



**MILAGRO STATE UNIVERSITY**

**ACADEMIC UNIT OF SEMI AND DISTANCE EDUCATION**

**THESIS TO OBTAIN**

**THE TITLE OF B.A. IN SCIENCES OF EDUCATION MENTION**

**ENGLISH LANGUAGE AND LINGUISTIC**

**TOPIC:**

**ICT APPLIED TO TEACH AND LEARN ENGLISH LANGUAGE IN THE EIGHTH  
GRADE OF EDUCATIONAL CENTER "DR EUGENIO ESPEJO"**

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**MILAGRO – ECUADOR**

**2011 – 2012**

## TUTOR'S AGREEMENT

For the present I solemnly declare that I have analyzed the graduation project presented by **Mr. Freddy Zambrano** and **Mr. Jaime Acosta Carvajal** to obtain and Graduate of Sciences of the Education Degree, Mention in Applied English Language and Linguistic.

I accept to guide the students during the phase of the development of this project along the presentation, evaluation and sustentation.

Milagro, January 2012

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MCs. Jacqueline Maridueña

II

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## STATEMENTS OF RESPONSIBILITY FOR RESEARCH

We solemnly declare before the Directive Council at Milagro State University Sciences Education's Academic Unit, that the present project is our absolute and complete authorship that everything written and expose in this documents is the hard work of those who signed below.

Therefore we are responsible for all this project.

Milagro, January 2012

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III

## DECLARATION OF THE DEFENSE

**THE EXAMINING TRIBUNAL** previous to obtain the Degree in Science of the Education, Mention in Applied Linguistic to the English Language, We confer to the present investigation project the following qualifications:

<b>SCIENTIFIC MEMORY</b>	( )
<b>ORAL DEFENSE</b>	( )
<b>TOTAL</b>	( )
<b>EQUIVALENT</b>	( )

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PRESIDENT OF THE TRIBUNAL

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DELEGATE PROFESSOR

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SECRETARY PROFESSOR

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SECRETARY PROFESSOR

## **DEDICATORY**

First of all I want to thank God for giving me the understanding necessary to implement this project which without his help and spiritual wisdom could not have been complete successfully.

I dedicate this work and its success at 3 loved ones who have been my pillar and my strength, My Father who is in the company of Lord of the heavens, My Mother that even I have the happiness to have her and finally my beloved daughter my reason to live and move on.

From the bottom of my heart

**Freddy Ivan Zambrano Santos**

## ACKNOWLEDGMENT

I would like me to start saying Thank God for giving us the wisdom and understanding necessary to realize this project.

We really want to say thank you, thank you, thank you, to MSc Jaime Orozco, MSc Zoila Barreno and MSc Jacqueline Maridueña who with her wise teaching, extensive experience, knowledge, she gave us the courage necessary for not give up and continue to the end.

Finally, I want to say thank you to all of you, teachers, fellows with whom we share many experiences that will remain in our hearts forever and ever.

Freddy Ivan Zambrano Santos

Jaime Raul Acosta Carvajal

# **AUTHORS' RIGHTS SUBMIT**

Doctor

Romulo Minchala Murillo

Director of Milagro State University

Present

Solemnly proceed to make delivery free and voluntary the Rights of the Authors of this work as a prerequisite to obtain my Third Level Degree with the theme was ICT APPLIED TO TEACH AND LEARN ENGLISH LANGUAGE IN THE EIGHTH GRADES AT DR. EUGENIO ESPEJO HIGH SCHOOL.

Milagro, January 2012

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## SUMMARY

The same evolution of information technologies in the context defined in the service society poses new challenge to education in the future as the collection and organization of information will become the dominant life activity for a significant portion of the population English Language Teaching. Language is widely published in order to developed competition cognitive, communicative, a concept that involves the expression, interpretation and negotiation of meaning in the interaction between 2 or more people or between a person and a text or oral.

It should also contribute to the efficiency linguistic, ability to construct and reconstruct new knowledge. For this reason it is of vital importance to implement the ICT in the classroom, in this way to improve knowledge and management of different skills with the use of technology, we are sure you used a very good way will produce good result and create it a new learning environments interactive class, entertaining and motivation for students.

## INTRODUCTION

In a society of information appears multiple knowledge and continuous learning what is necessary to install in students learning to learn. In short what is important is that students development capacity to learn and adapt to today's society, information society and knowledge, where educational institutions can no longer provide all the relevant information because it is much more mobile and flexible than the school itself. Likewise there are deeper cultural change, we live in a society of constant change, progress, where much of the knowledge is relative, what is learned today outdated tomorrow.

It is then that students learn that education extends beyond the compulsory education system, it is necessary for lifelong learning. We must recognize that new technologies provide benefits economic, social, educational and cultural those who use it properly. The real revolution came with the emergence and spread of the World Wide Web (WWW) that allowed access to information and endless resources of communication. Students make extensive use of the new technologies outside the classroom for this reason is a good idea to use as teaching material. The evolution of technologies poses new challenges to education. ICTs contribute to the rapidly changing modern society society demands of our time; in addition to the ICT will make a crucial role in the development of education sector.

It is important to realize from the beginning that ICT in education is not learning about technology but using technology to learn. Implementing ICT in schools require strong commitment and a structures plan.

## **CHAPTER I**

### **THE PROBLEM**

#### **1.1 PROBLEM SETTING**

##### **1.1.1 PROBLEM**

In many of the establishments in our area prosecutors are going to find a profound disinterest and lack of motivation when it comes to learning the English language.

Students usually give little thought to the English language just think that is a matter that is in the educational plan and less importance or relevance, which in one way or another must pass but do not consciously and with the due importance it deserves learn this universal language.

But, not only the students blame lack of interest or motivation, there are more people and factors involved in this aspect, we quote in less relevant to parents of students who do not encourage their children to English language learning as a fundamental part for its development in the future in any field or profession that is making them develop important to note what the benefit of learning.

Many of them will make their life in a foreign country where English is the native language and that is where they did not have them without good preparation and learning to face with daily living cannot unfold according to the requirements of that country.



On the other hand we have teachers who previously had poor preparation in pedagogy and the absence of technological tools and the worst in many cases an unwillingness to educate themselves that would result in lack of knowledge to impart to their students, but we believe that it's part of the past and current teachers are updated as required by modern times.

In a way or manner there is dissatisfaction among students in form of learning, the methods used and the human material that plays a role key when teaching. Students in Public Schools almost entirely to 90% of them are not interested in learning English as a second language.

In all these times they have been only recipients of the English's teacher with humanity and using teaching resources that have been available to them and in many cases lack of updating them to give students a better view and understanding of the importance of learning a second language.

All these factors are often manageable and sometimes beyond our control that students have little or nothing to give it the importance it deserves this language that determines ultimately the lack of knowledge to meet future situations where students will deal in this field.

### **1.1.2 Delimitation of the Problem**

<b>RESEARCH AREA:</b>	English
<b>FIELD:</b>	Basic Education.
<b>GRADE:</b>	Eighth.
<b>FIELD OF INTEREST:</b>	Teaching staff and students.
<b>LOCATION:</b>	"Dr. Eugenio Espejo" high school.
<b>CITY:</b>	Milagro
<b>SCHOOL YEAR:</b>	2011 – 2012

### **1.1.3 Formulating the research problem.**

What are the reasons that are affecting to the students of Eighth Basic in English learning process at “Dr. Eugenio Espejo School”?

### **1.1.4 Systematization of the problem**

- ✓ \*Why the disinterest of the students in learning a second language as English?
- ✓ \*Will be perhaps the pedagogies misapplication of the teacher the lack of students motivation?
- ✓ \*In which way teachers could work together to make the classroom an active and productive?
- ✓ \*What will be the impact in the future students that do not want to be immersed in a new culture and therefore in a new language?
- ✓ \*How to establish a harmonious combination between Computer technological tools and skills of the teacher?
- ✓ \*In which aspect could provide educators in Schools in coordination with the Principal the implementation of competitions using English as a learning objective?

### **1.1.5 Determination of the Theme**

Teaching strategies, methodology and Computer technology such as software, pen drive, projectors and creativity of the teacher in the classroom using charts, gestures and interaction for a better teaching and learning of English language.

## **1.2 OBJECTIVES**

### **1.2.1 General Objective**

To identify the reasons that the student of Eighth Basical Dr. Eugenio Espejo of Milagro City, do not get motivation in learning English.

### **1.2.2 Specific Objective**

- Evaluate to the students to see their English level.
- Analyze the way that the teachers teach to the students.
- Investigate the methodology and strategies that the teachers use into the class.
- Explore if the teachers know something about technology to apply in class.
- Verify if the Institution has an English laboratory.

### **1.3 Justification**

We found that students of Eighth Graders Public School "Eugenio Espejo" have no basic knowledge of the language, which causes it to unmotivated and not interested in learning and often fail to sensitize the possible impact on them in the future, so it is necessary to implement another approach to the problem, which can be achieved by proper application of technological advances in teaching and teacher educational guide is essential.

It is necessary and essential that they receive adequate knowledge in the classroom and in the laboratory because through this combination between each and other should give the learning of English grammar, pronunciation, comprehension and language performance the students to face the challenges ahead.

Students will gain knowledge of these techniques as they develop all the skills outlined above and therefore will be better and successful students. School through the application of these techniques will be able to provide the community with bilingual youth, which will benefit the whole community, province and country.

Therefore we are convinced that our project effectively help both teachers and students, teachers develop skills and abilities of technological tools that will be given to students that result in better preparation of such a complex society and competitive today.

## CHAPTER II

### REFERENCE CONTEXT

#### 2.1 THEORETICAL CONTEXT

##### 2.1.1 Historical Antecedents

Long time ago, this means back in 1986, when I worked as an English Teacher, I saw and I could feel the flaw and disinterest of the students to learn a new language as is English, due to the precarious conditions in teaching materials (Relating to technology almost nonexistent at the time) and the human being conditions played an important role at the time of teaching and learning this foreign language, but as the world has developed this allowed us placed in the hands of educators and students sophisticated tools to provide quality education for all fields.

Unfortunately, Public School students receive 2 to 3 hours per week of English, this includes laboratory. Students to practice listening and comprehension, besides the pronunciation, but the rest of the hours, they speak and write in Spanish this does not help at all in learning skills.

In Private School the opposite occurs, they have more English hours class and parents have the economic possibilities of sending them to a good English Academy where they will be more productive and will learn quickly and improve the language.

### **2.1.2 Referential Antecedents**

The technologies of information and communication play an important role in the process of teaching the English language; ICT is a set of methodological resource that provides students the opportunity to practice a range of content in more realistic and interactive situation. There are countless tools, level of technology that can be used by the teacher in the classroom. The ICT skills used to work for finding information using the Internet and multimedia software and offering specific strategies for their correct use. Not to mention that the information sought on the Internet is always real, immediate and updated making it an invaluable

### **2.1.3 The List of the website to Learn English**

#### 1.- Easy Fun Spanish

Fun Easy Spanish is mainly specialized in Basic English knowledge and tips for beginners. His courses include pronunciation, grammar, idioms, slang, writing, tests, and more. Most of them are developed in video format, along with transcriptions and images of support.

#### 2. Go4English.com

Go4English.com is a web of "British Council", which is the British institution in charge of cultural relations internationally. Go4English.com offers information for learning English and tests for teachers, students and kids. You can learn English online as long as you do a test; you hear a song or even playing a game.

#### 3. Lang-8

Lang-8 is specialized in writing in a foreign language. You write in the language you're learning and then the native speakers will correct your writing, and you can also help others learn your native language correcting their writing.

#### 4. BBC Learning English

In BBC Learning English website, you can learn grammar, vocabulary, pronunciation, and also can take a test and learn how to teach English to others, The course more interesting is the course “English 6 minutes”, where you can listen to short audio recording in MP3 downloadable and PDF.

#### 5. Free Online Learn Español

With over 10 year’s history, Learn English Free Online is an abundant website for EFL/ESL learners and teachers. You can learn vocabulary with the relate pictures, you can get some English learning tips; you can take some funny test, and so on.

#### **2.1.4 How to apply Technology in the English class**

We found the easy way to apply technology in the classroom is amazing. It offers great visual aids as well as listening and reading inputs through PowerPoint presentations, for instance. For small groups, I think using a laptop is a great resource. It offers you the possibility of playing audio and video files, showing images, recording voice for pronunciation practice and internet site contents to add relevance to the class.

For larger groups, the interactive whiteboard is ideal. However, a great teacher should be able to teach a great class with and without any resources at all. I believe technology offers tools to teachers if it's well used and we must not forget that tools without great content and interaction do not offer good quality teaching.

#### **2.1.5 The Importance to use Technology in English teaching-learning process**

Currently, It’s so important, once the initial phase of Technologies Information and Communication, we are immersed in them, and not just the same act more as an educational resources, but by its transcendent force us to rethink new teaching practices, a new school, new values, a new society in which we found that ICT is an affordable way for all and to all,

able to promote equal opportunities. ICT today and immersed in educational projects, reflected in the curricular projects and materialized through its inclusion in the units teaching, is a breakthrough educational level and methodological that will change "the practices of teaching."

As background reference we cite the following:

"EDUCATIONAL PROJECT AND ENGLISH LANGUAGE LEARNING INFORMATION TECHNOLOGY AND COMMUNICATION".

Author: Boris Alfredo Barboza

Area: Computer, Foreign Languages

"The proposal is to teach English in a natural way through scenarios and using ICT. The project is orientated to help young people in our society who are in training, to maximize their capabilities thus obtaining that students learn what they need to learn and know implement and build towards our society with the principles coexistence, democracy and solidarity, in keeping with the prospects National Government going through tools tools that allow participate actively in their learning process.

Pretending prepare individuals who can meet the challenges of our society, becoming pro-active actors in development each of the communities in which they play, improving and their quality of life and therefore of society according the current and future demand of the country". Completely agree on the same line and directed this project in all its aspects, there is a similarity of purpose and goals to meet the future with the usage of ICTs.

"Benefits of Second Language Teaching assisted by ICT"

Author: Maija Tammein Swapna Kumar.

In the last decade, rapid technological advances in e-learning have been accompanied by changes in the teaching language learning.

Language classrooms are becoming more and more to the system mixed or blended learning that focuses on active learning.

Active learning promotes the development process improving autonomy and, therefore, quality experience learning. Blended learning uses multiple methods of learning and

guidance combining teaching with online activities and using technology-based materials. The increasing use of technology in teaching-learning has changed the way to do. So it has represented a better option to encourage to the students.

The Internet provides a good access to get useful materials to help the students to investigate the different focus on form. In the website people can find newspaper, social pages, videos, news, games, magazines, songs, Cd Rom, and so on.

Before, language teachers and had sought the classroom real-life materials such as maps and programs to train. Now, students can request that access to such information online, helping them learn with materials current in real time.

Another motivating opportunity language learning offered by ICTs are the chat rooms or virtual environments like Second Life, where the student languages can be practiced not only written applications, but also conversation and pronunciation, without fear of making mistakes.

A second important benefit from the use of ICTs in the language classroom is based on the opportunities provided for cooperation and collaboration among peers, teachers languages all over the world are showing thousands of projects assisted language learning by computer, simulations including among its students and groups other countries, opening the perspective of language teaching to learning about cultural contexts.

Previously, students wrote letters or even e-mails. Today using ICT have access to "Skype" or chat on line in that they can not only write but also in real time see and talk online. Students can therefore writing, reading, speaking, listening, and reacting to a conversation using ICT as part of the language learning.

They are motivated to communicate and work together and to produce common products, for example, wikis. These activities assisted language learning in ICT imply that the



teacher take the time to the organization and coordination, and a blended-learning class global role the teacher has evolved from the traditional authoritarian roll to the position of mediator.

There has recently been an emphasis on the communicative approach in language Teaching and learning. However, the ultimate objective of language teaching is to help learners develop four language skills: listening, speaking, reading, and writing, all together at an appropriate level.

A number of distinctive characteristics that the computer offers can be applied to improving the four language skills, particularly the communicative skills. However, although computers can contribute to developing the skills, teachers must keep in mind that it cannot replace the teacher. It is the teacher who has the responsibility for creating a meaningful learning environment and facilitating successful language learning, armed with well-organized preparation technically and pedagogically.

Teachers have to apply an appropriate or integrative methodology, and provide meaningful activities in the right place in order to achieve their aims in the language classroom. Therefore, the purposes of this paper are: first, to provide language teachers with how computers can contribute to developing the four language skills; second, to present appropriate CALL programs that can be used in the language classroom; and finally, to suggest some teaching learning activities that can be employed in each language skill.

It was claimed in the 80's that CALL(Computer-Assistance Language Learning) is suitable for some reading skills and writing skills development, but may not be appropriate for speaking skills, particularly free-spoken activities.

However, there has been enormous progress over the past two decades in CALL. In terms of current developments of hardware and software, and methodological considerations, computers or multimedia can actually expand the range of activities available to developing four language skills: listening, speaking, reading, and writing.

(FLT/L) (Cook 1988, Stevens 1992). CALL should be re-evaluated, since it can be used with any approach from structuralism to the constructivism, and any language skill and the integrated four language skills. Therefore, this paper will look at CALL which is available in the language classroom and language skills development, i.e., how it can contribute to developing the four language skills, and some CALL programs and activities that can be employed in each skill.

### **2.1.6. Computers and Listening**

As stated in the introductory section, the computer can carry out a variety of activities in the area of listening. However, the computer alone (i.e., without other peripherals) cannot offer as many useful benefits to the area of listening as it can do in that of reading or writing.

The use of computer in the area of listening skills depends very much on the type of hardware .i.e., the computer with additional peripheral, e.g., a sound card and a loud speaker, although it can be produce synthesized speech through a built-in speaker. Using multimedia PC with a sound card, CD-ROM or DVD drive, the internet and Voice Recognition Technology can be the best way to tackling all kinds of listening activities.

### **2.1.7 Using Computers in listening**

There are two or three ways of using computers in improving listening skills, computer generated speech, i.e., synthesized speech, and digitized speech on a disk or CD-ROM or web pages. For example, the computer can produce speech, but its quality is not good enough for direct use in developing listening skills, since it cannot produce an accurate and clear sound of what students need. Therefore, it is not likely to offer many benefits for foreign students in developing the skills, particularly in the area of subskills oriented to listening activities, such as pronunciation, stress and intonation, which require an accurate and clear sound.

In addition, software which produces digitized speech and moving pictures has been developed and released. It can store a numeric encoding of a real utterance and regenerate the utterance at playback at playback time. It can store not only a great deal of high quality visual images, but the sound of the original utterance on a disk or in the internet.

The quality of the reproduction is quite good, but storing digitized speech still take up a lot of computer memory and hard disk capacity. Digitized speech can be achieved with a sound card and a loud speaker system, which is now not very expensive, and is easily attached to microcomputers. For example, the listening passages are recorded on a hard disk then a rapid and exact access can be obtained to any speech segment on the disk. Spoken response, hints and instructions can be selectively played back to students, depending on their answers on the system.

## **2.2 Foundation**

With all the above, lived experiences and to be at the top of scientific and technological progress, the first draft is based on the need to use all existing technical gear at our disposal and the implementation of the same for education according to modern times live. Taking advantage of all the technological tools as example using a laptop or desktop computer we provide education and who will be more than audio, screen, alternate with the internet and communicate and interact them and the surfers and one of the most important aspects is the pronunciation will be more perfect because they will have the web that facilitate the dictionary pronunciation, synonyms and antonyms.

## **2.3 Legal Framework**

With respect to teaching English Language will cite as a reference a reference which provides Education Law as agreed ministerial number 311-11, "That the Constitution of the Republic of Ecuador, in its Article 27 states". The education focuses on the human being and ensure their holistic development in the framework of respect for human rights, environment and sustainable democracy will be participatory, mandatory, cultural,

democratic, inclusive and diverse, quality, promote gender equity, justice, solidarity and peace, encourage critical thinking, art and physical culture, the individual and community initiative development skills.

Actually, the English language is one of the most used worldwide, so their teaching and learning must develop in the national education system, which constitutes a fundamental tool for the formation and development of skills, abilities and competencies to study, create and work on individual and social benefit.

That the Ministry of Education has directed its efforts toward improving the pedagogical curricular treatment of the language, so much so that Ministerial Agreement No. 746 dated March 9, 2000, ratifies the teaching load of five periods of class to week for English language learning in the eighth, ninth and tenth years of basic education (basic cycle) and in the three years of high school (high school program) "

## **2.4 Conceptual Framework**

English Language Learning in our youth is so vital in all areas of daily living and projected future careers in one way or another English language and be immersed either with seminars in that language made post-graduate outside of our country (most commonly in English) Masters and so many activities to develop in this language.

Approach.- To come near or nearer to.

Achieve.- To bring to a successful end.

Blended-Learning.- The use of both classroom teaching and on-line learning in Education.

Context.- The parts of a piece of writing, speech, etc, that precede and follow a word or passage and contribute to its full meaning:

Courseware.- Educational software designed especially for use with classroom computers.

Computer Network Internet. - International and global communication.

Digitized. - To convert data to digital for use in a computer.

Feedback.- A reaction or response to a particular process or activity.

Hardware. - The mechanical, magnetic, electronic, and electric devices comprising a computer system.

Hypothesis. - Assumption without evidence taken as a base reasoning.

Innovation : Change introduces new features.

Informatics: Set of scientific knowledge that make possible the automatic treatment of information and through computers.

Motivation: Reason, cause, reason behind an action.

Podcast: An audio file similar to a radio broadcast, which can be downloaded and listened on to a computer.

Research: Depth study of a subject.

Software: A generic term that applies to non-physical components of a computer system.

Skype: A software application and online service that enables voice and video phone calls over the Internet.

Speech: Any single utterance of an actor in the course of a play, motion picture, etc

Utterance: Manner of speaking.

Variable: That varies or may vary.

Webcast: A broadcast of an event over the worldwide web.

Wikis: A web site that allows anyone adds, revise, and delete content by using a web browser.

## **2.5 HYPOTHESIS AND VARIABLES**

### **2.5.1 General Hypothesis**

If we apply the existing educational technology in addition to our improvements in knowledge associated with our creativity, we will help students better English language learning and fun activities that encourage constant student intellectual development and to

understand what is essential and will be beneficial to them in the future learning this important and universal language.

### **2.5.2 Particular Hypothesis**

- ✓ The level of knowledge that sometimes is deficient in not raising teachers for their knowledge.
- ✓ The low level that the students have as a result of a limited confidence.
- ✓ Lack of pedagogical applications and materials to make an active classroom also affects the mood of the students in learning.

### **2.5.3 Declaration of Variables**

To better understand this aspect, I start with the definition of variables.

Dependent Variable: The significant English learning approach.

Independent Variable: Interactive resources with technology.

### 2.5.3.1 Variables Working out.

<b>HYPOTHESIS</b>	<b>VARIABLES</b>	<b>CONCEPTUAL DEFINITION</b>	<b>OPERATIONAL DEFINITION</b>	<b>INDICATORS</b>
<p><b>GENERAL HYPOTHESIS</b></p> <p>If we apply the existing educational technology to our improvements in knowledge associated with our creativity, we will help students better English language learning and fun activities that encourage constant student intellectual development and to understand what is essential and will be beneficial to them in the future.</p>	<p><b>INDEPENDENT VARIABLE</b></p> <p>Interactive resources. Technology.</p>	<p>They are used to be more attractive the English classes.</p>	<p>The interactive information such as puzzles, quizzes, games, treasure hunts and more to enhance and support student learning.</p>	<p>✓ Survey.  ✓ Interview.</p>
	<p><b>DEPENDENT VARIABLE</b></p> <p>The significant English learning approach.</p>	<p>Pedagogical Process.</p>	<p>It is a way to teach English in context using instruction, learning, and the actual operation.</p>	

## CHAPTER III

### METHODOLOGICAL CONTEXT

#### 3.1 RESEARCH TYPE AND DESIGN

Within the broad field of research types existing in our project will make use of only 3 of these research. Applied Research or Basic Research. Field Research and Experimental Explanatory Research Basic and applied research which we will implement, use and exploitation of the intellect of students and skills in the use of technological tools.

As far we know Basic Research and Applied Research are in some way are linked together, this Applied research is aimed to the general postulates of pure basic research or to serve the solution of problems or cases, this technique lacks research and technology, applied research seek to know, to act, to build, to modify. In fact, we are going to find out where is the problem, both students and teacher and find solutions.

Field Research is the full, auxiliary and improvement documentary information, is a methodical work done to collect information from the same place where its present the phenomenon you want to study, where are those issues to be bound to study. Explanatory Research, the goal of all explanatory research is to answer the question of why. Explanatory



Research attempts to go above and beyond what exploratory and descriptive research to identify the actual reasons a phenomenon occurs.

There are many other goal of good scientific exploratory research. They include explaining things in details. It should build and enrich the reasons behind a theory. Experimental explanatory research will also be used as many students do not have to be familiar with these work tools while learning and giving them the opportunity to experience a new world of learning at the hand of technology.

## **3.2 POPULATION AND THE SAMPLE**

### **3.2.1 CHARACTERISTICS OF THE POPULATION**

Population in our project is based on the students of the Eighth Basic School “Eugenio Espejo” of Milagro City. With commons feature that they want to have the opportunity to learn English as a Second Language. There are 3 Eighth Basic Courses with a total population of 107 students.

### **3.2.2 DELIMITATION OF THE POPULATION**

The Population to whom was directed this study was “Eugenio Espejo School” in the town of Milagro, Guayas Province. It was applied a questionnaire, survey, interview to the students, teacher and authorities, with the purpose to perceive the state of the school and its needs for suited equipments and right materials for a better English Learning. Also, we can see the training level of Teachers, learning levels of Students and the lack thereof respectively. To the population applied was finite, directed to a certain numbers of students and teachers.

### **3.2.3 TYPE OF SAMPLE**

The type of Sample used is the non-probabilistic, as we have worked with a group of students whose ages ranged between 12 and 14 years old and selected Students and

Teachers not by chance but by the cause and effect that the use of ICT we related to one another.

### **3.2.4 SAMPLE SIZE**

Sample Size that we worked was:

- a.- Eighth Basic of High School population.
- b.- High School English's teacher
- c.- High School's Principal

### **3.2.5 PROCESS SELECTION**

In our project, the selection process is based and focused mainly teachers who must know if they are fit and ready with the skills to use technological tools, who will be responsible for teaching students the English language in addition to teaching how to use technology applied to the education system to better learning of the English language.

## **3.3 METHODS AND TECHNICS**

### **3.3.1 Theoretical Methods**

As it is known that the theoretical method or called deductive method, part of the general to the particular, since the teacher present principles, concepts or definitions or statements which are drawing conclusions and consequences or special cases are discussed regarding the use of commonly called ICT or technological tools for teaching English on the basis of general statements made.

### **3.3.2 Empiric Methods**

The empiric is a scientific method to obtain general conclusions from particular premises. This is the usual scientific method, which is characterized by four basic stages:

observation and recording of all the facts: the analysis and classification of facts, the inductive derivation of a generalization from the facts, and the contrasting.

### **3.3.3 Techniques and Instruments**

For a relevant and practical learning needs appropriate methodologies and techniques for better performance of knowledge, there is too many techniques, but we will try to use some of them in our project.

We start with the Scientific Observation. Observation consists of receiving knowledge of the outside world through our senses, or recording information using scientific tools and instruments. Any data, recorded during an experiment can be called an observation.

Then in our project we are going to observe what kind of equipment and technological tools the students and the School have it. Following our observation and surveys will ask questions to both students and teachers and school authorities to find and meet specific needs as well as technological equipment and the level of knowledge of learners and teachers.

### **3.4. Survey Analysis.**

This survey will be applied to the students of “Eugenio Espejo School” Eighth, directive, teachers, and the results will be study with each one hypothesis to know if the validity of this project. It is necessary to mention that the survey contain 10 questions that the students need to answer to identify the lack of motivation to learn English.

In addition, the interview will be done to the directive and the teachers to know the opinions about the thematic.

## **CHAPTER IV**

### **RESULTS ANALYSIS AND INTERPRETATION**

#### **4.1 ACTUAL SITUATION ANALYSIS**

In the application of ICT in subject teaching of English will mean that students who led this experiment anger for many of them will be new, both in methods and in the wake of a new integrated modern technology, let's not forget that most of them come from schools where they have not seen or have known certain technological tools if any of them.

But adjusted to the reality and the needs of middle schools that we develop especially in the early years of basic education, we must be very cautious in the application of the same, by that I mean that we will gradually introduce the technology and what associated with them and explain the use of them for a better result for our purposes that is learning the English language.

It will depend on the teachers must be well prepared on the issue in the use and skill of hardware and software to be transmitted to teaching students. Although in modern times and current students are cyber visitors or many of them have their own computer which helps the teacher to be more careful because they are facing a time where the student on their

own will have much knowledge about these tool technological and rapid access to navigate the Internet.

In many cases teachers will have to resolve the lack of technological material because many schools do not have the same, it is then that the teachers of one or another way to bring their own tools. Fortunately, according to the government will gradually bring up the famous schools of the millennium to be on the same level with other countries in regard to education.

#### **4.2 COMPARATIVE ANALYSIS, EVOLUTION, TENDENCY AND PERSPECTIVE**

The use of ICT comes from the need for an improvement in bilingual education, use and appropriate management of a computer, software where students will learn in practical way skills and enrich the four basic skills of learning English.

Definitely, through times education has changed, so much, so that it has taken a big step in this area, going back 20 years ago where the teaching of English was almost non-existent, mainly due to lack of resources for advanced technology. I remember in those years where I had the opportunity to become teachers, to more than the apathy and disinterest of the students had the worst of enemies, lack of educational resources, the few hours devoted to teaching the English language. At that time made use of charts and pictures and books obsolete in order to teach. Very different in modern times, as I said before households have a computer, the young people listen to music in English, they are attracted by Americana culture and it is language and point as a target to reach an English speaking country either USA or England. They have seen the need to go further in their educational purposes in a very competitive world today.

## 4.3 RESULTS

### PRINCIPAL'S INTERVIEW

1. Do you think that is important to create an English Lab in Your High School?  
I believe is so important because will benefit to students in a quick or fast English Learning.
2. How many English Teachers do you have in your Institution?  
Unfortunately, we just have one teacher.
3. Is the teacher trained often?  
Yes, according to the Ministry of Education.
4. Does the English Teacher use the appropriate material to teach?  
They use pedagogical material according to the level and books from the Government.
5. Do you have an English Technical Department in Your High School?  
No, we don't.
6. Does the Education Authority give a technical support to the English teacher for a better and successful teaching?  
Yes, Teacher received from them invitation to Seminars and Updates.
7. Does the Teacher make events in English?  
Yes, she realizes open house where students are able to demonstrate their skills learned in English.

## TEACHER'S INTERVIEW

In this High School just work one English teacher for all three classrooms, this situation makes for a teacher a titanic labor because is hard for just one teacher try to cover an extensive teaching area like 3 classroom with a total of 107 students, but as she said, She is doing her best and that is the most important.

We start the interview as follow:

1.- Do you use an appropriate material to teach English?

I use what is available in the High School plus what I bring it in.

2.- Do you implement a group dynamic in your classes?

Yes, this brings a motivation to students.

3.- Do you consider enough the English teaching hours that You work?

Definitely, It's not enough.

4.- Is it important the ICT use in English Teaching?

It's so important, but the human resources is important too.

5.- Is the teacher creativity vital to teach?

Of course, It's so important.

6.- Do you believe Teacher should speak English instead Spanish in classroom?

I'm totally agreed but using signs and gestures to let student understand him or her.

7.- Do you use techniques to motivate students?

Interactions like dialogues, stories and games as part of the education.

#### 4.4 Surveys' Summary

The following data was obtained from the surveys we made to the students, principal and teachers of Eugenio Espejo High School.

They were 107 students involved in this survey from 3 different classrooms.

##### 4.4.1 Analysis of the students' surveys.

#### STUDENTS' SURVEY

TABLE # 1

Do You like English?

CRITERIA	QUANTITY	PERCENTAGE
YES	91	85
NO	15	14
UNDECIDED	1	1
TOTAL	107	100 %

Characteristics: This survey was directed to 107 students from the eighth grade divided in 3 classrooms belonging at "Dr Eugenio Espejo High School" Result above shows that 91 students like English class, 15 students do not like it and 1 student is undecided.

Analysis: If we look at the percentage, we'll have that there is a high percentage of students(85 %) like English as a subject, minimum percentage (14 %) do not like it at all and just (1 %) is insecure about it.

Conclusion: There is a great opportunity to apply ICT to improve knowledge to most students and probably motivate to those students not interested and insecure in learning English



**TABLE # 2**

Does your teacher have a good attitude to teach?

CRITERIA	QUANTITY	PERCENTAGE
YES	106	99
NO	1	1
UNDECIDED		
TOTAL	107	100 %

Characteristics: From 107 students surveyed Result above shows that 91 students approve the attitude of the teacher and just 1 student is not satisfied.

Analysis: If we look at the percentage, almost the whole class is happy with the teacher and her behavior and good attitude.

Conclusion: A dedicated teacher who although not having the materials and technological tools to develop their job well, puts his human side and his willingness to teach.

**TABLE # 3**

Does the Teacher use charts, pictures, projector as a part of learning?

CRITERIA	QUANTITY	PERCENTAGE
YES	55	51
NO	52	49
UNDECIDED		
TOTAL	107	100 %

Characteristics: From 107 students surveyed Result above shows that opinion is divided.

Analysis: If we look at the percentage, almost half class has different way to focus the problem.

Conclusion: We have to make an effort and try to understand the needs being experienced by this institution.

**TABLE # 4**

Do you consider teacher with responsibility prepare his class?

CRITERIA	QUANTITY	PERCENTAGE
YES	106	99
NO	1	1
UNDECIDED		
TOTAL	107	100 %

Characteristics: From 107 students surveyed the whole class approves teacher responsibility.

Analysis: If all teachers take the same position as her, for sure will have a better teacher and good students thus.

Conclusion: We have to make conscious about our chosen profession and give the best from us.

**TABLE # 5**

Does the teacher motivate students to learn?

CRITERIA	QUANTITY	PERCENTAGE
YES	101	95
NO	6	5
UNDECIDED		
TOTAL	107	100 %

Characteristics: From 107 students surveyed definitely all of them are motivated to learn.

Analysis: If the students are motivated in one way or another is the key to maintaining the interest of learning.

Conclusion: If we are motivated then they will be motivated, it's so simple.

**TABLE # 6**

Do you practice pronunciation as skill for a better communication?

CRITERIA	QUANTITY	PERCENTAGE
YES	95	89
NO	12	11
UNDECIDED		
TOTAL	107	100 %

Characteristics: From 107 students surveyed a larger number of them practice.

Analysis: If they keep practicing every single day they become proficiency.

Conclusion: It's just when you practice any sport if you do every day, your performance is getting better and better, same happen when the pronunciation.

**TABLE # 7**

Does the teacher evaluate students at the end of the class?

CRITERIA	QUANTITY	PERCENTAGE
YES	99	93
NO	8	7
UNDECIDED		
TOTAL	107	100 %

Characteristics: From 107 students asked most of them said yes.

Analysis: It's a good idea to evaluate students at the end of the class.

Conclusion: This gives a clue to the teacher to find out what students learned and see if they had a problem in any item or specific theme, by the way is good for her too because she will be able to find any fault or mistake.

**TABLE # 8**

Do you act in the classroom?

CRITERIA	QUANTITY	PERCENTAGE
YES	100	94
NO	7	6
UNDECIDED		
TOTAL	107	100 %

Characteristics: A 94 % of the students act in class.

Analysis: This is a good sign in learning skills.

Conclusion: As far students act in class is good for them because in this way they have the opportunity to learn from their own mistakes and then correct to their partners.

**TABLE # 9**

Do you use English Lab as a practice for a better learning?

CRITERIA	QUANTITY	PERCENTAGE
YES	27	26
NO	80	74
UNDECIDED		
TOTAL	107	100 %

Characteristics: It's a low amount student that practices in a lab according to the table percentage.

Analysis: This is the major problem that face students when are learning English, most of them do not have chance to practice in a lab, sometimes like in this particular case they don't have lab in this School.

Conclusion: Unfortunately the millennium school has not yet arrived to our city, so, we have to deal with what we have on hands and go to cyber or friend's house to practice in a computer.

**TABLE # 10**

Is your homework revised by the teacher?

CRITERIA	QUANTITY	PERCENTAGE
YES	58	54
NO	48	44
UNDECIDED	1	2
TOTAL	107	100 %

Characteristics: It's almost a half class who said teacher do not revise homework.

Analysis: This has to be considered as a serious problem because if the teacher do not revise homework how he or she can realize the advance of their students in learning English.

Conclusion: As we mentioned above teacher has to find the way to create an space in the class time to revise homework to keep track of progress in term of learning.

## TEACHERS' SURVEY

**TABLE # 11**

Do you use an appropriate material to teach English?

CRITERIA	QUANTITY	PERCENT EFFICIENT
YES		
NO		
NOT AT ALL	1	100
TOTAL		100 %

Characteristics: From a universe of one teacher, she said that she does the best that she can.

Analysis: This means that the learning is not good at all.

Conclusion: This gives us an idea the absence of teaching material and technological.

**TABLE # 12**

Do you implement a group dynamic in your classes?

CRITERIA	QUANTITY	PERCENT EFFICIENT
YES	1	100
NO		
NOT AT ALL		
TOTAL		100 %

Characteristics: From a universe of one teacher, she does a good job in this matter.

Analysis: This means a good attitude from teacher to the students.

Conclusion: This gives to the student's motivation and interest to learn.

**TABLE # 13**

Do you consider enough the English teaching hours that you work?

CRITERIA	QUANTITY	PERCENT EFFICIENT
YES		
NO		
NOT AT ALL/HALF	1	100
TOTAL		100 %

Characteristics: From a universe of one teacher, she is not agreeing with work hours.

Analysis: This means that the board education has to review this topic.

Conclusion: This is a serious problem that faces students in the learning.

**TABLE # 14**

Is it important the ICT use in English Teaching?

CRITERIA	QUANTITY	PERCENT EFFICIENT
YES	1	100
NO		
NOT AT ALL/HALF		
TOTAL		100 %

Characteristics: From a universe of one teacher, she said is important, but this has to be led for a teacher.

Analysis: This means that teacher and technology are so important each and other.

Conclusion: In order to get this result, teacher has to be efficient in the use of technology.

**TABLE # 15**

Is the creativity of the teacher vital when is teaching?

CRITERIA	QUANTITY	PERCENT EFFICIENT
YES	1	100
NO		
NOT AT ALL/HALF		
TOTAL		100 %

Characteristics: From a universe of one teacher, she is totally agreed.

Analysis: This means teacher has to find ideas and be dynamic.

Conclusion: Creativity plus motivation equal success in teaching and learning.

**TABLE # 16**

Do you believe Teacher should speak English instead Spanish in classroom?

CRITERIA	QUANTITY	PERCENT EFFICIENT
YES	1	100
NO		
NOT AT ALL/HALF		
TOTAL		100 %

Characteristics: From a universe of one teacher, sounds good for her.

Analysis: This means teacher has to use all kind of mimics fast and easy.

Conclusion: This technique will help student to educate the ears and develop skills to think in English



**TABLE # 17**

What are the techniques that you use to motivate students?

CRITERIA	QUANTITY	PERCENT EFFICIENT
YES	1	100
NO		
NOT AT ALL/HALF		
TOTAL		100 %

Characteristics: From a universe of one teacher, she is doing a good job.

Analysis: This means to the teacher a better performance into the classroom.

Conclusion: Students will be able to develop and practice 4 skills like, speaking, reading, writing and listening.

#### **4.5 HYPHOTESIS VERIFICATION**

I'm definitely convinced that with the application of ICT in grades beginners are the eighth grade of Dr. Eugenio Espejo will be opened for them a future full of high expectations and discoveries that will enrich their knowledge with methodological strategies teacher and his knowledge along with the technological advancements we have a larger-scale bilingual population to feel safe and confident to face the challenges ahead.

I am so sure that students besides motivations that they will find along the way, they will improve skills in learning not just the English subject, there are too many subjects where ICT will play an important role in the education

## **CHAPTER V**

### **PROPOSAL**

#### **5.1 THEME**

TIC applied to the students of the 8TH grade Basic school Dr Eugenio Espejo will result in a motivation and a strong interest to learn the English language.

#### **5.2 JUSTIFICATION**

There are multiple obstacles faced by students in learning the English language these are an educational, human and social. We see the need for strategies and methods to increase both students and teachers from being immersed. This will come in practice to fill the emptiness that brings students of different schools in different locations inside and outside the city, in relation to learning English Language. Through the use of ICT students will be able to act in a practical field and have a relationship with their teacher, will share and analyze knowledge criteria classmates. To achieve the above motivation and interest, and you will learn twice: English and the use and handling of a PC, software with all the information that this imply, to end this rather than demonstrated and justified the application of ICT in the beginning student.

#### **5.3 FOUNDATION**

Basically we will focus on 4 main skills for English language learning for which we will focus on the needs and interests of students to foster in them the use of ICT taking this into

practice will show that all the technological resources will it student as a means of transport to other cultures, other societies of which customs will know and be able to communicate with them. Our teaching materials are to be technical: a PC and through software will allow students to have a clearer vision of learning and become competitive among their fellows. We should mention that the materials must be technological according to the level of knowledge of students. By this we mean that all technological teaching material must be properly organized by the teacher when it comes to impart their knowledge in order to fulfill the purpose and objective of an excellent and rewarding student teaching.

## **5.4 OBJETIVES**

### **5.4.1 General Objectives of the Proposal**

To ensure good teaching and learning of English language, applying methods according to the level of knowledge of students in a simple and practical, upgrade their learning slowly.

### **5.4.2 Specific Objectives**

1 As a starting point we present the use of proper management of technological tools that make up the ICT taking into account that some of them have never been familiar with these teaching and learning materials, we must be very careful in this detail.

2 Once introduced and presented the technological tools, teacher stimulates students to learn how to use them in a harmonious and creative way.

3 As a goal for our educational purposes that students do at the end of the school have learned and advanced in the use of a computer as a software and know how to store and find information on the website within our English's area.

## 5.5 LOCATION

ICT is going to be applied to the students and share with the teachers of Dr Eugenio Espejo High School.

**NAME:** “DR. EUGENIO ESPEJO” HIGH SCHOOL

**COUNTRY:** ECUADOR

**PROVINCE:** GUAYAS

**CITY:** MILAGRO

**SECTOR:** URBAN

**SCHEDULE:** MORNING AND AFTERNOON

**REGIME:** COAST

**GENDER:** MIXED



## **5.6 FEASIBILITY**

We have the resources necessary for the feasibility of our project, the pedagogical preparation of the documents where the students fill in the blanks according to the mental agility, slides which were used by the students fill out crossword puzzles, CD with songs for exercise the understanding of them, this workshop will assume certain expenses demanded all the pleasure of the satisfaction of duty done, we have the budget to elaborate.

## **5.7 PROPOSAL DESCRIPTION**

To better understand the proposal that we share with you we must be clear and specific, the application of the proposal from our project will be based and directed at both, students and teachers of the eighth grade of elementary school Dr Eugenio Espejo the use of technological tools. What we'll do as a foundation that teachers have a vast knowledge of how to run a PC, such as using software and all the information contained in it, should be understandable to the teacher that this in turn is capable of transmitting and delivering his teachings. We'll use as working tools a computer, a laptop, pen drive, software, CD, memories; mainly to the teachers probably many of them are not in keeping with the modern technology advances. Try to execute and implement our project in the shortest possible time.

### **5.7.1 Activities**

The resources of activities are varied for the implementation of our proposal.

Interactive dialogues

Movies in English language

Crosswords

Songs and lyrics

Interactive class with a projector.

Group dynamics

## 5.7.2 RESOURCES AND FINANCIAL ANALYSYS

STRATEGIES	INCOME	EXPENSES
<b>HUMAN RESOURCES</b>		
Researchers		\$ 50.00
Digitizer		\$ 20.00
<b>MATERIAL RESOURCES</b>		
Ringed		\$ 4.50
Photocopy		\$ 7.00
Mobilization		\$ 10.00
Internet		\$ 32.00
	<b>TOTAL</b>	<b>\$ 123.50</b>

## 5.8 IMPACT

Students will obtain too many benefits with the application of ICT in their lives and also the School is going to be benefited. Give to the students' ideas about the importance of access to electronic devices using ICT.

Use of the computer as instrument of laboratory. It makes the learning more accessible.

It promotes better learning. School will be rich in modern technology if.

## 5.9 ALIGNMENT TO EVALUATE THE PROPOSAL.

We evaluate the alignment proposal from a two different subjects that are so important for our project.

1 We are going to make from students a main reason for this project, make them involve in all activities related with the English language teaching-learning. In fact students will be our major focus when ICT are applied.

2 All our knowledge about ICT will be shared with the teacher who will be a leader making a follow up and investigating to be prepare for the future generation

## RECOMMENDATION

I would make the following recommendations which I consider very important criterion in the use of ICT in the classroom in the course of English:

- 1 .- To promote the use of ICT by teachers of English, as new technologies enhance holistic thinking more precisely able to understand and manage information in the quantitative and qualitative, both scientific and social.
- 2 .- stop focusing on just teaching grammar in English because the subject would fall in an area designed for rote learning, often overloaded with outdated explanations that do not respond to the realities of the student and not power the development of critical thinking.
- 3.- To train teachers in effective management and implementation of ICT in the classroom.
- 4 .- To the general culture of teachers in the use of free software.
- 5 .- You must reorganize the computer course in basic education and place it in the efficient management techniques and strategies for analyzing information and preparing students for a digital society and government.

## CONCLUSION

Incorporating the use of ICT in the classroom is a challenge for teaching practice and a rethinking of the ways of teaching and learning. Therefore, it is essential to the use of them as teaching resources that are within our reach.

If one assumes that motivation is one of the elements involved in any teaching-learning process, not only as a stimulus for the need for training but by the significance of the learning object is for the student's daily life, develop Tics associated with teaching is essential for education today.

In teaching a language is necessary to create new learning environments where students are motivated to perform and cooperate in learning as seen in the present work has analyzed from different points on the use of not only the tics I have focused on the area of English but also mentioned what you can do in different subjects so it is vital to make use of technological resources in the classroom to create new learning environments where students is the center of learning in this way we will be changing the the traditional teacher-centered.

The use of different WEBQUEST greatly help in the preparation of different activities for students improvisation is forbidden because these activities in the web quest require planning, but in the same way are very useful because the student fails to capture the the best way the content you want the teacher post, teachers must also be cautious on in considering the level of the students to select the activity you want to develop.

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# ANNEXES

## **ANNEX 1: PRINCIPAL' S INTERVIEW**

Interview with the Principal of Eugenio Espejo High School

1. Do you think that is important to create an English Lab in Your High School?

I believe is so important because will benefit to students in a quick or fast English learning.

2. How many English teacher do you have in Your Institution?

Unfortunately, we just have one teacher.

3. Is the teacher trained often?

Yes, according to the Ministry of Education.

4. Does the English Teacher use the appropriate material to teach?

They use pedagogical material according to the level and books from the government.

5. Do you have an English Technical Department in Your High School?

No, we don't.

6. Does the Education Authority give a technical support to the English teacher for a better and successful teaching?

Yes, Teacher received from them invitation to Seminars and Updates.

7. Does the Teacher make events in English?

Yes, she realizes open house where students are able to demonstrate their skills learned in English.

#### Interview to the Teacher

In this High School just work one English teacher for all three classrooms, this situation makes for a teacher a titanic labor because is hard for just one teacher try to cover an extensive teaching area like 3 classroom with a total of 107 students, but as she said, She is doing her best and that is the most important.

We start the interview as follow:

1. Do you use an appropriate material to teach English?

I use what is available in the High School plus what I bring it in.

2. Do you implement a group dynamic in your class?

Yes, this brings a motivation to students.

3. Do you consider enough the English teaching hours that you work?

Definitely, it's not enough. I should have more hours to work.

4. Is it important the ICT use in English Teaching?

It's so important, but the human resources is important too.

5. Is the creativity of the teacher vital when is teaching?

Of course, it's so important.

6. Do you believe Teacher should speak English instead Spanish in classroom?

I'm totally agreed but using signs and gestures to let student a better understanding.

7. What are the techniques that you use to motivate students?

Interactions like dialogues, stories and games as part of the education.

### **Surveys' Summary**

The following data was obtained from Survey made to the students.

They were 107 students involved in this survey from 3 different classrooms.

1. Do You like English?

Yes (91)          No (15)          Undecided (1)

2. Has the Teacher a good attitude to teach?

Yes (106)          No (1)          Undecided ( )

3. Does the Teacher use charts, pictures, projector as a part of learning?

Yes (55)                  No (52)                  Undecided ( )

4. Do you consider teacher with responsibility prepare his class?

Yes (106)                  No (1)                  Undecided ( )

5. Does the teacher motivate students to learn?

Yes (101)                  No (6)                  Undecided ( )

6. Do you practice pronunciation as skill for a better communication?

Yes (95)                  No (12)                  Undecided ( )

7. Does the teacher evaluate students at the end of the class?

Yes (99)                  No (8)                  Undecided ( )

8. Do you act in the classroom?

Yes (100)                  No (7)                  Undecided ( )

9. Do you use English Lab as a practice for a better learning?

Yes (27)                  No (80)                  Undecided ( )

10. Are your homework revised by the teacher?

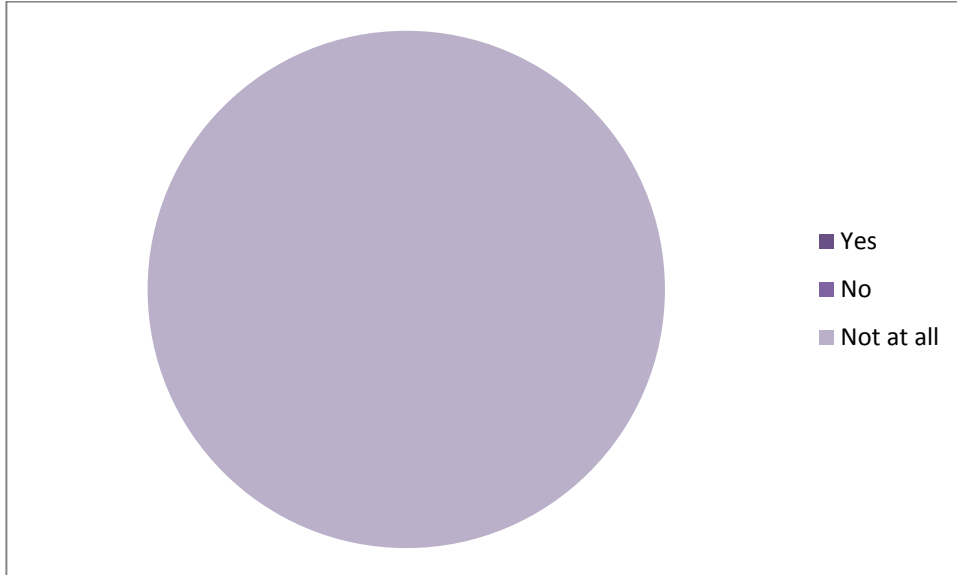
Yes ( 58 )                  No (48)                  Undecided (1 )

**ANNEX 2: TEACHER'S SURVEY**

**GRAPHIC No. 1**

**1. Do you use an appropriate material to teach English?**

**YES      NO      NOT AT ALL**

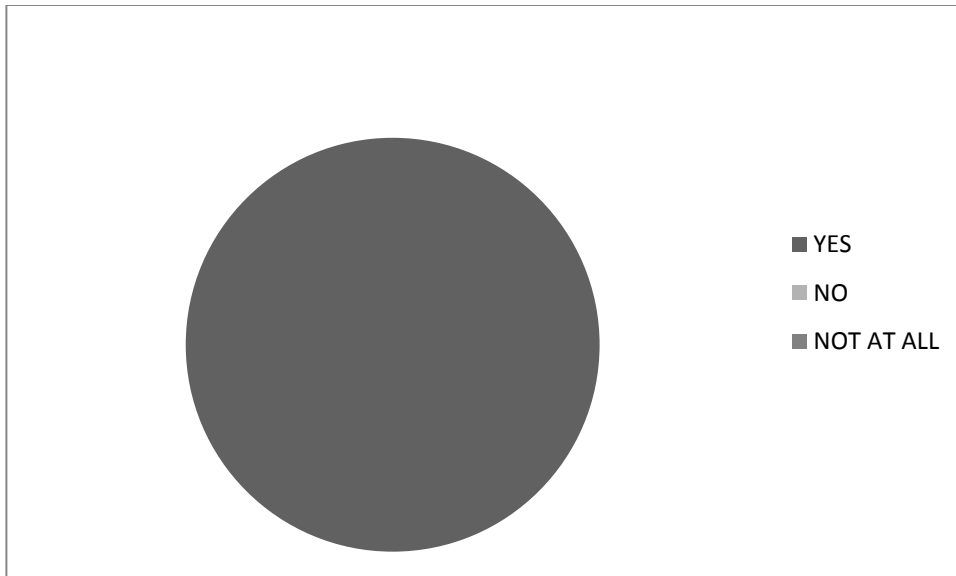


2. Do you implement a group dynamic in your classes?

YES      NO      NOT AT ALL

**GRAPHIC # 2**

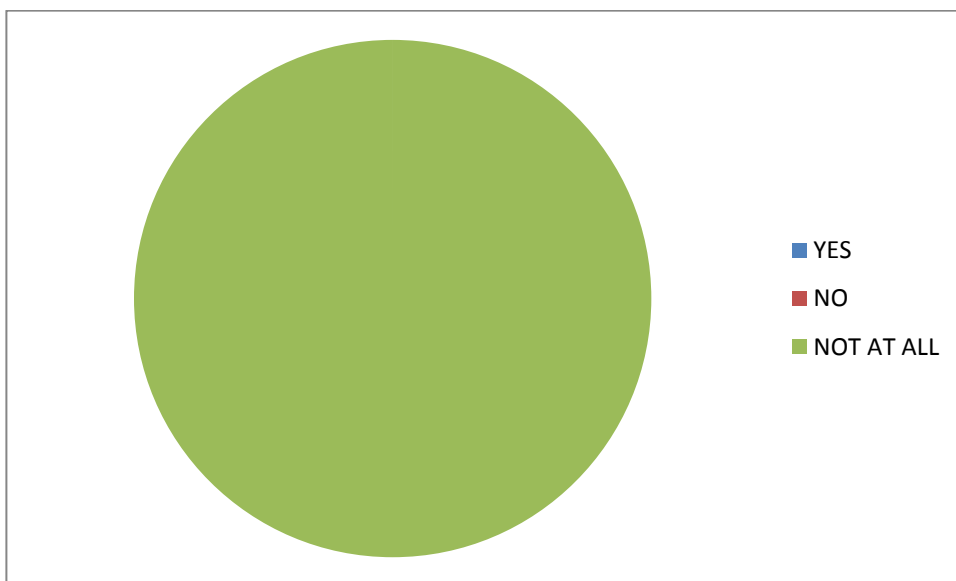




3. Do you consider enough the English teaching hours that you work?

YES      NO      NOT AT ALL

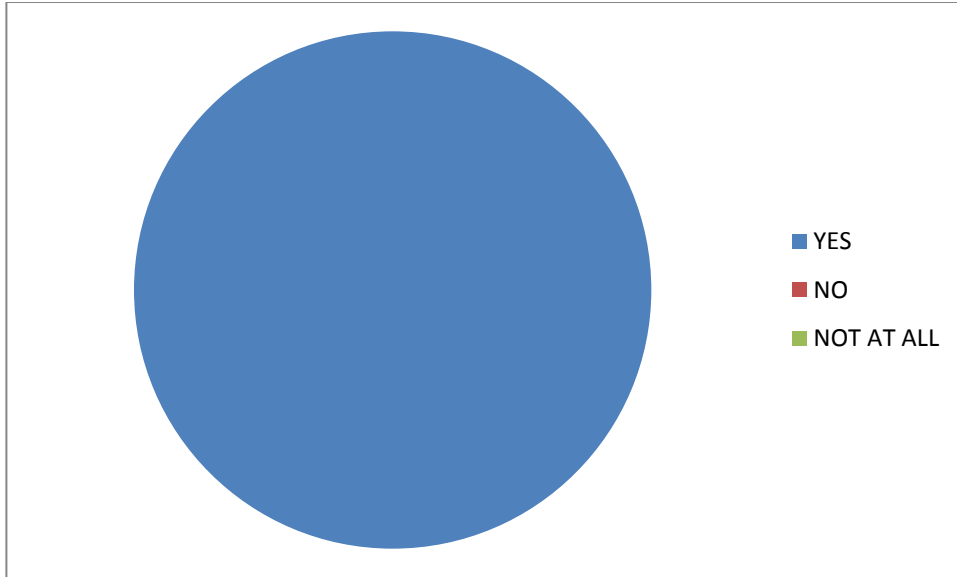
**GRAPHIC # 3**



4. Is it important the ICT use in English Teaching?

YES      NO      NOT AT ALL

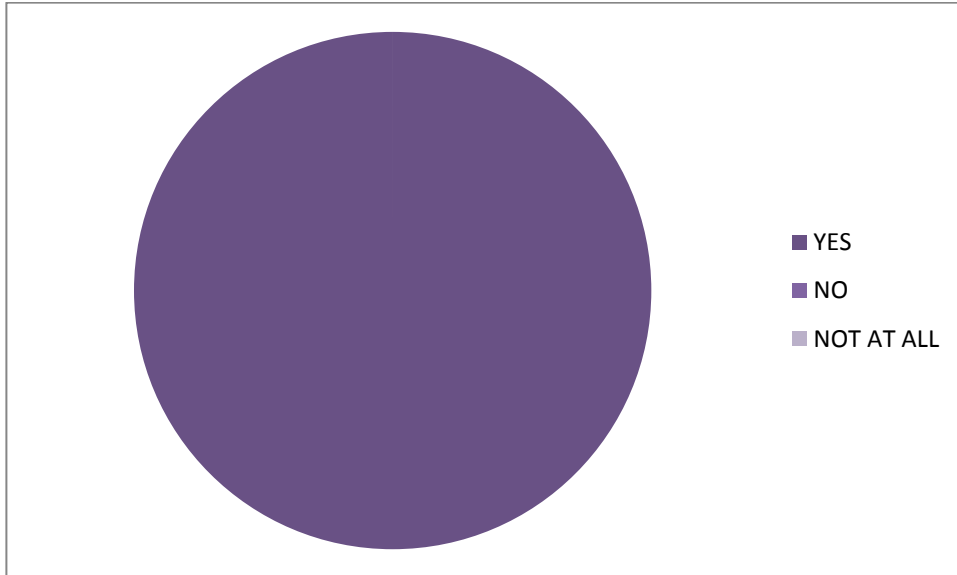
**GRAPHIC # 4**



5. Is the creativity of the teacher vital when is teaching?

YES      NO      NOT AT ALL

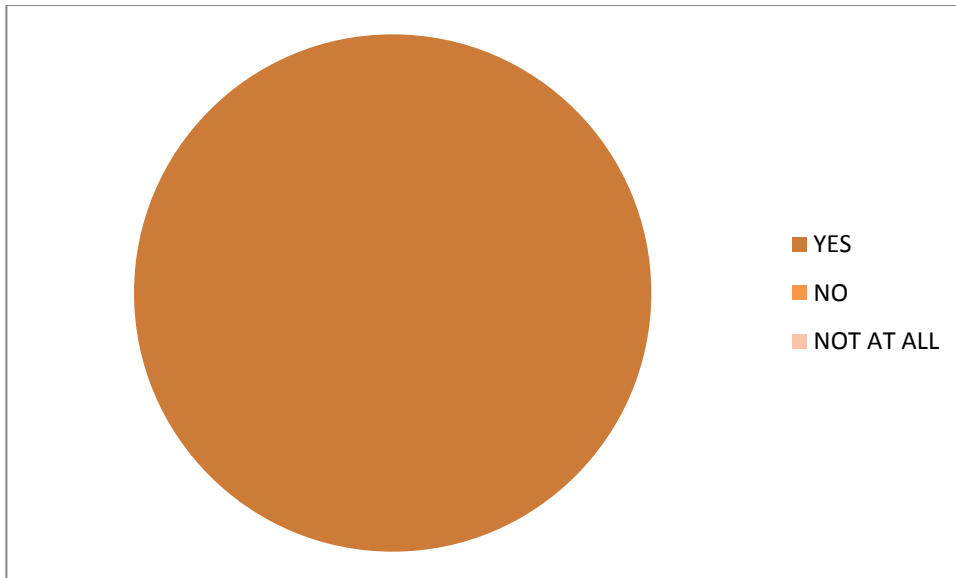
**GRAPHIC # 5**



6. Do you believe Teacher should speak English instead Spanish in classroom?

YES      NO      NOT AT ALL

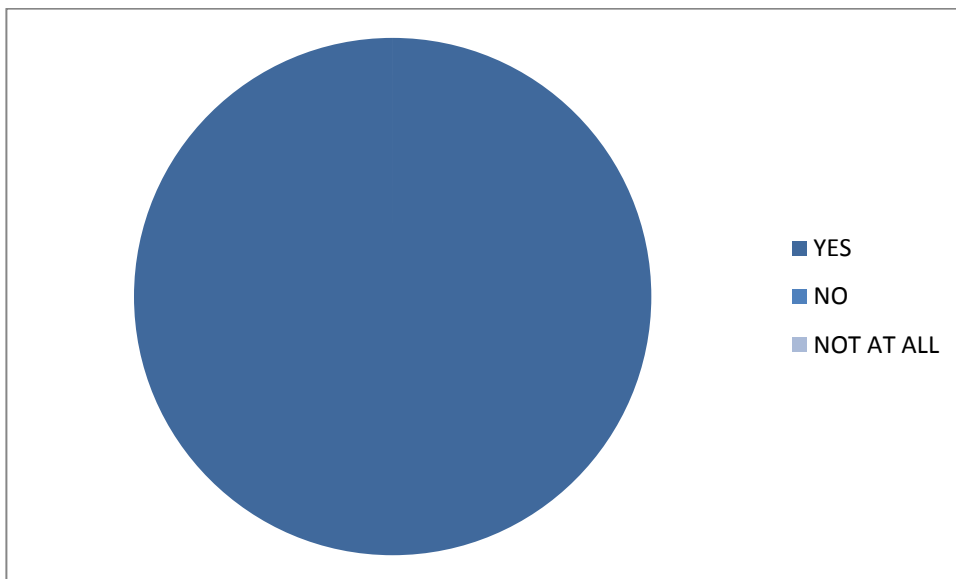
**GRAPHIC # 6**



7. Do you use techniques to motivate students?

YES      NO      NOT AT ALL

**GRAPHIC # 7**



**ANNEX 3. STUDENTS' SURVEY**

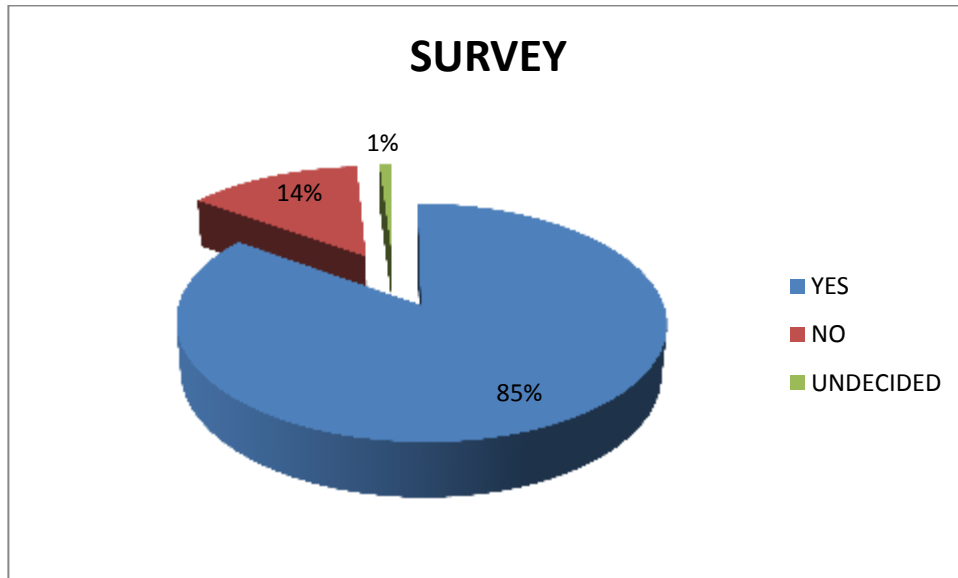
**GRAPHIC # 8**

1. Do You like English?

YES

NO

UNDECIDED



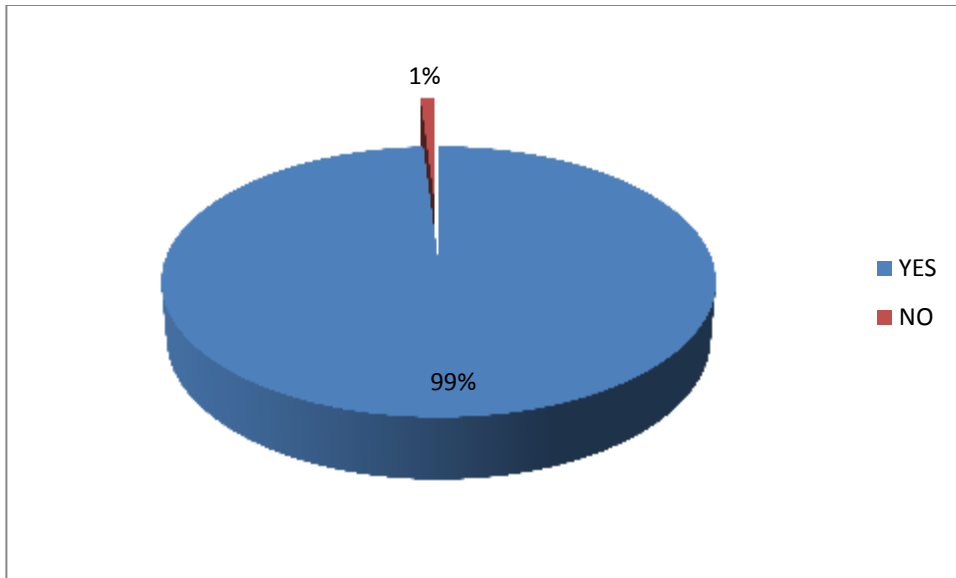
2. Has the Teacher a good attitude to teach?

YES

NO

UNDECIDED

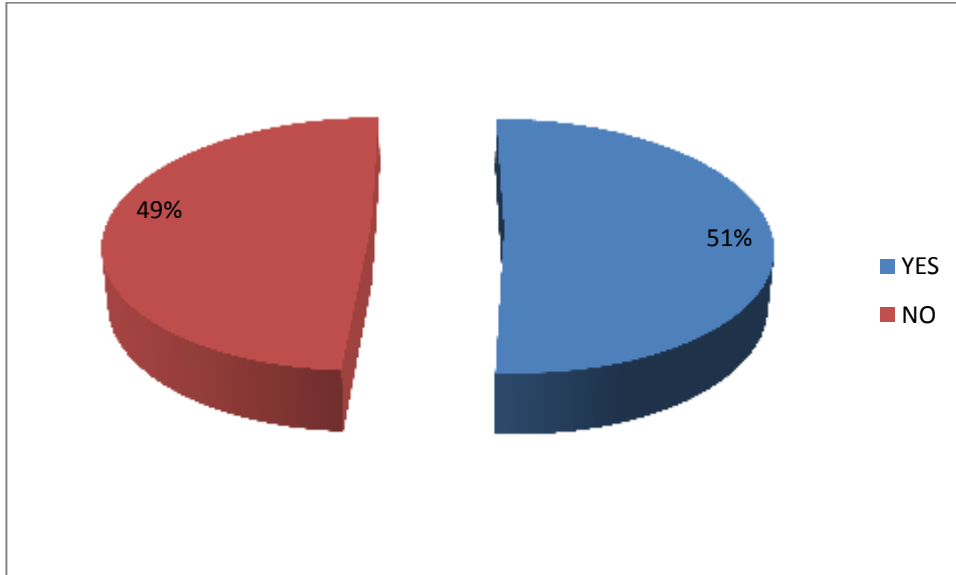
**GRAPHIC # 9**



3. Does the Teacher use charts, pictures, projector as a part of learning?

YES                  NO                  UNDECIDED

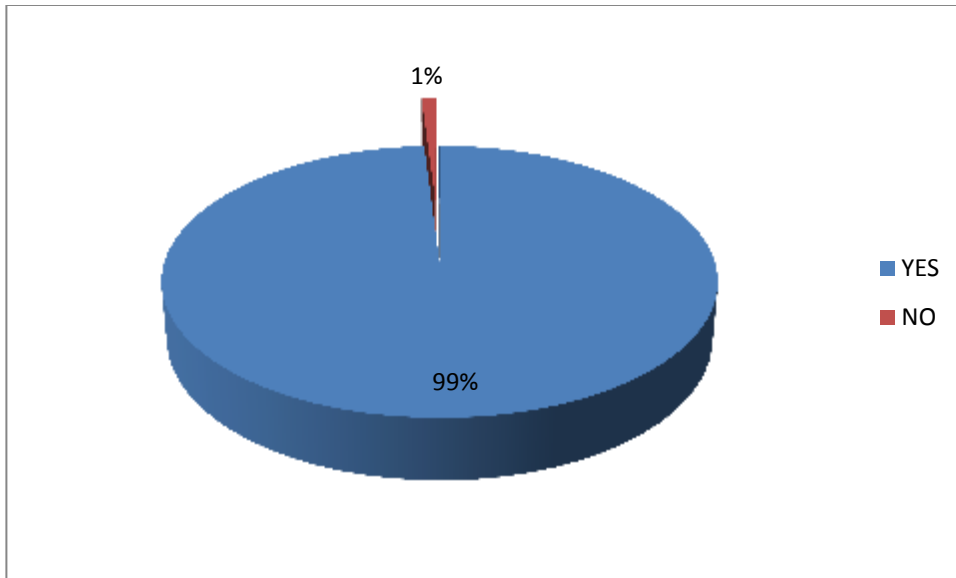
**GRAPHIC # 10**



4. Do you consider teacher with responsibility prepare his class?

YES                  NO                  UNDECIDED

**GRAPHIC # 11**



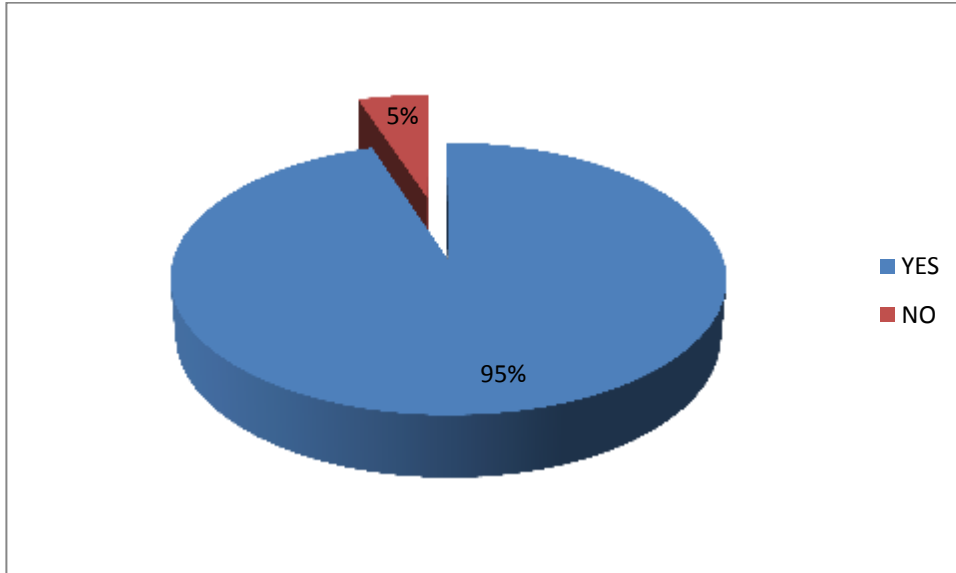
5. Does the teacher motivate students to learn?

YES

NO

UNDECIDED

**GRAPHIC # 12**



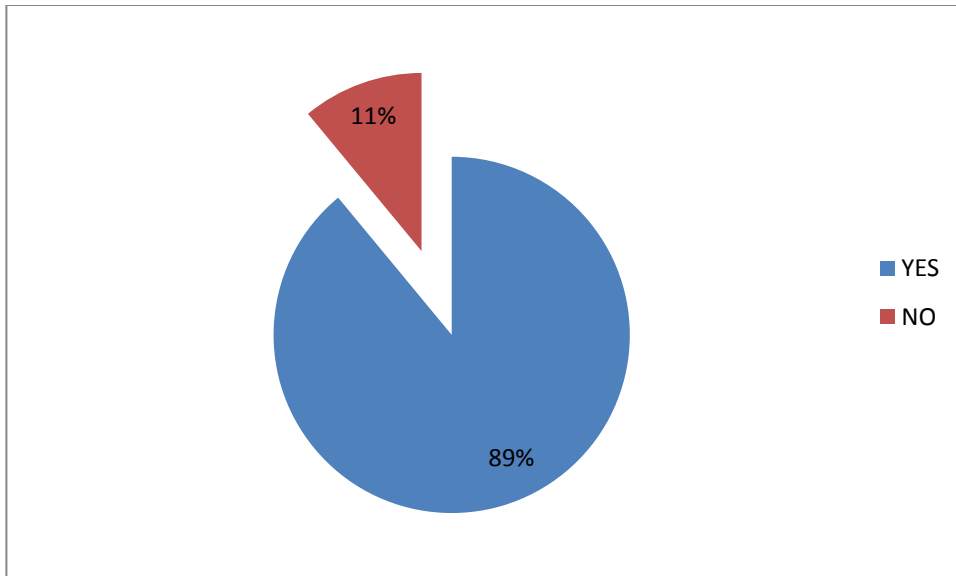
6. Do you practice pronunciation as skill for a better communication?

YES

NO

UNDECIDED

**GRAPHIC # 13**



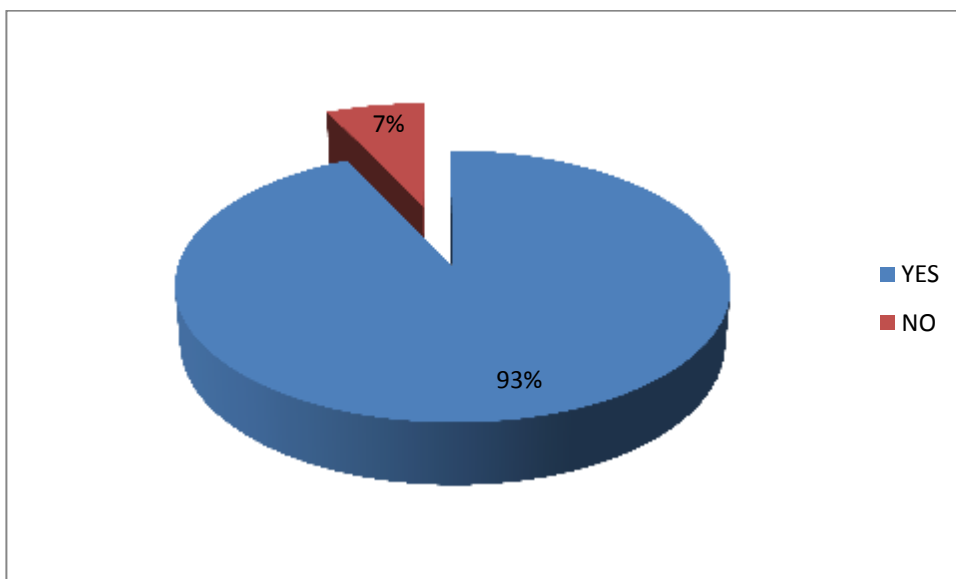
7. Does the teacher evaluate students at the end of the class?

YES

NO

UNDECIDED

**GRAPHIC # 14**



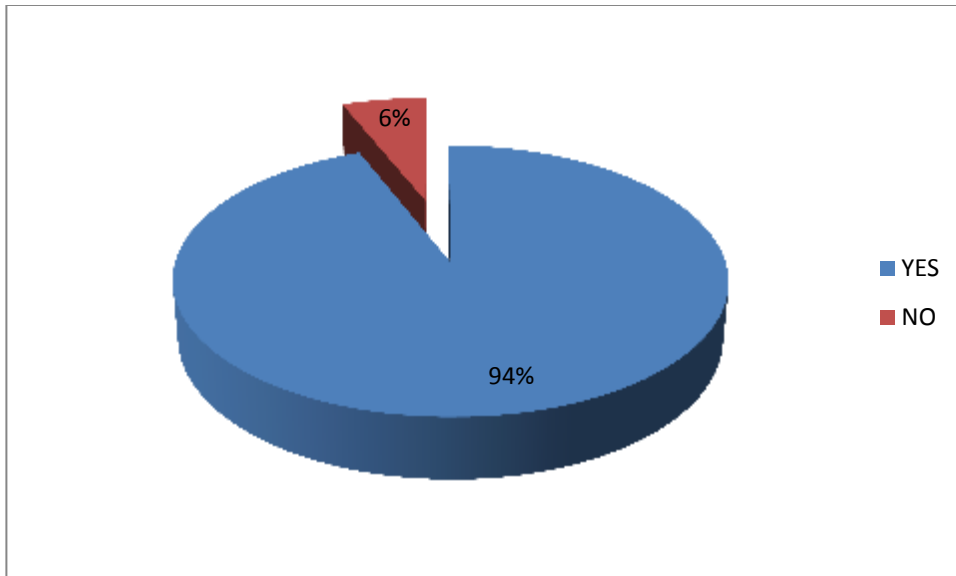
8. Do you act in the classroom?

YES

NO

UNDECIDED

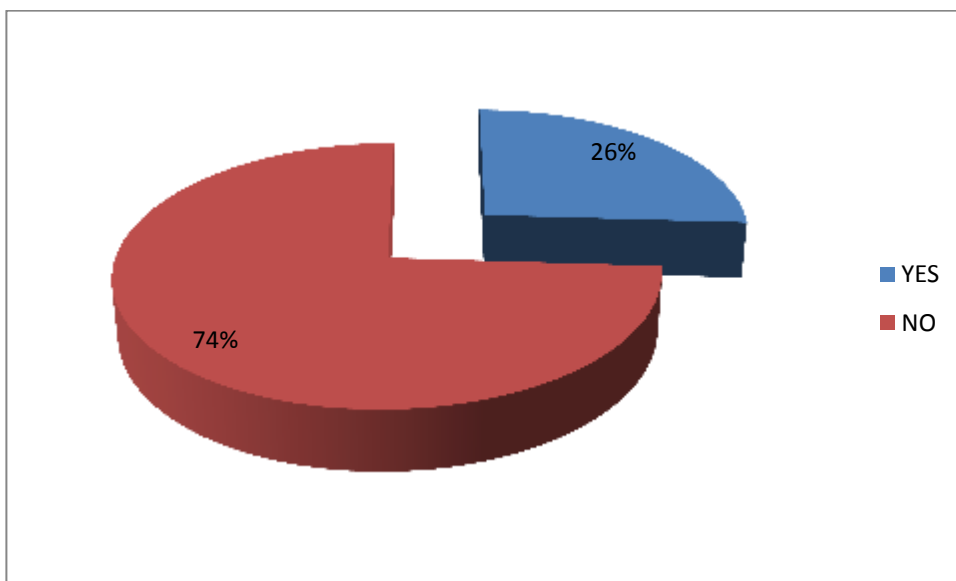
**GRAPHIC # 15**



9. Do you use English Lab as a practice for a better learning?

YES                      NO                      UNDECIDED

**GRAPHIC # 16**

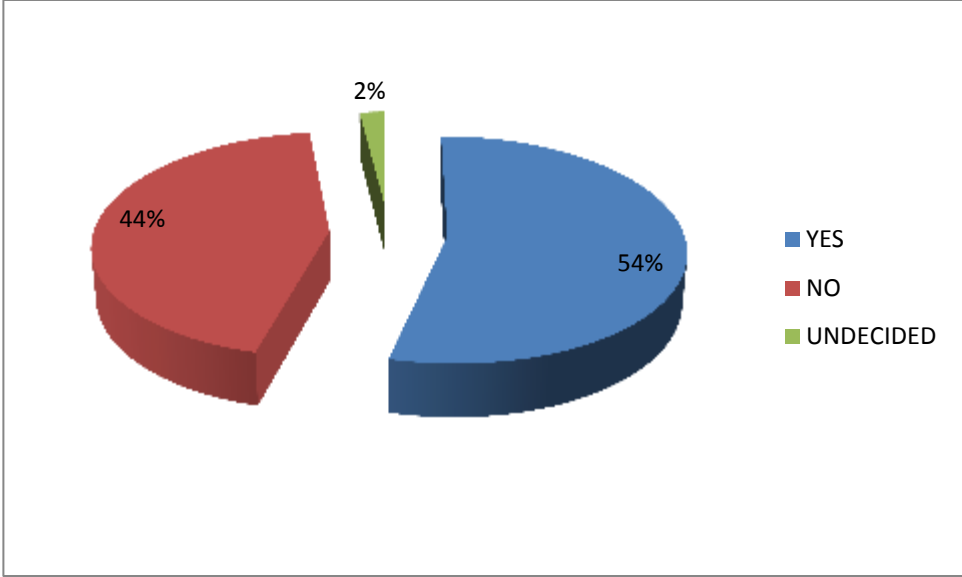


10. Are your homework revised by the teacher?

YES                      NO                      UNDECIDED

**GRAPHIC # 17**





**ANNEX 4. SOME PICTURES**



The main entrance at Dr. Eugenio Espejo High School of Milagro city.



School sport field



Students playing at the recess



Two of three pavilions of the School



Mr. Acosta and Mr. Zambrano at the Principal's office



Interviewing to Master Felix Chenche  
School Principal

## WORKSHOP TO USE ICT IN THE CLASSROOM

**Facility:** English Laboratory of Dr Jose Maria Velasco Ibarra

**Place:** Milagro – Ecuador

**Date:** March 2, 2012

<b>Time</b>	<b>Topic</b>
9:00 – 10:30	How to manage Technology into the class
10:30 – 11:00	Coffee break
11:00 – 12:30	Why is important the use of ICT in the different skills