

**THE USE OF ICT IN EFLCLASSES IN THE EDUCATIONAL INSTITUTION  
MARCO FIDEL NARVAEZ EL MANGO ARGELIA CAUCA**



**Cristian Andres Daza Castillo**

**Advisor:  
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**Research project for the Modern Languages English-French Program**

**Advisor:  
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## **Abstract**

This research project was carried out in the Educational Institution Marco Fidel Narvaez, in the Mango Argelia Cauca with English Foreign Language (EFL) students, and it pretends to describe the impact of Information and Communication Technology (ICT) as a supporting tool in the process of EFL teaching and learning during the career, and as an option to future practice. During the development of this research important theoretical concepts were considered, such as the meaning of ICT, its importance in the academic field and the use of it in the school academic environment. Special emphasis was placed on teaching and learning a foreign language (FL) influenced by the use of ICT.

The research design is descriptive-correlational for there was a collection of multiple kinds of data, essentially numeric described with main data collection tools such as surveys, to identify and analyze information represented statistically in percentages, determining the participation of different people in the research process, as to the use of new technologies in the Educational Institution Marco Fidel Narvaez, which proved to be poor.

At the end of the research process, there were significant conclusions from a theoretical perspective and from the experience gained as a researcher. It was possible to demonstrate how ICT can influence the EFL teaching and learning and the different elements to consider for its use in the educational field with positive impact.

Key words: Information and Communication Technology (ICT), Education, teaching and learning process, foreign language (FL), communicative abilities

## **Introduction**

In the current context of the Educational Institution Marco Fidel Narvaez, the appropriate use of ICT has led to meaningful changes in the institution and without any doubt it is in the educational and administrative field where most of the changes have occurred. According to previous researches and the students of the Educational Institution, it was concluded that the incorporation of ICT in the process of EFL learning and teaching is considered transcendental with lots of benefits in the academic labor.

Different experiences around the world demonstrate the positive effects of the incorporation of ICT in education and mainly in the FL teaching and learning. Nevertheless, in the Modern Languages Program there is no much research about the importance of ICT and how teachers and students in the different institutions use those technological tools in their FL classes. Based on it, this research had as objective to describe the impact of ICT as supporting didactic tool in the learning and teaching process of EFL in the Educational Institution Marco Fidel Narvaez.

Most of the technological tools provided by the Educational Institution Marco Fidel Narvaez play an important role in the development of this research for there is not easy access to them through the Internet and they are not free to be used by students and teachers of the different subjects of the Institution, and to the whole academic community.

Concerning data collection, there was an application of surveys to students of the school in the first period of 2014, based on the incorporation of new ICT provided by the Educational Institution Marco Fidel Narvaez as supporting tools in the English class. For this particular case, 100 students and 2 English teachers participated in the survey which results gave valuable conclusions. Their answers led to recognition of lack of deep knowledge of the tools they



count on now, the lack of use of them in the EFL class and therefore in a lack of development of the four basic skills that integrate -FL learning.

## 1. Problem Statement

Today the bond established between ICT and the daily life is tighter. In the academic field they allow mediation among different educational contexts and agents involved in the academic process, changing the static environment by a dynamic one that led to a more precious educational work. With ICT students and teachers collaborate in content using social webs that promote social, cultural and professional interchange, using digital platforms to open learning (Colorado & Navarro, 2012).

ICT is used internationally at different levels to increase access, efficiency and quality in the teaching learning process (Lytras et al, 2010) which means that there are no limits in space for it allows going beyond the classroom, also the time barrier is no longer a problem because ICT enables a flexible schedule opening new possibilities to control each person's own educational development. In terms of coverage to the different users of the academic environment, ICT offer to an increasing number of students more and better opportunities to access to academic content.

Nevertheless, not all the countries count with the same possibility to have those advantages since a great deal of variation exists among high, middle and low income countries. The reasons include the large economic development gap between the countries and lack of data on economic transactions in low income countries (Steyn, 2010) such as the case of Colombia and Cauca department. In this way, the most technologically advanced countries have great advantages over other countries, which originate disproportion and inequality in access to these tools; those countries then, have benefits at a higher rate.

Finally, the development and implementation of the Internet has been one of the most significant contributions to the educational environment for it provides access to virtual resources, such as wikis, blogs, social networks and other tools that facilitate interaction and achievement of goals proposed by teachers in

consensus with students. For the purposes of this research, it was assumed that ICT is addressed as tools that provide support to different processes of FL learning and teaching through services such as the Internet (mail, content management, wikis, etc.) and similarly, specialized educational software and multiple storage devices.

The Educational Institution Marco Fidel Narvaez has not provided multiple kinds of virtual tools such as Moodle or EVA; It would be interesting to know how far these tools are used by teachers and students in their EFL classes of the Educational Institution and to publish the information about the impact of these tools provided by the Ministry of Education and whether or not they are used by teachers and students in the process of EFL.

It should be highlighted that the academic educational environment and the use of ICT allow the traditional teacher's role in some contexts to evolve thanks to the continuous and proper use of ICT. Teachers are suggested to have an innovative and open stance at the performance and efficiency of their academic activities by using new technologies to the point of suggesting, based on their experiences, new skills in context in order to maximize the creation of new learning environments so necessary in the FL learning and teaching process.

Teachers know they live in a moment of constant changes and rapid technological evolution that constitute a progressive general change in which the obsolete is in crisis. The educational centers must not be behind the society and the teacher must promote the analytical intelligence (solve problems and judge ideas), the creative intelligence (to articulate problems and ideas) and the practical intelligence (use ideas, analyze to solve problems in daily life ) (Sanchez et al, 2009), the new teacher must consider the technological environment in which he operates as continually changing, therefore, he must have a wide acceptance and willingness to constantly change and recognize

that in this new environment is vital that teachers have tolerance to different cultures and points of views.

With the ICT implementation, traditional pedagogical models where teachers are placed in the center as the only source of knowledge change to a more inclusive pedagogical style where students and teachers are active members in innovative scenarios of EFL learning (Scheffknecht, 2000). So, as well as the role of the teacher, that of the students also has to change because they have greater freedom to face the learning process, have more consciousness of their responsibilities and they can make decisions about their learning process. It could be said that it is imperative for students to deepen in how they acquire knowledge without neglecting the fact that all individuals must be aware that the learning process develops throughout their lives. This process does not have a set limit but on the contrary, knowledge must be constantly updated. Similarly, it should be considered the different skills in each process and each student, which go hand in hand with each educational strategies and appropriate use of ICT, vital for students to develop key areas such as autonomy and critical thinking, self-learning, argumentation, among others to have the ability to recognize and know how to select different kinds of information according to their needs.

It is also worth mentioning that researches on new technologies have not been relevant in the Educational Institution and they have a key role for both students and teachers, which is why the Educational Institutions provide and puts at their disposal technical support and implement

Finally, the lack of a thorough analysis about the importance of using ICT in EFL teaching and learning in the program leads to the next question: What is the impact of ICT as a teaching tool to support processes of EFL teaching and learning in the Educational Institution Marco Fidel Narvaez?

## **2. Objectives**

### **2.1. General Objective**

Describe the importance of using ICT to support the process of EFL learning and teaching in the Educational Institution Marco Fidel Narvaez.

### **2.2. Specific Objectives**

- a) Describe the main reasons to introduce ICT in the EFL learning and teaching in the Educational Institution.
- b) Identify some perceptions and points of view towards ICT by students of the Educational Institution Marco Fidel Narvaez in the process of EFL learning and teaching.
- c) Set different levels of knowledge about the use of ICT students have in the Educational Institution Marco Fidel Narvaez.

### **3. Justification**

The ICT environment is an area of constant changes especially in the computing field. Some studies in different programs of the Universidad del Cauca such as Gomez (2005), Calderon et al (2005) and Hernandez et al (2011), show that ICT is considered very important in the academic field since their proper integration has produced significant and important changes in this field as the introduction of computer systems in the different processes of FL teaching and learning.

That explains the interest by the different sectors of the educational environment to research more about the impact of ICT and its importance in the academic field to the development of attitudinal performance and motivation in students. Today, it is essential to conduct researches focusing on the use of ICT in the educational process to understand the changes that generates its incorporation and comprehend some factors that are part of the academic curriculum.

The Educational Institution Marco Fidel Narvaez unfortunately do not provide some educational tools that facilitate the learning and teaching of different subjects, however in this case the percentage of use that students and teachers give to these tools in the development of its activities is unknown. Consequently, to have a high degree of understanding about whether the ICT provided by the Educational Institution is fulfilling the function for which they were developed and simultaneously generate alternatives for both students and teachers to know them and learn to use them; it is considered appropriate to investigate the use of ICT in the Educational Institution to obtain the necessary foundations that allow for a verifiable analysis and obtain truthful conclusions that will generate significant contributions to educational process in the academic community.

The results obtained in this research will work as valuable contribution to the educational environment. The various reports may contribute to the development and implementation of new teaching and learning strategies for better management and use of ICT in the FL field. If we have positive results,

they would be considered as great contribution with regard to the different styles and learning strategies that ICT are enacting worldwide in the educational sector.

It could be appropriate to say that this research will help generate relevant information for publicizing and promoting the appropriate use of ICT, especially in the Cauca department context with major disadvantages compared with most developed departments. Therefore, it is necessary all efforts to reduce the digital division, primarily for teachers who are using new approaches to teaching and learning mediated by the new technologies.

Similarly, this research will contribute to changes suggested at times by students in both didactic and pedagogic level of FL teaching and learning in the Educational Institution that has been working to provide high quality academic training to students assigned to the Institution, emphasizing in its graduates to achieve efficient performance in a specific context, which has generated increase interest in the use of new technologies.

Referring to technological tools in common between teachers and students we find the computer through which there has been an implementation of teaching and learning scenarios that have enabled the development of language skills satisfactorily.

In the interaction between students, teachers and the computer, different teaching environments are created in the same manner as the development of communicative abilities. The potential for Web-based learning programs to offer a medium of collaboration where conversation, discussion, and exchange of ideas that enables learners to work and learn together have naturally aroused considerable interest. Create a student-centered learning environment within large classes by enabling small group discourse (Mckay, 2007). In the Educational Institution context the link between students and teachers with ICT

provokes interest by their innovation in the new requirements of the present teaching and learning approaches suggesting new and better options to foster the educational process based on new virtual learning environments.

The vast spread of internet and growth in its use has led to a wealth of opportunities for intercultural communication and new research on this communication. Computer aided-discussion offered more frequent opportunities for learners to utilize their L2 than did face-to-face interaction. Participation depends on social and technical factors including language level, relationship with their interlocutor, computer dexterity, typing speed, connection to the internet and the demands of other tasks they may perform simultaneously (Sharifian & Jamarani, 2013).

On the other hand, ICT can be taken as an ensemble of new tools that enable information storage, processing and transmission. These new tools added to the traditional ones offer new ways of communication that ease, support and increase interaction among people accomplished in the target language or native speakers of the target language. They also provide many ways to obtain worthy information during the learning process. Consequently, if there is interest in knowing which type of tools can help the continuing improvement of the teaching learning process, it is very likely to have ICT as part of the demand for they provide great advantages and adequate development of educational processes, especially in the communicative skills.



#### 4. State of the Art

There have been many researches about the links between education and technology in the educational field.

**Estudio de Factibilidad para el Desarrollo de una Infraestructura de Tele-Educación en la Universidad del Cauca** (Gómez et al, 2005), **Tendencias de la educación en la sociedad de las tecnologías de la información** (Calderón et al, 2005), and **Los Proyectos Pedagógicos de Aula para la integración de las TIC: como sistematización de la experiencia docente - 2 Edición** (Hernandez et al, 2011).

Once ICT is implemented in the education process it is necessary to create or develop strategies to its proper, successful and beneficial use. In this research it was taken into account technological aspects in the development of communication skills and regulation and control of activities.

Some of them have to do directly with self-monitoring and self-regulation of the student in terms of teaching-learning process and the emergence of new interactions between teachers and students generating an exchange and appropriation of meaningful knowledge, likewise, the adaptation and proper use of tools which generate greater impact and relevance in their learning, for example, using more efficient methods of reading and writing, speaking and listening for the proper development of communication skills, etc. Based on the above, one could argue that the different virtual learning environments must necessarily be considered as elements of pedagogical and educational innovation to improve learning processes and quality training in this educational aspect.

**Propuesta didáctica para el área de lecto-escritura con un enfoque socio-constructivista y apoyada en tecnologías de información y comunicación.**

(Henao & Ramirez, 2006)

In here we find how to apply ICT in a specific area of the language as the written one. The previous researches cited in this work show the inclusion degree of ICT in the children learning process in the early levels in order to develop methodologies that encourage the use of ICT in the writing teaching in children. However, they found that there is still much research to do about this and at the same time, many teachers still use traditional methodologies for teaching writing to young children although new methodological strategies are at the order. We must then, reevaluate teachers and students roles according to new pedagogical approaches, it is when ICT is incorporated into the educational process.

The research paper entitled **Cultura de enseñanza y cultura de aprendizaje del francés como lengua extranjera en la educación secundaria.**

(Maldonado, 2012) describes some elements that are involved in the communication process once ICT is involved. This experience was carried out within an international research project entitled « Langue Française, diversité culturelle et linguistique: culture d'enseignement, culture d'apprentissage »The results were analyzed taking into account fundamental variables involved in the FL teaching-learning process such as motivation, autonomy, mediated and collaborative learning. It was possible to identify that the motivating factor of students in language learning increased for they could have a contact with the target language in a real context, the level of grammar also raised, and implicitly students got to know cultural and social aspects as the interaction and intercultural component took place.

It also benefited student autonomy, because they were ignoring the traditionalist approach and through the use of new teaching technology tools were able to get different perspectives and strategies for the development of thematic contents.

Regarding the mediated and collaborative learning, it could be said that the vast majority of the methods or techniques of innovative teaching and learning, incorporate this way of working as an experience in which learners are formed as persons as a whole. Neither students nor teachers felt pressure in the evaluation, on the contrary there were established educational spaces where they could socialize diver issues with learning strategies which had a positive impact on the gradual development of communication skills.

Likewise, it was concluded that learning mediated by communication tools in the French class generated many complex situations in which an alternation of languages was observed: language-origin, target language and others such as English or Spanish, making possible interactions between students and teachers or students, strengthening teamwork or individual work.

The previous researches contribute to the development of this research in that they suggest that the use of new technologies and the Internet have contributed enormously to the introduction culture concept in the classroom and hence, in the development of cultural and intercultural competence what benefits a Second or FL learning.

About researches in the field of education in regard to the incorporation of new technologies at the national level are the following:

**Modelo para la educación en ambientes virtuales. Universidad Pontificia Bolivariana.** (Grupo de Investigación Educación en Ambientes Virtuales, 2006). This research project displays the changes in a globalized society, especially in the development of communications and technology, which impact ways of

being and knowing in human and the structure of reality, the foundation of the educational processes. The paradigms and representations of education are transformed following the dynamics of human and social systems. This research describes the different advantages of education in virtual environments in which interactions a privileged mediation to enhance the teaching and learning in the different levels of the educational process by incorporating tools that the traditional teaching model could not include.

The previous research is transcendental for the development of this research, due to the effect generated by the new technologies in education in relation to the virtual environment, with benefits in the processes of FL learning.

**Didáctica universitaria en entornos virtuales de Enseñanza-aprendizaje** (Bautista et al, 2006). This research itemizes the experience had with the use of virtual tools in a university classroom, specifically in teaching and learning in virtual environments. The author analyzed the fact of being a student in this context developing tasks and strategies and monitoring an online training, making use of learning evaluation in virtual environments. In this research study was considered mainly the expectations and needs of students against the use of technology in teaching and learning processes and the development of thematic and conceptual aspects that relate directly to FL.

This research is useful for the present work, as is in favor of other ICTs tool such as the video-conference, saying that it is useful and beneficial for learning another language. This research will take into account that educational processes mediated by technology offers greater opportunities for the teaching-learning process increase their quality with real meaning in the learning process.

## 5. Theoretical Framework

According to Tomei (2007), the demand for technology enhanced-learning environment no doubt will continue to grow substantially as society, academic communities, and students continue to expect the educational process to employ technology comparable to that found in the real world. In the real world more and more companies are requiring familiarity with the Internet functions, to view important personal information. Being able to adapt to an evolved model of communication, as well as the other capabilities available with technology has broadened the scope of what individuals are required to be knowledgeable about in order to function in an increasingly high-tech society.

From the invention of the telegraph by the 70s when there was a development of the actual digital era, the technique-scientific advances in the electronic field had immediate effects for both the creation and the continued development of the computer, which has processed the information automatically, making possible the web connection so that the ICT become the strategic tool to the “New Education”. The factors that promote fulfillment in the educational field nowadays rely more and more on the capacity of adaptability to the technologies and the ability to manipulate them and adapt them to personal benefits.

Understanding those topics is important as they incur significantly in each individual we teach and consequently in the way they learn. Subsequently, different aspects related to the foreign language teaching and learning intersected by the new technologies are taken into account since we can analyze in which way they have contributed to the development of the communicative technologies and how they take advantage of those modern computing during the educational process. Finally, the technological tools administered by the Educational Institution Marco Fidel Narvaez are mentioned with the purpose of presenting a support to the teaching experience in the different faculties. The perception of the university towards the development and

implementation of those tools regarding their appropriateness and correct use is equally reported.

### **5.1. The Information and Communication Technology**

Through evolution, the human race has broken through to the origin of the communicative process with results that nowadays has led to data transmission among human beings, who have been working arduously in the sound articulation that originated the word and consequently to the creation of a language. That was how a way of communication was established and has stayed through the time as an important channel to convey information. Now there are more channels, ICT.

It can be broken down depending on two criteria, the hardware (electronic devices such as computers, peripherals, screens, printers, etc.) and the software, the relation to the rest of the components in an informational system. We can talk about the technology based on data (whose goal is to capture, store and deal with data and) and that based on processes (whose goal is to support the activities and processes to carry out). The ICT interact daily with hardware and software components reckoned as necessary tools to the handling and transformation of data computer mediated and programs that allow to create, modify, store, protect and recall information. The amalgamation of the mentioned tools and the processes that can be done with their help is what is called today Information and Communication Technology.

Tomei (2007), points out that on campuses where all students are expected to have and use computers, laptops appear to be the popular choice. Laptop computers provide unsurpassed flexibility and convenience for students in the modern academic environment among cellphone, web, video game, tablet, and specialized software, mobile and wireless devices, among others. The aggregate of those type of technological components had led to a big

transformation and big impact in a social level by offering the alternative to access to almost any kind of data from any part of the planet, removing borderlines and distances; in the educational and formative field, the possibility to make a more comfortable teaching and learning experience through virtual tools via Internet, adapting to the concrete characteristics of each user and at the same time creating a society that share likes, interests and opinions.

All those tools are generating an important technological revolution which has created a new society called by Kerckhove (1998) “the web society”. According to him, in this, the social interaction occurs mediated by computers and the web. One of its characteristics is the flexibility by which all the processes done in this new web are reversible.

That means that ICT can be organized in terms of the necessities of each individual and can be updated continually. Other characteristics mentioned by Castells is the interdependence which means that technology depends upon computers and different software that let it work.

### **5.1.1. Implications of ICT in Society**

Society is no longer a stable entity, it is rapidly changing due to the explosion of knowledge with the process of internationalization, professional and personal development will depend on the capacity to adapt to changed situations (Scheffknecht, 2000). That process implies information management that requires some phases before profiting it.

Elkheir, Hayajneh and Ali (2013) propose the phases of querying, the process to access and retrieve data; production, that refers to the sensing and transfer of data; collection of data through sensors and smart objects such as the USB flash, cellphone or computer; aggregation or fusion when the amount of data is too much and people must summarize it; delivery process comes after the

previous one, when people analyze data that need to be sent further; preprocessing refers to the action of removing redundancy and integrate data from different sources. The flow of data may take one of three paths: go from query to delivery, from production to delivery and from production to depth processing and analysis.

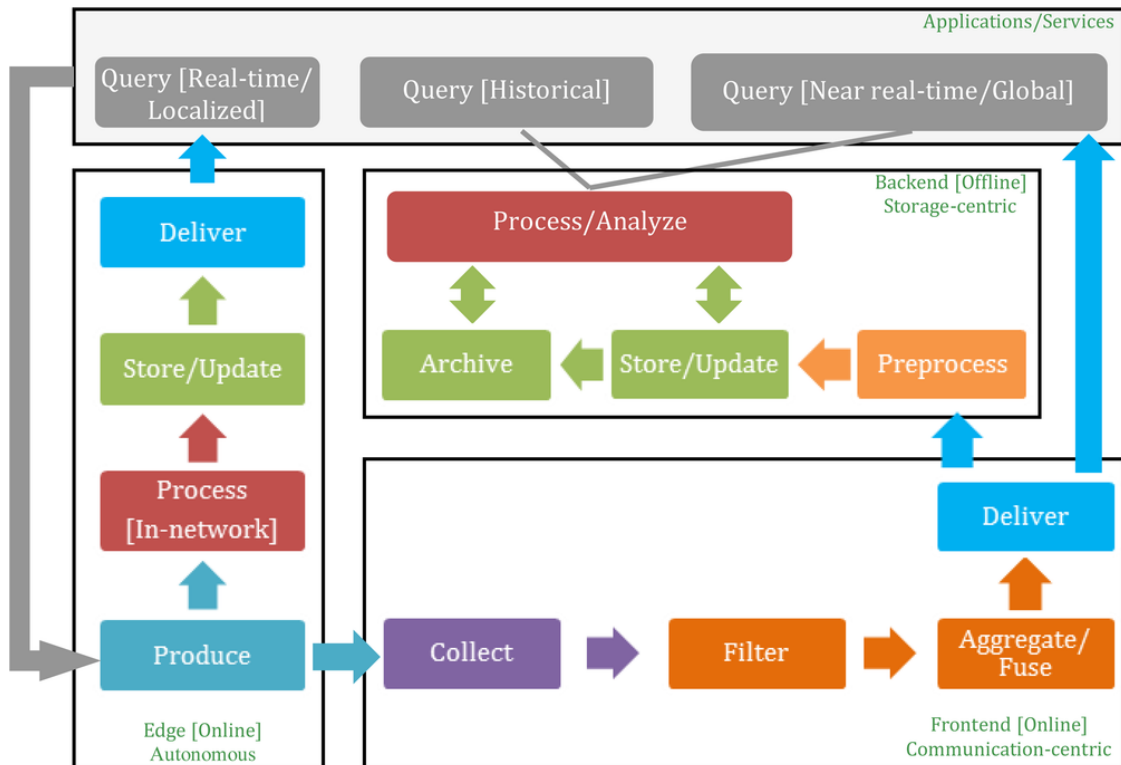


Image 1 Data management

Another important contribution of the ICT is the easier accessibility to any kind of data about any kind of subject in any format (textual, sonorous), by television, the Internet or by multiform discs CD – ROM and DVD. This idea is supported by Loveless (2003) when she states that ICTs provide different tools to create, organize and process information in a fast and reliable way, like for example, the spreadsheet, the creation of data bank, photo-shop, etc.



The author continues by saying that ICTs give different communication channels at disposal that let people spread information and to contact other people or institutions through web, using e-mail, messenger, videoconferencing, etc. Finally, the author adds the fact that ICT enables a bigger storage of information through different and appropriate devices, from the diskette (nowadays ousted by USB hard drives) to CD – ROM and finally the DVD. All the data collected in any format can be seen thanks to the programs developed by the technological breakthroughs.

In web, people have access to different tools provided by Internet to promote communication. Some of the tools found on the Internet are web pages or sites, e-mail, newsgroup, portal webs, chat rooms, instant messaging tools, among others.

Since the Internet provides different sources of information people can discern different points of view nevertheless, it is important to point out that the process of data selection is necessary for each individual to create his own point of view from all the information that can be found in the web admitting that many of the sources are not reliable. So, students must come to the realization that careful scrutiny of information researched over the Internet is an absolute necessity because much of it can be unreliable. Well-developed critical skills are essential to determine if information is valid and verifiable (Indiana University of Pennsylvania, 2008).

Another impact of ICT on the society is that those who constitute it have changed the way to interact between them; the space-time conditions have been transformed since once the ICTs have displayed the information and upload it in the cyberspace people have not to be coextensive with the space or time to socialize. The virtual community promotes sociability and relations among people but they are not the same as the physical ones.

Certain institutions have benefited by the ICT, according to Anderson et al (2007) governments, business, news, the media and educational organizations are some of the fields in which ICT has ameliorated the way those institutions complete their tasks or goals. Referring to governments, the ICT helps to improve the service to citizens, for example, some base bank data advances have let different governments around the world to collect and monitor statistical data used to manage the economy in a more efficient way. There has been also an impact on the intelligence agency of a government since there are programs that let the identification and codification of secret information securely.

Although ICT has numerous advantages they also present some disadvantages, among them we can find the veracity of certain information. In spite of the fact that Internet provides lots of information, many of it is not completely true or reliable. Internet is a tool available for people to create their own place where they can publish any information they want in any format and without any restriction. Nevertheless, the freedom to publish the information, according to Fuchs (2007), could be a problem of credibility in it. That is why is very important to analyze the information to decide whether it is helpful or reliable or not.

Another disadvantage is the dependence they cause on humans (Loveless, 2003). Even though ICTs are considered as new tools supporting people to make or mediate most of their activities (collect, create, look for information, etc.) its everyday use can provoke dependency, making people let aside other tools “no-technological” such as books. An example of this situation is regarded in students who do their tasks only consulting websites, thereby, if they do not find what they look for on the Internet, they are almost sure they cannot find it by other sources.

Now that we mention some advantages and disadvantages of the ICTs it is important to identify some circumstances that limit their expansion, such as the technology gap that creates social exclusion among technological advanced

countries and those which are not, among high educational level countries and illiterate ones, among rich and poor people. A study commissioned by OECD in 2003 found that wealthy countries have large and established service and manufacturing sections that make intensive use of ICT while the economies of low-income countries are dominated by raw material production and subsistence agriculture where ICT adds much less value to the production processes. This unequal access to information and the mechanisms for delivering it may prevent several people in poor countries from actively engaging in public debates (Steyn, 2010).

### **5.1.2. Implications of ICT in Education**

It is important to highlight that all these technologies are not totally new, what is new is the way they have evolved becoming aids to communicate and to build knowledge. As it is said previously, ICT have had a big impact in education; some of them are related to the necessity of making a change in the methodology more specifically, in its didactic purpose. This prompts the introduction of technology in the academic field for achieving the teaching transformation.

With the integration of ICT in education, learners today need to process complex information, solve problems, make decisions and adapt to ever changing situations (Scheffknecht, 2000)

So, if ICT are implemented successfully and put into practice there would be excellent results in the development of the teaching – learning process; the success would lie on a more effective process making easier every kind of objectives related directly with knowledge acquisition using either tools or roles in the right way. For that reason is very important to mention some advantages in the use of technology in education, more specifically, in the classroom.

It is important to start from the fact that “learning to learn will be strongly emphasized because the learning period does not go only from 6 to 25 years old” (Steyn ). So, with ICT most of the benefits in education will be to

- . Put the learner at the center of the lifelong learning process.
- . He/she becomes independent, creative and self-regulated.

Some examples in the way ICT helps in the educational field are lessons on line, multimedia shows, telecomputing projects, and forums (Unesco, 2004). WebQuest serves as an example of on line lessons, in which the most of information is taken from the web. What is relevant is the way students take their time to analyze all the information, so that they not only use the time to look for them. This activity helps teachers develop a new way to review concepts as they develop other topics as we can see in the next format.

**Image 2 Web quest lesson form**

<b>Web Quest Lesson Form</b>	
<b>Introduction</b>	Guide the student to what comes and arise the interest to the lesson
<b>Task</b>	Describe what the student must achieve in the end of the exercise.
<b>Procedure</b>	Describe the steps students must develop to do an assignment
<b>Resources</b>	It offers the web pages list the instructor has located, which helps students do their task
<b>Assessment</b>	It is a rubric to assess six aspects of the student production
<b>Conclusions</b>	Possibility to summarize and reflect about the experience

The multimedia presentations offer teachers the opportunity to use all kind of visual aids to present the information in a more dynamic way, motivating students to learn, at the same time, this kind of tool help student use new ways to do their homework in a more practical and enjoyable way. Nevertheless, it is important to take into account that multimedia does not make things easier to students but to make the task in different ways with the same complexity.

An example on how to do a multimedia show is as follow.

- a) Create a webpage in a website

- b) make hypermedia branches
- c) design slides to show the information
- d) film and edit a video to make a movie by computer

Telecomputing projects are used as tools to communicate, offering people the interaction between them from all over the world and sharing information about what they are studying in a specific moment. Some of these tools are the e-mail, electronic announcement boards, forums, browsers, chats, audio and video communication (Unesco, 2004).

Forums online are important tools to share information between participants but what is more relevant is that they can be used asynchronously, so there will be time to analyze the information. These tools can be used also synchronously, so there can be an answer in the present time. In this way, ICT is helpful for students to know many things, something that cannot be done previously.

The incorporation of ICT in the educational process not only offers new activities to be done but also offers changes in the role of participants, teachers and students, as it is pointed out in the next section.

### **5.1.3. Teachers and Students New Roles**

The paradigm changes brought upon by the ICT are directly related with the development of new abilities by teachers and students. Teachers must have the capacity to use ICT successfully in classroom activities and to guide students properly to a new way of learning.

When ICTs are integrated in education the teacher role is more like a guide, someone who helps students build and rebuild their own knowledge. Teachers change their traditional approach to aim to new tools, to several activities and to learning situations with the purpose to find the ways to ameliorate it.

Consequently, teachers must acknowledge that more than being the source to all the answers nowadays they are the builders of learning resources that help students follow their own learning process.

As the teacher's role changes, student's does too for they will be more autonomous in their learning process, they will have more responsibilities and must be able to make decisions that could affect their learning. They won't be any more individuals "filled" with knowledge; they will be beginners realizing that along their lives they will be the responsible for their learning process. With this new methodology under the ICTs influence, knowledge does not have limits and must be constantly renewed.

On the other hand, students must develop strong critical sense to know which information is really what they need, thereby, teachers and students must realize that their roles in the teaching-learning process ought to change to answer to new abilities necessary for the integration of ICT in education (Unesco, 2004).

With all those changes we must regard ICT as a tool that will change the process in which teachers learn to teach and at the same time what teachers need to continue being proficient in the educational environment, that is to say, what they need to fit in the working field. The new graduates must have the opposite abilities to get the job they want and to manage it. There are two groups of qualities a student must have. In the personal aspects, he must have intelligence, knowledge in a specific area, willingness to learn during his life, flexibility, self-regulation, self-motivation and security in them. In the interactive aspect, the student must develop the capacity to communicate, be related with people and in the cooperative work (Wender, 2003).

Since teachers need training in how to use ICTs in their work, the information and formation they have should be introduced in their curriculum. According to Unesco (2004) there are three principles about the development of education

through ICTs for teachers within the Information and Communication Teachers Training Society:

- a) Technology should be introduced in the Educational Teacher Training Program, which means that it is not appropriate for students who are trained to be teachers to attend only one class on how to use ICT but to make technology be a relevant part of every class they attend.
- b) Technology must be integrated into a context which means that in every field there is specific knowledge teachers must learn conveniently by seeing how other teachers use them.
- c) Future teachers should be trained in educational environments that make innovative use of technology. So, students have to be in contact with different learning environments offered by technology from their first training.

#### **5.1.4. Pedagogical approach**

In addition to the traditional education, ICTs make possible the design of new scenarios such as the virtual one. There are two approaches in which are based and justified the incorporation of ICT in the educational field, the constructivist approach (Gillespie, 2014) and the collaborative approach (Yepes, 2005).

In the constructivist approach, learning takes place as long as the student goes into the educational process actively. The participation should be fostered in a virtual scenario from the necessity to interact with teachers and classmates what leads to the goal of meaningful learning. Problem formulation to discuss in group demands from students developing analysis and critical abilities. According to Samillan del Castillo (2008), when the student relate his previous knowledge and experiences with different formative and informative material and teachers



and classmates virtual counseling accessed through ICTs, he makes possible to build his own meaningful learning. In this approach is worthy emphasizing on autonomy since it is necessary for students keep in mind their active role in their learning process and teachers should act as motivational agents easing the path around the information and content so that they are more autonomous. The collaborative learning is considered important in the knowledge building and moreover in learning a second language due to the interaction with others that is essential for developing it.

The collaborative learning is based on teamwork. In virtual teaching, the collaborative work allows teacher-student, student-student and student-content interaction; they participate more actively in this context with other elements, not only with their work group but with the teacher and the information in a given context. The advantage in this process, as it is said by Yepes (2005), is that dialogues, negotiations, the word and explanation are core elements that make teachers and learners or any user transform, abstract, deduce, induce, specify and generalize information they will have access to.

## **5.2. Foreign Language Teaching and Learning through ICTs**

Learning experiences can involve learning about a topic, and learning how to use the ICT tools required. For example, suppose a pupil is using ICT in English to produce a magazine. The pupil would learn the skills and knowledge associated with an understanding of English, such as spelling, grammar and punctuation, and also how to write for a particular audience. At this level, the ICT skills learnt would be those that were required to operate the software used such as page layout, using different texts fonts and sizes, importing pictures and publishing the finished product (Crawford, 2013), with the actual tendencies in the educational field and in many academic institutions and mostly in universities, the face to face teaching and learning period is reduced for students to have more time of independent study, and in this way developing

autonomy. No matter the specialization of teachers they must articulate a method in which students profit their autonomy learning time in the same way as the face to face class. One of the proposals, which have been consolidating day by day, is to build into the face to face and non face to face classes the use of ICTs. Foreign language teachers could take into account this proposal to reframe their teaching setting. By using these tools, students can also encounter a new way to fuel and to supplement their learning.

in the communicative activities students can search different types of information (in any format, source and language), enter chats and talk to natives of the target language by electronic conferencing, take part in forums, solve or create exercises by using specialized websites, participate in blogs and create them with interesting topics, among other activities used to reinforce their knowledge and abilities. It is important to remark that teachers are ones who propel these activities for students to exploit at their best.

In the didactic activities teachers take the role of guiding students and provide them with abilities to profit off line and on line resources (Fernández, 2006). Through forums and chats teachers can measure activities promoting participation and applying new knowledge. An important factor teachers must consider to develop activities about a certain topic is students' interest to motivate their learning.

The information available to get thanks to ICT makes easier the access to authentic material used in the foreign language teaching and learning pedagogy. Based on De Dickens et al.; Melvin y Scout; Nunan; y Zukowski-Faust (2008) the communicative teaching of languages is important in the authentic material introduction (realia) within pedagogical resources in class since they contextualize learning making it more meaningful and thus more motivating for the learner. Authentic material refers to resources in press, literature, culture, among others. However, having large quantities of information does not imply

they all are valuable for learning, it depends on the pedagogical proposal to manage those materials what takes part in the teacher work.

On the other hand, language learning goes beyond contents and concepts acquisition; it is about an ability accession preconditioned by innate competences (Robinson & Skethan). Learning a foreign language is to acquire communicative skills with the purpose to communicate ideas and to establish communication with native speakers of the target language. Speaking, writing, comprehension and pronunciation skills are absolutely necessary for an optimum learning. Some activities that can be carried out with ICTs are presented in the next section.

#### **5.2.1. Activities and exercises with feedback**

There are three types of activities using ICT which are established by the interactive and feedback model, because while it is true that the student is professing self-learning, she or he will need something or someone to guide him in his learning progress.

The first type of activity is a closed one proposed by Bichele et al (2008) we find that there is an interaction reduced only to select or introduce pre-established data, such as correct answer selecting among some options, words inserting within a text, options dragging to have the correct answer, word or sentences sorting, among others.

The second type of activities by Felix is open ended or information gap ones. They are tutored WebQuest where students have to surf the web searching a specific topic either proposed by the teacher or by the activity to fulfill a task such as to write a text or fill a form to send through e-mail to the person leading the activity.

The third and final activity by the same author refers to open activities with a high interaction level for they put forward active learning. We can find as example the WebQuest activities that have a meaningful purpose for the student, they will have to produce their texts or presentations by making their own decisions, time and knowledge all this with the purpose of enhancing interaction among learners, tutors and media.

Just like the close activities, the semi open and open ones have also advantages and disadvantages. Among advantages we find that students will have special attention in the rectification of their work or presentations, they will know which are their weaknesses and strengths privately and not generally as in the first type of activity. The disadvantage to face is that feedback is not instantly for the student must wait his teacher or tutor to check his task. In some cases, the student will have an overview of the required task nevertheless; having the revision by the tutor is the best way to have specified revision from his mistakes and doubts leading to a motivated student.

We can see that these activities offer an important support in the way the feedback is conferred for students can work individually since it is not mandatory have a teacher to give the answers. For this reason, these activities can help students develop interest and motivation fostering autonomy in their learning process by means of technological tools that provide a closer contact with the object of the study which is the foreign language. They can be used by teachers as well to motivate students and to have a different approach to the language.

### **5.2.2. Characteristics of web pages and multimedia and educational software functions**

Nowadays there are multiple resources to create a web for learners and students to foster their teaching learning process. Fernandez (2006) points out the importance of word processing in both groups since students can change a

text style; complete open sentences, summarize, describe images, do dictations, edit texts presenting mistakes, write different types of letters and dialogues; identify a particular item in an image, put capital letters in sentences, order clutter words, sentences and paragraphs, and answer questions according to an audio or video. These activities can be considered as mechanisms to enrich the FL teaching and learning.

With the advent of the internet, language education has been immensely facilitated since learners can engage in real communication with native speakers in ways more authentic those available in the artificial and simulated situation associated with traditional class (Troudi, 2014).

Referring to teachers, data processing allows them to create their own resources for their labor, making possible to:

- a) Create web pages for multimedia files including sound and video animation.
- b) Make the information more attractive by changing source format, color and by highlighting the needed elements to identify specific grammatical characteristics.
- c) To embed comments in which teachers can issue interesting data to students such as definitions or specific grammatical rules. They appear in the screen when learners place the pointer on a subject or element.
- d) Insert hyperlinks which lead to other files, websites or computer programs such as e-mail. The student can make an activity in a webpage, create his presentation using slides or send the teacher an exercise through e-mail.

- e) Insert images (graphics, images from files, scanned images and photos from digital cams).
- f) Insert sound, for example, students click on the corresponding icon to listen to the corresponding recording. Students can also record their voices.
- g) Insert a presentation. Students click on the corresponding icon to watch or insert a video.
- h) By clicking on the corresponding icon, the student watches a video and answers related questions (Fernandez, 2006).

Authors have reported findings which demonstrate the positive power of free, voluntary reading in facilitating language acquisition. Mishan concludes that authentic texts provide the best source of rich and varied input for language learners, impact on affective factors essentially to learning, such as motivation, empathy and emotional involvement and stimulate whole brain processing which can result in a more durable learning (Mishan, 2005).

Those possibilities to students offered by teachers to propose and modify activities make the resources visually more attractive what could motivate students to take part in the activities. Also, by including different elements teachers make students feel closer to authentic resources which is vital for the foreign language learning since in the context is when students have a direct contact with the target language. Educational software then is a profitable tool for teachers and students for they have functions that enrich the educational process. Some of them are the formative function that offers information about different topics showed through the activities; the instructive function that guides the student's learning to achieve specific goals; the motivational function that refers to the presentation of interesting resources to focus the attention to the

subject and the assessment function that refers to instant evaluation programs due to the interactivity and which led to the student continuing assessment.

### **5.2.3. Description of Websites that support foreign language learning**

There are endless types of websites to practice and teach many languages as sites where teachers can design their own teaching environment. Students are autonomous to complement their learning process and teachers can use different activities in their classes. Teachers can also use specialized sites which help them to design a virtual class integrating many visual and aural aids. Some of them will be described in the next section:

### **5.2.4. Foreign language practice and teaching sites**

#### **5.2.4.1. *BBC Learning English***

The site includes vocabulary in the news explained, watch and listen, grammar and vocabulary, business English, English quizzes, pronunciation tips including audio downloads (O'Donoghue, 2009).

This website from the BBC (British Broadcasting Corporation) is free and with a special focus on offering English interactive lessons for all age's people. In this website people can find many activities that develop the communicative abilities of the FL. It provides access to blogs, chats and forums. There are tests for each activity to assess the student's learning. The community integrating these websites is tutors and students.

This is a well-equipped web for any student can learn or reinforce his knowledge in English based on a specific context such as newspaper reading, games, and audios. Furthermore, this website can be used by teachers to complement studied topics in class as a different way to reinforce or to complement a subject

(theoretical or cultural) working in class, for example, if students learn daily routines.

#### **5.2.4.2. English Club**

This website for English teachers and students as a foreign or second language, offers different alternatives for each group. Students can practice communication skills through games, quizzes, etc., access to visual and virtual tutorials 24 hours a day with English teachers to discuss issues of grammar, pronunciation, and vocabulary, among others. Similarly, students can access chats, blogs and forums to raise and discuss topics of interest; they can have a written contact with online teachers and other students. Regarding to teachers, English Club offers some alternatives such as watching different activities to use in their classes and to be in touch with other teachers around the world, allowing them to exchange ideas about classroom management, proposing ideas and exchanging material.

### **5.3. ICT use policies**

#### **5.3.1. Colombian Context**

Today one could say we are experiencing a revolution since new information and communication technologies are opening more opportunities for personal and economic development. Thus, in Latin America and especially in Colombia, the government has designed a national plan (Ministry of Communications, 2008) with goals that aim to incorporate ICT in many spheres of society to ensure that all Colombians have greater social inclusion and competitiveness.

The policies are created to decrease social gaps in terms of economic, social and digital opportunities between the poor and rich sector. To achieve this, the plan to incorporate ICT in Colombia aims to reduce the digital division making a



wider Internet coverage across the country, so that it reaches to all sectors along with training on proper use of technologies. Besides, the national plan suggests that knowing the proper use technologies can strengthen the Colombian education system.

This is why the Colombian government and society will use ICT to foster an inclusive and high quality education system focusing on self-monitoring, equal opportunities for obtaining knowledge, education and learning throughout life; for all citizens, in a flexible and comprehensive framework, student-centered, and aims to develop its vocation, abilities, skills and potential. This will require that all students in the country have access to these technologies (Ministry of Communications, 2008).

Policies aimed at competitiveness are related to programs that have been developed, for example, the vision Colombia has in 2019, the National Development Plan, the National Policy on Competitiveness Plan Science and Technology Program and the Strategic Use of Media and Information Technology and Communications (MTIC) and in Education. Furthermore, the national ICT plan addresses to eight axes of action (education, health, justice, business competitiveness, community, government online, research development and innovation, regulatory framework and incentives) some of them related to ICT in education; they are considered as environments where the use and appropriation of suitable technologies is needed to reach the goals. It is suggested in the plan that the use of technology will bring an improvement to education in terms of its coverage and quality.

In this national plan, the use and application of ICT in education policies are presented, based on three specific areas (infrastructure management, human resource management: teachers and students, and content management), which are intended to achieve the following objectives:

- Promove the digital literacy so that Colombians have the ability to incorporate ICT in their daily lives and have the necessary skills to use them properly and get basic skills for these technologies to be an important factor in its development as a social person agent. Also, to make this happen it should be incorporated a system for evaluating these skills in different tests, such as ICFES and ECAES.
  
- Develop different programs to help the advancement of digital literacy in which citizens have access to technology in public places or community centers.
  
- Creating and enabling environments that encourage the use of digital scenes, promoting networking, knowledge creation, incorporation of ICT in all educational levels, training and retraining of teachers and administrative staff as well as their relationship with the family and business spaces. For all this feasible, the Ministry of National Education should book a budget to develop projects in order to achieve the goals that were presented. Consequently, Colombian society may say properly use new technologies when all people have access to ICTs and to use them in their daily life activities, including educational processes.

After seeing the interest that the Colombian government has had/shown to promote conditions for incorporating ICTs to the Colombian reality and more accurately to education thanks to the role of the educational community, it is important to know the status and importance of incorporation ICT in at the Educational Institution Marco Fidel Narvaez where this research project develops.

### **5.3.2. Educational Institution Marco Fidel Narvaez context**

Within the Institutional Development plan between 2013 and 2015 there are strategies that led to the didactic and pedagogical use of ICT. We find that there has been a software and hardware boost for the integration of ICT, counting on with six network and computer servers with virtual learning environments (Moodle and .RLN), a Digital Learning Object Repository (SPAR), an Academic Register Integrated System and an Academic Labor Management System.

From the demand of implementation of ICT in practical educational environments, the Educational Institution Marco Fidel Narvaez has four online learning platforms used by learners and teachers to strengthen educational process within the university. Through these tools the academic community can share resources and files such as texts, presentations, works, and researches, among others. Those platforms are in charge of teachers in the institution. They are:

- a) Virtual Learning Environment (VLE) or Entorno Virtual de Aprendizaje (EVA).
- b) Virtual Community Moodle.
- c) Digital Learning Object Repository SPAR.
- d) Health Unity Social Web.

Nevertheless, among the difficulties that hinder a more proper development of this strategy we find the lack of spatial environment: classrooms, libraries, software, computer rooms, devices and labs, as well as absence of academic strategies supported by ICT.

Once we know the implications of the incorporation of ICTs in society and in the educational process, particularly in the learning and teaching of a foreign

language, as well as policies that are proposed for inclusion in the educational field, these conceptual references formed the theoretical basis were considered for the analysis of the results of this research work.

## **6. Methodological Framework**

### **6.1. Research Design and Methodology**

Many social work studies seek to describe situations and events. The researcher observes and then describes what was observed. Because scientific observation is careful and deliberate, scientific descriptions are typically more accurate and precise than casual descriptions (Rubin & Babbie, 2009). This research is descriptive for it gives details from the results about the use of ICT at the Educational Institution Marco Fidel Narvaez in the process of teaching and learning by teachers and students of this Educational Institution. The current status of these technological tools in foreign language classes is described in terms of their existence awareness, perception and use for promoting or creating learning activities. These data will yield different conclusions regarding the use of ICT in the educational process in the program.

In addition, much of social work research is conducted to explore a topic, to provide a beginning familiarity with it. This purpose is typical when a research is examining a new interest, when the subject of the study is relatively new and unstudied is when a researcher seems to test the feasibility of undertaking more careful study or wants to develop the methods to be used in a more careful study. They seldom provide conclusive answers to research questions. They can only hint at the answers and give insight into the research methods that could provide definitive answers (Rubin & Babbie,). This research took some elements of the exploratory design as well since this phenomenon has been rarely studied, in the Educational Institution Marco Fidel Narvaez.

### **6.2. Techniques and Instruments**

For data collection we chose the survey that involves gathering information from individuals, called respondents, by having them respond to questions. We use surveys to gather data as a part of many of the research methods such as

qualitative studies, quantitative studies, experiments, field research and program evaluations. In fact the survey is probably the most widely used means of gathering data in social science research. As a broad research strategy survey research involves asking questions to a sample of people in a fairly short period of time, and then testing hypothesis or describing a situation based on their answers. As a general approach to knowledge building, the strength of surveys is their potential for generalizability. We collect data in surveys research by questionnaires or interviews (Monette et al, 2010).

To obtain the data, ten questions were delivered to students of the Educational Institution in order to acquire quantitative data. Once the data were tabulated and analyzed, they led to qualitative conclusions that facilitate the expression of the results of this survey.

The questionnaire was personally delivered. Reply this instrument took approximately 2 Or 3 minutes. The variables of the questionnaire aimed to investigate:

- a) Knowledge of concept of ICTs.
- b) Knowledge of existing ICT at the Educational Institution Marco Fidel Narvaez.
- c) The roles of teacher and student when ICTs are used in class.
- d) The type of use they give to technology, providing by the Educational Institution Marco Fidel Narvaez.

### **6.3. Population and Sample**

The target population for this research is the students of the Educational Institution Marco Fidel Narvaez, during the first academic period in 2014 when 100 students attended the English courses.

## **7. Data collection and analysis**

In this section we find the results from the survey we carried out. The first part of the questionnaire is related to the knowledge of ICT environments in the Educational Institution; the second part is related to the way students practice the different skills to learn English as a foreign language.

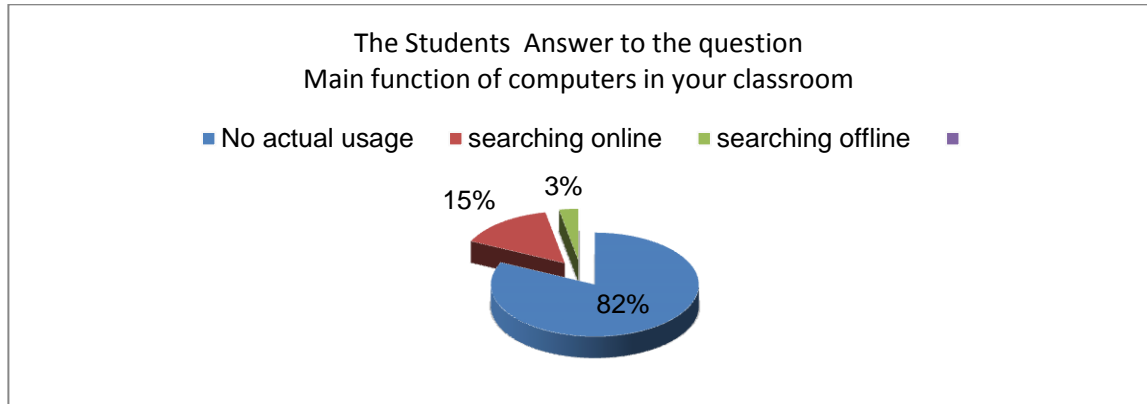
The aim of the Institution is to deep in the development of skills in the teaching and learning of foreign languages, specifically in the English language.

I entered several classrooms to offer the questionnaires to the students, explaining each question if there were doubts about it. We explained it was for data collection from our research but didn't speak much to not alter the answers of the students.

The main function of computers in the classroom

The respondents had three options. The 82% of the students answered to the first option "No actual usage", while only a 15% ticked the option searching online resources and only 3% percent marked the option "Searching offline resources", what demonstrates the poor usage of ICT tools students perceive during EFL classes.

Question number 1. What is the main function of computers in your classroom?



Graph 1 Main Function of computers in the classroom.

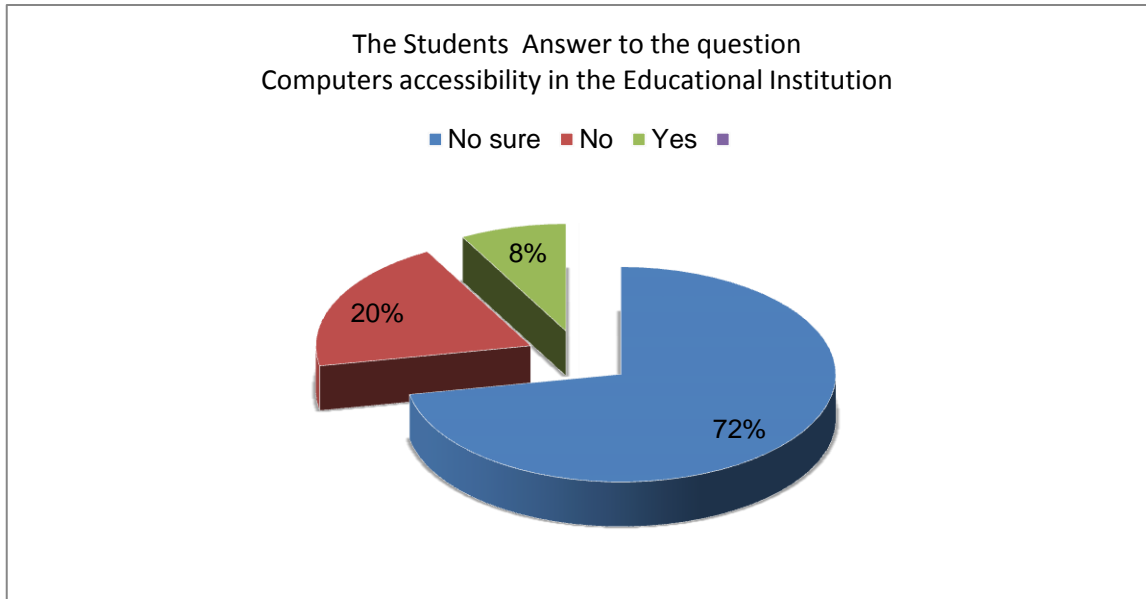
a) Computers accessibility in the Educational Institution

To the question if there was easy accessibility to computers, 72% of the students marked the option “no sure”, the 20% marked the option “no” and the 8% marked the option “yes”.

These results demonstrate the uncertainty learners experience towards the knowledge of spaces with ICT facilities available to learn, perhaps because they have not used them frequently.



Question number 2. Can students have access computers easily in the Educational Institution?



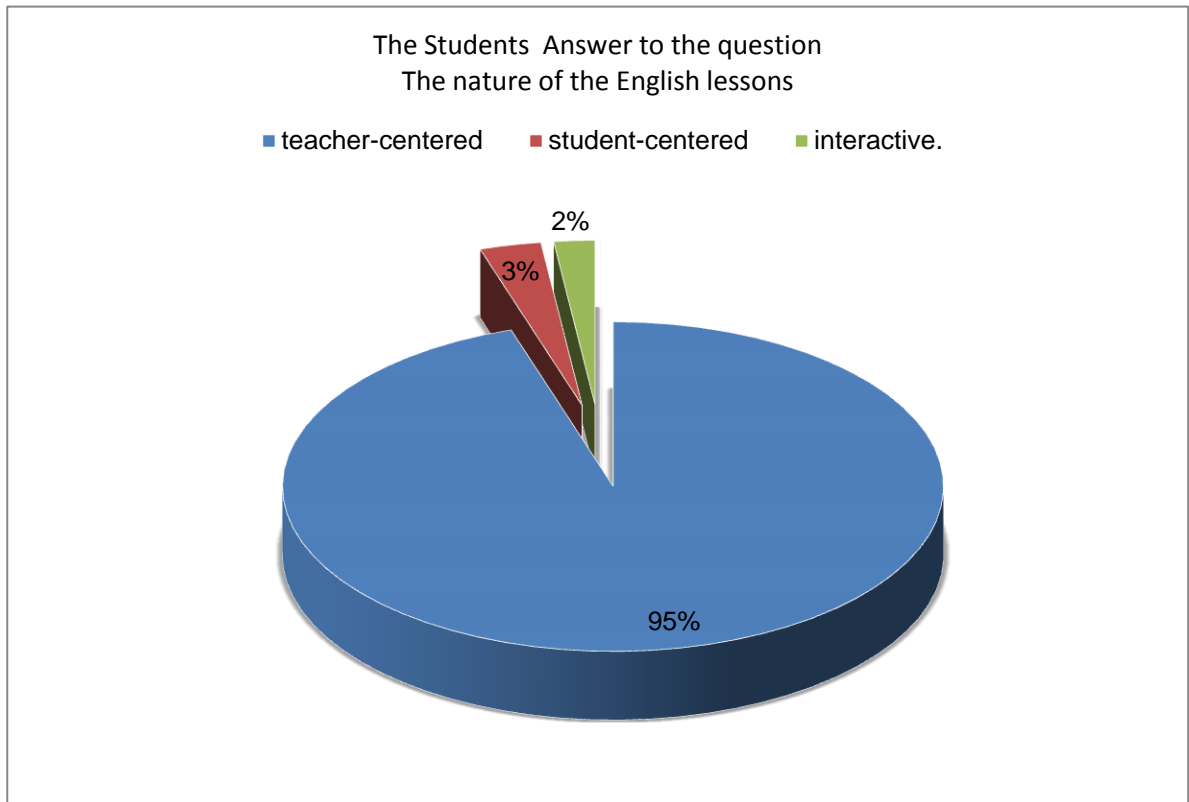
Graph 2 Computers accessibility in the educational Institution

### Present English Learning Situation

a) English teachers use textbooks as their main teaching material.

In this question, 80% of the students answered “yes” and 10% answered “no”, 10% sometimes.

Question number 3. How do you describe the nature of your English lessons?



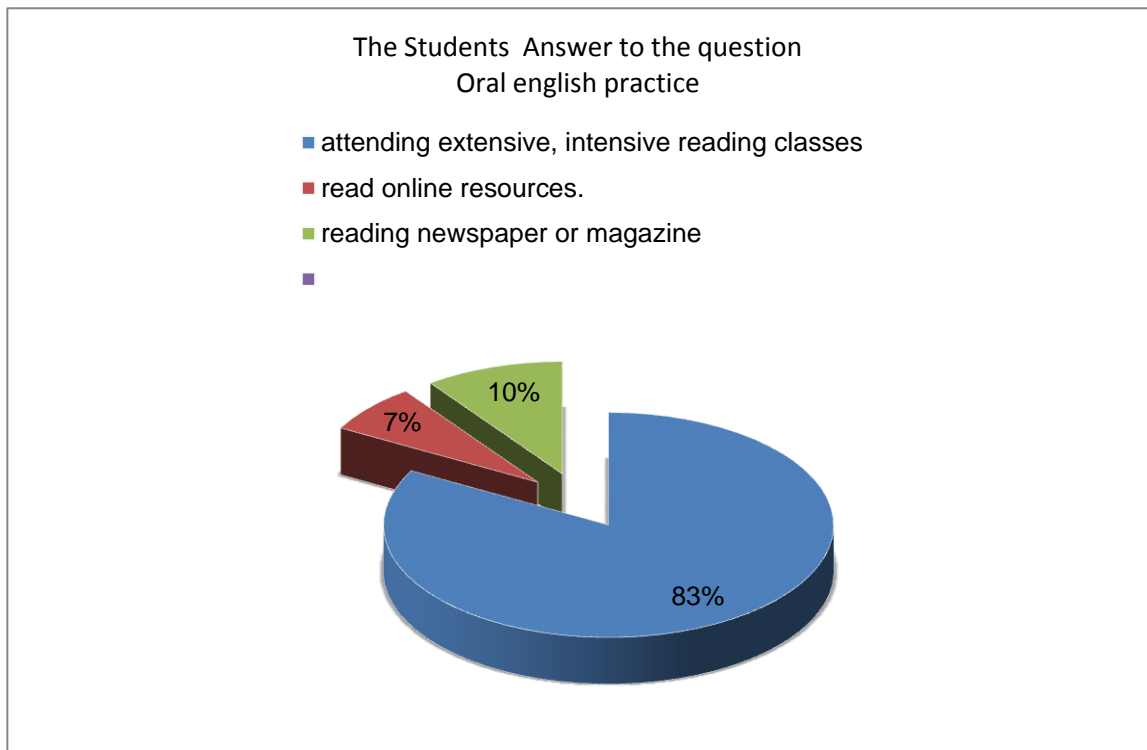
Grahp 3 Nature of the English lesson

b) The nature of the English lessons 5% of the respondents perceived a teacher-centered lesson, while 3% considered it a student-centered one and only 2% perceived it as interactive.

## Oral English Practice

34% answered by making foreign friends, 30% answered by reading aloud 10% answered by chatting with key pals online and 26% answered by chatting with classmates.

Question number 4. How do you practice your oral English?

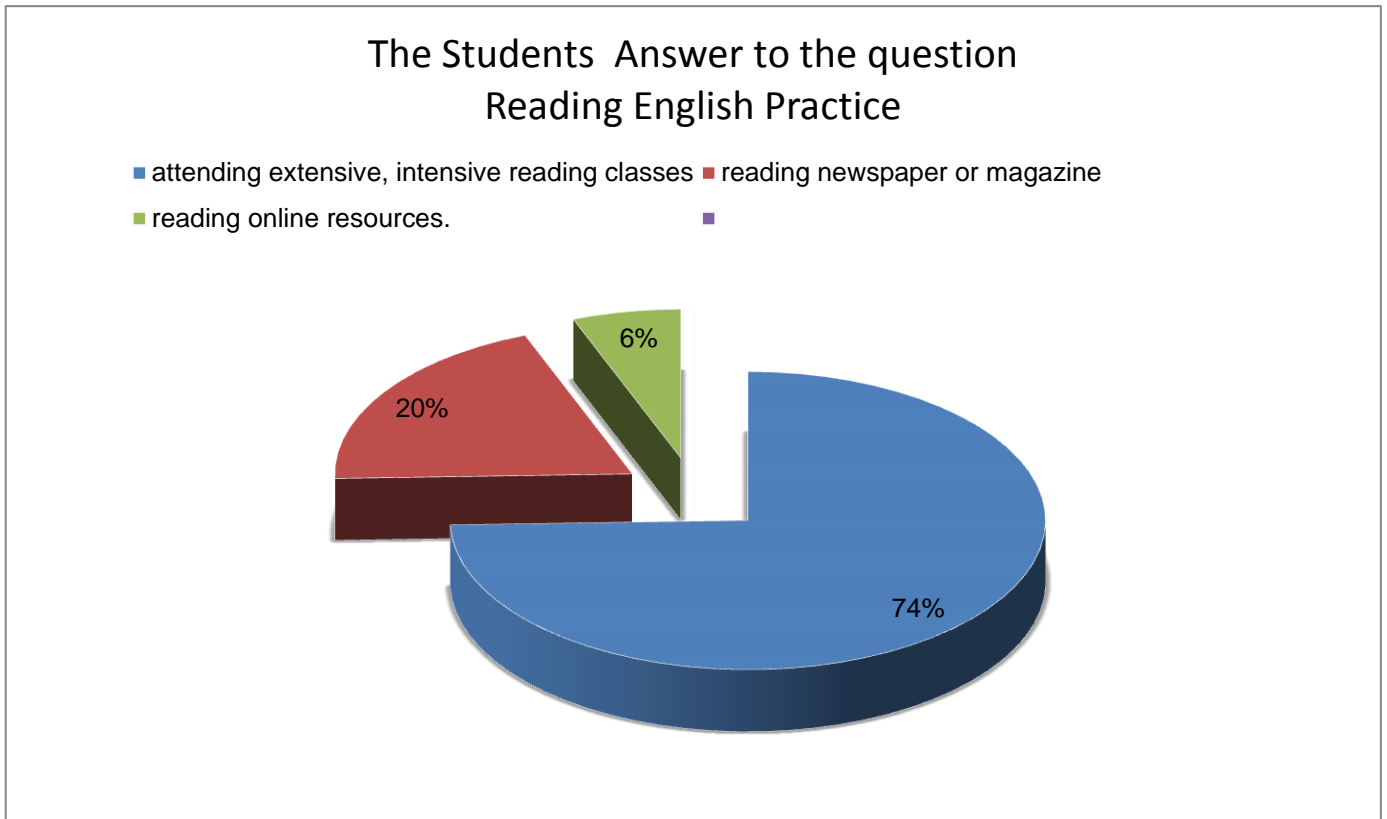


Graph 4 Oral English practice

c) Reading English Practice

4% of the respondents practice this skill by reading newspaper or magazine, 20% answered by attending extensive, intensive reading classes, 76% read online resources.

Question number 5. How do you practice English reading?

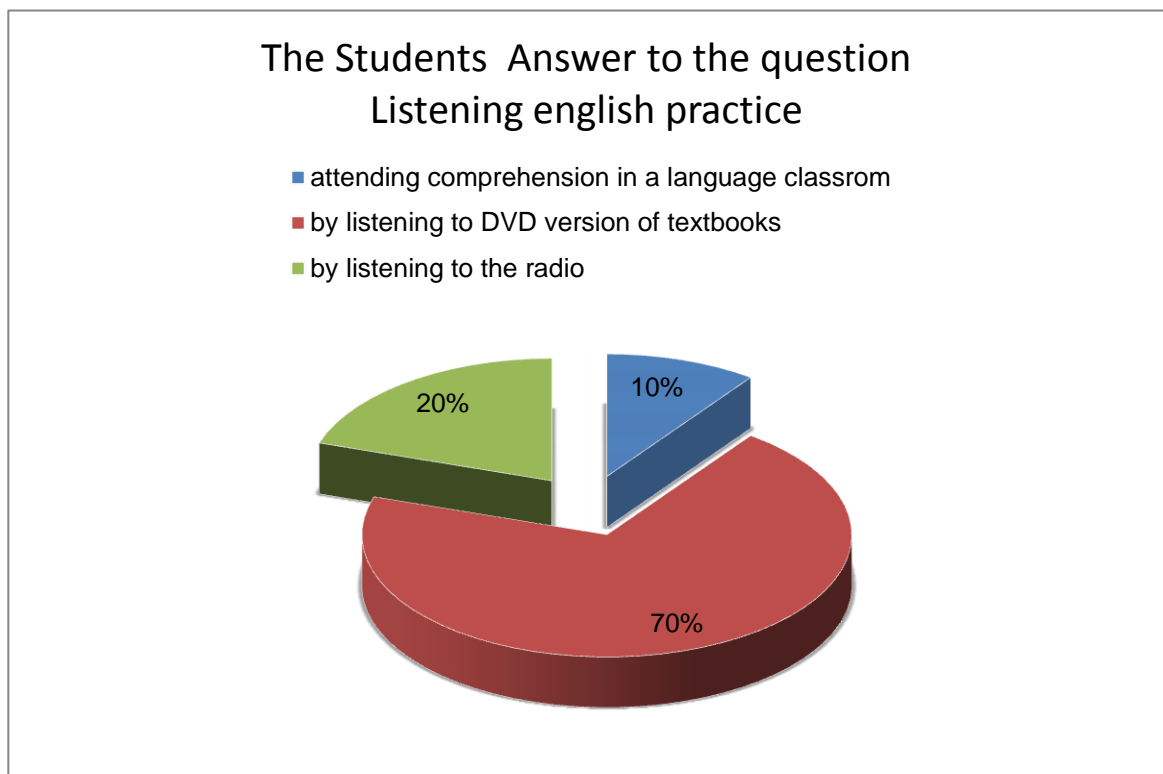


Graph 5 Reading English practice

d) Listening English Practice

10% of the students ticked the option “by attending comprehension in a language classroom”, 70% answered the option “by listening to DVD version of textbooks” and 20% answered by listening to the radio.

Question number 6. How do you practice English listening?



Graph 6 Listening English practice

On the other hand, we see that in other categories according to the answers given, there is a little relation to the educational context, as this may be included in their conceptions which corresponds to the concept of ICT.

Moreover, many of the environments in which students interact such as social networks or online video games, are not taken into account for the definition of ICT.

Knowledge of technological tools that provides the Educational Institution

In order to collect information corresponding to the technological tools provided by the educational institution, posed the following question: What do you know about technological tools that your Institution provide?.

In some cases they argue not to be informed of the ICT tools promoted by the educational institution.

Based on the answers, it can be said that a high percentage of students has no knowledge about technological tools provided by the educational institution being in this case the lesser known blogs and institutional e mail possibly for the short time they have been implemented.

On the other hand, multimedia tools are listed in an intermediate rate, which indicates the great need to promote the use of educational applications and the advantages it brings in the educational process.

Although there is an institutional wiki, this presents a very low percentage usage. In this wiki we find the tools provided by the Institution such as links and user manuals which contribute greatly to the students learning processes.

With regard to the arguments that justify the fact that there is lack of these technologies, we can say that the main foundation is the misinformation that exists about them. So more than having them it is more important to know them because in this way there will be a wider spread and incorporation.

A notable aspect by the institution is that it uses free software tools. There is the possibility to use different sources of information to try to carry out activities which help the learning process, without any doubt, the highest percentage is represented in the lack of interest for learning a foreign language since they do not perceive the advantages of learning it.

Teaching-learning process with the use of ICT tools in the Educational Institution Marco Fidel Narvaez.

To observe the development of this process we investigated whether ICT was implemented in EFL teaching taking into account the goals to be achieved, their periodicity and the tasks carried using ICT tools. Finally we took into account the crucial role of the student in the development of thematic content.

Also, a high percentage of students surveyed cited as main source of disinformation the ignorance of tools, outdated equipment. As there is no much used by teachers, students do not feel prompted to suggest their use either.

Based on the above results, it can be said that the use of ICT in teaching English has a very low percentage, which shows how affected the development of content is currently, hindering the learning process.

Therefore, students are not aware of all the benefits ICT can provide to their learning process, this on the basis that more than 60% of the student community has not had any significant experience in the use of ICT in EFL learning because these tools have been completely ignored as factors to allow students assertive and productive learning in their academic performance. An average percentage of students who have been able to use any technological have generally done as a source of consultation for their tasks. According to that view, there is no clear approach to the role of ICT in learning a foreign language and knowledge acquisition.

## 8. Conclusions

According to the theoretical research we can conclude that ICT make possible the contact of students with native speakers and native speakers' environment such as their newspaper and webpages written in their language what leads to an intercultural analysis among the two language speakers, so, it is a powerful tool to the intercultural developing in class.

Nevertheless, regarding the results from the surveys, students and teachers ignore some technological tools available at the Educational Institution Marco Fidel Narvaez to enhance the EFL learning.

The full entry of technology in the learning environment does not happen if teachers refuse to recognize its advantages and are not trained to use it. And one of the most important aspects of the learning process is that is social, it is connected through networks. Teachers do not send the right messages to students if they say "you learn in a social connected way but I will teach you in one way". The purpose of teaching together is that students gain a multidimensional experience, teaching students the importance of being connected and collaborating with others in activities.

The society ask teachers to teach around technological resources but those technological devices are only a powerful tool to help teachers teach better and students to learn even better. Teachers must set clear objectives, work in a way to make students flourish, working in an environment in which they can develop their communicational abilities, work in collaboration and reinforce their passions and talents. As language teachers, there is a wide option of topics, projects and activities that make the class goes beyond the mere study of grammar that only covers a percentage of a language learning, the other percentage involves the desire to communicate, to find new information and to use that information to



strengthen abilities and to collaborate to others. After all, human are those who interpret, discern and use the creativity to take advantage of the information and the technological devices.

## 9. Recommendations

From the results of this research we propose the following recommendations:

By creating a group interested in promoting the use of ICT within the EFL classes, both students and teachers could evaluate their advantages and think of ideas to incorporate them into the class. In addition, there are many lectures about this topic that could be attended if there is sufficient motivation by this group.

The Educational Institution Marco Fidel Narvaez must program short lectures to newcomers in order to divulge the ICT platforms, devices and websites available to enhance their learning process

There could be a more active integration of ICT in EFL learning by proposing the use of it among teachers in the Educational Institution with objectives and a description of activities.

The global nature of many widely diverse local problems and issues in El mango such as the environment, governance of the ICT, poverty and national terrorism call for cooperation between little towns. It suggest include some results of this research in the Intercultural communication subject in the modern Languages Program is no longer an option, but a necessity. because important decisions in business, politics, education, health, and culture these days usually effect citizens of more than one places, the question of whether communication between students of different place is effective and whether all parties emerge with the same understanding is of crucial importance. Students who deal with people from other cultures want to learn how to improve their performance through improving their English communication skills. A lot of resources have sprung up to meet this emerging market in the academic and national relations communities.

This experience showed that without the right approach, cultural differences greatly reduce effectiveness in the early stages of a relationship. But active management of the internationalization process and a conscious effort to acquire new skills will release fresh sources of competitive advantage.

## **10. Future Researches**

To give continuity to this research, we propose the following ideas to develop further:

Make a research about the ICT tools students of the Educational Institution on EFL use to level their FL learning. In this way, there could be an analysis on likes and dislikes and advice among students about the most effective webpages or techniques they use to maximize their foreign language learning.

To make a thorough analysis about the way students practice all skills of the target language and the use of ICT in that purpose.

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## Annexes

### Questionnaire: ICT use in English learning

Dear student, this questionnaire aims to find out about teaching students' perceptions and expectations of computer technology use in English learning and teaching. Please give your most candid and thorough response to the questions below. Rest assured that the information you share here is confidential.

Date \_\_\_\_\_

Gender \_\_\_\_\_

Semester \_\_\_\_\_

#### Computers facilities in the Educational Institution

1. What is the main function of computers in your classroom?

\_\_\_ No actual usage, decoration function only.

\_\_\_ Displaying PPT materials.

\_\_\_ Searching online resources.

2. Students can access computers easily in the Educational Institution ?

\_\_\_ yes

\_\_\_ no

\_\_\_ no sure

### **My present English Learning Situation**

3. My English teachers use textbooks as their main teaching material.  
 yes  
 no
4. How do you describe the nature of your English lessons?  
 Teacher-centered  
 Students-centered  
 Interactive
5. what ways do you practice your oral English?  
 By chatting with classmates in English.  
 By making foreign friends.  
 By reading aloud.  
 By chatting with key pals online.
6. How do you practice English reading?  
 By attending extensive/intensive reading classes.  
 By reading newspaper/magazines.  
 By reading online resources.
7. How do you practice English listening skills?  
 By attending listening comprehension classes in a language lab.  
 By listening to cassette version of textbooks.  
 By listening to the radio.  
 By using materials online.

8. Do your teachers ever recommend you to use online resources in your study?

yes

no

9. Have your teachers ever used the following tools for teaching? Tick the tools used by teachers.

Word processors.

Powerpoint slides.

E-mail (contacting students).

Online materials.

Teachers' own websites.

Blogs.

Discussion forums.

Wikis.