>
<tr>
<td>Figure 8</td>
<td>Digital classroom</td>
<td>75</td>
</tr>
</tbody>
</table>
Abstract

A digital classroom [DC] is really important in the English language learning process. The DC has technology resources such as tablets and an interactive whiteboard [IWB] which catch students’ attention in order to communicate, write and read in English language [EL]. The purpose of this study was to determine to what extent the use of DC is related to the English language learning [ELL] at De la Inmaculada Jesuitas-Lima school, Surco 2018. Specifically, the study was intended to assess students’ English learning through the use of tablets and IWB as technological resources of the DC. In order to achieve the objectives of this study, a descriptive method was used. The data were collected by a questionnaire and a test of English given to one hundred thirteen students of third grade primary level. Based on the collected information through the mentioned instruments and their correspondent analysis and interpretation, the findings of the study indicated that the DC is significantly related the ELL in the participant students.

Key words: Digital Classroom, language learning, tablets, interactive whiteboard.
Introduction

The English language plays an important role as a matter of communication worldwide because the integration of cultures through a lingua franca is a need in different contexts, its advantages are undeniable due to the big range of resources and opportunities that offer. Supporting this, Dombi (2001) states: “As the success of intercultural encounters heavily depends on mutual intelligibility, it can be assumed that in these situations English is used as a lingua franca, with speakers who intend to comprehend each other as precisely as possible (p. 184)”.

Also, not knowing English could mean an obstacle for someone who is aspiring to get a better future, so different countries are planning many efforts in education to improve the learning of this language. That is the reason why people in Peru do not only want to see, listen, speak and read about this foreign language, but also to acquire the ELL through meaningful experiences, which in turn implies a share of power, be different, up-to-date and progress (Trinidad, 2006).

Nowadays, many education communities are interested to provide classrooms with technological resources to support students’ 21st century learning needs. In an article, Klopfer, Osterweil, Groff and Haas (2009) states: “Technology can have a reciprocal relationship with teaching. The emergence of new technologies pushes educators to understanding and leveraging these technologies for classroom use (p. 3)”.
The latest version on the National Curriculum in Peru establishes the English learning since the primary education and that it has to be developed through three main competencies: oral communication, reading written texts and writing texts in English as a foreign language [EFL]. In addition, it also suggests well equipped classrooms with modern technological means of education suggested by different and well-known organizations.

In this context, in order to prepare competent students into the globalized world, De la Inmaculada Jesuitas-Lima School in Surco is always making efforts to invest in important educational resources for students’ learning. Therefore, a DC had been set up with thirty tablets and an IWB in the primary level, then teachers of different subjects organize their schedules to use it as frequent as possible according to the students’ needs.

The main reason for choosing this topic for my master thesis: “The use of DC and ELL in third grade students of primary level at De la Inmaculada Jesuitas-Lima school, 2018” was understanding how important is to consider the technological resources such as tablets and IWB to develop a better ELL process to communicate, read and write in English for learners of these times.

This dissertation comprises five chapters:

In chapter I, I determine and formulate the problem. Also, I set the objectives, scope and relevance of the problem. Nowadays, many teachers believe that TVs, projector, radios and DVDs are the main tools to expose students to the EL. In chapter II, I present the research background and the literature review about the DC and the ELL. In chapter III, the hypothesis and variables as well as the operationalization of variables for this research are seen. In chapter IV, I mention the methodology I used for this research: Research approach, research type, research design, population and sample, techniques and instruments of data collection as well as the statistical treatment. Chapter V sets out the
results: validity and reliability of instruments, presentation and analysis of results, discussion and the conclusions that emphasize the use of DC and ELL.

The Council of Europe (2001) states that the ELL needs an institutional setting through artificial classroom conditions and sufficient practice to facilitate the language learning. It goes in hand with Cambridge English (2017) through the Programme for International Student Assessment [PISA] analysis suggested that where technologies are used in a classroom for learning purposes in students, the performances are better. Therefore, it is right for Gómez (2005) to state that IWB and tablets are just mediation tools to get better results in students’ learning than in traditional classrooms.

Finally, after hypothesis testing it has stated that the use of DC is directly related to ELL in third grade students of primary level at De la Inmaculada Jesuitas-Lima school, 2018; which means that while the use of the DC is better, there will be higher levels of ELL, according to the Spearman correlation of 0.754 which represents a high positive correlation.
Chapter I

Statement of problem

1.1. Determination of the problem

It has been seen through the Peruvian history that the country has encountered a lot of idiomatic difficulties due to the ethnolinguistic variety. That is why implementing the English subject in schools since the last half century passed by more complex educational processes than industrialized countries due to the lack of positive politics, administrative support, appropriate resources, technology, qualified teachers and so its underestimation in the educational centers. The British Council & Education Intelligence (2015) reports that although Peru has implemented strategies, isolated and oriented programs to the learning of English, it has not followed a coherent and sequential plan of action, therefore the current education of a secondary student from an educational institution in Peru does not always guarantee that at the end of his/her studies the student achieves the competences of the EL.

On the other hand, students cannot learn the EL as they learn their mother tongue, so Oré (2013) states: “the role and objective of English teaching have to be elaborated more carefully according to the specific characteristics of each context” (own translation) (p. 31). In addition, De la Puente (2015) refers that language
teaching and learning processes require appropriate infrastructure with resources and materials to be used by both the teacher and the students.

Along the time, one of the common and most useful resources for learning the EL has been the audiovisual aids to expose students to a better target language atmosphere. Nowadays, after deep studies, the Ministry of Education of Peru [MEP] (own translation) (2016) is promoting the use of audiovisual media during the ELL process through a variety of tools, devices and technology in order to perform a work or a production involving as much image and video as text, animation and sound is possible. Therefore, the majority of public and private schools in Lima has computers, TVs and DVDs, but not necessarily in all the classrooms or frequently used, because of this there is a good intention for institutions to finance well equipped classrooms with the current computers, projectors, tablets and IWBs; however just a few can afford them. However, when institutions have modern technological means, teachers usually get discouraged due to the deficiency in red connection, interferences or not appropriate classrooms to incorporate these resources as well as the fact of not being confident enough on using it (Zierer-Wu, 1981).

Besides, it is also worrying the fact that according to English First (2018) in the last English proficiency index places Peru in the position 50 out of 80 countries, which means that it has a low level of English, based on 2017 results. As part of the solution of this, the implementation plan to 2021 of the national policy on teaching, learning and use of the EL - policy "English, doors to the world" has been approved (Law Nº 29158, 2016) which for the objective of ensuring the provision of educational resources for the teaching of EL in basic education, two main strategies has been established: the first is to provide quality educational materials, such as flash cards, multimedia solution, audio, video and/or text materials; and second is to ensure
adequate equipment and connectivity for effective ELL. In addition, the National Council of Education (own translation) (2015), recommends to establish that from the five weekly hours of English, two will be used in the new technologies as well as time for the training of teachers.

Due to this context where there are lots of intentions to get the current technologies in classrooms in order to get better results in ELL students; this investigation is presented to describe and correlate the DC as the first variable and the ELL as the second one intending that the results contribute to the permanent improvement in the teaching of English as a foreign language.

1.2. Formulation of the problem

1.2.1. General problem

To what extent is the use of digital classroom related to English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima school, Surco, 2018?

1.2.2. Specific problems

SP1: To what extent is the use of interactive whiteboard related to English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima school, Surco, 2018?

SP2: To what extent is the use of tablets related to English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima school, Surco, 2018?
1.3. Objectives

1.3.1. General objective

To determine the relationship between the use of digital classroom and English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima school, Surco, 2018.

1.3.2. Specific objectives

SO1: To determine the relationship between the use of the interactive whiteboard and English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima school, Surco, 2018.

SO2: To determine the relationship between the use of tablets and English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima school, Surco, 2018.

1.4. Scope and relevance of the problem

To justify this research, Bernal (2011) is taken as reference since he states that all research is oriented to the resolution of problems; therefore it is necessary to justify, or set out, the reasons for the investigation. The explanations of these reasons are theoretical, practical and methodological.

1.4.1. Theoretical relevance

This research went in depth regarding the theoretical aspects about the relationship between the DC and the ELL in the Peruvian context. Once the study hypotheses were tested, it contributed to a new contextualized theory due to the fact that the theoretical aspects related to the problem of this research are little known at De la Inmaculada Jesuitas-Lima School.
1.4.2. Practical relevance

The results in the light of this investigation contributed to a better educational practice for teachers who knew the importance of the relationship between the DC and the ELL as well as coordinators and principals who wanted to get better academic results and raising awareness when organizing educational resources in order to respond to the characteristics, needs and interests of the students.

1.4.3. Methodological relevance

From the methodological point of view, this research has a quantitative nature with a descriptive method and a correlational design. In this regard, for collecting the information validated instruments were applied, a survey for the DC variable and a test of English for the ELL variable.

1.5. Limitations of the research

1.5.1. Geographical Limitations

This research was applied to students of the “De la Inmaculada Jesuitas-Lima school” in the district of Surco, Province and Department of Lima, Peru.

1.5.2. Time Limitations

The development of this research took place between 2017 and 2018.

1.5.3. Resources limitations

The research was financed by the author’s own expenses. No public or private institution financed this investigation.
Chapter II

Theoretical framework

2.1. Research background

2.1.1. International background

Potůčková (2015) in her study on *Using tablets for project-based learning in EFL: Course design* stated to explore the possibilities of using a tablet for project-based learning in EFL through designing and piloting a course as its main aim. A questionnaire was filled in by the students prior to the course, a feedback form that was completed after finishing the course and self-reflection forms concerning students’ feelings about their work on the project. As the main conclusion, tablets proved to be a very engaging tool for the students, offering almost unlimited possibilities of incorporating them into the curriculum for the English as foreign language learning.

Andrade (2014) developed an investigation on *The role of technology in supporting Kindergarten to Grade 8 English language learners in today’s classrooms*. The purpose of the study was to identify different teachers’ methods and strategies used in the classroom to support English language learners, as well as to identify some technological tools, such as computers,
tablets, and Smart Boards that can be used by classroom teachers to assist their students during the language learning process. The type of research was qualitative and the data collected from an in-depth literature review and two interviews with experienced teachers from different grade levels were analyzed. The outcome of the investigation showed that using technology not only increases motivation, independence and self-confidence in EL learners, but also improves their language skills.

Povjalkalová (2012) developed the investigation Teaching Grammar to Young Learners using Interactive Whiteboard. The main objective of this study was to design teaching objects for IWB to teach English grammar in the 5th grade of primary school and to find out, based on practical examination in lessons, how this technical tool helps learners in the complex process of education. Through a questionnaire he confirmed that the objects that he had designed fulfilled its function, teaching using the interactive objects met the expectations in the field of pupils’ motivation and effectiveness of the educational process.

2.1.2. National background

Vega (2017), in her research Use of Information and Communication Technologies and its influence in the teaching-learning of the English language in I and II cycle of the Professional Academic School students of the Faculty of Education at San Marcos National University established to determine to what extent the use of information and communication technologies influences in the teaching-learning of the EL in I and II cycle of the Professional Academic School students of the Faculty of Education at San
Marcos National University. It was a quantitative and descriptive research using the correlational design; a set of activities was carried out using the basic theoretical concepts of information and communication technologies and language learning through non-probabilistic sampling, a sample of 30 students from I and II cycle of the academic professional education were chosen to have a survey applied through the questionnaire technique. It was possible to determine in what way it influenced the auxiliary resources and technological didactic media resources as a field of study of the student in the teaching-learning of the EL in the students of the I and II cycle of the faculty of education, the results showed that there is a positive correlation between ICT and EL teaching according to the Pearson coefficient.

Contreras (2015), in her research *Application of audiovisual media in the achievement of learning of the english area in secondary students from “Mariscal Cáceres” educational institution of San Luis- Amarilis 2012* established to determine the influence of the implementation of the audiovisual media in the learning achievement in the area of English students of Mariscal Caceres school Amarilis - Huánuco as the general objective. The approach was quantitative and the type of research by its purpose was applied, the design was experimental of a quasi-experimental type with pre-test and post-test with an experimental group and control group. She concluded by stating that there is statistically significant difference between the means obtained before and after applying the audiovisual media in the achievement of learning area English. She therefore affirmed that the result of the students in the experimental group has significantly improved.
Herrera (2015) in her research *Use of Open Educational Resources in the Development of Communication Skills in the Teaching of English at the Intermediate Level in a Language Center in Metropolitan Lima* proposed to identify how the open educational resources are used in the development of skills in teaching intermediate English in a language center in Lima Metropolitan as general objective. The focus of this research was qualitative, simple descriptive level. The focus group and the observation of classes were used as information gathering techniques. The population was made up of students and teachers at the intermediate level of a language center in Lima and intentional non-probabilistic sampling was applied to select teachers and students. The results of the research refer to the fact that the use of these resources significantly increases the development of communicative skills especially speaking and listening, since real audio and video materials are used in which you can hear native speakers use the EL.

### 2.2. Theoretical bases

The advances in technology, the invention of the Internet and personal computers have been the reasons to introduce new technologies in today’s classrooms. Therefore the technology is going hand in hand with education nowadays; it implies new ways of organization and an interactive flexible process of the knowledge through the different teaching methods and aids. Traditional aids such as printed format (books, worksheets, photocopies), analogic audiovisual nature (cassettes, videocassetes, records, overhead projector, cinematography, transparency) and blackboard are getting behind by the new aids which are the multimedia projector, IWB, tablets, computers connected to internet. These new technologies
lead the creation of educational materials with huge pedagogical potentialities better than the traditional limitations resources (Area, Parcerisa & Rodriguez, 2010).

Since not all the teachers are familiar with technology, it causes a gap with digital native students because their level of visual decoding is better than in previews generations. It makes harder for the teacher to keep them attentive in a traditional classroom since they have the perception of building their own knowledge by consulting on the internet. It does not mean that changing themes, contents and multimedia spaces would be all, but also the way of approaching, presenting and energizing them, the teacher must modify his/her role in the learning process, becoming the organizer of the interaction between the students and the objects of knowledge, stimulating students to initiate and learn actively with creation, communication and participation (García, Portillo, Romo & Benito, 2007).

Therefore, the IWB, tablets, computers and projector are being considered as the current audiovisual aids that students and teachers need for improving students language learning (García et al., 2007). In addition “Electronic gadgets like Smartboards, liquid cristal display projectors and digital labs empowered teachers to make the teaching-learning process interactive and interesting”. (Mathew & Alidmat, 2013, p. 87)

The observation that education plus technology does not necessarily equate to better learning is echoed in a recent Organisation for Economic Co-operation and Development [OECD] 2015 report on Students, Computers and Learning, where analysis of PISA data suggested that where technologies are used in the classroom, the impact on performance is ‘mixed, at best’ (2015, p.15). (Cambridge English, 2017, p. 16)
Peñaloza (1979) points out that: “It is vague to say that an educational technology is the application of scientific principles to the solution of the problems of education” (p. 13) (own translation). He explains that not because the term educational is added means that it really is, the ‘what for’ cannot be missing in order to give unity and meaning to the educational technology because that is what really expresses a certain conception of education.

In fact, it has been considered during the time due to the modern changes in education and new learners contexts as well. Based on students, in this century The United Nations Educational, Scientific and Cultural Organization [UNESCO] (2005) refers that learners are used to using symbolic environments, formalized rules, random choices and chances, computational and combinatorial reasoning, and strategic planning in an interactive setting, so young students need big, bright, intuitive, interactive computers to construct rich multisensory, interactive environments with almost unlimited teaching and learning potential. That is one of the reasons the MEP (2016) highlights that the “General Law of Education No. 28044 indicates as one of the objectives of basic education the development of learning that "allows the student to use and usufruct the new technologies" (article 31, clause c.)” (p. 324) (own translation).

Tablets and IWBs are interactive electronic devices with a touch screen to interact onto, near or through the projection surface directly in the majority of the cases. It does not mean that the students need to stay quite all the time, they also allow learners to use their senses distinctively. Therefore, students need to be provided of opportunities for “socio-cognitive interactivity associated with learning processes involving co-construction of knowledge between teacher and learners” (Cutrim, 2008, p. 342).
In addition to the possibilities that the teacher has to interact with the information during his/her presentation, the students can also become active actors of the teaching processes and interact with the projected information. Students can therefore interact, manipulate and adapt the information they receive to their learning needs. (Gutiérrez y Sánchez, 2008, p.4) (own translation)

McIsaac & Gunawardena (1996) describes four types of interaction: student-teacher, student-content, student-student or student-communicative interface. In contrast to Montero (1995) who adds that the interactivity can be developed depending on the time, deferred the use of media or reality. On the other hand, Beauchamp & Kennewell (2008) have observed three main ways in which interactive teaching is currently being supported: by the object, participant and tool for interaction.

As part of the learning process, students interact with teachers, classmates and the variety of resources and devices so his or her activity can be useful with a meaningful learning, which is the essence of interactivity. Besides, the use of the EL is proposed by the MEP (2016) “in a communicative and active context in the classroom; aligning not only with the new approach by competences, but also with international standards such as the Common European Framework [CEFR] for Languages” (p. 204). Comellas (2000) adds that:

The competent person will not only apply the 'knowledge' he has learned, but will also 'act' globally by analyzing the context, valuing the opportunity of his decisions, 'know how to do', while at the same time becoming personally and professionally involved, 'knowing how to be 'with his performance. (p. 89) (own translation)
Moreover, Gardner (2018) asserts that:

There are many ways in which a student can show what he learned: betting that schools that give people a sense of empowerment are doing well.

[...]

If we do not have good teachers or good technologies, then your intelligence is likely to stagnate at a much lower level. (own translation)

Since the De la Inmaculada Jesuitas-Lima school counts with an IWB and tablets for each student into a DC, they are the chosen dimensions of this study and their relationship in the ELL of third grade primary students by reading, writing and communicating in this foreign language.

**Variable I. Digital classroom**

1.1. **Conceptualization of the digital classroom**

The DC is a classroom that integrates technology in a subtle, invisible and friendly way to get a better environment for interaction and learning. The main components to this classroom are the IWB and tablets which will be used according to the teacher’s election and the didactic conditions since they allow new approaches or enrich classes meaningfully. The IWB and the tablet do not form any method by themselves; they are tools which help as mediation to get better results than in a traditional classroom (Gómez, 2005). Besides, Motteram (2013) adds:

Times have changed, teachers have evolved, and we now have a new breed of learning technologists. …, the first changes began in the classroom itself – new technologies such as overhead projectors, IWBs, laptop computers and wireless internet have opened up the classroom to the outside world. (p. 2)

In addition, Espinoza (2004) supports the idea stating that:
The innovation classroom is a learning scenario for the use and application of ICT, and must be used by all students of the educational institution, so the class schedule must be flexible and adapt to the needs and interests of the students. Students and the possibilities of attention available to the educational institution. (p. 1) (own translation)

Also, Gómez (2005) states that “The distribution of the space in the DC has to favor the cooperative interaction, small exhibitions and experiences for students in order to learn by doing” (p. 183) as shown in the figure 1.

![Figure 1. Recommendations for the IWB and tablets arrangement in the DC](image)

Moreover, about the organization of the DC, the European project about the Interactive Technologies in Language Teaching from the University of Antwerp et al. (2011) suggest that:
The boards should be installed appropriately for the learner group. This means that younger learners need to be able to reach at least half of the screen from the bottom in order to participate in an IWB focused lesson. Concerning the visibility, the IWB should be installed centrally in the classroom so that all learners are able to see the whole screen. Sunshine or extensive lighting could interfere with the visibility of the display. Dark, fully closable curtains or blinds are often necessary and lighting systems sometimes need to be adjusted. (p. 10)

*Figure 2.* DC arrangement at the la Inmaculada Jesuitas-Lima school in the primary level.

*Figure 3.* Cabinet with 30 tablets located on the corner of the DC at the la Inmaculada Jesuitas-Lima school
The DC has a positive connotation for learning a language since Nunan (1989) refers that a piece of classroom work needs to involve learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form.

Moreover, Falconí, Gutiérrez & Moreno (2017) agree that innovations of technology in a classroom such as tablets, IWBs, Chromebooks and the use of different applications allow students to be more independent, create, share and enjoy a class more than in traditional classroom because they are usually exposed to this kind of technology nowadays; therefore, all these new tools engage them and facilitates their learning by solving challenging situations easier.

1.2. Components of the digital classroom

1.2.1. The Interactive Whiteboard

The IWB is defined as “a technological tool with the capacity to simplify and accelerate the transmission of information through the use of a variety of media formats providing flexibility and interactivity to the learning process” (Lamiña, 2014, p. 9).

The IWB is a large display that combines a whiteboard, a computer and front projection. As learning tools they engage students with multimodal resource, as images, video and audio. …. Researchers point at the interactive boards as tools which contribute to teaching and learning in the classroom. (Daher & Alfahe, 2013, p. 307)
1.2.1.1. Interactive whiteboard components

a) Computer: It can be portable or desktop and capable of reproducing multimedia information from it. This also must be compatible with the interactive board software.

b) The projector: It is anchored in the ceiling and hanged in front of the interactive white board in order to provide luminosity and a good resolution.

c) Network connections: It can be done through different kind of cables such as for High Definition Multimedia Interface [HDMI], bluetooth, Universal Series Bus [USB], audio and video.

d) Internet access: It can be taken from a router through a cable for the computer and IWB, and by Wireless Fidelity [Wi-Fi] for the tablets.

e) Interactive whiteboard: It is anchored on the wall where its surface works to show the computer’s screen projected and that can be controlled through a special pen or with a finger, so teachers and students can interact over any kind of images, videos, games, webpages, etc.

f) Software: The manufacturer provides it in order to organize this board with customizable tools and templates including activities, games and graphics in order to create professional-looking, interactive and engaging lessons.

Figure 4. The IWB and its components at De la Inmaculada Jesuitas-Lima school.
1.2.1.2. Software of the interactive whiteboard

The IWB, which is used at De la Inmaculada Jesuitas-Lima School, uses the SMART Notebook 17.1 software which contains a wide variety of functions of educational interest:

a) Two people can work together on the surface (on compatible screens) using a marker, finger or fist.

b) Learners can interact with the touch screen by:
   - Using the *pen tool*: students can write, draw, highlight, mark, match, number or color to identify information in texts or to mark the answers of an audio. Every trace with this tool can have a specific color, width, and designed traces depending on the purpose in order to participate orally about characteristics of people, animals, objects or places.
   - The action of *dragging and dropping* texts, images and sounds on the board to categorize and sequence.
   - The action of *hide and reveal* text, images and sounds which allows the creation of interactive lessons.
   - Pushing buttons to rotate figures and understand some math concepts.
   - Zoom in, zoom out, scroll and slide to adjust proportionally objects or pages, discard an object or move between pages. The interactive screen can be touched to shake objects and be able to group and ungroup them quickly.

c) A blank page can insert images, audio, video, webpages, templates, graphs, make charts, mind maps, diagrams or maps.

d) It can record a video, sounds or voices of the class, so that it can be played or inserted whenever is necessary.
e) SMART lab: It is a function which contains already designed interactive activities to quickly build game-based activities which can be interacted on tablets simultaneously. These activities help students memorize concepts and data, identify objects, learn vocabulary, definitions, also help with reading, writing and oral communication skills according to the teacher’s lesson plan.

1.2.1.3. The interactive whiteboard and the learning

“The IWB establishes increased collaboration between teachers and learners underpinned by constructivist pedagogy” (Thomas & Cutrim, 2010, p. xvii). Therefore, the intention of using the IWB is not to replace a method, but also to be used as an interactive part of a teacher’s strategy or method for students’ benefits.

Teachers should not consider this only for presenting information in their classes, but also thinking on the moment of the students’ learning at the moment of interaction, so that they, students as digital natives, get familiar with this interaction at the moment of their learning in order to goal their expectations when using it.

Interactive boards not only contribute to the teacher, but to the student too, supporting his learning by enabling understanding, concentrating, presenting information, remembering, thinking processes, playing, causing motivation, self-confidence, attention and interest. This also supports different learning styles: visual, audio, verbal-social, and kinesthetic making students involved more interactively in learning (Daher & Alfahe, 2013).
In figure 5, Kozma (1994) and Salomon (1979), cited in Haldane (2000) establishes:

An extrapolation of the Salomon / Kozma typology to help explain the potential impact of the IWB as a mediating artifact that incorporates the functionality of its various predecessors and, in doing, becomes a whole that is greater than the sum of its parts. (p.183)

![Figure 5. Comparison of the key characteristics of learning media.](image)

1.2.1.4. Interactive whiteboard activities

The IWB, as an educational tool, can help students’ learning through different activities:

- **Flip Out**: It teaches direct correspondence, memory and vocabulary. Many cards can be used and choose between different themes. For example, on the back of the letter you can put "run", while in the front it says "verb". Once the card has been lifted and the content discussed, you can drag the card to the discard deck.
- **Super Sort:** It teaches classification and grouping. Students classify elements into two categories. The element will disappear if the student classifies it in the correct category and it will be returned to be reclassified if it is classified incorrectly. Students work individually or in teams to classify the content in the correct categories.

- **Each sheep with its partner:** It is a couples-forming activity that focuses on memory and direct correspondence between elements. Also, after a reading students can identify relationships between words.

- **Fill in the gaps:** It is a fun activity where the teacher has to write sentences or paragraph that has up to ten blank spaces, and then ask the students to drag the words across the board (or on the tablets) and fill in the missing information into the gaps. Then the checking button will correct if their answers are correct or not.

- **Revealing labels:** It is a way for students to develop a deeper understanding of systems and their components. Reveal labels focuses on memory and deduction. Students identify information from a system or group by revealing the correct image or text through the touch screen.

- **Rank order:** Students sort items in hierarchical order to learn about comparison, deduction, sequencing and organization. They try to order whole numbers, from the smallest to the largest, steps of a scientific procedure or other objects in order of preference. Students can identify sequences about a topic, then they drag and drop the images or words in the correct order.

- **Accelerate:** It is a race test with multiple-choice and true or false questions. Students compete by answering questions on the boards as quick as they can. It encourages competition and thinking quickly.
• Game Show: It is a test with multiple-choice and true or false questions presented by a virtual host. Students compete in groups by answering questions and getting rewards when they answer correctly. It encourages competition, collaboration and thinking quickly. It can be played individually, pairs or in groups. The one with more points wins the show.

• Shut it Out!: It is to contribute with ideas or opinions through texts or images to be displayed on the screen board, they will be typed and sent from the tablets, it is good as a brainstorming activity to generate ideas or dictation. The contributions can be classified into categories if the teacher chooses that option. Since it can be anonymous, it increases less confident students to take part of the activity with more confidence.

• Smart Response: It is a multiple choice quiz which is answered in tablets.

• A route in Google maps: students can ask and answer questions to find places on a map of Google, it is simpler and saves time with help of the pen tool.

• Audible icons: Audible icons can be heard on the touch screen (questions previously recorded), when a student presses them they can answer the questions.

• Hiding and revealing: incomplete images are hidden on the touch screen, such as surprise box, so that students can participate orally to guess the image hidden. The students who start getting the answers right, walk towards the IWB in order to press a specific area of the touch screen with the special marker or finger so parts of the image start being revealed. Riddles in groups, pairs or individually can also be adapted like this activity.

• Videos: while a video is being played on the touch screen, students in turns can stop the video by himself or herself in order to participate describing what is happening on the video and marking, drawing or highlighting on the image of the
touch screen to emphasize the oral information. As another alternative, the teacher can take key snapshots during the video, using the cam tool, to be shown later, so it gives students the opportunity to participate more at their own pace in detail.

- Simulating a scenario: an image or static video can be used to make the perfect scenario for participating in more real conversations or roleplays in different contexts (also with sound effects from the gallery). For example: static video or image about people in a restaurant, raining, landscapes, etc.

- Karaoke: students participate by singing in a fast or slow pace by manipulating the touch screen; it also can also cover part of the lyrics on the touch screen so the teacher asks for the gaps and students listen and answer.

- Scrambling letters and words interactively: students drag and drop letters or words through the IWB by adapting them to the form of the correct word or sentence of the communicative situation.

- The magic pen: After some seconds of having written a word with this tool, it starts to disappear slowly and automatically after some seconds. It catches students’ attention in spelling and grammar unconsciously when forming words.

- Emails, messages, bubble dialogues, notes, chats formats and structures: They can be displayed as the background of the IWB for a meaningful communicative situation so that students get encourage for producing short texts into the gaps. Then students can personalize their own ones. Students can keep in touch with other student by any format and write words to send information.

- Using the pen tool: Students can identify key information by circling, underlining, highlighting or overwriting onto the projected reading. Since the text is readable the interactive whiteboard can undo actions, save and display it again at any time.
- Dragging and dropping: Students can fill gaps of a reading by dragging and dropping a word from a list after identifying the answer. If the answer is not correct it can go back to the list or it is also possible to be checked automatically at the end. Also, students drag and drop letters to form words about specific vocabulary such as animals, just by using the touch screen.

- Video conferences: students can participate orally in video conferences through the IWB in contact with a classroom from another country (task and date previously organized between the teachers). Students can play the hangman game in groups or pairs against students from another country. It consists answering oral questions from a group of students of a country, also alternating roles of listener and speaker in order to try to guess the name of an animal, habitat, etc. from the other group’s country. Students can also participate giving short presentations about our culture or make interviews so that the students from the other country can interact with them about the topic.

1.2.2. The tablet

Tablets are usually instant-on capability which means that they can be used without any start-up delays which enable the possibility of e-learning everywhere at any time with help of their long battery life. In addition they support web browsing, online activities and contain applications which can be installed, changed or deleted for educational purposes only. Also, tablets are multifunctional devices because of their integrated tools such as audio recording, camera for video and two-way video links. The screen of a tablet allows the rotation of the image according to the viewer eyes at any position (across or vertical) so it gives a better comfortable
experience. Considering they are wireless and count with a keyboard on the screen to type when is necessary (“Tablets for Learning”, 2017). Figure 6 shows one of the tablets from the DC at the la Inmaculada Jesuitas-Lima school.

![Tablet](image)

*Figure 6. Samsung Galaxy Tab A powered by Android with a case protection.*

According to the Merriam-Webster dictionary (2017):

The tablet is a mobile computing device that has a flat, rectangular form like a magazine or pad of paper, that is usually controlled by means of a touch screen, and that is typically used for accessing the Internet, watching videos, playing games, reading electronic books, etc.

In addition:

Tablets differ from traditional computers because they are light weight, portable, mobile, and consist of a flat glass screen that responds to a range of tactile actions such as tap, swipe, and drag. Unlike mouse operated computers that require greater fine motor control, tablets remove this operational barrier and provide increased opportunities for learning in the early years. (Merchant, 2015, as cited in Neumann, p. 239-240)
1.2.2.1. The tablet and the learning

Tablets could help learning not only because it is a technological resource, but also the way teachers can use it to construct learning. Supporting this:

Mobile learning is not primarily concerned with the use of technology, but with the process of *how to learn*, as it entails a constructivist framework which involves the construction of knowledge and the development of problem-solving techniques, strategies and skills in an autonomous way through the use of portable devices (Brazuelo & Gallego, 2011, as cited in Luque-Agulló & Martos-Vallejo, 2015, p. 83).

Due to the advantages of mobile learning UNESCO (2013) states that “mobile technologies can expand and enrich the educational opportunities in different contexts. There are more and more data indicating that mobile phones and more recently tablets, are used by learners and teachers from all over the world to access information, simplify administration and facilitate learning in a new and innovative way” (p. 5). Also, one of its policies is to adapt the technology according to the students’ learning needs, for that, in order to create pedagogical contents this entity suggests to “adapt suitable resources for using them on mobile devices” (UNESCO, 2013, p. 33).

In this sense, mobile devices constitute a means towards an end, not the end itself: They may enrich the learning experience but they are not considered as the focus of learning.

[…] It is not, as stated above, a new learning theory or a teaching method, although it might facilitate both, learning and teaching. (Luque-Agulló & Martos-Vallejo, 2015, p. 83).
Therefore, tablets encourage a variety of learning strategies through media and their tools, considering that the audio-visual content contributes to student-centered versatile learning by providing teachers helpful intuitive configurations and by enabling students to perform a wide range of tasks since the availability of good media and resources increases the students’ engagement and autonomy taking into consideration that a tablet does not require much technical knowhow compared to sophisticated multimedia laboratories. (Gabarre, C., Gabarre, S., Din, Mohd & Abdul, 2014)

From a constructivist viewpoint, Albadry (2017) concludes that the potential use of the tablet, as a mediating learning tool, develop students’ collaboration, interaction, social communication, and the sharing of meaning. Then, “mobiles allow working with the different areas of language, both in isolation and also in an integrated way, depending on the design of the activities and the functionality used” (Luque-Agulló & Martos-Vallejo, 2015, p. 84).

It is undeniable that this device is used by people since their early ages and tempts teachers to use as an educational resource. So it is said that “with the increase advancement and ownership of wireless mobile technology, including smart phones, iPads, and hand-held tablets, …, researchers find an interest to investigate their integration into the language learning process” (Itayem, 2014, p. 14).

Moreover, the internet connection allows teachers and learners to choose from a wide variety of activities not only from webpages or applications, but also from the SMART lab functions considering that the activities to be developed interactively in tablets will depend on the teacher’s lesson plan. In addition, Luque-Agulló & Martos-Vallejo (2015) suggest some mobile devices
functionalities (figure 7) stating that “teachers and educators adapt the contents methodologically and pedagogically. Although mobile learning shows a very high potential for learning, there is a long way towards introducing systematically these devices for classroom learning” (p. 86).

| 1. Use of audio to reproduce and record sounds | Listening to the radio, Listening to explanations, tales, stories, concerts, simultaneous reading and listening of texts. Revising exams, gathering opinions from the members of the community, taking audio notes from the lessons in class, recording the teacher’s explanation, poems, plays, musical compositions, creating oral summaries of the lessons. Practicing oral expression through tales, poems, debates, creating a radio programme, creating a collection of natural sounds of the atmosphere around the student, making oral reports on works to do in the lessons. |
| 2. Use of camera | Taking pictures or videos to make a slide-based presentation with PowerPoint afterwards, taking pictures on curricular and extra-curricular activities, recording experiments, create a photomontage based on previously read texts, making screenshots to make reports, recording specific aspects of the learning process of a student to gather feedback, taking pictures of an explanation on the blackboard, creating documentaries, carrying out photo contests. |
| 3. Use of SMS (Short Message Service) | Sending marks to the students, reporting the family about their child’s absence and proper or improper behavior, informing about the absence of a teacher, informing students about the presence of learning materials in the virtual platforms, notifying students about dates of exams, enrolment dates, fees, tutorials. |
| 4. Usage of office tools | Mobile devices are smaller computers. They will allow students to access their learning materials in different formats such as Word, PDF, Powerpoint, Excel… They can download, edit and store information. Furthermore, they can access dictionaries, encyclopedias, novels… |
| 5. Use of mobile Internet | The possibility to access the World Wide Web through cell phones will allow the students to make treasure hunts, webquests, access wikis, blogs, look for information of web browsers in order to solve doubts… |
| 6. Participation in Social Networking Sites | These virtual platforms are quite widespread, especially among teenagers. Twitter, Facebook or Tuenti foster interaction, collaboration and creativity. Thanks to these sites, students can create content and not only be passive receptors of information. |
| 7. Use of Apps | These applications became popular a couple of years ago. Both Apple and Android allow downloading several educational apps from which users can learn about different areas or fields. Among the most popular apps we can find games, which favor curiosity, experimentation and motivation or GPS (Global Positioning System), particularly relevant to carry out activities dealing with augmented reality or situated learning. |

*Figure 7. Functionalities of mobile devices*
1.2.2.1. Tablet activities

Tablets, as educational tools, can allow students to develop the oral communication, reading and writing through different activities.

- The Super Sort: it is to select alternatives of a list to group or classify elements when identifying information of a topic.

- Each sheep with its Partner: Learners select pair of words, pictures or vice versa by dragging and dropping to make logical relationships, depending on the reading.

- Filling in the gaps: Students can read information of a text and identify the answers by dragging and dropping them into blanks of a paragraph or sentences.

- Rank order: It is identify and select elements in a specific order. Students can identify sequences about a topic, then they drag and drop the images or words in the correct order.

- Shout it out!: Learners write short texts through this SMART Lab function in order to be sent to the IWB screen for brainstorming, dictations or classifying so learners can adapt their writings according to the topic.

- Flip Out: It teaches direct correspondence, memory and vocabulary. Many cards can be used and choose between different themes. For example, on the back of the letter you can put "run", while in the front it says "verb". Once the card has been lifted and the content discussed, you can drag the card to the discard deck.

- Revealing labels: Students identify information from a system or group by revealing the correct image or text through the touch screen.

- Smart Response: It is a multiple choice quiz.
A route in Google maps: students can ask and answer questions to find places on a map of Google, it is simpler and saves time with help of the pen tool.

Emails, messages, chats: Students can keep in touch with other student by any format and write words to send information.

Drag and drop: Learners can drag and drop letters and words to make words or short sentences. Also, they can fill gaps of a reading by dragging and dropping a word from a list to identify the answer.

Filming conversations: Students can interact orally inside or outside of the classroom to make their own recordings as well as stopping, pausing or editing them. Then their productions can be seen in the classroom or shared among them.

Video conferences: Learners participate on this online speaking interaction through hangouts or skype in a short or long distance, inside or outside the classroom. It is also possible to organize learners to keep in touch with native learners from other school countries to interact in an authentic and challenging situation; by the Connected Classrooms Community of Google+ for example.

Images or videos from the web: students can show images or videos at the moment through different webpages such as Google or Youtube as visual or audiovisual support in order to participate orally.

Voice recordings: learners can record their own voices and send it to a classmate in order to interact.

Online dictionaries: Students can check meanings and pronunciation to widen their vocabulary for participating.

Online messages: Students can write and send short texts as the structure of emails or chats through gmail, hangouts or skype as common sources of written interaction.
Variable II. English language learning

2.1. Conceptualization of English language learning

Nowadays, the EL is considered a lingua franca due to be the main mean of communication among other languages all over the world. In addition, the EL allows getting to new information easier as well as accessing to a new technology; therefore by learning the EL, people could get better academic, technological, scientific, cultural and job chances; those are reasons enough for the country to make a plan in order to incorporate the learning of English as a subject for schools. Supporting this, Brown (2014) affirms that: “The EL, organization of technology based modes, and globalization are the principal means of mediation today. Henceforth, the acquisition of the language is an important motivator to connect with the world by using these modes of communication” (p.4).

Harmer (1998) claims that children learn a language, almost unconsciously, because they are always exposed to it and not necessarily in a classroom, the ones which cannot proficiency the language is probably because they did not have enough opportunities to hear, read, speak or write. So the idea of learning a new language, English in this case, is to give a similar exposure experience at a various levels and since the classroom does not offer the same features for a natural acquisition there should be common familiar elements for a student to be engaged, study and activate the use of the target language; therefore a student has the same chances for learning a new language as effective as possible.

Based on the COE (2001), the language learning is stated as a process for which the language skills are gained through a planned process in an institutional setting especially. Besides, the language learning is facilitated by artificial classroom conditions, combination of conscious learning and sufficient practice.
Current foreign language methodologies emphasize the need for:

- Focusing on real-world, meaningful and authentic language use.
- Leaving spaces for unplanned and even unpredictable learner contribution.
- Designing pedagogical materials and classroom activities that create opportunities for enhanced interaction, collaboration and negotiation of meaning. (Cutrim, 2013, p. 23)

As a matter of fact, some popular methodology to learn the EL can be taken into consideration such as: the grammar-translation method for students to read and understand vocabulary and grammar structures in foreign language literature (Tugrul, 2013); the direct-method in order to learn by classroom instructions and activities actively involved using the target language (Tugrul, 2013); the audiolingual method for drilling students in the use of grammatical sentence patterns (Larsen-Feeman, 2000); the presentation, practice and production method [PPP] presents the topic of discussion and then the students practice to establish product of speaking, it moves from tight teacher control towards greater learner freedom (Mei, 2014); the humanistic approach emphasizes the importance of the inner world of the learner and places the individual’s thought, emotions and feelings at the forefront of all human development (Khatib, Najafi & Hamidi, 2013); the lexical approach concentrates students’ improvement on lexis and word combinations (Torres, 2012); Computer Assisted Language Learning [CALL] to develop students' ability to learn independently, analyze information, think critically, and solve problems (Bani, 2014); and the communicate language teaching based on the communicative competence mainly (Richards, 2006).

Therefore, North and Piccardo (2016) states “no matter what perspective is adopted, it is implicit that tasks in the language classroom should involve communicative language activities and strategies” (p. 30).
2.1.1. English language learning in the 21st century

The fact that English is a foreign language, it is not expected that students learn it as they did with their mother tongue. Also, Gardner (2018) explains that people tend to teach the way they were educated, but the best way to learn is by teaching differently as they learned in the past. For him the best way to teach is not one way, he suggests to try different ways and see which works best, as we now have at our disposal any type of intelligent device we can present a class in different ways for both teachers as for students.

Nowadays children of the 21st century are digital natives because they possess a sophisticated knowledge and skills with technologies as a result of their upbringing and experiences with this so they have particular learning preferences, styles and perception of the language as well that differ from earlier generation of students. Due to the all types of media, teachers use them for conveying instruction and supporting learning. The media available today is wider: English teachers can work with IWBs, notebooks, tablets, etc. No matter what type of media is used in the EFL classroom (images, video, tablet app, etc.) the purpose is to bring a piece of real world into the lesson (Slavíková, 2014). In this perspective:

Human mental functioning is fundamentally a mediated process that is organized by cultural artifacts, activities, and concepts. Within this framework, humans are understood to utilize existing cultural artifacts and to create new ones that allow them to regulate their biological and behavioral activity. Language use, organization, and structure are the primary means of mediation. (Lantolf & Thorne, 2007, p. 197)

Particularly, the learning of the English language usually requires a variety of audiovisual aids to support the development and guidance to the English learning
which the students are going to learn. During the time, these aids often change according to the students’ interests, educational technology and the own teachers’ innovation. Since ICT resources are present in adults and children’s daily lives, the technology is also playing an important role in the pedagogical language learning field and Peru is not the exception:

In popular sector homes, we find that children and adolescents have a variety of technologies that many times surpasses the ones available at school: flat-screen TVs with connection to cable, DVD, latest generation cell phones, laptops, PC, tablet, mp3, consoles of video games and online games, etc. ... The school, therefore, has to struggle to be on part and stay at the same level that is observed outside of it, in terms of access and use of technologies, a trend that is common to many countries. (Pedró, 2012, as cited in Ames, 2014, p.153) (own translation)

However, “... the school often incorporates ICT in a superficial way, as a continuity of traditional technologies, which is used as a simple support of traditional verbal culture” (Ferres, 2000, as cited in Ames, 2014, p. 148) (own translation). Then, Brown (2014) adds that: “Learning theories are becoming obsolete in the wake of technology, several of the procedures formerly managed by learning hypotheses, namely in cognitive information processing, can now be disburdened to, or reinforced by, technology (p. 14).” Inevitably, Siemens (2005) supports this adding that:

Behaviorism, cognitivism and constructivism are the three broad theories of learning most often used in the creation of learning environments. These theories; however, developed at a time when learning was not affected by technology. In the last twenty years, technology has reorganized the way we
live, how we communicate and how we learn. The learning needs and the
theories that describe learning principles and processes should reflect the
underlying social environments. (p.1)

In other words, Siemens (2005) states:

   Many important questions are raised when established learning theories
are seen through technology. The natural attempt of theorists is to continue
to revise and evolve theories as conditions change. At some point,
however, the underlying conditions have altered so significantly, that
further modification is no longer sensible. An entirely new approach is
needed. (p.3)

2.1.2. English language learning competences

   North & Piccado (2016) highlights the change in terminology from the four
skills to the modes of activity: reception, interaction, production and mediation that
the CEFR pioneered as the communicative language activities for which recognizes
the interaction as the role of the social dimension in language, not only as the sum
of reception and production, but also as the co-construction of meaning.
Additionally, the COE (2001) asserts that “The language learner/user’s
communicative language competence is activated in the performance of the various
language activities, involving reception, production, interaction or mediation” (p.
14). Then the COE (2017) establishes reception and production activities in the ELL.

   Therefore, the MEP (2016) explains that the learning of English in Peru is
considered as a foreign language due to the context in which it is not the Peruvian
language for communication per se, as a consequence students are not exposed to it
very often out of the school, that is one of the reasons why this language should be
active in a classroom and not focusing in grammar at all, which takes into consideration the CEFR standards as well. Then, the COE (2001) asserts that the language learning is stated as a process for which the language skills are gained through a planned process in an institutional setting especially. Also, that language learning is facilitated by artificial classroom conditions, combination of conscious learning and sufficient practice. However, the COE (2017) states that: “No matter what perspective is adopted, it is implicit that tasks in the language classroom should involve communicative language activities and strategies” (p. 30).

Due to the context, this study focuses on the three competences from the National Curriculum regarding the ELL: oral communication in EFL, reading written texts in EFL and writing written texts in EFL.

### 2.1.2.1. Oral communication in EFL

It is about a dynamic interaction between one or more interlocutors to communicate their ideas, information and emotions (MEP, 2016). As a social activity, students can perform it by participating saying simple sentences around a topic with according to his/her level in communicative situations and asking/answering questions. This aspect is under the reception of oral messages as the interaction in a dialogue, being part of a live audience or through media (COE, 2017).

### 2.1.2.2. Reading written texts in EFL

“It is the dynamic interaction between the reader, the text and the sociocultural contexts that frame the reading” (own translation) (MEP, 2016, p. 217). It is about the comprehension of the content for which the student read particular genres for specific functions or by purpose (COE,
Third graders can perform it by deducing logical relationships in written texts or images. The advantage of reading is the exposure to English; even when learners read by study purposes or pleasure, it is part of the process of language acquisition; it also provides vocabulary, model writings, and stimulate discussions (Harmer, 1998).

2.1.2.3. Writing texts in EFL

It is the use of written language to construct meanings in the text and communicate them to others. It is about a reflective and creative process due to the adaptations and organizations considering the communicative purposes (MEP, 2016). The student of third grade can use his/her own resources and experience from previews writings interactions to perform on producing simple written texts in English around a topic with coherence according to their level.

The COE (2017) states that in the category for written production ‘transactional and evaluative language use’ are not separated because they are normally interwoven involving since simple words and basic vocabulary to creative and imaginative texts. Also, this productive skill depends on the topic, style and audience, taking into consideration that most interactive writing situations are tolerant of some error and confusion and have some contextual support.

2.2. The English language learning and the digital classroom

The IWB and the tablets are the main components of the digital classroom which could help a better English language learning. Supporting this, the effective use of the IWB for communicative language teaching has also been explored by the
University of Antwerp et al. (2011) affirming that “the IWBs may look like normal whiteboards, but they can facilitate the integration of new media in the language classroom, enhance learner engagement, support new electronic literacies and meet the needs of students with diverse learning styles” (p. 7). In addition, Cutrim (2013) states that the IWB mediates the interaction between English learners, or teacher and students, since it supports their communication in the classroom.

Besides, Bannister & Wilden (2013) states that “it is no coincidence that the increase in tablets in education has led to an increase in project-based learning. … The tablet allows for many language projects from the small to more large scale” (p. 24). Then, Luque-Agulló & Martos-Vallejo (2015) states that:

Mobile devices … can integrate the use of older and newer technologies for developing certain language skills in second/foreign language learning. Specifically, mobile devices may promote vocabulary learning, listening comprehension, grammar learning, pronunciation and reading comprehension, although writing and speaking can also be integrated. (p. 84)

### 2.2.1. English language learning activities in the Digital classroom

The use of the digital classroom can help students’ English language learning through appropriate activities:

#### 2.2.1.1. Oral communication activities in EFL in the digital classroom:

- **Animal riddles:** It uses images in tablets and IWB about the part of an animal as a clue to ask the riddle to a classmate so he or she can guess what animal it is by dragging or dropping them.
- **Video images:** prepare some questions for students to respond based on some images from the video, it will be necessary to pause the video
when it is required. In pairs, students compare their answers and respond to the questions according to the images in pause. It can be played in the IWB and point out the answers on the screen using the pen tool or each student can play the video as many times he or she needs individually through their tablets at their own speed.

- Dialogues: In this activity, students can practice dialogues through videoconferences or filming their own conversations in tablets. Students can also have incomplete dialogues in the IWB to complete orally and checking answers by dragging the correct icons. In addition, they can see incomplete dialogues in tablets to practice.

- Following directions: Students get a map to explain to their partner how to go from one point to another. Students can use real maps from the web or just by using Google maps in the IWB or tablets.

- Make up a story: Downloading pictures from the web and using online dictionaries, students have tools to create a story by themselves, in pairs or in groups for a presentation.

- Scenarios: Create a scenario that requires students to take on a particular role in a situation. This gives students a specific audience, which encourages them to consider carefully the rhetorical situation and make relevant choices. The IWB helps a lot on background and soundtrack atmosphere. It also reduces the tendency for students to communicate only to the teacher.

- Yes/no and wh-questions: The game show function from the Smart Lab helps students to alternate asking and answering any kind of questions through a real interactive backstage with the IWB.
- Singing: Students can make voice recordings about a song as many times as they need in the tablets. Their recording can be adapted as audible icons too. The IWB helps students using karaoke in order to manipulate the lyrics with the pen tool.

- Word bingo: Playing bingo requires students to listen carefully. We can use names of animals or other vocabulary that they have been learning. Creating the bingo sheets and words takes a bit of time, but tablets or in the IWB it is quite simpler by dragging and dropping.

- Guess what it is: Students ask a series of yes/no questions about images by hiding and revealing pieces of clues in the IWB.

### 2.2.1.2. Reading activities in EFL in the digital classroom:

- Information gap: With a text shown in the IWB, start deleting or hiding any word or sentence at the moment by using the pen tool or replace them with blanks. Then students try to complete again by writing or dragging and dropping the answers.

- Missing information: After reading a story, students can see the text in the IWB and tablets and choose the missing words by revealing labels or filling the gaps, if it were wrong they could have another opportunity until they realize which answer is correct.

- Matching: Students can put words or sentences with pictures paired by the each sheep with its partner activity in the IWB and tablets.

- Highlighting: Have students search sight words through a reading in order to highlight them as often as they can find them. The teacher could also have students highlight a few of the words they do not recognize and then look up
the definitions as a way to improve their vocabulary. The IWB and tablets contain different tools to highlight key words easily.

- **Putting in order:** Students drag and drop labels, sentences or pictures about a reading in order to check the order of a story, instructions, etc. using the rank order activity of the tablets and IWB.

- **Answering questions:** Students can answer the questions about a text using the game show function of the Smart Lab or the accelerate activity in the IWB. The game show activity gives more time and awards for good answers while the accelerate activity is with a time limit. Both of them can be played in pairs or big groups. The supersort function gives students the opportunity to work in virtual teams just by using the tablets trying to get as much good answers as possible in order to win, then when the time is over this function shows their statistics.

### 2.2.1.3. Writing activities in EFL in the digital classroom:

- **Unscramble words:** students have letters of a word in disorder in the IWB or tablet, so a student drag them in order to form the correct word. It gives students the opportunity to learn at their own speed.

- **Reordering sentences:** scramble words from a sentence so that students drag and drop them in the correct order with different tools in the IWB and tablets.

- **Spelling race:** The class is divided into two teams with a representative each one. Then, ask them to write a spelling (that I call out) using the magic pen on the IWB so whoever finishes first wins a point for his/her team.

- **Braisntorming:** At the beginining of the class, the teacher could ask students to write a list of sea animals for example. Then students can use the Shout it out function so they just type the word in the tablets and then send it to the
IWB. Then the teacher can check spelling, classify, erase, etc. without students feel bad about a mistake since it can also be anonymous.

- Writing notes: Students can type short messages in words or sentences and send them to a teacher, classmate, parents, etc. on line through tablets using an email, hangouts or the shout it out function. They can also have the opportunity to use an online dictionary to feel more confident about the spelling too.

- Writing definitions: Students can write down short English definitions or phrases through an English dictionary or website dictionary.

Additionally, The COE (2017) states that “interaction, which involves two or more parties co-constructing discourse, is central in the CEFR scheme of language use” (p. 79). In this context, in order to learn English, the DC is the bridge which allows the interaction of learners to construct meaning, since it is like creating the space and conditions for communicating and/or learning collaboratively a new language.

2.3. Definition of Key terms

Digital classroom:

The DC is a classroom that integrates technology in a subtle, invisible and friendly way, to get a better environment for interaction and learning.

Tablet:

It is a mobile computing device that has a flat, rectangular shape and is usually controlled by means of a touch screen. It typically has access to the internet in order to use applications, watch videos, reading electronic books, draw, write, etc.
**Interactive whiteboard:**

It is a large display that combines a whiteboard, a computer and front projection. It is also considered as a learning tool and multimodal resource due to the images, video and audio sources using its touch screen.

**Learning:**

It is the process of acquiring new or modifying existing knowledge, behaviors, skills, competences, values or preferences.

**Software:**

It is a general term for the various kinds of programs used to operate computers and related devices.

**Interaction:**

It means mutual or reciprocal action or influence. It is the situation in which two or more objects or people act upon one another to produce a new effect.

**Competence:**

It is the ability of a person to combine a set of capabilities in order to achieve a specific purpose in a given situation. It implies certain personal characteristic and socio-emotional skills to make the interaction with others more effective. (MEP, 2016)
Chapter III

Hypothesis and variables

3.1. Hypothesis

3.1.1. General hypothesis

There is a significant relationship between the use of digital classroom and English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima School, Surco, 2018.

3.1.2. Specific hypotheses

SH1: There is a significant relationship between the use of interactive whiteboard and English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima School, Surco, 2018.

SH2: There is a significant relationship between the use of tablets and English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima School, Surco, 2018.

3.2. Variables

Variable 1: Digital classroom

It is a classroom that integrates technology in a subtle, invisible and friendly way, to get a better environment for interaction and learning. The key components to this
classroom are the interactive whiteboard and tablets which will be used according to the teacher’s election and the didactic conditions since they allow new approaches to enrich classes meaningfully.

**Variable 2: English language learning**

Due to the characteristics of the context, the use of the EL is developed in three main competences according to MEP (2016): oral communication in EFL, reading written texts in EFL and writing texts in EFL.

### 3.3. Operationalization of variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>Dimensions</th>
<th>Indicators</th>
<th>Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable 1: Digital classroom</td>
<td>Interactive whiteboard</td>
<td>• Answers to oral questions through interactive whiteboard activities.</td>
<td>Survey</td>
</tr>
<tr>
<td></td>
<td>Tablets</td>
<td>• Interacts in short conversations for a film.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identifies information from texts by using the interactive whiteboard.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Form words by ordering letters on the interactive whiteboard.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Interacts in short conversations for a film.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Selects answers for text comprehension.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Writes and sends words for communication.</td>
<td></td>
</tr>
<tr>
<td>Variable 2: English language learning</td>
<td>Oral communication in English as a foreign language</td>
<td>• Responds to questions orally about different images.</td>
<td>English Test</td>
</tr>
<tr>
<td></td>
<td>Reading written texts in English as a foreign language</td>
<td>• Answers to questions in empty spaces about a conversation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing in English as a foreign language</td>
<td>• Reads a short story about the lizards, choose and copy the missing words.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Writes words about the names of animals.</td>
<td></td>
</tr>
</tbody>
</table>
Chapter IV

Methodology

4.1. Research approach

The approach of this research is quantitative, according to Williams (2007) asserting that: “quantitative research can be used in response to relational questions of variables within the research” (p. 66). In addition, Hudson (2015) points out that “quantitative research involves the collection of numerical data and it is a fundamental type of second and foreign language research” (p. 59).

Moreover, Walliman (2011) states that:

Quantitative analysis deals with data in the form of numbers and uses mathematical operations to investigate their properties. The levels of measurement used in the collection of the data i.e. nominal, ordinal, interval and ratio, are an important factor in choosing the type of analysis that is applicable, as the numbers of cases involved. (p. 113)

4.2. Research type

This research is substantive and descriptive since Sánchez and Reyes (2006) explains that:
It is the one which tries to respond to theoretical or substantive or specific problems, in that sense, it is oriented, to describe, explain, predict or retrotell the reality, which goes in search of principles and general laws that allow to organize a scientific theory In this sense, we can affirm that substantive research, by pursuing the truth, leads us to basic or pure research. (p. 222) (own translation)

Moreover, Williams (2007) states: “The descriptive research approach is a basic research method that examines the situation, as it exists in its current state” (p.66).

Furthermore, Lawrence (2014) adds:

Descriptive research presents a picture of the specific details of a situation, social setting, or relationship.

[…] A descriptive research study starts with a well-defined issue or question and tries to describe it accurately. The study’s outcome is a detailed picture of the issue or answer to the research question. (pp. 38-39)

Additionally, Kothari (2004) states that “descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present” (p.2).

4.3. Research design

This research is focus on a correlational design since McMillan & Schumacher (2005) points out that:

Correlational research deals with the assessment of the relationships between two or more phenomena. This type of study usually involves a statistical measure of the degree of the relationship, called correlation. The measured
relationship is an affirmation about the degree of association between the variables of interest. (p. 42)

In addition, Williams (2007) states that: “Descriptive research involves identification of attributes of a particular phenomenon based on an observational basis, or the exploration of correlation between two or more phenomena” (p. 66).

In this context, Leedy and Ormrod (2001), about the quantitative method, assert that “the intent is to establish, confirm, or validate relationships and to develop generalizations that contribute to theory” (p. 102).

4.4. **Population and sample**

**Population:** 113 third grade primary students of De la Inmaculada Jesuitas - Lima school.

**Sample:** 113 third grade primary students of De la Inmaculada Jesuitas - Lima school situated in the district of Surco.

4.5. **Techniques and instruments of data collection**

4.5.1. **Data collection techniques**

- **Survey:** Coombe & Davidson (2015) points out that proponents of questionnaire or survey research point to a number of advantages associated with this type of quantitative research. Then, Nunan (1992) states that: “The purpose of a survey is generally to obtain a snapshot of conditions, attitudes, and/or events at a single point in time” (p. 140). This is the technique to gather information from the sample.

- **Observation:** “It is crucial to observe the extent to which a researcher discovers statistical correlation between two characteristics depending on some degree of how well those characteristics have been calculated” (Leedy and Ormrod, 2001, cited in Williams, 2007, p.67).
4.5.2. Data collection instrument

The instruments were selected in accordance with the design and purposes of the research. They are a questionnaire about the Digital Classroom, which contains 6 items, and a Test of English about the English language learning which contains 20 items.

a) Instrument for the variable: Digital Classroom

Data sheet

Name: Questionnaire about the use of the digital classroom

Author: Victor Alejandro Moreno Agurto

Administration: Individual and collective

Administration of time: Between 10 and 15 minutes, approximately

Area of application: Children from 8 to 9 years old

Significance: Use of the digital classroom, according to students.

Type of response: The items are answered on a trichotomous scale.

Objective:

This questionnaire is part of this study that aims to obtain information about the use of digital classroom in third grade primary students at De la Inmaculada Jesuitas-Lima School, Surco 2018.

Application Character:

The questionnaire is an instrument that uses the technique of the survey, it is anonymous and that is why respondents are asked to answer with sincerity.
Description:

The questionnaire consists of 6 items, each one has three possible answers: Never (1) Sometimes (2) Always (3). Also, the respondent can only mark an alternative, with an X (X). If he/she marks more than one alternative, the item is invalidated.

Structure:

The dimensions that evaluate the use of the digital classroom are the following:

a) Interactive whiteboard

b) Tablet

Table 1

Table of specifications for the questionnaire on the use of the digital classroom

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Estructure</th>
<th>Items</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive Whiteboard</td>
<td>1,2,3</td>
<td>3</td>
<td>50,00%</td>
<td></td>
</tr>
<tr>
<td>Tablet</td>
<td>4,5,6,</td>
<td>3</td>
<td>50,00%</td>
<td></td>
</tr>
<tr>
<td>Total items</td>
<td></td>
<td>6</td>
<td>100,00%</td>
<td></td>
</tr>
</tbody>
</table>

Table 2

Levels and ranges of the questionnaire about the use of the digital classroom

<table>
<thead>
<tr>
<th>Level</th>
<th>Bad</th>
<th>Regular</th>
<th>Good</th>
<th>Very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive Whiteboard</td>
<td>3 – 5</td>
<td>6</td>
<td>7 – 8</td>
<td>9</td>
</tr>
<tr>
<td>Tablet</td>
<td>3 – 5</td>
<td>6</td>
<td>7 – 8</td>
<td>9</td>
</tr>
<tr>
<td>Digital Classroom</td>
<td>6 – 9</td>
<td>10 – 12</td>
<td>13 – 15</td>
<td>16 – 18</td>
</tr>
</tbody>
</table>
b) Instrument for the variable: English language learning

Data Sheet

Name: English Test

Author: Cambridge Assessment English (2018): Pre A1 Young Learners Starter part 2 listening, part 3 and 4 reading and writing, part 1 speaking.

Administration: Individual and collective

Administration of time: Between 15 to 20 minutes

Area of application: Children from 8 to 9 years old

Significance: Evaluate the English language learning

Type of response: The items are answered through binomial scale.

Objetive:

This instrument is part of this study that aims to obtain information about English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima school, Surco 2018.

Description:

The test of English language learning consists of 20 questions, each one has two possibilities of response and will be scored according to specific criteria, on a vigesimal scale.

Structure:

The dimensions that evaluate the English language learning are the following:

a) Oral communication in EFL

b) Reading written texts in EFL

c) Writing in EFL
Table 3

*Table of specifications for the English language learning instrument*

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Structure</th>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Items</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Oral communication in EFL</td>
<td>1,2,3,4,5,6,7,8,9,10</td>
<td>10</td>
<td>50,00%</td>
</tr>
<tr>
<td>Reading written texts in EFL</td>
<td>11,12,13,14,15</td>
<td>5</td>
<td>25,00%</td>
</tr>
<tr>
<td>Writing in EFL</td>
<td>16,17,18,19,20</td>
<td>5</td>
<td>25,00%</td>
</tr>
<tr>
<td>Total items</td>
<td></td>
<td>20</td>
<td>100,00%</td>
</tr>
</tbody>
</table>

Table 4

*Levels and ranges of the English language learning instrument.*

<table>
<thead>
<tr>
<th>Levels</th>
<th>Starting process</th>
<th>Expected achievement</th>
<th>Outstanding achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral communication in EFL</td>
<td>0 – 3</td>
<td>4 – 5</td>
<td>6 – 8</td>
</tr>
<tr>
<td>Reading written texts in EFL</td>
<td>0 – 1</td>
<td>2 – 3</td>
<td>4</td>
</tr>
<tr>
<td>Writing in EFL</td>
<td>0 – 1</td>
<td>2 – 3</td>
<td>4</td>
</tr>
<tr>
<td>English language learning</td>
<td>0 – 10</td>
<td>11 – 13</td>
<td>14 – 17</td>
</tr>
</tbody>
</table>

Source: *English language learning instrument*

4.6. Statistical treatment of data

“It is crucial to observe the extent to which a researcher discovers statistical correlation between two characteristics depending on some degree of how well those characteristics have been calculated” (Leedy and Ormrod, 2001, cited in Williams, 2007, p.67).
Therefore, after having the data collected, it is time to analyze the results. The SPSS (Statistical Package for the Social Sciences) software, developed at the University of Chicago, is one of the most widespread and is currently owned by IBM. Also, for the reliability of the instrument Cronbach’s Alpha will be used; for the normality of the data we will use Kolmogorov Smirnov since the sample is greater than 50 people, it is going to help to make a statistical decision. If they are normal data, we used R –Pearson, but if they are not normal, Rho Spearman data. The results are going to be showed through tables and figures as evidence of interpretations and conclusions.
Chapter V
Results

5.1. Validity and reliability of the instruments

5.1.1. Validity of instruments

a) Content validity analysis by expert judgment about the digital classroom questionnaire.

Validity of the instrument: It was measured through content validity, the purpose was to gather the opinions and suggestions of experts dedicated to teaching with academic degrees of Master's or Doctor of Educational Sciences. In this procedure, each expert issued a judgment on a set of aspects regarding the digital classroom questionnaire. The range of values ranged from 0 to 100%. Taking into account that the average score of the judgments issued by each expert was 92%, the qualifier higher than 90% was considered as an indicator that the questionnaire about the digital classroom met the requirements of the excellent category in the evaluated aspect. The results are shown in the following table:
Table 5

*Validity of content by expert judgment of the digital classroom questionnaire*

<table>
<thead>
<tr>
<th>EXPERTS</th>
<th>Digital Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dra. BENITO CONDORI, Jeovana</td>
<td>94%</td>
</tr>
<tr>
<td>M. Ed. ORÉ DE LOS SANTOS, Miguel</td>
<td>93%</td>
</tr>
<tr>
<td>Mg. MENDOZA TOMAYLLA, Jean Pierre</td>
<td>89%</td>
</tr>
<tr>
<td><strong>VALUATION AVERAGE</strong></td>
<td><strong>92%</strong></td>
</tr>
</tbody>
</table>

b) **Content validity analysis by expert judgment about the English language learning instrument.**

**Validity of the instrument:** It was measured through content validity, the purpose was to gather the opinions and suggestions of experts dedicated to teaching with academic degrees of Master’s or Doctor of Educational Sciences. In this procedure, each expert issued a judgment on a set of aspects regarding the English language learning. The range of values ranged from 0 to 100%. Taking into account that the average score of the judgments issued by each expert was 94%, the qualifier superior to 90% was considered as an indicator that the instrument about the English language learning met the requirements of the excellent category in the evaluated aspect. The results are shown in the following table:
Table 6

Validity of content by expert judgment of the English language learning instrument

<table>
<thead>
<tr>
<th>EXPERTS</th>
<th>English language learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dra. BENITO CONDORI, Jeovana</td>
<td>93%</td>
</tr>
<tr>
<td>M. Ed. ORÉ DE LOS SANTOS, Miguel</td>
<td>91%</td>
</tr>
<tr>
<td>Mg. MENDOZA TOMAYLLA, Jean Pierre</td>
<td>98%</td>
</tr>
<tr>
<td>VALUATION AVERAGE</td>
<td>94%</td>
</tr>
</tbody>
</table>

Table 7

Values of validity levels

<table>
<thead>
<tr>
<th>VALUES</th>
<th>VALIDITY LEVELS</th>
</tr>
</thead>
<tbody>
<tr>
<td>91 – 100</td>
<td>Excellent</td>
</tr>
<tr>
<td>81 - 90</td>
<td>Very good</td>
</tr>
<tr>
<td>71 - 80</td>
<td>Good</td>
</tr>
<tr>
<td>61 - 70</td>
<td>Regular</td>
</tr>
<tr>
<td>51 - 60</td>
<td>Bad</td>
</tr>
</tbody>
</table>

Source: Cabanillas (2004).

Due to the validity of the instruments by expert judgment, the questionnaire about the digital classroom and the English language learning instrument obtained the value of 92% and 94% respectively, so we can deduce that both instruments have an excellent validity.
5.1.2. Reliability of the instruments

a) Reliability of the instrument: Digital classroom

In this case, for the calculation of reliability by the internal consistency method, it was based on the premise that if the questionnaire has questions with several response alternatives, as in this case; the reliability Cronbach Alpha coefficient is used. For which the following steps were followed:

a. To determine the degree of reliability of the instruments, by the method of internal consistency. First, a pilot sample of 10 students was determined. Subsequently, the instrument was applied to determine the degree of reliability.

b. Then, the reliability coefficient for the instruments was estimated, by the internal consistency method, which consists of finding the variance of each question, in this case the variance of the questions was found, according to the instrument.

c. Subsequently, the obtained values are added, the total variance is found and the existing level of reliability is established. For which the CRONBACH ALFA coefficient was used. So we have:

\[
\alpha = \frac{K}{K-1} \left[ 1 - \frac{\sum S_i^2}{S_t^2} \right]
\]

Where:

K = Number of questions

\( S_i^2 \) = Variance of each question

\( S_t^2 \) = Total variance
d. From the observation of the obtained values we have:

Table 8

*Reliability level of the surveys, according to the method of internal consistency*

<table>
<thead>
<tr>
<th>Survey</th>
<th>Nº of items</th>
<th>Nº of Cases</th>
<th>Cronbach Alfa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital classroom</td>
<td>6</td>
<td>10</td>
<td>0.813</td>
</tr>
</tbody>
</table>

Source: Appendix

b) **Reliability of the instrument: English language learning**

The reliability of the instrument will be found through the procedure of internal consistency with the Kuder Richarson - 20 coefficient. In this case, for the calculation of reliability by the internal consistency method, the premise was that if the instrument has questions, two response alternatives, as in this case; the Kuder Richarson - 20 reliability coefficient is used.

In the current investigation, the Kuder Richarson - 20 reliability test was used through the SPSS software, which is the most frequent indicator of analysis.

This coefficient determines the internal consistency of a scale by analyzing the average correlation of a variable with all the others that make up that scale; for this the items are with options in binomial scale.

The reliability process was carried out, for which it was necessary to carry out a pilot test to a small percentage of the study sample, to a total of 10 students.
KUDER RICHARSON 20

\[ r_{20} = \left( \frac{K}{K-1} \right) \left( \frac{\sigma^2 - \sum pq}{\sigma^2} \right) \]

Where:

K = Number of instrument items

p = Percentage of people who correctly answer each item

q = Percentage of people who respond incorrectly to each item

\( \sigma^2 \) = Total variance of the instrument.

Table 9

Reliability level of English language learning

<table>
<thead>
<tr>
<th>Survey</th>
<th>Nº de items</th>
<th>Nº de Cases</th>
<th>Kuder Richardson 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language learning</td>
<td>20</td>
<td>10</td>
<td>0.790</td>
</tr>
</tbody>
</table>

Source: appendix

The values found after the application of the instruments to the pilot groups, at the level of the two variables, to determine the level of reliability, can be understood by the following table:
Table 10

*Values of reliability levels*

<table>
<thead>
<tr>
<th>VALUES</th>
<th>RELIABILITY LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>0,53 a menos</td>
<td>Null reliability</td>
</tr>
<tr>
<td>0,54 a 0,35</td>
<td>Low reliability</td>
</tr>
<tr>
<td>0,60 a 0,65</td>
<td>Reliable</td>
</tr>
<tr>
<td>0,66 a 0,71</td>
<td>Very reliable</td>
</tr>
<tr>
<td>0,72 a 0,99</td>
<td>Excellent reliability</td>
</tr>
<tr>
<td>1,0</td>
<td>Perfect reliability</td>
</tr>
</tbody>
</table>


Due to in the application of the pilot test of the digital classroom questionnaire and English Language Learning, the value of 0.813 and 0.790 was obtained respectively, we can deduce that both instruments have an excellent reliability.

5.2. Presentation and analysis of results

5.2.1. Descriptive level

a) Description of the variable and dimensions: Digital Classroom

Table 11

*Frequency distribution of the variable: Digital classroom*

<table>
<thead>
<tr>
<th>Levels</th>
<th>Range</th>
<th>Absolute frequency (f)</th>
<th>Relative frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>[16 - 18]</td>
<td>38</td>
<td>33.6%</td>
</tr>
<tr>
<td>Good</td>
<td>[13 - 15]</td>
<td>60</td>
<td>53.1%</td>
</tr>
<tr>
<td>Regular</td>
<td>[10 - 12]</td>
<td>11</td>
<td>9.7%</td>
</tr>
<tr>
<td>Bad</td>
<td>[6 - 9]</td>
<td>4</td>
<td>3.5%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>113</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Table 11 and Figure 8, from a sample of 113 students, 53.1% (60) makes good use of the digital classroom, while 33.6% (38) makes a very good use, 9.7% (11) makes regular use, and finally 3.5% (4) misuse the digital classroom.

Table 12

*Frequency distribution of the dimension: Interactive whiteboard*

<table>
<thead>
<tr>
<th>Levels</th>
<th>Range</th>
<th>Absolute frequency (f)</th>
<th>Relative frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>[9]</td>
<td>29</td>
<td>25.7%</td>
</tr>
<tr>
<td>Good</td>
<td>[7 - 8]</td>
<td>45</td>
<td>39.8%</td>
</tr>
<tr>
<td>Regular</td>
<td>[6]</td>
<td>35</td>
<td>31.0%</td>
</tr>
<tr>
<td>Bad</td>
<td>[3 - 5]</td>
<td>4</td>
<td>3.5%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>113</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Table 12 and figure 9, from a sample of 113 students, 39.8% (45) make good use of interactive whiteboard, 25.7% (29) make regular use, while 25.7% (29) make a good use and finally 3.5% (4) misuse the interactive whiteboard.

Table 13

Frequency distribution of the dimension: Tablet

<table>
<thead>
<tr>
<th>Levels</th>
<th>Range</th>
<th>Absolute frequency (f)</th>
<th>Relative frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>[9]</td>
<td>43</td>
<td>38.1%</td>
</tr>
<tr>
<td>Good</td>
<td>[7 - 8]</td>
<td>54</td>
<td>47.8%</td>
</tr>
<tr>
<td>Regular</td>
<td>[6]</td>
<td>12</td>
<td>10.6%</td>
</tr>
<tr>
<td>Bad</td>
<td>[3 - 5]</td>
<td>4</td>
<td>3.5%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>113</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Table 13 and Figure 10, from a sample of 113 students, 47.8% (54) make good use of the tablet, 38.1% (43) make a very good use, while 10.6% (12) make regular use and finally 3.5% (4) misuse the tablet.

b) **Description of the variable and dimensions: English language learning**

Table 14

*Variable frequency distribution: English language learning*

<table>
<thead>
<tr>
<th>Levels</th>
<th>Range</th>
<th>Absolute Frequency (f)</th>
<th>Relative Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding achievement</td>
<td>[18 - 20]</td>
<td>29</td>
<td>25.7%</td>
</tr>
<tr>
<td>Planned achievement</td>
<td>[14 - 17]</td>
<td>62</td>
<td>54.9%</td>
</tr>
<tr>
<td>In process</td>
<td>[11 - 13]</td>
<td>16</td>
<td>14.1%</td>
</tr>
<tr>
<td>In the beginning</td>
<td>[0 - 10]</td>
<td>6</td>
<td>5.3%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>113</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Table 14 and Figure 11, from a sample of 113 students, 54.9% (62) have an expected achievement in the English language learning, followed by 25.7% (29) that have outstanding achievement, while 14.1% (16) are in process and finally 5.3% (6) are at a beginning level in the English language learning.

Table 15

*Frequency distribution of the dimension: Oral communication in EFL*

<table>
<thead>
<tr>
<th>Levels</th>
<th>Range</th>
<th>Absolute Frequency (f)</th>
<th>Relative Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding achievement</td>
<td>[9 - 10]</td>
<td>22</td>
<td>19.5%</td>
</tr>
<tr>
<td>Planned achievement</td>
<td>[6 - 8]</td>
<td>56</td>
<td>49.5%</td>
</tr>
<tr>
<td>In process</td>
<td>[4 - 5]</td>
<td>27</td>
<td>23.9%</td>
</tr>
<tr>
<td>In the beginning</td>
<td>[0 - 3]</td>
<td>8</td>
<td>7.1%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>113</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Table 15 and Figure 12, from a sample of 113 students, 49.5% (56) have an expected achievement in their oral communication, followed by 23.9% (27) that are in process, while that 19.5% (22) have an outstanding achievement and finally 7.1% (8) are in the beginning level in the oral communication.

Table 16

*Frequency distribution of the dimension: Reading written texts in EFL*

<table>
<thead>
<tr>
<th>Levels</th>
<th>Range</th>
<th>Absolute Frequency (f)</th>
<th>Relative Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding achievement</td>
<td>[5]</td>
<td>61</td>
<td>51,0%</td>
</tr>
<tr>
<td>Planned achievement</td>
<td>[4]</td>
<td>28</td>
<td>24,8%</td>
</tr>
<tr>
<td>In process</td>
<td>[2 - 3]</td>
<td>19</td>
<td>16,8%</td>
</tr>
<tr>
<td>In the beginning</td>
<td>[0 - 1]</td>
<td>5</td>
<td>4,4%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>113</td>
<td>100,0%</td>
</tr>
</tbody>
</table>
Table 16 and Figure 13, from a sample of 113 students, 51.0% (61) have an outstanding achievement in their reading comprehension, followed by 24.8% (28) have an expected achievement, while 16.8% (19) are in process and finally 4.4% (5) are in the beginning level of reading comprehension.

Table 17

*Frequency distribution of the dimension: Writing in EFL*

<table>
<thead>
<tr>
<th>Levels</th>
<th>Range</th>
<th>Absolute Frequency (f)</th>
<th>Relative Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding achievement</td>
<td>[5]</td>
<td>46</td>
<td>40.7%</td>
</tr>
<tr>
<td>Planned achievement</td>
<td>[4]</td>
<td>45</td>
<td>39.8%</td>
</tr>
<tr>
<td>In process</td>
<td>[2 - 3]</td>
<td>12</td>
<td>10.6%</td>
</tr>
<tr>
<td>In the beginning</td>
<td>[0 - 1]</td>
<td>10</td>
<td>8.9%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>113</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Table 17 and figure 14, from a sample of 113 students, 40.7% (46) have an outstanding achievement in their production of written texts, followed by 39.8% (45) that have an expected achievement, while the 10.6% (12) are in process and finally 8.9% (10) are in the beginning level in the production of written texts.

5.2.2. Inferential level

Statistical test for the determination of normality

For the analysis of the results obtained, initially, the type of distribution presented by the data will be determined, both at the level of variable 1 and variable 2, for this we use the Kolmogorov-Smirnov test of goodness of fit.

This test allows to measure the degree of agreement between the distribution of a data set and a specific theoretical distribution. Its objective is to
indicate if the data come from a population that has the specific theoretical distribution.

Considering the value obtained in the distribution test, the use of parametric (Pearson's r) or nonparametric (Spearman's Rho) statistics will be determined. The steps to develop the normality test are the following:

**STEP 1:**
Formulate the null hypothesis (H₀) and the alternative hypothesis (H₁):

Null hypothesis (H₀):
There are no significant differences between the ideal distribution and the normal distribution of the data.

Alternative hypothesis (H₁):
There are significant differences between the ideal distribution and the normal distribution of the data.

**STEP 2:**
Select the level of significance.

For the purposes of the present investigation it has been determined that:

\[ \alpha = 0,05 \]

**STEP 3:**
Choose the statistical test value.

The statistical test value that has been considered for the present hypothesis is Kolmogorov-Smirnov.
Table 18

Normality tests

<table>
<thead>
<tr>
<th></th>
<th>Kolmogorov-Smirnov</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistical  df</td>
</tr>
<tr>
<td>Digital Classroom</td>
<td>0.086 113</td>
</tr>
<tr>
<td>English Language Learning</td>
<td>0.170 113</td>
</tr>
</tbody>
</table>

a. Significance correction of Lilliefors

STEP 4:

Formulate the decision rule.

A decision rule is a statement of the conditions which accept or rejects the null hypothesis, to do this it is essential to determine the critical value, which is a number that divides the region of acceptance and the region of rejection.

Decision rule

If alpha (Sig) > 0.05; The null hypothesis is accepted

If alpha (Sig) < 0.05; The null hypothesis is rejected

STEP 5:

Decision making.

Since the p value of significance of the normality test statistic has the value of 0.021 and 0.000; then for Sig values <0.05; it is true that; the Null Hypothesis is rejected and the Alternative Hypothesis is accepted. This means that; according to the obtained results we can affirm that the data of the study sample do not come from a normal distribution.

Likewise, as it can be observed in the following graphs, the distribution curve differs from the normal curve.
According to Figure 15, the frequency distribution of the scores obtained through the Digital Classroom Questionnaire are skewed to the left, having a mean of 13.03 and a standard deviation of 2.748, likewise, the graph shows that the distribution curve differs from the normal curve, considered as a platikurtic curve, according to Vargas (2005): "It presents a low degree of concentration around the central values of the variable" (p. 392) (own translation), therefore it is stated that the curve is not normal.
Based on Figure 16, the frequency distribution of the scores obtained through the English language learning instrument are skewed to the left, with an mean of 13.09 and a standard deviation of 2.92. Also, the graph shows that the distribution curve differs from the normal curve, considered as a leptokurtic curve.

Likewise, it is observed that the level of significance (Sig. Asymptotic bilateral) for Kolmogorov-Smirnov is less than 0.05 in both the scores obtained at the level of the digital classroom Questionnaire and the English language learning instrument, so it can be deduced that the distribution of these scores in both cases differ from the normal distribution, therefore, for the development of the hypothesis test; the non-parametric tests will be used for the non-normal distribution of Spearman’s Rho data (degree of relationship between the variables).
5.2.3. Hypothesis testing

General Hypothesis

There is a significant relationship between the use of digital classroom and English language learning in third grade primary students at De la Inmaculada Jesuitas - Lima school, Surco, 2018.

Step 1: Approach of the null hypothesis (H0) and alternative hypothesis (H1):

Null Hypothesis (H0):

There is no significant relationship between the use of digital classroom and English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima school, Surco 2018.

Alternative hypothesis (H1):

There is a significant relationship between the use of digital classroom and English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima School, Surco, 2018.

Step 2: Select the level of significance

The level of significance consists of the probability of rejecting the Null hypothesis, when it is true, this is called Type I error, some authors consider that it is more convenient to use the term Risk level, instead of significance. This level of risk is denoted by the Greek letter alpha (α).

For the current investigation, it has been determined that: α = 0.05

Step 3: Choose the statistical value of the test

In order to establish the degree of relationship between each of the variables under study, Spearman's Rho Correlation Coefficient has been used.
Table 19

**Correlation: Digital classroom * English language Learning**

<table>
<thead>
<tr>
<th>Spearman's Rho</th>
<th>English language learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital classroom</td>
<td>Correlation coefficient</td>
</tr>
<tr>
<td></td>
<td>Sig. (bilateral)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
</tbody>
</table>

**. The correlation is significant at the level 0.05 (bilateral)

Step 4: Interpretation

Assuming that the value $p = 0.000$, the null hypothesis is rejected and the alternative hypothesis is accepted, then: The use of the digital classroom is significantly related to English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima Surco, 2018.

It is also observed that the digital classroom is directly related to English language learning, it means that while the use of the digital classroom is better, there will be higher levels of English language learning, also according to the Spearman correlation of 0.754 this represents a high positive correlation.
Figure 17. Scatter diagram: Digital classroom vs. English language learning

Step 5: Decision making

Consequently, it is verified that: There is a significant relationship between the use of digital classroom and English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima school, Surco 2018.

Specific Hypothesis 1

There is a significant relationship between the use of interactive whiteboard and English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima School, Surco 2018.
Step 1: Approach of the null hypothesis (Ho) and alternative hypothesis (H1):

Null Hypothesis (H₀):

There is no significant relationship between the use of interactive whiteboard and English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima School, Surco 2018.

Alternative hypothesis (H₁):

There is a significant relationship between the use of interactive whiteboard and English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima School, Surco 2018.

Step 2: Select the level of significance

The level of significance consists in the probability of rejecting the Null hypothesis, when it is true, α=0.05 this is called Type I Error, some authors consider that it is more convenient to use the term Risk Level, instead of significance. This level of risk is denoted by the Greek letter alpha (α). For the present investigation it has been determined that:

Step 3: Choose the statistical value of the test

In order to establish the degree of relationship between each of the variables under study, Spearman's Rho Correlation Coefficient has been used.

<table>
<thead>
<tr>
<th>Rho de Spearman</th>
<th>Correlation coefficient</th>
<th>English language learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive board</td>
<td>0.548**</td>
<td>0.548**</td>
</tr>
<tr>
<td>Sig. (bilateral)</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td>N</td>
<td>113</td>
<td>113</td>
</tr>
</tbody>
</table>

**. The correlation is significant at the 0.05 level (bilateral)
Step 4: Interpretation

Assuming that the value $p = 0.000$, the null hypothesis is rejected and the alternative hypothesis is accepted, then: There is a significant relationship between the use of interactive whiteboard and English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima School, Surco 2018.

It is also observed that the use of the interactive whiteboard is directly related to the English language learning, it means that while the use of the interactive whiteboard is better, there will be higher levels of English language learning. In addition, according to the Spearman correlation of 0.548, this represents a moderate positive correlation.

*Figure 18. Scatter diagram: interactive whiteboard vs. English language learning*
Step 5: Decision making

Consequently, it is verified that: There is a significant relationship between the use of interactive whiteboard and English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima School, Surco 2018.

Specific Hypothesis 2

There is a significant relationship between the use of tablets and English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima School, Surco, 2018.

Step 1: Approach of the null hypothesis (H₀) and alternative hypothesis (H₁):

Null Hypothesis (H₀):

There is no significant relationship between the use of tablets and English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima School, Surco, 2018.

Alternative hypothesis (H₁):

There is a significant relationship between the use of tablets and English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima School, Surco, 2018.

Step 2: Select the level of significance

The level of significance consists in the probability of rejecting the Null hypothesis, when it is true, this is called Type I Error, some authors consider that it is more convenient to use the term Risk Level, instead of significance. This level of risk is denoted by the Greek letter alpha (α).
For the current investigation, it has been determined that: $\alpha = 0.05$

Step 3: Choose the statistical value of the test

In order to establish the degree of relationship between each of the variables under study, Spearman's Rho Correlation Coefficient has been used.

Table 21

*Correlation: Tablet * English language learning*

<table>
<thead>
<tr>
<th>Spearman’s Rho</th>
<th>English language learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tablet</td>
<td>Correlation coefficient</td>
</tr>
<tr>
<td>Sig. (bilateral)</td>
<td>0.000</td>
</tr>
<tr>
<td>N</td>
<td>113</td>
</tr>
</tbody>
</table>

**. The correlation is significant at the 0.05 level (bilateral)

Step 4: Interpretation

Assuming that the p value = 0.000, the null hypothesis is rejected and the alternative hypothesis is accepted, then: There is a significant relationship between the use of tablets and English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima School, Surco, 2018.

It is also observed that the use of the tablet is directly related to the English language learning, it means that while the use of the tablet is better, there will be higher levels of English language learning, also according to the Spearman correlation of 0.656 this represents a moderate positive correlation.
Step 5: Decision making

Consequently, it is verified that: There is a significant relationship between the use of tablets and English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima School, Surco, 2018.

5.3. Discussion

1. As a general objective, I formulated to determine the relationship between the use of digital classroom and the English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima school, Surco 2018. After the overall hypothesis testing, it has been verified that there a high positive correlation based on the Spearman correlation of 0.754, which means that the digital
classroom is directly related to the English language learning. This result has coincided with results obtained by Andrade (2014) in her research entitled the Role of Technology in supporting English Language Learner’s in Today’s Classrooms, by finding out that the use of the technological tools, such as tablets, Smart Boards and computers, in the classroom, not only increases motivation, independence and self-confidence in English language learners, but also improves their language skills. In addition, Vega (2017) in her research about the use of ICT and its influence in the teaching-learning of the English language in I and II cycle of the Professional Academic School students of the Faculty of Education at San Marcos National University, has a coincidence concluding that the use of information and communication technology, expressed in the auxiliary media and technological didactic resources, significantly influences 86.9% of the teaching - learning of the English language, based on a positive correlation results between ICT and English language teaching according to the Pearson coefficient.

2. I formulated, as the specific objective one, to determine the relationship between the use of interactive whiteboard and English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima School, Surco 2018. After hypothesis testing 1, it has been observed that the use of the interactive whiteboard is directly related to the English language learning, I observed that the Spearman correlation of 0.548 represents a moderate positive correlation which means that while the use of the interactive whiteboard is better, there will be higher levels of language learning. This result has a coincidence with the results obtained by Povjakalová (2012), in her research Teaching Grammar to Young Learners Using interactive whiteboard which confirmed that teaching
using the interactive objects met the expectations in the field of pupil’s motivations and effectiveness of the educational process. Also, there is a coincidence with Herrera (2015) in her study entitled the Use of Open Educational Resources in the Development of Communication Skills in the Teaching of English at the Intermediate Level in a Language Center in Metropolitan Lima, the results of her investigation refer to the fact that the use of these resources significantly increases the development of communication skills, especially oral production and listening comprehension, since real audio and video materials are used in which is achieved by listening to native speakers speak the English language.

3. For the specific objective two, it was formulated to determine the relationship between the use of tablets and English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima School, Surco, 2018. After the hypothesis testing 2, it has been verified that the use of the tablet is directly related to English language learning, it means that while the use of the tablet is better, there will be higher levels of English language learning, according to the Spearman correlation of 0.656 this represents a moderate positive correlation. This result has a coincidence with the results obtained by Potůčková (2015) in her study on Using Tablets for Project-Based Learning in EFL: Course Design, she concluded that it would definitely benefit from more scholarly attention due to tablets proved to be a very engaging tool for the students, offering almost unlimited possibilities of incorporating them into the curriculum. There is also a coincidence with the results obtained by Contreras (2015) in her research entitled The Application of Audiovisual Media in the Achievement of Learning of the English Area in Secondary Students from “Mariscal Caceres” Educational
Institution San Luis- Amarilis 2012, where she concluded that the application of audiovisual media influences the achievement of learning in the area of English significantly due to in the hypothesis testing results the students improved significantly after the experimental process.
Conclusions

1. The use of digital classroom is significantly related to English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima School, Surco 2018. After the overall hypothesis testing, it has been verified that there a high positive correlation based on the Spearman correlation of 0.754, which means that the digital classroom is directly related to English language learning. Therefore, while the use of the digital classroom is better, there will be higher levels of English language learning.

2. The use of the interactive whiteboard is significantly related to the English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima School, Surco 2018. After hypothesis testing 1, it has been observed that the use of the interactive whiteboard is directly related to the English language learning. I observed that the Spearman correlation of 0.548 represents a moderate positive correlation which means that while the use of interactive whiteboard is better, there will be higher levels of English language learning.

3. The use of the tablet is significantly related to English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima school, Surco 2018. After the hypothesis testing 2, it has been verified that the use of the tablet is directly related to the English language learning, it means that while the use of the tablet is better, there will be higher levels of English language learning, according to the Spearman correlation of 0.656 this represents a moderate positive correlation.
Recommendations

Based on the conclusions, the following recommendations may be provided:

1. Due to the use of digital classroom is significantly related to English language learning, it is convenient to consider the use of the interactive whiteboard as a meaningful tool in a pedagogical way to support teacher’s plannings for students’ learning as frequent as possible. Then, English teachers should get enough training by a suitable expert before using the digital classroom for the first time in order to lose the fear about the use of new technology and avoid any kind of discouragement.

2. It is also important that teachers ensure students get familiar with the mentioned technology for basic actions such as drag, drop, text, push buttons, google, chat or have an e-mail account for example in order to take the appropriate actions with the students who could need some help before. It is convenient that teachers manage rules about the use of digital classroom with students.

3. It is advisable that English teachers organize the relevant resources in the digital classroom and make trials in advance to feel confident enough when using it as well as claiming for a good internet connection and software keeping in mind which English language competence or competences the students will learn in order to establish the best activity in the tablet and/or the interactive whiteboard to help students learn English better.
References


**Cutrim, E. [Leuphana Institute of English Studies](https://www.youtube.com/watch?v=7rvkckNSR2U&list=PLE-GVZ0BCJWWdqfcTY7d6LMSE4Km7qOjg&index=3) (2013, June 18th).** *Interactive Whiteboards in the EFL Classroom: Findings of the European Project iTILT* [Power point presentation in video file]. Retrieved from https://www.youtube.com/watch?v=7rvkckNSR2U&list=PLE-GVZ0BCJWWdqfcTY7d6LMSE4Km7qOjg&index=3


**Falconí, G., Gutiérrez, M. & Moreno, V. [Historias Q Cuentan]. (November 8th, 2017).** *Toda una referencia [Video file].* Retrieved from https://www.youtube.com/watch?v=yatV9QP9iMs&t=8s


Appendices
Appendix A

Acronyms and abbreviations

CALL  Computer Assisted Language Learning
CEFR  Common European Framework of Reference
COE   Council of Europe
DC    Digital Classroom
EL    English language
ELL   English Language Learning
HDMI  High Definition Multimedia Interface
IBM   International Business Machines
ICT   Information and Communication Technologies
IWB   Interactive Whiteboard
MEP   Ministry of Education of Peru
OECD  Organisation for Economic Co-operation and Development
PISA  Programme for International Student Assessment
PPP   Presentation Practice and Production
SPSS  Statistical Package for the Social Sciences
UNESCO United Nations Educational, Scientific and Cultural Organization
USB   Universal Series Bus
Wi-Fi Wireless Fidelity
Querido estudiante:

El siguiente cuestionario tiene como objetivo final dar a conocer el uso del aula digital para mejorar el aprendizaje del idioma inglés. Tus respuestas serán privadas y respetadas. No escribas tu nombre en ninguna parte de esta hoja. Lee cada oración y selecciona solo la alternativa que creas conveniente del 1 al 3, luego marca con un aspa (X) dentro del casillero. No hay respuesta correcta o incorrecta. Asegúrate de responder todas las preguntas.

<table>
<thead>
<tr>
<th>N°</th>
<th>Variable I: Digital Classroom</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Dimensión: Interactive Whiteboard</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>El profesor utiliza la pizarra interactiva para que pueda mejorar mi participación oral en inglés.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>El profesor utiliza la pizarra interactiva para ayudarme a comprender lecturas en inglés.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>El profesor utiliza la pizarra interactiva para enseñarme a escribir en inglés.</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>4</td>
<td>El profesor nos enseña a usar la tablet para hablar en inglés.</td>
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<td>5</td>
<td>El profesor nos da oportunidad de usar la tablet para desarrollar actividades de lectura en inglés.</td>
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<td>6</td>
<td>El profesor nos ayuda a usar la tablet para escribir en inglés.</td>
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UNIVERSIDAD NACIONAL DE EDUCACIÓN
Enrique Guzmán y Valle
"Alma Máter del Magisterio Nacional"

INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:
   a. Apellido y Nombre(s) del informante: Benito Condori Jecovana
   b. Cargo e institución donde labora: Docente UNE - EPC / USIL
   c. Nombre del instrumento: Cuestionario
   d. Autor del instrumento: Victor Alejandro MORENO AGURTO
   e. Tesis: The Use of Digital Classroom and English Language Learning in Third Grade Students of Primary Level at De La Inmaculada Jesuitas-Lima School, 2018.

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<td>2.OBJETIVIDAD</td>
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<tr>
<td>3.ACTUALIDAD</td>
<td>Adecuado al avance de la ciencia y la tecnología.</td>
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PROMEDIO DE LA VALORACIÓN CUANTITATIVA: 94

III. OPINIÓN DE APLICABILIDAD: Es pertinente su aplicación.

IV. PROMEDIO DE VALORACIÓN:
   Lugar y fecha: Lima, 8 de Junio de 2018
   DNI N° 70445733
   Teléfono N° 960254426

Firma del experto informante
UNIVERSIDAD NACIONAL DE EDUCACIÓN
Enrique Guzmán y Valle
"Alma Máter del Magisterio Nacional"

INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:
   a. Apellido y Nombre(s) del informante: ORE DE LOS ÁNGELES, MÍA
   b. Cargo e institución donde labora: CUN
   c. Nombre del instrumento: Cuestionario
   d. Autor del instrumento: Víctor Alejandro MORENO AGURTO
   e. Tesis: The Use of Digital Classroom and English Language Learning in Third Grade Students of Primary Level at De la Inmaculada Jesuitas-Lima School, 2018.

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PROMEDIO DE LA VALORACIÓN CUANTITATIVA: 93

III. OPINIÓN DE APLICABILIDAD: ES APLICABLE

IV. PROMEDIO DE VALORACIÓN: 93 (NOVEMBER 7, 2018)

Lugar y fecha: LIMA 21 DE MAYO 15 2018
DNI Nº: 0-900 555346789435615
Teléfono Nº: 992-3735615

Firma del experto informante
UNIVERSIDAD NACIONAL DE EDUCACIÓN
Enrique Guzmán y Valle
“Alma Máter del Magisterio Nacional”

INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:
   a. Apellido y Nombre(s) del informante: 
   b. Cargo e institución donde labora: Profesor de Educación Superior
   c. Nombre del instrumento: Cuestionario
   d. Autor del instrumento: Víctor Alejandro MORENO AGURTO
   e. Tesis: The Use of Digital Classroom and English Language Learning in Third Grade Students of Primary Level at De la Inmaculada Jesuitas-Lima School, 2018.

II. ASPECTOS DE VALIDACIÓN:

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PROMEDIO DE LA VALORACIÓN CUANTITATIVA: 890

III. OPINIÓN DE APLICABILIDAD: 
Apliquese, Muy buena

IV. PROMEDIO DE VALORACIÓN:
Lugar y fecha: Lima, 28 de Mayo, 2018
DNI N°: 41901319
Teléfono N°: 987316539

[Signature: firma del experto informante]
1. Answer questions about the scene picture.
2. Read the question. Listen and write a name or a number. There are two examples.

Examples:

What is the new girl’s name? Kim.................................

How old is the new girl? 8.................................

Questions

1. What is Kim’s family name? ..................................

2. Where does Kim live? in ......................Street

3. What number is Kim’s house? .................................

4. What is the name of Kim’s horse? .................................

5. How old is Kim’s horse? .................................
3. Read this. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

Lizards

Lots of lizards are very small animals but some are really big. Many lizards are green, grey or yellow. Some like eating (1).......................... and some like eating fruit.

A lizard can run on its four (2).......................... and it has a long (3).......................... at the end of its body. Many lizards live in (4).......................... but, at the beach, you can find some lizards on the (5).......................... . Lizards love sleeping in the sun!

Example

<table>
<thead>
<tr>
<th>animals</th>
<th>tail</th>
<th>balloon</th>
<th>trees</th>
</tr>
</thead>
<tbody>
<tr>
<td>legs</td>
<td>spiders</td>
<td>teacher</td>
<td>sand</td>
</tr>
</tbody>
</table>
4. Look at the pictures. Look at the letters. Write the words.

Example

Questions

1. ____________

2. ____________

3. ____________

4. ____________

5. ____________
UNIVERSIDAD NACIONAL DE EDUCACIÓN

Enrique Guzmán y Valle

*Alma Máter del Magisterio Nacional*

INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:
   a. Apellido y Nombre(s) del informante: Dra. Ivana Benito Condor
   b. Cargo e institución donde labora: Docente UNE-EPG/10572
   c. Nombre del instrumento: English Test
   d. Autor del instrumento: Víctor Alejandro MORENO AGURTO
   e. Tesis: *The Use of Digital Classroom and English Language Learning in Third Grade Students of Primary Level at De la Inmaculada Jesuitas-Lima School, 2018.*

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PROMEDIO DE LA VALORACIÓN CUANTITATIVA: 93

III. OPINIÓN DE APLICABILIDAD: Es aplicable

IV. PROMEDIO DE VALORACIÓN:

Lugar y fecha: Lima, 8 de junio de 2018

DNI Nº 70445733, Teléfono Nº 960254426

Firma del experto informante
UNIVERSIDAD NACIONAL DE EDUCACIÓN
Enrique Guzmán y Valle
"Álma Márter del Magisterio Nacional"

INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:
   a. Apellido y Nombre(s) del informante: Ore de los Santos, Miguel
   b. Cargo e institución donde labora: UNE
   c. Nombre del instrumento: English Test
   d. Autor del instrumento: Víctor Alejandro Moreno Agurto
   e. Tesis: The Use of Digital Classroom and English Language Learning in Third Grade Students of Primary Level at De la Inmaculada Jesuitas-Lima School, 2018.

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PROMEDIO DE LA VALORACIÓN CUANTITATIVA: 91

III. OPINIÓN DE APLICABILIDAD: ES APLICABLE

IV. PROMEDIO DE VALORACIÓN: 91
   Lugar y fecha: Lima, 21 de Mayo de 2018
   DNI N°: 07-900555     Teléfono N°:

Firma del experto informante
**INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO**

**I. DATOS GENERALES:**

- a. Apellido y Nombre(s) del informante: **Hendisa Tomayvel Juan Pierre**
- b. Cargo e institución donde labora: **Docente de Evaluación Superior**
- c. Nombre del instrumento: English Test
- d. Autor del instrumento: Victor Alejandro MORENO AGURTO
- e. Tesis: *The Use of Digital Classroom and English Language Learning in Third Grade Students of Primary Level at De la Inmaculada Jesuitas-Lima School, 2018.*

**II. ASPECTOS DE VALIDACIÓN:**

<table>
<thead>
<tr>
<th>INDICADORES DE EVALUACIÓN DEL INSTRUMENTO</th>
<th>CRITERIOS</th>
<th>Deficiente (51 - 60)</th>
<th>Regular (61 - 70)</th>
<th>Buena (71 - 80)</th>
<th>Muy Buena (81 - 90)</th>
<th>Excelente (81 - 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CLARIDAD</td>
<td>Cualitativos</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Cuantitativos</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. OBJETIVIDAD</td>
<td>Estás formulado con lenguaje apropiado.</td>
<td>100</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. ACTUALIDAD</td>
<td>Adecuado en avance de la ciencia y la tecnología.</td>
<td>95</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. ORGANIZACIÓN</td>
<td>Existe una organización lógica variables y indicadores</td>
<td>95</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. SUFICIENCIA</td>
<td>Comprende los aspectos en cantidad y calidad.</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. INTENCIONALIDAD</td>
<td>Adecuado para valorar aspectos referidos al tema.</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. CONSISTENCIA</td>
<td>Basado en aspectos técnicos científicos y pedagógicos del área.</td>
<td>95</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. COHERENCIA</td>
<td>Entre las variables, dimensiones e indicadores.</td>
<td>95</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. METODOLOGIA</td>
<td>La estrategia responde al propósito de la investigación.</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. PERTINENCIA</td>
<td>Adecuado para tratar el tema de investigación.</td>
<td>100</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**PROMEDIO DE LA VALORACIÓN CUANTITATIVA:** 98.0

**III. OPINIÓN DE APLICABILIDAD:** Apliqueuse - Excelente

**IV. PROMEDIO DE VALORACIÓN:** 98.7

Lugar y fecha: 10 de Noviembre y 06 de Junio, 2018.
DNI N° 41961319 | Teléfono N° 987316539

Firma del experto informante
Appendix D

Answer Key

1. 5 marks

Sample questions:

1. What’s this? (plate)
2. How many plates are there? (four)
3. What’s the man doing? (reading)
4. Tell me about the boat. (It’s blue/red. It’s on the floor.)
5. Tell me about the fruit. (They are banana and orange. They are on the table.)

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Pronunciation</th>
<th>Interaction/Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range</td>
<td>Individual sounds</td>
<td>Reception/Responding</td>
</tr>
<tr>
<td>Control</td>
<td>Word stress</td>
<td>Support required</td>
</tr>
<tr>
<td>Facet</td>
<td></td>
<td>Fluency/Proactivity</td>
</tr>
</tbody>
</table>

- Uses the vocabulary required to deal with all test tasks.
- Produces simple utterances but makes occasional mistakes.
- Generally responds at word or phrase level but may also produce some longer utterances.
- Generally intelligible, although some sounds may be unclear.
- Has limited control of word stress.
- Generally responds appropriately to instructions, questions and visual prompts, although some support may be required.
- Is able to ask for support if required.
- Often responds promptly, although there may be hesitation.

Some features of 3.0 and some features of 5.0 in approximately equal measure.

- Uses the vocabulary required to deal with most test tasks.
- Attempts a few simple utterances but makes some basic mistakes which may obscure meaning.
- Generally responds at word level but may also produce phrases.
- Sometimes intelligible.
- Responds to instructions, questions and visual prompts, although frequent support may be required.
- May attempt to ask for support if required.
- There is hesitation and responses may be delayed or halting.

Some features of 3.0 and some features of 1.0 in approximately equal measure.

- Has the vocabulary required to attempt some test tasks.
- May attempt a few simple utterances but basic mistakes and lack of language prevent communication.
- Responds only at single word level, or does not respond.
- Attempts to produce the sounds of the language but is often difficult to understand.
- Requires support throughout and often may not respond to instructions, questions and visual prompts.
- Inattention requires a great deal of patience of a listener.

Performance does not satisfy the Band 1 descriptor.

2. 5 marks

3. 5 marks
   1. spiders  2. legs  3. tail  4. trees  5. sand

4. 5 marks
   1. duck  2. mouse  3. hippo  4. monkey  5. chicken

**Listening Tapescript**

Fch : Hello. I’m new in class.
M   : What’s your name, please?
Fch : Kim.
M   : Is that K-I-M?
Fch : Yes. Kim.
PAUSE 00’03”

M   : How old are you, Kim?
Fch : I’m 8 today.
M   : 8 today? Happy birthday!
Fch : Thank you.
PAUSE 00’03”

R   : Can you see the answers? Now you listen and write a name or a number.
PAUSE 00’03”

R   : One
M   : What’s your family name, please?
Fch : It’s Wall. W-A-L-L.
M : Wall? (ha, ha) That’s my name, too.
Fch : Is it?
M : Yes.
PAUSE 00’10”

R : Two
M : Where do you live, Kim?
Fch : In Sun Street.
M : Sun Street?
Fch : Yes. S-U-N. It’s behind the zoo.
M : Oh yes.
PAUSE 00’10”

R : Three
M : What number’s your house?
Fch : It’s 15.
M : 15. Oh, is it that house with the big garden?
Fch : Yes, it is. And it’s got a pink door!
PAUSE 00’10”

R : Four
M : What have you got in your bag?
Fch : Apples for my horse. I go to see him with my friend.
M : What’s your horse’s name?
Fch : Tiger. That’s T-I-G-E-R.
M : Tiger?!
Fch : Yes, it’s a funny name for a horse but I like it.
PAUSE 00’10”

R : Five
M : How old is your horse?
Fch : He’s seven.
M : Seven?
Fch : Yes. And he can run and jump.
M : Great!
## Appendix E


<table>
<thead>
<tr>
<th>Formulation of the problem</th>
<th>Study objectives</th>
<th>Research Hypothesis</th>
<th>Study variables</th>
<th>Methodology</th>
<th>Population and sample</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General problem</strong></td>
<td><strong>General objective</strong></td>
<td>To determine the relationship between the use of digital classroom and English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima school, Surco, 2018.</td>
<td>Variable I: Digital classroom</td>
<td>Research approach: Quantitative</td>
<td>This research will be developed with third grade students of primary level at De la Inmaculada Jesuitas-Lima school, 2018. This school is a private institution. The population will be 113 students of third grade primary level. All students will take part in the research; the sample will be the same as the population.</td>
</tr>
<tr>
<td><strong>Specific problems</strong></td>
<td><strong>Specific objectives</strong></td>
<td>1. To determine the relationship between the use of interactive whiteboard and English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima school, Surco, 2018.</td>
<td>Variable II: English language learning</td>
<td>Research type: Substantive</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2. To determine the relationship between the use of tablets and English language learning in third grade primary students at De la Inmaculada Jesuitas-Lima school, Surco, 2018.</td>
<td></td>
<td>Research method: Descriptive</td>
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<td>Research design: Correlational</td>
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<td>Research instruments: Questionnaire English Test</td>
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<td>Data collection techniques</td>
<td>Survey Documentary analysis</td>
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</tbody>
</table>
Appendix F


<table>
<thead>
<tr>
<th>Variables</th>
<th>Dimensions</th>
<th>Indicators</th>
<th>Items</th>
<th>Instruments</th>
</tr>
</thead>
</table>
| Variable 1: Digital classroom | Interactive whiteboard | • Answers to oral questions through interactive whiteboard activities.  
• Identifies information from texts in the interactive whiteboard.  
• Forms words by ordering letters in the interactive whiteboard. | 1  
2  
3 | Survey |
| | Tablets | • Interacts in short conversations for a film through the tablet.  
• Selects answers for text comprehension in tablet activities.  
• Writes and sends words for communication in tablet activities. | 4  
5  
6 |
| Variable 2: English language learning | Oral communication in English as a foreign language | • Responds to questions orally about different images.  
• Answers to questions in empty spaces about a conversation. | Part 1  
Part 2 |
| | Reading written texts in English as a foreign language | • Reads a short story about the lizards, choose and copy the missing words. | Part 3 |
| | Writing in English as a foreign language | • Writes words about the names of animals. | Part 4 |