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ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

TITLE:

THE TECHNOLOGY IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF YOUTH 1, 2 AND 3, AT "FINE TUNED ENGLISH" LANGUAGE INSTITUTE. ACADEMIC YEAR 2011-2012

Thesis previous to obtain the Bachelor's Degree in Science of the Education, English language specialization

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CERTIFICATION

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PROFESSOR OF THE ENGLISH LANGUAGE CAREER OF

UNIVERSIDAD NACIONAL DE LOJA

CERTIFIES:

That the research work entitled: "THE TECHNOLOGY IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF YOUTH 1, 2 AND 3, AT "FINE TUNED ENGLISH" LANGUAGE INSTITUTE. ACADEMIC YEAR 2011-2012", under the responsibility undergraduate Edison Michael Pinzón Pardo has been thoroughly revised and fully analyzed; therefore, I authorize its presentation for the corresponding legal requirements.

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The author

DEDICATION

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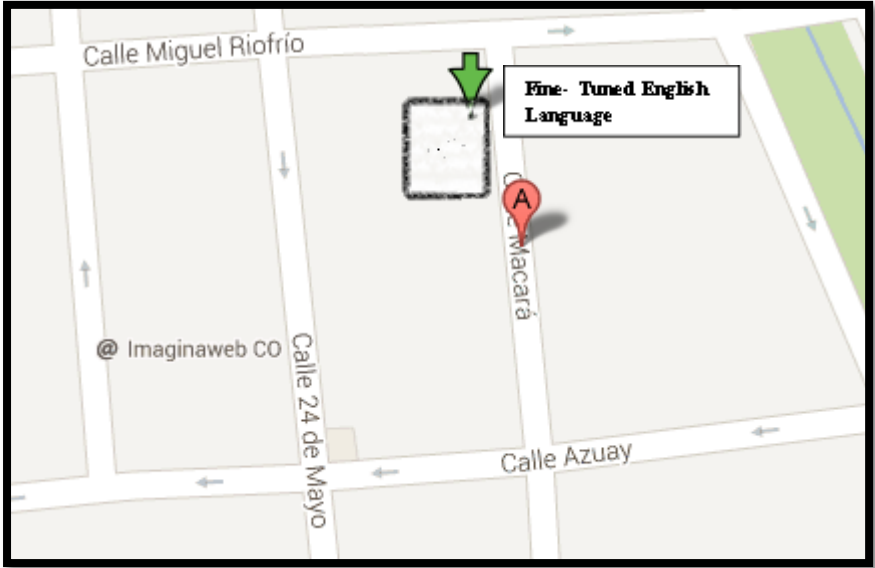
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MAPA GEOGRÁFICO Y CROQUIS

CROQUIS

THESIS SCHEME

a. TITLE

THE TECHNOLOGY IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF YOUTH 1, 2 AND 3, AT "FINE TUNED ENGLISH" LANGUAGE INSTITUTE. ACADEMIC YEAR 2011-2012

b. RESUMEN

El presente trabajo de investigación titulado "THE TECHNOLOGY IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF YOUTH 1, 2 AND 3, AT "FINE TUNED ENGLISH" LANGUAGE INSTITUTE. ACADEMIC YEAR 2011-2012. Este tema ha sido desarrollado con el propósito de contribuir a la calidad de la adquisición del idioma Inglés. El objetivo general fue conocer la influencia de la tecnología en el aprendizaje del idioma Inglés con estudiantes del "Fined-Tuned Englsih"Language Institute durante el período 2011-2012. Los métodos utilizados en esta investigación fueron: el científico, descriptivo y analítico, sintético. Las encuestas se aplicaron a los 5 profesores y todos los estudiantes del youth 1, 2 y 3, en el"Fined-Tuned Englsih" Language Institute. De igual forma, los resultados muestran que el uso de la tecnología en el aprendizaje del idioma inglés puede convertirse en una buena manera de enseñar a los estudiantes a desarrollar mayores niveles de comprensión.

ABSTRACT

The present research work entitled "**THE TECHNOLOGY IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF YOUTH LEVEL 1, 2 AND 3, AT "FINE TUNE ENGLISH" LANGUAGE INSTITUTE. ACADEMIC YEAR 2011-2012.** This theme has been developed with the purpose to contribute to the quality of English language acquisition. The general objective was to find out about the influence of technology on the English language learning with students at Fine Tuned English Language Institute during the academic period 2011-2012. The methods used in this research were: the scientific, descriptive and analytic, synthetic. The surveys were applied to all 5 teachers and all students of youth 1, 2 and 3, at Fined Tuned English Language Institute. Likewise, the results showed that the use of technology in the English language learning can become a good way to teach students to develop higher levels of understanding.

c. INTRODUCTION

The learning of the English Language in our country, especially in public education always has faced difficulties because the old Governments did not worry about updating new curriculum where technology can be reached by educators and learners in each corner of our country, as a functional resource in order to improve Ecuadorian education. Otherwise, the weaknesses in public education makes the private one take the opportunity of the other, but sometimes it neither is enough. Consequently that is why the researcher established the following main problem: What is the influence of technology on the English language learning with students at "Fine Tuned English" Language Institute. Academic Period 2011 – 2012.

The foremost interest that leaded the researcher to develop this research was to find response to the statement about how well teachers of the before mentioned institute consider the technology helpful to teach the foreign languages and how well they are qualified to make use of the technological resources in their lessons.

To accomplish this purpose it was formulated the following specific objectives: to characterize the use of technology and identify the teachers' professional development about technology with students of youth 1, 2 and 3, at Fine-tuned English language institute academic period 2011-2012.

In accordance to the leading objective it was stated as general hypothesis saying that the technology influences on the English language learning with students at "Fine Tuned English" Language Institute. Academic Period 2011 – 2012.

During the research work some methods were used; the first method was the scientific one, which helped to determine the information and to develop the process of the research. Then, the descriptive one which served to describe the problematic and results found in the survey, the analytic-synthetic one was used to analyze the obtained results and synthesize the information. And finally was employed the explicative method which was used to explain every hypothesis to prove or reject them.

Concerning to the techniques used in this work, the survey was used; which was applied to all the population of students as well as teachers of Fine Tuned English Language Institute in order to get to know the truth information.

This research work included the following information that was specified in the following aspects: In the first part it had a summary that synthesized the research work that included the main objectives, the specific hypotheses and the results obtained by mean of the applied instruments. Afterwards, the introduction contained the research report in whole parts in a synthesized way. Then, revision of the literature included the main contents of the theoretical references that have been used to support the work from a specific point of view.

After that, the methodology, the methods, techniques, procedures and the instruments used in the research process were described meticulously. Moreover, it had the materials that were employed to develop this work.

On the other hand, the discussion of results was bared and, also the statistics charts and the graphs made the interpretation of the collected data easier to understand. It as well contained the contrasting and the verification of the hypotheses taking into account the major percentages that served to prove or reject the stated hypotheses.

Finally, the conclusions and recommendations were established, which were deduced from the interpretation and analysis of the results and the contrasting with the theoretical references to show the reality way to extra-class activities and the possible recommendations, next to the respective annexes corresponding to the researching work.

d. REVIEW OF LITERATURE

THE ROLE OF TECHNOLOGY IN EDUCATION

The role of technology, in a traditional school setting, is to facilitate, through increased efficiency and effectiveness, the education of knowledge and skills. In order to fully examine this thesis, we must first define several terms. Efficiency will be defined as the quickness by which we obtain knowledge, while the term effectiveness is associated with the amount of imparted knowledge that is operationally mastered. When technology is directly applied to an educational setting, such as a school, both the students and teachers can be viewed as learners. Thus, we can operate under the assumption that any increase in teacher knowledge and utilization has the impact of increased learning in students. (Abdal-Haqq, 1996)

TECHNOLOGY IN THE CLASSROOM

Technology in Language Teaching

"Technology in language teaching is not new indeed, technology has been around in language teaching for decades - one might argue for centuries, if we classify the blackboard as a form of technology. Tape recorders, language laboratories and video have been in use since the 1960s and 1970s, and are still used in classrooms around the world.

Computer-based materials for language teaching, often referred to as CALL (Computer Assisted Language Learning), appeared in the early 1980s. Early CALL programs typically required learners to respond to stimuli on the computer screen and to carry out tasks such as filling in gapped texts, matching sentence halves and doing multiple-choice activities. Probably one of the best-known early CALL activities is that of text reconstruction, where an entire text is blanked out and the learner recreates it by typing in words. For all of these activities the computer then offers the learner feedback, ranging from simply pointing out whether the answer is correct or incorrect to providing more sophisticated feedback, like showing why the learner is mistaken and offering remedial activities. The CALL approach is one that is still found on many published CD-ROMs for language teaching. (Corcoran, 1995)

USING WEBSITES IN THE CLASSROOM

Here we look at the basic skillset needed for effective use of the Internet with your students and take a closer look at the process for introducing the Internet into your teaching.

Using **websites** is one of the easiest and least stressful ways of getting started with technology in the classroom. There is a large and constantly expanding collection of resources on the web, at a variety of levels and covering an amazing array of topics. You can choose from authentic (written for **Internet surfers** in general) sources or ELT-specific sites (made by, and for, teachers), monolingual or multilingual sites, sites with multimedia, or just simple text, for those on slower connections.

The **web** is a source of content which can be used as a window on the wider world outside your class, and is - of course - a readily available collection of authentic material. As such, it is a much larger repository of content than would previously have been readily available to you and your students.

Variations on this treasure hunt activity include learners then making a quiz for another team to do. They must be able to find the answers themselves before they hand over the task to the other team. Or the whole class could make a quiz for you, the teacher, to do as homework! This can be a highly motivating task for learners, as they pit themselves and their Internet skills against the teacher's.

There are also subject- or media-specific search sites which are worth having a quick look at, though do bear in mind that much of what you find on media search sites will be subject to copyright, so please check the terms of use before including anything in any materials you might make. You might like to try the following to get started:

- http://images.google.com/ - Google image search, allows you to search an enormous collection of images in various formats. A good place to start looking for illustrations for worksheets, teaching materials, projects or presentations.

- http://froogle.google.com/ - Google shopping search, gives you access to comparative shopping results for products. Use this to find products you

are interested in, read reviews and find the best prices.

- http://video.search.yahoo.com/-Yahoo! video search allows you to search a large database of online video material by keyword or category. Ideal if you want to demonstrate something in a more lively way, for music videos and other multimedia classes.

- http://www.altavista.com/video - AltaVista video search works in the same way as the Yahoo! one above, but videos are also classified by different formats, allowing for a range of multimedia players and software to be used to watch them.

- http://www.altavista.com/audio/default - AltaVista audio search gives you access to a large online collection of audio files. Particularly good for searching for the popular MP3 format song files.

- http://search.singingfish.com/sfw/home.jsp - Singing Fish multimedia search, combining both audio and video results in one interface. It has a large collection of sources, and you can search by category, including movies, news, TV, sports and a host of others.

- http://tv.blinkx.com/ - Blink TV video search allows you to search popular TV broadcasters like the BBC and CNN for short video clips on a wide variety of subjects. Again, this is an ideal source of news material. (Kirkpatrick, 1996)

BLOGS, WIKIS AND POD CASTS

Blogs, wikis and podcasts are all examples of social software, computer tools which allow people to connect, to communicate and to collaborate online. A **blog** is essentially a web page with regular diary or journal entries. The term is short for *web log. A* **wiki** is a collaborative web space, consisting of a number of pages that can be edited by any user. The term comes from the Hawaiian word for "quick* A **podcast** is an audio and/or video file that is 'broadcast' via the Internet and can be downloaded to a computer or mobile device such as an MP3 player for listening/viewing. The word *podcast* comes from combining *iPod* and *broadcast,* iPod being the brand name for the Apple portable MP3 player. Although these three tools are different, we are grouping them together as they have certain features in common when applied to the classroom:

- They can be set up and used by teachers and/or learners.
- They can be used to connect learners to other communities of learners, for example to a class in another country.
- The ideas and content can be generated and created by learners, either individually or collaboratively.

Although the use of ICT tools such as blogs, wikis and podcasts can be very motivating for learners, teachers are themselves sometimes fearful of the technology, or feel that they are not technically competent enough to use these tools. However, as we will see, all of these tools are easy to set up and use, with no specialist technical knowledge required.

Another common misgiving is one related to content, and the lack of control that a teacher may feel about allowing learners to generate and create their own content. Teachers may find themselves thinking: 'Will the content be appropriate? Will the language used by my learners be good enough?' In fact, these tools engender a sense of social responsibility, with learners working collaboratively on content. Also, the public nature of the content created using these Internet tools ensures that accuracy and approach become more important to learners. (Sunke, 2011)

TEACHING AND LEARNING ONLINE

How does online learning actually work in practice? The following scenarios are examples of learning situations which make use of the computer, but they are not necessarily all examples of online learning.

- Learners in a self-study center, or at home, use a CD-ROM which provides them with extra practice of what they have done in class.
- During class, learners are taken to a computer room, and do exercises on a language website on the Internet, in pairs.
- Learners use an ICT tool, such as blogs, wikis, chat or podcasts, for project work, either inside or outside the classroom.
- Learners email their homework or class assignment to the teacher, who marks it and emails it back to learners.
- The teacher uses a blog to provide learners with online links for reading and listening, homework assignments, and summaries of classwork for learners

who miss class.

- The classroom is equipped with an interactive whiteboard, which is regularly used in class.
- Learners meet face-to-face only once a month, and do classwork using email, chat, phone and shared activities on the Internet.

We would argue that only the last scenario above is an example of online learning. In fact, in this case, as the learners do meet face-to-face, we are talking about blended learning, a mixture of online and face-to-face course delivery. (Raine, 2011)

Key to the concept of online learning is that a very significant part of the course delivery and coursework takes place virtually, using the Internet. At one end of the scale we have a 100 percent online course, where learners never meet face-to-face, and all course content and coursework takes place online, and at the other end of the scale, a blended option where most coursework takes place face-to-face, but there is a regular and carefully integrated online component to the course.

Online learning is often delivered via a learning 'platform' or **Virtual Learning Environment** (VLE). Also known as a **Learner Management System** (LMS), or a virtual classroom, a VLE is a web-based platform on which course content can be stored. It is accessed by learners on the Internet, and they can not only see course content, such as documents, audio and video lectures, but also do activities such as quizzes, questionnaires and tests, or use communication tools like discussion forums or text and audio chat. Newer VLEs even integrate blogs and wikis. Increasingly

popular in the VLE world is Moodle, an open source VLE which is free. Other well-known VLEs are WebCT, which recently merged with Blackboard, and First Class, although neither of these is free. (Creech, 2008)

The advantage of a VLE for course delivery is that everything is in one place, and most VLEs provide **tracking facilities,** so that the online tutor can see who has logged in when, and see what activities learners have done, or \that documents and forums they have accessed. VLEs also usually provide fairly sophisticated tools for assessment and grading, with records kept for each learner. Thus a teacher can evaluate a learner's written work or assignments in the VLE, as well as their contributions to forums, and these grades are automatically recorded. Results for automatically graded activities (like quizzes or tests) will also be fed into the learners 'grade book' with the learner able to consult their grades and check progress at any point. With this combination of automatically graded activities and tutor assessment, VLEs provide a much richer tool for learner evaluation than, for example, a CD-ROM, where learner assessment will normally be based on automatic grading only.

TEACHER TRAINING AND ONLINE LEARNING

So far we have been looking at online courses for learners. Let's now turn our attention to online courses and professional development groups for teachers. With increasing access to the Internet, teachers, too, can find opportunities for professional development which do not involve expensive courses or travel. Any search in Google using combinations of words like 'teaching English', 'TEFL', 'Certificate',

'online' and 'training' will bring up links to a wealth of online courses, certificates, diplomas and degrees for teachers. Online training courses on offer include:

- Short methodology courses for teachers, for example Teaching Young Learners, Teaching Listening or Using Drama in the Classroom.
- Pre-service certificate courses.
- In-service diploma courses, for example the Trinity Diploma or Cambridge ESOL DELTA.
- MAs and university diplomas.

Some of these courses are offered by established and reputable training bodies or academic institutions. Others are not. Some are examples of good practice in online learning. Others are not. How does the teacher who wishes to pursue professional development at a distance, whether via a formal accredited academic course, or a shorter teacher development course, distinguish between what are and what are not valid training courses? The obvious answer is that for more formal and academic courses ensure that the course is accredited by a recognized body, while for more informal courses, make sure the course providers are known and respected in the field. Also, make sure that the course's purported aims are in fact compatible with online delivery. For example, any pre-service teaching course which is delivered fully online is likely to lack credibility, as observed face-to-face teaching practice is a usual requirement of these courses.

Quite apart from the issue of accreditation and validation, online training courses also need to demonstrate current best practice in the field of online learning. Our

checklist of issues on course design above can help you decide whether an online training course is actually any good in terms of content and delivery. To choose an online course, you should have clear answers to most of the issues raised in the course design section, either via the course web page, or in email correspondence with the course providers.

For the teacher who does not wish to embark on a course, but would like to keep up-to-date with issues in the field, or develop their skills more informally, there are number of options online. You could join or set up an online discussion group, subscribe to blogs or podcasts, or read online journals or magazines. In the next section we will look specifically at online discussion lists and groups, and how these might help with teacher development. (LAURILLARD, 2002)

RECOMMENDATIONS FOR PROFESSIONAL DEVELOPMENT

"Information: Mother teacher educators (teacher trainers) should have timely access to information, knowledge and resources on various policies pertaining to teachers. This should be achieved by implementing responsive capacity building schemes.

Pre-service training: The teaching and ICT training methodology should include scope for self-critical analysis by all stakeholders; it should include reflective methods and cooperative learning; with the curriculum focusing on importance of ICT.

In-service training: The current In-service training modalities inn ICT use should be reviewed, updated and revised. The need for in-service training in ICT should be

relevant to providing quality education in a friendly manner. In-service training should be needs based; be based on the pedagogical knowledge and skills that have been gained during the service.

Capacity-building schemes: Mother teacher educators should have access to both special recurrent and ICT upgrading courses. The programmers should be relevant, contextual and gender sensitive. The participation and representation of mother teacher educators should be ensured by the provision of ICT training opportunities at local level.

Training Modalities: To support and strengthen those currently teaching, the following training modalities in ICT other than the fixed in-service training should be considered to meet the various training needs of mother teacher educators such as mobile teacher training; distance education; self-learning modules.

Quality of Teaching: Quality of teaching and the school environment should be ensured through proper alignment of classroom teaching and the relevant policies; programmers; and delivery.

Work environment: There should be support mechanisms and systems established to provide a congenial college and home environment such as; provision of local child care center, flexible working hours, whenever possible, private rooms for mother teacher educators, physically safe and emotionally secure environment, separate toilets, primary health facilities, library facilities (including basic ICT instructional materials).

Mother teachers in managerial positions: Priority should be given to the appointment of female teachers having ICT knowledge in managerial positions (e.g., Principal and resource person). ICT using capacity of female teachers should be enhanced through counseling and guidance, in-house mentoring, and management and leadership training to enable them to accept managerial roles. It is also necessary that mother teacher educators be given the opportunity to participate in decision-making at all level including the college Management Committees.

Mother teacher educators networking: To further the rights of mother teacher educators and for mutual information sharing, a forum for mother teacher educators is established.

Gender-awareness training: To generate a change in attitudes and behavior of all stakeholders and communities in general, special gender training should be conducted through the media and other means of communication. Packages should be developed regarding gender sensitization, awareness-raising campaigns, interaction with communities etc. (Dash, 2007)

e. MATERIALS AND METHODS

➢ DESIGN OF THE RESEARCH

This work was considered as non-experimental, because it is an educative work and it was developed in a descriptive way. Therefore, in this research, the variables were not manipulated by the researcher due to the information was not changed or modified. That is the reason which throughout the development of this researches some methods and techniques were applied to be able to determine the influence of technology on the English language learning.

METHODS, TECHNIQUES AND INSTRUMENTS

METHODS

As a general method used in this research was the scientific one because it allowed the researcher to obtain the theoretical frame and carry out a systematic process that is established in the problem to be researched. Also, as secondary methods the descriptive, analytic-synthetic and explicative ones were used all over this research.

❖ Scientific Method:

Through this method the researcher developed a set of procedures oriented to discover, demonstrate and verify the stated hypotheses, contrasting the theory with the real problems found. Thanks to this method it was possible to establish a questionnaire related to the problems. It was used to verify the hypotheses by

contrasting the variables with the collected empiric data and the theoretical references, but most of all, it was very crucial to deduce the conclusions and formulate the possible recommendations of the research results.

❖ **Descriptive Method:**

It was useful to pick up and organize the information according to the hypotheses and the indicators that were found out for each variable. It also permitted the researcher to describe the results obtained in the instruments applied to the teachers, as well as students to be able to bold up the conclusions. Likewise, it helped to describe the problematic found in the research at this Language Institute, the descriptions of both dependent and independent variables.

❖ **Analytic-Synthetic Method**

It served to analyze the obtained results from the instruments applied, to make the interpretation of the data and to be able to establish the particular conclusions. Also, it helped to synthetize the information collected according to the theme.

 TECHNIQUES AND INSTRUMENTS:

To obtain the empiric information, it was applied **a survey** to all the teachers and students of Fine Tuned English Language Institute through a previous elaborated

questionnaire, which contained different types of closed questions about the topic that was researched in order to get to know how the knowledge of the teachers concerning on the technology for teaching English and its application on their lessons.

PROCEDURES:

After collecting the empiric information, it was necessary to process it in the following steps:

Tabulating: Once the surveys were applied, it was started with the tabulation of the information. The descriptive statistics were used for the closed questions for giving a reason or an explanation of each question and it was important to contrast the information collected by the teachers, students and parents which allowed getting the accurate information.

Organization: Then, the empiric information was organized by classifying the questions according to the specific hypotheses, so it was necessary to recall the variables as a guide that helped to approve or disapprove the hypotheses. The next step was the analysis and interpretation of the data.

Graphic representation: The graphic representation of the empiric information was represented in charts and graphs in order to facilitate the understanding of the data easily, so that it facilitated the analysis and interpretation of each question.

Analysis and Interpretation: Once the data was presented graphically, it was interpreted according the results gotten in the percentages and it was analyzed according to the categories of the theoretical frame.

Hypotheses Verification: The hypotheses were verified or rejected through a descriptive process taking into account the description of the indicators by contrasting them with the information of the theoretical frame.

POPULATION

The population that helped to develop this work was constituted by all the 5 English teachers and 124 students of youth 1, 2 and 3, of Fine Tuned English Language Institute

f. RESULTS

TEACHERS' SURVEY

HYPOTHESIS ONE:

There is little use of technology in the classroom which limits the English language learning with students of youth 1, 2 and 3, at Fine tuned English Language Institute. Academic Period 2011-2012.

1. **Why is it important the use of technology in class?**

   a) **Chart 1**

USE OF TECHNOLOGY IN CLASS	Teachers	
	f	**%**
✓ Technology engages students to learn isolated topics	0	0%
✓ Technology lets students active engagement, interaction and feedback	5	100%
✓ Technology means to teach the basic computer skills	0	0%
✓ Technology makes the effort to enhance their lessons	0	0%
TOTAL	**5**	**100%**

Source: Teachers of Fine Tuned English
Researcher: Edison Michael Pinzón Pardo

   b) **Graph 1**
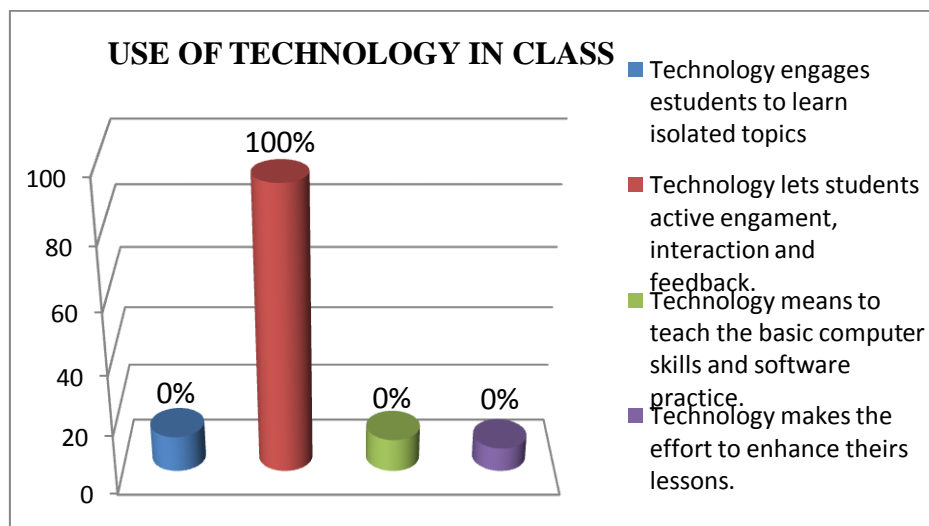
c) Interpretation

The graph shows that the entire group of teachers at Fine-tuned English Language Institute agrees that technology lets students an active engagement, interaction and feedback in the learning. Evidently all of the teachers from this institute see technology as an engagement to the students learn insolation topic and worse as a mean to develop English language skills.

According to (Kevin Blissett, 2009) technological tools are a way to provide a meaningful learning since they allow teachers to prepare better lessons. However, in most of these tools, teaching is conceived as a mere act of passing information and the teacher´s knowledge for the student, through repetitive exercises. The researcher agrees with who considers learning as a constructive process where it is fundamental.
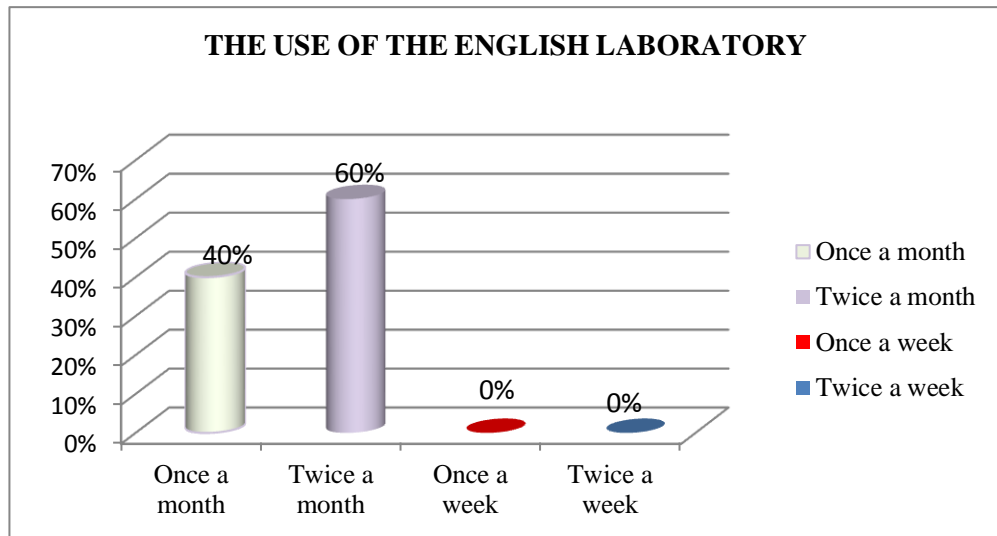
2) How often do you use the English laboratory?

a) Chart 2

THE USE OF THE ENGLISH LABORATORY	f	%
✓ Once a month	2	40%
✓ Twice a month	3	60%
✓ Once a week	0	0%
✓ Twice a week	0	0%
TOTAL	**5**	**100%**

Source: Teachers of Fine Tuned English
Researcher: Edison Michael Pinzón Pardo

b) Graph 2

THE USE OF THE ENGLISH LABORATORY

c) **Interpretation**

According to the results showed in the graph, some of the interviewed population answered that they use the English language lab once a month, and more than half said that they do it twice a month, that is due to the English lab has a timetable according to students´ age.

According to (Kenji Kitao, 1993) the language laboratory is very useful to increase the peace of comprehension as students coaching are purely based on the level of study. It provides students with the technical tools to get the best samples of pronunciation of the language. The electronic devices used in the laboratory will stimulate the eyes and ears of the learner to acquire the language quickly and easily. The language laboratory offers broadcasting, television programs, web-assisted materials and videotaped off-air recordings in the target language. In short, a learner can get the experience of having interaction with native speakers through the laboratory and also the laboratory

provides to learn the foreign language practice in a focused setting that eliminates the feelings of self-consciousness.
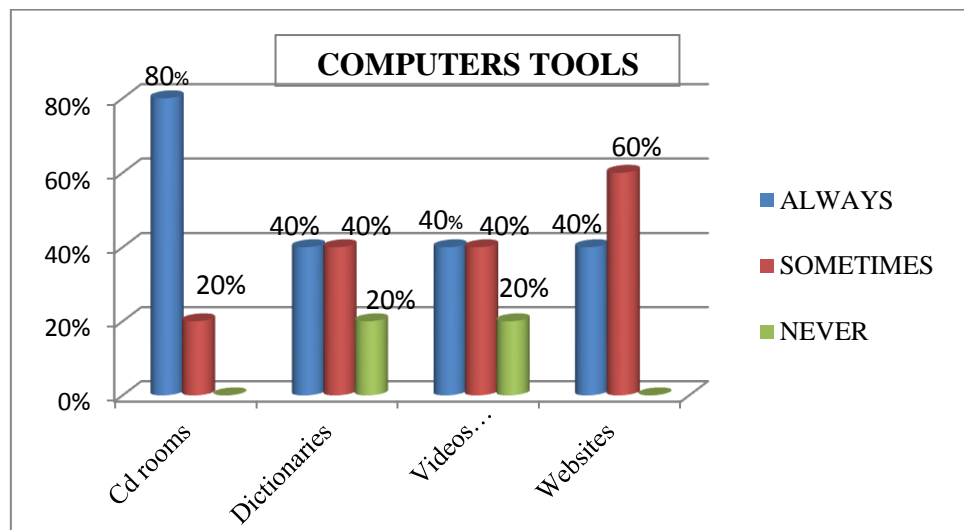
3.) Which of the following computer tools do you use in the class? And how often do you use them?

a) Chart 3

COMPUTERS TOOLS	ALWA. f	%	SOMETIM. f	%	NEVE. f	%	TOTAL
✓ Cd rooms	4	80%	1	20%	0	0%	100%
✓ Dictionaries	2	40%	2	40%	1	20%	100%
✓ Videos on line	2	40%	2	40%	1	20%	100%
✓ Websites	2	40%	3	60%	0	0%	100%

Source: Teachers of Fine Tuned English
Researcher: Edison Michael Pinzón Pardo

b)   Graph 3

c) Interpretation

The graph shows that a significant of teachers use CD rooms as a resource to teach in classes, mainly from the textbooks, a few of teachers answered that the dictionaries are always used. Several of them agreed that they sometimes use dictionaries and only a reduce population of teachers also use this resource.

About online videos, a small group of teachers said that they always use online videos for teaching. In the same percentage of them indicated that they sometimes use videos especially from YouTube or PET practice. And only one teacher never uses videos in his English lessons. More than half of teachers answered that they sometimes use Websites to reinforce classes and several of teachers agreed on that they always use websites because the entire syllabus depends on them.

According to (Laurelled D., 2002) in the past, learning and education simply meant face-to-face lectures, reading books or printed handouts, taking notes and completing assignments generally in the form of answering questions or writing essays. In short; education, learning and teaching were considered impossible without a teacher, books and chalkboards.

Today, education and training have taken on a whole new meaning. Computers are an essential part of every classroom and teachers are using

DVDs, CD-ROMs and videos to show students how things work and operate. Students can interact with the subject matters through the use of such web based tools and CD-ROMs. Moreover, each student can progress at his/her own pace.

When technology is used properly in the field of education is a powerful tool that can help to engage and challenge learners, provide students with practice, and include demos, feedback and avenues that can help students reflect on what they have learned.

The role of technology in the field of education is four-fold: it is included as a part of the curriculum, as an instructional delivery system, as a means of aiding instructions and also as a tool to enhance the entire learning process. Education has gone from passive and reactive to interactive and aggressive.
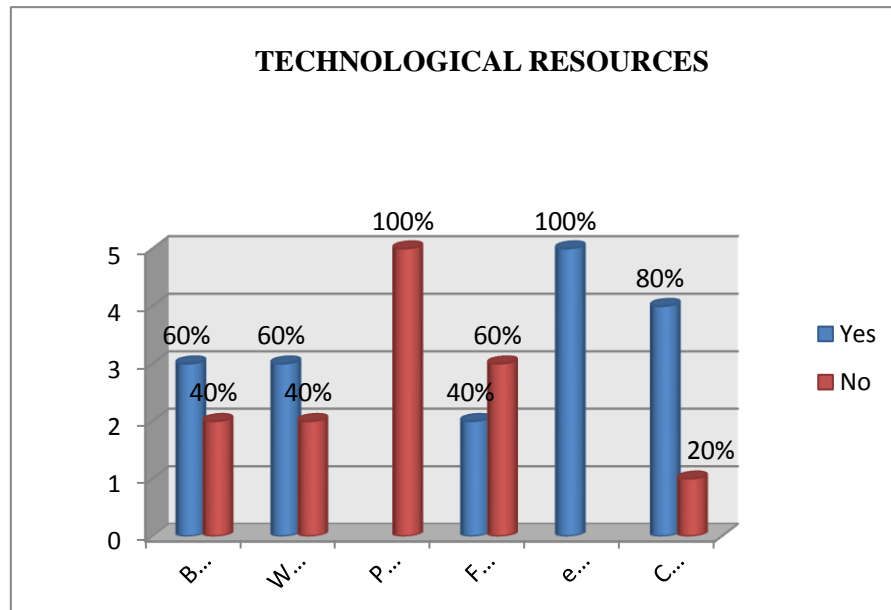
4) Which of the following resources do you use in the English language teaching learning process?

Chart 4

TECHNOLOGICAL RESOURCES	YES		NO	
	f	%	f	%
✓ Blogs	3	60%	2	40%
✓ Wikis	3	60%	2	40%
✓ Podcasts	0	0%	5	100%
✓ Facebook	2	40%	3	60%
✓ E-mail	5	100%	0	0%
✓ Chat	4	80%	1	20%

Source: Teachers of Fine Tuned English
Researcher: Edison Michael Pinzón Pardo

b) Graph 4

TECHNOLOGICAL RESOURCES

C) Interpretación

The results in the graph about resources used in the class, the answers were the following. Many of teachers use the chat with the students. Similarly, the whole population of teachers uses e-mails, some of them use Facebook and the other several of them use blogs and wikis.

According to (Neenah Dash & M. Dash, 2007) the new age is surrounded of the technology. Social networks such as: Blogs, Wikis, Facebook, E-mail, Chat, inter alia, are an opportunity to exchange information with the rest of the world and not with the people of our environment only. These resources can be also taken into account for education as very important tools to simplify students´ learning.

Students are constantly accustomed to receive virtual information (IPod use, mp3, DVD, chat, music/movies downloaders from the web and others.) The educators should be required to integrate emerging technology by mean of the audio-visual resources since these ones release students´ creativity.

The application of the social networks mentioned above within their English lessons will permit students achieve to share study topics with classmates and the teacher, create reflexive diaries about learning in class, apply surveys about any topic, publish power point presentation about the topic discussed in class and even exhibit photographs about activities or events of interests by the educative community, publish works to be presented, assigned exercises and tests dates.
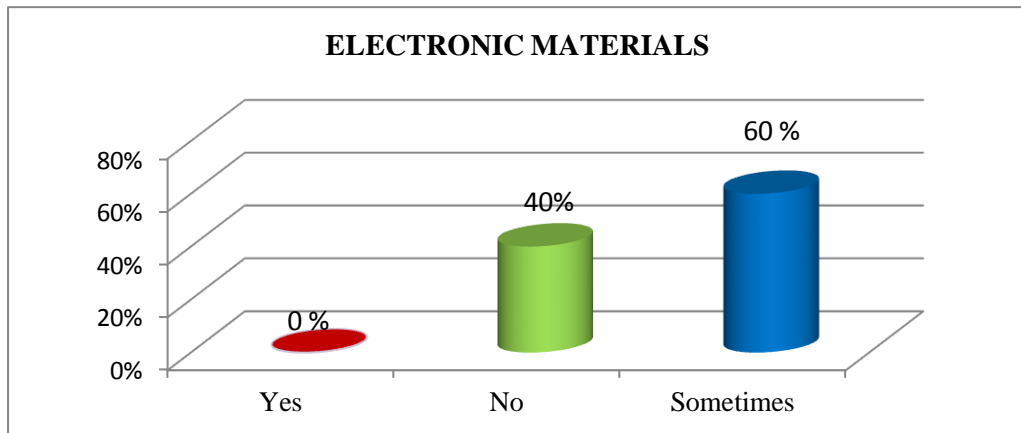
5) **Do you use electronic materials online?**

a) **Chart 5**

ELECTRONIC MATERIALS	f	%
Yes	0	0%
No	2	40%
Sometimes	3	60%
TOTAL	**5**	**100%**

Source: Teachers of Fine Tuned English
Researcher: Edison Michael Pinzón Pardo

b) Graph 5

ELECTRONIC MATERIALS

	Yes	No	Sometimes
	0 %	40%	60 %

(Graph showing: Yes = 0%, No = 40%, Sometimes = 60%, with vertical axis from 0% to 80%)

c) Interpretation

About electronic material only some of teachers answered "NO" and the other several of them answered that they sometimes use electronic material mainly wikispaces.

According to (Lawrence A. Tomei, 2005) the material used in class generates in students new learning opportunities and there are many options that the teacher could choose according to his/her level of knowledge in technology and according to the needs, experiences and interests of students, materials such as: auditory, visual graphics, combined materials (interactive games, songs, videos, etc. ...) three-dimensional material produced on the computer, scanner, printer, television, projectors, microphones, photos, drawings, song lyrics, posts, music, movies and so on…

When teachers introduce the electronic materials, students are more motivated to learn. They develop a sense of accomplishment when they understand the

material to use. This helps students keep confidence in using the new language. This helps students to see the value of the technology applied in class.

Authentic material produced by the technology helps students find the relationship between the language applied in the classroom and they are used one in the real world.
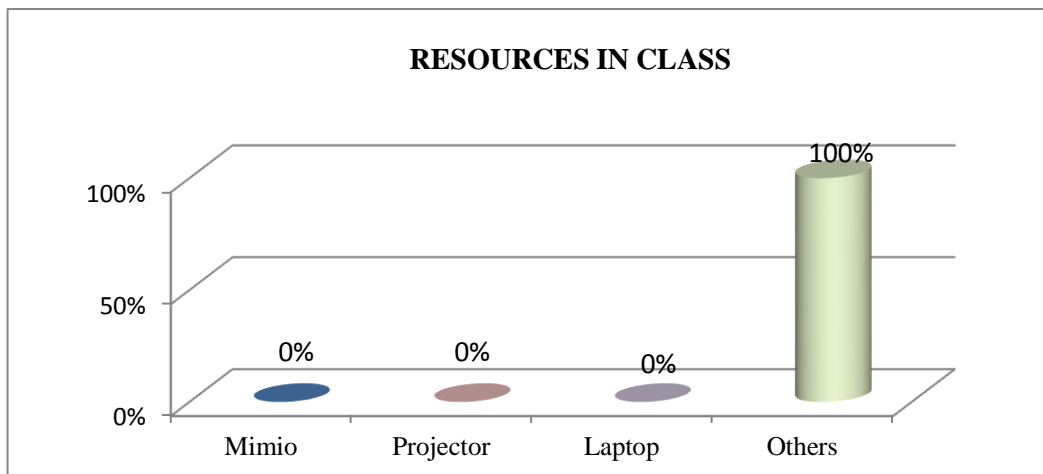
6) Which of the following resources do you have in your classroom?

a) Chart 6

RESOURCES IN CLASS	f	%
✓ Mimio	0	0%
✓ Projector	0	0%
✓ Laptop	0	0%
✓ Others	5	100%
TOTAL	**5**	**100%**

Source: Teachers of Fine Tuned English
Researcher: Edison Michael Pinzón Pardo

b) Graph 6

RESOURCES IN CLASS

c) Interpretation

None of the teachers of Fine-tuned English institute have any of the technical resources such as Mimio, projector, laptop, tablets. Practically all the teachers there do not count on any important technology in their jobs.

According to (Robert B. Kozma, 2006) it is unbelievable that at this contemporary age, teachers do not include technological resources such as: Mimio, projector, or even a laptop or tablet for teaching. Instead of that, teachers from this English school use the same old electronic equipment such as TV set DVD and CD players.

Today, technology is the need of the day and one of the most discussed subjects of our everyday lives. Computers, smartphones and now tablets are some of the resources almost everyone recognizes. While most of educators will not have to further the knowledge the professor gained in various school subjects, English teachers cannot do the same with our knowledge in technology. Why? Because technology is constantly evolving and the teachers have to keep up with all the latest news.

As professors, it should be known that no matter what job we have decided to do, it must know how to use the computer and do various tasks in almost any operating system. This is one of the main reasons why technology should be one of the main courses in the institute.

HYPOTHESIS TWO:

The lack of teachers' professional development about technology does not favor the English language learning with students of youth 1, 2 and 3, at Fine-tuned English Language Institute. Academic Period 2011 – 2012.
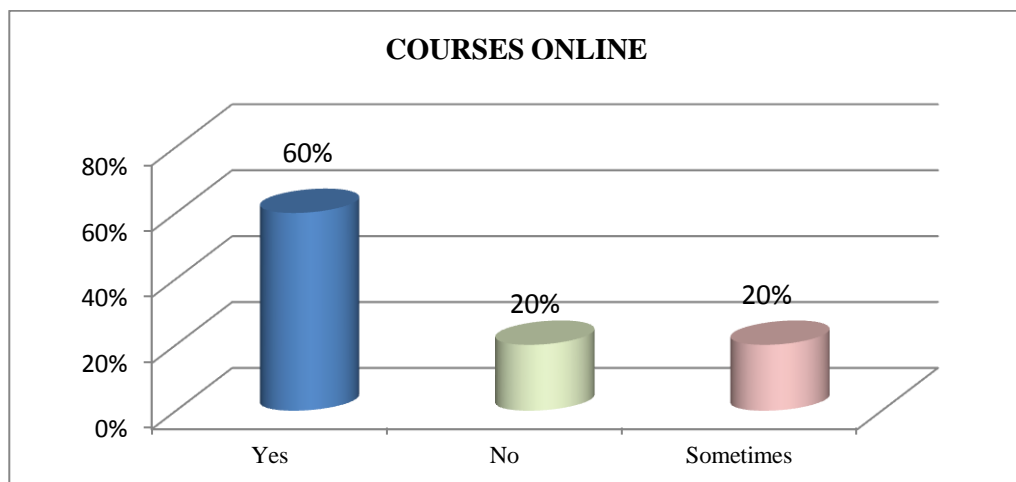
7) Have you ever taken training courses online? If your answer is affirmative tick one of the following alternatives:

a) Chart 7

COURSES ONLINE	f	%
Yes	3	60%
No	1	20%
Sometimes	1	20%
TOTAL	**5**	**100%**

Source: Teachers of Fine Tuned English
Researcher: Edison Michael Pinzón Pardo

b) Graph 7

COURSES ONLINE

c) Interpretation

Respect to this question, more than half of teachers manifested that they take courses online; a small group said the opposite and in the same way expressed that they take courses sometimes.

According to (Laurelled D., 2012) Key to the concept of online learning is that a very significant part of the course delivery and coursework takes place virtually, using the Internet. At one end of the scale we have a 100 percent online course, where learners never meet face-to-face, and all course content and coursework takes place online, and at the other end of the scale, a blended option where most coursework takes place face-to-face, but there is a regular and carefully integrated online component to the course.

Online learning is often delivered via a learning 'platform' or **Virtual Learning Environment** (VLE). Also known as a **Learner Management System** (LMS), or a virtual classroom, a VLE is a web-based platform on which course content can be stored. It is accessed by learners on the Internet, and they can not only see course content, such as documents, audio and video lectures, but also do activities such as quizzes, questionnaires and tests, or use communication tools like discussion forums or text and audio chat. Newer VLEs even integrate blogs and wikis. Increasingly popular in the VLE world is Moodle, an open source VLE which is free. Other well-known VLEs are WebCT, which recently merged with Blackboard, and First Class, although neither of these is free.

a) **Chart 7**

FREQUENCY OF COURSES ONLINE	f	%
✓ Once a year	0	0%
✓ Twice a year	2	40%
✓ Three times a year	3	60%
✓ Four times a year	0	0%
✓ More	0	0%

Source: Teachers of Fine Tuned English
Researcher: Edison Michael Pinzón Pardo

b) **Graph 7**
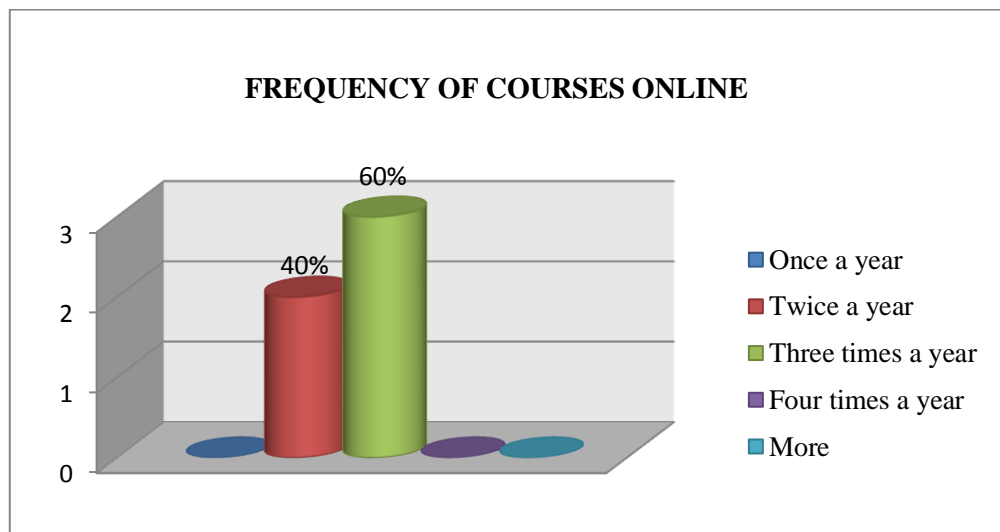
c) **Interpretation**

To this question, many of teachers mentioned to have taken training courses online for three periods a year; a small population of them indicated that they have never done it and similarly another reduce group has done it sometimes; some of teachers have taken courses online twice a year, and many said that they have taken course online three times a year.

According to (JARVIS P., 2006) self-training as educators is important not only to facilitate the daily work for themselves or feel more self-confident but also to make students´ understanding easier and they are able to feel their learning is worthy. Similarly, students can see these strategies of technology used by their teachers on their education. That also motivates students to use their teachers' new learned strategies for their self-learning.
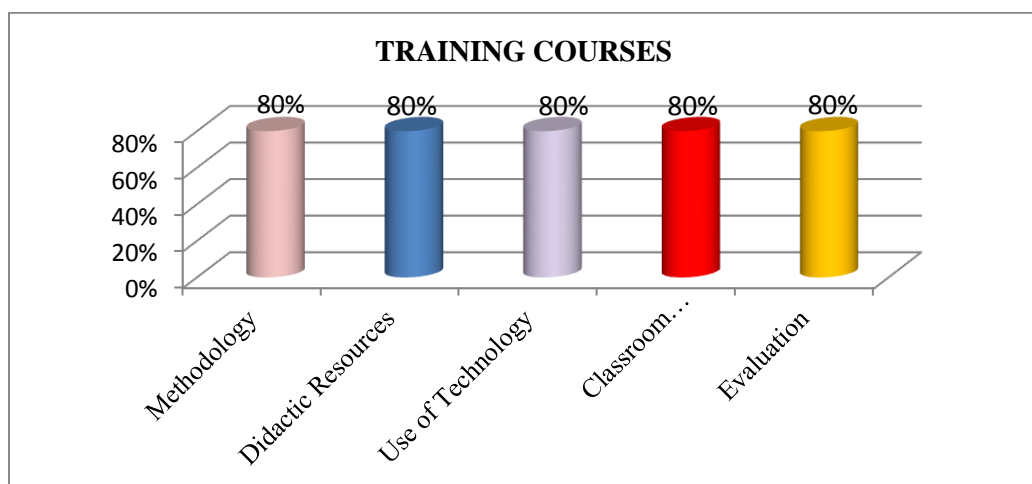
8) What topics have you taken training about?

a) Chart 8

TRAINING COURSES	f	%
✓ Methodology	4	80%
✓ Didactic Resources	4	80%
✓ Use of Technology	4	80%
✓ Classroom Management	4	80%
✓ Evaluation	4	80%

Source: Teachers of Fine Tuned English
Researcher: Edison Michael Pinzón Pardo

b) Graph 8

c) Interpretation

A highest percentage of the teachers of Fine-tuned English Institute have taken training courses about Methodology, Didactic Resources, Use of Technology, Classroom Management, and Evaluation.

Almost all the teachers at this Institute have an extensive training with respect to courses mentioned above.

According to (Jacqueline Grennon2011) ongoing training allows the teacher to show their knowledge and keeps a current information base and thus break the old paradigms related to education. Mathematical logic, Pedagogy, Didactic resources, Classroom management, Evaluation are some of the main training courses taken by the educators, depending on their students´ need, experiences and interests, but Using Technology is one of the newest courses implicated to Education; however, its complexity is also the least taken into account within English lessons.

Similarly, students at 13 to 19 have a domain of technology, but if they do not know it's right application to Education, they will probably use it wrongly. That is why educations, English teachers specially should be who take the advantage the use of technology with the purpose to have an excellent knowledge about it.
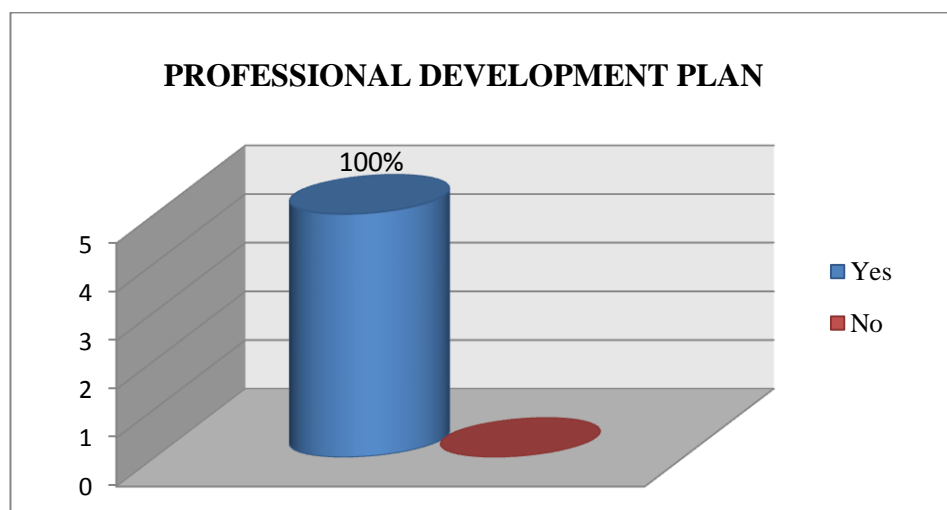
9) Does the "Fine Tuned English" Language Institute have a professional development plan?

a) **Chart 9**

PROFESIONAL DEVELOPMENT PLAN	f	%
Yes	5	100%
No	0	0%
TOTAL	**5**	**100%**

Source: Teachers of Fine Tuned English
Researcher: Edison Michael Pinzón Pardo

b) **Graph 9**

c) **Interpretation**

The complete group of the teachers answered that the *Fine Tuned English* Language Institute says to have a professional development plan.

According to (Corcoran T. C. 2005) the teaching of English as a foreign language has a purpose of developing the cognitive-communicative competence by integrating the basic principles of practical method for the systematization of the contents that contribute to the development of communication skills and English teaching to promote the interdisciplinary.

This systematization implies among other things: understand, interpret, explain, reconstruct and transform the reality and generate a new knowledge to achieve the aims and aspirations that demand of the education system requires. The study of this language within the program of Private Education in Teaching English should help students from Fined Tuned English Institute in written and oral communication to develop their skills in different situations of daily life.
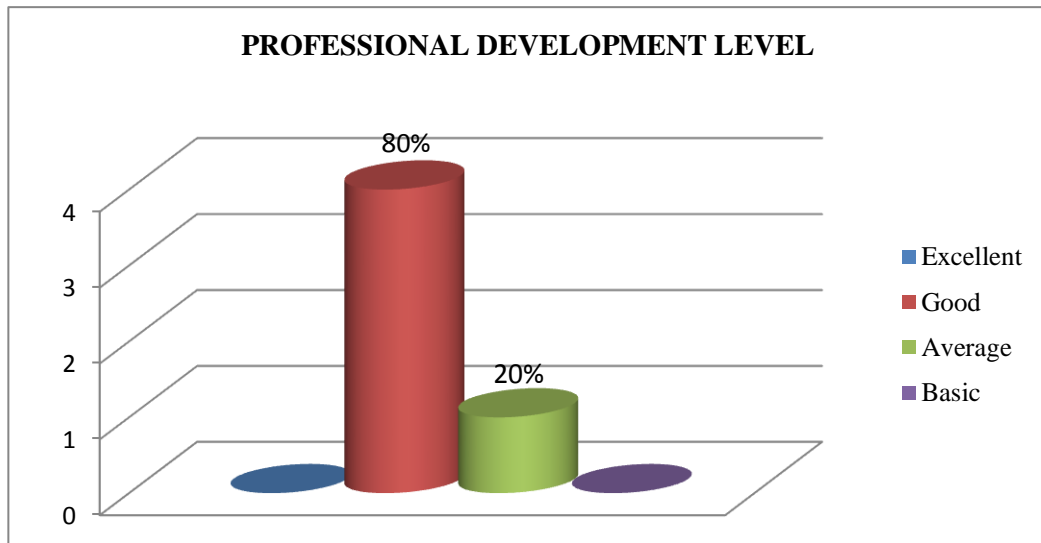
10) How do you qualify your professional development in the use of technology for teaching?

a) Chart 10

PROFESSIONAL DEVELOPMENT LEVEL	f	%
✓ Excellent	0	0%
✓ Good	4	80%
✓ Average	1	20%
✓ Basic	0	0%
TOTAL	**5**	**100%**

Source: Teachers of Fine Tuned English
Researcher: Edison Michael Pinzón Pardo

b) Graph 10

PROFESSIONAL DEVELOPMENT LEVEL

80%

20%

- Excellent
- Good
- Average
- Basic

c) Interpretation

A large of the teachers considered that they have a good development in the use of technology for teaching but only one teacher considered himself as an average practitioner of technology.

Almost all the teachers of Fine-tuned English Institute have mastery by technology; however, they decide not to apply in class. The question is why? Probably that is because they do not have technological resources to teach, resources that the institution provide due to the importance of the use of technology in education, relation that nobody can deny.

According to (Ferraro Joan M., 2000) technology applied to education does not imply only teachers´ or students´ training to able to recognize its importance, but also the inclusion of the necessary equipment together with the right software and its reactive updating is also significant so that English learners start adapting to the new learning styles and apply it of the rightest way.
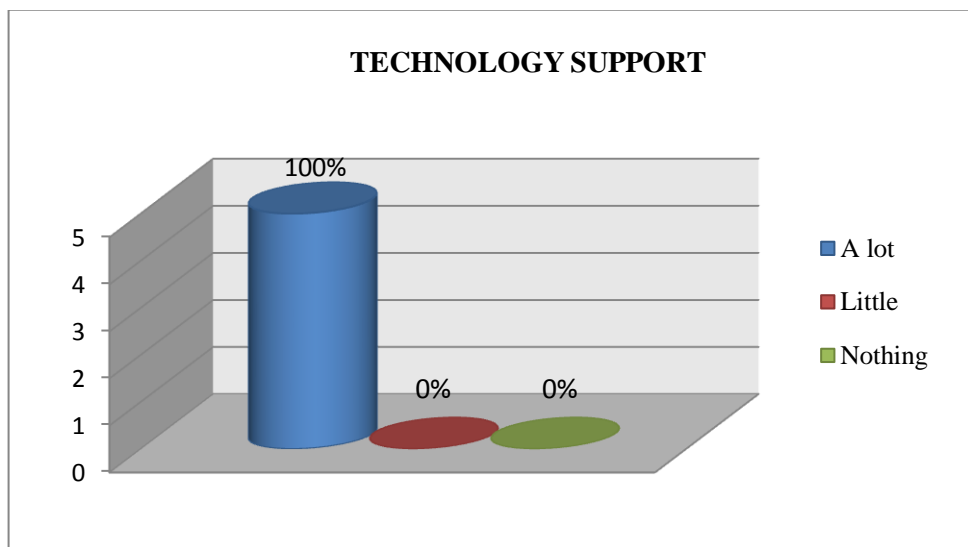
11) How much does the use of technology support the English language learning?

a) Chart 11

TECHNOLOGY SUPPORT	f	%
✓ A lot	5	100%
✓ Little	0	0%
✓ Nothing	0	0%
TOTAL	**5**	**100%**

Source: Teachers of Fine Tuned English
Researcher: Edison Michael Pinzón Pardo

b) Graph 11

c) Interpretation

All of teachers at this English Institute considered that the use of technology has a lot of influence on the learning of English language in learners from different ages.

According to (Peyton Joy Kreeft, 1997) students must know the importance of the technology in education. If teachers do not apply the technology in education, youth people will think technology is a kill-time or a hobby. Youth know clearly if they do not master the technology, they are not very useful to the society. If educators do not give learners a valid reason to use the technology, they will start using it wrongly.
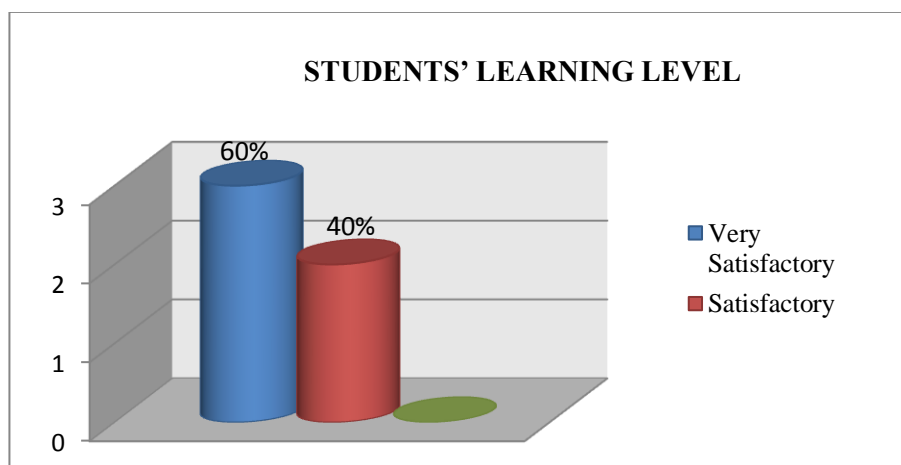
12)   How do you qualify students' learning through the use of technology?

a) **Chart 12**

STUDENTS' LEARNING LEVEL	f	%
✓ Very Satisfactory	3	60%
✓ Satisfactory	2	40%
✓ Little Satisfactory	0	0%
TOTAL	**5**	**100%**

Source: Teachers of Fine Tuned English
Researcher: Edison Michael Pinzón Pardo

b) **Graph 12**

c) Interpretation

More than half of teachers approved students´ learning through the use of technology is very satisfactory and less than half qualifies it as satisfactory only. This means that any of these teachers think students´ learning at this institute is little satisfactory. However they affirm the importance of the application of the technology to the education but practically they do not relate each other at all.

First, all the teachers of this Institute said that the technology definitely supports the learning of English language but nevertheless, not all of them apply the use of the technology in class. And besides that, with the few application of the technology towards the students´ learning at this school, not all the students qualify the learning through technology as very satisfactory. Then, there are some students who do not prefer any kind of technological resources in their learning. Possibly that is because the teacher has them sit in front of a computer completing tasks only, and these tasks are what in the English book already are, when there are other newer and more interesting activities that the learner can be able to develop.

STUDENTS' SURVEYS

HYPOTHESIS ONE:

There is little use of technology in the classroom which limits the English language learning with students of youth 1, 2 and 3, at Fine tuned English Language Institute. Academic Period 2011-2012.

1. **Why is it important the use of technology in class?**

   a) **Chart 1**

USE OF TECHNOLOGY IN CLASS	f	%
Technology engages students to learn isolated topics	12	10%
Technology lets students active engagement, interaction and feedback	93	75%
Technology means to teach the basic computer skills	11	9%
Technology makes the effort to enhance their lessons	8	6%
TOTAL	**124**	**100%**

Source: Students of Fine Tuned English
Researcher: Edison Michael Pinzón Pardo

   b) **Graph 1**
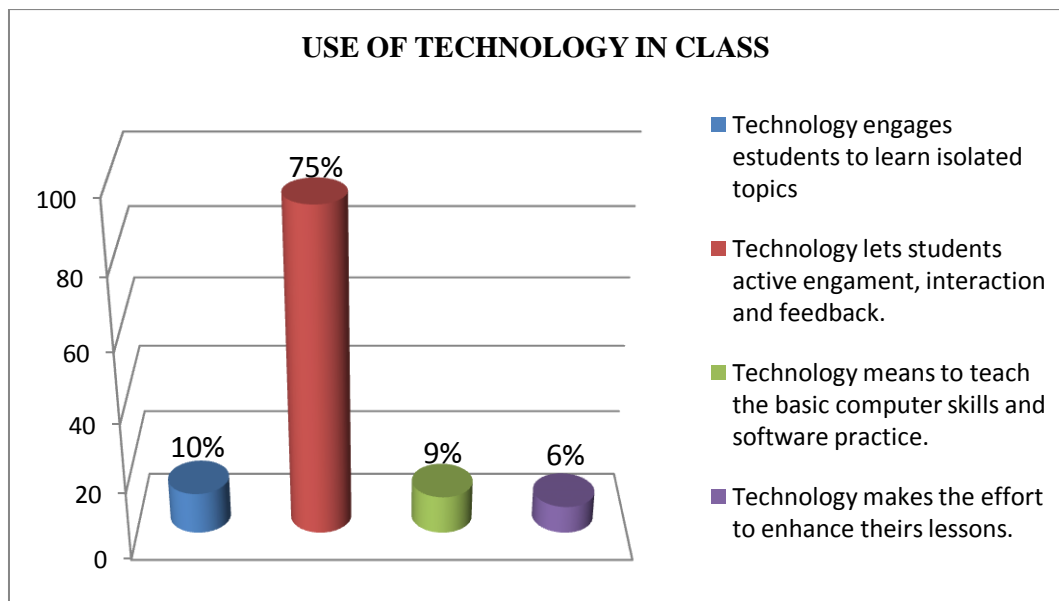
   c) **Interpretation**

   To this question, a very small group of surveyed students answered that technology may serve to engage students to learn isolated topics. A

45

significant population of students said technology permits students active engagement, interaction and feedback. A reduce rate of the students cited that technology means to teach the basic computer skills and software practice; and the very small percentage of them agreed that technology makes the effort to enhance their lessons.

If private institutes are to foster meaningful learning, the use of technologies in institutes must change from technology-as-teacher to technology-as-partner in the learning process. Students do not learn from technology but it might support productive thinking and meaning making by students.

That will happen when students learn with the technology. Due to technology is more than hardware. Technology consists also of the designs and the environments that engage learners. Technology can also consist of any reliable technique or method for engaging learning, such as cognitive learning strategies and critical thinking skills.

According to (Berry D., 1997) Learning technologies can be any environment or definable set of activities that engage learners in active, constructive, intentional, authentic, and cooperative learning. Technologies are not conveyors or communicators of meaning. They prescribe and control all of the learner interactions.
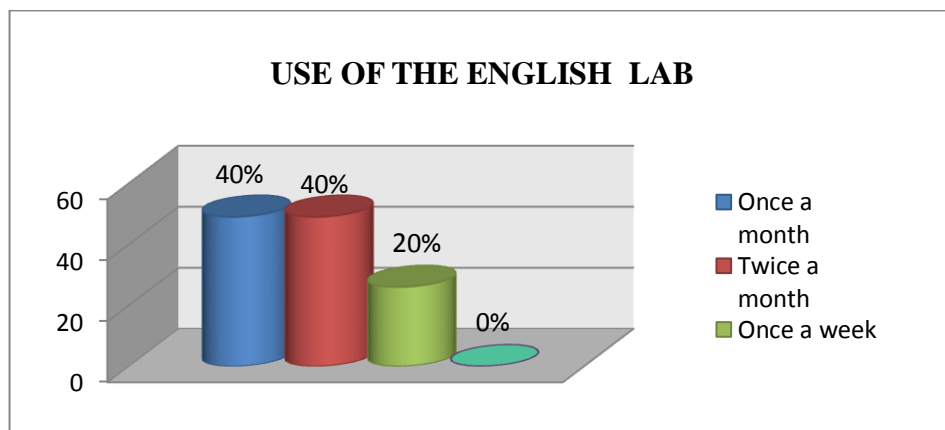
2) How often does your teacher use the English laboratory?

a) Chart 2

USE OF THE ENGLSH LAB	f	%
Once a month	49	40 %
Twice a month	49	40%
Once a week	26	20%
Twice a week	0	0%
TOTAL	**124**	**100%**

Source: Students of Fine Tuned English
Researcher: Edison Michael Pinzón Pardo

b) Graph 2

c) Interpretation

With the application of the instrument to different levels, a few of students alluded that their participation in the lab at Fine-tuned English Language Institute is "once a month" and the same percentage of surveyed students said "twice a month". Almost no one of students agreed that their teachers use the laboratory to do some activities "once a week". And no one mentioned that their teachers use laboratory activities "twice a week."

According to (Kirkpatrick D., 1997) Modern language-lab management software provides an increasingly sophisticated range of functions that appear to have been designed to change or supposedly improve certain aspects of traditional classroom language teaching. However, using management software in a way that regularly puts a computer between the teacher and student may create an unnatural or unnecessary "electronic go-between" in the dynamics of traditional teacher-student interaction. Human communication contains many rich visual cues that have always been an important part of the learning experience, and it is this age-old "human to human" learning experience that should remain vitally important in the language lab.
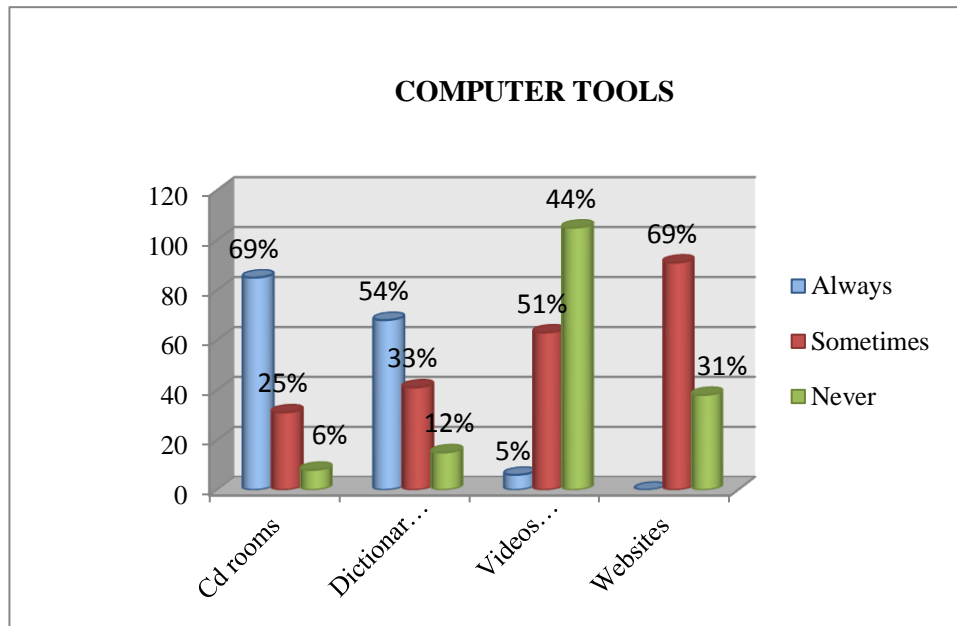
3) **Which of the following computer tools does your teacher use in the class? And how often do they use them?**

   a) **Chart 3**

COMPUTERS TOOLS	ALWAYS	%	SOME-TIMES	%	NEVER	%
- CD rooms	85	69%	31	25%	8	6%
- Dictionaries	68	54%	41	33%	15	12%
- Videos on line	6	5%	63	51%	55	44%
- Websites	0	0%	86	69%	38	31%

Source: Students of Fine Tuned English
Researcher: Edison Michael Pinzón Pardo

b) Graph 3

COMPUTER TOOLS

c) Interpretation

A great part of the students answered that the teachers always use Cd-rooms, another reduce quantity of them said that "sometimes" uses this material, almost no one said "never". About dictionaries many of students said "always" use the dictionaries, a small population "sometimes" and a very reduce group does not use them, while almost no one of the students always have watched videos, a half of them indicated sometimes. Practically, less than half never does it. None of the surveyed students at this institute alluded that their teachers always use websites. A considerable rate of them mentioned sometimes do it. And a few of students said that the teachers disown this resource.

According to (Guillermo Sunkel, 2011) People often discuss about the importance of the use of computers in education. There is a consensus that the several agents involved in the teaching process (school directors, teachers,

and students) have to prepare themselves to implement a new educational paradigm. This educational paradigm must be based on the association between teaching strategies and the different available technological resources. This new paradigm certainly will require the teacher to integrate computer science (Multimedia players, Projects, IPod's, Mp3, Smart Phones, Tables, etc.) into his practical classes. In function of this, the teacher has to be trained in the use o all these technical tools, more specifically, in the use of new teaching strategies using computers. Computing education is an alternative to people qualification since it facilitates teachers´ labor in the classroom as well as students´ learning.
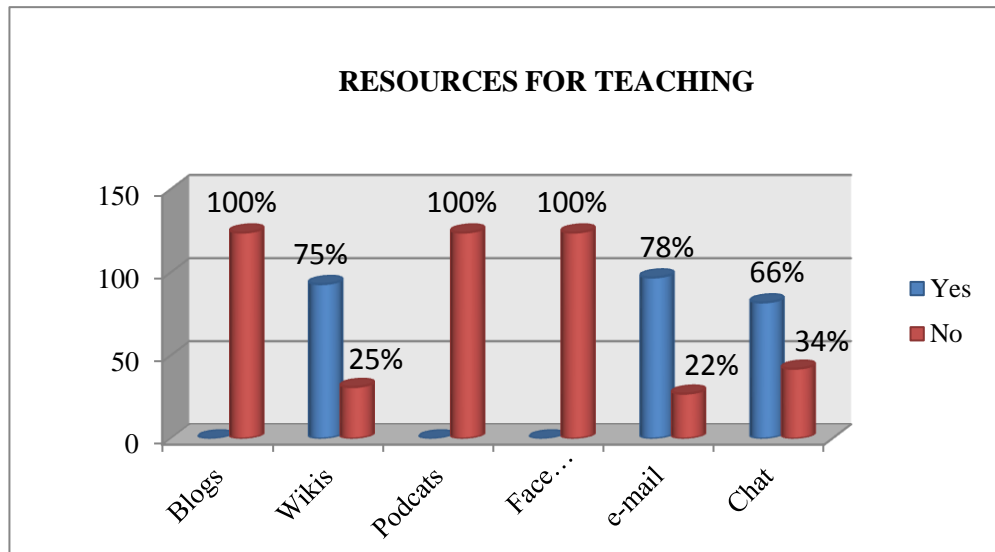
4) **Which of the following resources does your teacher use in the English language teaching learning process?**

a) **Chart 4**

RESOURCES FOR TEACHING	YES		NO	
	f	%	f	%
- Blogs	0	0%	124	100%
- Wikis	93	75%	31	25%
- Podcats	0	0%	124	100%
- Facebook	0	0%	124	100%
- e-mail	97	78%	27	22%
- Chat	82	66%	42	34%

Source: Students of Fine Tuned English
Researcher: Edison Michael Pinzón Pardo

b) Graph 4

RESOURCES FOR TEACHING

c) Interpretation

To this question the entire population said that the teachers do not use *Blogs*. The most of them said that teachers use *Wikis* and a small population said that the teachers do not do it. Similarly, all of students agreed that the teachers do not use *Podcasts* or *Facebook*.

The majority answered that they communicate with their teacher through *e-mail* while a small rate of them said that the teachers do not employ it. Several of the students assume the teachers use *Chat*, and some of them remaining said that the teachers do not use *Chat*.

According to (Ediger M. 2010) for a good and reflective communication, there has to be proficiency in the English language. This proficiency is not

easy and is not acquired in a day. It has to be constant practiced and urge to learn English language comprehensively.

For motivating students, teachers have some interesting propositions through the use of multiple technological resources for the students (Smart Phones, Ever note, Twitter, Blogger, Google Sites, Discovery Education, Google Chrome browser, Dropbox, Google Calendar, Aviary and My Personal Learning Network) to keep their permanent interest and on–going English language acquisition and learning is becoming important for students today, owing to their great demand in our country.
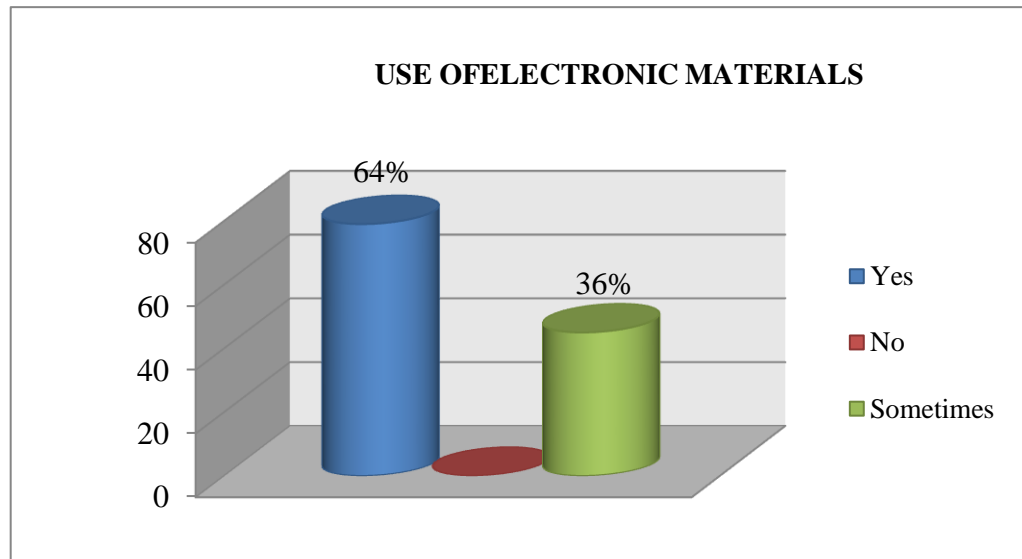
5) Does your teacher use electronic materials on line in class? Tick which ones:

a) Chart 5

USE OF ELECTRONIC MATERIALS	f	%
Yes	79	64%
No	0	0%
Sometimes	45	36%
TOTAL	124	100%

Source: Students of Fine Tuned English
Researcher: Edison Michael Pinzón Pardo

b) Graph 5

USE OFELECTRONIC MATERIALS

64%

36%

80

60

40

20

0

- Yes
- No
- Sometimes

c) Interpretation

Respect to the present question some students said that the teachers use electronic material; a few of them manifested that they apply the cited tools only sometimes.

According to (Mark G.,2012) The use of technology in the classroom does not replace using traditional materials such as a black/whiteboard or a course book - rather, technology tools are used to *complement and enhance* regular classroom work. Imagine that a unit in the course book deals with animals in danger of extinction. Technology can be used to do complementary activities such as a data collection email project, or a **web quest** on animals in danger of extinction or even to create a **podcast** on the topic. The teacher can produce additional electronic materials to review course book material on the topic, too.

a) **Chart 5**

ELECTRONIC MATERIALS		YES		SOMETIMES
USED BY TEACHERS	f	%	f	%
- Puzzles	49	62%	30	67%
- Tests	64	81%	45	100%
- Worksheets	74	94%	45	100%
- Flashcards	38	31%	25	55%
- Crosswords	18	23%	28	62%
- Graphic Organizers	20	25%	18	23%
- Bingo cards	32	41%	10	22%

Source: Students of Fine Tuned English
Researcher: Edison Michael Pinzón Pardo

b) **Graph 5**

ELECTRONIC MATERIALS USED BY TEACHERS
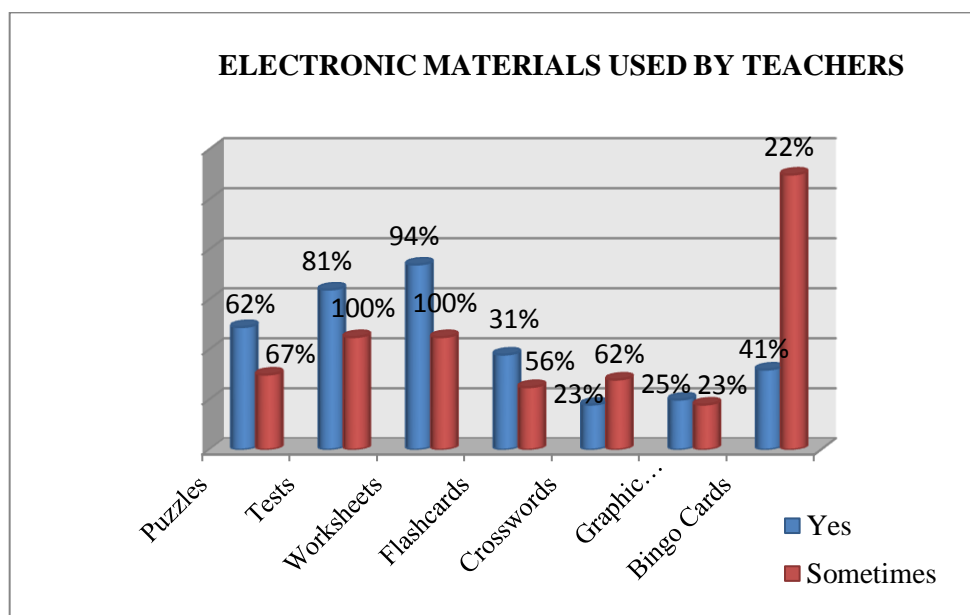
c) Interpretation

In this question many of students said that teachers use electronic material such as puzzles, a large number of them said tests. Almost of students answered worksheets, less than half agreed on flashcards, a very small part of population crosswords, a few of them said graphic organizers, and some of students replied bingo cards.

According to (Heather Creech, 2008) the great advantages offered by CD-ROMs large data storage, the existence of good tools for developing content. The band width limitations and the limitations of data transfer speed has not prevented English teachers have explored the depths of design for web materials to support their classes although it's are al fact these initiatives have not been properly channeled to share with the community language teaching in general. It is very difficult to find this type of material on the net. Most electronic equipment is developed by the English teacher who normally installed on the teacher´s computers that it works from PC in isolation without the possibility of creating database that contains interactive exercises and multimedia resources that can be shared by other language teachers.

The researcher stresses the word "useful" because electronic resources complement, but seldom replace, more conventional teaching techniques. Electronic tools can make classes more efficient; lectures more compelling, informative, and varied; reading assignments more extensive, interesting, and

accessible; discussions more free ranging and challenging; and students´ papers more original and well researched. Only educators, however, can judge if these techniques advance the own teaching goals.

6) Which of the following resources do you have in your classroom?

    a) Chart 6

TECHNOLOGICAL RESOURCES	f	%
- Mimio	0	0%
- Projector	0	0%
- Laptop	0	0%
- Others	124	100%
TOTAL	**124**	**100%**

Source: Students of Fine Tuned English
Researcher: Edison Michael Pinzón Pardo

    b) Graph 6
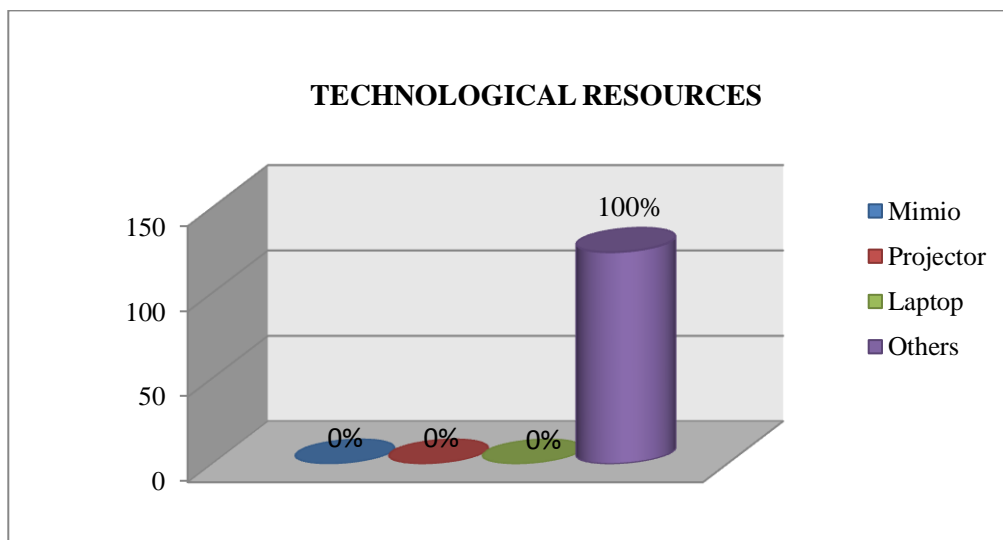
c) Interpretation

The whole number of students agreed that the teacher only uses *CD player, DVD player,* and *TV set* in the classroom

According to (Kenji Kitao, 1993) with the involving of technology in our classrooms, and the comfort of students using it, it is important for this institute to understand the pedagogical implications of integrating technology into the classrooms. It is important to provide a model classroom to this school to see best practices exemplified, and observe how the various technologies can be integrated in the teaching-learning process. Faculty development efforts and programs must focus on the integration of technology into teaching. Instructional or educational technology is "integral to teaching practice" and not viewed as an add-on to teaching

To improve learning, teachers´ training about technology is not only important, but also the availability and accessibility of some important basic resources in the classrooms.

Sometimes teachers are required to have a mastery of technology for its right application in class, the internet service is considered as a fourth basic service in our country and it is provided everywhere to everyone freely.

HYPOTHESIS TWO:

The lack of teachers' professional development about technology does not favor the English language learning with students of youth 1, 2 and 3, at Fine tuned English Language Institute. Academic Period 2011 – 2012.

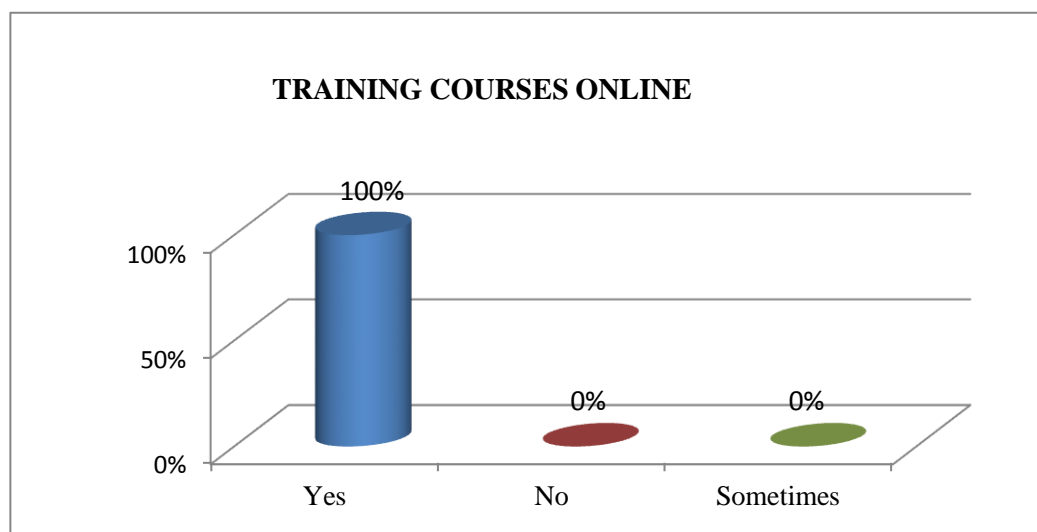**7) Is there any evidence that your teacher has taken training courses online? If your answer is affirmative tick one of the following alternatives:**

a) **Chart**

TRAIGNING COURSES ONLINE	f	%
YES	124	100%
NO	0	0%
SOMETIMES	0	0%
TOTAL	124	124%

Source: Students of Fine Tuned English
Researcher: Edison Michael Pinzón Pardo

b) **Graph 7**

TRAINING COURSES ONLINE

c) Interpretation

Analyzing the results, all students asserted that there is evidence that their teachers take courses online and none of them said the opposite.

According to (Laurelled D., 2012) key to the concept of online learning is that a very significant part of the course delivery and coursework takes place virtually, using the Internet. At one end of the scale we have a 100 percent online course, where learners never meet face-to-face, and all course content and coursework takes place online, and at the other end of the scale, a blended option where most coursework takes place face-to-face, but there is a regular and carefully integrated online component to the course.

Online learning is often delivered via a learning 'platform' or **Virtual Learning Environment** (VLE). Also known as a **Learner Management System** (LMS), or a virtual classroom, a VLE is a web-based platform on which course content can be stored. It is accessed by learners on the Internet, and they can not only see course content, such as documents, audio and video lectures, but also do activities such as quizzes, questionnaires and tests, or use communication tools like discussion forums or text and audio chat. Newer VLEs even integrate blogs and wikis. Increasingly popular in the VLE world is Moodle, an open source VLE which is free. Other well-known VLEs are WebCT, which recently merged with Blackboard, and First Class, although neither of these is free.

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FREQUENCY OF COURSES ONLINE	f	%
✓ Once a year	60	48%
✓ Twice a year	20	16%
✓ Three times a year	15	12%
✓ Four times a year	19	15%
✓ More	10	9%

Source: Students of Fine Tuned English
Researcher: Edison Michael Pinzón Pardo

b) **Graph 7**
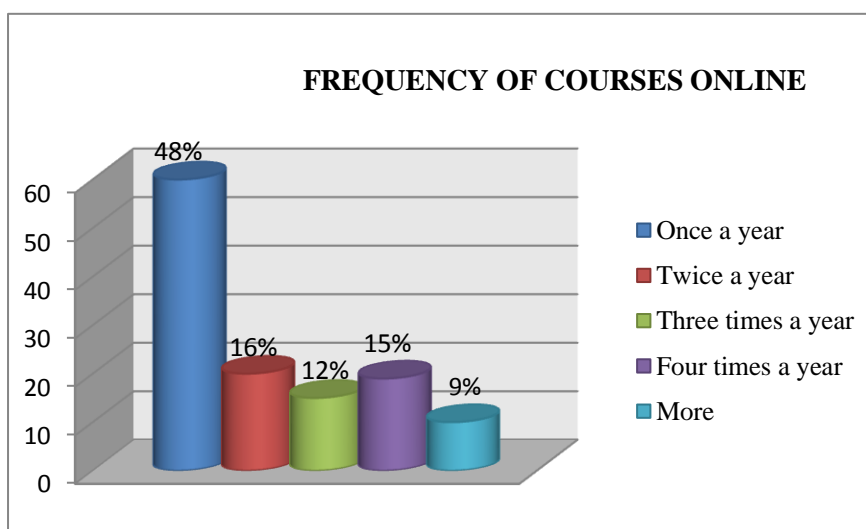
c) **Interpretation**

In this question all students agreed to observe evidence that their English teachers have taken online courses.

According to (Kevin Blissett, 2009) teacher Training is possibly one of the most key things for a school. Regular Teacher Training courses ensures teaching methods and techniques are kept up to date and relevant. Teacher Training is important for teachers, as it makes the teachers feel more

confident when teaching and also when confronted with difficult situations. Thanks to teacher training these will learn a variety of techniques to use for all teaching situations, such as paste with anger problems, disruptive behavior, bullying, etc. The benefits of Teachers Training are recognized throughout many different schools, colleges and teaching establishments.

8) How good is your teacher in these topics?

a) Chart 8

PROFESSIONAL DEVELOPMENT	very good		good		not very good	
	f	%	f	%	f	%
Methodology	124	100%	0	0%	0	0%
Didactic Resources	104	84%	20	16%	0	0%
Use of Technology	115	93%	9	7%	0	0%
Classroom Management	124	100%	0	0%	0	0%
Evaluation	75	60%	49	40%	0	0%

Source: Students of Fine Tuned English
Researcher: Edison Michael Pinzón Pardo

b) Graph 8
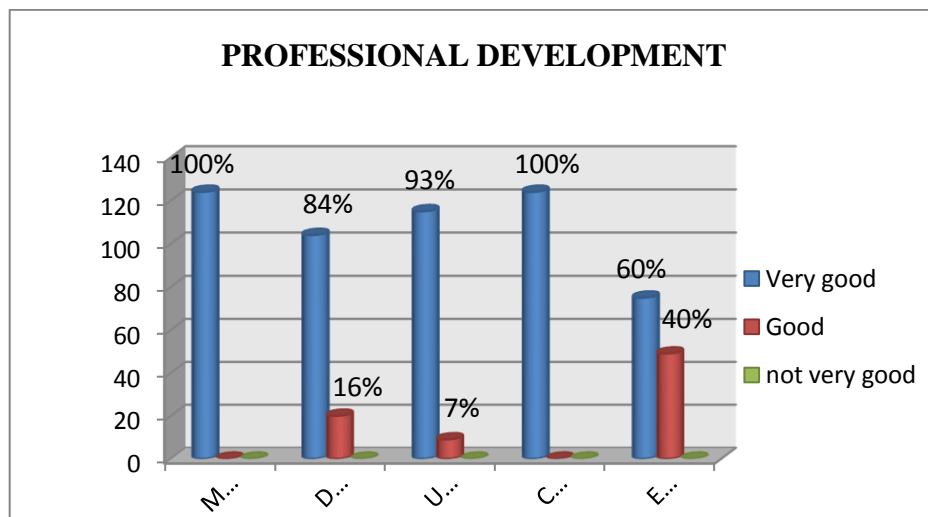
c) Interpretation

The complete percentage of the students of Fine-tuned English Institute considered that the teachers have a *very good methodology*. About *didactic resources*, a considerable number of students said that it is *very good* and a reduce part of students mentioned succeed it is *good*.

Almost all of the surveyed students qualify the *use of technology* as *very good* and almost no one thinks that it is *good*. However, all the students agreed that the *classroom management* is *very good*. Similarly, many mentioned that *evaluation* by mean of their teachers is *very good*, and some of them said it is *good*.

According to (Lawrence A. Tomei, 2005) multimedia technology constitutes a powerful tool which enables integration, convenience and durability. Suffice to state, multimedia technology enables approaches and innovations in language instruction and learning that were never before imagined. But of course the very presence of multimedia technology in and by itself does not ensure pedagogical innovations with a click of a mouse.

That is why an English teacher must be prepared not only in methodology, teaching resources, classroom management or assessment; it would also be essential his/her preparation in the use of technology as a complement to training as an English teacher.
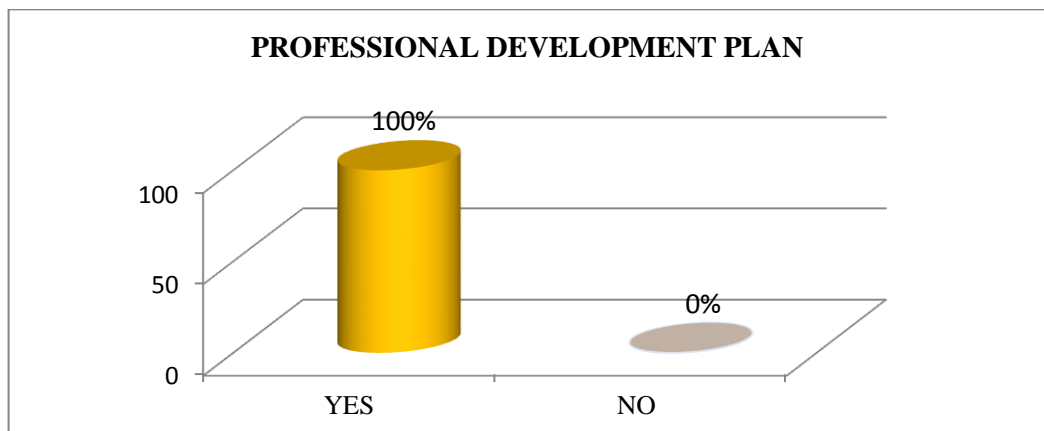
9) Do you know if the "Fine Tuned English" Language Institute has a professional development plan for the teachers?

a) **Chart 9**

PROFESSIONAL DEVELOPMENT PLAN	f	%
Yes	124	100%
No	0	0%
TOTAL	**124**	**100%**

Source: Students of Fine Tuned English
Researcher: Edison Michael Pinzón Pardo

b) **Graphic 9**

PROFESSIONAL DEVELOPMENT PLAN

100%

0%

YES   NO

c) **Interpretation**

All of the surveyed students know that the Fine-tuned English Language Institute has a professional development plan for the teachers.

According to (Paul Raine, 2011) School systems today are charged with addressing ever-increasing demands: reducing the achievement gap, adopting

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evidence-based practices, meeting adequate yearly progress goals, managing the requirements of second-language, and remaining current on the increasing amount of pedagogical and content area research.

Educators must keep abreast of the important advances that are occurring in education. Professional development is the process of improving staff skills and competencies needed to produce outstanding educational results for students.

Notable improvements in education almost never take place in the absence of professional development. Professional development is key to meeting today's English demands. High-quality professional development strategies are essential to schools.

It is now moving toward more effective and more engaging professional development models. Research and experience help to recognize that high-quality ongoing professional development that deepens teachers' content knowledge and pedagogical skills; provides opportunities for practice, research, and reflection in the target language; and includes efforts that are job-embedded, sustained, and collaborative will assist in the goal to remain up-to-date concludes that levels of teacher learning and the used strategy are greatly increased when coaching, study teams, and peer support are provided.

10) How do you qualify your teacher's professional development in the use of technology in teaching?

a) Chart 10

PROFESSIONAL DEVELOPMENT LEVEL	f	%
- Excellent	80	77%
- Good	34	23%
- Average	0	0%
- Basic	0	0%
TOTAL	**124**	**100%**

Source: Students of Fine Tuned English
Researcher: Edison Michael Pinzón Pardo

b) Graph 10
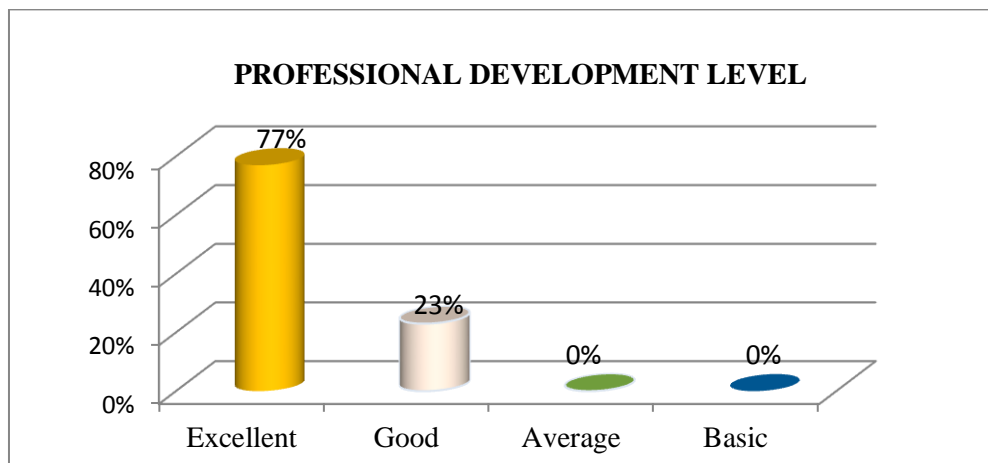
c) Interpretation

According with the teachers' professional development in the use of technology for teaching, a significant quantity of the students at

FineTunedEnglish qualifies it as *excellent*. And a small group of them said that it is *good*.

According to (Robert B. Kozma, 2006) teacher professional development is absolutely essential if technology provided to schools is to be used effectively. Simply put, spending scarce resources on informational technology hardware and software without financing teacher professional development as well is wasteful.

The use and application of technology is the key determining factor for improved student performance (in terms of both knowledge acquisition and skills development enabled by technology). Educational technology is not, and never will be, transformative on its own. It requires teachers who can integrate technology into the curriculum and use it to improve English students´ learning. In other words, computers cannot replace teachers; Teachers are the key to whether technology is used appropriately and effectively

That said, designing and implementing successful teacher professional development programs in the application of technology is neither easy nor inexpensive. Even if students could learn independently how to use technology to enhance their learning and skills development, with little or no involvement from their teachers, they are highly unlikely to have those opportunities if teachers do not let them have access to technology. Teachers

remain the gatekeepers for students' access to educational opportunities afforded by technology: they cannot and should not be ignored. Moreover, providing technical skills training to teachers in the use of technology is not enough. Teachers also need professional development in the pedagogical application of those skills to improve teaching and learning.

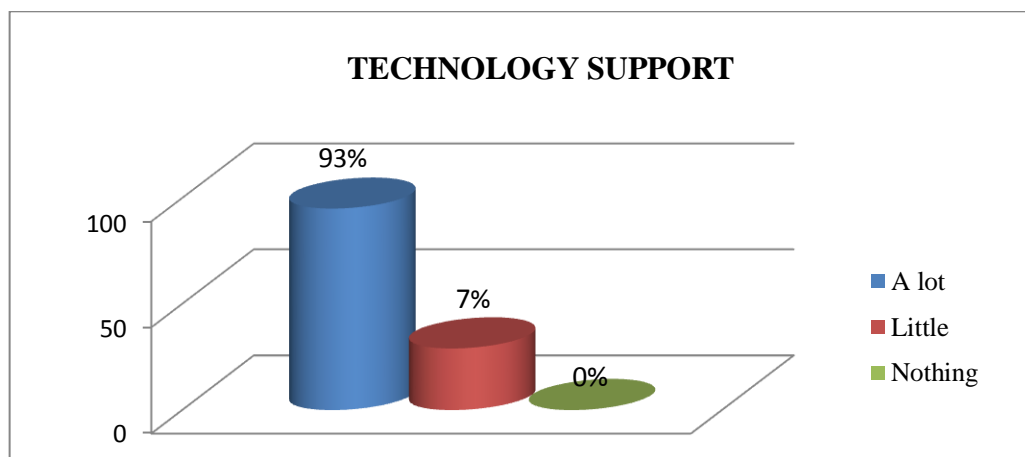**11) How much do you think that the use of technology help you to learn the English Language?**

a) **Chart 11**

TECHNOLOGY SUPPORT	f	%
A lot	115	93%
Little	9	7%
Nothing	0	0%
TOTAL	**124**	**100%**

Source: Students of Fine Tuned English
Researcher: Edison Michael Pinzón Pardo

b) **Graph 11**

TECHNOLOGY SUPPORT

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c) Interpretation

Almost the entire group of the students qualifies the use of technology as a helpful tool within the learning of the English language, and 7% only does not consider it like this.

According to (Heather Creech, 2008) technology offers new tools including digital cameras, tape recorders, portable keyboards, computers, and software that allow for exploration and creation with the potential to shape youth learning experiences. These tools offer new experiences and additional ways of learning and understanding as they are incorporated into youth's works and games.

Young are surrounded by technology, both at home and at school. Yet, many educators are not entirely comfortable with these new resources or wonder how best to integrate the tools of the Information Age into classroom practice in developmentally appropriate ways to reach a range of learners

If students watched television in the target language, play video games in English or use websites constructed in English, they would receive some reinforcement outside the classroom. These activities may even provide motivation for learning English faster in some cases. While it is difficult to ensure that any English is used outside school, it is impossible to ensure that there is proper reinforcement for correct English. This is another reason why

many educators insist upon an English-only classroom. If students frequently

hear the language used incorrectly, it will be difficult for them to master the

correct usage of the language.

12) How do you qualify your learning through the use of technology?

a) Chart 12

USE OF TECHNOLOGY QUALITY	f	%
- Very Satisfactory	115	93%
- Satisfactory	9	7%
- Little Satisfactory	0	0%
TOTAL	**124**	**100%**

Source: Students of Fine Tuned English
Researcher: Edison Michael Pinzón Pardo

b) Graphic 12

USE OF TECHNOLOGY QUALITY
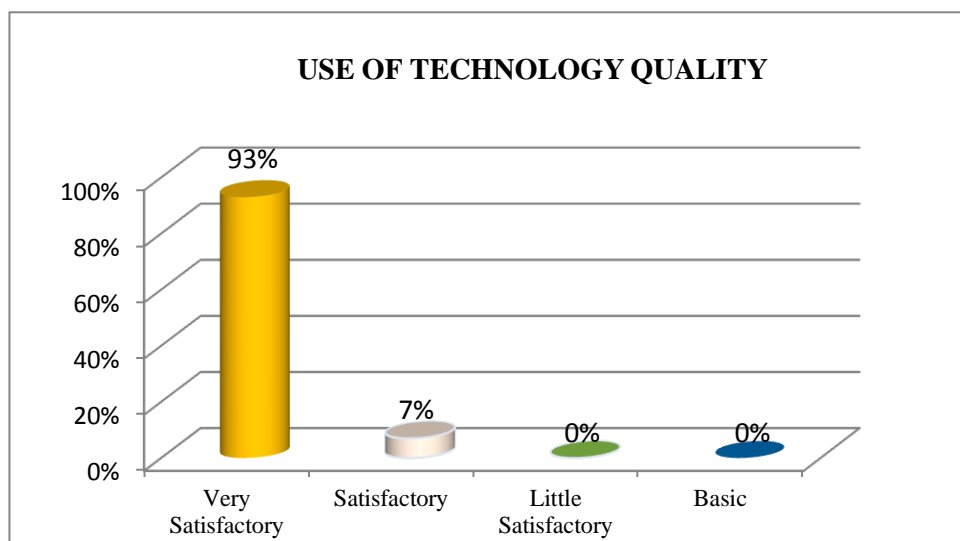
c) Interpretation

Almost no one of students considers their learning through the use of technology *very satisfactory*, and the same way remaining qualify it as *satisfactory*.

According to (Ediger M., 2010) computer software can mix text, pictures, sound, and motion to provide a variety of options for learners. Multimedia software will not be the only classroom resource, but it can contribute richness and variety to student work.

Students can build on their own understanding by using computers as resource tools, as work stations for individual learning, or as communication channels to share their ideas with other learners. Individual understanding and experiences must be shared and compared to curriculum content. By uncovering students´ individual understandings, teachers can determine the influence of students´ prior knowledge and further their education through new experience.

Students in technology-supported classrooms are armed with powerful tools to help them gather wide information. Their autonomy and confidence increase as they rely less on their teacher and more on their own initiative for knowledge-creation. Technology enables students to manipulate information in a manner that accelerates both understanding and the progression of higher-order thinking skills. As students gather more real-world data, share their findings with learners beyond their school, and publish their findings their role broadens from investigators.

g. DISCUSION

After exposing, discussing and analyzing the data given by the teachers and students from Fine-tuned English language Institute by mean of the surveys, the researcher presents the questions which were helpful to prove each one of the hypotheses stated in this thesis project.

HYPOTHESIS ONE:

√ **STATEMENT**

There is little use of technology in the classroom which limits the English language learning with students of youth 1, 2 and 3, at Fine tuned English Language Institute. Academic Period 2011-2012.

√ **DEMONSTRATION**

The independent variable refers to the importance of the correct use of the technology toward a more meaningful learning. The researcher can make an analysis based on the obtained answers in the survey applied to the teachers as well as to the students from *Fined Tuned English* in the city of Loja. Regarding to the key questions, they are the followings:

In question **one** was set in order to get to know the level of relevance that the technology for make education easier and faster is for students as well as

teachers from *Fine Tuned English.* And the answers show us that 75% of the students and the 100% of the teachers consider the technology and education as a good combination. Definitely, no one can deny the importance of the technology for teaching without noticing the school subject it is.

The importance of the answers in question **two** was to appreciate the grade of frequency that teachers and students from this English school work in the English lab. And the answers determine that 40% of the students and 60% of the teachers make use of the laboratory twice a month. The greater the involvement of the computer tools is in the classroom, the greater is the grade of learners' academic achievements.

In question **three** was included in order to know all the computing tools applied by the teachers for teaching at this English institute. The students with 69% and the teachers with 80% agree that the Cd rooms are used as a unique computing tool in the daily lessons. With the rapid advancement of technology, education also develops. That is why we need a continuous training management about technology, since it is a supportive instrument that helps to teach English in an interactive way in order to draw the students´ attention.

To be knowledgeable of the several online resources, which ones are taken into account for the teachers of Fine Tuned English to teach, the question number four was designed, the same that helped the researcher to determine that 78% of the students and 100% of the teachers draw on a communication through e-

mails. To educate today youth people by mean of the right application of technological resources, especially "the social pages", that are loved a lot by the students by the way, increase their motivation to learning. And this gives them a new encouragement to keep learning.

In question **five** was applied to define the interest of the teachers in preparing this electronic material for students. 64% of the students say yes and 60% of the teachers affirm that they sometimes take into consideration electronic materials in their lessons. It is undoubtedly a negative factor that holds back the suitable development of the students´ learning, since the teachers should try applying these essential tools all the time in every day lessons in order to make more dynamic and funnier the classes for their students.

In question **six** was set with the purpose of knowing all the multimedia resources that the teachers and the students of Fine-tuned English count on their classroom. And, according to the answers given by 100% of teachers as well as by the students, the teachers make use only of the conventional resources such as TV, set DVD and CD players in class, but basically none of them use the most sophisticated technological tools like Mimio, projector, laptop, tablets. *To recognize technological progress is quite important to the educational improvement is not as important as apply it.*

In question **seven** about the online courses taken by the teachers was designed to get to know the grade of self-training and according to the teachers´ answers

gave as results that 60% of them say to take this type of online training once a year and 100% of their students are witnesses of this. If we are to higher-level than our students in technology, we have gained their admiration.

√ **DECISION:**

Based on the obtained results in the survey applied to teachers and students, the researcher accepts the first hypothesis which states that; there is little application of technology in the classroom which limits the learning of English language with the students of youth 1, 2 and 3, at Fine tuned English language Institute. Academic Period 2011-2012.

HYPOTHESIS TWO:

√ **STATEMENT**

The lack of teachers' professional development about technology does not favor the English language learning with students of youth 1, 2 and 3, at Fine tuned English Language Institute. Academic Period 2011 – 2012.

√ **DEMONSTRATION**

The independent variable refers to Mastery of Technology, Online Training and the Professional Development of each one of the teachers focused on the

learning of English language of the students at Fine-tuned English Language Institute.

In question **eight** about the areas the teachers have been trained has been mentioned by 80% of teachers that they have received training courses about;, Didactic Resources, Use of technology, Classroom Management and Evaluation, but from all these, the most recognized by the students are Methodology, Classroom Management and the use of technology. It is very easy to overestimate the importance of our own achievements in comparison with what we owe others.

Question **nine** was taken into account to know the Professional Development Plan that Fine-tuned English Institute has. The outcomes to this question in a 100% both teachers and students manifested that the mentioned institute has a professional development plan for the teachers. It is a positive aspect that the previous cited establishment has this kind of initiative because all the teachers need to have an excellent professional development in order to set an example for their students.

The qualification of the professional development in the use of technology for teaching was the question number ten. This gave us a result of 77% of the students see it as excellent and 80% of the teachers qualify as good.

In question **eleven** 93% of the students consider technology as a big support for their education and all the teachers consider it of the same way. With the help of technology students can intuitively create their own digital media and contribute

to the classroom discussion in ways they may previously have been barred from doing. The shy student who never speaks now has a voice.

The analysis of question twelve helped the researcher to determine that almost 60% of teachers and 93% of students feel very satisfactory the education with the intervention of technology. Teachers should use digital technologies to engage students with more personalized learning experiences. Students are collaborating across geographical boundaries, and consuming and producing innovative education-related content.

√ **DECISION:**

As it has been observed in the obtained results and basing on the analysis stated above, the researcher gives the second hypothesis as denied, which upholds that lack of the teachers' professional development about technology does not favor the learning of English language in the students of youth 1, 2 and 3, at Fine Tuned English Language Institute. Academic Period 2011 – 2012, because the teachers do not include electronic material in the resources to be used in their lesson plans.

h. CONCLUSIONS

Once developed the research about technology applied to the learning of English language with young students at Fine-tuned English, the following conclusions

❖ The teachers of Fine tuned English Language Institute recognize clearly the importance technology has for the teaching of the foreign languages, but the involvement of technological resources in the teaching of the English language is very limited at this institution.

❖ The teachers have teaching training in different fields: methodology, didactic resources, classroom management, evaluation but they are missing courses of technology so that, they are able to enrich their knowledge and take the opportunity of the technology and apply it to education.

❖ The Fine tuned English Language Institute does not provide neither the teachers nor students technological tools which help the increasing of the English language skills in the students at this institute

❖ Students of Fine tuned English Language Institute do not consider technological implements as resources to be able to support their own learning. That is because the few techniques applied by the teachers through the use of the technology are not very applied at all. They are activities that involve a computer in an English lab to develop tasks which are quite similar from the English book and for the students that looks very repetitive.

i. RECOMMENDATIONS

❖ In the lesson plans developed by the teachers of Fine tuned English Language Institute should include design tactics which permit students share electronic information in an audiovisual form to facilitate students' comprehension and their motivation as well.

❖ The institute should be able to afford courses all the teachers about computer courses in order to motivate teachers to involve technological tips in their lesson plans and evaluation and similarly way they can encourage students a new learning style, which is through the involvement of the technology resources in education.

❖ The Fine Tuned English should at least provide teachers of this institute an internet service together with other important resources as projectors for example, so that they can use this resource to obtain and play electronic materials to be involved within the teaching-learning process in order to straighten students' knowledge.

❖ To increase students´ motivation to learn English and do it as well with the application of the technology, teachers of Fine Tuned English should plan by involving virtual lessons dissimilar each time. So these are not very repetitive and students are able to appreciate the benefits of technology in education but not as a kill-time activity or hobby

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k. ANEXES

UNIVERSIDAD NACIONAL DE LOJA

AREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGGUAGE CAREER

THEME:

THE TECHNOLOGY IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF YOUTH 1, 2 and 3, AT "FINE TUNE ENGLISH" LANGUAGE INSTITUTE. ACADEMIC YEAR 2011-2012.

> **THESIS PROJECT AS A PREVIOUS REQUIREMENT TO OBTAIN THE BACHELOR´S DEGREE IN SCIENCES OF EDUCATION ENGLISH LANGUAGE SPECIALIZATION**

AUTHOR:

Edison Michael Pinzón Pardo

Loja – Ecuador
2011

a. THEME

THE TECHNOLOGY IN THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF YOUTH 1, 2, AND 3, AT "FINE TUNE ENGLISH" LANGUAGE INSTITUTE. ACADEMIC YEAR 2011-2012.

b. PROBLEM STATEMENT

BACKGROUND

Fine-Tuned English Language Institute is an Educative Institution well-developed and with social recognition that have became the pioneer of the English Language Teaching in Loja city.

This educative organization started in Loja in November 1992 with a provisional permission extended by the "Dirección de Educación Popular Permanente". Later it worked legally through Ministerial Resolution N° 003-DINEPP given on January 7th – 1993, with the name of "Centro de Extension Cultural Fine-Tuned English".

At the beginning, its founders had the idea of giving translation services in English – Spanish, Spanish – English. However, due to the great demand of Lojanos citizens, and adding the low level of competence of the language in the students of schools and high-schools of Loja, the Academy offers regular courses addressed to young and adult people focused on the English communication.

According to the Institution files, the beneficiaries of the educative service were 60 students between young and adult people, distributed in small groups of 8 students per classroom in morning and afternoon schedule.

The Academy opened its doors in a small place located in Sucre and Miguel Riofrío Street; it had an office for the direction, other for the secretary, one classroom equipped with audio and video. Later in January 1993, the academy moved to Bolívar and 10 de Agosto Streets. Finally, 3 years later in June 1996, it moved to Sucre and Lourdes in "La Cascada" building where actually works.

The demand of students that Fine-Tuned English Language Institute noticed is due to the initiatives to expand their range of education. It is also because good organization and methodology combined with a clear vision of the level of quality and efficiency in English Language Teaching.

Fine Tuned English language Institute works in "La Cascada" building that has 20 modern classrooms equipped with the last technology that includes audio-video and enough didactic material.

The remarkable growth of the students demanded the increasing the teacher stuff, administrative and service workers. It indicates that at the moment the Institute has an Academic and Administrative Department, which manage and coordinate all institutional activities.

The administrative department is integrated by: Judgment advisor Office, Collector Office, Secretary Office, Inspector Office, Planning and Institutional development Office, Library, Laboratory, Printing Room, Security and Adviser Office.

The Academic Department has a staff of advisers who deal with planning, organization, and guidance of the teaching activities developed by the teachers. The teachers staff is composed by 40 teachers included 3 native teachers.

The students' growth mentioned before, shows that in 1992 the academy started with 60 students and at the moment it has a significant number of 1437 students. It offers regular English courses which last five months each level, with periods of 60 minutes per class from Monday to Friday. The students, who have approved the eight levels are able to take four more intensive levels to get the Proficiency Certificate guaranteed by the Ministery of Education. For adults and professionals, there is the option to study three years in six intensive levels to get the Proficiency Certificate.

Consequently, it constitutes an ideal place to develop the present research work because it works in the Teaching Learning Process.

 PROBLEM

The access to information and communication technology has become more widespread, so it has moved beyond the use of computers programs to embrace the use of internet and web-based tools. The tern TELL (Technology Enhanced Language Learning) appeared in the 1990s, in response to the growing possibilities offered by the internet and communication technology.

The use of technology at school is becoming an essential tool into the English language teaching learning process due to it facilitates and motivates students to learn in an interactive way. However many teachers are afraid of new technology and with the increasing presence of the internet and computers. In fact the term technophobe has appeared to refer to those, who might be wary of these new developments.

The negative attitude teachers have towards technology is usually the result of lack of confidence, a lack of facilities or a lack of training, resulting in an inability to see the benefits of using technology in the classroom. It is also often the case that teachers may not be fully in control of their work situations, a teacher may want to use more technology in their teaching, but the school may not have the facilities, or, on the other hand, a teacher may be instructed to start using technology for which they feel unprepared or untrained.

The Internet is a complex repository containing a huge maze of information from a variety of sources. It has become a prominent source of information for many people worldwide. The use of technologies such as the Internet as a teaching tool in schools is not the issue now since it is rarely used. But some teachers do not have enough knowledge and skills to manage this source; they do not see the importance why they should incorporate the use of technology in the classroom. In fact, it is said, that students have developed better skills in the use of the internet.

If we expect teachers to use technology in ways that enrich and enhance student achievement, we must provide them with the professional development they need to develop the confidence and skills to apply technology, and an understanding of how technology supports standards-based education. Preparing teachers to use technology effectively may ensure that professional development focuses on instructional strategies like project-based learning, and cooperative or collaborative strategies, in addition to technology skills to improve students' learning.

Nowadays teaching without technology because, many teachers use a crutch rather than an effective teaching tool, students have been taught through the passive lecture method of teaching and aren´t used to actively participating during a period of class, although they become more bored and less engaged.

When the technology is not used in the classroom, make the students passive learners, bored and less engaged and without any opportunity to participate actively during a class period. It is important, that teachers ask themselves some questions such as: Can we teach without technology? Or Can our students learn without technology? Are teachers keeping behind at using technology? It is necessary to reflect about it and become aware about the necessity of keeping in permanent professional development.

The role of teachers is essential in the teaching learning process; the lack of knowledge about the use of technology is a serious problem that affects their

vocational training. Teachers must think, they are not "digital natives" like our students, but they should be aware that the world is changing constantly and they must be trained to face it.

Based on the before mentioned problems, it is necessary to state the following research problem:

RESEARCH PROBLEM

What is the influence of technology on the English language learning with students at "Fine Tuned English" Language Institute? Academic Period 2011 – 2012.

DELIMITATION OF THE RESEARCH

TEMPORAL

The research project will be done during the period 2011 and 2012.

SPATIAL

It will be carried out at "Fine Tuned English Language Institute"

OBSERVATION UNITS

➢ The students of Youth 1,2 and 3, "Fine Tuned English Language Institute"

➢ The English Teachers

SUBPROBLEMS

How does the use of technology support on the English language learning with students of youth 1, 2 and 3, at Fine-tuned English Language Institute?. Academic Period 2011 – 2012.

What is the teachers' professional development about technology on the English language learning with the students of youth 1, 2 and 3, at Fine-tuned English Language Institute? Academic Period 2011 – 2012.

c. JUSTIFICATION

The development of the present project is important because the importance of technology in the classroom can be gauged from the fact it offers an experience to students similar to working environment that motivate students to learn more easily where teachers act as facilitator who set goal for the students and provides them with the necessary resources and guidelines to reach those goals.

It is also justified if we take into account that there is little use of technology into the classroom and teachers do not have enough professional development about it. So that teachers are not taking advantages of the wide range of sources that technology offers in the English language learning.

Since the social point of view, this work is necessary because teachers need to be updated with the use of technology in the classroom if they do not want to keep behind in the new role that education demands into the social global world.

The scientific point of view of the research will be given by the obtained results which will give us a criterion about how the technology is used into the classroom and the necessity that teachers get training about it. The outcomes also will allow us to draw some conclusions and recommendations that can serve to support the English language teaching learning process in the researched institute.

As undergraduate of the English Academic Unit of the National University of Loja, it is possible to carry out the project because it counts with the enough resources such

as: human, economic, bibliographical and materials which are necessary to fulfill it.

This work is also a requirement to get the Licentiate's degree in Sciences of Education, English Language specialization.

d. OBJECTIVES

GENERAL

To find out about the influence of technology on the English language learning with students youth 1, 2 and 3, at "Fine Tuned English" Language Institute. Academic Period 2011 – 2012.

SPECIFICS

To characterize the use of technology on the English language learning with students of youth 1, 2 and 3, at Fine-tuned English language institute academic period 2011-2012.

To identify the teachers' professional development about technology on the English language learning with the students of youth 1, 2 and 3, at Fine-tuned English Language Institute. Academic period 2011 – 2012.

e. THEORETICAL FRAME

1. THE ROLE OF TECHNOLOGY IN EDUCATION

"The role of technology, in a traditional school setting, is to facilitate, through increased efficiency and effectiveness, the education of knowledge and skills. In order to fully examine this thesis, we must first define several terms. Efficiency will be defined as the quickness by which we obtain knowledge, while the term effectiveness is associated with the amount of imparted knowledge that is operationally mastered. When technology is directly applied to an educational setting, such as a school, both the students and teachers can be viewed as learners. Thus, we can operate under the assumption that any increase in teacher knowledge and utilization has the impact of increased learning in students. Ultimately, technology should serve to increase student achievement in schools.

Technology can aid in educational achievement through two primary methods: the removal of physical barriers to learning and the transition of focus from the retention of knowledge to its utilization. Each of these methods must be examined in the context of their relation to both the student and the instructor in order to see their value and effect in educational settings.

The removal of physical barriers has allowed teachers greater accessibility in regards to professional development and graduate education. Before the age of the internet and the advent of distance learning, engaging in a learning community, such as a

workplace network or a school, required a close degree of physical proximity amongst community members. Presently, there are multiple examples of the use of distributed learning technology in the educational field. First, many graduate schools have begun transitioning into programs that allow for distance education. No longer is it a necessity that teachers have geographical proximity to a university in Technology and its use in Education: Present Roles and Future Prospects order to pursue higher education and certification. This trend towards online classes and educational opportunities has even become so prevalent that there are universities which consist of only online classes, allowing a teacher to complete an entire course of study through distance learning (Dempsey & Van Eck, 2007). Second, the use of distance learning is not limited to the university setting, but also found in school site, district, and state levels of professional development for teachers, with the emergence of web-based conferences and seminars.

In addition, internet based technology allows for teachers to form their own learning communities that are not confined to the local school site. For example, science teachers may use a wiki or content delivery system to network and share information with teachers at other schools both within and beyond their local school district. Even more exciting, is the premise that teachers can not only receive information and training from a central authority, such as district or state personnel, but that teachers may develop content and share their information amongst their peers. This leads to situations of reciprocal teaching and mentorship that are part of a larger informal learning community. In terms of design, online learning communities allow for a multitude discussions and socialization that adhere to a constructivist learning

principle, in which people effectively learn information when experiencing and defining knowledge through social contexts (Dempsey & Van Eck, 2007)"[1].

Students also benefit from the removal of physical barriers through distance learning technology. In contrast with their teachers, who are focused on professional development related to their job performance, students are often learning new content and that content is often removed from their daily lives. This separation between the content being disseminated and the students' daily interactions and prior knowledge is even more prevalent in lower grade levels.

Present Roles and Future Prospects example, students may learn the math necessary to balance a budget, before they even get their own checking account or have a checkbook.

However, technology can assist students in the visualization of previously unfamiliar content in a manner which assists in learning. For example, multimedia presentations, which utilize multiple formats of media, such as images, narration, and text, can be used to assist students in concept visualization. Other formats, such as simulations and games can add an extra level of interactivity between the student and the content, which turns the educational process from a passive to an active process. Proponents of multimedia adhere to a cognitive learning philosophy and view the primary advantage to multimedia learning as the usage of multiple learning channels,

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[1]Dempsey, J.V. & Van Eck, R.N. (2007). Trends and Issues in Instructional Design and Technology Reiser, R.A. & Dempsey, J.V. (Eds.). Upper Saddle River, NJ: Pearson.

under the assumption that any one sensory channel can only process a limited amount of information at once (Driscoll, 2007).

Even more beneficial is the use of educational technology, in particular multimedia and simulations, to remove physical barriers such as location and financial limitations. For example, students can view images, which may even consist of videos, of distant landmarks and geographical locations, in lieu of physically traveling to the site. While it may be unfeasible to arrange a field trip for even a few students, all students with access to the internet can use three dimensional and geographic programs to figuratively walk through a distant area. The cost of this aforementioned geographical technology is one of its great advantages, as this technology can be readily accessed for no cost through technology provided by the corporation Google and their web based map tools.

Besides the visualization of content in which they have low prior knowledge, students can also benefit from distance learning, much like their counterparts in the teaching profession. Technology can be used for classes to communicate with other school sites and/or allow multiple classes to attend hosted web conferences and seminars. For example, students studying other cultures may have the opportunity to directly speak with individuals of another nation.

Thus by removing physical barriers such as financial costs and geographical restraints, technology can allow more opportunities for both teachers and students to participate in learning scenarios or to explore content on a level that is inaccessible

within their immediate environment. By not only increasing the amount of learning opportunities, but by providing even more enriching learning opportunities through simulation and multimedia we can increase the assimilation of knowledge.

The second impact of technology is one with long lasting effects on the future of education. Technology, through the development of searchable databases that are now even accessible on remote handheld devices, will change the way we define learning objectives. Specifically there is a transition from the memorizing and recitation of facts and information to the utilization of skills and the development of skills that allow for improved research and the evaluation of other sources, such as online databases.

"The mass collection of knowledge leads to an evolving technological field known as knowledge management. Rosenberg (2007) defines knowledge management as "the creation, archiving, and sharing of valued information, expertise, and insight within and across communities of people and organizations with similar interests and needs, the goal of which is to build competitive advantage"(p.157). Knowledge management is the basis for an instructional method known as blended learning, where individuals are taught within traditional means such as the classroom, but also through technological means (Rosenberg, 2007). As we develop a greater reliance on technology and the advantages that come with its usage, we can expect traditional learning for both students and teachers, to achieve a blended status, with increased reliance on technological repositories of knowledge.

For teachers, technology, in accordance with knowledge management principles, can be used to develop databases that will alter professional development. One emerging database technology is known as the electronic performance support system (EPSS). An EPSS provides professional development and job related assistance whenever an individual may need such information (McKay & Wagner, 2007). An EPSS goes beyond the simple information storage functions of a database, and can also provide case studies, templates, and situational examples for use by the individuals (McKay & Wagner, 2007). For example, if a teacher has a question on how to write lesson plans in accordance with school district requirements, they could go to an EPSS provided by the district and find instructions and information on how to perform their task. This support system allows the teacher to receive help in a very time efficient manner, as the teacher is not required to find an individual who has the specific knowledge and the time required to instruct the teacher. In addition, the higher the sponsor of the EPSS, such as a federal government sponsored EPSS, the greater the numbers of individuals that can be served by a single database and adhere to the same standards of job performance.

With the increasing prevalence of the EPSS and other such information databases that are focused on job performance, professional development will undoubtedly be changed. With information being readily available, there would be little need to mandate professional development that is primarily focused on content delivery. Cost saving methods can be utilized when a professional development activity, such as the delivery of new standards, laws, rules, or procedures, can be placed into an electronic database and a memorandum be sent regarding the updated information in lieu of the

time and financial costs of requiring personnel to attend an off-site meeting. Ideally, online databases can be used to assist teachers with professional development that is primarily based on skill usage derived from content knowledge. Given that there is only so much time that is able to be devoted to professional development, this focus on the use of knowledge rather than simply its obtainment will ultimately increase the effectiveness of professional development sessions. With more time effective professional development and the ability for teachers to quickly receive job assistance, technology can increase student achievement through the development of a highly skilled teacher"[2].

In terms of databases and their direct impact on students, changes can be expected, as educational standards begin to focus less on the memorization of knowledge, but more on how to find and evaluate knowledge. For example, an assignment that has students recite definitions from memory on an assessment could instead have students choose the correct definition for a certain context from an electronic source which may contain multiple definitions. Students may also be asked to perform tasks that require a high level of skill, such as setting up and running a complex experiment, by utilizing support from a database to assist in the process. Thus, content leaders can develop highly complex tasks for students, knowing that the students have information available to assist them if needed. These types of activities are much more realistic, as outside of school, individuals such as engineers are not faulted if they need to reference a statistic or mathematical constant from a database. Given how expansive the world's knowledge has become, we as educators should not

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[2]Idem

lead our students into inefficient endeavors aimed at creating human databases, but teach students the skills to utilize existing knowledge in their learning tasks.

Thus in regards to the effect of technology on the field of education, technology will continue to have an impact, in terms of both how we train our teachers and how those teachers instruct their students. Specifically, technology can remove physical barriers to learning, such as geographic proximity and financial costs, through technology that facilitates distance learning.

2. TECHNOLOGY IN THE CLASSROOM

2.1. Technology in Language Teaching

"Technology in language teaching is not new indeed, technology has been around in language teaching for decades - one might argue for centuries, if we classify the blackboard as a form of technology. Tape recorders, language laboratories and video have been in use since the 1960s and 1970s, and are still used in classrooms around the world.

Computer-based materials for language teaching, often referred to as CALL (Computer Assisted Language Learning), appeared in the early 1980s. Early CALL programs typically required learners to respond to stimuli on the computer screen and to carry out tasks such as filling in gapped texts, matching sentence halves and doing multiple-choice activities. Probably one of the best-known early CALL

activities is that of text reconstruction, where an entire text is blanked out and the learner recreates it by typing in words. For all of these activities the computer then offers the learner feedback, ranging from simply pointing out whether the answer is correct or incorrect to providing more sophisticated feedback, such as showing why the learner is mistaken and offering remedial activities. The CALL approach is one that is still found on many published CD-ROMs for language teaching.

As access to Information and Communications Technology (ICT) has become more widespread, so CALL has moved beyond the use of computer programs to embrace the use of the Internet and web-based tools. The term TELL (Technology Enhanced Language Learning) appeared in the 1990s, in response to the growing possibilities offered by the Internet and communications technology.

Although the use of ICT by language teachers is still not widespread, the use of technology in the classroom is becoming increasingly important, and it will become a normal part of ELT practice in the coming years. There are many reasons for this"[3]:

• Internet access - either in private homes, or at Internet cafes - is becoming increasingly available to learners.

• Younger learners are growing up with technology, and it is a natural and integrated part of their lives. For these learners the use of technology is a way to bring the outside world into the classroom. And some of these younger learners will in turn become teachers themselves.

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[3] DUDENEY Gavin & HOCKLY Nicky, 2008, "How to Teach English with Technology" Person Logman. Pág. 11.

- English, as an international language, is being used in technologically mediated contexts.

- Technology, especially the Internet, presents us with new opportunities for authentic tasks and materials, as well as access to a wealth of ready-made ELT materials.

- The Internet offers excellent opportunities for collaboration and communication between learners who are geographically dispersed.

- Technology is offered with published materials such as coursebooks and resource books for teachers.

- Learners increasingly expect language schools to integrate technology into teaching.

- Technology offers new ways for practising language and assessing performance.

- Technology is becoming increasingly mobile. It can be used not only in the classroom, lecture hall, computer room or self-access centre, it can also be used at home, on the way to school and in Internet cafes.

- Using a range of ICT tools can give learners exposure to and practice in all of the four main language skills - speaking, listening, writing and reading.

The contexts in which teachers are working with technology can vary widely, and the access that teachers have to computers - the so-called **digital divide** - will affect what we can do with our classes in terms of implementing technology. A general lack of ICT training for teachers also means that we still have some way to go until the normalization of technology in language teaching, where the use of technology in teaching becomes as natural as the use of books or pens and paper.

2.2. Attitudes to Technology

Many people are afraid of new technology, and, with the increasing presence of the Internet and computers, the term **technophobe** has appeared to refer to those of us who might be wary of these new developments. More recently, the term **digital native** has been coined to refer to someone who grows up using technology, and who thus feels comfortable and confident with it - typically today's children. Their parents, on the other hand, tend to be digital immigrants, who have come late to the world of technology, if at all, in many cases, teachers are the digital immigrants and our younger students are the digital natives.

Think about yourself. Where do you stand? How confident do you feel about using the Internet and computers? Although there is a tendency to call computer users technophobes or techno geeks (a term for a technology enthusiast), the truth is that most of us probably fall somewhere between the two extremes.

A large part of the negative attitudes teachers have towards technology is usually the result of a lack of confidence, a lack of facilities or a lack of training, resulting in an inability to see the benefit of using technologies in the classroom. It is also often the case that teachers may not be fully in control of their work situations. A teacher may want to use more technology in their teaching, but the school may not have the facilities, or, on the other hand, a teacher may be instructed to start using technology for which they feel unprepared or untrained.

There are some negative comments we've heard from teachers in schools:

- I can never get into the computer room in class time –it's always being used.

- I don't know anything about technology!

- My students know more about technology than I do

- The experience is more important than the use of technology

- Using technology is so time consuming

Here are our responses to these comments:

1. Timetable when you are going to use the computer room well in advance, and use a booking form which covers several months or a term. Put this booking form on the door of the **computer room** so that all teachers and learners can see when the room will be used, and by whom.

   This can easily be timetabled in advance. You might also want to negotiate with the school about the possibility of having one computer in your classroom. Some activities can be done using a single computer *in* the classroom.

2. Some computer-based work can be done alone, for example using **CD-ROMs**, but a lot of ideas for using technology and the Internet explored in this book involve pair- and small-group work. The ideal scenario is to have one computer available per pair of learners, but many activities can also be carried out using a single computer with a whole class, or with small groups of learners (three to four) per

computer.

3. This is an often-heard remark, and reflects a very real lack of training in the classroom use of technology in ELT. When pressed, teachers usually admit that they do in fact know a bit about technology - they usually know how to use email, a word processing program and the Internet. This knowledge is certainly enough to get started with using technology in the classroom, as you will see in this book. The lack of ICT training in ELT is an issue which is slowly being addressed by training bodies, and there are also several online teacher development groups dedicated to exploring and learning about the use of technology in the classroom for teachers to join.

4. This remark is often true for teachers who teach younger adults, or young learners, and who, like the teacher making comment 3, may have received no training in the use of technology. However, having learners in the class who know more about technology than you do is no bad thing. When starting to use technology in the classroom, teachers can rely on these more technologically knowledgeable learners for help and support. Learners are usually delighted to be called upon to help out, and to get a chance to demonstrate their skills and knowledge in this area.

5. The use of technology in the classroom does not replace using traditional materials such as a black/whiteboard or a course book - rather, technology tools are used to *complement and enhance* regular classroom work. Imagine that a unit

in the course book deals with animals in danger of extinction. Technology can be used to do complementary activities such as a data collection email project, or a **web quest** on animals in danger of extinction or even to create a **podcast** on the topic. The teacher can produce additional electronic materials to review course book material on the topic, too.

6. This dislike and fear of computers is often expressed by teachers who have had negative experiences with technology in the past. The best way to address the situation is to make teachers aware that they already *have* certain technical skills - they probably know how to use a tape recorder in the classroom, for example, and often already use technology in their personal lives, such as an **MP3 player,** the Internet or email. In other words, rather than dismissing very real fears, these need to be acknowledged and addressed. The technophobic teacher needs to be encouraged to get started by implementing simple, undemanding technology with learners. Using a ready-made web quest from the Internet, for example, is a good way to start. Teachers also need to realize that technology does and will break down occasionally, and that it's always good to have a backup plan that doesn't require the use of technology. Also, providing good training in the use of technology in the classroom through face-to-face workshops or online courses is key to encouraging the long-term acceptance and use of technology by technophobic teachers.

7. Making new materials from scratch can be time-consuming, both for paper-based classes and for classes using technology. Teachers need to collaborate in schools

and pool resources and lesson plans, as well as use the technology-based resources that most commercial course books provide nowadays. Typically, a course book will have its own web pages on the publisher's website, a list of recommended websites to visit for each unit, a CD-ROM and/or DVD, and occasionally teacher support online, in the form of frequently asked questions (FAQs), or discussion forums.

2.3. Implementing ICT in the classroom

As we know, teachers have varying levels of access to computers and technology, and teach in all sorts of contexts to all sorts of learners. Here are some of the questions you may be asking yourself about using technology in the classroom.

How can I use ICT with my class if there is only one computer in the school?

Introducing a rota or booking system for the computer with your colleagues will ensure equal use for all the teachers in the school. You will need to use the Internet mainly as a resource with your learners, accessing the Internet to download and print out materials to use offline with classes. Technology-based activities you can do by printing off materials include:

- using **websites.**
- Internet-based project work - especially webquests offline.
- email **keypal** projects using the teacher's email account.

- a class **blog** with learners preparing their contributions on paper and the teacher typing them into the computer.

- using online reference tools such as **concordancers** on paper.

- electronically produced materials printed out for learners. You can also join free online teacher development groups.

What can I do if my learners have very low Information Technology (IT) experience and skills?

You need to first find out about your learners' IT skills and degrees of experience, for example by means of a questionnaire, and then start off by using the simplest technologies in the classroom. For learners with zero or very low IT skills, or literacy issues, a good place to start is with simple word processing tasks. Once learners are comfortable with this, basic email or searching the Internet can be introduced. Try to pair up more technically experienced learners with the absolute novices for any ICT-based classwork, so that the more experienced users help the less experienced ones.

I teach classes of 30+ students. How can I use computers with such large groups?

You will need to have access to a minimum number of computers, with no more than four learners per computer doing small-group work online. Large classes, with more than 30 students, can be divided into two groups - while one group is doing online computer room work, the other group is doing paper-based work. The two groups then change over. You will be able to implement most of the tools and activities described in this book.

I'm keen to use ICT in the classroom, but don't know where to start! Could you suggest what I try first?

If you don't have much experience of ICT, we would suggest starting with simple tools and projects in class, such as using websites, or using ready-made materials for language learners, such as webquests. You might also want to start using email with your learners, simply for receiving and marking work, or for simple collaborative writing projects.

I don't have much time for material preparation. What chapters in this book would you recommend I read first?

Using ICT-based activities does not mean that completely new materials need to be prepared for every class. The Internet has a wealth of ready-made materials available - you simply need to know how to find them! First hone your Internet search and evaluation skills, then look for ready-made materials to use with your classes, such as web quests or technology-based courseware, or use simple tools that need little or no preparation, such as email or chat.

What types of ICT tools and activities would you recommend as best for young learners?

All of the ICT tools, and many of the activities, discussed in this book are suitable for use with young learners - indeed many of today's young learners are more tech-

savvy than their teachers! You might want to ask your young learners what tools they already know or use, and start off by using those. Many teenagers, for example, will already be familiar with email, **instant messaging and chat,** and perhaps even with blogs. For younger learners, you may want to use some of the ready-made materials and websites available on the Internet for this age group. There are also plenty of webquests on a range of topics available for younger learners.

I'd like to use the Internet to put my learners in touch with learners in other countries. How can I do this?

Several Internet tools provide an excellent way to put learners in contact with learners from other countries and cultures, as well as providing them with realistic and motivating opportunities to practise their English. The simplest way to set up a project between classes is via email but this can be extended into collaborative projects using blogs, **wikis** or even chat. Joining an online teacher development group will make it easy for you to contact other teachers around the world, and to set up these kinds of projects.

My learners need to use the computer room mainly for self-study or research, without a teacher being present. What can they do on their own?

There may be times when learners are scheduled to work alone on computers in a self-access center. Typically, CD-ROMs are provided for these occasions. In some schools students can access content placed on a central school server via an Intranet.

However, if the computers are linked to the Internet, learners can also be encouraged to work on Internet-based projects in pairs, such as:

- o web quests.
- o electronic materials developed by the teacher especially for these students.
- o research for later presentation to the class, using online dictionaries or other reference tools.

They could also be listening to podcasts, preparing and updating their personal blogs or developing a class wiki, or even using text chat.

2.4. Skills and Equipment for getting started

"What does a teacher need to know to be able to use technology in the classroom? Well, you don't need to have any specialist technical knowledge or skills, much as you don't need to be a mechanic to know how to drive a car!

The basic skills you do need to have in place before you start reading this book are how to use a simple word processing program (e.g. Microsoft Word), how to use email and how to access and use the Internet. By reading this book, and trying out the activities suggested with your learners (with plenty of step-by-step help provided in the tutorials on the CD-ROM if you feel you need it), you should be able to greatly increase your ICT skills set, and to feel a lot more confident about using technology in the classroom.

You will also need some essential equipment in order to get the most out of this book, and to start to implement technology with your learners:

- o at least one computer (preferably one per two students).
- o an Internet connection.
- o a printer.
- o an audio card in the computer, and a headset (audio and microphone) for every computer.
- o basic software (a word processing program, a **web browser** like Internet Explorer, Firefox, Safari or Mozilla, and an email program).

As we saw above, teaching contexts and teachers' access to computers and technology can vary widely. While reading this book, you'll find plenty of activities which can be done if only one computer is available in class. However, access to a computer room to which you can take your class will provide more opportunities for implementing technology, for both you and your learners.

It is worth bearing in mind that the layout of your computer room will directly affect the types of activities you are able to do with your learners, and how they interact with one another and with you. A layout which has computers at desks around the walls, facing the walls, with a large table in the centre of the room, allows the teacher to walk around and easily see what the learners are working on and what they're looking at on the computer monitors (screens). The central area provides an easily accessible space where learners can go when they don't need the computers,

and for when we might want to do more communicative group work. If the central space is reasonably large, more movement and activity is possible in the center of the room; this will offer up more opportunities for kinesthetic learners, and the chance to use games and physical activities with younger learners away from the computer monitors"[4].

Of course, few of us are lucky enough to be able to choose how our computer facilities look, but it may be possible for you to make some small changes in the work environment so that it's more comfortable to work in the room, and easier to teach in. It's well worth considering how your institution's computer room could be made more user-friendly for you and your classes.

3. USING WEBSITES IN THE CLASSROOM

Here we look at the basic skillset needed for effective use of the Internet with your students and take a closer look at the process for introducing the Internet into your teaching.

"Using **websites** is one of the easiest and least stressful ways of getting started with technology in the classroom. There is a large and constantly expanding collection of resources on the web, at a variety of levels and covering an amazing array of topics. You can choose from authentic (written for **Internet surfers** in general) sources or

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[4] DUDENEY Gavin, HOCKLY Nicky, 2008. "How to Teach English with Technology" Peasron Logman Pag. 13.

ELT-specific sites (made by, and for, teachers), monolingual or multilingual sites, sites with multimedia, or just simple text, for those on slower connections.

The **web** is a source of content which can be used as a window on the wider world outside your class, and is - of course - a readily available collection of authentic material. As such, it is a much larger repository of content than would previously have been readily available to you and your students.

Perhaps one of the best tips we can give you at this point is to work as a team with other teachers in your center. Everybody has their favorite websites, and plenty of teachers will, at some point, have used websites in class, or taken material from the web and adapted it for teaching purposes. Take the time to share sources of content with other teachers and organize regular get-togethers where you sit down and discuss what you have found on the Internet and how you have used it in class. Collaboration like this can help to reduce the time you spend searching for good materials and the time spent preparing activities or making worksheets. Just as the Internet is becoming more of a collaborative medium, so should your use of it in your teaching"[5].

The technology needed to use the Internet for teaching is relatively limited and the chances of something going wrong are greatly reduced over more complex technology approaches such as attempting to carry out live chat or video-conferencing sessions.

[5] Idem

Another advantage of this tool is that you don't necessarily have to rely on a constant Internet connection if you bear in mind that it is possible to save local copies of websites on your computer, or print out potentially useful pages for later use. Indeed, you can use web pages in the classroom in a variety of ways:

o **As printed pages, with no computers.** Although printing is not necessarily the cheapest option, it is certainly a viable one in places where there may be limited access to the Internet. Indeed, a lot of activities using web pages will only necessitate the printing of one or two pages, which can subsequently be photocopied.

o **With one computer with an Internet connection.** This can be enhanced by connecting the computer to a data projector or even an interactive whiteboard, allowing for greater visibility in class, but it is also possible to make use of a single computer on its own connected to the Internet for reference.

o **In a computer lab with a set of networked and connected computers.** If you're lucky enough to be in this kind of situation, then you are ideally placed to incorporate Internet content into your regular teaching.

It's important that both you and your learners see the use of the Internet as an intrinsic part of the learning process, rather than as an occasional activity which has nothing to do with their regular study programme. We would therefore recommend

that, if you plan to use the Internet, you should talk to your learners and explore the reasons for using this resource with them. This can be done at lower levels in their own language or in English with higher-level classes. You will need to talk to your learners about why Internet content may be useful to them and discuss their attitudes to technology in general - when they use computers, and what for. Show them how the coursebook and other materials can be enhanced by extra material from the Internet, but above all, make it clear that this is not a toy, not something that you are just using to fill in the time.

With some learners there may be some resistance to regular computer use in the classroom. We have often found, for example, that professional people view computers as work tools rather than as resources for learning. It is vital that they appreciate that this is a useful, as well as an entertaining, tool in the classroom and that it can contribute to their language development in a variety of ways, for example by giving them the opportunity to build vocabulary or improve their listening skills.

3.1. ELT websites or authentic websites?

Your choice of website will depend largely on what you want to achieve with it. Many teachers tend to steer clear of authentic websites, and by this we mean any site not created with the language learner in mind, believing that their students will find them too difficult. But, as with all authentic materials, the level and language challenges posed by these sites can be largely mitigated by the type of task you expect your learners to carry out.

A well-designed task will allow your learners to deal with authentic sites, guiding them through not only the text, but also the layout and navigation problems that may otherwise impact on their learning experience.

It is also the case that many learners these days are far more used to working with computer-based text and information than they are to dealing with more traditional, paper-based forms of text, and this familiarity with the conventions of web design can count in your favour when deciding to use authentic content from the Internet.

Of course there are plenty of ELT websites which provide content that your learners can use, for example language practice activities they can do on their own. They provide valuable opportunities for more controlled language work and are often a great help to learners who need to brush up on certain aspects of the language or to prepare for an exam. Such sites are often ideal for homework, access to the Internet permitting.

Authentic sites, on the other hand, can be chosen to fit your learners' interests. This is a key factor in keeping motivation high in your electronic classroom. When evaluating authentic sites for possible incorporation into your teaching, try to find ones which have an easy structure and navigation, and with smaller chunks of text per page. These will be more approachable and understandable. Design your tasks to make them achievable, and show your learners how they can use online dictionary sites to help them - if they need them.

Authentic sites also provide an ideal opportunity to work through the issues of 'total comprehension' that plenty of learners have to deal with at some point in their studies. They can be guided towards being comfortable with understanding the content of a site and identifying what they need to know or find out without getting bogged down in having to understand every word on the screen.

3.2. How to find useful websites

As already mentioned, the Internet is a vast repository of information and resources, and it is perhaps exactly this range that makes it seem, at first, daunting and unapproachable to most teachers. In the following two sections we take a look at how to find and evaluate resources for use in class.

The ability to search through Internet content, and quickly and efficiently find suitable resources is perhaps the most underrated, and yet most useful, skill that both teachers and learners can acquire.

For teachers, having good search skills means finding useful resources quickly, speeding up lesson planning and facilitating web use in class. For learners, it means being able to quickly accomplish web-based tasks, thus ensuring that the technology enhances the learning experience rather than impeding it. It makes sense, then, both to acquire these skills, and to spend some time sharing them with your learners.

There are three basic ways of searching on the Internet, and we will briefly describe them below, and look at ways of making searches more targeted and efficient.

3.2.1. Search engines

Although there is a large variety of **search engines,** perhaps the most well-known is Google (www.google.com), which currently indexes over twelve billion web pages.

A search engine is almost directly analogous to a telephone directory, or any other database of stored information. You search for a name or a title, and the directory gives you more information about that entry. But with over twelve billion pages to choose from, it's not quite as easy to use as a phone directory. So how do you find exactly what you want?

"The answer comes in knowing what kind of information Google actually has on each web page that it indexes. What Google knows about a page is generally the page address on the web, the page title, when it was last updated and a few keywords associated with the content itself. These keywords are defined by the designer of the page, and can reasonably be expected to accurately reflect the content of the page. The key to good searching in Google is to define your keywords properly.

Say you have a class project on the history of the Olympic Games and you want to focus on the Barcelona games which took place in 1992. This means that instead of searching for *Olympic games,* you should try something more specific: *Barcelona Olympic games 1992.* In this example, more is less: the more keywords you put into the search box, the fewer page results you will get. *Olympic games* gives 30,500,000 pages, whereas *Barcelona Olympic games 1992* gives 619,000 and *Barcelona*

Olympic games 1992 10000 meters women's gold medal winner gives 738 - with the name of the winner clearly visible in the top few results.
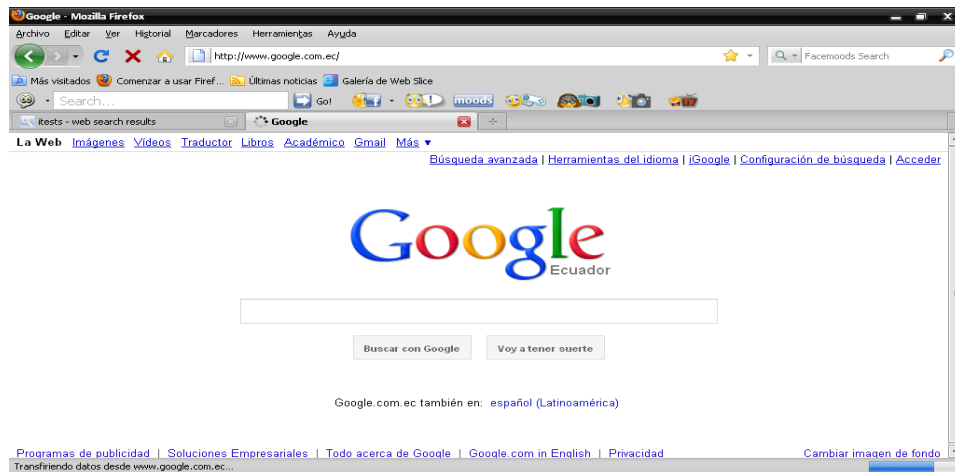
"The other technique which you may find useful is to use the 'phrase' search technique which involves wrapping part of a phrase in inverted commas, thus ensuring that Google will treat the words not as individual entities, but will actually look for sentences on web pages which contain those words in that particular order.

Thus, instead of searching for *cheap hotel in Rome,* which can search for any or all of these words, in any position and order, on a page, try searching for "cheap hotel in Rome" as part of a phrase you might expect to find on a web page.

To elaborate on our example above, "Barcelona Olympics marathon" returns only twelve pages, since the likelihood of these three words being on a web page in this exact order is significantly smaller than the chance of the words being on a page separately in any position.

This technique is particularly useful for finding song lyrics, where searching for "I never meant to cause you trouble" will return 11,800 results, with the first result being the lyrics of the Coldplay song, whereas a search for *Coldplay lyrics* will give you access to 7,640,000 websites, but you will have to visit each one to see if that particular song lyric is there.

The ultimate trick with Google is to try to imagine the web page you are looking for, and then try to visualize the content that is on this ideal page. This technique will help you decide on exactly what to search for.

In our next example, one learner is doing a project on the singer, Shakira, and needs some biographical information. Searching for Shakira on Google returns 43,200,000 pages. But how exactly would biographical information be presented on a website? Perhaps a search for "Shakira was born in" would be more useful, since the only possible information which could follow such a phrase would be a location or a date. This search returns 266 results, with the first few all leading to biographies of the singer"[6].

3.2.2. Subject guides

Yahoo! (www.yahoo.com) currently claims to index nearly twenty billion pages, and is still the search venue of choice for many people who remember when it was the only way of searching the Internet. The approach here is slightly different in that

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[6] Idem

Yahoo! was never intended as a keyword search engine, but rather as a way of browsing titles. Whereas Google might be likened to a telephone directory, a more familiar metaphor for Yahoo! would be that of the library, where users have a notion of what they are looking for, but not necessarily the exact title. So, in that sense, we are invited to browse, to wander around, rather than directly key in search terms or words we are interested in exploring.

Yahoo! derives its description of **subject guide** from the fact that it divides its content into subject areas, and subdivisions of those areas. Instead of a keyword search from the main page, users browse the section which best reflects their interests, and then search.

Using Yahoo! to find our biographical information about Shakira, we would access the Yahoo! directory by clicking on the *more* dropdown list at the top of the Yahoo! main page and choose *Directory*. From there we can browse to Shakira: click on *Entertainment-,* then *Music* then *Artists,* and finally search for Shakira biography, making sure to select the *this category* option. What this essentially means is that Yahoo! will only search in 'Entertainment - Music - Artists' rather than in its entire directory. This yields six results, shown below, all of which lead to biographies of the singer.
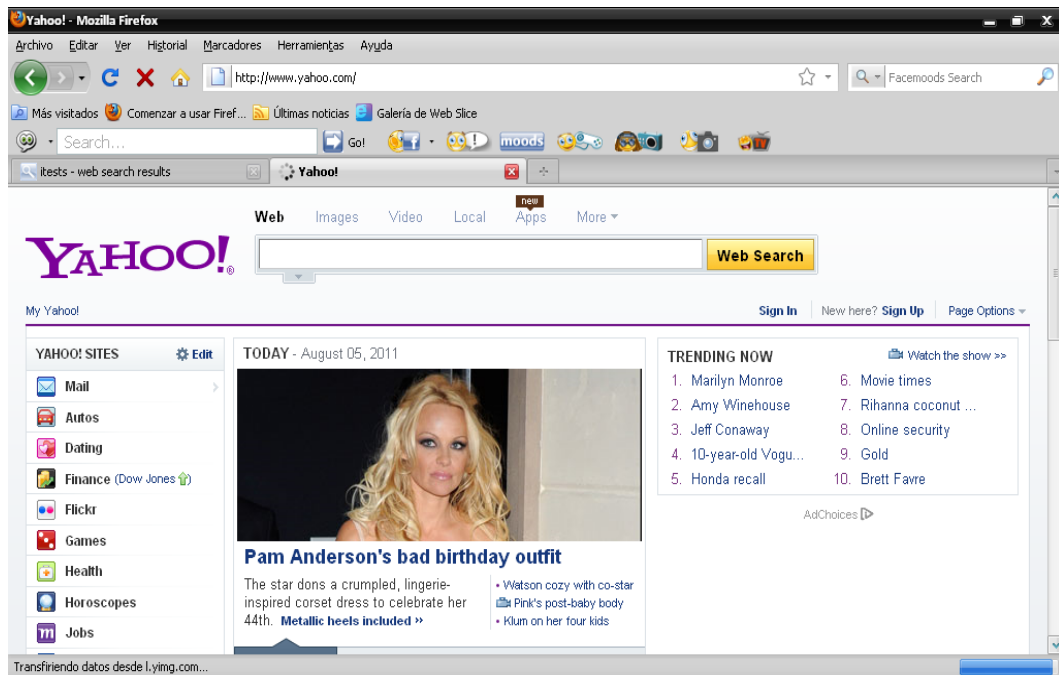
It is worth noting that Yahoo! search results can often be more accurate than Google results as they tend to lead searchers to the first page of a website, rather than dropping them indiscriminately into the middle, where the chances of confusion are higher.

3.2.3. Real language searches

A real language search such as Ask (www.ask.com) allows the user to type simple questions as search queries. Thus our learner who is investigating the life and times of Shakira types something along the lines of *When was Shakira born?* instead of a selection of appropriate keywords. Note that the website does not actually analyses or indeed understand the question itself, but rather selects the keywords from the query ('when', 'Shakira', 'born') and constructs a search based on them.

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A search on Ask should give you a results page with the answer to your question at the top (where Ask has been able to find a direct answer), and links to relevant sites below that.

Your choice of search facility will depend on how you like to work, and which site you find particularly attractive and useful. However, it is worth taking the time to play with all three and to spend some time exploring them with your learners. Learners can benefit from an exposure to all three types, as they activate different linguistic and mental processes. Keywords are good for exploring word relationships and lexical areas. Subject searches help define and refine ideas and contexts. A real search can provide useful practice in question formation.

A simple way of introducing the topic of searching the Internet in class is to produce a trivia quiz or short 'treasure hunt' type activity for your learners to do. Give them a set of questions and allow them to use all three search pages to find the answers. Make it into a timed quiz, with the first team to finish bringing the activity to an end. Then go over the answers and help them to see how to improve their search skills.

It is at this point that you can examine which search page was used in each case, if it was the appropriate choice, and work together as a group to extrapolate general conclusions about search techniques.

It is also worth considering specialist sites as a source of information. Teach yourself and your learners to think a little more laterally. For example, any queries related to

movies might be better directed to the Internet Movie Database (www.imdb.com) than a search engine. Similarly, book information can be easily found on the Amazon site (www.amazon. com), and football World Cup information on the FIFA site (www.fifa.com).

Variations on this treasure hunt activity include learners then making a quiz for another team to do. They must be able to find the answers themselves before they hand over the task to the other team. Or the whole class could make a quiz for you, the teacher, to do as homework! This can be a highly motivating task for learners, as they pit themselves and their Internet skills against the teacher's.

There are also subject- or media-specific search sites which are worth having a quick look at, though do bear in mind that much of what you find on media search sites will be subject to copyright, so please check the terms of use before including anything in any materials you might make. You might like to try the following to get started:

- http://images.google.com/ - Google image search, allows you to search an enormous collection of images in various formats. A good place to start looking for illustrations for worksheets, teaching materials, projects or presentations.
- http://froogle.google.com/ - Google shopping search, gives you access to comparative shopping results for products. Use this to find products you are interested in, read reviews and find the best prices.

- http://video.search.yahoo.com/-Yahoo! video search allows you to search a large database of online video material by keyword or category. Ideal if you want to demonstrate something in a more lively way, for music videos and other multimedia classes.

- http://www.altavista.com/video - AltaVista video search works in the same way as the Yahoo! one above, but videos are also classified by different formats, allowing for a range of multimedia players and software to be used to watch them.

- http://www.altavista.com/audio/default - AltaVista audio search gives you access to a large online collection of audio files. Particularly good for searching for the popular MP3 format song files.

- http://search.singingfish.com/sfw/home.jsp - Singing Fish multimedia search, combining both audio and video results in one interface. It has a large collection of sources, and you can search by category, including movies, news, TV, sports and a host of others.

- http://tv.blinkx.com/ - Blinkx TV video search allows you to search popular TV broadcasters like the BBC and CNN for short video clips on a wide variety of subjects. Again, this is an ideal source of news material.

4. PLANNING LESSONS USING THE INTERNET

By this stage you will have found, evaluated and decided on a collection of web pages which you want to use as part of your teaching. The next area to consider is how a technology-based lesson plan will look in comparison with the sort of plans

you usually produce. What will the differences be? What might go wrong, and how will you deal with it?

The first thing, of course, is to plan your session well: visit the websites you intend to use and make sure you know your way around them properly. Try to use sites which appear to have a potentially long 'shelf life' - ones made by large institutions and commercial organizations, rather than personal homepages, which have a tendency to come and go with alarming frequency.

Make a note of the particular pages you want your learners to work on - you can use the Favorites option in Internet Explorer, or Bookmarks in Firefox to log web addresses for later use - and make sure you're familiar with the content. Your ability to answer questions as they arise will add to your confidence and also inspire confidence in your learners.

Planning a web-based lesson, rather than one where the web content plays an ancillary role, is not intrinsically different from planning a more traditional one. We like to divide a typical web-based session into three parts (www): warmer, web, what next.

The warmer part of the lesson is the kind of thing we all do as a matter of course, with introductory activities, interest-generating ideas, and so on. This part prepares your learners for what they are going to be doing in the web part of the lesson. Our view is that this part of the lesson is best done in the familiar environment of the normal classroom.

"In the web section of the lesson, it's important to spend only as much time as you need working with the computers. We prefer to take learners to a computer room for this part rather than spend the entire class in there. This has the double advantage of allowing more groups to use the room and of keeping learners focused during their time there. It is also an opportunity for learners to stretch their legs and provides a change of pace. On the other hand, moving from the traditional classroom to a computer room does have the potential to disrupt your class, so careful planning of the logistics may be necessary.

If you have limited access to computers, or perhaps only one computer in the classroom, you can print off the web-based materials you want to use with your learners in advance, and simply use a print version. This is, of course, not as exciting as using computers themselves, but can bring the Internet into more resource-poor environments.

Of course, there are certain teaching situations where teachers are obliged to take their learners to a computer facility for one or more lessons per week. If you do find yourself in this position, you can adapt your lesson plans to make greater use of the Internet than we are suggesting here.

You may even choose to incorporate the use of websites more consistently into the curriculum of the course you are teaching - perhaps substituting a part of the course materials you are using for websites, for example the reading texts or the listening material. However you decide to do this, it must be a transparent process for the

learners, and they must be able to appreciate not only the thought processes that have gone into this decision, but also the relevance and value of the change. This can be achieved in part by helping learners to cast a critical eye over the materials they work with in class, and encouraging them to talk about what they like doing and what they don't.

It should also be born in mind that your learners will have favorite websites of their own, and it is well worth investigating whether these can be incorporated into your classroom teaching, partly as a motivator, but also as a link to their lives, interests and experiences outside the class. This again will help them to see the value of the technology applied in class.

It's worth remembering that once you put people behind computer monitors, it's easy for them to forget that you are there, and - more importantly - why they are there. So the two vital words here are time and task. Make sure your learners have a clearly-defined task to achieve and a clearly-defined time frame in which to achieve it.

Once the group has got what you intended from the computers, it's time to move them back to the classroom for the what next stage of the lesson. This part should deal with the tasks set for the web part and then proceed with more familiar follow-up activities to round off the lesson.

Movie stars is a sample lesson plan based on this structure. You can use this as a template for your own planning. It is worth noting that there is nothing intrinsically

different from the more traditional course book approach here - perhaps the major value of this material is its intrinsic motivational element: real actors being interviewed for a real program. This, plus the contemporary nature of most website content, make the web an ideal source of material"[7].

4.1. A lesson plan - Movie stars

This is an upper-intermediate to advanced lesson concentrating on famous movie stars and their lives and work. The language areas covered are: asking and answering questions, reacting to information, and showing interest. Learners will also explore interview techniques, and ways of interacting on a social level. The class uses the BBC website, and its section devoted to The Film Programme on BBC Radio 4, which you can see below.

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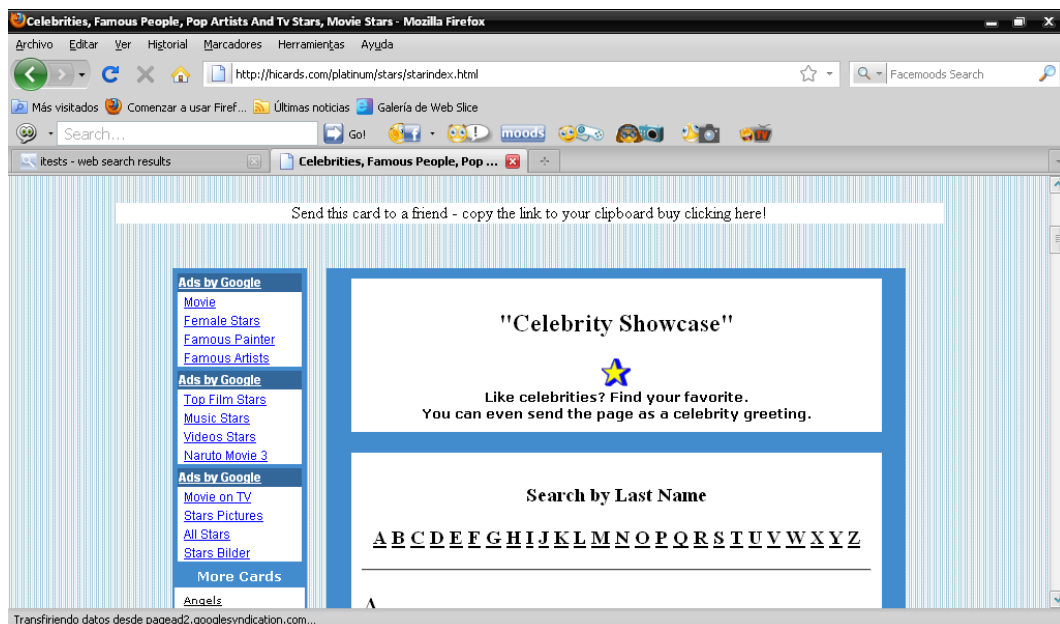
[7]DUDENEY Gavin & HOCKLY Nicky, 2008, "How to Teach English with Technology" Person Logman. Pág. 37

Introduce the subject by talking about learners' favorite movie stars and their work. At this level, a simple class discussion will work fine, but be prepared to prompt with various subject areas: favourite movies, recent visits to the cinema, forthcoming films, best and worst films, and so on.

Sample warmer

What kind of films do you like?

Who are your favorite actors?

What's the best film you have ever seen?

Which movie star would they like to interview, given the chance, and what would they ask that person?

Web

Have your learners visit the site and find an actor they are interested in — these are all audio interviews, with no transcripts. There is plenty of choice - note that interviews are archived by year.

Let each learner choose an interview to listen to, and ask them to make notes on the main themes dealt with, and to examine how the interview is constructed - how the interactions were started and developed (see task below).

Sample task sheet

Listen to your chosen interview:

Who was interviewed? Who was the interviewer?

What topics were discussed?

How did the interviewer construct the interview?

- o Introduction
- o Initial questions
- o Reactions to answers
- o Follow-up questions and comments
- o Conclusions

How did the interviewer react?

- o getting started
- o answers to questions
- o additional information
- o conclusions

Make a note of some of the useful interview expressions,

What next

Give each learner a chance to report back on what they listened to, who was interviewed and what the main themes of the interview were. What did they find out and what would they have liked to have found out, but didn't?

Developing a conversation with someone is a difficult skill to acquire in another language. Elicit some of the ways they heard the interviewer and interviewee working together to construct the dialogue. Write some of the language and techniques up on the board and analyse structures, purpose, and so on.

There are plenty of follow-up activities to do here, including:

• speaking activity: an interview.

Give each pair a role (famous person or interviewer) and have them conduct an interview. This could also be recorded or videoed for later language work.

• writing activity: 'a day in the life'.

This is often seen in UK Sunday newspaper supplements, where a famous person is interviewed about a day in their life, or a particularly interesting day in the past week.

• writing activity: an interview.

As for the speaking activity above, but styled for a magazine or newspaper. This could be done individually, or in pairs - with one writing the questions, the other the answers. This could be presented as an email interview.

- writing activity: a biography.

A more formal written piece, exploring the life of a famous person. This might involve more research on the Internet.

Working with professionals at higher levels, you might also like to consider the differences in language and register between a social interview like the one they listened to and a more formal job interview.

4.2. Working with lower levels of language proficiency

One of the most often asked questions is if it is possible to work with lower-level classes and the Internet. The simple answer is that it is, of course, feasible but that the choice of websites will be far more limited than for higher levels.

A familiar worry for lower levels is how much of a given text the students will understand. Lower-level learners often feel they have to understand everything and this will lead to problems, if not dealt with beforehand.

Choosing the right websites can go some way towards raising their comfort levels, though you may need to have shorter lessons than the higher level one described above. Websites which are more suitable for lower levels will include:

- websites with simple, clearly presented text.

- websites with non-linguistic data which is easy to interpret (e.g. data in the form of a chart, such as a weather page).

- websites with visuals - a task can be based around the visuals only.

- ELT websites, where the content has been written, edited and prepared with this audience in mind.

Borrowed words

This is a low-level lesson concentrating on different languages and the words they have contributed to English. The language areas covered are countries and languages. The class uses the Krysstal: Borrowed Words in English website:
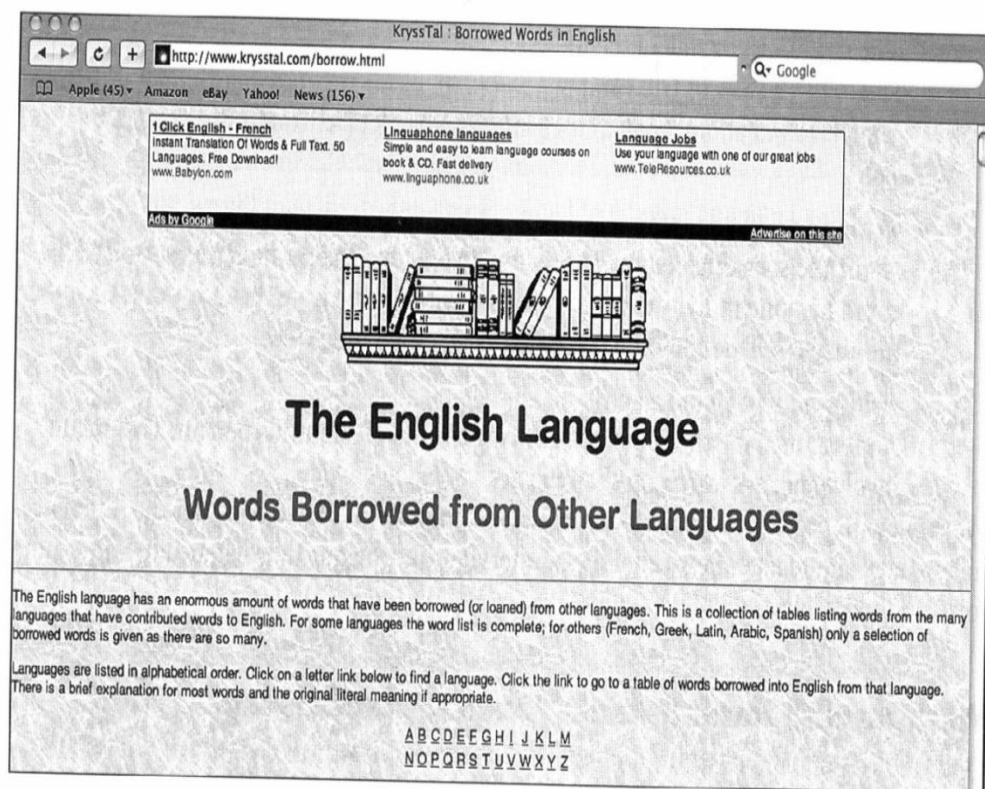
Ask your learners if they know of any words in their own language that have come from other languages. Build up a chart on the board. You may need to help with the English versions.

Original country	Original language	Original word	Your country	Your language	Word in your language	English version
Spain	*Spanish*	*paella*	*Sweden*	*Swedish*	*paella*	*paella*
					matratt	

Web

Put the learners into pairs (Student A and Student B) and give each learner a copy of the chart opposite. Give them time on the website to complete their column, leaving the other column blank for the next phase of the activity. Note that they will not only need to identify the language and country for the given words, but also find words to go with the given languages or countries.

Student A				Student B		
Word	Country	Language		Word	Country	Language
kidnap				sauna		
		Greek			Japan	
lottery						Russian
	Italy			parachute		
paper					Norway	

In the next phase they will need to ask their partner questions to complete the other half of the chart. Go over the questions they will need to ask, as in the examples (for Student A) given below:

- What language does the word *sauna* come from?
- What country does *parachute* come from?
- Can you tell me a Russian word used in English?

Give each pair some time to ask and answer the questions, and complete the table. Provide feedback on a model table on the board and help out with any vocabulary problems which may have arisen.

What next

This is an ideal opportunity to do more work with the country and language vocabulary areas covered above. You may also want to brainstorm English words which are currently used in your learners' languages, and build up their collective vocabulary in this way.

An additional follow-up project idea is for learners to 'collect' English words they find in their environment, if they live in a non-English speaking country, e.g. English words on TV, or on advertising billboards and signs. These could be added to a poster in the classroom.

5. BLOGS, WIKIS AND POD CASTS

5.1. Social Software

Blogs, wikis and podcasts are all examples of social software, computer tools which allow people to connect, to communicate and to collaborate online. A **blog** is essentially a web page with regular diary or journal entries. The term is short for *web log. A* **wiki** is a collaborative web space, consisting of a number of pages that can be edited by any user. The term comes from the Hawaiian word for "quick* A **podcast** is an audio and/or video file that is 'broadcast' via the Internet and can be downloaded to a computer or mobile device such as an MP3 player for listening/viewing. The word *podcast* comes from combining *iPod* and *broadcast,* iPod being the brand name for the Apple portable MP3 player. Although these three tools are different, we are grouping them together as they have certain features in common when applied to the classroom:

- They can be set up and used by teachers and/or learners.
- They can be used to connect learners to other communities of learners, for example to a class in another country.
- The ideas and content can be generated and created by learners, either individually or collaboratively.

Although the use of ICT tools such as blogs, wikis and podcasts can be very motivating for learners, teachers are themselves sometimes fearful of the technology,

or feel that they are not technically competent enough to use these tools. However, as we will see, all of these tools are easy to set up and use, with no specialist technical knowledge required.

Another common misgiving is one related to content, and the lack of control that a teacher may feel about allowing learners to generate and create their own content. Teachers may find themselves thinking: 'Will the content be appropriate? Will the language used by my learners be good enough?' In fact, these tools engender a sense of social responsibility, with learners working collaboratively on content. Also, the public nature of the content created using these Internet tools ensures that accuracy and appropiacy become more important to learners.

5.2. Blogs in Language Teaching

"The most common type of blog is kept by one person, who will regularly post comments, thoughts, analyses, experiences of daily life, interesting links, jokes or any other form of content, to a web page. Blogs may consist of written text only, or they may include pictures or photos - photoblogs - or even audio and video.

Most blogs will allow readers to comment on blog entries, thereby creating an online community around a common topic, interest or person. We can thus see why blogs are referred to as **social software,** as they set up informal grassroots links between blogs and writers/readers of blogs. Blogs will sometimes include a **blogroll,** or list of links to other blogs which the blog writer admires, thereby widening the online community of blog writers and readers.

On the next page is a **class blog** with entries from students studying at a college in the USA. The blog was set up as part of an international exchange of information with students in other countries. Blogs used in education are known as **edublogs.** Edublogs cover a wide range of topics related to education, from musings on educational policy and developments to learner compositions.

An edublog can be set up and used by a teacher, by individual learners or by a class. A teacher may decide to use a blog to provide their learners with news and comments on issues, extra reading practice or homework, online links, a summary of a class for learners who were unable to attend, study tips, and so on. In this case, learners will access and read, and possibly add comments to, the blog outside the classroom. A blog set up and maintained by a teacher is known as a **tutor blog.** The teacher may decide to allow their learners-to write comments in the blog. In the blog she provides study tips, reviews class work and provides extra links on specific topics such as pronunciation.

A teacher may encourage their learners to each set up and maintain their own individual blogs. These are known as **student blogs.** Learners can be asked to post to their blogs once or twice a week, or however often the teacher judges convenient, and content can range from comments on current affairs to descriptions of daily activities. Other learners, from the same class, from other classes or even from classes in other countries, can be encouraged to post comments and reactions to student blog postings. A trainee teacher, for example, can be encouraged to reflect on

what they are learning, or on classes that they are teaching, by means of a reflective

blog"[8].

The third type of blog is the class blog, one used by an entire class. Again, this blog

can be used to post comments on certain topics, or on class work or on any other

issue the teacher thinks interesting and relevant to learners; In a class blog learners

all post to the same blog.

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[8] Idem, Pág. 86.

A tutor blog

A student blog

Here are examples of some ways in which you can use blogs with your learners. All of these blogs could include photos, which can be taken by learners themselves, or off the Internet from free photo-sharing or clip-art sites such as Flickr (www.flickr.com).

Tutor blog	Student blog	Class blog
Set homework.	Personal and family information (including photos).	Reactions to a film, article, class topic, current affairs.
• Provide a summary of class work.	• Extra writing practice onclass topics.	Things learners like/don't like doing in class
Provide links to extra reading/listening material	• Regular comments on current affairs.	A class project on any topic.
Question and answer (e.g. about grammar, class work).	Research and present information on a topic (e.g. an English-speaking country).	
Exam/Study tips.	• A photoblog on learner's country, last holiday, town.	

There are some obvious advantages to using blogs in the classroom. They provide a 'real-world' tool for learners with which to practise their written English, as well as a

way of contacting learners from other parts of the world if the blog is used as part of an international exchange. Even if a student or class blog is not shared with learners in other parts of the world, a blog is publicly available on the Internet. In theory anyone can read the blog, although only invited members can be given permission to add comments.

One of the issues to bear in mind when setting up student or class blogs is that of correction - how much help are learners given with their written work? Learners tend to want their written work in a blog to be as accurate as possible, given that the blog is publicly accessible, and the teacher needs to be prepared to give learners plenty of time for writing, reviewing, redrafting and checking postings before they are added to the blog. Asking learners to prepare blog entries in a word processing program, beforehand, and encouraging peer review of work in progress, for example in pairs, can help with this process.

A further area to consider is assessment. Given that a student or class blog is essentially a written assignment, blog postings can be used for evaluation. If the teacher intends to evaluate blog entries as part of a writing assessment, as with any written work the criteria for evaluation need to be made clear to learners in advance.

5.3. How to start using blogs with learners

A simple blogs project that you can use with learners of all levels is to get your students to set up their own student blogs, writing about themselves, their interests, family, home, country, and so on, and including some photos.

Step 1 - Setting up a sample blog (1-2 hours)

At home before class set up your own blog, including information about yourself similar to what you would like your learners to produce. Doing this has several advantages:

- It allows you to become familiar with the blog interface and how it works.
- It shows your learners what a blog is.
- It provides a model for your students' blogs in terms of: content - what the learners can write about; language - the level of language expected; and look - for example, the blog could include photos.

Step 2 - Setting up student blogs (1 hour)

Once you have shown your learners your sample blog, for which you could prepare some comprehension questions to help them understand the content, take them to your computer room, and help learners to set up their own blogs. If there are the facilities for one computer per learner, each learner can set up their own blog. If learners need to work in pairs or small groups around one computer terminal, one blog can be set up per pair/group. In the case of the single computer classroom, the teacher can set up a single blog for the entire class, with multiple users accessing it outside of class time.

Note that helping learners to set up their own blogs can be quite labour intensive! You will find yourself answering questions from learners who are all at various stages of the setup process, so if possible it is always a good idea to put learners into pairs or small groups to set up their blogs, with one more tech-sawy learner per group to help out. Expect to spend one entire class on helping learners with the mechanics of setting up their blogs.

If you have the facilities to project a computer screen from a laptop connected to a data projector or an interactive whiteboard, you can take learners through the blog set-up process step by step on the screen, while they work on their computers.

Step 3 - Posting to and visiting blogs (i hour)

When learners have set up their own, pair or small-group blogs, they are ready to spend some time on preparing and posting content. Once the student blogs contain several postings and photos, encourage them to share their blog addresses and to visit each other's blogs and to post comments, or in the case of a single blog with multiple posts, encourage them to comment on each other's posts in the same blog.

*Step **4** - Follow-up (2-3 hours or several lessons)*

Both teacher and learners will have spent some time on learning to use blogs, and on posting their initial blog entries, so it is well worth carrying on using the blogs for more than a couple of classes. Learners can be encouraged to post regularly over a

certain period of time, for example, a term or a semester, with the teacher providing ideas and suggestions for content. The blogs can be kept as an internal class project, or other classes can be encouraged to visit and to comment on the blogs. Teachers can even join an international network of teachers (see Chapter 11) and get learners from other countries to visit and to comment on the student blogs. Blogs can be set so that only invited members have **commenting privileges,** which gives the blog some measure of security. This, will be particularly important if you are working with younger learners.

Note that it is normal for blogs to have a limited lifespan. Only 50 percent of blogs are estimated to be active three months after being set up. Blog fatigue, or blogfade, will set in, so it is often a good idea for the teacher to have a clear time frame in mind for a blog project, such as a term or semester or a couple of months. If learners' interest doesn't flag after this time, the blogs can always be continued! You may want to experiment with using blogs for different purposes with the same classes.

5.4. How to set up a blog

There are a number of free blog sites available on the Internet. These include:

- Blogger (http://www.blogger.com)

- WordPress (http://wordpress.org)

- EzBlogWorld (http://www.ezblogworld.com/)

- Bahraich Blogs (http://www.bahraichblogs.com/)

- Getablog (http://www.getablog.net/portal3.php) Below is the start-up

 page for creating your own blog in Blogger.

The blog pages freely available on the Internet tend to be very user-friendly, and setting up your own blog is usually a straightforward process, with no specialist technical knowledge &expertise needed. You simply visit the homepage of the blog and follow the instructions.'

5.5. Audio and video blogs

To be able to create an audio or video blog, you need access to audio or video equipment, as well as editing software and .sufficient space on a web server to store

the multimedia files. Audio equipment will include a headset with microphone, and video equipment a digital video camera or webcam, although webcam images tend to be of poorer quality overall.
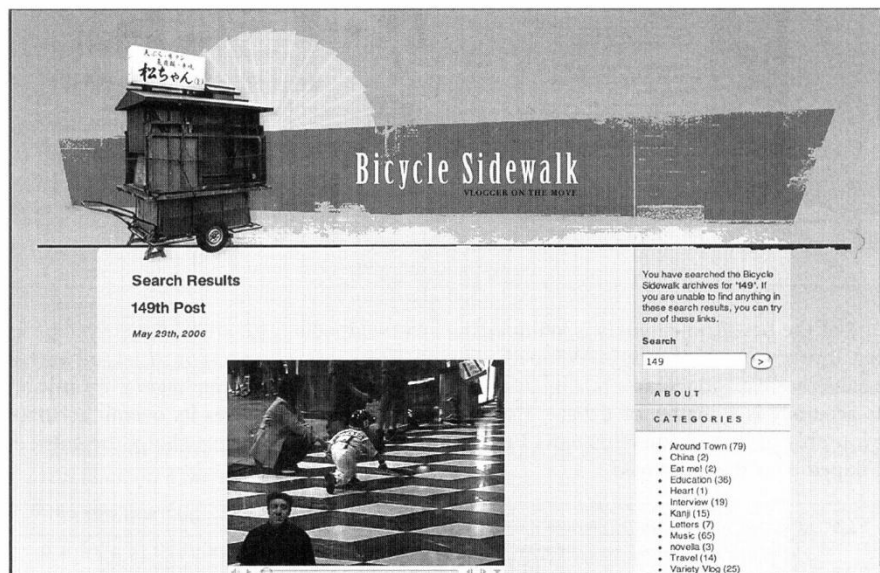

For audio Hogging, **Audacity** is software which is easy to use (http://audacity. sourceforge.net/). Also take a look at **Audioblog** (http://www.audioblog.com/) for more details, while for video files you may want to look at **Freevlog** (http://freevlog.org/). Bear in mind that while the concept of multimedia blogs is not overly complicated, you will need some time to acquire the necessary skills, and this may also impact on your classroom time if you are planning to do this kind of project with your learners. You will need to spend a little time training them, too. If, for example, you want to try adding audio to your blogs, you will first need to teach yourself to use audio editing software such as Audacity, and then teach your students to use it, so they can record themselves. Below is an example of a video blog, or **vlog,** made by a teacher living in Japan, in which he comments on his daily life.

5.6. Wikis in language teaching

First of all, how is a wiki different from a blog? A blog is essentially an online journal or diary, usually written by one person, which is added to regularly. Most blogs allow visitors to add comments, which are then visible to the blog owner and also to subsequent visitors who can in turn comment further. A wiki, on the other hand, is like a public website, or public web page, started by one person, but which subsequent visitors can add to, delete or change as they wish. Instead of being a static web page or website like a blog, a wiki is more dynamic, and can have multiple authors. A wiki is like having a publicly accessible word processing document available online, which anyone can edit.

Essentially a wild is not linear, like a blog, A blog consists of a number of postings, which are published on one web page, in reverse chronological order with the most recent posting at the top. A wiki has a non-linear structure, and pages may link back and forwards to other pages. It might be helpful to imagine the difference like this:
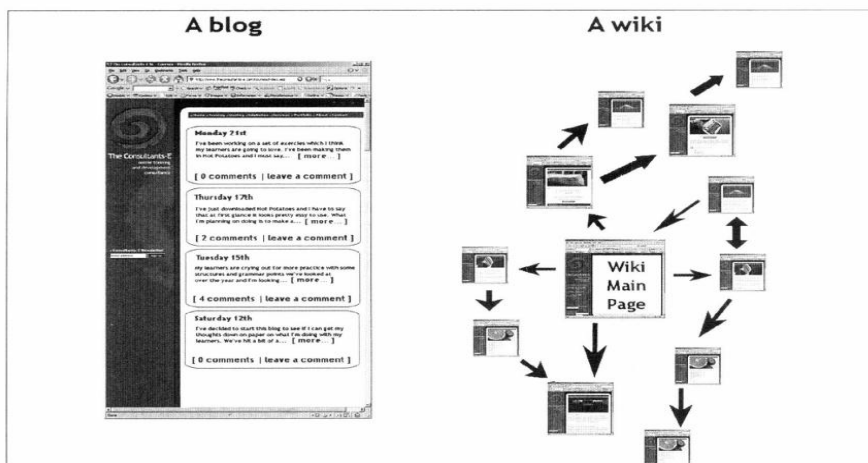
One of the best-known wikis is **Wikipedia** (www.wikipedia.org), an online encyclopedia that anyone can add to or edit. Wikipedia demonstrates several aspects of social software: it is collaborative and grassroots, displays multiple authorship and is not 'owned' by anyone. Its accuracy is a matter of debate. However, one analysis compares its overall accuracy favourably to that of Encyclopaedia Britannica. The screenshot below shows the entry in Wikipedia for the word *wiki*
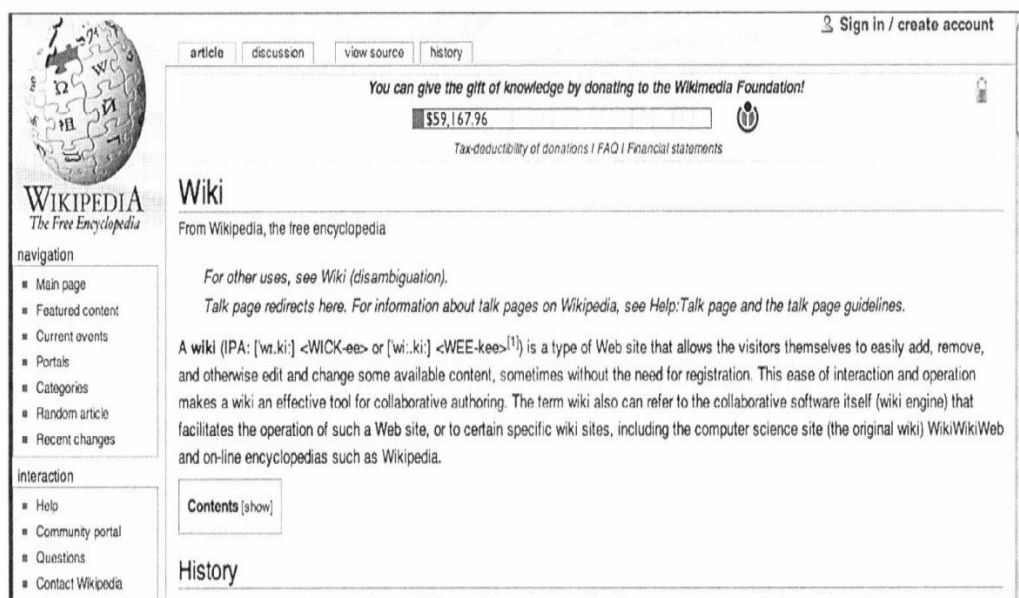
A wiki lends itself especially well to collaborative writing. The mechanics of using a wiki are relatively simple: learners can add new pages to a wiki, as well as edit previous entries/pages. One of the advantages of a wiki is that when a web page in a wiki is edited, changed or even deleted by mistake, previous versions of the page are automatically saved. This means that it is easy to see what changes have been made to pages by whom and when, and to restore an earlier version of a page. Below is the home page of a sample wiki using **pbwiki** (short for 'peanut butter wiki'), set up for a secondary school wiki project.
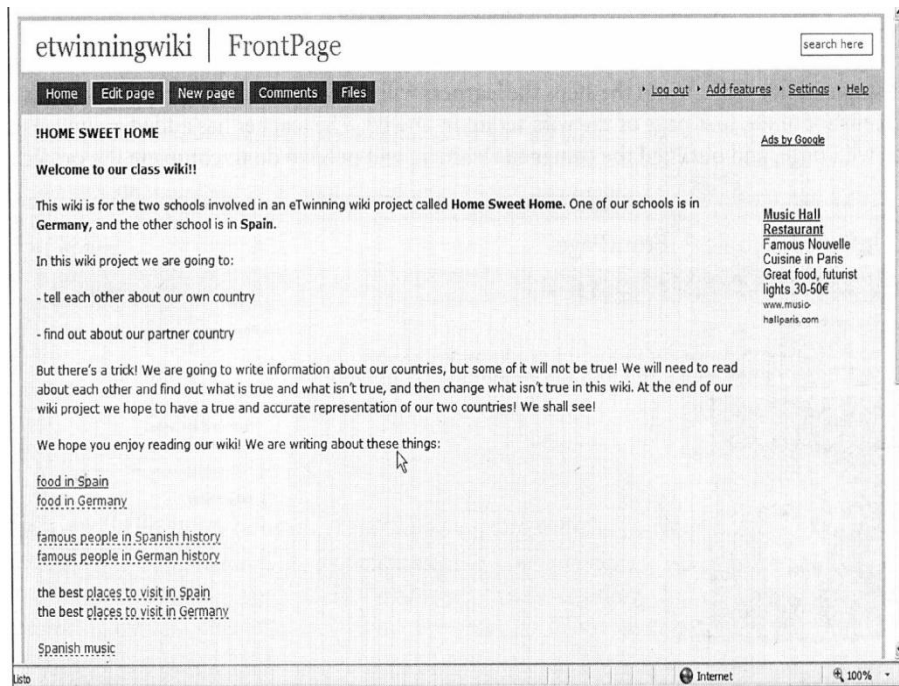
The screenshot above clearly shows the main functions of a wiki. At the top of the screen you can click on a tab to:

- edit the page (if you have the password).

- look at the changes that have been made by other contributors to the wiki.

- see a list of all the wiki pages.

- change the wiki settings, and add files (including pictures) to the wiki.

- logout.

At the bottom of this wiki home page are a number of links. These link to the other pages in this wiki, and have been set up in advance by the teacher. Links to wiki pages can appear within the body of text itself. They do not need to appear as a list, as in this example.

5.7. How to start using a wiki with learners

"The best way to start using a wiki with a group of learners is to set up a simple collaborative writing project. A topic that we have found works well is that of [4](in)famous people', in which pairs of learners write short descriptions of famous people that contain a number of humorous factual errors (but not grammatical errors!). These descriptions are then 'corrected' by another pair. The project outlined below can be used with learners of any level, and using any of the free wiki sites"[9].

Step 1 - Preparation before lesson (approximately 30-60 minutes)

Using a free wiki site (such as pbwiki), the teacher sets up the first page of a wiki, outlining the topic of the project, and the steps the learners will need to take in the project. Below is a screenshot of the first page of the wiki set up in pbwiki. The teacher has added an image to the wiki page, and outlined the things the learners will need to do to complete the project.
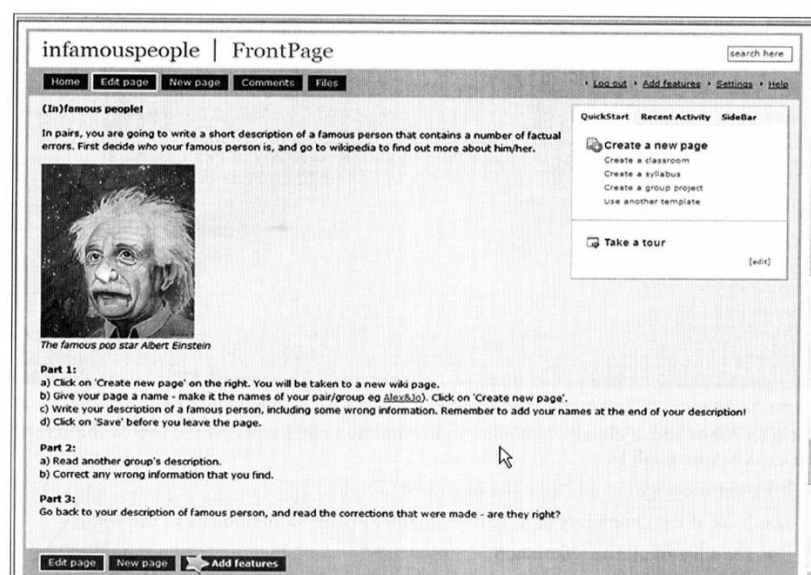
[9] Idem, pág 96.

Sfep *2 - (In)famous people: descriptions (approximately 1hour)*

Put learners in pairs and tell them that they are going to write a description of a famous person that contains a number of factual errors. You may first want to allow them to choose and research a famous person using an online encyclopedia such as Wikipedia. They may prepare this description on paper, or in a Word document, or you could take them to the computer room, where they could type their descriptions directly into the wiki. You may want to give the learners an example of a description of a famous person with factual errors, which you have already written yourself in the wiki. The one below is an example of an erroneous entry on Albert Einstein, in the process of being written, with the wiki page in Edit mode. You will need to give the learners clear directions on how to add a new page to the wiki, and then how to add their descriptions. Once all the pairs have added their description to the wiki, let them spend time reading the other pairs' descriptions.
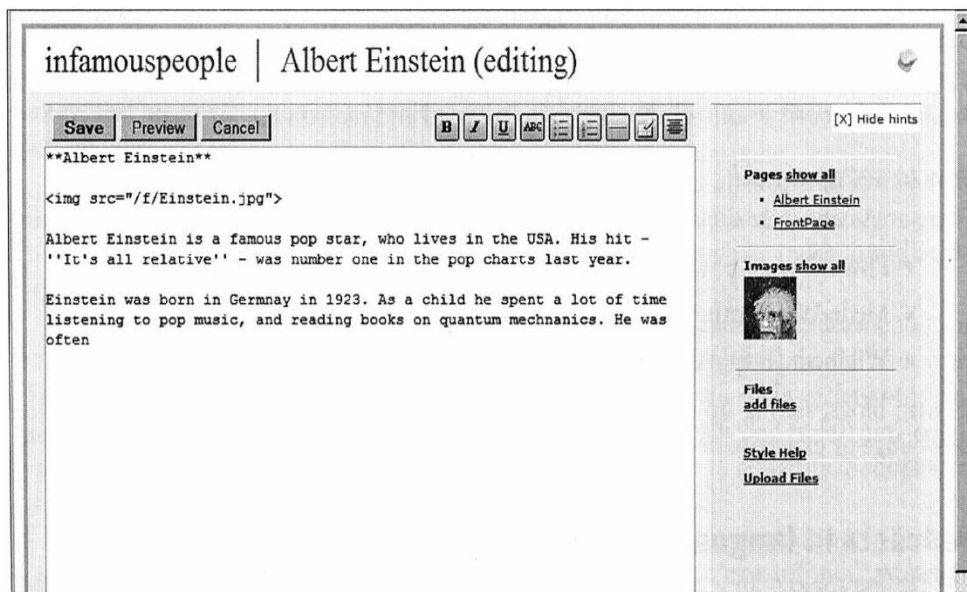
Step 3 - (In)famous people: corrections (approximately i hour)

Allocate one description to each pair from the previous class - make sure that it is not their own original description! The pair reads the description, clicks on the Edit tab for the wiki page and corrects any 'wrong[5] information in the description. Again, you may want to refer learners to an online encyclopedia such as Wikipedia for them to check any information about the famous person that they do not know. Depending on the level of the class, you could ask the pairs to now add two grammatical errors to the entry, while they are correcting the factual information. Corrections are done to the the wiki page in Edit mode. Each pair then goes back to their original description, and reads the corrections that were made. Are the descriptions now correct? If two new grammatical errors have been added, can they spot the deliberate errors and correct those, too?

Alternative (approximately 3-4 hours)

With higher-level learners a slightly more complex collaborative writing project could be set up on the same topic of famous people which uses online resources for research (see Chapter 8). In this version of the wiki project, pairs or small groups of learners each research a different facet of one famous person. For example, one famous writer, painter, musician or scientist is chosen by the class, and different aspects of their life are investigated by each pair, e.g. childhood, education, main works or influences on other artists/professionals. Each pair then prepares an entry on their topic, and creates a wiki page dedicated to this. All topics can link from the

main wiki page. Groups can then read other groups' contributions and edit/change as necessary. The final result is a wiki with pages on various aspects of a famous person, rather like a mini encyclopedia.

Considerations

As with the blogs project outlined earlier in this chapter, the wiki can be kept as an internal class project, and given the public nature of the Internet, it is probably worth asking other classes/learners (for example in the same school) to take a look at the wiki, and possibly to contribute to it. In the case of younger learners, a wiki project can be viewed by parents. Knowing that the wiki will be viewed by readers outside the classroom, and will be available on the Internet for public scrutiny, is an added incentive for learners. By giving the wiki a password, only those who know the password can edit it, which gives your wiki some measure of security, but still allows it to be accessed and read on the Internet.

How to set up a wiki

There are several free sites for setting up wikis, and some of the best-known are:
- Pbwiki (www.pbwiki.com)
- MediaWiki (http://www.mediawiki.org)
- Wikihost (http://wikihost.org)

As with blogs, setting up a wiki is a straightforward process, with no specialist technical knowledge or expertise needed.

5.8. Podcasts in language teaching

The closest analogy to a podcast is that of a radio or TV show, but the difference is that you can listen to or watch a podcast on a topic that interests you whenever you want to. A podcast can be downloaded automatically to your computer using RSS, podcatching software which is described in Chapter 12. Typically, a podcast will consist of a 'show* which is released either sporadically or at regular intervals, for example every day or once a week. A podcast can be on any topic, and can include music and video. Video podcasts are also known as **Vodcasts** or **PodClips.** A podcast can last anything upwards of a few minutes to an hour or more. Podcasts can be authentic - for example, BBC radio shows are often downloadable as podcasts - or specially made for language learners.

Podcast directories are one place to start looking for podcasts. You or your learners can click on a category and scroll though a list of podcasts, listening to and subscribing to any that interest you. A podcast directory aimed specifically at teachers and learners of English is Englishcaster (http://www.englishcaster.com).
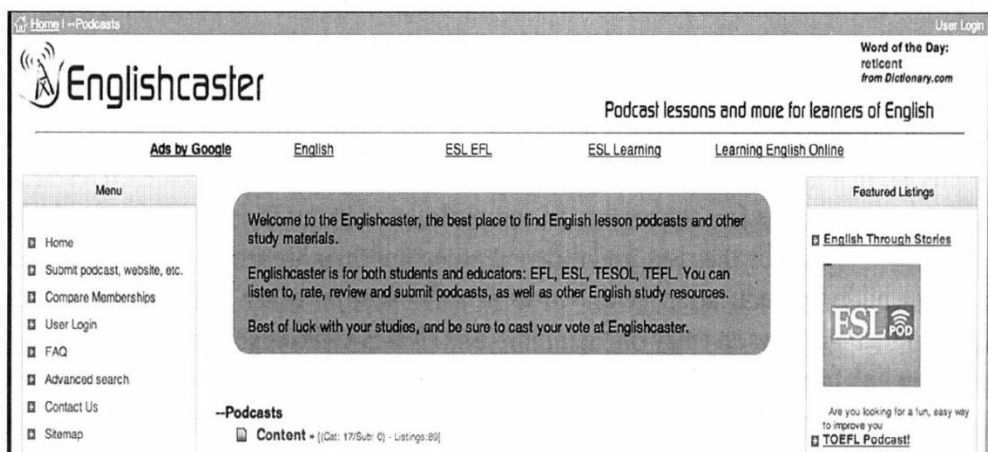
There are two main uses of podcasts in teaching. Firstly, learners can listen to podcasts made by others and, secondly, they can produce their own podcasts. It is becoming increasingly common in tertiary education, for example, for professors to record lectures as podcasts, so that students who miss a class can download the lecture podcasts for later listening on their computers or mobile devices like an MP3 player. This is sometimes referred to as **coursecasting.** Lecturers may have standard lectures that have been recorded and are made available at certain points in the university term/semester, and they may also record new podcasts regularly for their students. Podcasts can also be used in a similar way in teacher training, where trainees listen to/watch podcasts on issues of teaching methodology.

The language teacher can direct their learners to podcasts already available on the Internet, for self-study purposes, or even use them for listening in class via a computer. These can be EFL/ESL podcasts made especially for learners, such as those found at the Englishcaster directory, or authentic podcasts.

One option for the language teacher is to encourage learners to find a podcast on a topic that interests them and get them to subscribe and then listen to it regularly in their free time. EFL/ESL podcasts are available for all levels of learners, covering a wide variety of topics, from vocabulary items to discussions on topics of interest, to jokes and to learning songs. Alternatively, you can encourage high-level learners to subscribe to authentic podcasts, for example from sites such as the BBC News (http://www.bbc.co.uk).

More demanding, but ultimately perhaps more rewarding, is the option of learners actually producing their own podcasts. Learner podcasts can be a 'one-off' podcast, which is then stored on the Internet, or learners can produce a series of regular podcasts on a variety of topics, much like a radio show.

5.9. How to create learner podcasts

Learner podcasts can consist of a series of short audio files, lasting from 10-20 seconds to several minutes, made by individual learners, or of longer podcasts, made by small groups. Below are a number of ideas for podcasting projects:

Podcast idea	Suggested length of	Student language level	Individual/Small group recording	One-off/Series of
Personal information (e.g. name, age, likes	1-3 minutes	Low	Individual	One-off
Views on topics	1-3 minutes	LOW+	Individual	Series
Describing (e.g. national customs/ holidays)	5 minutes plus	lntermediate+	Small groups	One-off/Series
Telling jokes/ anecdotes	1-3 minutes	Intermediate*	Individual	One-off/Series

Here is an example of a class podcast project.

Step 1-Setting up a podcast page (approximately 30 minutes)

Using a free podcast site like **podOmatic** (www.podomatic.com), the teacher sets up a podcast page for the project. This needs to be done at home or in the computer room before class. To record a podcast, the teacher needs a computer and Internet connection, and a microphone and speakers or a headset. Podcast sites are extremely easy to use and no specialist technical knowledge is needed. The podcast page provides a website for learners to post their podcasts to. The teacher can provide a short text description of the project, with photos and an example podcast, as in the screenshot below, on the podcast page:
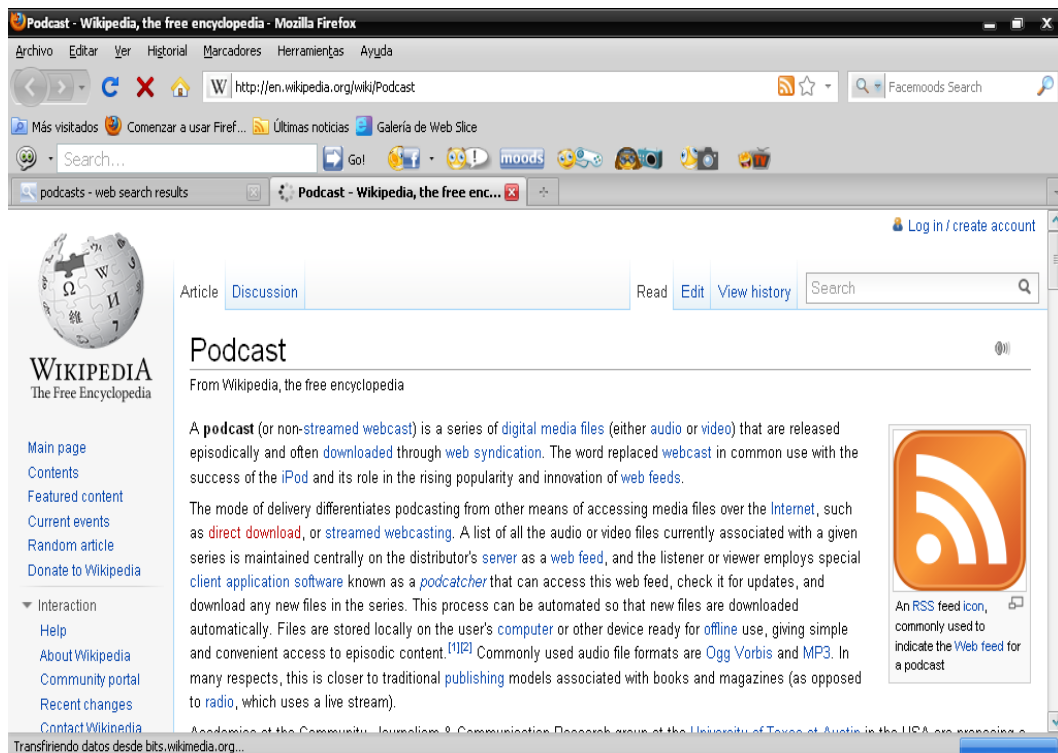
The teacher can also add a podcast as a briefing for the class, including the information that they would like learners to have in their own podcasts.

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Step 2 - Creating learner podcasts (approximately 45-60 minutes)

In pairs or individually, learners prepare and rehearse a short text about themselves. Tell them to include the following information:

- name and age.

- job or school year.

- hobbies or spare time activities.

- one unusual thing about themselves.

It is important to allow learners time to rehearse their texts several times so that they feel confident about being recorded. Although their podcasts should not be directly read out word by word, do allow learners to make notes to help them, as they will feel it is important to be as accurate as possible.

A podcast site such as podOmatic will allow learners to record, listen to and then re-record their podcasts until they are entirely happy with the results. Only then should learners publish their podcasts to the podcast project page. Recording and re-recording requires no special technical knowledge or software apart from Internet access to the podcast page already set up by the teacher, and a microphone and headphones for each student to record their podcast with. The recording software is incorporated into the podcast page and is very easy to use. In the single computer classroom, learners will need to take turns to record their podcasts. When learners are happy with the recordings of their individual podcasts, they publish them to the main podcast page.

Step 3 - Listening to learner podcasts (approximately 45-60 minutes)

In a subsequent class, put learners individually (or in pairs) with a computer and allow them to listen to all of their classmates' podcasts. In the single computer classroom, the podcasts can be played one by one, via speakers. Tell learners to note down what hobbies each person has, and also the unusual thing each person mentions. Once all the podcasts have been listened to, allow learners to compare notes in small groups. What have they found out about their classmates?

Step 4 - Follow-up (3-4 subsequent lessons)

Once learners have produced one short podcast, and are familiar with the podcasting site and how to use it, they can start to produce regular podcasts on the topics which are covered in class. The more learners practise preparing podcast texts, rehearsing them and recording them, the more confident they will become, and the more 'natural' their recordings will start to sound. And the quicker they will carry them out.

6. E-LEARNING ONLINE TEACHING AND TRAINING

6.1. WHAT IS E-LEARNING

"So far we have looked mainly at the use of technology to enhance courses where the classroom and face-to-face contacts are the main element. Here we look specifically at online teaching and learning, that is teaching and learning done mainly at a distance, usually via a personal computer and the Internet. We have already looked at some of the tools that can be used as part of an online course.

e-learning refers to learning that takes place using technology, such as the Internet, CD-ROMs and portable devices like mobile phones or MP3 players. There are several terms associated with e-learning, which are often used interchangeably and which can be rather confusing"[10]. Let's take a quick look at some of the main terms here:

- **Distance learning**

    The term *distance learning originally* applied to traditional paper-based distance courses delivered by mail. Nowadays distance learning includes learning via technology such as the Internet, CD-ROMs and mobile technologies, hence the newer term *e-learning. Distance* or *e-learning* are often used as umbrella names for the terms below.

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[10]DUDENEY Gavin, HOCKLY Nicky, 2008. "How to Teach English with Technology" Pearson Logman Pag. 136

- **Open learning**

   This is one aspect of distance learning and simply refers to how much independence the learner has. The more open a distance course is, the more autonomy the learner has in deciding what course content to cover, how to do so and when.

- **Online learning**

   This is learning which takes place via the Internet. As such, online learning is a facet of e-learning.

- **Blended learning**

   This is a mixture of online and face-to-face course delivery. For example, learners might meet once a week with a teacher face-to-face for an hour, and do a further two hours' work weekly online. In some situations the digital element is done offline with a CD-ROM.

6.2. Teaching and learning online

How does online learning actually work in practice? The following scenarios are examples of learning situations which make use of the computer, but they are not necessarily all examples of online learning.

- Learners in a self-study centre, or at home, use a CD-ROM which provides them with extra practice of what they have done in class.

- During class, learners are taken to a computer room, and do exercises on a language wcbsite on the Internet, in pairs.

- Learners use an ICT tool, such as blogs, wikis, chat or podcasts, for project work, either inside or outside the classroom.

- Learners email their homework or class assignment to the teacher, who marks it and emails it back to learners.

- The teacher uses a blog to provide learners with online links for reading and listening, homework assignments, and summaries of classwork for learners who miss class.

- The classroom is equipped with an interactive whiteboard, which is regularly used in class.

- Learners meet face-to-face only once a month, and do classwork using email, chat, phone and shared activities on the Internet.

We would argue that only the last scenario above is an example of online learning. In fact, in this case, as the learners do meet face-to-face, we are talking about blended learning, a mixture of online and face-to-face course delivery.

Key to the concept of online learning is that a very significant part of the course delivery and coursework takes place virtually, using the Internet. At one end of the scale we have a 100 percent online course, where learners never meet face-to-face, and all course content and coursework takes place online, and at the other end of the

scale, a blended option where most coursework takes place face-to-face, but there is a regular and carefully integrated online component to the course.

Online learning is often delivered via a learning 'platform' or **Virtual Learning Environment** (VLE). Also known as a **Learner Management System** (LMS), or a virtual classroom, a VLE is a web-based platform on which course content can be stored. It is accessed by learners on the Internet, and they can not only see course content, such as documents, audio and video lectures, but also do activities such as quizzes, questionnaires and tests, or use communication tools like discussion forums or text and audio chat. Newer VLEs even integrate blogs and wikis. Increasingly popular in the VLE world is Moodle, an open source VLE which is free. Other well-known VLEs are WebCT, which recently merged with Blackboard, and First Class, although neither of these is free.

The advantage of a VLE for course delivery is that everything is in one place, and most VLEs provide **tracking facilities,** so that the online tutor can see who has logged in when, and see what activities learners have done, or \yhat documents and forums they have accessed. VLEs also usually provide fairly sophisticated tools for assessment and grading, with records kept for each learner. Thus a teacher can evaluate a learner's written work or assignments in the VLE, as well as their contributions to forums, and these grades are automatically recorded. Results for automatically graded activities (like quizzes or tests) will also be fed into the learners 'grade book' with the learner able to consult their grades and check progress at any point. With this combination of automatically graded activities and tutor assessment,

VLEs provide a much richer tool for learner evaluation than, for example, a CD-ROM, where learner assessment will normally be based on automatic grading only.

6.3. Course design for online learning: examples

What might an online course look like? Let's look at some examples.

Course 1: A 100 percent online language learning course

This course is likely to be instigated by an institution in response to a perceived demand in the market, or perhaps as part of a government-sponsored initiative. The course is not unlike a coursebook online, with ten units covering the four skills (reading, listening, writing and speaking), grammar and vocabulary. Learners work their way through a series of materials and activities online, which include reading and listening texts, and writing, grammar and vocabulary activities. Many of the activities are self-marking, with feedback given automatically by the computer, but activities such as writing texts are sent to a tutor via email. Speaking is dealt with via a phone or Skype tutorial every unit, and learners also need to send regular voice mail to their tutor. The course can be taken by an individual learner, who works through the course materials at their own pace, or by small groups of learners, who all start at the same time, and have set deadlines for work. For example, learners need to complete one unit per month, and certain activities within that unit by specified dates in the month. In the case of a small group, additional facilities like online forums and a text/audio chat room are provided for group members to discuss issues and materials, and to meet in regularly, with and without a tutor.

Course 2: A blended language learning course

A language learning course delivered 75 percent online and 25 percent face-to-face. This course is similar to Course i in that it is likely to be instigated by an institution in response to a perceived demand in the market or as part of a government-sponsored initiative, but learners meet once a month face-to-face in a group with a teacher. Similar materials to those found in Course i covering the four skills, grammar and vocabulary are delivered both online and face-to-face, but speaking activities are carried out mainly face-to-face. Phone contact and Skype may provide extra speaking practice for learners on this course.

Course 3: A face-to-face language learning course with additional online materials

Atypical language learning course, which uses online tools to support and extend face-to-face lessons. Strictly speaking this is not an online course, but it is the way most teachers get involved in online learning and become more confident with using online tools with their learners at a distance. The teacher uses the following online tools:

 A tutor blog to provide extra reading and listening practice, to set homework and to provide summaries of class work

Learners emails the teacher all class assignments, which are returned via e-mail

The teacher offers regular chat session via skype for the learners, outside class time, for example every second weekend at a specific time, for an hour

The teacher does project work with the class involving ICT tools like blogs, wikis or podcasts, and encourages learners to work on these projects outside class time, in virtual groups.

Typically, a teacher with a personal interest in integrating technology into their classes will start off with a Course 3 approach, but the reality is that many teachers are increasingly finding themselves in the position of being asked or told to use a Course 1 or Course 2 approach as part of an institution-wide online learning initiative. In this situation, it is essential for the teacher to have a clear grasp of the fundamentals of online course design as well as an overview of the kinds of tools and software available, including their limitations.

6.4. Course design for online learning: considerations

In designing online learning courses, there are certain questions which the course designer or individual teacher needs to consider carefully if the courses are to be of good quality. If you are thinking of trying out elements of online learning with your own learners, or are involved in larger scale online learning projects, the list of questions below will help you to bear in mind some of the key considerations. For a course or study programme to demonstrate good practice in online learning, the following questions need to be answered satisfactorily at the design stage.

Delivery mode

• Is the course purely online, or does it include blended learning? If blended, exactly what percentage of the course takes place face-to-face, and how often do learners meet?

• What elements of the course content are delivered online, and what elements are delivered face-to-face?

• How exactly are the online components of the course delivered? By email and chat? In a VLB? Via an ad hoc collection of online tools like Skype, email and Yahoo! Groups?

• Can a CD-ROM provide a useful means of delivering digital content for elements that are difficult to download, for example video content?

• Is the method of delivery suited to the content? In other words, if an online course promises to teach and practise pronunciation, but the delivery mode is

via email, it is unlikely to work!

- What elements of the course will take place synchronously, that is, in real time, and what elements asynchronously, that is, not in real time? What synchronous and asynchronous tools will be used?

- Does the course content and delivery mode reflect the learners' needs?

Task design and materials

- What materials will be used for the course content? Will they be tailor-made content and activities, or will existing resources on the Internet be used?

- What issues of copyright need to be taken into account, if you are using existing activities, graphics and websites available on the Internet?

- Is content attractively presented and varied, for example with graphics and animation? Is there a range of media used - audio, video, text - and a range of tools - forums, text/audio chat, email, voice mail?

- Are different task types provided? For example, are all the grammar exercises drag-and-drop or are various activity types available?

- Do task types appeal to a variety of learner styles?

- Are there plenty of opportunities for interaction between learners, and between learners and tutors, Built into the tasks and overall course design?

Learners

- Are the learners computer literate, or will they need training to use the

online tools? If training is needed, how will this be provided?

- To what extent are the learners prepared for and suitable for c-learning? How will their course expectations be dealt with?

- Will the course be individual self-study, or will learners work through the course material at the same time, in small groups? What is the maximum size for a group?

- If the course is 100 percent online and group-based, how and when will group formation and socialising activities be integrated? How will learners be made to feel part of an online learning group?

- How much tutor support, and access to tutors, will learners be given

Teacher/Tutors

- Are the tutors experienced in e-learning, as well as computer literate, or will they need training to deliver the course? If training is needed, how will this be provided?

- To what extent will tutors be involved in course design, or will they simply deliver the course?

- What is the ratio of learners to tutors, and how many hours a week are tutors expected to work on the online component of a course?

- How much support are tutors given, and by whom?

Assessment and evaluation

- How will the success - or otherwise - of the course itself be evaluated?

- Will the course be evaluated as it is running (known as 'formative assessment') or only at the end ('summative assessment')?

- How will learners' coursework be assessed and graded?

- How will tutors' performance be evaluated?

As we see above, many of the issues involved in online instructional design are not dissimilar to the considerations for putting together a face-to-face course, where we also need to ensure that course content meets our learners' needs, caters to a range of learning styles and has evaluation procedures in place. One of the keys to effective online course delivery, though, is that the tools chosen for the tasks match the aims of the activity and course.

6.5 How to get started with online Learning

"If you are new to online learning, but would like to experiment with it, as with anything new it's a good idea to start small. The examples using simple online tools in the **Course 3** scenario above are a good way to start. If you are teaching adults, it is useful to first discuss with your learners themselves whether they would like to have an online component added to their face-to-face course. Many adults spend a lot of time in front of a computer at their workplace, and may not see the point of spending extra time out of class doing more work in front of one. Others value the social elements of their language classes, and may not enjoy communication with their peers which is not face-to-face. Only if you can convince your learners (and yourself) of the added value that online learning can bring to their language learning,

should you try it out. Your learners' needs, likes and learning goals need to be taken into account to avoid the gratuitous application of online learning for its own sake, which will only alienate learners.

In the case of secondary school learners, many of them will already be familiar with Internet tools like blogs, wikis and chat, and will probably embrace the use of technology in the classroom more readily than adults. As with using any new tool with learners, it is useful to find out what level of expertise and experience younger learners already have with any tools you may want to introduce into your teaching.

If you are involved in a scenario more like **Course 1 or Course** 2 above, our first piece of advice is that, if you can, you should do a course online yourself, as a learner. This does not necessarily need to be a language course, but could be in an area that you are interested in (cooking, photography or linguistics, for example) or a teacher development course online. Research, as well as anecdotal evidence, suggests that effective online tutors usually have previous experience as online learners. Certainly being an online learner oneself is the fastest and most effective way of getting insights into the online learning and teaching process, as well as familiarity with the tools and software available"[11].

If you are involved in a scenario such as **Course** 1 (100 percent online), special attention needs to be paid to the development of group dynamics online and to online socialisation processes.

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[11]DUDENEY Gavin, HOCKLY Nicky, 2008. "How to Teach English with Technology" Peasron Logman Pag. 142

Probably one of the most important things for teachers and institutions who get involved in online learning is to realise that online learning is not a cheap and easy alternative to face-to-face learning. Quite the opposite, in fact. The more effective an online course is, the more time it has been given, at the design and development stages and also during the tutoring stage. Just ask anyone with any online tutoring experience whether they think face-to-face teaching or online tutoring is more time-consuming! In the online context, individual learners often have unlimited access to their tutors by email, and this may result in learners having unrealistic expectations of their tutors in terms of response time and availability. It's always a good idea to clearly establish from the outset how long a tutor will take to respond to learners' online work or emails. A 24- to 48-hour turnaround time is often stipulated. If synchronous access to tutors is included in a course, for example via Skype, the tutor can specify 'office hours' when they are available for audio (or text) chat.

Finally, here is a summary of tips to keep in mind if you are considering working with online learning. The tips below refer mainly to 100 percent online courses, but several of them will be relevant to blended courses as well.

- Take an online course. Experiencing online learning yourself will make you much more aware of- and empathetic to - difficulties your own online learners may encounter, as well as issues of online group dynamics, the importance of contact with the tutor, and so on.
- Ensure that all design and delivery issues are resolved at the planning stage. Sec the checklist above. Be prepared to spend a lot of time on course

preparation and on tutoring.

- Find out about your learners' expectations about the online course, and deal with any unrealistic expectations, early on.

- Create interactive tasks at the beginning of your online course to introduce the learners to the technicalities of the online environment if you are using a VLB.

- Create an online community by providing opportunities for learners to interact with each other and to get to know each other socially from the very beginning of the course.

- Create spaces, communication channels and norms for dealing with issues and conflict. This can be done both publicly and privately, and should be available throughout the course.

- Establish norms, protocols or guidelines for group interaction and behaviour. These can be negotiated by participants or provided by you. Provide clear guidelines as to tutor roles, contact times and turnaround time for responding to work and emails,

- Allow for group closure by, for example, celebrating achievements, disseminating products, providing feedback, designing 'closing' activities and providing for post-course contact and development.

6.6 Teacher training and online Learning

So far we have been looking at online courses for learners. Let's now turn our attention to online courses and professional development groups for teachers. With

increasing access to the Internet, teachers, too, can find opportunities for professional development which do not involve expensive courses or travel. Any search in Google using combinations of words like 'teaching English', 'TEFL', 'Certificate', 'online' and 'training' will bring up links to a wealth of online courses, certificates, diplomas and degrees for teachers. Online training courses on offer include:

- short methodology courses for teachers, for example Teaching Young Learners, Teaching Listening or Using Drama in the Classroom.
- pre-service certificate courses.
- in-service diploma courses, for example the Trinity Diploma or Cambridge ESOL DELTA.
- MAs and university diplomas.

Some of these courses are offered by established and reputable training bodies or academic institutions. Others are not. Some are examples of good practice in online learning. Others are not. How does the teacher who wishes to pursue professional development at a distance, whether via a formal accredited academic course, or a shorter teacher development course, distinguish between what are and what are not valid training courses? The obvious answer is that for more formal and academic courses ensure that the course is accredited by a recognised body, while for more informal courses, make sure the course providers are known and respected in the field. Also, make sure that the course's purported aims are in fact compatible with online delivery. For example, any pre-service teaching course which is delivered fully online is likely to lack credibility, as observed face-to-face teaching practice is a usual requirement of these courses.

Quite apart from the issue of accreditation and validation, online training courses also need to demonstrate current best practice in the field of online learning. Our checklist of issues on course design above can help you decide whether an online training course is actually any good in terms of content and delivery. To choose an online course, you should have clear answers to most of the issues raised in the course design section, either via the course web page, or in email correspondence with the course providers.

For the teacher who does not wish to embark on a course, but would like to keep up-to-date with issues in the field, or develop their skills more informally, there are number of options online. You could join or set up an online discussion group, subscribe to blogs or podcasts, or read online journals or magazines. In the next section we will look specifically at online discussion lists and groups, and how these might help with teacher development.

7. CHANGING ROLE OF TEACHER EDUCATORS AFTER ICT INTEGRATION

"It is essential that the teacher educators to learn new roles and ways of teaching that translate into a long-term developmental process requiring teachers to focus on changing their own practice. They need to explore the vital concern of how to carve out time, opportunity, and other resources and need to realize the vision of education reform through ICT. Integration of ICTs into the educational system is a complex, multifaceted process that involves not just technology, curriculum, pedagogy,

institutional readiness but also teacher's gender and competencies. The teacher's competitiveness includes 1) Skills with particular applications 2) Integration into existing curricula 3) Curricular changes related to the use of IT and instructional design 4) Changes in teacher role 5) Supporting educational theories. Ideally, these should be addressed in teachers training. ICTs are swiftly evolving technologies, however, and so ICT fluent teachers need to continuously upgrade their skills and keep abreast of the latest developments and best practices. Unfortunately, most teacher professional development in ICTs gives more concentration on teaching the tools not on using the tools to teach. Barrier to ICT adoption can be alleviated only if teachers have a keen understanding and appreciation of their changing role. The mother teacher educators are having maximum challenges to go with this changing situation resulting waning in the professional competitiveness. The problems encountered by the mother educators in the ICT for professional development are hard- and software, time factor, lack of teacher training, quick technological shifts, no own classroom experience"[12].

8. TASKS OF TEACHER EDUCATORS IN ICT ERA

"Creating professional development opportunities that teacher educators need in order to help all trainees achieve the ambitious learner goals of reform, which require the support and ideas of everyone. Teacher educators are expected to understand emerging standards through ICT and to change their roles and practice accordingly.

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[12]Corcoran, T. C. (1995). *Transforming professional development for teachers*: A guide for state policymakers. Washington, DC: National Governors' Association. ED384600.

Teacher educators who were prepared for their profession prior ICT introduction have to prepare for these new practices and roles. In working toward change, teacher educators need to be continually supported with professional development. Teaching is a complex task, and substantial time will be required for mother teachers to test out new ideas, assess their effects, adjust their strategies and approaches, and assess again in an effort to reach all teacher trainees to make ICT learning meaningful. A fundamental lesson learned in the past decade through ICT efforts is that far more time is required for professional development and cooperative work than is now available. In fact, time has emerged as the key issue in every analysis of change in educational institutes in the last decade (Fullan & Miles, 1992). Teacher educators have to find out more time to work with colleagues, to critically examine the new standards being proposed, and to revise curriculum. They need opportunities to develop, master, and reflect on new approaches to working (Corcoran, 1995). McDiarmid (1995) pointed out the connection between new expectations for teacher and the element of time. The changes teacher educators must make to meet the goals of reform entail much more than learning new techniques. They go to the core of what it means to teach. Because these changes are so momentous, most teacher educators require considerable time to achieve them. The ICT practice should become part of daily work life of teacher educators. Using technology is one example, Fine (1994) notes, "Technologies can support and broaden professional learning communities and help teachers make better use of their time. Through a range of technologies, e.g., the Internet and video-and audio-conferencing, teachers can access both instructional resources and collegial networks". Some formats enable teachers to participate when it is convenient for them. Electronic mail and bulletin

boards enable teachers to share information and solve problems with colleagues at any time. In addition, videoconferencing enables teachers to connect to different sites without spending time and money on travel. Community support is essential for creating the professional development opportunities teacher educators require to help all of their trainees to reach higher levels of learning"[13].

9. SOME GENERAL HURDLES IN PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS

Professional development rewards educators with personal and professional growth, greater job security, and career advancement. (Ferraro, 2000; Peyton, 1997; Abdal-Haqq, 1996 and Corcoran, 1995). Teachers, administrators, and other college system employees need time to work in study group, conduct action research participate in seminars, coach one another, plan lessons together, and meet for other purposes. Implementing a professional development plan is often hampered by others' perceptions of teacher' work. Although ICT reform has changed expectations for teachers, how the public and policymakers perceive teachers' work has not changed. They think teacher educators are working only when they are with trainees. As a result, there is little support for providing the time and resources teacher educators require for changing their practice. Watts and Castle (1993) explain that "the traditional view of teachers' work is governed by the idea that time with students is of singular value, that teachers are primarily deliverers of content, that curricular

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[13]Ferraro, Joan M. (2000).*Reflective Practice and Professional Development*. In ERIC Digest. ED449120

planning and decision making rest at higher levels of authority, and that professional development is unrelated to improving instruction". This limited view of teaching does not allow opportunities for teacher educators to participate in curriculum development, learn and share successful methods of reaching teacher trainees, discuss comprehensive and efficient ways to implement standards, and continue their own learning which highly demanding after the entry of ICT. Teacher education must respond to the changing needs of trainees and teacher educators in the ICT age. Teacher educators' professional development in the context of education reform must address the additional challenges of implementing educational standards, working with diverse populations, and changing forms of teacher trainees assessment after the entry of ICT in education. Therefore a change in perception on profession of teacher educators' only would make administrators and policy makers to understand hardship of teacher educators in general and particularly mother teacher educators facing to co-op with the changing situation.

10. PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS.

1) Household responsibilities

"Mother teacher educators' household and family characteristics do play a major role in their professional life. They are family background, educational profile of their household members, occupational status of their family members, role of different members in decision-making, household responsibilities, balance between their family life and professional life. These have important ramifications on how mother

educators will function as a professional. Therefore an understanding division of labor in the house is of mother teacher educators household conditions is important for policymakers and program planners who are working to improve mother teacher educators' professional capacity.

Studies have documented that women educators bear heavy work burden as compared to men. Normally, they work is confined to household chores. If they choose to work outside the home, they must be prepared to assume the 'double' responsibility of home and their work. It is more or less understood that women will do the household chores of cooking, cleaning, providing care to young children and elderly people, fetching water and firewood, etc. As in most households worldwide in both developed and developing countries, reproduction is not regarded as work and household work is not considered productive. Men normally remain away from such household chores.

The mother teacher educators remain engaged in household tasks outside the school hours. The number of hours however varies. Majority of the mother teacher educators spend between 5 to 8 hours every day. Study has reported that in some places work burden of women (16 hours per day) is much higher than the global average (UNDP, 2004). Further household burden of mother teacher educators is much heavier than that of men. A much larger proportion of mother teacher educators remain engaged in household work for longer hours (5 hours and more) as compared to the male teacher educators.

In India, cooking is the primary responsibility of women or female members of the family. Normally, male members of the household do not usually help in preparing food, which is a time consuming act. Cooking food is mainly a woman's responsibility. Many mother teacher educators have not have any permanent arrangements to look after their children. That meant that they themselves had to take care of children while they are at work. In few cases, other family members or relatives provide childcare. In case of males their spouse looks after their young children. In the case of mother teacher educators, spouses were not of any help. A very small proportion of the mother teacher educators may have childcare provided by their spouses. It is obvious that the division of work between male and female is typically traditional. Much of what roles and responsibilities male and female teacher educators perform at home are socially defined. Males are frequently engaged in activities that are carried out outside home, while female have responsibilities that are performed inside the house. Apparently, age-old practices do exist even today and there has not been much change in the traditionally defined roles and responsibilities for men and women"[14].

*Household roles and responsibilities of mother teacher educators:*Cooking food, washing dishes, ironing clothes, cleaning house, fetching water, fuel wood, or fodder, caring young children, taking care of elderly people or sick family members, working on the farm or kitchen garden, shopping, tending animals, attending college, preparing for university and/or college.

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[14]Abdal-Haqq, Ismat (1996). *Making Time for Teacher Professional Development*. In: <u>ERIC</u> Digest. ED400259.

*Roles and responsibilities of male teacher educators:*Marketing and buying food, visiting friends, relatives and others attending local meetings, working on the farm or kitchen garden, tending animals, private tutoring, attending college, preparing for university and/or college exam, doing social work.

2) Working place environment

The work and working place environment of the mother teacher educators is to be to describe and analyze to find out whether the mother teacher educators are working in a college or in a community of their choice and their teaching assignment, whether mother teacher educators personal needs are taken into account while giving teaching or non-teaching assignments whether availability of physical and instructional resources are there in the college; whether on-site support and supervision is available to the mother teacher educators, their career advancement is to be analyzed. Many times mother educators' involvement in non-teaching assignments such as maintaining some accounts etc. can hamper the professional quality of mother teacher educators and males are less likely to be engaged in such non-teaching assignments. Mother teacher educators find it extremely difficult to make a balance between career schedules and the demands of household work and childcare. For these reasons, working women would expect some consideration of their personal needs by their supervisors while being assigned. In present, occasionally only the mother teacher educators' needs were being considered. Mostly, principals are not cognizant of the mother teacher educators' needs and difficulties, especially how their domestic obligations can affect their performance in work place.

Heavy teaching load, lack of time to prepare for teaching both at home and at college, negative attitudes of parents, lack of discipline on the part of students, extra responsibility, frequent classroom interruptions, uncooperative colleagues, lack of resources and materials, assignment outside of education, training and experience, lack of administrative support, large class size are often identified as barriers for hinder the mother teacher educators as effective and productive.

For mother teacher educators to be effective and productive, colleges must provide appropriate conditions. Small class sizes, supportive attitude of parents and community members, availability of instructional resources, appropriate physical atmosphere, collegial environment, adequate time for preparation, timely promotion, continuous opportunity to participate in professional development activities, orderly atmosphere in colleges, reasonable teaching load, and administrative support are believed to boost teacher effectiveness and productivity. It was emphasized over and over again that 'proper scheduling' and 'shorter college hours' would help female teachers to work with young children.

11. MEASURES REQUIRED FOR PROFESSIONAL DEVELOPMENT AND CAREER ADVANCEMENT IN ICT FOR TEACHER EDUCATORS

"Introduce multiple measures to increase mother teacher educators' participation in training courses. Mother teacher educators' participation in the in-service training courses is very minimal. Often there is a tendency to blame mother teacher educators for their low or no participation in training courses. The factors that prevent mother

teacher educators from participating in such courses are seldom explored. It is clear from the data that many barriers remain: location of training sites, lack of security in training centers, family pressure not to attend the training courses, household work, childcare etc. many times mother teacher educators female teachers are not nominated for training courses. Low participation of mother educators in training courses can be addressed in several ways. First, mobile and on-the-spot training courses can be designed where it is not feasible for mother teacher educators to attend training institutions located far away from their homes. Second, at times training centers can organize 'female only' training courses. Third, provision of childcare at training centers will help mother teacher educators with young children. Fourth, training centers, should have women trainers, fifth, physical facilities will need to be developed at the training centers to meet special needs of mother teacher educators"[15].

12. RECOMMENDATIONS FOR PROFESSIONAL DEVELOPMENT

"Information: Mother teacher educators should have timely access to information, knowledge and resources on various policies pertaining to teachers. This should be achieved by implementing responsive capacity building schemes.

Pre-service training: The teaching and ICT training methodology should include scope for self-critical analysis by all stakeholders; it should include reflective

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[15]Peyton, Joy Kreeft (1997). *Professional Development of Foreign Language Teachers. In ERIC Digest.*

methods and cooperative learning; with the curriculum focusing on importance of ICT.

In-service training: The current In-service training modalities inn ICT use should be reviewed, updated and revised. The need for in-service training in ICT should be relevant to providing quality education in a friendly manner. In-service training should be needs based; be based on the pedagogical knowledge and skills that have been gained during the service.

Strengthening of pedagogical content knowledge: There is a strong need to enhance the pedagogical content knowledge and skills of mother teacher educators in ICT.

Capacity-building schemes: Mother teacher educators should have access to both special recurrent and ICT upgrading courses. The programmes should be relevant, contextual and gender sensitive. The participation and representation of mother teacher educators should be ensured by the provision of ICT training opportunities at local level.

Training Modalities: To support and strengthen those currently teaching, the following training modalities in ICT other than the fixed in-service training should be considered to meet the various training needs of mother teacher educators such as mobile teacher training; distance education; self-learning modules.

Quality of Teaching: Quality of teaching and the school environment should be ensured through proper alignment of classroom teaching and the relevant policies; programmes; and delivery.

*Work environment***:** There should be support mechanisms and systems established to provide a congenial college and home environment such as; provision of local child care centre, flexible working hours, whenever possible, private rooms for mother teacher educators, physically safe and emotionally secure environment, separate toilets, primary health facilities, library facilities (including basic ICT instructional materials).

Mother teachers in managerial positions: Priority should be given to the appointment of female teachers having ICT knowledge in managerial positions (e.g., Principal and resource person). ICT using capacity of female teachers should be enhanced through counselling and guidance, in-house mentoring, and management and leadership training to enable them to accept managerial roles. It is also necessary that mother teacher educators be given the opportunity to participate in decision-making at all level including the college Management Committees.

Mother teacher educators networking: To further the rights of mother teacher educators and for mutual information sharing, a forum for mother teacher educators is established.

Gender-awareness training: To generate a change in attitudes and behaviour of all stakeholders and communities in general, special gender training should be conducted through the media and other means of communication. Packages should be developed regarding gender sensitization, awareness-raising campaigns, interaction with communities etc"[16].

[16]Ibid.

HYPOTHESES

GENERAL

The technology influences on the English language learning with students of youth level 1, 2 and 3, at "Fine Tuned English" Language Institute. Academic Period 2011 – 2012.

SPECIFICS

- There is little use of technology in the classroom which limits the English language learning with students of youth level 1, 2 and 3, at Fine tuned English language institute academic period 2011-2012.

- The lack of teachers' professional development about technology does not favor the English language learning with the students of youth level 1, 2 and 3, at Fine tuned English Language Institute. Academic Period 2011 – 2012.

f. METHODOLOGY

DESIGN OF THE RESEARCH

This work can be described as a **descriptive research**, because it is an educational problem, it can be developed observing the facts and describing them as they are presented in the reality. The researcher will not manipulate the variables of the work.

METHODS, TECHNIQUES AND PROCEDURES

METHODS

The scientific method will be used as a general one, which will let develop a set of procedures oriented to discover, demonstrate and verify the stated hypothesis contrasting the theory with the real found problem. Through this method the phases of observation and questioning will be developed in the same way as it is in the reality. It will be used to verify the hypothesis contrasting the variables with the collected empiric data and the theoretical referents. It also will be useful to derive the conclusions supported in the theoretical referents and the tendencies of the obtained results in the field research.

The descriptive, analytic-synthetic and explicative methods will be used as particular ones and the descriptive statistics also will be useful as a tool to represent the information in tables and graphs that will permit the interpretation of the information easily.

The **descriptive method** will be used to collect the information, describe the field obtained results in the applied instruments and it will let us organize the information according to the hypothesis and the indicators that we will state for each one of the variables included in the research work.

It will also let get enough support to demonstrate the meaning of the research, describe the problematic that the group found in the researched institution, the description of the variables the independent as well the dependant one and we will describe all the obtained results in the field work which also serve as support to draw the respective conclusions in the thesis report. This method will be used to describe how the teachers are using the technology inside the English teaching learning process.

The **analytic-synthetic** method, will be given out to analyze the empiric information data obtained in the applied instruments and therefore derive the respective conclusions according to the tendencies of the results in the field work. It will also be used to analyse the use of technology and the professional development that teachers have gotten regard to the technology.

The **explicative method** will also be used, in the explanation of the logical implications of the variables of every hypothesis and in this way prove or disapprove them, through a descriptive deduction according to the obtained results contrasted with the theoretical referents.

TECHNIQUES AND INSTRUMENTS

The empirical information will be gotten through a **survey** to the teachers as well to the students of the researched institution, and this will permit obtain enough data about the use of technology and the skills that teachers have about it. It will also let know the relation between the before mentioned variables. It will be applied with a questionnaire that will include different types of questions about the researched theme.

PROCEDURES

In order to develop the research process the groups will carry out the following steps:

Tabulation

Once the survey will be applied, the information will be obtained through tabulation of the data where the descriptive statistics will be used to interpret the closed questions and specific criteria from the reason or explanation of every question, and the information will be contrasted from the teachers and students which will allow to prove the stated hypotheses.

Organization

The next step will be to organize the empiric information classifying the questions that will serve to prove the first hypothesis and the ones which can be used to prove

the second hypothesis, keeping in mind the variables and the indicators that will be used to support them. In this way each question can be analysed and interpreted easily.

Description

Then the information will be organized in statistic tables where the obtained data can be shown from teachers and students which will also include the frequency and the percentage of the obtained indicators in the applied instruments and this will facilitate the interpretation of the information.

Graphic Representation

The data will be represented graphically, so it will facilitate the interpretation and consequently the critical analysis of every question. The bars diagram will show this information.

Interpretation and analysis

The information will be presented in tables and graphs, it will be interpreted according to the obtained percentages and it will be analyzed taking into account the categories of the theoretical frame, the major tendencies in the results and the variables of the specific hypotheses.

Hypothesis verification

The hypothesis will be verified or denied through a descriptive process supported by a logical analysis of the field work whose final results are expressed in a descriptive way.

Formulation of conclusions and elaboration of the report

The conclusions will be drawn based on a specific analysis of the results and they will serve to give some recommendations to the authorities of the researched institution and also to the teachers and students in order to contribute with the solution of the problem that motivated our research.

The final report will be designed according to the regulation that university demands and this will let the understanding of the theory and of the results that we will obtain in our research which can be used to develop other research in the future.

POPULATION

STUDENTS´ LEVEL	POPULATION	TEACHERS
Youth 1	49	------
Youth 2	49	------
Youth 3	26	------
Total	**124**	**5**

The students' population is small so that it will be necessary to work with the whole population.

About the teachers they are 5 including the native ones, therefore all of them will be taken into account in the research work.

g. TIMETABLE

| | MONTHS | 2011 | | | | | | | | | | | | 2012 | | | | | | | | | | | |
| ACTIVITIES | | Oct | | | | Nov | | | | Dec | | | | Jan | | | | Feb | | | | Mar | | | |
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Presentation of the Project		x	x																						
Write the recommendations to the project						x	X																		
Checking and redesign of the research instruments								x	x																
Application of the research instruments											x	x													
Processing of the research												x	x												
Drawing conclusions														x	x										
Elaboration of the report																x	x								
Private qualification of the thesis																		x	x						
Writing of the recommendations																				x	x				
Public sustentation and Graduation																						x	x		

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h. BUDGET AND FINANCING

RESOURCES

HUMAN

Resarcher: Michael Pinzòn

English Teachers of the**:** "Fine Tuned English" Language Institute.

Students of the youth 1,2 and 3, at "Tuned English" Language Institute"

MATERIAL

The material sources that I will use in this research work are:

Office material, books, copies, computer, printer, paper, folders and paper clips, surveys.

BUDGET

Office material	100,oo
Typing and printing	400,oo
Copies and Reproduction	200.oo
Unforeseen	100.oo

Total	800.oo

FINANCING

The expenses derived from the present work will be assumed by the research group.

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NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCATION, ART AND COMMUNICATION

ENGLISH LANGUAGE CAREER

TEACHER´S SURVEY

DEAR TEACHER

As undergraduate of the English language Career of the National University of Loja, I am doing a research project in order to know what is the influence of technology in the English language learning?. For this reason we would like to ask you to answer this survey.

1. **Why is it important the use of technology in class?**

   a) Technology engages students to learn isolated topics.

   b) Technology gives students to have active engagement, interaction and feedback.

   c) Technology means to teach the basic computer skills and software practice.

   d) Technology makes the effort to enhance their lessons

2. **How often do you use the English laboratory?**

   a) Once a month

   b) Twice a month

   c) Once a week

   d) Twice a week

   Why:

   ……

3. **Which of the following computer tools do you use in the class? And how often do you use them?**

COMPUTER TOOLS	ALWAYS	SOMETIMES	NEVER
Cd roms			
Dictionaries			
Videos on line			
Websites			

Explain:……………………………………………………………………………………………………

4. **Which of the following resources do you use in the English language teaching learning process?**

COMPUTER TOOLS	YES	NO
blogs		
wikis		
podcasts		
Face book		
e-mails		
Chat		

5. **Do you use electronic materials on line?**

   Yes   ( )   No ( )   sometimes ( )

Which

ones:…….

6. **Which of the following resources do you have in your classroom**?

    a) Mimio   ( )

    b) Projector   ( )

    c) Laptop   ( )

    d) Others   ( )

       Which

       ones:………

7. **Have you ever taken training courses online? If your answer is affirmative tick**

   one of the following alternative

    Yes ( )   No ( )   sometimes ( )

    If your answer is affirmative tick one of the following alternatives:

    a) Once a year   ( )

    b) Twice a year   ( )

    c) Three times a year ( )

    d) Four times a year   ( )

    e) More   ( )

8. **What topics have you taken training about?**

    a) Methodology   ( )

    b) Didactic resources   ( )

    c) Use of technology   ( )

d) Classroom management ( )

e) Evaluation ( )

9. Does the "Fine Tuned English" language institute have a professional development plan?

Yes ( ) No ( )

Explain:………………………………………………………………………………………………………

10. How do you qualify your professional development in the use of technology in teaching?

a. Excellent ( )

b. Good ( )

c. Average ( )

d. Basic ( )

Why:

………

………

11. How much does the use of technology support the English Language Learning?

a) A lot ( )

b) Little ( )

c) Nothing ( )

Why:

………

………

12. How do you qualify the students' learning through the use of technology?

a) Very satisfactory   ( )

b) Satisfactory   ( )

c) Little satisfactory   ( )

Why:

………

………

THANK YOU FOR YOUR COLOBORATION

NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCATION, ART AND COMMUNICATION

ENGLISH LANGUAGE CAREER

STUDENTS' SURVEY

DEAR STUDENTS

As undergraduate of the English language Career of the National University of Loja, I am doing a research project in order to know what is the influence of technology in the English language learning. For this reason we would like to ask you to answer this survey.

1. **Why is it important the use of technology in class?**

   e) Technology engages students to learn isolated topics.

   f) Technology gives students to have active engagement, interaction and feedback.

   g) Technology means to teach the basic computer skills and software practice.

   h) Technology makes the effort to enhance their lessons

2. **How often does your teacher use the English laboratory?**

   e) Once a month

   f) Twice a month

   g) Once a week

   h) Twice a week

   Why:

   ……

3. **Which of the following computer tools does your teacher use in the class? And how often do they use them?**

COMPUTER TOOLS	ALWAYS	SOMETIMES	NEVER
Cd roms			
Dictionaries			
Videos on line			
Websites			

Explain:……………………………………………………………………………………………………

4. **Which of the following resources does your teacher use in the English language teaching learning process?**

COMPUTER TOOLS	YES	NO
blogs		
wikis		
podcasts		
Face book		
e-mails		
Chat		

5. Does your teacher use electronic materials on line in class? Tick which ones:

Yes   ( )   No ( )   sometimes ( )

Tick, Which ones

a)   Puzzles   ( )

b)   Tests   ( )

c)   worksheets   ( )

d)   flash cards   ( )

e)   crosswords   ( )

f)   Graphic organizers   ( )

g)   Bingo cards   ( )

6. Which of the following resources do you have in your classroom?

e)   Mimio   ( )

f)   Projector   ( )

g)   Laptop   ( )

h)   Others   ( )

Which

ones:……………………………………………………………………………………………

7. **Is there any evidence that your teacher has taken training courses online? If your answer is affirmative tick one of the following alternatives:**

Yes ( )   No ( )   sometimes ( )

If your answer is affirmative tick one of the following alternatives:

f) Once a year   ( )

g) Twice a year   ( )

h) Three times a year   ( )

i) Four times a year   ( )

j) More   ( )

8. **How good is your teacher in these topics?**

Topics	Very good	Good	Not very good
f) Methodology	( )	( )	( )
g) Didactic resources	( )	( )	( )
h) Use of technology	( )	( )	( )
i) Classroom management	( )	( )	( )
j) Evaluation	( )	( )	( )

9. **Do you know if the "Fine Tuned English" Language Institute has a professional development plan for the teachers?**

Yes ( )   No ( )

Explain:……………..………………………………………………………………………………………

10. How do you qualify your teacher's professional development in the use of technology in teaching?

e. Excellent ( )

f. Good ( )

g. Average ( )

h. Basic ( )

Why:

………

11. How much do you think that the use of technology help you to learn the English Language?

d) A lot ( )

e) Little ( )

f) Nothing ( )

Why:

……

12. How do you qualify your learning through the use of technology?

d) Very satisfactory ( )

e) Satisfactory ( )

f) Little satisfactory ( )

Why:

………..

THANK YOU FOR YOUR COLOBORATION

MATRIX OF CONSISTENCY

THEME: THE TECHNOLOGY IN THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF YOUTH LEVEL 1, 2 AND 3, AT "FINE TUNE ENGLISH" LANGUAGE INSTITUTE. ACADEMIC YEAR 2011-2012.

PROBLEMS	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICADORS
What's the influence of technology on the English language learning with students at "Fine Tuned English" Language Institute. Academic Period 2011 – 2012.	To find out about the influence of technology on the English language learning with students at "Fine Tuned English" Language Institute. Academic Period 2011 – 2012.	The technology influences on the English language learning with students at "Fine Tuned English" Language Institute. Academic Period 2011 – 2012.		

SUBPROBLEMS	SPECIFIC	SPECIFIC		
How does the use of technology support on the English language learning with students of youth 1, 2 and 3, at Fine-tuned English Language Institute? Academic Period 2011 – 2012.	To characterize the use of technology on the English language learning with students of youth 1, 2 and 3, at Fine-tuned English language institute academic period 2011-2012.	There is little use of technology in the classroom which limits the English language learning with students of youth 1, 2 and 3, at Fine-tuned English language institute academic period 2011-2012.	The use of technology Frequency Kinds Tools English language learning	Technology concept Use Frequency Tools Resources
What is the teachers' professional development about technology on the English language learning with students of youth 1, 2 and 3, at Fine-tuned English Language Institute? Academic Period 2011 – 2012.	To identify the teachers' professional development about technology on the English language learning with students of youth 1, 2 and 3, at Fine-tuned English Language Institute. Academic period 2011 – 2012.	The lack of teachers' professional development about technology does not favor the English language learning with students of youth 1, 2 and 3, at Fine-tuned English Language Institute. Academic Period 2011 – 2012.	Mastery about technology Training Professional development Use of tools English language learning	Professional development Workshops online Skills in technology Training Knowledge Technology support

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