

# Tele-Task As A Leisure-Technological Strategy For Strengthening Communicative Skills

Katherine S. Benítez Díaz<sup>1</sup>, Betty C. Valderrama Urzola<sup>2</sup>, Jhon J. Feria Díaz<sup>3</sup>

<sup>1</sup>Institución Educativa Normal Superior de Sincelejo, Sincelejo, Sucre, Colombia.  
<https://orcid.org/0000-0003-1149-5507>.

<sup>2</sup>Institución Educativa Normal Superior de Sincelejo, Sincelejo, Sucre, Colombia.  
<https://orcid.org/0000-0001-9381-1870>.

<sup>3</sup>Faculty of Engineering, Universidad de Sucre, Sincelejo, Sucre, Colombia.  
<https://orcid.org/0000-0003-1397-1546>.

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## Abstract

This article is the synthesis of the pedagogical research-action: "The tele-task as a ludic-technological strategy for the strengthening of communication skills, developed in the transition degree of the Higher Normal Educational Institution of Sincelejo. With the aim of strengthening the level of communication skills (speaking, listening, reading and writing) of the students of the Transition degree of the Higher Normal Education Institution of Sincelejo, from the implementation of tele-tasks as a ludic-technological strategy in the classroom; When applying the diagnostic test, 60% of the students were found to be at the level exceeded in the ability to listen, 31% in the ability to speak, 29% in the ability to read and 35% in the ability to write, which was compared with the final test. The foregoing led to the design of this pedagogical intervention "Tele-homework as a Technological ludic strategy", through which the students' communication skills were strengthened at a high level. As a conclusion, it was possible to establish that with the tele-tasks the students learned by acting, as protagonists of their own learning, the families were involved using ICTs, videos recorded at home with cell phones, as evidence of learning, sent to the WhatsApp group and uploads to the interactive blog "Count on me".

**Keywords:** Tele-tasks, ludic-technological strategy, communication skills, pedagogical intervention, technology, interactive blog.

## 1. INTRODUCTION: Technology and education

Technological advances have today become fundamental tools for the work of all humanity. In the educational field, computing has enveloped us in advanced technology and every day it makes our pedagogical, research and communication practice easier.

Currently, education has been strengthened by computer systems and equipment for the storage and use of information, for this reason, we cannot be left behind in the prevailing need to train and update ourselves to apply new technologies in our field of action: The education.

Every educational institution today must have technological and computer resources that allow it to remain in a highly competitive society with high quality demands, especially in the field of education. One of these resources is undoubtedly the Internet.

This research seeks to solve an existing problem, not only in the Higher Normal Educational Institution of Sincelejo, but in many institutions, which consists in the disconnection of all educational and communication processes with the elements of Computer Science and Telematics.

Current education is called to respond to the demands and needs of the educational system, through the transformation of traditional educational schemes. It is then, when the use of ICTs, acquire their greatest relevance in the teaching-learning processes, becoming tools that generate dynamic, attractive and motivating learning spaces for students.

Sánchez, Y. (2015), citing Piaget, between the ages of 2 and 5, the child's language is characterized by the monologue, which is followed by the collective monologue (level 1). From 5 years to 7, the interlocutor's association with the action of thought takes place. That is why it is necessary to encourage the child to discover in himself the ability he must communicate with other people and establish agreements with other children, in order to achieve collaborative work and learning, as well as relate to other individuals, through their linguistic competence, even if they are not the same age.

The use of ICT in education opens countless possibilities in the teaching-learning processes. For teachers, it provides effective and efficient tools regarding the speed of information transmission. The computer resources are numerous and varied, in addition to making it possible to adapt or adapt them to the specific needs for each process that you want to develop; For the students, it offers the same possibilities, but from the perspective of the dynamics and interaction with the resources that the teacher programs and develops, so that the student carries out their activities in a dynamic, fun and novel way, allowing them to explore, discover, investigate, create and apply new knowledge.

ICTs break down the barriers of distance and time, making it possible to develop more activities in less time and with greater effectiveness in achieving objectives. These technologies allow the student-teacher-parent relationship to be maintained, even outside of school and outside of class time or being in school. This is how the new and diverse distance education systems were created, which were initially proposed for higher education and which at the level of academic training have been declining to the levels of initial education. With this premise, the present research was proposed, in the search to generate a pedagogical intervention, focused on the use of ICT, to solve a problem observed in the teaching-learning process, within the transition degree.

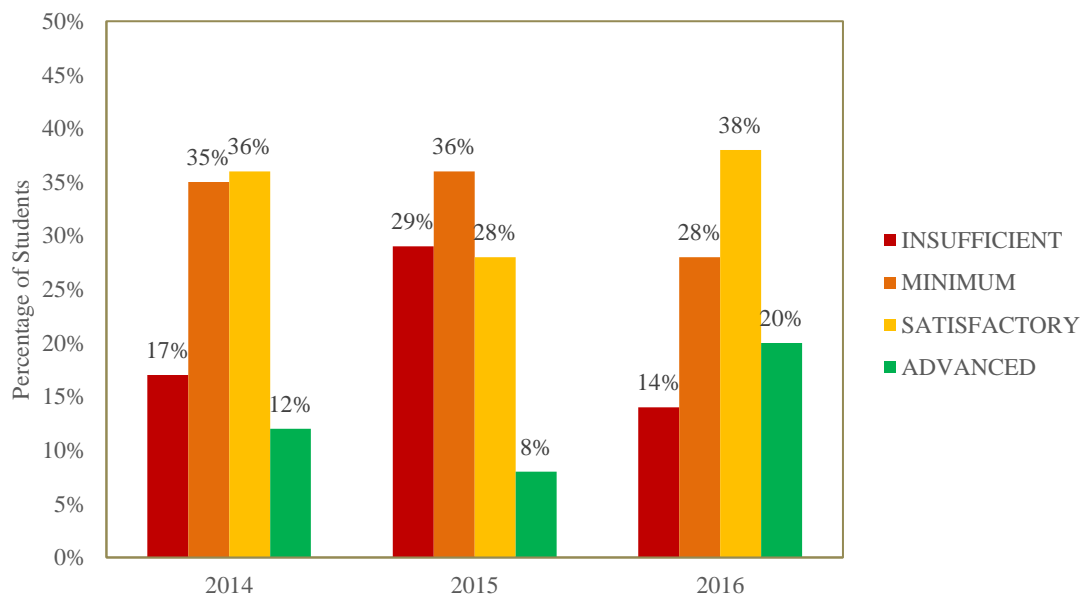
From the diagnosis of the problem related to the development of communication skills in students of the transition degree of the Higher Normal Educational Institution of Sincelejo IENSS, which is directly related to communicative competence, fundamental in any learning process and that is the basis for the appropriation of knowledge in all areas of knowledge; we proceed to the design and implementation of a playful-pedagogical strategy, based on the use of information and communication technologies, through the use of technological tools such as the cell phone, the computer, the tablet, the internet, among others; to develop communication skills in students.

The effectiveness of the strategy proposed and implemented in the transition degree was made through an evaluative test that, in the same way as it was applied in the diagnosis, measures some indicators in each of the skills and determines the level of development

of each ability. So, there is a before and after, after the implementation of the pedagogical intervention.

In the two groups of the Transition degree of the Higher Normal Educational Institution of Sincelejo, the research work began with 53 students whose ages ranged between 4 and 5 years of which 32 were girls and 21 were boys. In this scenario, daily in the classroom, students who had difficulty expressing their ideas, listening, writing and reading in front of their classmates and teacher were observed; the situation managed to affect the normal development of communication skills, reflected in the results of the language area, third grade, since 2016, placing the campus at an intermediate level.

**Fig. 1.** Levels of performance in the language area of the third grade: years 2014-2015-2016



**Source:** Institutional Report of Academic Results IENSS: years 2014 – 2015

Compared with previous years, in 2016 the results improved a little, but they are not yet at desirable levels. This is how it is found that 14% of the students evaluated are at the level of insufficient performance, which indicates that this percentage of students fail to pass the less complex questions of the test. On the other hand, 28% of the students are at the minimum performance level, which is indicative that this group of children, when faced with narrative and informative texts, with short content, simple structure and with everyday content, they can locate information within the text from obvious or easily identifiable textual marks. Regarding the advanced level, 20% achieved the expected performances. In this way, it is necessary to work even more, in the global understanding of short narrative and informative texts, as well as in texts with a simple structure and with contents close to everyday life.

If this situation continues, the development of communication skills of students, not only of the transition grade, but of the vast majority of students of Educational Institutions, both private and public in Colombia, may be coerced by the lack of development in communication skills, the establishment of social relationships and the demands brought by the educational and social dynamics that are handled in today's Colombian society and

that can be developed effectively through the enhancement of planned activities, through tele- tasks on the ACCOUNT WITH ME blog.

For these reasons, the development of an intervention through action-pedagogical research was proposed that allows, using technological tools, to strengthen the communication skills of the students of the two groups of the Transition degree of the Higher Normal Educational Institution from Sincelejo, Sucre. From this perspective, it became necessary to enhance communication skills, due to the lack of strategies that involved cognitive processes that would allow them to represent and communicate what students feel, think and know about the world, with the use of ICT tools.

When observing the daily life of the boys and girls of the two transition groups, they have difficulty expressing themselves with verbal fluency, lack of clarity and coherence in speech, which does not allow the potential development of communication skills: reading, writing, listen and speak. For example, difficulty to hold conversations, to argue clearly and coherently. This situation is sometimes influenced by socioeconomic factors, the lack of communication stimuli in families, in addition to the lack of innovative methodological resources in the classroom.

Against this background, new models of education are implemented, in which pedagogical theories point to the possibility of creating and recreating significant learning opportunities, involving new information and communication technologies, to reach knowledge and strengthen communication skills in transitional students.

The students had not developed the culture of active listening, due to the lack of dialogue at home, they were not used to listening or being listened to, therefore, it was necessary to open spaces for dialogue, debates and significant experiences that They will contribute to the good performance of the student in the four communication skills.

For Solé (2001), reading is an interactive process in which, during its development, the person who reads actively constructs their own interpretation of the message based on their previous experiences and knowledge, their hypotheses, and their ability to infer certain meanings.

Reading any type of material or reading helps to improve students' reading comprehension, to the point where they can continue learning by themselves, throughout their lives.

On the other hand, it is precisely teaching to read and interpret what is read one of the main objectives of the school, since it is the school who must be responsible for instilling and motivating the reading of texts and promoting the development of reading comprehension in your students. Therefore, to comply with this objective, vital for the development of students, it is necessary to deepen the contents that the texts address, as well as to develop techniques and strategies in school activities, which facilitate the evolution of the ability to reading comprehension in students (Solé, 2001).

Ausubel (1983), in his book Educational Psychology a Cognitive Point of View, mentions that reading comprehension is achieved when the student relates the new knowledge with the previously acquired; but it is also necessary that the student be interested in learning what is being shown. One of the difficulties that is perceived when connecting new knowledge with those already acquired, is that the reader does not read to expand their knowledge, which is arranged in reading from the given text, a situation that prevents them from can store and dispose of them at the right time.

For this reason, ICTs are used as tools that are easy to use and access in families, in addition to the opportunity they offer for social connection and interrelation, through the effective participation of students and parents in the process. This condition favors the learning process of students, strengthening their communication skills in a context that allows them to build new forms of meaningful learning from their family reality.

Communication skills, such as reading, writing, speaking and active listening are involved in the tele-tasks of the Count me blog, as a ludic-technological strategy that favors the understanding and interpretation of texts, poems, songs, maps mental, written and graphic materials, as well as many other options and possibilities for students to appropriate knowledge in a familiar, playful and meaningful way.

Consequently, in the Normal Higher Education Institution of Sincelejo, it has been observed in the teaching practice that the boys and girls of the transition grade enjoy recreational-pedagogical activities and learning through traditional means does not attract their attention. They enjoy the opportunity to learn by doing and on this occasion, learning by acting in a playful way. For this reason, the tele-tasks on the Count me blog; They are constituted in a ludic-technological strategy, to strengthen communication skills and likewise, consolidate and build knowledge in interactive, school and family contexts, where students are protagonists of their own learning.

Faced with this problem, it is necessary to pose the following research question: In what way will the implementation of tele-tasks as a ludic-technological strategy strengthen communication skills in students of the transition degree, of the Higher Normal Educational Institution of Sincelejo?

The action research was carried out in transitional grades 3 and 4 of the Higher Normal Education Institution of Sincelejo and can be extended to the first grades of elementary school, considering the basic standards of communication skills, proposed by the Ministry of Education. National for this set of degrees and the corresponding Basic Learning Rights. Likewise, the use of tele-tasks on the Account with me blog can be extended to other areas of knowledge, considering that communication skills are essential for the appropriation of knowledge in any area to generate meaningful learning.

In this way, it was sought to strengthen communication skills through the implementation of Tele-tasks as a ludic-technological strategy through a blog for students of the transition degree, in groups 3 and 4 of the Higher Normal Educational Institution of Sincelejo.

The specific objectives are defined in the following terms:

- Carry out a diagnosis of the communication skills that Transition 3 and 4 students currently possess.
- Design the activities that the Transition 3 and 4 students are going to develop, using the strategy of tele-tasks through the count me blog.
- Carry out a pedagogical intervention through tele-tasks as a technological play strategy, to strengthen communication skills in transition children 3 and 4.
- Assess the impact of the ludic-technological strategy in strengthening communication skills in Transition 3 and 4 students.

Currently, the use of new technologies has impacted the social and individual life of teachers and students worldwide, so that learning is in line with these advances, it is necessary to start from specific strategies that facilitate this process. For this reason, when guiding the reading-writing process, it must be carried out in a creative and playful way,

incorporating ICT, in such a way that they are the starting point to activate communication skills, in the different socio-cultural contexts in which the students develop.

In this way, to increase the Synthetic Quality Index, it is proposed to implement tele-homework as a ludic-technological strategy with the use of WhatsApp and other applications used at home, with the purpose of strengthening communication skills, by making communication more visible participation of students, parents, with the teacher as a mediator, from pedagogical research and the interactive blog "Count on me."

Now, with the use of new technologies, the teacher assumes a new role, which implies the responsibility of making available to the student, the advantages that these can provide in their training, thus incorporating ICT in their learning process, giving parents the opportunity to participate, given that the use of new technologies for boys and girls aged 5 and 6 is given under the supervision and guidance of a responsible adult, in this case, the parents family and caregivers.

## **2. MATERIALS AND METHODS: Tele-tasks**

This research is framed within the type of research with the Action Research methodology. The action-research methodology allows the teacher-researcher to make the most of his previous experiences and his capacity for intuition in the face of problems that arise within the classroom.

Action research, according to Kemmis (1992), responds to the structure of a cyclical spiral formed by research cycles made up of four phases: planning, action, observation, and reflection.

The main objective of action research is to provide solutions to situations or problems that teachers experience and that they may consider should not be presented in the classroom, to modify them in a practical way, changing the scheme to which students are accustomed, leading them to consolidate a new behaviour or conduct in the face of the problem presented, solving it at its roots.

With the implementation of the action-research, the aim is to transform the methodology that has been implemented with the Transition degree students of the Higher Normal Education Institution of Sincelejo, with the use of tele-tasks, to strengthen the communication skills in the students in the Blog "Count on me", as a multimedia resource that facilitates and encourages motivation towards learning.

In the same way, using the main technique of action research (participant observation), it is sought to develop, through the interaction between teachers - researchers and their students, strategies that allow reaching the maximum potential of the multimedia tool that will be used in research.

The implementation of the strategy of the tele-tasks in the Blog "Count on me", will strengthen the communication skills of the students of the Transition degree of the Higher Normal Educational Institution of Sincelejo, to strengthen the communication skills of listening, speaking, reading and writing, in order to gain a deeper understanding of interdisciplinary content to enhance communication skills.

For this study, there is a population of 202 students, corresponding to 8 groups of the Transition degree of the Higher Normal Educational Institution of Sincelejo. The macro-context of the IENSS has very particular characteristics, it is in Sincelejo, capital of the Department of Sucre, on the Colombian Caribbean Coast. In this department, its strategic

location is notable, with opportunities for growth and progress, in the fluvial and land context, it has five subregions: Sabanas, Morrosquillo, San Jorge, La Mojana and Montes de María, which stand out for their diversity to economic and social growth. However, the department of Sucre has been a participant in the conflict that Colombia has experienced and that has affected it and its capital, the municipality of Sincelejo.

In this scenario, the Institution, in its pedagogical work, is dedicated to the development of superior intellectual operations that allow fostering attitudes of personal growth, participatory interaction and reflective awareness that is evidenced in our community projection, as a reflection of a Pedagogical and Scientific Community. Transition grades 3 and 4 were taken as a representative sample, made up of 32 boys and 21 girls, aged between 4 and 5 years. This population belongs to a low socioeconomic stratum, with most of the students being members of stratum 1 families and the rest of stratum 2.

For the development and execution of this action-pedagogical research, it was determined to divide the activities to be carried out into four phases:

**Phase 1:** Diagnosis / Planning. The first phase was developed in a period of 3 weeks. In this initial stage, the initial state of communication skills in transitional students 3 and 4 is diagnosed. For this purpose, the following activities were carried out:

**Activity 1.** Design of the diagnostic instrument.

**Activity 2.** Application of the instrument for diagnosis.

**Activity 3.** Tabulation and analysis of diagnostic information.

**Phase 2:** Strategy Design. In this phase, the tele-homework strategy was designed, to be able to implement it with the students and with the accompaniment of the parents; the following activities were carried out:

**Activity 4.** Definition of the characteristics, functionality, and use of tele-tasks.

**Activity 5.** Structuring content of tele-tasks.

**Activity 6.** Design of programming for the implementation of tele-tasks.

**Activity 7.** Design of the pedagogical strategy Tele-tasks.

**Phase 3:** Action / Implementation. In this stage, previously designed tele-tasks are implemented, so that students can perform them according to the planned schedule. In this phase the following activities are developed:

**Activity 8.** Execution of tele-tasks according to the schedule. These activities are carried out with the help of parents and cell phone equipment with a camera, as well as tablets. For the socialization of the tele-tasks, they will be presented on the Smart TV, in the Transition 3 and 4 rooms. For all the students, the Institution's video beam is used, so that everyone can learn about the tele-tasks of his companions.

A tele-task is developed per week, for 10 weeks, for a total of 10 Tele-tasks, each one with a higher degree of complexity than the previous one; during the performance of each activity, the children interact directly with the family to prepare the stage and then, lights, camera, action! It is recorded with the cell phone and then they send the product to the WhatsApp group, where it is later downloaded and uploaded to the Blog Count on me.

**Activity 9.** Record and control of results of each tele-task carried out. For the registration and control of each Tele-task, there is a worksheet where the students are written in order

of the list, indicating those who carried out the tele-task, the participation of parents and the use of technological resources with some observations.

In Table 1, a synthesis of the design of the pedagogical strategy is presented.

**Phase 4:** Evaluation / Reflection. The last stage or phase seeks to measure the impact and effectiveness of the implementation of the tele-tasks strategy and will take a period of 3 weeks. In this phase, the following activities will be carried out:

**Activity 10.** Design and application of the final evaluative test.

**Activity 11.** Confrontation of the results of the final test with the diagnostic test.

**Activity 12.** Evaluation and suggestions.

**Table 1.** Design of the Tele-tasks pedagogical strategy

Tele-task No.	Title	Communicative Competences	Guiding Questions	Resources
Tele-task 1	Who am I?	Reading Images	My name is ... I live with ... My favourite food is ... My favourite toys are ... I live in ... I am ... years old	Mobile Mind Map
Tele-task 2	The world of bees	Reading Images	How are they born? Where they live? How are they organized? What do they feed on? How are they organized?	Mobile Mind Map
Tele-task 3	My family	Speaking	As it is called your dad? Where he works? My mother's name is... she works in... My brothers are... What do they do? What do they like to share as a family?	Mobile Humans
Tele-task 4	What do you want to be when you grow up?	Speaking	Why? What elements or tools do you use? What does it do and what does it do it for? Where he works?	Mobile Mind map Clothing and Tools of trades and professions
Tele-task 5	My favourite sport	Speaking	What is it, why? What elements do you use? Where is it practiced? What parts of the body are exercised the most? Who is your outstanding athlete in this discipline?	Mobile Mind map Costumes, Elements, and sports scenarios
Tele-task 6	Parts of the plant	Writing	How do you write root and where is it? How do you spell the word stem, where is it found? How do you spell leaf? Flower?	Mobile Live plant



Tele-task No.	Title	Communicative Competences	Guiding Questions	Resources
Tele-task 7	The parts of my house	Speaking / Writing	Write the parts of your house, living room, dining room, kitchen, bathroom, patio ... and place them where they correspond	Mobile living place Signs of the parts of the house
Tele-task 8	Lettering mind map	Writing	Writing of words according to the learning rhythm in the reading-writing process	Communicative Competence Notebook. Mind map, Pencil, eraser
Tele-task 9	Story reading	Listening	The adult reads a story to the child, who listens carefully and answers questions before, during and after the reading.	Mobile Story
Tele-task 10	Recipe ingredients	Listening	What ingredients do we need to prepare a recipe? For example ... a juice, jelly, cake, or dessert ... Listen carefully to the ingredients that are needed and prepare the recipe with your parents.	Mobile Recipe ingredients Kitchen room

**Source:** Own research design

- **Writing:** Meaning and sense of writing to understand the world.

Establish effective exchange with other people.

- **Speaking:** Elaboration of the speech in the expression of ideas on the subject.

Make your thinking, beliefs or tastes explicit.

- **Listening:** Ability to listen carefully to the guidance given by their parents.

- **Reading:** Represent in images different situations or future events and intentions in each situation, tell stories, events, and events.

To carry out the initial diagnosis of Transition 3 and 4 students, regarding communication skills, the following information gathering instruments will be implemented.

Observation is the most frequent technique in investigative processes. It is necessary to emphasize that, in the different types of research, the context, phenomena, people, events and situations related to the problem under investigation are observed. It is an almost permanent technique in the investigative process, which provides direct information to the investigator. Observation also means the set of things observed, the set of data and the set of phenomena. In this sense, which we could call objective, observation is equivalent to data, to phenomenon, to facts (Pardinas, 2005).

For the purposes of this research, permanent observation was made in each of the moments of class to the students and their participation in the various activities, especially

those related to communication processes, where communication skills were put into practice, and it was done the registration in a checklist of specific and punctual aspects as indicators of communication skills.

According to Brenes (2006), a diagnostic test or evaluation "is the set of evaluative techniques and procedures that are applied before and during the development of the process."

In the present investigation, a diagnostic test was carried out through the reading of a children's story (La Gallinita Roja), using the Tele-story. The tele-story is a didactic strategy used in the classroom to capture the attention of students when reading a story.

After reading the story, a workshop is applied to assess communication skills in each student. The results of the workshop are condensed in the chart of achievement records for each communication skill. This test is applied in a similar way, a different and more complex story is read, as a final evaluation after the implementation of the Tele-tasks pedagogical strategy, to confront the impact of the same and the development of communication skills in the students.

The pedagogical intervention is a strategy designed from the perspective of the use and exploitation of technological resources as an effective means and a high degree of motivation for students, in such a way that it is possible to overcome the difficulty that arises in the teaching process -learning of the same, according to the real possibilities of access of the students to the technological resources that are required for the development of the activities, in addition, the active participation and commitment of the parents must be counted on, because they are children and girls who are in an age range between 5 and 6 years, which requires the accompaniment and support of their parents or a responsible adult, so that they can carry out the tele-tasks. It should be noted that parents need clear guidance and permanent accompaniment from the head teacher of this group of students.

The pedagogical intervention is a strategy called "Tele-homework", consisting of the development of activities oriented in the classroom, to be carried out at home, with the active participation of parents, whose purpose is to develop communication skills (speak, listen, read, write) in the students of the transition degree of the IENSS, with the use of technological resources such as: cell phone, computer, tablet, internet, blog, camera, video beam; Other material resources are also used such as: cardboard, markers, bond paper, scissors, glue.

The tele-tasks revolve around a technique that uses the cell phone as a technological tool to record a short video to the student, as concrete evidence of the completion of the activity commissioned, which must be sent via WhatsApp to the teacher, and to his / her Once, he will post on the blog "Count on me." The tele-tasks are then socialized in the classroom, with the use of a video beam to project the corresponding videos. In this way, a total of 10 tele-tasks were carried out, focused on the development of communication skills, integrating topics from the different areas of knowledge, in Transition students. The Tele-tasks were developed with the following guidelines, within the framework of interdisciplinarity: Pisotón and Dulcecita They count on me!

## **TELE-TASK 1.**

**Title:** WHO AM I?

**Communicative Skill:** Reading Images

**Objective:** Express knowledge about themselves, considering their possibilities of expression and understanding, by reading images of the mental map. Who am I?

**Description of the activity:** The boys and girls design a mental map, on an eighth of cardboard, with the help of their parents, answering guiding questions: their own name and that of their parents, their favourite food and toy, where they live and how old they are, using images and some keywords.

**Development of the tele-task:** Family: "Count on me": set the stage where the tele-task is to be carried out, when everything is organized, use your cell phone with great balance and record the video of your son or daughter doing the Presentation of the reading of images, of the mind map: Who am I? Then send it to the WhatsApp Group "Bees to the honeycomb", which will later be uploaded to the "Account with me" Blog. Keep in mind that the video has good sound and lighting, and you can practice several times, until you get your best version.

### **3. RESULTS ANALYSIS AND DISCUSSION: Development of communication skills**

It is important to highlight the changes that students have had regarding their communication skills, through the development of skills such as: listening, speaking, reading, and writing.

According to Figures 2 and 3, if we look at the diagnostic test checklist and compare it with the results of the evaluative test checklist, we see that the change in attitude and aptitude has been positive; students are more attentive, participate permanently, ask to speak, express themselves confidently in front of the public, read and write some normal words and read images correctly.

Regarding the interaction at the time of the evaluation activity, the students were attentive, respectful of their classmates' turn, the instructions were followed as indicated in the activity and at times, they requested clarification and showed with enthusiasm their achievements as they develop the test or questions in the story.

Regarding the ability to listen and speak, the students expressed their feelings regarding the activities proposed in the test, without any inconvenience, they expressed their opinions, they listened attentively to the teacher, their classmates at the time of intervening or requesting something explanation of the activity. The language used by the boys and girls in the development of the evaluative activity is a clear and respectful language, always trying to make themselves understood in their opinions and concerns, always attentive to the participation of their peers.

About body language, they make appropriate use of gestures and signs to communicate their emotions and feelings, always maintaining eye contact with their teacher when listening or expressing themselves, as well as with their classmates. Their affections and feelings of anger or disgust are also expressed through their body language clearly.

**Fig. 2.** Communication skills (Listening and Speaking) - Diagnostic Test VS Final Evaluation

	COMMUNICATIVE SKILLS	
	LISTENING	SPEAKING

INDICATORS	Listen carefully to the story read			Listen to the others			Express clearly their ideas about the story			Ask consistently about what they don't understand		
<b>DIAGNOSTIC TEST</b>	S	L	I	S	L	I	S	L	I	S	L	I
<b>PERCENTAGE</b>	60%	28%	12%	60%	28%	12%	32%	56%	12%	28%	48%	24%
<b>FINAL EVALUATION</b>	S	L	I	S	L	I	S	L	I	S	L	I
<b>PERCENTAGE</b>	72%	24%	4%	68%	28%	4%	56%	40%	4%	40%	52%	8%

Source: Research design

**Fig. 3.** Communication skills (Reading and Writing) - Diagnostic Test VS Final Evaluation

INDICATORS	COMMUNICATIVE SKILLS											
	READING						WRITING					
	Interpret images alluding to the story in a sequential and coherent way			Read words and establish relationships between them and images			Identify the graphs that correspond to different words			Communicates through drawings, lines and spellings corresponding to the story read		
<b>DIAGNOSTIC TEST</b>	S	L	I	S	L	I	S	L	I	S	L	I
<b>PERCENTAGE</b>	28%	60%	12%	32%	56%	12%	44%	36%	20%	32%	56%	12%
<b>FINAL EVALUATION</b>	S	L	I	S	L	I	S	L	I	S	L	I
<b>PERCENTAGE</b>	36%	64%	0%	48%	48%	4%	48%	48%	4%	56%	44%	0%

Source: Research design

**S = Passed:** Indicates that the child has developed the skill; therefore, he performs the activities correctly without the help of another person.

**L = Achieved:** Indicates that the students carry out the activities, but with the teacher's mediation.

**I = Initiated:** Indicates that the student shows difficulty in carrying out activities that point to the ability that he has not developed and needs to be strengthened.

Once the information obtained with the application of the evaluative test to the students has been collected, the results are tabulated and the respective graph for each indicator in each of the communication skills, to carry out a precise analysis of the situation in which the group is, after the implementation of the strategy "tele-homework" compared to the development of communication skills and comparatively with the initial diagnosis.

The result of the final evaluation can be compared with what was obtained in the diagnostic test applied before the implementation of the pedagogical strategy "tele-tasks",

finding a significant increase in the levels of development of the four communication skills in the students of the transition degree of the IENSS.

In the ability to listen, the students went from 60% to 72% in the pass level of the first indicator and from 60% to 68% of the second indicator.

In the ability to speak, the students went from 32% to 56% in the pass level of the first indicator and from 28% to 40% of the second indicator.

In the ability to read, the students went from 28% to 36% in the level of past of the first indicator and from 32% to 48% of the second indicator.

In the ability to write, the students went from 44% to 48% in the level of past of the first indicator and from 32% to 56% of the second indicator.

As can be seen, the results obtained demonstrate the effectiveness and validation of the implemented proposal, as a strategy for the development of communication skills in IENSS transition students.

#### **4. CONCLUSION: Tele-tasking, a ludic-technological strategy**

The tele-tasks contributed significantly to the development of the four communication skills: listening, speaking, reading, and writing in the boys and girls of Transition 3 and 4 of the IENSS.

Children's development improved in terms of the ability to establish dialogues around a specific topic, as well as the expression of feelings and emotions, when faced with different situations.

Active listening was strengthened in the children, who listen carefully to their classmates, teacher, and other people around them, attending with interest the arguments and guidance of the teacher, parents, and adults in general.

Through tele-tasks, the children gradually became familiar with the alphabetic code, putting them in contact with the characteristics of written texts and with the elements of Information and communication technologies, understanding the communication possibilities in digital environments.

It was possible to assume the reading of images, from a broad perspective, so that children could understand and interpret the diversity of images, giving meaning and meaning to what they read.

In general terms, a significant development of the four language skills was achieved, promoting communication skills. By implementing the Tele-tasks, the parents took responsibility for the challenge of accompanying their children in the process of strengthening communication skills, with the purpose of participating in the pedagogical actions programmed in each of them.

For families, it was essential to achieve inclusion in the process of training their children and empathy between the different actors of the educational act, with boys and girls being the protagonists of their own learning and their parents, co-protagonists; With the creation of the blog, a virtual meeting point was established, in which the family context can be made visible, shared with other families, in a continuous dynamic of mutual influence.

The strengthening of communication skills was given from the motivation generated by the implementation of a pedagogical strategy such as tele-homework, considering that for

boys and girls, it is very motivating to see themselves in a video, to feel protagonists of an event captured in a recording that is shared with others, they comment on what they did, how they look in the video. Therefore, it can be said that the effectiveness of the strategy in the achievement of the objective is centered on the motivation for the accomplishment of the tele-tasks, being for the children very fun to learn by playing, learning by doing and learning by acting.

The implementation of the tele-homework strategy through the blog "count on me" had a positive impact, from the use of technological resources, motivation, the integration of parents into the teaching-learning process, especially in development of the four communication skills; until implementing the ludic-technological strategy, in the other groups of the transition degree of the IENSS.

The systemic view of each tele-task, led to the organization of relationships and interactions both in the family context and in the school, emerging a comprehensive communication system through Information and Communication Technology.

By virtue of all the above, the approach of tele-tasks, by the families, introduced a technological ingredient in favor of the training process of transition boys and girls 3 and 4, strengthening the development of basic communication skills: Listening, speaking, reading, and writing.

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