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RESEARCH PROJECT:

**“THE IMPACT OF INFORMATION AND COMMUNICATION
TECHNOLOGIES (ICT’S) TO IMPROVE THE ACADEMIC
PERFORMANCE ON SENIOR HIGH SCHOOL STUDENTS AT
NELA MARTINEZ ESPINOSA SCHOOL IN LA TRONCAL,
DURING THE SCHOOL YEAR 2015- 2016”**

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Autora

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Sindy Astudillo

DEDICATION

This research project is dedicated to my lovely parents Esteban and Rosario, and my sister Liliana who have always supported me, and have encouraged me to grow in practice ethical and moral values which strengthened me as I grew in my profession. Also, they have been part of my education and progress because they have always given me encouragement and pushed me to move forward in different ways.

Sindy Astudillo

ABSTRACT

The main purpose of this study is to determine the impact of information and communication technologies (ICT's) to improve the academic performance on senior high school students at Nela Martinez Espinosa school in La Troncal, during the school year 2015- 2016".Data for this resource were gathered through a deep research of famous theorists and linguists who have proposed their thoughts and studies through the time. As well, studies related to the use of new technologies and their tools, applied on education were investigated in order to develop this research. Different theories such as: Gardner's Multiple Intelligences theory, Chomsky's Linguistic theory, and Piaget's Constructivist theory have been selected and adapted to the topic in order to facilitate the teaching- learning process of the students. On the basis of the results of this research it can be concluded that using information and communication technologies, optimizing human resources and following the most suitable strategies and techniques; the improvement of students' academic performance was reached.

Key Words: information and communication technologies, academic performance, improvement

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CHAPTER I

1. INTRODUCTION

1.1 BACKGROUND AND STATEMENT OF THE PROBLEM

This study proposes the use of technological tools to improve the academic performance in the teaching – learning process of the English Language to 3rd BGU students at Nela Martínez Espinosa School in La Troncal during the school year 2015-2016.

This institution provides its students with a good and wide infrastructure with all the technology that a student needs in order to learn and acquire new knowledge. Unfortunately, despite of having all these technological tools, the researcher has identified, through class observation, that teachers are not taking advantage of them, which has become, in some way a problem, and this occurs especially in the English area. In addition, some of the teachers, do not even know how to use the ICT's and consider unnecessary to include this in their classes. That is why students feel bored when they receive monotonous classes without the use of technology.

These are the specific reasons why the researcher chose this topic and will focus on the use of the ICT's for innovating classes and making them more attractive. Taking into consideration the importance of developing and practicing the main four skills in a fun

and interesting manner, motivating students to explore and learn a foreign language through the use of the ICT's.

The growth of ICT in the educational world has become a fundamental component that is why the purpose of this research is to take advantage of new technologies and their use in the process of teaching and learning, in order to develop the four English language skills in a better manner. With the help of technology, students will be able to perform better in the English language, as they will feel safe to learn faster and they even feel more motivated. So, the question is: How will the ICT's improve the academic performance of senior high school students?



Figure 1. Unidad Educativa del Milenio Nela Martínez Espinosa

1.2 OBJECTIVES

1.2.1 General Objective

The main objective of this research is to improve the academic performance on senior high school students, by applying the ICT's into the classrooms for enhancing and developing foreign English acquisition.

1.2.2 Specific objectives:

- Achieve a virtual environment that will transform learning from the traditional passive experience into one of discovery, exploration, and excitement where students can improve their academic level of English.
- Enhance their critical thinking, problem-solving and communication skills through online activities.
- Develop strategies for autonomous and collaborative learning such as planning, reviewing, searching, sorting and organizing information, using ICT's.
- Provide interesting and well-planned tasks, projects, and resources to harness the educational potential of digital resources, such as internet communications and

interactive multimedia in order to engage the interest, interaction, and knowledge construction of the students.

- Encourage students to practice English language skills through the use of technological tools such as computers, internet, projectors, and all the devices that Nela Martinez Espinosa School has.

1.3 RATIONALE OF THE STUDY

This study will help to improve the academic performance of students in English classes. Using all the necessary technological equipment, provided by the institution, students will feel motivated to study English and will benefit in the sense that they will improve their language skills and increase interest on the subject.

Another important reason for the researcher to choose this topic is because the institution has the necessary and useful technological equipment that is not being used properly during classes. Nowadays, technology in the educational sphere is very important and absolutely useful. Using technology and the right methodology, the researcher can make students improve their academic level of English. Students will be capable of improving not only Listening and Speaking but also Reading and Writing. In general, technological tools will transform traditional classes into fun and interesting activities, and most of all motivate them to learn English.

The benefits of this research are to find new ways to teach English language to senior high school students by using technological tools. Computers and electronic media today have a higher pedagogical potential and the emergence of that kind of tools opens up new forms of learning where teachers should find the most efficient way to teach them because in that way they will have better opportunities for their development in long-term goals. Therefore, they will be motivated and interested in learning the English language.

This research will be appropriate since it will be handled by the researcher through observations in classes. School authorities and teachers have offered full support to the completion of this research.

1.4 SCOPE AND DELIMITATIONS OF THE STUDY

Unidad Educativa del Milenio “Nela Martinez Espinosa” was built in the city of La Troncal, four years ago; and is one of numerous institutions that the government of Ecuador has implemented recently. It was chosen by the author to carry out the research project as a preliminary condition before graduating.

This study focuses on the 3rd BGU students of the current school year 2015 – 2016, having twenty four students between 17 – 19 years old.

It’s main purpose consists in providing English Language classes using information and communication technologies, in order to improve the students’ academic performance.

CHAPTER II

2. LITERATURE REVIEW

2.1 INTRODUCTION

The industrialized world has developed in different ways, one of which is the Information Communication Technologies (ICT's) that have revolutionized and transformed the human being as a central hub of daily activity. Today, information and communication are powerful tools that have also been aimed to different fields, such as hospitals with a high technology to the service of the human beings, architects using technology for designing buildings and bridges, engineers using technology for creating projects that will benefit the country, athletes using technology in order to improve their training and enhance their performance, just to mention few examples in which has helped to increase profit and obtain better results.

First of all, for understanding this global phenomenon it is important to take into consideration what the ICTs are. According to Blurton (2002) "Information and communications technologies (ICT) are a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information". In addition, for Heeks (1999) the ICT are "electronic means of capturing, processing, storing, and communicating information, ICTs are based on digital

information held as 1s and 0s, and comprise computer hardware, software and network”. In other words, the ICTs can be considered as technological innovations or tools for generating, maintaining, and managing information. In addition, in economic terms, Cline (2014) stated that the acronym ICT refers to “the hardware, software and the means that support the communication necessary for a nation to function as an effective economic participant in international markets”. In general, the ICTs are tools that can be used for supporting social, cultural, political, economic and educational activities. These ICTs systems allow people to create, store, and process vast amounts of data (Mansell, Avgerou, Quah, & Silverstone, 2009).

In addition, the ICT also contributes for obtaining information and providing easy access to reliable sources and at the same time meet the requirements set by the contemporary knowledge society. In the field of education, in general, the most common ICTs are the personal computers, which has gradually become useful in schools and homes for accomplishing all kinds of activities such as writing letters, reports, doing statistics, and handling financial records. The internet or World Wide Web, the electronic mail which is basically used for sending and receiving information within seconds, the cell phone that is used as a tool for communication, the fax machine that permits the sending of images and their reproduction on paper to other places, the projectors that reproduce images generated by a computer on a wall usually for doing presentations, the web tools like the blogs that are used as a tool to link groups of study, and the television that, used

properly, are very useful to stimulate learning activities (M. Ogbomo & E. Ogbomo, 2008).

The ICTs as tools used for improving education, have coincided with the new tendencies to consider alternative theories for learning, where the most popular is the theory called the constructivism (Hoque & Alam, 2010). In this approach according to Cohen & Cowen (2007) “each learner must actively construct meaning for himself and herself- that learning is based on the individual’s background knowledge, experiences and previous conceptualizations”. In other words, students must construct their knowledge by reflecting and talking about the issue under study and not just memorizing. Obviously the teacher must use real life situations in order to make the teaching process more accurately

Nowadays, the ICT’s play an important role in the development of our society, especially in the field of education. They influence education in many ways and aspects and it can be seen at schools and high schools more every time. These ICTs are bringing about changes. They provide opportunities for educators and students to interact and improve the quality of the educational system and need to be integrated into the curriculum. The use of these tools is making a difference in the learning of students (Mikre, 2011).

The information and communication technologies facilitate the acquisition of knowledge and have become an essential part in the teaching learning process. Therefore, the purpose of this paper is to describe the benefits of the ICTs as a way to improve academic performance in students, especially with the use of computers, internet connections and blogs as a motivation. This will provide a clear perspective on how to enhance students' learning through an active and attractive process.

2.2 THEORETICAL REVIEW

Educational Theories

Ausubel's Meaningful Learning Theory

Meaningful learning is part of higher order thinking. This thinking takes place between two or more ideas, an old one that the student already has and a new one to be presented, related with the prior one and incorporated in the student's cognitive structure.

An essential requirement for meaningful learning, (Ausubel and Robinson, 1969) argue that the material presented to the student has to be connected somehow to the new information and fit within a broader or general pattern.

Second, the student must have relevant and meaningful ideas to which the new ones may be related or anchored.

Finally, the students must indeed attempt to relate, in a sensible way, the new ideas to the ones they have in that moment. If any of these conditions are missing, the teaching-learning process will end up in memorization and real learning won't take place.

There are five essential conditions students need in order to gain a genuine, lasting and meaningful learning:

- To consider the prior learning the apprentice brings with him/her before learning a specific content.
- The learning of contents must be well organized, in a logical and psychological way.
- Students must be motivated to learn so the teacher is in charge of producing this environment.
- The pupil must be an active agent in the learning process.
- Learning must be meaningful to the student and applicable to personal and social life.

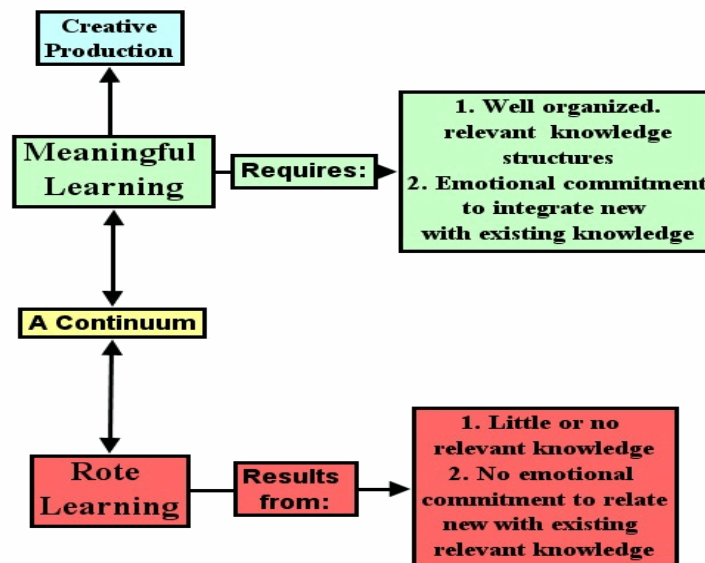


Figure 2. Meaningful continuum for learning

Paulo Freire's Critical Pedagogy

The educator Paulo Freire is one of the most recognized tutors in the Third World education system. His teaching experience has inspired countless of teachers who have applied his principles, methods and techniques in many educational projects that are linked directly to wider social processes. Here are some of the elements of his proposal:

- Freire's primary work was for the liberation of poor and oppressed classes so they could become the originators of their own historical destiny as the condition of oppression in which they lived had been a distorted vision about what their identity was unable to build.
- He wanted oppressed sectors to have a democratic institution focused on educating, stimulating the formation of a critical conscience in it, carrying it to social change. So Freire proposed a recasting of the political and scientific education of the traditional school.
- In his book "Education as a practice of freedom" as part of a liberator pedagogical proposal, which breaks with the dominant pedagogical practice that is constantly perpetuating oppression; he proposes a dialogical and anti-authoritarian experience with coherence between principles and methods. He

affirms that people are born to communicate with each other but this is only possible in a society with political, social and economic order.

- It requires a philosophy of education to think from the oppressed sector, an education aimed at breaking the culture of silence, designed as an action and directed to cultural change through the awareness of people through literacy whose first scope is to get people to learn to pronounce their own words rather than repeating someone else's. It is through legitimate communication and dialogue that the subject becomes the builder of his own history.

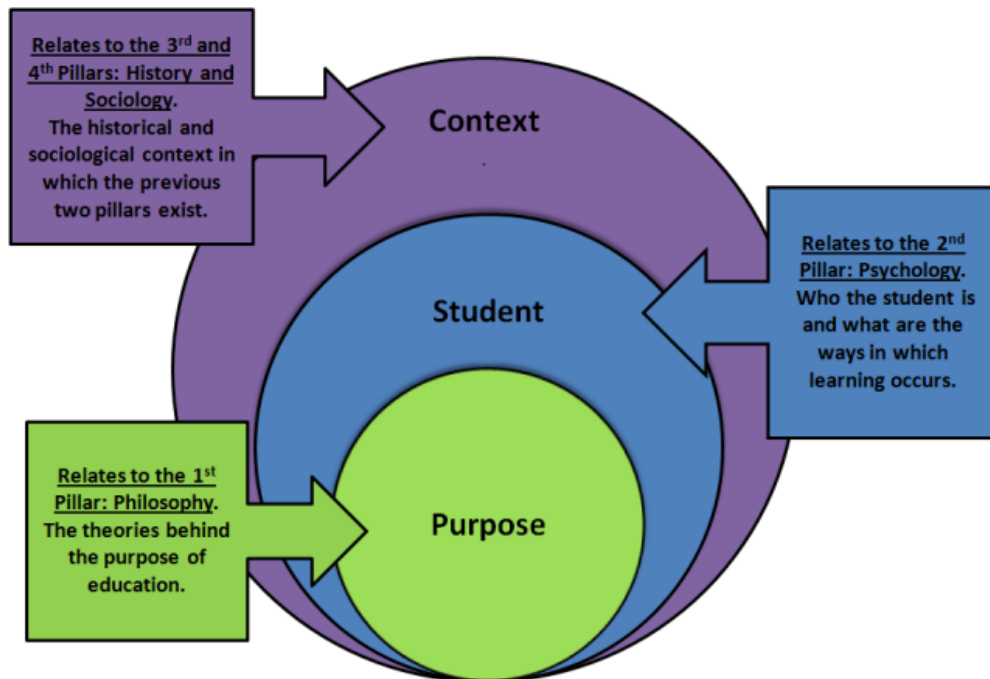


Figure 3. Freire's "Pedagogy of the Oppressed"

Metacognitive Theory Learning

In education, the theory of meta-cognition is also known as "learning to learn". Beltrán (1994) explains this concept: "Learning is very important, but learning to learn is even more relevant for the acquisition of the right skills and abilities that will allow you to access to various contents. When learning is linked to data storage, learning the "how" leads to ensure the formation of intelligence and thought making it a useful tool for the one that uses it.

According to (Dora, 1996), this competition involves two dimensions:

- The knowledge about cognition itself involves being able to become aware of learning and understanding the factors that explain the results of a positive or negative activity. For example: when students know how to extract the main ideas of a text that supports his/her memory to organize information in a conceptual map, this promotes the recovery of a meaningful way of improving his/her memory at the same time.
- The regulation and control of activities that students make during their learning. This dimension includes the planning of cognitive and intellectual processes and the control and evaluation of results.

Teachers' planning should not only be directed to get students to learn the course contents, but also to exercise them to become skilled learners. Micro-curricular designs must be explicit strategies and activities that are going to meet each student to develop skills such as:

- Knowing what you know.
- Planning strategies to process information.
- Being aware of your own thoughts during the act of problem- solving.
- Reflecting on their work and evaluating the productivity of their own intellectual functioning.

With all these skills, students will be able to expand and deepen their preparation and training for effective and independent roles.

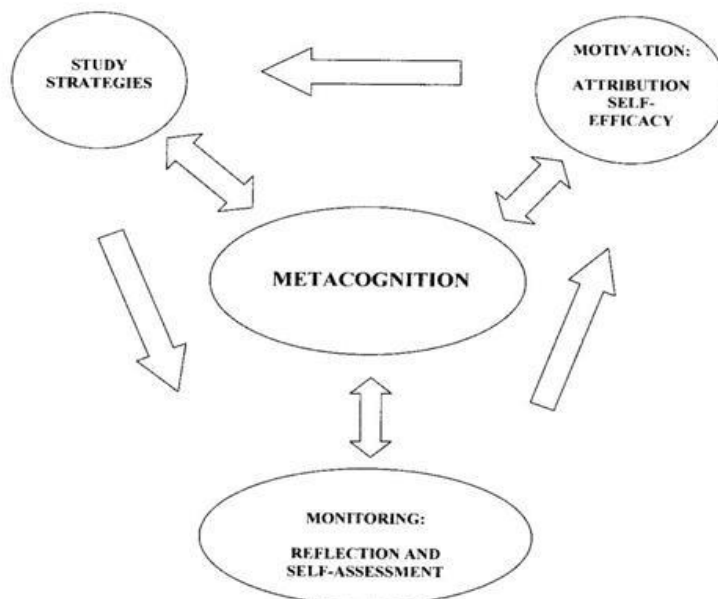


Figure 4. Metacognition Theory

Gardner's Multiple Intelligences Theory

Developed by the Harvard psychologist Howard Gardner in 1983 and subsequently refined, this theory states “there are at least seven ways intelligences”.

These intelligences may not be exhaustive. Gardner lists the following:

- **Verbal-Linguistic Intelligence:** The ability to use spoken or written words, to use language effectively and creatively. Examples: Note-taking, story-telling, debates, etc.
- **Logical-Mathematical Intelligence:** Inductive and deductive thinking and reasoning abilities, logic, as well as the use of numbers effectively and abstract patterns recognition. Examples: Puzzles and games, elaboration of logical and sequential presentations, classifications and categorizations.
- **Visual-Spatial Intelligence:** The ability to mentally visualize objects and spatial dimensions, orient oneself in the environment, create mental images, and a sensibility to shapes, sizes, colors, etc. For example: Charts, grids, videos and drawing.
- **Body-Kinesthetic Intelligence:** The ability to control physical motions; use someone's body to express one self and to solve problems. Examples: Hands on activities, field trips, pantomime, dramas, body expositions, etc.

- **Musical-Rhythmic Intelligence:** The ability to recognize tonal patterns and a sensibility to rhythms, tones, pitch, melody and beats. Examples: singing, playing music, jazz chants.
- **Interpersonal Intelligence:** The ability to communicate effectively with other people and to be able to develop relationships, to understand people's mood, feelings, motivations, and intentions. Examples: Pair-work, project work, group problem solving.
- **Intrapersonal Intelligence:** The ability to understand one's own emotions, motivations, inner states of being and self- reflection. Examples: Self-evaluation, journal keeping, options for homework.

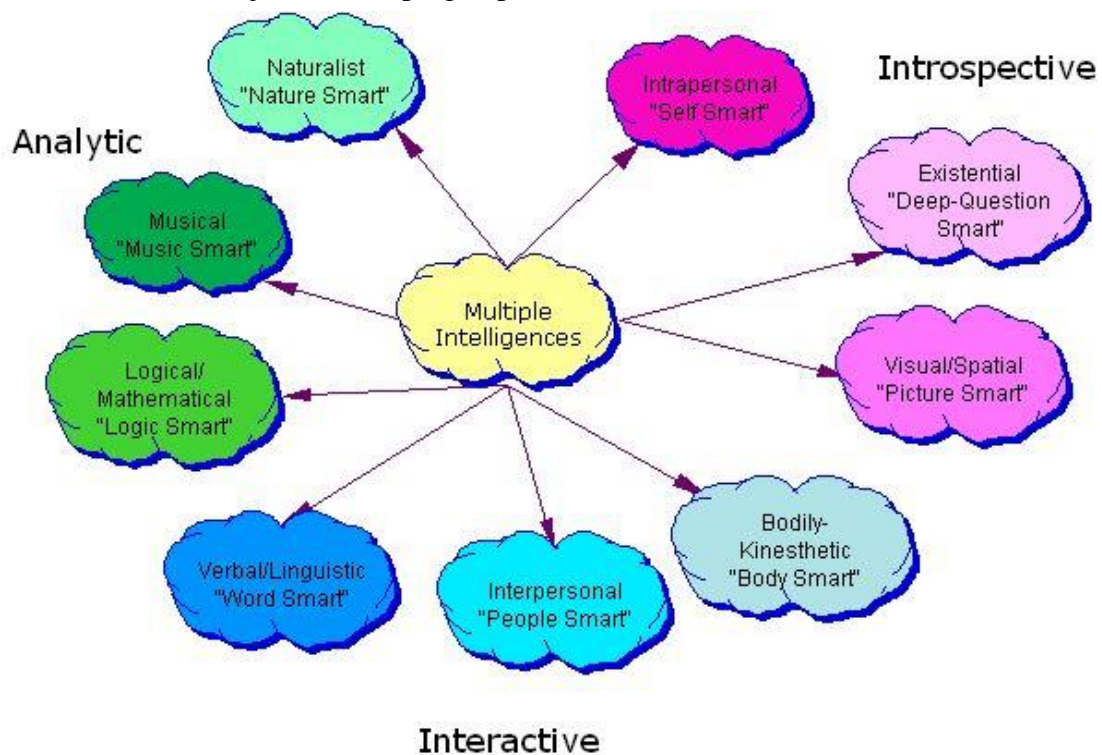


Figure 5. Multiple Intelligences Theory

Chomsky's Linguistic Theory

Chomsky's approach towards syntax often termed generative grammar, studies grammar as a body of knowledge possessed by language users. Since the 1960s, Chomsky has maintained that much of this knowledge is innate, implying that children only need to learn certain parochial features of their native languages. The innate body of linguistic knowledge is often called Universal Grammar.

From Chomsky's perspective, the strongest evidence for the existence of Universal Grammar is simply the fact that children successfully acquire their native languages in so little time.

Furthermore, he argues that there is an enormous gap between the linguistic stimuli to which children are exposed and the rich linguistic knowledge they attain.

For Chomsky, "linguistics is a branch of cognitive psychology; the genuine insights in linguistics imply concomitant understanding aspects of mental processing and human nature.

He argued that to understand human verbal behavior such as the creative aspects of language use and language development, we must first postulate a genetic linguistic endowment. The assumption that important aspects of language are the product of universal innate ability runs counter to Skinner's radical behaviorism.

Much of the present conception of how the mind works draws directly from ideas that found their first persuasive author of modern times in Chomsky.

He states that the mind is "cognitive," or that the mind actually contains mental states, beliefs, doubts, and so on. Second, he argued that most of the important properties of language and mind are innate. The acquisition and development of a language is the result of unfolding and innate propensities triggered by the experiential input of the external environment.

Chomsky says that languages are not learned, but acquired. Everyone knows at birth the same formal aspects of language.

When we study human language, we are approaching what some might call the "human essence," the distinctive qualities of mind that are, so far as we know, unique to man.

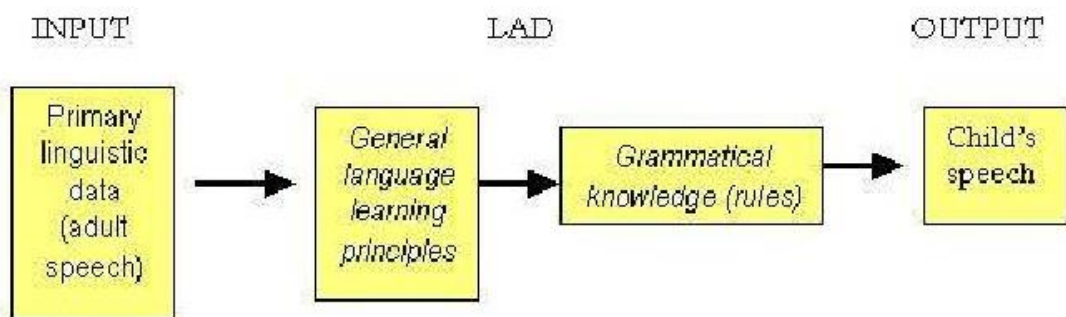


Figure 6. Chomsky's Theory

Piaget's Constructivist Theory

The famous Swiss psychologist Jean Piaget gave rise to one of the most influential educational trends worldwide. His thesis is that students are the ones who ultimately construct their own knowledge through various experiences. Constructivist process depend on two key aspects:

- The background and the student's representation of new information, the activity or task at hand.
- The internal or external connection activity (think, do, handle, etc.) the learner makes.

The constructivist approach is organized around three basic ideas.

- **Subject Learning:** The student is ultimately responsible for his/her own active process when handling, exploring, discovering, reading or listening to the presentation of others.
- **The mental activity constructivist students apply to contents that already possess a considerable degree of development:** Student reconstruct knowledge from the moment they are approached in a progressive and comprehensive way for their representation of the curricular content and the cultural knowledge.

- **The teacher's role is to enshrine students' construction processes with culturally organized collective wisdom:** The teacher's role is to guide and lead this activity explicitly and deliberately. According to Piaget, language is seen as an individual's cognitive and affective instrument, indicating that the linguistic knowledge that the child has depended his/her knowledge of the world.

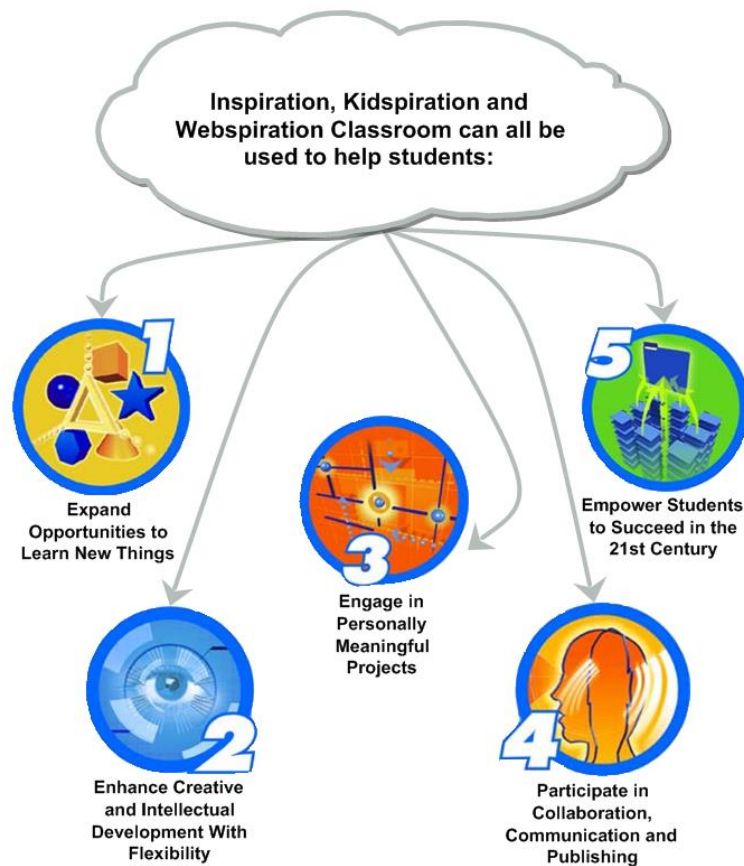


Figure 7. Constructivist Theory

Lev Vygotsky's Historic – Cultural Theory

The Russian psychologist Lev Vygotsky argued that human beings are the way they are because of our relationship with others, our species and the culture produced by mankind. In fact, the family, the society, the culture and the education system built the man and woman of our world. The construction of knowledge is an essential social work.

According to the author, "The development zone is the distance between the actual developmental level as determined by the ability to solve a problem independently, and the level of potential development as determined through problem solving under adult guidance or in collaboration with a more capable partner".

Learning in the ZPD involves all aspects of the student and leads to the development of identity, attitudes and knowledge. For this reason, the affective quality of interaction between participants is critical. Learning will be more successful when mediated by an interaction that expresses mutual respect, trust and interest.

Vygotsky maintains that language and thought are separate and distinct until someone is two years old. Educational planning can draw on this theory when proposing work on their designs, environmental research, and the participation of cultural and social institutions especially when it drives teachers to become mediators between the learner

and knowledge, the content should be constructed and assimilated by students with the teacher's help.

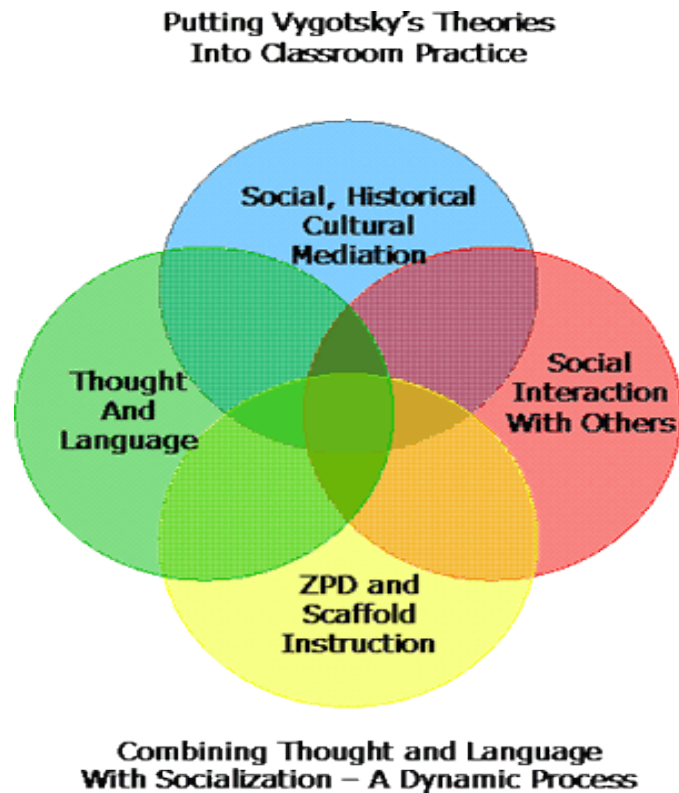


Figure 8. Vygotsky's Theory

2.3 CONCEPTUAL FRAMEWORK

After the invention of writing, the first steps towards an information society were marked by the electric telegraph, then the telephone and the radio, television and the internet. The information technology and communication have become, at high speed, an important part of our lives, so it is no surprise to be informed minute by minute, to

communicate with people across the planet, to watch the video of a song or to work together without being at the same place. This concept is also called Information Society. The purpose of this section is to give a clear background and explain the history of ICT's and its role in the teaching-learning process. Furthermore it gives examples of how ICT's can be used in the language classroom and what technological aids can be used in the teaching of the English language.

Concept of Information and Communication Technologies

Information and Communication Technologies according to Unagha (2006) encloses computer and telecommunication. It is concerned with the technology used in handling, acquiring, processing, storing and dissemination of information. Thus Information Communication Technology is any technology used in producing, organizing and passing information through. Similarly, Oxford Advanced learners' Dictionary sees ICT's as electronic media used in processing, analyzing, storing and sending out information. (Evey, Emmanuel, Joseph, Denus, & Asinde, 2010) observed that ICT is innovative device that can carry out such functions as receiving, storing, computing, analyzing, transmitting and retrieving information presented to them and allowing for one-to-one or group communication among humans. Obashoro (2007) identified ICT infrastructure to include multi-media CD-ROMs, MP3 players, websites, discussion boards, emails, computer-aided assessments, learning management software,

blogs, etc. In the same vein, Folorunso, Longe and Ijere (2003) identified ICT infrastructure to include internet, World Wide Web (www), Electronic Data Interchange (EDI), Local Area Network (LAN), Wide Area Networks (WAN), Protocols, Content Management and Meta Data Standard (MDS).

ICT in the Language Classroom

ICT stands for Information and Communications Technology. It is often referred to as only IT, but the C is added to underline the communicative aspect of the term. Computers should preferably be connected to a network to enable communication. Thus, an Internet connection would be needed for a computer to be included in the term ICT (Svensson, 2008, pp. 11-12).

Computers were introduced in schools in the 1970s (Kenning 2007:105), and there has been a rapid technological development over the past 40 years. Computers are now a part of our everyday lives, but even so, many language teachers do not know how to integrate ICT in their teaching (Granath & Vannestål 2008:125).

The book 'The Internet and the Language Classroom' Dudeney (2007) explains the Internet for teachers who have not worked with ICT before. He gives many useful tips on how to integrate ICT in language teaching, such as useful webpages and lesson plans. According to Dudeney, it is important to plan the lesson well and if

working with the Internet, ensure that the webpage has existed for a longer period of time. It should preferably not be a personal homepage, but rather a professional one that is likely to stay the same for a longer period of time. Nevertheless, webpages change from time to time and as a teacher it is important to check all resources before the class starts (Dudeney 2007:36). Furthermore, the teacher should be prepared for unexpected power cuts or technical problems of some other kind. The best way to prepare for this is to have a back-up plan (ibid). Not all material found on the Internet is safe or advisable for children or teenagers to use and it is the teacher's responsibility to check the material and webpages that are to be used, as well as to oversee the pupils during class. This can be done either by using a special kind of software that only accepts certain web pages or that checks if words used on the web page might not be suitable for younger pupils (Dudeney 2007:38). This could seem a bit drastic and a more profitable way is to make sure that the pupils know how to work with the Internet. Dudeney (2007:38) encourages teachers to talk with the pupils about working with the Internet so that they are prepared as they use the Internet in their free time with no teacher to supervise them. However, it can be questioned whether the pupils need to be taught how to work with the Internet. The pupils are often more used to the Internet than their teachers, and most teachers in Sweden would therefore not need to teach the pupils how to use the Internet.

Apart from working on computers in class there is the possibility to work with interactive whiteboards, sometimes called smart boards (Dudeney 2007:39). A smart

board works as a traditional whiteboard but it is also connected to the Internet, which makes it possible to project films or web pages directly on the board. Furthermore, the material on the board can be saved and printed (ibid). There is special teaching material created to be used on a smart board. It includes for instance interactive exercises where words or pieces of a sentence can be dragged around the board. Dudeney (2007:40) also identifies the smart board as a successful entry gate to introduce other types of technology to the classroom. Clever boards are a newer version of smart boards, and function in a similar way.

Dudeney (2007:115-140) continues to list various ways to use the Internet in language teaching, such as blogs, wikis, chats and pen-pals from other countries. There are several tips for teachers who want to interact with other language teachers who use ICT, for example to subscribe to a listserv for language teachers (Dudeney 2007:141).

The listserv is free for anyone to subscribe to and a way to receive many suggestions on how to work with ICT. It is also a way to take part in interesting discussions with other teachers from all over the world.

There are furthermore groups and communities of various kinds that teachers can join to share experiences with one another. Another approach to use ICT is to use the Internet as a course book. The teacher then looks to find appropriate material and lesson plans on the Internet (Dudeney 2007:147-153).

When it comes to ICT and language learning, a common term used is CALL, which stands for Computer-Aided Language Learning. When CALL started, in the 1960s, most of its exercises were drill-exercises, but over the years CALL has come to include tasks of more communicative nature. ICALL (Intelligent CALL) is an attempt to create programs that adapt to the pupil. The program can be aware of the language components that a specific pupil needs to practice more (Svensson 2008:210). CALL-exercises usually mean tasks where the computer is the tutor and the pupils need to provide some kind of response, either by clicking, filling in a word or saying something into a microphone (ibid). Svensson (2008:210) discusses that there are speaking agents that the pupils can interact with on their computer. These agents can help pupils' pronunciation or correct their grammar. There are CALL exercises that let students practice grammar and these can be found on the Internet or on CD/DVD. More common are webpages with different kinds of 'fill in the gap'-exercises. The user can choose what subject or grammatical feature s/he wants to practice and the correct answer will appear instantly, or as soon as all the exercises on the page are filled in (Svensson 2008:222-223). These pages usually do not remember the user. There are, however, other pages where the results are recorded and sometimes a teacher can correct and comment on for example texts produced by the student. There are furthermore games that let the pupil practice linguistic features such as word classes (Svensson 2008:225). Svensson (2008:228) also suggests that teachers can

create grammar exercises or even let the pupils themselves create their own exercises on the Internet.

Another useful resource on the Internet is the many corpora available. There are different kinds of corpora, some are more general while others deal with comparisons between different languages, or are tailored for language teachers to analyze common mistakes made by students (Svensson 2008:229-230). At the time when Svensson wrote his book, corpora were mostly used in language classrooms to verify whether a phrase or term was correct or not (2008:234).



Figure 9. 3RD BGU students in the laboratory

Growth of ICT in Education

The information and communication technologies (ICT) is based on a series of facts, developments and advances that integrate functionalities storage, processing and transmission of data, making it clear that the ICTs are technologies that are used for work and the transformation of information using computers and programs that create, modify, store, protect, retrieve information and solve a variety of problems and situations that have to do with teaching and learning. The ICTs have become one of the main factors of society today, they must provide students with an education that takes into consideration the reality we live. People in general should try to participate in this world of technology; it is the opportunity to join this new era of ICTs in education considering all levels of education.

Types of Information Technology and Communication

The information technology and communication is composed of two major domains: hardware and software. Of the two domains, the one which has recently gained special importance is the software through computerized information systems that seek to improve processes and increase productivity in all areas of knowledge.

Hardware

It refers to any physical component that works or interacts in some way with the computer. It does not only includes elements such as internal hard drive, CD-ROM, floppy drive, but also refers to the wiring, circuits, cabinet, etc. And it even refers to external elements such as a printer, mouse, keyboard, monitor, and other peripherals. The hardware is not frequently changed, as the software can be created, deleted and modified easily.

Software

They are application programs to perform specific tasks. The term "software" was first used by John W. Tukey in 1957. Educational software is defined as any computer program that is structural and has functional features that serve to support the process of teaching and learning. A clear concept of educational software defines it as learning material specifically designed to use with a computer Thus, students of Nela Martinez Espinosa School will begin to see the start of development of educational software in the Web.

What is *E - Learning*?

E-learning involves the use of a computer or electronic device (e.g. a mobile phone) in some way to provide training, educational or learning material. (Derek Stockley 2003). Although most commonly associated with higher education and corporate training, e-learning encompasses learning at all levels, both formal and non-formal, that uses an information network - the Internet, an intranet (LAN) or extranet (WAN)—whether wholly or in part, for course delivery, interaction, evaluation and/or facilitation. Another term is online learning. Web-based learning is a subset of e-learning and refers to learning using an Internet mainly using a browser (such as Chrome or Firefox or Internet Explorer)”. It can also be viewed as learning through the use of electronic devices.

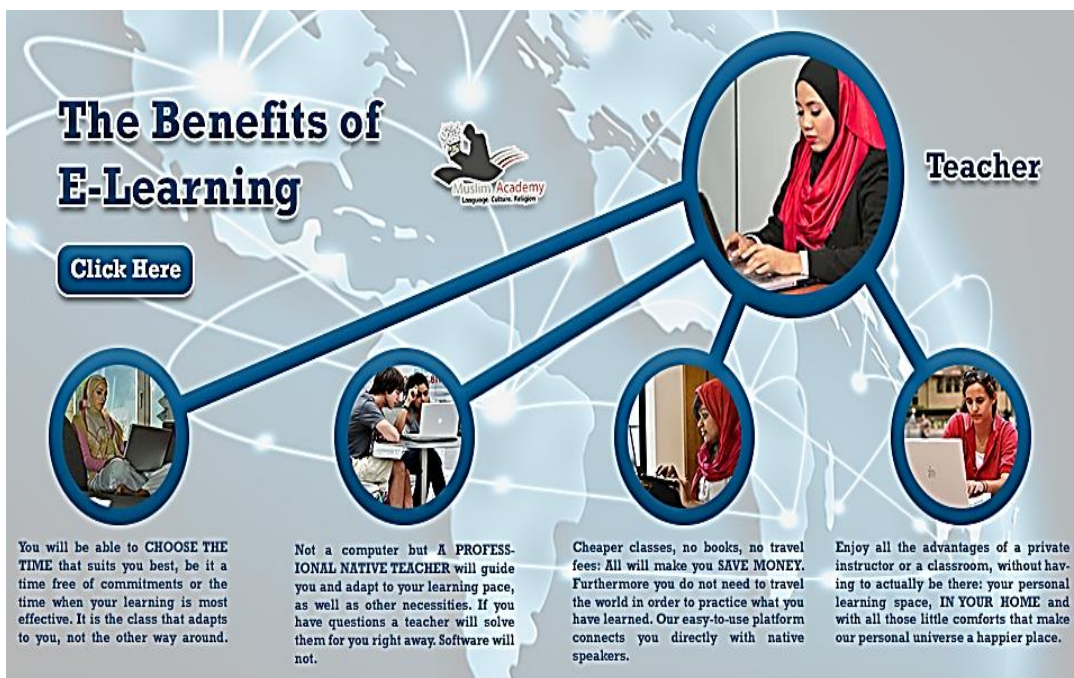


Figure 10. Benefits of e- learning

Didactic Strategies for e-learning.

- **Multiple representations of reality.**-The student experiences reality from different perspectives.
- **Authentic tasks.**-The cognitive affective orientation and the psychomotor domains are tasks related to practical matters.
- **Background and real-world cases.**-It takes the simulation of actual practice.
- **Reflexives.**-Promoting practices and debates where students question their own knowledge.
- **Construction of knowledge.**-The adoption of different points of view, social interaction, problem solving, and conceptual schemes take place. Opportunity for dialogue is always present.

- **Collaborative Work.**-Learning in small groups, interdependence, negotiation through dialogue, teaching social and communication skills.
- **Mastering basic technical skills is required.**-Internet to communicate, navigate and find information, the ability to identify, access and create files, documents, folders and directories on CD, DVD, etc. The management, design and creation of pages is also a basic requirement.

What is Blended Learning?

According to (Mindflash, 2012) Blended learning is a term increasingly used to describe the way e-learning is being combined with traditional classroom methods and independent study to create a new, hybrid teaching methodology. It represents a much greater change in basic technique than simply adding computers to classrooms; it represents, in many cases, a fundamental change in the way teachers and students approach the learning experience. It has already produced an offshoot – the flipped classroom – that has quickly become a distinct approach of its own.

Another term is that it refers to learning models that combine traditional classroom practice with e-learning solutions. For example, students in a traditional class can be assigned both print-based and online materials, have online mentoring sessions with their teacher through chat, and are subscribed to a class email list. Or a Web-based training course can be enhanced by periodic face-to face instruction. Blending was

prompted by the recognition that not all learning is best achieved in an electronically-mediated environment, particularly one that dispenses with a live instructor altogether. “Instead, consideration must be given to the subject matter, the learning objectives and outcomes, the characteristics of the learners, and the learning context in order to arrive at the optimum mix of instructional and delivery methods” (Asiabeka, 2010)

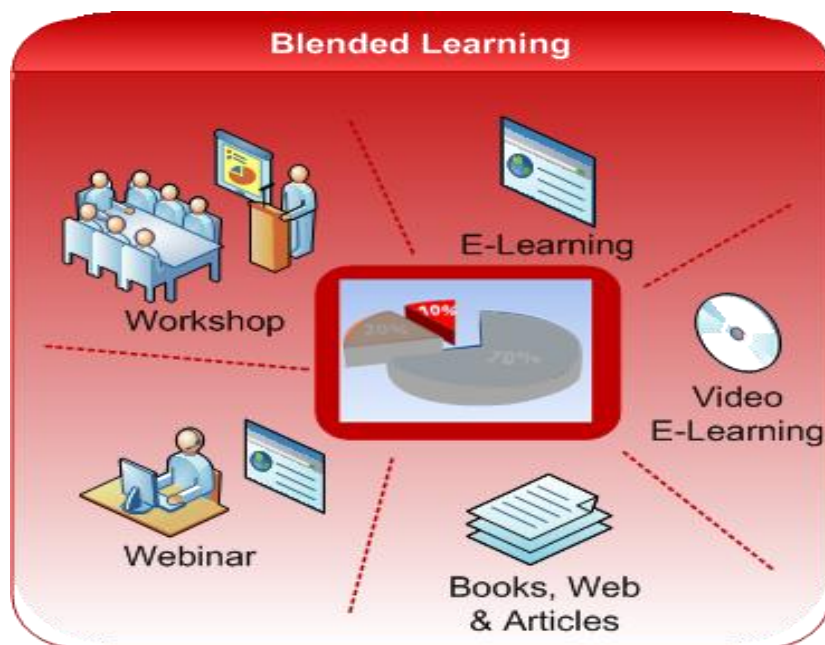


Figure 11. Blended Learning

Educational Role of ICT's

Improving the quality of education and training is a critical issue, particularly at a time of educational expansion. ICT's can enhance the quality of education in several ways: by increasing the learner's motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training. ICT's are also

transformational tools which, when used appropriately, can promote the shift to a learner-centered environment.

ICTs such as videos, television and multimedia computer software that combine text, sound, and colorful, moving images can be used to provide challenge and authentic content that will engage the student in the learning process.

More than any other type of ICT, networked computers with Internet connectivity can increase learners' motivation as they combine the media richness and interactivity of other ICTs with the opportunity to connect with real people and to participate in real world events.

Interactive Technological Tools in Language Learning

Music and Videos

According to (Helenschmehl, 2015), in this new era of technology if you are not using music and videos already, you are really missing out. Remember the first rule of language learning is input.

Students cannot sustain their skills on textbook explanations alone, they need the constant reinforcement that authentic sources provide. An important part of the language learning process for your students will be simply listening to native speakers and picking

up new phrases, grammar patterns and more. When they hear their language lessons brought to life, they will better understand how to employ their knowledge.

Audio listening exercises can be good for testing what students can distinguish on their own. That being said, when it comes to music and videos, the video is the pedagogical powerhouse of the two. The combination of pictures, intonations and gestures gives students context clues that they can't get from classroom interactions alone.



Figure 12. Students participating in a karaoke.

Educational Websites

After the students have been getting good input from authentic sources, have them try some guided practice activities provided by useful websites. Here are some of my favorites from the (digital) vaults:

Quizlet

Quizlet is a powerful and flexible online learning platform based on a tried-and-true memorization tool: the flash card. The “sets” of digital cards can be used to drill vocabulary, but also work well for grammar topics like gender or verb conjugation. Teachers can create and organize sets for their classes and monitor students’ activity and progress on a given set. Students in turn have access to a huge archive of sets and can easily search for several topics or browse by language. The activities are fun, with plenty of opportunities for working in pairs. All in all, a great tool for homework and in-class playfulness.

Fluentu

Fluentu, teaches language using strictly authentic materials such as news, music videos and movie trailers. This has the major advantage of ensuring that all material is up-to-date and culturally relevant. In a word: meaningful. This is just the thing students have been missing during hours of regurgitating fabricated textbook conversations about what they like to buy in the supermarket. For teachers, Fluentu provides a number of educational blogs in addition to being a great source of new in-class material.

Schoology

Schoology is an online course management system that allows teachers to create and manage academic courses for their students. It provides teachers with a method of

managing lessons, engaging students, sharing content, and connecting with other educators.

Schoology allows three ways to log in:

- Instructor/Teacher: sign up for a free schoology account.
- Student: requires an access code that is provided by the instructor.
- Parents: requires an access code that is provided by the instructor.



Figure 13. Schoology Platform

Collaborative Tools

Blogs

It is a regularly updated website that collects texts or articles from one or more authors, where the author always retains the freedom to publish what he thinks fits, the weblog is an online publication of stories published with a very high frequency which are presented in reverse chronological order, the last thing you posted is the first thing that appears on the screen. Very often, weblogs have a list of links to other blogs, to websites for further information, citing sources or noting that continues a theme started in another weblog. They also tend to have a commenting system that allows readers to establish an interaction with the author about what was published.



Figure 14. Web pages to create Blogs

Email.

It is a network service that allows users to send and receive correspondence and files quickly (also called electronic message or electronic cards) by electronic communication systems.

Mainly this name is used to describe the system that provides this service on the Internet via the SMTP protocol, but by extension can also be applied to similar systems using other technologies. Through emails you can send not only text, but all kinds of digital documents depending on the system used.

Wikis

It is a web site the pages of which can be edited by multiple volunteers through the web browser. Users can create, modify or delete a shared text. The texts or "wiki pages" have unique titles. If you write the title of a "wiki page" somewhere between double brackets ([[...]]), this word becomes a "web link" to the wiki page.

On a page on "mountaineering", for example, there may be a word like ax or compass marked as belonging to a wiki page title. Most implementations of wikis URL are listed in the title page of the wiki page itself (this happens in Wikipedia: <http://es.wikipedia.org/wiki/Alpinismo>), facilitating the use and understandability of the

link outside the own website. Moreover, this form often allows terminological consistency, creating a natural ordering of content (Paley, 2013).

Apps for Smartphones and Tablets

Highly motivated learners will always be on the lookout for supplementary materials that will help flesh out and diversify their language-learning experience. Here are three free apps that you can recommend for practice at home or on the run.

Fluentu

The Fluentu website is an outstanding learning and teaching tool on its own. But for the hungry student it also serves as a great source of meaningful and interesting supplementary materials. Thankfully, the scores of videos, trailers, quizzes and other authentic language learning materials are available as an app to take with you on the go.

Duolingo

For those students who just cannot get enough practice: there is an app for that. DuoLingo is a free language-learning platform for beginning learners who want to really nail the basics, but it also works well as an after-class review of important grammar and vocabulary topics.

Memrise

The magic of Quizlet in an optimized portable app. Memrise includes courses (similar to “sets” in Quizlet) composed of hundreds of meticulously selected words and phrases in the target language. Perfect for getting in a little vocabulary expansion on the weekend.

Technological Tools in the Classroom

Smart Board

A number of teachers may not be aware of the benefits of using a Smart Board in the classroom as a teaching tool. While the traditional white board already has everyone’s attention, the electronic device is a new technology that is slowly gaining popularity due to its interactive power.

The digital screen allows images from the computer to be displayed on a board. It can also be modified on the screen itself, using a pen or a highlighting tool. Its touch screen feature allows teachers to run programs directly from the screen simply by tapping the application with her finger and even makes scrolling easy. Smart Boards are becoming an essential component of every classroom.

Some reasons for this trend is that:

- It can accommodate different learning styles. Tactical learners can use the screen and learn by touching and marking at the board, audio learners can have a discussion and visual learners can observe the teaching on the board.
- It is neater and does not have the cleanliness hassle and is therefore easier to maintain.

The Advantages and Disadvantages of ICT's

Estling Vannestål (2009:17) lists several benefits of using ICT in the language classroom. First of all, ICT helps to create more variation in the classroom, which might lead to increased motivation in the pupils and thus better conditions to learn the target language. What is more, the Internet is full of free of charge authentic and up-to-date material that language teachers can use in their teaching. Also, the Internet provides the opportunity for students from all over the world to interact with each other; this could be done through emails, online calls or in a chat room.

Regardless of the means of communication chosen, ICT is likely to help develop the understanding of other cultures in the pupils that participate. The use of ICT also gives the pupils an opportunity to write for others rather than only for their teacher or peers. If

their production is posted on a blog, it has the potential to be read by a large audience, and this could help assure that the pupils put more effort into their work. Estling Vannestål (2009:18) furthermore states that ICT can help adapt the teaching to the individual level of the pupil. Pupils who achieve well can receive more advanced tasks while pupils who underachieve can benefit from work more suitable to their level. Also, pupils with learning disabilities can greatly benefit from the use of ICT. There are a great number of computer resources produced especially with such pupils in mind, for instance texts with an easier language or more images and colors.

There are some problems that might occur in language classrooms where ICT is implemented, and Estling Vannestål (2009:19) deals with some of these. The first hindrance listed is the lack of computers, or that the computers are old and slow. Secondly there is a lack of technical support in many schools, and then the fact that many teachers do not possess enough knowledge of working with ICT, in general or specifically in the teaching of English. The next problem could be that the pupils lack sufficient knowledge of computers, which might come as a surprise to some. The truth is that the young generation mostly uses the computer to play computer games and to chat with friends, but may not be as confident when it comes to writing e-mails or using a word processing program.

Another hindrance could be that pupils use the computer for other things than school work. Then there might be a problem with pupils who copy material from the Internet

and pupils who put more effort on the surface than the content of an assignment (Estling Vannestål 2009:19-22). It is reasonable to look at all these examples of things that could cause a problem, but the young generation uses the Internet in their spare time, and if the school does not teach them how to handle and process all the information they are bombarded with, then who will?

Digital competence is as important as being able to read, write and count according to Jämterud (2010). The European Union states that all citizens need digital competence, and that connotes inter alia to have knowledge of how ICT works, and to be able to use it both at work and at home. It is no longer a question if schools should teach digital competence, but rather how? Digital competence should not be taught as a subject on its own. Thus, to be successful, it should permeate all school subjects. Nowadays there are computers in almost every home and the schools need to teach their pupils how ICT can help the learning process (Jämterud 2010:8-11).

Olson & Gustavsson (2011) report that research made on how ICT affects the classroom shows both positive and negative results. It still seems unclear whether ICT helps improve the students' results or not, but studies from both the United States in 2005 and from Sweden in 2009 have shown that enthusiasm and motivation increase when pupils have their own computer. It also seems true that the working environment in the classroom becomes better when the pupils work with computers (Olson & Gustavsson 2011:76 in *Utbildning & Lärande*). More research is needed in this area,

but the Internet is here to stay and its existence in the language classroom cannot be ignored. Our focus should instead be on looking at the potentials and possibilities of the Internet.

Kenning (2007:150) deals with the question of how ICT has influenced language learning and it seems not to have had much of an effect although ICT has been around for quite a while. She claims that most new technology has been implemented without much research on its benefits, mostly because of the rapid development of technology (ibid). Perhaps have we once again been too quick to take aboard new technology without taking the time to investigate what the best resources are and how to use them effectively in the classroom.

ICT as an Automat, a Tool, an Arena and a Medium

Svensson (2008) defines four different ways in which ICT can be used in language teaching: ICT as an automat, ICT as a tool, ICT as an arena and ICT as a medium.

ICT as an *automat* means that the teacher can use the computer to arrange situations where some parts of the pupils' behavior will be rewarded and others not. This goes back to Skinner, who in the 1960s created teaching machines to teach pupils to answer correctly. Skinner was one of the protagonists of behaviorism, which dominated the way learning was seen during the 1960s and 1970s (Lundgren et al 2010:142). Skinner

did research on how animals could be conditioned to learn certain behavior. He did this by re-enforcing certain behavior, with a reward such as food. This was believed to work also for humans, who were given encouragement when they did something correctly. According to the behaviorists anyone could learn anything and this approach made its way into the school systems, especially evident in the teaching machines used in many schools (ibid). These machines took the role of the teacher and gave the pupils the feedback that the teacher could not give, since the teacher did not have the possibility to give feedback to each pupil individually at all times. Skinner thought that when some parts of the pupils' behaviour were enhanced, they would learn to produce correct answers. Skinner's machines consisted of questions that were to be answered, for instance a sentence where one word was missing. The pupils then had to fill in the missing word and would immediately understand if the answer was correct or not (Svensson 2008:50-51). Even though teaching machines like this have not been used in many years, much grammar is still taught in a similar way. The computer can now take this role, which lets the teacher focus on other aspects of the teaching. There are many teachers and researchers that have reacted strongly against the use of the computer as an automat, since they claim this to be an outdated way of learning a language. However, pupils are not as negative towards it and seem to appreciate the fact that the computer can give immediate feedback (Estling Vannestål 2009:19).

Svensson (2008) also discusses ICT as a *tool*. This means that ICT is used to facilitate communication with teachers, other pupils and people outside a particular school setting. The pupils can access the desired information by using the Internet. The computer can in this sense be seen as a tool without limits and something that can be developed ad infinitum, much more flexibly than older tools such like the dictionary, the library and the note pad, since the computer contains them all and much more.

ICT as an *arena* refers to the fact that technology now is an integral part of our lives and we live parts of our lives online, through the communication and experiences we have on the Internet (Svensson 2008:54-55). Svensson continues to discuss ICT as a medium, where administrative data and information are distributed. He gives as an example teachers who publish course information online, such as schedules, tasks and results (Svensson 2008:56).

2.4 RESEARCH QUESTIONS

The purpose of this study is to improve the academic performance of the English Language for 3rd BGU students at Nela Martínez Espinosa School. At this stage in the research will focus on providing answers for the following qualitative questions that have come out during this research process. The main inquiry that has been presented is:

How will the ICT's improve the academic performance of senior high school students at Nela Martínez Espinosa School?

This inquiry is very important for the investigation; the researcher's main purpose is to foster students' academic performance through the use of technology as the main resource.

Another questions that have come out during the development of this project are:

- *What are the factors that lead to the lack of academic performance in students for learning the English Language?*
- *How can the 3rd BGU student learning process improve through the use of ICT's?*
- *What are the best types of teaching methodologies used with technology?*

2.5 HYPOTHESIS

The application of ICT's has a positive impact on the academic performance of 3rd BGU students at Nela Martínez Espinosa School in La Troncal.

Furthermore, the motivation used during the application of this project increased the students' performance providing them a comfortable environment.

2.6 VARIABLES AND INDICATORS

VARIABLES	DEFINITION	INDICATORS	INSTRUMENTS
Independent Use of information and communication technologies (ICT's)	Teaching English language with the use of technology to help everyone in education, and also, to improve the academic performance	Researcher's achievement of the investigation objective. Students' perception toward the use of technology.	Observations, check list, online worksheets, and technological tools.
Dependent Improve the English Language academic performance	The use of a set of technological tools and online activities to reinforce and improve the students' academic performance.	Learners' performance inside the classroom Learners' improvement using technology.	Pre-test, Post-test, Surveys, rubrics, student's participation.

Table 1. Variables and Indicators

2.7 DEFINITION OF TERMS

ICT's: it means Information and Communication Technologies.

Technology: the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment, drawing upon such subjects as industrial arts, engineering, applied science, and pure science.

Performance: the execution or accomplishment of work, acts, feats, etc.

Virtual Environment: a computer-generated, three-dimensional representation of a setting in which the user of the technology perceives themselves to be and within which interaction takes place; also called virtual landscape, virtual space, virtual world.

Internet: a vast computer network linking smaller computer networks worldwide (usually preceded by the). The Internet includes commercial, educational, governmental, and other networks, all of which use the same set of communications protocols.

Tools: anything used as a means of accomplishing a task or purpose. Education is a tool for success.

Hardware: the mechanical equipment necessary for conducting an activity, usually distinguished from the theory and design that make the activity possible.

Software: the programs used to direct the operation of a computer, as well as documentation giving instructions on how to use them. Anything that is not hardware but is used with hardware, especially audiovisual materials, as film, tapes, records, etc.

Metacognition: higher-order thinking that enables understanding, analysis, and control of one's cognitive processes, especially when engaged in learning.

Improvement: a person or thing that represents an advance on another in excellence or achievement.

2.8 SUMMARY

This study is the presentation of theorists who have impacted positively, not only on how educators teach, but also on how students learned in the past and how this learning was involved through the time, with the help of technology.

The literature review begins with the description of learning theories that help this project to relationship with the new era of education. Then, the conceptual framework mention the significance of teaching with technological tools.

The main purpose of this research is to encourage learners to use technological tools inside and outside classroom in order to improve the academic performance of the English Language. Digital technologies are now embedded in our society. Focus has shifted from whether or not to use them in teaching and learning, to understanding which technologies can be used for what specific educational purposes and then to investigate how best they can be used and embedded across the range of educational contexts in schools.

CHAPTER III

3. RESEARCH METHODOLOGY AND FINDINGS

3.1 METHODS AND TECHNIQUES

This research project was applied to twenty four senior high school students from Nela Martinez Espinoza School. During the development of this work, a “Quantitative Method” was applied to finally know the favorable results of the use of ICT’s on the teaching – learning process of the English Language, and the improvement of the academic performance of the students.

A “Qualitative method”, was also applied in the current research because the investigator used observations and surveys as instruments to collect information. Their result and the collected information were analyzed in order to find answers that proved the hypothesis to be valid and show evidence that made the research reliable.

The researcher also did observations inside the classroom to have an idea of how the class was going on and to detect more factors that affected students’ motivation when they were attending classes; observations also gave the investigator a closer view of the students’ behavior and the way they interacted with the teacher and classmates

The surveys were used in order to have the best results possible. This instrument helped in a way to detect factors that caused low grades in students. The survey was developed with specific questions about the teacher, the classroom, the material, the environment and learning so the students could feel free to answer, the survey was also anonymous so they did not feel any pressure or complain about it. (See appendix II)

Before starting the application of this study design, the researcher administered a pre-test during the third partial classes to know what their English Language academic performance is. Then, a post test was administered during the fourth partial classes in order to compare the results of traditional English classes with ICT's classes.

The final result was significantly in comparison with the third partial classes. The students increased and improved their academic performance. They obtained high grades and showed interest and motivation for the classes as well.

3.2 RESEARCH POPULATION AND SAMPLE

The population for this study is the 3rd BGU students at “Unidad Educativa del Milenio Nela Martinez Espinosa”

No.	Class Classification (Group)	Number of Students
1.	3 rd BGU	24 students

Table 2. Selected Students

The surveys was applied to the twenty four selected students of the high school, and they were observed and interviewed during the English classes, in order to investigate and determine the increase of students ‘performance in the subject by using the ICTs.

First, this school was chosen by the investigator of this project because the researcher works in that institution. Second, the researcher identified that English teachers do not use the technological tools that the school provides them with to develop their English classes. Another reason why the researcher wants to apply this study is because students feel bored during the classes. The researcher selected this group of students because they are finishing high school with this new era of technology and it is necessary that they apply the use of technology in their last year of learning the second language; this will serve them in subsequent studies or preparation.

3.3 RESEARCH INSTRUMENTS

The instruments that were used for achieving the research objectives are

- Surveys
- Rubrics
- Pre-Test
- Post-Test

Surveys: They were administered to 3rd BGU students, and were made in order to understand and identify the students' needs in the teaching - learning process of the English Language.

Rubrics: They were applied in order to assess learners in all four English skills.

Pre – Test: The researcher administered a pre-test to students during the third partial classes. This test helped the investigator to find the weakness in students and to know why they get low grades.

Post – Test: The researcher gave a post-test during the fourth partial with the application and use of technological tools in order to compare and measure results.

3.4 RESULTS/FINDINGS AND ANALYSIS

STATISTICAL RESULTS OF THE SURVEY APPLIED TO 3RD BGU STUDENTS

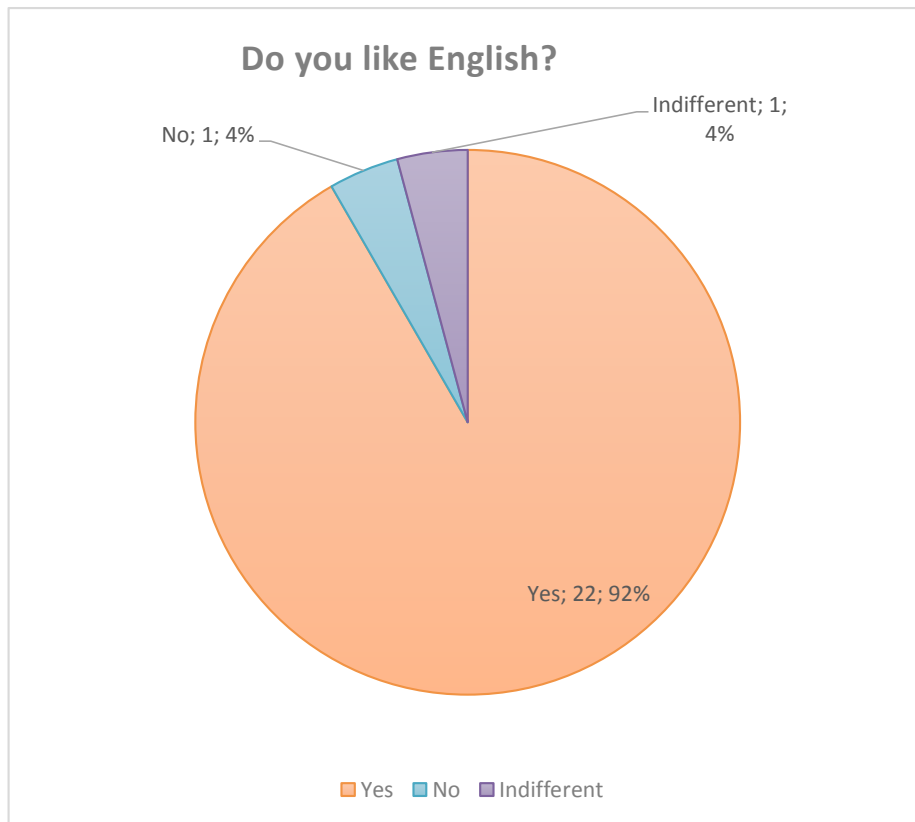


Figure 15. Results for question1

In question 1 4% of students said they did not like English, 4% of students were *Indifferent* and 92% said they liked English. Therefore, we can infer that most of the students like English.

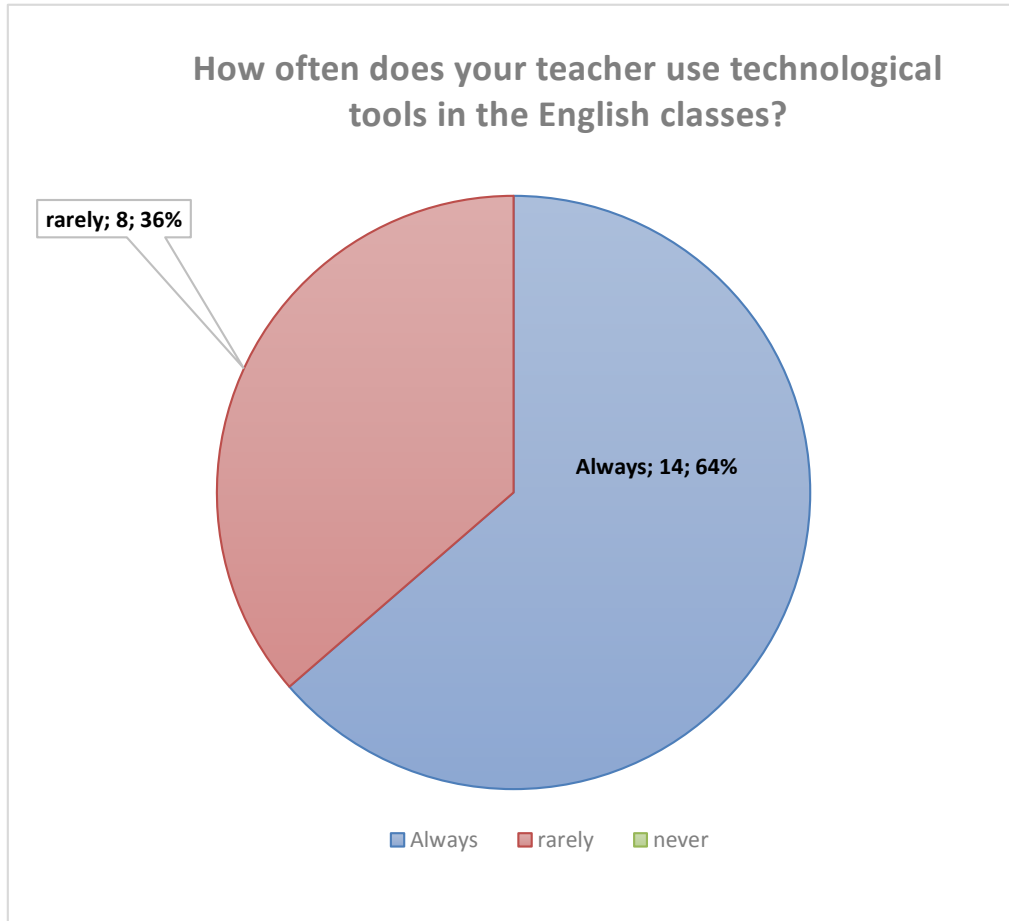


Figure 16. Results for question 2

In question 2; 64% of students said the teacher always use technological tools, 8% of students said the teacher rarely use ICT's. Therefore, we can infer that most of the students answer the teacher use technological tools in classes.

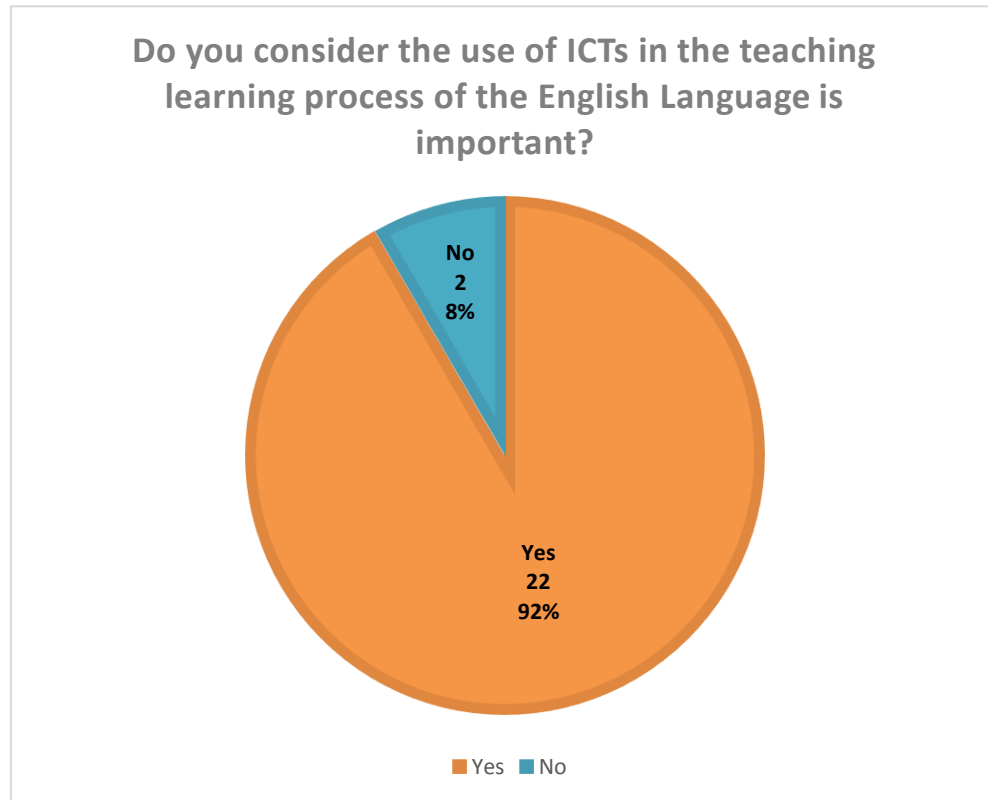


Figure 17. Results for question3

In question 3; 92% of students said yes; 8% of students said no. Therefore, we can infer that most of the students answer they consider important the use of ICT's in the teaching learning process.

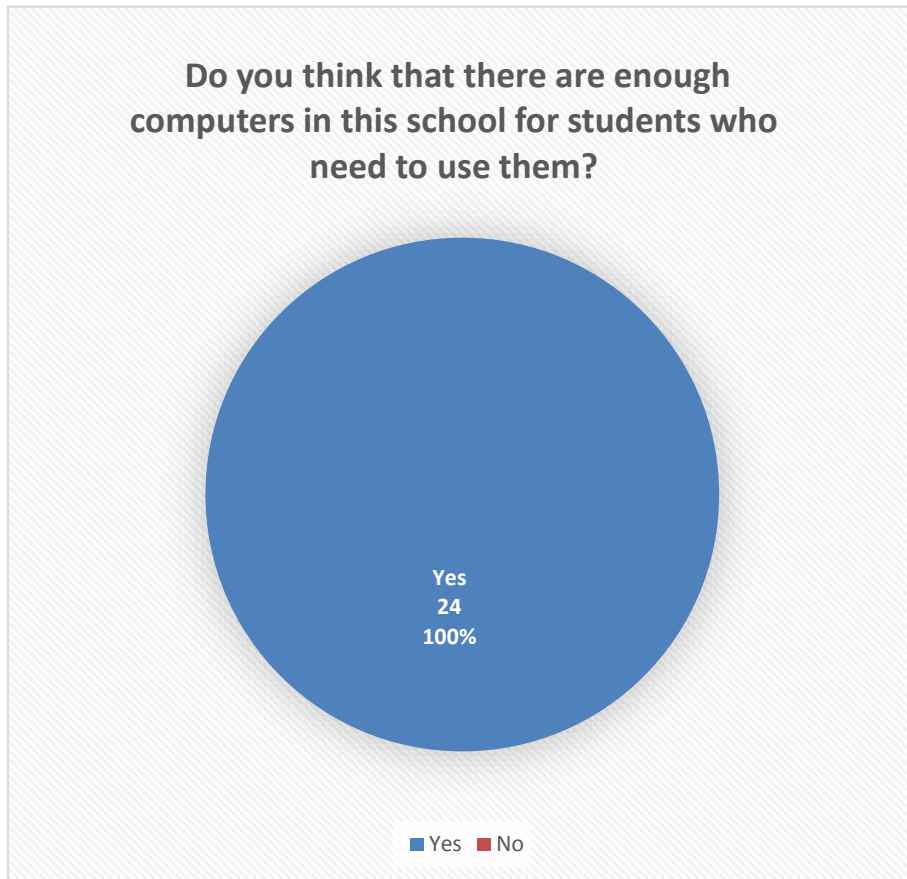


Figure 18. Results for question 4

In question 4; 100% of students said yes. Therefore, we can infer all students answer that are enough computers for students at school.

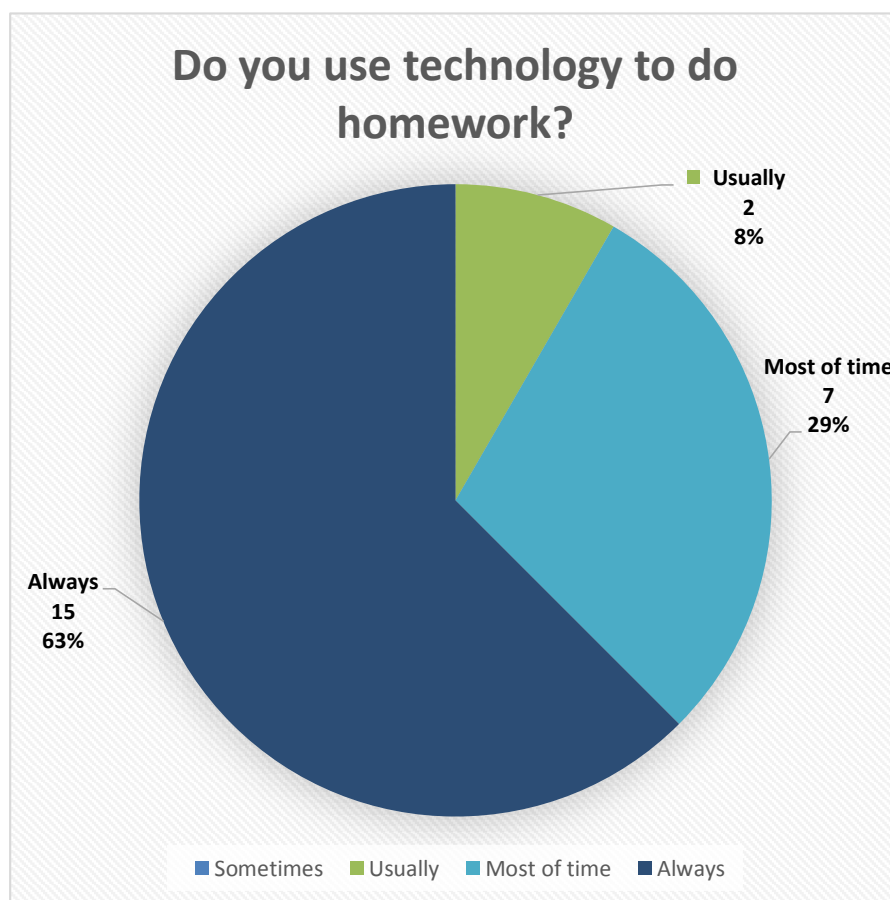


Figure 19. Results for question 5

In question 5; 63% of students said always, 8% of students said usually, and 29% of students said Most of time. Therefore, we can infer that most of the students answer that they always use technology to do homework.

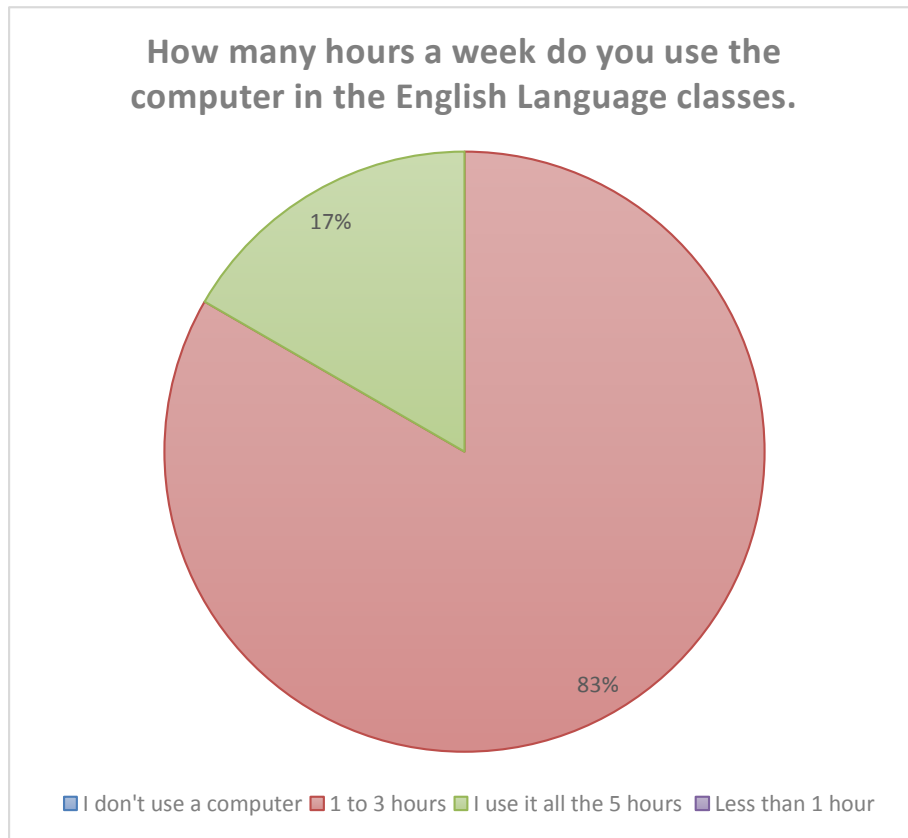


Figure 20. Results for question 6

In question 6; 100% of students said they use computers 5 hours a week. Therefore, we can infer that all students answer that all the 5 hours they use computers in the English Classes.

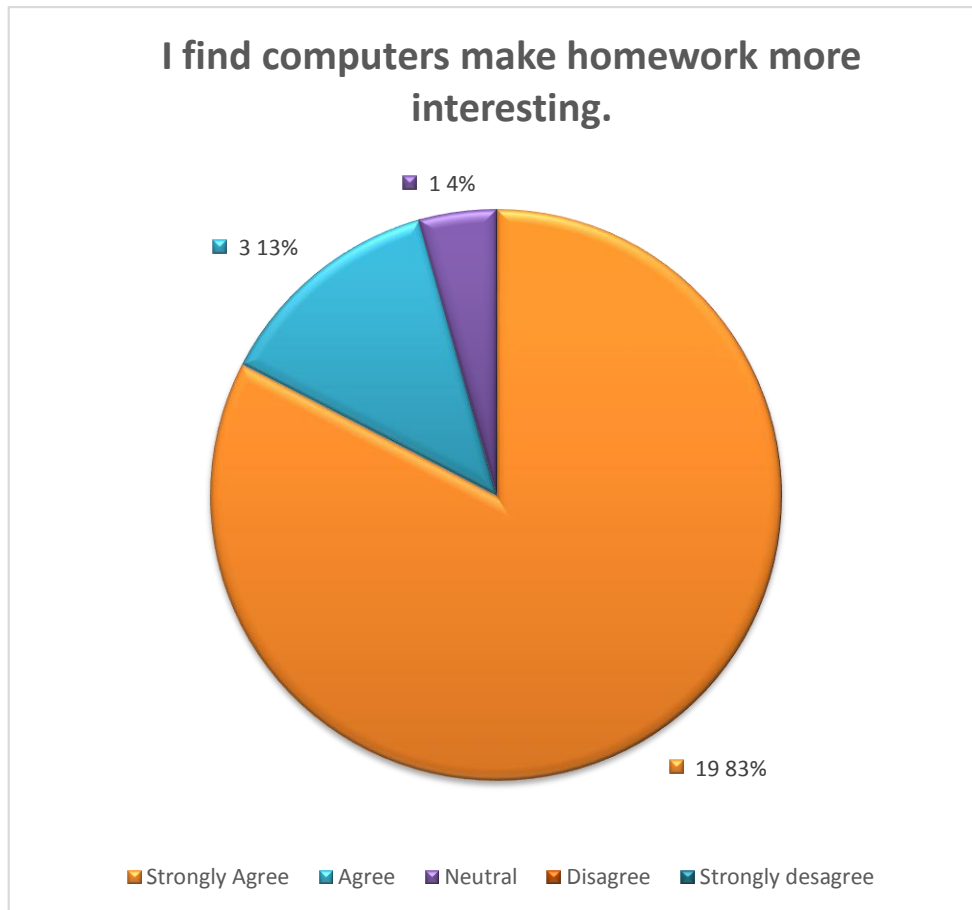


Figure 21. Results for question 7

In question 7; 83% of students answer they are strongly agree; 13% of students said they are agree, and 4% of students are neutral. Therefore we can infer that most of the students find computers make homework more interesting.

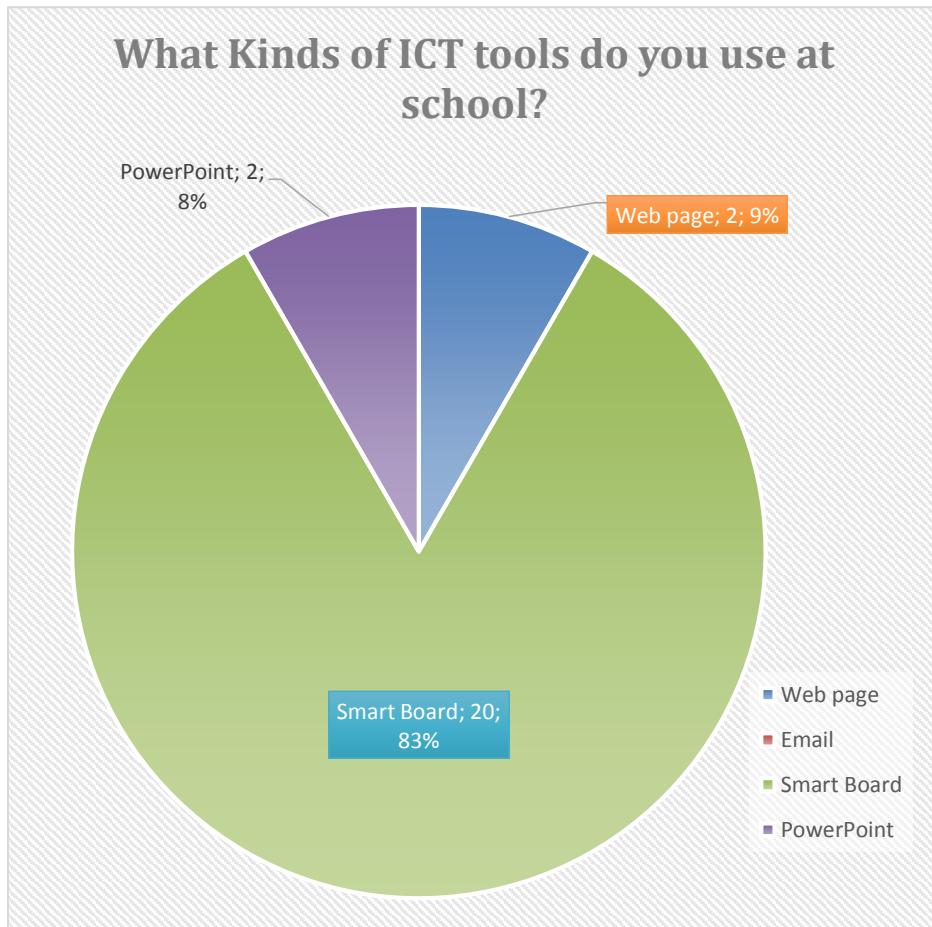


Figure 22. Results for question 8

In question 8; 83% of students answer they use smart board; 9% of students said they use web page, and 8% of students said they use PowerPoint presentations. Therefore we can infer that most of the students answer that they use smart board in classes.

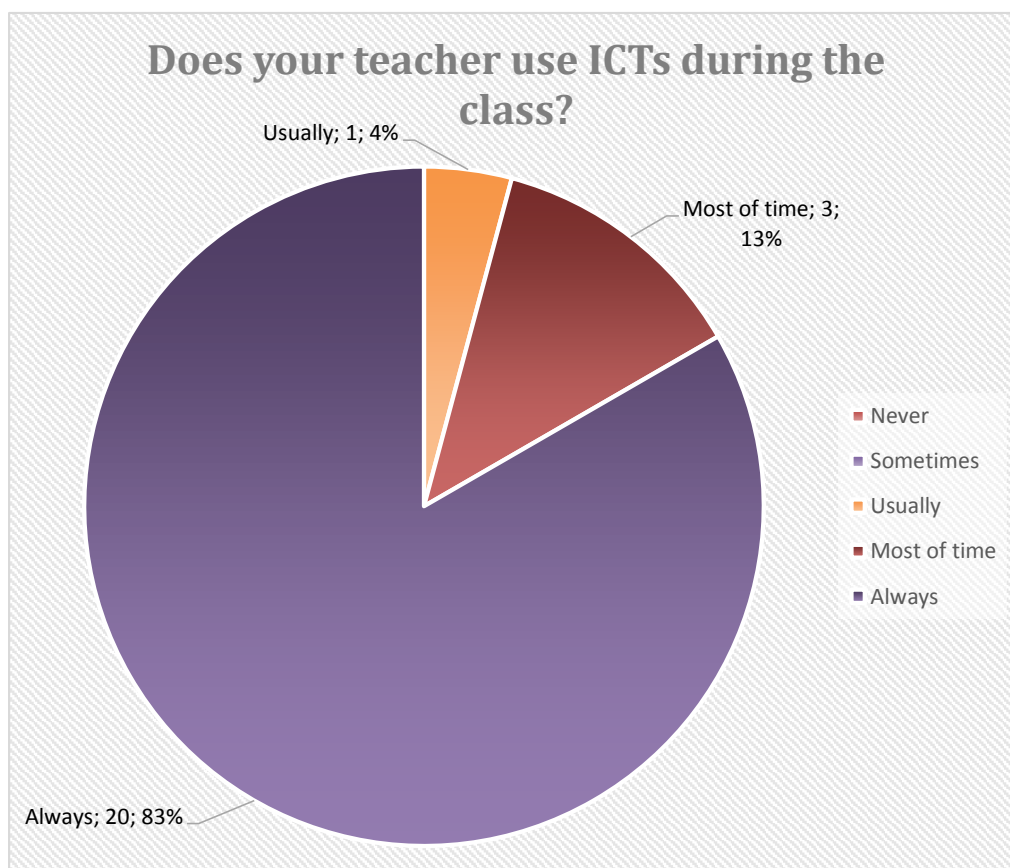


Figure 23. Results for question 9

In question 9; 83% of students answer the teacher always use ICT's in classes; 13% of students said most of the time; and 4% of students said usually. Therefore we can infer that most of the students answer that the teacher always use ICT's in the English Language classes.

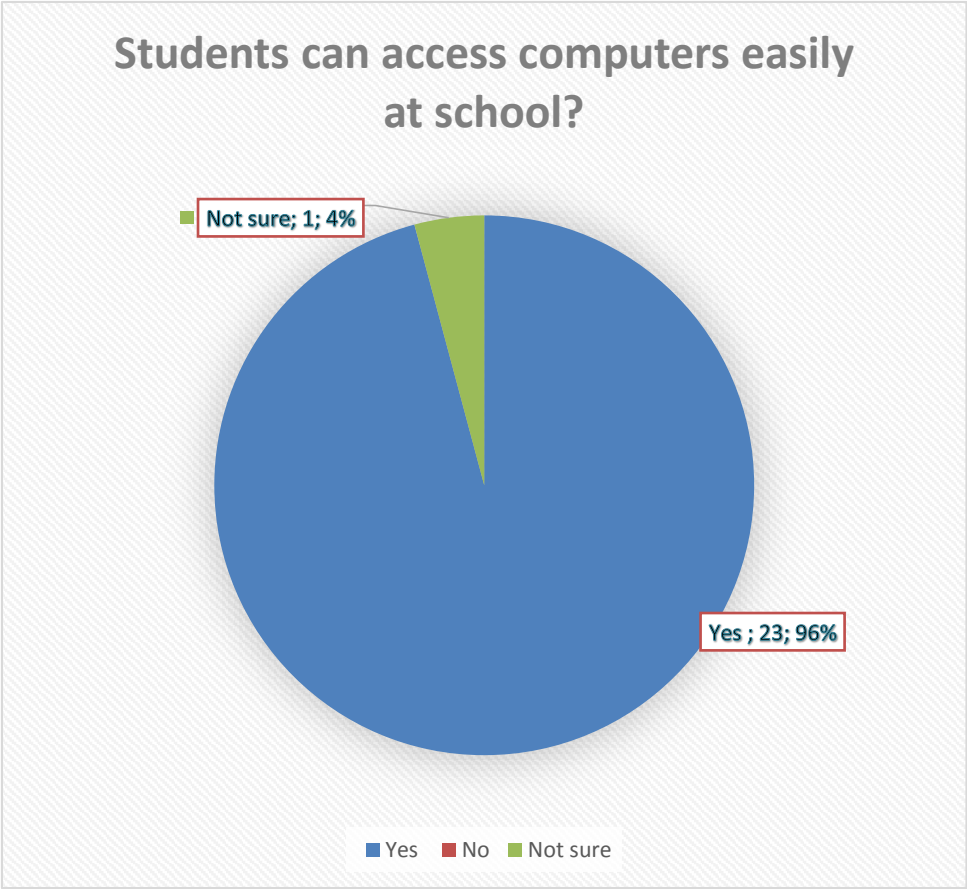


Figure 24. Results for question 10

In question 10; 96% of students answer they can access computers easily at school; and 4% of students were not sure. Therefore, we can infer that most of the students can access computers easily.

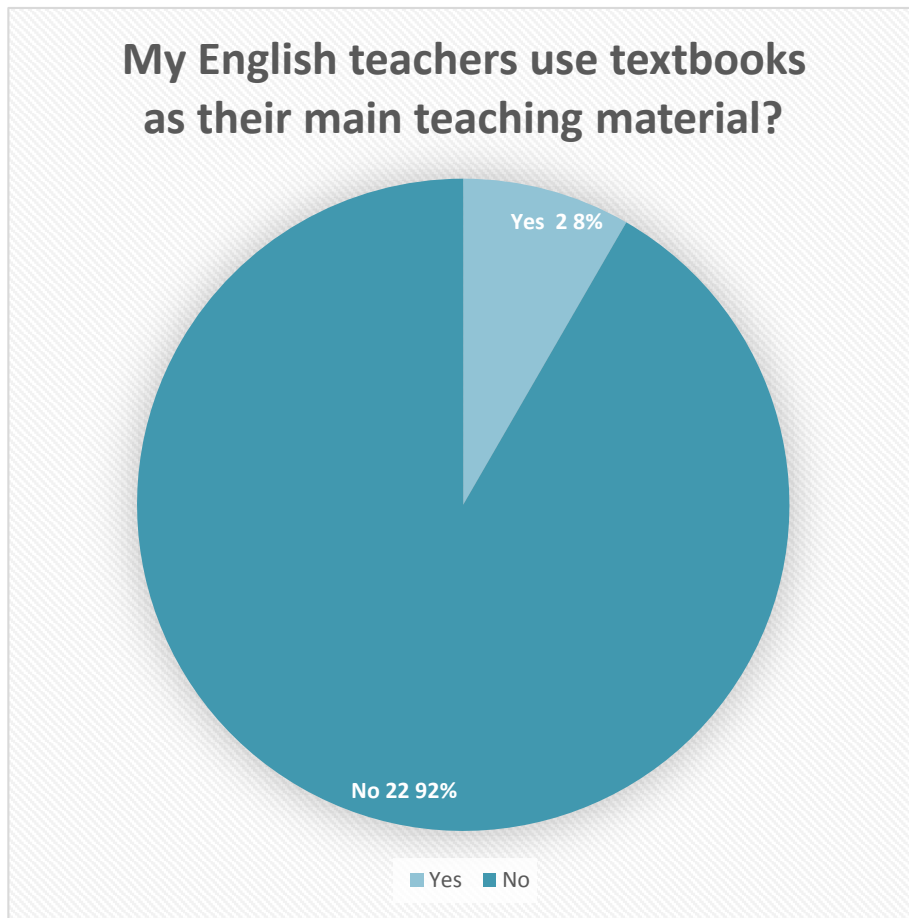


Figure 25. Results for question 11

In question 11; 92% of students answer the teacher does not use textbooks as their main teaching material; and 8% of students said yes. Therefore, we can infer that most of the students answer the teacher does not use textbooks as their main teaching material.

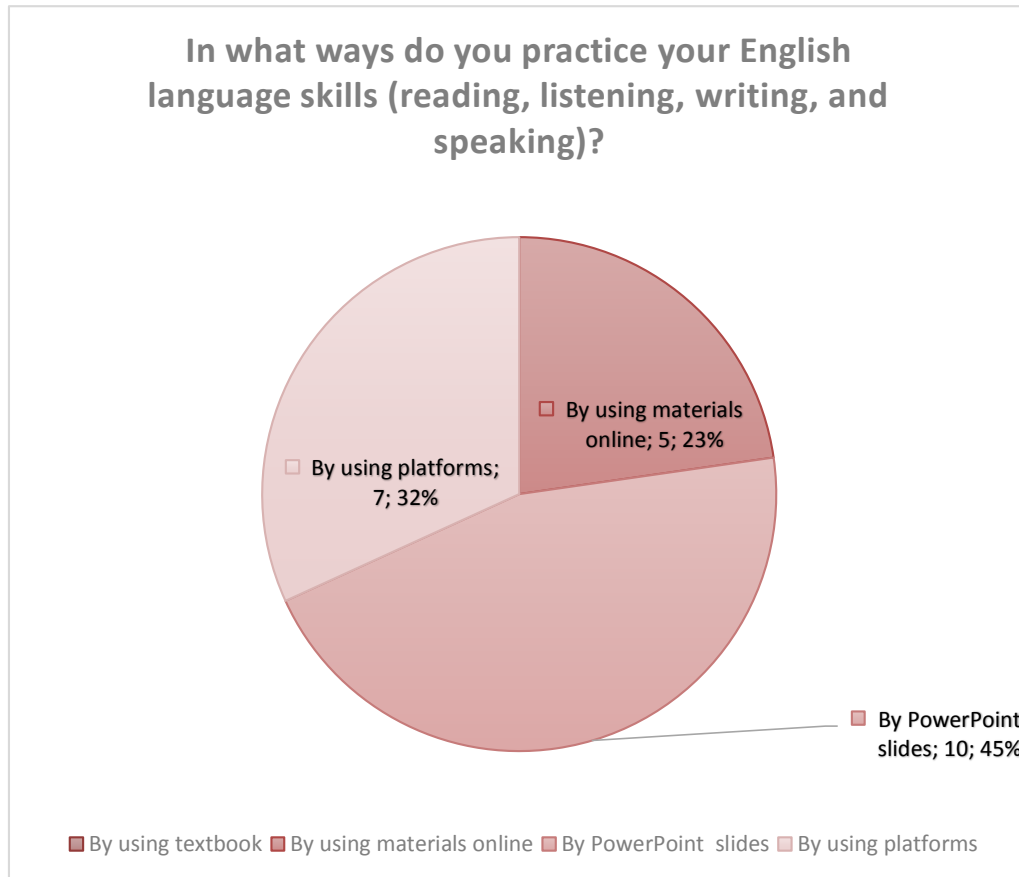


Figure 26. Results for question 12

In question 12; 45% of students answer the teacher use PowerPoint presentations; 32% of students said the teacher use platforms; and 23% said the teacher use materials online. Therefore, we can infer that most of the students answer the teacher use PowerPoint presentations in classes.

RUBRICS

The following rubrics were used to assess students during the third and fourth partial in order to obtain students' grades.



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Homework Rubric

CRITERIA	Exemplary (2)	Acceptable (1.5)	Developing 1	Unacceptable 0,5	Points
Completeness 2 points	Homework is completed according to directions.	Homework misses information	Homework has two blanks	Homework has three or more blanks.	
Accuracy and grammar 3 points	Homework has no mistakes. Grammatical and lexical accuracy are high.	Homework has two mistakes.	Homework has three mistakes. Frequent errors; meaning is not always clear	Homework has more than three mistakes. Uncontrolled grammar and syntax, lacks knowledge of general structures	
Orthography 1	All sentences correctly written	Some sentences correctly written	Few sentences correctly written	None sentences correctly written	
On time 2	Routinely uses time to ensure things get done on time.	Usually uses time, but may have procrastinated in some hours.	Rarely gets things done by the deadlines, homework is presented after a day	Homework is presented with two or three days in delay.	
Content 2	Fully understand the topic, the ideas and information are correlated in a coherent way.	Some information about the topic is included but still needs improvement	Partially includes information about the topic	The topic has not been understood and the information is not related to it.	

ELABORATED	VALIDATED	APPROVED
Teacher: Lcdo. Claudio Malo	Coordinator: Lcdo. Claudio Malo	Directors: Lcda. Amaritza Zambrano Ing. Hiraída Vicuña
Signature:	Signature:	Signature:

Figure 27. Homework Rubric



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ORAL LESSON RUBRIC

CRITERIA	Exemplary (2)	Acceptable (1)	Developing (0,5)	Unacceptable (0,25)	POINTS
Comprehension Ability to understand directed questions	Understand questions made by the teacher at the end of the test.	Understanding is done through some repetition.	Understanding has to be made using two languages.	Unable understood while performing most of the task; listener frequently asks for repetition and clarification	
Accuracy Grammar, syntax, and general structures.	2 Grammatical and lexical accuracy are high.	1 The lack of Grammatical and lexical accuracy is evident.	0,5 Frequent errors; meaning is not always clear.	0,25 Uncontrolled grammar and syntax, lacks knowledge of general structures. Very frequent errors; difficulty in making meaning clear.	
Fluency Vocabulary, speed naturalness, lack of hesitation.	3 Speaks fluently without hesitation or searching for words.	2 Some hesitation and sometimes has to search for words.	1 Hesitant very limit range of language available.	0,5 Unnatural and labored speech, extremely hesitant on even high frequency vocabulary words, phrases and structures.	
Pronunciation Stress, rhythm, intonation patterns.	3 Very clear, stress and intonation help to make meaning clear.	2 Generally clear, reasonable control stress and intonation.	1 Frequent errors, not always clear enough to understand.	0,5 Lots of errors, unclear articulation and intonation which makes speech almost intelligible	

ELABORATED	VALIDATED	APPROVED
Teacher: Lcdo. Claudio Malo	Coordinator: Lcdo. Claudio Malo	Directors: Lcda. Amaritza Zambrano Ing. Hiraida Vicuña
Signature: <i>Claudio Malo</i>	Signature: <i>Claudio Malo</i>	Signature: <i>Amaritza Zambrano</i> <i>Hiraida Vicuña</i> 19 MAY 2011

Figure 28. Oral Lesson Rubric



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Class interaction Rubric.

CRITERIA	Exemplary (3)	Acceptable (2)	Developing (1)	Unacceptable (0,5)
Interaction	Student pays attention during class, rise his/her hand, and participates actively.	Student asks questions during the class, often rise his/her hand.	Students answer questions only when required by the teacher.	Student do not participate nor rise his/her hand during the teaching learning process.
Comprehension	(2) Student accurately answers directed questions made by the teacher about the topic.	(1) Student answer a few questions posed by the teacher about the topic.	(0,5) Student partially answer the questions made by the teacher, and if it does, he does with help.	(0,25) Student is distracted, do not answer the questions made by the teacher. Do not collaborate.
Participation	(3) Student always volunteer for working on the board.	(2) Student, sometimes volunteer for working on the board.	(1) Student go to the board only when the teacher asks to do it.	(0,5) Student refuses to collaborate, do not participate on the board.
Posture	(2) Sits up straight looks relaxed and confident. Establish eye contact with everyone in the classroom.	(1) It is concentrated during class, but sometimes gets distracted.	(0,5) The teacher has to constantly call student attention during the class.	(0,25) Usually does other activities while being in class. Do not pay attention.

ELABORATED	VALIDATED	APPROVED
Teacher: Ledo. Claudio Malo	Coordinator: Ledo. Claudio Malo	Directors: Lcda. Amaritza Zambrano Ing. Hiraída Yicuña
Signature: <i>Claudio Malo</i>	Signature: <i>Claudio Malo</i>	Signature: <i>[Handwritten Signatures]</i>

18 MAY 20
VICERRECTOR

Figure 29. Class Interaction Rubric



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Individual work (Synthesis book)

CRITERIA	Exemplary (3)	Acceptable (2)	Unacceptable (1)	Points
Vocabulary	Copy all unknown vocabulary; fulfill all blank spaces on the book. Present the notebook on time.	Copy some of the unknown vocabulary; some activities are complete. Present the activities after the established day.	Students rarely copies or present the activities. Does not have the complete activities. Do not present the activities.	
Conventions	(2)	(1)	(0,5)	
	The student always uses Capitalization and punctuation, including commas and quotation marks in the whole text.	The student partially uses capitalization and punctuation, all the information is in an unorganized way.	The student presents an incomplete notebook, unorganized, without punctuation nor relevant information.	
Quality of work	(3)	(2)	(1)	
	Provides work of the highest quality, all the information is related to the topics covered during the classes.	Provides work that occasionally needs to be checked, just part of the content is included.	The students include variable vocabulary, includes no relevant information. And the information has nothing to do with the topics during class.	
Time management	(2)	(1)	(0,5)	
	Routinely uses time to ensure things get done on time.	Usually uses time, but may have procrastinated on one thing.	Rarely gets things done by the deadlines	

ELABORATED	VALIDATED	APPROVED
Teacher: Lcdo. Claudio Malo	Coordinator: Lcdo. Claudio Malo	Directors: Lcda. Amaritza Zambrano Ing. Hiraída Vicuña
Signature: <i>Claudio Malo</i>	Signature: <i>Claudio Malo</i>	Signature: <i>[Signature]</i>



Figure 30. Individual Work Rubric

PRE TEST RESULTS

A pretest was applied to the 3rd BGU students during the third partial, to measure their academic performance and averages up to the moment the survey was carrying on.

The present results was based on the past continuous, which was the topic the students were studying at that time. The researcher developed the 3rd block plan without the use of ICT's to teach and impart English classes in a monotonous way (See appendix III). To finish the block, the third partial evaluation was administered to the students to finally obtain the grades and averages of the students in that partial.

In general some students got low grades, being 5.95 the lowest grade and 8.40 the highest grade. (See appendix IV)

In the following chart you can see the qualitative and quantitative form that Ecuadorian public schools use to measure the students' averages with the 3rd BGU students percentage of grades.

ESCALA CUALITATIVA	ESCALA CUANTITATIVA	Nro. Estudiantes	%
Domina los aprendizajes requeridos	9 - 10	0	
Alcanza los aprendizajes requeridos	7 - 8,99	16	66,67%
Próximo a alcanzar aprendizajes requeridos	4,01 - 6,99	8	33,33%
No alcanza los aprendizajes requeridos	≤ 4	0	
TOTAL		24	100

Table 3. Qualitative and Quantitative Scale Pre Test Results

The following statistical chart and bar graphic displays the grades obtained by 3rd BGU students. 67% of students “*alcanza los aprendizajes requeridos*”, and 33% of students “*próximo a alcanzar aprendizajes requeridos*”

CUALITATIVO:	DAR	AAR	PAAR	NAAR	TOTAL
Nro. de Estudiantes:	0	16	8	0	24
%	0%	67%	33%	0%	100%

Table 4. Students' percentage achieved in the 3rd partial

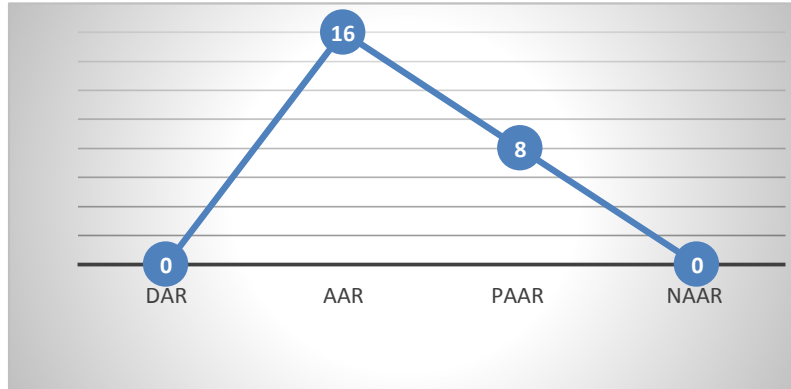


Figure 31. Pre Test Results graphic

POST TEST RESULTS

During the fourth partial after the pretest was applied, the researcher developed the 4th block plan with the use of ICT's with the purpose to improve the academic performance of 3rd BGU students.

At that time the post test was based on use technological tools in order to increase the students' grades. Blended Learning and E- learning were applied in the English Language classes instead of monotonous classes as in the 3rd partial.

As blended learning and e- learning involve the use of computers and materials online, the researcher use the schoology platform to send homework. PowerPoint presentations was also use to explain structures and grammatical themes.

Furthermore, the smart board was one of the principal resource that the researcher used to develop the English classes. Using this equipment students interacted on online worksheets.

Finally the four partial evaluation was administered to measure and compare results with the third partial.

According to the statistical results and the students' grades, an improvement was noticed, especially on the students that got low averages.

In general, comparing both partials; in the fourth partial applying the use of ICT's the students got a better average and improve their academic performance.

The following statistical chart and bar graphic displays the grades obtained by 3rd BGU students during the fourth partial. 58,33% of students “domina los aprendizajes requeridos”, and 41,67% of students “alcanza los aprendizajes requeridos”, and 41,67% of students “alcanza los aprendizajes requeridos”

ESCALA CUALITATIVA	ESCALA CUANTITATIVA	Nro. Estudiantes	%
Domina los aprendizajes requeridos	9 - 10	14	58,33%
Alcanza los aprendizajes requeridos	7 - 8,99	10	41,67%
Próximo a alcanzar aprendizajes requeridos	4,01 - 6,99	0	
No alcanza los aprendizajes requeridos	≤ 4	0	
TOTAL		24	100

Table 5. Qualitative and Quantitative Scale Post Test Results

CUALITATIVO:	DAR	AAR	PAAR	NAAR	TOTAL
Nro. de Estudiantes:	14	10	0	0	24
%	58%	42%	0%	0%	100%

Table 6. Students' percentage achieved in the 4th partial

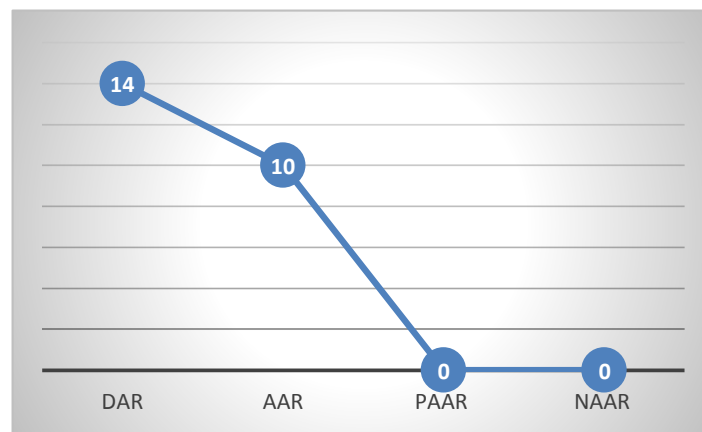


Figure 33. Post Test Results graphic

3.5 RESOURCES, TIMELINE AND BUDGET

TIMELINE

	May				June				July				August				September				October				November			
ACTIVIDADES	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Collection of Primary Data																												
Elaboration of the survey																												
Survey Administration																												
Final Collection																												
Data Analysis																												
Final Writing of project report																												

Table 7. Timeline

BUDGET

CATEGORY	ACTIVITY	TOTAL
1. Mobilization Express		
Gasoline	Commuting to the school and university	\$200
2. Equipment		
Printer	To print the project, sheets, surveys, worksheets	\$450
3. Material and Supplies		
Paper	To make copies, print the project, worksheets	\$50
Markers	To prepare the material	\$5
Total		\$705

Table 8. Budget

4. FINAL CONCLUSIONS

4.1 CONCLUSIONS

This last chapter is a summary of the findings presented before; it offers recommendations about the different ways of using ICT's to improve the academic performance.

The purpose of this research was to offer the students interactive classes through the use of technological tools in order to improve the academic performance of the 3rd BGU students.

For the development of this project and the collection of information were necessary two partial classes. In the third partial, the classes was monotonous, without using technology. In the fourth partial the researcher used technology and interactive classes in order to compare and measure the results. The results obtained provided the researcher an insight of the main problem, furthermore, this paper has provided different methods and teaching strategies to deal with this situation

The break through and advancement in information and communication Technologies in the 21st century is a welcome development. Its application in education system has opened wide range frontier of knowledge for both young and old. Thus, it poses a great

challenge to public and private schools to put in place the necessary ICT's infrastructures in schools and a greater challenge to the teachers and students to acquire the necessary ICT's competence and skills. It is believed that this will bring about much improvement in the performance of the student in English Language classes and in a long run bring a reflective change in students study and performance in other subjects.

The success of ICT's when implemented in the English Language classes depends on the teacher. In addition, it is very important that the teacher is well versed in using the tools surrounding ICT's in order to fully take advantage of the benefits that ICT's offer a conventional classroom. In the technological revolution and the information age, using technology in teaching English becomes "a fact of life" (Chapelle, 2001, p. 1, in Jung, 2006) and becomes "a part of the broader ecology of life at the turn of the century" (Warschauer & Meskill, 2000, p. 10). It is widely assumed that technology has enormous potential to improve students' achievement by expanding students' learning experience, increasing motivation, facilitating collaboration, fostering learner autonomy, and promoting global understanding, not to mention developing language skills if it is used effectively in the context where learning takes place (Jurich, 2001; Lee, 2000 in Jung 2006).

Furthermore, with all of the technological advances that are presented nowadays, ICT's are becoming more important in the teaching learning process of the English Language. There is no doubt that the role of the teacher is of paramount importance in the process of integrating ICT's into the classroom. Moreover, offering constant training to teachers

is very crucial in that they should adapt themselves to the changing society, emerging technologies, and new learning and teaching environment. (Jung, 2006)

In conclusion, the data obtained from this investigation revealed that by using ICT's strategically, it helps to improve the teaching and learning process for students learning the English Language.

4.2 PROBLEMS AND LIMITATIONS

At the beginning of the process we encountered limitations and difficulties that are common in any institution. First, we had to ask the computer teacher that repair some computers in the laboratory that were not working correctly. Also, the researcher had to ask him to install the smart board and ask how to use this technological tool.

The second and final limitation was that some students do not have computers at home, in that way the researcher had to use all the five hours of classes in the laboratory, in order to reach a better academic performance with the students.

Those two limitations were the only problems that the researcher found for the developing of this investigation.

4.3 RECOMMENDATIONS

The use of information and communication technology ICT's cannot be underestimated in language teaching and learning process because emerging technologies make it pertinent and practical to approach learning in ways that have been advocated by scientists, theorists and educational psychologists. It is imperative for modern day teachers and learners to keep abreast of the modern trend at improving teaching and learning of English Language through the use of Information and Communication Technology. Suffice it to say that information and communication technology has revolutionized society globally, including how language instruction is taught and delivered.

The internet in particular has become a conduit where people can learn, share and collaborate in ways not possible many years before now. A great deal of success however comes from preparing students to interact and learn in this internet age. Therefore, if ICT is integrated into the teaching and learning of language, our renewed approach to the teaching and learning of English will go a long way in making ICT a more rewarding partner in the teaching-learning process. In the light of the foregoing, it is recommended that teachers should upgrade and familiarize themselves in the use and application of ICT facilities in the acquisition of language education.

The commitment and enthusiasm to the teaching and learning of English through the effective use of ICT's should be of utmost importance not only to the curriculum planners and education policy makers but also the teachers and the learners of English.

Using technology in learning a second language has become a real necessity nowadays. This paper has reviewed briefly how technology can be utilized in developing the language skills of the learner. Different methods for using technology in improving the four language skills were discussed thoroughly. A case study was also carried out to estimate the acceptability of some students for the utilization of technology to enhance their language skills. As a result, the following concluding remarks and recommendations can be recorded:

- As technology has developed, the incorporation of this medium into the instruction process becomes necessary.
- The computer is being viewed more as an integral part of the learning activity, and as a means by which skills are transferred to learners.
- Theory and practice in second language learning can be matched together by the use of modern technology.
- Modern technical ways should be followed for effective learning and teaching of the second language.
- English language teachers should encourage their students to use technology in developing the language skills.
- Educational institutions should modernize their technical instruction capabilities by using new equipment and laboratories for supporting the teaching process.

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APPENDIXES

1. Appendix I Students' list
2. Appendix II Surveys
3. Appendix III..... 3rd Block Plan
4. Appendix IV Grades
5. Appendix V.....3rd&4th Partial Evaluation
6. Appendix VI Photos

Appendix I

STUDENTS' LIST	
3RD BGU students	
1	BRIONES CASTILLO JINSON ALEJANDRO
2	CADME LLERENA DIANA CAROLINA
3	CADME LLERENA RONALDO ALFREDO
4	CEDEÑO LEON ANA GABRIELA
5	CHABLA ARMIJOS GENESIS PRISCILA
6	CRIOLLO RODRIGUEZ FLOR ALEXANDRA
7	ENDARA PONCE LEIDY KATERINE
8	GOMEZ LLERENA MANUEL ENRIQUE
9	IBARRA LALA GERSON ANDRES
10	INTRIAGO GARCIA FERNANDO JAVIER
11	JARRO CORREA JHON JAVIER
12	LEON CEREZO SAMANTA JULISSA
13	MAYANCELA RAMIREZ ALEX ANTHONY
14	MAYORGA PACHECO ANGEL JAVIER
15	MERCHAN JUELA SARA JESSENIA
16	ORDOÑEZ QUILLI LISSETTE NOELIA
17	PEREZ VINCES EDISON ADRIAN
18	PINTADO NARANJO CRISTIAN ARMANDO
19	QUINTUÑA CASTILLO MICHELLE ANDREINA
20	SOLIS CORDERO GENESIS DANIELA
21	TENEZACA TENEZACA ALBA GRICELDA
22	VARELA ZAMBRANO MERLIN YAMILEXI
23	VINTIMILLA MEDINA BRYAN IVAN
24	ZAMBRANO HERRERA MELANIE CECILIA

Appendix II

I. Personal Information

Gender: Male Female
Age: _____

II. Questions

Specific instruction:

Put a "check mark" on the answer you consider the most appropriate on each one of the questions.

- Do you like English?
Yes No Indifferent
- How often does your teacher use technological tools in the English classes?
Always Rarely Never
- Do you consider the use of ICTs in the teaching learning process of the English Language is important?
Yes No
- Do you think that there are enough computers in this school for students who need to use them?
Yes No
- Do you use technology to do homework?
Always Most of time Usually Sometimes Never
- How many hours a week do you use the computer in the English Language classes.
I don't use a computer 1 to 3 hours
Less than 1 hour I use it all the 5 hours
- I find computers make homework more interesting.
Strongly Agree Agree Neutral Disagree Strongly Disagree
- What Kinds of ICT tools do you use at school?
Web page Email Smart board PowerPoint
- Does your teacher use ICTs during the class?
Always Most of time Usually Sometimes Never
- Students can access computers easily at school?
Yes No Not sure
- My English teachers use textbooks as their main teaching material?
Yes No
- In what ways do you practice your English language skills (reading, listening, writing, and speaking)?
By using textbook By using materials online By PowerPoint slides By using platforms



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UNIT PLAN		No. OF BLOCK		# 2		
TEACHER:	SUBJECT	COURSE/LEVEL	TIME		Length of time	
			WEEKS	PERIODS	STARTING	ENDING
			Prof. Sindy Astudillo	English	3 rd BGU	7

UNIT TITLE		UNIT RATIONALLY	
WE WERE WALKING HOME.....		Students from third baccalaureate are going to make predictions, and talk about the weather, talk about past activities.	
Communicative Competence Components	LINGUISTIC	Have a repertoire of language which enables them to explain the main points in an idea or problem with reasonable precision. Have a sufficient range of language to describe unpredictable situations and express thoughts on abstract or cultural topics such as films, books, and music. Use a repertoire of frequently used routines and patterns associated with more predictable situations and some unpredictable situations quite accurately; though errors may occur, they do not interfere with the conveyance of meaning.	
	SOCIOLINGUISTIC	Perform and respond to a wide range of language functions, using their most common exponents ³⁶ in a neutral register.	
	PRAGMATIC	Adapt their expression to deal with less routine, even difficult situations.	

GOAL		OBJECTIVE	
At the end of this block students will be able to talk about the weather, and past activities.		To be capable to use the past continuous form with when and while for expressing past activities.	



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Teléfono: 072423247

SKILLS TO BE DEVELOPED	METHODOLOGICAL STRATEGIES	RESOURCES		EVALUATION	
		Students	Teacher	ASSESSMENT INDICATORS	EVALUATION INSTRUMENTS
Identify new vocabulary related to describe the weather.	Drills for using new vocabulary			Identify vocabulary about basic emotions.	DIRECT OBSERVATION
Talk about the weather in different places	Reading and understanding by context.			Understand a dialogue by writing true or false on some statements related to the dialogue.	- Observation template DEBATE
Understand the use of past continuous.	Role playing for practicing new patterns.	e-mails Computers	Computers	Form affirmative, negative and interrogative sentences with the used to form.	- Systematized instrument INTERVIEW
Know how to form sentences in past continuous with the use of when and while.	Taking turns for reading and developing new skills	Readings English book level 4	Readings copies English teacher's book level 4	Write information questions and long answers.	- Guide of questions ORAL TEST - Questionnaire WRITTEN TEST
Write sentences in past continuous using when and while.	Follow speech which is very slow and carefully articulated, with long pauses for them to assimilate meaning.	Note books	e-mail	Listen and understand a reading	- Questionnaire OBJECTIVE TEST - Questionnaire
Listen and cover a reading about The tree wishes.				Give ideas about what means "Laugh and the world laughs with you"	



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 Telf. 072433247

CURRICULUM ADAPTATIONS	
SPECIFICATION OF ANY SPECIAL EDUCATIONAL NEED	ESPECIFICATION OF THE APPLIED ADAPTATION
N/A	N/A
REFERENCES.	OBSERVACIONES:
<p>Ecuador, M. d. (2008). <i>English Teacher's book level 3</i> (First Edition ed.). White Plains, NY: Pearson Education, Longman.</p> <p>Ministerio de Educación. (28 de Abril de 2015). <i>Ministerio de Educación del Ecuador</i>. Obtenido de www.educacion.gob.ec</p>	<p>Other References might be used along the way, according to the necessity or adaptation</p>
ELABORATED	APROVED
<p>Name: Prof. Sindy Astudillo</p> <p>Signature:</p> <p>Date:</p>	<p>Name: Ing. Hiraída Vicuña</p> <p>Signature:</p> <p>Date:</p>

Appendix IV

NÓMINA DE ESTUDIANTES		EVALUACIÓN FORMATIVA 80%								EVALUACIÓN SUMATIVA 20% (Prueba del Parcial)		PROMEDIO GENERAL 100%		
		TRABAJOS ACADÉMICOS INDEPENDIENTES 20%		ACTIVIDADES INDIVIDUALES EN CLASE 20%		ACTIVIDADES GRUPALES EN CLASE 20%		LECCIONES 20%		CUANT.	CUAL.	CUANT.	CUAL.	
No	(ORDENADOS ALFABÉTICAMENTE)	CUANT.	CUAL.	CUANT.	CUAL.	CUANT.	CUAL.	CUANT.	CUAL.					CUANT.
1	BRIONES CASTILLO JINSON ALEJANDRO	6,75	PAAR	7,50	AAR	6,00	PAAR	6,50	PAAR	6,50	PAAR	6,65	PAAR	
2	CADME LLERENA DIANA CAROLINA	7,50	AAR	10,00	DAR	7,00	AAR	8,75	AAR	8,75	AAR	8,40	AAR	
3	CADME LLERENA RONALDO ALFREDO	6,25	PAAR	10,00	DAR	7,00	AAR	6,75	PAAR	6,75	PAAR	7,35	AAR	
4	CEDEÑO LEON ANA GABRIELA	8,25	AAR	10,00	DAR	8,00	AAR	7,80	AAR	7,80	AAR	8,37	AAR	
5	CHABLA ARMUOS GENESIS PRISCILA	7,00	AAR	10,00	DAR	7,00	AAR	6,50	PAAR	6,50	PAAR	7,40	AAR	
6	CRIOLLO RODRIGUEZ FLOR ALEXANDRA	8,00	AAR	10,00	DAR	7,00	AAR	8,50	AAR	8,50	AAR	8,40	AAR	
7	ENDARA PONCE LEIDY KATERINE	5,50	PAAR	9,00	DAR	6,00	PAAR	6,30	PAAR	6,30	PAAR	6,62	PAAR	
8	GOMEZ LLERENA MANUEL ENRIQUE	7,75	AAR	10,00	DAR	7,00	AAR	7,00	AAR	7,00	AAR	7,75	AAR	
9	IBARRA LALA GERSON ANDRES	5,50	PAAR	10,00	DAR	7,00	AAR	4,75	PAAR	4,75	PAAR	6,40	PAAR	
10	INTRIAGO GARCIA FERNANDO JAVIER	6,50	PAAR	10,00	DAR	7,00	AAR	7,50	AAR	7,50	AAR	7,70	AAR	
11	JARRO CORREA JHON JAVIER	5,50	PAAR	9,50	DAR	7,00	AAR	7,00	AAR	7,00	AAR	7,20	AAR	
12	LEON CEREZO SAMANTA JULISSA	7,25	AAR	9,50	DAR	7,00	AAR	6,00	PAAR	6,00	PAAR	7,15	AAR	
13	MAYANGELA RAMIREZ ALEX ANTHONY	6,00	PAAR	9,75	DAR	6,00	PAAR	4,00	NAAR	4,00	NAAR	5,95	PAAR	
14	MAYORGA PACHECO ANGEL JAVIER	6,50	PAAR	8,25	AAR	6,00	PAAR	6,75	PAAR	6,75	PAAR	6,85	PAAR	
15	MERCHAN JUELA SARA JESSENIA	4,75	PAAR	10,00	DAR	7,00	AAR	7,00	AAR	7,00	AAR	7,15	AAR	
16	ORDOÑEZ QUILLI LISSETTE NOELIA	6,75	PAAR	9,50	DAR	7,00	AAR	6,50	PAAR	6,50	PAAR	7,25	AAR	
17	PEREZ VINCES EDISON ADRIAN	5,75	PAAR	10,00	DAR	6,50	PAAR	5,75	PAAR	5,75	PAAR	6,75	PAAR	
18	PINTADO NARANJO CRISTIAN ARMANDO	5,50	PAAR	10,00	DAR	6,50	PAAR	5,80	PAAR	5,80	PAAR	6,72	PAAR	
19	QUINTUÑA CASTILLO MICHELLE ANDREINA	6,13	PAAR	10,00	DAR	7,00	AAR	6,90	PAAR	6,90	PAAR	7,39	AAR	
20	SOLIS CORDERO GENESIS DANIELA	10,00	DAR	10,00	DAR	7,00	AAR	7,00	AAR	7,00	AAR	8,20	AAR	
21	TENEZACA TENEZACA ALBA GRICELDA	7,25	AAR	9,25	DAR	8,00	AAR	7,00	AAR	7,00	AAR	7,70	AAR	
22	VARELA ZAMBRANO MERLIN YAMILEXI	6,75	PAAR	9,50	DAR	8,00	AAR	6,75	PAAR	6,75	PAAR	7,55	AAR	
23	VINTIMILLA MEDINA BRYAN IVAN	5,75	PAAR	8,50	AAR	7,00	AAR	4,80	PAAR	4,80	PAAR	6,17	PAAR	
24	ZAMBRANO HERRERA MELANIE CECILIA	6,75	PAAR	9,75	DAR	7,00	AAR	7,80	AAR	7,80	AAR	7,82	AAR	
0												PROMEDIO GENERAL	7,29	AAR

NÓMINA DE ESTUDIANTES		EVALUACIÓN FORMATIVA 80%								EVALUACIÓN SUMATIVA 20% (Prueba del Parcial)		PROMEDIO GENERAL 100%		
		TRABAJOS ACADÉMICOS INDEPENDIENTES 20%		ACTIVIDADES INDIVIDUALES EN CLASE 20%		ACTIVIDADES GRUPALES EN CLASE 20%		LECCIONES 20%		CUANT.	CUAL.	CUANT.	CUAL.	
No	(ORDENADOS ALFABÉTICAMENTE)	CUANT.	CUAL.	CUANT.	CUAL.	CUANT.	CUAL.	CUANT.	CUAL.					CUANT.
1	BRIONES CASTILLO JINSON ALEJANDRO	8,00	AAR	6,50	PAAR	7,00	AAR	10,00	DAR	9,20	DAR	8,14	AAR	
2	CADME LLERENA DIANA CAROLINA	10,00	DAR	10,00	DAR	10,00	DAR	10,00	DAR	10,00	DAR	10,00	DAR	
3	CADME LLERENA RONALDO ALFREDO	10,00	DAR	10,00	DAR	7,00	AAR	10,00	DAR	10,00	DAR	9,40	DAR	
4	CEDEÑO LEON ANA GABRIELA	10,00	DAR	10,00	DAR	10,00	DAR	10,00	DAR	10,00	DAR	10,00	DAR	
5	CHABLA ARMUOS GENESIS PRISCILA	10,00	DAR	10,00	DAR	7,00	AAR	10,00	DAR	9,20	DAR	9,24	DAR	
6	CRIOLLO RODRIGUEZ FLOR ALEXANDRA	10,00	DAR	10,00	DAR	10,00	DAR	10,00	DAR	10,00	DAR	10,00	DAR	
7	ENDARA PONCE LEIDY KATERINE	8,50	AAR	7,50	AAR	7,00	AAR	10,00	DAR	10,00	DAR	8,60	AAR	
8	GOMEZ LLERENA MANUEL ENRIQUE	10,00	DAR	10,00	DAR	10,00	DAR	10,00	DAR	10,00	DAR	10,00	DAR	
9	IBARRA LALA GERSON ANDRES	9,75	DAR	9,00	DAR	10,00	DAR	10,00	DAR	8,55	AAR	9,46	DAR	
10	INTRIAGO GARCIA FERNANDO JAVIER	10,00	DAR	9,25	DAR	10,00	DAR	10,00	DAR	10,00	DAR	9,85	DAR	
11	JARRO CORREA JHON JAVIER	8,75	AAR	7,75	AAR	7,00	AAR	10,00	DAR	8,10	AAR	8,32	AAR	
12	LEON CEREZO SAMANTA JULISSA	10,00	DAR	10,00	DAR	10,00	DAR	10,00	DAR	8,40	AAR	9,68	DAR	
13	MAYANGELA RAMIREZ ALEX ANTHONY	9,00	DAR	8,00	AAR	7,00	AAR	10,00	DAR	10,00	DAR	8,80	AAR	
14	MAYORGA PACHECO ANGEL JAVIER	8,50	AAR	9,00	DAR	7,00	AAR	10,00	DAR	8,95	AAR	8,69	AAR	
15	MERCHAN JUELA SARA JESSENIA	10,00	DAR	10,00	DAR	10,00	DAR	10,00	DAR	10,00	DAR	10,00	DAR	
16	ORDOÑEZ QUILLI LISSETTE NOELIA	10,00	DAR	10,00	DAR	10,00	DAR	10,00	DAR	10,00	DAR	10,00	DAR	
17	PEREZ VINCES EDISON ADRIAN	8,25	AAR	7,75	AAR	7,00	AAR	10,00	DAR	4,75	PAAR	7,55	AAR	
18	PINTADO NARANJO CRISTIAN ARMANDO	7,00	AAR	8,00	AAR	7,00	AAR	10,00	DAR	5,15	PAAR	7,43	AAR	
19	QUINTUÑA CASTILLO MICHELLE ANDREINA	9,00	DAR	8,50	AAR	7,00	AAR	10,00	DAR	10,00	DAR	8,90	AAR	
20	SOLIS CORDERO GENESIS DANIELA	10,00	DAR	10,00	DAR	7,00	AAR	10,00	DAR	10,00	DAR	9,40	DAR	
21	TENEZACA TENEZACA ALBA GRICELDA	8,50	AAR	7,75	AAR	7,00	AAR	10,00	DAR	10,00	DAR	8,65	AAR	
22	VARELA ZAMBRANO MERLIN YAMILEXI	10,00	DAR	10,00	DAR	10,00	DAR	10,00	DAR	10,00	DAR	10,00	DAR	
23	VINTIMILLA MEDINA BRYAN IVAN	6,50	PAAR	7,00	AAR	7,00	AAR	10,00	DAR	10,00	DAR	8,10	AAR	
24	ZAMBRANO HERRERA MELANIE CECILIA	10,00	DAR	8,50	AAR	10,00	DAR	10,00	DAR	8,75	AAR	9,45	DAR	
0												PROMEDIO GENERAL	9,15	DAR

Appendix V

 <p>Unidad Educativa del Milenio "NELA MARTÍNEZ ESPINOSA" Acuerdo Ministerial N° 216 - 1 Correo Electrónico: uemnelamartinezespinosa@hotmail.es Dirección: Cda. Roberto Isaias (La Troncal - Cañar - Ecuador) Telf. 072423247</p>	<h2>Instrumento de evaluación</h2> <h3>Sumativa</h3>	Página 1 de 3
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LEVEL: BACHILLERATO	AREA: IDIOMA EXTRANJERO	SUBJECT: ENGLISH	SCHOLAR YEAR 2015-2016
COURSE: 3 RD BGU	GROUP: "B"	QUIMESTRE: FIRST	
TEACHER: PROF. SINDY A STUDILLO		CURRICULUM BLOCK N°: THIRD	

- INDICADORES ESENCIALES DE EVALUACIÓN:**
- Recognize vocabulary about the weather.
 - Recognize the use of WHEN and WHILE.
 - Write sentences in Past Continuous Form.
 - Change sentences in Past Continuous to negative form.
 - Write Interrogative sentences and answers in Past Continuous Form.
 - Identify the use of WHEN & WHILE with Past Continuous.

<p>NAME: _____</p> <p>El tiempo destinado para la prueba es de 45 minutos Realizar la evaluación con esfero grafico (preferentemente con azul) Evitar hacer manchones y tachones Responder según lo solicitado (de marcar todas las opciones, la pregunta será eliminada) Evitar caer en acciones de deshonestidad académica (está terminantemente prohibido la comunicación entre los estudiantes dentro de la evaluación)</p>	<p>DATE: _____</p>
--	---------------------------

PRUEBA DE FIN DE BLOQUE: EXAMEN QUIMESTRAL: SUPLETORIO: REMEDIAL:

DESTREZAS CON CRITERIOS DE DESEMPEÑO	ITEMS	VALOR
<p>➤ Recognize vocabulary about the weather.</p> <p>1) FILL IN THE BLANKS WITH THE CORRECT WEATHER VOCABULARY.</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> cold hot cloudy foggy windy sunny </div> <ol style="list-style-type: none"> 1. It's pretty _____ . I think it's going to rain. 2. It's really _____ . I can't see anything. 3. It's _____ outside! I need to get my coat. 4. I'm going to get my sunglasses. It's so _____ . 5. It's so _____ . I almost lost my cap. 		1
<p>➤ Recognize the use of WHEN and WHILE.</p> <p>2) UNSCRAMBLE THE FOLLOWING WORDS TO FORM SENTENCES.</p> <p>wasn't / when / raining / It / arrived / we / . _____</p> <p>thinking / I / of / you / you / when / called / was / . _____</p> <p>dreamed / my / friends / While / sleeping / was / I / about / I / . _____</p> <p>to / snow / While / it / waiting / were / we / started / . _____</p>		1



➤ Write sentences in Past Continuous Form.

3) REWRITE THE FOLLOWING SENTENCES IN PAST CONTINUOUS FORM.

He is writing a letter.

Sonia is reading a book.

We are playing football.

Paul is watching tv.

4) COMPLETE THE SENTENCES WITH THE PAST CONTINUOUS FORM OF THE VERBS IN PARENTHESIS.

I (do) _____ my homework.

Carlos (use) _____ the computer.

Kate and Allison (listen) _____ to music.

You (try) _____ to study.

It (rain) _____.

➤ Change sentences in Past Continuous to negative form.

5) REWRITE THE SENTENCES IN NEGATIVE FORM.

Josue was looking for a job.

Katty and Peter were watching a movie at the cinema.

She was wearing boots.

They were studying for the test.

➤ Write Interrogative sentences and answers in Past Continuous Form.

6) WRITE QUESTIONS AND ANSWERS USING THE PAST CONTINUOUS.

QUESTIONS

ANSWERS

Bill / talk to marta / ? (yes) _____

we / swim / in the river / ? (no) _____

children / play / in the park / ? (no) _____



clean / you / your room / ? (yes) _____		2
<p>➤ Identify the use of WHEN & WHILE with Past Continuous.</p> <p>7) CIRCLE THE CORRECT WORD IN EACH SENTENCES.</p> <p>1 Kathy fell (<i>when / while</i>) she was carrying a cake.</p> <p>2 Yoko's tooth fell out (<i>when / while</i>) she was eating chocolate.</p> <p>3 (<i>When / While</i>) you called me last night, I was talking to John.</p> <p>4 (<i>When / While</i>) Tania was fixing the computer, her brother watched her.</p> <p>5 (<i>When / While</i>) the teacher arrived, the students were planning a surprise party for her birthday.</p>		
<p>8) CIRCLE THE CORRECT FORM OF THE VERBS.</p> <p>1 Helen (<i>read / was reading</i>) when she (<i>fell / was falling</i>) asleep.</p> <p>2 She (<i>wore / was wearing</i>) a red dress when I (<i>saw / was seeing</i>) her.</p> <p>3 While we (<i>danced / were dancing</i>), I (<i>stepped / was stepping</i>) on his feet.</p> <p>4 They (<i>used / were using</i>) the computer when the storm (<i>started / was starting</i>).</p> <p>5 While we (<i>talked / were talking</i>), a car (<i>came by / was coming by</i>) very fast.</p>		2
TOTAL		
EQUIVALENCIA (10/10)		
ELABORADO	VALIDADO	VISTO BUENO
DOCENTE: Prof. Sindy Astudillo	DIRECTOR(A) DE ÁREA: Lcdo. Claudio Malo	VICERRECTOR(A): Ing. Hiraída Vicuña
Signature: _____	Signature: _____	Signature: _____
Date: _____	Date: _____	Date: _____



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Instrumento de evaluación Sumativa

Página 1 de 3

LEVEL: BACHILLERATO	AREA: IDIOMA EXTRANJERO	SUBJECT: ENGLISH	SCHOLAR YEAR 2015-2016
COURSE: 3 RD BGU	GROUP: "B"	QUIMESTRE: SECOND	
TEACHER: PROF. SINDY ASTUDILLO		CURRICULUM BLOCK N°: FIRST	
INDICADORES ESENCIALES DE EVALUACIÓN: Listen, understand and write the adjectives he/she hears. Identify the correct adjectives of quality to describe people and things Understand the useful expressions. Identify the comparative and superlative form of the adjectives. Know how to make comparisons using as.....as / not as as Identify the use of expressions in a dialogue			
NAME: _____			DATE: _____
El tiempo destinado para la prueba es de 45 minutos Realizar la evaluación con esfero grafico (preferentemente con azul) Evitar hacer manchones y tachones Responder según lo solicitado (de marcar todas las opciones, la pregunta será eliminada) Evitar caer en acciones de deshonestidad académica (está terminantemente prohibido la comunicación entre los estudiantes dentro de la evaluación)			

PRUEBA DE FIN DE BLOQUE: EXAMEN QUIMESTRAL: SUPLETORIO: REMEDIAL:

DESTREZAS CON CRITERIOS DE DESEMPEÑO	ITEMS	VALOR
<p>➤ <i>Listen, understand and write the adjectives he/she hears.</i></p> <p>1) Listen and write the following adjectives.</p> <p>_____</p> <p>_____</p>		1
<p>➤ <i>Identify the correct adjectives of quality to describe people and things</i></p> <p>2) From the box bellow chose the correct adjective to describe the following nouns.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> Famous Attractive Handsome Beautiful Incredible Talented Fashionable Good Looking </div> <p>_____ man _____ jacket _____ song</p> <p>_____ building _____ woman</p>		1
<p>➤ <i>Understand the useful expressions.</i></p> <p>3) Unscramble the following useful expressions.</p> <p>Be / I / should? _____ that / know / I _____</p> <p>Will / I / maybe _____ your / fault / It's / not _____</p>		1



➤ *Identify the comparative and superlative form of the adjectives.*

4) Write the Comparative form of the following adjectives.

Funny _____	Smart _____
Intelligent _____	Famous _____
Good _____	Big _____
Important _____	Small _____
Bad _____	Tall _____

1

5) Write the Superlative form of the following adjectives.

Funny _____	Smart _____
Intelligent _____	Famous _____
Good _____	Big _____
Important _____	Small _____
Bad _____	Tall _____

1

6) Complete the following sentences with the comparative or superlative form of the adjectives in parentheses.

1. February is (short) _____ month of the year.
2. Susan is (tall) _____ girl in the class.
3. Jhon is (heavy) _____ than Paul
4. Carlos' car is (old) _____ than Peter's car.
5. Your house is (close) _____ to school than my house.

1

7) Each sentence below is missing a word. Write the corrected sentences.

1. That was worst joke in the show!

2. This book is interesting than that one.

3. I'm not talented as my sister.

4. Who is the famous person in the world?

5. The first one is bigger the second one.

1

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<p>➤ <i>Know how to make comparisons using as.....as / not as as</i></p> <p>8) Unscramble the words to make sentences.</p> <ol style="list-style-type: none"> as / as / brother / My / brother / big / is / your / . _____ isn't / Gary / funny / I / as / as / am / . _____ difficult / as / as / not / Skateboarding / surfing / is / . _____ as / as / Josh Hartnett / famous / not / You / are / . _____ 	2	
<p>➤ <i>Identify the use of expressions in a dialogue.</i></p> <p>9) Complete the conversation with the expression below in the box.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Should I be? No, it's not you. Maybe I will. It's not your fault. I can't answer for him.</p> </div> <p>A: Did I do something to upset you? B: <u>No, it's not you.</u> A: I'm sorry you're upset. B: _____ A: Are you mad at Mike then? B: _____ A: I don't know. Does he know how you feel? B: _____ A: You should talk to him about it. B: _____</p>	1	
TOTAL		
EQUIVALENCIA (10/10)		
<p style="text-align: center;">ELABORADO</p> <p>DOCENTE: Prof. Sindy Astudillo</p> <p>Signature: _____ Date: _____</p>	<p style="text-align: center;">VALIDADO</p> <p>DIRECTOR(A) DE ÁREA: Lcdo. Claudio Malo</p> <p>Signature: _____ Date: _____</p>	<p style="text-align: center;">VISTO BUENO</p> <p>VICERRECTOR(A): Ing. Hiroida Vicuña</p> <p>Signature: _____ Date: _____</p>

Appendix VI

