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CATÓLICA
DEL ECUADOR
SEDE AMBATO**
SERÉIS MIS TESTIGOS

**DEPARTAMENTO DE INVESTIGACIÓN, POSTGRADOS Y
AUTOEVALUACIÓN**

Topic:

**USING INFORMATION AND COMMUNICATION TECHNOLOGIES
(ICTs) WITH IB STUDENTS**

**Tema de investigación previo a la obtención del título de
“Diploma Superior en Metodologías Comunicativas del
Idioma Inglés”**

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PONTIFICIA UNIVERSIDAD CATÓLICA DEL
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HOJA DE APROBACIÓN

Topic:

USING INFORMATION AND COMMUNICATION TECHNOLOGIES
(ICTs) WITH IB STUDENTS

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RESUMEN

Este proyecto está dirigido a profesores y estudiantes quienes están interesados en mejorar el uso de las tecnologías aplicadas en la educación. Los estudiantes siempre están preparando sus deberes o investigaciones usando las TICs (Nuevas Tecnologías). Ellos reciben clases de computación pero no es suficiente. Las TICs son usadas por muchas personas alrededor del mundo. Estas son diferentes formas de estudio para todo tipo de estudiantes. Este proyecto está enfocado en una página especial para presentar trabajos. Usaremos diferentes programas en esta página web; pueden ser “en línea” o “fuera de línea”. Esto dependerá del tipo de deber que deseen presentar. “**Programas en línea**” están disponibles si están conectados al internet. “**Programas fuera de línea**” funcionan cuando se instala el programa en la computadora, puede editar o diseñar videos, imágenes, textos, etc.

ABSTRACT

This project is directed to teachers and students who are interested in improving the use of the new technologies applied in education. Students are always preparing their homework or researches using the ICTs (New Technologies). They take computing classes, but they are not enough. The ICTs are used by many people around the world. They are a different way of studying for all types of students. This project is focus in a special web page to present tasks. We will use different programs in this web page; they can be On-line or Off-line. It will depend on the kind of task we want to present. **On line** programs are available if you are connected to internet. In these web sites people can make any kind of designs to improve their tasks. **Off line** programs work when you install the program on your computer and edit or designs videos, images, text, etc.

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INTRODUCTION

San Jose high school is located in Tena, Napo province. It is one of the first high schools established in the Amazon region 50 years ago. Their students and teachers are always searching for new proposals to implement. Some years ago the government decided to have the INTERNATIONAL BACCALAURATE in public high schools. San Jose high school entered in the program after passing some test given by the government.

The IB program offers high quality programmes of international education to a worldwide community of schools. There are more than 835,000 IB students at 2,996 schools in 139 countries.

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The program is normally taught over two years and has gained recognition and respect from the world's leading universities.

There are 43 IB World Schools in Ecuador offering one or more of the three IB programmes. Four schools offer the Primary Years Programme , four schools offer the Middle Years Programme and 40 schools offer the Diploma Programme. The first school was authorized in 1981.

Colegio Fiscomisional San José has been an IB World School since March 2008. It offers the IB Diploma Programme. The school is state funded. Authorized to offer the IB Diploma Programme since March 2008, the programme is taught in Spanish. The school is open to male and female students. Students at this school usually take IB exams in May.

In the last examination session, students completed the following exams: Biology HL, Computer Sc. SL, English Ab. SL, History HL, Mathematics SL, Spanish A1 HL and Theory Know.

Students have a special profile of studios so they need to present many of their works by the internet or using the new technologies applied in this century.

CHAPTER I

1.1 ICTs IN TEACHING

1.2 ICTs story

The ICTs have become one of the basics points of the society and nowadays we must give an excellent education to citizens. The educative possibilities with ICTs should be considered in two aspects: knowledge and use.

The first step is a direct consequence of the present society. People cannot understand the world without a culture of computer science. We can get this information through texts, images, sounds if we want to be informed of the culture way. This is the great opportunity that presents two things:

- To integrate a new culture in education in all the Teaching levels
- This knowledge is translated into a generalized use of the ICTs to get free, spontaneous and permanent along the whole life.

The second aspect, even though is related with the first one, is more technical. The ICTs have to be used to learn and teach. It means the apprenticeship of any subjects or skill could be easier though the ICTs and, in a particular way, through Internet applying the

correct techniques. This second aspect has to be with the Computer science in Education. It is not easy practice a teaching of the ICTs that solve all the problems presented, it is needed to develop system of teaching related with the computer sciences and the transmission of information, being at the same time the most adequate possible on the methodological way.

1.3 What are ICTs and what types of ICTs are commonly used in education?

ICTs stand for *information and communication technologies* and are defined as a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information.”(Blurton,2010) These technologies include *computers, the Internet, broadcasting technologies (radio and television), and telephony.*

In recent years there has been a groundswell of interest in how computers and the Internet can best be harnessed to improve the efficiency and effectiveness of education at all levels and in both formal and non-formal settings. But ICTs are more than just these technologies; older technologies such as the telephone, radio and television, although now given less attention, have a longer and richer history as instructional tools. (Cuban, L. 1986)

For instance, radio and television have for over forty years been used for open and distance learning, although print remains the cheapest, most accessible and therefore most dominant delivery mechanism in both developed and developing countries. The

use of computers and the Internet is still in its infancy in developing countries.
(Potashnik,M.and J.Capper,)

Moreover, different technologies are typically used in combination rather than as the sole delivery mechanism. For instance, the Kothmale Community Radio Internet uses both radio broadcasts and computer and Internet technologies to facilitate the sharing of information and provide educational opportunities in a rural community in Sri Lanka.
(Taghioff, Daniel April 2001)

The Open University of the United Kingdom (UKOU), established in 1969 as the first educational institution in the world wholly dedicated to open and distance learning, still relies heavily on print-based materials supplemented by radio, television and, in recent years, online programming.

Similarly, the Indira Gandhi National Open University in India combines the use of print, recorded audio and video, broadcast radio and television, and audio conferencing technologies

1.4 The *Promise* of ICTs in Education

ICTs greatly facilitate the acquisition and absorption of knowledge, offering developing countries unprecedented opportunities to enhance educational systems, improve policy formulation and execution, and widen the range of opportunities for business and the poor. One of the greatest hardships endured by the poor, and by many others,

who live in the poorest countries, is their sense of isolation. The new communications technologies promise to reduce that sense of isolation, and to open access to knowledge in ways unimaginable not long ago. (World Bank 1998)

1.5.1 How can ICTs help expand access to education?

ICTs are a potentially powerful tool for extending educational opportunities, both formal and non-formal, to previously underserved constituencies—scattered and rural populations, groups traditionally excluded from education due to cultural or social reasons such as ethnic minorities, girls and women, persons with disabilities, and the elderly, as well as all others who for reasons of cost or because of time constraints are unable to enroll on campus.

1.4.1.1. Anytime, anywhere. One defining feature of ICTs is their ability to transcend time and space. ICTs make possible asynchronous learning, or learning characterized by a time lag between the delivery of instruction and its reception by learners. Online course materials, for example, may be accessed 24 hours a day, 7 days a week.

1.4.1.2 Access to remote learning resources. Teachers and learners no longer have to rely solely on printed books and other materials in physical media housed in libraries (and available in limited quantities) for their educational needs. With the

Internet and the World Wide Web, a wealth of learning materials in almost every subject and in a variety of media can now be accessed from anywhere at any time of the day and by an unlimited number of people. This is particularly significant for many schools in developing countries, and even some in developed countries, that have limited and outdated library resources. ICTs also facilitate access to resource persons—mentors, experts, researchers, professionals, business leaders, and peers—all over the world

1.4.2 How can the use of ICTs help improve the quality of education?

Improving the quality of education and training is a critical issue, particularly at a time of educational expansion. ICTs can enhance the quality of education in several ways: by increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training. (Haddad, Wadi D. and Jurich, Sonia 2002)

ICTs are also transformational tools which, when used appropriately, can promote the shift to a learner-centered environment.

1.4.2.1 Motivating to learn. ICTs such as videos, television and multimedia computer software that combine text, sound, and colorful, moving images can be used to provide challenging and authentic content that will engage the student in the learning process. Interactive radio likewise makes use of sound effects, songs,

dramatizations, comic skits, and other performance conventions to compel the students to listen and become involved in the lessons being delivered. More so than any other type of ICT, networked computers with Internet connectivity can increase learner motivation as it combines the media richness and interactivity of other ICTs with the opportunity to connect with real people and to participate in real world events.

1.4.2.2 Facilitating the acquisition of basic skills The transmission of basic skills and concepts that are the foundation of higher order thinking skills and creativity can be facilitated by ICTs through drill and practice.

1.4.2.3 Enhancing teacher training ICTs have also been used to improve access to and the quality of teacher training. For example, institutions like the Cyber Teacher Training Center (CTTC) in South Korea are taking advantage of the Internet to provide better teacher professional development opportunities to in service teachers.

1.5 The *Uses of ICTs in Education*

Education policymakers and planners must first of all be clear about what educational outcomes (as discussed above) are being targeted. These broad goals should guide the choice of technologies to be used and their modalities of use.

The potential of each technology varies according to how it is used. Haddad and Draxler identify at least five levels of technology use in education: presentation, demonstration, drill and practice, interaction, and collaboration. (Haddad,Wadi D. & Alexandra Drexler 2002).

Each of the different ICTs—print, audio/video cassettes, radio and TV broadcasts, computers or the Internet—may be used for presentation and demonstration, the most basic of the five levels. Except for video technologies, drill and practice may likewise be performed using the whole range of technologies. On the other hand, networked computers and the Internet are the ICTs that enable interactive and collaborative learning best; their full potential as educational tools will remain unrealized if they are used merely for presentation or demonstration.

1.5.1 What is teleconferencing and what have been its educational uses?

Teleconferencing refers to “interactive electronic communication among people located at two or more different places.” (Rao,V. Rama, 2002)

There are four types of teleconferencing based on the nature and extent of interactivity and the sophistication of the technology: 1) audioconferencing; 2) audio-graphic conferencing, 3) videoconferencing; and 4) Web-based conferencing.

1.5.1.1 Audioconferencing involves the live (real-time) exchange of voice messages over a telephone network. When low-bandwidth text and still images such as graphs, diagrams or pictures can also be exchanged along with voice messages, then this type of conferencing is called audiographic. Non-moving visuals are added using a computer keyboard or by drawing/writing on a graphics tablet or whiteboard.

1.5.1.2 Videoconferencing allows the exchange not just of voice and graphics but also of moving images. Videoconferencing technology does not use telephone lines but either a satellite link or television network (broadcast/cable).

1.5.1.3 Web-based conferencing, as the name implies, involves the transmission of text, and graphic, audio and visual media via the Internet; it requires the use of a computer with a browser and communication can be both synchronous and asynchronous.

1.5.2 How have computers and the Internet been used for teaching and learning?

There are three general approaches to the instructional use of computers and the Internet, namely:

- 1) Learning about computers and the Internet, in which technological literacy is the end goal;

2) Learning with computers and the Internet, in which the technology facilitates learning across the curriculum; and

3) Learning through computers and the Internet, integrating technological skills development with curriculum applications. (Richmond, Ron 2002)

1.5.3 What does it mean to learn about computers and the Internet?

Learning about computers and the Internet focuses on developing technological literacy. It typically includes:

- Fundamentals: basic terms, concepts and operations
- Use of the keyboard and mouse
- Use of productivity tools such as word processing, spreadsheets, data base and graphics programs
- Use of research and collaboration tools such as search engines and email
- Basic skills in using programming and authoring applications such as Logo or HyperStudio
- Developing an awareness of the social impact of technological change

The ICTs have become one of the basics supports of the society and nowadays is needed to give an education with this reality. The educative possibilities of the ICTs are considered in two aspects: its knowledge and its use.

We must understand how it is generated, how it is stored, how it changes, how it spreads and how to access information in its many ways (text, images, sounds) if you want to be outside cultural currents. We must try to participate in creating that culture. This is the great opportunity which has two faces:

- integrate this new culture in education, gazing at all levels of education.
- This knowledge will lead to widespread use of ICT to achieve, free, spontaneous and permanently, training throughout life

CHAPTER II

2.1 Campus Virtual Dokeos

Campus Dokeos is the platform used to send and review tasks, chat with students, upload any useful information for students. It is a tool for students and teachers besides classroom activities. This is a web page used for teachers or students to send or do tasks. There are some other platforms in the net but this one is easier to follow.

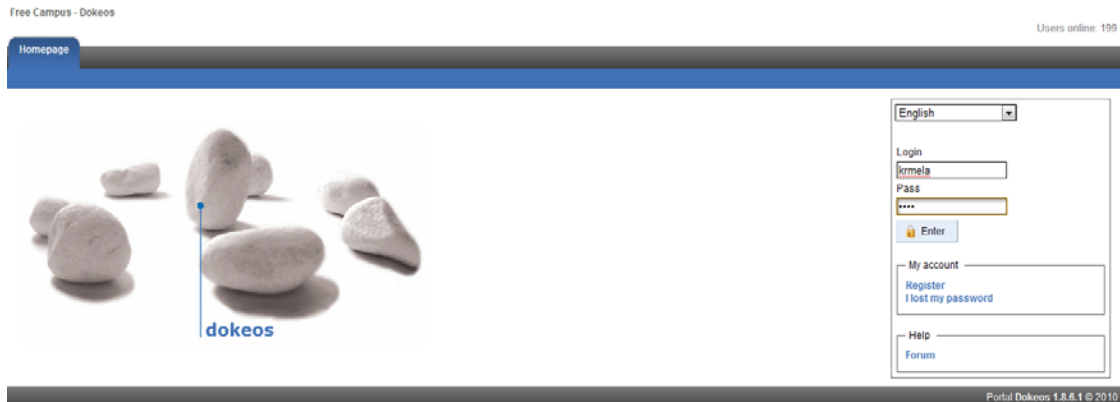
2.2 Sign in the e-learning platform

An e-learning platform (LMS), allows teachers, professors or students to be able to create and manage a web site of a course through a browser (Explorer, Netscape....) and:

- Publish documents in any format (text, PDF, HTML, video, etc)
- Manage public or private discussions forums
- Handle a list of links
- Make a group of students
- Draft exercises
- Organize an Agenda with tasks and an end time
- Make announcements (email)

- Easy way to send tasks

To sign in at the campus virtual you will need: **user name** and **password**



When you sign in to the system, a **“my courses”** page will open so, the student or teacher will follow the links to get the course they need:

The next options will appear on your main page.

Profile: use this option to modify the password, download a picture in the system, check your information, and see the progress of the activity.

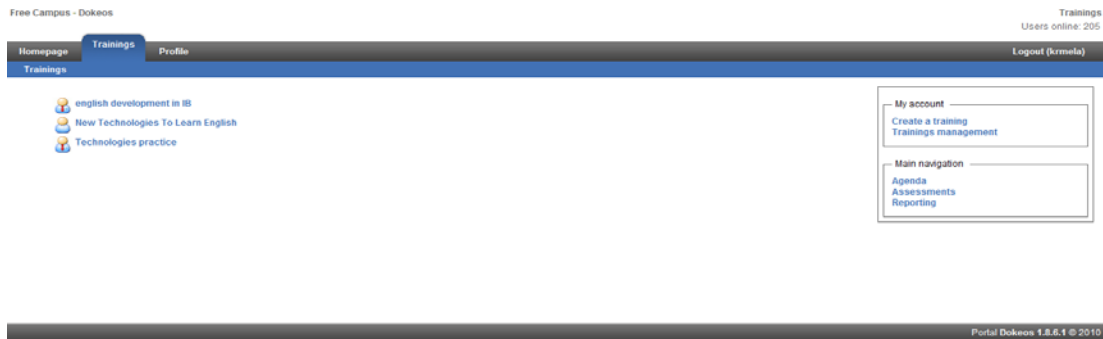
My agenda: this option integrates the agendas of each course and allows to add and to manage personal events.

On the right side: **training management** allows signing in the courses or subjects available.

In the square **“general”** the campus administrators can add any interesting link.

Up, in the right side, you find **LANGUAGE** of the system; you can choose the language to work.

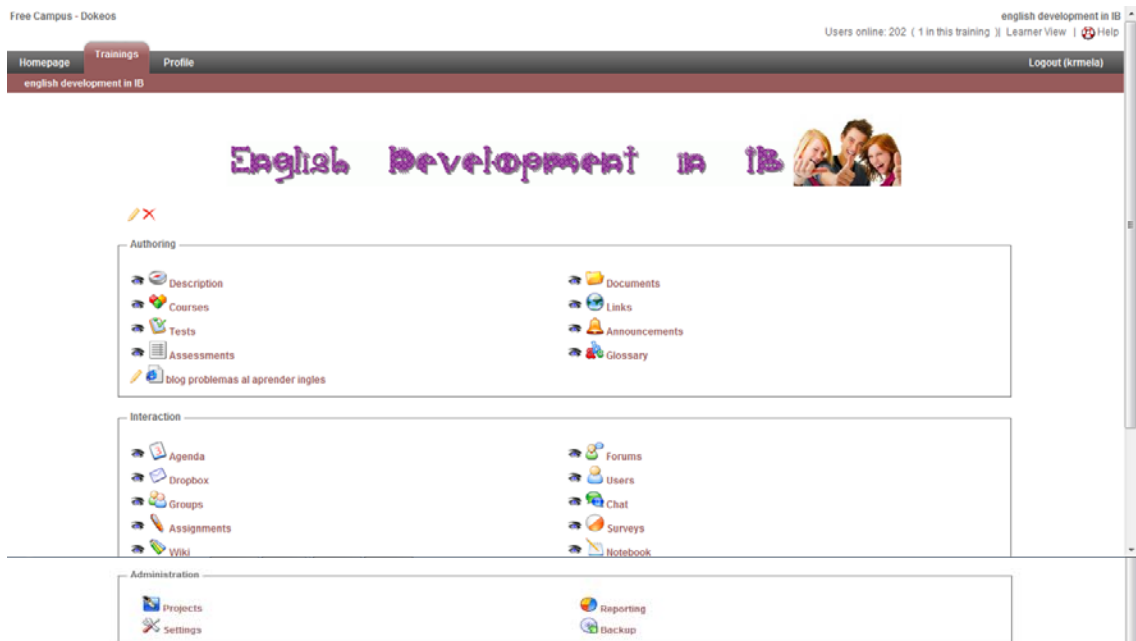
Users online if the administrator allows, you can know who is connected in the platform.



The virtual classroom

The virtual classroom of a course /subject is a web page where a person finds a set of tools that make the educative steps

Main page of the course



2.3 Documents



You can add any kind of documents (HTML, Word, PowerPoint, Excel, Acrobat, Flash, QuickTime, etc.). But you must be careful with your students, they have to have the specific tools to look up for information. Also, be careful, do not send infected files. You can see the documents in the screen in alphabetical order.

Free Campus - Dokeos english development in IB
Users online: 205 (1 in this training) | Learner View | Help

Homepage **Trainings** Profile Logout (krmela)

english development in IB > Documents > Home

Create a rich media page / activity | Upload documents | Create folder | Space Available | Save (ZIP)

Current folder: Home

1 - 5 / 5 1 / 1

Type	Name	Size	Date	Edit
video	video	3.29M	5 months, 3 weeks 2010-02-20 01:23:41	
Shared folder	Shared folder	0B	5 months, 3 weeks 2010-02-20 01:23:41	
images	images	5.6M	5 months, 3 weeks 2010-02-20 01:23:41	
flash	flash	134.49K	5 months, 3 weeks 2010-02-20 01:23:41	
audio	audio	11.23M	5 months, 3 weeks 2010-02-20 01:23:41	

Select all - Unselect all

Trainer: carmen.gutierrez Portal Dokeos 18.6.1 © 2010

With this tool you will:

- Download and upload any kind of documents
- Delete
- Move
- Rename
- Add a comment
- Make the files visible or invisible

2.4 Assesment



It is a tool used to interchange files between students and the teacher in a private way. The teacher can send a file to one or many other students and they can soothe same with the teacher o mutually (the campus administrator must enable the option.

2.5 Announcements



This tool allows the teacher to send a message by email to the students or publish important information in the platform

Free Campus - Dokeos english development in IB
Users online: 229 (1 in this training) | Learner View | help

Homepage **Trainings** Profile Logout (krmela)

english development in IB > Announcements

[Add announcement](#) [Clear list of announcements](#)

practice speaking
This is an announcement example

practice speaking	Visible to : All	By : gutierrez carmen
Published on : Tuesday August 17, 2010		
Dear Students: do not forget to practice your fluently, pronunciation and entonation		
⚙		
This is an announcement example	Visible to : All	By : Team Dokeos
Published on : Saturday February 20, 2010		
This is an announcement example. Only trainers are allowed to publish announcements.		
⚙		

Trainer: carmen gutierrez Portal Dokeos 1.8.6.1 © 2010

2.6 Agenda



This tool appears in each course and is a global regency (agenda is in the upper side of the page)

2.6.1 Add a new event to Agenda





Click over the link “add a new event”, and then complete all the fields: start and end time, time, title ad details of the event. To select the dates, the system allows you to enter a calendar.

2.7 Tasks

In this link students can review and does the homework send by the teacher; the administrator (teacher) can add any kind of animations (text or image) to make the task more interesting for the users.

2.8 Forum

The forum is a tool of asynchrony discussion. It is one of the most important tools because it allows us to have a permanent and global communication between the entire member of the campus; with the email the communication is one to one.

Example Forum Category			
Forum	Topics	Posts	Latest Post
 Example Forum	1	1	2010-02-20 12 By Dokeos Team
 Save out Planet  look at the picture and answer the question: What are the main problems with our forest? <ul style="list-style-type: none"> • Are you doing something to save our planet? does the picture tells you soemthing? 			

Listening activities



- **LISTEN TO A TEXT ABOUT THE NIAGARA FALLS**



- **ANSWER THESE QUESTIONS**

where are thy located?

UNIT 2



I ate something delicious!

healthy food



Health food is used to describe any food that is considered to be healthy, or it can mean specific foods claimed to be especially beneficial to health

Junk Food



2.9 Chat



The chat allows you to communicate with your students in real time. It is different from other chat rooms such as MSN® or Yahoo Messenger® because this one is based on the web. The disadvantage is it produces an actualization each 10 seconds and not immediately. The advantage is that it is integrated in each course, files the discussions in the tool of files and the students do not need any “plugin” to download.

If the users download their pictures to the profile, so the picture will appear when they are chatting to identify who is connected. It is better if you do not have more than 3 or 4 users.



2.10 Users



Tool “users” has the whole list of members sign in the course and also allows the teacher to assess the activities.

Free Campus - Dokeos english development in IB
Users online: 208 (1 in this training) | Learner View | Help

Homepage **Trainings** Profile Logout (krmela)

english development in IB > Users

Search CSV export Enroll users to training Enroll trainers Groups management

1 - 2 / 2 1 / 1

Photo	First name	Last name	Description	Group	Code	Coach	Trainer	Active	Edit
	carmen	gutierrez	Trainers	-	-	Coach	Trainer	-	
	RUBEN	PAZMIÑO	-	-	-	-	-		

Select all - Unselect all Unsubscribe Validate 1 / 1

Trainer: carmen gutierrez Portal Dokeos 1.8.6.1 © 2010

2.11 Links



This tool allows making up a library of resources to the students by internet.

When the list increases, you can organize it by categories. This could be helpful to students; they can find the information you need quickly. The teacher can edit each link and give it a new category as many times as they want.



















The description field can be used to give information about the pages Web but also to describe what you expect the student to do with that link. For example, if you point to a web site on Aristotle, the field description may ask the student to study the difference between synthesis and analysis.

Free Campus - Dokeos english development in IB
Users online: 209 (1 in this training) Learner View | Help

Homepage **Trainings** Profile Logout (krmela)

english development in IB » **Links**

Add a link Add a category

general	
 Blog problemas al aprender ingles Blog sobre los problemas que enfrentan los estudiantes al aprender ingles	    
 Wikipedia Free online encyclopedia	    
 Google Quick and powerful search engine	    

Trainer: carmen guierrez Portal Dokeos 1.8.6.1 © 2010

2.12 TEST



This option allows you to create multiple choice tests. However these are training because the system is not secure enough to check that who covers the test is the same person who has been registered. It may be a very interesting tool to generate self-assessment tests so that their students can test their knowledge.

- Multiple choice (one answer)
- Multiple choice (multiple answers)
- Link together
- fill in blanks (cloze)

An exercise is formed by many questions related between them.

Campus Dokeos is one of the virtual platforms used to send tasks among students and teachers by using the ICTs. It has been detailed how it functions and how to use its options to improve the tasks sent by the teacher.

CHAPTER III

3.1 OFF LINE PROGRAMS

People can use this program without internet. You need to install the off line programs on your computer and begin to run the program. The following programs are free. It means you do not have to pay for it.

3.2 Mind Manager 8

MindManager's visual information maps (mind maps) start with a central theme, and then add branches with ideas, notes, images, tasks, hyperlinks and attachments. Easily import from or export to Microsoft Office. Use MindManager maps to capture and organize information, and you will quickly transform your thoughts and ideas into fine-tuned documents, compelling presentations and winning strategies. MindManager gives you with a better way to brainstorm, organize facts, plan projects and communicate results.

Gain new perspectives by organizing your work with MindManager. You can step back, see the big picture and then drill into all of the important details.

It is easy to capture everything – notes, hyperlinks, attached files, spreadsheets and more. Or, simply import documents and project plans. With everything in a single

dynamic view, you will uncover relationships, draw important connections and reorganize content into clear communications.

As an educational contribution the Mind Manager program allow to represent on a graphic way the students' ideas. It has a narrow relation between the artistic and logical part of the brain.



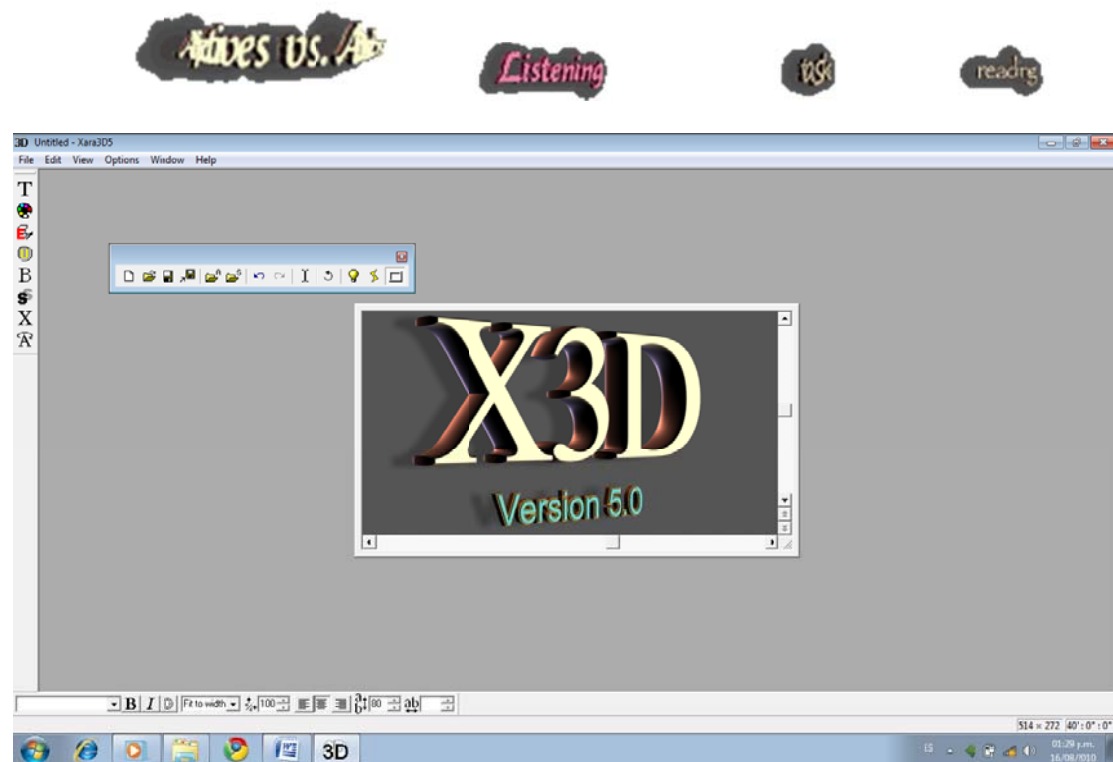
3.3 Xara 3D

Xara 3D is an easy program that animates texts. First you have to install the program on your computer. Follow all the steps needed and immediately you will begin to work on it.

Animations picker is used to make different types of animations of the text; with Style picker you can add any texture and color to the text. There are many kinds of options to improve the text presentation.

People who use this program must be careful when saves the work done:

SAVE → GIFT → FILE → export animation



The educational part in this program is to develop creativity on students and focus on improve the artistic knowledge.

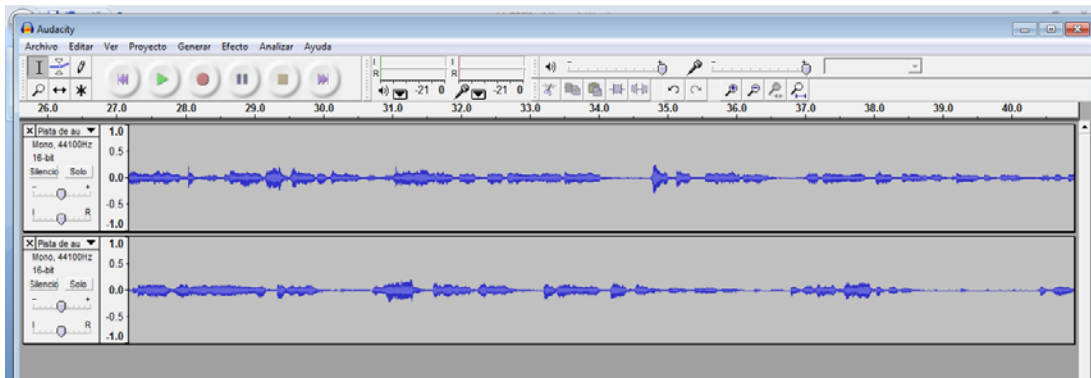
3.4 Audacity

This program is useful to record our students' voices and improve pronunciation. You can export as MP3 file and listen wherever you want. You can also edit the project.

Another option is to Import a file, and edit as you need. Turn on or off the volume. Edit the voice or delete the part you do not want. People can take out just the sound from a video.

If you want to mix or record two sound files, you have to click on the option "SOLO" and a list of options will display on the screen. The waves of the sound depend on the volume. Turn up or down depends on the way you want your recording.

The next picture is an example of two recordings mixed to make only one. With this choice we can add effects to the voice which has been recorded to make it clear.

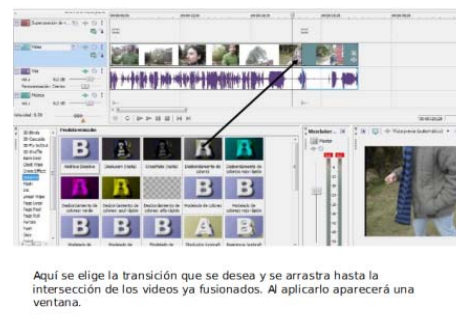
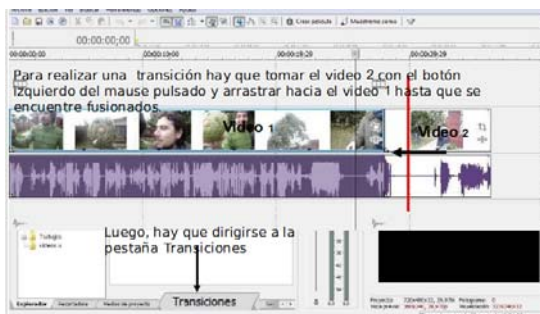


With this program students can listen to their pronunciation and intonation, also it is useful to record them as many times as they want and correct errors. Another useful idea is to record teachers' class and study at home.

3.5 Vegas Movie Studio Platinum

Vegas Movie Studio HD Platinum software has everything needed to produce spectacular HD movies. Edit video in nearly any format including HDV and AVCHD. Powerful features for video compositing, color correction, and soundtrack creation help you get feature-film results in your home studio. Use the surround sound mixing tools to create 5.1 soundtracks. Choose from hundreds of professional 2D and 3D video effects, titles, and filters. Upload movies to YouTube™, burn to Blu-ray Disc™, or author DVDs using beautifully designed themes or your own custom menus and graphics.

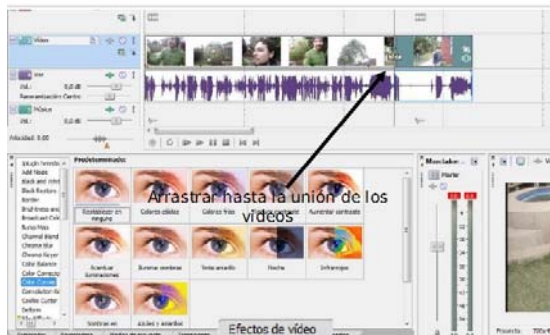
Video transition



You can edit any kind of videos and interchange pictures among them. You can also record a video of your students and edit the part you need. This program allows you to mix font and graphics; colors and textures.

Join 2 different videos and make a new one. In this option you just drag the video part to the place in the previous video.

Video effects



If the video has image problems there are many options to change colors, erase little problems such as: colors eyes or hair.

Students will enjoy working with this video program, we can send as homework to record them in a role play. Give them a topic or they can choose the topic according to the unit theme studied at the moment. English subject will be funny and interesting for them.

The Off line programs are excellent options to improve the tasks. Students can interview people and edit the recording using "Audacity". With Vegas Platinum users edit videos, add effects or record as a video their interviews. Mind manager is useful to present diagrams about the topic studied. All this programs must be installed on the computer and began to use them.

CHAPTER IV

4.1 ON LINE PROGRAMS

To use these programs you need to be connected on the internet and have access to the programs by following these links.

4.2 Textanim

This program is just on line. We do not have to pay to use it. Users can:

- Make pretty animated text with textures
- Download the result to your computer.
- Get the embed code for MySpace, Orkut, blog
- Send animated gift text to friends

First, type the text and begin to add effects: font type and size, background color, direction, and shadow text side. With a click in one of these options a great variety of colors and textures will appear.

In the following examples you can see the different effects we can do with this program.



Finally save the work done.

4.3 On line Image Editor

The Free Online Image Editor lets you edit images on line. Resize or Crop your images (also for animated gifs).

Follow the next steps:

- Add Text to your images (also for animated gifs).
- Add Borders, or Overlay your images (also for animated gifs).
- Put your image in a Picture Frame or add a Mask. (Also for animated gifs).
- Resize or Crop your images (also your animated gifs).
- Overlay your images with predefined animations.
- Convert, sharpen, and reduce size of your animated gif.

Save the file



The On line Programs are a good option to improve tasks presentations. The variety of designs about images and fonts are useful for all the users. People can surf on the net and find any kind of information they want.

One disadvantage could be the cost of the use of internet. Some users cannot afford it.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- The ICTs offer a great possibility of contact with elements of different cultures, an opened variety of sites where people can research and the possibility of interchanging information with different people.
- Nowadays teenagers are using the internet for all their activities (homework and social web pages). So, we as teachers must be in contact with them and an excellent way to do this is by using the net.
- There are some advantages when you use the ICTs, for example: the student can adapt the studios to his/her personal schedule, the student has an active role, there is a better quality of learning, save time and money.

Some of the disadvantages are: the technological mistakes can interrupt the class; it can be slow and monotonous, not equal access to the internet by all the students, not all the knowledge is in the internet

RECOMMENDATIONS

- Use the ICTs in the classroom and outside it to be in contact with the students.
- Plan the tasks to be sent to students previously.
- Prepare actual and interesting topics to discuss with students.
- Share links or information with students.
- Guide students.

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