"TECHNICAL UNIVERSITY OF COTOPAXI"

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

THESIS

THEME:

"VIRTUAL CLASSROOM AS A TOOL FOR DEVELOPMENT SUPPORT OF LISTENING AND SPEAKING OF THIRD LEVEL ENGLISH LANGUAGE CENTER OF AERONAUTICAL TECHNOLOGICAL SUPERIOR INSTITUTE, IN THE PERIOD 2013-2014"

Thesis presented previous obtaining the Sciences of Education Degree with major in the English language

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 Lic. Msc. Martha Cueva

Latacunga – Ecuador

March, 2013

THESIS DIRECTOR'S ENDORSEMENT

In compliance with the provisions of Chapter IV Section 9, paragraph f) of Regulation prevocational course at the Technical University of Cotopaxi, reported that the group made up of graduated students: Fredy Patricio Santacruz Ortega and Oscar Ivan Ochoa Chiliguano, have developed their research work according to the arguments made in the Plan of Thesis.

Under the above mentioned think the group is enabled to present to act in defense of the thesis **"VIRTUAL CLASSROOM AS A TOOL FOR DEVELOPMENT SUPPORT OF LISTENING AND SPEAKING OF THIRD LEVEL ENGLISH LANGUAGE CENTER OF AERONAUTICAL TECHNOLOGICAL SUPERIOR INSTITUTE, IN THE PERIOD 2013-2014"**

Latacunga, March 2013.

Sincerely,

MSc. Martha Cueva
DIRECTORA DE TESIS

"TECHNICAL UNIVERSITY OF COTOPAXI"

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES
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COURT APPROVAL

As Members of the Court we agree with the present Grade Research Report in accordance with the regulations issued by the Technical University of Cotopaxi, and the Academic Unit of Administrative Sciences and Humanities; the postulants: Fredy Patricio Santacruz Ortega and Oscar Ivan Ochoa Chiliguano. Thesis presented previous obtaining the Sciences of Education Degree with mention in the English language with the theme: "VIRTUAL CLASSROOM AS A TOOL FOR DEVELOPMENT SUPPORT OF LISTENING AND SPEAKING OF THIRD LEVEL ENGLISH LANGUAGE CENTER OF AERONAUTICAL TECHNOLOGICAL SUPERIOR INSTITUTE, IN THE PERIOD 2013-2014", We have considered the recommendations issued timely and is qualified enough to be submitted to the Thesis Defense act.

By the above, we authorize the corresponding pasted, as institutional norms.

Latacunga, June 2013

For constancy sing:

PRESIDENT   MEMBER
Lcdo. Edgar Encalada T.   Lic. Sonia Castro Msc.

…………………………………

OPPONENT
Lic. Marcela Chacón

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THANKS

Our thanks go to everyone who helped in this research work, especially the teachers of the Technical University of Cotopaxi, to the Superiors of the Aeronautical Technological Superior Institute.

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To our families who supported us morally, and they were for the difficulties encountered in the course of this project.

<div align="right">Fredy, Oscar</div>

DEDICATION

To my God because despite often put my interests ahead of you, you never missed me and although I am not your most devoted son, in you I trust. Always helped me to move forward.

To **my wife Sandra and my sons Aarón, Nahím and Fredy** for being part of my life and especially because I could always count with you, even though sometimes I give priority to professional and sporting matters, you always were able to understand, you`ll always be in my heart, I love you so much

Fredy

DEDICATION

To **my wife Taty and my sons Kevyn, Domenica and Oscar** because entered on with me this risky way of life with a smile, because you supported me without asking for explanations, for your inconditional support en every moment of this beautiful life, I love you above all things in this world.

Oscar

ENDORSEMENT OF TRANSLATION

As a teacher of Language Cultural Center of the Technical University of Cotopaxi.

I, Teacher Sonia Castro with C.I. N° 050197472-9, CERTIFY that I have reviewed the respective translation abstract.

TEMA: "VIRTUAL CLASSROOM AS A TOOL FOR DEVELOPMENT SUPPORT OF LISTENING AND SPEAKING OF THIRD LEVEL ENGLISH LANGUAGE CENTER OF AERONAUTICAL TECHNOLOGICAL SUPERIOR INSTITUTE, IN THE PERIOD 2013-2014". Delivered by Fredy Patricio Santacruz Ortega and Oscar Iván Ochoa Chiliguano,

Latacunga, June 2013

TEACHER VALIDATOR.

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"TECHNICAL UNIVERSITY OF COTOPAXI"

ACADEMIC UNIT OF ADMINISTRATIVE OF AND HUMANISTIC SCIENCES

THEME: DESIGN AND DEVELOPMENT OF A MODULE WITH INTERACTIVE ACTIVITIES, AIMED TO STUDENTS OF THE THIRD ENGLISH LEVEL AT AERONAUTIC SUPERIOR TECHNOLOGICAL INSTITUTE; ACADEMIC YEAR 2012-2013.

AUTHORS: Oscar Iván Ochoa Chiliguano
Fredy Patricio Santacruz Ortega

ABSTRACT

The thesis project is developed in the language center of the Aeronautics Technological Superior Institute of Ecuadorian Air Force, located in Cotopaxi, Latacunga, established on November 8, 1999. The development of this research was done to determine the use the virtual classroom as a tool for development support of listening and speaking of third level English language center of ITSA, in the period 2013-2014. The study has shown that most teachers and students have basic knowledge about the use of virtual classrooms, but not implemented within the curriculum that is one of the important requirements which will help English language proficiency and thus take advantage of the rapid change in technology applied to education. The professional performance of teachers and the ability to learn a foreign language will be a different, interesting and fun, using technology optimally and effectively within the educational environment. It will improve the professional development and have significant learning students that reach more easily? It is expected that with the implementation of the raised guide is improved teaching methodology within and outside the classroom, and the implementation of new strategies to help potentiate the domain of foreign language in the productive skills of Listening and Speaking.

ÍNDICE GENERAL

INTRODUCTION

The theme Methodological guide interactive, using the virtual classroom as a tool for development support of listening and speaking of third level English language center of ITSA, in the period 2013-2014, has been carefully selected, given the importance in education foreign language learning English. It is divided into three chapters:

Chapter I is an approach to the theoretical framework which is based on the fundamental categories, which made it possible to know the background and scientific research in the bibliography and web sites related to the topic: "Virtual Classroom as a tool for development support of listening and speaking of third level English language Center of Aeronautical Technological Superior Institute.

Chapter II ANALYSIS AND INTERPRETATION OF RESULTS contains a quantitative analysis and interpretation of surveys results which were applied to principals, teachers and students. We also carried out the conclusions and recommendations, based on the results of the obtained. Moreover, as it pertains to the methodology, research approach that contains references to the form of research, applied research the whole universe is the total population that was selected, the operationalization of variables, techniques and instruments that were used to plan data collection and processing it.

Chapter III THE PROPOSAL, the development consists of an interactive methodological guide, using the virtual classroom as a tool for development support of listening and speaking of third level English language center of ITSA. in the period 2013-2014. which consist of objectives, purposes and use. Finally in reference materials accompanying the bibliography and appendices.

1. *Theoretical foundation*

1.1. Background research

PASTRANA Andrés, (1998) said that "At the beginning of the 1990s, the Internet began to revolutionize the education at distance, this distant modality, based on email, websites, and e-conferences, and has proliferated throughout the network. They have begun to create virtual fields, such as the one in New York University, where courses are offered online so students can get extra credits for their qualifications. Also there are "distance" and "on-campus" modality combinations, made since the internet combines the two fundamental pillars of the teaching-learning process: interpersonal communication and access to information, to be integrated in the form of knowledge."

Virtual education can serve as a technological tool of support and it is an alternative in the teaching learning process, without limit of time and space which leads to constant updates and innovations of knowledge. Education must adapt constantly to changes in society, without neglecting the importance of an education based on the development of intra and interpersonal intelligences.

DUART, J. M. (2000). Said that "Virtuality offers us the possibility of creating new environments of relationship, and as such, should be treated differently to extract the maximum potential from them. The richness of these new environments, still in exploration phase, is enormous and his power lies in our ability to know how to use them to the best of its ability. We must change habits, to be creative, to perform in this new environment while we do it. On the generalization of learning for the use, and for the knowledge (practical and theoretical learning) to know how to participate in the environment, is the key to success."

The success or failure of this type of experience depends on many factors. The tasks that teachers play in this type of environments are similar to the tasks that

are performed in traditional classrooms and include: the preparation of materials for teaching, tutoring, guided research work, evaluation, etc. Virtual classrooms represent a breakthrough for the education at distance, breaking the barriers of time and space, offering great comfort to all those students who for various reasons, whether it's work or disability may not attend educational institutions at the established times.

1.2 Fundamental categories

Teaching-Learning process

Andragogy

Educational strategies

VIRTUAL CLASSROOMS

ITCs Functions Limitations

ICTs impact

Computer-based tools

English Language skills: Speaking, Listening
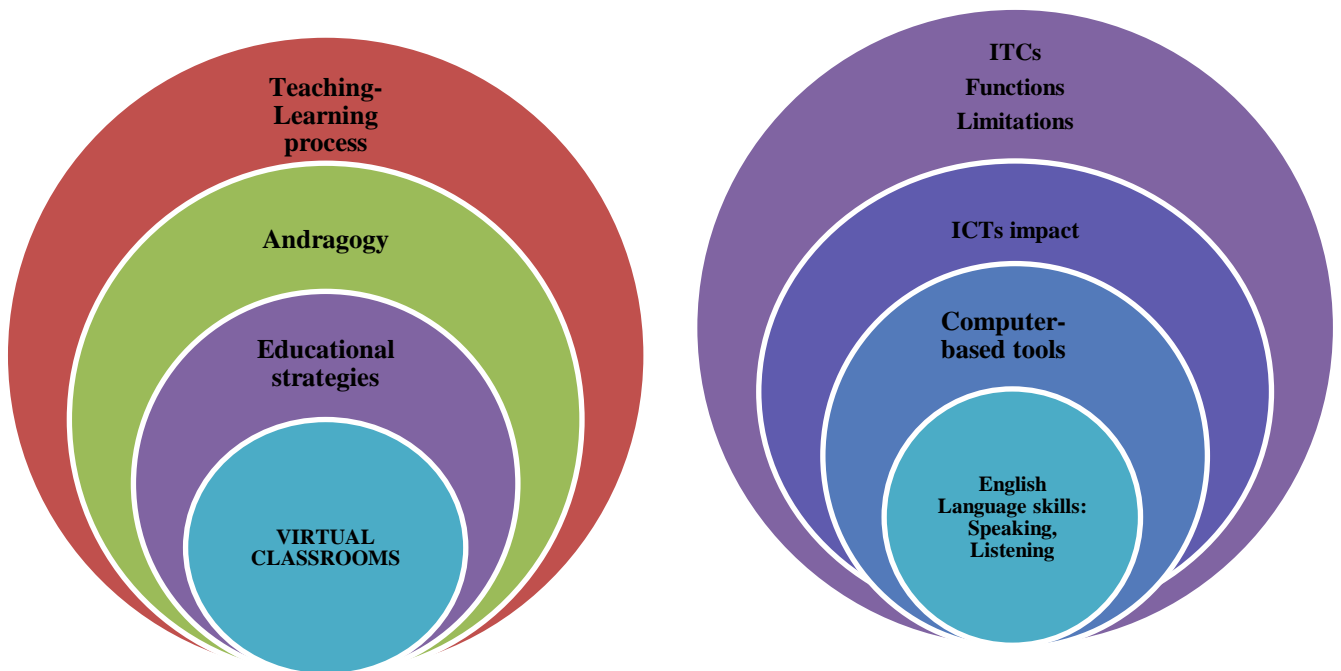
CHAPTER I

1.3 Theoretical framework

1.3.1. Teaching – learning Process

The teaching-learning experience is a process which involves students that benefit from the teachers pedagogic activities. In the same way as well as technology has made changes in society, the teaching learning process also evolved in the form of learning from the students, who should be able to make decisions and have new spaces of knowledge allowing them to develop in the field of technology.

This means that both students and teachers must create a suitable learning environment in which they will function properly. In which also the teacher is not only transmitting knowledge to the student, but functioning as a facilitator that helps in the process of learning the English language. The application of the techniques of information and communication (ICTs), allow students to acquire and assimilate knowledge in a more advanced fashion.

GONZALES, Virginia (2008) says that "current teachers of all educational levels must not only know a lot, but also have the ability to promote in their students the learning of such expertise. The teacher today needs to face his group with the support of a pedagogical training which equips him appropriately to teach in the best way. This "new" teacher has to consider the nature of learning in order to be able to propose effective means of education that produce significant learning". **P. 57**

The process of teaching and learning the English language helps the strengthening of communication skills, which is related to technological development and is

oriented to the continuous, same improvement that favors the development of students and help in the process of formation of the same.

The practice of discerning techniques that help the assimilation of knowledge within the language remains a necessity; given that the students' education must go beyond traditional programs. These programs, therefore, should aim at providing skills and advanced scientific and technological knowledge.

It is important to emphasize that students must be prepared to take on new scientific and technological challenges for it is essential to use science, technology and development that we have at our disposal, used properly it provides students a tool that will help in the acquisition of knowledge.

BRICALL, (2000) says that: "Teaching is defined as an instructive process aimed at educating third parties, facilitating their learning. Also, learning is conceptualized as a process that produces an individual change in the way of thinking, feeling and behaving, responding to the traditional knowledge of: knowing (a set of knowledge), knowing-how (Set of abilities an skills) and knowing how to be (Integration ability) Currently expanded to doing (Ability to put into practice) and wanting to do (interest and motivation to implement) **P. 16**

Therefore, the teaching-learning process must be determined by clear instructions oriented to educate and facilitate learning. That is why, the teaching strategy derived of a reflection on the reasons for teaching, what and how to teach so that the objects of knowledge, skills, abilities and competencies to acquire can be discerned; as well as the method, techniques and the most suitable teaching resources for the same. Furthermore, the teaching strategy must have a mechanism of feedback that allows the teacher to monitor its implementation and correct faults or weaknesses observed.

The activities oriented to the process of teaching-learning-oriented help students educational process. This is the reason why they must be oriented both at the

training, technical, technological and college levels as well as to graduate professional and specialized education, since this constitutes an important factor for the development of the students' knowledge.

Having a defined process within the teaching of students helps the assimilation of knowledge by them, should be noted that teaching, within the actions of educating or training students is clearly dependent on the development of prospects adopted and applied in the classroom.

These objectives must be oriented towards creating a quality education; which, with the support of information and communication technologies such as the internet, can be used in a manner that promotes the process of teaching English to students and reflect its benefits in the field of higher education.

From the perspective of social welfare, enrichment and of the development of cultural, scientific, and humanistic values, as well as the realization of the potentials of students, the teaching-learning process should focus on a technical-technological level education that correlates to the students' level and training cycle.

That is why, the techniques, methods that apply must be directed towards the achievement of the institutional goals and objectives, and especially, to obtain a quality education, which propitiates an accurate level of training, acquisition of knowledge, skills and attitudes, as well as the construction of knowledge within the activities that lead to the process of teaching and learning.

Therefore, teachers today need to have an andrological training which helps to strengthen the pedagogic training which should be oriented to provide sufficient means to help achieve knowledge and to facilitate the student's learning.

1.3.1.1. Methods of teaching – learning

Research considers two fundamental aspects within the teaching process learning which must be oriented to combine characteristics based on the degree of participation, these methods are as follows:

Logo centered or psycho centered methods. The first is based on knowledge which is geared to students who must focus on the principles of learning.

Active or passive role of those involved. Within this we find students and teachers who are part of meaningful learning.

According to **QUITO, Edgar (2009),** "Learning is a natural process. The brain naturally tends to learn, although not everyone learns in the same way. There are different learning styles, different perceptions and personalities, to be taken into account when designing learning experiences for individual students…"

http://www.slideshare.net/patricioquito/tesis-de-aplicacin-de-las-tics-en-el-area-de-ingles

The teaching learning process is based on a number of perceptions which stimulate and help students to design strategies and experiences that enrich their learning. This process should foster an environment that enriches the knowledge of students through the design of attitudes and skills to be promoted within the classroom.

TEACHING LEARNING METHODS

LOGO-CENTRIC METHODS: Centered to the object of education. Types of knowledge: scientific, academic, closed, accumulated, conclusive.	Educator's active role.	Educator's interactive Role	Educator's passive role
	A´ Suscitador-estimulador expositive method	B´ Interactive-productive method.	C´ Active-productive method
PSYCHO-CENTRIC METHODS: Focused on the subject of education. Types of knowledge: previous knowledge, experience, attitudes (capacity to interpret, build, etc.)	A´ Suscitador-estimulador expositive method	B´ Interactive - productive method.	C´ Active-productive method
	Student's passive role.	Student's interactive role.	Student's active role.

Based on the model developed by Hernández-Hernández.

There are different styles of learning and teaching approaches that guide the process of instruction, even at home, that are oriented to satisfy the educational needs; most of which aim at the creation of an interesting environment that stimulates and helps students.

Logo-centered methods are based on a common methodology of traditional teaching; it is here where the educator takes an active part through listening and learning.

Fits emphasizing that the success of the teaching- learning process depends on the correct definition and determination of objectives and contents, as well as procedures that are applied to achieve those objectives within education.

The characteristics of a process oriented towards the achievement of learning objectives might include:

- The function of serving as a means

- Its final character

- Reflection, that is taking a path through a proper orientation of the objectives.

1.3.2. Andragogy

Andragogy plays an important role in the development and education of students and its meaning focuses on the art and science of helping pupils to learn, because in addition to being a resource for learning it also helps the improvement of knowledge and focuses on development based on adult education, as this model allows to increase the knowledge of adults so they exploit their potentialities and expand their knowledge.

Fits emphasize the andragogy configures one instance in which adult education is carried out on the basis of a system of educational quality, thus help in lifelong learning, which will allow the student to take appropriate decisions in order to improve the quality of education

Andragogy is the educational science that is responsible for guiding, conducting and forming the basis of education for adults. Its object is to transmit knowledge through the use of appropriate techniques for their practical application which

allows changes or improvements to the activities and tasks that enable the teaching and learning process.

HENSCHKE, John, (2010) said that "Andragogy (from the Greek Andros; meaning male, and ago, guide or lead) is the discipline of education that tries to instruct and continuously educate man in any period of his psychobiological development depending upon his cultural, ergo logical and social life. As part of its evolution, we can consider: Alexander Kapp, German teacher who used the term andragogy for the first time in 1833 when referring to the school of Plato"

Nowadays, Andragogy constitutes a fundamental basis in education as it has made valuable contributions to psychology and pedagogy. Furthermore, it is oriented to organize the process of teaching and learning within the educational level, wanting to achieve that the student structures a new knowledge. This is likely to be achieved through the selection of appropriate techniques to ensure learning as well as through an adequate development of the assimilation of knowledge in a reasonable and solid way, oriented to improve the teaching.

SAAVEDRA, Manuel (2008) in his book "Dictionary of pedagogy" States that the andragogy comes from the Greek andros, meaning man, and ago, which means driving, the andragogy refers to the science of the adult training, equivalent to pedagogy in science of the education of children. **P. 14**

This author also defines the andragogy as a tool that allows you to design models of apprenticeship training and adult education, based on useful knowledge, and their experience with the environment in which it operates and its social relations with this. For this reason, the andragogy will allow us to build on techniques and pedagogical methods with the objective of raising students' awareness within the educational environment.

Differences between the pedagogical and Andragogical Model

Pedagogic	Andragogic
Difficult to trust	Based on the student teacher interaction.
Planning is based on the teacher	Planning involves the interaction of both students and teachers.
Didactic units	Projects designed to improve learning
Lectures/Readings	Technique of « experience »

Andragogy is based on the interaction teacher-student which facilitates such interactions and organizes the educational activity, where the main actors are the students through a continuous process of learning.

Adults base their process of learning in experiences and their willingness to learn, in this way, the educational process is oriented to the teaching of the faculty (teaching staff) as of students who then become agents of learning, whether in relation to the content or to the process of teaching and learning.

1.3.2.1. Methodology in the andragogy

Andrology methodology allows the enrichment of knowledge through the teaching-learning process, it should be noted that the valid reasons for the improvement are approaches to teaching that will help improve the teaching-learning process.

The learning and development of students should be based on andragogic education, since it allows improving the mode of learning about situations, reality

and experiences that constitute the most important factor in the process of learning. Such process analyzes the experiences that take part into building knowledge that helps in improving the quality of education.

> **"Adult learning methodology can be placed within a specific field concerning the way to plan, manage and direct the educational praxis of adults, emphasizing those aspects which in addition to sustaining the process contribute to enrich the participant's general or professional knowledge through self-learning. What has been examined induces to ensure that the Pedagogical methodology and the Andragogical methodology are based on different psychological principles. The methods used to teach children and adolescents are based on the degrees of maturation that appear in successive periods corresponding to their developments. When the person attains adulthood, i.e., chronological age that allows them to make decisions and be aware of their duties, rights and responsibilities, the appropriate methodology to their learning process takes into account their state of maturity".**
> http://www.monografias.com/trabajos10/sedi/sedi2.shtml   (23-11-2012;
> 15:45)

Andragogy, as suggested would be the science that studies the educational processes, which certainly hinders its understanding, since they are live process which involve different functions in the organism so that the learning process is carried out. For this reason, if the object itself is difficult to define, also is the definition. Because it would be the study of what occurs during the interconnections that happen in each person to learn and the parts of the being in which they take place such as the brain, eye and ear, as well as the responses issued to such learning.

1.3.2.2. Features of the adult learning according to Andragogy

Andragogy has some features within which the teaching learning process is based regarding the education of adults, they include: adults need to learn to undertake a process of formation which they perceive as an element that demands them to learn. I.e. the adult wants to learn and knows where to go.

JIMÉNEZ, Rosario (2010) in her book "Educación de personas adultas en el marco de aprendizaje a lo largo de la vida" (Adult education in the framework of lifelong learning) express that "To Andragogy there are many features that differentiate adults from young people". Paraphrasing the most important features we include the following:

The necessity of knowing, adults need to know why they must learn a thing before undertaking a training process. A first step is awareness that an adult inquires about the usefulness of what they will learn. It is not of worth to an adult to go and study because it is the age or time for it; adults will freely attend the class they need only if they understand what it is and what it is useful for.

Adult self-concept is distinct from the teenager. Students are considered to be accountable for their decisions in life. They have the psychological need to be treated as persons capable of commanding themselves. The relationships to be established by the people involved in their learning have to respect some rules on democracy and communication that break the dynamics of dependency or imposition from the teacher**. P. 180**

Analyzing this, it could be said that adult learning is different from the education of a child or adolescent, since adults acquire knowledge because of their necessity to obtain knowledge and to understand the reason behind things. While it is true that within the teaching and learning process it is essential the interaction student-teacher, within this process the adult develops freely without impositions because he/she wants to attain knowledge through a relationship of experiences and structuring of social relations.

It is important to emphasize that the andragogy is the art of passing experiences, knowledge, values, with the resources that we have at our disposal, such as: experience, teaching materials, the environment itself, laboratories, technological advances, school, art, and spoken, written and body languages.

1.3.3 Educational Strategies

Teachers must focus the teaching learning process to promote the knowledge of the students, so the teacher training must allow them to have the sufficient elements in order to have a proper teaching process.

Learning and teaching should be based on processes that allow integrating the teaching activities, so the teacher can himself learn to understand and interact within the educational environment.

It should be noted that educational strategies enable a transformation of knowledge through a series of cognitive relationships, allowing organizing the information. Consequently, "strategies" areto be understood as a set related to the functions and resources, which are capable of generating schemes which are oriented to incorporate and select information.

In addition to this, learning strategies must be oriented to involve how to learn and set targets and parameters that help to improve the learning of the English language.

GARCIA, Maria (2006) "Educators today, in order to solve social, economic and educational problems that influence the students' education, have been interested in applying methods that allow the personal development of the student, through cognitive skills, which help his operative growth". **P. 118**

Education helps personal development and the development of cognitive skills, since they allow the progress of knowledge.

Hence, educational classroom intervention planning means to adjust the methodological strategies to the mental organization and intellectual student schemes, since the student has the obligation and should be encouraged to conduct their own learning. This will be achieved according to the educator's planning and methodological strategies that he uses in a concrete, precise an organized manner, so his teaching will respond to the demands of the student and thus achieve the integral development of the same.

IYANGA, Augusto (2009) "Some teachers do not review the neither epistemological level, nor update the content of knowledge which they will

develop into classes. Instead, they use projects of learning and methodological strategies that were given in previous years. This gives rise to infer that valid learning is not obtained since each group varies annually, and there are also variations given by the motivation or the influence of factors external to the educational process within its internal dynamics". **P. 189**

We therefore state that it is essential the updating of knowledge based on learning projects and methodological strategies that are consistent with the technological advances help the improvement of the educational process.

It is observed that student learning depends on prior cognitive structure that is associated with the new information, it should be understood by "cognitive structure", the set of concepts, ideas that an individual has in a particular field of knowledge, as well as its organization.

It could also be said that educational strategies are oriented to improve students learning the same as the time used and as used in the classroom in this way is intended to improve the organization of the students mental and intellectual schemes to ensure that they can learn by themselves and not necessarily with the help or presence of the teacher which would be very helpful both to the student as the teaching.

The quality of life is related to higher education; therefore it is vital to be continuously updated by the appropriate use of science and technology. Higher education and research is intertwined with the overall development which benefits society.

The following educational strategies have been adapted from the works on Andragogy.

They have conducted an extensive scientific literature review in the subject of Andragogy and present some strategies to be followed in order to obtain a successful model of adult education.

Such strategies include:

1. Identification of individual differences between the students and groups focus of the learning process with attention to individual differences, on the basis of a prior diagnosis.

2. Connection of the teaching material with the experiences of the student and his life.

3. Emphasis on group activities where learning occurs through interaction, autonomy, collaboration, and negotiation of meanings with others.

4. Capacity and experience on the side of the facilitators.

5. Pedagogical observation of training activities in small groups and timely feedback from teachers to students.

6. Active experiences and collaborative learning with an emphasis on solving problems, using simulations and real-life situations.

According to Gonzales, V. teaching is "provoking dynamics and situations in which you the process of learning in students can occur".

The teaching-learning process has a fundamental importance since it will help transmit knowledge in the academic preparation of a student. Therefore, if we exclude this process, we risk not meeting our objectives, since its absence avoids providing the elements needed to achieve the intended goals. This process makes available a more appropriate methodology in the teaching process which will allow the students to develop new abilities and skills.

Learning strategies are a valuable element of support for the teacher; they provide students a means to facilitate the processing of information through the

appropriate use of procedures and resources of those who promote learning. Among them we can consider the following:

- Teaching strategies must be designed in such a way that they encourage students to observe, analyze, review and seek solutions.

- The teacher must orient the teaching and learning process to a suitable planning and programming with an appropriate elaboration and execution of contents, using every means at its disposal such as technology.

- Organize classes by means of suitable environments that help the students assimilate knowledge.

We could emphasize that the development of the thinking process and the acquisition of knowledge require commitment both by students as teachers, in which the proper use of open educational resources has the possibility of applying them in the English language, by using possibilities of innovation including the use of the technology.

It is also key to stress that the teaching of English as a second language, both for adolescents and adults, has as a fundamental role to achieve communication in English using teaching strategies to allow the students to adopt new approaches to learning, within them, the techniques of information and communication ICT, which without doubt will allow students to adopt and learn the language more quickly and efficiently.

We should not forget that the English has been for the last decades and will apparently continue to be very important in several fields including science, literature, communication and businesses and also since it is a professional development resource.

1.3.4 Virtual Classrooms in Education

Currently, technological advances in virtual classrooms in education within the field of applied English linguistics, allow the development of knowledge of students. In particular this acquisition of knowledge is aided by the use of new technologies which are a core part in the development of skills such as listening and speaking. The advent of virtual classrooms has been an important contribution in the field of English, allowing better teacher-student interaction.

In recent years, the use of information and communication (ICT) techniques, have been an essential part in the process of teaching and learning especially in English language since by using appropriate technologies like: virtual classrooms, chat, forums, video conferencing, among others it can improve the development of skills like listening and speaking in this language.

CABERO, H. LÓPEZ, S. and PÉREZ. (2003) say that:

> **"The success of educational policy in the fields of science and technology must be consistent with programs and projects required for national development, in this way this will guide scientific research towards precise objectives that allow addressing innovation in communications and enter at the forefront of this new tool that offers technology so important to the learning process. It is necessary to identify the internet within its social technological process, as well as its importance in the field of education, is also relevant to know the use of the network in the institutions". P. 25**

Regarding the views presented above, we could say that it is essential that students and teachers are up to date with technological advances. For this alternatives should be proposed that can propel them towards the teaching and learning of such advances. The computer is an immediate instrument of virtual education because it can aid in the provision of several different routes to information, and also has audiovisual tools such as video and sound.

For this reason, the use of this modern technology in educational processes becomes increasingly more frequent and can be a key piece of andrological systems because of its ideal components for better communication. The term "virtual" refers to the integration or grouping of different media such as: photography, animation, video, sound and text. These resources comfort the educational environment for better understanding in learning; this multimedia revolution relies in digitization, i.e., the conversion of this information and its management through the computer. Media included in the term virtual includes:

- **Text:** is the basis of word processors and the underlying information used in the majority of multimedia programs. In fact, the multimedia packages often are electronic editions of books that enable fast information search as well as the incorporation of images in movement, videos, sounds, etc.

- **Graphics:** As humans very focused on learning visually and a chart/graph is a powerful way to illustrate information, so images are an important component of multimedia

- **Animation:** refers to graphic images in movement. It is a particularly useful means to illustrate concepts that involve movement.

- **Sound:** is often used to reinforce understanding of the information presented by other means. It is also an important motivator and capturing element of attention.

- **Video:** live moving images captured by a video camera. They are real-life situations and differ from animation in that these are simply drawings in movement.

Today the management of virtual classrooms is very important since they provide an important source support for the teaching and learning in which can interact

both teachers and students to achieve a better process of teaching, providing us and saving us time to improve our learning process.

BORGES, Federico (2009), in his book University teaching in virtual teaching and learning environments says that "in the virtual classroom, as it happens in the physical classroom, teaching and learning activity develops. In this virtual space, teachers and students meet and communicate with each other and the professors often present didactic proposals to facilitate the learning and, ultimately, to carry out tasks of a training process". **P. 95**

Today the management of virtual classrooms is very important since they provide an important source of help for teaching and learning providing us and saving us time to improve our learning process.

As a result, virtual classrooms can and should be part of a system of higher education that allows us to achieve and strengthen our abilities and skills in the English language, providing us not with a simple tool but with a complex multifaceted support tool to meet our goals. From this is important to emphasize that ICT have been incorporated into the education and there where it is necessary that the institutions in general and teachers in particular make use of them to work together in learning activities with the students at all levels.

Higher education is a process that requires situations to help solve problems that arise for the student, under the guidance of the teacher. It is vital to educate the student so that it complies with his expectations and to help him achieve a proper assimilation of knowledge so he can face such problems by developing attitudes and academic skills.

The appropriate use of technology helps teachers use educational resources in a manner appropriate for the benefit of teachers and students; resources that will contribute to enrich the educational process. So that students can increase their knowledge by incorporating technological elements and teachers can count on

new strategies and forms of teaching, considerably improving the results in the classroom.

English language teaching constitutes a solid base that allows education to contribute to the process of teaching and learning. At the same time it helps to improve the ability in terms of processes related to the study of the English language. This has become a challenge for educators in different levels of education especially in higher education. Here are various forms of teaching being of greater importance that is related to information and communication ICT techniques.

Currently, the study of a foreign language as it is the English language, advances quickly regarding the use of technology for acquiring knowledge and the assimilation of the same. Every day there is a greater demand in the teaching learning process, so it is necessary to educate students with learning abilities, using methods and procedures enabling the strengthening of the educational process and which to orient to a quality education that will help students to assimilate the knowledge in an appropriate manner.

1.3.4.1 Advantages of the Virtual Classrooms

According to the electronic source http://es.scribd.com/doc/7356617/QuE-Son-La-Aulas-Virtuales and adapted to the research work we have the following:

- Virtual classrooms can distribute information in a quick, easy and accurate way to students.

- Students have a new way of learning with new virtual educational tools.

- Virtual classrooms stay accessible at any time.

- They are complemented with virtual learning tools and educational supports.

As it can be seen there are several forms in which ICTs contribute through virtual classrooms. Literature also shows clearly that through the proper use of the same, they can help in the teaching-learning process; since besides containing virtual tools and educational supports, they enable student access at any time. However, it can be considered as a setback the indispensable constant access to the internet, since this is a valuable resource that helps in the improvement of the educational process.

1.3.5 ICT functions and limitations

Information and communication technology (ICT) techniques help to create a new form of teaching and learning, of which they also are an instrument. Within these techniques there is a great range of possibilities that allows its use and implementation within the field of education, always oriented to the needs of the students and teachers.

1.3.5.1. Information and communication techniques

Nowadays the techniques of information and communication technology, ICT, constitutes an important basis in the process of teaching and learning, which influences significantly the levels within educational.

Therefore in order to promote the teaching and learning process it is essential to know to handle oneself within educational environments where a new culture predominates, which includes the digital literacy as a source of information and learning where students can interact using this as a new teaching material that allows the execution of activities related to informatics.

1.3.5.2. ICT functions

Today, having a society that is based on the informatics development, particularly, in the new technologies of information and communication technology (ICT), affects in a positive way the field of education, reason for which it is essential to the proper use of these.

The implementation of technology in education can only be seen as a support tool, it does not come to replace the teacher, but is intended to help the student by making more Visual and auditory elements to enrich the teaching and learning process.

SALES, Cristina (2009) in her book said that: "The planning of an activity or task to be performed with ICTs deserves special attention, as long as it is an element that can help us understand some of the decisions taken by the teacher. When a teacher wants to use technologies, it should reflect that decision in the general planning of the activity, as another resource, with a few specific functions to attain within this framework. **P. 56**

The use of proper planning goes hand in hand with the techniques of information and communication, since these ICTs support the decision-making of teachers regarding the use of technology, as another element of support within the teaching-learning process.

Especially if we visualize that ICTs can be used to permeate to different learning styles, so students will benefit and most importantly will feel understood and assisted by their teachers because the classes that were only based on speech can enrich themselves with images, audio, videos, and a whole range of other items. Virtual classrooms as such certainly help in the process of teaching and learning.

1.3.5.3. The main features of ICT are related:

- Digital literacy of the students.

- Access to information, communication.

- Educational management

- Instructional use to facilitate the processes of teaching and learning

- Communication with the environment

In conclusion ICT functions are based on a communication process which facilitates communication and the exchange of ideas through chat, video conferences among others.

1.3.5.4. ICT limitations

Within the limitations that can be found within ICTs we can name the following:

- **Mechanical problems** as a result of internet connections. To have a proper use of ICTs it is essential to have a wide bandwidth that can cater the service to the number machines that will be used.

- **Reduced space** it is necessary to have large spaces in which the computers or computer equipment can be installed properly.

- **The use of ICTs as a means to access games or to personal use of social networks**, students' misuse can constitute a distractor.

- **Elevated costs** of machines and computers. Certainly not having the money available to buy the computers is a constraint to apply ICTs.

1.3.6 Impact of ICTs

Virtual education looks for the learning of the students through the use of virtual spaces therefore, allows new process of formation to students based on a suitable management that allows the increase in the coverage and quality of virtual education. Its support is the application of techniques of information and communication (ICT) which favors students and educational institutions, having a new resource that will help to improve the training of students through the appropriate use of technology.

From this, we can deduce that teachers must seek ways to improve and develop the communicative competence through commitment and responsibility oriented to the improvement of skills, emphasizing the learning of the language.

The educational possibilities of ICT must be considered in two aspects: their knowledge and their use.

The first aspect is a direct consequence of the culture of today's society. The world of today without a minimum of computer culture cannot be understood. It needs to be understood how the information in its multiple manifestations (texts, images, sounds) is this generated, stored, transformed, transmitted and accessed, if someone is not to be apart from cultural currents. We must try to participate in the generation of that culture. That is the great opportunity, which has two façades:

1.   Integrate this new culture in education, taking it into consideration at all levels of education. That knowledge will translate into widespread use of ICT to achieve, free, spontaneous and permanent lifelong training.

2.   The second aspect, but also very closely related to the first, is more technical. They should use ICT to learn and to teach. For instance, learning any subject or skill can be facilitated through ICT and, in particular, by the Internet, applying appropriate techniques. This second aspect is very tightly related to educational computing.

To do this task well is very difficult. It requires a great effort from each teacher involved and an important work of planning, coordination of the team of teachers. Although it is a very motivating job, tasks arise everywhere, such as the preparation of appropriate materials for the student, because there are usually no texts or educational products suitable for this type of teaching. We have the opportunity to meet that need. It's about creating a way of teaching so that theory, abstraction, design and experimentation are integrated.

1.3.7 Software tools

Software tools such as the internet are very useful, since they allow the creation of new educational environments that facilitate the teaching. They are able to do so, because they allow access to information as well as are a mean to establish and evaluate its structure and use through contexts based on navigation links as images, lectures, forums, among others.

1.3.7.1. Increase of educational modalities

ICT educational modalities provide content to students through programs that facilitate the teaching-learning process, becoming an element of support and potentiating the scenarios and interactive environments, by this means the student can benefit greatly from their use and thus be able to develop within them.

According to DIAZ, Guillermo (2013):

> **"Technological development is the great challenge, is the powerful tool in this world of globalization where knowledge is a "click away" but seems diametrically opposed in most cases for those who somehow prefer to live anchored to traditional teaching ways, without appreciating the benefits of ICTs, not realizing that their students are getting ahead of them in the handling of the computer tools which usually are used or directed to non-productive uses. It is here where teachers on their role of facilitators seem to lose validity to a generation that was born and grew hand in hand with computers, the internet and cell phones; that sail without wreck and that do not get entangled in networks such as Facebook, twitter, hi5, but they get stranded when someone with knowledge of the subject talks about**

pages like www.colombiaaprende.com, www.eduteka.org, and others with purely educational content. It is clear that the challenge of the new pedagogy is, besides the training centered on learning, the generation of strategies that allow integration between teachers, students and technology for productive purposes to continue advancing towards the integral formation of them as beings that think and generate knowledge at the service of their context".

http://www.slideshare.net/guillermodd/uso-de-las-tics-como-herramienta-informtica-educativa-5847384> (23-02-2013; 09:34)

In the case of information technologies, specific software with practical exercises can be used, as well as audio-visual environments which help to motivate and help students. Also it can aid to have more concrete and dynamic media which supports the teaching process, i.e. to build the knowledge.

1.3.8. Listening and Speaking Skills in English

The procedures in terms of ICT, are important since they are oriented to the development of skills both in the listening and speaking, which in turn helps to plan best what is written because it gives the option to check and correct. Given that with the help of ICT the written text acquires a multidimensional character, result of the hypertextuality of multimedia resources and, above all, from the collaboration of different narrative voices.

VYGOTSKY and RUBINSTENIN (1998) understand communication as an exchange of thoughts, feelings and emotions. As the mode of realization of social relations which takes place through direct and indirect contacts of individuals and groups in the process of their life and social activities.

These skills constitute an important role within the English language, since it allows us to communicate and express our ideas as a reality. Therefore, it is of great importance to become proficient in English and achieve a high level in the development of the four basic skills of it, namely: oral expression, writing, reading comprehension and listening comprehension.

1.3.8.1. Development of Listening Skills

In relation to the learning of the English language, as we said before this covers skills such as: speaking, reading, writing and listening. So, the teacher should encourage the development of communication skills in their students. For that it is essential to consider using a clear and affordable language, and techniques that facilitate communication among students.

1.3.8.2. Skills in a Foreign Language, need for their integration

In the teaching of languages **LITTLEWOOD, W. (1981)** defines communicative ability as:

- The ability to understand language and vocabulary structures.

- Linguistic knowledge to interpret the functional meaning that the author tries to communicate.

- Express functional and social meanings.

Information and communication techniques within the teaching-learning process plays a fundamental role, since over technological resources the student has the possibility to practice and develop skills through real-life situations, where real conversations allow them to improve their skills, and also through multimedia and sound environments.

CAPACHO, Rafael (2009) in his book "Assessment of learning in virtual spaces – TIC" articulates that the process of virtual communication, for the achievement of successful feedback is based on the following steps proposed by HICKMAN, BIELEMA AND GUNDERSON:

- "Process of construction of the questionnaire or questions for the evaluation of learning completed by the teacher or virtual instructor (tests, papers, laboratories, etc.)

- Message of evaluation for the virtual student posted via email using a bulletin board or other means.

- The student access to the evaluation using virtual media.

- Response from the virtual student to the teacher decision…" **P. 175**

The process of evaluation within virtual environments requires being oriented to preserve adequate feedback in order to maintain a suitable prior learning to the performance of actions of planning, development, operation and evaluation within the virtual training.

To take advantage of the appropriate use of the tools offered in the internet allows a variety of activities including dialogues through the network, which are common in e-learning, forums and conferences.

CONSIDERATIONS FOR VIRTUAL LEARNING

So that the virtual learning environment has a "climate" suitable for the educational participants certain aspects must be taken care of:

Confidence. It is essential that the students have confidence in the quality of media and materials used in the learning process. This can give them a close relationship with the educational institution to which they belong. Not having access to materials or constant failures in the system that does not receive technical support can arouse distrust in the educational actors.

Interaction. The environment should always lead to the relationship between the educational actors and between the educational institution, as well as the interaction that occurs through learning activities.

Accessibility. In environments saturated with information and technology, there are students and teachers who may feel displaced, confused and distressed.

Motivation. This is essential not only to minimize the defection rates, but to enrich the learning environment. Motivation is given mainly by the facilitator of the group with creative and attractive strategies and activities, but also in harmony with the previous three aspects: the confidence that gives the quality of an educational institution, the permanent dialogue with educational stakeholders and the institution, as well as accessibility.

Currently, within the internet there are different programs that allow access to teachers and students to improve the educational trends which are focused on the process of teaching-learning of the English language, both in terms of the demands of communication and effective access to the technologies of information and communication or ICTs.

This is expressed in the educational model that must support virtual education, which is related with a substantial change in the traditional paradigms, as it seeks to promote an educational offer that is flexible, relevant and of greater coverage. Also it is based on the student who develops academic skills through the appropriate use of technology; this is an essential work that develops to allow a proper and relevant use of information and communication technologies.

Virtual education is an alternative to education, which has impacts within the following aspects such as:

- The offer of online education services which have free software of free access to teachers and students, through its various forms that help in the process of teaching and learning.

- They help strengthen face-to-face, virtual, and distance education modalities, through access to contents and resources online via an appropriate student teacher interaction.

- Information and communication technologies or ICTs, are currently poorly used in the educational context.

For this reason, it is required to pay proper attention to this new process of teaching and learning, through the treatment that requires any atmosphere of learning considering its particular characteristics, elements that compose it and the role that plays each of educational stakeholders such as teachers and students.

1.3.8.3. Engrade

The Engrade program is a valuable tool for teachers and it is a free platform that teachers can use to organize their work.

They can create their own scale of grading, publish the grades of the students, send private messages to students and parents, show tasks, events, notices, and lessons online, create tests online, organize debates, and create study flash cards, all of these in a free and safe way.

As it can be seen the internet offers the possibility to learn and get a large number of informational resources, so that the virtual community, supplemented by the information resources of the network, makes it possible to better interact between the teacher and the student, justifying the flexibility of learning through ICT, to be a valuable resource in the educational process.

CAPACHO, José (2011) cited by MATHUR & MURRAY, 2006 p. 235 in his book "Assessment of learning in virtual spaces – ICT" says that: Based on the strengths of ICT supported by internet to be applied in virtual education, the authors mentioned above conclude than to teach, learn and evaluate educational processes of virtual training is consistent on Social Constructivism; understanding evaluation as a "holistic process, in which it is necessary to consider not only the learning subject, but the external environmental factors affecting learning" **P. 183**

It is also worthwhile to note that virtual spaces today are a new mode of education, and that they constitute a new learning environment which helps to the orientation of the students, through a proper process of teaching and learning, since it shows us a great alternative of innovation within education which responds to the needs of teachers, students of an institution, which shows a personalized attention through this valuable resource as it is technology.

CHAPTER II

2. HISTORY REVIEW

On November 8, 1999, by Ministerial Agreement No. 3237 of the Ministry of Education, Culture and Sports, the Technical College of the Air Force becomes Aeronautics Technological Institute (ITSA), thus constituting an academic center higher technological education governed by the laws and regulations of relevant higher education and CONESUP registered under number 05-003 dated September 20, 2000. To this then opens ITSA civil personnel entering the institution and prepare technologically and form professional qualified technologists who fulfill tasks in the field of civil and military aviation.

2.1   ITSA CHARACTERIZATION

MISION

The Language Centre of Aeronautical Technological Institute will become an academic reference of excellence in teaching and learning English Language nationally, achieving raise the profile quality performance-based professional human, technological and social.

VISION

Contributing significantly holistic professional training developing skills that transcend the social context of an enthusiastic and innovative in performance, able to function effectively and efficiently making use of the English language communication skills, required to successfully face the challenges competitive world.

2.2 STRUCTURAL FRAME

ESTRUCTURA ORGÁNICA I.T.S.A.

```
                              JUNTA GENERAL

        CONSEJO                                    CONSEJO DIRECTIVO
      GUBERNATIVO

                              COMISIÓN DE CONTROL,      COMISIÓN DE VINCULACIÓN CON
                              EVALUACIÓN Y ACREDITACIÓN      LA COMUNIDAD
                                     INTERNA

                              RECTORADO

                                                          ASESORÍA
                                                          EDUCATIVA

                                                          PROCURADURÍA

   SECRETARIA  RECURSOS  SISTEMAS  FINANZAS  LOGISTICA  SEGURIDAD    PLANIFICACIÓN Y
    GENERAL    HUMANOS                                                  DESARROLLO
                                                                      INSTITUCIONAL

                              VICERRECTORADO

                                                          CONSEJO DE
                                                           CARRERAS

   MARKETING   ORIENTACIÓN Y    COORDINACIÓN   CENTRO DE
               BIENESTAR         Y CONTROL     AYUDAS
               ESTUDIANTIL                     DIDACTICAS

         DOCENCIA              INVESTIGACION           SERVICIO
                                                      EMPRESARIAL

      LOGÍSTICA Y          TRANSFERENCIA            EDUCACIÓN
      TRANSPORTES          TECNOLÓGICA              CONTÍNUA

      TELEMÁTICA                                    CENTRO DE IDIOMAS

      CIENCIAS DE          LABORATORIOS             CENTRO DE
      LA SEGURIDAD                                  PRODUCCIÓN

      MECÁNICA             CULTURA FÍSICA           CONVENIOS
      AERONÁUTICA

      ELECTRONICA          EDUCACIÓN A
                           DISTANCIA

      GESTIÓN
      EMPRESARIAL
```

Niveles

- GOBERNANTE
- ASESOR
- APOYO
- HABILITANTE

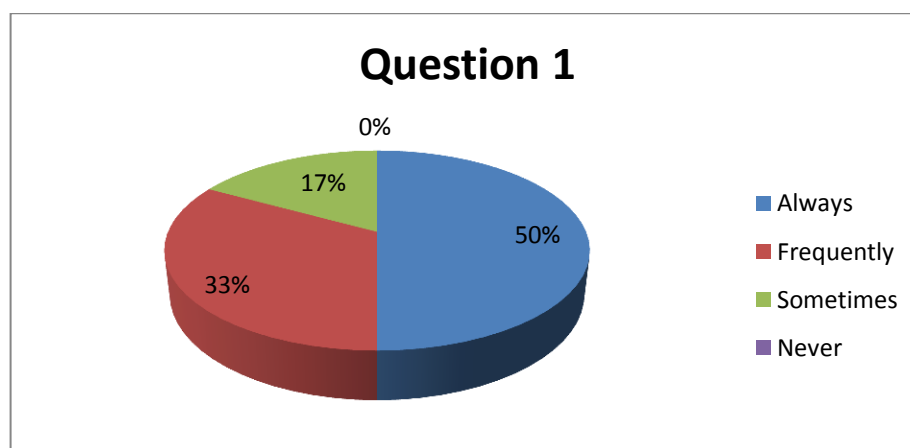## 2.3 ANALYSIS AND INTERPRETATION OF RESULTS

Survey teachers ITSA

Question Nº 1

Do you think it is necessary to apply technology in the teaching of English Language?

Chart Nº 3:

TEACHERS	FREQ	PERC.
Always	3	50%
Frequently	2	33%
Sometimes	1	17%
Never	0	0%
Total	**6**	**100%**

Source: ITSA

Elaborated by: Researchers

Graphic No 1

Source: ITSA

Elaborated by: Researchers

The 50% of teachers say it is necessary to apply the technology in English language learning, often 33%, sometimes 17% and 0% never do.

It is deduced that most teachers consider necessary the application of technology in English language teaching and in this way whether the technological tool may help in learning the English language.
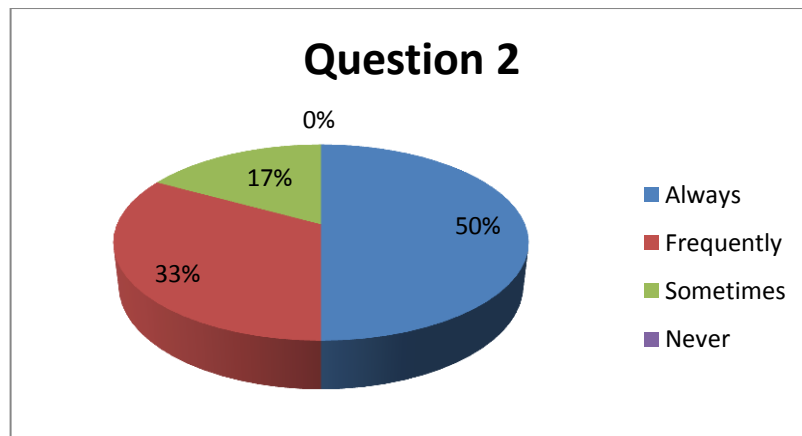
Question Nº 2:

Do you use technology support material for developing English language skills (listening and speaking)?

Chart Nº 4:

TEACHERS	FREQ	PERC.
Always	3	50%
Frequently	2	33%
Sometimes	1	17%
Never	0	0%
Total	**6**	**100%**

Source: ITSA
Elaborated by: Researchers

Graphic No 2

Source: ITSA
Elaborated by: Researchers

In this question the 50% of teachers conclude that they use technological resources to develop listening and speaking skills of English, 33% often, 17% sometimes and 0% never.

As a result in this question all teachers use technological resources to develop listening and speaking skills of English, without consideration as a support tool in the curriculum to teach.
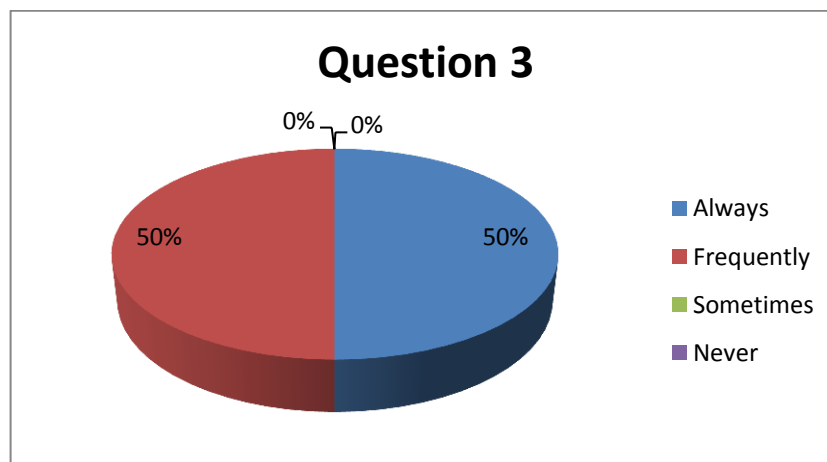
Question Nº 3:

Are you updated on the use of Information and Communication Technology?

Chart Nº 5:

TEACHERS	FREQ	PERC.
Always	3	50%
Frequently	3	50%
Sometimes	0	0%
Never	0	0%
Total	**6**	**100%**

Source: ITSA
Elaborated by: Researchers

Graphic No 3

Source: ITSA
Elaborated by: Researchers

The 50% of teachers use TICS as a part of the teaching process and the other 50% use frequently.

According to the 50% of teachers use the update technology TICS, but the other 50% said use regularly, that permit verify the interest to maintain the technology apply to education on the teaching process.
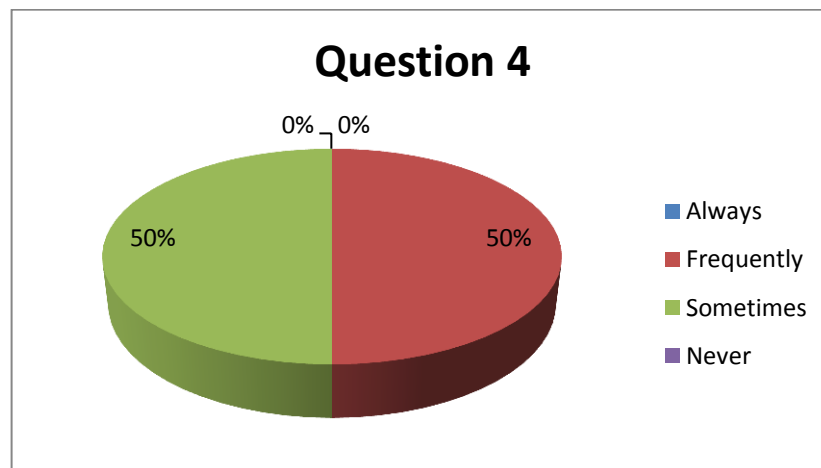
Question N° 4:

Do you researches new methodologies such as ICT when teaching the English language?

Chart N° 6:

DOCENTES	FREQ	PERC.
Always	0	0%
Frequently	3	50%
Sometimes	3	50%
Never	0	0%
Total	**6**	**100%**

Source: ITSA
Elaborated by: Researchers

Graphic No 4

Question 4

0% — 0%

50%   50%

- Always
- Frequently
- Sometimes
- Never

Source: ITSA
Elaborated by: Researchers

50% of teachers always investigate and 50% of teachers often investigate new methodologies within these ICT when teaching the English language.

From it is deduced that there is a great concern of teachers by looking the use of new technologies to help and benefit the students in their care and improve the quality of education in English language learning.
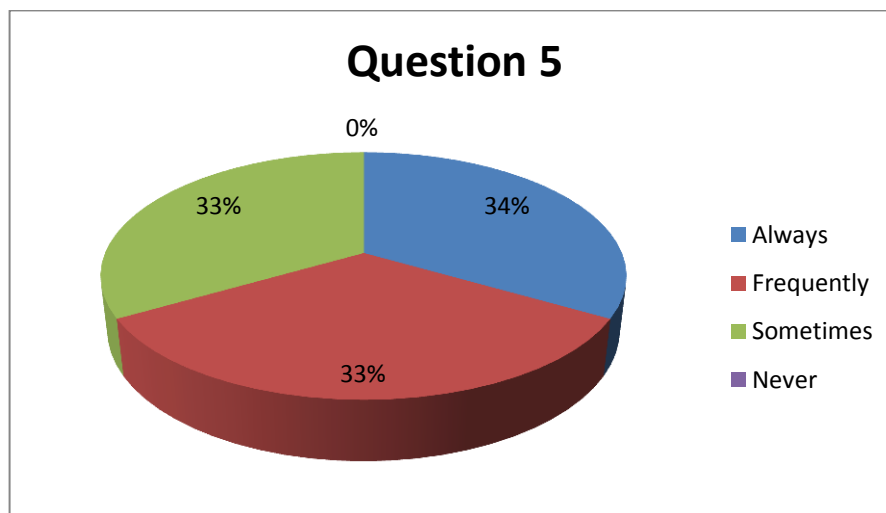
Question Nº 5:

Do you know if your school is using virtual classrooms as a support tool in the development of English language skills (listening and speaking)?

Chart Nº 7:

DOCENTES	FREQ	PERC.
Always	2	33%
Frequently	2	33%
Sometimes	2	33%
Never	0	0%
Total	**6**	**100%**

Source: ITSA
Elaborated by: Researchers

Graphic No 5

Question 5

- Always 34%
- Frequently 33%
- Sometimes 33%
- Never 0%

Source: ITSA
Elaborated by: Researchers

33.3% of teachers surveyed say they always use virtual classrooms as a support tool, often 33.3%, 33.3% and 0% times ever.

From what we can deduce that more than half of teachers do not constantly use within the curriculum of study virtual classrooms as innovative, perhaps for ignorance of use and the benefits they provide, so that students are not motivated towards the new knowledge should be constantly training to teachers so they can apply various methodological strategies in the teaching of English language.
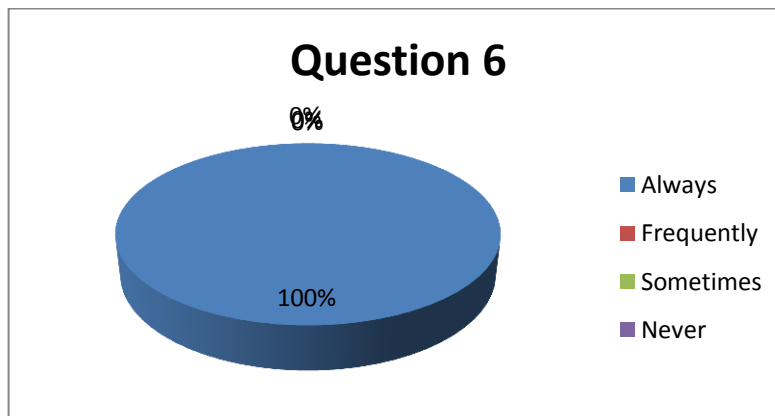
Question Nº 6:

Do you think it is recommended to implement virtual classrooms in the teaching of English?

Chart Nº 8:

DOCENTES	FREQ	PERC.
Always	6	100%
Frequently	0	0%
Sometimes	0	0%
Never	0	0%
Total	6	100%

Source: ITSA
Elaborated by: Researchers

Graphic No 5

Source: ITSA
Elaborated by: Researchers

100% of teachers report that it is appropriate to implement virtual classrooms in the teaching - learning English.

All teachers are fully convinced that the implementation of virtual classrooms in the teaching of English, facilitate and motivate largely teaching-learning process, making it more fun and interactive class times and thus students attend motivated institution.
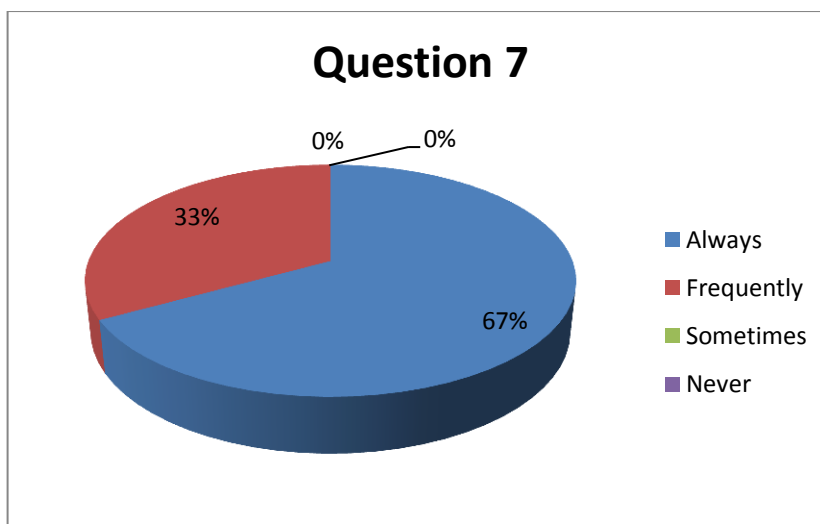
Question Nº 7:

Do you think that ICT helps to improve the interaction between teacher and student?

Chart Nº 9:

DOCENTES	FREQ	PERC.
Always	4	67%
Frequently	2	33%
Sometimes	0	0%
Never	0	0%
Total	6	100%

Source: ITSA
Elaborated by: Researchers

Graphic No 7

Source: ITSA
Elaborated by: Researchers

67% of teachers report that ICT whether they support the interaction between teacher and 33% often.

From it is deduced that all teachers have observed that if there is interaction between teacher and student through ICT, therefore this interaction is important for there to be a proper environment and thus optimizing the use of technology in education.
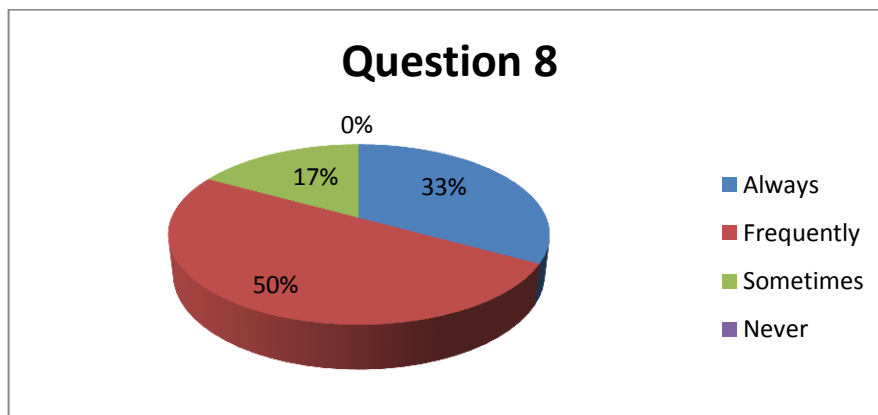
Question Nº 8:

Do you consider that the application of Information and Communication Technology will improve the assimilation of knowledge of the English language?

Chart Nº 10:

DOCENTES	FREQ	PERC.
Always	2	33%
Frequently	3	50%
Sometimes	1	17%
Never	0	0%
Total	6	100%

Source: ITSA
Elaborated by: Researchers

Graphic No 8

Source: ITSA
Elaborated by: Researchers

The 50% of teachers answered that the application of Information and Communication Techniques ICT, if will improve assimilation of knowledge in English language learners and 33% frequently and 17% sometimes.

All teachers are sure that the implementation of Information and Communication Techniques, if support for the assimilation of knowledge in English language learners, that the use of technology helps the learning process for the teacher and innovator motivating for the student.

Question Nº 9:

Do you believe necessary to train teachers and students to the use and application of Information and Communication Technology in the teaching of English?
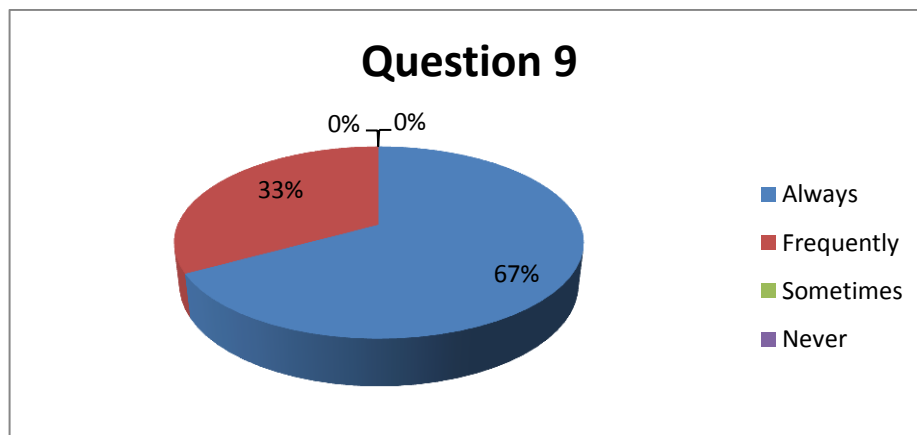
Chart Nº 11:

DOCENTES	FREQ	PERC.
Always	4	67%
Frequently	2	33%
Sometimes	0	0%
Never	0	0%
Total	6	100%

Source: ITSA
Elaborated by: Researchers

Graphic No 9

Source: ITSA
Elaborated by: Researchers

67% of respondents say they if training is needed for teachers and students in the use and application of Information and Communication Techniques in the process of teaching English and the rest 33% frequently.

All respondents expressed the importance of train for the use and application of information and communication techniques in the teaching of English, which will improve the professional performance and therefore language teaching will be more efficient for students.
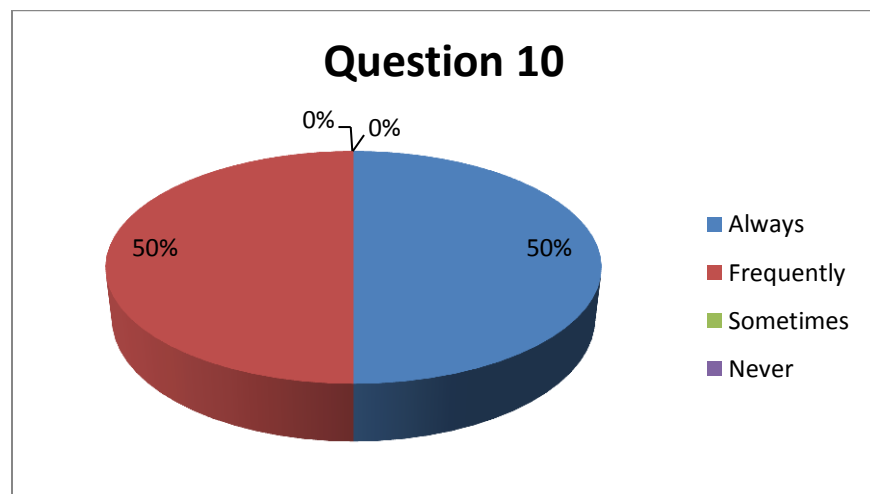
Question Nº 10:

Do you agree with the implementation of ICT (Virtual Classroom) as an important tool to support the practical development of the skills of Speaking and Listening in the English language?

Chart Nº 12:

DOCENTES	FREQ	PERC.
Always	3	50%
Frequently	3	50%
Sometimes	0	0%
Never	0	0%
Total	**6**	**100%**

Source: ITSA
Elaborated by: Researchers

Graphic No 10

Source: ITSA
Elaborated by: Researchers

50% of teachers say they are willing to support the proposed use of virtual classrooms as an important means of support for the practical development of the Speaking and Listening skills in English and 50% often.

All the teachers have realized that technological advances offer many benefits they provide and strengthen education in many areas, with the aim of improving future and have an excellent education they are willing to implement virtual classrooms in the teaching process ITSA's English language.

ANALYSIS AND INTERPRETATION OF RESULTS
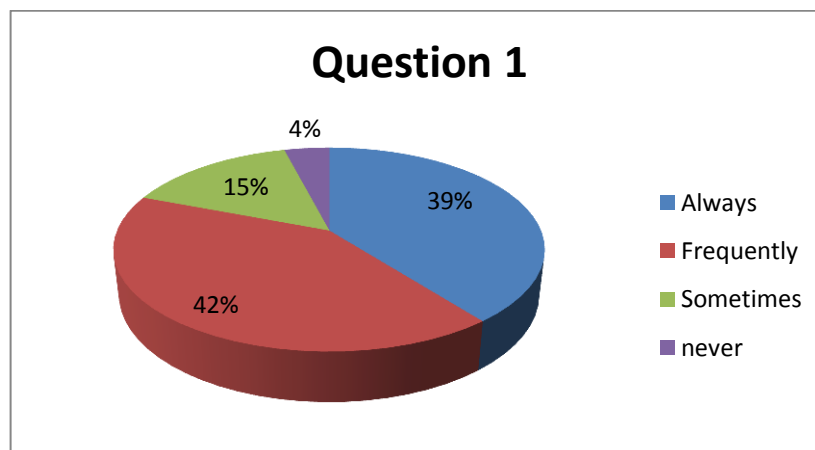
2.4 Survey students ITSA third level

Question Nº 1:

Do you think the teacher teaches English with the use of Information and Communication Technology ICT?

Chart Nº 13:

STUDENTS	FREQ	PERC.
Always	18	39%
Frequently	19	41%
Sometimes	7	15%
never	2	4%
Total	46	100%

Source: ITSA
Elaborated by: Researchers

Graphic No 11

Source: ITSA
Elaborated by: Researchers

39% of the surveyed students indicated that teachers matter if teaches English with the use of Information and Communication Techniques, 41% often, 15% sometimes and 4% never.

Almost all respondents answer the teacher, if you use technology to teach English language, which is very important to incorporate other technological tool such as virtual classrooms.
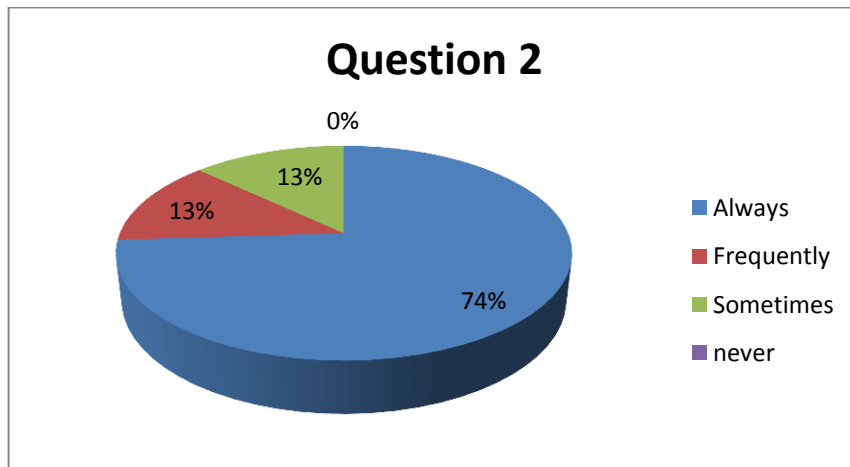
Question Nº 2:

Do you think that the technology is useful to improve the skills of listening and speaking the English language?

Chart Nº 14:

STUDENTS	FREQ	PERC.
Always	34	74%
Frequently	6	13%
Sometimes	6	13%
never		0%
Total	46	100%

Source: ITSA
Elaborated by: Researchers

Graphic No 12

Source: ITSA
Elaborated by: Researchers

74% of the students expressed that the Information and Communication Techniques, if useful for improving English language skills listening and speaking, 13% often and 13% sometimes.

This information shows that all respondents state that if technology facilitates the learning process. So should be used technology to improve the skills of listening and speaking the English language.
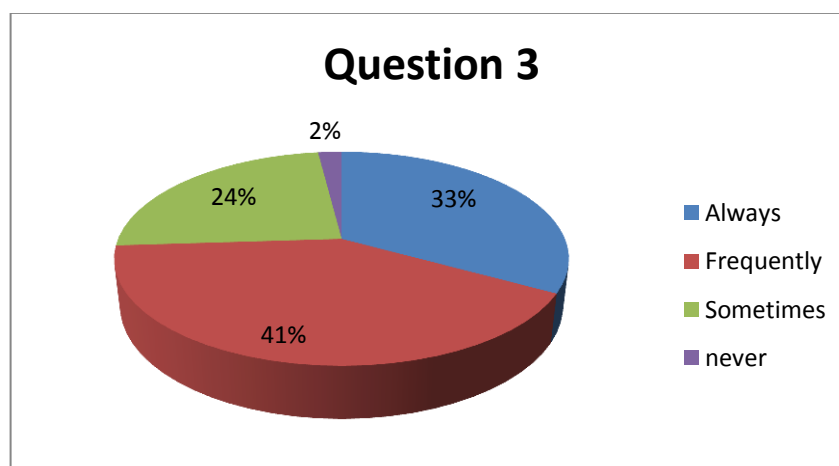
Question Nº 3:

Do you believe that teachers apply Information and Communication Technology to help the assimilation of English language skills?

Chart Nº 15:

STUDENTS	FREQ	PERC.
Always	15	33%
Frequently	19	41%
Sometimes	11	24%
never	1	2%
Total	46	100%

Source: ITSA
Elaborated by: Researchers

Graphic No 13

Source: ITSA
Elaborated by: Researchers

The 33% of students answered that their teachers if they apply information and communication techniques to help the assimilation of knowledge, 41% often, 24% sometimes and 2% never.

Verifying if teachers apply information and communication techniques in the teaching of English language, but should be used a specific tool such as virtual classrooms, to provide and strengthen English language skills.
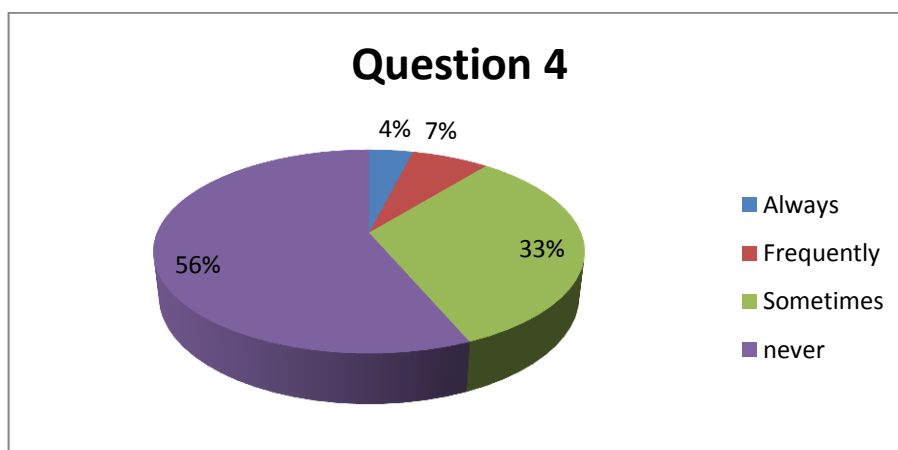
Question Nº 4:

Are the virtual classrooms used by the teacher in the process of teaching English?

Chart Nº 16:

STUDENTS	FREQ	PERC.
Always	2	4%
Frequently	3	7%
Sometimes	15	33%
never	26	57%
Total	46	100%

Source: ITSA
Elaborated by: Researchers

Graphic No 14

Source: ITSA
Elaborated by: Researchers

The 4% of students answered that virtual classrooms are used by the teacher in the process of teaching the subject English, 7% often, 33% sometimes and 57% never.

It can be interpreted that the use of virtual classrooms in the teaching process has no constancy and a timetable established in the academic curriculum and is very important because the continued use and appropriate help improve English language skills and thus maximizing the benefits that technology provides for education.

Question Nº 5:

Do you think it is important to implement virtual classrooms in the teaching of English?

Chart Nº 17:

STUDENTS	FREQ	PERC.
Always	32	70%
Frequently	9	20%
Sometimes	4	9%
never	1	2%
Total	46	100%

Source: ITSA
Elaborated by: Researchers

Graphic No 15
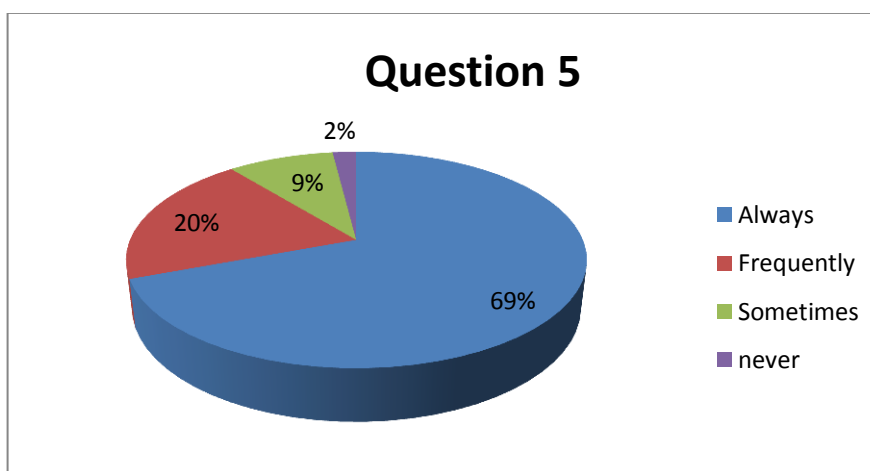
Source: ITSA
Elaborated by: Researchers

70% of students answered that if it's important to implement virtual classrooms in the teaching-learning process of English, 20% frequently, 9% sometimes and 2% never.

It can be concluded that the majority of students believe that it is important to implement virtual classrooms in the teaching-learning process of the English language, expect the teachers integrate new technologies in their work and thus to obtain meaningful learning.

Question Nº 6:

Do you think that ICT helps to improve the interaction between teacher and student?

Chart Nº 18:

STUDENTS	FREQ	PERC.
Always	27	59%
Frequently	14	30%
Sometimes	5	11%
Never	0	0%
Total	46	100%

Source: ITSA
Elaborated by: Researchers

Graphic No 16
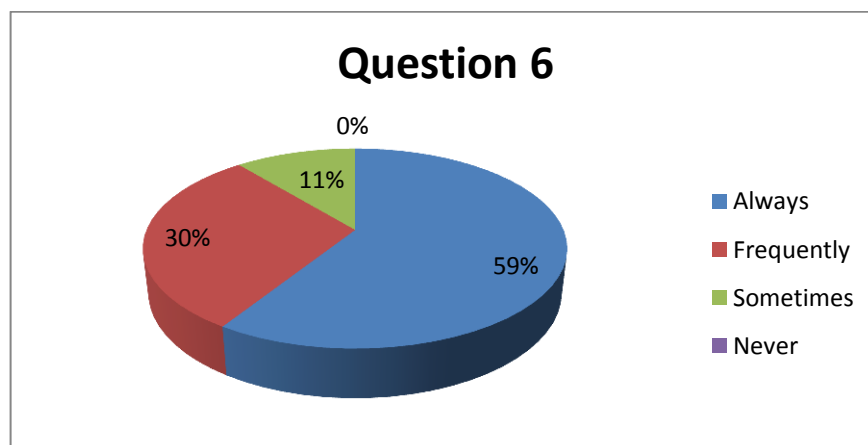
Source: ITSA
Elaborated by: Researchers

59% of students believe that information and communication techniques whether they support the interaction between teacher and student, 30% frequently, 11% sometimes and 0% never.

It is concluded that the highest percentage of students if they believe that information and communication techniques improve the interaction between teacher and student, still important to have a suitable environment within the classroom.

Question Nº 7:

Have you done any educational activity through virtual classrooms?

Chart Nº 19:

STUDENTS	FREQ	PERC.
Always	5	11%
Frequently	13	28%
Sometimes	11	24%
never	17	37%
Total	46	100%

Source: ITSA
Elaborated by: Researchers

Graphic No 17
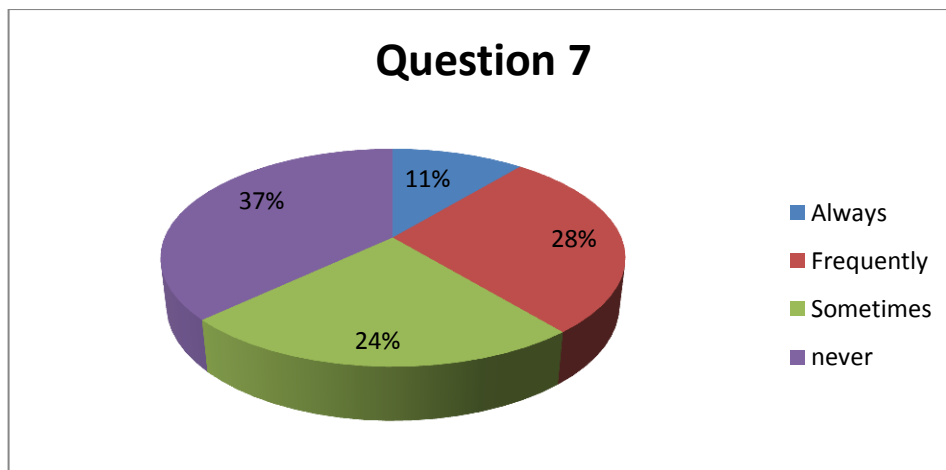
Source: ITSA
Elaborated by: Researchers

The 11% of students have made some educational activity through virtual classrooms, 28% frequently, 24% sometimes and 11% never.

It is concluded that a low percentage of students performed educational activities using virtual classrooms, is the reason that you must implement virtual classrooms as an important and basic tool that helps the development of English language skills.

Question Nº 8:

Do you think Virtual Classrooms serve as support for the practical development of speaking and listening in the English language?

Chart Nº 20:

STUDENTS	FREQ	PERC.
Always	31	67%
Frequently	7	15%
Sometimes	7	15%
never	1	2%
Total	46	100%

Source: ITSA
Elaborated by: Researchers

Graphic No 18

Source: ITSA
Elaborated by: Researchers

67% of students think that virtual classrooms always serve as an important means of support for the practical development of the expression and understanding of English, 15% frequently, 15% sometimes and never 2%.

This information shows that more than half of respondents report that virtual classrooms serve as a means to support important development of speaking and listening practice English language, giving a great viability to the proper use of this modern tool technology.

Question Nº 9:

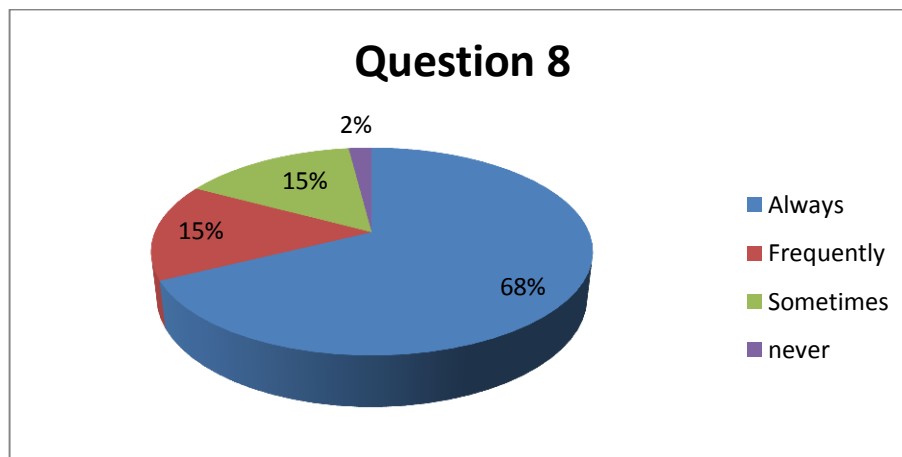Do you consider necessary the use of virtual classrooms in the practical development of speaking and listening in the English language?

Chart Nº 21:

STUDENTS	FREQ	PERC.
Always	27	59%
Frequently	13	28%
Sometimes	6	13%
never	0	0%
Total	46	100%

Source: ITSA
Elaborated by: Researchers

Graphic No 19

Source: ITSA
Elaborated by: Researchers

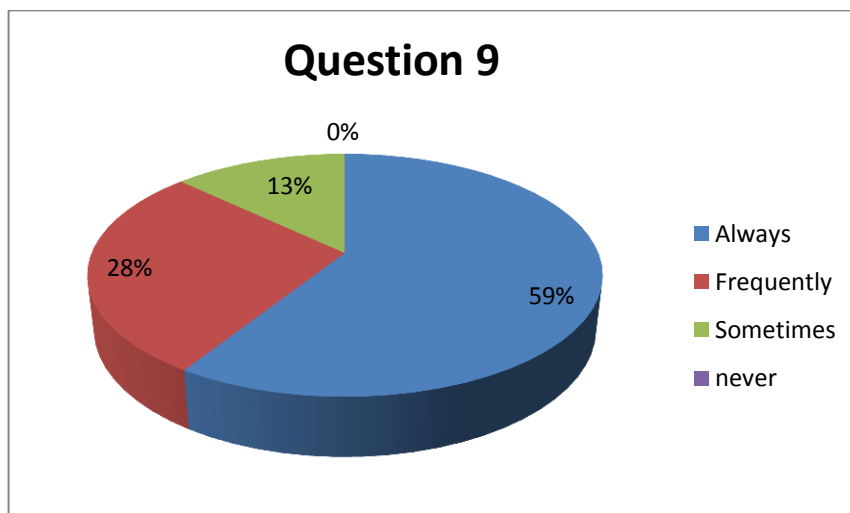59% of students answered that it is always necessary to use virtual classrooms in the practical development of speaking and listening in the English language as part of their learning, frequently 28%, sometimes 13% and 0% never.

It follows that most students consider necessary the use of virtual classrooms in the practical development of speaking and listening, which will allow integral development of the English language learning.

Question Nº 10:

Do you believe that you will improve the development of speaking and listening English language when implementing Virtual Classrooms?

Chart Nº 22:

STUDENTS	FREQ	PERC.
Always	32	70%
Frequently	11	24%
Sometimes	2	4%
never	1	2%
Total	46	100%

Source: ITSA
Elaborated by: Researchers

Graphic No 20
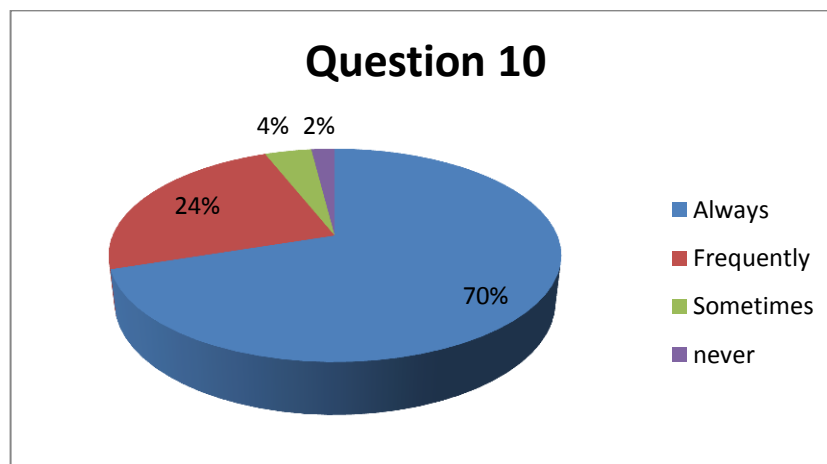
Source: ITSA
Elaborated by: Researchers

70% of students answered that always significantly improve the development of speaking and listening to implement virtual classroom as part of the learning of the ITSA, 24% frequently, sometimes 4% and 2% never.

It follows that almost all students think that to implement virtual classrooms ITSA will significantly will improve speaking and listening, they may also practice without attending the institute and from anywhere is found a student.

2.5 INTERVIEW TO THE PRINCIPALS ITSA

Question Nº 1:

Do you consider necessary the application of technology in the teaching-learning of English?

Conclusion

After the analysis of the answers of the directors, the use of technology in the educational process, is important as it can strengthen some topics covered in the classroom, and should be considered only as technological support as a dependency but not total, it is always best in comprehensive education classrooms, in addition technology is an indispensable tool in the teaching-learning process in all areas and especially in the area of English, and allows students to shared learning both speaking and listening.

Question Nº 2:

Does the use of technological means to develop listening and speaking skills of English create greater trust and credibility of the institute?

Conclusion

After the analysis of the answers of managers, the proper use of technology to teach English language, be beneficial for students, as well as to the credibility of the institution is strengthened After the analysis of the answers of managers, the proper use of technology to teach English language, be beneficial for students, as well as to the credibility of the institution is strengthened and credibility and trust will reflect the academic level that our students demonstrate to the community.

Question Nº 3:

Do you as a manager relies on the implementation of new technological tools to improve the English language skills?

Conclusion

After the analysis of the answers of managers, since the implementation of new technological tools will help strengthen the English language skills and this will improve and motivated to learn a foreign language, in addition this institution cannot be left out of technological development especially considering that English language teaching tool required for the proper development of listening and speaking English.

Question Nº 4:

What the school is used as a virtual classroom tool support in developing skills of listening and speaking the English language?

Conclusion

After the analysis of the answers of managers, unfortunately not because the institution has areas specifically designed for virtual classrooms, since you need personalized assistance; it is used in a sporadic and certain times, because as managers must plan set times to give this tool more useful to modern technology.

Question Nº 5:

Do you think convenient implementation of virtual classrooms in the teaching - learning English?

Conclusion

After the analysis of the answers of managers, the implementation of virtual classrooms directly helps a most significant development of the English language, considering that it should always be used in a timely manner to facilitate listening and speaking

Question Nº 6:

Do you believe that the use of Information and Communication Techniques improve English language skills?

Conclusion

After the analysis of the answers of managers, the use of communication techniques will keep always an interest and creativity in the teaching of foreign language giving more opportunity to master the English language.

Question Nº 7:

Would you agree to implement the use of virtual classrooms in the school's academic curriculum once a week to reinforce the lessons taught to improve English language skills?

Conclusion

After the analysis of the answers of managers, the implementation of virtual classrooms in the academic curriculum, would provide facilities to help improve English language teaching, which must be optimized considering technological means to help improve education and thus breaking old paradigms in the field of education.

2.6 Conclusions and Recommendations

Conclusions

- The virtual classrooms improve the productive skills of English language (listening and speaking).

- It is necessary for teachers and students to be trained in the use and application of Information and Communication Techniques in the teaching of English, because technological advances have grown up quickly, provided opportunities to develop new methodological strategies that facilitate foreign language learning.

- Teachers and students have knowledge of the use of technology applied to the educational process, a methodological guide with interactive activities is necessary for improving the teachers and students learning.

Recommendations

- The implementation of virtual classrooms in the educational process, in order to improve students' performance with innovative and interesting programs that provide facilities to interact with technology and with the teacher, these extracurricular activities will strengthen the productive skills of listening and speaking the English language,

- To keep updated and trained teachers and students with the use and application of Information and Communication Techniques in the teaching of English, because the successful implementation of technology facilitates the learning of a foreign language.

- A methodological interactive guide, using the virtual classroom as a tool for development support of listening and speaking skill to help strengthen foreign language learning in the institution.

CHAPTER III

3. DESIGN OF THE PROPOSAL

3.1 INFORMATIVE DATA

INSTITUTION : "AERONAUTICAL TECHNOLOGICAL SUPERIOR INSTITUTE"

CAREER: English

PROVINCE: Cotopaxi

CANTON: Latacunga

PARISH: El Salto

NEIGHBORHOOD: La Libertad y Trabajo

PHONE: (03) 2 810 – 158

KIND OF INSTITUTION: Public

LEVEL: Pre - Graduates at University Technical of Cotopaxi

RESEARCHERS: Fredy Santacruz and Oscar Ochoa

STUDENTS NUMBER: 46

TEACHERS NUMBER: 6

3.2. PROPOSAL DESCRIPTION

The development of interactive methodological guide, is one of the modern strategies that will further develop and improve the productive skills of English such as the Listening and Speaking, this guide will increase the cognitive level of a foreign language in an interesting and dynamic, and various innovative activities are used; and proper use of modern technological tools that allow teachers to update their knowledge and find new strategies to help students to acquire new knowledge in an easy and fun way.

The combination of technology and the proper use of virtual classrooms, has made great achievements in the development of English language skills, to be effective and very productive, and that can be used for classes taught reinforcements or turn can impart classes virtually, being a potential technological tool to strengthen the weaknesses found in the process of teaching and learning of English.

The guide will promote student motivation and meaningful learning and foreign language, teachers also feel innovative and motivated, since the use of new tools to support education contribute to the creation of a suitable environment and this way students think interest to learn the language in a different way and constantly interacting with the teacher and other students in and outside the classroom.

The guide consists of four units with subtasks and has developed techniques for each, the importance of the whole guide is the development of the productive skills of Speaking and Listening in the English language, which is one of the main problems in the teaching-learning process and foreign language, finally the correct use of the interactive guide, students will speak the foreign language with ease and mastery.

3.3. OBJETIVES:

3.3.1. General objective:

➢ To develop a methodological interactive guide, weekly scheduled educational activities, where students and teachers interact online, to strengthen the skills of listening and speaking the English language ITSA.

3.3.2. Specific objectives:

➢ To motivate and improving listening and speaking to students in third level language center, with the proper use of interactive video in the teaching-learning process.

➢ To interact and promoting the individual participation of students, with the proper use of technology tools, developing interest in listening and speaking skills in English language classes.

➢ To practice listening and speaking the English language, as reinforcement weekly on Fridays through the virtual classroom, with teachers.

3.4. SCIENTIFIC BASIS

Explaining can say that learning theories and Platforms virtual environments provide a variety of means, resources, activities, programs, which serve to determine the models, procedures or learning techniques to students in an interactive, educational and creative .Being very important to express the Gestalt theory, Cognitive and Constructivist.

The first theory studies the perception and its influence on learning, which should be avoided insecurity distraction or visual interpretation.

The second theory is for conceptual development activities, motivation and acceleration of previous schemes for the design of instructional materials in the Platform.

Finally, the third theory refers to the construction of meaning by the student, social interaction and learning among other things that complement each learning theories.

3.5. VIRTUAL PLATFORMS TOOLS IN ENGLISH LANGUAGE LEARNING

The current platforms offer features that can be considered and meaningful learning oriented in the English language for which details the activities that can be performed virtually as:

- Forums.
- Multimedia presentation services.
- Video conferencing, video, whiteboard, among other.

3.6. TYPES OF VIRTUAL PLATFORMS

Taken from the Internet cloud E-learning has over 20 platforms and interactive web pages divided into 2 groups:

Free platforms

Of which the most famous cited that provide many facilities in the development of all English language skills

Moodle, dokeos, claroline.

Unfree platforms (privatives):

Of which the most famous cited that provide many facilities in the development of all English language skills

E-doceo, WebCT, Blackboard, Skill factory

METHODOLOGICAL GUIDE INTERACTIVE, USING VIRTUAL CLASSROOM AS A TOOL FOR DEVELOPMENT SUPPORT OF LISTENING AND SPEAKING OF THIRD LEVEL ENGLISH CENTER OF SUPERIOR TECHNOLOGICAL INSTITUTE AERONAUTICAL, PERIOD 2013-2014

VIRTUAL CLASSROOM

Autores:

Santacruz Ortega Fredy Patricio

Ochoa Chiliguano Oscar Iván

Latacunga – Ecuador

March, 2013

HOW TO USE THE GUIDE

The use of the different activities of the methodological guide interactive is through free programs or platforms (websites), as well as of different websites that are considered as a Learning Management System or a Virtual Learning Environment. These are free web applications that many educators worldwide can use to create effective online learning sites.

The guide contains virtual classrooms as a support tool in the development of the productive skills of English, this modern tool is considered as a strategy for developing Speaking and Listening in third level students of English language center of the Aeronautical Technological Superior Institute, using some technology to facilitate the learning process and achieve English proficiency.

They are different activities that help improve skills of Speaking and Listening for a period of eight weeks, classes are held on schedule and order established within each task, in addition the teaching in the virtual classroom will be structured to converse, read documents, exercises, ask questions to the teacher, teamwork, etc.

This project is designed based on the use of readings, songs, videos, multimedia, spot cast serving as a support tool in the teaching of English, considering that all these technological tools are digital media and always found through email links or forwarded according to a weekly schedule for each student.

EXAMPLE ONLINE EXERCISES

1. Go to the web site of http://www.saberingles.com.ar/listening/102.html
2. Select the exercise of Listening Comprehension
3. Select the level that do you want to practice
4. Select that exercise Not All Carrots Are Orange

5. Listen and making the exercise.
6. Check your answer after that send by mail to the teacher to register the score.

Listening Comprehension

Not All Carrots Are Orange

Topic: Advice about growing one of the world's most popular vegetables. Transcript of radio broadcast. Source: VOA

Escucha el audio y completa los recuadros.

<u>Click hear to listen</u>

This is the VOA Special English Agriculture Report.

Carrots are grown on [____] and in family gardens throughout the world. Carrots are easy to raise and easy to harvest. They taste good. And they contain a lot of carotene, which the body makes into vitamin A.

When people think of carrots, they usually picture in their mind a vegetable that is long, thin and orange in color. But carrots come in many different [____] and shapes. And not all carrots are orange.

For example, Paris Market carrots are about five centimeters around. Imperator carrots are thin and about twenty-five centimeters long. And Belgian White carrots are, as their [____] suggests, white.

For the best results, carrots should be grown in sandy soil that does not hold [____] for a long time. The soil also should have no rocks.

To prepare your carrot garden, dig up the soil, loosen it and turn it over. Then, mix in some plant material or [____] fertilizer.

Weather, soil conditions and age will affect the way carrots taste. Experts say warm days, cool [____] and a medium soil temperature are the best conditions for growing carrots that taste great.

Carrots need [____] to develop their full sugar content. This gives them their taste. If they are harvested too early, they will not have enough sugar. But carrots loose their sweetness if you wait too long to pull them from the ground.

The best way to judge if a carrot is ready to be harvested is by its color. Usually, the [____] the color, the better the taste.

Most people do not know that carrots can be grown during the winter months. If the winter is not cold enough to freeze the ground, you can grow and harvest carrots the same way as during the [____] months.

If the ground does freeze in your part of the world, simply cover your carrot garden with a [____] layer of leaves or straw. This will prevent the ground from freezing. You can remove the ground cover and harvest the carrots as they are needed.

Carrots are prepared and eaten many different ways. They are cut in thin pieces and added to other vegetables. They are cooked by themselves or added to [____] . Or, once they are washed, they are eaten just as they come out of the [____] .

And that's the VOA Special English Agriculture Report. For more agricultural advice, along with transcripts and archives of our reports, go to voaspecialenglish.com. And our e-mail address is special@voanews.com. I'm Steve Ember.

Score: [____]

Corregir   Comenzar de nuevo

Más ejercicios similares: Nivel Principiantes - Nivel Intermedio - Nivel Avanzado

LISTENING EXERCISES

The advantages of listening exercises is easier to understand and develop the pronunciation and contributing to the development of English language proficiency, as well as being a suitable medium for students with a predominantly auditory learning style, and taking advantage of the technological advances that contribute to that learning can be more satisfactory.

EXERCISE No.1

What are they doing?

OBJECTIVE

To develop the ability of listening and speaking the English language.

INSTRUCTIONS

Time duration 15 minutes

Carefully read and follow the instructions

.**1.- Look at the following pictures. What are they doing?**.

.

Clean / Read / Think / Laugh

He is _____

They_____

They_____

Ginger_____

2.- <u>Important Verbs (II)</u>

2.a. Listen, repeat & learn!

Make (Hacer)

Run (Correr)

Love (Amar/Querer)

Travel (Viajar)

Smile (Sonreír)

Get (Coger)

Sit (Sentarse)

Believe (Creer)

2.b. Put the letters into the correct order to make verbs.

E M A K   _____

E V E I L E B   _____

E L V O   _____

R T L A V E   _____

2. c. How many syllables do the verbs have? 1 or 2? Put them into the correct category. Listen again if necessary.

Make / Run / Love / Travel / Smile / Get / Sit / Believe

One silabe	Two silabes

.3.- <u>Ginger arrives at the park where Duke is waiting</u>

..
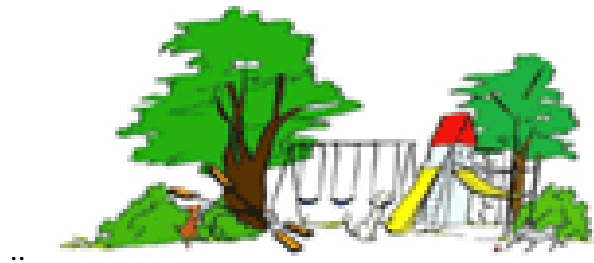
Ginger:	Hi Duke! I'm here!
Duke:	Hi Ginger!
Ginger:	Where's Foxy?
Duke:	She's not coming. She's making a cake for her mum's birthday.
Ginger:	Yum! I love cake. What about Tina? Where's Tina?
Duke:	She's running with the ball over there.
Ginger:	Oh, yes, there she is.
Duke:	Where's Tom?
Ginger:	He's travelling to his grandma's house today.
Duke:	That's a shame.
Ginger:	Where's Frog?
Duke:	He's sitting on the bench talking to Tina.
Ginger:	Oh yes, so he is!

.

.3.a. What are they doing? Match the people to what they are doing.

He's sitting on the bench / She's making a cake / He's travelling

She's running

EXERCISE No.2

Last year's holiday

OBJECTIVE

To develop the ability of listening and speaking the English language.

INSTRUCTIONS

Time duration 15 minutes

Carefully read and follow the instructions

1. - Last year Foxy and Ginger went on holiday

1. a. Look at the flags. Can you identify the countries?

1. b. Listen to the conversation and answer the questions.

Foxy:	Where did you go on holiday last year Ginger?
Ginger:	I went to France. Where did you go Foxy?

Foxy:	I went to Germany.
Ginger:	How many days did you stay in Germany?
Foxy:	Ten days. How many days did you stay in France?
Ginger:	Three days. What did you do in Germany?
Foxy:	I walked a lot and I visited different cities.
Ginger:	That sounds fun!
Foxy:	Yes, it was. What did you do in France?
Ginger:	I was ill so I slept a lot and I read two books!
Foxy:	Oh no. Why were you ill?
Ginger:	I ate some bad food and I was sick.
Foxy:	That's bad.
Ginger:	I know! Did you have a good time in Germany?
Foxy:	Yes, I did. Did you have a good time in France?
Ginger:	No, I didn't.

1.c. Who says this? Foxy or Ginger.

 ....

I went to France	Foxy or Ginger
Ten days	Foxy or Ginger
I walk a lot and I visited different cities	Foxy or Ginger
I was ill so I slept a lot and read two	Foxy or Ginger

3.- <u>Listen to Duke talk about his holiday last year</u>

Complete the following table...

Question	Duke´s response
Where did Duke go on holiday last year?	
How many days did he stay there?	
What did he do there?	
Did he have a good time?	

4. - <u>Practice</u>

Now it's your turn! Ask and answer these questions.

Where did you go on holiday last year?

How many days did you stay (*) there?

What did you do there?

Did you have a good time?

<u>EXERCISE No.3</u>

<u>My house</u>

OBJECTIVE

To develop the ability of listening and speaking the English language.

INSTRUCTIONS

Time duration 15 minutes

Carefully read and follow the instructions

Ginger lives in a house in the house. Here are a few rooms she has in her house.

1. - <u>Listen, repeat & learn!</u>

Bedroom	**Bathroom**	**Kitchen**
Living room	**Dining room**	**Garden**

2. - <u>Mouth Gymnastics</u>

We are going to practice a very important sound in English. /u/

Listen and repeat.

Room

Boot

Food

Mood

2. a. Listen and tick v which words contain the /u:/ sound.

Friend	
Shoe	
Clue	
Man	
Fan	

3. - <u>You are going to listen to a conversation between Duke & Ginger</u>

Listen and answer the questions below.

Duke:	Which street do you live in Ginger?
Ginger:	I live in Flower Street. Which street do you live in?
Duke:	I live in Warwick Street. What is your house like Ginger?
Ginger:	It is quite big.
Duke:	How many bedrooms are there?
Ginger:	There are six bedrooms.
Duke:	Your house is very big!
Ginger:	How many bedrooms are there in your house?
Duke:	There are three bedrooms.
Ginger:	Your house is quite big then!
Duke:	How many bathrooms are there?
Ginger:	Two. How many bathrooms are there in your house?
Duke:	Just one.
Ginger:	Which is your favorite room in the house?

Duke: My favorite room is the kitchen.

Ginger: Why?

Duke: Because in the kitchen I eat breakfast, lunch and

             dinner!

Ginger: Ha-ha. My favorite room is the living room.

Duke: Why?

Ginger: Because in the living room there's a television and a

             computer. I watch

             television every night and I also play on the

             computer every afternoon.

Learn English by singing songs

The English lyrics are very useful for learning new words and expressions. Reason why these exercises are exclusive to analyze the lyrics of your favorite songs.

For every song included the lyrics in English, notes related to the vocabulary used in the song and the lyrics translated into Spanish.

<center>**EXERCISE No. 4**</center>

<center>**THEME: ROLLING IN THE DEEP**</center>

<center>WATCHING THE VIDEO CLIP OF THE SONG IN ENGLISH</center>

SKILL

Speaking and Listening.

DESCRIPTION

In this subject students will be able to hear and sing a song of famous singer Adele of England, the same that will develop language skills through song.

OBJECTIVE

To develop the ability of listening and speaking the English language.

INSTRUCTIONS

- Time duration 12 minutes

- Watch and listen to the video clip.

- First include the lyrics of the song in order to jointly English to go playing video and memorizing the lyrics.

- Then find new vocabulary phrases used, in order to learn new idioms.

- Make a meeting through the virtual classroom with the teacher on the schedule, through a karaoke and virtual presence of the teacher sing the song learned in the previous class.

DEVELOPMENT

ROLLING IN THE DEEP

There's a fire starting in my heart
Reaching a fever pitch,
It's bringing me out the dark
Finally I can see your crystal clear
Go head and sell me out and I'll lay your shit bare

See how I leave with every piece of you
Don't underestimate the things that I will do

There's a fire starting in my heart
Reaching a fever pitch,
And it's bring me out the dark

The scars of your love remind me of us
They keep me thinking that we almost had it all

The scars of your love they leave me breathless

I can't help feeling

We could have had it all

Rolling in the deep

You had my heart and soul

And you played it

To the beat

Baby I have no story to be told

But I've heard one of you

And I'm gonna make your head burn

Think of me in the depths of your despair

Making a home down there

It Reminds you of the home we shared

The scars of your love remind me of us

They keep me thinking that we almost had it all

The scars of your love they leave me breathless

I can't help feeling

We could have had it all

Rolling in the deep

You had my heart and soul

And you played it

To the beat

We could have had it all

Rolling in the deep

You had my heart and soul

And you played it

To the beat

Throw your soul through every open door

Count your blessings to find what you look for

Turned my sorrow into treasured gold

You pay me back in kind and reap just what you sow

We could have had it all

We could have had it all

It all, it all it all,

We could have had it all

Rolling in the deep

You had my heart and soul

And you played it

To the beat

IDIOMATIC EXPRESSIONS

to start a fire	encender un fuego
to reach a fever pitch	ponerse al rojo vivo, ponerse frenético, volverse loco
crystal clear	bien claro, claro como el agua
To go ahead	continuar adelante
To sell somebody out	traicionar a alguien
to lay something bare	poner/dejar algo al descubierto
to remind somebody of something	hacer acordar a alguien de algo
can't help	no poder evitar
rolling in the deep	en un estado de profundo dolor, pena o amor

to play to the beat	seguir el ritmo
Gonna	Forma coloquial de **going to** (ir a)
Count your blessings	da gracias por lo que tienes
To pay in kind	pagar en especie
to reap what you saw	cosechar lo que sembraste

EXERCISE No.5

THEME: Song R.E.M. Losing my religion (Lyrics)

WATCHING THE VIDEO CLIP OF THE SONG IN ENGLISH

SKILL

Speaking and Listening

DESCRIPTION

In this subject students will be able to hear and sing a song of famous singer Phillip David Charles Collins from England, the same that will develop language skills through song.

OBJECTIVE

To develop the ability of listening and speaking the English language.

INSTRUCTIONS

- Time duration 12 minutes

- First include the lyrics of the song in order to jointly inglés.con to go playing video and memorizing the lyrics.

- Then find new vocabulary phrases used, in order to learn new idioms.

- During the song the student must make new words so you can look up the meaning as well as pronunciation.

- Repeat the song to memorize new words and thus develop language skills through song.

DEVELOPMENT

Losing my religion

Oh, Life is bigger

It's bigger than you

And you are not me

The lengths that I will go to

The distance in your eyes

Oh no I've said too much

I set it up

That's me in the corner

That's me in the spotlight

Losing my religion

Trying to keep up with you

And I don't know if I can do it

Oh no I've said too much

I haven't said enough

I thought that I heard you laughing

I thought that I heard you sing

I think I thought I saw you try

Every whisper

Of every waking hour I'm

Choosing my confessions

Trying to keep an eye on you

Like a hurt lost and blinded fool, fool

Oh no I've said too much

I set it up

Consider this

Consider this

The hint of the century

Consider this

The slip that brought me

To my knees failed

What if all these fantasies

Come flailing around

Now I've said too much

I thought that I heard you laughing

I thought that I heard you sing

I think I thought I saw you try

But that was just a dream

That was just a dream

That's me in the corner

That's me in the spotlight, I'm

Losing my religion

Trying to keep up with you

And I don't know if I can do it

Oh no, I've said too much

I haven't said enough

I thought that I heard you laughing

I thought that I heard you sing

I think I thought I saw you try

But that was just a dream

Try, cry, why try?

That was just a dream

Just a dream, just a dream

Dream

IDIOMATIC EXPRESSIONS

Length	longitud, largo
Spotlight	foco, centro de atención
to keep up with somebody	mantener contacto con alguien
Whisper	susurro. El verbo to whisper es susurrar.
to keep an eye on somebody	no quitarle la vista de encima a alguien
Hint	consejo. También significa indirecta.
Slip	resbalón, error, desliz
Failed	fracasado, decepcionado
to flail	sacudir, menearse

EXERCISE No.6

THEME: Song All my people Sasha lopez & Broono (Lyrics)

WATCHING THE VIDEO CLIP OF THE SONG IN ENGLISH

SKILL

Speaking and Listening

DESCRIPTION

In this class, students will be able to hear and singing a song All my people of the famous singer Sasha Lopez and Broono, will develop listening and speaking skills through the practice of the song.

OBJECTIVE

To develop the ability of listening and speaking the English language.

INSTRUCTIONS

- Time duration 12 minutes
- Watch and listen to the video clip.
- During the song the student must make new words so you can look up the meaning as well as pronunciation.
- Make a group of four students and prepare a choreography learned singing the song, which will serve as activity monthly note.

DEVELOPMENT

All my people
All my people on the floor, party all night
We want some more, some more
We're about to turn it on under the light
We never stop, we rock

Yes, Sasha Lopez, wants to see your body moving'

We're ready for the world

Let's go!

Hey mister lover, I need a dancer

To make me shake my body

To make me break the floor

So show me your move

Your sexy ass move

You make me wanna touch, touch (x2)

All my people on the floor, party all night

We want some more, some more

We're about to turn it on under the light

We never stop, we rock, we rock (x2)

Let's go!

EXERCISES WITH PODCAST

It's a format to increase the variety of resources aimed at students in digital form. Students can benefit from the audio or video content. Considering that these are especially favorable for strengthening the failings of the English language, it is caused by cognitive reasons for having a low level of prior knowledge, or being a foreign language is not possible to practice with native speakers, the audio or video content are even more desirable, since learning is always more significant.

<center>**EXERCISE No.7**</center>

<center>**THEME: Best Way To Learn English?**</center>

WATCH THE SHORT VIDEO

SKILL

Speaking and Listening

DESCRIPTION

This virtual class is for students to hear about six native speakers of English share the best way to learn their language.

OBJECTIVE

Develop the ability of listening and speaking the English language.

INSTRUCTIONS

Time duration 12 minutes

Watch and listen to the video.

During the video the student must make new words so you can look up the meaning as well as pronunciation and at the end of the video make a quiz improve your vocabulary, listening or reading skills with the quizzes below.

DEVELOPMENT

Best Way To Learn English

Tom / United Kingdom

The best way to learn English is go and live in an English country, take English lessons and get lots of English friends. Failing that, you just have to put in a lot a time and a lot of practice.

George / United States

The best way to learn English, I guess it would just be by talking to people in English and just it and keep going at it, and eventually you'll get it I think.

Jess / United Kingdom

The best way to learn English I think would be to go to England or to an English native speaking country and live there for maybe for a year or two years. I learnt a lot of Spanish by having a Spanish boyfriend, so I would also recommend a close relationship with someone who speaks the language you want to learn.

Michael / Singapore

The best way to learn English is to take whatever you learn in class and to practice it outside of class, because we know that most of the students they just learn it in class but they don't have opportunities to practice what they learn outside, so if you don't have any English speaking friends.

Mike / United States

Well, nobody learns the same the way so there are a lot of ways to learn. I think the best way is probably to vary the learning methods. Do a little reading, a little speaking, a little writing, and a little listening. Try to combine the different methods and get a balanced approach.

Hanna / Australia

The best way to learn English is to make lots of friends who speak English. If you have a lot of friends who speak English, then it becomes a very interactive experience and you also have incentive to learn more.

Vocabulary Quiz

keep going, failing that, opportunities, balanced, incentive

1. The biggest _____ for college is the chance to get a good job.
2. If you fail at first, you just need to _____ at it.
3. There are many _____ for promotion at that company .
4. You should eat a _____ diet.
5. To lose weight you should eat less. _____ you should exercise more.

Comprehension Quiz

Answer the following questions about the interview.

1) Tom thinks it is best to _____ .

☐ a) take lessons

☐ b) watch movies

2) George thinks it is important to keep _____ .

☐ a) a journal

☐ b) going at it

3) Jess talks about having a _____ .

☐ a) pen pal

☐ b) boyfriend

4) Mike suggests going online and getting a _____ .

☐ a) pen pal

☐ b) tutor

5) Mike thinks you should change _____ often.

☐ a) teachers

☐ b) approaches

6) Hanna says that learning English is an _____ process.

☐ a) Interactive

☐ b) long going

RESOURCES TYPE Laptop, internet, virtual connection program (skype, messenger, website, etc).

THEME: The Beach

WATCH THE SHORT VIDEO

SKILL

Speaking and Listening

DESCRIPTION

This class is for students to listen and talk about the beach and talks about what things he takes there.

OBJECTIVE

To develop the ability of listening and speaking the English language.

INSTRUCTIONS

- Time duration 12 minutes

- Watch and listen to the video.

- During the video the student must make new words so you can look up the meaning as well as pronunciation and the end making a test of vocabulary, listening or reading skills with the quizzes.

DEVELOPMENT

The Beach

Todd: Richard!

Richard: Yes!

Todd: Do you like the beach?

Richard: I love the beach.

Todd: OK. When, when do you go to the beach?

Richard: So in the summer I like to go with my family and, yeah, in the summer.

Todd: OK. Is there a beach near your home?

Richard: No, do you mean in Japan or in England?

Todd: In Japan.

Richard: In Japan, we have to drive a long way to go to the beach.

Todd: Oh!

Richard: But I can go to the beach in Chiba. Kujuukurihama, or to the IzuPennisula.

Todd: OK. And what do you do at the beach?

Richard: OK. We enjoy swimming in the sea and boating and just making sand castles with my son.

Todd: OK. Ooh! Sand castles! Nice! What do you take to the beach?

Richard: Beach towel, very important, something to put on the sand to try to stop the sand from getting into everything.

Todd: OK. And what..

Richard: Bucket and spade.

Todd: But. What?

Richard: Bucket and spade.

Todd: a bucket and spade

Richard: To make sand castles.

Todd: Oh, nice. OK.

Vocabulary Quiz

Near ,boat, sand, got into, bucket

1. Bring water from the kitchen with a _____ .

2. I don't know how the neighbor's cat _____ the house, but it really scared me.

3. Excuse me, do you know if there is a hotel _____ here?

4. My brothers and I built huge _____ castles at the beach when we were young.

5. We spend almost every weekend on our _____ .

Comprehension Quiz

Answer the following questions about the interview.

1) Does he like the beach?

☐ a) He loves it

☐ b) Not really

☐ c) Yes and no

2) When does he go?

☐ a) In summer

☐ b) All year round

☐ c) When it is hot

3) Is there a beach near his home?

☐ a) Not in Japan

☐ b) Yes, very near

☐ c) He does not say

4) What does he do at the beach?

☐ a) Make sand castles

☐ b) Play football in the sand

☐ c) Get a sun tan

5) What does he take to the beach?

☐ a) A surfboard

☐ b) Bucket and spade

☐ c) Ice cream

RESOURCES TYPE

Laptop, internet, virtual connection program (skype, messenger, website, etc).

EXERCISE No.9

THEME: Following directions

WATCH THE SHORT VIDEO

SKILL

Speaking and Listening

DESCRIPTION

This class is for students to listen and refer how to get to an address and giving travel tips on how not to get lost in a new location.

OBJECTIVE

To develop the ability of listening and speaking the English language.

INSTRUCTIONS

- Time duration 12 minutes
- Watch and listen to the video.
- During the video the student must make new words so you can look up the meaning as well as pronunciation.

- AT the end test to the vocabulary, listening or reading skills with the quizzes at end.

DEVELOPMENT

Travel Tips

Todd: So, Greg, you are quite the world traveler I hear.

Greg: Um, yeah, I love traveling. I've been too probably around, I don't know, 20 different countries. I've lived in Thailand and South Korea and United Arab Emirates, and four different parts of Japan.

Todd: Oh, that's a lot.

Greg: And of course several different places in the U.S.

Todd: Well, for somebody who's going to travel for the first time, what type of advice you would give them, so you know, in case they never get lost.

Greg: Ah, getting lost. (Right) Yeah, that happens all the time. You have to prepare for that. Some of the, one of the first things I do whenever I get to an airport is I see if I can get a map from the information center. I go to a hotel. I ask if they have a map of the area. When I want to go somewhere, I ask then to write the destination in the local language, and also I practice my pronunciation with them, and sometimes I'll, almost always actually, I get a business card or a match book from the hotel to where I'll be returning (right, right) and then I go off on my merry way.

Todd: OK, well, let's say that um, you're on business in a foreign country, and it's really busy and you forget to get the business card, you don't have the map, you're trying to find someplace and you're completely lost, what should you do?

Greg: Well, of course, you've got to ask people. (Right, right) and it's a good idea to ask a lot of different people because in some countries people don't want to say no, but they don't want to say I don't know, right. They give you some directions, or maybe they don't understand you, and they give you the wrong directions, so even if you think you got good directions the first time constantly check with other people along your way.

Todd: Well, so when you're going down the street, and say you are lost, is there a certain type of person you look for like let's say an old lady or children. Is there a certain person who is better at giving directions?

Greg: Um, well, if it's a child, and you want to get to a business section or something, probably they don't know. (Right) It's a good idea to ask somebody who looks as if they live in the area, and not just another, sorry, tourist passing through or something.

Todd: Right, right, right. So you're talking about people who work in shops and things like that?

Greg: Yes, and also though, delivery men are usually very good, because they have to go all over the city, so they know it well.

Todd: Right. So have you actually ever been lost?

Greg: Oh, I've been lost all the time. Once I got lost for a couple hours in Bangkok and it was terrible.

Todd: Well, that's a pretty, that's a pretty intense city.

Greg: Yeah, so after that, it gave me the idea that I should always check for landmarks, you know landmarks are really tall buildings, or a river, something I could always know, I could see easily, and try to remember, "oh the river's on my right side. Ah, there's a hill over there." Keep looking for it. Remember it.

Todd: Well, it sounds like good advice. Thanks Greg.

Greg: You're welcome.

VOCABULARY QUIZ

got lost, business, match book, merry, intense

1. Would you like to live in an [____] city or would you prefer a calmer location?
2. My position at work changed recently so I need to get some new [____] cards made.
3. We [____] on the way to the art museum, but we found this really cute shop.
4. I don't have a lighter, but I think there's a [____] on the table.
5. I waited for you for about 30 minutes and then I went on my [____] way.

COMPREHENSION QUIZ

Answer the following questions about the interview.

1) Which of these places has Greg not lived in?

☐ a) South Korea

☐ b) The United Arab Emirates

☐ c) Saudi Arabia

2) What does Greg get from the information center at the airport?

☐ a) A map.

☐ b) Tourist brochures.

☐ c) A hotel reservation.

3) Greg almost always gets a _____ from his hotel.

☐ a) discount

☐ b) tour guide

☐ c) business card

4) Greg thinks good people to ask for directions are _____.

☐ a) other tourists

☐ b) delivery men

☐ c) children

RESOURCES TYPE

Projector, laptop, internet, virtual connection program (skype, messenger, website).

EXERCISE No. 10

THEME: Teens and Computers

LISTEN AND READ THE PODCAST

SKILL

Listening, Reading and speaking

DESCRIPTION

In this class, students listen to a conversation about what happens about kids and technology today, the positive causes and end of the conversation will issue a recommendation on the subject

OBJECTIVE

To develop the ability of reading, listening and speaking the English language.

INSTRUCTIONS

- Time duration 12 minutes

- Listen to the conversation.

- During the podcast the student must make new words so you can look up the meaning as well as pronunciation after that make a vocabulary quiz.

- At the end of podcast the student will prepare an oral presentation of five minutes with recommendations to use of the technology about education, work that will be presented in class on Monday.

DEVELOPMENT

TEENS AND COMPUTERS

Todd: OK, Jeanne, you like the computer!
Jeanne: Yes, I do.

Todd: OK. Talk to us about computers.

Jeanne: Well, I go on the computer a lot and I talk with friends through AOL instant messenger. And I just moved from my hometown to Sacremento so it's a good way to keep in touch with old friends.
Todd: Yeah. Do you learn about computers at school or on your own?

Jeanne: I picked most of what I know, I've picked it up, through, yak now, the years, and some at school, like keyboarding and such.

Todd: OK. Do you have a laptop or a PC?

Jeanne: I have a PC. A Compact.

Todd: Do you like your computer or do you want a new one?

Jeanne: I want a new one cause I think I screwed mine up and it's a little bit slow now.

Todd: OK. How long have you had your computer?

Jeanne: I've had it for about 3 or 4 years.

Todd: Oh, yeah, that's pretty old for a computer. Yeah, so do you talk to your friends every night by e-mail?

Jeanne: Yeah, yes I do.

Todd: OK.

Jeanne: See going on and you know the gossip.

Todd: So nowadays, do high school kids talk by e-mail more than phone?

Jeanne: Most people talk by either e-mail or cellular phone. You know a lot of people don't use their house phones as much, and a lot of people have cellular phones.

Todd: OK. Thanks a lot Jeanne.

VOCABULARY QUIZ

go on, in touch, old friends picks up • screwed up

1. I really _____ a lot on that exam.

2. He almost never talks to his _____ since we moved.

3. She _____ a lot of things just from watching me.

4. I don't usually _____ the computer on the weekend.

5. We don't keep _____ as well as we used to.

COMPREHENSION QUIZ

Answer the following questions about the interview.

1) Who does she keep in touch with?

☐ a) Family

☐ b) New friends

☐ c) Old friends

2) How does she keep in touch?

☐ a) Home phone

☐ b) Letters

☐ c) Instant messenger

3) How did she learn about most of what she knows about computers?

- [ ] a) She read a book

- [ ] b) She learned it at school

- [ ] c) She picked it up

4) How old is her computer?

- [ ] a) 2 years old

- [ ] b) 3 years old

- [ ] c) 5 years old

5) What have kids stopped doing?

- [ ] a) Writing letters

- [ ] b) Using home phones

- [ ] c) Playing video games

RESOURCES TYPE

Laptop, internet, virtual connection program (skype, messenger, website, etc).

EXERCISE No.11

THEME: Valentine's Day:

LISTEN AND READ THE SPOTCAST

SKILL

Reading, Speaking and Listening

DESCRIPTION

In this subject students will be able to hear and know everything about Valentine's Day, and discuss various Valentine experiences

OBJECTIVE

To develop the ability of reading, listening and speaking the English language.

INSTRUCTIONS

- Time duration 12 minutes
- Listen and read the podcast.

- During the podcast the student must make new words so you can look up the meaning as well as pronunciation and after that check Vocabulary Quiz.

- Podcast ended, students could summarize this subject, also on Monday will make conversation with a classmate about the topic and give a message for Valentine's Day.

DEVELOPMENT

Mel: So, Doron, what did you do last Valentine's Day?

Doron: Last Valentine's day I got disappointed I think, cause I teach at university, and I'd heard that Japanese students always give their teachers loads and loads of chocolate, and even though it was my fifth year, and every other year I only got like two or three, I was still really excited cause I'm at university now and I got two chocolate bars.

Mel: Oh, really?

Doron: How, about you? Are you looking forward to it this year?

Mel: I'm planning on going to Korea with my co-workers to escape the Valentine's Day.

Doron: To escape?

Mel: Atmosphere, yes.

Doron: You're not a fan then?

Mel: I like Valentine's Day, but I don't plan on celebrating it this year. Is Valentine's Day big in England?

Doron: I haven't lived in England for a while now, about ten years. When I was a kid it was big in school, like in junior school, and we used to have a little Valentine's post box in your class where you could write little messages to your classmates and then you put it in the box and it'd get delivered.

Mel: Oh, in a box?

Doron: Yeah, in a little Valentine's post box.

Mel: Oh, cool.

Doron: The teacher would deliver them.

Mel: Did you only get notes or did you get candy as well?

Doron: No, it was just notes. In England we don't really give candy and chocolate and presents to people. We just give letters, unless it's like a boyfriend or a girlfriend or something. But when you are seven, you don't really bother.

Mel: Well, the thing I liked about Valentine's Day as a kid was that you'd get Valentine's Day cards from everyone, but I was always curious to see what the boy I liked wrote to me.

Doron: Did you know who wrote what to you?

Mel: Yeah, they would sign their name on the card.

Doron: What? They sign names?

Mel: Yeah, it'd be like. Happy Valentine's Day Adam.

Doron: Oh, in England I don't think you don't put your name. Even if you know who it's from. You know it's from your girlfriend, or your best friend, or your grandma, or something, I think you just put a big question mark.

Mel: Really?

Doron: It's half the fun. You have to figure it out.

Mel: But my favorite Valentine's Day gift is always from my mom.

Doron: She gives you a gift every year.

Mel: She'll send me gifts in the mail, and when I was in elementary school, she would hide chocolates and stuff in my desk. It was awesome.

Doron: That's brilliant.

Mel: Yeah.

Doron: I don't remember getting any really really cool Valentine's presents. I remember giving a couple. I was dating a girl who lived in Norway when I was at university in England and so for Valentine's Day is the same ... I think her birthday was February the 11th or something.

Mel: Oh, yeah.

Doron: So, I just flew over. I e-mailed like her best friend who I knew quite well as well and he picked me up at the airport I and flew over to Norway.

Mel: Yeah.

Doron: And in Norway, it's a very safe country, so they don't really lock their doors a bit like Japan, and he just drove me down to the house and I walked in at like nine in the morning, and she just came down stairs and she nearly died. She thought I was a ghost.

Mel: Yeah. That would be scary but fun.

Doron: Scary but fun. That's what she said when she could talk.

Mel: Yeah, so it was a double birthday, Valentine's Day gift.

Doron: Exactly.

VOCABULARY QUIZ

1. She takes long showers to [   ] from her children.
2. I can't [   ] how to open this briefcase.
3. Is country music really [   ] here?
4. [   ] of going on vacation is buying presents for people.
5. I have [   ] of homework to do tonight.

COMPREHENSION QUIZ

Answer the following questions about the interview.

1) Doron was disappointed he did not _____ in Japan.

☐ a) have a Valentine

☐ b) get to see his girlfriend

☐ c) get any sweets

2) Melissa is going to Korea to _____ .

☐ a) surprise her Valentine

☐ b) avoid the holiday

☐ c) have a romantic weekend

3) Doron used to _____ to classmates in England.

☐ a) write notes

☐ b) give chocolates

☐ c) exchange presents

4) In _____ you sign your name on the card.

☐ a) England

☐ b) America

☐ c) both countries

5) Melissa remembers getting gifts from _____ .

☐ a) a close friend

☐ b) a high school sweetheart

☐ c) a family member

6) Doron's girlfriend in Norway thought his gift was _____ at first.

   ☐ a) perfect

   ☐ b) scary

   ☐ c) ordinary

RESOURCES TYPE

Laptop, internet, virtual connection program (skype, messenger, website, etc).

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UNIVERSIDAD TÉCNICA DE COTOPAXI

UNIDAD ACADÉMICA DE CIENCIAS ADMINISTRATIVAS Y
HUMANÍSTICAS

Proyecto previo la obtención del título de Licenciatura en inglés

ENCUESTA DIRIGIDA A LOS DOCENTES DEL ÁREA DE INGLÉS DEL INSTITUTO TECNOLÓGICO SUPERIOR AERONÁUTICO

OBJETIVO:

Determinar el grado conocimiento y aplicación del TICs para la enseñanza aprendizaje en el Idioma Inglés

INSTRUCTIVO

- Solicitamos contestar con sinceridad ya que los datos nos servirán para determinar si se aplica TIC, en el Centro de Idiomas del ITSA.
- Lea detenidamente la pregunta y luego conteste marcando con una (x) en la alternativa que crea conveniente.
- Conteste las preguntas no deje ninguna sin respuesta.

AGRADECEMOS SU COLABORACIÓN

CUESTIONARIO DE PREGUNTAS:

1. Do you think it is necessary to apply technology in the teaching of English Language?
2. Do you use technology support material for developing English language skills (listening and speaking)?
3. Are you updated on the use of Information and Communication Technology?

4. Do you researches new methodologies such as ICT when teaching the English language?

5. Do you know if your school is using virtual classrooms as a support tool in the development of English language skills (listening and speaking)?

6. Do you think it is recommended to implement virtual classrooms in the teaching of English?

7. Do you think that ICT helps to improve the interaction between teacher and student?

8. Do you consider that the application of Information and Communication Technology will improve the assimilation of knowledge of the English language?

9. Do you believe necessary to train teachers and students to the use and application of Information and Communication Technology in the teaching of English?

10. Do you agree with the implementation of ICT (Virtual Classroom) as an important tool to support the practical development of the skills of Speaking and Listening in the English language?

Gracias por su colaboración

UNIVERSIDAD TÉCNICA DE COTOPAXI

UNIDAD ACADÉMICA DE CIENCIAS ADMINISTRATIVAS Y HUMANÍSTICAS

Proyecto previo la obtención del título de Licenciatura en inglés

ENCUESTA DIRIGIDA A LOS ESTUDIANTES DE INGLÉS DEL INSTITUTO TECNOLÓGICO SUPERIOR AERONÁUTICO TERCER NIVEL.

OBJETIVO:

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AGRADECEMOS SU COLABORACIÓN

CUESTIONARIO DE PREGUNTAS:

1. Do you think the teacher teaches English with the use of Information and Communication Technology ICT?
2. Do you think that the technology is useful to improve the skills of listening and speaking the English language?
3. Do you believe that teachers apply Information and Communication Technology to help the assimilation of English language skills?
4. Are the virtual classrooms used by the teacher in the process of teaching English?
5. Do you think it is important to implement virtual classrooms in the teaching of English?
6. Do you think that ICT helps to improve the interaction between teacher and student?
7. Have you done any educational activity through virtual classrooms?
8. Do you think Virtual Classrooms serve as support for the practical development of speaking and listening in the English language?
9. Do you consider necessary the use of virtual classrooms in the practical development of speaking and listening in the English language?
10. Do you believe that you will improve the development of speaking and listening English language when implementing Virtual Classrooms?

Gracias por su colaboración

ENTREVISTA DIRIGIDA A LOS DIRECTIVOS DE INGLÉS DEL INSTITUTO TECNOLÓGICO SUPERIOR AERONÁUTICO TERCER NIVEL.

OBJETIVO:

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INSTRUCTIVO

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AGRADECEMOS SU COLABORACIÓN

1. Do you consider necessary the application of technology in the teaching-learning of English?
2. Does the use of technological means to develop listening and speaking skills of English create greater trust and credibility of the institute?

3. Do you as a manager relies on the implementation of new technological tools to improve the English language skills?

4. What the school is used as a virtual classroom tool support in developing skills of listening and speaking the English language?

5. Do you think convenient implementation of virtual classrooms in the teaching - learning English?

6. Do you believe that the use of Information and Communication Techniques improve English language skills?

7. Would you agree to implement the use of virtual classrooms in the school's academic curriculum once a week to reinforce the lessons taught to improve English language skills?