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PALABRAS CLAVES EN ESPAÑOL E INGLÉS:

	Español	Inglés
1.	Desempeño académico	Academic Performance
2.	Aprendizaje de inglés	English Learning
3.	Enseñanza y aprendizaje de lenguas extranjeras	Foreign Language Teaching and Learning
4.	Uso de TICs	ICT use

RESUMEN DEL CONTENIDO: (Máximo 250 palabras)

Este documento informa sobre un estudio de investigación basada en el paradigma mixto y un enfoque exploratorio descriptivo cuyo objetivo fue establecer la incidencia pedagógica y didáctica del uso de la aplicación WhatsApp como refuerzo del aprendizaje de inglés en estudiantes de sexto grado de la Escuela Eduardo Santos con la participación de sus padres. Para lograr este propósito, se realizó un diseño de investigación mixto, y los datos se recopilan mediante entrevistas a padres y alumnos. Se llevó a cabo con 30 estudiantes de sexto grado en una institución pública de la ciudad de Neiva, Colombia. Los resultados mostraron: el grupo creado en WhatsApp ha permitido mejorar la comunicación entre padres, maestros y estudiantes; Gracias al material y las actividades difundidas, el rendimiento académico de los estudiantes mejoró; El apoyo académico ofrecido es esencial e importante. Y es necesario continuar con este soporte tecnológico. Asimismo, hubo una mejora notable en la nota de los estudiantes en inglés.

ABSTRACT: (Máximo 250 palabras)

This document reports on a research study based on the mixed paradigm and a descriptive exploratory approach which objective was to establish the pedagogical and didactic incidence of the use of the WhatsApp application as reinforcement of the learning of English in sixth grade students of the Eduardo Santos School with the participation of their parents. To achieve this purpose, a rnixed research design was conducted, and the data is collected by means of interviews to parents and students. It was carried out with 30 students of the sixth grade in a public institution of the city of Neiva, Colombia. The results showed: the group created in WhatsApp has allowed to improve the communication between parents-teacher-students; thanks to the material and activities disseminated, the academic performance of the students improved; the academic support offered is essential and important; and it is necessary to continue with this technological support. Likewise, there was a noticeable improvement in the score of the students in English.

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Eduardo Santos High School

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Neiva
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Eduardo Santos High School

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Thesis presented as a partial requirement to obtain a Master's degree in
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Dedication

To my mother and sister, for their prayers that comfort my being, and most important for their great unconditional love and constant support. To Tomas Castro and his valuable help when the situation was difficult.

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Administrators, teachers, parents, and students of the Educational Institution Eduardo Santos for their support during the development of this project.

Abstract

This document reports the results of a research study aim at establishing the pedagogical and didactic incidence of the use of the WhatsApp application in the learning of English in sixth grade students of the Eduardo Santos School with the participation of their parents. To achieve this purpose, a mixed research design was conducted, and the data is collected by means of interviews to parents and students. It was carried out with 30 students of the sixth grade in a public institution of the city of Neiva, Colombia. The results showed that the group created in WhatsApp allowed to improve the communication between parents-teacher-students; and material and activities used affected students' academic performance. WhatsApp showed that this technological tool can be a great help in learning English.

Keywords: Academic Performance, English Learning, Foreign Language Teaching and Learning, ICT use.

Resumen

Este documento informa sobre los resultados de un estudio de investigación cuyo objetivo es establecer la incidencia pedagógica y didáctica del uso de la aplicación WhatsApp en el aprendizaje del inglés en estudiantes de sexto grado del colegio Eduardo Santos con la participación de sus padres. Para lograr este propósito, se realizó un diseño de investigación mixto, y los datos se recopilan mediante entrevistas a padres y alumnos. Se llevó a cabo con 30 estudiantes de sexto grado en una institución pública de la ciudad de Neiva, Colombia. Los resultados mostraron que el grupo creado en WhatsApp permitió mejorar la comunicación entre padres, maestros y estudiantes; y el material y las actividades utilizadas afectaron el rendimiento académico de los alumnos. WhatsApp demostró que esta herramienta tecnológica puede ser de gran ayuda para aprender inglés.

Palabras clave: Desempeño académico, Aprendizaje de inglés, Enseñanza y aprendizaje de lenguas extranjeras, uso de TICs.

Introduction

At present, education is a fundamental part of the integral formation of our students who, as present and future of our society, require a high-quality education achieved through a joint work between schools and families. However, due to the precariousness of their social and economic situation, the lack of support from the parents, sometimes this goal becomes hard to achieve. Thanks to the good guidance that allows the new generations to strengthen their academic ability, learning a foreign language may become tangible. It is necessary then to fight against the lack of interest of some parents, coupled with the multiple occupations due to their workload, economic obligations, and several activities that they bring with them daily. These events cause their participation in the education of their children increasingly reduced, noticed for example, in the absence of attendance to academic reports meetings and/or parent workshops, events that generate difficulties in communication with them, as well as ignorance of the students' learning processes. These actions cause weakness with corresponding negative consequences on the expected students' performance at school.

Due to the previous reasons I sought to establish the pedagogical and didactic impact of the use of the WhatsApp application as a reinforcement of English learning in sixth grade students of the Eduardo Santos Educational Institution. The purpose was to improve school learning (Bashir, Azeem, & Hussain, 2015) to overcome the poor academic performance in English of the students. The main actions to obtain the expected results was not only to create a study group on WhatsApp to improve the learning of English in the sixth-grade students of the aforementioned educational institution, but in parallel, give fluidity and dynamics to the participation of parents in the education of their children. The reason behind the realization of

this project was defined is the recurrence of poor student performance in English, despite the

implementation of traditional strategies.

Chapter I

Research Problem

The essence of an investigation is the approach of the problematic situation, from which the whole process of inquiry and information gathering is carried out in order to define response to the problem, and to propose a pedagogical strategy as a solution.

Statement of the Problem

Currently, the lack of reinforcement for English language learning among students and a more fluid communication between parents and teachers at Eduardo Santos School is evident as a problem due to reasons related to the student, the school environment, or their parents.

The English learning problem in the sixth graders was identified by means of direct observations in class written in observations formats (See Appendix 2). The research teacher focused his attention on students' learning and realized that there were weaknesses in the four English skills. The observations were of great relevance to identify the problem and it was accompanied by an interview (See Appendix 3) made to the English teacher who corroborated what she had registered in the journals (See Appendix 4).

It was also observed that the students' parents did not attend the parents' meetings (See Table 1) programmed as delivery of academic reports and when they did, they did not have enough time to analyze aspects related to the academic performance in some subjects or how to provide guidance for home schooling support. This aspect substantially affected the students since their academic success partially depends on the continuous support that they might have from their parents, so if there is not a continuous communication with the teacher about aspects

to reinforce, the process is left merely on the school's participation and on what the teacher can

do for their students.

Meetings	Parents
1	0
2	0
3	23

Table 1. Parents' meetings attendance
Source: Author

The situation observed in class is as follows: a) continued distractions of students in

English class, which affects their attention in aspects such as pronunciation, reading

comprehension and writing; b) poor participation in class; and c) evasion in the presentation of

homework and exercises in class, all this generates low academic performance.

Distractions in class are the most obvious manifestations and alert the teacher, because in

the classroom they show that they are not interested in the topic (Mora, 2013), that they do not

pay attention, especially in aspects such as pronunciation and grammatical structure. Of course,

situations like this imply a decrease in their comprehension (Posner and Rothbart, 2007), which

translates into grammatical difficulties and diction of words.

The low level of participation in class is manifested, precisely in the very low effort of

students for the subject that is explained, either because the activity does not entertain.

Moreover, in this low level of participation, the flight of effort and attention in the classroom is noticed, as a tendency that expresses the lack of interaction around class issues (Ferreiro, 2003).

Now, that the students do not carry tasks, do not perform exercises in pronunciation class, of grammatical construction, it is a situation that is permanently presented in the classroom (Mora, 2013). It is evident that they need to acquire the skills and knowledge required to develop the new learning that is promoted with these activities.

As causes of this problem were mentioned, the use of technological tools among teachers, students and parents as reinforcement of learning and improvement of academic performance in English: a) lack of interest of students; b) low level of attention of students in class; c) low level of student understanding; d) parents' disinterest in the education of their children; and e) traditional pedagogical approach, with absence of new technological tools. It is quite probable that if this situation is not resolved, the teaching-learning process of the students in English will be seriously affected, with repercussions on their academic performance and on their future school performance.

In summary, the lack of communication between parents and teachers affects the low participation of parents in the education of their children, becoming a necessary factor for the reinforcement of learning and the improvement of academic performance. In such a way that if the communication aspect is improved, the aspect of school performance improves.

Setting and Rationale

Eduardo Santos School is a coeducational public school located in the north of Neiva city, with a population of around 1600 students. According to the Institutional Educative Project, students' families are mainly from zero and one social strata; most families live in settlements without all the utilities. The economical incomes are the result of informal work of the parents,

who hold primary or secondary education; many of them are still illiterate; and therefore, the academic support at home hardly occurs.

The institution has a good recognition in the zone due to the labor that teachers and all the educative community do to graduate integral people with values and enterprising spirit. The institutional approach of the institution seeks the formation of humanistic and participative people where everybody has the opportunity of building their own knowledge and personal development.

The realization of the present investigation is justified in different reasons. In the first place, because of the importance it has for the author; insofar as it constitutes an opportunity for the projection of the learning carried out in the master's degree in terms of pedagogy, didactics and foreign language knowledge, associated with the use of a technological tool such as the WhatsApp app. In this sense, the contribution to personal growth and professionalization is undeniable.

The contribution of this research study to the educational institution consists of a technological and didactic contribution for the improvement of the teaching-learning process in the English language course, specifically, with the possibility of extending its application in other areas and subjects, not only in the sixth grade, but in any other where there are problems and difficulties such as those mentioned. The contribution to the Surcolombiana University is that this research will be a point of reference for future research in this regard, which means more knowledge in the area. And, as a contribution to the immediate environment, I believe the idea of intensifying and strengthening communication between parents and children within the framework of education and personal training of children and young people is the major one.

Now, as a contribution to the local community, this research will elucidate a problem quite common in students, almost always associated with similar causes such as those stated here. Likewise, it will facilitate the understanding of the utility of integrating technological tools into the educational process.

Research Question

How can the use of WhatsApp reinforce learning and improve academic performance in English in sixth-grade students of the Educational Institution Eduardo Santos with parents' involvement?

Research Objectives

General Objective: To establish the role of WhatsApp in academic performance in English of sixth grade students of the Educational Institution Eduardo Santos with parents' involvement.

Specific Objectives: (a) To analyze the effect of WhatsApp in the students' academic performance in English; (b) To explore pedagogical strategies that affect the use of WhatsApp in student learning English; (c) To identify the role of parents in the students' learning in English through the use of WhatsApp.

Chapter II

Literature review

This chapter contains the studies based on the research and the theoretical framework, as support of the present investigation, to the extent that the studies provide different approaches, positions of inquiry and conclusions related to the subject under study, and the theoretical framework offers points of view, theories and paradigms that have to do with aspects of research, such as ICT and education, assertive communication and the use of technological tools. In this way, the methodological work carried out, its results and conclusions are understood.

Research-based studies

This literature review is based on the information provided by previous studies on the field of the use of technological tools in the improvement of teaching and learnings. To begin with, it is necessary to inform that the interest for the improvement of the teaching-learning process through the application of technological tools has intensified in the last ten years (Huergo, 2001) because of the search for innovative educational solutions to the day-to-day issues on the process. To this end, Freinet introduced a 'new' to the epoch means of communication in the school: a manual printing; in consequence, children of his school began to write in what was called The Book of Life. For Rosa Fischer (1969), Freinet's model of child journalism inspired and oriented schools around the world. In this way, the path of inclusion in ICT in education began.

Ángel Rosenblat (1990) exposes the problem of language teaching in Venezuelan schools, caused by the excessive emphasis on the teaching of the grammar manual, an idea coined in the Middle Ages as the art of speaking and writing correctly, by above what should be

learning and language improvement. It is understood that progress is gradually shown towards the use of new technological tools.

Now, in terms of the English language, the use of technological tools in the educational context offers the teacher the opportunity to design pedagogical experiences to create, explore, and develop great potential in the students in the United States. Learning is the main element necessary to carry out the construction of knowledge and improve it by means or materials that motivate the student (Peacock, 1997), reinforced with the use of technological tools.

As well as the use of ICTs for learning, there is another indispensable element to assure children's learning: family. It is known that the family is an irreplaceable source of discipline and hierarchy (Visser, 2009); it is the main socializing entity, influences the development of the individual and its educational process, and that their collaboration is essential (Adler and Clark, 2008).

The use of technological tools, such as WhatsApp are learning elements that aim to adapt dynamics and work activities in the media (Ahmad, 2012) in photo, video, voice, or text message format. This practice is aimed at teachers and students of English and requires some participation outside the classroom (Bailey and Savage, 1997). The learning process of individuals with mediation (Brown, 2007) of portable devices is conceived as an activity directly related to the management of information and communication available.

The experience in creating a group of parents on WhatsApp, any group, anywhere, has known advantages which are mentioned by Buitrago and Ayala (2008): a) it allows the group to send information of the activities of the group; b) improvement in the delivery of tasks; c) time saving; d) compliance with rules for the group; e) sending extracurricular notifications to the entire group and individuals; and f) send photos of the workshops held to the parents.

In this literature review, synthesized, mention is made of experiences carried out in

other countries. In the previous case, reference is made to groups that are formed using

WhatsApp. In a study conducted by Rubio and Perlado (2015) on the success of WhatsApp in

the interaction of young people, it indicates a more fluid and personal communication. Dan

Bouhnik and Mor Deshen Bar-Ilan (2014), worked on a research where students and teachers

improved their communication through WhatsApp. The central idea was the creation of study

groups, which allowed the interaction of students and teachers.

Regarding the issue of ICT and its perception in the educational field, the following

studies can be cited:

A research study carried out in Guatemala, on the perception of the usefulness of ICT in

the teaching-learning process in Spanish and English, of the fourth-grade students of a private

school in Guatemala. It is a quantitative study, with a non-experimental design of a descriptive

type. Results were reached such as: a) ICT is a resource of preference and acceptance by

students; and b) the perception of ICT: they are used by both students and teachers, and not all

resources are used with the same frequency. The previous study allowed me to understand the

natural relationship of children and young people with these tools. It was recommended to

implement more and new ICT resources in the teaching-learning process (Mazat, 2012).

In a second study on the perception of the use of ICT tools by rural teachers in the first

semester of 2010, I found information of a case study in the implementation of the Fondef

Kelluwen project (which began in 2010) in vulnerable educational establishments in southern

Chile. Some of the results showed that a) the teachers are sufficiently trained to work with ICT;

b) the age of the teachers is an impediment to learn the use of the computer; c) apart from

connectivity, there are other access limitations that affect teachers; d) implementation of the

Kelluwen project made clear technical deficiencies in the system; and f) teachers see the

project as an opportunity to develop new educational strategies (Lagos, 2011).

Another study conducted in Malaga, Spain, reveals the development of the incorporation

of ICT in the Vicente Espinel Educational Center of Ronda from the perceptions of those

involved: three teachers and 41 fifth and sixth students. Among the conclusions of the study, it

was found that a) the integration of ICT in the educational center has a good level of didactic

integration; b) there is an impact in the incorporation of ICT in the educational practice in the

classroom; c) the use of ICT means greater motivation and performance of the students in the

class; d) most teachers regularly use ICT in the classroom; e) ICT are the most used; and f)

teachers express the need for specialized training in ICT (Ortiz & Peñaherrera, 2012).

Another article refers to the dynamics of online education in Mexico. It is the monitoring

that for seven years was carried out at the National Seminar on Distance Research and New

Technologies by the Virtual University System of the University of Guadalajara. Technology-

based education is the result of social and economic changes at the end of the 20th century, and

embodies the society that generates it (Uribe, 2008).

Or, in reference to the current social and economic change: the objective is to preserve

the profile of the merchandise that has work, and in this sense, what each one seeks is to remain

in the labor market, using education (Bauman, 2007). Of course, education is considered as the

new wealth of nations (Accenture, 2011).

On the local level, I found that in the El Rosario Educational Institution of the

municipality of Tesalia, Huila, two investigations had been carried out within the framework of

the Degree Work process, in relation to the design of a pedagogical strategy based on motivation

and the ICTs for the improvement of the attention in the Mathematics class (Castro et al, 2012)

and the determination of the influence of the use of ICT in the reading process of students at

the level of the average in the same institution already mentioned (Bonilla et al, 2012). Its

importance for the present investigation lies on the new orientation that can be given to ICT as a

factor of improvement and development of the learning process (Bonilla, Brand, Eileen, and

Brand, 2012). Both research projects show the importance of incorporating these tools into

education to improve the teaching-learning process.

      Another study carried out in Colombia, on the use of strategies to strengthen ICT in

official educational institutions, results show ICTs incorporation into the educational process as a

key factor for the improvement of educational quality and for the optimization of teaching and

learning (Valencia and Camargo, 2013). The interesting thing of the article is the use of a

resource accepted by children and young people to motivate and interest the student towards the

practice of reading situation mentioned by Paredes (2005).

      Finally, Riveros and Mendoza (2005) indicate that a) ICTs are a factor of knowledge, of

pedagogical discussion and of participation and interaction in the learning scenarios; b) facilitate

the personalized training of the student; c) affect students and teachers, in the sense of motivating

them to update themselves; and d) they reduce the investment in time and resources for the

development and implementation of pedagogical projects.

Theoretical Framework

      One of the main characteristics of today's society is the generalization and use of ICT

tools in all human activities; the impact of the information society and knowledge, as well as its

technological tools, induces a profound revolution in all areas. Thus, the theoretical framework

this study is based on the following concepts, theories or constructs: ICTs use in Education,

assertive communication, and the use of technological tools such as WhatsApp.

ICTs use in Education

Given the changes caused by ICTs over the last decades, new needs have arisen that must be overcome in the horizon of the educational paradigm mediated by technology: adding new tools to educational institutions, which implies improving the infrastructure and technology available. It is necessary to transform the classroom practices into learning scenarios that imply the development of new didactic proposals with the use of ICT.

The Association for the Progress of Communications, Internet and ICT for Sustainable Development and Social Justice, APC (2008) defines ICT: Technologies and tools used to exchange, distribute and collect information and to communicate with other people. They can be grouped into three categories: a) information, which uses computers, b) telecommunications, include telephones (with fax) and radio and television transmission, and c) technology networks, such as the Internet, cell phone technology, telephony Voice over IP (VoIP), satellite communications and others (Echeverría, 2011).

For Cabero, ICTs are the tools that revolve around three basic media: information technology, microelectronics and telecommunications; but they rotate, not only in an isolated way, but what is more significant in an interactive and interconnected way, which allows to achieve new communicative realities (1998).

The Ministry of Communication and Technologies have also defined the ICTs as follows:

Information and Communication Technologies, also known as ICT, are the set of technologies developed to manage information and send it from one place to another. Cover an extensive range of solutions. Through training in the guided use of ICT that is taught to the teacher, after the delivery of equipment to official educational venues, by the ICT Ministry, a special

dynamic is generated in the classroom. Today is the teacher more than essential in school,

technology can never replace it. It includes technology about storing information and retrieving

it later, sending and receiving information from one site to another, or processing information

to be able to calculate results and prepare reports (Mintic, 2016, p. 5).

_____

It is that when we talk about the interaction between teacher-ICT-students, it is necessary

to refer to the integration of these tools in the classroom, in a scenario such as that of the English

subject. Several studies have been made in the educational field in order to embed technologies

into the language classroom. For instance, in a study related to digital communication, the author

of this research concludes that digital writing is complemented by visual elements that facilitate

the connection of data from these mobile devices and that enrich the writing. The following

advantages for use in educational environments were highlighted: a) participatory / motivational

factor; b) facilitator of critical thinking among students; c) promote the active and collective

construction of knowledge; d) develop written expression and communication; e) promotion of

creativity to achieve meaningful learning; f) in combination with other web services of

audiovisual creation, the WhatsApp application is a solution for sharing own production

material; g) use of the application for synchronous communication, with chat functions; h) carry

out evaluations of the students' prior knowledge; and i) use of the application as a means of

communicating with families.

The use of ICT in education has as much to do with the training of the student that the

advances and delays in academic achievement (Hartley, 2004) are encouraged by communication

between parents and teachers. To carry out a comprehensive education of the student it is

necessary that communication channels exist and the coordinated action of the family and the

school (Kavaliauskiene and Anusiené, 2003). Parents and teachers usually pursue independent goals, which sometimes led to conflicts (Lewis, 1971). This perspective has been replaced in recent years by the idea that school and family have overlapping influences and shared responsibilities.

There have also been changes in society that do not leave family aside. The family has been nuclearized and urbanized, with an increase in the number of single-parent families, and an increase in women who have joined the labor market. Technology replaces physical presence with a virtual presence. Communication speed shortens distances (Child Trends and La Sabana University, 2014). On the other hand, difficulties arise in these relationships between family and school (Vygotsky, 1978). Similarly, Vila Mendiburu (1995) believes that families should be considered to have a lack of interest in the education of their children. In this sense it is necessary to reflect on the channels of exchange.

Now, in this sense, there is one aspect that must be considered and that all these advances in terms of improvement in the way of education, fit into a wider normative context, and that responds to the needs of the population. The constitutional basis points to education as a right for all Colombians, in the best conditions, as befits the dignity of the human person. The General Education Law of 1994 frames the educational process, as harmonious and integral, in accordance with article 1. Law 715 of 2001 (National Plan of Information and Communication Technologies, 2008). In addition, Law 1341 of 2009 defined a regulatory framework for the development of the ICT sector in Colombia (Congress of the Republic of Colombia, 2009).

Assertive communication

When talking about communication, reference is made to the process of transmitting content between people. It occurs in all human activities, and is a factor not only of understanding, but of improvement and development.

Within an organization, communication is required to meet certain requirements or meet certain characteristics, always considering their missionary achievement. Mentioned, among others (Galvanovskis, 2009):

Conscious expression, Congruence, Clarity, Precision, Honesty, Respect, Usefulness, Functionality, Decision-making facilitator and request for behavioral changes.

In assertive communication, the following aspects are assumed to be true:

Errors and mistakes are made, acceptance of feelings, both our own and others, it is accepted that people have their own ideas about something, you can criticize some organizational aspect, you can criticize the behavior of others, you may be interrupted and ask for clarification, you can look for changes in aspects related to the organization, you can ask for help, you can ignore other people, you can say "no", you do not need to take responsibility for the problems of others, you can answer or not to other people, rejecting requests is necessary and correct, it is not necessary to justify oneself before others, you can change your mind, you can request what you want or need.

In an assertive communication, it is necessary to always consider the interests of the organization or group in which it occurs.

And in the narrow field of education, this type of communication must occur bearing in mind aspects such as:

Considering the difficulty or school problem that arises. In this sense it should be stressed that any communication or exchange of ideas that takes place should be given in a context of addressing the situation that is to be solved, not the people. The other members of an educational community are an active part in the solution of a problem that arises, and what you should look for is their collaboration and participation in the solution.

Likewise, concentrate on the problem or situation addressed, on the specificity of it, on its manifestations and causes or associated factors, precisely with the purpose of overcoming it, of finding a solution.

In this sense, what really matters is overcoming a difficulty, and explanations or apologies - beyond what is necessary - for the ideas provided have no place, since people are not criticized, but facts, situations.

Which is why it is necessary that the communication carried out be fluid and respectful. Always considering the situation that is addressed.

Is that when it comes to redefining teaching work, especially in the current context of emergence of new technological tools, assertive communication is a reality that cannot be ignored (Vaillant, 2007).

In education, assertive communication is already an imperative between teachers, students and parents (Monje et al, 2009). And bearing in mind the need to improve both learning and performance and English in the sixth grade of the educational institution.

Use of technological tools

The massification and use of ICT nowadays have modified the processes of teaching - learning, in such a way that knowledge is no longer a unique privilege of the teacher but now is created, managed and distributed from the application of the new tools technological Moving

from an industrial society to one where processes and practices are based on the production,

distribution and use of knowledge. It is what is known as the information and knowledge society.

The Knowledge Society generates new demands for both professionals and young people

in training. To the professionals, because it requires an update of knowledge, the development of

new skills related to technological change and skills related to continuous learning throughout

life, as well as the creation of a culture of learning. Young people in training, in turn, must

acquire new skills, also related to a culture of learning in a more technological everyday

environment, where the ability to decide, initiative, responsibility in their own professional

development and adaptation to new Knowledge will be fundamental. In this new scenario, with

new work and learning environments, and consequently, lifelong learning emerges as something

essential for people to move away from social exclusion and move towards active participation

in society in the best conditions possible (Castaño, s.f.).

Within this concept arises the theory on which the work is based, grounded on the

constructivist approach seen from the contributions of Lev Vygotsky and the contributions of

Jean Piaget. Vygotsky considers that the instruments of mediation in the learning process are

provided by the culture or the social environment and that it is necessary to internalize them,

which suggests a series of transformations or psychological processes, remaining in

constructivism and in the organicist present where meanings are in reality and only inductive

procedures are required to abstract them (Álvarez, 2010).

Piaget focuses his attention on how knowledge is constructed starting from the interaction

with the environment, that is, the child learns in the exploration of his environment, in the

perception, adaptation and manipulation of it and thus gradually acquires, builds and uses the

knowledge for the benefit of his intellectual development (Piaget, s.f.).

Both Vygotsky and Piaget agreed that children are curious and explorers, that they are protagonists in their learning and discoveries, that social contributions are fundamental in their cognitive growth (Vera, s.f.)

In the case of WhatsApp, the advantages are undeniable. On the one hand, the communication process between parents, teachers and students is dynamic. What happens is that through this tool, teachers and students, in addition to parents will maintain a more fluid communication, and knowledge about school activities will be shared by the members of the group. In this way, both the teaching-learning process will be favored, and the participation of parents in the education of their children.

Conceptual Framework

The following concepts acquire special importance in the context of the present investigation:

Academic performance: Measure of the capacities that allow estimating what a person has learned as a result of a learning process. The academic performance is related to the present investigation because it is constituted in the point of arrival of the effectiveness of the learning realized in the classroom, which is the aspect on which one works. (Edel, 2003)

Assertive communication. Assertiveness is the ability of people to achieve the expression of their emotions, thoughts and beliefs directly, honestly and appropriately and without violating the rights of others, as well as how to defend themselves. This ability is characterized according to Laura Gómez by a) the ability to say no and establish limits; b) the power to express feelings; c) the ability to ask and make requests; and d) start, continue and end

conversations. This communication allows us to relate the students' ability to coherently

express their interiority orally and in writing in English (Gaeta y Galvanovskis, 2009).

Competencies: A set of knowledge and skills that allow the exercise of professional

activity, adjusted to the claims of production and employment (Martínez and Echeverría, 2009).

They can be observed, measured and demonstrated. Faced with the inherent conditions of

globalization, the necessary competences for the development of humanity and the strengthening

of the developing communities are rethought (OECD, 2006, 2009). The issue and the

competences of ICT play a shared and transcendental role (Periódico Altablero, 2004). This

competence, in general, offers the necessary conceptual framework to understand what is defined

next, the communicative competence.

Communicative competence: Vine and Ferreira (2012) remember how Jáuregui and Sanz

(in press) defined the term communicative competence:

the knowledge and skill to properly recognize and interpret contextualized meanings and to

make correct, adequate and coherent use of both linguistic and extra-linguistic elements in

different communicative contexts. Therefore, it is not only that those who learn a language

use it, but that they must fulfill certain conditions so that, in effect, they are communicating

(p. 8).

The communicative competence exceeds the grammatical and lexical aspects, it involves

the behavior of the speaker according to the context in which it is developed. Canale and Swain

(1980), according to Vine & Ferreira (2012) referred to the concept of communicative

competence and clarify it as the relationship between grammatical competence (knowledge of

grammatical rules) and sociolinguistic competence (rules of language use). It includes the

discursive and strategic competence, according to the model of Canale and Swain (1980)

(Figure 1). In as much, the communicative competence already offers the necessary conceptual

frame to understand the capacity of the student to express its internal states applying grammar

and syntactic rules, in a certain context (Arce, 2003).

Figure 1. Model of communicative competence
Source: Vine & Ferreira (2012)

Educational and digital world: Noci-Belda (2014) points out that social changes interrupt

the educational system, forcing the school to assume "a pre-adaptation of the way of teaching"

(p.9). The expert insists that:

> for this preadaptation to take place, economic financing and teacher training are needed. Both must
>
> be complemented, since each of them alone does not guarantee that this change in the learning style
>
> is carried out (p.9).

Recognizing what was announced by Noci-Belda, the efforts to achieve an early

unification against the use and appropriation of ICTs should be assumed at the state and

regulatory level. The educational and digital world is the technological framework in which

WhatsApp is designed, developed and applied for teaching English. In this way, it is understood

that the pedagogical actions carried out run in the sense that currently education has been

imprinting its practice: the use of new technological tools in the classroom.

Applications: Programs installed on a mobile device, which can be integrated into the

characteristics of the computer. In addition, they can be updated. This concept offers the

possibility of contextualizing the following concept, of WhatsApp, within the educational

practice. (Chapelle, 2001)

WhatsApp: WhatsApp Messenger is a cross-platform messaging application that allows

you to send and receive messages without cost by SMS. Available for iPhone, BlackBerry,

Windows Phone, Android and Nokia (Chapelle, 2001). In addition, it supports the creation of

groups. It is the application that constitutes the technological foundation for the pedagogical

process of improving the teaching of English, and the academic performance of students.

Social media: are applications, tools, platforms and media that facilitate the relationship,

interaction, collaboration and distribution of content among users (Chapelle, 2009). This is

another concept that allows to frame the technological medium used in the educational process,

WhatsApp.

The net: Set of grids that serve different purposes. There are mythological, hierarchical,

systemic, hybrid and rhizomatic. They can also be defined from systems theory, as several

interrelated elements through connections. This concept, although it does not have a direct

relationship with the subject of the present study, complements the global understanding of

WhatsApp (Noci-Belda, 2014)

Collaborative learning: A set of instructional and training methods supported by

technology. Promotes the development of mixed skills (learning and personal and social

development) where each group member is responsible for their learning and group members.

The basic elements are positive interdependence, interaction, individual contribution and personal and group skills (Canale & Swain, 1980). The collaborative learning allows to understand one of the advantages or benefits of WhatsApp as a means that facilitates the creation of study groups, within the educational process.

Effective communication: Communication that achieves the purpose of what you want to transmit or receive. The transmitter and receiver successfully encode the message that is exchanged. It is a concept that facilitates understanding another of the advantages that WhatsApp allows: a successful communication among its users (Arce, 2005).

Communication: From Latin -comunicare- which means establishing a road or a bridge between two or more people. In education, it is through communication (road or bridge) that a knowledge, skill or appreciation is taught to others. Another complementary concept to understand, in general terms, one of the advantages of using WhatsApp in education (Arce, 2005).

Social networks: Are a group of people with some relationship or common interest to share information by any means or platform. According to the information published in Internet World Stats (2014), of the table World Internet use and population statistics for 2014, the growth of Internet users was over 40.4% from 2000 to 2014. Another change that affects the Internet occurred in October 2004 with the emergence of Web 2.0. There are two types of social networks: analog or digital social networks or offline and online. In offline social networks, social relationships develop without the mediation of electronic devices or systems. The online social network needs people in their origin and in their development electronic media appear. (SM, s.f)

Is that the arrival and impact of mobile phones - smart - in life, open a social space

parallel to the physical coexistence in an alternative reality full of emotions and dependencies.

The WhatsApp application gathers several instant messaging channels in a single application.

The social network, as a concept, allows us to understand that the group that is formed in

WhatsApp is that, a social network within the educational process.

Chapter III

Methodological Design

This section presents the research design of this study. Firstly, the type of study will be presented with grounded arguments. Secondly, the variables with which the study will be described. Thirdly, the participants will be characterized as well as the instruments for data collection. This is a very important chapter for research to the extent that allows to answer to the problems raised, thanks to the research process carried out: information gathering and processing. In this way, a correct and adequate response could be given.

In relation to the study, this chapter provides the foundation essentially to produce knowledge in the addressed field.

Research approach and type of study

The research carried out is on the mixed paradigm, conceived as the investigation around a social situation, to improve the quality of education (Hernández, Fernández and Baptista, 2016). It is a type of research approach that involves the quantitative and qualitative approach, always in the perspective of giving an accurate response to the problem through the collection of quantitative, measurable data, and through its interpretation of meaning (Strauss and Corbin, 2010), and to process them accordingly. Using this characteristic, qualitative perspective allows to give meaning to the actions and expressions of social actors (Galeano, 2007). One of the advantages of this approach is that it allows guaranteeing the logic of an investigative process (Guelmes and Carballo, 2013), in which not all data are measurable, and not all are interpreted in terms of meaning. Sánchez Valtierra (2013) affirms that the mixed approach is the natural

complement of traditional, qualitative and quantitative research; in addition, he mentions that

his methods offer wide horizons for research.

In this research, the study of people in a specific context is considered, with the purpose

of achieving some modifications in their performance (Latorre, 2007). It is an investigation that

takes place in the classroom, with the implementation of a plan to address a specific problematic

situation previously detected.

The type of study is the descriptive exploratory. It is exploratory, because it was carried

out on an aspect of the specific educational reality - use of the new technological tools in English

of the sixth grade of the Educational Institution Eduardo Santos - about which there are gaps and

ignorance in the specific reality addressed. Therefore, the results obtained provided an

approximate view of that aspect (Selltiz, 1980).

This approach makes it possible to point out two situations in the classroom: the learning

and the academic performance of the students in English, closely related to the low participation

of parents in the education of their children. The detection of this triple situation allows us to

move on to the second approach of the research design, the descriptive one.

Descriptive, because it was proposed not only to establish the pedagogical incidence of

the use of the WhatsApp application as a reinforcement of English learning in sixth grade

students, but the participation of parents in this process, indicating the use that this tool can have

in the strategy pedagogical indicating its most differentiating features to reach a more real and

objective understanding of this phenomenon.

The descriptive approach allows a description and characterization of the three

problematic classroom situations: learning, academic performance and parental involvement. In

this process, the information collected is processed considering the mixed paradigm: The

quantitative information according to the Likert scale is processed statistically and its result is

analyzed and interpreted qualitatively.

Participants

The Eduardo Santos School is an official educational institution in the municipality of

Neiva, located in the neighborhood of the same name, commune 9. Education is provided at the

preschool, primary and secondary levels. The population under study is constituted by the 30

children enrolled in sixth grade (602) whose age range from 11 to 14 years old, 45 parents, the

English language teacher, the researcher and developer of materials, different person from the

teacher. The role of the researcher is to verify the fulfillment of the process in the classroom,

with the teacher in charge.

As for the students, they come from families of strata 1 and 2, with families characterized

by drug use, alcohol, lack of interest in the education of their children, and dysfunctional.

Children live with a stepparent or with another family member or with their parents; they allow

them to watch television without any control; they have little participation in the education of

their children; they disregard for the acquisition of books, stories, reading materials, computers,

the Internet; they ignore the operation of a computer; economic difficulties, which affects the

acquisition of teaching materials. In terms of employment, informality predominates.

(Educational Institution Eduardo Santos, 2017).

The children have a low level of reading comprehension, especially in English. Their

academic performance is low. They have good discipline, they are respectful in school, despite

their social environment. The low school performance is explained, in the use of didactic

resources typical of the traditional pedagogical approach, since the institution has a computer

room, and a small library, which works in the same room of teachers with good texts and

audiovisual resources. Nevertheless, they demonstrate great skill in the handling of the cell

phone, a situation of interest for the purposes of the present study. In summary, the approach of

students to the use of technological tools constitutes an opportunity to integrate them into the

educational process. Students show some skills for the use of technological tools (Rozo, 2016).

The parents, most of them lack university studies. Its educational level is basic primary

and some high school studies. In a few cases, they have a technical level. As for their work, they

work in jobs with private businesses, public employees, and independents. Some work in the

informal sector, as street vendors, for example.

The teacher is a graduate in Languages, with a specialization in Pedagogy. As a teacher,

she has been working in that institution for five years, to the date of conducting the research. Her

commitment to the educational process is strong. She shows concern for the learning of his

students.

The criteria for their selection are based on the characteristics of convenience sampling, it

is a non-probabilistic sampling that allows the selection of subjects for convenience,

accessibility, and proximity with the researcher (Dugarte 2015).

Instruments and data collection, procedures.

The instruments for the collection of information were chosen according to the

methodological approach, research question and the research objectives (Cuauro, 2014). It is

necessary to point out that a technique to collect information has its respective instrument, for

example: the interview, as a technique has the instrument, Question Guide or Questionnaire I

used classroom observation (See Appendix 2), a survey for parents (See Appendix 4), a survey

for students (See Appendix 5), and a survey for the teacher (See Appendix 3).

Classroom observation is a process guided by a specific objective in the context of an investigation, and for the purpose of obtaining information. It requires voluntary attention. Its importance is undeniable in the investigative process (Herrero, 1997). It is an intentional process in which certain procedures are used according to some objectives, and a research plan. In the observation, the facts are related to certain theoretical approaches that explain them or facilitate understanding them. Its intention is to seek information (Coll y Onrubia, 1999). In such a way that observations were made in which the observed situation was related to the objective of the technique of data collection. It is necessary to state tacitly that the researcher and the teacher are two different people.

The observation was carried out during several English classes, following the fulfillment of the respective specific objective. The observation format was applied. The surveys were applied in the educational institution.

The observation in the classroom has as an essential purpose the situations, attitudes and behaviors of students as manifestations of the problem and the difficulty in learning and low academic performance in English in students of sixth grade. In this way, information is collected that will later be used for the design of the pedagogical strategy supported by a technological tool for the improvement of this learning.

The second instrument that was applied was the survey. It is one of the most used techniques in social research. It has surpassed the limits of scientific work to become a daily activity (López and Fachelli, 2015). To understand what a survey is, it is necessary to locate it as a systematic search for information. In it, the researcher asks certain people, previously chosen, data that needs to be obtained. It is information that is subsequently processed. Data that have to do with what people are, do, think, think, etc. (Cresswell, 2012).

The technique of the survey has as a tool a questionnaire. The questionnaire questions should be designed according to the specific objectives of the investigation. After all, the data collected must respond to the interests of the answers that are sought to the question asked. It should be noted that the technique applied was the survey, and its instrument, the questionnaire.

The questionnaire as a survey instrument was designed considering the Likert scale, which allows to measure attitudes and degree of conformity of the respondent with each proposed statement. It can be applied in different ways: personal interview, by phone, by mail, etc. In the present study, it was carried out through personal encounter.

The purpose in the design and application of this instrument, such as that of observation in the classroom, is closely related to the reinforcement in the learning of English and the improvement of the academic performance of students in this subject.

Regarding to the validation of the instruments, the information collected was considered in its design, the effectiveness of the items or questions to gather the necessary data in the investigation. It was defined if the questions measure what is intended to be measured in the study. In this sense, we worked on testing the clarity of the survey questions, that is, whether they have a direct relationship with the specific objectives and research categories. Subsequently, the data collected were processed statistically considering the trends in the responses. As for the processing of the data, a special chapter is dedicated to it.

Instructional design

Bearing in mind that the general objective of the project is to establish the participation of parents by implementing WhatsApp in the reinforcement of learning and improving the academic performance in English of sixth grade students of the Educational Institution Eduardo Santos, a group in the WhatsApp application was created. This group was made up by the teacher who plays the role of administrator of the group, for the parents of the sixth-grade students of the Eduardo Santos School. Thus, a learning environment was created based on the use of the application and through which academic and pedagogical information was provided related to the academic contents of this course.

The strategy consisted of creating a group in WhatsApp, focused on the learning of English, of which the students, parents and teacher of the sixth grade of the mentioned educational institution are part. This is how frequently the teacher of the group through the application sent parents as well as general information, pedagogical activities such as videos, photos, guides, audios, etc. so that at home the topics seen in the classroom can be reinforced and also generate a learning environment in the same. In addition, this process allowed to strengthen the family bond since spaces are created for parents to work together with their children.

It is important to recognize the importance and functionality of this application since not only is it an important means of current communication, but it can also be used to fulfill a pedagogical function. This new platform of communication and information and the new forms of «screen leisure» that it incorporates has been developing in our society at an unprecedented speed (Chapelle, 2001). So, we cannot be oblivious to this reality, on the contrary, we must make good use of them and not underuse them.

The theoretical foundations rest on constructivism and meaningful learning. That is, on

the explanation and understanding of the process by which the student develops his own

knowledge, from learning with meaning for him, according to their level of development,

expectations, family environment, experiences, previous knowledge, etc. The following is the

planning carried out in the framework of the present investigation:

INTERVENTION STAGES					
Cycles	Lesson	Objectives	Activity	Date	Instru
1	Describing Physical appearance	* To identify words and phrases related to physical appearance. * To describe a favorite character audio recorded by a tablet	* Teacher shows a character in an image and students make the oral description recording the audio in the tablet. Then these recordings will be shared in class to do feedback		● Fie ● Au tra

Table 2. Planning sample
Source: Author

In terms of language theory and language learning, constructivism was taken. It is

necessary to take into account that from the Piagetian theory, it is understood that the organism

has capacities to capture and organize information of its environment in knowledge schemes; and

adjust or integrate new information to the previous schemes, to create new schemes or change

existing ones (Visser, 2009). Which means that the person is in a situation of contrast between

what he knows and the information that the environment offers him to assimilate and

accommodate. It is inferred then, that the thought aims to build knowledge structures that are

being accumulated following the scheme of information acquisition and adjustments to previous

knowledge. In this way, we can understand the existence of the successive systems through

which the development of a language passes, the maternal one, and the learning of a second

language, or foreign language. In this sense, we can mention the syntactic organization of the

phrase, the change from lexicalized forms to flexed forms.

The instructional design is closely related to the formulation of the problem, in terms of

the purpose and in terms of the intentionality of the strategy, which is to give a pedagogical

solution to the problems announced. The stages of the strategy are the following:

Implementation.

Design phase.

Taking into account the analysis of the results of the survey applied in which it was

evidenced that the parents had the resources in terms of Smartphone and connectivity to work on

this proposal that links resources on the internet, to be done outside the institution and also there

is evidence of interest in maintaining effective communication with the classroom teacher and

the academic performance of their children, the group called Course 602 Col E.S is created,

which is administered by the classroom teacher. For the creation of the group the following

conditions are considered:

• It was decided to propose the creation of the WhatsApp group in a joint meeting with all

the parents.

• It was decided whether it will be the father or the mother who will be part of the

WhatsApp group so as not to overload the group. In the case that the parents are separated, both

will be part of the group.

• The purpose of the WhatsApp group will be basically informative.

• The information will preferably be unidirectional. This means that the tutor will send the information and the parents will receive it. This is done because being such a large group, managing requests from parents individually is practically unfeasible.

• Make parents see that their role in this group should be basically passive, that is, they will be the recipients of the teacher's messages, but they will not create new messages for the group.

• The teacher may choose to make certain private messages, as well as the parents. In this sense, it is important to emphasize that parents must use this route in a totally extraordinary way and, preferably, within the established schedule.

Advantages.

• Time saving. Messages can be sent in the same session.

• Real-time information. The teacher can send the information he sees fit in real time.

• Student's responsibility. The student realizes that the parents have information about what they do in the classroom.

• Active role of parents. Parents adopt a new responsibility since they must manage the information correctly.

• Double version. The information parents have about any aspect of a school day will have two versions.

• Know the day to day of your children. The tutor can send text, photos and videos.

• Text Notifications, reminders of material, notices of meetings

• Images. Homework Photographs, activities in class, group photographs in the classroom, during group dynamics, decorations made by students in the classroom, so that when a student skips class can keep it up with the subject.

• Videos. Some activity or class dynamics or recommended videos for academic

support. As a main advantage, the improvement of the educational process and, therefore, the

quality of education.

Implementation Phase.

Induction

The parents of the population have had very few previous experiences with the use of the

application and use of technological resources. Taking this as a reference, a meeting for the

presentation of the resource is made; there, the teacher explains to the parents the functioning of

the group, and we proceed to create the group and add the participants.

Validation phase

The objective of this phase was to measure and analyze the project indicators to verify

that the execution of the proposal has met the objectives set for the project. For this, several

aspects of both design and implementation were analyzed. Relevant to the analysis of the

proposal and activities were used called final balance consisting of some consultations, surveys

and forum made to parents about the use of the WhatsApp application.

Analysis and Interpretation of Data

Next, the data analysis of the survey applied to 30 parents was carried out in order to

identify the satisfaction of the parents of the group versus the use of the group in the WhatsApp

application as a means of communication with the teacher to improve academic performance of

their children. Images of the opinions given by the parents through the group are also presented.

Chapter IV

Data analysis and findings

Analysis of the data was completed by following the steps proposed by Cresswell (2012).

The following sections will show the analysis of data according to the research objectives,

related to the categories.

The categories of investigation or aspects of the problem are the following, according to

the table 3:

Categories	Subcategories	Instruments
The effect of WhatsApp in students' learning	• Communication with the teacher. • School activities. • Teacher orientation • WhatsApp	Students Survey
Pedagogic strategy based on WhatsApp	• Learning • Academic performance. • Parent participation.	Students Survey
Parents' perception of the impact of using WhatsApp	• Communication with the teacher. • School activities. • Teacher orientation • WhatsApp	Parents Survey

Table 3. Categories
Source: Author.

The first category, the effect of WhatsApp in students' learning, refers to knowledge and practices about the use of the application and their perception about the integration of technological tools in English learning.

There are four subcategories in this first level: The communication with the teacher, emphasizes the interaction that occurs between the student and his teacher in the pedagogical environment of the subject. The second subcategory, school activities, indicates the execution and practice of the theoretical knowledge acquired in English. Another category, orientation of the teacher allows to know the classroom management in the respective class. Finally, the subcategory of application indicates the perception, method and management of the technological tool (WhatsApp).

The second category, a pedagogical strategy based on WhatsApp, supports three subcategories: The learning one, allows to show the incidence that parents have, thanks to the WhatsApp group in this process in the subject of English. Likewise, the following subcategory of academic performance is related to the school consequence from the participation of parents in the education of their children. Finally, the participation of parents as a subcategory refers to the knowledge of these in the pedagogical process of the children.

The last of the categories, the parents' perception of the impact of using WhatsApp, supports the following sub categories: the viability of communication between parents and the English teacher; knowledge of school activities and their possible participation in them; the knowledge of the orientation that the English teacher imparts to his students; and the knowledge and perception of the usefulness of WhatsApp as a pedagogical and communication tool.

Categories 1 and 2: The effect of WhatsApp in students' learning. Pedagogic strategy based on WhatsApp.

The two previous categories allowed the collection of information from the application of the same instrument, which is the student survey, because it allowed the achievement of the first two specific objectives:

First and second objective: To analyze the effect of WhatsApp in the students' academic performance in English and to explore pedagogical strategies that affect the use of WhatsApp in student learning English that allows to reinforce learning and improve academic performance in sixth grade students in English.

The results obtained, depending on the specific objectives and variables, are the following, considering that they are shown according to the applied instrument:

The coding for the graphics is as follows, according to the Likert scale:

5   [▢]   Totally agree

4   [▢]   Agree

3   [▢]   Neither agree nor disagree

2   [▢]   In disagreement

1   [▢]   Totally disagree

The results of the survey applied to the students are as follows:

1. Do you think you have maintained a better communication with the teacher through the WhatsApp group?
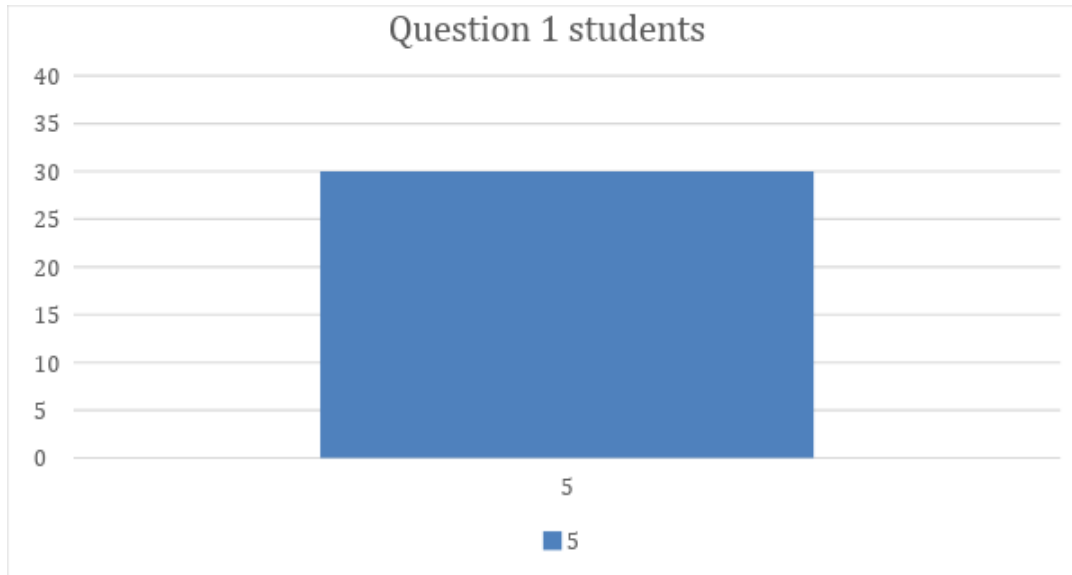
Figure 2. Question 1
SOURCE: STUDENTS SURVEY

All the students surveyed, 100% consider that they have maintained a better

communication with the teacher through the WhatsApp group. Currently it is noticed that new

technologies influence the way of learning, and therefore in the teaching of the teacher. This is

what would be called learning of a network society (Siemens, 2006). According to (Ahmad,

2012) this type of learning has its advantages, especially when it depends on a group in which

parents participate.

2. Do you think the school activities sent through the WhatsApp group are relevant?
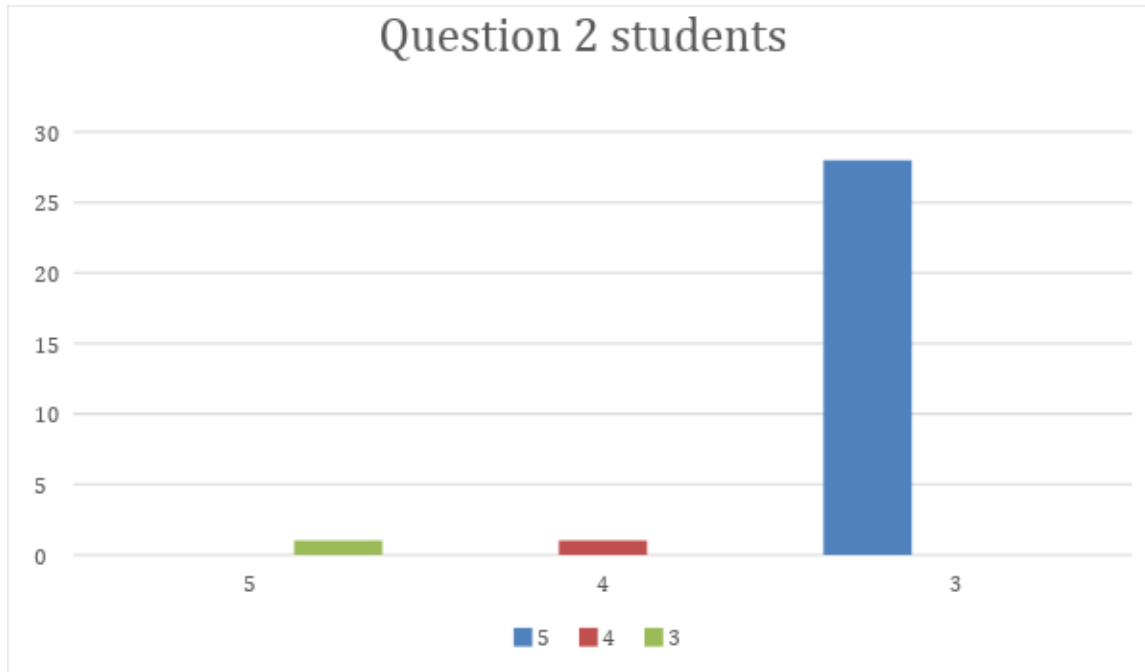
Figure 3. Question 2
SOURCE: STUDENTS SURVEY

Almost all students, 93.3% completely agree that the school activities sent through the group are relevant; while 3.3% agreed somewhat and the other 3.3% did not agree or disagree. It is a confirmation of how the members of the educational community agree to affirm the same concept based on the effectiveness of a technological medium. But, also, in what way the collaboration of the family is essential in the students' learning (Adler and Clark, 2008). Not only because of the influence that parents, as such, can exercise in the children's learning, but also because of the proximity and presence offered by technological tools.

3. Do you consider that the academic support provided by the teacher through the

group has been essential to achieve a better academic performance?
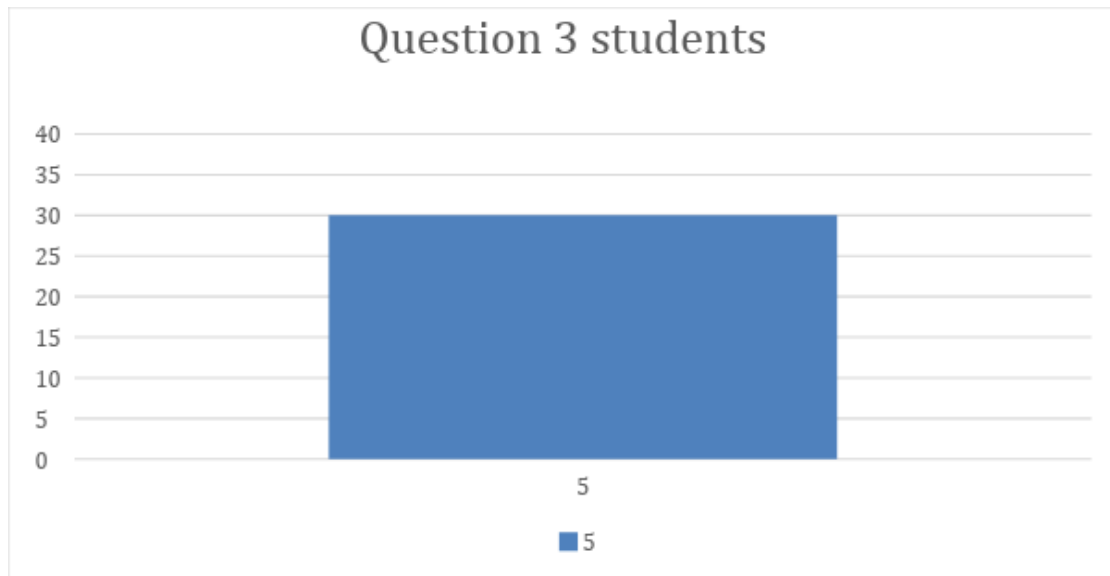
Figure 4. Question 3
SOURCE: STUDENTS SURVEY

All students, 100%, completely agreed that the academic support provided through the

group has been essential to achieve a better academic performance. The support achieved

through the group effectively facilitates an improvement in academic performance. It is a vision

arising from the digital experience itself. Is that the creation of a group in which parents are

present, has its advantages (Buitrago and Aya, 2008). Of course, they are advantages that are

generated thanks to the communicative fluency that the technological tool provides, and to the

interest of parents in the education of their children.

4. Do you think that the WhatsApp application is an effective and easy to use means of

communication?
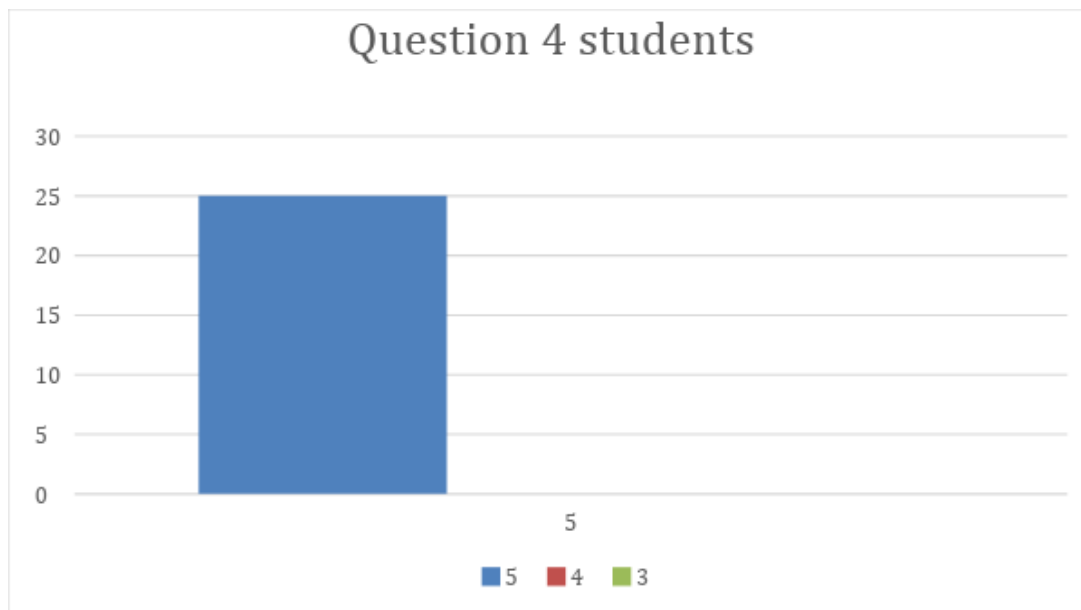
Figure 5. Question 4
SOURCE: STUDENTS SURVEY

Much more than half of the students, 83.3% completely agreed that the WhatsApp

application is an effective and easy to use means; 13.3% did not agree or disagree; and 3.3%, a

little bit of agreement. A digital practice that fits into a scenario where knowledge is more

attractive, by adapting to the use of the moment, of the occasion (Bauman, 2007). A knowledge

that could qualify as transitory, unlike the pretensions of the traditional pedagogical approach. In

addition to innovative and permanent updating of the presence of users, that is, of group

participants.

5. Do you consider that the use of WhatsApp has been of great help to encourage the

support of school activities?
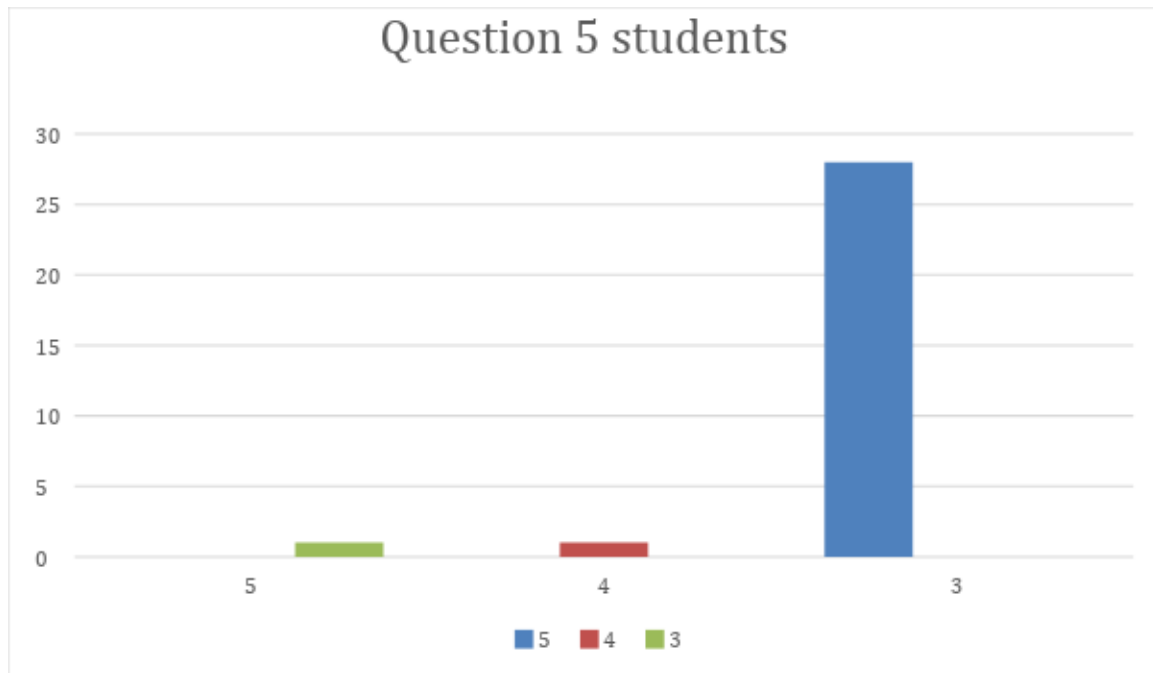
Figure 6. Question 5
SOURCE: STUDENTS SURVEY

The 93.3% of the students consider that the use of WhatsApp has been of great help to

encourage the support of school activities; while 3.3%, somewhat agree and the other 3.3%,

neither agree nor disagree. The digital support of WhatsApp also contributes to improving the

flow of school activities, for two reasons: the group from which it operates, and the

attractiveness and ease with which students operate it. WhatsApp, as a social medium, facilitates

the exchange of ideas and the ever-present collaboration of parents in the educational process of

their children (Chapelle, 2009). It is sufficiently demonstrated that virtual interaction, because it

is so easy, not only facilitates human communication, but participation in educational activities.

6. Do you consider it important to continue with the school support provided through
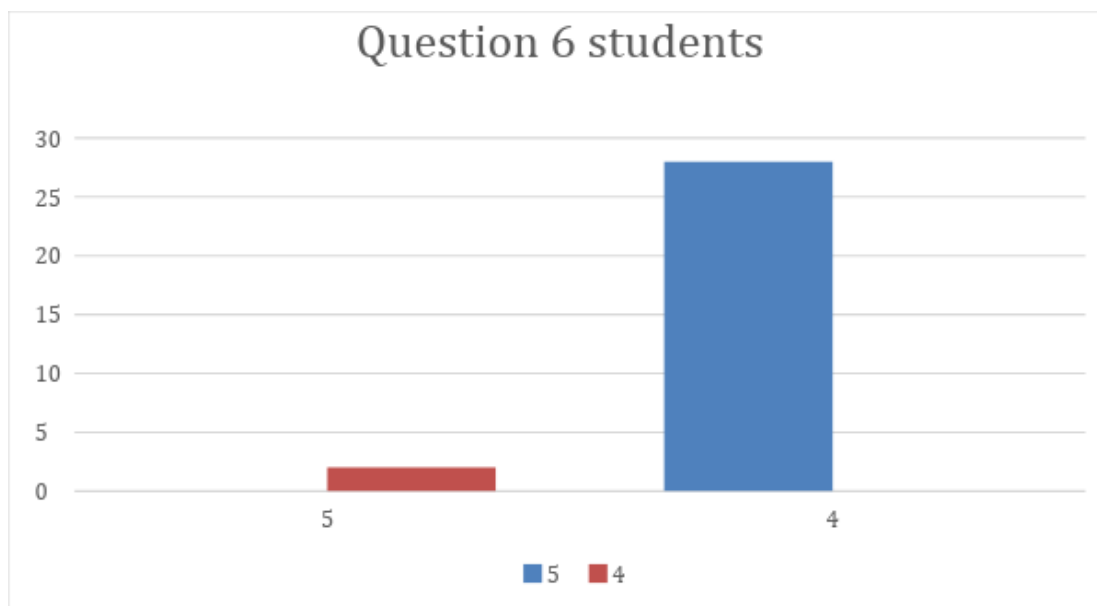
the WhatsApp group?

Figure 7. Question 6
SOURCE: STUDENTS SURVEY

93.3% of the students completely agreed that it is important to continue with the school

support provided through the WhatsApp group; and 6.6%, a little bit of agreement. Continue

with this experience not only has a pedagogical explanation, but in the sense that for students has

this exercise. The attractiveness and ease of handling this technological instrument. Is that

teaching learning improves ostensibly thanks to the use of technological tools (Huergo, 2001).

The new technological tools have not only attractive results but easy access and management for

young people, hence the opportunity they pose to convert them into pedagogical and didactic

resources.

7. Are the videos that were sent through the WhatsApp group useful for the school

support provided by the teacher?
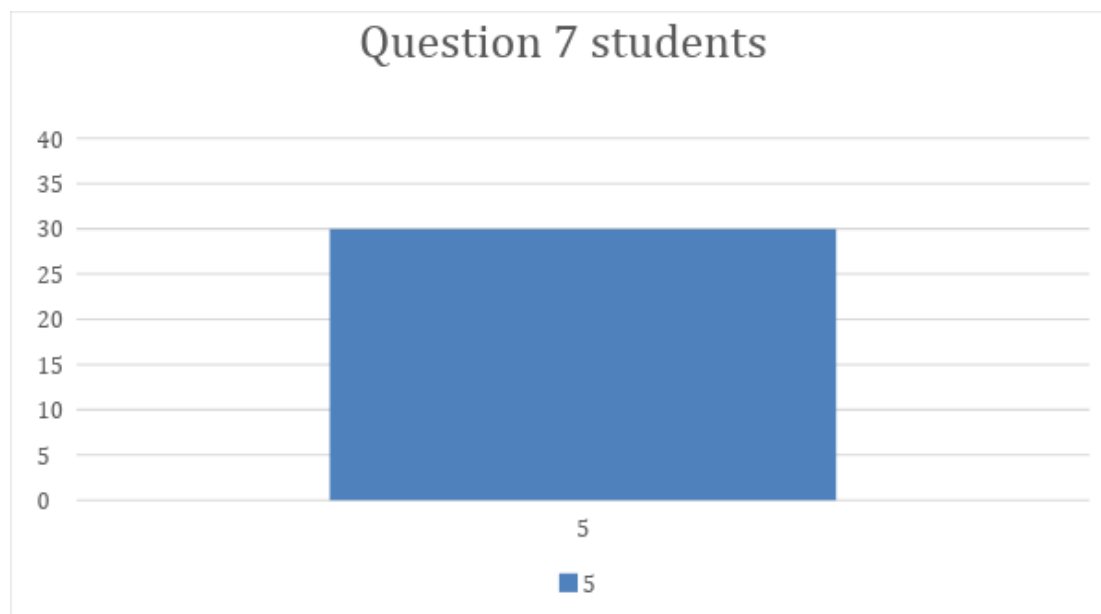
Figure 8. Question 7
SOURCE: STUDENTS SURVEY

All the students, 100%, completely agreed that the videos that were sent through the

group are useful for the school support provided by the teacher. Making exchanges of visual

materials through WhatsApp is nothing new. But to be carried out in an educational context, it is

an encouraging experience. Not only encouraging, but effective, to the extent that this

technological tool has a positive impact on the teaching of English (Rosenblat, 1990). This

positive characteristic of the videos has to do with the use of the image that unlocks traditional

teaching processes.

8. Do you think the use of the WhatsApp group has been an effective means of
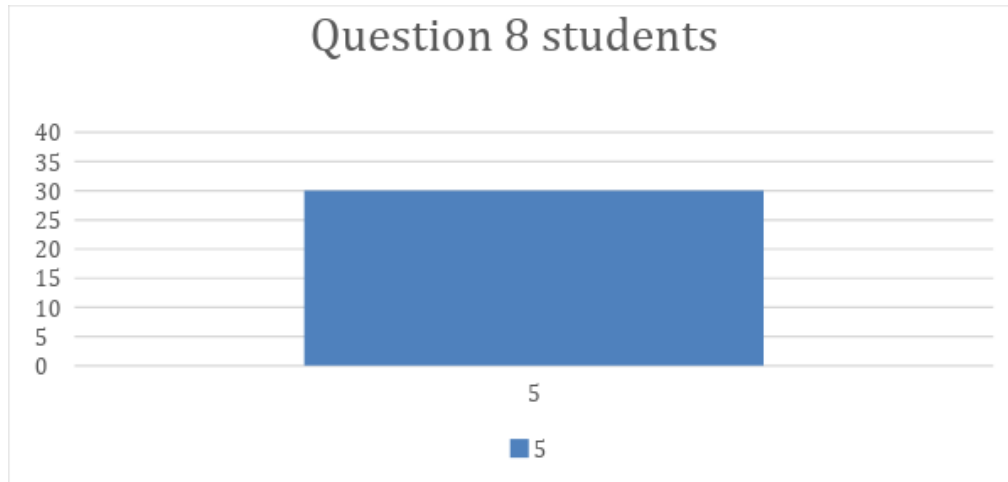
communication?

Figure 9. Question 8
SOURCE: STUDENTS SURVEY

All the students, 100%, agreed that the use of the group has been an effective means of communication. A group that operates through WhatsApp the least it assimilates, is the ease of communication and participation. It is one of the advantages of a group in WhatsApp, especially when it takes place in an educational setting. Communication improves, and therefore, the possibility of improving the teaching-learning process (Hartley, 2004). And, to improve the quality of education, thanks to the use of technological tools in the process (Valencia and Camargo, 2015).

9. When you have not attended class, have you used the WhatsApp group to advance the topics you see in class?
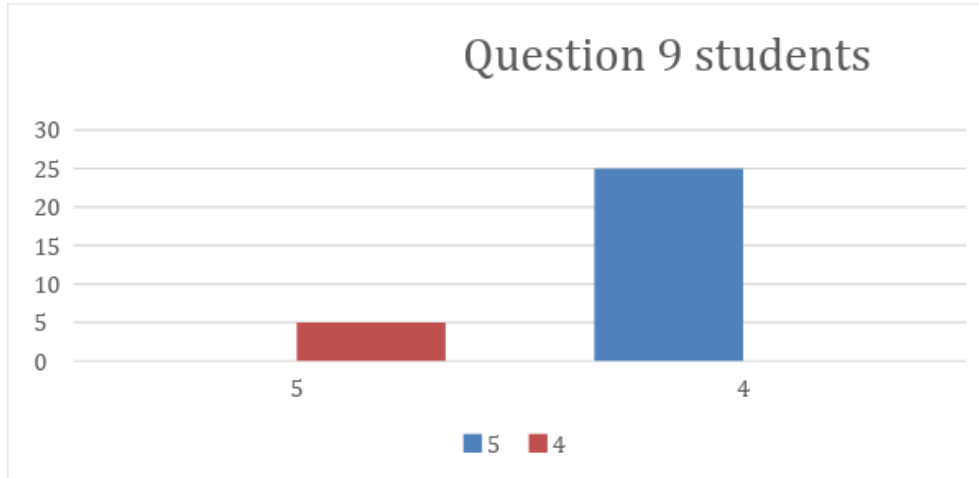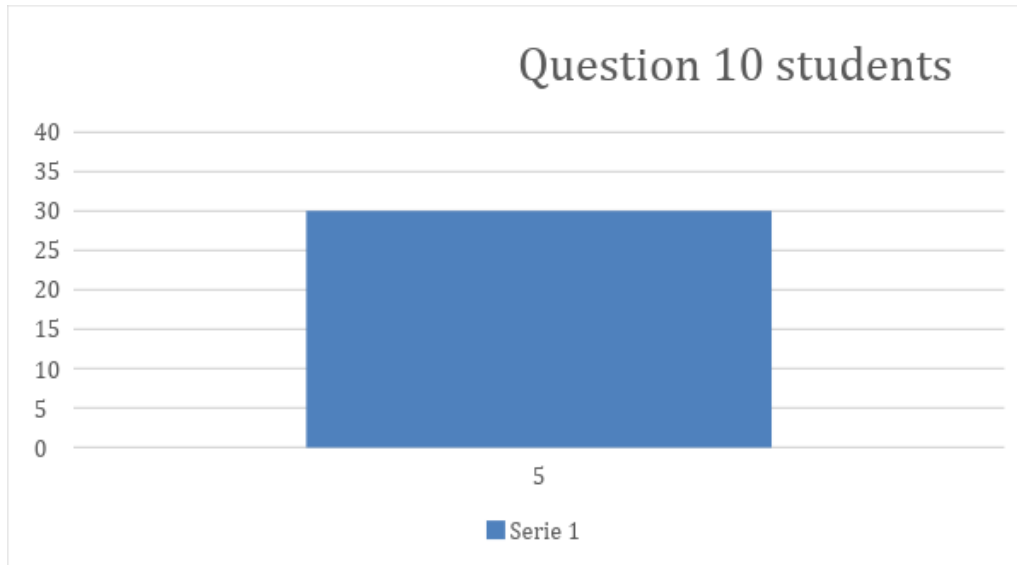
Figure 10. Question 9
SOURCE: STUDENTS SURVEY

83.3% of the students totally agreed that when they did not attend class, they used the

group to advance the topics they saw; while 16.6% agreed somewhat. Now, it is not only about

benefits regarding communication in education, but to facilitate virtual school participation.

Precisely that is the characteristic of these media when applied to the teaching-learning process.

Participation that is important and effective, especially when it comes to parents (Chapelle,

2009). The presence of them and their impact on teaching learning has a relief that cannot be

denied.

10. Do you think that the support that the teacher gives you to obtain better academic

results or to perform an additional reinforcement through the WhatsApp group is valuable,

timely and important?

Figure 11. Question 10
SOURCE: STUDENTS SURVEY

All the students who were surveyed, 100%, strongly agreed that the teacher gives to

obtain better academic results or to make an additional reinforcement through the group is

valuable, timely and important. Of course, these systems alone do not yield educational benefits.

It requires an orientation, an effort, a purpose on the part of the teacher. In this way the

experience becomes enriching. The importance of a group around a teaching-learning process is

not without its advantages (Ahmad, 2012). Once again, the close relationship between

interaction, communication and collaborative work is evident thanks to the use of technological

tools.

11. Do you think that with this support provided by the teacher your academic

performance improved?

Question 11 students
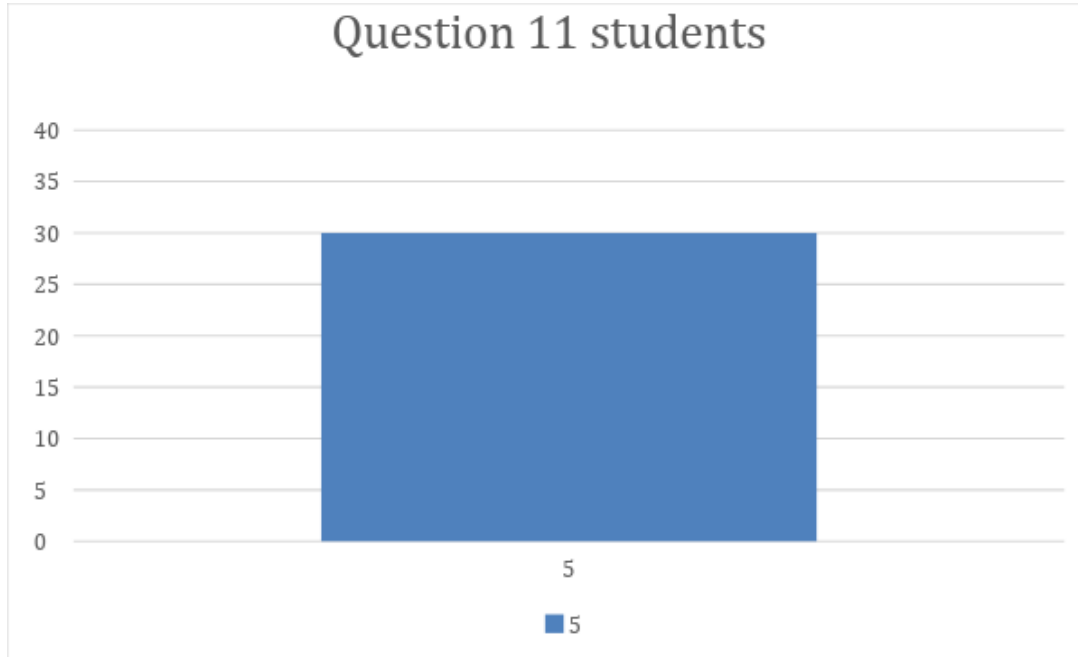
Figure 12. Question 11
SOURCE: STUDENTS SURVEY

All, 100% completely agreed that with the support provided by the teacher their academic performance improved. In this way the teacher's support through the group in WhatsApp is fruitful and useful in the context of improving the educational process. This is noticed in the academic performance of students. WhatsApp is, then, a very effective means to enhance and improve education (Peacock, 1997). About which pedagogical experiences increase over time (Chapelle, 2009)

Category 3: Parents' perception of the impact of using WhatsApp

And, third objective: to identify the role of parents in the students' learning in English through the use of WhatsApp.

The application of the survey to parents yielded the following results, question by question:

1. Do you consider that you have maintained a better communication with your child's teacher through the WhatsApp group?
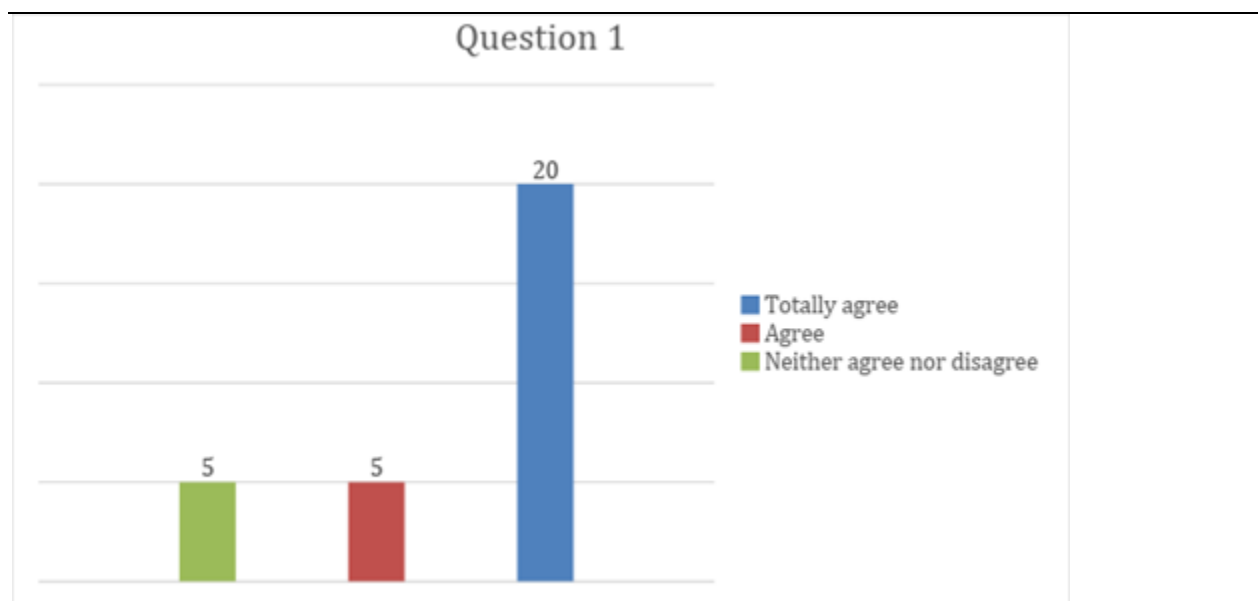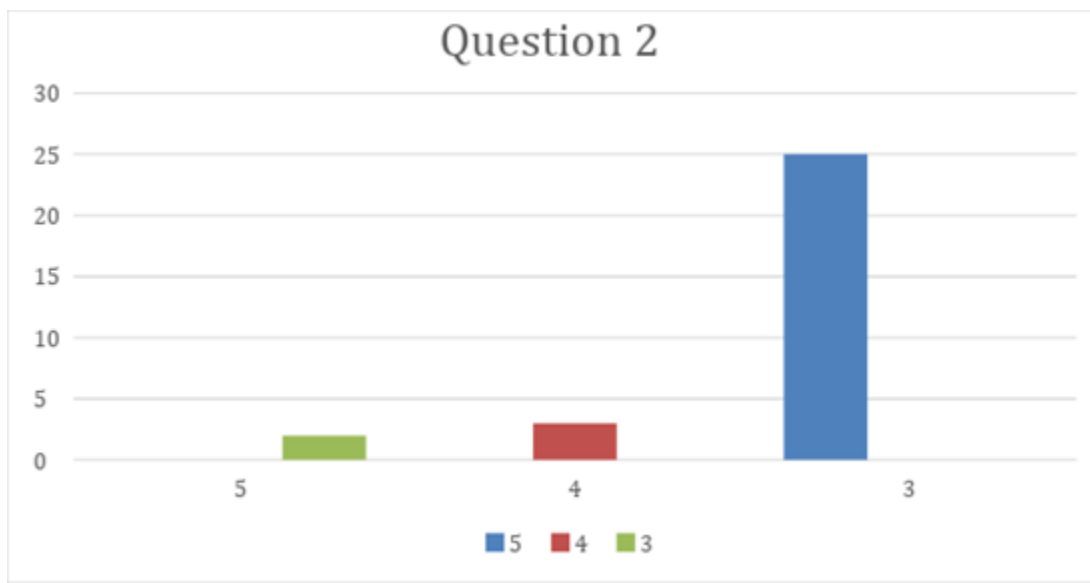

Figure 13. Question 1
SOURCE: PARENTS SURVEY

More than half of the parents surveyed, 66.6% completely agreed that they have maintained better communication with their child's teacher, thanks to the WhatsApp group; on 16.6 they agree; and the other 16.6%, neither agree nor disagree. The participation of parents in the education of their children to improve their academic results improves when contextual opportunities are presented (Cornejo, 2006). Even more so when the opportunity is presented

with such ease, as the use of WhatsApp. Likewise, there is an explicit recognition of the

influence of the teacher to attenuate the influence of the environment on the student (Bellei et al,

2014). Likewise, it is a recognition of the motivation that the use of the new technological tools

generates in the students in a scenario of teaching English (Peacock, 1997). In this way, two

educational aspects are merged to improve this teaching: language and technology.

2. Do you think the school activities sent through the WhatsApp group are relevant?

Figure 14. Question 2
SOURCE: PARENTS SURVEY

 Most of the parents, 83.3%, totally agreed that the school activities sent through the

WhatsApp group are relevant; 10%, a little bit of agreement; and 6.6%, neither agree nor

disagree. Faced with the ease of school performance, parents agree. After all, it is a way they

influence a process that they put in the hands of the State, the educational one (Vain, 2009). In

such a way, the use of WhatsApp influences the educational process, which improves teaching

and learning (Ahmad, 2012), especially in terms of communication between users (Bailey and

Savage, 1997).

3. Do you consider that the academic support provided by the teacher through the group

has been essential to achieve a better academic performance of the student?
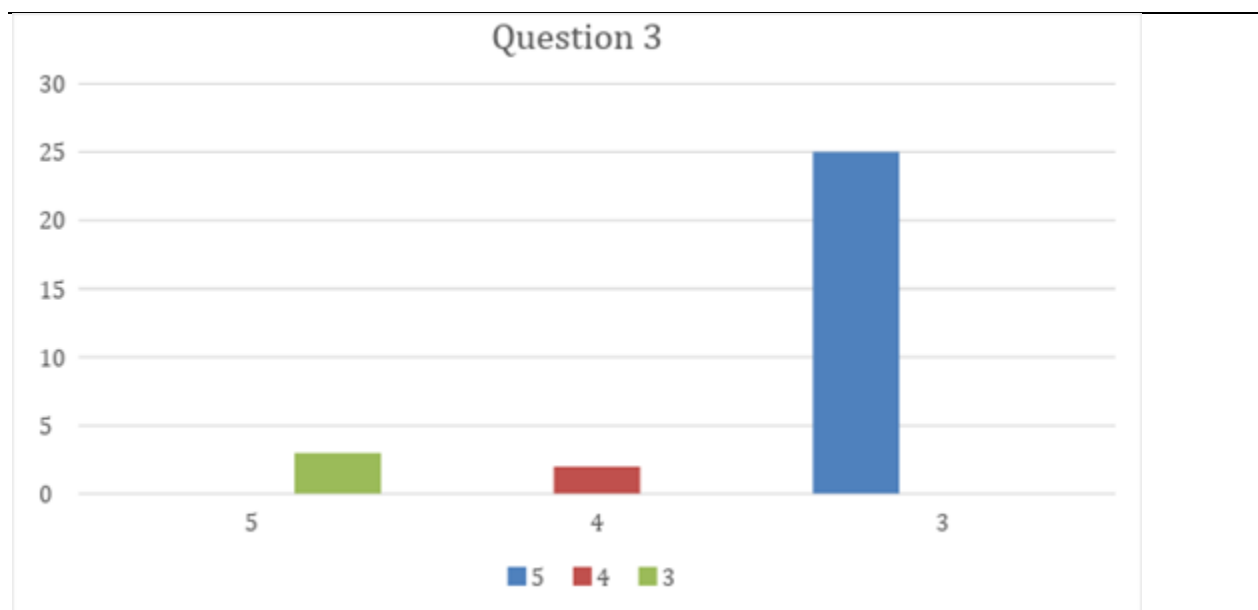
Figure 15. Question 3
SOURCE: PARENTS SURVEY

Almost most of the parents who were surveyed, 83.3% completely agreed that the

academic support provided by the teacher through the group has been essential to achieve a

better academic performance of the student; 10% did not agree or disagree; and 6.6%, somewhat

agree. In fact, the use of technological tools must be properly oriented by the teacher. These,

thanks to the virtual space that they have generated, generate new forms of communication and

education (Castells, 2006), in which the teacher is the counselor. But, above all, improving

communication spaces between parents and teachers, which favorably affects the teaching-

learning process of students (Buitrago & Aya, 2008).

4. Do you think that the WhatsApp application is an effective and easy to use means of communication?
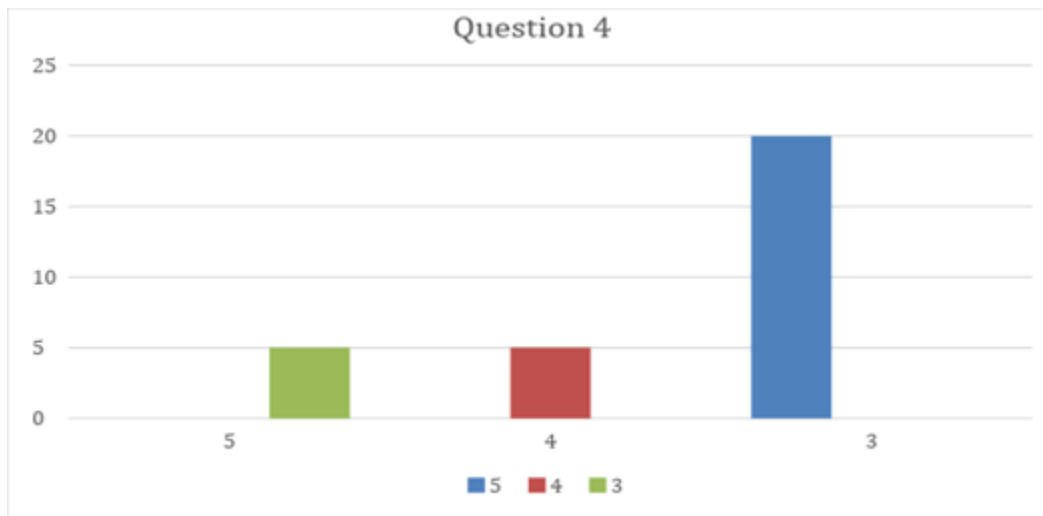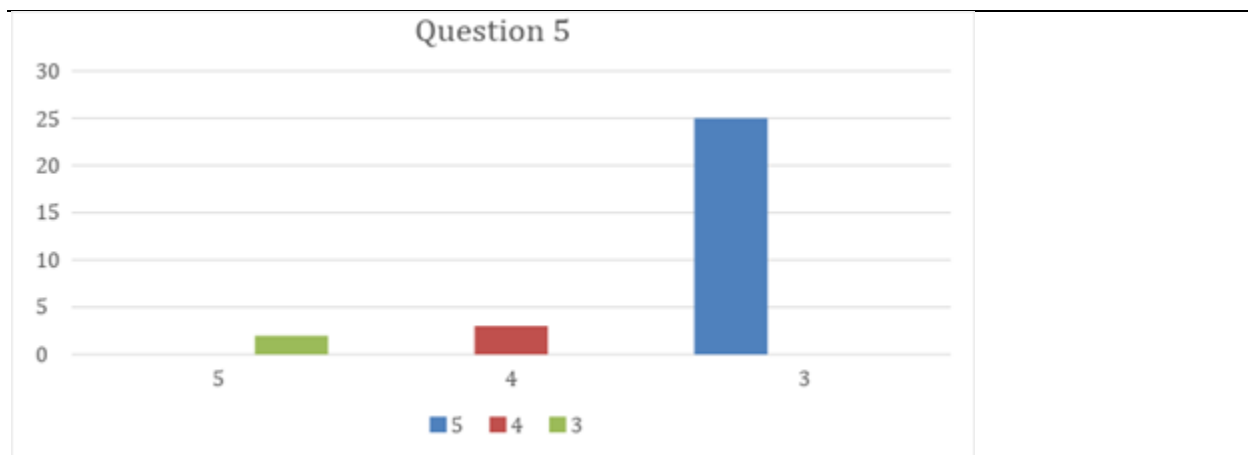

Figure 16. Question 4
SOURCE: PARENTS SURVEY

66% of parents believe that the WhatsApp application is an effective and easy to use means of communication; while 16.6% were somewhat in agreement, and the other 16.6% did not agree or disagree. Effectively, not only as a technological tool, but because of the enormous acceptance it has among young people, WhatsApp is an excellent communication scenario, which makes it an ideal tool in education. It is well known that communication between parents and teachers improves the academic performance of students (Hartley, 2004). And in this sense, WhatsApp, as a social medium - which facilitates interaction, collaboration between users - is an excellent tool (Kavaliauskiene and Anusiene, 2003).

5. Do you consider that the use of WhatsApp has been of great help to encourage at

home the support of school activities?

Figure 17. Question 5
SOURCE: PARENTS SURVEY

Of the parents surveyed, 66.6% indicated that they fully agreed that the use of the

application was a great help to encourage at home the support of school activities; 10%,

somewhat agree; and 6.6%, neither agree nor disagree. This recognition comes from people not

directly related to the educational process, but from a family interest (Anabalón et al, 2008),

which allows them to understand that technological tools support school activities. And that tools

such as WhatsApp facilitate interaction and collaboration among users, with a positive impact on

education (Chapelle, 2009).

6. Do you consider it important to continue with the school support provided through the

WhatsApp group?
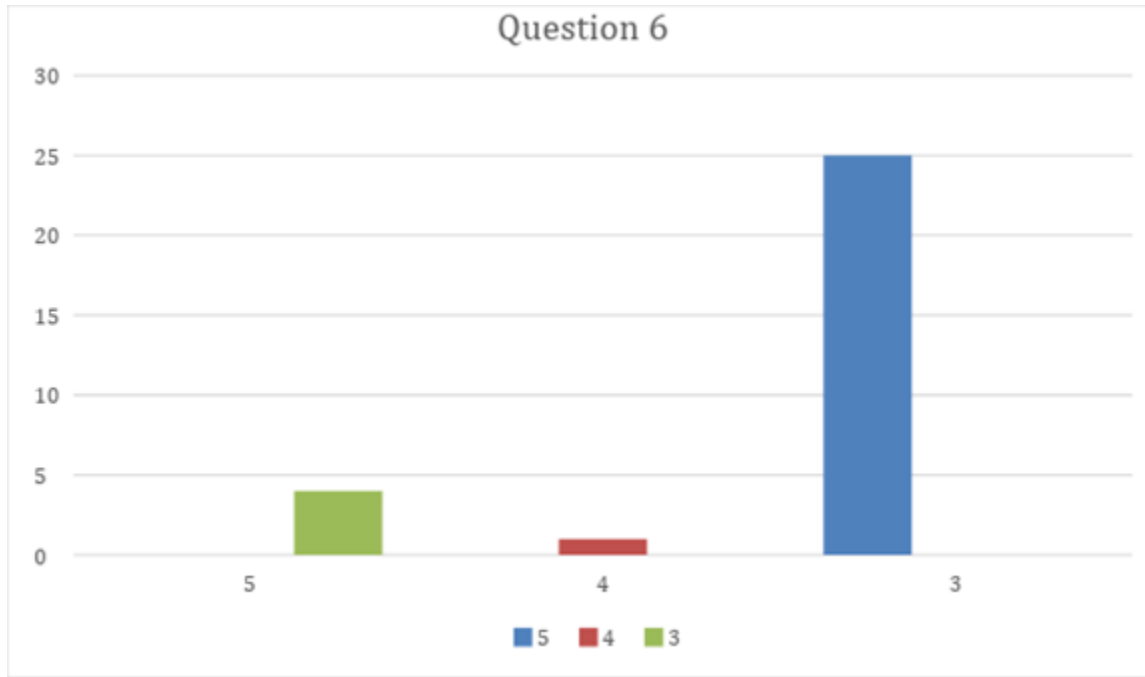
Figure 18. Question 6
SOURCE: PARENTS SURVEY

Almost most parents, 83.3%, completely agreed that it is important to continue with the school support provided by the group; 13.3%, neither agree nor disagree; and 3.3%, somewhat agree. After all, the perception of the usefulness of the use of the application links it to the group work, which in general gives them the idea of benefit. It is important to continue with the school support provided by the group. Is that the group, around a technological tool, facilitates the communication of parents and teachers around the educational process that takes place (Kavaliauskiene and Anusiene, 2003). The communication that can be established between parents and teachers significantly improves the academic performance of students (Hartley, 2004).

7. Are the videos that have been sent through the WhatsApp group useful for the

school support you provide at home to your child?
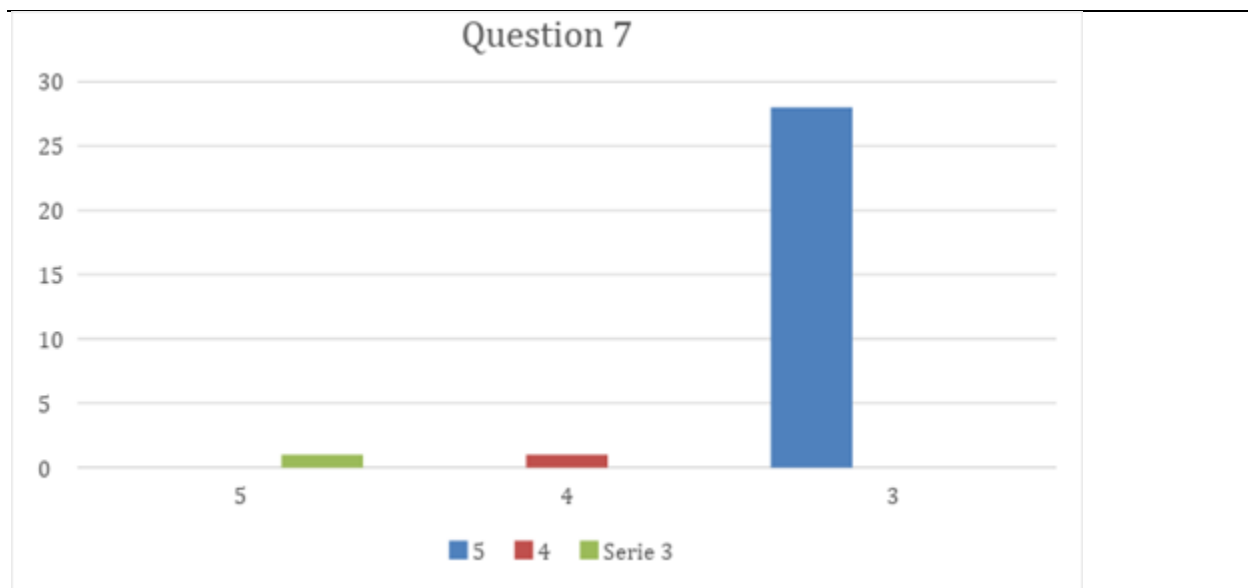
Figure 19. Question 7
SOURCE: PARENTS SURVEY

Most parents surveyed, 93.3% agreed that the videos sent through the group were useful

for the school support offered to their child at home; and 3.3%, somewhat agree and the other

3.3%, neither agree nor disagree. The acceptance of sending videos in the group confirms the

idea of supporting the education of their children through this strategy (Valdés, 2009). It is that

the use of these tools in the teaching of English, generates interest and motivation in students

(Peacock, 1997). Probably due to the natural predisposition of the students for their management

and access, in addition to the attraction they exert on the mind and curiosity.

8. Do you think that the use of the WhatsApp group has been an effective means of
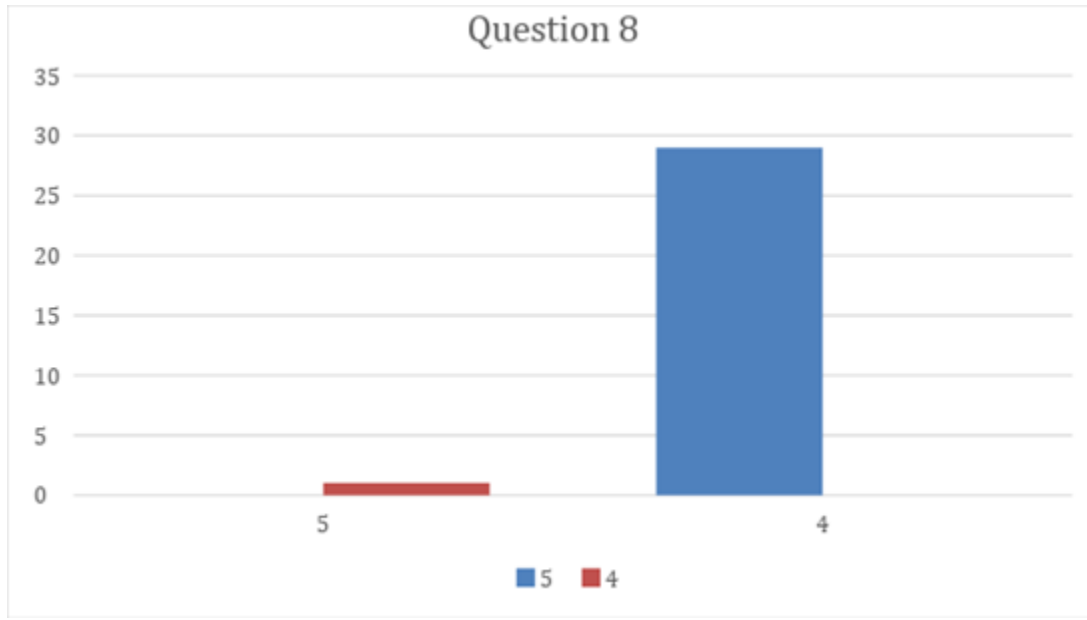
communication?

Figure 20. Question 8
SOURCE: PARENTS SURVEY

96.6% of the parents surveyed indicated that they fully agreed that the use of the group

has been an effective means of communication; while 3.3% agreed somewhat. The participation

of parents in education is understood as a vision of participation understood as a communication

with the institution, and support for the learning of the children (Zhan, 2006). Communication

and participation that is given thanks to the mediation of the group on WhatsApp. Now, the use

of WhatsApp is a learning element that improves educational exchange (Ahmad, 2012) and that

inevitably requires participation outside the classroom (Bailey and Savage, 1997). In this way,

the understanding of the teaching-learning process increases in all the actors of the process.

9. When your child has not attended class, have you used the WhatsApp group to

advance in the topics seen in class?
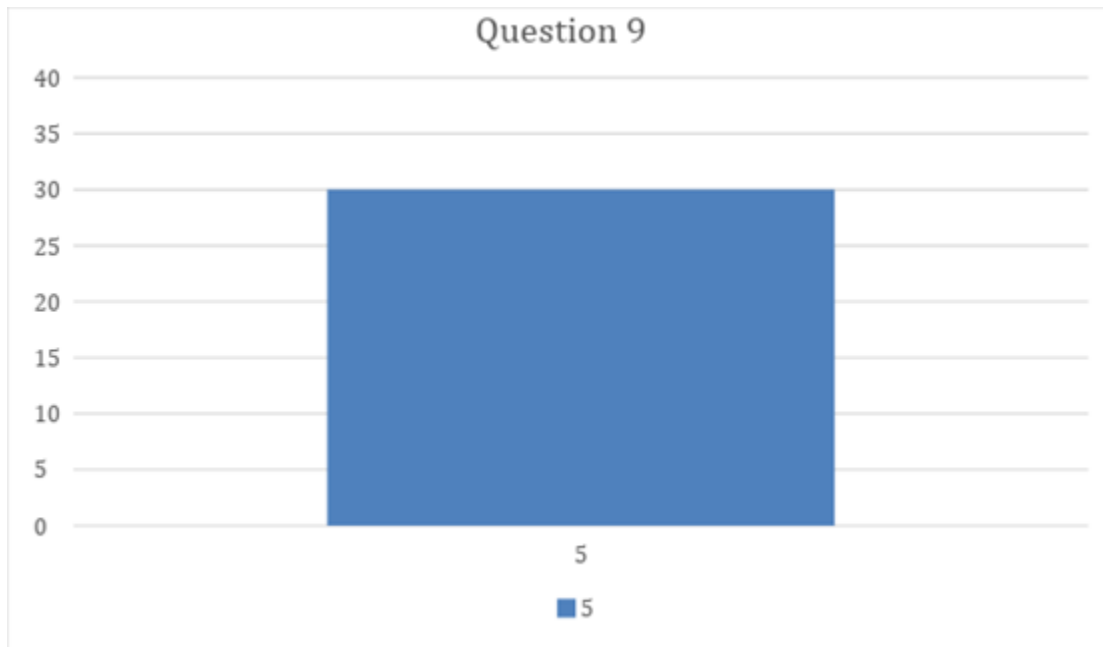
Figure 21. Question 9
SOURCE: PARENTS SURVEY

The totality of the parents, 100%, believes that when their son has not attended class, he

used the group to advance in the topics that were seen in class. This is a point of view that

indicates the existence or contribution of an educational resource, such as the group, that allows

enriching student learning (Altschul, 2012). And it is not for less, because WhatsApp as a

technological tool and social medium at the same time, ends up improving the interaction and

collaboration between the actors of the teaching-learning process (Chapelle, 2009). The reason is

simple: the knowledge of what happens in the teaching is shared to all the members of the group,

in this way the participation is increased, which improves the academic performance of the

students.

10. Do you think the support that the teacher has given your child to obtain better

academic results or to perform an extra reinforcement through the WhatsApp group is valuable,

timely and important?
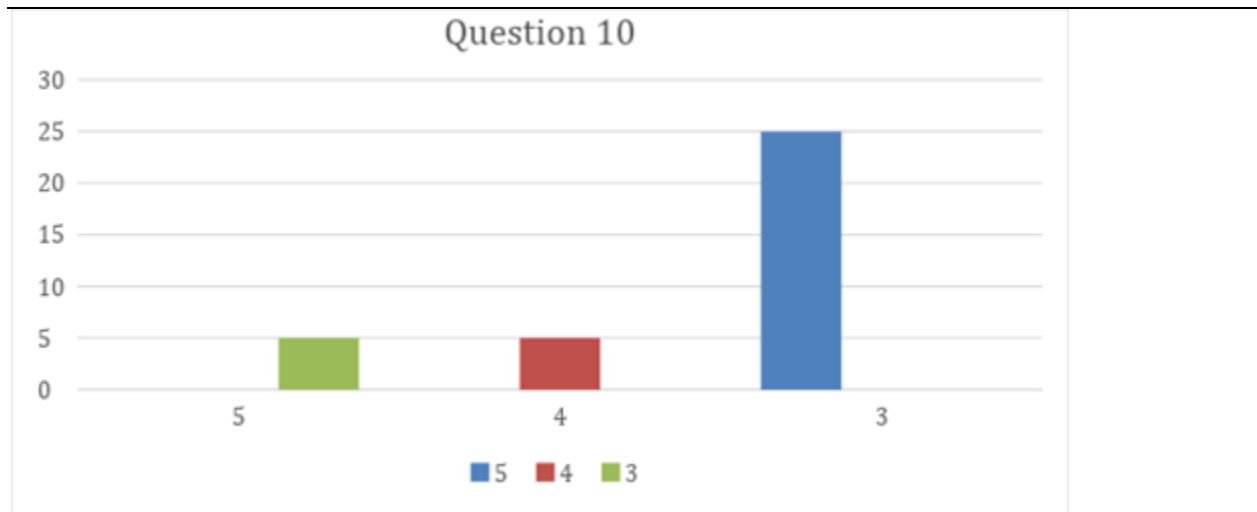
Figure 22. Question 10
SOURCE: PARENTS SURVEY

83.3% of the parents completely agreed that the teacher's support for their child to obtain

better academic results or to make additional reinforcement through the group is valuable, timely

and important; while 16.6% agreed somewhat; and the other 16.6%, neither agree nor disagree.

The teacher is no longer the bearer of knowledge. ICT have created new situations of learning, in

which the teacher is a counselor in a broad process of socialization and communication (Busque,

Medina and Ballano, 2013). And in a scenario of traditional English teaching, the use of new

technological tools implies an inevitable progress in teaching (Rosenblat, 1990).

11. Do you think that with this support provided by the teacher, your child's academic

performance improved?
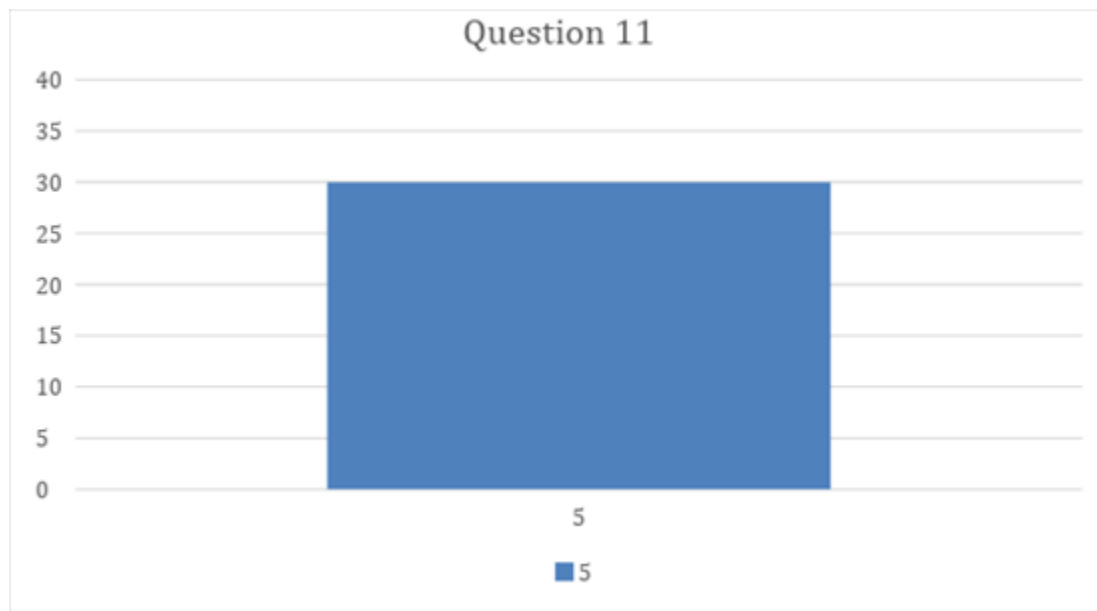
Figure 23. Question 11
SOURCE: PARENTS SURVEY

   100% of parents consider that with the support provided by the teacher through the

virtual group, the academic performance of their child improved. In this sense refers to the law

115, Article 3, which recognizes participation as an inspiring principle that allows the members

of the educational community enjoy the right to be informed and participate in the educational

process (Colombia Congress of the Republic, 1994). And participation that improves the

educational process, thanks to the use of technological tools (Peacock, 1997).

Information triangulation: survey of students and parents.

In order to triangulate the information coming from the parents and the student survey, in order to enrich the analysis and interpretation, I proceeded to cross-reference data between questions of one instrument and another, as follows:

1. Maintaining communication with the teacher, students and parents through the WhatsApp group.

It is sufficiently clear that communication between students and teachers and between teachers and parents has improved markedly. And the proof of this is that most parents want to continue to maintain this type of communication with the teacher, because it is an opportunity to learn more about the academic reality of their children, and students to be aware of the teacher's comments.

2. Relevance of school activities sent through the WhatsApp group.

Both parents and students agree that the school activities that are socialized by the WhatsApp group are relevant, which indicates the importance of the collaboration of the family in student learning, taking into account the impact of parents in this process and the proximity and approach offered by these tools. In addition to the approach provided by WhatsApp.

3. Academic support provided by the teacher through the group and the student's academic performance.

Both students and parents recognize that through the group the teacher offers academic support, which translates into the improvement of academic performance. First, because thanks to this tool parents are present, which allows them to take an interest in the education of their children in a direct way. And, secondly, because the presence of the teacher, as a guide and counselor, is maintained.

4. Effectiveness and ease of use of the WhatsApp application.

WhatsApp application, as a tool for the operation of the group, is considered by parents and students as effective and easy to use. It is recognized that it is a digital practice adaptable to any scenario, especially in academics, where knowledge is attractive and useful. What is deduced is that this ease of use translates into the improvement of communication between the actors of the educational process, with the logical improvement of academic performance.

5. The use of WhatsApp as an aid to encourage at home the support of school activities.

WhatsApp is a great help for communication, in terms of maintaining fluidity among the actors involved in this process. It is not for less, when it adapts to a scenario, to an area where knowledge is attractive. And when the presence of students, parents and teachers is permanent. It is the main reason why it is an excellent tool in education.

6. Importance of continuing with the school support provided by the WhatsApp group.

Now, it is so important that the group formed in WhatsApp is recognized, that both parents and students point out the need to continue working with this tool. It is undeniable that it is about supporting school activities, which is achieved thanks to the exchange of ideas and collaboration in terms of improving learning.

7. Usefulness of the videos sent by WhatsApp as school support.

The usefulness of the videos sent by WhatsApp in educational terms - as a support and complement to what is taught by the teacher - is recognized by parents and students. in fact, the exchange of this kind of material by WhatsApp is very common, but not so much in the educational context in which it is used.

8. Effectiveness for the communication of the WhatsApp group.

That the group of parents, students and teacher communicate more easily thanks to WhatsApp, is an undeniable reality. There is easy communication of ideas, and communication between its members, outside the classroom, but in support of the process that takes place within it.

9. Use of the WhatsApp group to stay up to date on class topics, in front of the student's absence.

One aspect that is recognized by parents and students is that, in occasional absences to class, the WhatsApp group is used to catch up on content and activities. In this way there are no delays in the training process, and it continues with the enrichment of student learning.

10. Value, opportunity and importance of the teacher's orientations for obtaining better academic results.

Now, that the teacher communicates his orientations through this group in WhatsApp with the intention of improving student performance and even to make an extra effort, it is valuable, timely and important. The reason is simple: tools like WhatsApp, by themselves do not produce educational benefits. To have them, there needs to be an orientation, an effort, a purpose, an intention, of the teacher. This is how this kind of experience is enriched.

11. Improvement of the student's academic performance thanks to the support provided by the teacher.

The support that is provided to the educational process from the group in WhatsApp, as expected, shows an evident improvement of the student's academic performance. What indicates the fruitful and useful character of the support that the teacher offers to his students, as it improves the educational process.

In summary, both parents and students agree on the same aspects related to the need to improve the flow of communication between parents and teachers, with the purpose of improving the performance of students in English, sixth grade. In this way, the necessary information base is established in order to answer the problem question and fulfill the stated objectives. The processing of the information carried out - directly, triangulated and crossed - allowed not only the achievement of each one of the specific objectives raised but also of each one of the research categories, which inevitably led to the solution of the problem, through the application of a pedagogical strategy based on the use of WhatsApp. In addition, it was possible to validate the positive impact of the use of WhatsApp for the improvement of the participation of parents in the education of their children.

It can be affirmed, according to the process carried out, that students have knowledge and practice about WhatsApp and its usefulness as a pedagogical tool, enough to evaluate the effect of WhatsApp in students' learning previous knowledge about it (first category) and extract necessary elements for the design and implementation of the pedagogical strategy (second category).

Likewise, it was possible to confirm the positive impact of the use of WhatsApp as a technological tool within a broader strategy to improve communication between parents and teachers.

In this way, the processing of the information that was carried out allowed a satisfactory solution and above all, verified a practical, viable and effective contribution to the low level of participation of parents in the education of their children.

From the moment the results of the surveys applied met each one of the research

categories raised and considering that these are sufficiently related to the specific objectives, it

can be said that these were satisfactorily achieved.

<u>Documents</u>
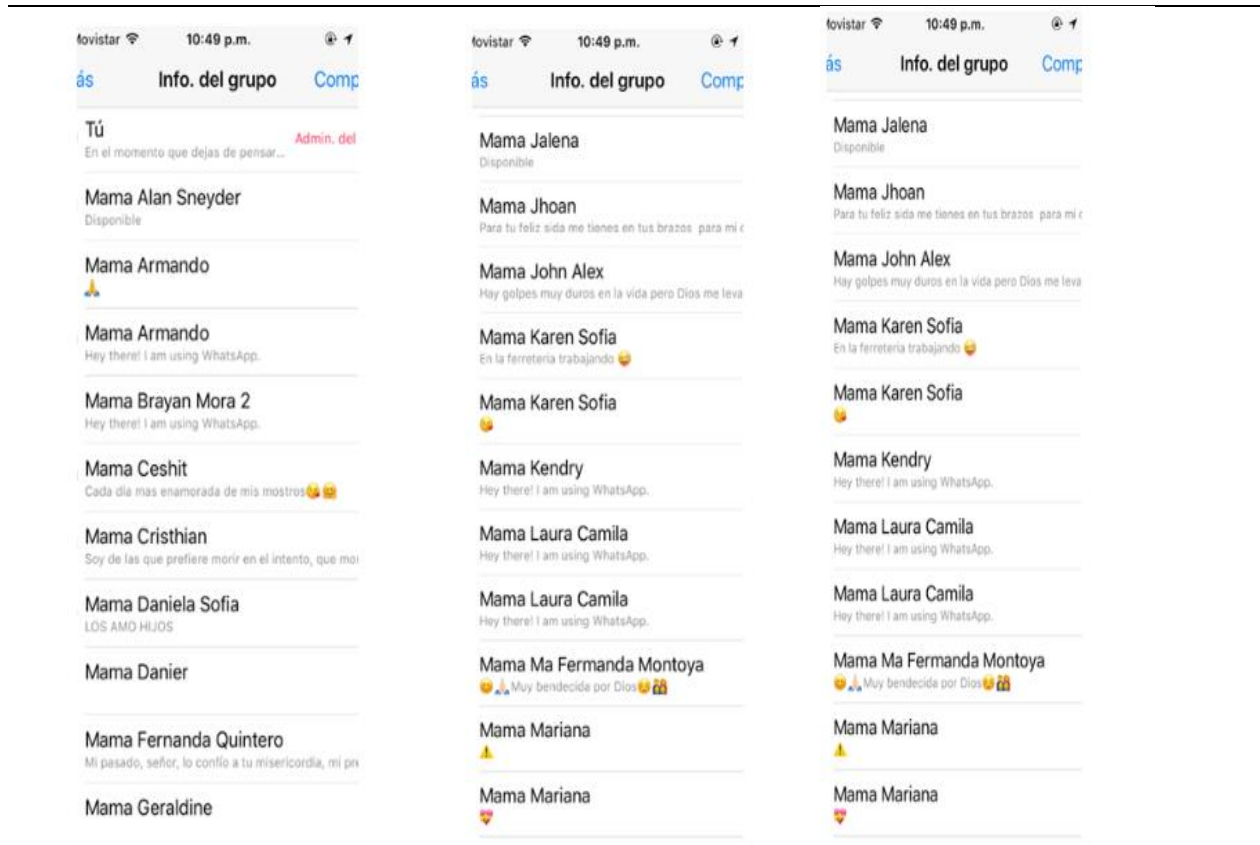
Figure 24. Contacts list
SOURCE: WHATSAPP GROUP
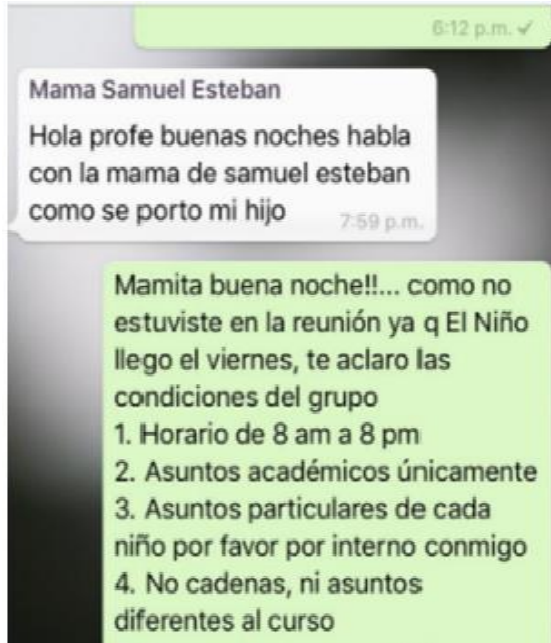
Figure 25. Group Conditions
SOURCE: WHATSAPP GROUP
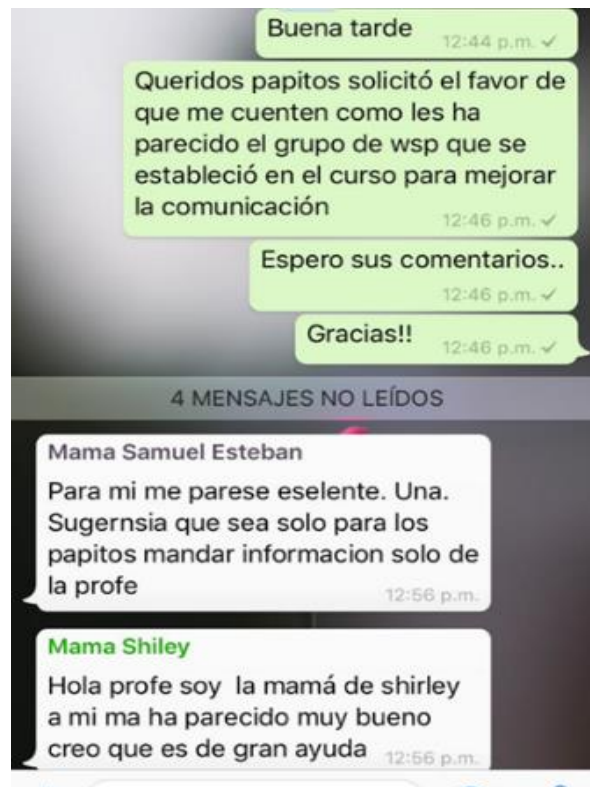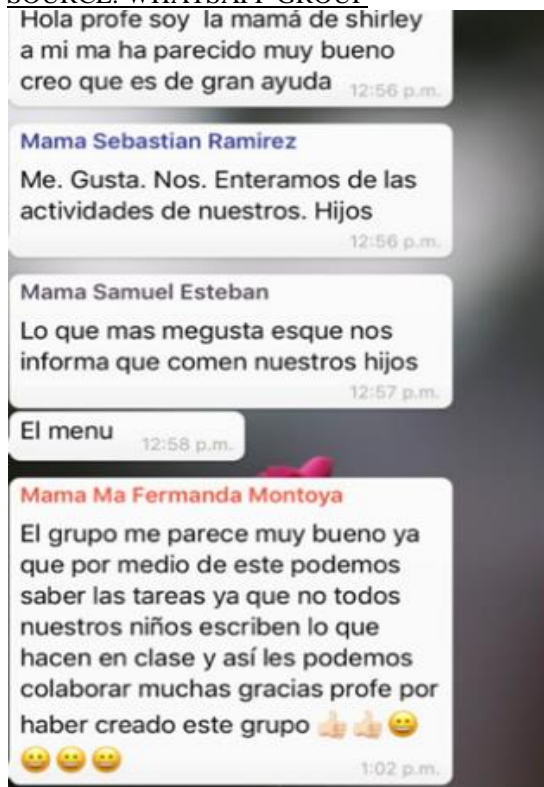
Figure 26. Group Chats
SOURCE: WHATSAPP GROUP

Chapter V

Conclusions and pedagogical implications

The present research sought to evidence that, with the use of technological tools such as WhatsApp app, sixth grade student's reinforcement in English, evidenced positive results in the academic performance.

This study reached different achievements in its design, implementation and analysis. The first stage sought to consolidate a solid, concrete and effective proposal to reinforce English learning in students, with the support of the teacher through the technological tools and thus improve their academic performance.

For the implementation stage, it was sought to establish criteria (Gardner & Lambert, 1972) that allowed the adequate use of these technological means, with the collaboration provided by the parent and the school, so that this would generate an effective participation that would allow a positive development for the student and provide a motivation in the parents with the permanent support that was provided (Fraenkel & Wallen, 2009).

Finally, the analysis sought to show positive results in the research that led to significant transcending, thus facilitating learning (Gilakjani & Ahmadi, 2011) through communication between student and teacher. Not only did parents provide the cell phones as a requirement for interaction, but they also participated in the decision to collaborate in order to see the benefit in the academic performance of their children in the English subject.

Conclusions

The present investigation allowed us to understand how the information was collected through the application of the instruments selected for this purpose, so that after the analysis, it was easier to answer the question formulated in the study.

The use of technological tools, specifically WhatsApp, in the reinforcement of English learning in sixth grade students of the Educational Institution Eduardo Santos de Neiva was carried out through the creation of a group on WhatsApp, of parents, teacher and students. The creation of this group was to reinforce the teaching-learning process carried out in the classroom, allowing parents-student-teacher interaction around the educational theme. It was possible to demonstrate not only the acceptance of this technological use, but the interest and active participation. In this way, a high pedagogical and didactic incidence was observed in the use of this technological tool.

In this perspective, pedagogical and didactic activities were developed thanks to the use of this technological tool and with the active participation of teachers, parents and students. This was how the educational community of the sixth grade of the aforementioned institution participated in the processes related to the teaching of English: subjects, content, academic activities, allowing a fluid, open and frank communication between parents and teachers around the learning of their children and their academic performance. The use of this application increased the support of parents to the education of their children.

Regarding the results obtained with the creation of this group on WhatsApp, the enormous benefit is undeniable by improving communication between the teacher and parents and sixth grade students of the institution. It was a fluid and interesting communication about the learning process carried out regarding the teaching of English. Likewise, the positive effect of this relationship on the students' academic performance, which is shown in the evaluative difference before and after the activation of the group, was evident, in the interpretation of the documentary analysis, I proceeded to analyze the report of grades of the students of the sixth grade students in the English subject, before the creation and function of the WhatsApp group

and afterwards. It was verified that there was a notable improvement in this regard before the

creation of the group, the average per group was 3.1, the student with the lowest average was 1.5

and the highest, with 3.1. After the group, the lowest presented 3.9 and the highest, 4.6. Finally,

it could be concluded that the application of this project was a very significant experience both in

the communication with parents and with the result of the academic performance of the students

in the use of the WhatsApp application with the various options such as videos, images and

communications that enriched the experience.

The learning achieved after the elaboration of the present study and the application of the

aforementioned technological tool for the creation of the study group was important insofar as it

allowed to confirm the possibility of theoretically sustaining in a solid way the carried-out

research and the strategy derived from it.

Likewise, it was possible to confirm that the approaches and theoretical bases appealed

have an undeniable practical value, because this study was not only in the research and its

results, but also advanced in the design, development and implementation of a strategy based on

the use of WhatsApp for the improvement of English teaching.

Undoubtedly the impact of this study on a personal level is evident. Because, essentially,

it allowed to realize that the English teaching at present can be given to the margin of traditional

pedagogical approaches and in the frame of others, of constructivist type and of significant

learning.

The impact of the research in the local context is equally important because it showed the

students, mainly, and the teachers and parents, that it is possible to integrate the new

technological tools to the educational process with success, for the improvement of the teaching-

learning of a second language and academic performance.

Regarding the inconveniences that were presented in the realization of this research, it

is specifically mentioned the one experienced at the beginning, when creating the group in

WhatsApp, the parents showed some resistance to the use of this communication and interaction

mechanism.

Pedagogical implications

As teachers in training, the design of a research proposal is a reflective, analytical and

constructive space on how to optimize the communication, teaching and learning process of the

English subject based on the resources that technological advances allow us to propose, taking

into account this, it is possible to conclude that the proposal of this project generated a

significant space to use the possibilities that exist in terms of technological resources, interactive,

graphic resources, multimedia resources, to improve communication between parents and

teachers and thus demonstrate a better learning in the English language of the students.

Both the research process carried out and the design and implementation are a direct

consequence of this study, which means that it has two pedagogical implications: the first is the

knowledge produced from the information collected, and that shows not only the problematic

situation detected, but the disposition of students towards the use of technological tools in their

learning process. The second, has not so much to do with the use of WhatsApp as a

communication tool but with its effectiveness and benefits in terms of reinforcement of learning

and improvement of academic performance. Learning takes place without the classroom at the

time and place comfortable for the students and parents.

A long-term pedagogical implication consists in admitting the possibility of applying any technological tool to solve classroom problems related to learning, academic performance, achievement of competences, etc.

Limitations

A difficulty is that in 10% of the parents they could not access the group, therefore, they did not benefit from the process that was carried out. Some parents do not comply with the rules established for the management of the group.

Not all parents develop the suggested activities in the group as part of their child's school support.

Projections / Future Work

It is important to recognize the potential of the implementation of technological resources in the classroom for any subject.

It is common to find that many teachers do not know how to manage WhatsApp groups, how to link support resources that are freely available, or how to use different tools that streamline and optimize daily communication, so with the design and implementation of this proposal is possible to know different methods that help an effective guidance at home by parents to children, it is a good exercise to share these learnings with the institutional academic community.

It is important to provide parents with some basic notions related to the use of the application, its function, benefits, as well as clarifying the rules for its use. Data update days should be held as some of the parents change their phone number, it is also important to enter new members into the group.

Considering the huge development of instant messaging, it is important to conduct future research related to the subject. It is possible within the project to make other measurements of the academic performance of the students, in order to reaffirm the usefulness of the project.

It is quite probable that in future studies problems will arise, not with the use or integration of the technological tool to the teaching-learning process, but with the response or reticence of the parents. As it was said, it is not safe, but this situation could occur, considering some reluctance of the parents to use WhatsApp in group management, in this study.

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Appendix 1. Sample of Informed Consent Letter for Parents
CONSENTIMIENTO INFORMADO PADRES O ACUDIENTES DE ESTUDIANTES

Institución Educativa: _____ Código DANE: _____ Municipio: _____

Yo_____
_____,yo_____ o yo_____,
mayor de edad, [ ] madre, [ ] padre, [ ] acudiente o [ ] representante legal del estudiante
_____ de _____ años de edad, he (hemos) sido informado(s) acerca del proyecto de investigación The use of technological tools to reinforce English language learning in sixth-grade students el cual se requiere para que el docente de mi hijo(a) realice la aplicación de la intervención pedagógica sobre el uso de las TICs en el aula de clase para el mejoramiento de las habilidades comunicativas. Luego de haber sido informado(s) sobre las condiciones de la participación de mi (nuestro) hijo(a), resuelto todas las inquietudes y comprendido en su totalidad la información sobre esta actividad, entiendo (entendemos) que: • La participación de mi (nuestro) hijo(a) en este proyecto o los resultados obtenidos por el docente no tendrán repercusiones o consecuencias en sus actividades escolares, evaluaciones o calificaciones en el curso. • La participación de mi (nuestro) hijo(a) no generará ningún gasto, ni recibiremos remuneración alguna por su participación. • No habrá ninguna sanción para mí (nuestro) hijo(a) en caso de que no autoricemos su participación. • La identidad de mi (nuestro) hijo(a) no será publicada y las imágenes y sonidos registrados durante la implementación se utilizarán únicamente para los propósitos de la investigación. Atendiendo a la normatividad vigente sobre consentimientos informados, y de forma consciente y voluntaria [ ] DOY (DAMOS) EL CONSENTIMIENTO [ ] NO DOY (DAMOS) EL CONSENTIMIENTO para la participación de mi (nuestro) hijo (a) en la implementación y práctica educativa del docente en las instalaciones de la Institución Educativa donde estudia.

 Lugar y Fecha: _____
FIRMA MADRE CC/CE: _____
FIRMA PADRE CC/CE: _____
FIRMA ACUDIENTE O REPRESENTANTE LEGAL CC/CE: _____

Appendix 2. Formato de observación en clase

Universidad Surcolombiana
Facultad de Educación
Maestría en Didáctica del Inglés

Observación en clase

Fecha de observación:	
Objetivo:	
Aspecto observado:	Comentario:
Conclusiones	

Appendix 3. Encuesta a docente de inglés

Universidad Surcolombiana
Facultad de Educación
Maestría en Didáctica del Inglés

Encuesta

Objetivo: recolectar información relacionada con el desempeño de los estudiantes de grado sexto en clase de inglés, como información para diagnóstico.

Por favor, responda las siguientes preguntas teniendo en cuenta su experiencia con el grupo en su clase de inglés:

1. ¿Cómo considera la relación de los estudiantes de sexto con sus padres en términos de educación?

2. ¿Considera que sus estudiantes llevan a cabo con responsabilidad sus actividades escolares en inglés?

3. ¿Cómo es el rendimiento académico de los estudiantes en clase de inglés?

4. ¿Cómo es su comunicación con los estudiantes?

5. Cuál es el enfoque pedagógico que utiliza en sus clases con sexto?

Muchas gracias.

Appendix 4. Parents Survey

Universidad Surcolombiana
Facultad de Educación
Maestría en Didáctica del Inglés

Encuesta

Objetivo: recolectar información relacionada con el uso de WhatsApp por parte de padres y estudiantes en el marco de la enseñanza de inglés en el grado sexto de la Institución Educativa Eduardo Santos.

Por favor, responda las siguientes preguntas teniendo en cuenta su experiencia con el grupo en WhatsApp:

1. ¿Cree que ha mantenido una mejor comunicación con el profesor de su hijo a través del grupo de   WhatsApp?
2. ¿Crees que las actividades escolares enviadas a través del grupo de WhatsApp son relevantes?
3. ¿Considera que el apoyo académico proporcionado por el docente a través del grupo ha sido esencial   para   lograr   un   mejor   rendimiento   académico   del   alumno?
4. ¿Cree que la aplicación WhatsApp es un medio de comunicación efectivo y fácil de usar?
5. ¿Consideras que el uso de WhatsApp ha sido de gran ayuda para alentar en casa el apoyo de las actividades   escolares?
6. ¿Considera importante continuar con el apoyo escolar proporcionado a través del grupo de WhatsApp?
7. ¿Los videos que se enviaron a través del grupo de WhatsApp son útiles para el apoyo escolar que   brinda   a   su   hijo   en   el   hogar?
8. ¿Cree que el uso del grupo WhatsApp ha sido un medio efectivo de comunicación?
9. Cuando su hijo no ha asistido a clase, ¿ha utilizado el grupo de WhatsApp para avanzar en los temas   que   se   ven   en   clase?
10. ¿Piensa que el maestro le ha dado a su hijo para obtener mejores resultados académicos o para realizar un refuerzo adicional a través del grupo de WhatsApp es valioso, oportuno e importante?
11. ¿Considera que con este apoyo brindado por el docente el rendimiento académico de su hijo mejoró?

Muchas gracias.

Appendix 5. Students Survey

Universidad Surcolombiana

Facultad de Educación

Maestría en Didáctica del Inglés

Encuesta

Objetivo: recolectar información relacionada con el uso de WhatsApp por parte de padres y estudiantes en el marco de la enseñanza de inglés en el grado sexto de la Institución Educativa Eduardo Santos.

Por favor, responda las siguientes preguntas teniendo en cuenta su experiencia con el grupo en WhatsApp:

1. ¿Considera que ha mantenido una mejor comunicación con el maestro a través del grupo de WhatsApp?
2. ¿Crees que las actividades escolares enviadas a través del grupo de WhatsApp son relevantes?
3. ¿Considera que el apoyo académico proporcionado por el docente a través del grupo ha sido esencial para lograr un mejor rendimiento académico?
4. ¿Crees que la aplicación WhatsApp es un medio de comunicación efectivo y fácil de usar?
5. ¿Considera que el uso de WhatsApp ha sido de gran ayuda para alentar el apoyo de las actividades escolares?
6. ¿Considera que es importante continuar con el apoyo escolar proporcionado a través del grupo de WhatsApp?
7. ¿Los videos que se enviaron a través del grupo de WhatsApp son útiles para el apoyo escolar que brinda el profesor?
8. ¿Crees que el uso del grupo WhatsApp ha sido un medio efectivo de comunicación?
9. Cuando Usted no ha asistido a clase, ¿ha utilizado el grupo de WhatsApp para avanzar en los temas que se ven en clase?
10. ¿Piensa que el apoyo que el maestro le da para obtener mejores resultados académicos o para realizar un refuerzo adicional a través del grupo de WhatsApp es valioso, oportuno e importante?
11. ¿Considera que con este apoyo brindado por el docente su rendimiento académico mejoró?

Muchas gracias.

Appendix 6. Interview in WhatsApp Group
Interview Transcription

SPEECH SAMPLE
R: Durante todas las clases de Inglés desde la primera entrevista, cómo se han sentido en las clases de Inglés? S1: pues es diferente porque en la primera actividad yo estaba más perdido pero ya en las siguientes clases empecé a mejorar y a mejorar y pues no creo que ahora sea lo mismo porque ya no soy como antes que antes no arriesgaba para hablar. S4: pues que es distinto porque al principio yo no sabía nada de eso y ahora sé un poquito más. Pues ya ahora las clases de Inglés no son las mismas porque ya hemos cambiado y evolucionado en muchos temas, entonces vamos aprendiendo mucho más. S7: y no es lo mismo porque al principio no sabíamos en qué aprender y hasta ahora ya hemos aprendido algo sobre los temas que son difíciles R: qué opinan de las actividades de Inglés a partir del WhatsApp? S2: No pues chévere porque cuando la profesora nos dijo nosotros nos colocamos felices por la tecnología. Cuando nos las trajo pues yo no me metí a la aplicación, sino que yo grabé. Yo no me metí a la aplicación porque yo dije que tal que dañe, no, no. Entonces pues ya le cogí confianza y ya dije eso es del gobierno y no pasa nada. S8: y porque es mejor grabarse en inglés en un aparato electrónico a estar en frente del salón que se le ría a uno. S2: porque hablarle a una persona es intimidante e incómodo s2: como un alivio porque hablarle siempre en frente de una persona es como algo intimidante e incómodo entonces yo sentí un alivio no porque claro todos se le burlan si uno se llega a equivocar s10: pues chévere porque con un aparato electrónico hay más posibilidades de que uno aprenda mas cosas R: ¿cómo se evalúan respecto a esa habilidad? S7: nos ha servido mucho en Inglés porque nos ha ayudado a pronunciar más S8: esto pues yo no pensaba que fuera aprender así porque nunca me ha gustado el Inglés y si nunca le puse interés pero ahorita sí S10: yo no era muy aplicada ni me gustaba mucho el inglés pero ahora sí R: ¿frente a todos los inconvenientes que tenían para hablar en un principio qué pasó ahora? S5: pues ya ha mejorado mucho porque uno ya uno ha aprendido más ya no se le olvidan tanto las palabras como antes, antes a uno le daba nervios le daba todo S2: pero como ahora todo uno lo graba en el teléfono entonces y que le va a dar pena en cambio así cuando uno sale así al tablero jumm a uno le da una pena R: ¿esas dificultades que ustedes dicen se han ido superando a qué se debe?

S1: a la profesora, la profesora explica muy bien todo y si uno no le entiende le vuelve a explicar y le ayuda a uno mucho y que ella es comprensiva no es como los profesores otros
S3: pues por la profesora y el WhatsApp
S4: pues a mí y a la profesora porque si uno no pone de su parte pues entonces cómo va a prender y la profesora que ha tenido mucha paciencia
S6: pues la profesora es comprensiva y siempre le va ayudando a uno mucho
S7: la profesora de Inglés es muy buena
R: cómo ha sido su desempeño en Inglés después de todo este tiempo que hemos tenido clase?
S5: bien porque al principio era como hacer el taller y ya pero la profesora ya explicó más y más entonces ya me sentí como más orgulloso de lo que estaba haciendo
R: ¿cómo fue ese desempeño desde el momento en el que empezamos a trabajar hasta hoy?
S6: empezando mal ya después peor.
S10: hasta ahora ha sido bien porque comencé un poco regular y he mejorado
S7: bien porque cada día hemos progresado más con las explicaciones de la profesora y con el whatsapp
S2: la pronunciación
S9: la fluidez
s5: pronunciar
R: ¿qué tal el manejo del vocabulario?
S6: pues ya va mejorando, lo que no hemos podido mejorar es hablar bien; que uno no se equivoque pero siempre tiene que equivocarse en algo y van bien y uno hay sí voy bien cuando se le enreda la lengua a uno
R: ¿qué ha sido hasta el momento lo más fácil y lo más difícil de todo el proceso?
S7: lo más fácil aprender y como lo más difícil pronunciar
S9: lo más fácil escribir, lo más difícil pronunciar
S6: pues pronunciar sí fue durísimo; fácil como presentar decir lo suyo
S2: siempre ha sido difícil pronunciar porque a uno siempre se le tiene que enredar la lengua, así como confundir life con "f" y live con "v"
R: ¿qué tal el uso de recursos, de vocabulario?
S8: cuando uno le colocaba cuidado a la clase bien bien uno llega a la clases y se le hace fácil lo que ella dice pero uno no está escuchando del todo bien
R: ¿qué piensan que ha sido lo que más han mejorado y qué les falta por mejorar?
S8: yo he ido mejorando la pronunciación pero todavía me falta un poquito más
S3: pues que a mi me faltaba era la pronunciación y la fluidez, pues yo ya he venido mejorando la pronunciación pues porque entre más clase pues así uno más aprende y más va dejando uno el miedo por hablar en frente de los compañeros
S9: pues seguir trabajando en la pronunciación
S10: lo que a mi más se me dificulta es la pronunciación pero estoy mejorando más para poder pronunciar más bien

Appendix 7. Activities in WhatsApp Group

DATE: August 24th 2016

SITE: Eduardo Santos School

ACTIVITY: Body description

PARTICIPANTS: 32 Students

DESCRIPTION OF ACTIVITY:
The objective of this activity was describing people body parts, at the beginning the teacher showed students some slides with the vocabulary related to body parts (Shape of the face, skin color, hair length, body (thin or chubby) and eyes color. The students were very interested in the activity and participate a lot, some of them were not paying attention and I have to help teacher to get their attention to the class and then they worked really well. After the explanation of the vocabulary, teacher and students started to describe themselves in an interacting way then the teacher showed a slide with 4 characters and they had to describe them, some students did the practice on the whiteboard changing and correcting the different words to describe them, repeating the vocabulary and self-correcting themselves. Then the tablets were given to each student in order to make a recording describing four characters that the teacher showed them on a slide. They began recording according to the directions given by the teacher, using patterns according to the activity, students felt comfortable and with great motivation, even they helped each other to correct pronunciation and mistakes in description. The problem I see is that there are many students in a small classroom and it creates a little disorder, also the time is really short to carry out activities like this.

REFLECTIONS:
They did that activity with interest, I think because their likes, they feel comfortable when they work with something they like and know and they give feedback each other, that is something beautiful, engage them to correct mistakes and help each other. And with the usage of tablets they gain confidence to speak with no fear. Additionally, I could observe that when students made the sentences to describe people they though a lot making long pauses. I repeat again, time doesn't help to keep progress in this project but we have to figure out how to do it without worrying about the time.

FUTURE ACTION: Teacher must provide learners with more input in order to get a fruitful production by part of students

SOURCE: AUTHOR

Appendix 8. Samples of Audio Transcriptions

Describing a person

Student: William

Hollie is tal (referring to tall) Che (referring to she) is thin, herpronunciación, fair (referring to fair) her jair (referring to hair) is shoulder length, strei (referring to straight) and yellow (blonde), her elles (referring to eyes) are black , her is beautiful

Describing a person
Student: Ibeth

Hollie is tall, she is thin, her skin is very fair, her jair (referring to hair) is shoulder length, straight and blonde, her elles (referring to eyes) are black, she is beautiful.

Physical Description
Students' description (a girl in an image)
Student: Maryori

Hollie is tal (referring to tall) {someone is helping to her how pronounce-(she is thin, her skin is fair)} she… is thin, -risas- her skin is fair {someone is helping to her how pronounce (her hair is blonde)}her jair (referring to hair) is blonde, {someone is helping to her how pronounce (her eyes are blue)} her eyes are blue.

Physical Description
Students' description (a girl in an image)

Student: Johan Albeiro

Hollie is a tal (referring to tall) she is a thin, skin is is fair hair is…….. short straight and bloonde (referring to blonde) her elles (referring to eyes) are blue.

Describing a person
Student: Madelein

Hollie is tal (referring to tall) she is thin, ummm her skin is very fair (referring to fair) her jair (referring to hair) is shoulder length, strei (referring to straight) and y blonde…. (makes a pause), her elles (referring to eyes) are black, her is beautiful.