

**PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR
IN ESMERALDAS**



APPLIED LINGUISTICS SCHOOL

THESIS REPORT

***THE APPLICATION OF ICTs AS PEDAGOGICAL TOOLS TO
IMPROVE THE ENGLISH LANGUAGE TEACHING - LEARNING
PROCESS IN THE SECOND YEAR OF BACCALAUREATE STUDENTS
FROM “MARGARITA CORTÉS” EDUCATIONAL INSTITUTION, IN
THE CITY OF ESMERALDAS***

TESIS DE GRADO

***La Aplicación de las TICs como herramientas pedagógicas para mejorar el
proceso de enseñanza aprendizaje del idioma Inglés en el segundo nivel de
bachillerato de la Unidad Educativa Fiscal “Margarita Cortés” de la ciudad
de Esmeraldas***

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AUTHOR**

Luis Geovanny Ronquillo Perlaza

ADVISOR

Msc. INGRID GRIJALVA

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DISERTATION COMMITTEÉ

As members of the Dissertation Committee at PUCESE, we certify that we have read the dissertation prepared by LUIS GEOVANNY RONQUILLO PERLAZA entitled THE APPLICATION OF ICTs AS PEDAGOGICAL TOOLS TO IMPROVE THE ENGLISH LANGUAGE TEACHING - LEARNING PROCESS IN THE SECOND YEAR OF BACCALAUREATE STUDENTS FROM “MARGARITA CORTÉS” EDUCATIONAL INSTITUTION, ESMERALDAS CITY. And recommend that it be accepted as fulfilling the dissertation requirement for the Degree of Bachelor of Applied Linguistics in E.L.T.

Reader 1

Reader 2

School Director

Thesis Director

Final approval and acceptance of this dissertation is contingent upon the candidate’s submission of the final copies of the dissertation to the Graduate College. I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

Thesis Director

STATEMENT BY THE AUTHOR

I, Luis Geovanny Ronquillo Perlaza, affirm that the investigation in the present thesis report research is totally unique, authentic, and personal.

The content of this research is a limited legal and academic responsibility of the author and “PUCESE.”

Luis Geovanny Ronquillo Perlaza
080270450-2

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ABSTRACT

The innovation in the current education system plays a crucial role in improving the efficient performance of students of the foreign language. Studies demonstrated benefits offered by the application of ICTS within a classroom, influencing the optimum development of their oral, listening skills and production as speakers of a second language. The analysis was made about the influence of ICTS for the improvement of the learning process within "Margarita Cortés" Educational Institution, in Esmeraldas city. Some problems were identified, one of them is that teachers of this educational institution does not have access to information and communication technologies or computer equipment that help significantly to the improvement of technical qualities of learners. The purpose of this research was to propose a didactic manual for teachers focused on different advantages that technological tool we provide for the improvement of skills. Also was done a diagnosis based on the improvement of teaching-learning process of the students and the methodologies applied by teachers of English language through the techniques of observation and survey, the results reflects the lack of technological equipment, ignorance of digital educational tools and non-application of audio-visual materials inside the classroom. After registering the results obtained was developed a didactical manual with digital tools that allows improving the motivation, interaction and performance of audiovisual skills of the learners is propose.

Key words: ICTS - Methodology - technological tools

RESUMEN

La innovación en el sistema educativo actual cumple un papel fundamental para la mejora del desempeño eficiente de los estudiantes del idioma extranjero. Estudios realizados demostraron los beneficios que brindan la aplicación de TICS dentro de un salón de clases, influyendo al óptimo desarrollo de sus habilidades orales, auditivas y producción como hablantes de una segunda lengua. Se realizó el análisis acerca de la influencia de las TICS para la mejora del proceso de aprendizaje dentro de la Unidad Educativa Fiscal “Margarita Cortés” de la ciudad de Esmeraldas se identificó que los maestros de esta institución educativa no tienen acceso a tecnologías de la información y comunicación ni materiales informáticos que ayudan de manera significativa a la mejora de las cualidades técnicas de los aprendices. El propósito de esta investigación fue proponer un manual didáctico para el docente enfocado a las ventajas que las diferentes herramientas tecnológicas (TICS) nos brindan para la mejora de las habilidades. Se realizó un diagnostico basado en la mejora del proceso de enseñanza - aprendizaje de los estudiantes y las metodologías aplicadas por el maestro del idioma ingles a través de las técnicas de observación y encuesta, se reflejo la carencia de equipos tecnológicos, desconocimiento de herramientas digitales educativas y no aplicación de materiales audio visuales dentro del salón de clases. Después de registrar los datos obtenidos se elaboró un manual didáctico con herramientas digitales que permite mejorar la motivación, interacción y rendimiento de las habilidades audiovisuales de los estudiantes.

Palabras clave: TICS – Metodología – herramientas tecnológicas

1. INTRODUCTION

Technologies of information and communication (ICTs) are tools that facilitate the daily work efforts and expenditure of time which have become key options to achieve our objectives in our daily routines. In addition, to have a revolutionary impact on the world and how to see it. This phenomenon has changed us our way of life with all the advances that occur daily.

The set of teachers that are within schools lack skills or unaware of the use of ICTs. In fact, use them very little to develop a more dynamic and interactive class. This generation must adapt to positive changes on the use of ICTs and the teachers let their fears and paranoia to technologies that are created to improve and streamline our routine of work. Problems more relevant about the use of ICTs are: Not to have the necessary technological equipment or very little, Not to have internet access and the use of audiovisual materials including films, posters, slides, projectors, charts, maps, educational television, all are basic elements that help the Professor for the effective and professional development of teachers.

For this reason, in the “Margarita Cortés” Educational Institution, importance has been given to the application of information and communication technologies. The non-application of ICTs brings as a result the expenditure of time in preparing materials for activities within classes but this time, it could be better spend on lesson planning. In addition, schools with ICTs resources get better results than those who are not well equipped. There is constantly a better development within class and student participation. Finally, teachers may notice that the educational achievements of students are due to the good use of ICTs.

The analysis and description of how the use of ICTs can help to improve the English teaching process. For this reason, the following questions arise to understand in a better way my research: What is the implication of the use of ICTs in the English language teaching – learning process?

It leads to the following questions:

What do theories state about the use of ICTs in the English learning teaching process?

What is the real situation of the use of ITCs in the English language teaching – learning process in the second year of baccalaureate students from “Margarita Cortés” Educational Institution?

How can the use of ICTs in the “Margarita Cortés” Educational Institution be improved?

1.1 OBJECTIVES

1.1.1 GENERAL

- To analyze the influence of ICTs in the English language teaching learning process in the second year of baccalaureate from “Margarita Cortés” Educational Institution.

1.1.2 SPECIFIC

- To make a diagnosis of the use of ICTs in the English language teaching learning process in the second year of baccalaureate from “Margarita Cortés” Educational Institution.
- To make a bibliographical review on the use of ICTs in the English language teaching learning process.
- To design a didactical manual to improve the use of ICTs in the English language Teaching-learning process in the second year of baccalaureate from “Margarita Cortés” Educational Institution.

2. THEORETICAL BACKGROUND

2.1 IMPORTANCE OF ENGLISH TEACHING IN SECOND YEAR OF BACCALAUREATE STUDENTS

Globalization has contributed greatly to make English the most important language and necessary today, a big point is the preparation to face the globalization era. “In this globalization era everyone is supposed to be competent and improve his or her quality in order to face the challenges of life” according to Khristianawati (2009). Learning English since senior high school has many good effects for the globalization era, one effect is they will be easy getting a job because one of the requirements of every good job is to have a skill in English. For example, someone who wants to apply in a big company he or she should have a good ability in English.

Another effect is that through knowledge of the English language help to break down barriers of communication between people around the world helping to their personal growth and the interaction of relevant information from the sciences and technologies. Previously only demanded them to know English to graduate or high charges, but nowadays demand it in almost all of the work. The Americans have dominated the field of information and media, e.g. in Internet highlights are both Microsoft and Apple, we can say that English is the dominant language in the area of Internet and communications. Also in other areas such as medicine, scientific research, and finance, the official language is English. Giving rise to they take idioms, phrases and abstract concepts even in places where the population does not speak or completely dominates English.

In brief, English as an international language is important for human’s life because it becomes a bridge between countries in the world to interact so that in this modern era we are supposed to learn English in order to face the challenges of life. Therefore, English is important in a senior high level because is the better time to learn a second language.

2.2 METHODS TO IMPROVE THE ENGLISH LANGUAGE TEACHING LEARNING PROCESS

The methodologies are an essential part of the learning of a second language (in this case English) being the means by which learning is transmitted in the best way by the teacher. Methodologies provide us with structure and organization which intends to teach but are not responsible for learning a language or not because to study certain methodologies we see that each one had strong influence in different times and had characteristics that made them effective, even some of them are used until today.

"Real learning in class depends on the ability of the teacher to maintain and improve the motivation that brought the students to the beginning of the course. Whatever the level of motivation that students bring, will be changed, better or worse, by what happens in the classroom "it is necessary to vary teaching methods using up-to-date tools and to call the attention of the students." Ericksen (1978). That it is worthwhile going to class do not worth going to a class in which the teacher is limited to follow to the letter a few notes or text, simply by reading it. It is to avoid boredom, the routine. Each class is a new adventure. We are accustomed to the classes with the traditional method where the student makes it purely single listener and does not develop their skills which decreases the motivation and the curiosity.

Currently, within teaching methods arise technologies with specific tools for the development of the skills of each student; the way in which a student learns depends not only on his intelligence or his previous education, but his preferred learning style where ICTs can offer us a wide offer to develop the fundamental types of learning. According Sancho (2015) For example:

- Visual: learning better seeing and reading what they're trying to teach
- Touch and psychomotor: learn better by doing
- Auditory: learn better listening
- Videos. -Discussion in class

- Discussion in small groups
- Analysis of cases
- Role-playing
- Simulations

2.3 THE USE OF ICTs IN THE DIDACTIC OF ENGLISH

The presence of ICTs in classrooms has shown an advantage within the teaching learning process for the transformation of the pedagogical practices of teachers, from the traditional to the illustrative, dynamic and efficient with an expository teaching, ICTs promote learning by reception; with a construction-oriented teaching active and participatory knowledge by the students, ICTs facilitate learning by Discovery. In this sense, teachers use the technologies for substantially, to do the same thing they were doing, but faster, more dynamic and attractive way.

The fundamental purpose of the pedagogical use of ICT to strengthen teaching strategies is Guide and give teachers the chance to improve their practices in the classroom according Michael (2005), in order to create more dynamic and interactive learning environments to complement the process of teaching and learning of their students, to facilitate teamwork and the cultivation of social attitudes with the learning community. Making the Act of teaching - learning more meaningful by allowing the student to understand that the technology is applicable to all areas of knowledge and not specifically to his student as a player in the construction of own learning.

2.4 DEFINITION OF ICTS

ICTs, according to Gil (2002), these are a set of applications, systems, tools, techniques and methodologies associated with the digitization of analogue signals, sounds, texts and images, manageable in real time. While, Ochoa and lamb (2002), are a set of processes and products derived from new tools (hardware and software), media and communication channels, related to the storage, processing and digitized transmission of information.

Also, Thompson and Strickland (2004), define the technologies of information and communication, as those devices, tools, equipment and electronic components, able to manipulate information that supports the development and growth of any organization. It should be noted that in such complex environments as that face today's organizations, only those that use all the means at its disposal, and learn to take advantage of market opportunities always viewed threats, can achieve the goal of being successful.

There are also authors, who give a very broad definition of ICTs, as does not limit them only to computers, but to various media such as mass media, among others.

According to Graells (2000), ICTs are a set of technological advances, enabled by technology information, telecommunications and audiovisual technologies, all these provide tools for the treatment and the dissemination of information, and have various channels of communication.

From the foregoing it is clear that ICT are tools of great utility to access possibility, handling, processing and dissemination of information in a society that every day is more interconnected and which requires of its members new attitudes and skills with knowledge.

2.5 TYPES OF TICS

Information and communication technologies are composed of various tools and computer systems, they can give us advantages within the classroom teaching, as result of its use improves teaching and learning situations. These tools have been classified by Lim and Tay (2003):

- Informative tools - Internet, Network Virtual Drive, Intranet systems, Homepage
- Resignation devices - CD-ROM
- Constructive tools – MS Word, PowerPoint, FrontPage, Adobe Photoshop, Lego Mind storm
- Communicative tools - e-mail, SMS
- Collaborative tools - discussion boards or forum

2.5.1 INFORMATIVE TOOLS

As their names imply are those who provide us with information in various formats such as text, graphics, sounds, or video. These tools can be considered storage of information Chen & Hsu (1999). For example: multimedia encyclopedias that we find on the Internet.

2.5.2 RESIGNATION DEVICES OR SITUATING TOOLS

It is a system that helps students to simulate real situations through examples. It also provides teachers the improvement of the environment learning, using the following media such as text, audio, graphic images (stills), animation and video clips. This application develops the autonomy of the student and the thought according to Cheung and Lim (2000).

2.5.3 CONSTRUCTIVE TOOLS

It is a tool used in order to manipulate information and build their own knowledge through visualization and construction by technological tools such as: Microsoft Word or PowerPoint, which are heavily used by students and teachers. For example: Microsoft Word helps to administer to students to do right sentences and texts as well as modern word processors include spelling and dictionaries and grammar. Therefore, teachers have advantage in using software to promote writing in the curriculum. PowerPoint is a program that is usually used for the presentation of business but also teachers have an advantage in the context of increasing of the creativity among students.

2.5.4 COMMUNICATIVE TOOLS

These are systems that allow us to maximize communication between teachers and students outside of the classroom. Chen, D., JJF Hsu and Hung, D. (2000) within the tools have emails, video calls, and electronic whiteboard in real time. The use of e-mail is increasing day by day, it is a simple way of keeping communication outside classes engaging in feedback and clarify doubts that were not made during the class.

2.5.5 COLLABORATIVE TOOLS

Collaborative tools are currently the tools of great interest that we help to build and collaborate in a realistic way for a distributed work group. Internet is a major and it can be used for many collaborative activities such as meetings, dissemination of information and other tasks. Smart screen is an electronic device that can be manipulated interactively between teachers as a mentor of the class and displayed by the students Weiser and Jay, (1996). This tool is increasingly popular with teachers, when used in conjunction with a computer and a video projector that produces interactive learning community. In conclusion, a "learning is no longer seen as a solitary activity, but is described as taking place through social interaction with peers, mentors and experts" Reyes (1998).

2.6 ADVANTAGES AND DISVANTAGES WITH THE USES ICTs IN THE CLASSROOM.

Teachers, as mentioned Aramayo and Armenta (2006:5), are an essential element in the educational process of students, but the innovation is constant in the world of education, new technologies and tools arise in a tangible manner and should be utilized by teachers and students who must be prepared and maintained in constant update on alternatives that improve the didactic work. Within this research we show the advantages and disadvantages that give us the ICTs in the world of education.

2.6.1 ADVANTAGES OF THE USE OF ICTs

- **Interest:** Is defined as a stimulus to draw our attention to a particular thing, person or an activity.
- **Motivation – interaction:** Motivation is the effort, which help to achieve goals. Motivation can be intrinsic or extrinsic.
- **Development of the initiative:** An initiative is the start of something, with the hope that it will continue.
- **Learning from mistakes:** is when you admit your mistakes easily. This helps accelerate the progress of learning. Many people give up their goals because they are not prepared for the mistakes and failures.
- **Greater communication between teachers and students:** the use of technology makes communication effective and easy between teachers and students. Teachers who use technology have various ICTs to interact, reach and organize his or her routine of work.
- **Learning cooperative:** Is a teaching method where students of mixed levels of ability are arranged into groups to help to other students in indirect way. Generating the sense of cooperation in the English teaching learning process
- **Audiovisual and digital literacy:** The principal role of incorporate ICTs inside classroom is the digital literacy with incorporation of new technologies methods wich facilitate the work and make it more efficient and effective.

2.6.2 DISADVANTAGES OF THE USE OF ICTs

- **Addiction:** With these technologies a lot of people begin to depend on technological tools or computers, this means that when they do not have access to technological equipment they are not able to solve possible problems.
- **Visual fatigue and other physical problems:** The use of these tools inside the classroom demands enormous efforts not only from educational actors, also by teachers that need to spend time in front of a computer that affects his /her vision for exposition to screen.
- **Investment of time:** Academic staff should spend more time in preparation of materials with relation to traditional methods but the benefits to incorporate ICTs are better because they create a dynamic and interactive class.
- **Educational resources with short didactic potential:** Not all of the information found on the internet has scientific substantiation and studies, we must be very cautious when selecting information that needs to have important characteristics such as validity and quality for our students.
- **Economic effort:** The incorporation of new technology requires a big budget compared, it is more costly than traditional education. In fact, technological equipment is expensive in our country.
- **Virus:** A great risk that you run is the distortion and loss of total or partial information when they attack viruses to the computer software since they are exposed to the Internet and this contains malicious viruses from all over the world. It is necessary always to have a backup such as antivirus and clouds on the internet where you can store information securely.

2.7 TEACHER AND STUDENTS ROLES WITH THE USE OF ITCs IN EDUCATION

The information and communications technologies are important in the teaching learning process that provide advantages of information and knowledge, but ICTs management has achieved a change of attitude towards these new resources, modifying the roles of teachers and students. In terms of students they are more creative and responsible for their own knowledge through ICTs tools. In what refers to teachers helps to a change in the educational horizon and his way of teaching within the classroom leaning on new tools, methodologies and didactics that are motivating and innovative within the society of education.

2.7.1 THE TEACHER'S ROLES

The role of the teacher changes when he or she is the transmitter of knowledge to students to be a mediator in the construction of the own knowledge on the part of his students (Gisbert and others, 1997; Salinas, 1999; Pérez i Garcias, 2002). This means that the student is the main actor in the classroom because he is the responsible to build his knowledge, and teacher a facilitator of knowledge where the main objective is to promote personal growth in the student.

Teachers cease to be sources of knowledge, and must go to act as a guide for students, facilitating the use of the resources and tools that they need to explore and develop new knowledge and skills. But all of this requires that the teacher resort in a process of formation that drive it to:

- know and master of technologies
- Awareness of the needs of today's technology

- Ability to plan the development of their professional career

2.7.2 THE STUDENT'S ROLES

In the traditional education the student was destined to be a receiver of information and little participatory within the classroom, students having available technologies generate a learning autonomously remains responsible for the academic training, students in contact with ICTS benefit in several ways and advance in the development of their knowledge with wide and varied information from around the world from any place that is giving way to the collaborative learning based on the information society and the communication.

The current student needs the guidance and control of the teacher not to be missed in the world of the technologies of the knowledge.

2.8 PEDAGOGICAL FOUNDATION

Within all learning teaching process of a second language it is necessary to develop the abilities of each individual but there is a theory of Constructivism which is based and defined by two great psychologists of the constructivism theory who are: Jean Piaget and Vygotski. Piaget (1967) focuses on how knowledge is constructed through the interaction with the individual in building his or her own learning. On the contrary, Vigostky focuses on how social media helps an internal reconstruction of knowledge.

Basically, learning can be equal for all, but each individual creates his own internal experience, it is for this reason that intelligence cannot be measured, since it is unique to each person. For example, in a classroom with students, from the point of view of

Constructivism a favorable context for learning may be created, who generates a motivational atmosphere of knowledge as well as a good cooperation between the students.

All constructive learning is based through a mental process of the acquisition of knowledge in particular. But this process is not only new knowledge that is learned, but enrich the knowledge and gain new experience that will allow the individual to unroll in the future, i.e. applying what is already known to a new situation.

2.9 LEGAL FOUNDATION

According to the Constitution of Ecuador and General Education under Title VII “The Good living” Plan (2012) in article 347. It is the responsibility of the Ecuadorian State to:

Strengthen public education and co-education; ensure permanent improvement of quality, the expansion of coverage, the physical infrastructure and the necessary equipment of public educational institutions.

Eradicate illiteracy, functional and digital, and support processes of post literacy and lifelong learning for adults, and overcoming the educational backwardness. 8 incorporating the technologies of information and communication in the educational process and encourage the teaching link with the productive and social activities.

Art.350. - The higher education system aims to the academic and professional training with scientific vision and humanist; Scientific and technological; innovation, promotion, development and dissemination of knowledge and cultures; the construction of solutions to the problems of the country, in relation to the objectives of the development scheme.

The Ecuadorian State promotes the educational centers to the constant improvement in the teaching-learning process through the application of ICTs emphasizing quality education with the incorporation of the new technological tools.

Whiting objectives of the curriculum of English as a foreign language in according to the Ministry of Education of Ecuador emphasizes the importance of the application of new technologies or ICTs where focus on the development of personal skills, social and intellectual needed to reach its potential and to participate productively in an increasingly globalized world technologically that operates in other languages.

According to the Ministry of Education of Ecuador (2016) that aims to improve English language teaching in public schools with implementation of different programs one of them is called “It is time to teach in Ecuador project”. As the main objective of the program is to strengthen knowledge and methodologies of English of Ecuadorian teachers in public schools, and thus to ensure that students accomplish an adequate English language proficiency level, focus on two important aspects: First to design, implement and monitor a curriculum of English language framed in international quality standards to promote learning effective and meaningful in classrooms and as second point to establish quality standards for the teaching and learning of English as a reference of teachers and students should know and be able to raise the quality of education in the language with the incorporation of technologies or provide contemporary resources for the teaching and learning of English and inform the education community about the current educational trends and policies.

2.10 RESEARCH ANTECEDENTS

There are many studies showing the positive impact generated by the application of ICTs in what refers to the modernization and the constant updating of knowledge in the teaching learning process. Consequently, we must rely to continuous changes and the modernization of pedagogical tools. Arancibia, (2001: 76), tells us that the 'training is continued throughout life' who reinforces the theory of Constructivism where societies are focused as the learning and knowledge societies is life long based on our experiences so we will review some background about the use and application of ICTs.

According to Daniels (2002) “ICTs have become very shortly, one of the building blocks of modern society. Many countries now respect understanding of ICTs and mastery of the basic skills and concepts of ICTs as part of the basis of education”. With the implementation of the technologies within the schools, the plan to follow the teacher is changing from a teacher - centered approach that is based on practices around the blackboard and the speech, based on lectures, toward a quality education mainly focused on the student, who builds analyzes and interprets their own concepts within an interactive learning environment.

The field of education has been affected by ICTs, which have undoubtedly affected teaching, learning and research. Yusuf (2005). “ICTs have the potential to accelerate and enrich and deepen knowledge, to motivate and engage students, to help relate the experience of the schoolwork practices, create economic viability for the workers of tomorrow”. The implementation of ICTs within the classroom plays an important role with regard to practice real-life situations through interactive examples where the teacher acts as a guide or facilitator of activities which will help in the future to students, to put in practice the acquired in the classroom during the teaching-learning process.

Studies reveal the different benefits that the implementation of ICTs generates flow and interaction between students and teachers. One of those studies was done in July (2009) at the University of Vigo Spain, which showed a manual with Advantages of the use of the ICTs in the teaching – learning process from the optics of teachers of the Vigo University. In fact it is shown that the implementation of these new technological tools are universal and standard way which we provide dynamic benefits and interactive between teachers and students

According to the Central University Of The Ecuador Faculty Of Philosophy, Letters And Educational Sciences study by Reina, M (2012) revealed that the teaching - learning of the sciences, with the use of ICT's, involves stakeholders in the educational system to adopt this tool as a complementary part for the development of the different blocks of learning and in the formation of the student, in which the teacher is the main part to this tool of teaching - learning meets function in both academic and social integral training for students.

In conclusion, all studies based on the implementation of the ICT are addressed to the benefit of whom use them, in fact generate us a dynamic interaction between teachers and students, which provides a wide variety of technological tools, starting from the universal access to information around the world to saving teachers time and capture the undivided attention of students, these tools help us to improve significantly with the teaching-learning process

2.11 JUSTIFICATION

Since the beginnings of humanity, education has been a fundamental pillar for the man, but the teaching styles have changed over the years and the needs are not the same, they have changed along the history, in a very relevant way they should be linked to the needs of the 21st century. Currently, the society needs individuals who are technologically able to satisfy the needs of a globalized world and use tools in a rational way in order to have an effective

impact within the teaching – learning process. Both the student and the teacher must be creative and apply strategies to improve the education of the new societies.

"A good tool does not make an excellent teacher, but an excellent teacher uses the tools well " (Eleanor Doan, 1918).

The application information and communications technology ICTs in the schools around the world have an important role for the development of the teaching - learning process of students and the savings of time and effort by the teacher, in a way that helps to enrich their skills for students life and labor.

According to UNESCO (2015) in an article recently published on its web site "applies a comprehensive strategy and integrating with regard to the promotion of the ICTs in education. Access, integration, and quality are among the main problems ICTs can be addressed. " ICTs address these issues through the joint work of its three sectors: information and communication, education and science." According to this approach there are three aspects that can be improved with the implementation of the ICTs of information and communication, which are the mainstay within any educational process among teachers and students, education as a universal access without restrictions, and finally the science for the contribution of a society with exercise of the teaching and learning quality. Using technological tools that can be applied at any time and place generates a feedback so that students and teachers improve the learning process in a collaborative way.

The information that will be presented in this investigation is based on my experience that I could feel through pre- professional practices in the Educational Institution Margarita Cortes of Esmeraldas city. With the studies about this issue we can provide solutions to the problems derived from the insufficient or non-application of the ICTs by teachers and students of this academic institution by ignorance, this study will generate a significant contribution for the improvement of the teaching – learning process in the senior high level of English's area and avoid future problem.

3. METHODOLOGY

RESEARCH LINE:

The new technologies for the teaching - learning process of English as a foreign language

3.1 METHODOLOGICAL APPROACH

This investigation was done for identifying the reasons why the teachers in the “Margarita Cortés” Educational Institution do not apply information and communication technological tools to solve problems in class and the influence it has to improve the teaching learning process of the English language.

3.2 TYPE OF STUDY

This is a descriptive investigation because this research done was, to describe the problems and real situation of the students from second year of baccalaureate of “Margarita Cortés” Educational Institution in Esmeraldas concerning the uses of ICTs in the teaching learning process.

3.3 VARIABLES

The variables used in this research are:

Independent: ICTs as pedagogical tools.

Dependent: The English Language teaching learning process.

3.4 METHODS

The methods used were the inductive and deductive methods. Inductive because it identified the problem and the current situation of the students and teachers at “Margarita Cortés” Educational Institution through the observation of the facts and with its corresponding recorded; in addition the information obtained was classified, analyzed and general conclusions were issued to establish possible solutions. Deductive because the research follows a procedure of logical deduction that end with specific results and will be published.

3.5 POPULATION AND SAMPLE

“Margarita Cortés” Educational Institution is the main beneficiary of this research. Students and teachers were studied especially the second year of baccalaureate, which has 1.200 students and teachers in the English area. The sample were applied or based on 120 students that correspond to 10% of the universe (total students of senior high level) and all teachers from English language area.

3.6 DATA PROCESSING

The method to process the information was the percentage manual method using illustrative graphics to show the results in a better way.

3.7 HUMAN AND MATERIAL RESOURCES

The human resources used in this research were the following:

- Investigator
- 120 students from “Margarita Cortés” Educational Institution
- 2 teachers from English language area
- Thesis’ Director

3.8 MATERIAL RESOURCES:

- Books
- Camera
- Transportation
- Internet
- Copies

3.9 TECHNIQUES AND INSTRUMENTS:

3.9.1 TECHNIQUES:

The following techniques were used in this research:

Observation Technique: The students and teachers from “Margarita Cortes” Educational Institution were observed to evaluate the use of ICTs of the second year of baccalaureate level for the English language teaching learning process.

Survey: It was applied to students and professors of “Margarita Cortes” Educational Institution in the English area. In order to have a greater confidence and effectiveness this survey took place inside the school, where we focus on closed questions to obtain real data about the influence of the application of ICTs in the English language teaching-learning process. All respondents must answer truthfully to gain positive results then to diagnose the real situation in which they are involved.

Bibliographic technique: This technique applied to elaborate the theoretical framework through scientific knowledge studies to understand this research in a better way.

Statistic Technique: This technique was applied to help us for processing the information of the survey with the percentage manual method, using illustrative graphics to show the results in a better way.

Observation Technique: It was applied to 120 students of second year of baccalaureate from “Margarita Cortés” Educational Institution.

3.9.2 INSTRUMENTS:

The instruments were the follows:

- Close Questions
- Observation Sheet
- Observation Scale sheet
- Statistic graphs
- Diary of investigator

4 RESULTS

The results of this research will be detailed in the following way

4.1 RESULTS OF THE OBSERVATION

The observation method was applied inside the classroom from “Margarita Cortés” Educational Institution in the second year of baccalaureate level, the data was registered and analyzed about the influence that ICTs (information and communication technologies) has on English area.

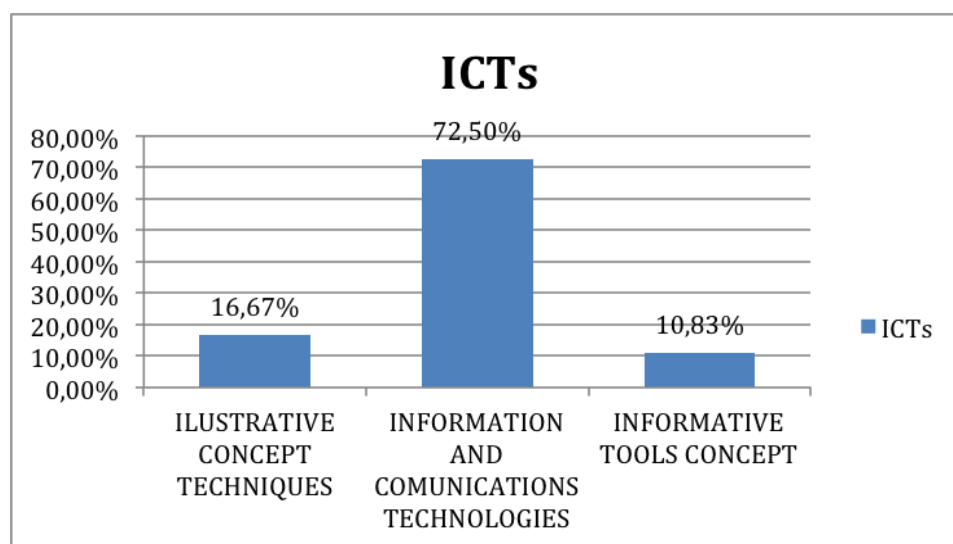
With the observation sheet (appendix 2) I noticed the following things: Teachers and students in the English area do not use technological tools or very little to develop topics inside the classroom. Maybe the teacher does not know about importance and benefits that ICTs can offers to develop a class of manner dynamic and interactive. In fact “Margarita Cortés” Educational Institution has few technological tools access in relation to the number of students.

Sometimes teachers used audio - visual materials in English language teaching learning process, as result of this situation the class becomes boring because teacher only led his notes and he was reading instructions on the books.

I also observed that the methodologies used by the teachers do not catch the attention of students because is the traditional method. Students from senior high level had a lot distraction because the teacher did not use interesting topics associated to their tastes. When the class ended the teacher did not share her e-mail to solve possible doubts. This generates gaps in the English language teaching learning process.

4.2 Results of the survey applied to English language students in the second year of baccalaureate from “Margarita Cortés” Educational Institution in Esmeraldas city

If students know about ICTs Meaning



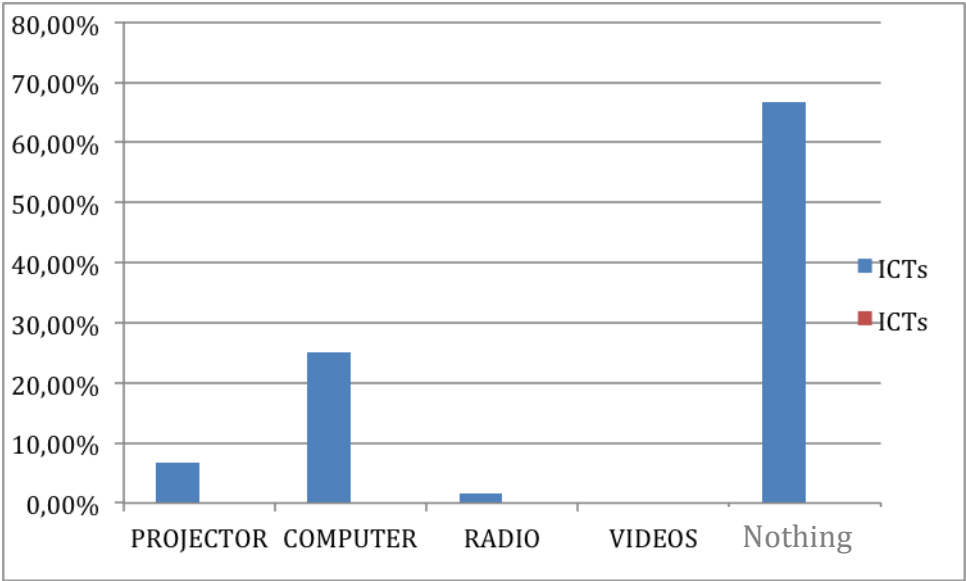
GRAPHIC 1: IF STUDENTS KNOW ABOUT ICTs MEANING

This graphic illustrates that the major percentage according 72,50% coincided with students know about ICTs meaning (information and communication technologies), also with 16,67% and 10,83% indicates wrong meaning about ICTs as a result of this interpretation of the students, they do not know about ICTs meaning easily. It is the responsibility of the teacher helps his students with the digital literacy. Today we are living in the Internet era that demands changes in the educational environment, is clearly a lack of knowledge by students about ICTs and all their technological tools.

If the teachers use technological tools in the English languages teaching learning process

The results of the investigation in “Margarita Cortés” Educational Institution focus on: If teachers use technological tools inside the classroom. The percentage are the following that 91,67% of teachers do not apply technological tools and the 8,33% apply technological tools. This shows a very low use of technological resources or simply the absence in the classroom. As result of this situation the teacher does not benefits of an active attitude of the student that makes possible a less involvement and interaction of the student in his training. The application of ICTs allows the creation of simulations, virtual realities improving the educational experience and acceleration of English learning.

Kind of ICTs (information and communication technologies) are used by teachers



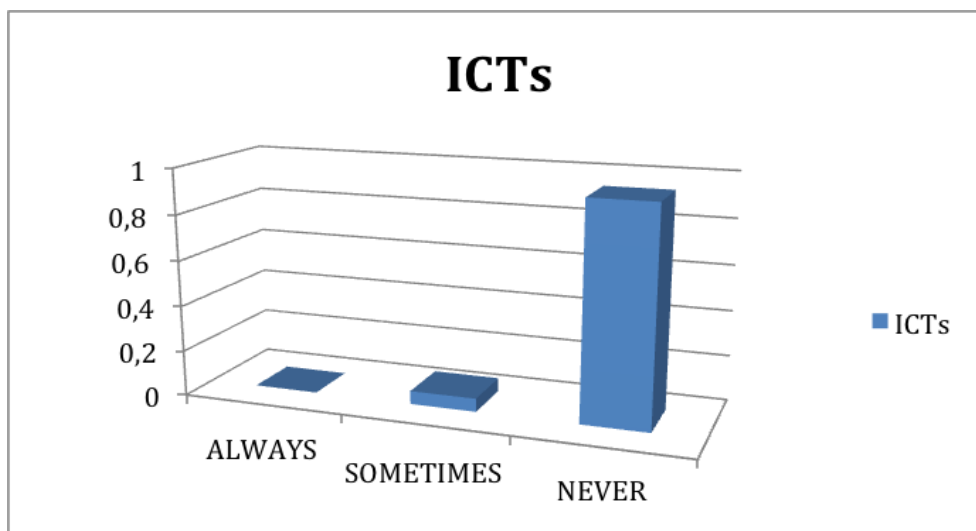
GRAPHIC 2: KIND OF ICTS (INFORMATION AND COMMUNICATION TECHNOLOGIES) ARE USED BY TEACHERS

This graphic shows that the kind of ICTs (information and communication technologies) mostly used by the teachers is the computer with 25%, the projector with 6,67%, the radio with 1,67%, videos with 0% but 66,67% of students wrote that do not use any kind of technological tools inside the classroom. We can analyze that the teacher does not apply ICTs. The teacher is limited to the presentation of information in a different manner as done by traditional books and videos (known as old resources). To begin, ICTs help us to develop each hour of class with the presentation of contents more dynamic. With the evolution of education the use of these technologies in the classroom ICTs of be a possibility will become a necessity as a tool of basic working for the teacher and the student

If the students enjoy during the class using technological tools

The analysis of this question show the follows results that 93% of the students during the class enjoys the teaching learning process of English language when the teacher uses technological tools and with a minimum of 6,67% students does not enjoy. This shows that it is necessary the application of ICTs to improve the motivation and performance of students during the course. With this research of field is clear that the use of technological tools within the academic environment kept the attention of the students more easily. Allowing greater interest in the English language with an efficient learning, indeed higher quality training to students. If students enjoy more of the classes through the technological resources it is possible that the students more advantaged may have at their disposal additional content and students that need a reinforcement, can resort to materials of support to reinforce that they learn in classes.

If the teacher explains a new topic, he uses ICTs (information and communication technologies)



GRAPHIC 3: IF TEACHER EXPLAINS A NEW TOPIC, HE USES ICTs

This graphic illustrates that the major percentage according 94,17% coincided with that teacher never uses ICTs to introduce a new topic, also with 5,83% indicates that sometimes teacher uses ICTs. What means is urgent the application of ICTs during the class. If we want that our students are not only of information but also of knowledge, it will be necessary to work from a pedagogical approach to make an adequate use of ICTs, to carry out these actions we need teachers trained in the field of technologies, involving ICTs in teaching their students and an adequate use of them, with a training to teachers, we believe that such training should be based on two perspectives, a technological and other humanistic to highlight the need to carry out a new education of information and formation for students.

When the class is over students can send or receive information about the class using technological tools

The results that show our study is that 100 % students agree that when the class is over do cannot send or receive information about the class using technological tools. The reason is that student selects the answer No, shows that teacher needs to apply a feedback continuously with learners. The technological tools that can be applied today to maintain an effective communication with students is wide. It is the duty of the teacher know that tool is the most adequate to maintain communication with their students. With the implementation of the ICTs teachers can resolve doubts that were not clarified in classes and even keep informed parents about everything that covers the education process in the educational institution.

If teacher shares information using technological tools or social networks

The results of this question is that 100% students agree that teacher does not share information using technological tools or social networks, the teacher as a transmitter of information must apply ICTs in education these allow us to the development of competencies in the processing and handling of the information, we are now with a generation of young people to whom they like everything in the virtually for various reasons and they demand. We must take advantage of this preference from the students to the technologies. To take advantage of what more them like to our students is the greatest tool that can have as teachers of a second language

If teachers presents the class through slides and projector (power point presentation)

The results of this question shows that the major percentage according 95,17% coincided with that No the teacher uses power point presentations, also with 4,83% indicates that Yes apply slides presentation. Through the presentations in power point is evident that increases the interest of the student regardless of the matter. Resources of animations, videos, audio, graphics, text and interactive exercises that reinforce the understanding on the Internet multimedia increased the interest of the student. You can also interact, you can communicate, you can share experiences with other colleagues in the classroom, or from other schools greatly enriching their learning

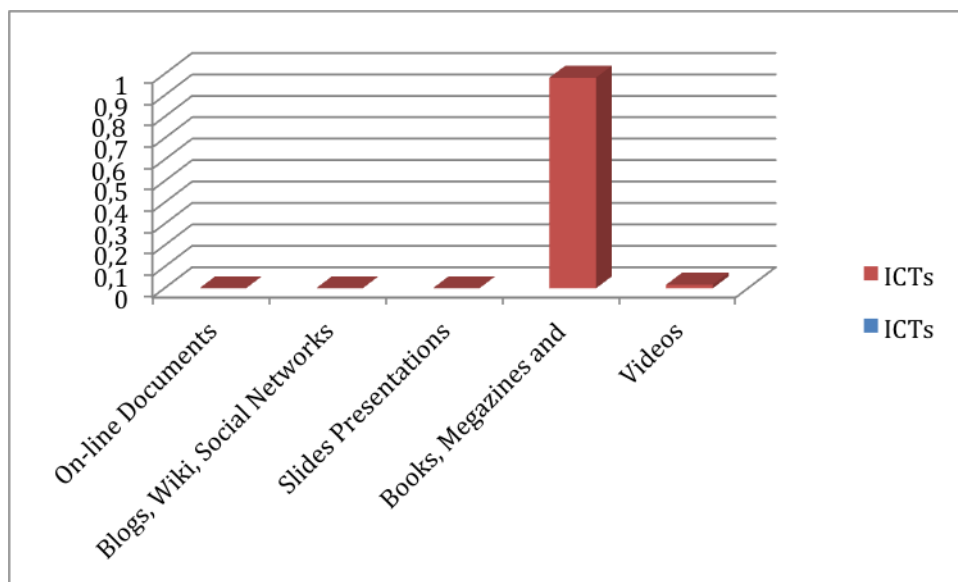
If teachers use audio – visual materials during the class

The result in this question shows that 98% of students and teachers do not access to audiovisual material and the answer Yes with 1,67%, this creates a bad situation because students are not exposed to native speakers, listen to native speakers help us to develop speaking skills, the majority of students observed show deficit in this skill. It is important that the process of teaching is innovative; the use of audiovisual media allows teachers to provide a new and attractive content to learn. The teacher must take into account that all students learn different; the use of audiovisual media allows you to cover the different styles of learning.

If students and teachers have a bank of email address

The result in this question allows understand that 100 % participants in the English language teaching learning process not have a bank of email address. This shows that the major percent coincided with the interaction among teachers and students is poor after the class, what means that it is necessary to work with students as guide of knowledge. With the creation of a Bank of email address promotes the relationship among students and teachers, far from the education traditional in which the student has a role passive. Communication is no longer so formal, so direct but much more open and naturally very necessary. Better communication between teachers and students through electronic mail where you can share ideas and resolve doubts.

Methods that are applied during the English language teaching – learning process



GRAPHIC 4: METHODS THAT ARE APPLIED DURING THE ENGLISH LANGUAGE TEACHING - LEARNING PROCESS

This graphic shows that the ICTs mostly used by the teachers are the books with 98,33%, videos 1,67%, online documents 0%, blogs 0%, slides presentation 0%. This shows a lack of authentic material created by teachers through slides presentation also there is not interaction among students using on line documents, blogs or social networks that obviously create more dynamic activities. Not use all them means technological that we offer them ICTs is loses it innovation in the salon of classes. The teacher should not be limited to transmit only knowledge of the book; the stimulation of creativity is an essential part of the process of teaching-learning spirit of research and innovation of our students

5. DISCUSSION

Through this research and analysis of the information obtained in "Margarita Cortés" Educational Institution we can determine that the objectives of this research were met successfully because it presents a didactic manual as a guide for the teacher, based on the application of ICTs within the classroom to improve the development of the teaching and learning of English language, through the use of technological tools that will be of great support for the teacher saving time effort and achieving the goals during the school year.

The information presented is based on different scientific opinions investigated about the use of ICTs to improve learning; In addition to the preparation of a diagnosis of the real situation in which the students were from "Margarita Cortés" Educational Institution, Esmeraldas city.

Also we can determine that the results are consistent to other researchers who emphasize the benefits of the use of ICTs within the classroom (Yusuf, 2005 and Daniels, 2002) who claim that ICTs motivate, engage and accelerate the learning process. Creating an atmosphere of cooperation, strengthening the theory of Constructivism. In fact ICTs clearly become a motivator for students. The authorities of Educational Institution took into account the benefit that ICTs, also are aware of the lack or little access to technological tools that they have to improve the development of skills of their students and lack of knowledge of its benefits in the face of globalization and its technological advances.

6. CONCLUSIONS AND RECOMMENDATIONS

6.1 CONCLUSIONS

- The staffs of teacher in the English area of “Margarita Cortés” Educational Institution have little access to ICTs.
- The students of the second year of baccalaureate from “Margarita Cortés” Educational Institution have problems of distractions because of lack motivation by teacher.
- The teachers use just the book and they do not incorporate technological tools with interesting and actual topics according with their student’s preferences.

6.2 RECOMMENDATION

- The authorities from “Margarita Cortés” Educational Institution need to manage the acquisition of technological equipment such as computers, projector and service of Internet access with Wi-Fi connection.
- The staff of English teachers area from “Margarita Cortés” Educational Institution must be constantly trained about the use of ICTs.
- The technological tools should be used by teachers from “Margarita Cortés” Educational Institution in their diary class to eradicate digital illiteracy inside the classroom.
- The use of ICTs needs to be promoted among students in different activities simulating real situations to encourage experience of knowledge.

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8 APPENDIXES

8.1 SURVEY (APPENDIX 1)



PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR IN ESMERALDAS

This investigation's main objective is to analyze the influence that ICTs (Information and communication Technologies) has in the Margarita Cortes Educational Institution in the second year of baccalaureate students in the teaching learning process of the English language.

Please, read carefully and answer all the questions

1. Choose the correct item:

ICTs meaning:

- a.) Illustrative concept techniques
- b.) Information and communication technologies
- c.) Informative tools Concept.

2. Do your teachers use technological tools in the English languages Teaching Learning process?

Yes

No

3. What kind of ICTs (Information and Communication technologies) are used by the teachers?

Projector Computer radio videos

4. When the teacher uses technological tools do you enjoy during the class?

Yes No

Why?

5. When the teacher explains a new topic, the teacher uses ICTs (Information and Communication technologies)?

Always Sometimes Never

6. When the class is over you can send or receive information about the class using technological tools?

Yes No

7. Do your teachers share information using technological tools or social networks?

Yes No

8. Do your teachers present the class through slides and projector (power point presentation)?

Yes

No

9. Do your teachers use audio – visual materials during the class?

Yes

No

10. The students and teachers have a bank of email address?

Yes

No

11. In the following list of ICTs (Information and Communication technologies) choose what methods are applied during the English Language teaching – learning process?

On-line documents

Blogs, wiki, social networks

Slides presentations

Books, Magazines and digital Comics

Videos

8.2 OBSERVATION SHEET (APPENDIX 2)



PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR IN ESMERALDAS

This observation sheet will be use to analyze the influence that ICTs (Information and communication Technologies) has in the Margarita Cortes Educational Institution in the second year of baccalaureate students in the teaching learning process of the English language.

Date: _____ Level: _____

Teacher: _____

Indicators	Always	Sometimes	Never	Comments
Students use technological tools during the class				
The teacher uses audio visual materials				
The teacher applies technological tools to get the attention of the students				
The teacher shares his /her e-mail address. When the class is over				
The teacher prepares the class through power point presentation				

OBSERVATION SCALE

8.3 OBSERVATION SCALE (APPENDIX 3)



Pontifical Catholic University of Ecuador In Esmeraldas

The scale will provide reliability, validity, and practicality, to some criteria, to make the observation process an effective activity that contributes to the investigation.

Use of ICTs as a pedagogical tool Inside the classroom				
CRITERIA	ITEMS			
Students enjoy the use of ICTs during the class	<ul style="list-style-type: none"> ICTs catch the attention's students 			
	4	3	2	1
Students create his/her own presentation	<ul style="list-style-type: none"> Students are curious and they develop their presentations. Students show a better preparation of his/her slides presentation. 			
	4	3	2	1
Students understand teachers' instructions with the use of ICTs	<ul style="list-style-type: none"> Students apply ICTs to do task 			
	4	3	2	1

Note: _____

Consider that:

- 4: Always
- 3: Sometimes
- 2: Often
- 1: Never



CONTENT

INFORMATIVE TOOLS: If you need to find information.....	1
SITUATING TOOLS: If you need to create previous experience through real situations develops autonomy of the students.....	5
CONSTRUCTIVE TOOLS: If you need to develop the different skills focus on abilities.....	9
COMMUNICATIVE TOOLS: If you need to interact between students-students and teacher - students.....	11
COLLABORATIVE TOOLS: If you need to promote cooperation inside the classroom.....	13

INFORMATIVE TOOLS



If you need to find information

These technological tools provide us with information in various formats such as text, graphics, sounds, or video. These tools can be considered storage of information

Objective: To find a lot information, with these kind of ICTs you have a wide offer to develop the fundamental types of learning. For example: Visual: learning better seeing and reading what they're trying to teach / Auditory: learn better listening.

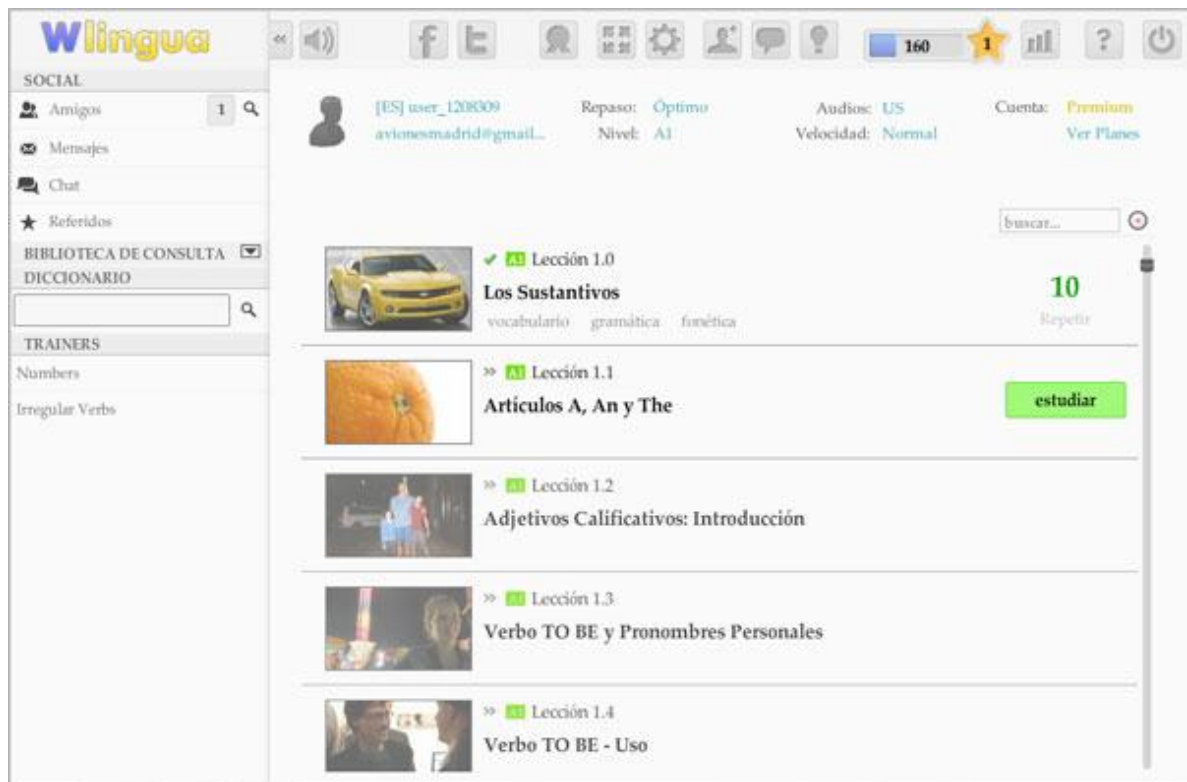
Online tools: To make resource of information in the web sites on different topics.

www.wlingua.com is another of these apps focused on learning the English language. No matter that you already have a basic, intermediate or advanced level of English, through this course online you'll earn 3 million users who have already tried it and contribute your experiences. The app boasts 600 English lessons from beginner to intermediate level, which allows you a simple and guided learning process.

Unlike other applications of English, you can learn phrases in British English and American English according to your interests. You can learn through practice of vocabulary and phrases, grammar and pronunciation exercises. The full course offers 2 types of accounts: "Basic", the course is free, but with some limitations and "Premium", with which you can access all the content and activities of the course.

Wlingua

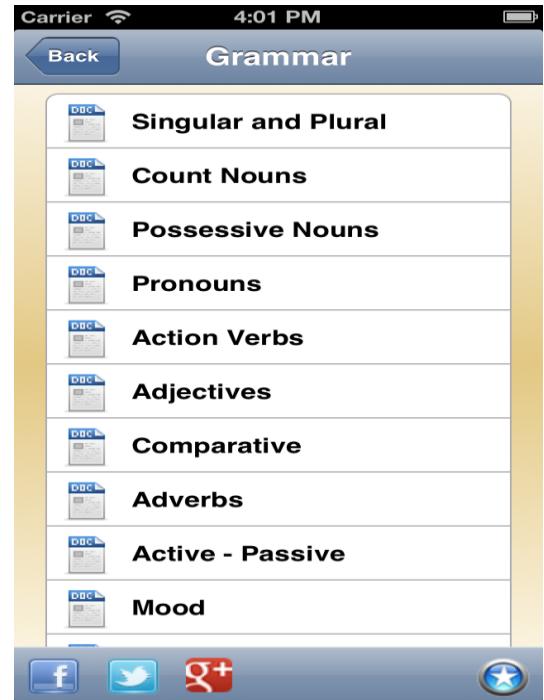
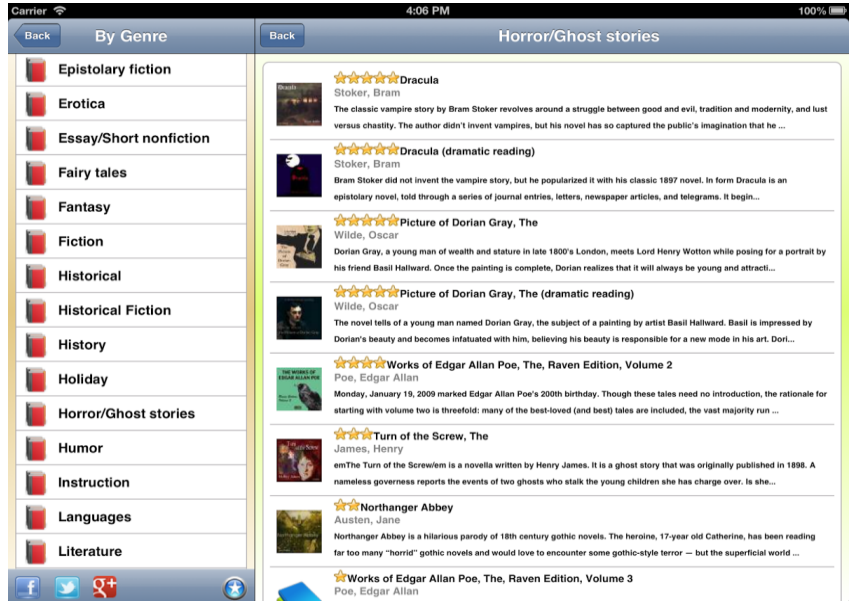




www.beelingo.com Beelingo is also centered on the teaching of English, given the global importance, which has reached this language. With it you can enjoy dictionaries, audiobooks, reviews of grammars and educational games. Account with lists of words organized by themes and games. Also accounts with lists of keywords for your learning.

Has lessons of pronunciation and practices custom of regular and irregular verbs. The more than 2600 audiobooks can be downloaded through the app and read then without connecting to the Internet. The books catalog includes novels, biographies, history, short stories, poetry and science fiction.

The dictionary of English with that account the app has more than 172 thousand words and 50 thousand sentences and phrases communication example, includes quality sounds for phrases and words. The dictionary can operate without a connection to the Internet and only connects to a few functionality.



www.wikipedia.com: is a free Internet encyclopedia also is the largest and most popular general reference work on the Internet



www.educationalsoftware.wikispaces.com: on this wiki you will find resources for different educational applications

Online Tools - Wikis To Build Resource Sites on Topics

Educational Software and Web 2.0

Teacher Portal



<http://educationalsoftware.wikispaces.com/>

<http://teacherportal.wikispaces.com/>

SITUATING TOOLS



If you need to create previous experience through real situations develops
autonomy of the students.

These tools simulate real situations through examples. It also provides teachers the improvement of environment learning, using the following media such as text, audio, graphic images (stills), animation and video clips.

Objective: To develop the autonomy of the student and the thought.

Online tools: www.voscreen.com Voscreen is a highly innovative way to help learners improve their English language skills on their own, without the express need for outside instruction. Moreover, it can also provide teachers the tools needed to develop their students' language skills in an engaging, interactive and challenging way.

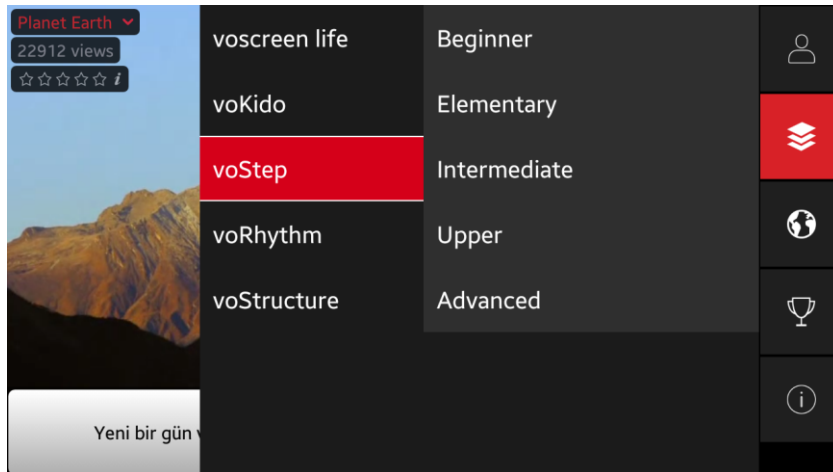
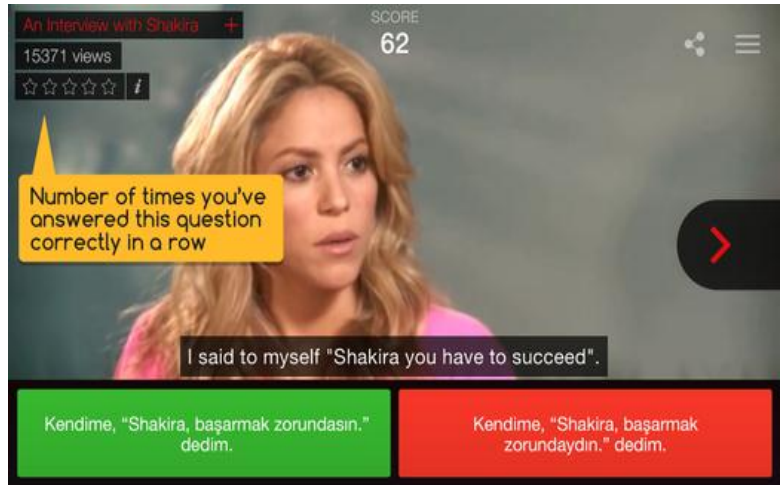
Voscreen is based on its own learning method and approach developed through meticulous research on the native language learning process and environmental language acquisition.

Voscreen users can experience a similar kind of language acquisition, as they are systematically exposed to English. Short clips, each grounded in easy to understand, real life contexts with concrete meaning, surround the learner with English. All the learner has to do to achieve the goal of becoming proficient in English is to spend 20 to 40 minutes using Voscreen every day to ensure constant exposure.

Characteristics:

- ✓ Voscreen is a free platform for language learning.
- ✓ Learn English watching movies, music videos, documentaries and cartoons.

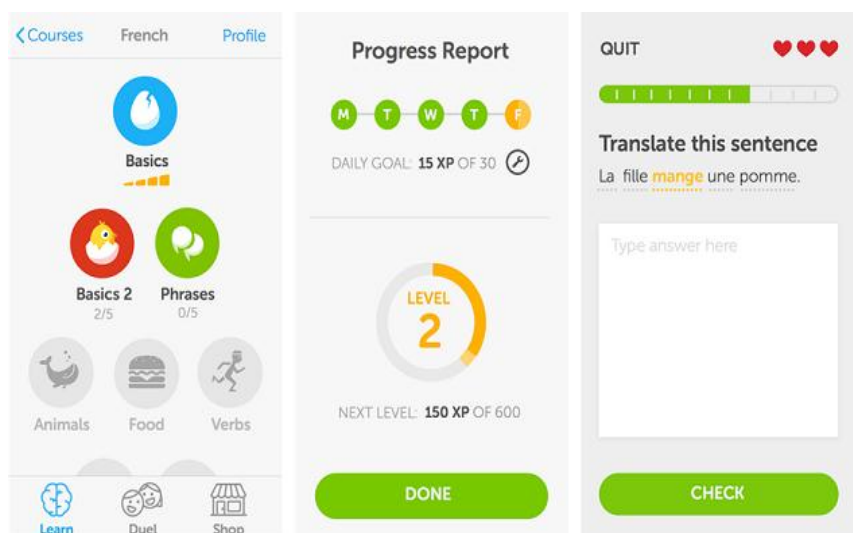
- ✓ Voscreen improves your ability in the English language through video clips.
- ✓ Voscreen has a huge library of content in native English so learning is always entertaining. -Whether beginner, or advanced speakers, children or adults, Voscreen helps you to learn English quickly

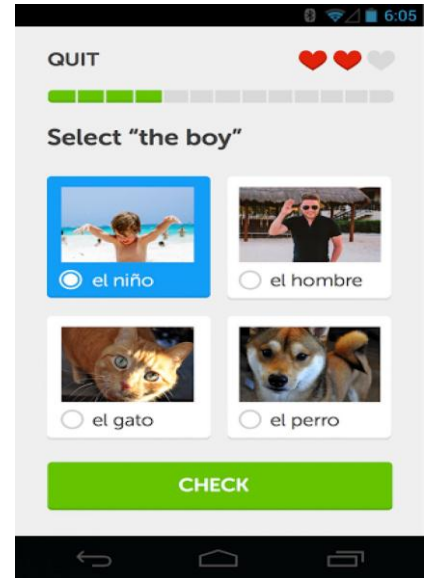


www.duolingo.com: Duolingo it is 100% free. Without extra charges, subscriptions or advertising with an education of high quality free of charge also, it is fun. You advance to complete units, lose lives by your incorrect answers, gain points and level up as in a game.

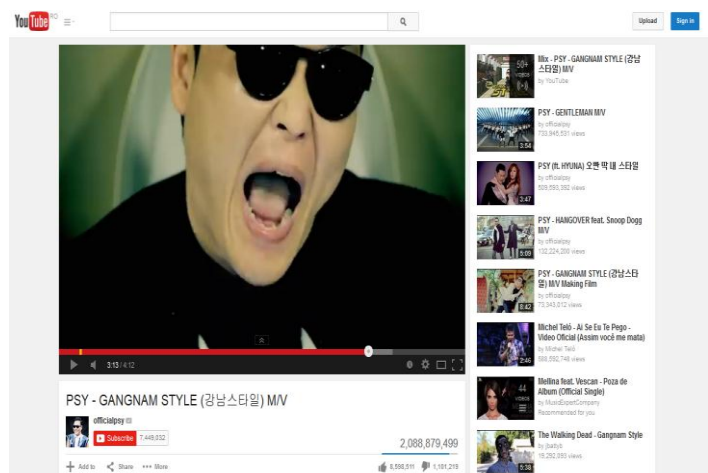
Characteristics:

- ✓ With Duolingo can learn English, German, French and Portuguese totally free.
- ✓ Selection of the editor of PC Magazine: "between iPhone applications to learn or practice languages, there is nothing better than Duolingo".
- ✓ "Duolingo is the secret of the future of education." -TIME Magazine
- ✓ "Without doubt, the best application for learning languages." - The Wall Street Journal
- ✓ Duolingo is changing the way that people learn other languages.
- ✓ With Duolingo, learn a language completely free, without ads or extra charges. You have fun while you learn and advance through the levels.





www.youtube.com is a website designed for sharing video with millions of users around the world on the site that allows them to upload videos that anyone can watch. You can share a video simply by sending the other person a 'link' – that is, the 'address' of the relevant Internet page.



CONSTRUCTIVE TOOLS

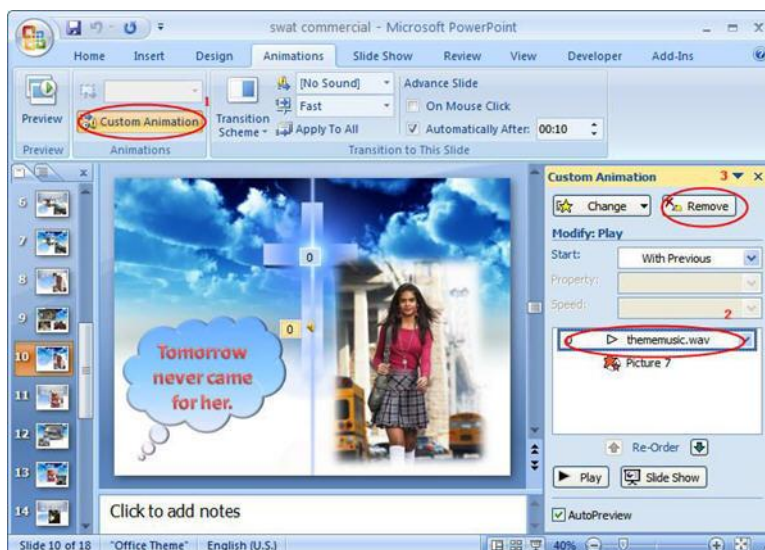


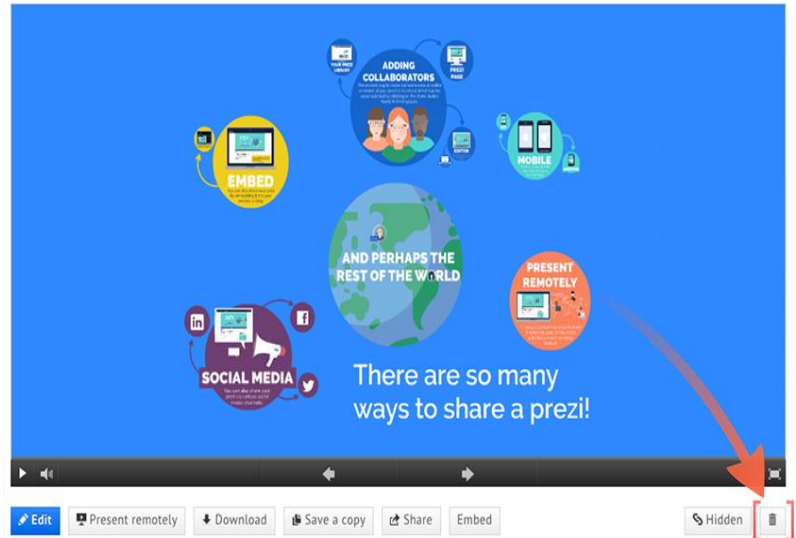
If you need develop the different skills focus on abilities with a cooperative environment

These kinds of tools allow us to build their own knowledge through visualization and construction by technological tools such as: Microsoft Word or PowerPoint, which are heavily used by students and teachers. For example: Microsoft Word helps to administer to students to do right sentences and texts as well as modern word processors include spelling and dictionaries and grammar.

Objective: To promote writing and increase of creativity among students.

Online tools: www.prezi.com / **Power Point** these tools allow us develop interesting presentations with slides and interactive images, videos, voices and links.





www.collaborativetales.wikispaces.com you can choose your own adventure and developing. Students work in groups of 3 or 4 and decide on the genre, setting, characters and plot - and thus their stories evolve.

Online Tools - Wikis

Collaborative Writing Projects

Collaborative Stories



The Hypnotiser

<http://collaborativetales.wikispaces.com/>

Choose Your Own Adventure



<http://terrythetennisball.wikispaces.com/>

COMMUNICATIVE TOOLS



If you need to interact between students- students and teacher - students

These tools are systems that allow us to maximize communication between teachers and students outside of the classroom

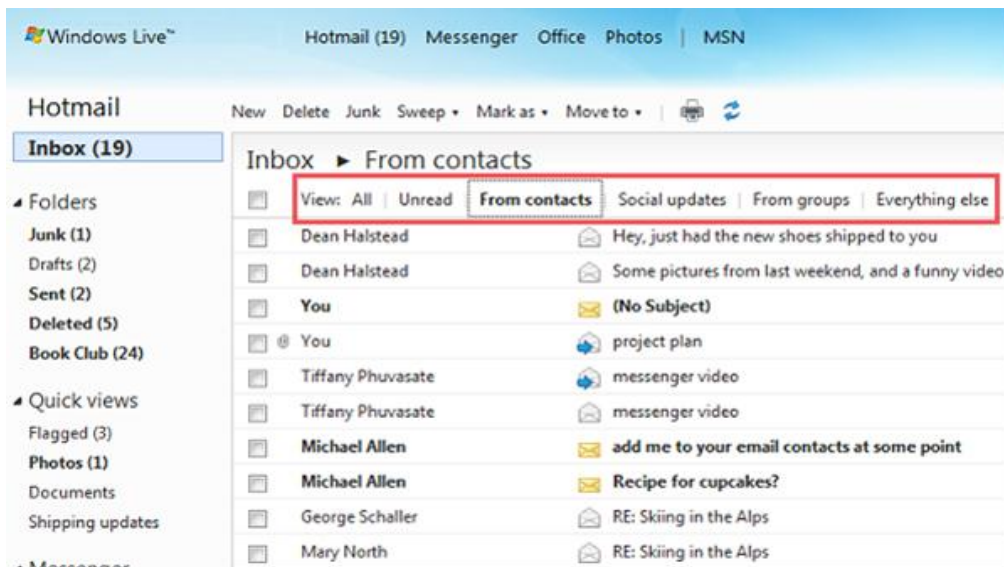
Objective: to increase communication between teacher and students or students to students clarifying doubts that were not made during the class

Within the tools have emails, video calls, and electronic whiteboard in real time.

Online tools: www.skype.com with application of this tool you can do video calls, conferences and chats around the world in a real time.



www.hotmail.com / www.gmail.com / these tools allow to send documents and a wide kind of information





COLLABORATIVE TOOLS

If you need promote cooperation inside the classroom

Nowadays, it is important that teams/companies and students work together remotely. These kinds of tools provide the use of documents in a collaborative way; with have few options for you.

Objective: To interact with social groups in anywhere of the world in a real time.

Online tools: www.dropbox.com: this tool is probably the most used by teacher and students one tool for collaboration of documents. With this technological tool, we are able to have access to all our documents, files, photos, videos, articles and everything else.



Get Started Files Events Sharing Help

Have other computers?
Install Dropbox on your computers to work and play from anywhere!

Search your Dropbox

Refer Friends to Dropbox
Install Dropbox
8.6% in use

File Name	Size	Modified
Backups		
notes		
Photos		
Pixelpipe		
Public		
Xerox of Application Forms		
2010.rar	8.46MB	12/7/2010 9:17 PM
chem.proj.doc	115.5KB	11/23/2010 10:05 PM
DroidSeed.txt	42.63KB	11/20/2010 9:51 PM
e- Hall ticket.pdf	141.37KB	3/21/2011 7:13 PM
Google-Cheat-Sheet.pdf	214.55KB	Yesterday 9:45 PM
Locker-7z	345.94MB	2/24/2011 5:18 PM
Newton.ttf	29.12KB	11/20/2010 9:51 PM
Owl City - Vanilla Twilight.mp3	3.54MB	Yesterday 8:20 PM
project.doc	353.5KB	12/15/2010 7:21 PM
Thesis backup 17Dec 7.13pm.rar	1.12MB	12/18/2010 7:15 PM

http://www.dropbox.com/team/admin/team_folder

Dropbox email@vanicare.com

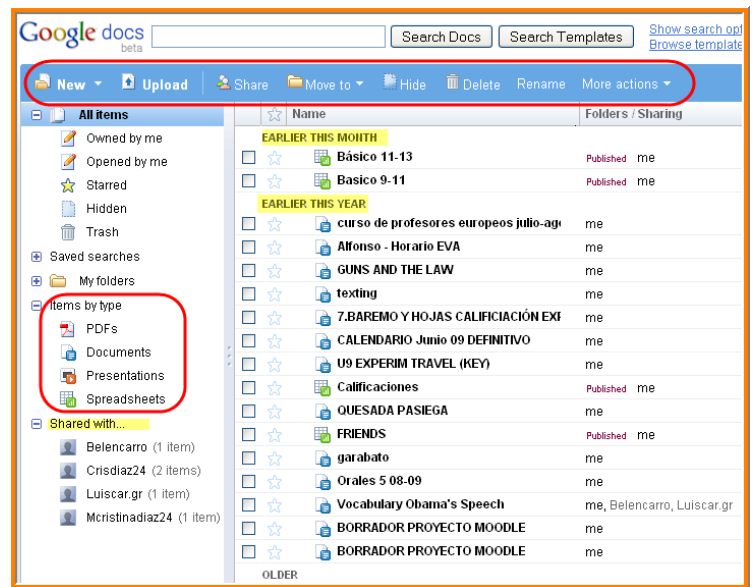
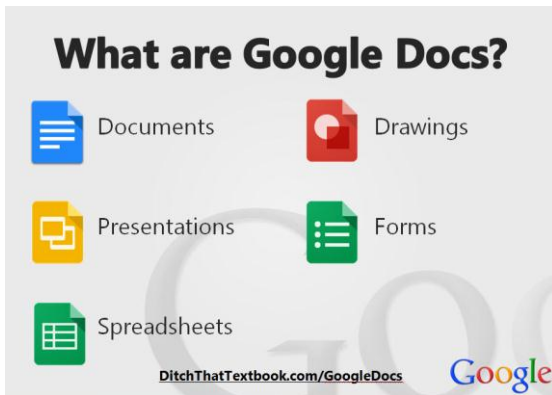
Members Activity Authentication Sharing Team folder Account Help

Team folder New team folder

Folders shared with all members of Vanicare

Folder name	Modified
New Hire Forms	4 secs ago
401k Docs	22 secs ago

Googledocs.com: this tool allows you to create online documents, presentations and spreadsheets. You don't even need to have installed in your computer just need Internet access and create a document and share the link with other people. Now you can edit the document together at the same time in live-mode.



8.5 PICTURES (APPENDIX 5)



