**UNIVERSIDAD NACIONAL DE CHIMBORAZO**

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS**

**LANGUAGES CAREER**


**THEME OF THE PROJECT**

**"ICTS TEACHING RESOURCES FOR THE DEVELOPMENT OF AUTONOMOUS LEARNING OF ENGLISH LANGUAGE IN THE STUDENTS OF TERCER AÑO DE BACHILLERATO, AT UNIDAD EDUCATIVA A DISTANCIA DE CHIMBORAZO EXTENSIÓN CHUNCHI - CAPSOL, CHIMBORAZO PROVINCE, DURING THE SCHOOL YEAR 2014 -2015"**


The present paper was presented as a requirement to get the undergraduate degree as English Teacher


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**THESIS DIRECTOR:** **LCDA. DAYSI FIERRO**


**Riobamba – Ecuador**

**2015**

# CERTIFICATION

Riobamba, December, 2015

Lcda. Daysi Fierro

**THESIS TUTOR OF THE FACULTY EDUCATION SCIENCES, HUMAN AND TECHNOLOGIES, NATIONAL UNIVERSITY OF CHIMBORAZO.**

CERTIFIED:

This work is prior to obtaining the bachelor's degree in Science Education as English teacher, this research on the topic: "ICTS TEACHING RESOURCES FOR THE DEVELOPMENT OF AUTONOMOUS LEARNING OF ENGLISH LANGUAGE IN THE STUDENTS OF TERCER AÑO DE BACHILLERATO, AT UNIDAD EDUCATIVA A DISTANCIA DE CHIMBORAZO EXTENSIÓN CHUNCHI - CAPSOL, CHIMBORAZO PROVINCE, DURING THE SCHOOL YEAR 2014 -2015", it is owned by LIDA LOURDES CALLE LUNA; the same that has been reviewed and analyzed by me as Thesis Tutor, so it is suitable for presentation and defense respectively.

It is all I can inform honesty.

..........................

Lcda. Daysi Fierro

# WRITTEN CERTIFICATION OF DEGREE WORK

"ICTS TEACHING RESOURCES FOR THE DEVELOPMENT OF AUTONOMOUS LEARNING OF ENGLISH LANGUAGE IN THE STUDENTS OF TERCER AÑO DE BACHILLERATO, AT UNIDAD EDUCATIVA A DISTANCIA DE CHIMBORAZO EXTENSIÓN CHUNCHI - CAPSOL, CHIMBORAZO PROVINCE, DURING THE SCHOOL YEAR 2014 -2015"

Approved on behalf of the national University Chimborazo by the following jury examiner December 2015 month
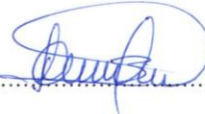
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MSC. MONICA CADENA

PRESIDENT

SIGNATURE

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MSC. LUIS MACHADO

MEMBER OF THE COURT

SIGNATURE

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LCDA. DAYSI FIERRO

THESIS DIRECTOR

SIGNATURE

NOTE ........................

**AUTHOR**

I, Lida Lourdes Calle Luna with C.I. 060265071-5; I am responsible for the ideas, doctrines, results and proposals made in this investigation and the intellectual heritage of research work belongs to the National University of Chimborazo.

...............................................................

Lida Lourdes Calle Luna
C.I. 060265071-5

## DEDICATORY

I would like to dedicate this effort to my children and my mother, because they have been with me in each moment of my life. They are fundamental pillars who have watched over my well-being, with much love and affection in difficult time, for achieving goals more in my life.

To my teachers, to whom I owe much of my knowledge,

Thanks God for giving me the family that I have.

Lourdes Calle

# ACKNOWLEDGE

I thank God for blessing me and for guiding me for being where I have come and made this dream so desired to come true.

The National University of Chimborazo for giving me the opportunity to study and to be a professional.

To my dear mom Leticia Luna and my sister Cumandá Calle whom with their moral and financial support have always been by my side.

To my dear friend and companion Mayrita Calle, whom with her knowledge, experience, patience and the impulse she has given me to finish my studies successfully.

I would like to thank my teachers during my career because they all have contributed a bit to my training.

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## SUMMARY

This research project benefits to the students to serve them in a virtual space, where there are different learning tools such as: forums for participation, online dictionaries, online music, news, virtual schools for learning different languages, portals of the grammar and interaction activities that contain *Hot Potatoes*, for the learning of vocabulary. In the same way, ICT´s offer incredible educational possibilities, and provide a constructive learning, participatory attitudes, active, autonomous, creative and reflective in order to promote the study, research, discovery, communication, interchange and collaboration within a new educational model in which the student becomes increasingly important in the educational process. Therefore through ICT´s collaborative learning is possible. Consequently, in this new scenario, ICT´s are presented in the classrooms for the development of new models of learning in students. Thus, teachers must assume a new role as a guide, mediator, facilitator of constructive learning in students, then creating a classification environment, so for that a meaningful and relevant learning is generated.

Dra. Myriam Trujillo B. Mgs.
**COORDINADORA DEL CENTRO DE IDIOMAS**

**INTRODUCTION**

This project research "ICTs teaching resources for the development of autonomous learning of English language in the students of Tercer Año de Bachillerato, at Unidad Educativa a Distancia de Chimborazo extensión Chunchi – Capsol, Chimborazo province during the school year 2014 -2015."

This research has been designed under the rules established by the Facultad de Ciencias de La Educación, Humanas y Tecnologías which follows the same scheme granted by the research team of the faculty.

In **Chapter I**, it refers to the institution's background, problem statement which is about improving the learning process of English through the use of ICTs as teaching resources and the formulation problem, General objective, Specific objectives and the justification.

In **Chapter II,** it refers to the theoretical framework which is based in the analysis of the problem, it has the basic and historical theory, taking into account the different foundations that support our study research, as it combines contributions from several authors that allowed this research which allowed to understand the problem better.

In **Chapter III,** refers to the methodology in order to recognize the level of student participation in autonomous learning that involves the research designed with their respective procedures. In this chapter the techniques and instruments used are defined; as well as the population which is intended in the investigation.

In **Chapter IV**, all the data collected in the survey is analyzed and each question is being detailed with its respective chart, the same that has its respective interpretation.

In **Chapter V,** in a general conclusion: The teaching resources which are used to development of autonomous learning of English language in the students are tools that will contribute in the learning process as it facilitates the use of new strategies for better

learning for developing the second language and for learners to have the capability to acquire knowledge much easier and successful.

# CHAPTER I

## 1. REFERENTIAL FRAMEWORK

## 1.1 PROBLEM STATEMENT

The Teaching Learning Process in students of Tercer Año de Bachillerato at Unidad Educativa a Distancia de Chimborazo extensión Chunchi – Capsol, show little motivation, since, there is a use of traditional methodology where repetition is the main strategy: such as memorizing, repeating vocabulary and few groups in classroom activities or games that may not facilitate and increase interaction with others.

The lack of a pedagogical approach to motivate students in learning English as a second language, directly affects their interest when referring to educational context: first, students are not interested in their English classes, and so, their motivation leads to poor results. This deficiency in motivation is justified by the weakness in different aspects as in methodological strategies used in class, the lack of using technological tools that support the communicative approaches of language. Hence, from the teachers' perspectives, they seem to mostly notice their unmotivated students' through observing their low scores, their indiscipline and their lack of attention. In fact, teachers of the institution are professionals who are characterized for their warmth, experience, responsibility and other human values. But, still follow the traditional pedagogical model.

Hence, actively English should be taught from the beginning of basic education and recreation in a creative form in order to leave behind the traditional teaching. That is to say, overcoming excessive "teaching" as in the lack of learning from the students and the passive absorption of information. Therefore, there is a need of new strategies to

establish the goal for searching to develop the four language skills. And so, one strategy which will contribute teachers and students both in teaching and learning is the ICTs strategy that will also be constructive. Since it facilitates students to produce an autonomous learning.

Moreover, the active, creative and recreational strategies will be based on ICTs; since they are tools that motivate and stimulate the interest of the learners because of the several options offered being necessary for changing the traditional methodology in teaching of English language. As it allows students to create their own significant knowledge.

Definitively, innovative strategies are required in the English area both in the class as in practice of the same by the use of ICTs. It is important to clear up that classes will not be replaced by technology, but meaningful learning is constructed through motivation that will remain in each one, the organization of the same and the use of ICTs to acquire communication skills required according to the standards of education in the English area.

## 1.2 FORMULATION PROBLEM

How do ICTs teaching resources influence the development of autonomous learning of English language in the students of Tercer Año de Bachillerato, at Unidad Educativa a Distancia de Chimborazo extensión Chunchi – Capsol, Chimborazo province during the school year 2014 -2015?

## 1.3 OBJECTIVES

### 1.3.1   General Objective

To determine the influence of ICTs teaching resources for the development of autonomous learning of English language in the students of  Tercer Año de Bachillerato, at Unidad Educativa a Distancia de Chimborazo extensión Chunchi – Capsol, Chimborazo province during the school year 2014 -2015.

### 1.3.2   Specific Objectives

➤ **To define** ICTs teaching resources for the development of autonomous learning of English language in the students of  Tercer Año de Bachillerato, at Unidad Educativa a Distancia de Chimborazo extensión Chunchi – Capsol, Chimborazo province during the school year 2014 -2015.

➤ **To classify** ICTs as teaching resources for the development of autonomous learning of English language in the students of  Tercer Año de Bachillerato at Unidad Educativa a Distancia de Chimborazo extensión Chunchi – Capsol, Chimborazo province during the school year 2014-2015.

➢ **To help** learners become independent through the use of ICTs as teaching resources in the learning of the English language in the students of Tercer Año de Bachillerato at Unidad Educativa a Distancia de Chimborazo extensión Chunchi – Capsol, Chimborazo province during the school year 2014-2015.

## 1.4    JUSTIFICATION

Now a days, different methods have appeared to facilitate teaching and for its use in the learning process. However, this use must be correct so it can have advantage in students' education and so, to obtain effective results of each of the tools available today for its teaching too. These tools in turn could have a positive effect on classrooms. Thus, improving the difficulties which students have in the English language.

Indeed, as a language student and participant in the practices of observation. It has been determined that students of Tercer Año de Bachillerato, at Unidad Educativa a Distancia de Chimborazo extensión Chunchi – Capsol have poor proficiency in the English language. Besides, English classes are basically taught in Spanish; allowing the hindering of the assimilation of L2 and the few practice of the same.

The ideal of my project is to encourage the practice of language through the development of activities with the use of ICTs. Thus, it promotes interest for learning and acquiring the English language meaningfully when performing different classroom tasks with the help of technology. What is more, technology is effective because it involves more practice and participation in students.

Therefore, the teacher and the students of Unidad Educativa a Distancia de Chimborazo extensión Chunchi – Capsol are the beneficiaries in this research Project. Since students are more motivated through the use of ICTs; being much more prepared to learning. As well as, to paying more attention and being more participatory. That is to say, contributing to prevent students to not getting bored. And, of course, its use in the classroom allows students to develop skills that will enable them to acquire competencies that will be important and effective in their future.

Therefore, it is considered necessary to perform this research "ICTs teaching resources to the development of autonomous learning of English language in the students of Tercer Año de Bachillerato at Unidad Educativa a Distancia de Chimborazo extensión Chunchi - Capsol, Chimborazo province during the school year 2014 -2015". As it will contribute to achieve successful learning.

## CHAPTER II

## 2 THEORETICAL FRAMEWORK

## 2.1 BACKGROUND OF PREVIOUS INVESTIGATIONS REGARDING THE PROBLEM TO BE INVESTIGATED

When checking in the language school; there is a similar thesis to what it is aim to be investigated:

The following is:

An investigation that refers to ICTs (Information and Communication Technologies) has been search by López (2007). **Information and communication technologies (ICT) Innovative ─ as virtual platforms for learning management**. Mentioning that today students seek to apply new technological tools and generate dynamic processes inside and outside the classroom.

Lastly, the use ITCs enrich and encourage to develop skills or communication skills and promotes motivation and the improvement in learners. So, it is opted that the thesis theme projected and being of great important is necessary to be investigated because this will benefit students to stimulate their learning to assimilate knowledge and to improve competences.

## 2.2 THEORETICAL FUNDAMENTATION

### 2.2.1 Conception changes of teaching and learning

The traditional paradigm of learning has emerged a new paradigm based on the decades searched; covering the following concepts on the learning process:

- **Learning is a natural process:** The brain naturally tends to learn, but not everyone learns the same way. There are different learning styles, different perceptions and personalities to be taken into account when designing learning experiences for students. Learning will take place if there is a rich and interesting environment and teachers which stimulate and support students.

- **Learning is a social process:** According to Vygotsky students learn best in collaboration with their classmates, teachers, parents and others; when they are actively engaged in meaningful and interesting tasks. On the other hand, ICTs provide opportunities for teachers and students to collaborate with other individuals. They also offer new tools to support this collaborative learning both in the classroom and networks.

- **Learning is an active not passive process:** To enable students to reach optimum levels of competition, they should be encouraged actively in the learning process, in activities that include solving problems. Though, all the production of knowledge must be based on the understanding of the previous knowledge.

### 2.2.2 Constructivism

The constructivism discusses that students produce knowledge and form meaning based on their own experiences. Piaget, Bruner and Vygotsky, educational and social theorists, based their work on this model of learning through their collective work on human growth and development. Therefore, a constructivist classroom is focused on activities and lessons guided by the student. In this point of view, the students increase their participation because of their self-discovery.

In addition, most educators believe that the best way to learn is by having students construct their own knowledge instead of having someone construct it for them. This is as well explained by the constructivist learning theory. This theory states that learning is an active process of creating meaning from the different experiences. In other words, students' prior knowledge comes from their past experiences, culture, and their environment. Besides, students will learn best by trying to make sense of something on their own with the teacher as a guide to help them along the way.

Confrey, (1994) points out that, constructivism has to do on how students and their teacher interact; how classroom time and space are used, and how control within the classroom is in an equilibrium state between the teacher and students. It emphasizes the importance communication. In which, communication is not the transfer of knowledge, but the interpretation of knowledge in a community of learners.

Moreover, it promotes an environment of responsibility between the teacher and students. What is more, in a constructivist classroom, students are given the opportunity to question, explore, and to argue. That is to say, that students are able to accept the responsibility that they have of their own learning; which students are willing to be

responsible; and that they will develop intrinsic motivation and self-confidence to become or continue as independent learners.

### 2.2.3 Methodology and teaching

Teaching methodology is essentially the way in which a teacher chooses to explain or teach the material to students so they can learn this material. There are many different methodologies that can be used by the teacher and the methods chosen often depend on the teacher.

As any good teacher knows, all students do not learn in the same way. In addition, it is common for a class of students to be at a variety of learning styles. In the meantime, teachers need to use different teaching methods in order to reach all students effectively. And so, the use of which strategies and methods are best for some students can help the teacher to know which teaching methods will be the most effective for the class.

### 2.2.4 Strategies for English learning

The strategies in the classroom allow the accomplishment of freely activities which are aimed to develop the cognitive, procedimental and attitudinal skills through a communicative process in order to achieve the objective proposed. (Bonwell & Eison 2000):

### 2.2.4.1 Active strategies

The active strategies are processes involving mental interaction, where the student undertakes the attention, responsibility and intuition. And so, these strategies help to promote the intellectual development. The active strategies encourage meaningful learning because the student will be responsible of its own knowledge where they "do" and "learn" through them.

### 2.2.4.2 Creative strategies

These strategies are used in the English process and they must act on the teaching relationship's dimension. These are considered essential to stimulate students' curiosity in order to create; to propose interesting situations and to give learners the opportunity to express ideas for promoting English learning.

### 2.2.4.3 Recreational strategies

These strategies comprehend activities that contribute to the students' integral development. As, it is useful for teachers to provide students a fun and rewarding way to learn; being the ICTs the necessary tools to carry out certain objectives because they are fundamental in this new era of information technology for the English teaching discipline.

### 2.2.5 Autonomous learning

To Cotterall, S. (2003). The autonomous learning or self-learning, through academic work focuses on the transfer of information by using learning strategies, the new information technologies and communications. This new way and learning technique generates students' autonomy by allowing the familiarity with different alternatives for managing information and facilitating and enabling interactivity to overcome and to provide an opportunity to also become a builder and transmitter of knowledge.

Hence, in the process of autonomous learning, the student recognizes the structure and function of distance education and acquires the techniques and tools for successful academic performance; so on self- learning, the student understands and interprets the exact sense of distance education and also demonstrates understanding of the methodology of distance education.

From this point view, autonomous learning is the ability to take charge of one's own learning, in other words, to take charge of one's learning is to have the responsibility for -all the decisions concerning the aspects of learning.

On the other hand, an autonomous learner is a motivated learner that is to say, autonomous learners are motivated and reflective learners. Therefore, their learning is efficient and effective. And so, the efficiency and effectiveness of the autonomous learner refers that the knowledge and skills acquired in the classroom can be applied to situations outside the classroom.

Cotterall, S. (2003). Points out that autonomy in language learning have three pedagogical principles:

- **Learner involvement:** engaging learners to share responsibility for the learning process (the affective dimension)
- **Learner reflection:** helping learners to think critically when they plan, monitor and evaluate their learning (the metacognitive dimension)
- **Appropriate target language use**: autonomy in language learning and autonomy in language use are two sides of the same coin (the communicative dimension)

To add up, an autonomous learner is reflective, flexible, responsible and persistent, creative and willing to take risks, confident and aware of the learning process. Furthermore, with self-learning the student decides for itself how long and what time to study, so the learner adapts the formation at its own rhythm.

### 2.2.5.1 Teacher's and students' functions in the autonomous learning

The teacher's role is to explain, clarify, communicate ideas and experiences; they share with the students the same experiences. They are more than a source of information; they are guides that facilitate learning. Besides, learners search the sources in an autonomous way in order to acquire the knowledge and skills which are effective for their development. Furthermore, teachers can teach students to deal with each stage of their education to achieve and to promote in their learning.

Edge and Wharton (2002). Point out that, to provide autonomy, teachers should encourage students to self-motivation and that they should be responsible for learning the language, selecting topics of interest. Since when choosing their own material they would be starting the path of autonomous learning and so the teacher will play an important role in facilitating the proper material.

What is more, the teacher should represent certain roles, which are to help students develop their ability to define goals based on their needs, assist in the selection of method and techniques to help choose the learning activities. Therefore, to carry out autonomous learning it needs especially motivation, self-discipline, perseverance, initiative, willingness, dedication and concentration, to have clear and specific goals, self-confidence, self-learning ability, as well as knowing how to manage time and to be able to direct the progress of their learning to ensure an effective independent learning.

### 2.2.5.2 Strategies to develop autonomous learning

Strategies can be useful for different teaching situations. Therefore, students can use different strategies to improve their skills in reading, writing, speaking, listening, for improving grammatical features, for increasing their vocabulary, and for learning content. Thus, learning tasks are accomplished through the use of teaching strategies.

What is more, once students begin to think about their own learning, they can then begin to notice how they learn in order to learn more efficiently. So, the students take on greater responsibility for their own learning and gain greater independence.

Thus, the use of strategies in contributing learners to self-learning are ones considered ITCs:

2.2.5.2.1 **Hot Potatoes**

There are benefits to using hot potatoes in classrooms. For one, students relate well to technology. Therefore, using technology is always a good thing with students. Thus,

teachers can find out what the students know and use this for class planning while students can activate and build their prior knowledge by thinking about what they know and the teacher can also create assignments from quiz questions, homework questions, or just a fun activity to help enhance the learning environment within the classroom. The interactivity of the exercises motivates leaners to act independently and provide them a feeling of control.

The hot potatoes technique include activities to choose from to use in the classroom. Not only it benefits teachers, but students too; allowing to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises. These web activities are called JQuiz, JCloze, JMatch, JMix, JCross, and The Masher and will give learners the opportunity to improve vocabulary.

- **JCloze** is for gap-fill exercises.

- **JMatch** creates matching or ordering exercises.

- **JQuiz** makes quizzes with multiple choice, short answer, hybrid, or multi-select questions.

- **JCross** creates online crossword puzzles.

- **JMix** makes jumbled-sentence exercises.

- **The Masher** is to link batches of Hot Potatoes exercises that you have created.



Retrieved by (Stewart Arneil Martin Holmes Hilary Street)

Indeed, there are lots of different potential uses for using Hot Potatoes as a web tool in the classroom. Teachers can set up online quizzes and different activities where students can complete these on their own or with partners. The teacher could even have students create their own quizzes or activities and then share these with the classroom. With all of these different activities, it allows the teacher to go from a paper and pencil classroom to an online classroom.

### 2.2.5.2.2 Duolingo

It is probably one best application and that we can use to learn languages.

It is an online service that allows completely free learning languages, it makes the content accessible to other users who do not speak or read in other languages.

The Duolingo activity also helps learners do all the activities intuitively and effectively, it pronounces each word so that there is a facility to know how to talk. As to the exercises this activity has options for selecting the words to translate or even to write them without help. Hence, there are images that help to associate each word with its meaning, to then, have a greater retention for understanding grammar. Therefore, students will be able to improve reading, writing, listening and speaking English language, increasing their intelligence as well. Not only that, but Duolingo helps translating the content whenever learners need it.
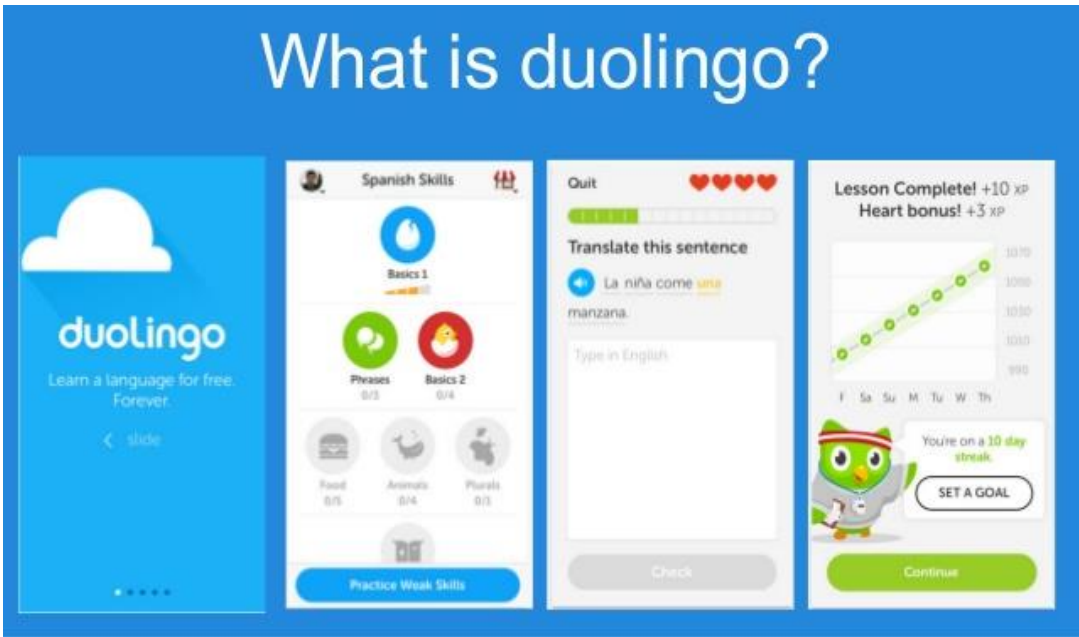
Retrieved by (Luis Bon Ahn)

2.2.5.2.3 **High Frequency Words**

This is an excellent activity that helps prepare students for success in reading. The repeated use of these words will lead to greater fluency, speed and confidence of the students to learn sight words difficult, so, in this way they will acquire new knowledge.

Ever since, confidence can be defined as obtaining security in oneself, to eliminate all doubts of reading comprehension. Therefore the ability to quickly read and understand the meaning of the pronouns "I" and "you" is essential to comprehending many sentences.
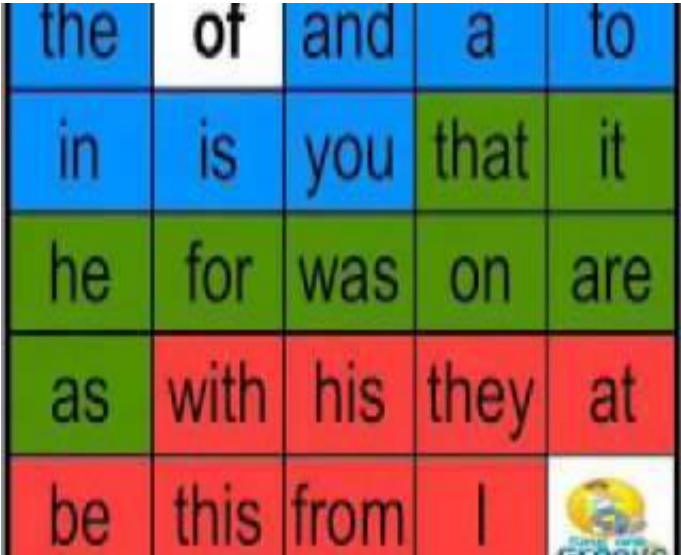
Retrieved (Miguel Cosme)

## 2.2.6 ICTs in the learning and teaching process

When teachers are planning the use of ICTs they should always keep in mind what they want their students to learn. And so, the technology serves to improve the quality of the learning process.

Besides, ICTs facilitate the process of discovery learning. ICTs should be used so that students learn doing such things as: to contact with others, listen to music, watch videos, answer the practice of reading documents, questionnaires, and so on. What is more, ICTs should be used as resources to support academic development, both for individual work of each student, and for the development of the process of collective learning between groups of students, so that they learn to express themselves and communicate through this way.

As teachers often focus more on how to teach than on how the students learn. Learning strategies instruction forces them to examine not just what they do to teach effectively, but what their students do to facilitate their own learning. While in a learner centered classroom, both the teacher and the students should share the responsibility of learning.

The tics are working skills to look the information, it is using the internet, multimedia software and strategies in its correct use, keeping in mind that the information searched in the internet is always real, and updated.

ICTs offer a series of possibilities, especially as sound and visual support, which helps students learn by using it, so it is taking a major step to improve the educational work in the area of English.

ICTs also allow to use communication channels such as e-mail in order for students to get contact with people from other countries, so that they get the chance to use the real and direct form of English.

What is more, ICTs are used to teach vocabulary, grammar, reading and writing, thus to promote to search information as a resource for autonomous learning according to the level within education, the contents that are working and the objectives that pretend to be achieved with this material.

There are innumerable ICTs possibilities in the area of English; in fact English is the main language in the network.

### 2.2.6.1 ICTs classification

**2.2.6.1.2 Data processing:** Are those that are used for processing and organizing any type of data, for example: word processors, spreadsheets, image editors, illustrators, etc. Some examples of these ICTs are: Excel, Adobe, Word, etc.

**2.2.6.1.2 Communication:** In this category there are the ICTs that are used for transmitting information from issuer to receiver, thus this becomes the bridge between two people or entities, where the issuer expects response of the receiver, example of these ICTs are: email, chat, forums, etc.

**2.2.6.1.3 Publication and transformation of information:** Those technologies that permit to publish information almost unilaterally, in other words the publication depends on an issuer and does not expect the response of a specific receptor. Some example are: blogs, web pages, videos, social networks, etc.

**2.2.6.1.4 Educational Purposes:** Those which are used either inside or outside the classroom, to strengthen educational processes. For instance, inside the classroom there are the audiovisual resources used for the development of a subject, for example, projectors, DVD, data processors.

On the other hand, the ones outside the classroom are those technologies that enable semipresencial or distance education. Examples of these are: platforms (Blackboard, Moodle), forums, video conferences, chat, online counseling, etc.

**2.2.6.1.5 Commercial purpose or other purposes:** Those used to promote any type of products, service or entertainment purposes. Some example are: online catalogs, websites that share to entertain people, etc.

## 2.3 THEORETICAL REFERENT

### 2.3.1 The English as instrument of appropriation of reality

Vigotski y Bruner (1998) maintain:

*"Learning a e is part of a socialization as a member of a community. Through this interaction with its environment the child acquires language resources in their community and learn how to use them, for a variety of purposes in relation to different people"*

At present the labor market is looking more often people with good knowledge of English. That is why, there should be great importance to English since school, including it in the areas of curriculum as it produces great interest in students and gets them involved in learning the language using ICTs.

### 2.3.1.1 ICTs as an enhancer in the acquisition of a second language

The teacher as a facilitator of learning in order to make the learning process of English a successful task in students should have a deep knowledge about the different stages

through which the learners go through cognitive, social, emotional and language level. This way, activities that fit the learner´s needs and characteristics could be created.

Within the processes of meaningful learning, motivation plays a key role where the teacher must provide spaces where have note the characteristic in the student, creating the conditions so that the student access of knowledge that expected convey.

In this regard should be facilitator of the learning process by selecting suitable materials, guiding the various activities, creating an atmosphere of pleasant and interesting class, providing opportunities for the students to learn to learn.

The teacher must be a researcher, who through observation, analysis and evaluation of its own performance in the classroom contributes to improving the teaching process. From the author's theory Carlos Lomas (1999):

*"By learning communication skills, it also learns to use language in all its quality as a communication tool between people and cultures; in the same way learn to guide the thinking, to dominate expressive skills that enable language exchange with others and to start building this process a shared knowledge of the world "*

## 2.3.1.2 ICTs in Teaching English as a Foreign Languages

According to Pastor S. (2004) ICTs, are the telematics networks which specifically have revolutionized the world of knowledge, forming an unavoidable part of the new knowledge era, offering new ways of teaching and learning that are adapted to the necessities and characteristics of the new generation, the ones known as digital natives.

Following the above, it seems clear that the use of ICT in teaching - learning foreign languages does not lie in the question of the possible disappearance of a language teacher, but in the undeniable modifications that have induced in the teaching methodology:

"Obviously the presence of computers in everyday life and, therefore, also in schools, is now a reality. What is required now is to integrate their use in programming learning as a resource to add to the existing ones. A resource that can facilitate teaching and certainly become a useful tool for students (Pastor, S., 2004. Learning a second language). Linguistics applied to language teaching, Alicante. Publications University of Alicante.

The foreign language teachers can and should take advantage offered by technology, but without encrypt it every success in the classroom. To do a solid linguistic and methodological training, so how support experience, which should take into account the skills, abilities and learning rhythms that students possess is still, the variety of situations that are in the classrooms is merely a reflection of a society in which people do not start from the same circumstances and, therefore every teacher must offer each student those methodological strategies that best suit their characteristics, given its diversity.

## 2.3.2   HYPOTHESIS  Y  VARIABLES

### 2.3.2.1 Hypothesis

ICTs as teaching resources for the development of autonomous learning of English language influence positively in the students of  Tercer Año de Bachillerato, at Unidad Educativa a Distancia de Chimborazo extensión Chunchi – Capsol, Chimborazo province, during the school year 2014 -2015

### 2.3.2.2 Variables

**Independent  Variable**

- Using  ICT as a teaching  resource

**Dependent Variable**

- Autonomous Learning of English

### 2.3.3 DEFINITIONS OF BASIC TERMS

**CONSTRUCTIVISM**

The process through which student construct symbolic representations of knowledge and mental concepts. Learning is considered as a reorganization of previous knowledge in order to integrate new elements and, therefore, build new cognitive structures and storing them in memory.

**PROCESS**

It is a series of actions that produce something or that lead to a particular result.

**COMPETENCE**

The quality of being competent; adequacy; possession of required skill, knowledge, qualification, or capacity do something by itself.

**PEDAGOGICAL APPROACH**

It is the definition and determination of the educational philosophy of the institution, which consists of the following elements: educational principles, educational objectives, and profiles of members of the educational community, values, complementary to the curriculum project curricular areas, as part of the philosophy of the institution.

## PEDAGOGICAL MODEL

It is the proper training of teachers which aims to make the learning process more effective learning for students with basic rules and clear objectives.

## INTRINSIC MOTIVATION

Psychologists have defined like that intrinsic motivation that comes from inside the person in order to satisfy their desire for self-fulfillment and personal growth. Intrinsic motivation is not born with the purpose of obtaining results, but is born of pleasure you get when you perform a task, that is, the process of self-realization.

Therefore, an intrinsically motivated person will not see the failures as such, but more as a way to learn as their satisfaction lies in the process that has experienced doing the work, not waiting for results from that realization.

## SOCIAL NETWORKS

Social networks have become a social phenomenon, whose origin comes from the Web 2.0 philosophy. They are platforms of virtual communities that provide information and interconnect people with common affinities. Social networking is one of the best paradigms of Web 2.0 and the construction of opinion in the digital environment.

# CHAPTER III

## 3. METODOLÓGICAL FRAMEWORK

### 3.1 RESEARCH METHOD

This research will take place in qualitative terms to do referring to social and quantitative phenomena seeking the causes of the events of study leading to the testing of the hypothesis.

**Qualitative** "usually, is first used to discover and refine research questions. Sometimes, but not necessarily, hypotheses are tested. With frequency this based on data collection methods without numerical measurement, such as descriptions and observations" (Hernández, E. 2003; p.5)

The study will through **field research**, **qualitative descriptive character**, to meet more effectively the questions posed in the questionnaire.

### 3.1.1. Scientific Method.

The scientific method enables us to produce substantiated methods in science, because it is a rational and logical systematic process as given in its very definition. The problem is delimited, requiring clear and specific goals. Data is collected using reliable and relevant research: organization, analysis and interpretation of the information. With the

survey results, we conducted an adequate inference. This method allowed us to present the scientific knowledge obtained**.**

## 3.2 RESEARCH TYPES

This research was realized of organized and systematic way to know reality of students, and it will be used for a better understanding of autonomous learning.

### 3.2.1 Field Research

Field research is a technical, systematic and analytical procedure of the study situation taking place in the scene. This diagnosis is obtained through a process of collecting and analyzing information collected on the scene.

### 3.2.2 Descriptive Research

The objective of descriptive research is to get to identify the level of student participation in the development of autonomous learning of English language at Unidad Educativa a Distancia de Chimborazo extensión Chunchi – Capsol, Their goal is not limited to data collection, but the prediction and identification of relationships between two or more variables.

### 3.3 **POPULATION  AND SAMPLE**

### 3.3.1 Population

For the research process it was taken into consideration as population the     students of Tercer Año de Bachillerato, at Unidad Educativa a Distancia de Chimborazo extensión Chunchi – Capsol, which is detailed below:

| POPULATION | TOTAL |
|---|---|
| Men | 13 |
| Women | 10 |
| TOTAL | 23 |

### 3.3.2 Sample

As the population is small, the sample won´t applied. That is to say we will research with the 24 people, including  teacher.

### 3.4 TECHNIQUES  AND INSTRUMENTS  FOR DATA COLLECTION

### 3.4.1 TECHNIQUE

**Primary  Information**

For this, it is based on an instrument that is the questionnaire, the same obtain allowing information through a set of written questions that give the student, and it must be answer in a writing  form.

**Secondary  Information**

**Analysis of documents (scientific Reading):** This technique involves collecting existing information on the problem under study, consisting of books, journals, theses, internet, web pages and documents in general, etc., allowing the acquisition of new explicative knowledge of reality for the development of research and understanding of the problem under study.

Hence the need to lean on specialized bibliography that refers to aspects of the curriculum, competencies, skills and abilities, vocational technical training and practical training, in order to have strong arguments and judgment of expert opinion for sustenance of this research.

**Data Analysis**

For data analysis will use percentages which allows to organize, summarize in a properly and faster manner the data collected.

**Data Presentation.**

The results will be presented in graphical form as this will allow to better analyze the data collected and evaluated.

## 3.4.2 INTERPRETATION OF RESULTS

By interpreting the results will achieved to understand the magnitude of the data and the meaning of the same, as it also allow to study each one and will related with the theoretical framework, in the same way will obtained a general synthesis of the results.

| RANGO | FRECUENCIA | PORCENTAJE % |
|--------|-----------|--------------|
| MUCHO | 5 | 21,74 |
| POCO | 16 | 69,57 |
| NADA | 2 | 8,70 |
| TOTAL | 23 | 100 |

**CHAPTER IV**

**4. ANALYSIS AND INTERPRETATION OF THE SURVEY MADE TO THE STUDENTS AT UNIDAD EDUCATIVA A DISTANCIA DE CHIMBORAZO EXTENSIÓN CHUNCHI – CAPSOL.**

CHART Nº 1 ¿Con qué frecuencia utiliza usted las TICs para reforzar su aprendizaje?

SOURCE: Survey made to the student.
ELABORATED BY: Lourdes Calle

GRAPHIC Nº 1 ¿Con qué frecuencia utiliza usted las TICs para reforzar su aprendizaje?

¿Con qué frecuencia utiliza usted las TICs para reforzar su aprendizaje?

- MUCHO
- POCO
- NADA

9%
22%
69%
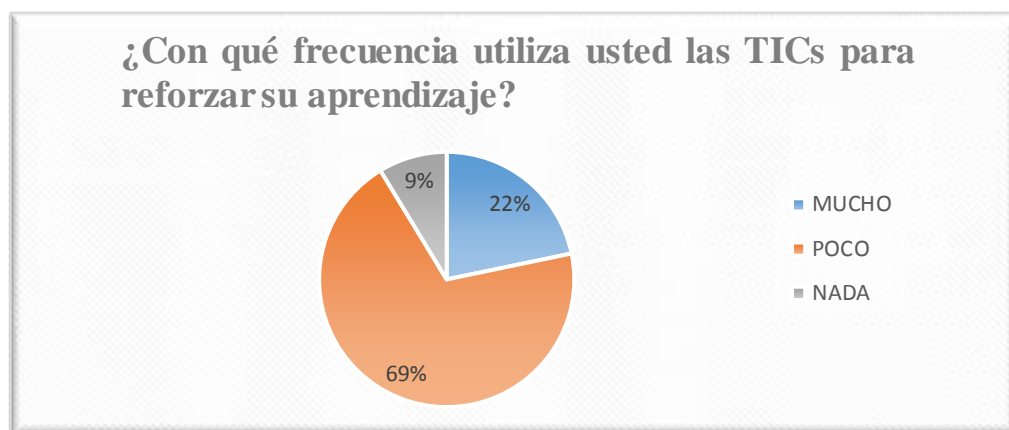
ELABORATED BY: Lourdes Calle

**Analysis and Interpretation:** 69% of students do not use ICT to reinforce learning, while 22% it has done and 9% of students do not do that.

CHART N° 2 ¿Usted cree que las TICs pueden aportar a una buena y eficaz enseñanza?

| RANGO | FRECUENCIA | PORCENTAJE % |
|-------|------------|--------------|
| SI | 23 | 100 |
| NO | 0 | 0 |
| TOTAL | 23 | 100 |

SOURCE: Survey made to the student.
ELABORATED BY: Lourdes Calle

GRAPHIC N° 2 ¿Usted cree que las TICs pueden aportar a una buena y eficaz enseñanza?

¿Usted cree que las TICs pueden aportar a una buena y eficaz enseñanza?

0%

SI

NO

100%
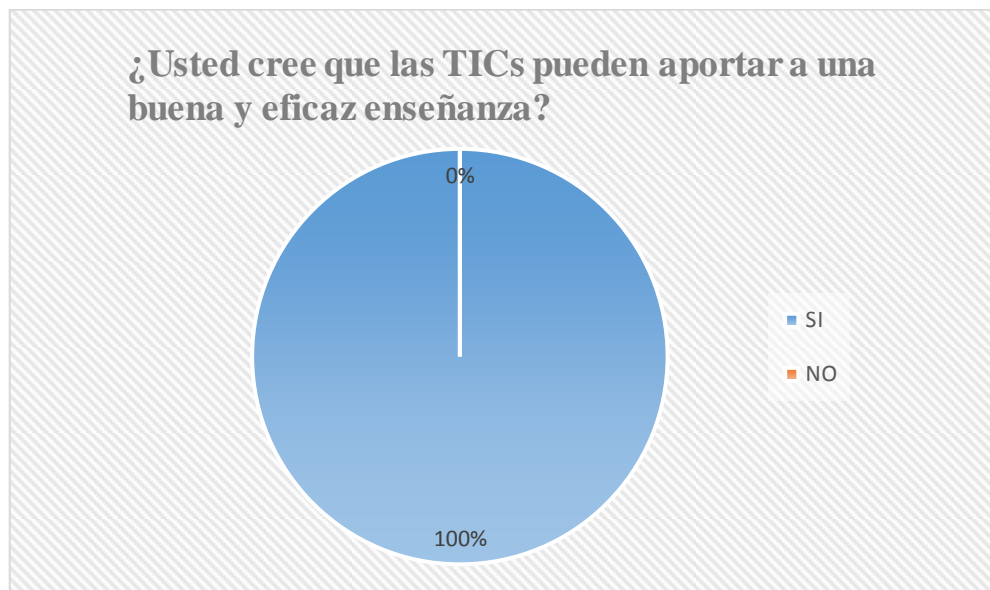
ELABORATED BY: Lourdes Calle

**Analysis and Interpretation:** 100% of students believe that ICTs provide a good and effective teaching.

CHART N° 3 ¿Usted cree que la tecnología juega un papel importante en la Educación actual?

| RANGO | FRECUENCIA | PORCENTAJE % |
|---|---|---|
| SI | 20 | 87 |
| NO | 3 | 13 |
| Total | 23 | 100 |

SOURCE: Survey made to the student.
ELABORATED BY: Lourdes Calle

GRAPHIC N° 3    ¿Usted cree que la tecnología juega un papel importante en la Educación actual?

¿Usted cree que la Tecnología juega un papel importante en la Educación actual?

13%

87%

- SI
- NO
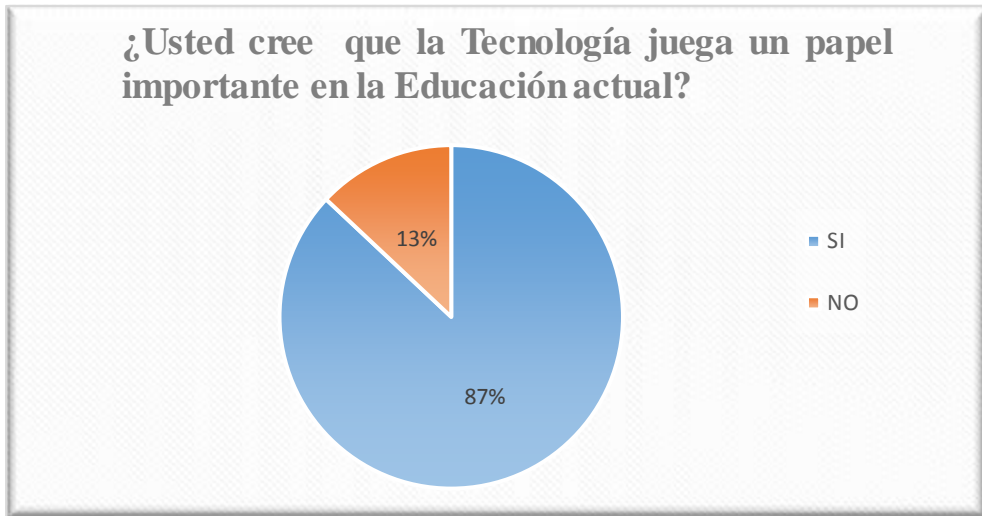
ELABORATED BY: Lourdes Calle

**Analysis and Interpretation:** 87% of students say that technology plays a very important role in the current education, and 13% of students say that is not.

CHART N° 4 ¿Está de acuerdo en que las TICs se utilicen en todos los niveles de Educación, desde Pre-escolar hasta Universitario?

| RANGO | FRECUENCIA | PORCENTAJE % |
|-------|-----------|--------------|
| SI | 20 | 87 |
| NO | 3 | 13 |
| TOTAL | 23 | 100 |

SOURCE: Survey made to the student.
ELABORATED BY: Lourdes Calle

GRAPHIC N° 4 ¿Está de acuerdo en que las TICs se utilicen en todos los niveles de Educación, desde Pre-escolar hasta Universitario?

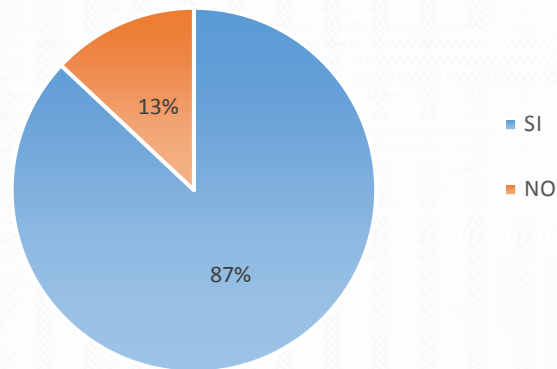¿**Está de acuerdo en que las TICs se utilicen en todos los niveles de Educación, desde Pre-escolar hasta Universitario?**

ELABORATED BY: Lourdes Calle

**Analysis and Interpretation:** 87% of students agree that ICTs are used at all levels of education, and 13% of students disagree.

CHART N° 5 Indique si utiliza las TICs para reforzar el aprendizaje de la lengua extranjera en las destrezas siguientes:

| RANGO | FRECUENCIA | PORCENTAJE % |
|---|---|---|
| LISTENING | 8 | 28 |
| WRITING | 5 | 17 |
| SPEAKING | 11 | 38 |
| READING | 5 | 17 |
| TOTAL | 29 | 100 |

SOURCE: Survey made to the student.
ELABORATED BY: Lourdes Calle

GRAPHIC N° 5   Indique si utiliza las TICs para reforzar el aprendizaje de la lengua extranjera en las destrezas siguientes:

**Indique si utiliza las TICs para reforzas el aprendizaje de la lengua extranjera en las destrezas siguientes:**
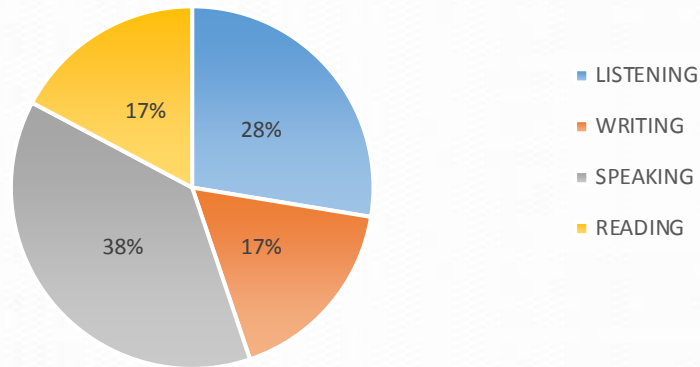
ELABORATED BY: Lourdes Calle

**Analysis and Interpretation:** 38% of students use Speaking skill to reinforce their learning in a foreign language, 28% Listening, 17% Reading and the other 17% use Writing skill.

CHART N° 6 ¿Considera usted que los recursos tecnológicos TICs permiten una mayor interacción con el conocimiento, motivando el proceso de aprendizaje?

| RANGO | FRECUENCIA | PORCENTAJE % |
|-------|-----------|--------------|
| SI | 21 | 91 |
| NO | 2 | 9 |
| TOTAL | 23 | 100 |

SOURCE: Survey made to the student.
ELABORATED BY: Lourdes Calle

GRAPHIC N° 6 ¿Considera usted que los recursos tecnológicos TICs permiten una mayor interacción con el conocimiento, motivando el proceso de aprendizaje?
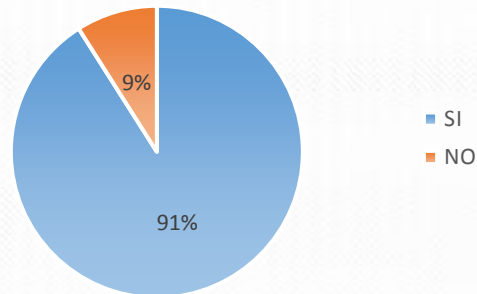
**¿Considera usted que los recursos tecnológicos TICs permiten una mayor interacción con el conocimiento, motivando el proceso de aprendizaje?**

9%

91%

- SI
- NO

ELABORATED BY: Lourdes Calle

**Analysis and Interpretation:** 91% of students consider that ICT technology resources allow for greater interaction with the knowledge and motivates the learning process, while 9% of students consider that is not.

CHART N° 7 ¿Cree usted que las TICs contribuyen al aprendizaje autónomo?

| RANGO | FRECUENCIA | PORCENTAJE % |
|-------|-----------|--------------|
| SI | 14 | 61 |
| NO | 9 | 39 |
| TOTAL | 23 | 100 |

SOURCE: Survey made to the student.
ELABORATED BY: Lourdes Calle

GRAPHIC N° 7 ¿Cree usted que las TICs contribuyen al aprendizaje autónomo?

| RANGO | FRECUENCIA | PORCENTAJE % |
|-------|-----------:|-------------:|
| SI    | 20         | 87           |
| NO    | 3          | 13           |
| TOTAL | 23         | 100          |

¿Cree usted que
autónomo?

39
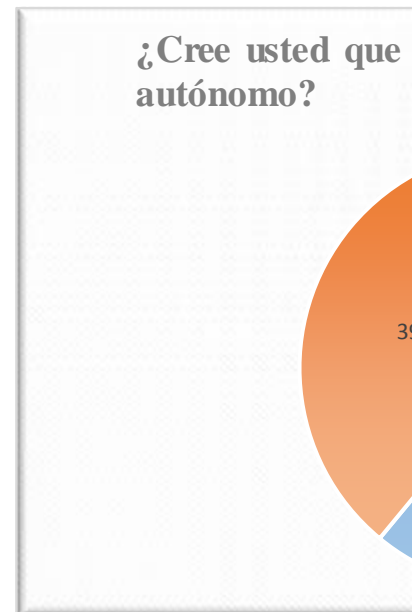
ELABORATED BY: Lourdes Calle

**Analysis and Interpretation:** 61% of students believe that ICTs contribute to autonomous learning, however 39% of students do not believe.

CHART N° 8 ¿Cree usted que el uso de las nuevas tecnologías es más motivador que las clases en las que no se usa ningún tipo de aporte tecnológico?

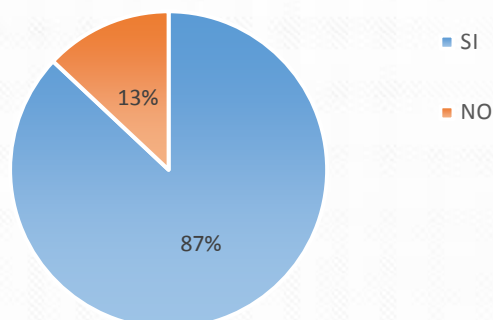SOURCE: Survey made to the student.
ELABORATED BY: Lourdes Calle

GRAPHIC N° 8 ¿Cree usted que el uso de las nuevas tecnologías es más motivador que las clases en las que no se usa ningún tipo de aporte tecnológico?

**¿Cree usted que el uso de las nuevas tecnologías es más motivador que las clases en las que no se usa ningún tipo de aporte tecnológico?**

- SI
- NO

13%

87%

ELABORATED BY: Lourdes Calle

**Analysis and Interpretation:** 87% of students believe that the use of new technologies is more motivating than the classes in which any kind technological contribution is not used, while 13% of students think that not.

## CHAPTER V

## 5. CONCLUSIONS

1. It has been concluded that the use of ICTs promotes autonomous learning and students' curiosity to learning the English language and yet making them responsible for their own learning.

2. ICTs as a teaching resource is a very useful material to both teacher and students since it cooperates to acquire knowledge easier and improves the teaching quality for having an effective performance in the classroom.

3. ICTs are necessary tools to carry out certain objectives because they are fundamental in this new era of information technology. So, these provide students a funny and rewarding way to learn.

## 5.1 RECOMMENDATIONS

1. ICTs as teaching resources are recommended to teachers in English areas since it adds interest in students for learning and practicing the language at their own rhythm as to providing material and guidance to enable students to work on their own.

2. It is recommended to teachers the exclusive use of ICTs in order to obtain a successful learning that promote the intellectual development and facilitate the learning of the students.

3. It is recommended to teachers to use ICTs in order to keep a positive attitude that will involve more participation and confidence in students.

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# ATTACHMENT

**UNIVERSIDAD NACIONAL DE CHIMBORAZO**



**FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS**

**ESCUELA DE IDIOMAS**

Señor estudiante esta encuesta es con el fin de conocer si usted tiene algún conocimiento acerca de las TICs para el desarrollo del aprendizaje autónomo del idioma Inglés.

Instrucciones:

Marque una (**x**) en su respuesta.

1. Con qué frecuencia utiliza usted las TICs para reforzar su aprendizaje?

   Mucho ☐        Poco ☐        Nada ☐

2. Usted cree que las TICs pueden aportar a una buena y eficaz enseñanza?

   Si ☐        No ☐

3. Usted cree que la tecnología juega un papel importante en la Educación actual?

Si ☐          No ☐

4. Estás de acuerdo en que las TICs se utilizan en todos los niveles de educación desde pre-escolar hasta universitario?

Si ☐          No ☐

5. Indique si utiliza las TICs para reforzar la lengua extranjera en las destrezas siguientes:

Listening          ☐

Writing          ☐

Speaking          ☐

Reading          ☐

6. Considera usted que los recursos tecnológicos TICs permiten una mayor interacción con el conocimiento motivado el proceso de aprendizaje?

Si ☐          No ☐

7. Cree usted que las TICs contribuyen a que usted sea autónomo?

Si ☐          No ☐

8. Cree usted que el uso de las nuevas tecnologías es más motivador que las clases en las que no se usa ningún tipo de aporte tecnológico?

Si ☐          No ☐

**GRACIAS POR SU COLABORACIÓN**

**PHOTOGRAPH OF STUDENTS DOING THE SURVEY**