UNIVERSIDAD TÉCNICA DE MACHALA

UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE CIENCIAS DE LA EDUCACION

MENCIÓN INGLÉS

TOPIC:

THE INFLUENCE OF NEW INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE, TO DEVELOP THE PRODUCTIVE SKILLS, IN THE STUDENTS OF 7TH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA INTEGRAL DEL PACIFICO, DURING THE SCHOOL YEAR 2013-2014.

AUTHOR:

RUBEN DARÍO ZAMBRANO BATALLAS

TUTOR:

LIC. KLEBER SARMIENTO CHUGCHO

MACHALA   EL ORO   ECUADOR

2013   -   2014

CERTIFICATION

Lic. Kleber Sarmiento Chugcho

ADVISOR

CERTIFIES:

That I have guided in accordance with the procedures and norms of the development of the Thesis: "THE INFLUENCE OF NEW INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE, TO DEVELOP THE PRODUCTIVE SKILLS, IN THE STUDENTS OF 7TH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA INTEGRAL DEL PACIFICO, DURING THE SCHOOL YEAR 2013 - 2014." by Rubén Dario Zambrano Batallas, consequently I authorize its presentation.
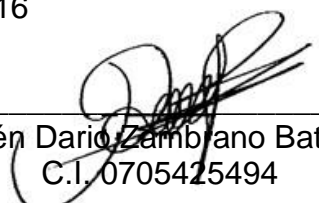
_____

Lic. Kleber Sarmiento Chugcho
ADVISOR

CESIÓN DE DERECHOS

Yo, Rubén Dario Zambrano Batallas, con C.I. 0705425494, estudiante de la carrera de CIENCIAS DE LA EDUCAIÓN MENCIÓN INGLÉS de la UNIDAD ACADÉMICA DE CIENCIAS SOCIALES de la UNIVERSIDAD TÉCNICA DE MACHALA, en calidad de Autor del siguiente trabajo de titulación THE INFLUENCE OF NEW INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE, TO DEVELOP THE PRODUCTIVE SKILLS, IN THE STUDENTS OF 7TH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA INTEGRAL DEL PACIFICO, DURING THE SCHOOL YEAR 2013-2014.

- Declaro bajo juramento que el trabajo aquí es de mi autoría; que no ha sido presentado para ningún grado o calificación profesional. En consecuencia, asumo la responsabilidad de la originalidad del mismo y el cuidado al remitirme a las fuentes bibliográficas respectivas para fundamentar el contenido expuesto, asumiendo la responsabilidad frente a cualquier reclamo o demanda por parte de terceros de manera EXCLUSIVA.

- Cedo a la UNIVERSIDAD TÉCNICA DE MACHALA de forma NO EXCLUSIVA con referencia a la obra en formato digital los derechos de:

  a. Incorporar la mencionada obra al repositorio digital institucional para su democratización a nivel mundial, respetando lo establecido por la Licencia Creative Commons Atribution-NoComercial-CompartirIgual 4.0 Internacional (CC BY-NC-SA 4.0), la Ley de Propiedad Intelectual del Estado Ecuatoriano y el Reglamento Institucional.

  b. Adecuarla a cualquier formato o tecnología de uso en internet, así como incorporar cualquier sistema de seguridad para documentos electrónicos, correspondiéndome como Autor(a) la responsabilidad de velar por dichas adaptaciones con la finalidad de que no se desnaturalice el contenido o sentido de la misma.
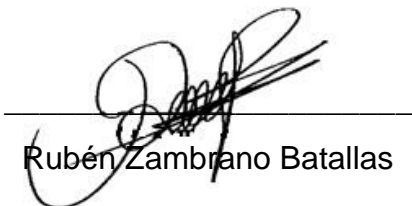
Machala, 17 de Junio del 2016

_____

Rubén Dario Zambrano Batallas

C.I. 0705425494

RESPONSIBILITY

The ideas, information, and opinions revealed in the present project are only responsibility of the author.

_____
Rubén Zambrano Batallas

DEDICATORY

To God for not letting me down and always helping me to keep fighting every day. Also I want to dedicate this project to my parents who are my biggest support in all stages of my life, their patience and love made the man who I am, to my siblings who are my inspiration, with their advices and the example to follow it motivates me to get my purposes. My lovely sons who came into my life to show me how much love you can feel for someone, they are my biggest motivation to fulfil my goals, to give them the best of me; and some day they can feel proud of dad. To my wife who had given me love and strength to carry on and wait patiently all the time I cannot spent at home. Finally, to all people who help me in one way or another to the ending of this work.

RUBÉN

ACKNOWLEDGMENTS

I want to leave record the gratitude to:

The Unidad Academica de Ciencias Sociales and our teachers for their professionalism and support during my academic preparation.

Likewise thank to my thesis advisor Lic. Kleber Sarmiento Chugcho, for his help and advices during the development of the project and the success conclusion.

I am also grateful to the Unidad Educativa Particular del Pacífico for the predisposition to help into the field research and offer the resources needed in the different activities developed there.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF GRAPHS

ABSTRACT

This thesis project focuses on the use of the Information and Communication Technologies, the impact these have on the educational field, specifically in the study of English as a second language. In addition to its utility in the development of productive English language skills. The research was conducted in **UNIDAD EDUCATIVA PARTICULAR DEL PACÍFICO** in students of seventh year. The main objective was to establish the performance of English classes developed through technological resources, its impact, interest, and implementing them to help develop productive skills in students.

To achieve the collection of information of the questions, a survey was developed to students in the seventh year, interview teachers responsible for such courses and observation sheet applied in their classes. The information obtained was submitted to statistical tables which actually reflected the technologies were not an essential part in English classes, thus being a limitation upon teach the classes, the activities were mostly in traditional way, and therefore it fails to obtain significant results in the development of student skills.

Using technology today has become a fundamental part of the teaching-learning process of the English language, being so important that teachers plan their classes including technological resources which help not only to catch the attention of their students but also to develop their skills. It is for this reason that the proposal presented in the thesis project is based on the development of activities on websites and software that allow both the teacher and the student achieve their objectives and significantly increase the knowledge of the language

RESUMEN EJECUTIVO

El presente proyecto de tesis está centrado en la investigación del uso de las Tecnologías de Información y Comunicación, el impacto que estas tienen en el campo educativo específicamente en el estudio del Inglés como segundo idioma, además de su utilidad en el desarrollo de las habilidades productivas del idioma Inglés. La investigación se llevó a cabo en la **UNIDAD EDUCATIVA PARTICULAR DEL PACÍFICO** centrado en alumnos del séptimo año. El objetivo principal fue establecer el desempeño de las clases de inglés desarrolladas a través de recursos tecnológicos, su impacto, interés e implementación de los mismos para ayudar al desarrollo de habilidades productivas en los estudiantes.

Para lograr la recolección de información de las interrogantes expuestas, se desarrolló una encuesta a los estudiantes de séptimo año, entrevista a los docentes encargados de dichos cursos y la ficha de observación aplicada en sus clases. La información obtenida fue presentada en cuadros estadísticos los cuales reflejaron que efectivamente las tecnologías no eran parte esencial en las clases de inglés siendo así un limitante al momento de impartir las clases, las actividades desarrolladas en su mayoría eran de manera tradicional, por lo tanto no se logra obtener resultados significativos en el desarrollo de las habilidades de los estudiantes.

Utilizar las tecnologías hoy en día se ha convertido en parte fundamental en el proceso de enseñanza aprendizaje del idioma Inglés siendo así de suma importancia que los docentes planifiquen sus clases incluyendo recursos tecnológicos que los ayudaran no solo a captar la atención de sus alumnos sino también a desarrollar sus habilidades, es por esto que la propuesta presentada en el proyecto de tesis está basada en el desarrollo de actividades mediante páginas web y software que permitan tanto al docente como al alumno lograr sus objetivos e incrementar significativamente los conocimiento del idioma.

INTRODUCTION

The importance of include new tools in the educational process nowadays had become relevant in the teaching learning process, the present work is an investigation about the use and impact of new information and communication technologies in English classes, focuses on the use of them to develop the productive skills insomuch as the importance of them into the study of English as a second language.

There are an endless number of advantages to include technology in English classes, because students motivation increase, they are attentive to learn and teachers can achieve the purposes established, new technologies are an innovative way to teach and learn, not only foreign languages, but in the educational field their really useful.

To get better results in classes it is important include strategies, methodology and techniques that have immerse technology in there, this project have five chapters that contain information about the most relevant points of use of technology to develop productive skills.

The chapter two we can found a theoretical framework that contains different research as Conceptual, Contextual, Administrative and Legal Framework. In the Conceptual framework is recapitulated all the necessary data to comprehend the basic concepts of the topics at issue, the Contextual framework show relevant data about the educative establishment and the administrative and Legal framework is focuses on the legal basis the research is based.

Chapter three, have details about the methodology used, critical analysis, operationalizing, population size and sample size, research features in general.

Chapter four shows a statistical analysis of the interview, observation guide and surveys applied in the institution UNIDAD EDUCATIVA PARTICULAR DEL PACÍFICO high school, and finally we have the verification of hypothesis, conclusions and recommendations.

The last chapter is the proposal presented to improve the application of technology to improve students´ productive skills, based on websites and software to develop activities and upgrade the knowledge. At the end the

bibliography contains all the resources online and textual references, and the annexes that have information that support the research process.

1. THE PROBLEM OBJECT OF STUDY

1.1. PROBLEM STATEMENT

The use of different strategies, techniques, methodology, and tools in the class are really important to get students understand, and learn significantly the new language, however some teachers have a limited use of these. For developing the productive skills in the students, it is essential to apply all the tools we can to get the correct understanding of the language, because the way to write and speak shows the domain of English.

Currently we have a lot of tools that help in the acquisition of the new language, between the most important are the new technologies that in the classroom encourage students to learn, to participate, to interact and to get the knowledge in a dynamic way, using the technology in the teaching-learning process we are assure that the students will improve their productive skills, because it is better to listen a native speaker in a conversation using a recorder or watching a video and become familiar with the accent, intonation, pronunciation and use that when they speak.

Some teachers realized that using new technology is really important at the moment to impart their classes and using it every day become a relevant point in the process of teaching, even better if their want to strengthen the productive skills in the students. Nevertheless many teachers do not give importance to the use of technology, use technology not focusing in develop the students' skills, or use obsolete technology notwithstanding they have the technological tools to make a better work in the class. Such as "Unidad Educativa Particular del Pacífico", where it is it is appreciated the number of uses of technologies for develop the productive skills in the teaching and learning process.

1.2 LOCATION OF THE PROBLEM

The problem is found in Machala city, El Oro province, in "Unidad Educativa Particular del Pacífico". This institution is located at Vía Pajonal Km 2.

1.3 JUSTIFICATION

Quality standards in education are becoming higher in the society and around the world, considering that every day comes out new software, invent, digital material to use in the education field, to help teachers in their classes, to improve performance, retention capacity, and understanding. It absolutely revolutionizes the way to teach, not only basic subjects but in the languages learning too. Languages became a link among cultures, to learn a new language guarantees new opportunities in the field you want specialized. Nowadays to learn a new language like English is one of the most important things to do, because English is considerate the universal language, and learn it definitively open doors in the world.

To develop the English skills in a meaningful way into the learning process has been a discussion topic in the teaching field, because every person has a different technique and strategy to teach and to achieve the student gets the knowledge, but the most of teachers think that definitely technology provides the necessary for engage the class, keep students' attention, motivate to learn, and specially to get the knowledge be understood significantly.

The Ecuadorian English language learning standards expects to get a B1 level in the students at the end of 3rd bachillerato and agree with the use of media equipment during the teaching-learning process to develop the skills in the acquisition of a new language, new information and communication technology is a great resource to achieve the proposed goals. However the reality of our education goes in another way, in the most part of the institutions we can see the lack of technology for teach effectively and efficiently especially to get the knowledge of the productive skills in the students. This problem affect both public and private institutions, where the use of technology is lower either because there is no equipment needed or the teachers do not apply it in their curriculum like the case found in "UNIDAD EDUCATIVA PARTICULAR DEL PACÍFICO".

Some teachers do not realize the importance of the productive skills development to the acquisition of a foreign language and their focus on another skills. They are unaware of the advantage that brings about the use of new technologies to get good results. Maybe, it is due to the lack of training to use them, the poor

knowledge about technology, or lack of equipment classrooms. If a teacher figures out all these drawbacks in the education process, we have to make sure that the way to learn effectively and develop their productive skills in the class. Consequently, language acquisition will be more meaningful and we can obtain a high quality in education.

The domain of a language is shown through the productive skills: writing and speaking, which indicate we are really close up to achieve the domain. Without these skills developed we cannot communicate in the new language and we have a limitation into the English field, we can considerate that for achieve the goals the use of technology is overriding.

Therefore, I considered important to find out the following topic: **THE INFLUENCE OF NEW INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE, TO DEVELOP THE PRODUCTIVE SKILLS, IN THE STUDENTS OF 7TH YEAR OF BASIC EDUCATION IN THE UNIDAD EDUCATIVA INTEGRAL DEL PACIFICO, DURING THE ACADEMIC YEAR 2013-2014.**

The present research is aimed to measure the influence of Information and Communication Technologies in Education, particularly in the English teaching-learning process; renewing the traditional way to teach a second language that demonstrate the limitations that generates in the class, especially when we want to develop the productive skills in students. Many teachers have not enough knowledge about this topic how to apply it in class and get the best results.

Besides, the study of the present problem will help to collect theoretical data for a better comprehension of the topic, because the information given is not enough. Furthermore, the proposed theme is relevant into the English field and its results will demonstrate the usefulness of technologies in the development of productive skills, and achieve the expected results in the educational process.

This research in accordance with the educational aims to contribute to further investigation in order to improve the foreign language acquisition. In addition to this, it allows to optimize our knowledge as English teachers. As a result, I consider that it is feasible to develop this research work. I have all the resources

to develop it like bibliographic information, facility to collect the data, as well as financial and human resources, likewise the time to apply surveys to clarify and facilitate the research.

1.4 RESEARCH QUESTIONS

1.4.1 CENTRAL SCIENTIFIC QUESTION

- What is the influence of the NICTS in the productive skills development in the teaching-learning process?

1.4.2 PARTICULAR SCIENTIFIC QUESTIONS

- To what extent the NICTS are relevant to increase students' English productive skills in the teaching-learning process?
- How often are NICTS resources used to develop students' English productive skills in the teaching-learning process?
- What are the NICTS resources commonly used to develop students´ English productive skills?

1.5 OBJECTIVES

1.5.1 GENERAL OBJECTIVE

- To determine the influence of the new information and communication technologies to develop students´ productive skills in the teaching-learning process.

1.5.2 SPECIFIC OBJECTIVES

- To establish to what extent the New Information and Communication Technologies are relevant to increase students´ productive skills in the teaching-learning process.
- To identify how often the use of the New Information and Communication Technologies resources are being used to develop students´ English productive skills in the teaching learning process.

- To establish what the New Information and Communication Technologies resources are commonly being used to develop students´ English productive skills.

2 THEORETICAL FRAMEWORK

2.1 CONCEPTUAL FRAMEWORK

2.1.1 EDUCATION

Education, is a process of inviting truth and possibility, of encouraging and giving time to discovery. It is, as John Dewey (1916) put it, a social process – 'a process of living and not a preparation for future living'.

"Education is the process of facilitating learning. Knowledge, skills, values, beliefs, and habits of a group of people are transferred to other people, through storytelling, discussion, teaching, training, or research. Education frequently takes place under the guidance of educators, but learners may also educate themselves in a process called autodidactic learning. " (Dewey, 1944).

"Education began in the earliest prehistory, as adults trained the young in the knowledge and skills deemed necessary in their society. In pre-literate societies this was achieved orally and through imitation. Story-telling passed knowledge, values, and skills from one generation to the next. As cultures began to extend their knowledge beyond skills that could be readily learned through imitation, formal education developed. Schools existed in Egypt at the time of the Middle Kingdom. " (Assmann, 2002)

According these authors the education is the door that take us to the success, to the reality, through education we can face the world and have the tools to deal with the society and the issues around.

2.1.2 THE TEACHING LEARNING PROCESS

"The process of teaching-learning is as old as human beings on earth. It has been carried out by human beings and even by animals to teach their young ones for successful adjustment in the environment. The process has undergone several changes from non-formal to formal with the passage of time. " (Chauhan, 1979)

In the last fifty years, a number of researches have been conducted on teaching-learning process. New methods and techniques have been developed on the basis of research findings. The traditional methods and techniques have been replaced by new methods and techniques in the last two decades in western countries. We can also benefit from these new methods and techniques, if we faithfully implement them in our class room communication.

In 1963, John Carroll wrote a seminal article that focused attention on direct observation of classroom behavior of teachers and students. The systematic study of classroom processes thought to influence student achievement as measured on these tests led to an explosion of information about what exactly was going on within America's classrooms. Prior to that, and to some extent this continues, the major variables were thought to be environmental or qualities of the teachers and students (Coleman et al., 1966; Jencks et al., 1972).

In the 1980s several researchers developed models of the teaching/learning process that summarized much of what was known about increasing test scores (e.g., Cruickshank 1985; Proctor 1984; Squires, Huitt, Segars, 1983). At the same time that researchers were focused on accounting for all the factors related to school achievement, others developed models of effective teacher practice (e.g., Hunter, 1994; Rosenshine, 1995; Slavin, 2003). A major problem that envelops all these models is that they focus on improving test scores; yet the public is concerned about students' character, self-esteem, and social development (Gallup, 1975, 1980). In this regard, the public seems more knowledgeable than the researchers about indicators of adult success in that student achievement, level of education, or measures of academic intelligence account for at best one third of the variance related to adult success (Gardner, 1995; Goleman, 1995). Recent attempts to hold schools, and especially teachers, totally responsible for student achievement presents a problem in that there are multiple factors not under the control of building-level educators that contribute to educational achievement (Huitt, 1999).

2.1.2.1 TEACHING

Burton suggests that a very precise but comprehensive definition of teaching as "Teaching is the stimulation, guidance, direction and encouragement of learning."

"Teaching is an art and the teacher is an artist. As the artist is governed by certain principles which help him acquire proficiency in his profession so a teacher is also governed by certain principles which help him acquire proficiency in teaching. The material (students) of the teacher is living beings whom he has to shape according to some principles. The teacher must know the developmental characteristics of children at different age levels so that he can take the advantage of the interest and motivation of the students in a learning task. " (Chauhan, 1979)

Chauhan (1974) claims that teaching has 6 basic principles suggested as follow:

1. - The first principle is using the experience already acquired. There is a great difference between the material of an artist and a teacher. The material of a teacher is living creatures who are self-active.

2.- The second important principle of teaching which should be emphasized is that knowledge and skills are four use, not only in the remote future when the pupil goes out into the world but here and now as an important aspect of the learning process. Learning should be intelligent not mechanical. The teacher should make his teaching meaningful. Meaningful material creates interest and is retained for longer period.

3. - The third important principle is to provide for individual differences. Children have great differences in their intellectual abilities, socio-economic conditions, expectations emotional development, needs, motivation and interest, etc. These differences have profound effect on the learning ability of children. The teacher should cater to the needs of individual learners while teaching in the class. Conventional methods have failed to adjust teaching to the requirements of individual learners.

4. - The fourth important principle is of readiness. Readiness is that state of the learner when he feels a need to act or to learn new behavior. The teacher should plan his teaching according to the state and level of readiness of his students.

5. - The fifth principle of teaching is that objectives of the lesson should be specifically defined so that the students may know in advance as what is to be learned in a particular lesson. The lesson may be divided into small units and

separate objectives may be developed for each unit. This will create motivation to learn in the minds of the students.

6. - The teacher should follow the psychological principles which have been developed by great educators. These important principles are (1) Proceed from simple to complex, (2) proceed from concrete to abstract, (3) proceed from general to complex, (4) proceed from known to unknown, (5) proceed from induction to deduction or vice versa, (6) arrange for frequent reinforcement.

2.1.2.2 LEARNING

"Learning is the act of acquiring new, or modifying and reinforcing, existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information. The ability to learn is possessed by humans, animals and some machines. Progress over time tends to follow learning curve. It does not happen all at once, but builds upon and is shaped by previous knowledge. To that end, learning may be viewed as a process, rather than a collection of factual and procedural knowledge. Learning produces changes in the organism and the changes produced are relatively permanent." (Schacter, Gilbert, Wegner 2009, 2011)

Learning cannot be directly observed in others. However, we could observe the results of learning in ourselves and others. This is the reason why, in formal learning situations, assessment is necessary in the teaching process.

The results of academic assessment, essays, exams etc. are known ways to measure how much an individual has learnt but they cannot measure the actual process of learning.

Learning makes some changes in the way we act, think or feel about ourselves, other people around us. Those changes may be permanent or temporary depending on our own perceptions of the importance and relevance of the gained knowledge.

There are a wide range of theories that explain and demonstrate the different ways that people used to learn.

Such theories surely contrast with each other depending on the type of learning they describe. For instance, traditional learning theories associated with children and adolescents engaged in 'schooling' and those differ from theories associated with adult learning.

The following list was done with the purpose of identify the key principles associated with all types of learning and can be applied to group situations as well as when learning alone or with a mentor, tutor or trainer.

This list is not exhaustive but it should, however, it will help us to understand some of the key concepts of learning.

- **People learn much better when they are treated with respect** and are not talked down to or treated as ignorant. Establishing rules at the start of a training session will reinforce this important principle. However, for the training to be most effective and to involve full participation, the trainer should model such exemplar behavior.

- **Learning opportunities should, when possible, be linked to previous positive experience** - this involves self-awareness on the part of the learner and understanding and empathy on the part of any facilitator. Learning can be blocked by past negative experiences - some people who hated school cannot bear to be in a classroom situation, for example.

- **When possible learners should take part in the planning of learning activities.** Learners should be encouraged to be self-directing in terms of goal-setting since this usually improves commitment and motivation and increases participation among them. Facilitators should examine the expectations of the learners at the start of a course in order to help them to encourage self-direction.

- **People learn best when their physical environment is comfortable.** In group situations a positive emotional and supportive environment is also important; individuals in groups tend to learn better when they can socialize and interact with other group members.

- **Learning activities or delivery need to be varied**, to cover the range of different learning styles and help the learner maintain interest and motivation. In

a classroom setting, for instance, including discussions or other activities, especially some sort of problem solving, as part of a lesson or lecture will enable learners to interact and engage with the subject.

- **Self-evaluation and reflective practice is important.** Learners should be encouraged to reflect on what they have learnt and think about ways that they can further their knowledge. (Schacter, Gilbert, Wegner 2009, 2011)

2.1.3 TEACHING ENGLISH AS A SECOND LANGUAGE

ESL referred to as English for speakers of other languages is a specialized approach to language instruction designed for those who have a primary language other than English and who are limited in English proficiency. The term "specialized" connotes the use of several distinct and varying methods and strategies based on a wide range of innovative learning theories that have been developed over several decades, and which deal specifically with learning and teaching strategies of English to nonnative or limited English speakers.

The application of the theories of linguistic science to the teaching of English as a second language has been increasing steadily since the 1940s. This approach to language learning as a tool of verbal communication gained impetus during World War II when the United States government to set up its own language training programs for military and civilian personnel who would be working in various parts of the world with people who spoke languages other than English. The wide spread use of tape recorders and other audio device made it possible to provide authentic examples of spoken language.

By the early 1950s, teachers responsible for teaching English to non-English speakers where using some of the methodologies used in the military setting such as pattern practice techniques, use of meaning in oral practice, and the learning of language structures. In its learning development, ESL teaching involved small numbers of foreign students in the United States who were taught only by specialized language teachers.

English as a second language spread very rapidly, requiring teachers and professors to meet to discuss issues pertaining to the profession.

The major objective of ESL programs is to prepare students to function successfully in classrooms where English is the medium of instruction for all subjects areas. ESL instruction provides opportunities for students to learn English systematically and cumulatively moving from concrete to abstract levels of languages. ESL includes instruction in all English communication skills; emphasizing the four basic aspects of the English Language in order to communicate in an English environment, ESL students need to develop the ability to understand native speakers of English in any situation as well as the ability to read and write materials in English with comprehension and enjoyment. (Carrasquillo, 1994)

2.1.3.1 TEACHER QUALITY

One way to form a connotative definition of a term is to provide a synonymous linguistic expression. Since the phrase "effective teacher" is often used interchangeably in the educational literature with "quality teacher" this phrase might provide the necessary synonym. "Effectiveness" is defined as the ability to improve student outcomes, teachers who attain this effectiveness are then nominated as "quality teachers". Stating that an "effective teacher" is a "quality teacher" is thus essentially tautological.

Another example among many comes from a 1990 study (Heaney) that speaks of the need to improve the quality of teachers at the college level and suggests increased testing of students to be able to document teacher effectiveness as a way to achieve this quality. Again, effectiveness and quality are used interchangeably.

Ferguson suggests three indicators of teacher effectiveness: teachers´ scores on certification exams, the observations of teachers´ professional classroom practice by "expert observers", and students´ achievement gains. By offering suggestions for possible ways to measure teacher effectiveness, Ferguson is tacitly admitting that "teacher effectiveness" has no central definitional core. Otherwise there would be no need to make these suggestions. Instead Ferguson would just engage in measuring the already-agreed-upon definition of teacher effectiveness. (Larry Pahl)

2.1.3.2 TEACHING STRATEGIES

Institutions of higher learning in the nation are responding to political, economic, social and technological pressures to be more responsive to student's necessities and more concerned about how students are prepared to assume future societal roles. Faculty are already feeling the pressure to lecture less, to make learning environments more interactive, to integrate technology into the learning experience, and to use collaborative learning strategies when appropriate.

Some of the more prominent strategies are listed below.

Lecture. For many years, the lecture method was the most widely used instructional strategy in college classrooms. Nearly 80% of all U.S. college classrooms in the late 1970s reported using some form of the lecture method to teach students (Cashin, 1990). Although the usefulness of other teaching strategies is being widely examined today, the lecture still remains an important way to communicate information.

Used in conjunction with active learning teaching strategies, the traditional lecture can be an effective way to achieve instructional goals. The advantages of the lecture approach are that it provides a way to communicate a large amount of information to many listeners, maximizes instructor control and is non-threatening to students. The disadvantages are that lecturing minimizes feedback from students, assumes an unrealistic level of student understanding and comprehension, and often disengages students from the learning process causing information to be quickly forgotten.

The following recommendations can help make the lecture approach more effective (Cashin, 1990):

1. Fit the lecture to the audience
2. Focus your topic - remember you cannot cover everything in one lecture
3. Prepare an outline that includes 5-9 major points you want to cover in one lecture.
4. Organize your points for clarity
5. Select appropriate examples or illustrations

6. Present more than one side of an issue and be sensitive to other perspectives

7. Repeat points when necessary

8. Be aware of your audience - notice their feedback

9. Be enthusiastic - you do not have to be an entertainer but you should be excited by your topic. (from Cashin, 1990, pp. 60-61)

Case Method. Providing an opportunity for students to apply what they learn in the classroom to real-life experiences has proven to be an effective way of both disseminating and integrating knowledge. The case method is an instructional strategy that engages students in active discussion about issues and problems inherent in practical application. It can highlight fundamental dilemmas or critical issues and provide a format for role playing ambiguous or controversial scenarios.

Course content cases can come from a variety of sources. Many faculty have transformed current events or problems reported through print or broadcast media into critical learning experiences that illuminate the complexity of finding solutions to critical social problems. The case study approach works well in cooperative learning or role playing environments to stimulate critical thinking and awareness of multiple perspectives.

Discussion. There are a variety of ways to stimulate discussion. For example, some faculty begin a lesson with a whole group discussion to refresh students' memories about the assigned reading(s). Other faculty finds it helpful to have student's list critical points or emerging issues, or generate a set of questions stemming from the assigned reading(s). These strategies can also be used to help focus large and small group discussions.

Obviously, a successful class discussion involves planning on the part of the instructor and preparation on the part of the students. Instructors should communicate this commitment to the students on the first day of class by clearly articulating course expectations. Just as the instructor carefully plans the learning experience, the students must comprehend the assigned reading and show up for class on time, ready to learn.

Active Learning. Meyers and Jones (1993) define active learning as learning environments that allow "students to talk and listen, read, write, and reflect as they approach course content through problem-solving exercises, informal small groups, simulations, case studies, role playing, and other activities -- all of which require students to apply what they are learning". Many studies show that learning is enhanced when students become actively involved in the learning process. Instructional strategies that engage students in the learning process stimulate critical thinking and a greater awareness of other perspectives. Although there are times when lecturing is the most appropriate method for disseminating information, current thinking in college teaching and learning suggests that the use of a variety of instructional strategies can positively enhance student learning. Obviously, teaching strategies should be carefully matched to the teaching objectives of a particular lesson.

Assessing or grading students' contributions in active learning environments is somewhat problematic. It is extremely important that the course syllabus explicitly outlines the evaluation criteria for each assignment whether individual or group. Students need and want to know what is expected of them. For more information about grading, see the Evaluating Student Work section contained in this Guide.

Cooperative Learning. Cooperative Learning is a systematic pedagogical strategy that encourages small groups of students to work together for the achievement of a common goal. The term 'Collaborative Learning' is often used as a synonym for cooperative learning when, in fact, it is a separate strategy that encompasses a broader range of group interactions such as developing learning communities, stimulating student/faculty discussions, and encouraging electronic exchanges (Bruffee, 1993). Both approaches stress the importance of faculty and student involvement in the learning process.

When integrating cooperative or collaborative learning strategies into a course, careful planning and preparation are essential. Understanding how to form groups, ensure positive interdependence, maintain individual accountability, resolve group conflict, develop appropriate assignments and grading criteria, and manage active learning environments are critical to the achievement of a successful cooperative learning experience.

Integrating Technology. Today, educators realize that computer literacy is an important part of a student's education. Integrating technology into a course curriculum when appropriate is proving to be valuable for enhancing and extending the learning experience for faculty and students. Many faculty have found electronic mail to be a useful way to promote student/student or faculty/student communication between class meetings. Others use list serves or on-line notes to extend topic discussions and explore critical issues with students and colleagues, or discipline- specific software to increase student understanding of difficult concepts.

Currently, our students come to us with varying degrees of computer literacy. Faculty who use technology regularly often find it necessary to provide some basic skill level instruction during the first week of class. In the future, we expect that need to decline.

Distance Learning. Distance learning is not a new concept. We have all experienced learning outside of a structured classroom setting through television, correspondence courses, etc. Distance learning or distance education as a teaching pedagogy, however, is an important topic of discussion on college campuses today. Distance learning is defined as 'any form of teaching and learning in which the teacher and learner are not in the same place at the same time' (Gilbert, 1995).

Obviously, information technology has broadened our concept of the learning environment. It has made it possible for learning experiences to be extended beyond the confines of the traditional classroom. Distance learning technologies take many forms such as computer simulations, interactive collaboration/discussion, and the creation of virtual learning environments connecting regions or nations. Components of distance learning such as email, list serves, and interactive software have also been useful additions to the educational setting.

2.1.3.3 QUALITY LEARNING

Cole and Chan (1986:64) suggest that an 'effective teacher is one to maximizes the achievements of students' by acting 'in accordance with an explicit set of principles that have order, coherence and relevance in the particular instructional context'. Although they expressed these ideas twenty years ago, they are still quite relevant.

There are various definitions of learning, including the useful one of Cambourne (1988) who describes it as 'a process that involves making connections, identifying patterns, and organizing previously unrelated bits of knowledge, behavior and action into new patterned wholes'. This definition and the more succinct definitions: 'A change in understanding and behavior that results from encountering new experience' (Spady, 2001:18) and 'an enterprise of meaning-making within particular contexts'(Lovat and Smith, 2003:71) highlight three points that I emphasize in the remainder of this book.

1. - learning results in changes in understanding.

2. - changes in understanding are a direct results of learners´ experiences and their thinking about those experiences, and

3. - these changes in understanding enable learners to change their behavior.

These points are central to the notion of learning quality-whatever is involved in learning, some people seem to do it better than others. The concept of quality learning is still evolving and there is not yet general agreement about how best to define it, but it can still be a useful guide to teaching.

Some writers, such as Biggs (1987), use the terms deep learning and surface learning to describe qualitative differences in how students approach learning. Those who take a deep approach are deliberately intending to gain personal understanding; those who take a surface approach are concerned primarily with avoiding failure. These different approaches to learning can be influenced by the teacher and the learning context, and they generally result in different learning outcomes. High-quality outcomes are almost always associated with deep approaches to learning.

Writing about learning in higher education. Nightingale and O'neil (1994) suggested that high-quality learning in any context has occurred when:

Students are able to apply knowledge to solve problems.

Students are able to communicate their knowledge to others.

Students are able to perceive relationships between their existing knowledge and the new things they are learning.

Students retain newly acquired knowledge for a long time.

Students are able to discover or create new knowledge for themselves.

Students want to learn more. (Roy Killen, 2006)

2.1.3.4 CURRICULUM

Refers to the means and materials with which students will interact for the purpose of achieving identified educational outcomes.

Some educators would say that the curriculum consists of all the planned experiences that the school offers as part of its educational responsibility. Then there are those who contend that the curriculum includes not only the planned, but also the unplanned experiences as well. For example, incidents of violence that have occurred at a number of schools across the nation are hardly a planned component of the curriculum. However, the manner in which violence is addressed before, during, and after the actual event sends a very definite message about how people in our culture interact and how the laws of our nation are applied.

Another perspective suggests that curriculum involves *organized* rather than planned experiences because any event must flow of its own accord, the outcome not being certain beforehand. For instance, competitions, whether academic or athletic, can be organized, but the outcomes will depend on a myriad of factors that cannot be planned.

A key concept to keep in mind is that the curriculum is only that part of the plan that *directly affects* students. Anything in the plan that does not reach the students constitutes an educational wish, but not a curriculum. Half a century ago Bruner (1960) wrote, "Many curricula are originally planned with a guiding idea . . . But as curricula are actually executed, as they grow and change, they often lose their

original form and suffer a relapse into a certain shapelessness" (p. 54). Curriculum—however grand the plans may be—can only be that portion of the plan that actually reaches the student. Planning that keeps that point in focus can be expected to result in a more focused curriculum.

2.1.4 COMMON EUROPEAN FRAMEWORK

The CEF means 'A common European framework for language learning, teaching and assessment'. Up to this point, the focus has been upon the nature of language use and the language user and the implications for learning and teaching.

Main ways in which the Framework can be used:

1. For the specification of the content of tests and examinations.

2. For stating the criteria for the attainment of a learning objective, both in relation to the assessment of a particular spoken or written performance, and in relation to continuous teacher-, peer- or self-assessment.

3. For describing the levels of proficiency in existing tests and examinations thus enabling comparisons to be made across different systems of qualifications.

One of the objectives of the Framework is to help partners to describe the levels of proficiency required by existing standards, tests and examinations in order to facilitate comparisons between different systems of qualifications. For this purpose the Descriptive Scheme and the Common Reference Levels have been developed.

The role of the Framework speaking of language acquisition, learning and teaching must however be made clear once more. In accordance with the basic principles of pluralist democracy, the Framework aims to be not only comprehensive, transparent and coherent, but also open, dynamic and non-dogmatic. For that reason it cannot take up a position on one side or another of current theoretical disputes on the nature of language acquisition and its relation to language learning, nor should it embody any one particular approach to language teaching to the exclusion of all others. Its proper role is to encourage all those involved as partners to the language learning/teaching process to state

as explicitly and transparently as possible their own theoretical basis and their practical procedures. In order to fulfil this role it sets out parameters, categories, criteria and scales which users may draw upon and which may possibly stimulate them to consider a wider range of options than previously or to question the previously unexamined assumptions of the tradition in which they are working. This is not to say that such assumptions are wrong, but only that all those responsible for planning should benefit from a re-examination of theory and practice in which they can take into account decisions other practitioners have taken in their own and, particularly, in other European countries. (Council of Europe, 2003).

2.1.4.1 COMMON REFERENCE LEVELS

There does appear in practice to be a wide, though by no means universal, consensus on the number and nature of levels appropriate to the organization of language learning and the public recognition of achievement. It seems that an outline framework of six broad levels gives an adequate coverage of the learning space relevant to European language learners for these purposes.

• Breakthrough, corresponding to what Wilkins in his 1978 proposal labelled 'Formulaic Proficiency', and Trim in the same publication1 'Introductory'.

• Waystage, reflecting the Council of Europe content specification.

• Threshold, reflecting the Council of Europe content specification.

• Vantage, reflecting the third Council of Europe content specification, a level described as 'Limited Operational Proficiency' by Wilkins, and 'adequate response to situations normally encountered' by Trim.

• Effective Operational Proficiency which was called 'Effective Proficiency' by Trim, 'Adequate Operational Proficiency' by Wilkins, and represents an advanced level of competence suitable for more complex work and study tasks.

• Mastery (Trim: 'comprehensive mastery'; Wilkins: 'Comprehensive Operational Proficiency'), corresponds to the top examination objective in the scheme adopted by ALTE (Association of Language Testers in Europe). It could be extended to include the more developed intercultural competence above that

level which is achieved by many language professionals. When one looks at these six levels, however, one sees that they are respectively higher and lower interpretations of the classic division into basic, intermediate and advanced. Also, some of the names given to Council of Europe specifications for levels have proved resistant to translation (e.g. Waystage, Vantage). The scheme therefore proposed adopts a 'hypertext' branching principle, starting from an initial division into three broad levels – A, B and C:
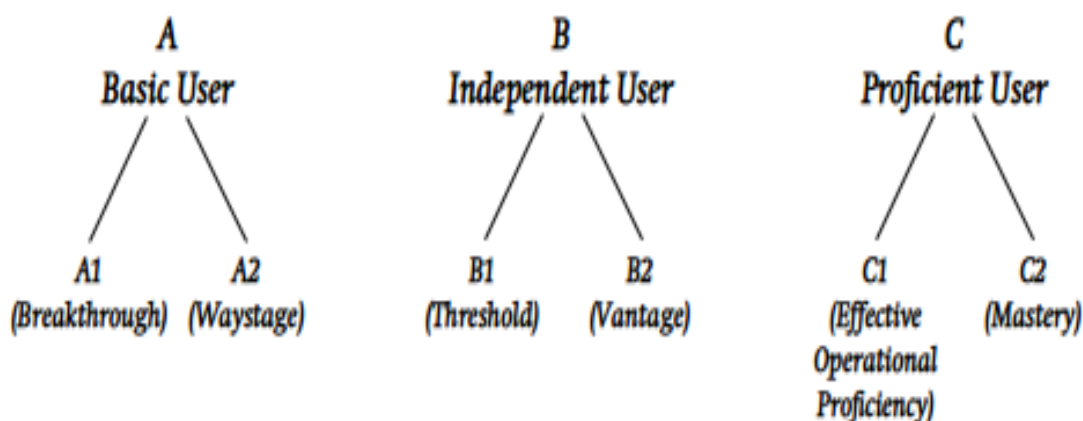
2.1.4.2 ECUADORIAN ENGLISH LANGUAGE LEARNING STANDARDS

The English Language Learning Standards (ELLS) are outcomes students are expected to achieve at the end of a proficiency level in terms of knowledge and skills gained throughout the process. It means that they will show "what students must know and be able to do as they move toward full fluency in English". California Department of Education, 2002, p. 5.

The ELLS are based on the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) as they provide a common basis for the explicit description of objectives, content, and methods. The proficiency levels set by the CEFR and established as the benchmarks for Ecuador's ELLS are A1, A2, and B1. The progression of the levels is the following:

• Level A1: At the end of 9th year Educación Básica General

• Level A2: At the end of 1st year Bachillerato

• Level B1: At the end of 3rd year Bachillerato

The English Language Learning Standards are developed taking into consideration the communicative language components and the language skills as a core part of the program: (a) listening, (b) speaking, (c) reading, and (d) writing.

LISTENING

A1 PROFICIENCY LEVEL	A2 PROFICIENCY LEVEL	B1 PROFICIENCY LEVEL
Recognize expressions, words, and sentences in simple spoken texts related to the learner's personal, educational, and social background. Follow speech which is very slow and carefully articulated, with long pauses for them to assimilate meaning within the personal, educational, and domains.	Perceive, memorize, and note down words and expressions encountered in the personal, educational, public, and vocational domains as well as note their situational context and functional value. Make use of clues such as structurally-relevant pauses, tone of voice, stress, and intonation to identify and understand relevant information in orally-produced texts within the personal, educational, public, and vocational domains.	Understand the main points of clear standard speech on familiar matters regularly encountered in the personal, educational, public, and vocational domains (e.g. services, work, etc.). Identify general messages and specific details within the personal, educational, public, and vocational domains, provided speech is clearly articulated.

READING

A1 PROFICIENCY LEVEL	A2 PROFICIENCY LEVEL	B1 PROFICIENCY LEVEL
Understand and identify simple informational,	Understand and identify longer, more complex	Understand and identify longer, more complex

| transactional, and expository texts—a single phrase at a time—picking up familiar names, words, and basic phrases and rereading as required. Extract the gist and key information items from simple informational, transactional, and expository texts. | informational, transactional, and expository texts as well as simple procedural and narrative texts (e.g. recipes, short personal stories, traveling forms). The texts should all contain the highest frequency vocabulary, including a proportion of shared international vocabulary items. | expository, procedural, narrative, and transactional texts as well as simple persuasive texts (e.g. persuasive essays, movie reviews) with a satisfactory level of comprehension. Use appropriate interpretation strategies to deal with the corresponding text types (expository, procedural, narrative, transactional, and persuasive). |

SPEAKING

A1 PROFICIENCY LEVEL	A2 PROFICIENCY LEVEL	B1 PROFICIENCY LEVEL
Produce slow, hesitant, planned dialogues (i.e. communication still depends on repetition, rephrasing and repair).	Use a series of phrases and sentences linked onto a list to communicate in simple, routine tasks within the personal, educational, public, and vocational domains.	Sustain a straightforward description of a subject or a variety of matters within the personal, educational, public, and vocational domains rather fluently, presenting it as a linear sequence of points.

SPEAKING INTERACTION

A1 PROFICIENCY LEVEL	A2 PROFICIENCY LEVEL	B1 PROFICIENCY LEVEL
Interact and participate in brief informal discussions in a simple way by asking and answering simple questions about the learners' personal, educational, and social background. Communication is dependent on repetition at a slower rate of speech, rephrasing, and repair.	Handle very short social exchanges within the personal, educational, public, and vocational domains even though they can usually understand enough to keep the conversation going themselves.	Exchange, check, and confirm information to deal with less routine situations and explain why a problem has occurred. Enter unprepared into conversations on topics that are familiar, of interest, or pertinent to everyday life within the personal, educational, public, and vocational domain.

WRITING

A1 PROFICIENCY LEVEL	A2 PROFICIENCY LEVEL	B1 PROFICIENCY LEVEL
Produce informational, transactional, and expository texts consisting of a sequence of simple sentences that have more detail and show more variety in lexical range and sentence structure.	Produce longer, more detailed, complex transactional, expository and informational texts than those presented in previous years and with more variety in sentence structure and lexical range. Produce simple procedural and narrative texts with some detail	Produce longer, more detailed and complex transactional texts as well as short simple persuasive texts (e.g. essays, advertisements, cartoons) by linking a series of shorter discrete elements into a linear sequence. Check information and ask

	and variety in sentence structure yet may contain some usage error	about or explain problems through the text types that correspond to the level with reasonable precision.

2.1.5 NEW INFORMATION AND COMMUNICATION TECHNOLOGIES

In the late 1990s, we stand on the eve of the total digitalization of all forms of information transmission, except those occurring on a non-mediated, person-to-person level. Sound, text, voice and image will soon be relayed across vast distances in the binary language used by computers; and this will open possibilities for the high-quality transmission of information, in a volume and at a speed almost unimaginable a few years ago. The cost of doing so is also likely to decline dramatically.

Digital technologies are already bringing about profound changes in the economies and societies of countries around the world—speeding the automation of work, facilitating borderless financial transactions, delivering global news and entertainment to vast new audiences. As these technologies permit the fusion of the telecommunications, computer and entertainment industries, they encourage a titanic struggle among some of the largest corporations in the world for control of a consolidated information industry.

The potential of digital technologies to improve the livelihood of people is great. In remote regions, the disadvantage that comes with isolation can be significantly lessened through access to rapid and inexpensive communications. Like-minded people can co-operate across great distance to defend human rights or promote other projects of common interest. Remote sensing can be used to protect the natural environment. The list of possible contributions to human development is long indeed.

Yet there are also obvious dangers in the current highly charged competition to gain control over digital technologies. Already existing trends toward polarization in the world economy can clearly be worsened. Digital advantage can reinforce

the possibility that ever smaller groups of people will determine the future use of an ever larger proportion of global resources. Development can be concentrated in regions where the information infrastructure is most developed, to the detriment of areas that are not endowed with the most modern capabilities. And within societies, a growing "knowledge gap" can separate individuals who have access to the latest equipment, and have been trained to use it, from those less well endowed.

In this research, Cees Hamelink reviews the background of the current "information revolution", explains its principal technical features and explores possible scenarios for the future. He challenges the frequently held disposition to accept the current direction of change without question. The course of technological development, he reminds us, is always shaped by human beings with particular interests and goals, and a certain (sometimes implicit) view of the future. The latter should be examined openly, not taken for granted.

We have the obligation to think first of the kind of society we want to see in future, and then to influence the design and deployment of new technologies in ways that are most likely to further our goals. In this regard, institutional innovations are as important as scientific or technological breakthroughs in creating new opportunities for human development. (Hamelink, 1997)

2.1.5.1 NEW INFORMATION AND COMMUNICATION TECHNOLOGIES FOR TEACHING ENGLISH

Technology, when it is used appropriately, it can make the English and language arts classroom a site of active learning and critical thinking and further student connections with the past. Teachers can use technology to enable students to meet people of different cultures, explore ancient and modern worlds, do authentic primary-source research, problem-solve through inquiry-based activities, and much more.

Technology can be used to enable students to explore fundamental curriculum issues and answer core questions. Students can use the Internet, electronic databases and other online sources to gather information. They can use spreadsheets, timelines, and other programs to store, organize, and analyze

information. Students can also integrate multimedia desktop publishing, web publishing, video and audio editing, and graphics programs to create and present information in innovative and engaging ways.

There are scores of educators and researchers deeply concerned with how our schools, largely the product of 19th century industrial society, are going to prepare students for the 21st century. Researchers like Howard Gardner (2006), Tony Wagner (2008), Henry Jenkins (2007), Frank Levy and Richard Murnane (2004), and others have produced a lists of the skills and competencies for our students in the future. The framework produced by the Partnership for 21st Century Skills is playing an important role in affecting how many think about a 21st Century Education. While the lists and frameworks are diverse, they all tend to recognize three major competencies: Creativity, critical thinking, cross-cultural communication and collaboration, and digital age literacy. To develop these skills, we need classrooms where students are working in teams and using technology to build creative, meaningful content that reflects their understanding and learning. In these environments, teachers act often as facilitators and mentors rather than always fonts of authoritative knowledge. (For those teachers accustomed to being the front-and-center speaker and "expert" in the classroom such a transition can be uncomfortable.) These classrooms are dramatically different from the ones where our most current teachers grew up, apprenticed, and taught. As a result, helping teachers effectively use new technology to support innovative, student-centered learning will involve immersing teachers in new collaborative learning environments supported by emerging technologies. (Apple Classrooms of Tomorrow Project (ACOT), "The Impact of Technology on Student Achievement")

2.1.5.2   IMPORTANCE FOR INCORPORATING NEW INFORMATION AND COMMUNICATION TECHNOLOGIES IN CLASS.

Some teachers may possess the improper concept that they would totally apply multimedia technology in their teaching. It is also believed that the more utilization of multimedia technology, the better class atmosphere may grow, the more actively the students get involved in class participation, the more easily the material access to the students. Apparently, the students show some interest in

learning, but actually, they feel like looking on. In practice, the more unconscious attention the students pay. The more interference of teaching information during transmission, the less the students take from the language materials. It is impossible to effectively train the students' language expression in class time. It is clear that in spite of advantages of application of multimedia technology, it assists in teaching. During practical teaching, it is part of a complete teaching procedure. In practice, if multimedia technology would be properly implemented in English teaching, the students could make full use of English speaking and listening materials and develop their overall capacities, which is the objective for us to introduce multimedia technology to modern teaching thus, this leads to systematic training on students' listening, speaking, reading and writing, makes teachers' instructions come into great play, help the student gain basic knowledge as well as language training at classes, improves their expression ability in English and lays a fundamental basis for their English communication. (International Conference on Language, Medias and Culture, 2012)

2.1.5.3   ADVANTAGES

Technology in education plays an important role in improving the educational skills and knowledge of the people. This is very important especially those who need improve their knowledge in order for them to achieve a successful life in the future. Technology in education is manifested through the use of computers. This is also a great help for teachers since they can already enhance their teaching skills and strategies every time they are facing their class. This technology is very essential for both the students and the teacher but there are some instances wherein this technology is seen to be disadvantageous for both of them as well. The principal advantages are as follows:

Promotes Independent Learning for the Students

Students can already learn from their own even without the assistance of their parents and teachers. They are just going to surf the internet in order to look for the lessons they need to study. Quick accessibility and well-equipped with the skills and knowledge in operating a computer would be very helpful for the students.

Easier Access to Information

The need for heavy books to be brought back and forth from school and home is no longer needed with technology. The books can stay in the classroom because the information that they need is easily accessed on a computer.

Promotes Exciting Way to Educate Students

Since there are lots of images, videos and other graphics and text that may be found in your computer, more students would feel the excitement in studying through the use of the gadget. This is very important in order to arouse their interest in studying. (occupytheory.org)

2.1.5.4   DISADVANTAGES

- Selecting appropriate hardware and software programs
- Incompatible technology issues
- Challenges when submitting assignments
- Some students cannot afford modern computer technologies
- Students usually pay an online technology fee
- Instructors and students need training to learn how to use online technology
- Possibility of cheating on tests and quizzes
- Difficult to motivate students, requires self-discipline and self-motivation

(DeMars, Joanna M D, 2010)

2.1.5.5   TYPES OF NEW TECHNOLOGIES OF INFORMATION AND COMMUNICATION NICTS

It is important to use technology in schools, technology is made to simplify the way we do things, and so both students and teachers can benefit from the integration of technology in schools. Some devices comprising:

Computers

Undoubtedly, computers are essential resources for schools. Teachers**,** students and school administrators will find a great use of a computer to accomplish specific educational tasks at school. Teachers can use computers to track students' progress. Students can use computers to develop various skills

like typing, grammar, essay writing, school administrators can use computers to capture and organize students and teachers data. Some schools should have internet in every classroom, but this might be expensive, so most public schools have computer labs where students go to learn various computer basics.

Cell Phones

The debate of using cell phones in schools is still on table. Many educators think that they should ban cell phone usage in schools, but these cell phones have resulted into a new style of learning. Mobile Learning has become so popular amongst college students, many of these students own smart cell phones which have big storage and they can also access internet, many of these students read e-books , listen to educational podcast, watch educational videos, complete field work using these smart cell phones. In some schools, they allow students to come with cell phones at school, but they put guidelines on when and what to use them for while at school.

Smart White Boards

Schools are replacing the black and white black board with a digital smart white boards. Teachers have found these smart white boards more flexible and students tend to learn better when a smart board is used in the classroom. Most of these smart boards can access internet and they also have storage space where teachers can save their work for later usage. Also students can use these smart boards to explain points to their fellow students while in the classroom. Many times students learn better when their fellow student teaches them. Also teachers can derive live visual 3D images or videos from the internet and use them as examples for specific subjects. This idea of using digital smart white boards in schools is very nice.

LCD projector

Schools use these LCD Projectors to enhance clear classroom demonstration. You can connect this projector to your computer and derive data from your computer to white board in the classroom. A projector can display as many

images as you want per second, so your students will learn better when you integrate visual learning tools in the classroom.

Gamification

Many schools have discovered that it is very important to teach students through entertaining means. Games are being integrated in the curriculum so that students engage more and learn how to solve problems in a fun way. Gamification is a process of integrating game mechanics in non-game context. Teachers can use math games to teach math, Language teachers can also use language teaching games to help their students learn new languages in a fun way. Some of the tricks teachers can use to enhance learning through games include; creating competitions and award points to students to solve problems using these games. This practice will also encourage the lazy students to participate.

Social Networking and Blogs

This is a new type of free technology used by most advanced schools. Teachers and students both use educational social networks like Piazza.com, epals.com to connect to other educators and fellow students. Also teachers use free blog hosting services like Blogger.com and WordPress.org to create free classroom blogs. On these blogs, teachers can post classroom notes, assignments, and they can also list down-loadable e-books to help their students during research. Students can also create blogs where they publish their educational essays for other students to read. Some schools have these blogs on their school website, so both students and teachers can register with a school website and they start posting educational content on the school blog.

Tablets

Schools can provide these portable tablets to their teachers to simplify their job. Tablets are a quite expensive, but they are better than laptops. A teacher can use a tablet and Blue-tooth technology to derive data to a white board in the classroom. Unlike desktop computers of laptops which limit the teacher to be in one specific position in their classroom, with a tablet device, they can teach as

they move around the classroom to monitor student's performance. Teachers can even store student's details on this tablet because it has a big storage, which can help a teacher to easily manage their classroom.

Digital audio recorders

Very few schools are using this device; it is commonly used by journalists. But teachers can also use these digital audio recorders to create audio files for their students to download and listen to lessons while not at school. The device is portable, you can replay the message to ensure its accuracy and you can as well make as many audio recordings as you want.

Classroom management software

Different types of software can be used by schools. For teachers and students to accomplish certain tasks using computers, they will need help from specific software's. For example, the SMART Sync classroom management software has various practical features which enable smooth transitions between individual, small group and whole class activities, which will help a teacher to make the most out their classroom. This classroom management software will allow you to view students' screens on your computer desktop or tablet, which will make it easy for you to monitor students' usage of computers in the classroom.

Mimio Vote

The Mimio Vote is an assessment system which can help teachers easily measure their students understanding capacity. This tool can help teachers track students' progress through instant feedback and scores tallied over time. The tool is user friendly; teachers can download students' results in a spreadsheet for clear achievement records. The Mimio Vote system is portable and convenient, you can move it between classrooms and you don't have to replace batteries which will save you money and time. It sounds like a great technology for classroom, so every school should buy it, to simplify the work of teachers.

Mimio View

Mimio View is a smart document camera which lets you easily add pictures or live streaming videos to your interactive whiteboard lessons. This is a great tool which can help teachers who do not have access to digital smart boards. It is cheap in price and it will deliver great visual illustration to your students which will improve on the way you teach and also improve on the way students learn. Science teachers can use this Mimio View document camera to show images and videos to their students. It is very easy to connect the Mimio View, simply connect the camera to a USB port on your computer and you will be ready to capture images and videos from your computer to the whiteboard. You can also annotate images; turn them into files of save them for future use. This is a great technological tool for schools.

Mimio Pad

The Mimio Pad is a wireless tablet which teachers can use in their classrooms. This device can help a teacher walk around the classroom while teaching from the whiteboard. So the teacher will not be tied in one place, and this will help them exercise their bodies while teaching, yet they will also be in position to reach every corner of the classroom and inspect students as they teach. Some students prefer to sit at the back and in most cases; they do not pay attention to what is being taught, so with this flexible Wireless Tablet, teachers can stand in any corner or position of the classroom to make sure that all students are active and paying attention. The Mimio Pad comes with a wireless USB receiver that communicates automatically with the MimioTeach system. You can also write, point, and click on the tablet with the Mimio Pad stylus.

Mimio Capture

Mimio Capture is an Ink Recording System. This is a fabulous tool for teachers; the tool will allow you to save whiteboard notes and drawings to your computer as you teach for later usage. Many schools will find this tool technology important, because it comes at an affordable price and you don't have to spend big amounts of cash on buying digital smart boards. Simply use this tool to help teachers

digitize their work and focus their attention on teaching students. What can teachers do with this Mimio Capture Ink Recording System:

- Teachers can add their students' drawings to their lessons on the fly.
- Teachers can capture notes for absent students.
- Teachers can also call up the same note for multiple classes which saves them time.
- You can use it without a projector.
- Teachers can save, print and edit their whiteboard notes for students any time, using different formats, which include PDF, JPEG and HTML.

DVD Player/Recorder

This might not be too relevant, but it can be used during school seminars to play educational videos or entrainment movies for students. After classes, students will need some form of entrainment to stimulate their brains, so a DVD player and an LCD Plasma TV can be used to entertain students after classroom hours. Their so many ways in which students can be entertained and this is one of the cheapest and affordable means of entertainment.

Projector Screens

These projector screens are used in classroom and seminar rooms in schools. It is a ceiling attached project screen so it will fit well in your classroom. For a better effect, position this projector screen in the middle of the classroom wall, so that all students from all angles of the classroom can see the illustrious displayed on the screen. You can use ceiling mounted LCD projects to deliver images and videos on this screen. (Posted by: Karehka Ramey, 2012 in useoftechnology.com)

2.1.5.6 WAYS TO INCORPORATE NEW INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE TEACHING-LEARNING PROCESS

Technology can be a great asset in ESL classrooms, offering authentic writing activities and endless resources on grammar instruction, lesson plans and other central topics.

Computers, tablets and e-readers can all be instrumental in learning English, offering interactive and motivating activities for students of all ages. There are different ways that ESL teachers can use technology to teach English in a way that will make lessons more engaging and appealing:

Film a video

Using short and feature-length videos is an engaging way to work on skills like vocabulary and comprehension. Videos help to expose students to the use of natural English. Young children really enjoy short cartoons and animated movies, and older students can learn about current events through news broadcasts.

APPS

Learning English can be very difficult and frustrating at times. Apps on iPads and tablets are great ways for students to practice English and have fun while doing it. For practicing grammar rules, apps like "Grammar Up" allow students to test their knowledge on specific topics (verbs, prepositions, etc.). The app also keeps track of students' progress and allows them to skip questions by shaking the tablet.

Podcasts

Students can listen to podcasts to improve their comprehension. They can also create podcasts to practice their English speaking abilities. A free download of iTunes gives teachers access to hundreds of free podcasts on a range of topics. There are multiple podcasts tailored specifically for English language learners. Teachers can also have students create podcasts to give them opportunities to practice their speaking skills. With just a microphone and a computer, students can create reports and presentations. Video podcasts are an attractive option for students, and some classes even have their own YouTube channels.

Web Quests

Web quests are a fun way for students to use the Internet to build English proficiency. Students are given a task and rely on their content knowledge and

grasp of English language to complete it. Teachers can create their own or visit Web Quests to access tutorials and databases of pre-created web quests.

Online Games

Students can master spelling, grammar and other English skills by playing games on the computer or mobile devices. Funbrain has educational games and books for Pre-K to eighth grade students. StarFall has multiple games for younger students to increase English literacy skills. Digital versions of hangman, Scrabble and Boggle are also entertaining for all ages of students. Many of these games can be put up on interactive white boards to get full class participation.

Blogging

Class blogs provide great forums for students to practice their writing skills. Live Journal, Edublog and Blogger allow you to create blogs for free. One of the reasons that students find blogging appealing is that it is more of an authentic writing experience, as a wider audience typically has access to read posted entries, which means students tend to put more effort into their blogs. Teachers can get students to write about specific topics that they find interesting, or students can provide commentary on current events and social justice issues. The more they practice their writing skills, the more proficient they become, so regular blogging (weekly or daily) is recommended. Blogs also provide good opportunities for family members to see what their children are working on in class.

Skype

Skype is a great way for students to practice their speaking and listening skills with other people from any location. Students can have question-and-answer sessions with authors of books, attend video-conferences and virtual field trips, interview professionals, and connect with students from other cultures and countries. Skype can even be used to conduct parent-teacher conferences or connect with students' family members who may be abroad.

2.1.6 ENGLISH LANGUAGE SKILLS

We mean by English language skills, the development of the main parts or elements of the language which are speaking, listening, reading, and writing. Each language subject or area has different educational tools that are likely suited with it. The use of several technical tools has a significant effect on the learning process of each area of the language (Sharma, 2009). English language skills are classified as input skills and output skills as shown in Figure 1.
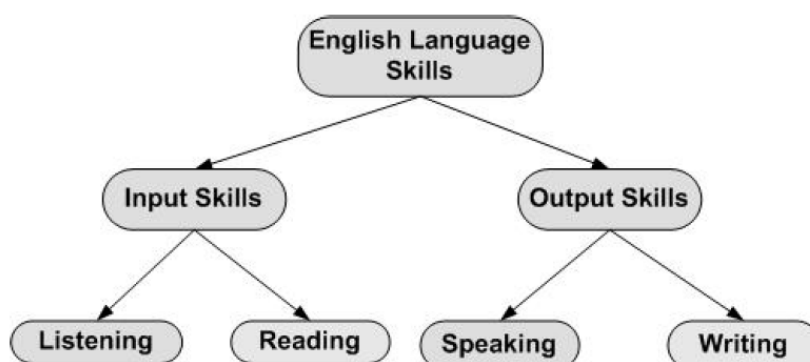
Figure 1. Classification of English language skills

2.1.6.1   PRODUCTIVE SKILLS

In language teaching, communication is usually divided into four main skills: listening, speaking, reading and writing. Listening and reading are receptive skills, and speaking and writing are productive skills. There was a time when the terms 'passive' and 'active' were often used instead of 'receptive' and 'productive'. But it is not generally agreed that effective listening and reading require as much attention and mental activity as speaking and writing.

Two common misconceptions are that the productive skills are more 'communicative' than the receptive skills, and also that they are the basis of the learning process itself. To some extent these misconceptions are understandable. Everyone likes quick, tangible results, for example, learners producing lots of sentences in English. But children begin to learn their mother tongue by listening before their can speak, and the same is true of immigrants or foreign residents learning a second language. Both children and learners of a second, or foreign, language have wide, varied exposure, which helps them learn the language and develop communication skills.

Rather than emphasizing the productive skills at the expense of the receptive skills, it is better to exploit the natural relationships between them, for example, the skills of listening and speaking are combined in conversation. Outside the classroom, we continually integrate the skills or switch from one to another. It is important to replicate this natural integration of skills in the classroom as much as possible. Apart from reflecting the natural use of language, it offers different opportunities for different types of learners, for example, the extroverts who like to speak a lot, the introverts who prefer to listen or read, and the analytically or visually oriented learners who like to see how words are written and sentences constructed (Davies and Pearse, 2000).

2.1.6.2 DEVELOP THE PRODUCTIVE SKILLS USING NEW INFORMATION AND COMMUNICATION TECHNOLOGIES

The term New Technology includes communication techniques for language teaching in which the personal computer plays a central role (Davies & Hewer, 2012). There are, however, other technological tools that can be utilized in language learning besides computers. Each technological tool has its specific benefits and application with one of the four language parts (speaking, listening, reading, and writing). However, in order to use these techniques successfully, the ELL student should be familiar with using computers and internet, and capable of interacting with these techniques.

The effect of technology has become huge in teaching and learning the language in addition to the instructor's role. In other words, the role of the instructor together with the role of the technology can lead to advanced learning results (Sharma, 2009).

2.1.6.2.1 SPEAKING

Human Being communication are taken place between the speaker and the listener if only they understand each other. Both speaker and listener have a positive function to perform in simple terms. The speaker has to convert his message into spoken language, while the listener has to understand the language of the speaker. Inserting technology in learning English language speaking can take several forms as indicated in the following sections.

Use of Internet Voice Chatting

Chatting is the process of voice communication between the speaker and the listener through the internet. This process may be very beneficial to the learner if the other side speaker is a native language talker.

Use of Speech Synthesis Programs

Modern computer programs can generate voice signals and decode human sound. These types of programs are defined as artificial intelligence computer programs and can be a very useful tool for improving the speaking capability. Practicing with such programs will strengthen vocabulary and pronunciation abilities as well.

2.1.6.2.2   WRITING

The writing process can be very difficult for learners of English language as they must do tasks like generating ideas, organization, and perfect use of grammar and vocabulary. Some of the technical ways for improving the writing skills for the ELL student are listed below.

Use of Computers

Computers can be used to develop the writing skills of English language learners. Writing statements and paragraphs in a foreign language can be very challenging for the students. However, the use of computers and graphics-based programs can make the writing task much easier and enjoyable, and can make them express their thoughts more clearly. Grammar skills can also be improved with the aid of word processing programs. The learner can highlight a specific part of the written text through underlining, bolding, italicizing, or changing the font size and color of the text with the aid of these programs which have the capability of automatically checking the spelling and grammar. So, the use of the computer as a tool in studying grammar is much more motivating for the student than the process of traditional writing with a paper and a pencil (Ybarra & Green, 2003).

Writing E-mails

Electronic mail is a modern way for writing and transferring messages through the internet. Using e-mail can be a very effective means for improving writing skills. Students can use E-mails to learn how to respond to the incoming messages using some formal statements and meaningful language (Singhal, 1997).

Use of Internet Text-Chatting

Text chatting is another important technical method for developing writing ability. It provides an on-line and quick tool for writing and expressing thoughts, transferring ideas, and responding instantaneously with the other side writer. (Canadian Center of Science and Education, English Language and Literature Studies, 2013)

3. METHODOLOGY

3.1 CRITICAL ANALYSIS

3.1.1 PROBLEM DESCRIPTION

Actually new technologies perform a very important part into the educational field. They are used as an essential tool; in fact achieve the goals in the teaching process, and so on. Many educators use them for engage students, as a motivational way and uniquely for develop skills in the acquisition of a second language.

Learn and develop in a meaningful way the four skills into the acquisition of English had been a big deal into the class, comprehend and apply the language in real situations become difficult for students as can be seen, because the way they learn is not really adequate for the correct learning of the language.

Nevertheless, the advances and innovations in education is provided by the technology, on the whole with adequate techniques help to develop easier the skills during the teaching-learning process, where we can apply videos, audios from native people, interact with another students, check comprehension through a software, in the long run all of these facilitate and collaborate the skills development.

Unfortunately, many educational institutions do not include the new information and communication technologies, not to mention teachers have little knowledge about the use of them, have no training courses or they consider that is not relevant to apply them to teach their classes. As the problem found in UNIDAD EDUCATIVA INTEGRAL DEL PACIFICO where teachers mostly do not apply technology for develop productive skills in the teaching-learning process.

3.1.2 HYPOTHESIS

3.1.2.1 CENTRAL HYPOTHESIS

- The new information and communication technologies have a great influence to develop the productive skills in the English teaching process, as revealed they allow students comprehend the language through gadgets that help them to have a real contact with the foreign language, improving pronunciation and comprehension particularly. As well the use of technological tools help to develop different aspects in the class too.

3.1.2.2 PARTICULAR HYPOTHESIS

- The new information and communication technologies become a really relevant tools whereas constitute an important role into the teaching-learning process, through innovative devices, hence, students comprehend the language in better way to increase their English productive skills.

- The English classes have not a frequently use of the New Information and Communication Technologies to develop students´ English productive skills, instead of teaching English through technology classes commonly are developed in traditional way, using them in few part of the curriculum.

- The most NICTS resources used in English classes to develop students´ English productive skills comprise computers, recorders, projectors, DVDs, and software programs provided by the book, in order to these devices are more accessible and economic to get them, compared to more modern devices.

3.2 Operationalizing the Key Variables and Concepts

3.2.1 Identifying and describing variables

VARIABLES	DESCRIPTION
NEW INFORMATION AND COMMUNICATION TECHNOLOGIES	Gadgets that facilitate the teaching-learning process into the classes, branch of programs, software, devices that help teachers improve their classes, arousing more interest in students to learn and in the acquisition of the skills.
ACTIVITIES FOR INCORPORATE NEW INFORMATION TECHNOLOGIES	The set of actions that perform students to develop the skills acquired in class assigned for the teacher to check the level of comprehension obtained.
TEACHING LEARNING PROCESS	Where teacher and student are immersed to share knowledge and be able to catch, process and apply the information.
SKILLS	Enable to develop different task, they can be innate or developed through specific training. In the acquisition of a foreign language they can be teaching through a program studied.
RESOURCES	The material used by teachers to develop the practice of the class, they can be handle resources or technological.
COMPREHENSION	The interpretation and understanding about a specific topic, previously imparted. To be able to transmit the same message to other people.

3.2.2 INDICATORS AND VARIABLES

VARIABLES	INDICATORS
NEW TECHNOLOGIES	**Types of technologies**
	-Computer
	-Projector
	-Dvds/Recorder
	-Smart board
	-Tablets
	-Projector screen
	-Smartphone
	-Others
	Usage of Technology
	-High
	-Medium
	-Low
	Influence of New Technologies
	-Remarkable
	-Fairly Remarkable
	-Nothing Remarkable
ACTIVITIES TO INCORPORATE NEW TECHNOLOGICAL INFORMATION	**Ways to incorporate technology**
	-Film a Video
	-APPS
	-Podcasts
	-Web Quest
	-Online Games
	-Blogging
	-Skype
TEACHING-LEARNING PROCESS	**Teaching strategies**
	-Lecture
	-Case Method
	-Discussion
	-Active Learning
	-Cooperative learning
	-Integrating technology
	-Distance learning
	Quality Teaching
	-High
	-Medium
	-Low
	Receptive Skills
	-Listening
	-Reading
	Productive Skills

SKILLS	-Speaking
	-Writing
	<u>Speaking Activities</u>
	Use of Internet Voice Chatting
	Use of Speech Synthesis Programs
	<u>Writing Activities</u>
	Use of Computer
	Writing E-mails
	Use of Internet Text-Chatting
RESOURCES	**<u>Types of Resources</u>**
	-Traditional Resources
	-Audio
	-Visual
	-Audio Visual
	-Technology
COMPREHENSION	**<u>Level of English Comprehension</u>**
	-High
	-Medium
	-Low

3.2.3 Data Collection Techniques

VARIABLES & INDICATORS	TECHNIQUES			
	<u>BIBLIOGRAPHICAL</u>	<u>OBSERVATION</u>	<u>SURVEY</u>	<u>INTERVIEW</u>
▪ **New technologies**				
<u>Types of Technologies</u>				
-Computer	X	X	X	X
-Projector	X	X	X	X
-Dvds/Recorder	X	X	X	X
-Smart board	X	X	X	X
-Tablets	X	X	X	X
-Projector screen	X	X	X	X
-Smartphone	X	X	X	X
-Others	X	X	X	X
<u>Usage of Technology</u>				
-High	X	X	X	X
-Medium	X	X	X	X
-Low	X	X	X	X
<u>Influence of New Technologies</u>				
-Remarkable	X			X
-Fairly Remarkable	X			X
-Nothing Remarkable	X			X
▪ **Activities for Incorporate NICTS**				
<u>Ways to incorporate technology</u>				

-Film a Video	X		X	X
-APPS	X		X	X
-Podcasts	X		X	X
-Web Quest	X		X	X
-Online Games	X		X	X
-Blogging	X		X	X
-Skype	X		X	X
▪ **Teaching-learning Process**				
<u>Teaching strategies</u>				
-Lecture	X	X		X
-Case Method	X	X		X
-Discussion	X	X		X
-Active Learning	X	X		X
-Cooperative learning	X	X		X
-Integrating technology	X	X		X
-Distance learning	X	X		X
<u>Quality Teaching</u>				
-High	X	X		
-Medium	X	X		
-Low	X	X		
▪ **Skills**				
<u>Receptive Skills</u>				
-Listening	X	X	X	
-Reading	X	X	X	
<u>Productive Skills</u>				
-Speaking	X	X	X	X
-Writing	X	X	X	X
<u>Speaking Activities</u>				
Use of Internet Voice Chatting	X	X	X	
Use of Speech Synthesis Programs	X	X	X	
<u>Writing Activities</u>				
Use of Computer	X	X	X	
Writing E-mails	X	X	X	
Use of Internet Text-Chatting	X	X	X	
▪ **Resources**				
<u>Types of Resources</u>				
-Traditional Resources	X	X	X	X
-Audio	X	X	X	X
-Visual	X	X	X	X
-Audio Visual	X	X	X	X
-Technology	X	X	X	X
▪ **Comprehension**				
<u>Level of English Comprehension</u>				
-High		X		
-Medium		X		
-Low		X		

3.3 Population size and Sample Size

3.3.1 Identification and description of units of analysis

The research was developed as follows:

A. English Teachers of UNEIN del Pacífico.
B. Students who belong to seventh year of UNEIN del Pacífico.

In segment A, to apply the sample was not necessary, because the number of teachers was manageable.

In segment B, the universe was large, so was necessary to use the sampling method for calculate the sample size. It was calculated by the following formula:

$$n = \frac{N}{1 + (E/100)^2 x N}$$

n= sample size

N= Universe

1= Constant

E= margin of error (6%)

$$n = \frac{108}{1 + (6/100)^2 x 108}$$

$$n = \frac{108}{1 + (0.06)^2 x 108}$$

$$n = \frac{108}{1 + (0.0036) x 108}$$

$$n = \frac{108}{1 + 0.3888}$$

$$n = \frac{108}{1.3888}$$

$$n = 77.76 \approx 78$$

SAMPLE RATE:

$$R = \frac{n \; x \; 100}{N}$$

$$R = \frac{77.76 \; x \; 100}{108}$$

$$R = \frac{7776}{108}$$

$$R = 72\%$$

3.3.2 Sample size and sampling distribution

UNIVERSE			SAMPLE RATE	SAMPLE SIZE
UNEIN DEL PACÌFICO	SEVENTH "A"	35	72%	25
	SEVENTH "B"	37	72%	27
	SEVENTH "C"	36	72%	26

3.3.3 Sample units and selection method

When the sample size was obtained and distributed, the students which were surveyed were chosen. For this process the students were chosen by the random selection sampling. The procedure is putting in a box numbers according the number of students of each classroom, each number belongs to a determinate student, next was extracted one by one until to complete the required quantity. The process was the same in each class.

3.4 Research features

3.4.1 Research methodological procedure

The present research was developed by means of hypothetico - deductive method. This method allowed to observe, analyze, interpreting and form a judgment about the object studied for corroborate or reject the predictions. It was possible using different instruments which were applied at UNIDAD EDUCATIVA PARTICULAR DEL PACÍFICO.

For collecting the information, there were used the following techniques: observation, interview, surveys and bibliographic cards.

When the data was processed and examined a proposal was carried out in order to help and improve the requirements needed into the educational field.

3.4.2 Research Focus

This search was structured with the purpose to obtain data in quantitative and qualitative approach. In a qualitative way because it is important to get information and a specific opinion about the use of technology for develop the productive skills in the English acquisition process.

Using tools as observation guides and questionnaires was able the collection of the data. Once the collection of data finished, they were analyzed for generate diverse opinions, and points of view.

Furthermore, the present work had a quantitative approach to consider the numerical data; besides quantitative information obtained was processed and tabulated in order to be showed in a statistical graphs with the corresponding analysis.

3.4.3 Research level of knowledge

This research level was descriptive-explanatory that pretend to describe how the new information and communication technologies might be used to develop the productive skills and the influence of the technology into the English learning process. In addition this research model try to describe in more detail what happens with the object of studied.

The relevant data obtained related to the use of technologies in the development of productive skills was used to clear up all the questions raised about the present topic.

3.4.4 Type of Research

This research was made in a basic way, from the observation, analysis and diagnosis of the problem studied in the high school. The object problem of study

was about the use of new information and communication technologies and how they help in the production of productive skills. Once the main factors and needs were determined in the education establishment, a proposal was performed to help in the principal lack detected, being helpful in the English acquisition.

The types of research used were field and bibliographic. The bibliographic type was used for the necessity to research books, literature sources, English concepts books, technological information and review different web sites to describe the principal concepts about the object of study, and the opinions of prominent authors, in order to develop the theoretical and conceptual framework about English teaching-learning process, new information and communication technologies, productive skills and the impact into the acquisition of a new language. The field research was got from UNIDAD EDUCATIVA PARTICULAR DEL PACÍFICO located in Machala city, indeed some instruments for get relevant data were executed.

3.4.5 Validity and Reliability of Data

In accordance with these terms, "Validity refers to how well a test measures what it is purported to measure, and reliability is the degree to which an assessment tool produces stable and consistent results." (Research academic assessments). So that, the elections of the different techniques applied were adequate to obtain the data required and were helpful to support the questions raised, they played an important role in achieving the goals wanted.

The tests were submitted in printed paper for seventy eight students who were surveyed about the resources that teachers use in class to develop their knowledge and how technology help to develop their productive skills. Three English teachers were observed in classes and interviewed, in the interview the data obtained reveals that they consider important technology in classes. In conclusion the research developed had in the process validity, reliability and precision.

4. ANALYSIS AND INTERPRETATION OF RESULTS

4.1. Results of the interview guidelines applied to English teachers of "UNEIN del Pacífico" High School

4.1.1. Training

Once developed the interviews applied to the three English teachers, proceed the analysis about the training courses that revealed a low assistance of the teachers to training courses about how to manage technology and to implement them into the classes, because two teachers have never attended to workshops, or seminars about this topic, one teacher said that have attended a course related to the use of technology in classes but a long time ago, and not have current information. To sum up, they agreed that need more information was needed about new technologies because nowadays there are advances in the use of them, so through training courses they can get important information about to manage the technological resources and how to apply new activities through them, and thus improve the English teaching process.

4.1.2. New Information and Communication Technologies

The English teachers agreed that is relevant into the English acquisition process, the use of technology, because although students can face the language in real situations with native speakers, in consequence students can learn English significantly. On the other hand, teachers use a schedule where they have twice a week classes using English labs, there they can use computers, DVDs, projectors to impart their classes, the recorder is used more often, and there are not more technology resources. Overall, the information demonstrates that technology is used occasionally by teachers to teach English classes, the technological resources in the institution is limited, they only have in the labs four types of resources, and the activities using the equipment are conventional because they develop activities guided for the book, not activities through web pages to develop skills, apps, software to improve English language.

4.1.3. Teaching strategies

The different strategies established in the teaching field help teachers achieve their goals, the most used for the three teachers interviewed are cooperative learning and active learning where students upgrade their skills developing individual and group works, select main data of the classes, analyze and interpret the information, resolve conflicts, discuss topics, share works; indeed the information obtained reveals that teachers´ strategies are limited to traditional strategies omitting another strategies that motivate students in classes to be more dynamic and fun.

4.1.4. Educative Resources

The technological resources are limited as shown above, so the teachers interviewed use didactic resources like flashcards, books, charts, whiteboard, pointers, and flipcharts, those resources are used every day to develop students skills, the recorder is used when they have programmed to develop listening skills in the class, in conclusion the resources more used by teachers in the institution are not technological and are the traditional materials found in a classroom.

4.1.5 Productive Skills

The teachers interviewed agreed that develop productive skills represent an important part into the English field, they considerate that the influence of the technology at the moment to develop these skills are relevant and they develop some activities using these devices to teach their classes, on the other hand one teacher thinks that is important not concentrate only in receptive or productive skills because all skills are important. Analyzing the data obtained is appreciated that teachers impart the classes in great part based on text books and using traditional activities to develop students´ skills. The relevant activities to develop productive skills are based on write a text, find grammar mistakes, develop paragraphs about any topic, and for speaking, expositions, storytelling, interviews, and report speech about last class, those activities for develop productive skills, and using the technological devices they develop a few activities, considering that they do not have available the English lab every day,

so the conclusion is that teachers considerate technology a great influence to develop productive skills but they need to use more activities through technology to get better results in the teaching-learning process because the activities that they are using need to upgrade and be more modern.

4.1.6 Implementation

Teachers agreed that the implementation of new technologies in the classroom may help them to develop classes where students can interact more and learn English easier, perform better strategies and increase the activities through technology so in this way students can understand in less time the class taught. Given these points teachers think that new information and communication technologies are important tools that nowadays have to be part of the everyday teaching resource.

4.2   Results of the observation guide applied to English teachers of "UNIDAD EDUCATIVA PARTICULAR DEL PACÍFICO"

4.2.1 Interest

Two classes observed were developed in the classroom where the teachers taught the classes guided for the book, completing a text, check answers, sharing opinions, and the level of interest was regular because some students did not want to participate, reading instructions or reading the activities performed, in the other class observed was developed in the English lab, where students use technology to learn, watched some videos and listen an audio to complete, the level of interest was high because students all the time were attentive and wanted to participate in class. It demonstrates that technology makes the class more interactive and students´ interest is notable.

4.2.2 Pedagogical resources

In the classes observed, most of the materials used by teachers are the text book, whiteboard, some pictures, markers, pamphlet, and just one classroom teacher uses projector and computer, because of that technology has not a principal role in the classes, teachers emphasize that do not take part of all the classes

because they have to follow and complete a book used in each year, and technology is implemented where they want reinforce the classes.

4.2.3 New information and communication technology

The technology observed in the institution is limited it comprises projectors, computers, DVD and recorders, that are not used in the everyday classes, also the teachers programs include the use of them in specific days, they consider that the implementation of more devises facilitate the usage. In one class observed the projector was used to impart videos, songs and some interesting activities.

4.2.4 Participation

In the classes observed, it was noticeable that students like English and their participation is active when the class is enjoyable and they feel sure about the topic, nonetheless a less part of students did not want to participate because they do not feel comfortable with the activity or maybe they afraid to make a mistake, otherwise students like to participate and be part of the activities developed because teachers give advices and comfort to them.

4.2.5 Motivation

Teachers showed that during the teaching-learning process it is necessary to motivate students to participate, concentrate, and be an active actor in the class, with dynamics, icebreakers, warm ups, that makes feel students more relax and be ready to learn, in the three classes observed, these activities where developed for the teachers to motivate and encourage students to pay attention and participate actively in English classes.

4.2.6 Skills

The receptive skills and productive skills need to be reinforce with extra activities for upgrade the learning, and the technology plays an important role to achieve the complete understanding and development of the skills; the classes observed were guided for the book and developing activities that were not enough for a

relevant comprehension and get a significantly understanding and manage of the English language.

4.2.7 Class Activities

The activities more used were developed on the text book like fill in the blanks, identify mistakes, select main ideas, share opinions, exchange works, listen and complete, and develop paragraph about the class; in contrast the activities developed using technology comprehend only to watch videos, listen and check comprehension, but not using a determinate software to develop a specific topic.

4.3 Results of the surveys applied to students of "UNIDAD EDUCATIVA PARTICULAR DEL PACÍFICO"

4.3.1 Classes using Technologies

TABLE N° 1

CLASSES USING TECHNOLOGIES

Class with technology	FREQUENCY	%
Very Interesting	42	53.85
Interesting	27	34.62
Little Interesting	9	11.53
Nothing Interesting	0	0
TOTAL	**78**	**100**

Source: Students' survey
Elaborated by: The author
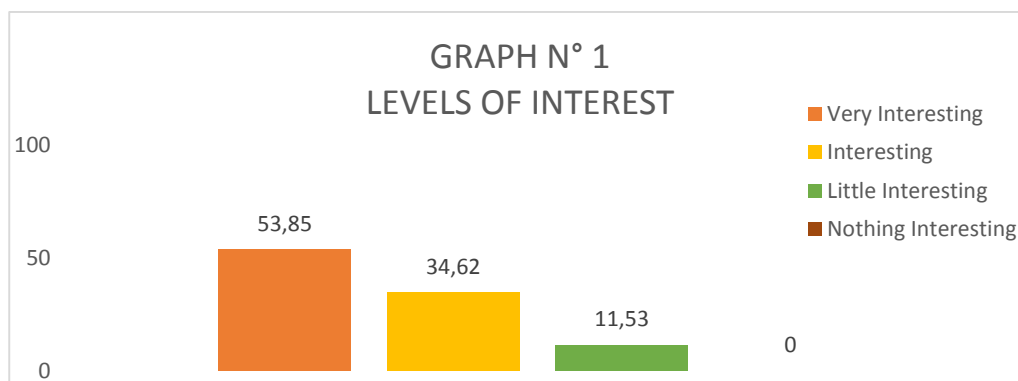
Source: Students' survey

Elaborated by: The author

The question about how interesting the classes were by using technologies in English language classes showed that 88.47% of students thinks that these classes were more interesting and they liked them because their teachers used technological resources. Consequently, they felt more predisposed to learn, with this in mind it is definitely a good point to considerate at the moment to plan a class. On the other hand, a minority part of students suggested that and the use of technology did not help to have a more active and dynamic class. Therefore, it is relevant for English teachers to keep this in mind and include beforehand dynamic and encouraging activities in class to reach as many students as possible.

4.3.2 English classes activities

TABLE N° 2
ENGLISH ACTIVITIES

ACTIVITIES USED IN CLASS	FREQUENCY	%
Text book activities	78	24
Worksheets	52	16
Translations	27	8.30
Reading comprehension	20	6.15
Music, videos	35	10.77
Expositions	26	8
Dialogues	52	16
Role plays	25	7.70
Web site activities	0	0
Others	10	3.08
TOTAL	325	100

Source: Students' survey
Elaborated by: The author

GRAPH N° 2
ACTIVITIES USED IN CLASS
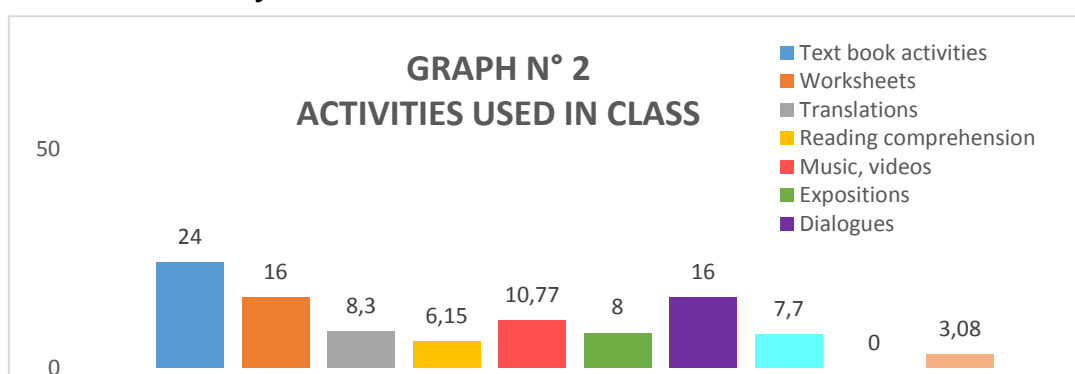
Source: Students' survey
Elaborated by: The author

According the question about the activities, students developed in English classes notably the activities most used in English classes are traditional activities as text books 24%, worksheets 16% and dialogues 16% those activities developed without technologies. Furthermore, activities using music and videos 10.77% indeed being a good percentage to consider that teachers use technology to develop some activities, on balance this quantity means an intermediate level of use of technology devices. However, when teachers use technology they do not develop activities in web pages that had 0% in the results obtained.

4.3.3 Resources

TABLE N° 3

DIDACTIC RESOURCES

TYPES OF DIDACTIC RESOURCES	FREQUENCY	%
Traditional Resources	70	35.53
Visual Resources	52	26.40
Audio Resources	35	17.77
Audio-Visual Resources	20	10.15
Technological Resources	15	7.61
Others	5	2.54
Total	197	100

Source: Students' survey
Elaborated by: The author
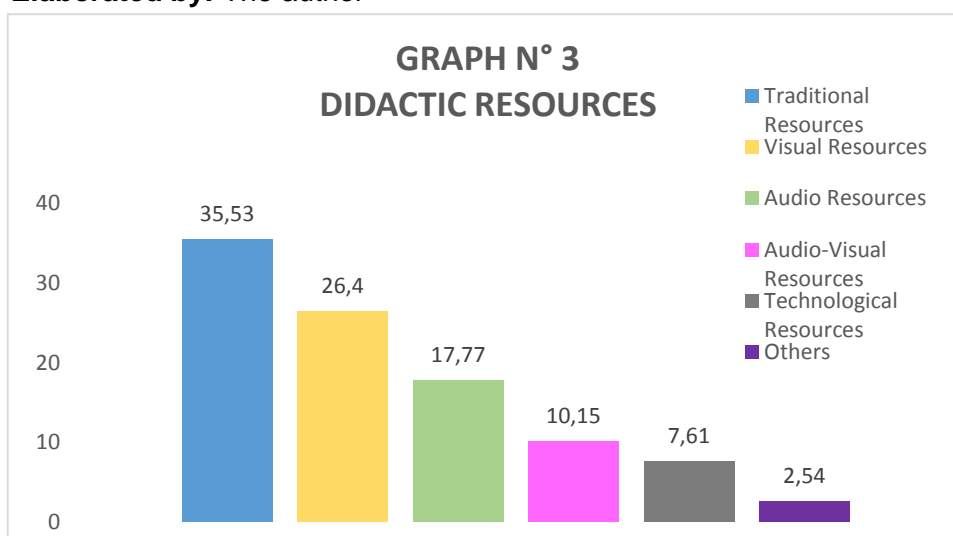
Source: Students' survey
Elaborated by: The author

The question related to what are the didactic resources students consider most used in classes as evidence the data collected show that traditional resources like board, text books, charts, etc. represent a very important part of the classes with a 35.53%, visual resources as flashcards, pictures 26%, and audio resources 17.77% correspondingly. Audiovisual resources and Technological resources have a less percentage in the analysis of the results. Consequently it reflects that in the classrooms the traditional resources conforms the most important didactic resources at the moment to impart the class, and technology 7.61% it is not very important as a didactic resource in English classes.

4.3.4 Technological Usage

TABLE N° 4

FREQUENT USE OF TECHNOLOGIES IN CLASS

TECHNOLOGY USAGE IN CLASS	FREQUENCY	%
Always	3	3.85
Usually	2	2.56
Frequently	8	10.26
Occasionally	65	83.33
Never	0	0
TOTAL	78	100

Source: Students' survey
Elaborated by: The author

GRAPH N° 4
FREQUENT USE OF TECHNOLOGIES IN CLASS
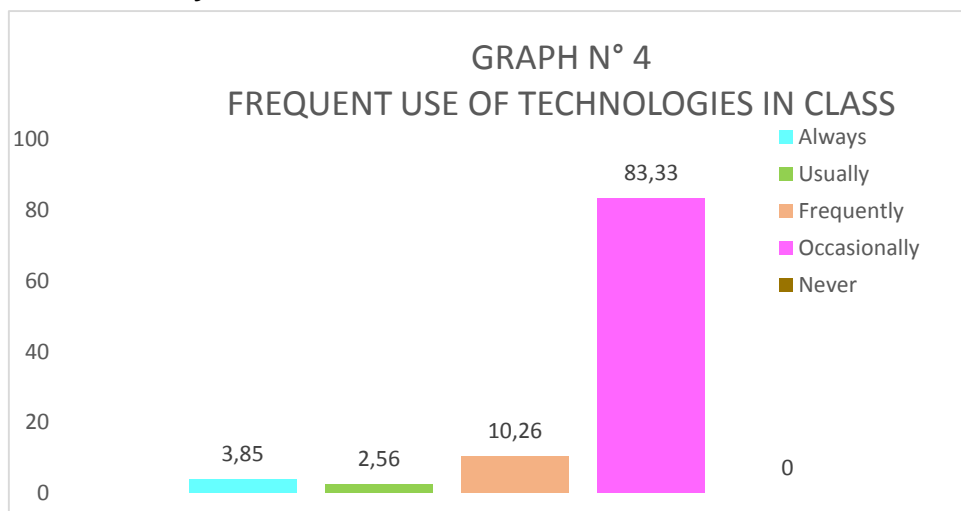
Source: Students' survey
Elaborated by: The author

According the question about how frequent is the use of technology in English classes was obtained a high percentage where we can realized students´ opinion reflects that technologies in classes are used occasionally 83.33%. In so far as considerate a poor percentage. On the other hand the alternative frequently had 10.26%. The less percentage obtained were Always and Usually 3.85% and 2.56% correspondingly. The category never obtained 0%. As a result is important to keep on mind that technologies are not used as expected, they are used occasionally in the classroom according to a great part of the students.

4.3.5 Technological Devices

TABLE N° 5

TECHNOLOGICAL DEVICES USED IN ENGLISH

MOST USED DEVICES	FREQUENCY	%
Computer	78	33.48
DVD Player	25	10.72
Recorder	78	33.48
Projector	52	22.32
Tablets	0	0
Digital Audio Recorder	0	0
Cellphones	0	0
Smart Board	0	0
Others	0	0
TOTAL	233	100

Source: Students' survey
Elaborated by: The author

GRAPH N° 5 TECHNOLOGICAL DEVICES USED
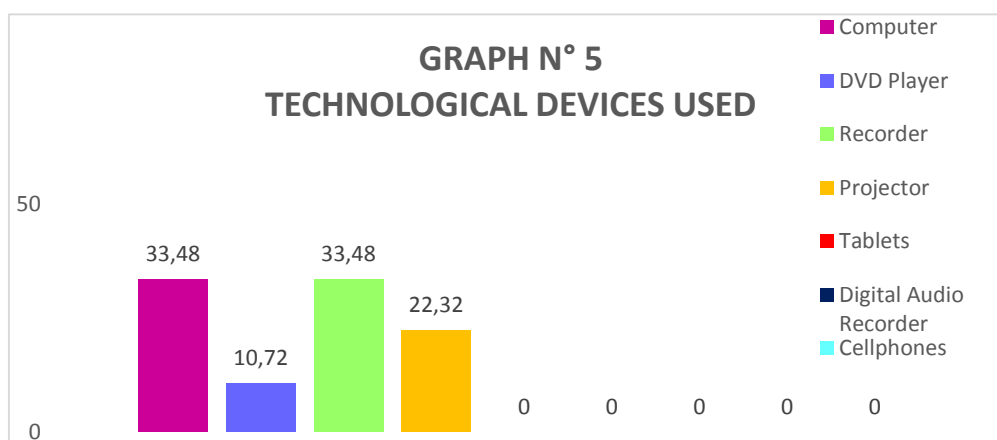
Source: Students' survey
Elaborated by: The author

The gadgets/devices comprise an essential part into the technological environment, for this reason was important to be revealed what are the technological devices used in English classes, it is noticeable through the data obtained that the devices viable to use in the educational institution are only computer, recorder, DVD player and projector, the devices like computer and recorder comprise the 33.48% each one, that quantity considerate a high percentage, on the other hand projector 22.32% and DVD player 10.72%. Meanwhile devices like tablets, digital audio recorder, cellphones and smart board are not part of the gadgets available in the school.

4.3.6 Productive Skills

TABLE N° 6

ACTIVITIES TO DEVELOP PRODUCTIVE SKILLS

ACTIVITIES TO DEVELOP PRODUCTIVE SKILLS	FREQUENCY	%
Performance	45	28.48
Debates	10	6.33
Role Plays	12	7.59
Drills	20	12.66
Write brief summary	15	9.49
Discussions	11	6.96
Web pages activities	0	0
Write letters	27	17.09
Interactive games	11	6.96
Others	7	4.43
TOTAL	158	100

Source: Students' survey
Elaborated by: The author

GRAPH N°6
ACTIVITIES TO DEVELOP PRODUCTIVE SKILLS
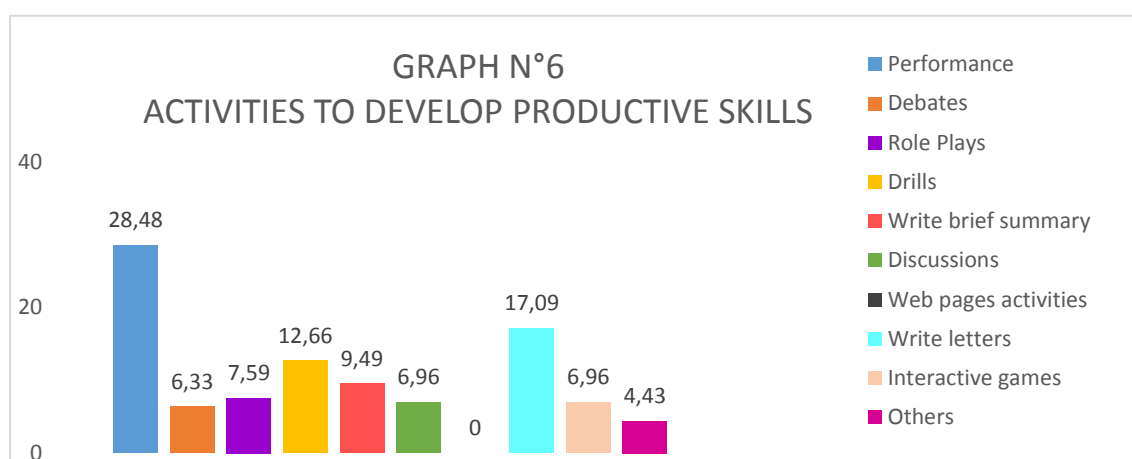
Source: Students' survey
Elaborated by: The author

According to the data obtained in the surveys applied to the students about what are the activities used by teachers to develop productive skills considerably traditional activities represents the highest percentage; that activities comprise: performance 28.48%, write letters 17.09%, drills 12.66%, summaries 9.49%, those activities are the most used. Besides activities like role plays, debates, discussions, interactive games had less results. In addition the activities developed in web pages are not considerate by teachers at the time to develop productive skills, it is a disadvantage into the educational goals, because nowadays web pages provide activities that allow students learn in an easy and innovative way.

4.3.7 SKILLS DEVELOPED

TABLE N° 7

MOST DEVELOPED SKILLS

SKILLS DEVELOPED	FREQUENCY	%
Listening	23	14.74
Speaking	46	29.49
Writing	38	24.36
Reading	49	31.41
TOTAL	156	100

Source: Students' survey
Elaborated by: The author

GRAPH N° 7
MOST DEVELOPED SKILLS
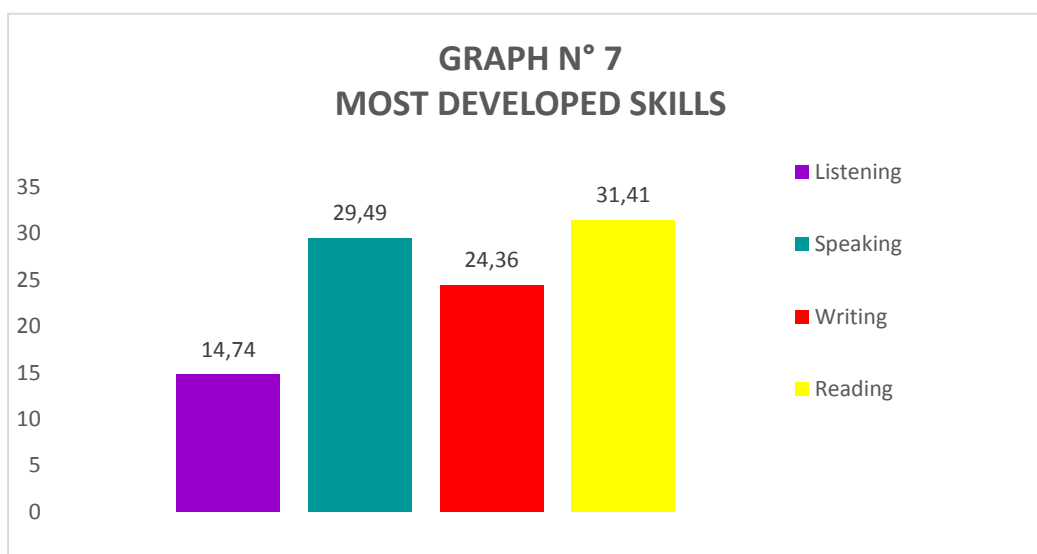
Source: Students' survey
Elaborated by: The author

The question about what are the skills that students most dominate in English Language classes comprising reading 31.41%, speaking 29.49%, writing 24.36%, listening 14.74% correspondingly, the information shows an intermediate level in the productive skills writing and speaking, as revealed by the data collected may be these skills can be dominated in a higher level if teachers include different activities as web pages instead of using traditional activities to develop students´ skills.

4.3.8 Frequent use of technology at home

TABLE N° 8

FREQUENT USE OF TECHNOLOGY AT HOME

USAGE OF TECHNOLOGY AT HOME	FREQUENCY	%
Every day	78	100
Three times a week	0	0
Twice a week	0	0
Once a week	0	0
Four times and so on	0	0
TOTAL	78	100

Source: Students' survey
Elaborated by: The author

GRAPH N° 8
USE OF TECHNOLOGY AT HOME
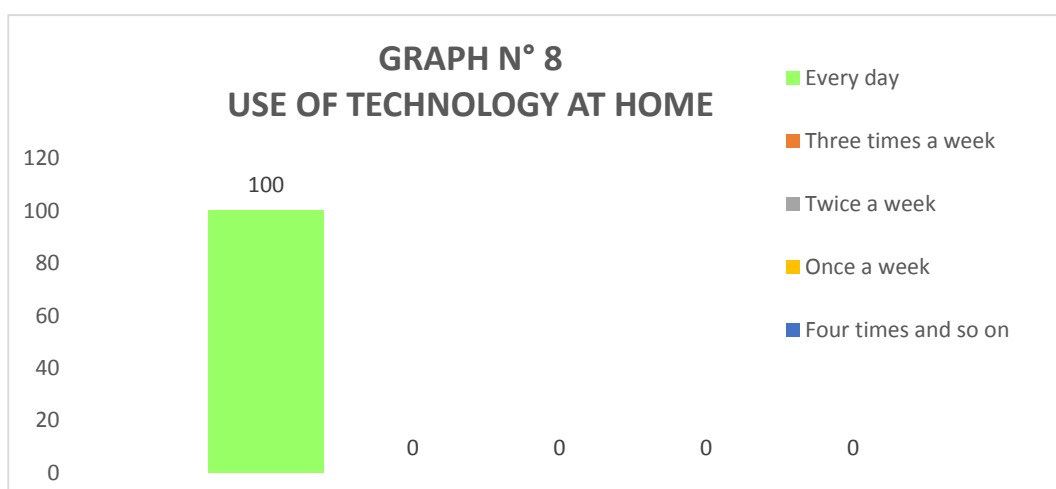
Source: Students' survey
Elaborated by: The author

Students nowadays are immersed in the technological field, in the question related to how often they use technologies at home is notable that they have access to technological devices every day in their homes, obtained 100% of the surveyed students that agreed they have access to technology every day. Due to teachers have to take advantage of that and assign tasks at home to develop their skills in programmed activities that students can access by their own and learn English easily.

4.3.9 Management of Technology at home

TABLE N° 9

MANAGEMENT OF TECHNOLOGY AT HOME

MANAGEMENT OF TECHNOLOGY AT HOME	FREQUENCY	%
Homework	12	5.48
Study	3	1.37
Social Networks	70	31.96
Games	53	24.20
Chat	73	33.33
Practice English	2	0.91
Others	6	2.74
TOTAL	219	100

Source: Students' survey
Elaborated by: The author

GRAPH N° 9
MANAGEMENT OF TECHNOLOGY AT HOME
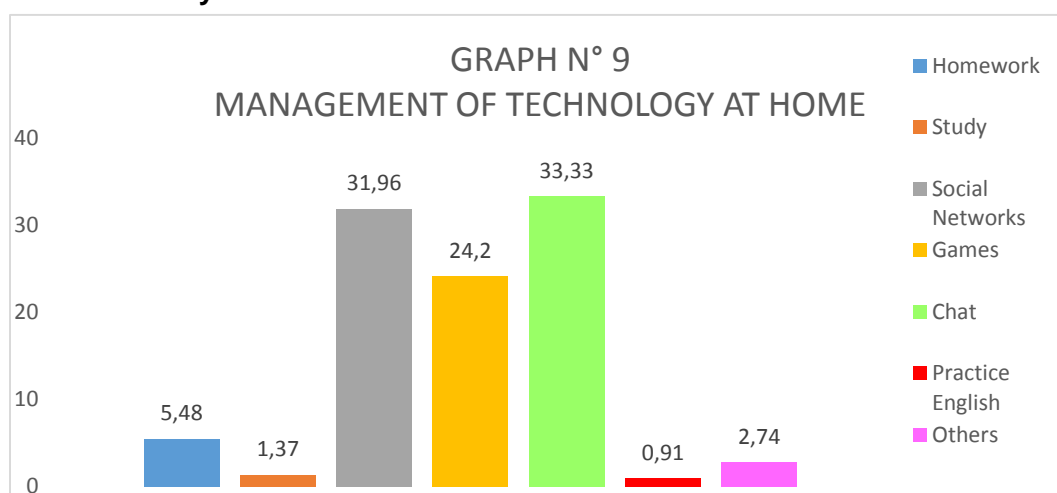
Source: Students' survey
Elaborated by: The author

It was applied for verifying if the students have access to electronic devices, but what is the use of those devices at home, the surveys reveals that the most developed activities are the following: Chat 33.33%, Social Networks 31.96%, and Games 24.2%, a higher percentage shows that students do not use technology to develop school tasks. The activities related to do homework, study and practice English obtained a lower percentage into the activities developed by students at home. After all, these results can change if teachers program house tasks to practice English and if students are motivated to develop those activities.

4.3.10 Implement New Technologies

TABLE N° 10

IMPLEMENT NEW TECHNOLOGIES IN ENGLISH CLASSES

IMPLEMENT NEW TECHNOLOGIES	FREQUENCY	%
Useful and beneficial	50	64.10
Productive and easy access	19	24.36
Expensive and little useful	5	6.41
Unnecessary	4	5.13
TOTAL	78	100

Source: Students' survey
Elaborated by: The author
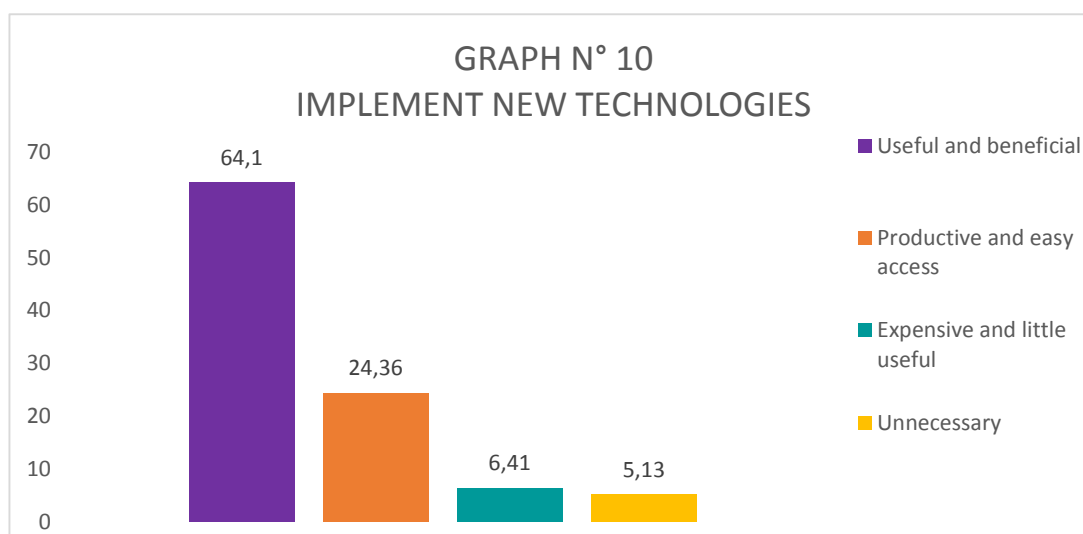
GRAPH N° 10
IMPLEMENT NEW TECHNOLOGIES

Source: Students' survey
Elaborated by: The author

According the question how consider the implementation of technologies in English classes, their main answer is that technologies are useful and beneficial 64.1%, productive and easy access 24.36% that results comprise a 88.46% of positive criteria to the implementation of new information and communication technologies in English classes, on the other hand a less part of students considerate that it is expensive and little useful 6.41%, and unnecessary 5.13% that is a minimum part of the class, may be they cannot handle or have not the enough knowledge about the importance of technologies as a useful resource in English classes.

4.3.11 Attend seminars, courses, workshops

TABLE N° 11

TRAINING COURSES

ATTEND TRAINING COURSES	FREQUENCY	%
Yes	13	16.67
No	65	83.33
TOTAL	78	100

Source: Students' survey
Elaborated by: The author

GRAPH N° 11
TRAINING COURSES
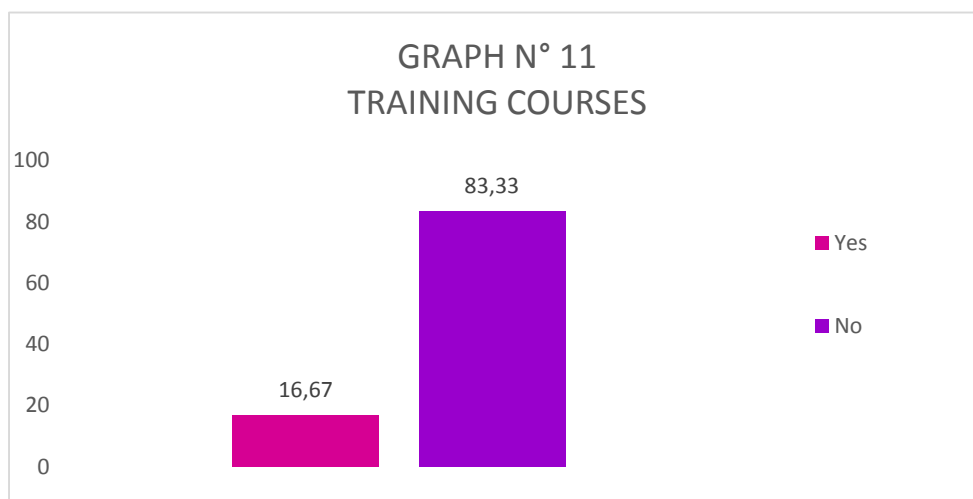
Source: Students' survey
Elaborated by: The author

To handle technology correctly and know different activities to develop knowledge is important for students, so they were surveyed whether they attend training courses related to use of technologies, and whether they acquired knowledge about the topic, the answer was in a high percentage 83.33% they no attend courses, and a 16.67% have attended training courses about technologies. That in synthesis means the majority part of students need to know more about technologies and can approach their knowledge in different alternatives to learn English significantly.

4.4. Verification of Hypotheses

Once applied the instruments as interviews, surveys and observation guide, revising web pages of technology, and text books related to teaching and new information and communication technologies to obtain relevant data about the present work, I can prove that the central hypotheses is correct. Because according to the teachers interviewed they agreed that the influence of technology into the teaching-learning process specially to develop productive skills is really important and help students face the language in a significantly way using innovating activities. On the other hand using the information of Graph N° 10 students thinks that the implementation of technologies in English classes is useful and beneficial in their learning. In conclusion the immersed parts agreed technology impact in education is positive.

Regarding the particular hypotheses I found the following data:

- The first particular hypothesis is correct. Interviewed teachers agreed that NICTS constitutes a high relevant level into the teaching-learning process, because through technology they had developed interactive classes. It helps to motivate students to learn English and develop activities that improve their language skills effectively. According to students surveyed showed in Graph N° 1, students think classes where new technology devices are applied is more meaningful and help them in different aspects.

- The second hypothesis is correct. According to the data obtained, it shows that teachers do not plan their classes including technological devices because of the lack of the English lab is not available. Furthermore, their knowledge about

the managing is limited; in consequence, they do not use technology frequently in classes, and the students surveyed agreed with that information shown in the Graph N° 4. Finally, they consider that a class which incorporates technology is rarely planned in English classes.

- The fourth hypothesis is correct. Most of the technological devices devoted to English classes are the computer, projector, DVDs, recorder, in order to teach and learn the classes correspondingly, there are not new information and communication devices available in the institution as show the observation guide, the interview and according the Graph N° 5 of the survey.

4.5   Conclusions and Recommendations

4.5.1 Conclusions

After applying different techniques to obtain the information and processing the data collected, I considerate the following conclusions:

- Teachers do not attend training courses to upgrade their knowledge about using new information and communication technologies, neither learn innovative activities to develop productive skills significantly into the teaching-learning process.

- The technologies are not used in the planned classes every day, teachers use them occasionally to impart the classes, and students consider that traditional activities are the most developed to learn English instead of innovating web activities.

- Students think that classes where technology is used are very interesting for them, and consider the implementation of new information and communication technologies contribute positively in their learning, and classes became more interactive.

- At school students do not have access every day to technology, but they agreed in home they have access to technology and internet every day, in the survey we can see that the use given to technology is not the adequate, students use technologies to chat, social networks and games mostly, instead of studying or learn English, this situation can change if teachers assign tasks developed through technology at home so students have to spend time in those activities.

- The technological resources in the school are limited, they only have four types of technological resources but they can take advantage of them, using innovating activities through web pages that provide activities where teachers and students can interact more and face the language in a higher level.

4.5.2 Recommendations

Once analyzed the data obtained I suggest the following recommendations:

- The activities to develop English skills need to be more relevant to students, so I recommend to implement new activities henceforth through web sites to motivate students to learn and get benefit to the technology that they have available in the lab.

- Both teachers and students need to attend seminars, courses, workshops about the use of new technologies, in fact teachers can plan funny and modern classes, and students can manage technology to study and learn English.

- To innovate teaching involves not only including technology, but using strategies that allow students achieve the language goals, because of that teachers need to implement new strategies to impart English classes where students feel an adequate environment to learn.

- The institution has an English lab and some technological resources, but teachers have not access to the lab every day, they have to implement new technologies and program a schedule where teachers have at least one hour per day to develop the class in there. Teachers need to considerate plan every day activities where technology is immersed.

- Teachers have to promote the use of technologies at home, so I recommend assigning homework developed in web sites or create blogs where students can write every day experiences and then rate their work.

5. PROPOSAL

5.1. Theme

Websites activities used to develop writing and speaking skills into the teaching-learning process.

5.2   Background

The present work was established in order to identify the influence of the new information and communication technologies into the educational English field, highlighting the use of them to develop the productive skills in the students. On the other hand, to get opinions about the use of technologies and their implementation, especially to determine the more relevant activities in the classes developed through technologies, thus the contribution in the education and the support to achieve the goals.

The proposal was generated once applied the empirical research at Unidad Educativa Particular del Pacífico high school directed to teachers and students, through systematic process which provided the necessary information corroborating that English education need innovating activities through technologies which provide new tools to teachers and allow students achieve the expected learning.

Because of the criteria exposed, I considerate appropriate to develop a workshop with website activities for improve productive skills in the learners, which is a compilation of different web pages that contain very relevant activities that will encourage students to learn, in the same way help to manipulate new technologies and obtain the maximum benefit.

5.3   Location and beneficiaries

The beneficiaries will be teachers and students from Unidad Educativa Particular del Pacífico School which is placed In Machala city, El Oro Province, Ecuador.

5.4   Justification

The educational field had changed positively in infrastructure and human talent, thus need the increment of new strategies and techniques which will help the people immersed in the teaching learning process, also to be part of the educational innovation that allow outreach the quality in this important area.

The data obtained from Unidad Educativa Particular del Pacífico High School reveals that the use of technology in every day classes is limited, and do not allow education have the effective results needed to achieve the educational aims.

The lack of activities in using technologies at Unidad Educativa Particular del Pacífico establishes a drawback in the interest of achieving high levels in productive skills, which constitutes an important fact in the acquisition of foreign languages.

This project is made of significant information for both teachers and students, to innovate the way they teach and learn correspondingly, including website activities that definitely will be a great support to the educational process, becoming the English field interesting and easy to catch up.

5.5   Objectives of the proposal

5.5.1 General

- To contribute the teaching-learning process through website activities to develop students´ skills.

5.5.2 Specific

- To provide activities to develop writing and speaking skills in order to apply them into the English classes to get a significantly knowledge.

5.6   Theoretical Framework

5.6.1 Technology in educational field

Instead of supplying ESL/EFL teachers with undirected bits, the digital age challenges us to use technology in ways that facilitate language learning. Pressures from schools, society, and technological companies weigh upon teachers to buy the latest software or gadgets. Teachers must ignore the pressure and resist the sale of technology as fashion accessories. When teachers use technology responsibly, when they accept that it is okay sometimes to "let the bits go" (Hurst, 2007, p. 167), then teachers and students will benefit from technology in its supporting role in the ESL/EFL classroom.

5.6.1.1 Importance to incorporate technologies

With technology, educators, students and parents have a variety of learning tools at their fingertips. Here are some of the ways in which technology improves education over time:

- Teachers can collaborate to share their ideas and resources online: They can communicate with others across the world in an instant, meet the shortcomings of their work, refine it and provide their students with the best. This approach definitely enhances the practice of teaching.
- Students can develop valuable research skills at a young age: Technology gives students immediate access to an abundance of quality information which leads to learning at much quicker rates than before.
- Students and teachers have access to an expanse of material: There are plenty of resourceful, credible websites available on the Internet that both teachers and students can utilize. The Internet also provides a variety of knowledge and doesn't limit students to one person's opinion.
- Online learning is now an equally credible option: Face-to-face interaction is huge, especially in the younger years, but some students work better when they can go at their own pace. Online education is now accredited and has changed the way we view education. (blog written by: Saomya Saxena, 2013)

5.6.2 Productive Skills

The productive skills are speaking and writing, because learners need to articulate words and write to produce language. McDonough and Shaw (2003) stated that, speaking involves expressing ideas and opinions, expressing a wish or desire to do something, negotiating or solving problems or establishing and maintaining social relations (p.133-134). So, speaking is the oral process to produce language. On the other hand, writing is a productive skill in written mode. When we talk about writing there is usually two-way distinction of writing: institutional and personal writing.

5.6.2.1   Speaking skills

Ur (1991) suggests that, "Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterance to convey meaning." (p.48). According to Gower, Philips and Walters (1995) every opportunity for speaking in classroom should be taken. It can be done by trying to communicate that students realize their need for language and by speaking that they increase their fluency and confidence. At first, students may be self-conscious and reluctant to speak in front of people. However, there are ways (repetition work and pair work activities) of providing a safer, less public environment in which the students can begin to practice speaking. (p.99). As a productive skill speaking is very important. Previously speaking was not a popular activity to practice in our classrooms. But nowadays the process of speaking activity has changed a lot. Teachers now try to encourage the students to improve their communication skills through speaking.

5.6.2.1.1   Speaking through technology

For many years, the computer had generally been more associated with applications in the area of written language than spoken language (Pennington & Esling, 1996: 153), but with new developments in Web 2.0 and teachers´ and learners´ increased access to the internet for language learning and teaching, this focus has been changing.

Nowadays, it is easy to record learners speaking, as most mobile telephones have built-in voice recorders, and there are many free web tools that enable you to do such recordings, as wells.

There are many advantages to recording learners speaking. To begin with, as it is difficult for a teacher to listen to learners in a crowded classroom, asking learners to make recordings makes it easier for a teacher to assess how well a learner is speaking and help them to improve. When learners record themselves speaking, they can also listen to how they sound, and this should help them understand how well they speak English and what they need to do to get better. The fact that they are being recorded also makes it more likely that they will want to perform at their best, and many will practice what they say or record

themselves several times before they are happy with the result. (Graham Stanley, Scott Thornbury Language learning with technology, p. 147)

5.6.2.1.2   Website speaking activities

When the computer is being used as a tool, Levy (1997) suggest that the teacher will most likely be involved in some learner training; that is part of the teacher´s time will be spend showing the learners how best to learn with the tool.

Language exchange websites

Language exchange websites (we also call them conversation exchange, chat exchange or speaking exchange websites) are a fantastic idea for language learners. You can study a foreign language completely for free and make friends with native English speakers at the same time!

Here are the most popular language exchange communities, composed of the sites:

- **Speaky**

This website helps to find and meet native speakers from all around the world. Practice via online video chat. It is free to download it and it is available for anyone and from anywhere.
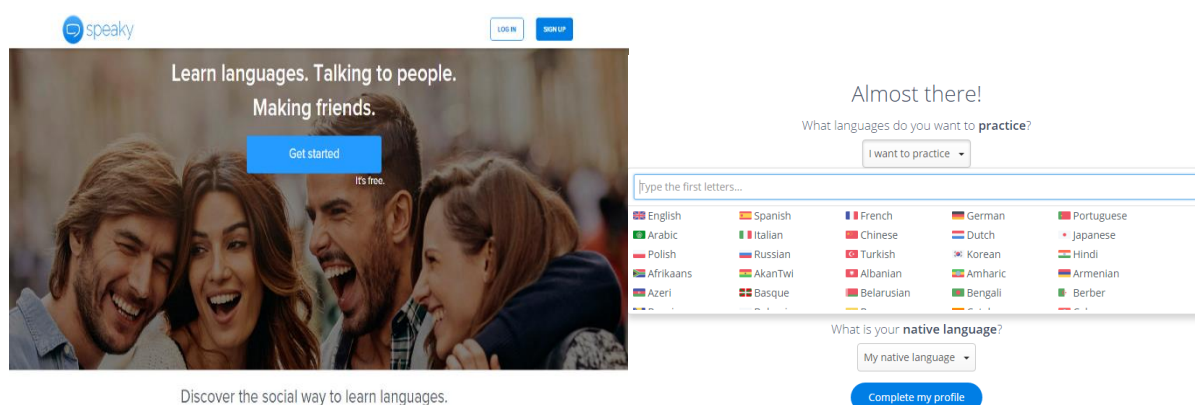
To access Speaky website you have to create an account and get started easily, it is free. Here you can choose the language you want to practice, and your native language. Find people around the world and start a conversation, chatting, video chat or audio call for practice speaking and writing, there are lots of people on line waiting for a chat, you can select the level of English you have to facilitate

the research of people. This website is good for students which want to practice English at home, but teachers can use this page to practice writing in class, using a chat as an activity.

- **Coeffee.com**

This is a very friendly language exchange community. This website is absolutely amazing. Besides the main reason for this list (language exchange) you can also play games to improve your vocabulary and pronunciation. Test yourself and share the results with your virtual friends.

Coeffe is a website where you can communicate with English native speakers and chat with them, this website helps you to correct you mistakes and have a contact with native speakers, through chat, video chat or audio call, you have to create an account and have access to the platform. Both teachers and students can handle this page as an activity in class, or to practice at home. It is free.

- **Easy Language Exchange**

Easy Language Exchange makes language learning convenient and free for all. They provide all the essential tools to make languages easy for you. Practice reading, writing and speaking with people from all over the world. Although this website is new you will find it is already quite popular. You will most certainly be made to feel very welcome.
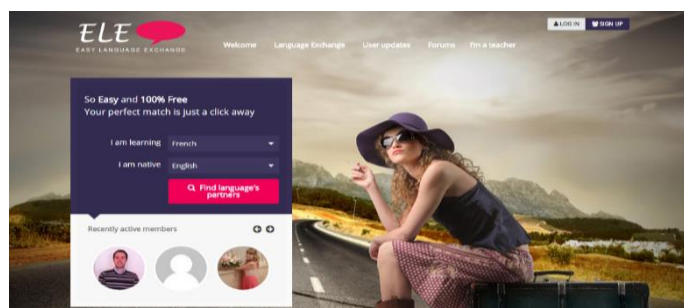
To have access to Easy Language Exchange, you have to create an account, it is free, and you can research native English speakers to start a chat or audio call to practice speaking or writing, this activities can be monitoring by a teacher in class, or can be developed at home to practice the language.

- **Italki**

Italki is a language learning social network that connects students and language teachers. You can find language exchange partners, practice speaking a foreign language, ask questions, find free online language resources, and get help from an international community of language learners. Italki has been around for a while and has become one of the most popular language exchange communities in the world.
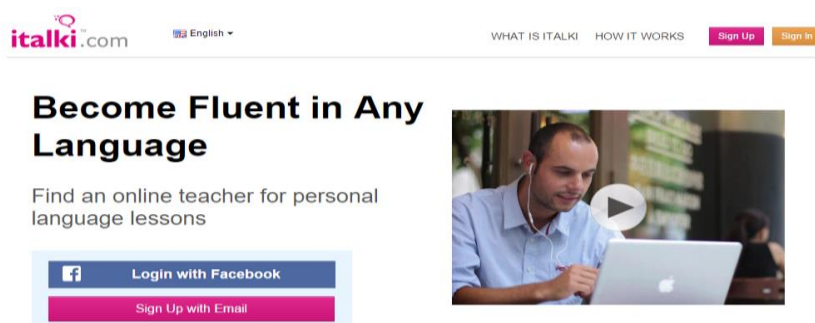
Italki is a language exchange community where it is easy to start a chat with native speakers of any language you want to practice, the website is free. On the other hand you can upgrade your productive skills. Teachers can use the page as an activity in class, students can create an account to enter a chat at home and practice more.

- **Verbling**

Verbling lets language learners instantly connect with native speakers around the world through live video. Right now on Verbling you can learn languages like English, Spanish, Arabic, Mandarin, French, German, Hebrew, Italian, Portuguese, Japanese and Russian.

This website is especially to practice speaking with a native. You have to create an account, it is free. You can practice pronunciation and teach some Spanish pronunciation too, only have to find a partner you your same goals. Teachers can monitor the activities develop on this page, but students can use the website to practice English in the place they want.

SPEECH SOFTWARE PROGRAMS

Modern computer programs can generate voice signals and decode human sound. These types of programs are defined as artificial intelligence computer programs and can be a very useful tool for improving the speaking capability. Practicing with such programs will strengthen vocabulary and pronunciation abilities as well.

Speech recognition technology examples:

- **eEnglish (Online English learning)**

Consists of a list of sentences that you will read into your microphone. These sentences will be assessed by Speech Recognition technology. Upon completion of the recordings you will receive a computerized assessment. You will need up to approximately 15-45 minutes to complete all the sentences for the Speech Test. Be sure you are in a quiet location and you have enough time to complete the entire test.
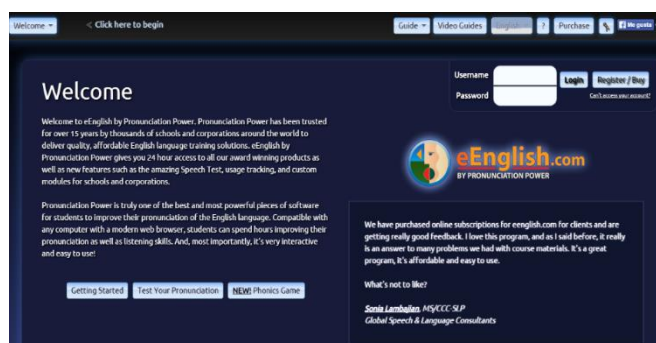
This website is especially to check your pronunciation, vowels, phonetics, games and so on, you can have access a demo to try the program, the use and advantages, if you want to have the whole package you have to buy one month

for $ 8.99 and enjoy all the alternatives in it. The demo catch your attention and you would like to practice your speaking every day.

APPS voice recognition

- **Pronunciation Training**

You can train listening and pronunciation of English for each phonetic symbol. It indicates how it has recognized English which you pronounced by conducting voice analysis. You will be able to pronounce correctly by being conscious of the difference in the result recognized to be English which you pronounced.

To have access to this APP you have to download at Google Play Store on your smartphone, the APP is free, here you can practice pronunciation and check your advance. Teachers can use this program in the class or assign a task to practice at home.

- **Speak English Daily**

Speak English Daily is helpful app for learning to speak English. The program contains lessons that give special attention to English pronunciation and everyday language. With over 100 lessons based on a real world conversation. And Most Common English Phrases, Words with more than 4000 audio file.
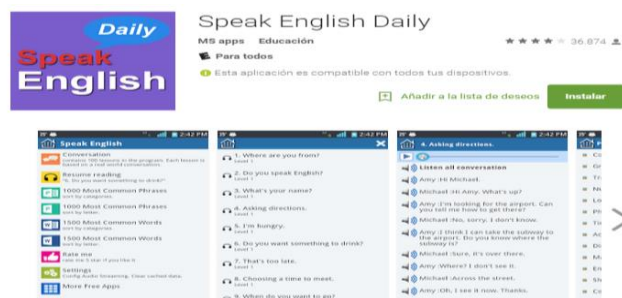
This APP helps to upgrade your English using it every day, you can download free at the APP store on your smartphone, teachers can allow students use their smartphones in the class and assign a task to practice speaking and other skills.

- **Duolingo**
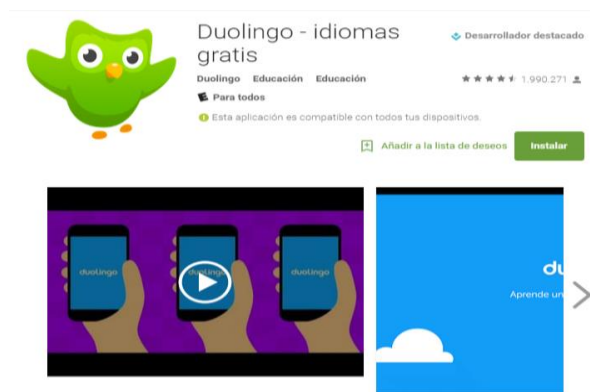
Duolingo is a complete APP to develop English skills, it has interactive games, an easy and funny way to practice English. It is a free APP, you can have access downloading the APP at the google store on your smartphone, teachers and students can interact with this in the class.

5.6.2.1.3   SPEAKING SKILLS ACHIEVEMENTS

According to Nunan (1989), to be successful in acquiring the speaking skill in the target language, the following sub skills should be developed:

1. "The ability to articulate phonological features of the language comprehensively;

2. Expertise on stress, rhythm, intonation patterns,

3. An acceptance degree of fluency,

4. Transactional and interpersonal skills,

5. Skills in talking short and long speaking turns,

6. Skills in the management of interaction,

7. Using appropriate formulae and fillers." (p.32).

5.6.2.2 Writing skills

Writing is a specific skill which helps people to put their thoughts into words. According to Grossmann (2009), "Writing can take many forms, including anything from a shopping list, acting as an aide-memoire, through letters, both formal and informal, to academic texts." (p.3). Harmer (1998) noted that, writing is a basic skill, students should know how to write letters, how to put reports together. Moreover, they should know how to write using electronic media. So, Harmer (1998) emphasized writing as important as speaking, listening and reading (p.79-80). "Writing displays a variety of features which can be observed within the sentence at the level of grammar, and beyond the sentence at the level of text structure." (Nunan, 1999, p. 275). Halliday (1985) outlined 3 main purposes for writing, namely "action" (including public signs, product labels, etc.), "information" (including newspapers and magazines etc.) and "entertainment" (including comic strips, novels, newspaper features etc.) (as cited in Nunan, 1999, p. 275).

5.6.2.2.1 Writing through technology

Technology is changing not only how people write, but also how they learn to write, the landscape of writing and writing instruction has moved far beyond pen and paper. These profound changes require teachers to reconsider their pedagogical practices in the teaching of writing. Leu, Kinser, Coiro, and Cammack (2004) posit that technology requires teachers "to be (a) aware of emerging technologies for information and communication, (b) capable of identifying the most important new literacies that each requires, and (c) proficient in knowing how to support their development in the classroom" (p. 1599).

5.6.2.2.2 Websites writing activities

Writing enhancement programs

Some of the following provide you with error correction services, others offer advice on how to compose well-structured essays.

- **Grammarly**

This is a great site if you want to double-check what you have written, it also efficiently summarizes your most common mistakes. Other than being an effective grammar and spell-checking tool, it also examines written work for plagiarism.

On top of that, it helps to broaden your vocabulary range – there are different suggestions for different types of scripts. You can check almost any type of writing: academic, job applications, resumes, medical or technical reports and emails.
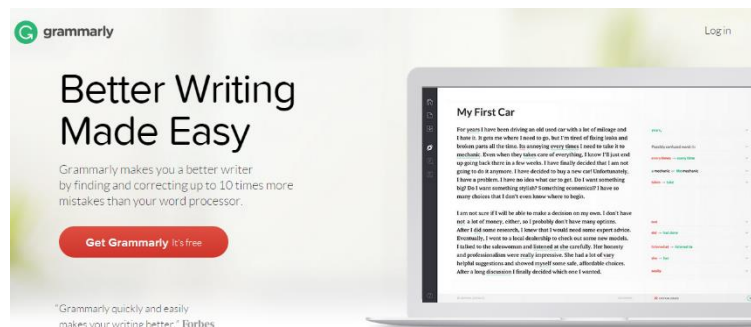
Grammarly checks your writing tasks, you can download the program on your PC and check your mistakes, the basic program is free, but the premium Grammarly have a cost of $11 per month, teachers can use the website to check students writing and students use it to practice and learn more about writing.

- **Readability-Score.com**

Whether you are writing about a complicated topic or something really simple, it is vital to pay attention to the factor of readability. Try searching the Internet for an article that interests you, when you eventually find a good quality one, it will be evident, to someone with reasonably good reading skills, that it is easy to follow and makes you want to continue reading. If it is of poor quality, it may come across as an uninteresting read which fails to grasp the reader's attention.
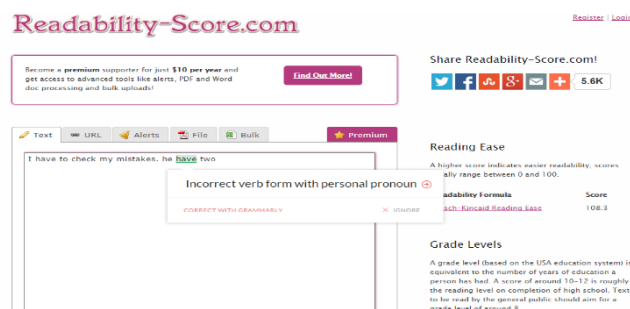
Using bulky phrases and run-on sentences can make your writing look unprofessional and may prevent readers from wanting to read it all! Readability Score is a great tool that will help to make your writing style clearer.

This website checks your mistakes and correct the misspelling, you can have access creating an account it is free, but the premium package have a cost $10 per year. Students can check their writing mistakes in this page and teachers can use it to develop a class about writing.

- **NoRedInk.com**

This tool has been designed specifically for students who need to improve their writing skills and English grammar.

If you think that practicing grammar isn't fun, NoRedInk will prove you wrong! Also, the tutorials are easy to follow, and they will show you how to correct any mistakes in the content you produce.

The aim of this page is to help to find writing mistakes, this website have different platforms for teachers and students, where they can use the best way to teach and learn correspondingly, this program is free and the use is very simple, only have to create an account and get ready to practice your writing.

- **The Online Slang Dictionary**

If you are in an English speaking country and hear natives use slang words that you don't understand, type them into the Online Slang Dictionary and you'll know exactly what they're trying to say. Colloquial language and slang are common in everyday speech between most native speakers, so it may be beneficial to

learn what they mean and how to use them, so you can utilize them in conversation yourself!

The Online Slang Dictionary is a great repository of slang definitions that was founded in 1996. You probably won't need more than few short visits to the website to familiarize yourself with some of the most popular uses of informal speech, jargon, neologisms, idioms, slang words and figurative speech.
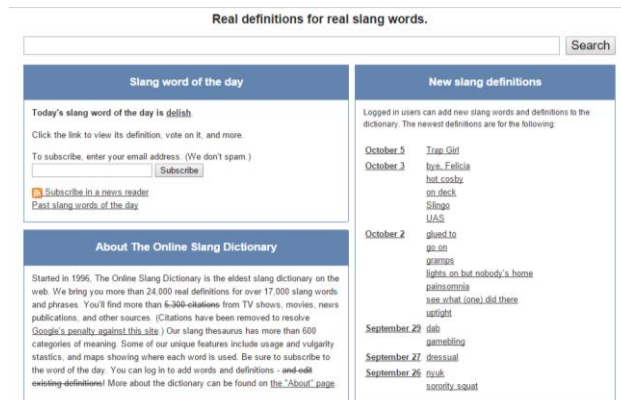
This website helps to find the meaning of different slang words, this website is free and do not need to create an account. It is especially for students to find the meaning of different words they do not know.

- **Organizing & Summarizing**

Essay Map: The Essay Map is an interactive graphic organizer that enables students to organize and outline their ideas for an informational, definitional, or descriptive essay.
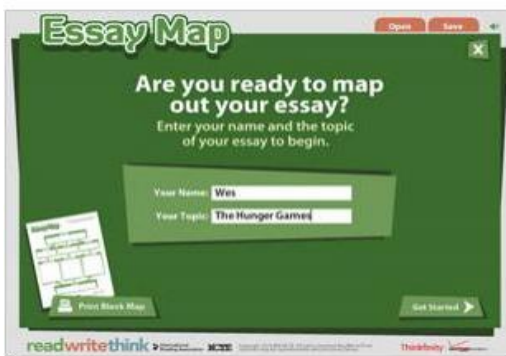
- **Writing Poetry**

Acrostic Poems: This online tool enables students to learn about and write acrostic poems. Elements of the writing process are also included.

- **Writing & Publishing Prose**

The Postcard Creator helps students learn to identify all the typical parts of a postcard, and then generate their own postcard messages by typing information into letter templates. After printing their texts, students can illustrate the front of their postcards in a variety of ways, including drawing, collage, and stickers.
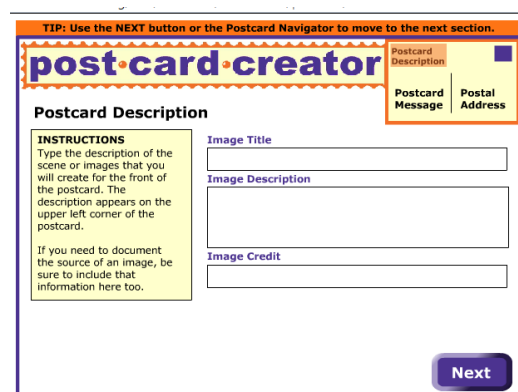
APPS

These apps will help you complete your project with ease.

- **Writing Exercises and prompts**

Writing prompts and exercises designed to help you get started with creative writing or to break through writing blocks.

Generate random first lines for stories, subjects for free-writing exercises, characters and plot-lines with four simple, yet effective, creative writing tools.

This APP have exercises that will help students to practice their writing, you can find this at the APP store on your smartphone for free. Teachers can use this APP for develop activities on class and improve students writing.

- **English Grammar Ultimate**

Grammar is the study of words and the ways words work together. An invisible force that guides us as we put words together into sentences. Any person who communicates using a particular language is consciously or unconsciously aware of the grammar of that language.

This APP help students to check grammar on their writing text, they can use this APP to improve their writing and practice at home, or teacher use it in classes, the APP is free on the Google play store.

5.6.2.2.3   Improving Writing skills

- **Write in English every day**

This is the most important tip to improve your writing skills in English. Start by thinking of a theme, for example, you could start writing a diary of something that

happens to you every day, you can write a few lines of a story each day or you could write emails to your friends in English. This might be difficult at first but the more you continue.

- **Improve your vocabulary**

Having a wide range of vocabulary is very important when you're writing in English. An excellent way to improve your vocabulary is to read as much as possible. If you read books, newspapers or magazines in English, you will learn many new words and common English idioms. Remember to write down the new words and expressions you read and their meanings so you can learn them.

- **Write about different topics**

If you write about the same thing every day, you could become very bored and you might end up using the same words and phrases over and over again! It is a good idea to find different topics to write about as this will help to widen your vocabulary and will be much more interesting for you. Writing about something you read in a newspaper or watched on TV is a good starting point.

- **Check your writing carefully**

After you have written something in English, you should always read it again, either straight away or the next day. When you do this, you will probably see a few mistakes that you didn't notice when you were writing it. Remember to check the spelling, grammar and vocabulary.

- **Write a blog**

It doesn't even matter if no one reads it, but writing a blog is a great way to practice writing in English. Set yourself a goal (e.g. upload one blog article a week) and start writing! The great thing about a blog is you can write about absolutely anything and there's a chance that you might even help or entertain someone who reads it!

- **Write to your friends**

Do you have friends who speak English (e.g. people you have met in your English classes)? If so, you should definitely practice your writing with them! There are

many ways to do this – using social media (Facebook, Twitter etc.), sending emails, writing text messages, chatting on Skype etc.

5.7   General Description

This proposal is presented because of the results obtained in this investigation, show the lack of activities developed through technologies into the English learning process. The primordial purpose is to contribute through this proposal titled "Websites activities to develop writing and speaking skills into the teaching learning process", in the English classes. First, the proposal involves on the development of a workshop which will have relevant activities to enhance productive skills through selected and meaningful websites, this proposal will help both students and teachers in order to get benefit from the technology to teach and learn correspondingly.

Furthermore, the workshop will give important tools to teachers to plan their classes, give ideas to students to improve their skills by their own and primarily show how to take advantage of technology and to improve productive skills. The workshop is divided in three stages, showed in three different days. Handle different interesting software and developing interactive games to participate and interact with partners.

5.8   Operational Description

5.8.1 Activities

FIRST DAY

	ACTIVITIES	DATE AND TIME 14/01/2014	TIME
Workshop "Websites activities to develop writing and speaking skills into the teaching learning process"	Opening and instructions about the program.	08:00 – 08:20	3 hours
	Speech: Importance of technologies in education.	08:20 – 09:00	
	BREAK	09:00 - 09:20	
	Hand out workshop materials.	09:20 – 09:30	

	Talk about: principal educational resources. Explanation: Use of gadgets.	09:30 – 10:00	
	Open Forum Questions and answers.	10:00 – 10:30	
	Evaluation	10:30 – 11:00	

SECOND DAY

	ACTIVITIES	DATE AND TIME 15/01/2014	TIME
Workshop "Websites activities to develop writing and speaking skills into the teaching learning process"	Speech: Productive skills Speaking activities	08:00 – 08:30	3 hours
	Speaking activities: • Language exchange websites. • Speech software programs. • APPs voice recognition.	08:30 – 09:30	
	BREAK	09:30 - 09:50	
	Practice	09:50 – 10:30	
	Evaluation	10:30 – 11:00	

THIRD DAY

	ACTIVITIES	DATE AND TIME 16/01/2014	TIME
Workshop "Websites activities to develop writing and speaking skills into the teaching learning process"	Speech: Writing skills	08:00 – 08:30	3 hours
	Writing activities: • Writing enhancement programs. • Organizing and summarizing.	08:30 – 09:30	

	Writing poetry.		
	APPs		
	BREAK	09:30 – 9:45	
	Practice	09:45 – 10:15	
	Evaluation	10:15 – 10:45	
	Closing ceremony	10:45 – 11:00	

5.8.2 Resources

5.8.2.1   Human Resources

- Author of the proposal
- Teachers of the institution
- Principal
- Students of seventh grade

5.8.2.2   Technical Resources

- Computer lab
- Projector
- Laptop
- Internet
- Pen drive
- Smartphone

5.8.2.3   Didactic Materials

- Folders, Markers, Worksheets

5.9 Schedule

N°	ACTIVITIES	MONTHS AND WEEKS											
		NOVEMBER				DECEMBER				JANUARY			
		1	2	3	4	1	2	3	4	1	2	3	4
1	Elaboration of the proposal.			▓	▓								
2	Presentation of the proposal.					▓	▓						
3	Approbation and dating of the proposal.							▓					
4	Dialogue with the authorities of the institution.								▓				
5	Compilation and organization of materials for the workshop.									▓	▓		
6	Development of the workshop.											▓	
7	Evaluation.												▓

5.10 Budget

BUDGET				
A. HUMAN RESOURCES				
N°	DESCRIPTION	TIME	COST PER MONTH	TOTAL
1	Author	2 months	340.00	680.00
SUBTOTAL				680.00
B. MATERIAL RESOURCES				
N°	DESCRIPTION		COST PER UNIT	TOTAL
	Office supplies			80.00
2	Markers		0.80	1.60
1	Pen drive		16.00	16.00
2	Cartridges		30.00	60.00
5	Folders		1.00	5.00

1	Infocus	15.00 per day	45.00
SUBTOTAL			**207.60**
C. OTHER RESOURCES			
DESCRIPTION		**TOTAL**	
Transportation		80.00	
Telephone and communication		60.00	
Water bottles		10.00	
Various		100.00	
SUBTOTAL		**250.00**	
D. CONTINGENCY (5% OF A + B + C)		**56.88**	
GRAND TOTAL		**1194.48**	

5.11 Financing

The economic resources of the proposal will be cover for the author of the proposal, for implement all the needs to carry out the project.

5.12 Strategies of implementation

The proposal will be managed by the English are coordinator who also will be in charge of the implementation. The teachers will be apply the information provided and suggested in the proposal adapting the activities which they consider relevant into the educational field.

5.13 Monitoring and Evaluation

Monitoring and evaluation will be in charge of English area coordinator who develop a meeting with the English teachers of the institution and motivate them to apply in their curriculum the information provided in the workshop according with the students´ needs. The coordinator will be evaluate the work of the teachers and measure the activities implemented in their classes.

Teachers have to include website activities into their planned classes, then have to sup up if the activities have acceptation for students and are able to use in the classes more often, if their need an extra help for the author of the proposal only have to ask for assistance and looking for the best solutions for the project, for upgrade the educative quality in the English teaching-learning process.

BIBLIOGRAPHY

➢ Dewey, John (1944) (1916). Democracy and Education. The Free Press. p. 1–4. Available online at Google books.

➢ Assmann, Jan (2002). The Mind of Egypt: History and Meaning in the Time of the Pharaohs. p. 127. Available online at Google books.

➢ S. S. Chauhan (1979) Innovations in teaching learning process P.5 Available online at Google books.

➢ Daniel L. Schacter, Daniel T. Gilbert, Daniel M. Wegner (2011) (2009). Psychology, 2nd edition. Worth Publishers. p. 264.

➢ Teaching English as a second Language a Resource Guide Angela L. Carrasquillo (1994) p. 4, 5, 6 Available online at Google books.

➢ Pahl, Larry. Teacher Quality and Effectiveness p. 10 Available online at Google books.

➢ Killen, Roy. Effective Teaching Strategies: Lessons from Research and Practice fourth edition p. 3, 4 Newcastle (2006). Available online at Google books.

➢ Council of Europe. (2003). Common European framework of reference for languages: Learning, teaching, assessment. Cambridge, UK: Cambridge University Press. California Department of Education. (2002). English-language development standards for California public schools: Kindergarten through grade twelve.

➢ Trim, J. L. M. (1978) Some Possible Lines of Development of an Overall Structure for a European Unit Credit Scheme for Foreign Language Learning by Adults, Council of Europe.

➢ Davies Paul, Pearse Eric. Success in English Teaching (2000) p. 74, 75 Available online at Google books.

➢ Cees J. Hamelink. Unrisd, United Nations research institute for social development, (1997). Retrieved from: http://www.unrisd.org/80256B3C005BCCF9/(httpPublications)/398D6A861 127084780256B640051A497?OpenDocument

➢ Singhal, M. (1997). The internet and foreign language education: Benefits and challenges. The Internet TESL. The University of Arizona USA. Retrieved from: http://iteslj.org/Articles/Singhal-Internet.html

➢ Ybarra, R., & Green T. (2003). Using technology to help ESL/EFL students develop language skills. The Internet TESL Journal, 9(3). Retrieved from http://iteslj.org/Articles/Ybarra-Technology.html

➢ Sharma, P. (2009, April 8). Controversies in using technology in language teaching. Retrieved from: http://www.teachingenglish.org.uk/articles/controversies-using-technology-language-teaching

➢ Davies, G., & Hewer, S. (2012). Introduction to new technologies and how they can contribute to language learning and teaching. Module 1.1 in Davies G. (ed.), Information and Communications Technology for Language Teachers (ICT4LT), Slough, Thames Valley University. Retrieved from: http://www.ict4lt.org/en/en_mod1-1.htm

➢ McDonough, J. &Shaw, C. (2003). Materials and Methods in ELT. Oxford OX4 1JF: Black well Publishers Ltd.

➢ Hurst, M. (2007). Bit Literacy. New York: Good Experience, Inc.

➢ Nunan, D. (1989). Designing tasks for the Communicative Language Classroom. Cambridge: Cambridge University press.

➢ Ur, P. (1991). A Course in Language Teaching: Practice & Theory. Cambridge: Cambridge University press.

➢ Grossman, D. (2009). Process Approach of Writing. Assignment Module, 1, 1-22.

➢ Harmer, J. (1998). How to Teach English. England: Addison Wesley Longman Limited.

➢ Nunan, D. (1999). Second Language Teaching and Learning. Boston: Heinle & Heinle Publishers

➢ Leu, D. J., Kinser, C.K., Coiro, J. L., & Cammack, D. W, (2004). Toward a theory of new literacies emerging from the Internet and other information and communication technologies (p. 1599) Available online at: Google Books.

➢ Ministerio de Educación. The English Language Learning Standards. Retrieved from: http://educacion.gob.ec/wp-content/uploads/downloads/2012/09/estandares_2012_ingles_opt.pdf

➢ Citation: Huitt, W. (2003). A transactional model of the teaching/learning process. Educational Psychology Interactive. Valdosta, GA: Valdosta State University. Retrieved from: http://www.edpsycinteractive.org/materials/tchlrnmd.html

➢ Learning skills. Available at: Web page Skills you need: http://www.skillsyouneed.com/learn/learning.html

➢ Teaching strategies. Available at: http://www.gmu.edu/resources/facstaff/part-time/strategy.html

➢ Edward S. Ebert II, Christine Ebert, Michael L. Bentley Updated on Jul 19, 2013 Available at: http://www.education.com/reference/article/curriculum-definition/

➢ COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT. Available online at: http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf

➢ Solanki D. Shyamlee, M Phil. Use of Technology in English Language Teaching and Learning: An Analysis. Available at: http://www.ipedr.com/vol33/030-ICLMC2012-L10042.pdf

➢ DeMars, Joanna M D. Advantages and Disadvantages of Technology. Available online at: https://wiki.uiowa.edu/display/edtech/Advantages+and+Disadvantages+of+Technology

➢ Karehka Ramey. Use of Technology. Available online at: http://www.useoftechnology.com/technology-for-schools/

➢ Modern ways to use Technology. Available online at: http://busyteacher.org/13732-using-technology-esl-instruction-10-modern-ways.html

➢ Saomya Saxena, (2013). Using technology in Education. Available online at: http://edtechreview.in/news/681-technology-in-education

➢ Anastasia Koltai. Powerful websites to improve your English writing skills. Available online at: http://www.myenglishteacher.eu/blog/51-websites-that-help-you-to-improve-writing-skills-in-english/

➢ Classroom resources. Available online at: http://www.readwritethink.org/

➢ Free writing apps and tools. Available online at: https://prowritingaid.com/art/26/10-Free-Writing-Apps-and-Tools.aspx

➢ Syeda Dishari Bashrin (2013), Productive Skills: Teaching Beginners in English Medium School. Available online at: http://dspace.bracu.ac.bd/bitstream/handle/10361/2732/Binder1.pdf?sequence=1

➢ Improving English writing skills. Available online at: http://www.bloomsbury-international.com/images/ezone/ebook/writing-skills-pdf.pdf

ANNEXES

ANNEX A. INTERVIEW GUIDE APPLIED TO ENGLISH TEACHER

UNIVERSIDAD TÉCNICA DE MACHALA
UNIDAD ACADEMICA DE CIENCIAS SOCIALES DE CIENCIAS SOCIALES
ESCUELA DE CIENCIAS DE LA EDUCACIÓN
MENCIÓN INGLÉS
TRABAJO DE GRADUACIÓN

GUÍA DE ENTREVISTA A PROFESORES

TEMA DE LA INVESTIGACIÓN:

The influence of new information and communication technologies in the teaching-learning process of the English language, to develop the productive skills, in the students of 7th year of basic education at Unidad Educativa integral del Pacifico, during the school year 2013-2014.

OBJETIVO DE LA ENTREVISTA:

To research information about the new information and communication technologies to improve the English productive skills in the teacher learning process.

1. DATOS INFORMATIVOS

ENTREVISTADO:…………………………………………………………

GÉNERO: M ( ) F ( )   EDAD:……………..

LUGAR DE TRABAJO:………………………………………………….

TÍTULO:…………………………………………………………………

.

FECHA DE ENTREVISTA:……………………………………………..

2. ASPECTOS A INVESTIGAR

2.1. ¿Ha asistido a seminarios o cursos de capacitación relacionados al uso de nuevas tecnologías de información y comunicación en el proceso de enseñanza aprendizaje?

SI ☐   NO ☐

Si su respuesta es afirmativa, indique hace que tiempo realizo dicho curso.

……………………………………………………………………………

2.2. ¿Considera necesario el uso de las NICTS en la enseñanza del idioma Inglés?

SI ☐   NO ☐

2.3. ¿En qué medida utiliza las nuevas tecnologías de información y comunicación para impartir sus clases?

………………………………………………………………………..
………………………………………………………………………..

2.4. ¿Qué dispositivos tecnológicos ha implementado en sus clases?

………………………………………………………………………..
………………………………………………………………………..

2.5. ¿Qué actividades realiza utilizando recursos tecnológicos?

………………………………………………………………………..
………………………………………………………………………..

2.6. ¿Qué estrategias metodológicas usa para impartir sus clases?

………………………………………………………………………..

…………………………………………………………………………..

2.7. ¿Qué actividades usa para desarrollar las destrezas productivas de sus alumnos?

…………………………………………………………………………..

…………………………………………………………………………..

2.8. ¿Qué recurso(s) didáctico(s) emplea para la enseñanza del idioma Inglés?

…………………………………………………………………………..

…………………………………………………………………………..

2.9. ¿Con qué tipo de recurso(s) tecnológico(s) cuanta la institución?

…………………………………………………………………………..

…………………………………………………………………………..

2.10. ¿Considera importante el uso de la tecnología en el proceso de enseñanza aprendizaje del idioma Inglés?

…………………………………………………………………………..

…………………………………………………………………………..

2.11. ¿Considera que la implementación de nuevos dispositivos tecnológicos en la institución ayudaría a mejorar el desarrollo de las destrezas productivas?

…………………………………………………………………………..

…………………………………………………………………………..

ANNEX B. SURVEY GUIDE APPLIED TO STUDENTS

UNIVERSIDAD TÉCNICA DE MACHALA
UNIDAD ACADEMICA DE CIENCIAS SOCIALES DE CIENCIAS SOCIALES
ESCUELA DE CIENCIAS DE LA EDUCACIÓN
MENCIÓN INGLÉS
TRABAJO DE GRADUACIÓN

BOLETA DE ENCUESTA A ESTUDIANTES

TEMA DE LA INVESTIGACIÓN:

The influence of new information and communication technologies in the teaching-learning process of the English language, to develop the productive skills, in the students of 7th year of basic education at Unidad Educativa integral del Pacifico, during the school year 2013-2014.

OBJETIVO DE LA ENTREVISTA:

To research information about the new information and communication technologies to improve the English productive skills in the teacher learning process.

1. DATOS INFORMATIVOS

GÉNERO: M ( ) F ( )   EDAD:……………..

CURSO:……………………………………………….

FECHA DE ENTREVISTA:………………………………………………..

2. ASPECTOS A INVESTIGAR

2.1. ¿Cómo considera las clases desarrolladas a través de recursos tecnológicos?

Muy interesantes ( )

Interesantes ( )

Poco Interesantes ( )

Nada Interesantes ( )

2.2. ¿Qué actividades realiza en el aprendizaje del idioma Inglés?

Actividades de libro ( )

Hojas de trabajo ( )

Traducciones ( )

Lectura comprensiva ( )

Música / Videos ( )

Exposiciones ( )

Diálogos ( )

Dramatizaciones ( )

Actividades en páginas web ( )

Otros ( )

2.3. ¿Qué recursos pedagógicos usa el docente frecuentemente en las clases de inglés?

Recursos tradicionales ( )

Recursos visuales ( )

Recursos auditivos ( )

Recursos visuales y auditivos ( )

Recursos tecnológicos ( )

Otros ( )

2.4. ¿Con qué frecuencia el docente imparte sus clases a través de la tecnología?
Siempre (   )
Usualmente (   )
Frecuentemente (   )
Ocasionalmente (   )
Nunca (   )

2.5. ¿Qué dispositivos tecnológicos son usados en las clases de inglés?
Computador (   )
DVD Player (   )
Grabadora (   )
Proyector (   )
Tablets (   )
Grabador de sonidos (   )
Teléfonos inteligentes (   )
Pizarras inteligentes (   )
Otros (   )

2.6. ¿Qué actividades promueve el docente en clases para desarrollar las destrezas productivas (Writing-Speaking)?
Performance (   )
Debates (   )
Dramatizaciones (   )
Exposición (   )
Repetición oral (   )
Resúmenes (   )
Discusión de temas (   )
Actividades en páginas web (   )
Escritura de textos (   )
Juegos interactivos (   )
Otros (   )

2.7. ¿Cuál de las siguientes destrezas usted considera que ha logrado dominar más en el idioma inglés?
Escuchar (   )
Hablar (   )
Escribir (   )
Leer (   )

2.8. ¿En qué medida usa recursos tecnológicos en casa?
Todos los días (   )
Cuatro veces a la semana o más (   )
Tres veces a la semana (   )
Dos veces a la semana (   )
Una vez a la semana (   )

2.9. ¿Qué uso le da a los recursos tecnológicos en casa?
Realizar tareas (   )
Estudiar (   )
Redes sociales (   )
Juegos (   )
Chat (   )
Practicar inglés (   )
Otros (   )

2.10. ¿Cómo considera la implementación de recursos tecnológicos en las clases de inglés?

Útiles y beneficiosos (   )

Productivos y de fácil acceso (   )

Caros y poco útiles (   )

Innecesarios (   )

2.11. ¿Ha asistido a cursos de capacitación, seminarios o talleres acerca del uso de recursos tecnológicos?

SI (   )   NO(   )

Si su respuesta es afirmativa, indique hace que tiempo realizo dicho curso.

……………………………………………………………………………

……………………………………………………………………………

ANNEX C. OBSERVATION GUIDE

<table>
<tr><td colspan="2" align="center">

UNIVERSIDAD TÉCNICA DE MACHALA
UNIDAD ACADEMICA DE CIENCIAS SOCIALES DE CIENCIAS SOCIALES
ESCUELA DE CIENCIAS DE LA EDUCACIÓN
MENCIÓN INGLÉS
TRABAJO DE GRADUACIÓN
</td></tr>
<tr><td colspan="2" align="center">GUIA DE OBSERVACIÓN</td></tr>
<tr><td colspan="2">

TEMA DE LA INVESTIGACIÓN:

The influence of new information and communication technologies in the teaching-learning process of the English language, to develop the productive skills, in the students of 7th year of basic education at Unidad Educativa integral del Pacifico, during the school year 2013-2014.
</td></tr>
<tr><td colspan="2">

OBJETIVO DE LA ENTREVISTA:

To research information about the new information and communication technologies to improve the English productive skills in the teacher learning process.
</td></tr>
<tr><td colspan="2">

1. DATOS GENERALES

    COLEGIO:…………………………………………..……………..

    CIUDAD:………………………………………………………..

    DIRECCIÓN:…………………………………………………….

    FECHA DE OBSERVACIÓN:……………………………………
</td></tr>
<tr><td>2. ASPECTO A OBSERVAR</td><td align="center">DESCRIPCIÓN</td></tr>
<tr><td>1) **Interés de los alumnos**</td><td></td></tr>
<tr><td>2) **Recursos pedagógicos**</td><td></td></tr>
<tr><td>3) **Participación en clase**</td><td></td></tr>
<tr><td>4) **Tecnologías de información y comunicación**</td><td></td></tr>
<tr><td>5) **Actividades destacadas en clases**</td><td></td></tr>
<tr><td>6) **Motivación**</td><td></td></tr>
<tr><td>7) **Desarrollo de actividades**</td><td></td></tr>
<tr><td>8) **Técnicas para la enseñanza del idioma**</td><td></td></tr>
<tr><td>9) **Nivel de aprendizaje**</td><td></td></tr>
<tr><td>**Nombre del Observador:**
………………………………………..</td><td>**Fecha de observación:**
…………………………………</td></tr>
</table>