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Internet tools to foster autonomous learning in students at Centro Colombo Americano and Universidad de La Salle

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Internet tools to foster autonomous learning in students at Centro Colombo
Americano and Universidad de la Salle

Autonomy and technology are fundamental elements in Education nowadays. Throughout observations carried out at Centro Colombo Americano and Universidad de la Salle with teenagers and young adults students, it was observed that there was a certain lack of autonomy in learners, that is why this study is aimed at determining the types of Internet tools teachers apply in class as well as the way they are used, foster autonomous learning in students in both institutions.

This document presents the result of this research “Internet tools to foster autonomous learning in students at Centro Colombo Americano and Universidad de La Salle” carried out at Centro Colombo Americano and Universidad de La Salle in order to determine the type of Internet tools teachers apply in class as well as the way they are used, to foster autonomous learning in students at Centro Colombo Americano and Universidad de La Salle.

From this perspective, the project was developed under the qualitative approach, as it is the most appropriate one to work on education; this analyzes, explores and describes a phenomenon in any context, which is one of the purposes of this research. Additionally, descriptive study was chosen because it gives a general idea of a particular issue or observable fact.

The research showed that there is not a general Internet tool used by teachers, but on the contrary there are plenty of options applied by them. Thus, learning strategies and the development of metacognition are not explicit, as a consequence this process partially sets the conditions for students to become autonomous.

Rationale

Nowadays, technology is being used with several purposes, being education one of the fields offering more possibilities. In this way, Cantoni and Tardini (2006) state that Internet is mainly a contemporary communication technology that has become into a massive part of people's life, changing their relationships and social life as some other technologies did in the past. Due to the spread access Internet tools have in the modern world, it becomes a relevant issue of research. This study aims at determining the type of Internet tools used at Centro Colombo Americano and Universidad de La Salle with teenagers and young adults; this concern arises as a way to generate reflection towards the nature of their application and the impact they have over learners' autonomy. The key issue is the number of online resources teachers show students, and how aware and capable learners are to cope with the amount of information presented in class.

According to Schiltz (2004) English is used by an estimated of 1.8 billion speakers; about 400 million of them being native speakers. That is why English is considered as a universal language that is no longer an option, but a necessity. In order to fulfill the modern EFL class demands such as multiculturalism, higher national and international standards, new ways and more meaningful resources need to be developed. Based on this fact, Internet becomes a crucial tool to accomplish

those requirements. This has to be carried out by governments, institutions, teachers, students, researchers; among the efforts done to increase and diversify the use of Internet tools plenty of software and online materials have been created in the last decades. That is why this project recommends the social network *Second Life* as a way to foster autonomy by giving students the opportunity to face an online world with millions of users worldwide. Thus, the traditional idea of a passive learner tends to disappear, and it is replaced with a student that is active and autonomous. In line with this idea of more active and autonomous students, Benson (2001) suggests that successful learners are those who construct knowledge directly from experience of the world. That means that if teachers want to catch student's attention in a proper way they should take into account the reality, in order to make the learning process more successful and meaningful. This should not be understood as a specific moment in a lesson; on the contrary, it is a continue process in which the student becomes autonomous by the use of learning strategies presented by teachers. So, the knowledge about Internet tools is important because it allows teachers to empower students with the capacity to make appropriate decisions about their own learning with authentic and meaningful materials that are appealing, easy to prepare and adapt.

Most of the current literature about education presents teachers as guides for students. For example, Nunan (1999) understands the role of the teachers as a guide

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who cooperates with learners in order to motivate them. Therefore, learners are the ones who have to find and sometimes re-discover the information that better suits their learning process. This means that educators are in charge of setting environments in which students can access the information and filter it. In this context, Internet is a great tool to foster autonomy. Furthermore, teachers do not have to adapt to materials, but materials are available for teachers to adapt and apply, saving time lesson planning.

Problem Description

Autonomy has been one of the main concerns for teachers because of its relevance on the EFL learning process. That is why practitioners focused their attention on this issue when carrying out their observations in the two different educational contexts where the practicum was developed.

During the observations done between August the 22nd and October the 17th in 2009, at Centro Colombo Americano and Universidad de la Salle, the most common problem observed was a low level of autonomy in students' language learning process. This problem became evident through several repeated behaviors in students when developing certain activities. For instance, there was a lack of autonomy in learners to do exercises without the presence of the teacher in the classroom.

Moreover, students did not use additional resources offered by the institutions such as languages lab and conversations clubs. Also, some learners did not know how to use the lab tools, what activities they could do there, or how useful this place could be for their learning process. Besides, students used the target language mostly when teachers were around and when they wanted to share personal issues, they resorted to Spanish although they knew that this would affect their oral grade. Lastly, in spite of the fact that homework is an intersection between homes and the

institutions, students were reluctant to do it. Homework is essential to promote the autonomous work but, there exists the belief that this practice is synonym of boredom since students perceive it as something that is not related with their lives or interests.

On the other hand, the lack of autonomy was also pointed out by certain attitudes in students' performance. For example, they needed to be encouraged in every single activity because they did not participate actively. Even though teachers frequently came up with several strategies to have students engaged with the class, in some cases they did not even respond to them.

From this perspective, the lack of autonomy might be seen as a consequence of an evaluation system based on heteronomy; in which students expect to be rewarded by their teachers. Consequently, students do not know how to manage their own learning because they are unaware of the different tools and strategies to do so. As a result of this, students depend on the teacher to manage their learning and for that reason they may feel unwilling to study autonomously.

Research Question

Based on the aforementioned problems described during the observation process, and in order to go deeper into the lack of autonomy and the use of Internet in EFL learning process, the following question was stated:

“What type of Internet tools do teachers apply in class, how they use them and their perceptions regarding autonomous learning in students at the Centro Colombo Americano and Universidad de la Salle?”

Objectives

General Objective

To determine the types of Internet tools teachers apply, how they use them and their perception regarding autonomous learning in students at Centro Colombo Americano and Universidad de La Salle.

Specific Objectives

1. To identify the type of Internet tools teachers apply in class.
2. To describe how Internet tools are applied by the teachers in class.
3. To find out how Internet tools foster autonomous learning in Centro Colombo Americano and Universidad de La Salle.
4. To identify teachers' perceptions about Internet tools and autonomous learning.

Theoretical Framework

Language Learning and Teaching

To the purpose of this research, it is relevant to go in depth over several topics which are implicit in the objectives of the study. Since this project focuses on language learning and teaching, it is necessary to define and analyze each one of these concepts.

Language

Language has been understood as the main communication instrument, which allows human being to express meaning and to build knowledge. Although language is strongly influenced by the environment, it is a natural faculty that “is a complex, specialized skill, which is developed in the child spontaneously, without conscious effort or normal instruction. It is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information of behaving intelligently.” (Pinker, 1994: p. 18).

Based on these concepts, when teaching any language, teachers need to know both, the language as a system and its main components, and the language as a means of

communication or as a way to express meaning, because the way the language is conceived, determines, to a large extent, the way it is taught.

For this reason, it is fundamental to analyze the three views of language to have a clearer perspective in the teaching practices. According to Richards and Rodgers (2001) there are three views of language. The first one is the structural view in which the language is a system of structurally related elements for the coding of meaning. This means, that language is only perceived as a system of codes and users decode its meaning. The second one is the functional view that considers the language as a vehicle for the expression of functional meaning. Therefore, this view focuses on the semantic aspects of the language.

Finally, the third one is the interactional view which sees the language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals. This view, comprehends languages as the key for interaction and communication among human beings, as a result the language is the backbone of human's relationships.

Learning

Throughout history the concept of learning has been adapted to current contexts' demands originally coming from philosophy and religion. However, in the

last centuries other fields such as pedagogy, psychology, and sociology started to set different theories. One of the most relevant ones is behaviorism, which “focuses on publicly observable responses that can be objectively perceive recorded and measured.” (Brown, 2007: p. 7) Also, behaviorism argues that the learner behavior is shaped through positive or negative reinforcement. Both increase the probability that the antecedent behavior will happen again and learning is therefore, defined as a change in behavior in the learner.

Another theory is cognitivism, which believes that the study of learning should be objective, however; the observations should be directed to infer the reasons of learners’ responses to teachers’ stimulus. In contrast, constructivism theories argue that learners build their own knowledge and meaning based on their previous experiences and new knowledge.

Therefore, the learner is an information constructor. “People actively construct or create their own subjective representations of objective reality. New information is linked to prior knowledge, thus, mental representations are subjective.” (“Learning Theories Knowledgebase”, 2011)

Teaching

Teaching can be understood as the process in which the teacher helps learners to scaffold knowledge and understanding. Furthermore, as stated in Brown (2007), teaching cannot be defined apart from learning because teaching is guiding and facilitating learning which can be done by giving instructions, providing with strategies and consequently building knowledge. There are two viewpoints for foreign language teaching: deductive, in this view, the teacher presents knowledge as a number of specific instances from which students will acquire a general law or rule that governs the specific instances; or inductive, in which the teacher makes students infer from examples so that they can understand the law or rule.

Teacher's perceptions

Teachers base their performance not only on their knowledge and experiences, but they do on their perceptions, “which is a reflection of what they do, know and believe” (Lynch quoted by Richards and Lockart), giving the underlying schema that guides the teacher's action. According to Richards and Lockart (1995), teachers have plenty of viewpoints, considering education as a profession since it requires several skills and training to fulfill their necessities.

With the aforementioned, teaching is essentially a thinking process or an attempt to make the best decisions when planning, developing and evaluating a lesson. To do so, the individuals transcend their beliefs and insights, in order to bear in mind the curriculum and the vision of the institution in which they work. Furthermore, the institutions shape teacher's perceptions through its culture and the collective decisions.

How teenagers learn

Teenagers might be considered as the most exciting students to teach but they can carry out more problems than any other group. According to Harmer (2001) it cannot be expect any extrinsic motivation from adolescent by any chance, except by the one it is provided by the positive influence by those around them. He also establishes that teenagers are often brittle. They are no longer inspired by mere curiosity as children would be. Another aspect that complicates things a little bit is that teachers' approval is no longer important for them, teachers will not be seen for them as a guide instead of that they will see the figure of a teacher as the figure of an enemy.

Why teenagers behave like that? According to Erikson (2008) the human life is divided into eight different groups. In this classification Erikson places adolescents in group number five. He says that between eleven and eighteen years

old, adolescents face a crisis with themselves, in which they question themselves, who they really are? They are always confuse about their identity, they question about the way children behaves and also they start to drift apart from their parents and teachers, as they build different ways to deal with them, so that peer approval will be extremely important for them.

However, adolescents are highly intelligent if stimulated, and dedicated if involved; for them to get the right level of challenge is absolutely vital as Harmer (2001) argues. If adolescents get a low level of challenge, they might simply switch off. And on the other hand, if they get a high level of challenge they may become discouraged and de-motivated.

How can teenager be taught? There are no single or simple answers to this question, as the answers depend heavily on the supportive disciplines and theoretical perspectives brought to the topics at hand. Teaching teenagers is not a job that every teacher can perform; according to Smith (2006), the expert teacher has to move on the cooperative learning, mastery learning, homework, and the parent-teacher interview that distinguish the effective from the not so effective teacher.

Other aspects that have to be taken into account are teacher self-appraisal and self-reflection during the conduct of one's teaching duties, followed by teacher expectations and self-fulfilling prophecies; this helps teachers to face the challenge of the different context they could have during their classes since one single strategy

might not apply to all adolescents. From this perspective, new strategies that can fit successfully in their classes should be introduced.

How young adults learn

Young adults are more aware about what they want to achieve in a course in contrast to teenagers; their objectives are focused on their personal goals, their professional careers and family; they have instrumental motivation, it means that they learn the language as an instrument to have a better job, a higher social position or to have the possibility to go abroad. In words of Schaie (Quoted by Papalia, 2000) the cognitive development in humans is divided into seven stages determined by the objectives that a person wants to achieve according to this classification. Young adults are placed in the second stage, called the achievement stage, in which they use their knowledge to compete and to obtain independence.

With the aforementioned, it is considered that young adults learn in a constructive manner. According to Brindley (Quoted by Nunan, 1999) the main principles in adult education are focused on autonomy since individuals develop the capacity to control their destiny in which teachers and institutions should be centered on learners' needs and the exercise of their own responsibility, regarding objectives, content and methods, as well as the assessment of their own performance.

Learning Strategies

When talking about learning strategies there are certain aspects to take into account, in line with Oxford (1990), there are two types of knowledge: procedural and declarative. The first one, refers to the “know-how”, that is the knowledge exercised in the performance of some tasks, for example: how to drive a car. The second one refers to the “know-that”, that is expressed in declarative sentences, for example: Washington is the capital of U.S.A. Learning strategies are tools strongly connected to procedural knowledge, which help teachers and students to learn and evaluate the learning process in a conscious way.

Learning strategies have been considered as steps taken by students to improve their own learning. In the same way Oxford has defined these strategies as "tools for active, self-directed involvement, which is essential for developing the communicative competence" (Oxford, 1990: p. 1). Along these lines, language teachers have used them to have students deal with mental operations for acquisition, storage, retrieval, and use of information. Nevertheless, it is important to make straight that these strategies do not work isolated but they tend to combine among them and with plenty of mental processes. In this way, this author has divided learning strategies into two groups, direct and indirect, which are based on actions taken consciously or unconsciously by students in terms of understanding, behavior and the social development.

The first group, direct strategies are those that directly involve the target language, and it is subdivided into memory, cognitive and compensation strategies. Memory strategies help students to accumulate and retrieve new information; the cognitive strategies involve more direct manipulation of the learning material, while compensation strategies work to allow students to produce and interpret the language.

The second group, the indirect strategies are those that support the language learning process through autonomous learning, where students must center, arrange, plan and evaluate their own educational course of action. This group is subdivided into metacognitive, affective and social strategies.

Firstly, metacognitive strategies are based on self-reflection, self-responsibility and initiative since they provide the possibility to coordinate different activities involved in students' learning by becoming more active, autonomous and conscious. Consequently, this strategy is mostly used to improve students' autonomy.

Secondly, affective strategies appear like a useful approach into language learning because students can realize their emotions, motivations, interests and values related to their own process. For this reason, it is important for them to participate in class, by means of questions and comments.

Thirdly, social strategies play a very important role in the learning process. It has to be said that the development of communication skills is given by the contact and socialization among teachers and learners. This kind of strategy makes easier the interaction and the use of the foreign language into real contexts. Also, the cooperative work is helpful to clear up doubts, to modify their mistakes and to increase real communicative situations.

As it was mentioned before, indirect learning strategies support, interact and complement each other. Undoubtedly, the metacognitive strategies are highly relevant in ESL because learners are constantly being faced with the challenge of how to interpret and implement the information, in and out of the classroom.

Autonomous Learning

In the education field, autonomy has been considered as one of the most relevant aspects in student's language learning process. According to Benson (2001), autonomy is about people taking more control over their lives - individually and collectively. Along these lines, it contributes to a more meaningful learning process in which students can decide the way they learn, when and where to do it, either in or out of the classroom. Therefore, learners must be responsible of their own progress in order to take advantage of available opportunities for their own

sake, which is crucial in the building of autonomy. From this perspective, autonomy is defined “as the freedom and ability to manage one’s own affairs which entails the right to make decisions as well. Responsibility may also be understood as being in charge of something but with the implication that one has to deal with the consequences of one’s own actions” (Scharle & Szabó, 2000: p. 4). Consequently, teachers have to encourage responsibility among students with the intention of developing autonomous learners.

As mentioned before, to be an autonomous learner means to have the ability to be in charge of one’s learning process, this does not mean, necessarily, that no guide is needed. Hence, when a learner develops this ability, he becomes self-directed because he does not only possess the ability to direct his learning, but also uses it effectively.

Levels of autonomy

There are eight different levels of autonomy which might help either teachers or students to be aware of their learning process. According to Benson & Voller (1997), the first quality focused on the students’ position towards the knowledge and the available sources they can control or use. Hence, this position determines the second characteristic: the desire to learn the language either for intrinsic or instrumental reasons.

These two initial features set the third category: a strong sense of self. Here the assessment, rather than a negative perception, helps students to follow and control their learning process as well as to consolidate relevant feedback. The result of this sense of self makes possible the metacognitive capacity among students. Also, it fosters reflection and allows decisions about their needs and experiences in order to find out what to learn and how to do it.

With the aforementioned categories, students can develop a stance of independence, wherein they feel able to look for other materials or human resources outside the classroom. Thus, students build a strategic engagement with learning in order to make use of their context in a strategic manner, with the aim of assessing their preferences, interests, goals and an outline to work appropriately. Nevertheless, students need to take into account other members in the group, such as the teacher and the classmates. In the classroom, learners must develop a capacity to negotiate between their personal and other people's needs and their desires within the class. The result of this negotiation could be translated as a collaborative work in which all the students make the best use of the available resources in the classroom.

As autonomy is one of the goals in the classroom, teachers should create a culture of autonomy by making a student-centered class in which learners have the opportunity to define the classroom situations. During this process, there are three

phases in which the student and the classroom group, including the teacher, ideally have to go through. In the first phase, the learner could face a dependent or counter dependent stance, that is to say, the person can be part of the class or being out of it. During the second part of the development, the learner might be independent or individualistic and tends to create an atmosphere of competition. Finally, at the third stage of the evolution of autonomy in the classroom, the student is more independent and the group turns into a collaborative learning community because in each student there exists the sense of responsibility for one's own and each other's process.

From this perspective, being a teacher of autonomous learners demand certain attributes that an educator should bring in the relationship with their students. One of these attributes is the self-awareness and the critical capacity about the perception, assumptions and practices in the classroom. With this in mind, teachers can make decisions and take actions to foster the concept and the exercise of autonomy in the class. Furthermore, teachers must see learners as capable people of developing autonomy.

As a conclusion, there are several aspects to take into account when fostering autonomy in the classroom. First of all, the capacities that a student should develop in the process from his/her position towards the language; also, the desire to acquire

it, the senses of self which allows the metacognitive capacity; the management of sense and the independence where the learner can get engaged with the learning. Nevertheless, the teacher must consider strategies such as the assessment in order to create a good perception of the learning process and autonomy, in which all students can cooperate and transform their classroom practices into a better experience as independent contributors of the class or community.

Roles and relationships in autonomous learning

In the context of language learning, Benson & Voller (1997) state that autonomy and independence are qualities traditionally expected from learners rather than teachers. However, in spite of the enthusiasm for the principle of autonomy, teachers experience a degree of disorientation and insecurity because they feel that their role was left aside. As a consequence, there exists a variety of terms available to replace the term of “teacher”, for instance: “facilitator”, “helper” or “counselor”; this variety of terms reflects a necessity of the teachers to find a role for themselves. In addition, this suggests a shift from transmission teaching to interpretative teaching in which there is a balance of power from teachers to learners. From this new perspective teaching autonomous learning implies negotiation among teachers and students. For this reason, teachers urge to keep in mind three fundamental principles:

1. Language learning is an interpretative process and autonomous learning requires a transfer of control to the learner.
2. Teaching for autonomous learning must be based on negotiation.
3. Teachers must self-monitor their own strategies.

Based on these principles, it can be inferred that autonomous learning does not mean that learners need the teachers help. Autonomous language learning tends to fail if teachers and learners do not take into account students' intellectual needs as well as their personal needs. It also tends to fail if teachers see autonomy as simply leaving learners to their own devices.

Teacher's role

During the process of developing autonomy among the students, teachers must be aware and prepared to assume certain behaviors. "Teacher's roles are related to assumptions about language and language learning. Some methods are totally dependent on the teacher as a source of knowledge and direction; others see the teacher's roles as a catalyst, consultant, guide and model for learning." (Richards and Rodgers, 2001: p. 23)

Teacher as a facilitator.

Among educators' responsibilities there are some aspects they have to strengthen. In line with Nunan (1999) teachers must facilitate learning among students in a collaborative way; it means that they have to design activities and processes in order for learners not to feel overwhelmed or misguided. This role includes several characteristics, for instance: being caring, supportive, patient, tolerant, empathic, open and non-judgmental with the aim of motivating and raising learners' awareness about their learning process.

Teacher as a counselor.

A counselor is a person whose job is to give advice to people who need it. When teachers assume a role as a counselor, learners tend to turn to them for consulting and guidance. This role is, as Benson & Voller (1997) state, commonly evidenced in contexts when students and teachers negotiate issues of assessment and expected behaviors for personalized study programs. Therefore, counseling is perceived as a co-dependency among students and the teacher; at the same time learners' role becomes more self-directed.

As a consequence, the counselor's role becomes a more supervisory one; that is to say someone that you can use or refer to, especially when you need information on a particular subject. That is why the ability of the self-directed learner is to use

resources efficiently, skillfully and with initiative, which are some of the main proofs of autonomous language learning.

Role of materials

It is fundamental to determine the role of materials in autonomous learning. Andrew Littlejohn (Quoted by Benson & Voller, 1997) argues that self-instructional work and the task based on students must be considered in terms of the ideologies they convey. Here, it is necessary to differentiate self-instruction and self-direction. The first one is a neutral term for situations in which learners are working without the direct control of a teacher; the second one describes a particular attitude to the learning task, where the learner accepts responsibility for all the decisions concerned with this learning, without undertaking the implementation of those decisions. The way to achieve this is trying to modify or adapt the material in ways which are likely to foster autonomy.

Self –instructional engages students in the production of their learning tasks and materials, while encouraging creativity. Self-access work provides the opportunities for learners to make decisions over what they like or need to study, and at the same time exercise control over the rate at which they are working and assuming greater responsibility for their own language development.

In order to use some kind of materials educators must involve learners in developing learning methods taking advantage of the different available resources. That is why learners should be free to choose from a large variety of opportunities to use the language with a collection of materials which can be exploited by themselves in different ways. This means, learners have to become into explorers of resources and they have to evaluate their learning potential, so they should reflect on the use of self-access resources trying to find out suitable learning strategies for them. Preparing learners is not an easy step and teachers might have a lot of questions that involve preparation of the class. If it is designed for a specific course, it should convey some language learning techniques that provide knowledge about available resources creating confidence among students.

It is used to think that generally autonomous learning is enhanced only by the teacher and by the strategies he/she uses, but it is also important to take into account the materials involved in the language learning. These two, teacher and materials, provide a stimulus to develop activities outside the classroom in an autonomous way. One aspect to bear in mind is that autonomous learning should develop and improve abilities and strategies. Initially, the teacher guides the process and assesses learners, while students enjoy autonomous activities. This motivates them to invent, design or look for more activities.

Another aspect for teachers mentioned by Benson & Voller (1997) is that the evaluation of a set of those learning materials should be based on given criteria. It involves measuring the value and making judgments about the effect of resources, which includes: evaluating the context, the role of teachers, students, and also the facility to engage learners and help them.

Internet Tools

Internet is a global interconnected computer network that offers a massive stretch of information, resources and services. Most of people around the world have been in contact with Internet, affecting important mankind aspects as politics, economics and communication. In this way, Cantoni and Tardini (2006) state that Internet is mainly a contemporary communication technology that has become into a massive part of people's life, changing their relationships and social life as some other technologies did in the past.

Technology as part of the modern world is a fast changing tool that offers new possibilities and challenges for users. As Floden (2006) has stated, over the past thirty years many changes have occurred related to technologies that intercept second language teaching, second language assessment, language assessment, language analysis and many aspects of language use.

In line with Dudeney (2007), when teachers want to apply Internet tools in the classroom, they need to ensure themselves that they know the technology very well in order to be confident when introducing students to the web activities. In addition, “an Internet class needs to be as well planned and structured as any other class” (Dudeney, 2007: p. 33), therefore, it is relevant to have cleared the objectives or purpose of each activity.

From this perspective, Ashburn and Floden (2006), define the use of Internet in the classroom as a meaningful learning technology since educators have many options to address in order to make learning purposeful, some of the options are:

- **Intentionality:** using articulate learning aims to guide the design of learning task and assessment of the learning process.
- **Content centrality:** establish in the same level goals and task with the big ideas, essential questions and methods of inquiry that are central to the discipline.
- **Authentic work:** contrasting the different sort of learning task that represent the challenge, problems and thinking skills, required to be performed out-side the class room.

- Active inquiry: using a discipline to find out process for learning on building on students own questions and develops habits of mind that promote high levels of thinking.
- Construction of mental models: Connect the articulation of cognitive models of content within the learning task.
- Collaborative work: designing learning task so that students working together adds values to achieving the learning outcome.

All these six attributes are interdependent and the use of technology is expecting to support them in order to understand and to develop students' skills.

Types of Internet tools

There are plenty of Internet tools, and it might be overwhelming for students to deal with the amount of information they are presenting. However, they can be grouped in categories, which allow users to refer to Internet tools, without mentioning specific services. In view of this, most of the e-learning technologies related to the World Wide Web, are presented here.

Based on this view, Dudeney (2007) provides several Internet tools that students and teachers can use to develop projects and works:

- Email projects and discussion lists: by organizing an email pen-pal, students can exchange with other learners around the world in order to have an authentic activity that motivates them.
- Web-quest: it is a self-directed research from different websites that students do to get to know with several Internet sources. There are two types of web-quests: The short-term one is connected to knowledge acquisition and integration. The long-term one is referred to extent and refines knowledge.
- Blogs and Wikis: web-logs or blogs are collaborative web pages in which students can reflect share and exchange information. There are three types of blogs: tutors blogs (created by teachers for information purposes), the class blog (where teachers and learners collaborate), and finally, the learner blog (blogs created by students). On the other hand, Wikis are also collaborative tools that allow a certain amount of users to add and edit pages and information at any time. Furthermore, it is focused on writing projects.
- Online groups: Forming groups let teachers and students use various applications such as videos, links, files, photos, chat-rooms, calendars and polls.

- Chat: it is a real time communication either by texting or using voice in which students can interact with different people around the world. This tool can be a complement of e-mails since learners can chat with pen-pals in real situations.
- Writing projects: It is a written production that students can publish on the web. This not only motivates students since they feel satisfied in their work, but also gives them time to organize, prepare and present their work.

The Implications of Using Internet Tools

Pedagogical Implications

Nowadays, teachers do not take advantage of the unlimited potential Internet tools have. It has come to an age where it can be found a huge language teaching resources that can potentially provide bridges to the target language and culture. According to Leal (1991), even several teachers believe that the use of technology in classes could be a risk, other language educators and policy makers address the following challenges:

- Coherent integration of technology with the curriculum: A coherent curriculum needs to give students the opportunity to be involved in tasks that make them think, instead of learning superficial facts; this would maximize the benefits of Internet and at the same time teachers will be able to complete the whole curriculum.
- Use of technology in harmony with the language learning theory: It is important that teachers provide Internet tools that can be developed under the learning theory or approach, they are working with.
- Students and teachers training in using technologies that enhance language teaching and learning: most of the students now know how to access to Internet tools, but there are some problems they might find while using them that can generate frustration and at the end, desertion. It is evident that what is needed is greater student access to this Internet tools as well as an interaction with the skills and expertise of highly competent teachers in a context that supports language learning.
- Integration between the reality of context and learning process: Perspectives on language learning and autonomous learning are evolving in response to a variety of pressures. In a post-modern world

characterized, according to Edwards (Quoted by Holmberg, Shelley, and White, 2005), by rapid, unpredictable change, uncertainty and ambivalence; Benson (2001) suggests that successful learners are seen increasingly as those who can construct knowledge directly from experience of the world, rather than those who respond well to instruction. That means that if teachers want to catch student's attention in a proper way, they should have into account the reality that is taking place in certain context in order to make learning process more successful.

When using Internet tools in class, it is important to have clear that some steps must be followed in order to achieve the goals and get a more meaningful activity. In line with Teeler and Gray (2000), the steps for a good Internet-based activity are: initially decide the objectives to continue pinpointing the activities that are not useful for the class or that are not challenging for the group. Once teachers have it, is possible to determine the tools or web pages to carry out the class and at the same time, the specific criteria for evaluating these tools before the use of them.

Considering the previous steps, it is time to design the activity taking into account the objectives, the criteria stated and that Internet tools should be different from paper and pen activities that students can do in any moment. Finally, use the

tools to provide students a real environment for communication and interaction, because in this way teachers allow students to evaluate, review, publish, compare, negotiate, simulate, create, investigate, hypothesize, organize, bargain, debate, interview, listen, watch, retell, examine, experiment, play, survey or report.

Technical and technological Implications

Internet has broadened the possibilities of communication and the access to information worldwide. Internet, “opens up a world of possibilities as far as teaching goes, from giving students access to the “world-knowledge” they often do not have” (Dudenev, 2007: p. 32). In addition, Dudenev mentions some teachers' preoccupations when using Internet in the classroom:

- **Access to Computers:** this is regarding comfortable spaces and enough amount of Internet connected computers for every student. In this sense, teachers must be aware of this implication before planning and designing their lessons.
- **Speed of access:** in some cases, Internet is very slow and it is important to keep this in mind when teachers prepare their Internet classes.

- Page caching: Internet Explorer and Firefox have a function called Caching, that stores in the hard disk, for a certain time, all the images and pages that users visit on the web.
- Web-site life: all web-sites expire, so teachers must need to have back-up pages with similar topics.
- Technology breakdowns: all classes prepared with technology, need to have a back-up plan because this tool can breakdown at any moment.
- Keeping control: teacher can control students' access to programs and websites by using passwords-protecting.
- Start-up passwords: Here, teachers can be the only person who types passwords to turn on computers, so students ought to ask to teachers whenever they need to use them.
- 'Questionable' content: there are some sites that should be avoided because they are not related to the class content. Here, teachers must monitor while students access to information.
- Recent developments: teachers ought to be updated with the current materials and programs in order to improve their classes.

Cummins and Sayers (1995) describe how the use of Internet gives students the opportunity to write text with the “models” of native speakers, a different element from their local teachers, peers and community members. Also, as Sanaoui and Lapkin (1992) explain, at the same time students are learning the language, they can increase their appreciation for the foreign cultures.

Nowadays, the implications are going beyond to the cross-cultural effects and researchers want to explore the use of internet on educational evaluation and the contributions this will have. This is another reason of the relevance of this research project.

Methodological Framework

Research approach

This project was developed under the qualitative approach principles. This approach was chosen because is one of the most appropriate one to work on education; this analyzes, explores and describes a phenomenon in any context, which is one of the purposes of this research. In contrast to the quantitative approach, “it is characterized by lower sample numbers” (Saratakos, 1993; p. 140).

However, the observation of the qualitative approach relies on the student’s behavior in natural environments, using the researcher as a primary instrument of data collection, who becomes part of the group under study with the aim of understanding the meaning and sense of the different situations. Also this “interpretative research can be primarily exploratory and descriptive in purpose, designed to discover what can be learned about the area of interest” (Williams, 1998).

Research design

The type of research design chosen to carry out this project was the descriptive one. The initiative of the descriptive research is to give a general idea of a particular issue or observable fact. Though it is general, it includes accurate descriptions not only on how to discover the cause and the effect, but also about the

relationships among the different variables. If it focuses on the cause and the effect, it would be a predictive research, in which explanation and predictions are done based on data. It is important to bear in mind that it is only the current status of the phenomenon, not the future effects. In this sort of research, the researcher has to follow a scheme: i) randomly select a sample from a defined population; ii) determine the sample characteristics and iii) infer the characteristics of the population based on the sample.

In spite of the aforementioned fact, a descriptive research is not based on data collection through surveys in the field of measurement and tests. There are several ways in which information is gathered, for example: interviews and questionnaires.

This design was selected because one of the purposes of this study is to gather information in order to determine the types of Internet tools teachers apply in the English classes and describe how these foster autonomous learning. Besides, the researchers are not going to solve any problem, or to do any generalization from the studied phenomenon.

Context and population

The project was developed in two different contexts: Centro Colombo Americano, located on Calle 19 #2 – 49, and Universidad de la Salle located on Carrera 5 # 59a – 44.

A common population was selected between the two places that were: teenagers from 13 to 19 and young adults from 20 to 25 years old. All the students were part of EFL Learning programs: “Saturday program” at Centro Colombo Americano, “Licenciatura en Lengua Castellana, Inglés y Francés” at Universidad de la Salle.

Research process

Observation: The observations were carried out in two institutions: Centro Colombo Americano and Universidad de La Salle, between August the 22nd and October the 17th. The objective of these observations was to identify the main difficulties teachers and students face in class regarding English language learning.

Identification of the problem: The data were collected by means of journals, in which teachers registered their main concerns and observations. After analyzing the information gathered, it was evident the lack of autonomy as the main problem. The research question for the project was discussed and some categories were established and their respective subcategories.

Instruments design: Taking into account the population and the research approach, questionnaires and video recording were selected as the instruments to collect data. Questionnaires applied to students, inquired about the access and the use they make of Internet whereas teachers' questionnaires were aimed to find out their perceptions regarding internet and autonomous learning. Hence, the purpose of these instruments was to identify the types of Internet tools applied by teachers and the way they are used to foster autonomous learning. Before applying the instruments a previous piloting was carried out in order to evaluate the questions. On the other hand, videos were recorded with the aim of knowing how classes were developed through Internet tools and the way teachers were fostering autonomous learning among their students; only English language classes were recorded.

Data collection and analysis: Questionnaires were applied to teachers and students at both institutions, while for video recording four classes were selected. The gathering of this information was done during the second semester of 2010 while the analysis was developed during the first semester of 2011. After gathering the information, the data was analyzed by using the categories previously stated.

Conclusions: After analyzing the data collected, the main findings were considered and general conclusions were drawn. The process used to meet them was triangulation.

Methods of data collection

Observations

In order to identify the research problem, some observations were done at Centro Colombo Americano and Universidad de la Salle in the English classes.

According to McMillan (2008), observations in natural environments permit the researcher to gather important contextual factors that may influence the interpretation and the analysis of the phenomenon. Regarding this research, observation was used to identify a relevant issue between the two selected populations.

Taking into account the main characteristics of observation, it was the most appropriate one to get a general overview of the context in the two selected institutions, and possible difficulties in the EFL learning process. These observations were analyzed by the researchers through a triangulation system, having as a basis the research question.

Questionnaires

Questionnaires are useful tools for data collection because as Johnson & Christensen (2004) say, with this instrument a researcher can obtain information about thoughts, beliefs, perceptions, attitudes, personality and behavioral intentions of the participants involved in the research. Questionnaires can be applied in different research methods such as experimental, qualitative, quantitative, etc. The content and the way the questionnaire is proposed, depends on the researcher's research objectives.

Questioners were applied to forty four students, from Centro Colombo Americano and Universidad de la Salle, in order to determine the use and importance of Internet tools in EFL learning process.

Likewise, questioners were applied to eighteen teachers, from both institutions, with the purpose of determine teachers' knowledge and use of Internet tools and their perceptions about autonomous learning.

Video recording

Video recording is a technique that allows researchers to have accurate information about the interaction behaviors in the classroom. They are often used to obtain a general watching of the class, thus investigators can focus on aspects that they are concerned about, in order to analyze them later with enough time.

To the purpose of this research, it was selected as a tool to collect data since it permitted to register all the details that through observation might have been ignored. Video recording led the research to have a broader and deeper perspective of the phenomena. Throughout the data collection process two classes were recorded in two different settings: two classes (60 minutes each one) at Universidad de la Salle; and two classes (around 20 and 50 minutes) at Centro Colombo Americano.

Data Analysis procedures

Categories of analysis

In order to analyze the data gathered in the two institutions, five categories and two subcategories were previously established. They were: teachers' perceptions and knowledge about Internet tools, importance and use of Internet tools in class, students' access to Internet tools, teachers' perception about autonomous learning and students' autonomy. The second category had two subcategories: purposes of using Internet tools and the way Internet tools are applied in class

Triangulation of information

In educational research, triangulation is one of the techniques commonly used by investigators. In line with McMillan (2008), triangulation is used to “enhance the credibility of a qualitative study... the use of different methods or gathering data to compare different approaches to the same thing”

Based on this perspective, during the development of this research project, triangulation was used to identify the recurrent problematic found by the researchers, as well as to validate the information gathered from the three instruments.

General Data Systematization and Analysis

In order to systematize and analyze the information gathered from the instruments (questionnaires and video recording) applied in both institutions, five categories previously stated were taken into account. Then, the information was triangulated as a way to validate it. The analysis was done based on the objective fact and the inferences and interpretations done by the researchers.

Systematization

Teachers' questionnaires

<u>TEACHERS' QUESTIONNAIRES</u>		
<u>CATEGORY NUMBER AND QUESTION</u>	<u>CCA TEACHERS (8)</u>	<u>UNIVERSIDAD DE LA SALLE TEACHERS (10)</u>
1. TEACHERS' PERCEPTIONS AND KNOWLEDGE ABOUT INTERNET TOOLS		
1. What do you understand as Internet tools?	<ul style="list-style-type: none"> - Technological aids offered by web pages = 3 - Mechanisms (html, http or URL code) offered by the net to access to information and communication = 3 - Tools (links) that help to different purposes or needs = 1 - Means that make easier the work = 1 	<ul style="list-style-type: none"> - They are applications that make life easier for researchers. = 3 - They are resources anyone has, to be used as part of the activities in a class or any other area. = 3 - They are series of good ways to search information=1 - They are online materials we can use in our classes =1 - All the activities in which you use technology to teach. = 1 - Devices that allow communication between the user and the computer. =1

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2. What kind of Internet tools do you know?	<ul style="list-style-type: none"> - Social networks = 4 - Software to record = 1 - Blogs = 2 - Chat = 2 - Multimedia = 1 - Web quest = 2 - Wikis = 2 - Web pages = 2 	<ul style="list-style-type: none"> - Blogs, chats, wikis, web pages, e-mail.= 7 - E-books, podcast and e-communities. = 2 - Wikipedia, youtube and online dictionaries. = 1
12. Do you consider that internet tools foster autonomous learning?	<ul style="list-style-type: none"> - Yes = 8 	<ul style="list-style-type: none"> - Yes= 8 - No= 2
2. USE AND IMPORTANCE OF INTERNET TOOLS IN CLASS		
2.1 PURPOSES OF USING INTERNET TOOLS		
3. Do you use Internet tools for your own English practice? If so, which ones?	<ul style="list-style-type: none"> No, lack of time= 1 Chat = 1 Multimedia = 1 Social networks = 2 Forums = 2 Dictionaries = 3 English guides = 1 Word engines = 1 Web pages = 3 Newspapers = 1 No = 1 	<ul style="list-style-type: none"> Yes =10 Chats, blogs, wikis, web pages, e-mail. =4 Social networks and Skype =2 Links of different kind of exercises= 1 Links for EFL/ESL teachers and students: BBC, British English, www.esl-about.com, www.englishclub.com, www.hello.org www.scribd.com = 1 Websites for teachers =2
8. Why do you use Internet tools in class? Is there any difference in your classes when you use them? Describe them	<ul style="list-style-type: none"> - To make English learning funnier = 1 - Motivation = 4 - To become more confident with English = 2 - To make teaching-learning more successful = 1 - To have authenticity = 1 - Foster autonomy = 1 - To follow the principles of the program = 1 NO = 1 	<ul style="list-style-type: none"> -The students fell that with real examples they can apply their knowledge correctly. = 3 -They enhance students' motivation = 1 -Classes have another environment that is virtual.= 1 -Classes are funnier. = 2 -They help the classroom become a place for discussion, debate, consensus and analysis. = 1 -It is a demand of the world nowadays. =1 -They allow me to develop a different class style=1 <p>Yes=5 No= 2 No answer =3</p>

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2.2. THE WAY INTERNET TOOLS ARE APPLIED IN CLASS		
<p>4. Do you use internet tools in your classes? If so, which ones?</p>	<ul style="list-style-type: none"> - Social networks = 4 - Web pages (wix.com, voxopop.com, storwar.com) =3 - Chat = 1 - Multimedia = 3 - No = 1 	<p>Yes = 10 Chats, blogs, wikis, web pages, e-mail. =7 Online dictionaries and grammar explanation/ practice websites. =2 Videos, power point presentations, audio books= 1</p>
<p>5. How often do you use them for classes?</p>	<ul style="list-style-type: none"> - Often = 4 - Sometimes = 1 - Once or twice a month = 1 - Rarely = 1 - No = 1 	<p>Sometimes =1 Twice a week=2 Twice a month= 2 It depends on the availability provided by the lab.= 4 No so often= 1</p>
<p>6. What steps do you follow to apply them with your students?</p>	<p>Teacher 1: -Consult, adapt, personalize and apply. Teacher 2: Present objective, explain, and apply. Teacher 3: No answer</p> <p>Teacher 4: Explore, present, mention basic step, pre-task preparation.</p> <p>Teacher 5: No answer</p> <p>Teacher 6: Explanation, practice, assign it as homework</p> <p>Teacher 7: Present online community, explore,, assign task, assign homework.</p> <p>Teacher 8: Get familiarize, explore, self-reflection (students)</p>	<p>If I use them as an extra resource, I ask students to read them, check them and bring notes to class, where we do an activity (worksheet, a mind map, etc). If I use them as materials for a class, I set an objective, I ask students to explore them in pairs or groups of there, I have students do a task, I ask students to socialize an outcome, and we reach some conclusions. = 1</p> <p>First, I introduce the topic. Second, the students practice with interactive or online exercises. Third, they watch a video with real situations and present similar roles. Four, they practice again with some questions and correct them. = 2</p> <p>I first, think of the purpose of using the tool with them, taking into account the course and the nature of the tool, then I give students instructions on what to do, and finally I collect information from the work done. In all of this work there should be a learning purpose, an input, some kind of practice, an output and evaluation. = 3</p> <p>It depends on the tool I am using as sometimes I need a laptop and wireless or just a tape recorder. = 2</p> <p>I train students to be familiar with the tools by showing them the different</p>

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			applications = 2	
7. How would you describe the experience of using Internet tools in class? What are the advantages and disadvantages?	<u>ADVANTAGES</u> Learning is more appealing = 1 Innovation = 1 Practicing skills = 1 Motivation = 2 Continuous monitoring = 2 Easy access = 1 Fosters autonomous learning = 1 No = 1	<u>DISADVANTAGES</u> Access to internet (equipments, speed) = 3 Lack of time = 4 Several distractions = 1 No = 1	<u>ADVANTAGES</u> They have a learning purpose. = 1 Students are having a different way to approach the class contents. = 2 More opportunities to know different sources and contents. = 2 The possibility to have access to authentic materials and they motivated learners = 4 It opens students' minds to new perspectives. = 1	<u>DISADVANTAGES</u> It demands a lot of preparation and the time is not enough = 3 Lack of knowledge = 1 It replaces other important tools such as books or face- to-face interaction. = 3 Lack of skills/strategies to process information and to summarize texts = 1 No answer = 2
4.TEACHERS' PERCEPTIONS ABOUT AUTONOMOUS LEARNING				
11. What do you understand as autonomous learning?	<ul style="list-style-type: none"> - Student's having the tools = 2 - Metacognition = 4 - Practice outside the classroom = 2 - Motivation = 2 	The attitude that you assume to make decisions by yourself and being responsible for what you do in front of the society. = 2 The process by which an individual sets learning goals and discovers or adopts strategies to accomplish them without relying on/ depending and a third party to do it. = 3 It is about taking charge of one's own learning. In other words, it is about having an active and responsible role in planning, doing,		

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		and assessing learning activities. = 1 It's the way students work on their own. = 4
13. What kind of activities on internet best facilitates autonomous learning?	<ul style="list-style-type: none"> - ESL web pages = 1 - Forums = 1 - Games = 2 - Short quizzes = 2 - Readings = 2 - Dictionaries = 1 - Multimedia = 2 - No answer = 3 	<p>It depends on learning styles/ learning goals but explanation-controlled practice tools are good for basic levels as eye-openers for the multiplicity of tools available. = 1</p> <p>I think they foster autonomous learning in the sense they are designed or adopted for that purpose. =2</p> <p>Social networks, websites containing audio such as broadcast, websites containing free tests and fun activities. = 3</p> <p>Developing of blogs or wikis. Chatting and online exercises to develop different skills. = 2</p> <p>The ones which are of lots of interest for the learner, sometimes interactive, funny and challenging sometimes. = 2</p>
5. STUDENTS' AUTONOMY		
9. Do your students use, outside the class, the same Internet tools you used with them? If so, how have you noticed your students practice with those internet tools as extra activities?	<ul style="list-style-type: none"> - Sometimes = 2 - Sharing web pages = 1 - Forums participation = 1 - Collection of information = 1 - Social network = 1 - Videos to have background = 1 - No = 3 	<p>Yes = 5</p> <p>Some of them = 5</p> <p>When proper guidance is required. =2</p> <p>When I start my classes and I ask them if they know how to do it, they say yes = 1</p> <p>They leave comments or add information on a blog= 2</p> <p>Students ask questions, they show me printed websites or sometimes we interact in English through the chat.= 1</p> <p>I suggest some interesting websites. = 2</p> <p>No answer= 2</p>

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10. Do your students request for more internet tools to do extra activities?	<ul style="list-style-type: none"> - Yes = 2 - Some of them = 4 - No = 2 	Yes = 3 No= 4 Sometimes= 3
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Students' questionnaires

STUDENTS' QUESTIONNAIRES		
CATEGORY NUMBER	CCA STUDENTS (24)	UNIVERSIDAD DE LA SALLE STUDENTS (20)
2. USE AND IMPORTANCE OF INTERNET TOOLS IN CLASS		
2.1 PURPOSES OF USING INTERNET TOOLS		
3. ¿Para qué utilizas Internet?	<ul style="list-style-type: none"> - Tareas y entretenimiento = 18 - Tareas y comunicarme con personas que viven en el exterior = 1 - Solo tareas = 5 	<ul style="list-style-type: none"> - Para trabajos, consultas y entretenimiento= 18 - Solo para trabajos y consultas= 2
5. ¿En qué te han ayudado esas actividades para el aprendizaje del inglés?	<ul style="list-style-type: none"> - Pronunciación, vocabulario y significados = 8 - Aclarar dudas y facilitar el aprendizaje = 2 - Mejorar habilidades de la lengua = 7 - No sabe/No responde = 7 	<ul style="list-style-type: none"> - Facilitar writing y speaking = 1 - Pronunciación y writing=1 - Vocabulario= 4 - Listening=1 - Construir aprendizaje comunitario= 1 - Desarrollar habilidades (skills)= 3 - Pronunciación y vocabulario= 4 - Nada= 5
2.2. THE WAY INTERNET TOOLS ARE APPLIED IN CLASS		
4. ¿Has utilizado internet en alguna de tus clases de inglés donde te encuentras estudiando actualmente? De ser así, ¿En qué actividades?	<ul style="list-style-type: none"> - Si, para buscar el significado de palabras = 1 - Si, para mejorar habilidades de lengua = 10 - Si, en la comunidad del curso = 2 -Si, para hacer animaciones en inglés = 1 -Sí, para ver videos, cantar y la comunidad online = 1 - No = 9 	<ul style="list-style-type: none"> - Sí, para mejorar habilidades de la lengua=5 - Si, para el proyecto final= 4 - Si, consulta de wiki= 4 - Si, redes sociales= 3 - Si, quiz = 3 - No usa internet= 1
3. STUDENTS ACCESS TO INTERNET		
1. ¿Tienes fácil acceso a Internet? De ser así,	<ul style="list-style-type: none"> - Si, en mi casa y en el celular = 2 - Si, en mi casa = 12 	<ul style="list-style-type: none"> -No, en mi casa no tengo internet=1 -Si, en mi casa y en la universidad =

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¿En dónde?	<ul style="list-style-type: none"> - Si, en mi casa y en la universidad o colegio = 4 - Si, en un café internet = 2 	<p>13</p> <ul style="list-style-type: none"> -Si, en la universidad solamente = 4 -Si, en un café internet = 2
2. ¿Con qué frecuencia utilizas Internet a la semana?	<ul style="list-style-type: none"> - Casi todos los días = 2 - Todos los días = 16 - 5 días semana = 1 - 2, 3 ó 4 días a la semana = 4 	<ul style="list-style-type: none"> -Todos los días = 15 -2 veces a la semana= 2 -1 vez a la semana= 1 -7 horas a la semana= 1 -3 veces a la semana =1
5. STUDENTS AUTONOMY		
6. ¿Sigues utilizando esas actividades en internet fuera de clase? ¿Cuáles son tus objetivos?	<ul style="list-style-type: none"> - Si, para aprender el idioma inglés = 2 - Si, para tener más vocabulario = 2 - Si, para practicar o mejorar el nivel de inglés =7 - Si, para hacer tareas =1 - Si, para viajar o estudiar en otro país = 1 - No = 11 	<ul style="list-style-type: none"> -Algunas veces= 4 -No=13 -Sí, cumplir con las horas de trabajo autónomo= 1 -Sí, para mejorar=1 -Ninguno objetivo= 18
7. ¿Tu profesor de inglés te ha sugerido páginas de internet para practicar inglés por tu cuenta? De ser así, ¿cuáles?	<ul style="list-style-type: none"> -Si = 20 -No = 4 - Myc11community.socialgo.com =3 - Answer.com = 1 - Wordreference.com = 1 - www.howjsay.com = 1 - www.esl-lab.com = 3 - www.busu.com = 1 - www.aulafacil.com = 1 - www.voxopop.com = 1 - www.cambridge.ora/conectarades = 1 - www.dictionary.com = 2 - www.text-to-speech.imstranlator.net = 1 - www.youtube.com = 1 - www.wordreference.com = 1 - No recuerdan la página =6 - 	<p>Si= 16 No= 4</p> <ul style="list-style-type: none"> - No las menciona= 6 - Pagina de pronunciación y conjugación= 1 - Pagina vocabulario= 1 - Livemocha.com= 1 - Aulafacil=1 - Wordlink.heinle= 1 - How to say= 1 - Teachertube.com= 1 - Wiki.com= 3 - Ninguna=4
8. Además de las herramientas de Internet utilizadas en clase por tu profesor, ¿Has utilizado Internet para practicar inglés por tu cuenta?	<ul style="list-style-type: none"> - Si = 15 - No = 3 - Dos veces = 1 - Algunas veces = 5 	<ul style="list-style-type: none"> -Si=14 -Algunas veces=1 -No=5

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9. Además de las horas de clase establecidas ¿Cuánto tiempo a la semana dedicas para el aprendizaje del inglés?	<ul style="list-style-type: none"> - 20 minutos =1 - 2 horas =3 - 3 o 4 horas =4 - 5 horas = 4 - 6 horas = 2 - 7 horas = 1 - 8 horas = 4 - Todos los días =3 	<ul style="list-style-type: none"> -Cuatro horas= 3 -Todos los días= 1 -Muy poco= 3 -Dos horas= 5 -Solo para hacer trabajos= 1 -Ocho a Diez horas= 2 -Dos horas cada tres días= 1 -Dos a Tres horas= 1 -Treinta minutos= 1 -Una a dos horas= 2
10. ¿Qué estrategias utilizas para practicar inglés en tu casa?	<ul style="list-style-type: none"> - Hablar con otras personas en inglés = 3 - Escuchar música o ver programas en ingles = 13 - Cantar siguiendo la letra = 2 - Con páginas en ingles = 2 - Leer textos en ingles = 4 	<ul style="list-style-type: none"> -Copias y preguntas=2 -Listening= 3 -Leer, escribir y escuchar= 6 -Internet y listening= 4 -No practico= 2 -Traducir canciones=1 -Hablar y leer=1 -Libro guía de ingles=1

Videos

VIDEOS		
VIDEO	POPULATION	INFORMATION
Video 1	Students of C2 of Centro Colombo Americano	The class was held at the AVM Lab from 11:00 to 11:40 am
Video 2	Students from first semester of Universidad de la Salle	The class was held at ULS computer lab from 4:00 to 6:00 pm.
Video 3	Students from first semester of Universidad de la Salle	The class was held at ULS computer lab from 3:00 to 4:00pm
Video 4	Students of C11 of Centro Colombo Americano	The class was held at the AVM Lab from 3:00 to 3:50 pm.

Analysis

Questionnaires' Analysis

Category 1: Teachers' perceptions and knowledge about Internet tools

Regarding knowledge teachers at CCA and ULS have about Internet tools, though they were not asked explicitly about the use of them in education, six of them referred them to their classes and three teachers linked them with research. The rest of the teachers understood tech tools as ways, means, tools, mechanisms and technological aids for different purposes, mainly for communication and information.

Based on this fact, it is evident that teachers try to take advantage of resources apart from textbooks and boards in or out of their classes. Likewise, it is notorious that teachers have had previous experiences using Internet tools, and some applying them in the EFLT.

Moreover, the fact that several teachers conceive communication and sharing information as a key element of Internet tools in their lives shows an understanding of them as a possibility to make communication easier and to have interaction beyond the traditional face to face. In this way as Cantoni and Tardini (2006) state, Internet is mainly a contemporary communication technology that has become into a massive part of people's life, changing their relationships and social life.

On the other hand, when teachers were asked about the kinds of Internet tools they know, plenty of possibilities were mentioned. The Internet tools mentioned by the teachers at CCA were: social networks (4 times), software to record (once), multimedia (once), and web quests (twice), while teachers at ULS mentioned e-mails, (7 times) e-books (twice), podcasts (twice), youtube (once) and online dictionaries (once). Some tools such as web pages, blogs, wikis and chats were included by the teachers from both institutions (15 times)

It is seen that there is no standard to which Internet tools are known by the teachers. Anyhow, in spite of this fact, it was evidenced that the answers at CCA have a tendency for Internet tools related to social Interaction. The type of answers teachers provided shows a clear relation with the approaches each institution has. In the case of ULS the goal is to prepare educators, while the idea at CCA is limited to the English teaching as a foreign language.

Related to Internet tools as a way to foster autonomous learning, almost all of them (16) gave an affirmative response and two teachers from ULS answered with no.

In line with this result, it can be said that teachers are aware to some degree that Internet tools foster autonomous learning. Overall, most teachers have a clear understanding of autonomous learning and the way it can be fostered by Internet tools. Still, some teachers are reluctant to accept this idea probably because they

consider that students see Internet tools as way of entertainment and in the case of education, students use them as an easier way to solve tasks but no to go beyond in their learning process.

Category 2: Use and importance of Internet tools in class

2.1 Purposes of using Internet tools

Considering the use of Internet tools in EFL classes, most of the teachers from CCA and ULS (16) answered that they have used Internet tools in their own English practice. Just two teachers from CCA have not used them to teach.

The answers did not have a clear relation among them, but could be included in plethora of categories. It is important to state that they mentioned more Internet tools when asked about the ones they use, than when asked about the ones they know. This can be due to the fact that teachers have firstly concepts of what Internet tools are in general and the purposes they can work for; and secondly, the real use they are applying in their personal English practice. Consequently, their performance shows a possible gap between theory and practice.

Among the different reasons given by teachers from both institutions, to use Internet tools in their classes, it was found that certain purposes were mentioned. The most relevant ones were motivation and authenticity, which got a total of five

teachers each. Another repetitive aspect (13 times) was that teachers thought that with those virtual environments the classes had a special mood and pace, which make them more enjoyable as well as successful. On the other hand, three teachers did not use Internet tools in class, while three gave no answer.

Based on this, it is relevant to state that Internet is mostly seen as a tool to have meaningful classes with authentic topics. For this reason teachers are willing to make classes more successful with Internet tools. As Ashburn and Floden (2006) mention, there are different purposes to use them, mainly intentionality and authentic work which is evident in teachers' practices and experiences.

It is important to highlight that autonomy does not appear as a main concern for most of the teachers, since only one of them mentioned it. The reason would be that teachers do not have as a main objective to foster autonomy through the use of Internet tools because they believe that these can be used as a way to improve the class work but not to prepare students to use them by their own.

Most of the students from CCA and ULS (36), not only used Internet tools to do homework but also for entertainment, and only one student at the CCA used Internet as a means to communicate with people who live abroad.

According to this result, it can be inferred that students who access to Internet to do homework can consolidate knowledge and information gotten during a class

session because they considerer that internet is a meaningful tool to do homework, so they prefer to use it instead of using books or any other type of resources.

Maybe, it is used because it is a teachers' requirement and teachers conceive it as a way to facilitate learning and reinforce knowledge.

In spite of the fact that Internet tools give students the opportunity to be in contact with native speakers and get closer with the target culture, they do not take advantage of this tool at the moment to access Internet. Though, it would give them the chance to learn the language and increase their appreciation of the foreign culture, as Sanaoui and Lapkin (1992) say.

Concerning Internet as a learning tool, most of the students from CCA and ULS who are engaged in these Internet activities (28), agreed that they are improving English language skills, such as pronunciation and vocabulary. Also, one student from ULS used it to develop cooperative learning through social networks. And twelve students did not find them helpful.

Taking into account this fact, it is evident that teachers still continue seeing the language as a structure; that is why they make emphasis on vocabulary and grammar, rather than conceiving the language as a way to express functions or as Richard and Rodger (2001) say, as a vehicle for the interpersonal relations and the individuals' transactions on social environments.

Another aspect that is evidenced is that at least one student at ULS is concerned about the use of Internet as a way to interact and share knowledge and experiences with people from the target culture.

2.2. The way Internet tools are applied in class

When teachers were asked about if they use Internet tools in their classes, almost the majority of them from both institutions answered yes (17) and there is only one teacher from CCA who does not take advantage of this tool. In addition, there are three teachers from CCA who considered multimedia as part of the Internet tools.

According to the data gathered, it is realized that teachers know the importance of Internet tools in the teaching and learning English process. Among the most common Internet tools implemented in the classes are chats, blogs, wikis, web pages, e-mail and social networks. As Ashbur and Floden (2006) state, these kinds of tools provide teachers with a variety of elements which make learning meaningful and purposeful. First of all, meaningful because it allows students to interact among them and with people from different cultures using the target language. Besides, it is an appealing tool for learners so it makes learning easier and more enjoyable as some of these tools are part of their everyday life. Secondly, Internet tools are purposeful because, they articulate learning aims and assessment of learning to guide the process.

These tools also facilitate teachers' assessment as it is more precise and accurate. Moreover, they foster collaborative work among students as they need to put into practice social skills and values in order to accomplish the tasks successfully.

Regarding the frequency of the usage of Internet tools, the results show that teachers do not use Internet tools frequently in their classes. Only two teachers from ULS use Internet twice a week, while most of the teachers hardly ever use them.

According to these results, it could be inferred that teachers do not use Internet tools frequently despite the advantages they have as a way to support their teaching and students' learning, because the use of them demands more time for planning and assessment.

Another reason might be the lack of enough computers for every student at the computers labs which affect the development of the activities. Additionally, it is important to take into account that both institutions have only one lab for the whole population, for this reason it is difficult for all the teachers to have access to it.

In regards to the process teachers follow at the moment to use Internet tools in their classes, most of the teachers at the CCA (6) follow three main steps that are present, explore and apply. Out of ten teachers at USL, three take into account four main steps to guide Internet activities: set objectives, give instructions, practice and evaluate.

As it is evident teachers at both institutions follow several steps to carry out the task when using Internet. At CCA, teachers have in common three main aspects. First, teachers present the tool they are going to use; secondly teachers have students explore in order to get acquainted with the Internet tool. Thirdly, teachers have students practice the activities they were assigned. It is inferred that teachers from CCA consider exploring the Internet tool before developing the tasks as a fundamental step in the class, however only one teacher mentioned setting an objective as the first step. According to Teeler & Gray (2000), when you decide to use Internet in a class, the first step that teachers should follow is to establish the objectives of the activity. To do so teachers should bear in mind some considerations such as their expectations, time, why they use Internet, population characteristics and students' level.

On the other hand, USL teachers mentioned setting an objective as the main part to develop the activity and additionally teachers consider evaluation as another key step. Nevertheless, teachers were not explicit if they evaluate either the tool or the process.

Teachers at both institutions did not mention interaction among students as one of the steps which is important to “enable students to: evaluate, review, publish, compare, negotiate, simulate, create, investigate, hypothesize, organize, bargain,

debate, interview, listen, watch, retell, examine, experiment, play, survey and report” (Teeler and Gray, 2000:p. 63).

Regarding the experiences teachers have had using Internet tools in class, and the advantages and disadvantages these tools may have, despite of the fact that the question look for two key aspects, all of them only referred to the advantages and disadvantages without describing their experiences when using Internet tools. Most of the teachers (12) recognized that using Internet tools have several advantages such as that Internet tools are appealing for students therefore, students feel more motivated, they have the possibility to access to authentic materials and they have different ways to approach class contents.

As Dudeney (2007) states, Internet tools have widen the ways in which students can communicate providing them with a series of possibilities to access information as consequence, making the learning process more appealing and purposeful for students.

Respecting the disadvantages, fifteen teachers at both institutions identified some difficulties when applying Internet tools in their classes such as time consuming, demanding a lot of preparation, problems with the speed of access, lack of equipment and that the use of these replaces face to face interaction.

In relation to the fact, it is important to bear in mind that when using Internet tools there must be several conditions and requirements in order to have a successful

process. This means, teachers should have the knowledge needed to take advantage of Internet tools, besides they should prepare the activities in advance to guarantee the achievement of the learning objective.

It can be concluded that Internet tools provide teachers with several advantages to facilitate the learning process however, teachers should know how to use them appropriately, and otherwise the expected outcomes of the class will not match with the objectives previously stated. Moreover, the institutions should provide teachers and students with the equipment and resources needed for carrying out the activities.

Talking about Internet during the classes, in both institutions fifteen students used it to practice the four skills (listening, speaking, reading and writing) whereas ten students answered they have never used Internet. In addition, it was found that students also work on social networks, wikis, and online dictionaries.

Based on the results, it could be concluded that teachers use Internet tools as a linguistic practice rather than a communicative means, even when it is known Internet has a wide range of tools which allows students to interact among them and with people from other countries. This situation could be due to the fact that teachers probably still have a structural view of language.

In the spite of the variety of possibilities Internet offers, it is mainly used to look up information, definitions of concepts, meanings, etc, that are related to the

development of homework and written projects. However, it seems that teachers do not encourage students to take advantage of the collaborative work provided, as Ashburn and Floden (2006) mention, on Internet tools such as wikis, blogs, social networks, web-quest, e-mails, etc, which allow them to share their knowledge in order to reach the groups' aims.

Category 3: Students access to Internet

Regarding the access to Internet, from forty four students, twenty nine of them have access to Internet at home and at the educational institutions they attend (university or school). Other students can access to Internet by cyber and mobile devices. Just one student from ULS does not have access to Internet.

What the results show is that the majority of the students have the opportunity to log in to Internet because as Cantoni and Tardini (2006) say, this is a contemporary communication technology that has become into a massive part of people's life.

In spite of the educational institutions offer students the chance to use Internet in a free way, there are still some students that are not aware of the benefits they already have.

Regarding the frequency students from CCA and ULS use Internet, most of them (34) take advantage of this every day. In the case of the rest of the students (10), they use it just from two to four times per week.

Analyzing this fact, it can be inferred that nowadays students have the procedural knowledge required to access and surf on Internet, because it is an appealing tool which has become part of their daily lives. From this perspective, teachers should design on-line activities in which learners are encouraged to practice and reinforce the language by themselves.

Category 4: Teachers' perceptions about autonomous learning

Regarding autonomous learning, two of the teachers from the CCA considered it as students being motivated, four related it to metacognition processes, two understand it as students having the tools to learn on their own, and two of the teachers said that it is the practice outside the classroom. At ULS four of the teachers understand it as the way students work on their own, three said that it is the process by which an individual sets learning goals and discovers or adopts strategies to accomplish them without depending on another person. Two of the teachers stated that it is the attitude that you assume to make decisions by yourself and being responsible for what you do in front of the society. Finally, one teacher said that it is

about taking charge of one's own learning. In other words, it is about having an active and responsible role in planning, doing, and assessing learning activities.

It is evident the differences among teachers from both institutions on the perceptions they have about autonomous learning. While most of the teachers from the CCA just mention key terms about autonomous learning, teachers from ULS have a clearer idea of what autonomous learning implies. This dissimilarity is probably due to the fact that the teachers at ULS have a higher academic background because they belong to a School of Education, this means teachers are educating students who are going to be teachers; as a consequence they are aware that teaching goes beyond the knowledge of the language, it also implies values and strategies to assure long life learning. Whereas at the Colombo teachers focus on linguistic and conversational aspects in their teaching practice because their main purpose is to have proficient users of the language, therefore they only have a general idea of what Autonomous Learning means.

When teachers were asked about the kind of activities on Internet that best facilitates autonomous learning, as in most of the previous questions, teachers mentioned different possibilities but there were not important similarities. However, it can be said that some types of activities could be grouped in general categories. Interaction got six answers that included: blogs, wikis, chats, forums. Also, fun

activities (games) got four answers. The rest of the teachers recall other possibilities such as: quizzes and free tests (5), readings (2), dictionaries (1), broadcasts (3).

The activities proposed by teachers are not limited to specific forms of language; in contrast they are more opened to interaction, which is a key element in the language learning process. Teachers are seeing that by using online activities in the ones students are able to interact, they are fostering autonomous learning.

Though Internet offers plenty of possibilities to interact, the most common type of activities used are related to writing; it means that teachers are not taking advantages of these kind of tools to exploit, in the same way, the other skills of the language: speaking, reading and listening, probably because it is easier to design activities in which students just have to fill out information, or maybe teachers do not know the variety of activities available on Internet.

Category 5: Students' autonomy

Talking about the use of Internet tools as extra activities by the students, teachers have noticed independent work from them in different ways. While, seven teachers realized about it through Internet, five teachers did it offline as in the case of one teacher who asked at the beginning of the following class by the understanding of the activities, and when printed papers were demanded by one teacher. On the other hand, five teachers from both institutions mentioned that they

did not notice extra practice from their students. Even though teachers were leading the activities and giving feedback, sometimes students asked for proper guidance when it was needed.

Based on this fact, it can be concluded that Internet tools are being currently used outside the class in both institutions: CCA and ULS. Also, it can be added that it is done in different ways, so a unique path to deal with them is not followed by teachers. It does not mean that they are not attached to the principles or guides provided by the educational institutions, it means that they have adapted them to each group necessities. It keeps in line with what Brindley (Quoted by Nunan, 1999) stated as one of the main principles in adult education: individuals develop the capacity to control their destiny in which teachers and institutions should be centered on learners' needs.

Considering students requested for Internet extra activities, among the teachers from ULS and CCA, five of them answered that their students requested for more Internet tools to do extra activities, whereas six teachers said no. Only seven teachers said that sometimes or some students asked for extra activities on Internet.

According to the aforementioned facts, twelve teachers have students that are interested in using Internet tools for further practice at home, considering that five of the teachers answered yes and seven answered that sometimes students ask for more sources. In this sense, to achieve autonomy among students, teachers should

accomplish certain roles such as a facilitator or as a counselor. In line with Nunan (1999), when teachers have a role as facilitators, they must guide and cooperate with learners in order to motivate them. In addition, to facilitate students' autonomy, teachers must be aware about what activities are available on Internet in order to counsel their pupils. Since in the fact, it is evident that students request more activities on Internet, it could be inferred that students look at teachers as counselors; it means that teachers have the role of making them more self-directed and skillful.

On the other hand, the rest of the students who, according to teachers, do not ask for more activities to practice are not showing evidence of Internet as a tool for promoting autonomy, because they are not using it by themselves.

Taking into consideration the use of Internet tools outside the class, whereas, twenty three students do not use them out of the class to continue practicing the activities suggested by the teacher, twenty one students from both institutions have used them on their own and with different purposes such as: English practice, enhancement of vocabulary, homework completion, social networks and personal preferences.

Though educational institutions promote the use of Internet out of the class, most of the students do not use them. Still it is hard to define why this happens; some of the variables that can make them reluctant might be the lack of meaningful

tasks and engaging objectives, the activities are not appealing, the instructions are not clear and the poor or inexistent promotion of learning strategies (Metacognitive strategies)

On the other hand, when analyzing the reasons why learners answered affirmative, it is difficult to determine whether they use Internet autonomously or not, because being autonomous implies more than the only use of these tools outside the class, but to develop some metacognitive strategies such as, self-monitoring, planning and stating objectives among others. Besides, according to Benson (2006), autonomy is the capability to take control over people's own affairs, and regarding learning; this means that students manage their own learning process.

Concerning Internet activities suggested by teachers, thirty six students have been suggested with web sites to practice English and only eight students have not. Twenty four students mentioned the web pages, while twelve did not specify anyone.

Based on these results, it is evident that teachers are aware of the importance of these tools in the learning process as an appealing way to foster autonomy in EFL learning. In that way, learners have the chance to practice the language, not just to consolidate the knowledge of the topics they study in class, but also to have more contact with English and to develop the different language skills they want or need

to strength. Additionally, the fact that students remember the URLs shows that they are currently using them.

Analyzing students' answers, it is a fact that twenty nine of them use Internet tools to practice English by themselves. On the other hand, eight students do not use them at all, and seven sometimes practice by working on the web.

Aforementioned, it is inferred that students are aware of the importance of their own learning process outside the class because they not only use the Internet tools provided by teachers, but also the ones they explore by themselves. In line with Benson (2006), autonomy is about people taking more control over their lives - individually and collectively. Therefore, these students are in the process to being autonomous and they are motivated to work on their needs and get a more meaningful learning process in which they can decide the way they learn, when and where to do it, either in or out of the classroom.

According to the time students dedicate to practice English outside the class, all of them (44) practice their English skills, and the majority of them (31) spend around two to eight hours per week almost every day, autonomously as part of their language learning process.

This result demonstrates that students not only practice English in class but also during their free time. It represents that they are taking control of their learning process, and they are involved in the path of exploring resources and suitable

strategies that make easier their language learning. As Oxford (1990) mentions, the learning strategies are highly relevant in ESL because learners are constantly being faced with the challenge of how to interpret and implement the information, in and out of the classroom.

Talking about the strategies used by the students, out of thirty two students, have as strategies to improve their English skills: listening to music or watching videos, reading texts and surfing on Internet. Other strategies used by the students are singing, do translations of texts and work on the practice books. On the other hand, two students do not use any strategy to practice English at home.

Based on the results, it was evidenced that students use cognitive, memory and metacognitive strategies according to Oxford's taxonomy (1990). These strategies, as she says, are tools which help teachers and students to learn and evaluate the learning process in a conscious way. From this perspective, it can be inferred that students are becoming aware of the importance that represents the use of learning strategies as a way to improve their learning process, and teachers are training them, in order to select the most suitable ones according to the purposes they have. Consequently, learners are more motivated to practice English through Internet tools autonomously, because some of the strategies mentioned by them are related to online activities such as: watching videos, listening to music, doing karaoke or chatting.

It is important to highlight that there are still some students who do not use them despite the advantages learning strategies have in the achievement of their language learning goals. This happens probably because they continue depending on the teachers' directions and as a result they are not responsible enough of their own learning.

Videos' Analysis

Video # 1

Category 1: Teachers' perceptions and knowledge about Internet tools

The teacher gave students some web pages that she checked and used before class. It is clear that the teacher knows how to use Internet tools and gives students the main instructions to use them properly. At the same time, the teacher is aware of the advantages to work through on-line tools with the main purpose to improve students' language skills, specially listening and speaking.

Also, she conceives Internet like a means that allows students to be in contact with other cultures; as well, she regards the benefits for the acquisition of a foreign language these tools can offer for improving reading and writing skills, and becoming autonomous learners. As Cummins and Sayers state (1995), Internet gives

students the opportunity to write texts with the “models” of native speakers, which is a different element from their local teachers, peers and community members.

Category 2: Use and importance of Internet tools in class

2.1 Purposes of using Internet tools

The teacher showed students some online resources, such as: howjsay and wordreference; those are dictionaries that not only give the meaning of words, but also give the correct pronunciation of them. After that, students opened the page esl-lab.com, that has several listening exercises and they listened to some conversations and answered some questions about it.

Analyzing the previous information, it is evident that the teacher has a clear purpose for the class, which is an important aspect when teachers plan an Internet-based lesson with clear outcomes. When there are clear purposes, students can be more aware of their learning process and can take advantage of the benefits the Internet tools offer them to improve their English skills. At the same time, they could be encouraged to continue practicing English at home becoming more committed.

2.2. The way Internet tools are applied in class

During the lesson, the teacher showed students some web pages that could be useful for them in their language learning process. Internet was used as a tool to improve vocabulary and pronunciation. She only suggested pages in order to clarify students' doubts, without taking advantage of other sources they can find on Internet, such as social networks. In other words, at this part of the lesson the teacher did not promote interaction among students which is essential when learning a foreign language. However, the use of online dictionaries such as wordreference and howjsay, are good tools for students because these are easy to access, these are constantly updated, they provide authentic materials and they partially foster interaction through forums where both, native and non native speakers, participate. As well, students are more independent since they do not have to wait until the teacher is available to support them.

Category 3: Students access to Internet

It is shown that students at Centro Colombo Americano have access to Internet but with some limitations, for instance the computers were not enough to work individually, therefore the teacher had them work in pairs lending the headphones. Nowadays, it is easy to have access to Internet and most of the students spend time using it, for this reason the teacher takes advantage of this issue,

providing them with some web pages to work at home as part of their autonomous learning.

Category 4: Teachers' perceptions about autonomous learning

The teacher suggested students some web pages where they could develop some listening exercises and practice at their homes. It is evident that teacher wants students to practice on the web pages at homes in an autonomous way. In line with Andrew Littlejohn (Quoted by Benson & Voller, 1997) teachers and materials provide a stimulus to develop activities outside the classroom in an autonomous way.

Category 5: Students' autonomy

It could be observed a lack of training in students on how to use Internet as a tool to learn English autonomously and not only as a source of information. Even though the teacher provided students with some web pages in order to use them in class, students did not seem to realize that Internet could be a very useful tool not only for class, but also for their academic activities and their lives.

In spite of the fact that the teacher showed some kinds of Internet tools in that class and she followed some steps to make an appealing English language class through Internet, there is no evidence that students used those tools in an

autonomous way. Although the teacher introduced the web pages and the students followed the instructions in the class, non feedback was given, which might leave students with a negative washback-effect and a sense of incomplete achievement.

Video #2

Category 1: Teachers' perceptions and knowledge about internet tools

The teacher presented the activity and the homework. Though, some believes can be inferred from this process, not enough evidence was found in order to say what the teachers' perceptions and knowledge about internet tools are.

Category 2: Importance and use of internet tools in class

2.1 Purposes of using internet tools

The teacher gave instructions and asked students if they had understood what they were about to do. Then, students went individually to the computers in order to develop the activity. They opened some links to videos on youtube and metacafe. The videos were about fruits and vegetables with images and spelling. Students were introduced to the I.P.A. and studied the pronunciation. Afterwards, they completed a workshop created by the teacher.

During the class the teacher gives proper guidance to students and is willing to support learners with any difficulty. Once the instructions are clear everybody

goes to the computers to develop the activity. This is an evidence of a class with specific objectives and outcomes due to the fact that students watch the videos and no guidance is needed during the activity. This kind of independent work is a crucial step for them to become autonomous learners, which agrees with what Andrew Littlejohn (Quoted by Benson & Voller, 1997) states about self-direction, which describes a particular attitude to the learning task, where the learner accepts responsibility for all the decisions concerned with this learning, without undertaking the implementation of those decisions. The way to achieve this is trying to modify or adapt the material in ways which are likely to foster autonomy. From this perspective it could be said that when the class has been planned with a specific purpose, it guarantees a meaningful outcome.

2.2 The way internet tools are applied in class

Some workshops were designed by the teacher for students to relate them with some videos about fruits and vegetables. First, students had to watch the videos and practice pronunciation. In this part of the activity students practiced pronunciation and learnt vocabulary and spelling of the topic. After that, they completed the workshops given by the teacher in which they had to find information about phonetics (I.P.A) and meanings. Also, some other vocabulary and expressions

were located. It was presented in a list of twenty two elements and one chart of three columns and seven lines.

Based on the development of the class, it is inferred that the teacher prepared and adapted the material in advance both on Internet and the paper. Thus, in this context, Internet is not necessarily understood as opposite to traditional resources, they can be mixed as she did with the workshops and the videos on YouTube. The teacher should be aware of proper material to fit student's needs in order to have them focused on the activity. Though the videos have some limitations, contrary to online dictionaries, because not every single topic has a video with the phonetics and the pronunciation, this is compensated since they are friendly to the user. When working with first semester students of a basic level, these kinds of tools engage and encourage learners in appealing ways; that is why the teacher designs the lesson with this specific material.

Category 3: Students' access to internet tools

Since the class was developed in the lab, it is evident that the university offers the students the possibility to access Internet. This provides learners with the opportunity to make decisions over what they like or need to study, and at the same time exercise control over the rate at which they are working and assuming greater responsibility for their own language development. It is important to mention the

fact that the teacher assigns homework, which implies the use of some Internet tools showing that students have to access Internet not just in the class, but also out of it.

In order to take advantage of the access the teacher should foster learners to become into explorers of resources and to evaluate their learning potential, so they should reflect on the use of self-access resources trying to find out suitable learning strategies for them without the teacher guidance.

Category 4: Teachers' perception about autonomous learning

The teacher gave the instruction to complete the exercise. Students finished watching the video and solving the workshop. Then, they were told to rehearse (pronunciation, spelling and listening) at home using the videos.

According to the instruction that the teacher gives students, it is shown that she is proposing them to practice at home, which gives them the opportunity to learn by their own which could lead to autonomous learning. From this perspective, it can be inferred that the teacher considers autonomy not as a specific moment but as a process which takes place in and out of the class. Even though the teacher cannot perceive students work, she is sure that students are given with the tools to study by themselves. The way teachers adapt the materials causes as Andrew Littlejohn states (Quoted by Benson & Voller, 1997), a stimulus to develop activities outside the classroom autonomously. One thing to take into account is that autonomous learning

should develop and improve abilities and strategies. Initially, the teacher guides the process and assesses learners in the lab, while students do independent work. This should motivate them to create, design or look for more activities.

Category 5: Students' autonomy

Students did not present behaviors that can be stated as autonomous practices. Most of the activity carried out at the lab is considered as directed by the teacher. Though it is not explicit it can be said that autonomy is a part of the lesson and that students are encouraged to practice with Internet tools which might make them aware of the possibilities offered by tech tools to take the direction of their own learning.

Video #3

Category 1: Teachers' perceptions and knowledge about Internet tools

The teacher presented the tool she was going to implement in class with her students; it was www.mes-english.com which is a tool for teachers that provides them with extra material for their classes. However, she emphasized on how this tool could help learners in their language learning process as well. For this purpose, she showed all the characteristics and benefits this tool offers so they could explore autonomously.

Based on the video observed, it is evident the preparation of the teacher since her instructions were very clear and structured. Moreover, the teacher showed knowledge of the Internet tool as she mentioned several features of it and the way it could be used taking into account the population.

Regarding teacher's perception about Internet Tools, she conceives they have possible uses when learning and teaching. Besides, she considers Internet as a key element in autonomous learning since it allows students to work on their specific needs and whenever they want and decide to do it.

Category 2: Use and importance of Internet tools in class

2.1 Purposes of using Internet tools

During the class recorded, it is clear the purposes the teacher had when implementing Internet in her class. She mentioned two of them; firstly, she made emphasis on how Internet could improve their language skills such as pronunciation which was the main activity during the class. For this purpose she showed students some videos about vowels sounds in English. Secondly, she stated that Internet could develop their teaching practice since it provides extra materials that enhance teachers' performance. Finally, she made evident how Internet tools could contribute

to their autonomous learning given that they have access to these tools at the University and they already know how to use them.

It can be inferred that the teacher took into account her students' needs and prepared the class towards fulfilling them. The teacher knows that the population has two main needs, on one hand students need to acquire English proficiently, and on the other hand, they need appealing tools when they encounter teaching. As Dudeney states, "an Internet class need to be as well planned and structured as any other class" (DUDENEY. 2007:33) therefore, it is relevant to have clear the objectives or purposes of each activity as it was observed in the video.

2.2. The way Internet tools are applied in class

The teacher presented the tool by giving them the link and focusing students' attention on specific features of it. Then, she had them click on the topic they had been working on in class; she explained how this activity could help them increase their vocabulary and how useful it could be for their teaching. Additionally, she showed learners a video to improve their pronunciation and had them practice on the sounds by using the video as a guide.

According to the video recorded, it can be inferred that the teacher followed certain steps to develop the activity in concordance to the objectives. Her class demonstrates organization and preparation, as well as her effort to encourage

students to work on their own. In line with Teeler & Gray (2000), the steps that a teacher should follow when using Internet are: set objectives, design the activity, select the websites, and establish criteria and practice. With this in mind, the teacher follows some steps the author suggest to have a well-structured Internet based class. In the video it is clear that she set the objectives, designed the activity, selected the website and had students practice. Nevertheless there is no evidence she established criteria to evaluate the activity which allows teachers and students to evaluate how successful it is.

Category 3: Students access to Internet

From the video, it is possible to say the university offers students a full-equipped space where they can have access to Internet and develop the activities teachers show them to improve their skills autonomously, but it is not possible to determine if the students have the same access outside the university.

Category 4: Teachers' perceptions about autonomous learning

Along the class the teacher constantly mentioned the importance of being autonomous when learning English and how Internet tools are essential in this process. It is evident this was one of her main objectives when planning this class.

Therefore, it could be said that the teacher perceives autonomy as a fundamental element in foreign language learning.

Though she emphasized on this, it is possible to infer that she assumes that giving students internet tools is enough for them to become autonomous learners, however, other elements are not evident during the class as Benson & Voller state (1997), there are several aspects to take into account when fostering autonomy in the classroom: the capacities that a student should develop in the process from his/her position towards the language; also, the desire to acquire it, the senses of self which allows the metacognitive capacity; the management of sense and the independence where the learner can get engage with the learning. It can be concluded that it takes more than providing students with a list of tools to foster autonomous learning.

Category 5: Students' autonomy

It is important to mention that students showed to be motivated because they were doing the exercises actively during the class, but it is not possible to determine whether they use these tools outside the classroom as part of their autonomous learning.

Video #4

Category 1: Teachers' perceptions and knowledge about Internet tools

During the first minutes of the class, teacher gave some directions about the web pages students had to use and an overall explanation about the elements they could find there. Students were able to ask and write the instructions to use them when they were on the computers.

Regarding the knowledge the teacher has about the Internet tools planned for the class, it is possible to infer that she was truly prepared and she knew the web pages before using them in class. Also, the teachers' knowledge about Internet tools was evidenced not only on the explanation, but also on the design of the activities and the outcomes expected from students. According to Dudeney (2007), when teachers want to apply Internet tools in the classroom, they need to ensure themselves that they know how to use technology very well in order to be confident when introducing students to the web activities and to allow them to achieve the objectives previously stated for the class.

Category 2: Use and importance of Internet tools in class

2.1 Purposes of using Internet tools

Students arrived to the AVM lab and the teacher asked about previous knowledge and gave some instructions about the pages they had to visit during that

class. Before students started using the computers, they were sitting down in the chairs in the middle of the lab, to listen to the instructions, write them and understand the objectives for every activity. The teacher presented the pages esl-lab.com to practice listening, the sounds of American English to review the IPA symbols and voicethreath.com as an extra speaking activity to do at home because the time in class was not enough.

When the teacher finished the guidance, all the students went to the computers and started doing the exercises following the order and the instructions correctly. This is evidence that instructions are very important at the moment of having an Internet-based class, because this provides students with the information needed to understand the goals of the activities and to achieve them. Besides, taking into account the web pages used by the teacher, it is possible to see how each activity represents a challenge for the students, and as Teeler and Gray (2000), explain the Internet tools should be different from paper and pen activities that students can do in any moment. It is important because teachers have the possibility to find a huge variety of activities to do on Internet, than the ones to do with books or papers as in the case of this class where the students practiced pronunciation, listening and speaking in an online environment for communication and interaction.

2.2. The way Internet tools are applied in class

Since the beginning the teacher explained the activities students had to do and the importance of each one. In that way, the first page they had to visit was the *sound of American English*, to practice the IPA symbols and the different sounds the English language has. After that, students went to the web page esl-lab.com where they practiced listening through several activities with different levels of difficulty. Finally, the objective of the class was to use the knowledge from the previous pages to participate in the online community voicethreat.com where they had to record their voices and listened to their partners opinions, in order to interact in the forum designed by the teacher. Students finished the first two exercises and the participation on the forum was assigned as homework.

With the aforementioned, it is possible to infer that the teacher designed the class and the activities as a scaffold process, where students had a preparation on listening and pronunciation progressively arriving to produce the language at the moment of interaction in the online forum. In line with Teeler and Gray (2000), planning online activities with the goal of students to interact and to produce the language is more meaningful and productive than other limited activities. Additionally, it could be inferred that the teacher works based on the principles of the communicative approach which, firstly, develops skills of the language to reach the communicative competence. The first stage was carried out generating awareness of the sounds in *the sound of American English* and practicing the

listening exercise at esl-lab.com; the speaking skill was finally developed at voicethreath.com.

Category 3: Students access to Internet

The teacher made emphasis on the use of the web pages not only for the class but also as an autonomous practice after it. She reminded students that they have free access to Internet at the AVM Lab and that in other places such as their houses, they could also use the web pages.

What is shown is that the teacher is aware about their students' access to Internet in different places and environments apart from the class. It is important to take into account that students can access to Internet without additional fees. The teacher emphasized on these characteristics the institution has in order to encourage students to practice with these activities after class and as a result, foster their autonomy.

Category 4: Teachers' perceptions about autonomous learning

Since the beginning the teacher explained how to use the web pages and she emphasized on how these could help learners for different aspects outside the class, such as pronunciation when reading the IPA symbols on the dictionaries and

speaking when they participated on the online discussion. Finally, they did an online activity to self-evaluate the process.

Regarding these issues, it is evident that for the teacher the web pages presented in class would help students on their own practice outside, and the results would be perceivable not only on their current results but also on the future when they use the language. In the case of the class, the teacher explained students how they could use the tools to develop extra activities and at the same time assess themselves and their results. It is important because learners must be responsible of their own progress in order to take advantage of available opportunities for their own sake, which is crucial in the building of autonomy. However, is important to take into account that students need to be guided in the process to become autonomous, and to develop the strategies that will help them on the learning process.

Category 5: Students' autonomy

There were not evidences that showed students autonomy, though there was a process leading to it. In spite of the fact that he teacher explained them the way in which they could use the tools to improve their language acquisition outside the class, it is not possible to know whether students used Internet as an extra practice to consolidate their learning in an autonomous way, or they just completed the task for the teacher.

Conclusions

- Most of the teachers from both institutions perceive Internet mainly as a resource to improve students' English language skills not only in but also out of the class. Since teachers take advantage of Internet tools for this purpose, it means that they are aware that Internet tools contribute to students' language learning as well as they set the basis to become autonomous learners. Additionally, teachers believe Internet tools promote interaction that go beyond face to face interaction given that most of the Inter tools used by teachers in their classes are wikis, on line communities, etc. which permit students communicate by sharing their ideas, feelings, opinions on certain topics, whereas, few teachers consider Internet tools are a way to be in contact with other cultures.

Regarding the knowledge teachers from both institutions have about Internet, most of them have had experience with Internet tools apart from EFLT. When it comes to use Internet tools in the classroom teachers from both institutions showed knowing plenty of tools that are useful for different teaching purposes. Teachers demonstrated to have a variety of Internet tools according to the language skill they consider it was important to work during their classes.

Teachers from La Salle revealed they consider Internet tools are fundamental for their students, as a tool that enhances teaching practices. When teachers at La Salle used Internet tools they expressed having two main objectives.

In the first place, it was to provide students with the tools to improve their language skills autonomously; secondly, it was to endow with tools that could make their teaching more appealing and meaningful when students finally encounter teaching as their profession. In contrast, teachers from CCA only perceive Internet tools as a possibility students have to improve their language skills.

- The most common purpose to use Internet tools is to get meaningful classes, sometimes with authentic materials, in different topics to improve students' language skills using principally grammar and pronunciation webpages. This confirms that most of the teachers still continue using Internet tools focused on the English level, rather than conceiving them as means for the language to be used in interpersonal relationships allowing cultural exchanges. This should not be misunderstood as a lack of interaction or multiculturalism in the classes; it is just at the moment of activities regarding Internet tools.

Another important objective to bear in mind is that, though teachers use Internet tools to motivate students and to help them become more aware of their own learning process, it is more a way to improve the class work than a way to prepare

students to use them by their own. That is why, in spite of the fact that students are empowered with the resources that allow them to practice the language in and out of the class to become autonomous, still they are not completely aware of when and why to use Internet tools as a support in the language learning process apart from class and homework. This is because teachers emphasize the use of Internet tools to facilitate learning and reinforce knowledge, which relegates autonomy. Therefore, it can be said that classes are designed to encourage students to continue practicing English out of the class becoming more committed, but it is not clearly expressed in the objectives of the class.

- The reason why Internet tools have been implemented in class is because they represent several advantages in the EFL Learning process, for instance, they widen the possibility to have more interactive and engaging activities, inviting students to be more participants and fostering collaborative work and autonomous learning. Nonetheless, those situations depend on the way teachers apply Internet tools in class.

Teachers from both institutions are aware of the importance to be prepared when developing an Internet-based class. Nevertheless, as it demands more planning from teachers and enough equipment is required, they are reluctant to use them frequently. Still, when teachers decide to implement them, the steps followed can be

different due to the perspective, methodology, principles and purposes each institution has. At CCA, teachers follow three main steps: present, explore and apply, being exploring the most important stage of the process. On the other hand, teachers at ULS follow four main steps: set objectives, give instructions, practice and evaluate, considering setting the objectives and evaluating the most important ones. However, teachers do not specify what is evaluated.

- The majority of the students from both institutions have access to Internet, since they have this possibility at their homes, in their hands on devices, and also at the academic institutions. At ULS, there is only one specialized lab for the language program students, in which they have not only access to Internet but the necessary equipment to improve their languages skills, such as headphones, voice recording programs and educative software. However, it is important to highlight that this lab is not only available for English but also for French classes, and it limits the students' access to it. In the case of CCA, there is also a multimedia lab available for students and teachers and with the same equipment characteristics that ULS lab has.

Although the possibilities students have to use the labs at both institutions, and in that way to access Internet, there are certain problems that can affect them. In the case of the university, the equipment is not enough for the amount of students;

also, the lab is mainly booked by teachers just to be used for their classes and non for free practice, so students do not have the chance to take advantage of this place to foster their autonomous learning. At CCA, students have the opportunity to access to the AVM lab at any moment, but they have some problems too, such as time limitation to practice with the equipment and the Internet tools.

- Teachers from both institutions perceive autonomy as a process that might be guided in the classroom in order for students to practice outside. Teachers consider that Internet tools applied in class could help learners to develop learning strategies that can improve their autonomy. Taking this into account, teachers from ULS consider that it is important to discover some strategies to accomplish the learning goals, whereas at the CCA, teachers have another perspective about what kind of strategies they should promote to enhance autonomy; in this case the metacognitive ones.

With this in mind, teachers from both institutions have different ideas of what strategies are useful to apply in class, since they do not have the same purpose. It is known that at ULS students are taught to become teachers, for that reason teachers' perceptions about autonomy are focused on the implication this process involves. On the other hand, teachers from CCA have a linguistic and conversational language purpose that affects their perceptions about autonomy as a process related

to specific behaviors and learning styles such as motivation and metacognition respectively.

- Even though, teachers from both institutions recommend the use of Internet tools to foster autonomous learning, as well as promoting the use of Internet with academic purposes out of the class, it is hard to define whether students use Internet autonomously or not. Autonomy implies more than the only use of these tools outside the class, and it is more about developing some metacognitive strategies such as, self-monitoring, planning and stating objectives among others.

Internet tools are being currently used outside the class in both institutions: students at CCA and ULS feel motivated to practice English through Internet tools, nevertheless it is evident the lack of a suitable strategy that really encourages autonomy among students. Many of the tools teachers suggest in class are easy to manage and students seem to cope with them, but they only use these tools as an easy way to consult or complete tasks teachers assigned. This is due to the lack of meaningful tasks to foster autonomy, unclear and non-explicit objectives, and the poor or inexistent promotion of learning strategies. Finally, it is evident that autonomy is a relevant issue for teachers in the English language process which is part of their lessons when using Internet tools, in spite of this fact the process is not

consolidated properly because students confine their application to class work and homework.

- Along the research project the types of Internet tools that teachers tend to apply in class are those which promote interaction among students and facilitate their language learning. Teachers from both institutions are aware Internet tools contribute to autonomous learning but they do not always provide students with the strategies to use these tools as autonomous learners. Even though both institutions have different learning and teaching purposes, they share the same reason to apply Internet tools in class, which is to motivate and engage students.

Regarding the way teachers use these tools in class, each institution bears in mind different steps when applying an Internet tool. At ULS, teachers consider setting the objectives and evaluating as the main stages in the process while at the CCA they consider exploring as the key aspect.

Even though teachers consider autonomy as a fundamental element in learning, this aspect is still a difficulty for teachers since they do not endow students with the strategies to become autonomous learners. Additionally, teachers do not regard autonomy as the main objective in an Internet-based class.

Pedagogical Suggestion

Nowadays, with the fastest growing of Internet, teachers have implemented more technology in their classes, especially Internet tools. A plethora of web pages were mentioned by teachers of both institutions, Centro Colombo Americano and Universidad de la Salle; the most common ones were social networks, blogs, wikis, and email. The purpose of this pedagogical suggestion is to broaden the perspective of some of the tools that can be used not only to deal with interactive knowledge, but also to foster autonomous learning. Internet has plenty of resources (apart from the mentioned ones above) which allow teachers to create unique learning experiences without dealing with some limitations such as time, real-world physics or budget.

One of these resources can be Web 2.0 that seems to be more interactive and social. It is a type of software that opens more opportunities for course design. Some teachers feel the need to go beyond the web pages tools and work on the usage of educational software to create and develop their own teaching and learning material. This refers to new platforms and immersive environments called metaverses (defined as a collective created space). These have been implemented in education as a fundamental tool to allow access to diverse sources simultaneously; for instance, Croquet Project, Active Worlds, Google Lively and Second Life (SL).

The software this project advises is Second Life. It is sustained in two reasons: the former, Second Life has been one of the most recognized virtual environments adapted to educational purposes. The later, this metaverse has become one means for teaching and learning languages. Beneath, the function of Second life with its applications, and the way it can be used in education are presented.

What is Second Life?

Second life (SL) according to Mason and Rennie (2008) was designed by Linden Lab and launched in 2003. It is a 3-D multiuser virtual environment in which its residents can communicate, interact, explore and do business through avatars and resemble real-world appearance. Also, it is a place that allows its residents to explore different 3D environments, with free access where nobody wins or loses.

Second Life (SL) has its own tools itself, while its users represent themselves through avatars, they can watch YouTube videos, build, chat, enable voice and have access to virtual libraries, parks, games, role plays and some quite different tools, everything in one place.

Second Life is different from other virtual worlds as stated by Newstead due to its high-quality graphics, real-life backgrounds, customizable avatars and lifelike rendering which represent an immersive experience. When the avatar is created,

he/she is able to walk, fly, run, dance and represent facial expression and human body movements as well.

How to use Second Life in Education?

The use of Second Life in education can vary not only from the teacher's perspective and beliefs but also from the subjects and topics to carry out in the class, basically it could be said that Second Life allow any teacher to teach any subject. The only requirement could be having a wide imagination to build-up and fill students' needs. There are some important phases to take into account when setting up a learning scenario and develop a course as reported by Cappler (2010):

- **Course Creation and Setup:** In this first step, it is important to have the University or Institution approval so they can know about the regulations, rules, budget and set-up in Second Life. Then, the students are enrolled using an email address and a Second Life avatar.
- **Use Virtual Classroom:** in this second step, a classroom setting should be developed or created reflecting the topic that is going to be taught, bearing in mind the establishment of some privacy setting and introducing the virtual world to students to get aware of its potential use while knowing the course syllabus, materials and special assignments.

There are many different examples of the usage of SL as a tool in education. While some institutions and universities used them as a blended learning some others have tried to create distance education and allow people around the world to join them.

The following are examples of International Universities that have implemented SL in their classes, talking and teaching a wide range of topics related to their area of expertise: Harvard University developed an experimental course called -CyberOne: Law in the Court of Public Opinion- and its main purpose was to discuss about laws topics. University of Hawaii, just as Dr. Dongping Zheng (Teacher in charge) said, that university created new research projects on fields of foreign language literacy, teacher education and educational technology through second life; that research studies how language development and identity emerge in the trajectory of negotiation for meaning and action. University in Lüneburg, in line with MrGroßpietsch, he has developed BABEL, a Language School in the online virtual world of Second Life (SL), where he and his staff of teachers offered courses in several languages to students all over the world. Those universities are short examples of some of the topics that can be carried out on SL.

As well as many international universities have implemented SL in their permanent courses; national universities such as Pontificia Universidad Javeriana, Universidad del Rosario and SENA are developed their own campuses online thus

their students can have access to it, meet more students and discuss topics of their interest. For example, Pontificia Universidad Javeriana and the PEI (Proyecto Educativo Internacional) created a campus in SL where allows Architecture students to develop a workshop in-world instead of doing it on the real campus in where it was usually done.

Why to use Second Life in Language Didactics?

Second life opens up an entire variety of opportunities for educationalists, teachers and students. It contains a modifiable platform with simple simulations that permits the creation of new learning environments such as landscapes and campuses. As well, it changes the traditional way of teaching and learning and enrich curricula and support distance learning as stated by Mason and Rennie (2008). Also, the platform of SL contains appealing graphics design in which multiple objects can be added and created in order to enrich any learning location.

In addition, this tool allows the use of a diversity of e-learning tools, power-point presentations, chat and voice which promote a social environment. For language learners, it develops communicative skills through the guided instruction of teachers using different contexts. The teaching methods and strategies are alike to the ones used in real-world surroundings such as visiting museums, create discussions, assist to conferences, scavenger hunts, guided tours and one of the most common is role-play in which people should wear, behave and act depending on

their character, resourcing to vocabulary and grammar taking into account the context.

As well as it allows real-time communication, it promotes cultural awareness. Users and learners can travel to representative islands or iconic symbols and places in which they can have an authentic interaction with target language speakers and can be aware of the target culture, managing foreign contexts and discussing about interesting topics to bear in mind when they would consider travelling in real-time to those specific locations.

In spite of the fact that there are several advantages, there are some counterproductive aspects. Usually, residents need some bases which involve from creating an account, asking for friendship and knowing how to explore SL, to appearance modification, objects creation and building. This might be a problematic issue if it is not oriented appropriately by the institutions in charge that it is trying to use it for educational purposes or if there is no full-equipped place.

Aforementioned, although there might be some implications in a pre and whilst use, it offers diverse uses apart from gambling. In line with Meskó (2007), learners can have more support and guidance, being able to connect with people around the world; interactivity, using real-world information through images, PowerPoint presentations, video, WebPages, or creating the environment itself so

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that learners and teachers can have a significant experience implementing and using Internet tools in a computer-session class, distance learning or blended learning.

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Apendix

Teachers Questionnaires**UNIVERSIDAD DE LA SALLE****FACULTAD DE CIENCIAS DE LA EDUCACIÓN****2010**

Dear teacher, we are a research group at Universidad de la Salle; we are working on a descriptive research which main objective is to identify the type of Internet tools used by English teachers in their classes and the advantages these can have for students. The information you provide is very important to carry out this project, it will be used only with research purposes and it will be kept in private
Thank you for your participation and cooperation.

QUESTIONNAIRE

Please answer to the following questions objectively and provide as much information as possible.

1. What do you understand as internet tools?

2. What kind of Internet tools do you know?

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3. Do you use internet tools for your own English practice? If so, which ones?

4. Do you use internet tools in your classes? If so, which ones?

5. How often do you use them for classes?

6. What steps do you follow to apply them with your students?

7. How would you describe the experience of using Internet tools in class? What are the advantages or disadvantages of using them?

8. Why do you use Internet tools in class? Is there any difference in your classes when you use them? Describe them

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9. Do your students use, outside the class, the same Internet tools you used with them? If so, how have you noticed your students practice with those internet tools as extra activities?

10. Do your students request for more internet tools to do extra activities?

11. What do you understand as autonomous learning?

12. Do you consider that internet tools foster autonomous learning?

13. What kind of activities on internet best facilitates autonomous learning?

Students Questionnaires

UNIVERSIDAD DE LA SALLE

FACULTAD DE CIENCIAS DE LA EDUCACIÓN

2010

Estimado estudiante, el siguiente cuestionario fue realizado por un grupo de estudiantes de la Universidad de La Salle y hace parte del proyecto investigativo que busca identificar las herramientas de internet que están siendo utilizadas por los profesores de Inglés y las ventajas que se generan para los estudiantes. Si aceptas participar en la prueba de este cuestionario, te encontraras con preguntas sobre tu experiencia como estudiante y el uso de Internet. Toda la información que nos proporciones se mantendrá privada.

Muchas gracias por tu participación.

CUESTIONARIO

Por favor contestar las siguientes preguntas con toda la honestidad posible y mencionando todos los detalles que consideres necesarios.

1. ¿Tienes fácil acceso a Internet? De ser así, ¿En dónde?

2. ¿Con qué frecuencia utilizas Internet a la semana?

3. ¿Para qué utilizas Internet?

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4. ¿Has utilizado internet en alguna de tus clases de inglés donde te encuentras estudiando actualmente? De ser así, ¿En qué actividades?

5. ¿En qué te han ayudado esas actividades para el aprendizaje del inglés?

6. ¿Sigues utilizando esas actividades en internet fuera de clase? ¿Cuáles son tus objetivos?

7. ¿Tu profesor de inglés te ha sugerido páginas de internet para practicar inglés por tu cuenta? De ser así, ¿cuáles?

8. Además de las herramientas de Internet utilizadas en clase por tu profesor, ¿Has utilizado Internet para practicar inglés por tu cuenta?

9. Además de las horas de clase establecidas ¿Cuánto tiempo a la semana dedicas para el aprendizaje del inglés?

10. ¿Qué estrategias utilizas para practicar inglés en tu casa?
