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THESIS OF DEGREE

THEME:

“GUIDE FOR USING “HOT POTATOES” FREE SOFTWARE TO FORTIFY THE TEACHING LEARNING PROCESS TO STUDENTS OF FOURTH LEVEL “K” OF ENGLISH MAJOR AT TECHNICAL UNIVERSITY OF COTOPAXI, DURING THE ACADEMIC PERIOD SEPTEMBER 2012 – FEBRUARY 2013”

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AUTHORSHIP

The criteria issued in this research work **“GUIDE FOR USING “HOT POTATOES” FREE SOFTWARE TO FORTIFY THE TEACHING LEARNING PROCESS TO STUDENTS OF FOURTH LEVEL “K” OF ENGLISH MAJOR AT TECHNICAL UNIVERSITY OF COTOPAXI, DURING THE ACADEMIC PERIOD SEPTEMBER 2012 – FEBRUARY 2013”**, are exclusively responsibility from the author.

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THESIS DIRECTOR'S ENDORSEMENT

As thesis director of this research work about:

“GUIDE FOR USING “HOT POTATOES” FREE SOFTWARE TO FORTIFY THE TEACHING LEARNING PROCESS TO STUDENTS OF FOURTH LEVEL “K” OF ENGLISH MAJOR AT TECHNICAL UNIVERSITY OF COTOPAXI, DURING THE ACADEMIC PERIOD SEPTEMBER 2012 – FEBRUARY 2013”, belonging to Ortega Proaño Marco Enrique, applicant of the English career; I consider this research work meets the investigative, and methodological requirement, and scientific-technical contributions which are enough to be evaluated by thesis validation court that Honorable Academic Board from Academic Unit of Administrative and Humanistic Sciences at Technical University of Cotopaxi designate for the corresponding study and qualification.

Latacunga, July 2013

Thesis director,

.....
Lcda. M.Sc. Gina Venegas Alvarez.

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Marco

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UNIVERSIDAD TÉCNICA DE COTOPAXI

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TEMA: “GUIDE FOR USING “HOT POTATOES” FREE SOFTWARE TO FORTIFY THE TEACHING LEARNING PROCESS TO STUDENTS OF FOURTH LEVEL “K” OF ENGLISH MAJOR AT TECHNICAL UNIVERSITY OF COTOPAXI, DURING THE ACADEMIC PERIOD SEPTEMBER 2012 – FEBRUARY 2013”

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RESUMEN

El presente trabajo de investigación se realizó en la Universidad Técnica de Cotopaxi, con los alumnos del Cuarto ciclo “K” de la Carrera en Ciencias de la Educación, Mención Inglés. La Universidad Técnica de Cotopaxi, es una institución de Educación Superior Pública, Laica y Gratuita, creada mediante Ley promulgada en el Registro Oficial N° 618 del 24 de Enero de 1995. El proceso enseñanza aprendizaje del idioma Inglés en la Universidad Técnica de Cotopaxi ocupa un lugar importante en la formación del estudiante porque esto permite comunicarse de una manera efectiva con las personas, pero la falta de laboratorios, programas o guías del usuario ocasiona algunas dificultades en el aprendizaje de las habilidades de comunicación tales como listening, speaking, reading and writing. El método utilizado en la investigación fue el Descriptivo ya que nos permite identificar las características referentes al uso del software Hot Potatoes dentro del proceso educativo del idioma Inglés. El Objetivo Principal del proyecto fue la elaboración de una guía para el uso del software Hot Potatoes dentro del proceso Enseñanza – Aprendizaje y promover su fortalecimiento. La guía incluye una explicación detallada de las cinco aplicaciones que posee Hot Potatoes, tales como JQuiz, JMatch, JCross, JMix y JCloze. Además se presenta fotos, imágenes y el detalle de los pasos necesarios que se requieren para crear ejercicios de evaluación, talleres, etc., y su respectiva retroalimentación. Finalmente, con la presente investigación se logró motivar a profesores y estudiantes para que incluyan nuevos métodos y estrategias en el desarrollo del conocimiento. La educación apoyada por las nuevas herramientas tecnológicas produce efectos positivos en los alumnos y cambios en su actitud hacia el aprendizaje del idioma Inglés como lengua extranjera.



Lcda. M.Sc. Gina Venegas Álvarez
Directora de Tesis

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ABSTRACT

This research was conducted at Technical University of Cotopaxi with students of fourth level “K” of English Major. It is located in Eloy Alfaro parish, Latacunga city, Cotopaxi province, in the neighborhood called “El Ejido”. This is a public institution of Higher Education, free and lay, and was created on January 24th, 1995 by law enacted in the Official Register No. 618. The English teaching learning process at Technical University of Cotopaxi has an important place into the students’ education because it permits to communicate effectively among people, but the shortage of laboratories, software or user’s guide causes many difficulties in the learning of communicative skills like listening, speaking, reading and writing. The method used for this investigation work was the descriptive because it permitted to make an identification of the present situation related to the use of “Hot Potatoes” software in the English learning. The main objective of this research was to elaborate a guide for using “Hot Potatoes” free software to fortify the teaching learning process. The guide contents an explanation about each application such as JQuiz, JMatch, JCross, JMix and JCloze and includes images, pictures and all of the necessary steps in order to facilitate its comprehension and the creation of quizzes, workshops, tasks or simply feedback for students. Finally, the contribution of this research was to change the way that teachers and students think about the use of technology. Education with technology produces positive effects on students and changes the attitudes toward English learning.



UNIVERSIDAD TECNICA DE COTOPAXI

UNIDAD ACADEMICA DE CIENCIAS ADMINISTRATIVAS

Y HUMANISTICAS

LATACUNGA – ECUADOR

AVAL DE TRADUCCION

En calidad de Docente del Centro Cultural de Idiomas de la Universidad Técnica de Cotopaxi, yo Lic. Marco Paul Beltrán Semblantes con la C.I. 050266651-4, **CERTIFICO** que he realizado la respectiva revisión del Abstract; con el tema: **“GUIDE FOR USING “HOT POTATOES” FREE SOFTWARE TO FORTIFY THE TEACHING LEARNING PROCESS TO STUDENTS OF FOURTH LEVEL “K” OF ENGLISH MAJOR AT TECHNICAL UNIVERSITY OF COTOPAXI, DURING THE ACADEMIC PERIOD SEPTEMBER 2012 – FEBRUARY 2013”**, cuyo autor es el Señor Marco Enrique Ortega Proaño, y la tutora de tesis es la Lic. M.Sc. Gina Silvana Venegas Alvarez.

Latacunga, 16 de julio del 2013

Docente:

Lic. Marco Paul Beltrán Semblantes
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INTRODUCTION

The teaching of the English language at schools or high schools is very important because it permits to communicate effectively with other people. For that reason, it is necessary to know the function and the use of different tools that teachers could use at classrooms.

In Latin America, the problem of teaching English depends on the situation of each nation and its faculty to use the technology at each study's centre. In this aspect, many people don't know the correct use of internet tools because their countries are isolated of the development of technology or the use of new software.

In Ecuador, the situation is not much different because the lack of guides of English software doesn't enable teacher and student to increase their skills such as listening, speaking, reading and writing.

The learning of English language at Technical University of Cotopaxi is very important and difficult as well, this is because the lack of labs, updates, interactive tools for teachers, the same strategies for teaching learning process, and the mismanagement of technological instruments.

Some of the teachers don't change the style of teaching English as a second language, and they continue working only with conventional practices like books, photocopies, charts, for that reason the students feel that the classes are monotonous and English is learned by memorization or repetition of the same things and in the same time as last years.

Moreover, there isn't a practical guide for English teachers at Technical University of Cotopaxi about using free software in order to enhance the abilities and individual capacities of the students in classrooms. With this investigation work, the teachers have a very important tool for using and applying in class.

The lack of variety in methodological resources applied in class demotivates to students about the English learning and it produces in a short time a fall in the pupil's performance.

In consequence, this research permits to improve the manners for teaching English. This is part of the new view that education is having through the motivation of students using this practical tool.

The first chapter has the fundamental categories like education, its importance, types of education, English education, education in Ecuador, teaching learning process, components of teaching learning process, free software, importance and types of free software, ICT tools in teaching and learning, "Hot Potatoes", the importance of "Hot Potatoes", a guide and its advantages.

The second chapter has the analysis and comparison of results with the survey applied to students of fourth level "K" of English major at technical University of Cotopaxi. The survey applied to students contains questions about the use of free software, the methodology and technological resources used in classes. Moreover this chapter contains conclusions and recommendations.

Finally, the third chapter has the proposal design, the importance, justification, objectives, proposal description, the use of the guide and its feasibility. The proposal includes pictures, exercises and instructions for designing each activity. At the end of third chapter there is the bibliography and appendices.

CHAPTER I

1. THEORETICAL FOUNDATION OF THE STUDY OBJECT

1.1 Researching Backgrounds

There are no many investigation works about the use of “Hot Potatoes” free software to fortify the English teaching learning process in the classroom; therefore the present theme of researching is very original and it helps to teachers and students to practice English lessons in an interactive form. Nevertheless, many data referent to an investigation about the use of hot potatoes in the English area were obtained.

Firstly, there is an investigation which refers to the application of Hot Potatoes software for improving the reading comprehension in the English area in the students of third course of secondary education at “San Martin de Tours” high school, located in Buenos Aires, Argentina

In this institution, the students have serious problems with reading comprehension not only in the English area, in other areas of knowledge too.

This problem is because the students don't have and suitable family formation. In these kinds of homes the parents work outdoors and they don't give enough time to their sons for supporting or checking their homework.

This study enables teachers and researchers to have a software which facilitates the teaching learning process in the reading comprehension in the area of English language.

It is in connection with the use of technology and the development of knowledge, the necessities and demands of students according to the reality of their local context, regional, national and world.

In addition, the applications of free software in class permits to students improve their communicative abilities in the English area (comprehension of texts, production of texts) getting technological knowledge. The relation between technology and education is necessary because the new educative model requires a critical formation and handle of technological tools.

In the cognitive area, to the teachers is given appropriate methodological tools for beating their teaching learning process in the reading comprehension which permits an integral formation of students since their educative institutions in the area of foreign language and in other areas applying the technology through "Hot Potatoes" program.

The importance of English teaching is an ineludible necessity of communication for being inserted in the present world. With this program is feasible to obtain good results by means of improving the development of Reading comprehension, besides the communicative abilities of listening and writing.

The students read and listen to certain conversations or speech fragments , and then they do the activity to check the comprehension. Also are included crosswords, un-jumble words, puzzles, vocabulary, comparisons, multiple selection, etc.

The “hot Potatoes” software facilitates the reading comprehension, this process is very important because the dialogue between teacher and classmates is very rewarding.

The reading exercises are not only the comprehension of the words. Reading means to understand the message, the purpose of the author and all details about the main idea.

There is another investigation at “Universidad Autónoma del Estado de México” which refers to the learning about the new educative software “Hot Potatoes”: tools, and available methodologies.

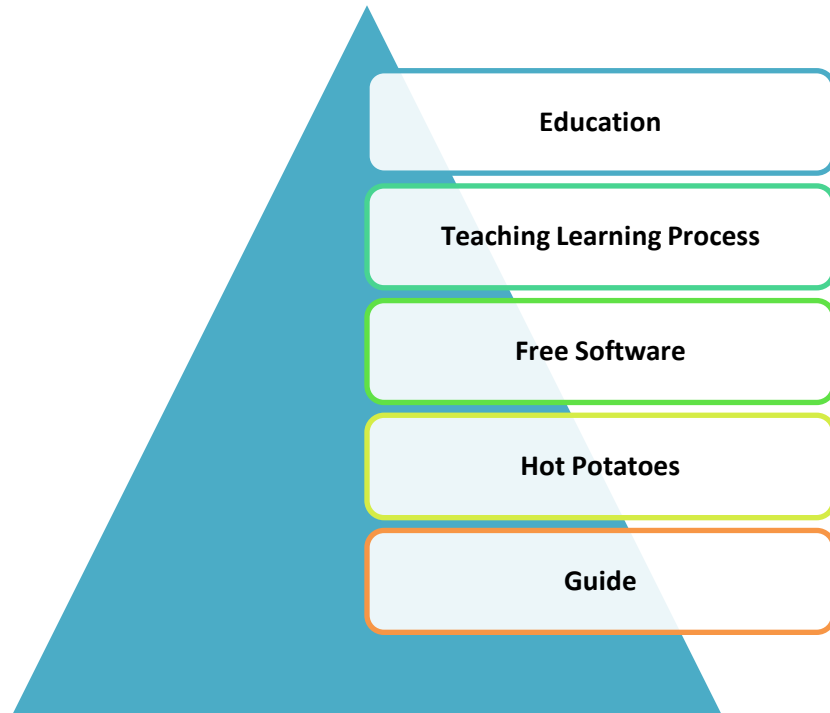
At this University teachers create exercises of game memory, exploration activities, information and identification, puzzles, letters soup and crosswords. All of them are carefully planned by the teachers considering the individual skills and the objects of the unit or program.

“Hot potatoes” is a valuable tool of free software which permits to teachers create many activities. The advantage is that the English students can access to the web site for working and improving the language which study.

At “Universidad Autónoma del Estado de México” this software is very useful for English area because the teachers can elaborate several exercises which students

can practice and improve the language. The teacher must dedicate many hours for the elaboration of interesting activities, significant and motivating.

1.2 Main Categories



1.3 Theoretical Framework

1.3.1 Education

The education is a very important aspect in each civilization, because it permits to develop the social, political and financial conditions to the society. Inside the education is necessary to consider all the aspects that cause influences in the

students such authorities, teachers, parents and the community. The education managed in the best way will produce excellent results in the student's behavior.

As Manali Oak (2011) says:

Education is the basis of culture and civilization. It is instrumental in the development of our values and virtues. Education cultivates us into mature individuals, individuals capable of planning for our future and taking the right decisions in life. Education arms us with an insight into our lives and teaches us to learn from experience. The future of a nation is safe in the hands of educated individuals.

(<http://www.buzzle.com/articles/why-is-education-so-important.html>)

Here it's necessary to emphasize that the education is not important only for getting knowledge; it contributes to the culture and civilization. It shows and let to practice social values and community behaviors. Furthermore, it permits to be clear about the future and to take decisions at important moments in the life. The experience through the education lets to make good use of the time, opportunities and understanding.

According to Manu Goel (2007):

Education has an immense impact on the human society. One can safely assume that a person is not in the proper sense till he is educated. It trains the human mind to think and take the right decision. In other words, man becomes a rational animal when he is educated.

(<http://mgoel.wrytestuff.com/swa230219.htm>)

This statement is completely true because, education influences in the development of the society through the years. It helps to people to find their real vocation at any work or activity. Education is a great training in order to take best decisions at any chances but it is always necessary to accept or reject good or bad advices.

1.3.1.1 Education in Ecuador

Education in Ecuador is one of the most important aspects that people and Government consider for developing of the country. The proportion of literacy respect to the illiteracy is very high and it is because of programs which educative institutions apply specially in rural zones with the students of last years.

The infrastructure for educational process is very strong and it permits to impart the subjects in the best way considering distances and economical conditions of students. The number of schools and colleges in Ecuador is large and it facilitates to teachers because the quantity of students is suitable in order to develop different activities and educative processes.

With the new Law of Higher Education there are in total 61 universities in Ecuador, located along the country in different provinces and regions. Most of the universities offer graduation degrees and the students must complete a thesis work at the end of the studies. The universities and superior institutes also provide different technological trainings for students with different time of length.

According to Albornoz (1977, p. 855).

The university in the region (Latin America) follows a colonial model and is mainly a teaching institution. As such, it has not become an instrument to nourish the process of modernization; rather, it is still an institution that reproduces and perpetuates a given social order . . . it should be kept in mind that the higher education system we have now (in Latin America) is the result of a historical process that has lasted almost five centuries. For manipeople is

The higher education has maintained the same model of many years ago in some aspects. In this context is necessary to mention the same model and methodology for teaching learning process. There is no a development in researching area and students continue receiving a lot of information but they rarely apply this in some aspects of the life.

The process of modernization has been difficult and hard owing to the lack of a real decision of governments in different ages. But recently in Ecuador has been a large process of changes and transformation. This innovation is according to the new requirements of professionals for working in national or international institutions.

The higher education system in Latin America comes since years ago and is related with the political and social aspects of the history. All generations have different influences in education and it responds to the necessities of each state. In Ecuador the higher education requires deep changes for getting the national objectives.

1.3.1.2 Types of Education

- ***Formal education***

Formal Education has a defined structure and different hierarchical levels which are set up by the authorities in order to approve until to get a grade. This kind of education has a detailed organization and establishes the norms and rules for teachers and students with a rigorous model.

Besides, is important to point out that formal education includes primary education, secondary education, higher education and professional training. All of these educative levels have to perform many requirements for imparting the knowledge in the classrooms applying the traditional model in which the students don't have an active participation, they only have to listen and memorize.

- ***Informal education***

Informal education doesn't incorporate methods or strategies that are frequently occupied in schools or high schools. This type of education is developed through informal communication among people who be familiar with or dominate determined area of knowledge.

People who practice this education usually keep conversations with other public or sometimes they read books according to their objectives or necessities. They are outside of basic forms or methods for learning something and they prefer to look for or surf by themselves in internet, libraries, magazine store, etc. but in general the knowledge that they get is more practical and a little theoretical.

1.3.1.3 The importance of Education

The importance of education refers to the opportunity that people have for getting a successful existence for them and their family. It permits to citizens to find a better job and in this way to earn more money for living with all comfort. In this sense is necessary to state that through education a person learns how to sharpen their minds instead of letting it be lazy. Education teaches people how to think, and reason and solve problems applying logical and reasonable ideas.

Education is a great tool which lets people to sharpen their intellect and wisdom. Each person has individual skills and they use the intelligence for doing various activities, and for this reason people need to educate their minds and bodies in order to develop all the capacity and talent.

Education is not just about training in different subjects or matters, it goes more advanced, and in this form it refers to how to develop the character and moral behavior of inhabitants in the society. Education is a global term and it involves an integral formation for men and women taking into account their culture and beliefs.

Manali Oak (2011) expresses that:

Education is important because it equips us with all that is needed to make our dreams come true. It opens doors to brilliant career opportunities. It fetches better prospects in career and growth. Every employer today requires his prospective employees to be well-educated. He requires expertise. So, education becomes an eligibility criterion for employment in any sector of the industry.

(<http://www.buzzle.com/articles/why-is-education-so-important.html>)

It is through education that people can reach all their dreams, obviously they need to work very hard and apply all the knowledge that they learn in classrooms. It permits to have more opportunities for working and doing career at any specific area or subject. Today in different enterprises or institutions the employer requires well-educated persons because through this the production and profits can be increased quickly.

The level of education is an important criterion for hiring people for determined position and they are constantly evaluated in practical and theoretical way. Then the manager or director establishes different courses or seminars of training and updating about the performance of work for all kind of employees according to their weaknesses.

1.3.1.4 Pedagogical models

The pedagogy is the science, art, knowledge or discipline which is responsible of education and monitoring with appropriate tools. It has as principal objective to set out, study and solve the educative problem taking into account the social context and its influence in students and teachers.

The pedagogy is the group of rules, laws and principles which standardize the educational procedure and it puts in consideration the parameters to evaluate the correct operation of process in classrooms.

The pedagogy has put in operation a series of models or samples related to educative aspect for explaining in a conjectural form its functions and responsibilities inside the teaching learning process.

These pedagogical models permit to act in an interactive manner, and they could be transformed through the process according to the performance and necessities of the subject or matter in study.

- *Traditional model*

The traditional model is represented as a universal school for getting the knowledge with the good example of teachers. In this model the space is highly controlled in all moment and it doesn't permit to express own ideas or feelings.

The learning process is by repetition and memorization and the students are not motivated for thinking about the topics or themes which are been treated in class, only they have to pay attention and listen quietly.

In this model the teacher has all the information and is the main aspect during the class. The teacher is the maximum authority because he gives the rules and makes to accomplish it without objections.

The role of student is passive and he cannot adopt the initiative at any moment during the class, he must obey in all things and to comply with the wishes of teachers and the norms of school.

The teacher is responsible for transmitting to pupils the contents of scientific disciplines, and the student learns the information emitted by teacher like a passive receptor.

- ***Behaviorist model***

This pedagogical model tries to produce thoughts in the students and transfer them through an exact method. The results that are waited by using this method are measurable through precisely objectives and logical statements which are created into learners' mind.

This school seeks to define feasible aims to students and point the ways that they can take for reaching them. It constructs learning for saving and transferring to other people according to the scholar programs.

The strategies of learning start with the main objectives at the beginning of the subject. The educational contents are transmitted by using didactic resources which are chosen and designed by the teacher in accordance with the authorities. The assessment measures the memory feature and assigns a quantitative value according to the performance or mental capacity of students.

- ***Constructivist model***

This model tries to promote the formation of people like active individuals enhancing their performance in the scholar activities. These people are capable to take decisions without difficulties and solve problems by thinking in the best options.

Sometimes they can express value judgments which are concerned about the dynamic contribution of teachers and students according to their abilities or skills for understanding the object of matter.

Both of them teacher and student interact in the progress of the class and it allows to create, ask, criticize and reflect about the deeper structures that human knowledge has. It facilitates to create a good environment for debating or expressing ideas without fear about scholar topics related with social perspective.

- ***Educative technologies model – ICT's***

This model permits to fortify the pedagogical processes through the use of new information and communication technologies (ICT's) in the students of diverse ages. These technologies are possible to use because the teacher manages in a good way these instruments for improving the performance and the academic level. The students are motivated of new technologies, and they influence in the skills and attitudes for doing the activities in English.

For using this model is important to reinforce the writing and reading skills in the students because they are the base in the process of social and human development. Each of these technologies implies the application of knowledge, cognitive and practical expertise, and the components of social contexts such as values, attitudes, behaviors and active participation with other people.

The qualifications of teacher in the use of investigation and communicative technologies have to be solid and practical for guiding the students in the educative process. The employ of these technologies are very important for teachers and students because they let to fortify the curriculum and educational plan that suit to the interest of community and the development of the country.

To the students the implementations of technological didactic strategies make easy the autonomous work along the course and integrate the participation in groups

according to the level of difficulty of class activities. Using these strategies the students can be collaborative and they apply their critical thoughts for solving the situations which teachers set out.

The investigation and communicative technologies influence with high level of motivation and integrate the scientific aspects and the cooperation for reaching the goals that are established in the plan.

1.3.1.5 English Education

When people begin to learn a second language they contribute to know about other cultures and comprehend its history and influence over other society. In this context the English learning is an important part of education because it's the language which permits to establish interchanges of ideas and economical or political connections.

This is the main language for expressing thoughts or keeping communication among people of different countries. In Ecuador there are many institutions which offer the English education like a primary language or being a part of the curriculum and there are diverse courses which offer this language with native professors or teachers with major in this subject.

The international language is the English and it links people from different points on the earth. It makes easy to stay relationships without consider the race, sex or age. Through the English education students are formed and prepared for keeping conversations and articulating ideas with the correct use of grammatical rules and pronouncing words with an adequate accent and stress.

In the process of learning a new language like English, appears the urgent necessity of using technological advances for doing this practice easier. This language is universally spoken and requires all the methods and techniques for knowing the correct use of it, considering the importance of communicating ideas of course. Moreover the use of English is an indispensable part in the contact with other people around the world.

The methods for English learning in higher education act in a direct way with the proposed subjects. They provide new strategies and techniques for improving the manner which students receive the information. So they can express their ideas based in scientific aspects those are explained by the teacher applying the technological resources and doing practical exercises related to the matter.

The strategies applied by teachers are going to impulse the motivation in classroom. The audiovisual aids should be managed according the situation for capturing the attention all the time and it shows the ability and interest that teachers have for making the learning more dynamic and attractive.

The demands of the society in education are greatest each time and it is because the competence among students and professionals are more common every day. They must be updated in the use of new tendencies especially with the advance in computer science and its application in the teaching learning process.

According to Hadfield J. (2008):

Often the teacher will finish a presentation with a focus on form. Then in the practice phase, the learners are given activities to focus on the target language, and finally, in the production phase, the learners are

given speaking activities which give them the opportunity to use the target language in a more natural, realistic way (p. 16)

In terms of education when the students have never known a second language they need all the practice that the tutors can give for improving the four skills. Activities for developing listening, speaking, reading and writing are basic in all courses and the role of the teacher is to know what is the best way for developing them by using new informative and communicative technologies with the participation of whole group, but always guided in the process.

Those activities can motivate the production and learning. By means of using programs or software these abilities are improved taking into the account the necessity which students have for producing by themselves the knowledge. Teachers must change every day the actions in order to focus on the target language and they can include more dynamic doings for enhancing the participation.

Before to starting a new topic is important to give a little introduction in order to attract the learners' attention and put them to think about the theme. So the next step they will can express their ideas in an organized form.

When the class topic is free the learners can choose the theme of interest for them and the educator must do a brainstorm for putting in consideration to complete group about the positive and negative aspects those are going to be treated in class.

1.3.2 English Teaching Learning Process

The teaching learning process inside or outside the classrooms is considered the central part for establishing the connection among all the participants into the

educative process. The environment for teaching and learning should be the best for teachers and students. This process will cause good changes into the class activities and it will permit to use the didactic materials in the best way.

In accordance to Varron (2011):

The elements of teaching and learning process are the teacher, the learner as well as the good learning environment. It is being considered that learning occur when there is established relationship among these three elements. The teaching as well as the learning activity depends upon how these elements works together.

(<http://expertscolumn.com/content/elements-teaching-and-learning-process>)

The connection between teaching and learning is important because it permits to develop a good environment for teacher and students. The process of education occurs in a best way when these three elements work together. Any of these elements are isolated and each one depends from another.

Joel L. Hartman (2008) states:

Given the centrality of teaching and learning to the mission of the academy, employing technology to improve teaching practice and student learning outcomes remains one of our most important goals—and one of our most conspicuous pieces of unfinished business. It's not that we haven't been trying.

(<http://www.educause.edu/EDUCAUSE+Review/EDUCAUSEReviewMagazineVolume43/MovingTeachingandLearningwithT/163258>)

The introduction of the technology in teaching learning processes has brought important changes in the manner that knowledge is shared in classrooms in Ecuador. Today both teacher and student must handle technological tools in different subjects and situations. It will permit to be in the same way of science and new inventions.

1.3.2.1 Components of the Teaching-Learning Process

- ***The target***

The target is a very important component of the teaching-learning process because it shows the collective contribution of education in the development of the society. It offers specific information about the kind of people that the society needs according to the demands and necessities of educative system.

The target delineates the process of transformation that students and teachers need to do for achieving the national goals. For that reason, is necessary to be clear about the kind of men and women the educative system aspires to form taking into account the reality and conditions of educational system.

- ***The objective***

The objective establishes the reasons and achievements that the involved in the educative process want to get. It's important to consider the strengths and lacks that this process has in order to present an adequate program with methods and mechanisms for developing the educative process. The efficiency of this process depends basically on the well formulated objectives which are the base for reaching the goals.

- ***The content***

The content is maybe the principal component of the educational process. It permits to establish the objectives of the program and the necessary steps for reaching the goals with the students. The content is a guide to develop the target and the topics that teacher needs to treat in class. It permits to follow a natural process among students and permits to practice good relationships in all the moments.

The teacher has to launch the rules of coordination and subordination at the start of the contents and the students must follow the instructions in order to complete the activity which teacher assigns to carry out the teaching learning process.

1.3.3 Free Software

Today around the world there is an expectation for using free software. These kinds of programs have the same characteristics that the others and they permit to manage in an economical way the use of interactive programs or applications. These programs are available in internet or CD's for all kind of people and don't have inconvenient with the installation.

Herman Bruyninckx (2007) declares:

Free Software is software in which the makers (i) make the source code available and (ii) use the protection of their copyright to link a license to this source code which permits free use. The software can be used free of charge and without explicit consent on an unlimited number of computers and can be adapted, disseminated and integrated with other software.

(http://www.ond.vlaanderen.be/ict/english/free_software_in_ed_Flemish_Community_advise.pdf)

The use of free software has made possible to increase the opportunities in the area of technology and interactive methods. It doesn't matter the protection of the copyright or numbers of computers that are loaded this application. Nevertheless, this software must be charged according to specifications of manufacturer.

In accordance to Tim Cowlshaw (2006):

Free software is of vital importance to this mode of learning as the openness of the systems fosters and encourages this inquisitiveness. Closed, proprietary software is a 'black box' whose processes cannot easily be taught or understood, and therefore the emphasis of an education using a proprietary platform must deal with the 'how to put stuff in and get other stuff out' paradigm that currently dominates ICT (Information and communication technologies) education.

http://www.freesoftwaremagazine.com/articles/reclaiming_ICT_education_why_free_software_is_a_necessity_in_schools)

The main advantage of free software is that it allows to students to develop the curiosity and the talent at computing areas. It is a good tool and it is used with the aim of breaking the paradigm about educations must be only traditional. At the beginning is difficult but through the time it becomes practical and effective.

1.3.3.1 Free software as an interactive device

As Dudene G. (2007) expresses:

Computer-based materials for language teaching, often referred to as CALL (Computer Assisted Language Learning), appeared in the early 1980s. Early CALL programs typically required learners to respond to stimuli on the computer screen and to carry out tasks such as filling in gapped texts, matching sentence halves and doing multiple-choice activities (p. 7)

The employ of free software such as CALL or Hot Potatoes, for language teaching, enables students to act in an interactive form in the educative process of English language. It requires the abilities for typing words or completing blanks with the correct information. The answers with correct or incorrect responses provide a refined feedback, illustrating the mistakes and giving remedial activities to correct them without loss of time.

The access to computers programs embraces the use of internet and web pages. According to this is necessary to work with these tools for promoting the application of communicative technologies in classrooms. Teachers and students can access to these tools by downloading in internet or installing in the computers the CD-ROMs, obviously with care and following the instructions of the manufacturer.

Even though the use of technology is not common by teachers in the teaching-learning process; in the last years it has been increasing according to the necessities of being updated in the correct application of ICTs for teaching English as a foreign language. The situation at classroom is improving because of inclusion of practical activities guided always by teachers or tutors.

The possibility for accessing internet in houses and cyber cafés permits to include the handle of the technology in the lives, and make it easy to incorporate this aspect in the educative formation of students and professionals at any hour or in

different places. People can contract these services in many places which offer diverse promotions and it goes according to the budget.

Kids and younger people are growing with the presence of the technology in many aspects of their lives and it is positive because gives more options and possibilities for studying and learning by themselves in the comfort of their houses. Many of them prefer to study by reading user's guide in internet or pressed sheets. On the other hand, some of them attend to different courses which offer training in the managing of new technologies with specialized instructors.

The language for using technology is the English and around the world people are studying it with more determination for the reason that manuals or guides include the instructions only in English and few times in other languages. It creates a context where the way for communicating or transmitting information includes the knowledge of this language since basic up to high level.

Another basic aspect of the use of technology in education is when the learners are located geographically in other places with many kilometers of distance between them. In this situation the internet with its different applications let them to communicate and participate actively in the learning of any subject or simply to express an opinion about the thing that causes interest to them.

The connection between technology and education creates an attractive environment for students and teachers. It facilitates the process inside the classroom because the process is guided by the professor and all the pupils can collaborate or participate in the accomplishment of the initial objectives of the class. Evidently, the teacher requires putting in order the activities and guiding for correcting mistakes or applying in the best form the technological tools.

The appliance of ICTs in education makes possible to practice language and developing the four skills such as listening, speaking, reading and writing. Many gadgets are available in the market and each one of them plays a different function for increasing the options of learning English to all sorts of students.

Inside the assessing aspect, the technology offers a great variety of possibilities to measure the performance of students in individual form or in group work. It depends on the teacher and it includes a series of activities to capture the attention and motivating to give the best effort in the development of the class.

1.3.3.2 Implementing free software in the classroom

According to Hockly N. (2007):

For learners with zero or very low IT (Information Technology) skills, or literacy issues, a good place to start is with simple word processing tasks. Once learners are comfortable with this, basic email or searching the internet can be introduced. Try to pair up more technically experienced learners with the absolute novices for any ICT based classwork, so that the more experienced users help the less experienced ones (p. 11, 12)

When the teachers have students with a low level of Information Technology skills, they have to begin with simple activities by using free software such as hot potatoes or another in which is possible to practice some exercises and to have a feedback at the same time that occurs the teaching learning process.

After this phase, learners can access to other activities that include the use of email or searching all sorts of information in internet. The employ of the web permits to students to download and print different materials to use offline in classroom with all classmates. In addition, it facilitates the classwork by utilizing technology like free software and motivates to learners in the development of skills working in individual or group form.

1.3.3.3 Free software as technological tool in language teaching

As Dudeney G. (2007) expresses:

Technology in language teaching is not new. Indeed, technology has been around in language teaching for decades - one might argue for centuries, if we classify the blackboard as a form of technology. Tape recorders, language laboratories and video have been in use since the 1960s and 1970s, and are still used in classrooms around the world (p.7)

Through the years the access to technology has been increased thanks to the development of free software and other programs which don't have any economical price in the web for downloading. It is a great help for teachers and students because they can get them in an easy form to any kind of software that they require for developing the educational process.

Free software is an important component of English teaching learning process in the classrooms around the world. Through this software teachers develop the abilities in an exciting form with the objective of integrating the students with the study of English as a second language. Moreover, the English skills like writing,

speaking, reading and listening are improved for the students with the innovative technologies which are available in different forms.

Free language learning software provide an easy and exciting form to learn a new language by using the new applications of technology according to the necessities that teachers and students can have in the classroom, or in the different environments which are created for developing the knowledge.

1.3.3.4 Attitudes to free software

As Hockly N. establishes (2007):

Many people are afraid of new technology, and, with the increasing presence of the internet and computers, the term technophobe has appeared to refer to those of us who might be wary of these new developments. More recently, the term digital native has been coined to refer to someone who grows up using technology, and who thus feels comfortable and confident with it (p. 8)

Attitudes toward free software in education are an important component of successful understanding of English as a foreign language in the different levels at school, high school or college. Furthermore it is related with the curriculum and the integration of new tools in the learning process.

This kind of integration of technology produces excellent results in all of participants of educative process such as students, teachers, parents and authorities because it offers an interactive tool for supporting the interest and motivation in the development of topics in class. However it can be difficult in classrooms and with the

variety of students that exist because some of them are habituated to include the technology in class work or homework.

1.3.4 Hot Potatoes Free Software

Hot Potatoes free program, developed by the University of Victoria Canada has many advantages for applying and putting in practice with students of all ages. It software is versatile and practical because by means of it is possible to the teacher to elaborate different kind of tests. Moreover, the students can correct the errors quickly and to ask to teacher a feedback about any topic.

According to Chan Han Hy (2009):

The Hot Potatoes test set consists of six different programs. Five are the so called basic test tools and one tool, the Masher, combines the different tests to a test series or test unit. Hot Potatoes were developed by a team at the University of Victoria, B.C., Canada, and is now available in version six. It has been available for several years and is well established especially in academia and in schools.

(<http://www.slideshare.net/hychanhan/hotpotatoes-presentation-1071213>)

Hot Potatoes software is a very interesting tool because it is installed without problems at any computer. The facility this kind of software offers is to design different tests in order to assess or evaluate how the knowledge had been transmitted. It could be done through the teacher or class activities whenever the data and information either complete and accurate.

For using Hot Potatoes software is not necessary to know anything about html or JavaScript in order to employ the applications. The only thing that is important is to introduce the data such as texts, questions, answers, images, sounds, videos, etc., and the software will create automatically the exercises as a web page. Afterward is possible to publish those pages in the web browser.

Furthermore, each application of Hot Potatoes software is designed with the objective to configure the output almost always, such as the time for each exercise, the title, the instructions and the final appearance. It is possible to do with the tabs that exist in the Menu icon.

The main characteristics about five applications of Hot Potatoes program are the following:

- *JQuiz*

This program creates exercises based in different kind of questions. With this application is possible to do quizzes related to Multi-select question, multiple choice, hybrid questions, and short answer.

The feedback is included here because in each kind of question the students can know what answer was correct or which one was wrong. Besides there is a hint button in order to help to students who ask for a clue because it provides one right letter from the answer.

- *JCloze*

This program elaborates gap fill exercises. The teachers decide how many correct answers put in each gap, and the learner has a hint button which permits to see a correct letter for the answer. The gapping could be automatic or simply the teacher selects the words for filling the gap. Moreover, the chosen gaps can be erased and replaced with other ones.

- *JCross*

This program allows teacher to create crossword puzzles, which have the option to be completed on internet page. The size of the crossword depends on the number of words that are included in the grid. Moreover, JCross includes a hint button which provides a letter if the student requests it.

- *JMix*

This kind of application permits to elaborate quizzes including jumbled sentences. With this program is feasible to choose how many of correct answers exist according to the information that is inserted. As the others programs of Hot Potatoes, here exists a hint button which shows a correct word for ordering the sentence if it is needed.

- *JMatch*

This program permits to create exercises related to matching and ordering. Here the teacher can include some images, pictures or simply texts which are located

on the left and on the other side (right) there are jumbled items which have to be matched with the correct answers. This application includes the option to practice vocabulary and ordering sentences of a conversation.

As Randall Cotton (2008) establishes:

The advantage of using a software quiz such as Hot Potatoes is that students get instant feedback about the answers they input. The software also can provide hints, show correct answers, keep an on-going record of the number of correct responses, and show the percentage of the total number of correct responses at the end of a quiz. I chose to use the short answer quiz (named “JQuiz” in the Hot Potatoes software package) for this activity because it requires students to type in a one- or two-word answer. (http://www.gifu-cwc.ac.jp/tosyo/kiyo/52/zenbun52/Computer_cotten.pdf)

Among the variety of advantages of using hot potatoes software is the immediate feedback that student have after the test. Moreover it permits to students to know what the real answers in a short time are. The teacher can correct and choose severe measures in order to improve the teaching learning process.

1.3.5 Guide

A guide is a practical solution for people that are managing any software or program without knowledge or basic information. The guide empowers them to accomplish the large and small activities in an adequate period of time and using fewer steps for it.

A user guide is very significant because it provides the specific instructions and the necessary steps in order to apply the “Hot Potatoes” activities in classrooms. The guide consists in a specific use about the management of “Hot Potatoes” program. The students and the teachers are the beneficiaries and they could utilize in a practical form the applications of “Hot Potatoes” for teaching and learning English as a second language, motivating and imagining ideas.

Guides do not pursue an established mold because it can cause problems with the applications of the software. Guides must adapt their contents to the requirements of clients and have in consideration the experience in using free software and the level of understanding of users.

When the content of a guide is determined by the experts it has to cover all the topics in a complete form and looking to all angles of view. It permits to ensure that the guide is offering users with the breadth and depth of data and information required to put in practice English activities without complications or problems. Besides it allows accomplishing their goals in an interactive form and applying technological tools or codes in the best way.

Hot Potatoes guide has the function to interact with the users every day and the times which are necessary. It facilitates the understanding and comprehension of all the purposes that this free software has to offer. As a consequence the guide is not only expert on determined topics, but also is expert on what the public want to know about exercises and the different uses of icons.

A guide is a combination of utility and experience that the author contributes to users to employ it in an effective method without considering the weaknesses of English students at all. The content of the guide is according to the environment that surrounds to educative process and it is turned into a valuable resource.

The results which are waited to the use of this guide depend on the level of help that people can get. It allows engaging the consumers with “Hot Potatoes” program and it is transformed in a main part of teaching learning process for changing the form of view the English learning in classrooms.

As Philip Hodgson (2007) establishes:

How to give instructions: Clearly this is the primary role of the user manual. It is critical that the instructions are easy to read and are understandable by all users. Many user manuals have instructions that are incomplete, incorrect, or simply have no bearing on the actual product.

<http://www.userfocus.co.uk/articles/usermanuals.html#Anchor-How-14210>

The main role of user guide is to give instructions. It is a very important point because the people get a guide for knowing how to manage any software or program and they want to follow step by step the tutoring without complications or delays. Critical points of a guide are the instructions because they must be clear and easy to read and understand to all kind of people because it doesn't know what sort of users employ this guide without helping.

The guides which are incomplete or have incorrect instructions produce confusion in the consumers and maybe they will use the product with half-heartedness or change it by another that is clearer to understand.

CHAPTER II

2. ANALYSIS AND COMPARISON OF RESULTS

2.1 Brief characterization of “Technical University of Cotopaxi”

2.1.1 The identity of Technical University of Cotopaxi

Technical University of Cotopaxi is a public institution of Higher Education, free and lay, and was created on January 24th, 1995 by law enacted in the Official Register No. 618. This institution was an extension of Technical University of the North that is placed in Ibarra city.

Technical University of Cotopaxi is part of Ecuadorian National System of Higher Education, and it's governed by the State Politics Constitution, Higher Education Law and other linked laws. It's a higher institution with no profit motive in mind, which directs its efforts toward urban and marginal sectors.

The name of the University is in honor to the province where is located, and to the Cotopaxi volcano which is the most active around the world. This is an institution which is the main formative influence on professionals in Cotopaxi province, and it's in service to the students of center zone of the country.

The location of the UNE-C (Unión Nacional de Educadores – Cotopaxi, for its abbreviation in Spanish) was the first administrative lodging, then the “Luis Fernando Ruiz” High School premises, which welcomed enthusiasts’ university students. Later “Simón Rodríguez” Agricultural Institute was the scene of academic activities: to finally settle in their own home, thanks to the adequacy of a half-built building that was meant to be Social Rehabilitation Center.

At present there are five acres that make up the campus at San Felipe area, and 82 acres of “Salache” Experimentation, Research and Production Center at the south of Latacunga city. Moreover there is an extension located in La Mana Canton which receives hundreds of students who want to progress and get a professional title in order to work for their families and for the development of the country.

Technical University of Cotopaxi includes the following Mission and Vision in its Strategic Plan.

2.1.2 Mission

Technical University of Cotopaxi, is a pioneer in developing education for emancipation, it forms humanists and quality professionals, with high academic standards, scientific and technological aspects, based on principles of solidarity, justice, equality and freedom. The University generates and spread knowledge, science, art and culture through scientific research, and is linked to society to contribute to the social and economic transformation of the country.

2.1.3 Vision

In 2015, the Technical University of Cotopaxi will be a qualified university and a countrywide leader in the training of critical professionals, supportive and committed to social changes in the execution of research projects that contribute to solving the problems of the region and the country within a framework of national and international strategic agreements; equipped with modern technology and physical infrastructure, with educational and administrative excellence staff, which through a comprehensive management system allows to ensure the quality of their projects and achieve social recognition focused on student learning, advance, and cooperation.

The Technical University of Cotopaxi has three Academic Units which are the following:

- Academic Unit of Engineering and Applied Sciences
- Academic Unit of Natural Resources and Agricultural Sciences
- Academic Unit of Administrative and Humanistic Sciences

Academic Unit of Engineering and Applied Sciences, offers to University community the next occupations: Graphic Design Engineering, Systems Engineering, Industrial Engineering and Electrical Engineering.

The Academic Unit of Natural Resources and Agricultural Sciences which is situated in Salache neighborhood at the South of Latacunga city offers the next careers: Ecotourism Engineering, Agricultural Engineering, Environmental Engineering and Veterinary Medicine.

Academic Unit of Administrative and Humanistic Sciences (UACCAAHH, for its abbreviation in Spanish) offers the following careers: Basic Education Degree, English Degree, Accounting Engineering, Commercial Engineering, Social Communication and Executive Secretarial Degree. These ones are associated to the Administration, and include management and economics features, through the development, analysis and interpretation of management sciences with knowledge and professional ethics.

The Humanistic careers are related to the understanding of men and women either in their educative social aspects, communication and law. They are especially interested in reflecting on the behavior of human beings, to describe, explain and in other cases to look for solutions to their problems and difficulties.

Within this framework the UACCAAHH is projected with demands of XXI century through the formation of highly trained professionals who act as responsible citizens committed to social development.

This Academic Unit offers a degree in English, with higher standards in professional development.

2.1.4 English Major

English Major is a profession that contributes to the improvement of the teaching and learning process of a foreign language, it is based on scientific theories which permit to focus the methods, techniques and more appropriate strategies to facilitate the acquisition of new knowledge and practical application of communication skills.

Learning English is important for the development of the society in the XXI century, in response to a globalized world, which requires knowledge of the English language in different areas: productive, economic, scientific, technological, social and educational as a tool of communication and information which permits the development of nations.

2.1.4.1 Career objectives

- Train teachers to scientific, technical and humanistic knowledge, with vast domain of English language, potentiating the skills and abilities that lead to the didactic-methodological development of teaching learning process to function efficiently and effectively in the educational field.
- Encourage to professionals in English area, the need for an adequate technological-educational update, according to the demands of a globalized world with training processes, to promote equity, social inclusion, participation, democracy, multiculturalism and defense of ecosystem.
- Develop psycho-educational skills of leadership, research and educational management that enable to design, implement and evaluate educational projects related to the English teaching and learning process.

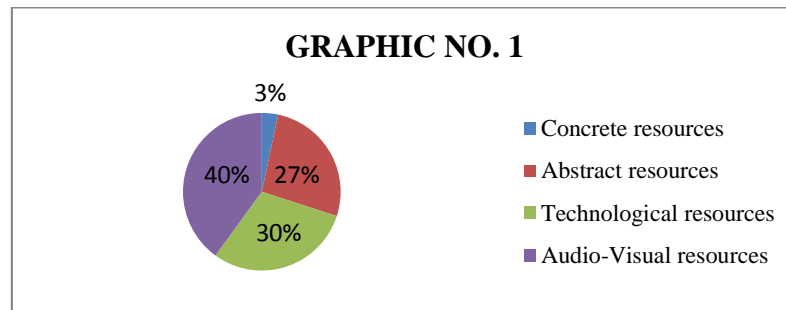
2.2 Analysis and Interpretation of Results

2.2.1 Analysis of the surveys applied to students at Technical University of Cotopaxi

1. What kind of didactic resources does your teacher use in the classroom?

CHART NO. 1

Question	Students	%
Concrete resources	1	3%
Abstract resources	8	27%
Technological resources	9	30%
Audio-Visual resources	12	40%
Total	30	100%



Source: Technical University of Cotopaxi
Elaborated by: Marco Ortega Proaño

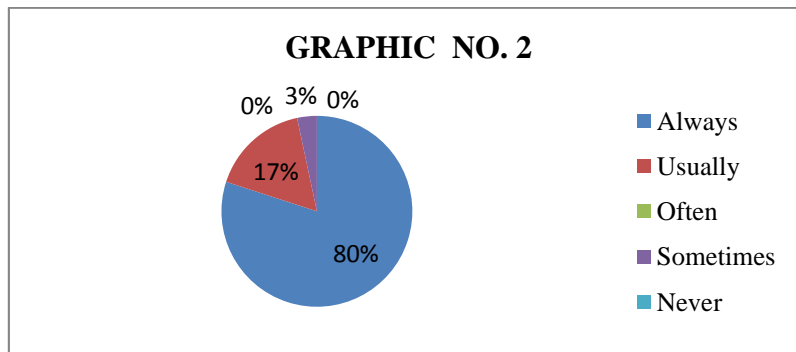
With reference to what kind of didactic resources teachers use in the classroom, the 40% of students reflect on the audio-visual resources like data show, video, movies, TV, etc. are more used in the classroom by teachers, a 30% express technological resources, whereas the 27% consider abstract resources and only the 3% think about that concrete resources are used in the classroom.

Therefore, most of the students believe that audio visual resources are frequently used by teachers in order to develop the educative process in the classroom. In this sense, learners feel they can interact with the technology by watching or listening different tasks assigned by the teacher in individual or group way.

2. Do you consider the use of technology helps the Academic activities?

CHART NO. 2

Question	Students	%
Always	24	80%
Usually	5	17%
Often	0	0%
Sometimes	1	3%
Never	0	0%
Total	30	100%



Source: Technical University of Cotopaxi
Elaborated by: Marco Ortega Proaño

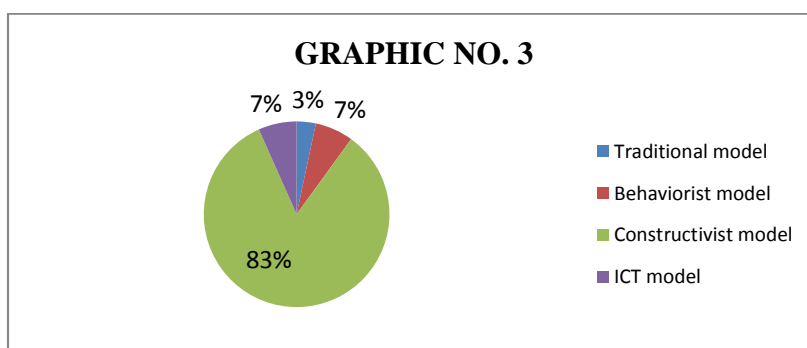
The fact of the matter is that, the 80% of students consider the use of technology always helps the academic activities which are managed by teachers, while the 17% of students establish the use of technology usually facilitate to develop the educational works in the classroom, and only the 3% believe the suitable use of technology sometimes helps to develop the mind and thoughts of learners in academic processes.

In practice, the use of technology in the classroom helps to students to participate in an interactive way among classmates, teachers and the environment. This facilitates to develop the academic activities and the comprehension of any topic although things are pretty difficult. By way of using the technology, students can lose the fear and be more participative with all of motivations that teachers plan to do in class.

3. What kind of pedagogical model does your teacher apply in class for developing the educative process?

CHART NO. 3

Question	Students	%
Traditional model	1	3%
Behaviorist model	2	7%
Constructivist model	25	83%
ICT model	2	7%
Total	30	100%



Source: Technical University of Cotopaxi
 Elaborated by: Marco Ortega Proaño

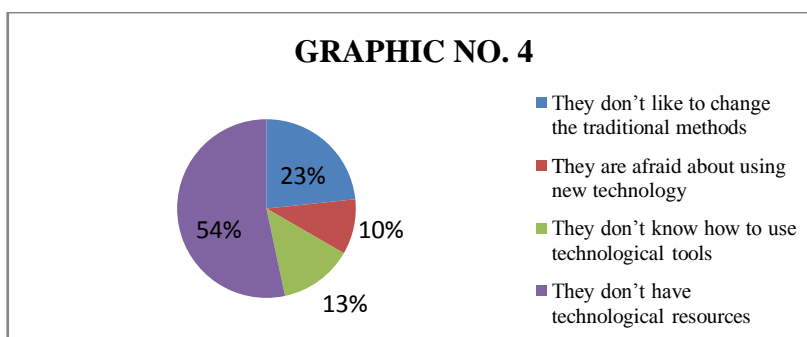
According to this question, the 83% of students express the teachers apply the constructivist model for developing the educative process, meanwhile the 7% think the ICT model and the behaviorist model are applied in classroom most of the time to carry out the class activities, and only the 3% of students think the teachers still apply the traditional method for giving English classes.

Thus the constructivist model which is applied at Technical University of Cotopaxi permits the students to interact between classmates and teachers, and this facilitates the development of the subject in order to accomplish the objectives of the class. However, is important to consider the necessity about using technological elements with ICT model helped by new devices included in the educative process. ICT model allows students to facilitate, create, criticize and reflect on the understanding of theoretical and practical aspects of the science.

4. What kind of problems does your teacher have for using technology in classroom?

CHART NO. 4

Question	Students	%
They don't like to change the traditional methods	7	23%
They are afraid about using new technology	3	10%
They don't know how to use technological tools	4	13%
They don't have technological resources	16	54%
Total	30	100%



Source: Technical University of Cotopaxi
Elaborated by: Marco Ortega Proaño

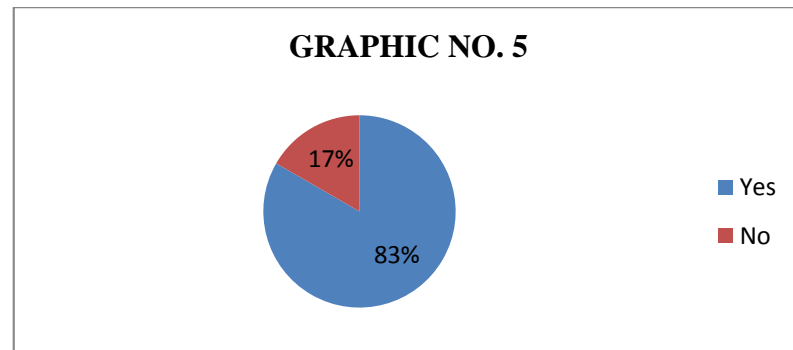
With regard to the problems that teachers have for using technology in the classroom, the 54% of students believe that teachers don't have technological resources, while the 23% believe that teachers don't like to change the traditional methods, the 13% of learners think that teachers don't know how to use technological tools, and the last 10% deem that educators are afraid using new technology in the teaching learning process.

That is to say, the main difficult that teachers face up to with the use of technology in the classroom is because they don't dispose of technological tools. Consequently teachers don't have the enough knowledge for manipulating the devices or using software or programs for developing the educational process.

5. Have you listened about the use of free software for academic learning?

CHART NO. 5

Question	Students	%
Yes	25	83%
No	5	17%
Total	30	100%



Source: Technical University of Cotopaxi
Elaborated by: Marco Ortega Proaño

In a group of 30 students, the 83% have listened about the use of free software for academic learning in the classroom, and the 17% have not listened about the use of freeware in the development of teaching learning process.

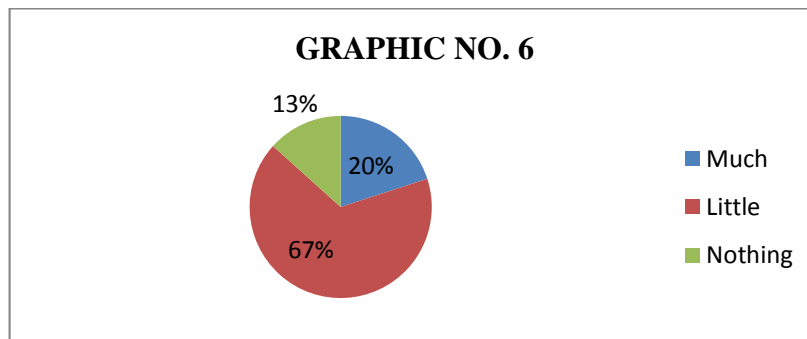
It's significant that students have listened about the free software in education because it is going to facilitate the introduction of this software in the learning aspects, taking into account the globalized world nowadays.

Learners mention the use of different free software for academic activities such as Photoshop, Photo Story and Linux, but Hot Potatoes program they don't state. This aspect is very important for this investigation because the students have the possibility to know and use a dynamic and interesting tool for doing tasks, evaluations, homework, and so on in an interactive form, with the guide of the teacher along the educative process.

6. Do you have any experience in the use of free software?

CHART NO. 6

Question	Students	%
Much	6	20%
Little	20	67%
Nothing	4	13%
Total	30	100%



Source: Technical University of Cotopaxi
Elaborated by: Marco Ortega Proaño

As a matter of fact, the 63% of learners have little experience in the use of free software for academic aspects, whereas the 20% of students have much experience in the use of this kind of software, and no more than the 13% have nothing experience in the use of freeware for learning process.

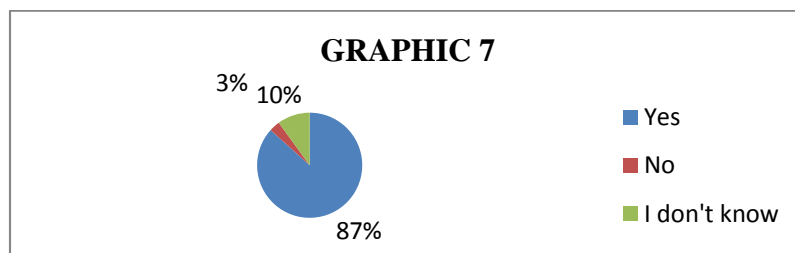
As a consequence the students are not accustomed to use free software for academic aspects, due to they don't know how to employ this, and for that reason they prefer to use the traditional programs which come with the computers.

The students can get the necessary experience for using free software, through the interaction with the computer and software with free characteristics. What is more, they need to have a document which explains with drawings and easy words the main characteristics of the software for applying in classroom with teachers.

7. Do you think the use of free software is going to facilitate the learning process of English as a foreign language?

CHART NO. 7

Question	Students	%
Yes	26	87%
No	1	3%
I don't know	3	10%
Total	30	100%



Source: Technical University of Cotopaxi
Elaborated by: Marco Ortega Proaño

With reference to this question, the 87% think that the use of free software is going to facilitate the learning process of English as a foreign language, while the 10% of the students don't know if the use of free software will facilitate the learning process of English language, and only the 3% don't think that using any kind of freeware the learning of English language will be improved.

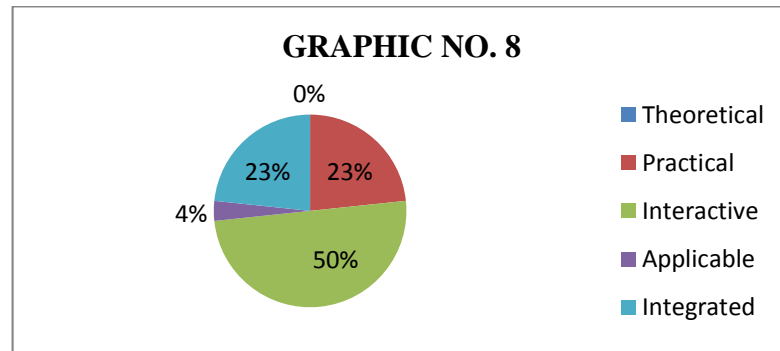
Today, the use of free software in the teaching learning process is very important and necessary because it's a tool which provides many interactive actions for learning and practicing the English as a second language in an enjoyable way.

Actually, the inclusion of free software in the classroom shows that learners are motivated to develop the abilities in the language and increase the curiosity for manipulating the computing instruments. At the beginning is difficult, but with the practice, the students get experience, and they are exciting with this new form of learning.

8. What sort of processes do you prefer for improving your skills in the English language?

CHART NO. 8

Question	Students	%
Theoretical	0	0%
Practical	7	23%
Interactive	15	50%
Applicable	1	4%
Integrated	7	23%
Total	30	100%



Source: Technical University of Cotopaxi
Elaborated by: Marco Ortega Proaño

The results evidence that in a group of 30 students, the 50% prefer interactive processes for improving their skills in the English language, the 23% of learners like better practical and interactive methods for developing abilities in English language, and the last 4% have a preference for applicable actions in the classroom.

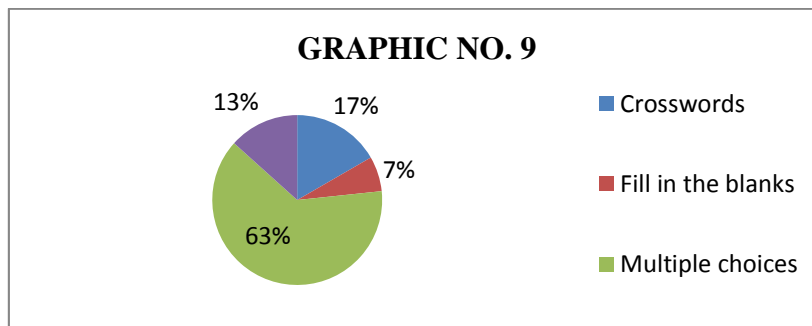
Therefore, the interaction in the class is very important because it permits to students to participate actively with all the materials which are available in the class and improve the environment where the learners develop the knowledge everyday.

Moreover, the free software permits to apply the interaction in different levels and all the grades, through the exchanging of information among teachers and classmates, and the feedback every time where is developed some activity.

9. What kind of activities would you like to do in class in order to learn English?

CHART NO. 9

Question	Students	%
Crosswords	5	17%
Fill in the blanks	2	7%
Multiple choices	19	63%
Put in order the sentences	4	13%
Total	30	100%



Source: Technical University of Cotopaxi
Elaborated by: Marco Ortega Proaño

It determines that the 63% of students like better to do activities of multiple choices in classes in order to learn English, meanwhile the 17% would like to do crosswords, whereas the 13% have a preference for putting in order the sentences, and at the end the 7% of students would like to do activities about fill in the blanks.

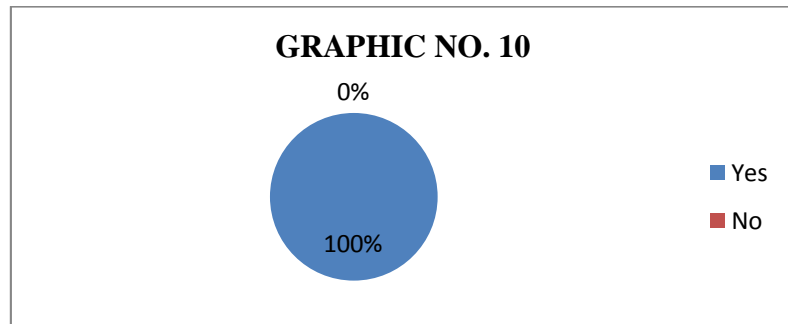
These answers are important because all of these activities are possible to do with Hot Potatoes free program. The application of different evaluations, homework, workshops or tasks by the teacher in the classroom, permits to stimulate the invention, creation and reasoning in the students.

Furthermore, the interactive exercises such as crosswords, fill in the blanks, multiple choices, put in order the sentences, and so on, motivate the learners to manipulate the computer and use the technology for academic instruction.

10. Would you like to have a practical and illustrated guide about the use of “Hot Potatoes” free software in English learning?

CHART NO. 10

Question	Students	%
Yes	30	100%
No	0	0%
Total	30	100%



Source: Technical University of Cotopaxi
Elaborated by: Marco Ortega Proaño

All the students agree that they would like to have a practical and illustrated guide about the use of Hot Potatoes free software to use in the English learning, so the 100% of those polled consider the use of a guide is faceable and interesting for the students, in this way nobody believes unnecessary the use of the guide.

As a consequence the design of a guide about the use of “Hot Potatoes” program and its application in the educative process is interesting and important in the learning of English language. The teacher can apply many activities using this kind of technology and materials and the students are motivated by answering the interactive tests, evaluations or doing homework with partners.

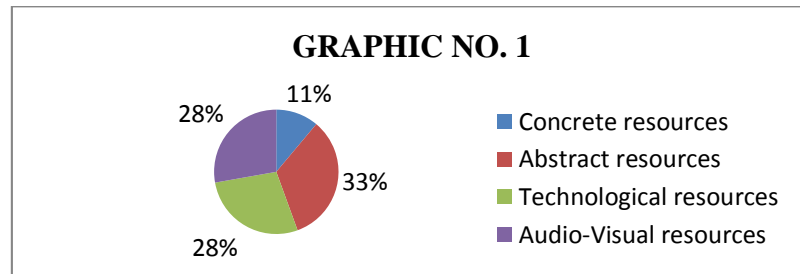
The guide is a great help for people who want to learn the five applications of Hot Potatoes software because it includes the steps for elaborating the academic activities and some graphic examples about the presentation in the web page.

2.2.2 Analysis of the surveys applied to teachers at Technical University of Cotopaxi

1. What kind of didactic resources do you use in the classroom to fortify the teaching learning process?

CHART NO. 1

Question	No. Answers	%
Concrete resources	2	11%
Abstract resources	6	33%
Technological resources	5	28%
Audio-Visual resources	5	28%
Total	18	100%



Source: Technical University of Cotopaxi
Elaborated by: Marco Ortega Proaño

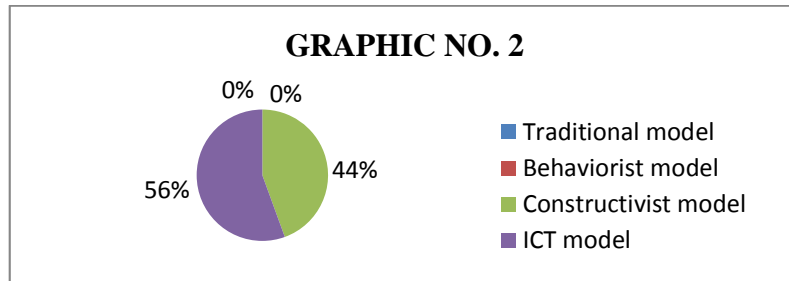
With reference to what kind of didactic resources teachers use in the classroom, 18 answers were obtained from a group of 7 polled teachers, 33% of whom use abstract resources, while the 28% use technological resources and audio-visual resources, and only the 11% of teachers use concrete resources.

Consequently most of the teachers express they use abstract resources such as books, texts, maps, newspaper, language, and so on, in order to achieve the educative objectives in the classroom because they are eminently educational and are used in reinforcement and assessment activities, and they can make abstractions like writing sentences and creating concepts. Nevertheless, it's important to consider the use of technological resources and audio-visual resources because they create interesting scenarios where the students can interact with the technology by watching or listening different tasks assigned by the teacher.

2. What kind of pedagogical model do you apply in classroom to develop the educative process?

CHART NO. 2

Question	No. Answers	%
Traditional model	0	0%
Behaviorist model	0	0%
Constructivist model	4	44%
ICT model	5	56%
Total	9	100%



Source: Technical University of Cotopaxi
 Elaborated by: Marco Ortega Proaño

According to this question, 9 different responses were collected from a total of 7 polled teachers, 56% of whom apply the ICT model for developing the educative process, while the 44% use the constructivist model, whereas the behaviorist model and the traditional model are not used by teachers in classrooms for developing the educative process, and it's represented with the 0%.

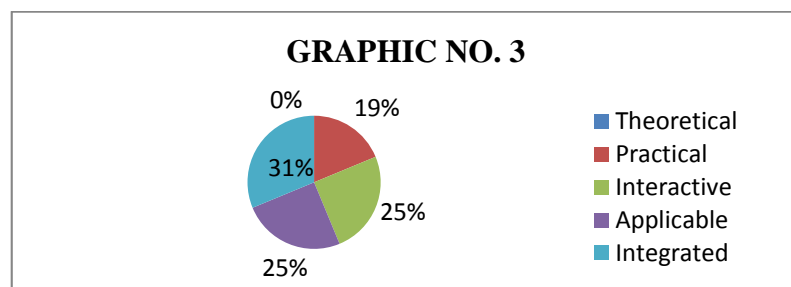
The learning of any subject or skill can be facilitated with the use of ICT model, because it contributes to universal access to education, equality in education, the improvement of teaching and learning process, and the professional development of teachers, as well as more efficient management of the education system.

Apart from this, the ICT model is the technology which permits to transmit process and disseminate information instantly with the participation of all members of educative community such as teachers, authorities, parents and society.

3. What kind of processes do you prefer for improving students' skills in the English language?

CHART NO. 3

Question	No. Answers	%
Theoretical	0	0%
Practical	3	19%
Interactive	4	25%
Applicable	4	25%
Integrated	5	31%
Total	16	100%



Source: Technical University of Cotopaxi
Elaborated by: Marco Ortega Proaño

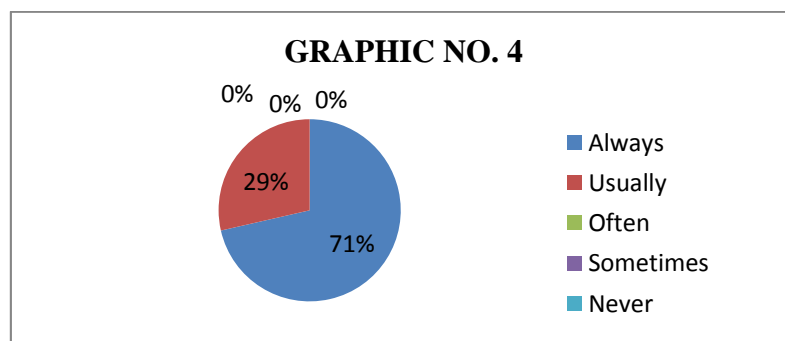
The results evidence that 16 answers were obtained from a total of 7 teachers, 31% of whom prefer integrated processes for improving students' skills in the English language, the 25% have a preference applicable and interactive processes for enhancing abilities in English language, and the last 19% like better practical processes for developing the students' skills in English learning.

In practice, the integrated process in education demands many activities around teachers and students, because the academic work requires an integration and application of socio-emotional and cultural development in the students searchable through creative workshops from different kinds of expression. Thus, the teacher needs to acquire new elements through the processing of methodological information, strategies and innovative techniques. The new role assigned to the teacher requires awareness of change, to learn to know their students, and learning to be a positive entity in the society.

4. Do you consider the use of technology helps the Academic activities?

CHART NO. 4

Question	No. Answers	%
Always	5	71%
Usually	2	29%
Often	0	0%
Sometimes	0	0%
Never	0	0%
Total	7	100%



Source: Technical University of Cotopaxi
Elaborated by: Marco Ortega Proaño

At this point, the 71% of teachers consider the use of technology always help the academic activities and permit to understand in the best way the subject, while the 29% of teachers determine the use of technology usually facilitate to develop the didactic processes in the classroom.

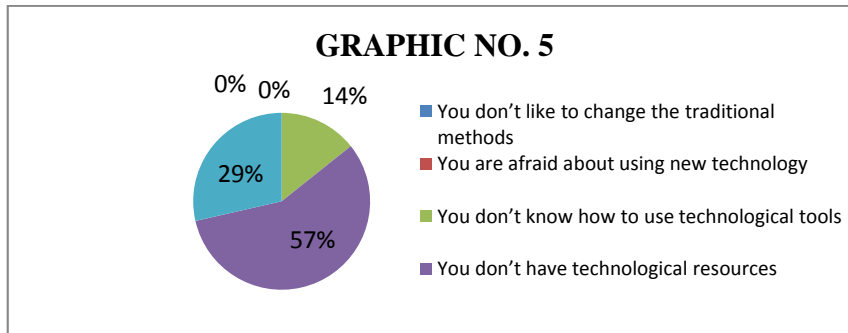
It is worth mentioning that the use of technology helps to teachers to develop the academic activities and the comprehension of any topic as difficult it is. Teachers can make use of all instruments and equipment generated by technology, as a means of communication, which facilitates the educational contexts.

In fact, the teacher must have the skills necessary to motivate students to continue learning on their own. The teacher has to deal with highly cognitive processes, such as to show to students to see relationships between things and concepts.

5. What kind of problems do you have for using technology in classroom?

CHART NO. 5

Question	No. Answers	%
You don't like to change the traditional methods	0	0%
You are afraid about using new technology	0	0%
You don't know how to use technological tools	1	14%
You don't have technological resources	4	57%
You don't have problems using technology	2	29%
Total	7	100%



Source: Technical University of Cotopaxi
 Elaborated by: Marco Ortega Proaño

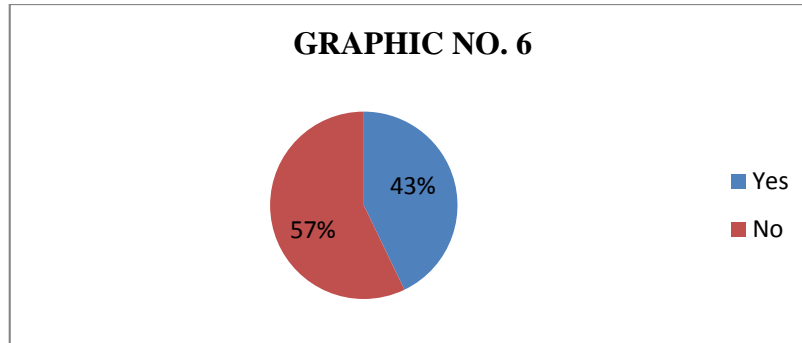
The results concerning to the problems which teachers have for using technology in the classroom show that the 57% of them don't have technological resources, while the 29% don't have problems using technology, and the last 14% of teachers don't know how to use technological resources for class activities.

According to these results, the main problem of teachers is the lack of technological tools for using in the classroom with the students. Most of the time, the teachers have to get these devices in different forms for example renting a datashow or retro-projector or using those which exist at University. For that reason it's important that teachers use the materials like computers with free software which doesn't have cost but is useful for doing classes interactive.

6. Have you listened about the use of free software for academic learning?

CHART NO. 6

Question	No. Answers	%
Yes	3	43%
No	4	57%
Total	7	100%



Source: Technical University of Cotopaxi
Elaborated by: Marco Ortega Proaño

In a group of 7 teachers, the 57% have not listened about the use of free software for academic learning in the classroom, and the 43% have listened about the use of free software in the development of teaching learning process.

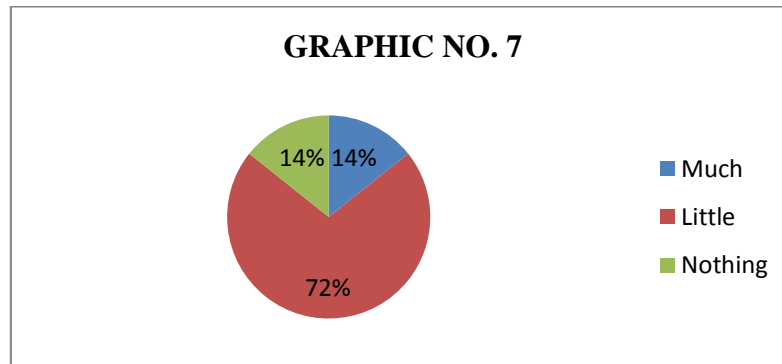
With reference to the results, it's disturbing that most of the teachers have not listened about the free software in education because they never have used this kind of program as a practical tool for improving the processes in learning. Teachers must be updated with the advance of educational tools for designing quizzes or planning interactive models of development with learners.

Consequently is important this research, because it provides a practical guide for applying the functions of free software in class activities with the purpose of doing tasks, evaluations, homework, and so on in an interactive form, with the guide of teachers for answer questions or giving feedback.

7. Do you have any experience in the use of free software?

CHART NO. 7

Question	No. Answers	%
Much	1	14%
Little	5	72%
Nothing	1	14%
Total	7	100%



Source: Technical University of Cotopaxi
Elaborated by: Marco Ortega Proaño

The answers determine that the 72% of teachers have little experience in the use of free software for academic aspects, while the 14% of teachers have much experience or nothing experience in the use of this software for learning process.

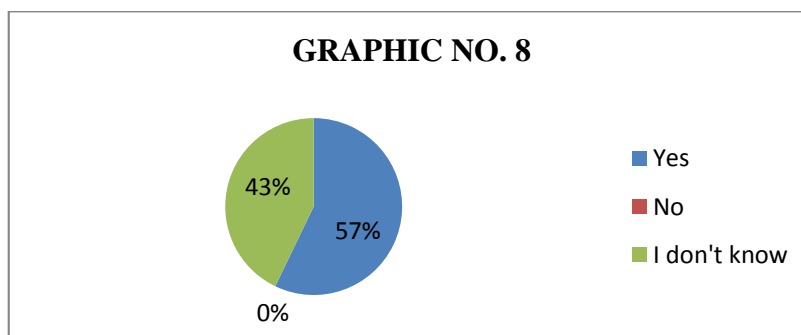
In fact, the teachers are not accustomed to use free software in academic aspects, because they don't know how to use this, and for that reason they prefer to use the traditional programs which come with the computers.

It is worth mentioning that the experience in the use and application of free software, teachers can get through the interaction with the computer and software with free characteristics. It's important to have a document which explains with drawings and easy words the main uses of this in learning acquirement.

8. Do you think the use of free software is going to facilitate the learning process of English as a foreign language?

CHART NO. 8

Question	No. Answers	%
Yes	4	57%
No	0	0%
I don't know	3	43%
Total	7	100%



Source: Technical University of Cotopaxi
Elaborated by: Marco Ortega Proaño

As a matter of fact, the 57% of teachers affirm that the use of free software is going to facilitate the learning process of English as a foreign language, while the 43% don't know if the use of free software will facilitate the learning process of English language.

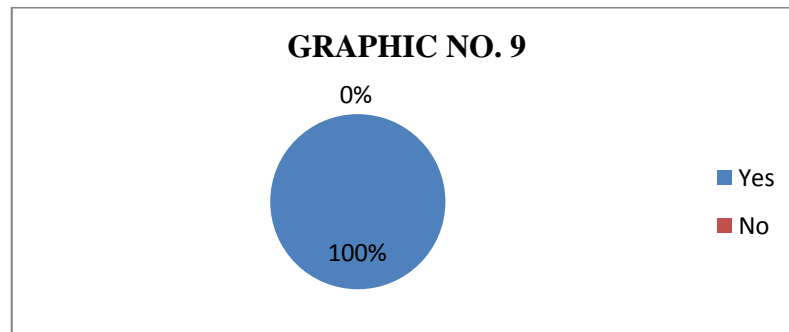
Today, the use of free software in the teaching learning process is very important and necessary because it's a tool which provides many interactive proceedings for learning and practicing the English as a second language in an agreeable form.

What is more, the inclusion of free software in the classroom helps students to develop the abilities in the language and increase the curiosity for manipulating the computing instruments. At the beginning is difficult, but with the practice the students get experience and they are exciting with this new form of learning.

9. Would you like to have a practical and illustrated guide about the use of “Hot Potatoes” free software in English learning?

CHART NO. 9

Question	No. Answers	%
Yes	7	100%
No	0	0%
Total	7	100%



Source: Technical University of Cotopaxi
Elaborated by: Marco Ortega Proaño

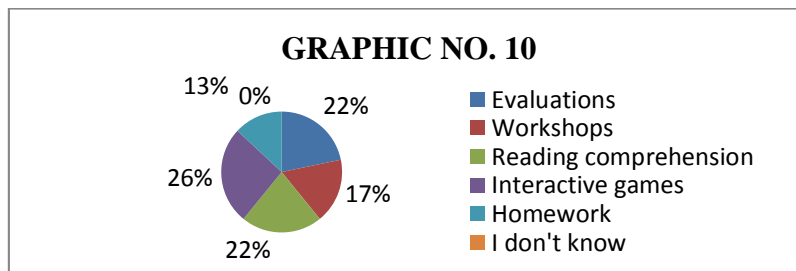
All the teachers agree that they would like to have a practical and illustrated guide about the use of Hot Potatoes program to use in the English learning, so the 100% consider the use of a guide is faceable and interesting for the educative process, in this way nobody believes unnecessary the use of the guide.

As a consequence the design of a guide about the use of “Hot Potatoes” software and its application in the educative process is interesting and important in the learning of English language. The teacher can apply many activities using this kind of technology and the students are motivated by answering the interactive tests, evaluations or doing homework. The guide for using Hot Potatoes freeware includes examples of short-answer, jumbled-sentence, multiple-choice, crossword, matching-ordering and gap-fill exercises.

10. Which activities are able to be done by using “Hot Potatoes” free software?

CHART NO. 10

Question	No. Answers	%
Evaluations	5	22%
Workshops	4	17%
Reading comprehension	5	22%
Interactive games	6	26%
Homework	3	13%
I don't know	0	0%
Total	23	100%



Source: Technical University of Cotopaxi
Elaborated by: Marco Ortega Proaño

It determines that 23 answers were collected from a group of 7 teachers, 26% of whom know that is possible to do interactive games by using “Hot Potatoes free program in order to learn English, meanwhile the 22% believe that evaluations and reading comprehension are done with “Hot Potatoes” software, whereas the 17% express that is possible to do workshops, and the 13% of teachers be acquainted with is feasible to do homework by using this free software. All of the teachers know that “Hot Potatoes” software permits to apply interactive participations of students in classroom for improving the teaching learning process.

To sum up, these answers are important because all of these activities are possible to do with Hot Potatoes program. The application of different tasks by the teacher in the classroom, permits to stimulate the invention, creation and reasoning in the students. The interactive games, workshop, reading comprehension, homework, etc. facilitate to teachers to manage in the best way the educational process, motivating whole the time.

2.3 Conclusions

- The ICT model is the most used by teachers in the classroom, and it is a positive aspect because the students can be in contact with new technologies which help for improving the scholar performance. However, the lack of qualification for applying this model doesn't permit to develop in the best way all the activities which students need for improving their skills.
- Teachers don't have necessary tools for including the technology in the teaching learning process. They are willing to change the traditional methods, which have been employed along the years in education, but the lack of required devices doesn't permit to change this educative model. Today, students need to be in different surroundings for developing all their potentials.
- The lack of experience in the use of free software for academic aspects at Technical University of Cotopaxi is a problem for teachers and students, because they don't know how to employ the technological tools in the teaching learning process. It causes delay in the development of English skills during the activities planned for achieved in class.
- Teachers and students would like to have a practical guide about the use of Hot Potatoes free software and its application in English learning because it contents an explanation about five applications such as JQuiz, JMatch, JCross, JMix and JCloze and includes images, pictures and all of the necessary steps in order to facilitate its comprehension in the elaboration of quizzes and tasks.

- Technical University of Cotopaxi being a new public institution of higher education is still determined to implement the suitable infrastructure and technology for improving the English teaching learning process at every one of levels of students' instruction. It will permit to be into an interactive environment where the students and teachers can participate actively in the development of class activities without fear or bashfulness.

2.4 Suggestions

- To fortify the application of ICT model in the educative process at Technical University of Cotopaxi by means of active participation of learners, teachers and authorities. The employ of these technologies are very important because let to reinforce the curriculum and educational plan that go with the interest of community and the development of the country.
- To provide technological tools to teachers such as datashow, smartboard or computers and incorporate the use of free software in education, because it permits to do more interactive the explanation of any topic related to English subject. What is more, it permits to create an adequate environment where learners improve their performance and stimulates the participation of all students in the assigned tasks.
- To organize a workshop about the use of “Hot Potatoes” free program in the educative process, and include the participation of teachers and students who can practice and elaborate different quizzes and exercises with the five applications of the software.
- To employ material concerning to Hot Potatoes software with all the students of English Major at Technical University of Cotopaxi, because it permits to create new possibilities for students in the learning of English as a foreign language, and treat to include practical examples of each application with pictures, and its corresponding explanation.

- To administer the necessary economic resources with central government or different financial institutions in order to conclude the building work and the equipment of English laboratories. The university authorities must analyze the situation of higher education around the world and understand the modern requirements that students have, both in training and infrastructure for reaching the higher standards in formal education.

CHAPTER III

3. PROPOSAL DESIGN

DESIGN OF A GUIDE FOR USING “HOT POTATOES” FREE SOFTWARE, TO FORTIFY THE TEACHING LEARNING PROCESS TO STUDENTS OF FOURTH LEVEL “K” OF ENGLISH MAJOR AT TECHNICAL UNIVERSITY OF COTOPAXI, DURING THE ACADEMIC PERIOD SEPTEMBER 2012 – FEBRUARY 2013

3.1 Informative Data

Institution:	Technical University of Cotopaxi
Province:	Cotopaxi
Canton:	Latacunga
Parish:	Eloy Alfaro
Address:	Av. Simón Rodríguez, s/n.
Headmaster:	M.Sc. Ing. Hernán Yáñez.
Cycle:	Fourth level “K” of English Major
Researcher:	Marco Ortega P.
Beneficiary:	English students and teachers
Thesis Director:	M.Sc. Lcda. Gina Venegas

3.2 Justification

The English teaching learning process is a difficult work to develop in class when the teachers don't have a new strategy or methodology for getting the attention of learners. When there is not a good environment to work English classes, students get boring and don't participate actively in the planned actions.

The inclusion of technology in education helps to carry out the learning process in an interactive way because it motivates the sense of students and increase the interest in the subject. A component of this technology is Hot Potatoes free software which guarantees the participation of learners in the classroom. It is worth mentioning that its applications are dynamic and stimulates the mind in classes and increases the expectations in the subject.

Hot Potatoes software is a group of six applications which allows teachers to create interactive Web-based exercises, such as short-answer, jumbled-sentence, multiple-choice, crossword, matching-ordering and gap-fill exercises. It was created by the Research and Development team at the University of Victoria Humanities Computing and Media Centre in Canada. It has been freeware since October 2009. Hot Potatoes was first released in version 2.0 in September 1998, at the EuroCALL conference in Leuven, Belgium.

In this way, the design of a guide about the use of Hot Potatoes software contributes to improve the form that the English is teaching at Technical University of Cotopaxi. With this software, teachers can plan different activities for students, and it permits to change the pedagogical model that is applied in classroom, taking in consideration the importance of technology and software which permit to do the class more interesting.

3.3 Objectives

General Objective:

- To motivate teachers and students through the use of a practical and illustrative guide about the use of Hot Potatoes program, in order to improve the teaching learning process in the English language.

Specific Objectives:

- To explain in an easy way the five applications of Hot Potatoes free software, through graphics and simple steps, in order to create different exercises.
- To include all the students in the learning, through the interactive participation in classroom, in order to develop English skills.
- To improve the environment in the classroom, through the interaction of teachers and students, in order to facilitate the English learning.

3.4 Proposal Description

Hot Potatoes is free for people who work for publicly nonprofit educational institutions and who make their pages obtainable on the internet. Whereas people who work for a commercial company they have to get and pay for a license provided by the staff of University of Victoria in Canada.

The acquisition of a license is obligatory in the following cases:

- When the user works for an Enterprise or corporation
- When the user charges for the material created with Hot Potatoes
- When the user doesn't distribute freely the materials through the internet

Hot Potatoes program is easy to be applied in the classroom due to it isn't necessary to know about the creation of Web pages, Html (programming language for the internet), Javascript or other advanced softwares. When the teachers want to use this software for elaborating exercises or quizzes, they have to introduce data like texts, questions, answers, and the Hot Potatoes will generate automatically the web pages with the required configuration.

The guide for this software encompasses the description of each application such as JQuiz, JCloze, JMix, JMatch and JCross. Needless to say, the tutorial includes various examples about quizzes and tasks which were done by using this program. Teachers can design or prepare many activities with this technological tool. What is more, it permits to consider the level of difficulty for each assignment and promotes the student's adaption to the educative technology.

According to the necessities of the students, is possible to elaborate different type of exercises in order to develop the four English skills such as Listening, Speaking, Reading and Writing because the applications permit to include images, sounds, video and reading text to the set of questions.

After teachers create an exercise using Hot Potatoes software, is necessary to convert the exercise into a web page with the html format. The exercise can be

viewed and run using a web browser such as Mozilla Firefox, Internet Explorer or Netscape. Exercises can be hung on the web or stored on CD or USB driver.

3.5 How to use the Guide

The next guide about the use of Hot Potatoes free software is an important material for teachers and students, because it will permit to fortify the English teaching learning process into the educational context, through the creation of different and interactive exercises which are going to facilitate the learning of English as a foreign language.

The exercises which are feasible to create with this kind of software are the following: short-answer, jumbled-sentence, multiple-choice, crossword, matching-ordering and gap-fill exercises, all of them are interactive Web-based exercises.

This guide contents an explanation about each application of Hot Potatoes free software such as JQuiz, JMatch, JCross, JMix and JCloze and includes images, pictures and all of the necessary steps in order to facilitate its comprehension and the creation of quizzes, workshops, tasks or simply feedback for students. The next recommendations are vital:

- Establish the kind of quiz you need to create
- Open the correct application to elaborate the exercise
- Introduce the requested questions and answers
- Include sound, video or reading text, if it is necessary
- Save the exercise as a web page
- Apply the quiz

A decorative graphic on the right side of the page consists of several overlapping circles and lines. At the top is a large blue circle with three white concentric circles inside. Below it is a smaller red circle with three white concentric circles inside. At the bottom right is a large blue circle with three white concentric circles inside, partially cut off by the edge of the page. Two thin grey lines cross the page diagonally, one from the top left to the bottom right, and another from the top right to the bottom left, intersecting near the center.

GUIDE FOR USING “HOT POTATOES” FREE SOFTWARE

Technical University of Cotopaxi

This guide contents an explanation about each application of Hot Potatoes software such as JQuiz, JMatch, JCross, JMix and JCloze

Marco Ortega

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1. GUIDE FOR USING “HOT POTATOES” FREE SOFTWARE

The Hot Potatoes free software includes six applications which can be used to elaborate interactive exercises based in web pages. The applications that teachers can use in classroom with the students are the following:

1.1 Features of JQuiz

It creates 4 different types of exercises:

- Multi-select question
- Multiple choice
- Hybrid questions, and
- Short answer

The JQuiz application generates quizzes based on questions. Questions are of four different types including multi-select question, multiple choice, hybrid questions, and short answer. The feedback is provided both for correct answers and wrong responses or distractors. Besides in short answer questions the student's answers is helpful feedback to show what part of a guess is correct and what part is incorrect. The student has the option to ask for a hint from the answer.

1.2 Features of JMix

It creates jumbled sentence exercises. It permits to include in the exercise as many varieties of correct answers as teachers want taking into account punctuation

and words. There is a hint button, which allows the students to guess the correct word or sentence part. If users have more recent browsers, they can get drag and drop exercises.

1.3 Features of JCross

It creates crosswords. The size of the grid can be any that users want. The hint button permits to students to request a letter as a clue.

1.4 Features of JMatch

It creates a matching or ordering exercise. When the exercise is created with JMatch, a list of fixed items appears on the left, with jumbled items on the right. This application is useful for matching terminology to pictures or translations, or for ordering statements to form a conversation or a sequence. Besides, if users have more recent browsers, they can produce drag and drop exercises.

1.5 Features of JCloze

It creates gap-fill exercises. The right answers for each gap are unlimited, and the students have help when they ask for a hint because they can see a letter of the correct answer. If teachers prefer, they can include a clue for each gap. The automatic scoring is available as well.

Moreover, there is another application called The Masher, and this is a different appliance of the others potatoes of Hot Potatoes software. It serves for creating unities more complexes with materials for matching the exercises.

For using the Masher is necessary to get a specific license, and only is available if the users buy the commercial version of Hot Potatoes. The Masher is used for publishing files which are not exercises of Hot Potatoes in the www.hotpotatoes.net server.

2. HOW TO USE HOT POTATOES

2.1 How to Download

- Hot Potatoes can be downloaded from <http://hotpot.uvic.ca/> according to the used operative system.
- The existing version is Version 6



- This edition is Available in both Windows and Macintosh formats
- For installing in Windows, there are two options which are the next:
 - As an executable file without the installation of Winzip program
 - As a compressed file with .zip extension
- Then, for setting up Hot Potatoes software from the file downloaded in .zip format, press the zip icon to bring up the Open File dialog box.



- Click on **setup_hotpot_60427.exe**, choose the English language and after that appears the next image:



- Follow the instructions from Installation Assistant
- Click on **Next**, then accept the **Agreement** and finish the installation of the software putting it in **ProgramFiles/HotPotatoes6**.
- Then, go the Official Web in order to register the program and the direction is <http://web.uvic.ca/hrd/hotpot/>
- Click on **Register** as in the next photo



- Read the **License Agreement**, then choose the language and finally accept it as in the following picture



- Complete the required information in the form and then Click on **Submit**

Complete this form

Your first (personal) name:

Your last (family) name:

Your e-mail address (please enter ONLY ONE address):

The country you live or work in:

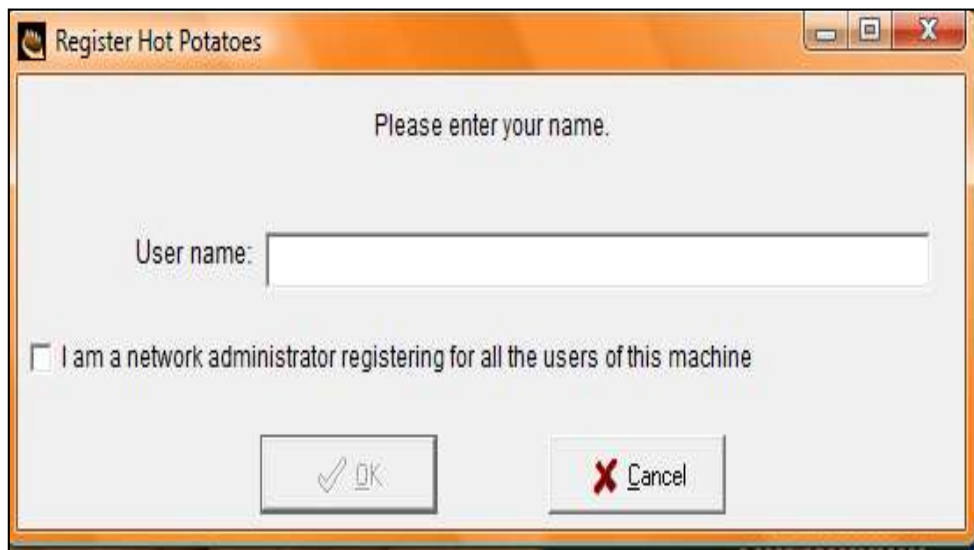
Do you want us to inform you about updates and new versions?
 Yes please.

©UVic Humanities Computing and Media Centre | Hot Potatoes Home Page

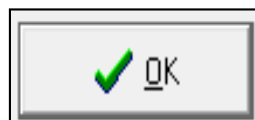
- The registration key is e-mailed to consumer.
- To register the package, from the **Help** menu select **Register**



- Enter the registration key provided as in the next picture

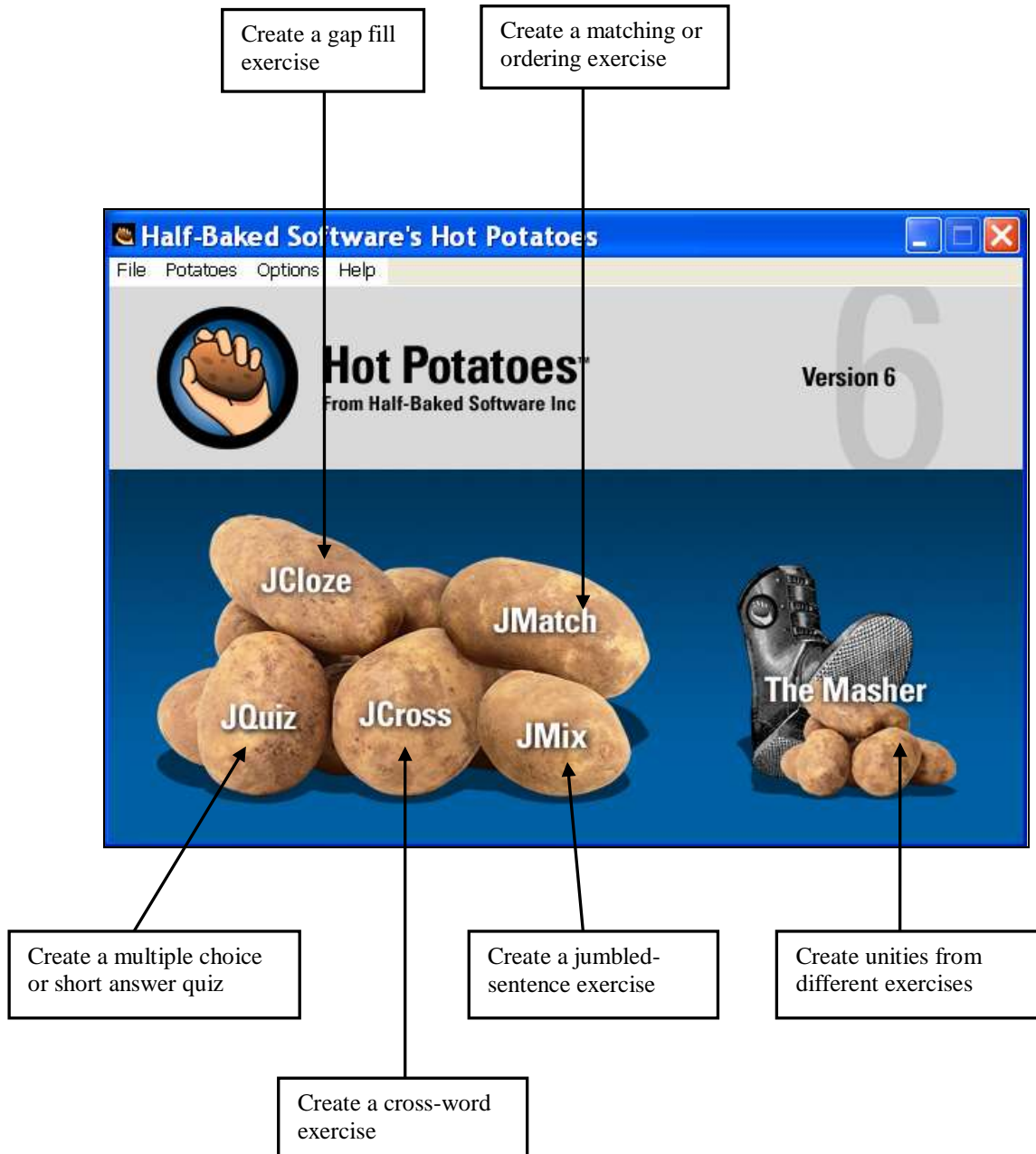


- Finally, press **OK** and start using the five applications of Hot Potatoes



2.2 The Hot Potatoes screen

The main screen of Hot Potatoes shows five potatoes and the masher, each one has different functions and creates various exercises.





Quit



Undo



Cut



Copy



Paste



Insert picture from web



Insert picture from file



Insert link to web URL



Insert link to file



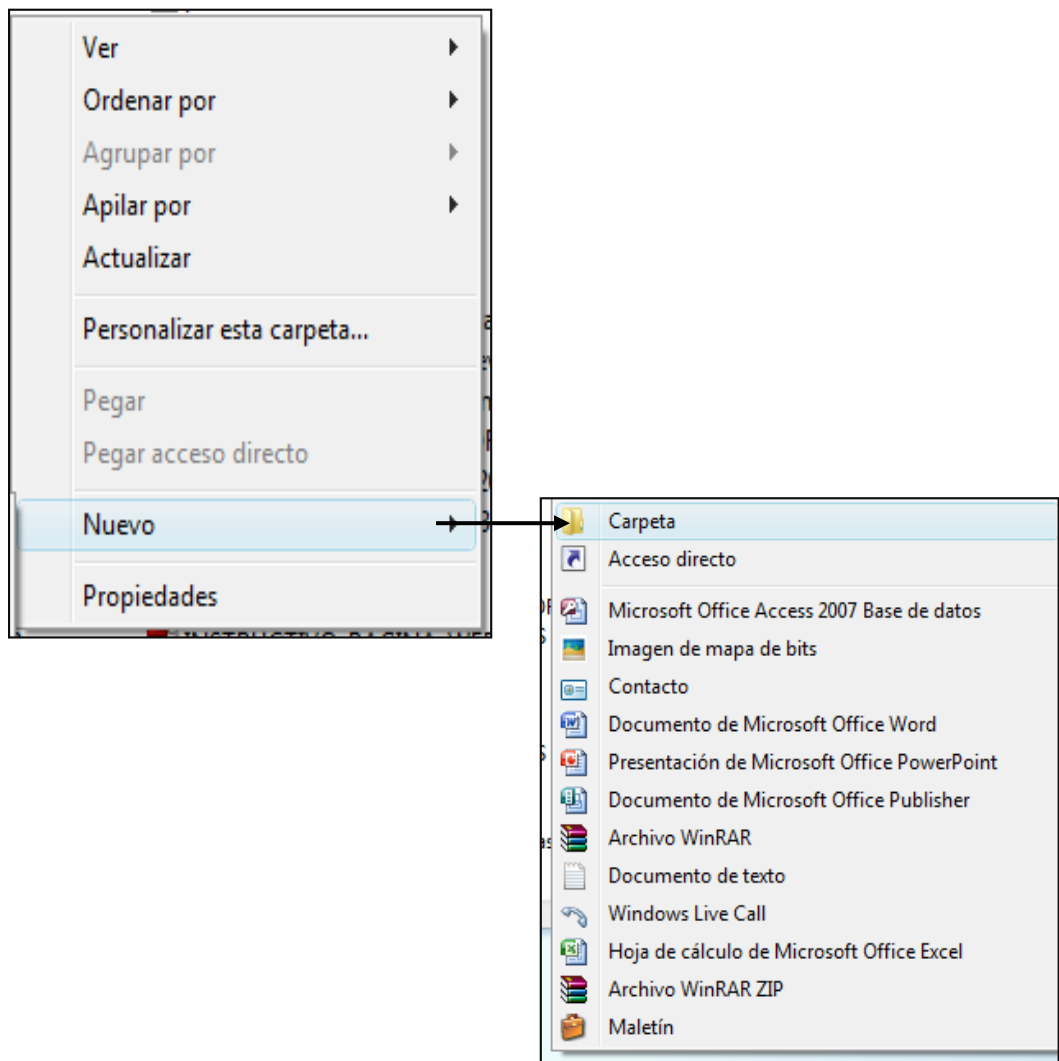
Configure for web output



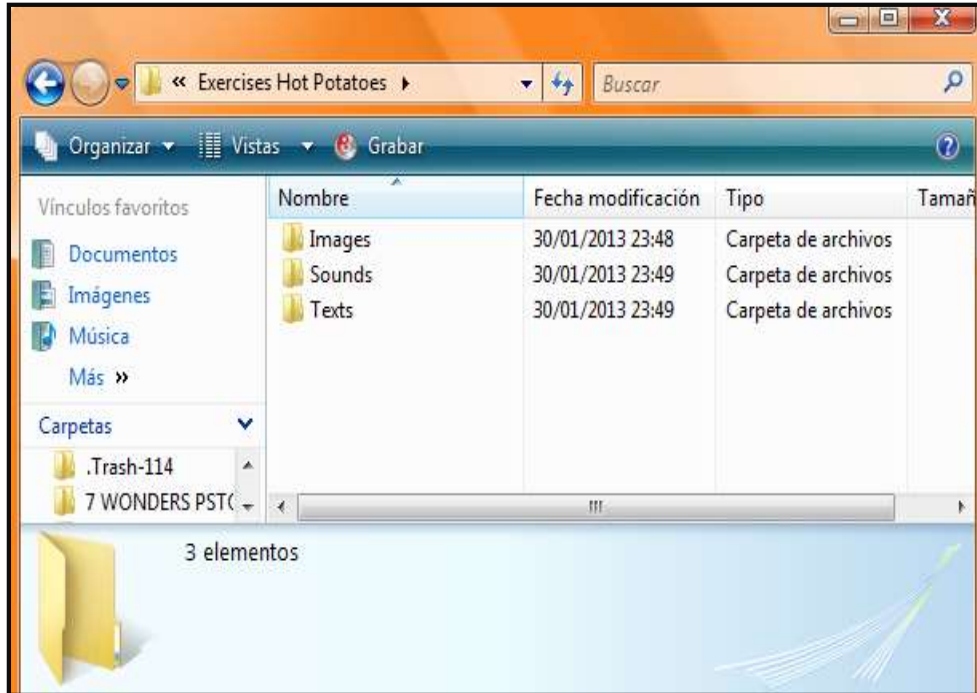
Help

2.4 Getting started

- Firstly, users have to create a new folder in order to hold the exercises. To develop this, the student should go to the desktop or in the USB driver, then select New from the File menu, after that select folder. Write a name to the folder.



- Subsequently, generate another folder within the folder for holding the graphics, sounds, texts, etc., and then write a name to this folder.



3. CONFIGURING THE OUTPUT

The exercises elaborated with Hot Potatoes software, use different buttons and prompt to interact with the users. They permit to change different options of the exercise, although they no change so often.

The configuration file is shared by the whole Hot Potatoes group. Take into account that is not need to change all settings for each quiz.

Each application of Hot Potatoes software provides an interface to the configuration file.

- For accessing to the configuration file, click on the Configuration icon from the toolbar.



OR

- On the toolbar, click on the **Configure output** command on the Options Menu.



- After that, it will be showed a screen like the next below, and it gives access to the entire configuration data to the application is using, such as JQuiz, JCross, JMix, JMatch or JCloze.

3.1 Tile / Instructions tab:

Enter a subtitle to the exercise if desired.

Enter any instructions for the students.

3.2 Prompts / Feedback tab:

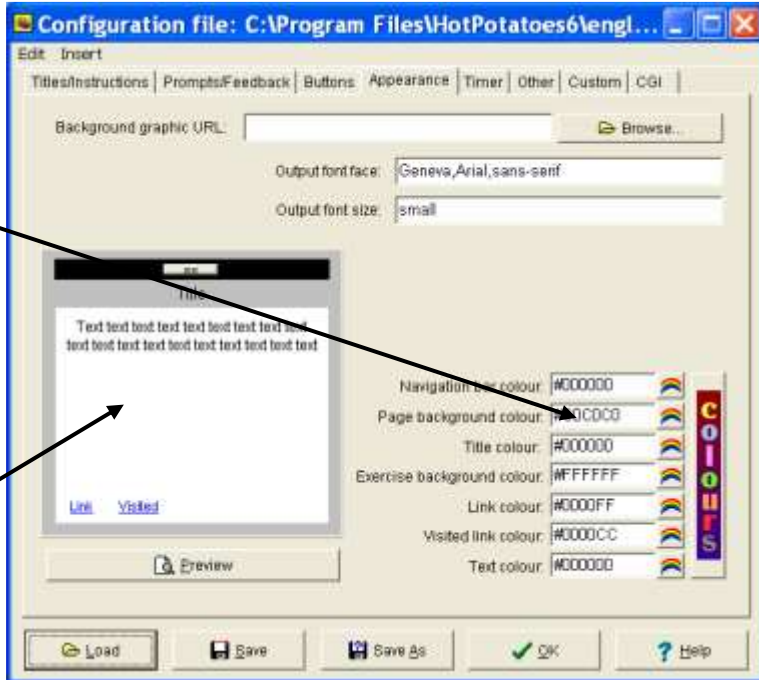
Insert the message is wanted to display to the students when the answer is correct.

Insert the message is wanted to display to the students when the answer is wrong.

3.3 Appearance tab:

It permits to change the colours of the different parts of the page e.g. Navigation bar colour, Page background colour etc.

The Preview section on the left displays the changes that are made.

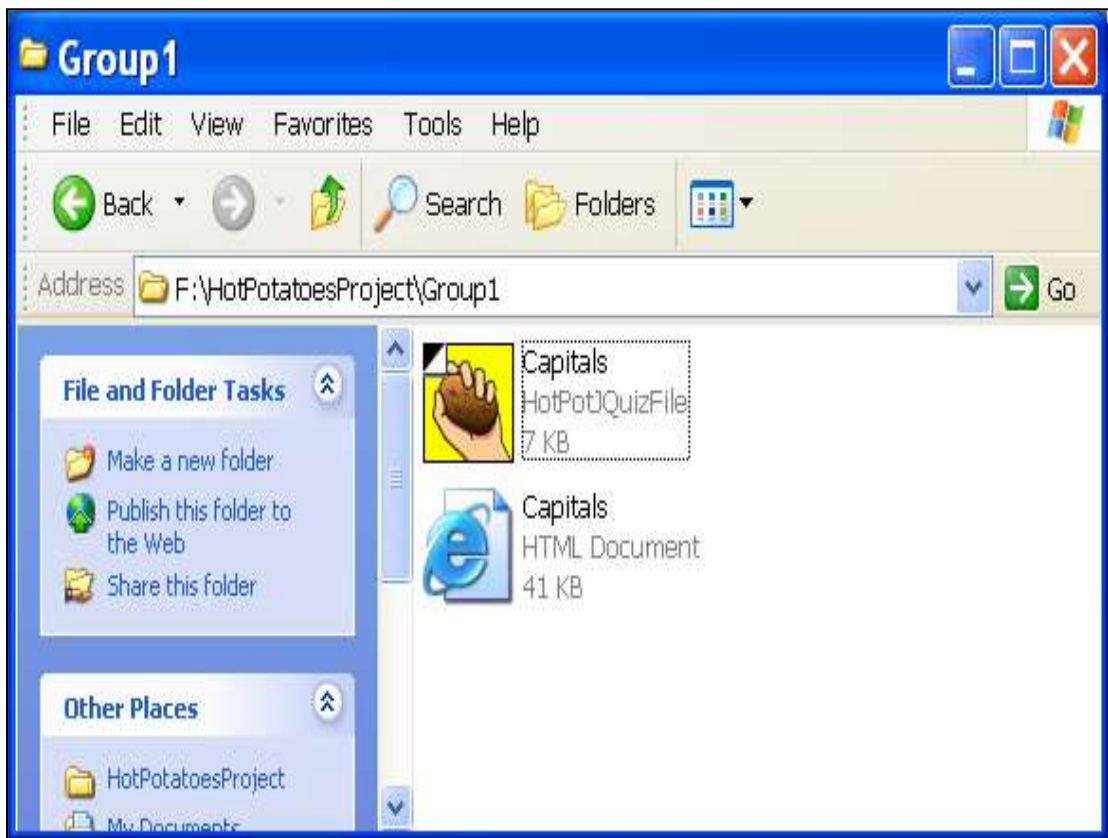


4. HOW TO SAVE FILES WITH HOT POTATOES

Hot Potatoes will save **two files for each quiz created** in the folder created before.

- A Hot Potatoes program file (it can be edited using the Hot Potatoes software)
- A web page (html) file (it can be edited just by re-exporting the edited Hot Potatoes file)

This aspect is showed in the next image.



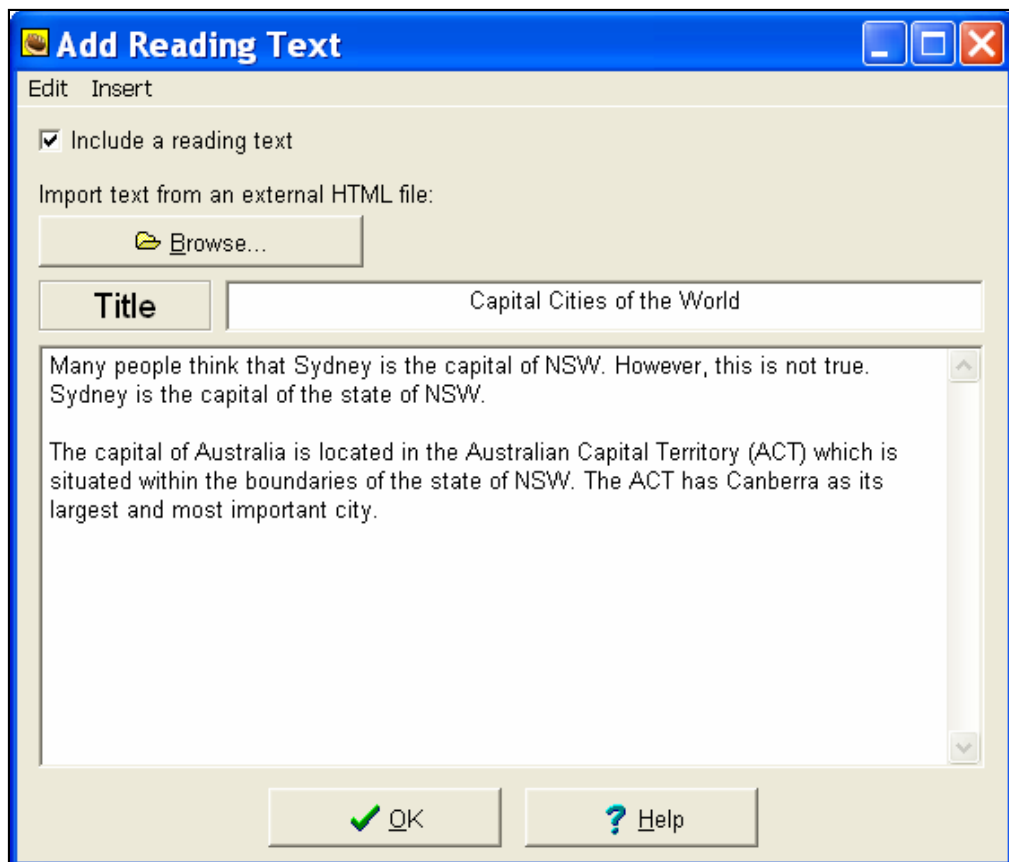
5. ADDING A READING TEXT TO QUIZZES

All of the Hot Potatoes programs give the option for including a **reading text** in a separate frame next to the quiz. The only exceptions to this are the drag-and-drop output from JMix and JMatch.

The reading text could be typed directly into the program, or it can be an imported from an external Web page.

For adding a reading text, follow the next steps:

- Click on **Add Reading Text** from the **File menu** or click on the button on the toolbar to bring up this screen.



- Click the box next to Include a reading text to include a reading text in the web quiz.
- Give a **Title** to the text article
- **Type** in some text into the provided area

OR

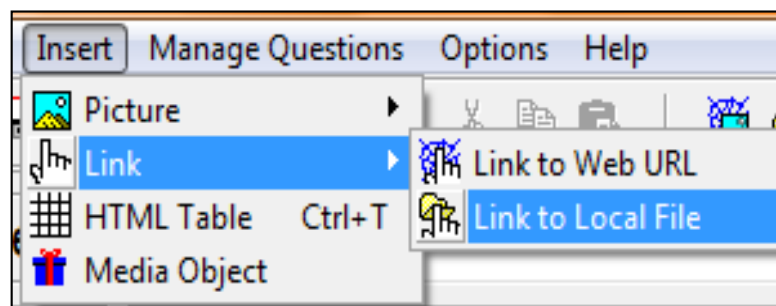
- Import some text from a html file, but this is not recommended because too much tidying up is required
- The reading text pane is visible when the quiz is viewed only as a web page.

6. LINKING TO A SIMPLE SOUND FILE

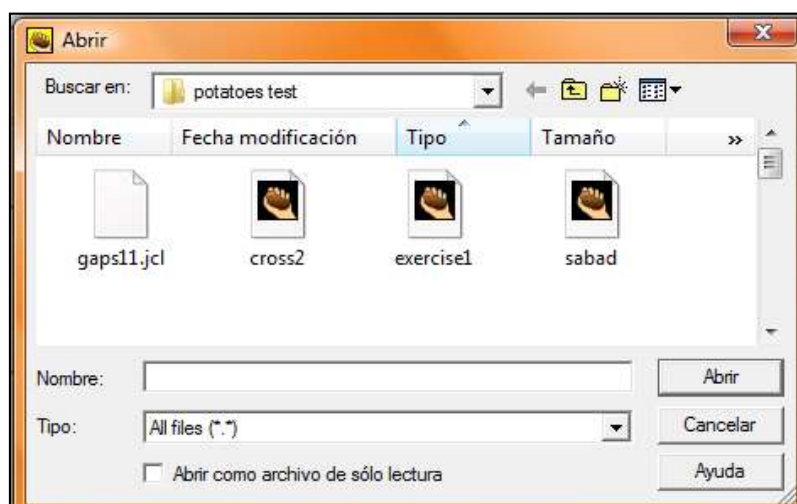
Hot Potatoes software permits to include a sound file into the exercise that is being created.

To insert a sound file it's important to follow the next instructions:

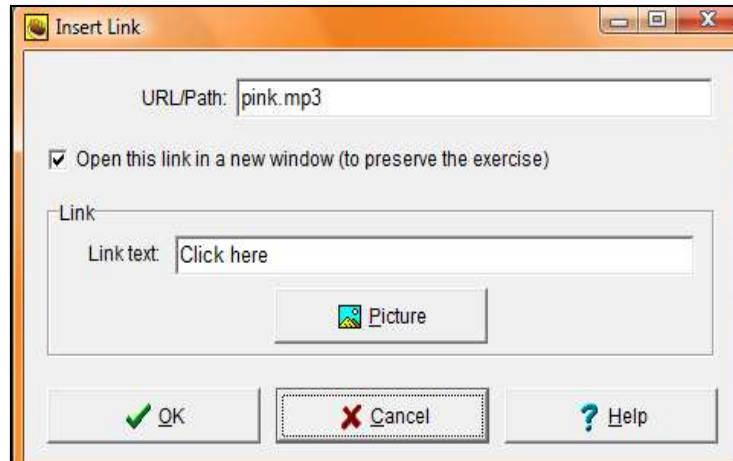
- Be sure the sounds are saved in the same folder the exercise will be saved in.
- Be sure you have saved the **JQuiz** exercise.
- Click in the Question field of Question 1 in **JQuiz**.
- Click on **Insert**, click on **Link**, and then click on **Link to Local File**.



- Then press **OK** to bring up the Open File dialog box.



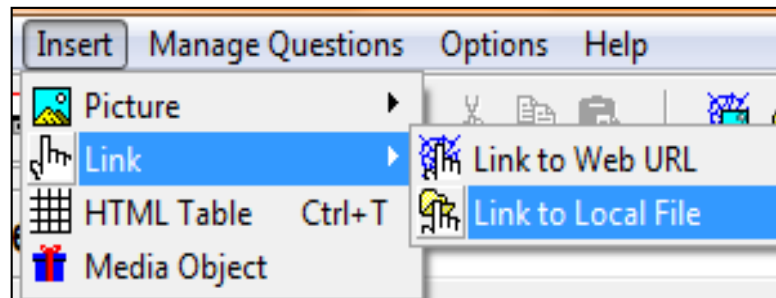
- Find the sound file and select it, then click on **Open**.
- In the **Link Text** box, type an appropriate instruction for the exercise.



- Click **OK**.

6.1 Linking to a Video File

Linking to a video file is really no different from linking to a simple sound file. The only thing to change is in selecting a video file instead of a sound file. Though, note that, in order to view the video, the computer must be able to handle the specific video format has been chosen.



7. JQUIZ APPLICATION

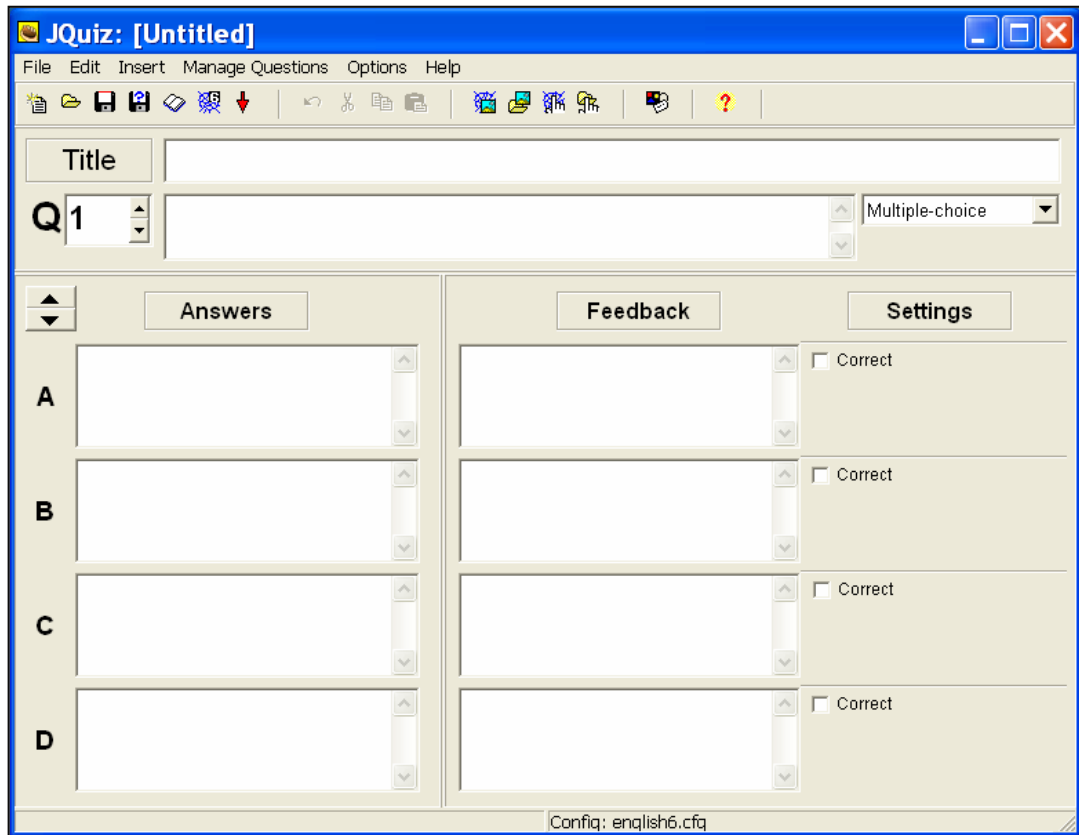
JQuiz is an application which creates exercises of multiple-choice or short-answer quiz. Each question can have as much answers as somebody wants, and any number of them can be correct. With each response the student has a specific feedback and appears the percentage of correct answers when the option is selected.

a. Using JQuiz to create a multiple-choice quiz

- From the main screen choose **JQuiz**, which is painted of yellow color when you point on it.

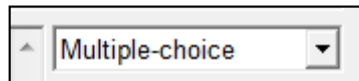


After that appears a screen with the next characteristics.

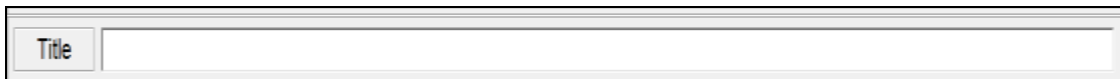


For starting using JQuiz you have to follow the next steps:

- Select **Multiple Choice** from the drop down menu on the right side of the Question box.



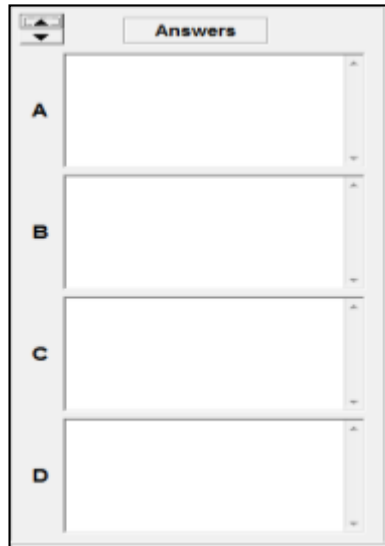
- Insert a **Title** for the exercise in the Title space



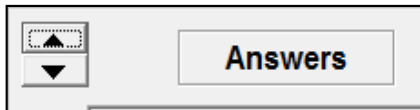
- Type the first question (**Q1**) in the space provided



- Under **Answers** type in the possible answers in the spaces A, B, C, or D



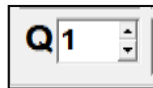
- If more alternatives are required click on the **up arrow next to Answers**



- Under **Settings**, click in the box next to the **correct** answer



- Under **Feedback**, type in a comment that will be displayed if the student selects that answer (optional)



- Click on the **up** arrow next to **Q1** to add Q2.
- Type the next question/s and group of answers

- Save the file making a click in the disk with red trim.



Saving the quiz as a web page

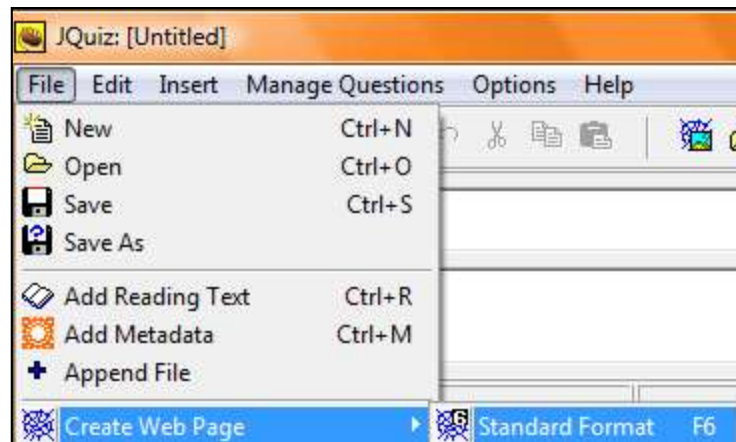
For saving the quiz as a web page, follow the following steps:

- Click on the button with the spider's web



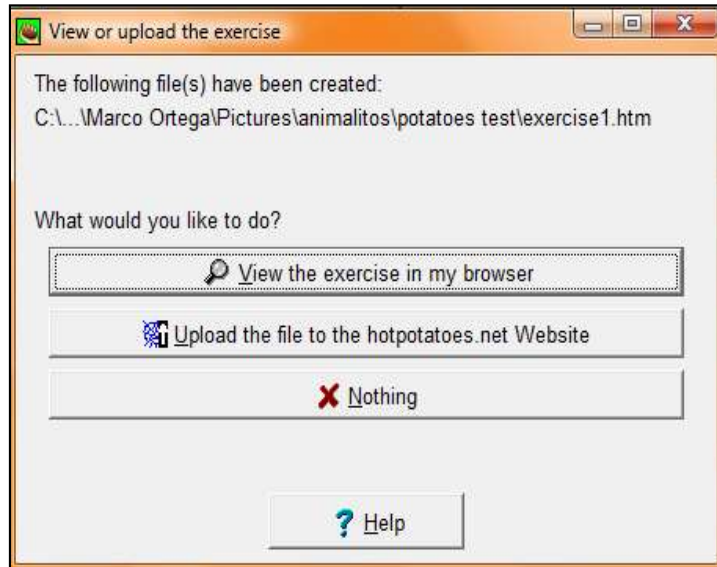
OR

- From the **File** menu select **Create Web Page**, then select **Web page for v6 browsers**

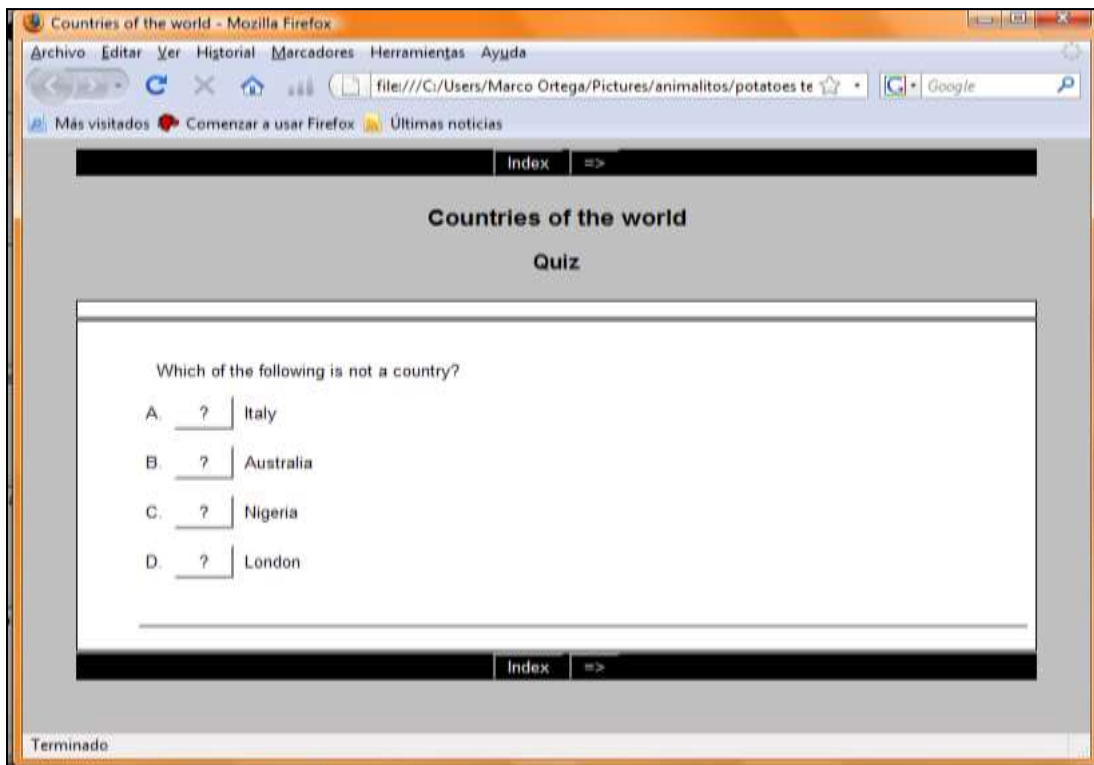


- Save the quiz using the **same name** as the original Hot Potatoes quiz if teachers need to edit the quiz later.

- Select **View the exercise in my browser**. This will show what the exercise looks like when the students access it from the web page format.



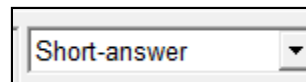
Example of **Multiple Choice Quiz** as it appears as a web page.



b. Using JQuiz to create a short-answer quiz

In this kind of quiz, the students have to type the answer into a text box, and after that to press a Check button to see if it is right.

- From the Start menu open Hot Potatoes
- From the main screen select **JQuiz**
- Select **Short-answer** from the end right hand side of the Question box.



- Write a **Title** for the exercise in the Title space

A screenshot of a text input field with the label "Title" on the left and an empty text box to its right.

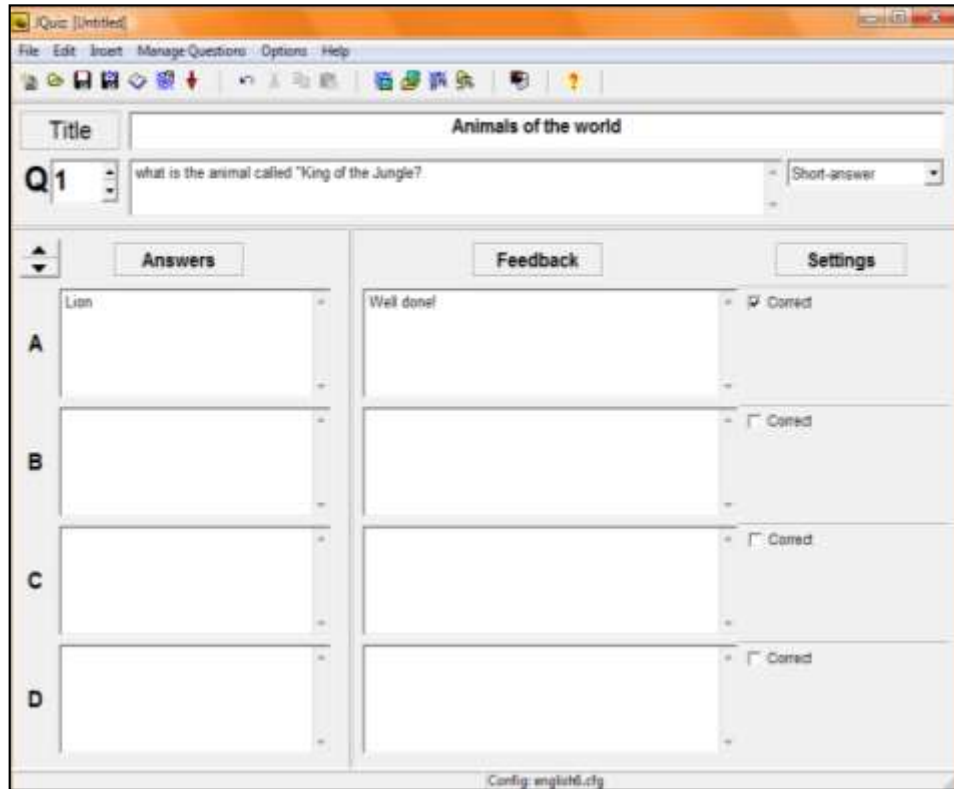
- Type the **Question** in the question box
- Type the answer in the answer space.

A screenshot of a text input field with the label "Q1" on the left and an empty text box to its right.

- Under **Settings**, click in the box next to **Correct** for the right answer.

A screenshot of a "Settings" dialog box. It has a title bar "Settings" and four rows, each with a checkbox and the word "Correct". All checkboxes are currently unchecked.

- Type in the feedback, as is showed in the next image.



- Save the file making a click in the disk with red trim.



Saving the quiz as a web page

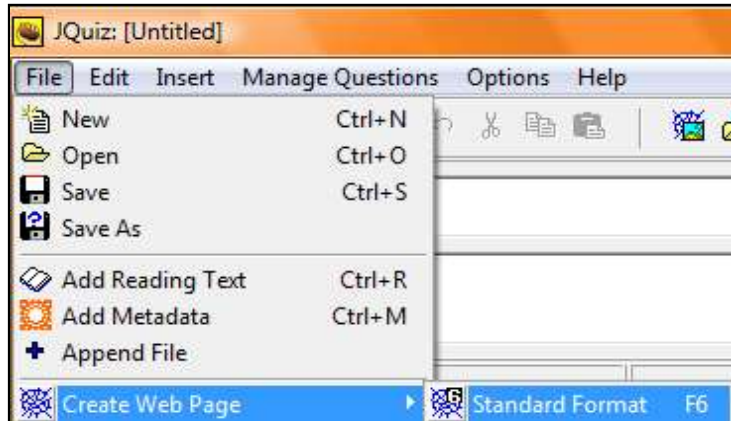
For saving the quiz as a web page, follow the following steps:

- Click on the button with the spider's web

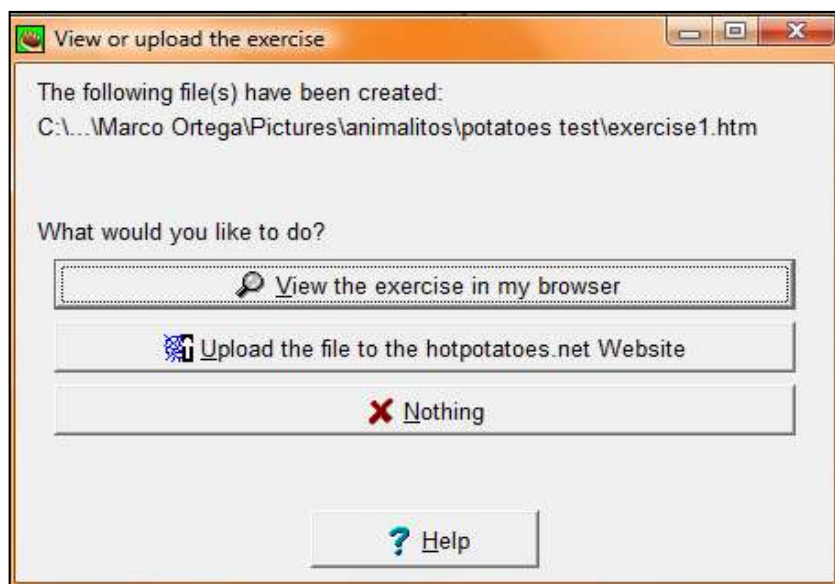


OR

- From the **File** menu select **Create Web Page**, then select **Web page for v6 browsers**



- Save the quiz using the **same name** as the original Hot Potatoes quiz if teachers need to edit the quiz later.
- Select **View the exercise in my browser**. This will show what the exercise looks like when the students access it from the web page format.



Example of **Short-Answer** Quiz as it appears as a web page.

The screenshot shows a web browser window with a dark header and footer. The header contains the text "Index" followed by a right-pointing arrow "=>". The main content area has a grey title bar with the word "Quiz" centered. Below the title bar is a white box containing the question "What is the animal called 'King of the Jungle'?". Underneath the question is a rectangular text input field. At the bottom of the question box are three buttons: "Check", "Hint", and "Show answer", each in its own small box. The footer of the browser window also contains "Index" and "=>".

c. Using JQuiz to create a hybrid quiz

A hybrid quiz is a combination of a multiple-choice question and a short-answer question. When the student fails to get the answer right after a specified number of tries the question changes to a multiple-choice question to make it easier.

- From the Start menu open Hot Potatoes
- From the main screen select **JQuiz**
- Select **Hybrid** from the end right hand side of the Question box.

A screenshot of a dropdown menu with a white background and a grey border. The word "Hybrid" is displayed in the center of the menu, and a small downward-pointing arrow is visible on the right side of the menu box.

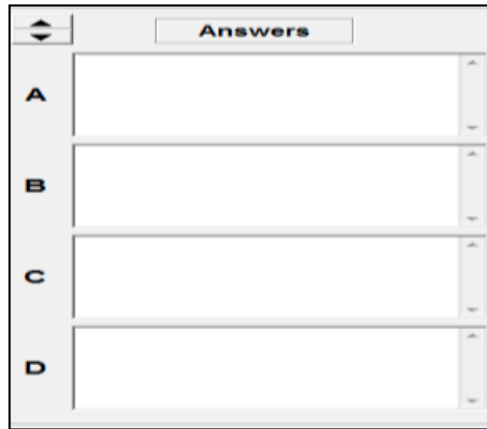
- Type in a **Title** for the exercise in the Title space

A screenshot of a text input field with a grey border. On the left side of the field is a small box containing the word "Title". The rest of the field is empty, ready for text entry.

- Write the questions in the question space

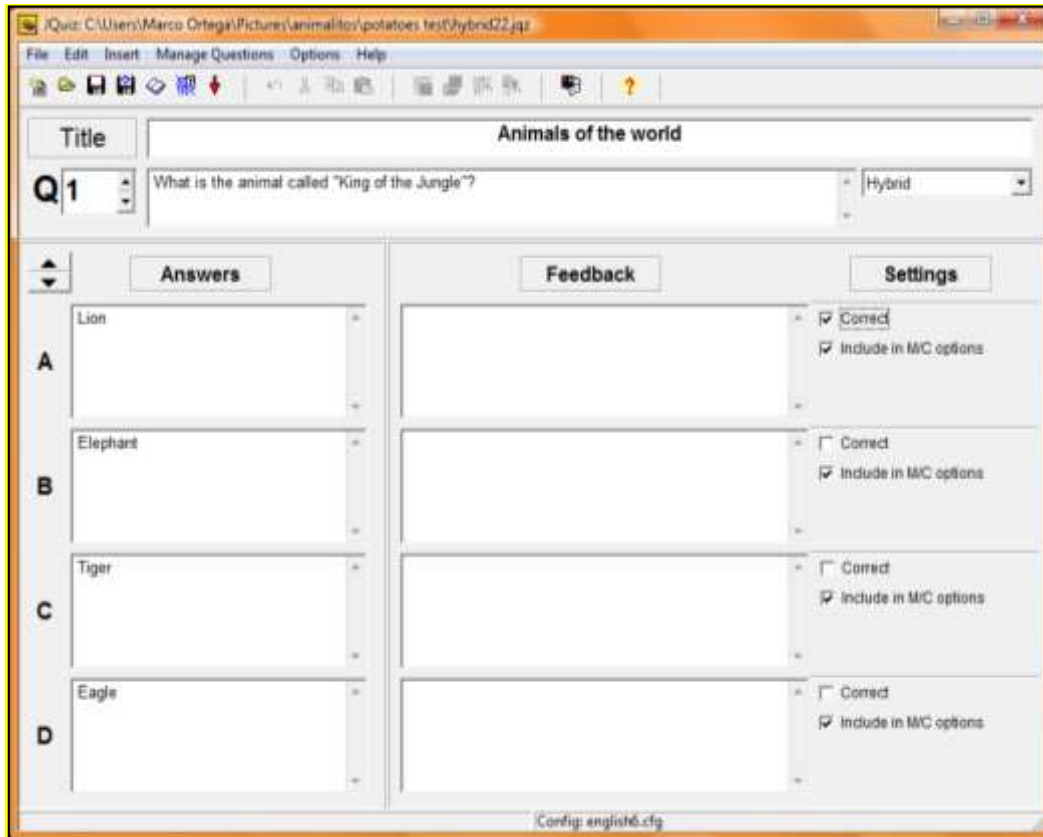
A screenshot of a question input field with a grey border. On the left side of the field is a small box containing the text "Q 1". To the right of this box is a large, empty text area for writing the question.

- Under **Answers** type the answers



A screenshot of the 'Answers' section in a quiz editor. It features a vertical list of four empty text input fields, each preceded by a letter: A, B, C, and D. The fields are arranged vertically and are currently blank.

- Under **Settings**:
 - click in the box next to **Correct** for the exact answer
 - click in the box next to **include in M/C options** to have this answer included in the multiple choice test



A screenshot of the quiz editor interface. The window title is 'Quiz: C:\Users\Marco Ortega\Pictures\animalitos\potatoes test\hybrxQ2.qz'. The menu bar includes 'File', 'Edit', 'Insert', 'Manage Questions', 'Options', and 'Help'. The main area shows a question titled 'Animals of the world' with the text 'What is the animal called "King of the Jungle"?' and a dropdown menu set to 'Hybrid'. Below the question are three tabs: 'Answers', 'Feedback', and 'Settings'. The 'Answers' tab is active, showing four rows for options A, B, C, and D. Each row has a text input field containing the answer and a 'Correct' checkbox. The 'Settings' tab is also visible, showing checkboxes for 'Correct' and 'Include in M/C options' for each option. The 'Correct' checkbox is checked for all options, and 'Include in M/C options' is checked for all options except A. The status bar at the bottom indicates 'Config: english6.cfg'.

- Save the file making a click in the disk with red trim.



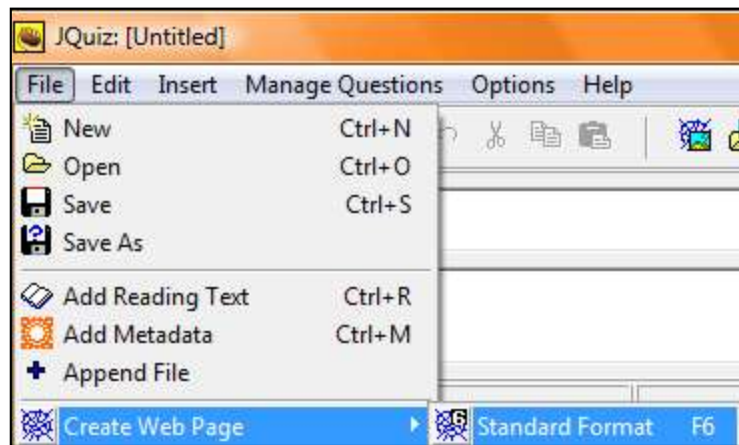
Saving the quiz as a web page

- Click on the button with the spider's web

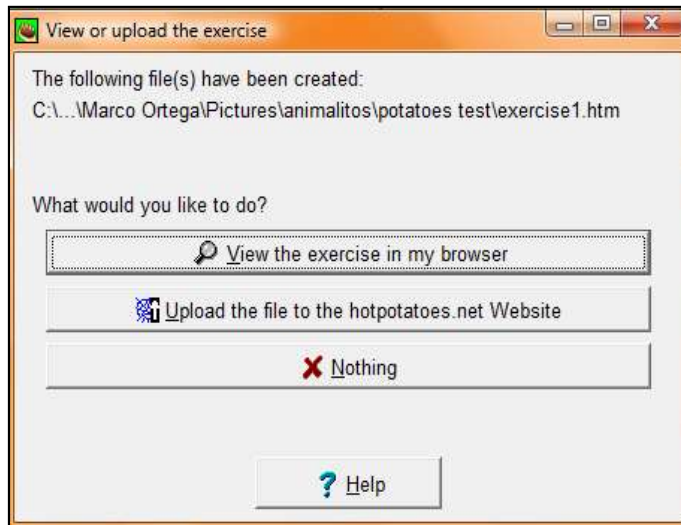


OR

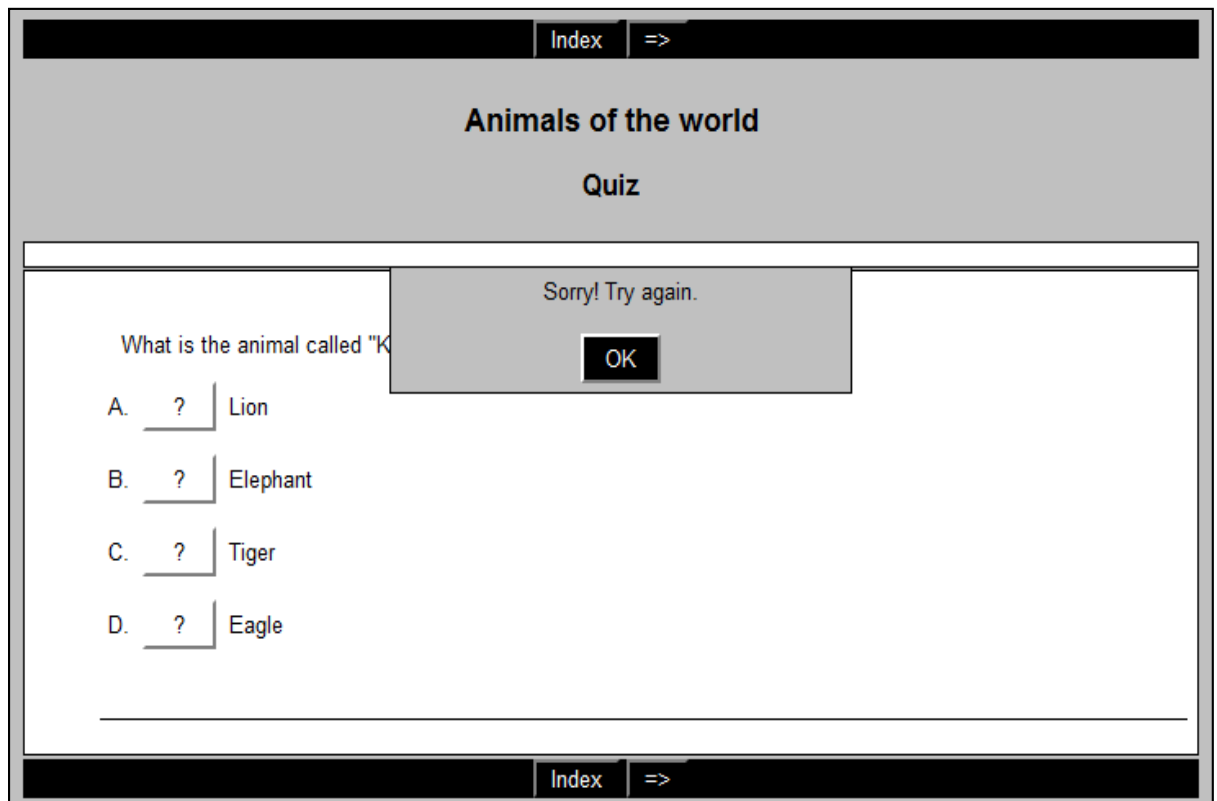
- From the **File** menu select **Create Web Page**, then select **Web page for v6 browsers**



- Save the quiz using the **same name** as the original Hot Potatoes quiz if teachers need to edit the quiz later.
- Select **View the exercise in my browser**. This will show what the exercise looks like when the students access it from the web page format.



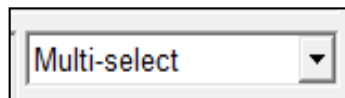
Example of Hybrid Quiz as it appears as a web page.



d. Using Hot Potatoes to create a multi-select quiz

In this type of quiz, students have to select some items from a group of items. The student must select all the correct items, and not select the wrong items. For creating a multi select quiz, follow the next items:

- From the Start menu open Hot Potatoes
- From the main screen select **JQuiz**
- Select **Multi-select** from the end right hand side of the Question box.



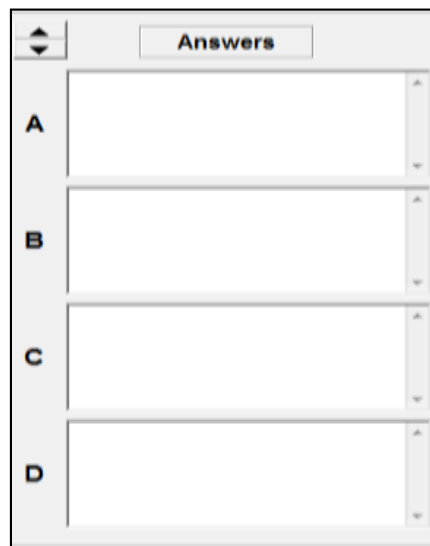
- Type in a **Title** for the exercise in the Title space

A screenshot of a form with a label "Title" and an empty text input field.

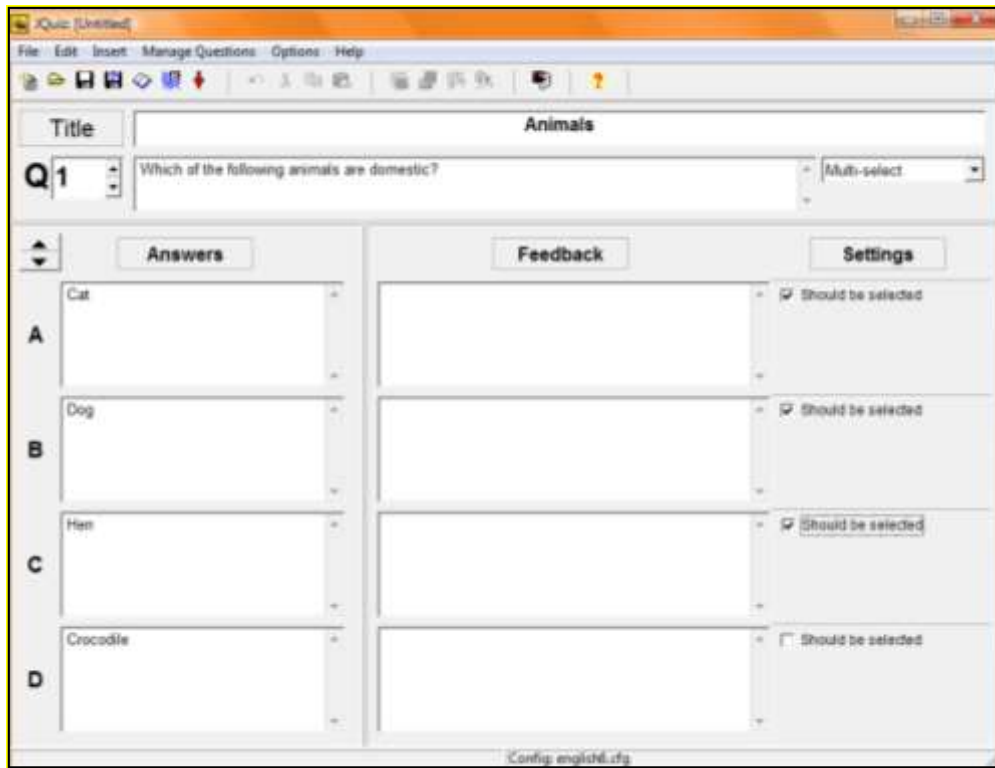
- Write the question in the question space

A screenshot of a form with a label "Q1" and an empty text input field.

- Under **Answers** type the answers

A screenshot of a form with a label "Answers" and four empty text input fields labeled A, B, C, and D.

- Under **Settings**:
 - Click in the box next to **Should be selected** for the items that are correct responses.



- Save the file making a click in the disk with red trim.



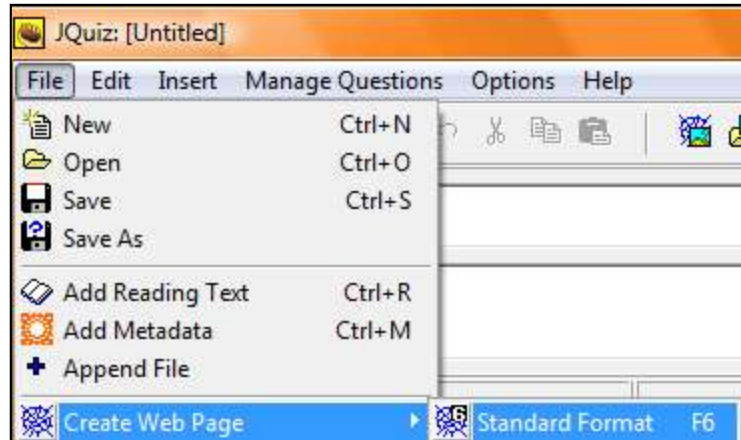
Saving the quiz as a web page

- Click on the button with the spider's web

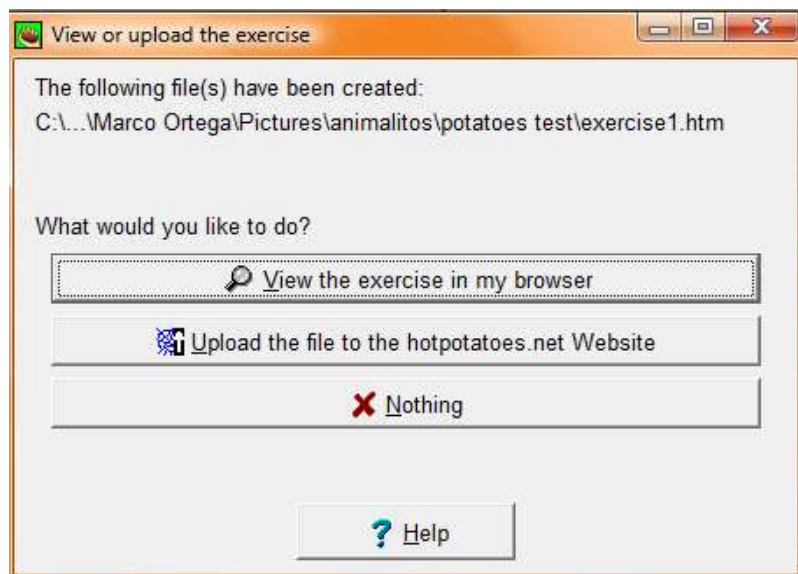


OR

- From the **File** menu select **Create Web Page**, then select **Web page for v6 browsers**



- Save the quiz using the **same name** as the original Hot Potatoes quiz if teachers need to edit the quiz later.
- Select **View the exercise in my browser**. This will show what the exercise looks like when the students access it from the web page format.



Example of **Multi-Select** Quiz as it appears a web page.

Index =>

Animals
Quiz

Which of the following animals are domestic?

- a. Cat
- b. Dog
- c. Hen
- d. Crocodile

Index =>

8. JMATCH APPLICATION

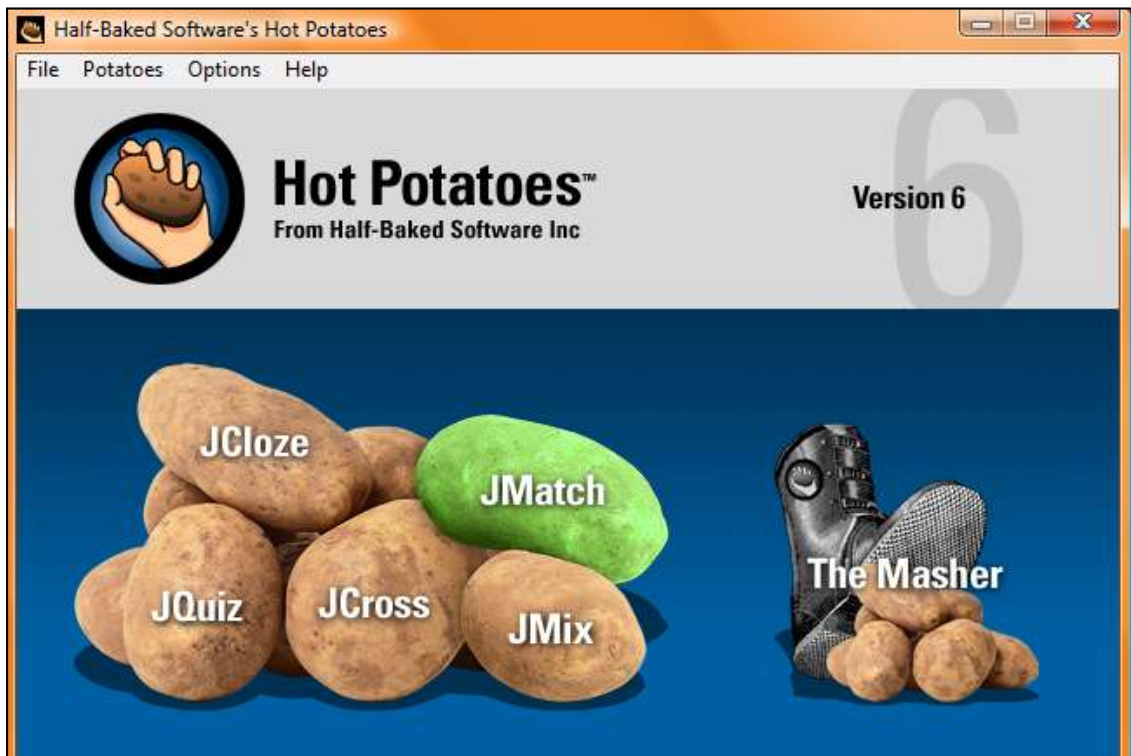
JMatch creates exercises of matching and ordering. A list of elements appears on the left (images or texts), with messy elements on the right, for example this application is very useful for matching vocabulary with images or meanings, or for ordering sentences which make a sequence or a conversation.

Teachers can use images or words as a list. The exercise can be exported to the web in one of two formats:

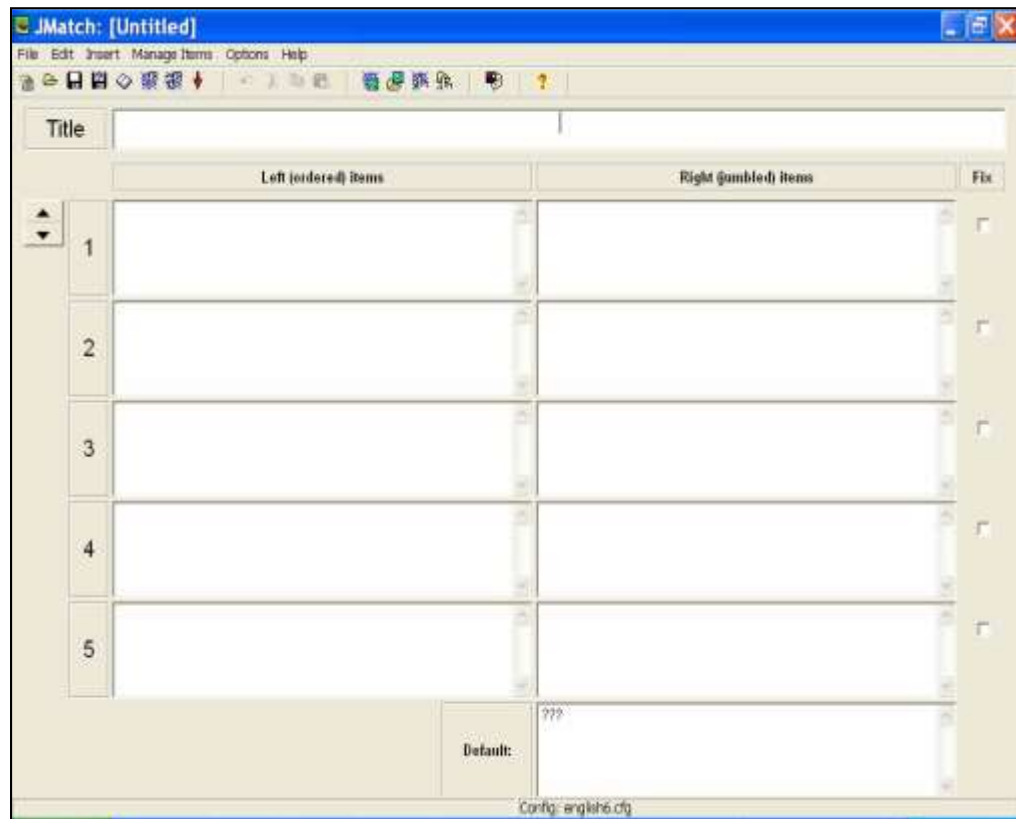
- As a drag-and-drop exercise
- As an exercise which uses a drop-down menu for the available choices

Creating a matching exercise using JMatch

- From the main screen choose **JMatch**, which is painted of green color when you point on it.



After that action appears a screen with the next characteristics.



- Type a **Title** for the exercise in the title area.

Title	<input type="text"/>
-------	----------------------

- **Save** the file. For doing this it's necessary to click on the disk icon located in the toolbar. (Disk with red trim)



- Insert the ordered list on the left hand side, one item in each box. This can be an image or word.

Left (ordered) items	
1	
2	
3	
4	
5	

- To insert an image it's important to follow the next instructions:
 - Be sure the images are saved in the same folder the exercise will be saved in.
 - Click in the first space.

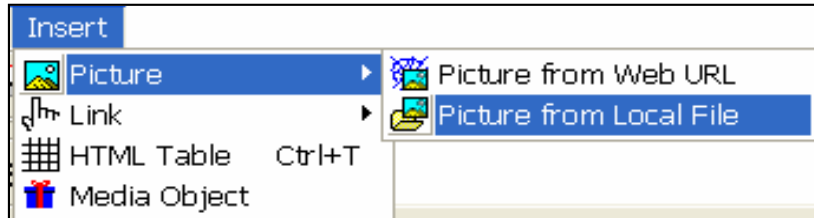
1	
---	--

- Click on the **Insert Picture from a file on your hard drive** icon in the toolbar like this:



OR

- From the **Insert** menu select **Picture**, after that select **Picture from Local File**



When the image is located is important to follow the next steps:

- Edit the **width** of the image to about 100 or 150, it depends the size of picture that is preferred. The height will automatically be adjusted if the option **Maintain aspect ratio** is ticked.



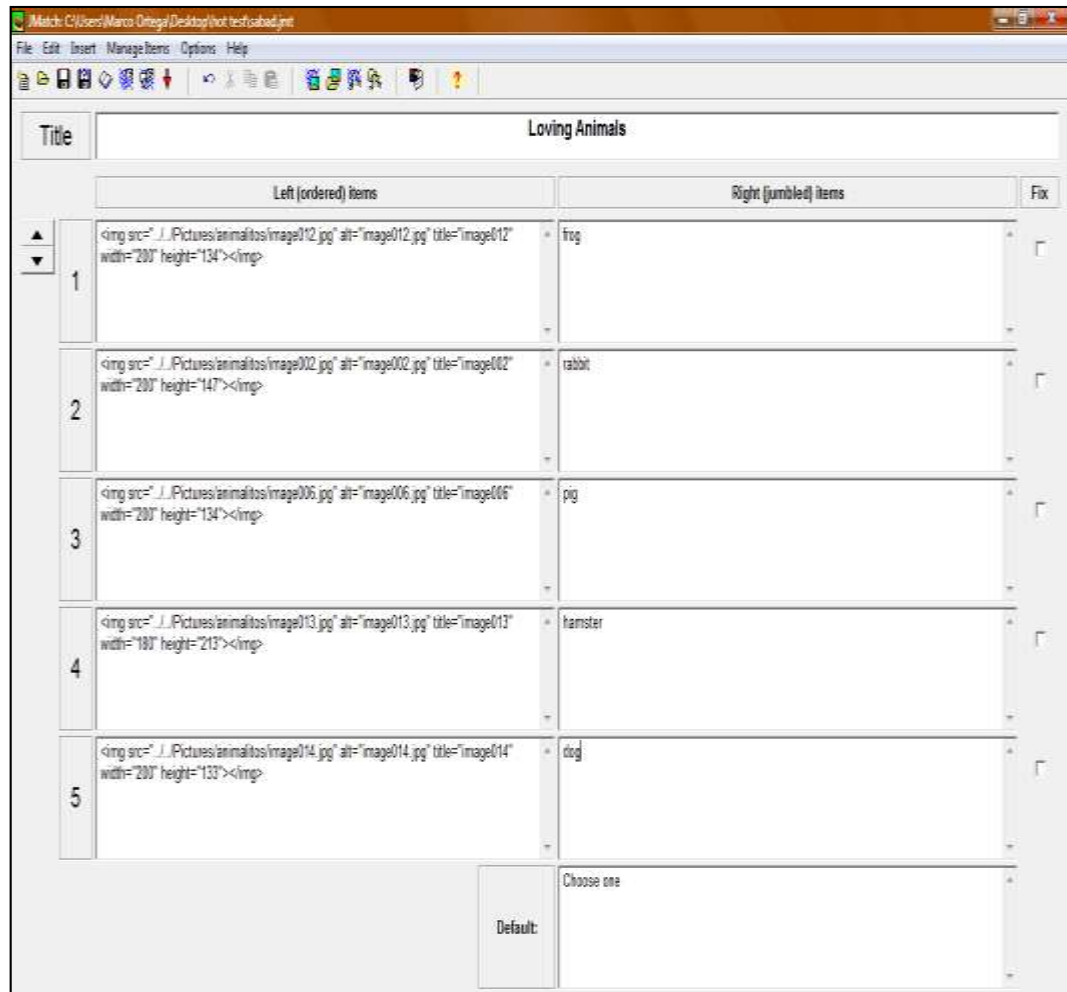
- Next, set the **alignment** of the picture to **Left, Centre, Right** or **None**.
- Click OK

Note:

The image is not displayed, only the location of the image is inserted.

Only graphics with the format **.gif, .jpg** or **.png** can be used in this free software.

- Write the corresponding name of the image/item in the right hand column.
The program will jumble the order of answers.



- Save the file making a click in the disk with red trim.



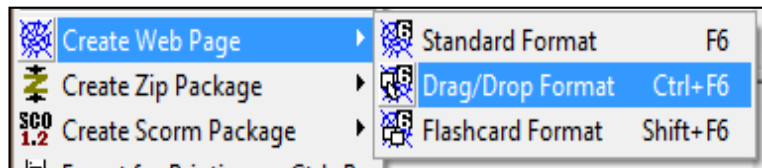
For saving the quiz as a web page is necessary to go after next steps:

- Click on the button with the **spider's web and mouse pointer**.

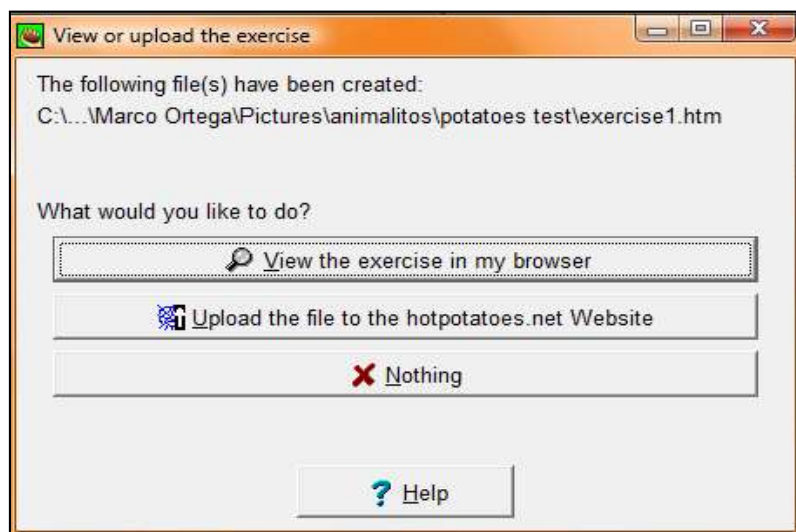


OR

- First of all, from the **File** menu select **Create Web Page**, then select **Drag/Drop format**



- Save the quiz using the **same name** as the original Hot Potatoes quiz.
- The file will be saved as an html file.
- Each time the file is **saved** as a **web page**, the following message is displayed:



- Choose **View the exercise in my browser**. This will show what the exercise looks like when the students access it from the internet/intranet/web page format.

The next example shows an exercise **using drag and drop** as it appears as a web page.



The **JMatch application** provides another option in which an exercise can be saved as an exercise that uses a **drop down list** of items to choose from to match the correct word to the image. Only is necessary to save the file as a **normal web page**.

The **JMatch** exercise can also be saved as an exercise that uses a **drop down list** of items to choose from to match the correct word to the image. Simply save the file as a **normal web page**.

Saving the quiz as a web page

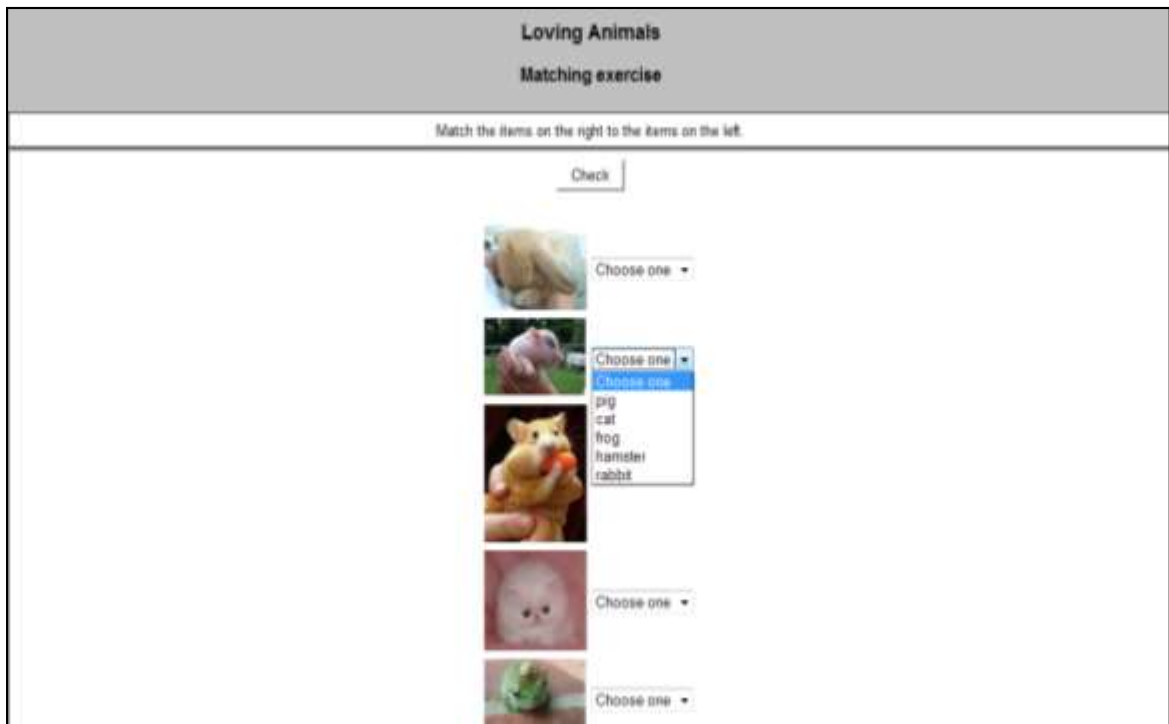
- Click on the button with the **spider's web** (Export to create a Hot Potatoes version 6 web page)



OR

- From the **File** menu select **Create Web Page**, then select **Web page for v6 browsers**.

Example **JMatch Matching Exercise** saved as an ordinary web page as it appears as a web page.



9. JCROSS APPLICATION

JCross is an application which serves for creating crosswords. Here will be created crossword exercises directed toward English teaching learning process of vocabulary with meanings.

Crosswords will have maximum dimensions of 20X20 squares, and besides the user will can request help if want and it will be given letter by letter.

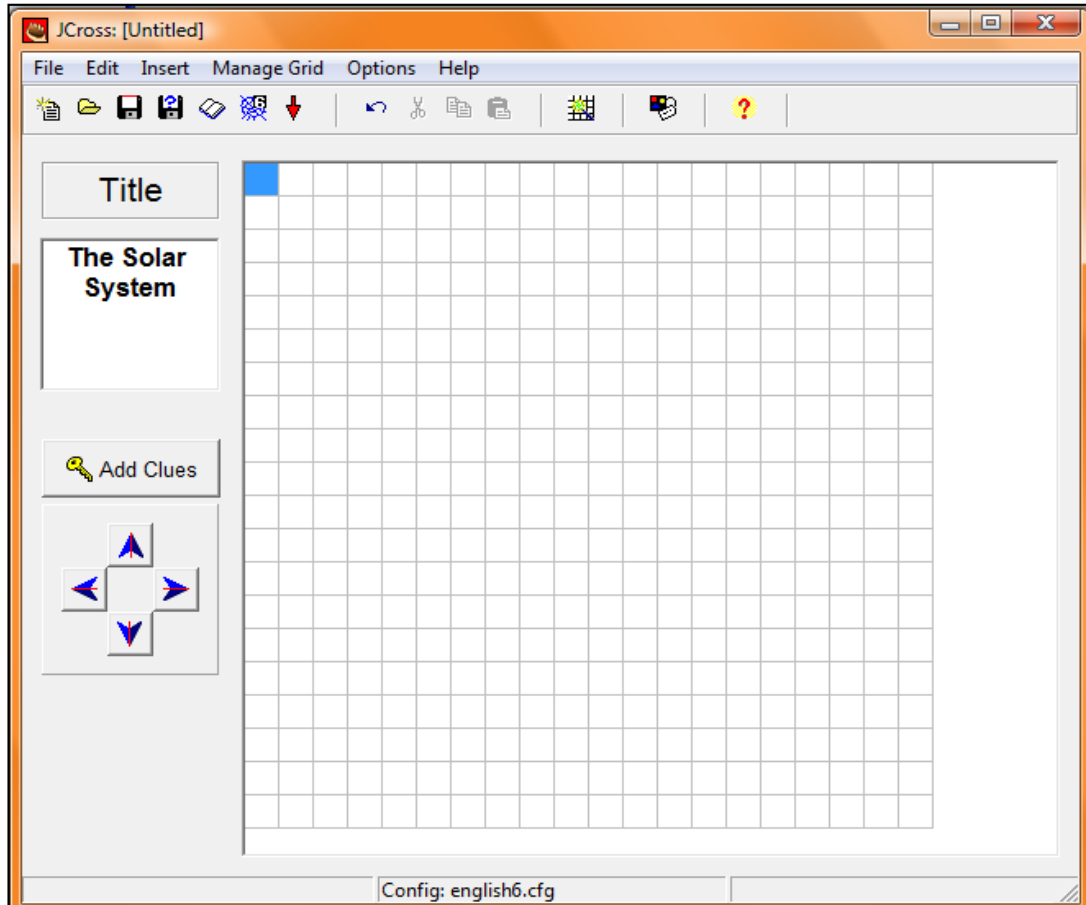
With JCross application is possible to create crosswords, only is needed a series of words with definitions. The users can insert the words by themselves o let that program hand out automatically.

Creating a cross-word using JCross

- From the main screen choose **JCross**, which is painted of red color when you point on it.



After that appears a screen with the next characteristics.

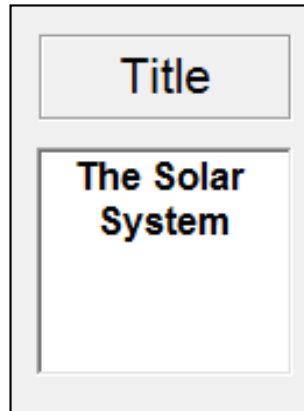


For starting using JCross you have to follow the next steps:

- Add a title to the exercise in the space under **Title**



- Call the cross-word **The Solar System**.

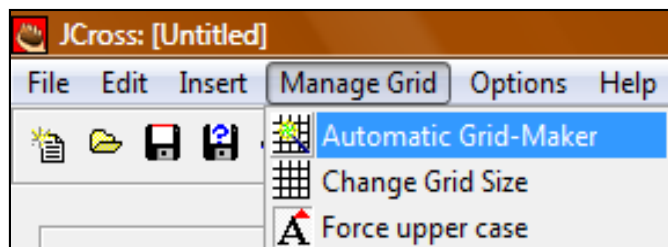


- Save the exercise in the folder which was created for.
- Click on the **grid icon** in the toolbar.



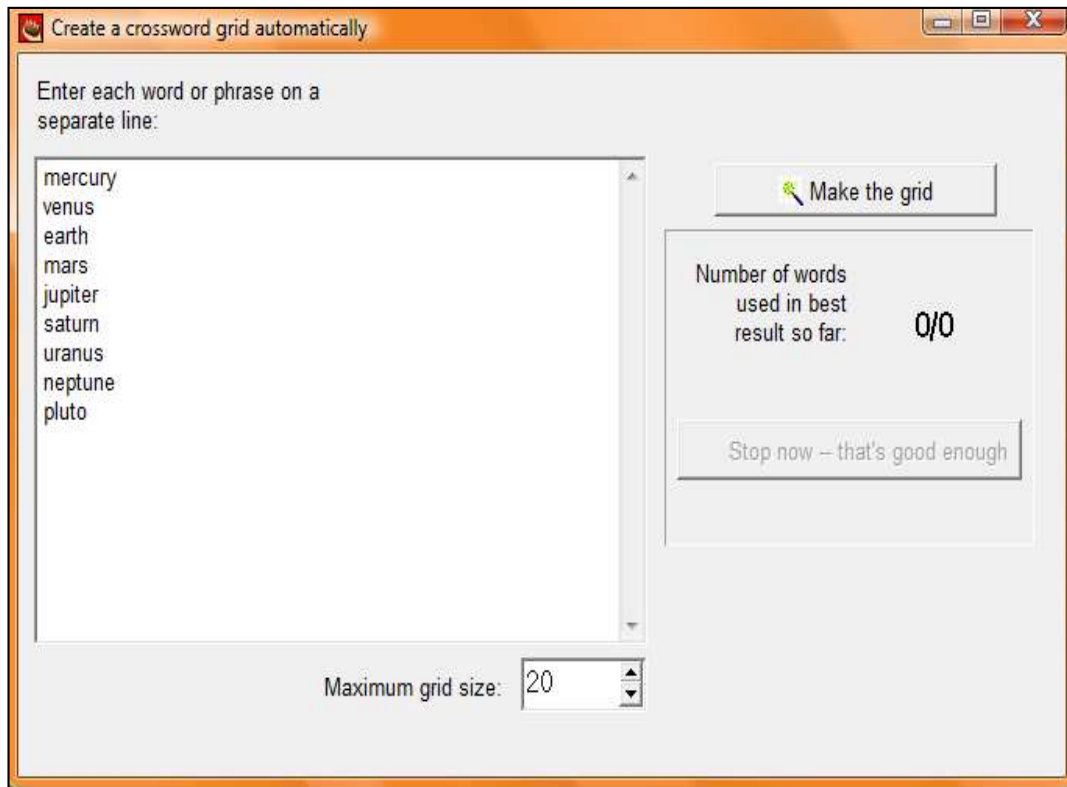
OR

- From the **Manage Grid** menus opt for **Automatic Grid-Maker**

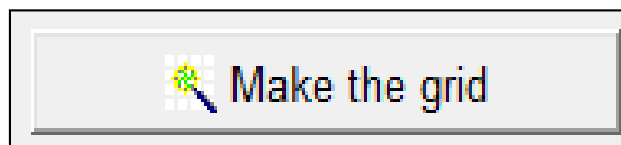


- The subsequent dialog box is displayed.
- Enter the answers in the space provided, only one word for row.

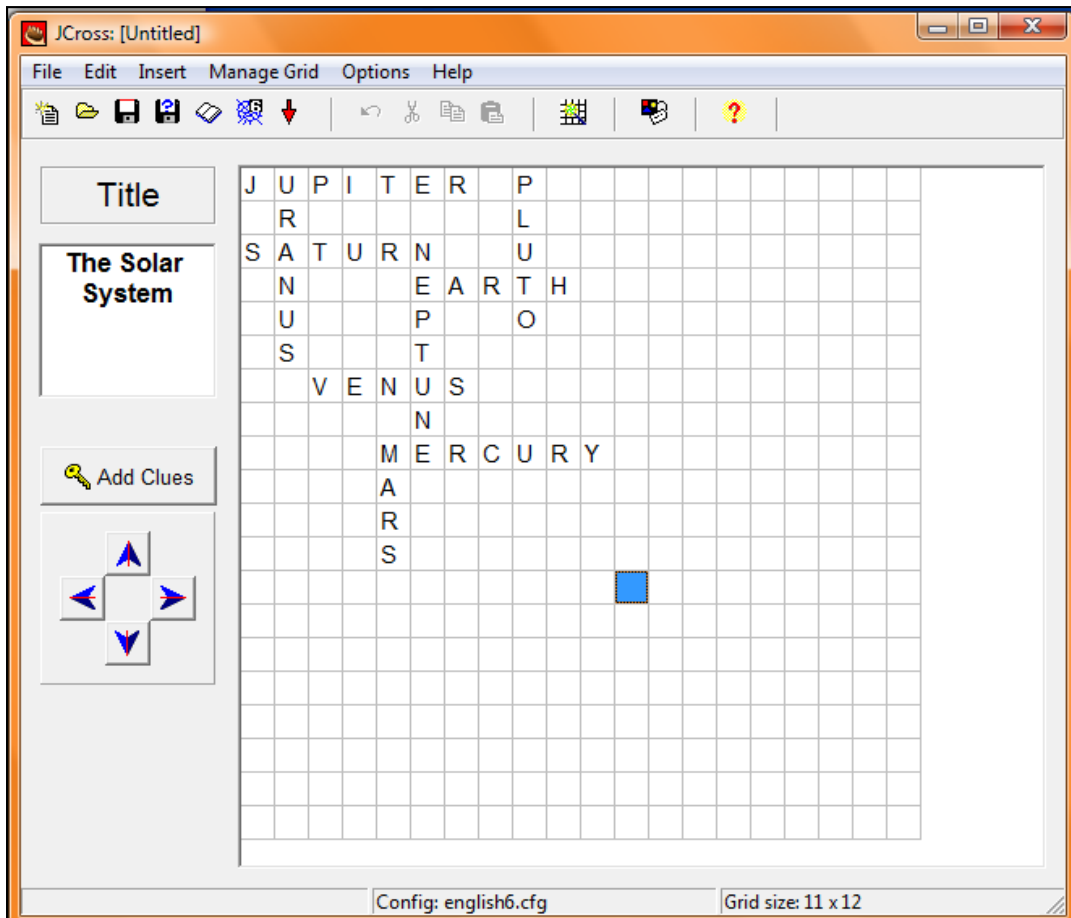
- The **maximum grid size** can be controlled. Keep the grid size to a minimum so, the whole can be seen in the browser window.



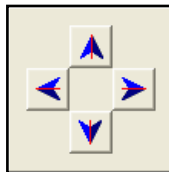
- Click on **Make the grid**. The application will try to fit as many words into the grid as possible.



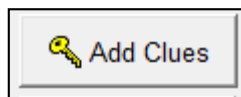
- The cross-word shape will be showed.



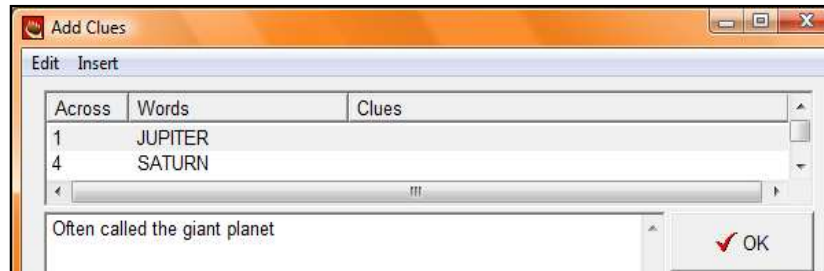
- Use the **arrows** to move the crossword to the desired position on the grid.



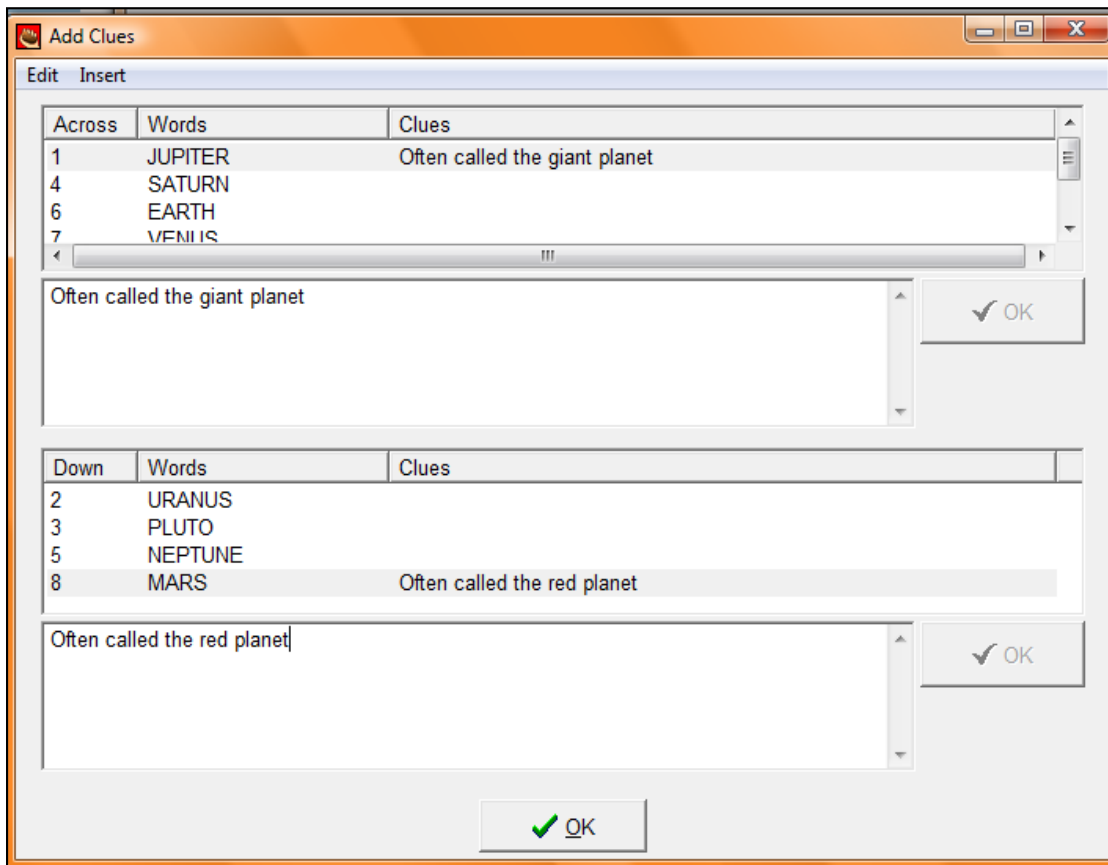
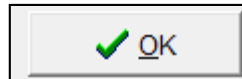
- Click on **Add Clues** to insert the clues.



- Click on a word. Type in the clue in the gap provided.
- Click the **OK** next to the clue



- Click **OK** when all clues have been inserted.



Saving

- Click **Save** to save the quiz. Save the quiz in a folder containing all other quizzes. It's important that the images are also saved in this folder.



- The quiz will be saved as a file of Hot Potatoes program.

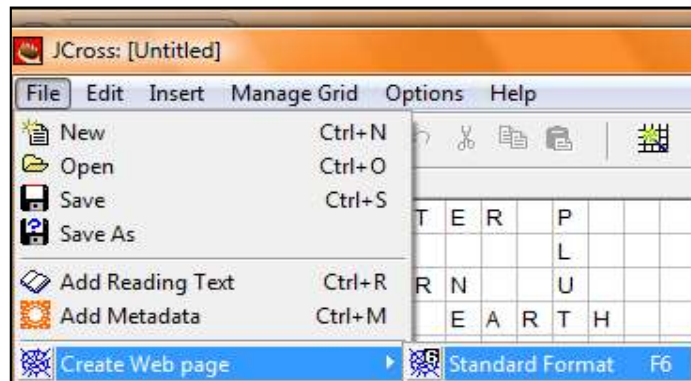
Saving the quiz as a web page

- Click on the button with the **spider's web icon**. It permits to create a **version 6 web page of Hot Potatoes**.



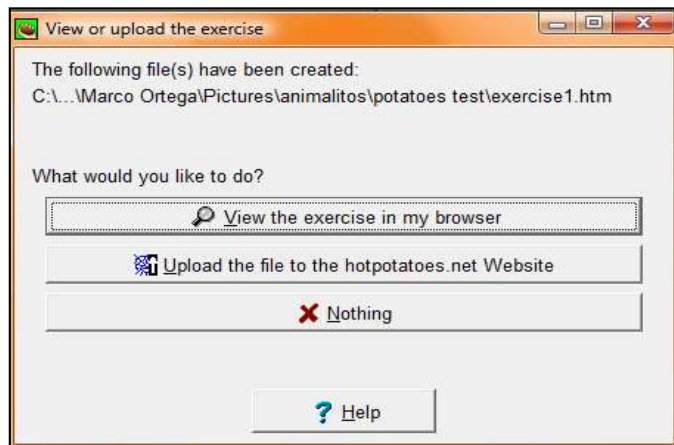
OR

- From the **File** menu choose **Create Web Page**, after that select **Web page for v6 browsers**



- Save the quiz with the **same name** as the original Hot Potatoes quiz. This helps to make it easier if teachers need to correct the quiz afterward.

- The file is saved as an html file. Then, select “View the exercise in my browser” to see the exercise as it will present on the web.



Example of **JCross** Quiz as it appears as a web page.

- Click on the number in the cross-word to display the question.
- Type the answer, and after that press **Enter** to enter the answer.



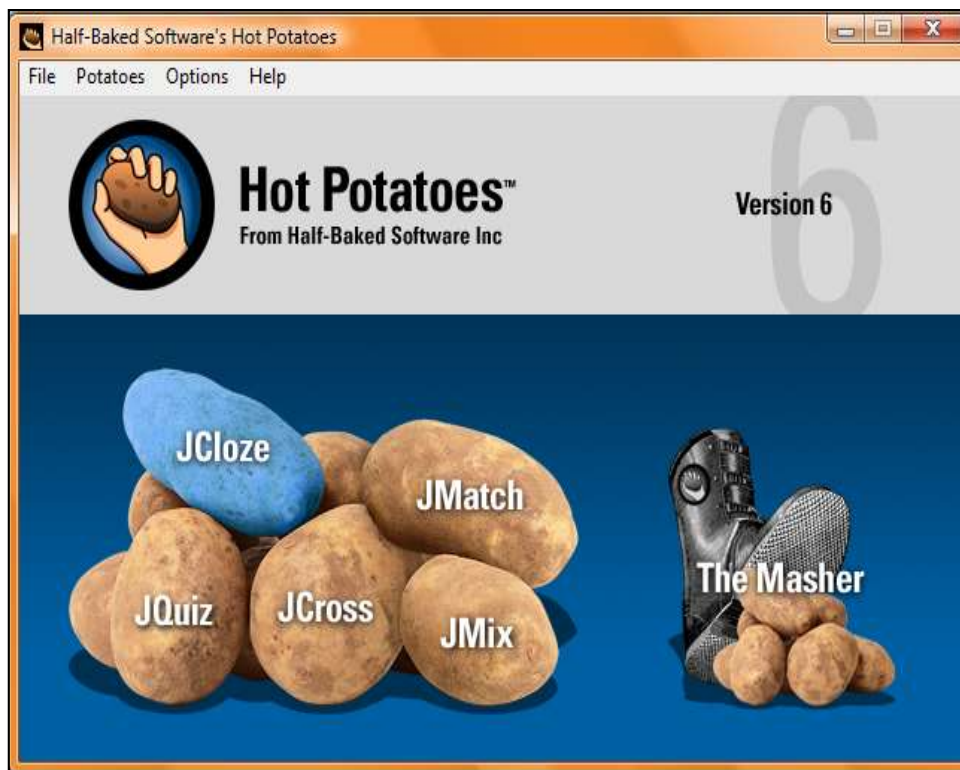
10. JCLOZE APPLICATION

JCloze generates exercises for filling gaps. Teachers can put an unlimited number of possible correct answers for each gap, and the student can ask for help if exists doubts. When they press the hint button, a letter of the answer is showed. Besides, a specific clue can be included for each gap.

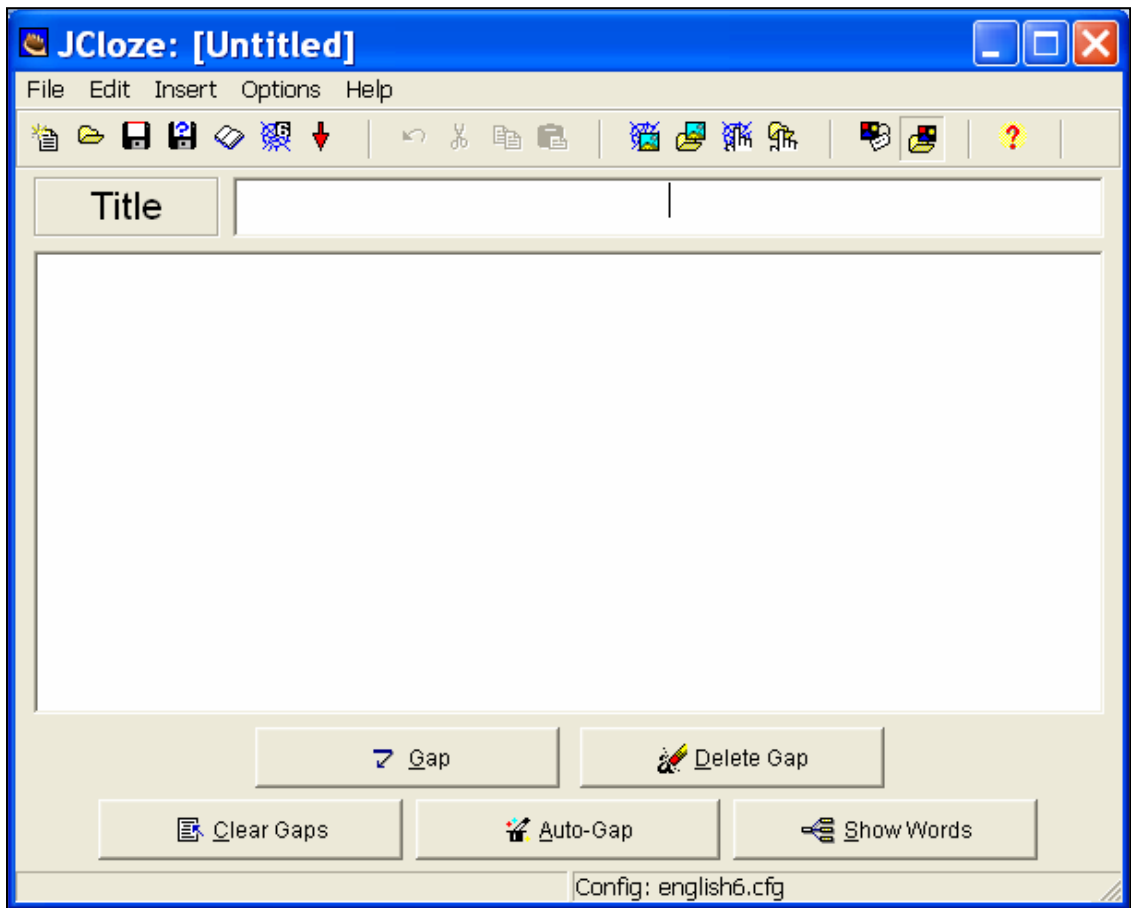
The program permits to put the gaps in selected words by the user, or making the process in automatic form, generating gaps each “n” words of any text. Furthermore, the automatic punctuation is included.

Creating a matching exercise using JCloze

- From the main screen select **JCloze**, which is painted of blue color when you point on it.



After that action appears a screen with the next characteristics.



- Type the title of the exercise in the **Title** box.



- Save the file making a click in the disk with red trim.



- Type the complete text in the main area.



Title LEVEL OF STRESS




When we speak about the level of stress or of the physical side – the degree of acoustic energy of the syllable – it seems reasonable to assume that each syllable in speech (stressed as well as unstressed) is always characterized by some amount of energy and if the degree of energy is treated from the physical point of view, there may be distinguished as many degrees of stress in the word, as there are syllables in it.

- Select the words that students have to fill, by clicking and dragging the mouse across the word to highlight it.

Title LEVEL OF STRESS

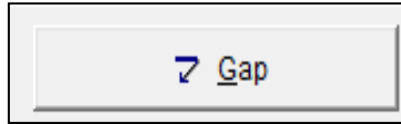
When we speak about the level of stress or of the physical side – the degree of acoustic **energy** of the syllable – it seems reasonable to assume that each syllable in speech (stressed as well as unstressed) is always characterized by some amount of energy and if the degree of energy is treated from the physical point of view, there may be distinguished as many degrees of stress in the word, as there are syllables in it.

 Gap  Delete Gap

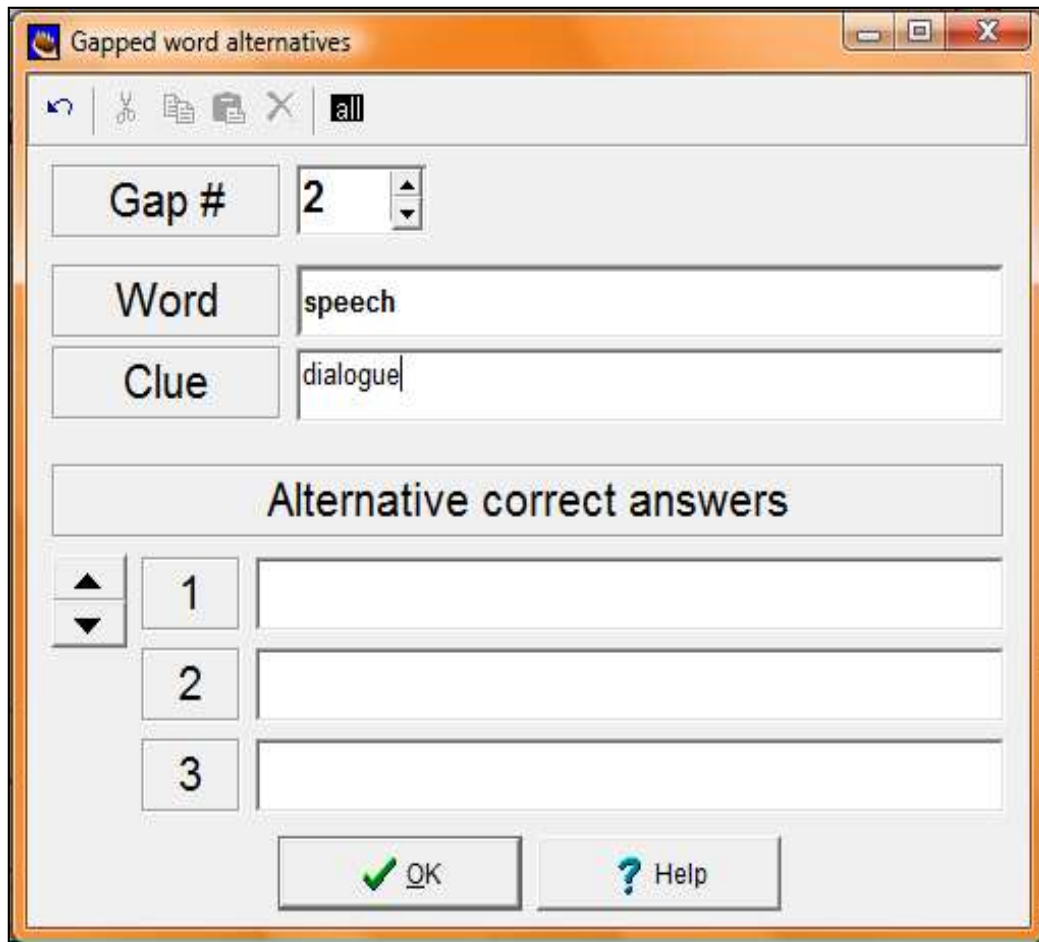
 Clear Gaps  Auto-Gap  Show Words

Config: english6.cfg

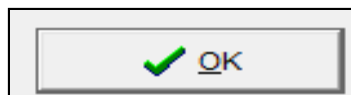
- Click on **Gap**



- The dialog box is displayed and teachers have to enter a **clue** for the students. Besides, it also permits to enter any alternative words that could be used.



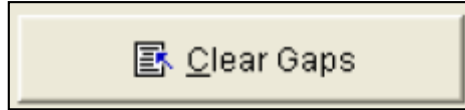
- Click Ok when finished of introducing the clue and alternative correct answers.



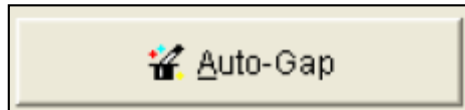
- Use **Delete Gap** to delete the gap placed on a specific word.



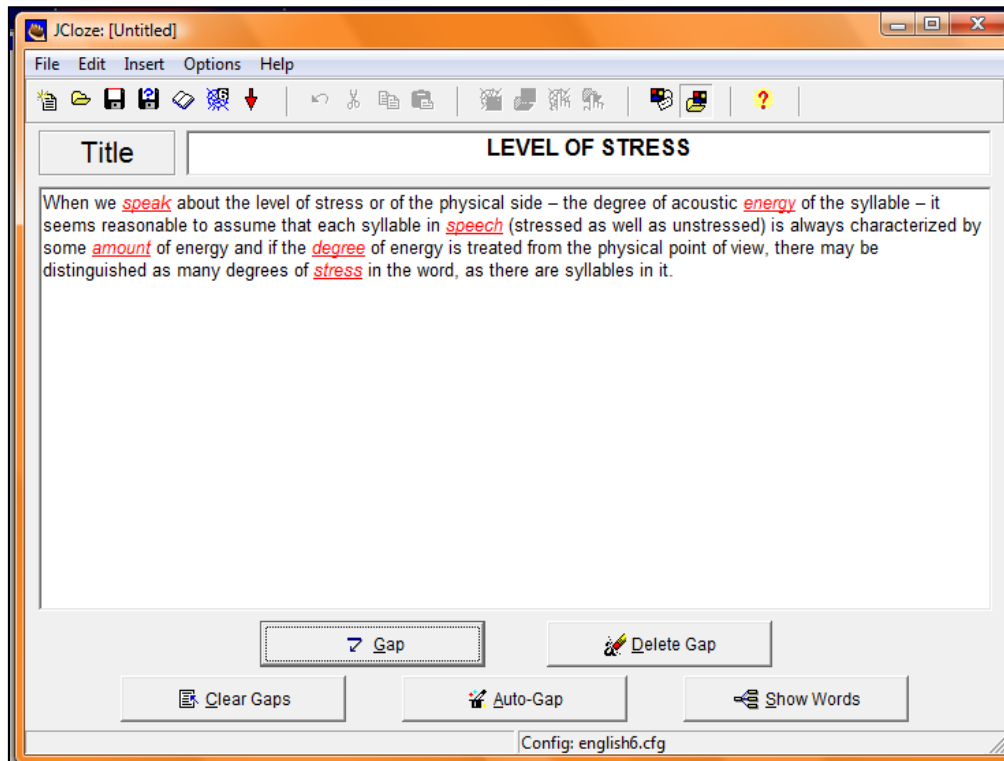
- Use **Clear Gaps** to clear all the gaps in the text.



- Use **Auto-gap in order to include** gaps to the text automatically.



The text will be displayed with the word that will be replaced by a gap underlined in red, as is seen in the next picture.



Saving

- Click **Save** to save the quiz. Save the quiz in a folder containing all other quizzes. It's important that the images are also saved in this folder.
- The quiz will be saved as a file of Hot Potatoes program.

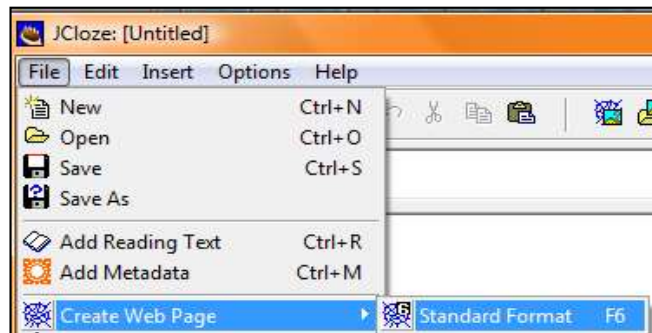
Saving the quiz as a web page

- Click on the button with the **spider's web icon**. It permits to create a **version 6 web page of Hot Potatoes**.



OR

- From the **File** menu choose **Create Web Page**, after that select **Web page for v6 browsers**



- Save the quiz with the **same name** as the original Hot Potatoes quiz. This helps to make it easier if teachers need to correct the quiz afterward.
- The file is saved as an html file. Then, select “View the exercise in my browser” to see the exercise as it will present on the web.

Example of **JCloze** exercise as it appears as a web page.

Index =>
LEVEL OF STRESS
Gap-fill exercise
Fill in all the gaps, then press "Check" to check your answers. Use the "Hint" button to get a free letter if an answer is giving you trouble. You can also click on the "[?]" button to get a clue. Note that you will lose points if you ask for hints or clues!
When we <input type="text"/> [?] about the level of stress or of the physical side – the degree of acoustic <input type="text"/> of the syllable – it seems reasonable to assume that each syllable in <input type="text"/> [?] (stressed as well as unstressed) is always characterized by some <input type="text"/> [?] of energy and if the <input type="text"/> [?] of energy is treated from the physical point of view, there may be distinguished as many degrees of <input type="text"/> [?] in the word, as there are syllables in it.
<input type="button" value="Check"/> <input type="button" value="Hint"/>
Index =>

11. JMIX APPLICATION

JMix creates exercises related to reconstruct phrases or paragraphs from jumbled words. It is possible to specify as many correct answers as teacher wants, all of this based in words and punctuation of the original phrase.

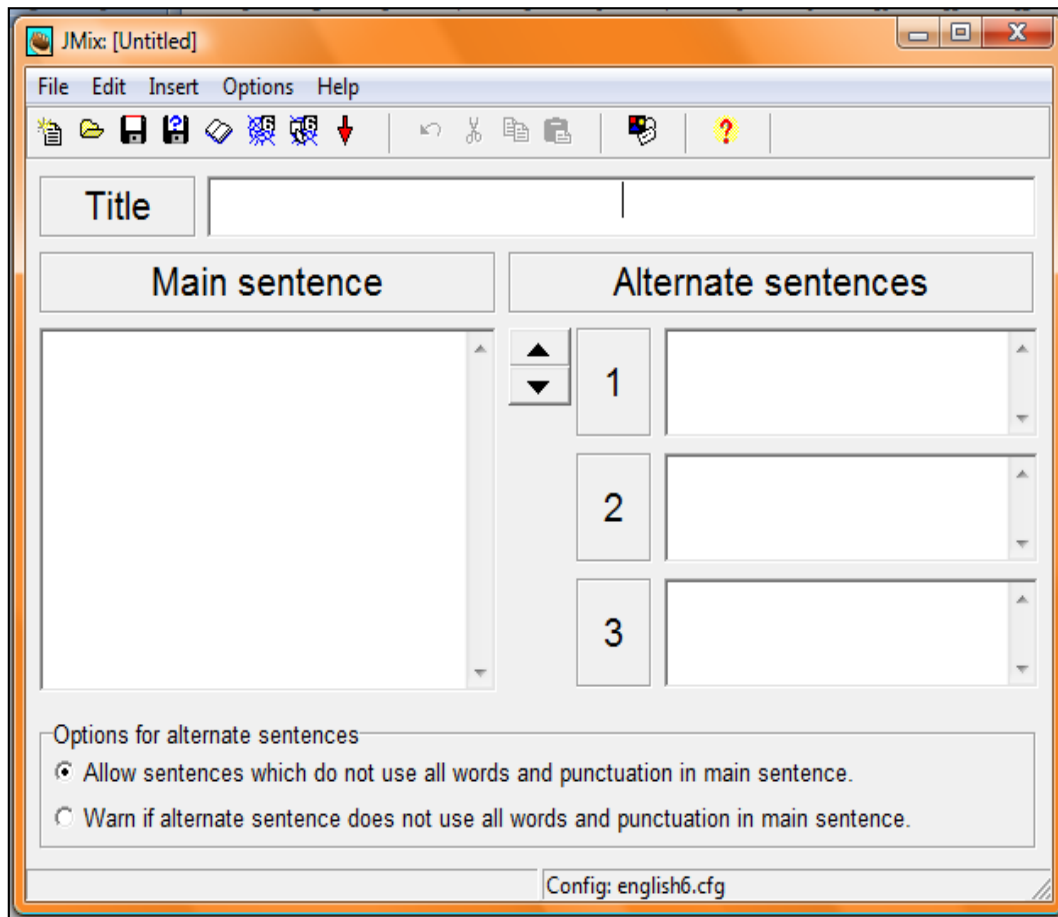
This application includes a button which helps to students with the next Word or segment of phrase.

Creating a matching exercise using JMix

- From the main screen select **JMix**, which is painted of pale blue color when you point on it.



After that action appears a screen with the next characteristics.



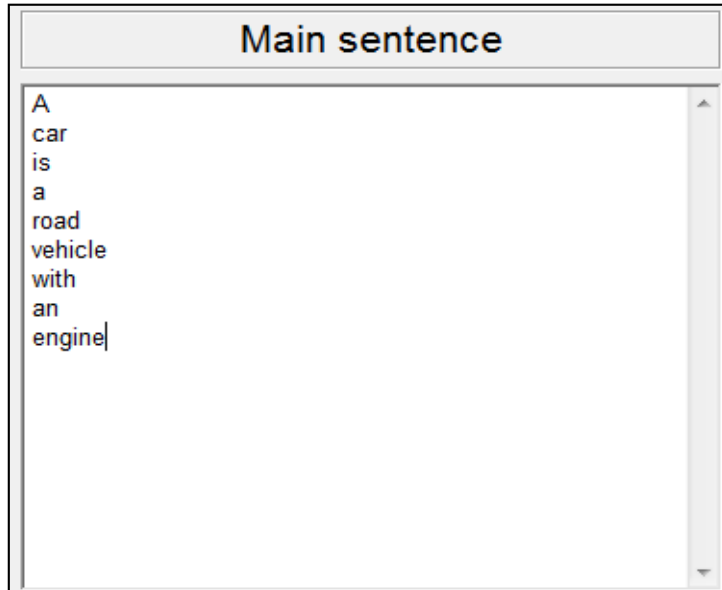
- Write a title for the exercise in the **Title** box.

Title	
-------	--

- Save the file making a click in the disk with red trim.

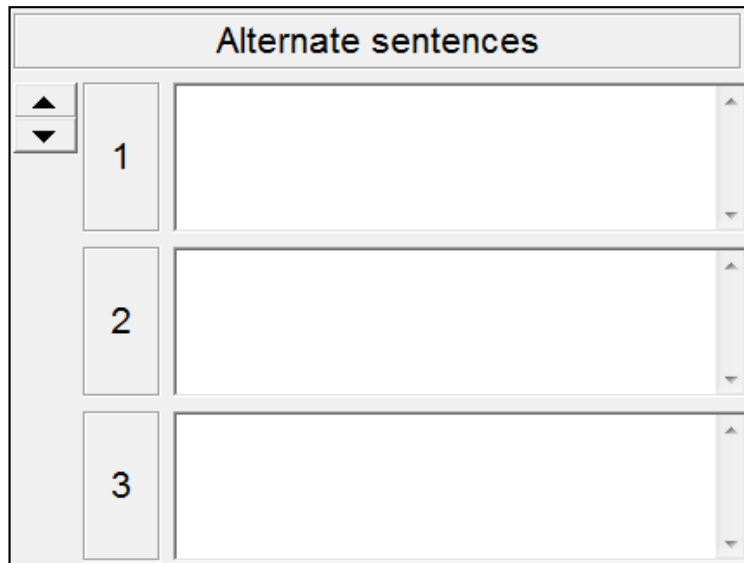


- In the **Main Sentence** box, type the sentence in the **correct order**, but with each word of the sentence on a **new line**



The screenshot shows a window titled "Main sentence". Inside the window, the following words are listed on separate lines: A, car, is, a, road, vehicle, with, an, engine. The text is left-aligned and ends with a cursor at the end of the word "engine".

- In the **Alternate Sentences** box teachers can type other possible sentence order. But, it isn't necessary to fill in this section.



The screenshot shows a window titled "Alternate sentences". On the left side, there is a vertical list of three numbered boxes: 1, 2, and 3. To the right of each number is a large, empty rectangular text area for entering an alternate sentence. A small vertical scrollbar is visible on the right side of each text area. At the top left of the window, there are two small arrows (up and down) for navigating between the numbered sections.

Saving

- Save the file making a click in the disk with red trim.



- Save the quiz in a folder containing all other quizzes. It's important that the images are also saved in the same folder.
- The quiz will be saved as a file of Hot Potatoes program.

Saving the quiz as a web page

- There are two options of saving for this type of quiz.
 - Export to create a Hot Potatoes version 6 web page. In this type of exercise, students click on each word to place it in the answer space in the exact order. Click on the button with the **spider's web**

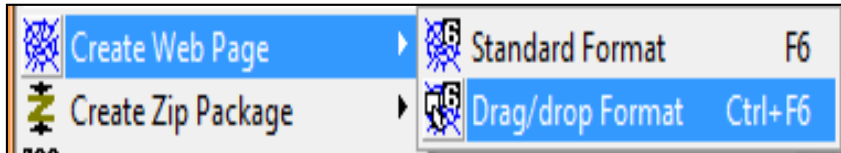


- Export the exercise to create a drag and drop web page for version 6 browsers. This permits to students to drag and drop each word into the answer space in the correct order. Click on the button with the **spider's web and mouse pointer**.

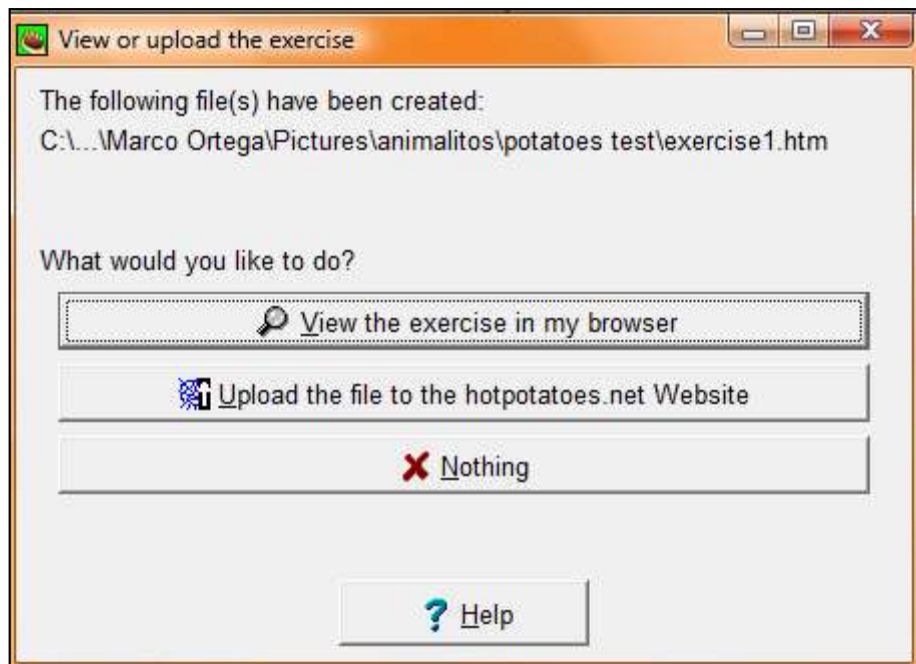


OR

- From the **File** menu select **Create Web Page**, and after that select **Web page for v6 browsers**



- Save the quiz using the **same name** as the original Hot Potatoes quiz. This facilitates if teachers need to edit the quiz afterward.
- The file will be saved as an html file. Select “View the exercise in my browser” to see the exercise as it is going to appear on the web.



Example of JMix exercise as a “click the word” exercise

The exercise includes a Restart button, an Undo button and a Hint button.



A screenshot of a web-based exercise interface. At the top, a black bar contains the text "Index" followed by a right-pointing arrow. Below this is a grey header area with the title "Transportation" and subtitle "Mixed-up sentence exercise". A white text box contains the instruction: "Put the parts in order to form a sentence. When you think your answer is correct, click on 'Check' to check your answer. If you get stuck, click on 'Hint' to find out the next correct part." Below the instruction is a white area containing a row of four buttons: "Check", "Undo", "Restart", and "Hint". Underneath the buttons, the words "is a vehicle an road car with a engine" are displayed in a simple font. At the bottom, another black bar contains the text "Index" followed by a right-pointing arrow.

Example about JMix test as a drag and drop exercise.

The screenshot shows a web-based test interface. At the top, there is a black navigation bar with the text "Index" and a right-pointing arrow. Below this is a grey header area containing the title "Transportation" and the subtitle "Mixed-up sentence exercise". A white instruction box contains the text: "Put the parts in order to form a sentence. When you think your answer is correct, click on 'Check' to check your answer. If you get stuck, click on 'Hint' to find out the next correct part." Below the instruction box is a white bar with three buttons: "Check", "Restart", and "Hint". The main area is grey and contains three horizontal lines for the user to type their answer. At the bottom, there is a row of ten word tiles: "an", "road", "car", "engine", "with", "a", "is", "a", and "vehicle".

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APPENDICES