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CARRERA DE LENGUA Y LITERATURA INGLESA

**“The Influence of ICT upon the Learning Process of the Listening Skill among 9th
Graders at ‘Victoria del Portete’ Millennium School”**

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del Título de Licenciado en Ciencias de la
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Resumen

Este trabajo analiza el uso de las TIC (Tecnologías de la Información y la Comunicación) en un curso de inglés como Lengua Extranjera para el desarrollo de la escucha. Esta investigación fue conducida en la Escuela del Milenio Victoria del Portete en un noveno grado de Educación General Básica. El estudio describe el papel del profesor durante la enseñanza del inglés para desarrollar la destreza de escucha a través del uso de las TIC. La facilidad que estas herramientas tecnológicas pueden aportar al desarrollo de la escucha es presentada en esta investigación que está basada en observaciones de clases. El acceso que los profesores tienen a las TIC se expone a través del análisis de la información obtenida por medio de la aplicación de una encuesta. La observación de un profesor de inglés aportó información acerca de las metodologías y técnicas usadas por el educador durante la enseñanza del inglés, particularmente la destreza de la escucha. Dos entrevistas llevadas a cabo con la profesora observada y la directora de la institución presentan las fortalezas y debilidades durante el uso de las TIC in el proceso de enseñanza-aprendizaje. Los resultados demuestran que pocas sub destrezas de la escucha, la discriminación y la identificación de detalles son desarrolladas a través del uso de audios que están incluidos en el libro de texto de inglés.

Palabras clave: TIC, DESTREZA DE LA ESCUCHA, ESCUELA DEL MILENIO, SUB-DESTREZAS DE LA ESCUCHA.



Abstract

This research analyzes ICTs (Information and Communication Technologies) usage in a ninth grade EFL classroom for enhancement of listening skills. It was conducted at *Victoria del Portete* Millennium School. The study describes the teacher's role in the EFL classroom to develop listening skills through the application of ICTs. The facility which ICTs can bring to the development of listening skills is presented in this research by means of classroom observations. The access that teachers have to ICTs is exposed through the information obtained by the application of a survey. The observations of an English educator provide information about the methodologies and techniques used by the educator while teaching English, particularly the aspect of listening. Two interviews conducted with a teacher and the principal of the school present the strengths and weaknesses when using ICTs in the teaching-learning process. Results show that few listening skills including discriminative listening and listening for details are developed through the use of audios provided in the textbook.

Key words: ICTS, LISTENING SKILLS, MILLENNIUM SCHOOL, DISCRIMINATIVE LISTENING, LISTENING FOR DETAILS.



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Dedicated to my family and loved ones who encouraged me to achieve
my goals and pursue my dreams.

Katherine

I dedicate this paper to the girls of my life: Carmita, Lyanne, and
my pretty niece Amelia.

Carlos



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INTRODUCTION

The Ecuadorian Ministry of Education has executed several policies to improve the teaching-learning process in schools with the use of Information and Communication Technologies (ICTs); those improvements have motivated educators to employ these resources in classrooms. In this regard, the creation of Millennium Schools and its technological tools were implemented to boost the National Education System in each area. English language teaching as part of the National Curriculum was certainly impacted by means of these policies which are meant to enhance the teaching-learning process. Therefore, the implementation of ICTs in classrooms has presented a challenge to English teachers at the moment of using them.

This research paper explores how ICTs are employed when developing listening skills at a Millennium School. ICTs provide a wide variety of resources to enhance the educational process and development of language skills. In addition, the teacher's role in an English class is the focus of this study since there have been several changes in the National Curriculum focused on the use of technological resources when teaching. Accordingly, research findings aim to provide insights on the use of ICTs and their effect in developing listening skills in ninth graders.

This study is divided into five chapters. The first chapter, the scope of the study, contains the justification, the research question and the general and specific objectives. The next chapter includes the literature review which encompasses theories on listening skills and ICTs as well as empirical studies related to the use of ICTs and English language teaching in the Ecuadorian context. The third chapter, methodology, concerns the setting of



the study, the participants, the data collection methods, the procedure and the data analysis. The fourth chapter presents the data analysis results as well as a discussion section. Finally, conclusions and recommendations are provided in the last chapter of this study.



CHAPTER I

Scope of the study

This project aims to explore the ways in which the uses of ICTs (Information and Communications Technologies) in an English classroom enhance the development of listening skills in students of the ninth grade at a Millennium school. Through the observation of the use of ICTs, the research intends to expose many facts, which enhance the teaching-learning process, for example, the application of the methodology that provides the teacher valuable techniques to teach in different and successful manners. The accuracy of ICTs to improve listening skills is another aspect which will be explored during this research. ICTs benefit the students' skills development since they provide a lot of variety to the teaching-learning process.

The skill of listening is one of the four most important skills considering that it is one of the two input channels which help the learners to understand their surrounding environment. This case study plans to involve a ninth grade class at the "Victoria del Portete" Millennium School in the province of Azuay, Ecuador. The students' ages range from 13 to 14 years old.

Equally important, it will be helpful to identify if ICTs have a central role in this specific student population's learning process of the English language at the targeted Millennium School. Furthermore, identifying this is crucial because there should be an alignment between the educational policies and actual classroom practice.

The collection of data at the Millennium School will last six weeks, during that time



the researchers will use two qualitative and one quantitative data collection methods: classroom observations, close-ended questionnaires, and semi- structured interviews. The information gathered will be analyzed using a mixed method which involves qualitative and quantitative methodologies.

1.1.Statement of the problem

“[...] [L]istening can be done in a narrow and limited way or it can be done in a way that enriches communication” (White, 2016, p. 5). In this regard, according to a document named Introduction produced by the Ecuadorian Ministry of Education (2016) a way to enrich the teaching of listening in its English Curriculum involves “the use of ICT as a means to expose learners to a variety of authentic listening texts, from songs [...]. In turn, these authentic texts will aid learners in terms of pronunciation skills such as stress, rhythm, and intonation” (p. 19). Therefore, the development of listening skills is not isolated because it is closely related to the improvement of the other three macro-skills. Considering the previous ideas, this research aims to explore how listening skills are developed in an English classroom through the application of ICTs.

1.2. Justification

There are many arguments in favor of the use of ICTs in the language teaching-learning process. In this regard, Morse pointed out that the implementation of ICTs can enhance the teaching and learning of a second language. However, the same author argued that many educators are not familiar with the overall use of ICTs so they are not able to implement



tools associated with ICTs into the language teaching-learning process effectively (as cited in Viatonu & Kayode, 2012).

Briefly, it is worth noting some of the major advantages of ICTs in the context of language learning classrooms. By incorporating ICTs into the teaching-learning process, language learners can have access to updated materials as well as a great variety of materials in varied modes. In addition, the use of ICTs in language lessons can help students feel motivated since it provides students with different and interesting ways to learn the target language. Most importantly, autonomy, self-esteem, confidence, involvement and collaborative learning can be both promoted and enhanced among language learners (Smith & Caruso, 2010).

For Latin America ICTs mean a big challenge due to the economic difference which exists there in comparison with European or Asian countries and even with the northern countries of America. In terms of education, Latin America and the Caribbean have established and executed many projects and policies to implement ICTs in the education system whose purpose is to allow people in these countries to access to the knowledge society (NU. CEPAL, 2005)

There are three plans related to education which were initiated in order to implement ICTs in Latin America and the Caribbean.

First, both Latin America and Caribbean countries, during the first World Summit on the Information Society, (WSIS) (2003) committed to have an active role in the building of the knowledge society. This commitment included the obligation of the government to implement ICTs in all the educational levels. In the second WSIS (2005), governments



stated that they have to define policies in their countries which enable the integration of ICTs in education and in the same way to implement policies focused on training the people who are involved in the education process.

Second, the necessity to create action plans and national strategies among the countries interested in being part of the knowledge society was evident. The most important action plan implemented is the Action Plan for the Information Society in Latin America and the Caribbean (E-lac). It has its bases in the WSIS frame; this plan was created to accomplish their objective to create the knowledge society by dividing this goal in smaller achievements, each achievement having an established period in which to be accomplished. Until that time there had been three versions of this plan: Elac 2007, eLAC 2010 and eLAC 2015 (NU. CEPAL, 2014).

A third aspect implemented was a national agenda based on the deficiency of each country (NU. CEPAL, 2014). During the last few years many Latin American countries defined strategies, plans, policies or digital programs have attempted to put into practice public policies referred to ICTs. These actions are considered a means to develop integrally the society (NU.CEPAL, 2012).

Ecuador has taken part in these projects and has initiated many developments in the Educational field across the whole nation. One of those projects was the creation of Millennium Educational Units or “Unidades Educativas Del Milenio” (U.E.M), which were initiated back in 2005 with a due date in 2015. As the national document of the Ministry of Education states “the UEM project gathers adequate pedagogical resources; it has classrooms provided with themed environments, modern equipment, and updated



technology for libraries, labs, and centers for techniques, sports and cultural practices”
(Ministerio de Educación, n.d.).

Therefore, this study is worth conducting as it will help obtain a better understanding of the use of ICTs in educational institutions in the Province of Azuay, especially in the U.E.M. Additionally, to complete this study we can gain insights into how ICTs are used on the development of listening skills. It is noticeable that listening skill is one of the most important skills since it is the basis of understanding since we are expected to listen more than we speak. However, L2 learners can go through several difficulties when practicing this skill. That is the main reason why this skill will be studied in this research.

In fact, the development of the skill of listening in second language acquisition is a complex process which can present complications to the learner at the moment of understanding the new language in different situations and contexts. The lack of techniques to decode a message may contribute to misleading communication among learners. Teachers should be facilitators when teaching listening.

Just as important, it will be helpful to identify if ICTs have a central role in the learning process of listening. Identifying this is crucial because there should be an alignment between the educational policies (put forward by the Ecuadorian government) and actual classroom practice. One of these policies, proposed by our government, is to build new schools equipped with modern technological resources aimed at enhancing the teaching-learning processes of different school subjects including the teaching of English as a foreign language. As mentioned, we will focus on listening skills, and how a teacher



develops it by using ICT tools.

1.3. Research question

In what ways can the use of ICTs facilitate the learning of listening skills among ninth graders within an EFL classroom context?

1.4. Objectives

1.4.1. General

To find out how ICTs are used in the development of listening skills.

1.4.2. Specific

To compile key information about the usage of ICTs in the teaching-learning process of listening skills.

To determine what ICT tools English teachers in a ninth grade employ during the course of classroom teaching.

To explore the access to and use of ICT tools in class with the implementation of questionnaires, observations, and interviews.



CHAPTER II

Literature Review

The development of new technologies which enhance peoples' lives has brought many benefits and changes in the way people used to see the world. Technology and the Internet are the main bases on which our modern society is constructed; the human being has benefited from these two tools which have offered the possibility to break the distance barriers, language barriers, and cultural barriers, etc. All of them were considered for many years as the principal reasons for the social and economic inequality among countries (Sawyer, 2011).

Technology and Internet improvements have given birth to Information and Communications Technology, which is a tool aimed at overcoming the aforementioned barriers. These technologies are focused on constructing "the knowledge society", which is the idea of a global community that is able to establish equal relations in terms of knowledge and access to information (Sawyer, 2011).

2.1. ICTs in Classrooms and its Benefits

As a starting point, since ICTs count with a large number of instruments in many fields, it is important to mention what are considered ICTs for educational purposes since its usage can enhance the teaching-learning process; the following chart provides the categories in which ICTs are classified:



Synchronous Media	Asynchronous Media
Audio-graphics	Audio and Video tapes and CDS
Audio conferencing (telephone conference)	Email
Broadcast radio and television	Computer file transfers
Teleconferencing	Virtual conferences
Computer conferencing (chat and Internet telephony)	Multimedia products (CD)
	Web based learning formats

Table 1: ICTs used in Education. This figure illustrates ICTs resources classification (Reddi, 2011).

This classification provides a specific idea of the technological resources considered ICTs in education.

Condie & Munro; Trucano and Kulik agree with the fact that,

ICT is not a homogenous instrument and it had been found that some ICT usages can be more beneficial for some subjects or concepts within some of its purposes rather than others. For instance, the usage of simulation and model software have shown being more effective for learning science and math, whereas the usage of text processors and communication software (e-mail) have proved to be useful to develop language and communication skills among students (as cited in Claro, 2010, p. 7).

These three authors point out the outstanding role of communication in human daily life. This natural process helps human beings to generate an output, but first it needs an input which can be visual or auditory; these two constitute the most



important input channels.

2.2. How can the listening skill be developed by using ICTs?

Concerning the usage of ICTs in classrooms, several methods have been developed to teach a foreign language using these technological tools.

Computer-assisted language learning (CALL) is a methodology based on the use of computers.

The computer as a tool stage refers to the usage of computers as vehicles for delivering instructional materials to learners (through drill and practice). The development of computer-based activities developed learner-computer and learner-learner interaction, engaging the learners in a wide range of communicative tasks (Padurean, 2009, p. 98).

Language learning methodology has developed Hypermedia, a new way of using ICTs in teaching; it consists on providing teachers and learners several multimedia resources which enables the creation of an authentic learning environment in classroom by combining listening with seeing (Padurean, 2009). Considering these benefits, it is important to note that Hypermedia enables the integration and the development of the language (Padurean, 2009). Moreover, another advantage of using Hypermedia in the teaching process is the great benefit to the teacher because it enables him to monitor students' learning. Most importantly, students experiment freedom at the moment of developing some activities on their own and manage the text according to their needs. Besides, learners have the opportunity to focus on content and access different multimedia



resources that benefits their learning (Padurean, 2009).

Furthermore, another advantage is the greater control over students' learning because they can go at their own pace; they can do some activities on their own, can skip some parts of the text or revise the ones they find difficult. Another major advantage of hypermedia usage is that the learner can focus on the content and access different links with grammar explanations, exercises, vocabulary, pronunciation, etc. (Padurean, 2009).

The application of ICTs in the teaching-learning process gives more opportunities for communication between learners. They can access updated information and easily exchange it in real time, participate and work online in teams on different projects, etc. Having the opportunity of using material provided by the Internet will give a better understanding of the culture and the people of a country whose language is studied by foreigners (Padurean, 2009).

According to Padurean (2009), a computer can have different roles in a language classroom, those are:

- Teacher – it teaches students new language.
- Tester - it tests students on the already learned structures.
- Tool – it assists students to do certain tasks.
- Data source – it provides students with the information they need to solve different tasks.



- Communication facilitator – it allows students to communicate with others (p. 99).

With the aforementioned goals in mind, it can be seen that the use of ICTs in language classrooms is very important since there are many identifiable advantages behind their use within the context of language education. ICTs constitute valuable resources since its usage provide a lot of variation to the teaching-learning process; by working in that way it benefits the students' skills development. In the document National Curriculum Specifications, Harmer claimed “most students want to be able to understand what people are saying to them in English, either face-to-face, on TV or on the radio, in theatres and cinemas, or on tape, CDs or other recorded media” (as cited in Ministerio de Educación, 2014, p. 10). Listening skills are part of the four most important macro language skills since it is an input channel, which helps the learners to understand their surrounding environment. This skill is benefited to a great extent by the use of ICTs considering that there is a large variety of technological resources that deal with human audition.

2.3. Defining listening

In this section, the aim is to define listening in terms of teaching English as a Foreign Language. It is worth stressing that the tendency of exploring and studying this skill has acquired importance in recent years. Listening is one of the four main skills in the process of mastering a new language, and it plays an essential role in communication. Gilakjani and Ahmadi (2011) in their work, cite Rost's definition of listening which is “a process of receiving what the speaker actually says, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning through



involvement, imagination and empathy” (p. 978).

2.3.1. Classroom listening performance

Listening performance encompasses the activity performed by listeners. It demonstrates how effective or ineffective learners activate their listening, according to the techniques used by the teacher.

In this regard, Bennui (2007) cites Brown’s categorization, dividing it into 6 types of listening performance; these are the following:

1. Reactive-requires the teacher to enable learners to listen to the surface structure of an utterance and to repeat what they have heard.
2. Intensive-emphasizes components of spoken language or listeners’ bottom-up level such as phonemes, sounds, words, intonation, discourse markers and grammatical structures.
3. Responsive-focuses on comprehending short stretches of spoken discourse. The teacher asks learners to immediately respond to what they hear from the teacher’s speaking.
4. Selective-requires the teacher to enable learners to scan or distract longer stretches of spoken discourse in order to understand their general and global meaning.
5. Extensive-is to develop learners’ listening at the top-down level: learners are required to globally understand the spoken language of, e.g. lengthy lectures and conversation.
6. Interactive-points out the relationship between listening and speaking; learners



are required to participate in discussion and debates, etc. (p. 4).

2.3.2. Listening skills

Bennui (2007) claims,

listening skills are associated with the main processes of listening that teachers use to develop the understanding of the tasks in order to gain first, 'listening comprehension' and then as a consequence to reach 'listening ability through sub-skills or microskills (p. 4).

1. Discrimination or a bottom-up level skill enables learners to distinguish minimally different words through ear training and the teacher's dictation (Bennui, 2007).
Following the same idea, White (1998) states that bottom-up skills "recognize small bits of language, such as sounds and words" (p. 7). The same author argues that bottom-up skills sometimes are called micro skills.
2. Segmentation enables learners to identify words in continuous speech through the teacher's dictation, such as focusing on weak forms (Bennui, 2007).
3. Exploration asks learners to work out the spelling of unrecognized words via the teacher's dictation and the learners' guessing (Bennui, 2007).
4. Anticipation or a top-down level skill requires learners to work out what comes next via the teacher's speaking half a sentence and the learners' completing (Bennui, 2007).
5. Reference enables learners to relate pronouns to the items they refer to.
6. Monitoring for information requires learners to monitor a long text for key words



(Bennui, 2007).

7. Relevance asks learners to identify important points made by filling out specific and general points in tablets (Bennui, 2007).

2.3.3. Listening comprehension

In spite of the fact that this study will not cover the whole process of listening per se, it is important to explain how complicated this procedure is. Bennui (2007) quoting Field's study states, "listening comprehension deals with the entire process in which listeners attempt to understand and decode the meaning of the spoken message" (p.5). Brown (2007) adapted Clark and Clark's ideas about eight processes concerning listening comprehension. The development of those principles enable the listener to understand the message provided by the speaker which are as follows:

1. The hearer creates an image based on the elements of what he hears.
2. The hearer defines and interprets the type of the received speech.
3. The hearer infers the speaker's purpose through the consideration of the speech event, the content and the context.
4. The hearer uses his background knowledge to understand the message.
5. The hearer processes a speech and gives it a literal meaning according to a semantic interpretation.
6. "The hearer assigns an intended meaning to the utterance" (Brown, 2007 p. 301) based on the interpretation of the speaker's intention.
7. The hearer decides if the information he receives should be stored in short-term memory, to respond to it quickly or, in long-term memory, to process it.



8. The hearer only retains the information he considers necessary, deleting the rest of it.

2.3.3.1. Micro and macro skills of listening comprehension

The Ecuadorian English Curriculum (Ministerio de Educación, 2016) refers to the aforementioned ideas and states, “the act of listening is a highly complex process in which the listener must activate schema, infer, predict, construct meaning, and use short and long term memory functions almost simultaneously” (p. 361). As can be seen here, there are several skills activated during the listening process; for that reason, it is important to acknowledge the following micro-and macro-skills (Brown, 2007 as cited in Richards):

2.3.3.1.1. Micro-skills

1. Retain chunks of language of different lengths in short-term memory.
2. Discriminate among the distinctive sounds of English.
3. Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonational contours, and their role in signaling information.
4. Recognize reduced forms of words.
5. Distinguish word boundaries, recognize a core of words and interpret word order patterns and their significance.
6. Process speech containing pauses, errors, corrections and other performance variables.



7. Process speech at different rates of delivery.
8. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules and elliptical forms.
9. Detect sentence constituents and distinguish between major and minor constituents.
10. Recognize that a particular meaning may be expressed in different grammatical forms (pp. 307, 308).

2.3.3.1.2. Macro-skills

1. Recognize cohesive devices in spoken discourse.
2. Recognize the communicative functions of utterances, according to situations, participants, goals.
3. Infer situations, participants, goals using real-world knowledge.
(Pragmatic competence)
4. From events, ideas, etc., described, predict outcomes, infer links and connections between events, deduce causes and effects and detect relations such as main idea, supporting idea, new information, given information, generalization and exemplification.
5. Distinguish between literal and implied meanings.
6. Use facial, kinetic, body language and other nonverbal cues to decipher meanings.



7. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help and signaling comprehension or lack thereof (p. 308).

For the purpose of this study, it is planned to observe merely the listening skills used by the Ecuadorian English curriculum for the target level and connect them to the theories described previously in this study. Based on an analysis carried out about listening activities, which are in the book used by the sample of the population, it is worth mentioning that all those activities are developed using the bottom-up skills.

2.4. The Ecuadorian Context

The Ecuadorian Ministry of Education, in its English Curriculum (2016), considers that two macro-skills, listening and speaking, are so highly related in the classroom that they created a thread named Oral Communication in order to associate these skills within a meaningful, communicative context.

In favor of the development of listening skills, the Ecuadorian English Curriculum-Specifications EFL set three strategies to successfully achieve this skill: dialogues, recorded passages and using the teachers' voice (Ministerio de Educación, 2014). One of the strategies proposed, recorded passages, concerns the use of ICTs in order to improve listening skills. In the same way, the English Curriculum highlights the significance of ICT in terms of being a means to expose students to a wide variety of authentic languages (Ministerio de Educación, 2016).

2.4.1. Ecuadorian studies on listening and ICTs



In order to contrast this project with the Ecuadorian education reality, this paper describes two studies developed in our country about listening and ICTs. The first project to be described is one executed at The Armed Forces University or Universidad de las Fuerzas Armadas (ESPE) and it is titled “Incidence of Cooperative Learning to Improve Listening Comprehension Skills in the English Language in Students Attending Second and Third Baccalaureate Year at Salamanca Evening High School during the Last Three Months of the Academic Year of 2013-2014” (Perez, 2014).

The problem stated in that work is that, even with all the plans the Ecuadorian government has established to change education in the whole country, there are some public schools in Quito where there is a good education level but English classes are not taught as well as expected. This occurs since there are not adequate resources to do it, such as materials, labs, classrooms and environments where students can be able to develop their skills. Students also find English boring and they do not see the importance of using it; what ends up is an unsatisfactory performance in language learning. Economic situations and cultural education are other causes that have to deal with the increase or decrease of the enthusiasm of the students learning process (Perez, 2014).

Another aspect is that not all the Ecuadorian English teachers have had the opportunity to practice the language because this is not a native English speaking country. Besides, developing the learners’ listening skills can become difficult when there are too many students in a classroom. This situation can lead to in a noise-filled room which is the case in public schools. Teaching vocabulary in English can result in challenge because learners do not even know orthography and vocabulary in Spanish so that will make it



difficult to learn English (Perez, 2014).

The proposal of that thesis was using cooperative learning techniques to improve the listening comprehension of the English language in classrooms from twenty to thirty students at Salamanca Evening School (Perez, 2014).

There were two groups--an experimental and control group. In the first group, cooperative learning was implemented whereas in the control group it was not. The teachers used their regular methodology with this group. Also, a pre-test and post-test were applied to both groups. The following criteria for grading were used: *failed, bad, sufficient, good and excellent*. The results of the pre-test on the experimental group showed that the 76.06% of students failed the test and only the 2.82% obtained good results while in the post-test, 50.68% of pupils failed it and 6.85% got a good grade. On the other hand, in the pre-test in the control group, 86.21% of students failed it and 1.15% got good results while in the post-test 91.46% of students from the control group failed it, and 1.22% of students had a good test score (Perez, 2014).

Finally, the conclusions stated that no group reached the excellent category because the 81% of the students failed the test and only 1.27% of the students obtained good results. The author also claims that “summarizing, predicting, listening to the main idea and recognizing word order patterns” were some of the less developed listening skills (Perez, 2014, p. 80).

It is obvious that students from the experimental group obtained better development than the control group in the test because cooperative learning was implemented.



Nonetheless, even when this methodology was implemented, there were several students who stayed in the failed category. The best development they reached in the listening comprehension skills were: “listening to the main idea, predicting and summarizing” (Perez, 2014, p. 80).

The students from the control group moved from the failed category to the other categories, but there was a great number of students in the bad category; the skills in which they most failed were: “listening to the main idea, predicting, drawing inferences, summarizing, recognizing cognates and recognizing word order patterns, seemed to decrease compared with the pre-test, while grades in listening for specific details showed an increase” (Perez, 2014, p. 81).

The second project which will be described is one executed at the Central University of Ecuador (Universidad Central del Ecuador) "Information and Communication Technologies Applied as Tools of the Teaching-English Learning Process in the Students of the Third Baccalaureate Course of Paúl Valery School in the Academic Year 2011-2012" (“Tecnologías de Información y Comunicación Aplicadas como Herramientas del Proceso Enseñanza – Aprendizaje del Inglés en los Estudiantes del Tercer Curso de Bachillerato del Colegio Paúl Valery en el Año Lectivo 2011-2012”) (Vásquez, 2013).

The problem stated in this project expresses the necessity of using ICTs in the teaching-learning process. This high school has a teaching staff prepared to teach the English language. Teachers from this high school often receive pedagogical training; they even have the support of the school to go to conferences, however, teachers only use what the textbook says leaving aside a great variety of technological materials that can be used



for the development of the foreign language (Vásquez, 2013).

The teaching process of the English language at this high school consists of seven hours per week; during that time teachers only follow the lesson plans directed from the book. The teacher's book includes the lesson plans and activities that have to be done during the class period; it also contains a CD about dialogues and songs. A common class proposed by the book consists of the study of grammar rules, application exercises, vocabulary, reading comprehension and generally a conversation about the topic between two native speakers. According to Vásquez (2013), the book lacks some other important materials that can be used for the teaching-learning process of the English language; using only the activities proposed by the book is like teaching in the traditional way because students do not have the opportunity to use the language in real situations which results in disinterest by the students. Applying ICTs during the class period can help teachers to involve students in the class and make it more enjoyable (Vásquez, 2013).

The plan of this research, conducted at Paúl Valery High School, was to make teachers create lesson plans that include methodologies and techniques that can be applied using ICTs. Applying ICTs inside the classroom creates a huge opportunity for students to have an active role in the class; it gives them the chance to interact with other people and, as the world is changing, and as new, updated technologies are appearing, everyone needs to be prepared in those fields. Therefore, starting in schools is a good beginning (Vásquez, 2013).

According to Vásquez (2013), the results obtained from the observation process, a survey applied to English teachers, a test applied to students and four interviews are presented below:



The observation process was applied to three different groups from the third baccalaureate, each group being with a different teacher; observation lasted one week. Teachers were assigned a letter to identify them and there was a rubric designed to show the results of each field observed. The first item was the teaching methodology; all the teachers used constructivism and one of them also used significant learning (Vásquez, 2013).

- Item two referred to strategies used by teachers in classroom. All the strategies applied had to do with the book. In some cases they used a different strategy when the schedule allowed them or if they were allowed not to follow the directions of the book (Vásquez, 2013).
- Item three was about ICTs applied in the classroom and infrastructure; the only technological tool used in class was a CD player (Vásquez, 2013).
- Item four was about students' attention; it showed that the methodologies applied in the classroom were not effective since the students' attention was regular, and only in one class it was normal (Vásquez, 2013).
- Item five was about extra activities applied in classes to complete the teaching-learning process. The activities have to be aligned with the objectives of the course and class. Only one teacher applied an extra activity at the end of the class and the other ones only performed the activities suggested by the book. They did not have enough time to apply any other activity (Vásquez, 2013).



- Item six consisted of the development of the class; each teacher developed every moment of a class instruction. To verify it the researcher was able to look at the teachers' lesson plans. Another important fact demonstrated is that at the beginning of the class teachers got students' attention, but as the class moved on students started to lose interest. Students also did not want to participate in class because they did not like to talk in English, or they did not trust in themselves. They preferred to complete writing activities (Vásquez, 2013).

The surveys were applied to all the English teachers from Paúl Valery High School. There were ten questions applied to them and these are the results obtained:

- All the teachers were familiar with the term ICTs; something probably due to the training teachers received on ICTs on the high school. The percentage of teachers who said they use ICTs when planning their classes is 66.7% and 33.3% of them said they use extra activities like songs; none of them said they used only the book activities when planning. Most of them said their students participate in classes. The percentage of didactic resources used in class is 40%; teachers used the book and projector, and 20% of them used the CD. All the teachers favored the usage of technological resources and they were willing to participate in training processes using ICTs. Teachers frequently used electronic devices like computers, followed by the Internet, social networks and cellphones. They did not use digital encyclopedias nor



public libraries. Furthermore, 60% of teachers agreed that the main problem in using ICTs in class is the lack of training; the other 20% said it was because of the lack of students' cooperation. And the remaining 20% said it was because of lack of time. Most of the English teachers think that it was better to apply ICTs now in the classroom and the other remaining teachers thought it was better to apply it later (Vásquez, 2013).

- There was a test applied to students to measure computer skills in the third baccalaureate year and the results obtained from it were satisfactory; that means students are able to use ICTs in the learning process (Vásquez, 2013).
- A survey was applied to four different people, an exchange student, two experts in pedagogy and ICTs and an English teacher. The results obtained were useful and accurate and showed that the necessary infrastructure for applying ICTs in the teaching-learning process of the English language exists. Students already know how to use ICTs; teachers only use activities suggested by the textbook; students want a different way of learning. Teachers have received training in ICTs but they have not applied those skills in classroom. They have also believed that the training was not enough and the teachers that have already applied ICTs have noticed a significant involvement in class by the students (Vásquez, 2013).

The conclusions have shown that English teachers did not use ICTs in the teaching-learning process; however, the teachers were willing to implement them in classrooms.



English teachers from this high school are capable of using ICTs in their classroom due to all the training they have received, but they do not use them because they think they need more training in this field (Vásquez, 2013).

The third baccalaureate year students know how to use ICTs in their daily life though they have to learn to use it in the learning process. Students did not have an active role in classes because textbooks did not have engaging activities; students must have an active role in their learning process in order to develop their skills effectively (Vásquez, 2013).



CHAPTER III

Methodology

The present research project seeks to use a case study research in order to gain insights into the influence of the use of ICTs in the English teaching-learning process to develop listening skills among ninth graders at a Millennium School. The research design at hand is intended to provide a detailed account of the case study. In order to obtain a detailed account of the case, the researchers will use more than one data collection methods. According to Johnson and Christensen (1998), case study research studies must utilize multiple data collection methods; these scholars also point out that case study research focuses “on each case as a whole unit . . . as it exists in its real-life context” (p. 49).

It should be noted that case study research is a methodology which can take either a qualitative or a quantitative approach. For the purpose of the present study, a mixed-method approach will be utilized; one quantitative and two qualitative instruments are going to be employed. As Zainal (2007) states, “the case study method enables a researcher to closely examine the data within a specific context” (p. 1), that is, a single ninth grade or a specific group of ninth graders within the intended research parameter. Besides, the teacher of these ninth graders will be the focus of this research. In addition to these ideas, qualitative research will assist the researchers to focus their attention on the participants’ point of view of the problem or issue (Creswell, 2013)

3.1. Setting of the study



The research setting was a 9th grade classroom at the “Victoria del Portete” Millennium School in the Azuay Province, Ecuador. There were five periods of English classes per week, with each period lasting forty minutes.

3.2. Participants

The participants of this study were half of the teachers’ populations of the aforementioned school. The teachers' populations encompassed EGB and BGU teachers. The target group was not only from the English area, but from different areas of study. The principal of the Millennium School was another participant¹.

It is worth mentioning that students from the ninth grade had an important role since they participated in the English classes which were observed. However, the focus was the use of ICT tools for listening on the part of the teacher.

3.3. Data collection instruments

The instruments consisted of two qualitative and one quantitative data collection tools: classroom observations, semi-structured interviews, and a survey. The classroom observations helped the researchers find out how ICT resources were used to develop the listening skill among ninth graders. Through the administration of surveys, it was attempted to find out if ICTs had any impact in the EFL classroom. The last data collection tool, semi-structured interview, allowed the researchers to collect complementary information based on the observations and surveys. Triangulation enabled the researchers to have reliable information.

¹ Even though this is a case study research, teachers of other classes as well as the principal of the school cooperated by providing information about technological tools and their use in the school.



3.3.1. Procedure

A survey (see Appendix 1) was applied to 34 out of 57 teachers from the U.E.M. The survey was focused on topics related to ICTs at the moment of delivering a class. From the total number of teachers, three of them belonged to the English area. One of the English teachers was the main participant because later the researchers observed 20 of her classes. Not all of the teaching staff from the U.E.M. participated in the survey due to a refusal to cooperate.

Once the survey application concluded, the next collection data instrument was used. Classroom observations consisted of observing an English teacher during the development of her classes. Researchers centered their attention on various aspects of the class, especially in the development of listening skills. The observation time was settled from February 13th, 2017 to April 21st, 2017; it encompassed a period of 6 weeks that included a few interruptions (such as Carnival and Easter) that did not allow the development of the planned observations. Considering these setbacks, the data gathered during this time was not enough as was initially expected, and the observation time had to be extended to 10 weeks. The information collected during this lapse was compiled using an observation form and field notes (see Appendix 2).

The last data collection instrument was the interview (see Appendices 3 and 4), which was used with two participants: the aforementioned English teacher and the principal of the school. In light of information gathered by the previous two instruments, the interviews were executed to deepen the reasons why computer labs or ICTs resources were



not used during the English classes.

3.4. Data analysis

The data collected through the administration of a survey, classroom observations, and semi-structured interviews, were analyzed quantitatively and qualitatively. The use of a side-by-side comparison approach provides the study a resource to contrast the qualitative and quantitative data (Creswell, 2013).

The collected data from the interviews were reported through narrative and descriptive synthesis. Furthermore, descriptive statistics assisted the researchers in analyzing and presenting numerical data using graphics about the information compiled through the aforementioned data collection instruments, observations, and surveys.

CHAPTER IV

Data Analysis and Results

4.1. Results of the survey applied to the teachers at the U. E. M.

The results presented below are part of a survey applied to 34 teachers of different grades from the Millennium School. Three of these instructors were English teachers. The survey aimed to collect information on ICTs; availability in classrooms, frequency of usage in classrooms, use of downloaded materials, teachers' perceptions of ICTs usage by students at home and teachers' training in ICTs (see Appendix 1). The following pie chart shows the technological tools available in classrooms:

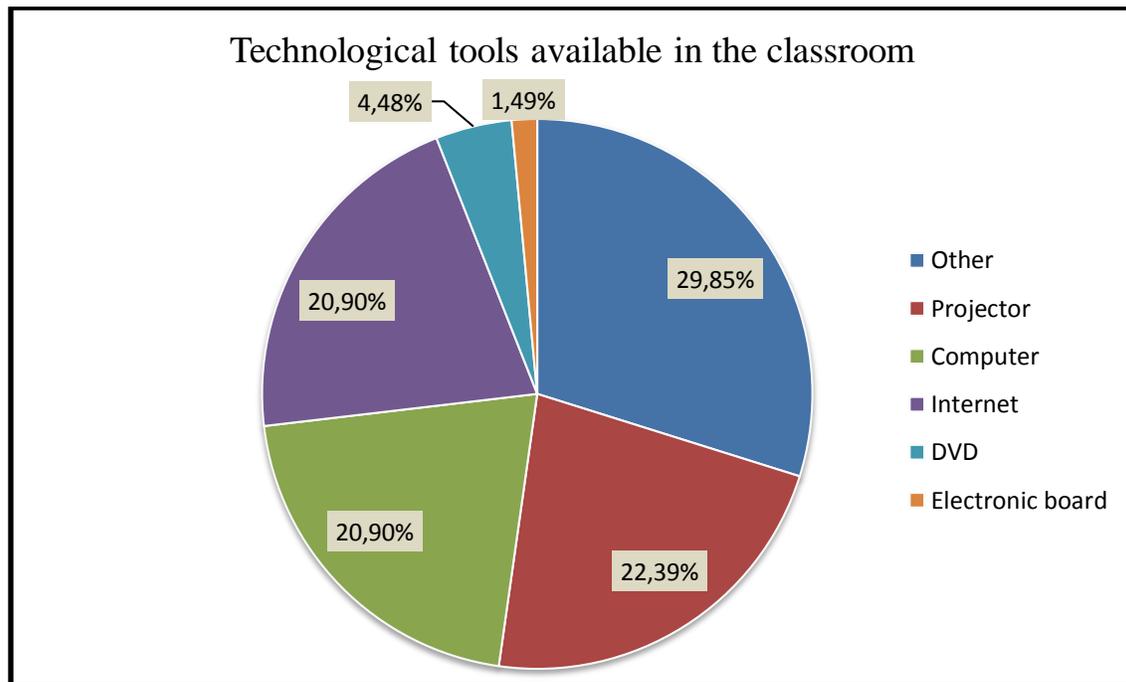


Figure 1. Technological tools available in classrooms

As is evident in the chart, the largest percentage of teachers, 29.85%, pointed out that none of these technological tools is available in classrooms, but they mentioned that



teachers have access to these devices in computer labs for each area. It is worth noting that the rest of teachers also said they do not have any of those tools but they can ask for them to use in classrooms or sometimes they take their own.

The following figure shows the frequency with which teachers use technological tools in the classroom:

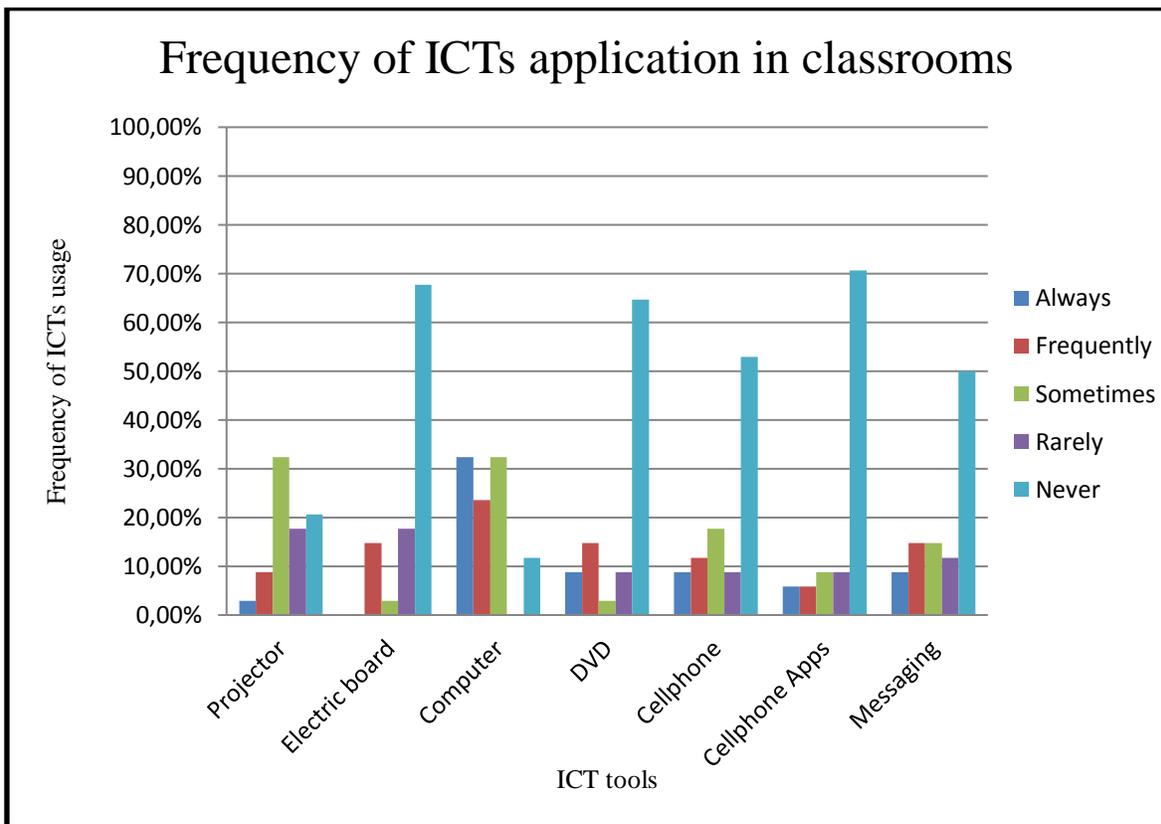


Figure 2. Frequency of ICTs usage in classrooms

As can be seen, figure 1 shows that the technological tool that is used the most by teachers to develop their classes is the computer as it is an accessible and indispensable tool. Cellphone apps and messaging are the least technological tools used.

The next figure indicates the frequency with which teachers download material from

the Internet for use in the classroom:

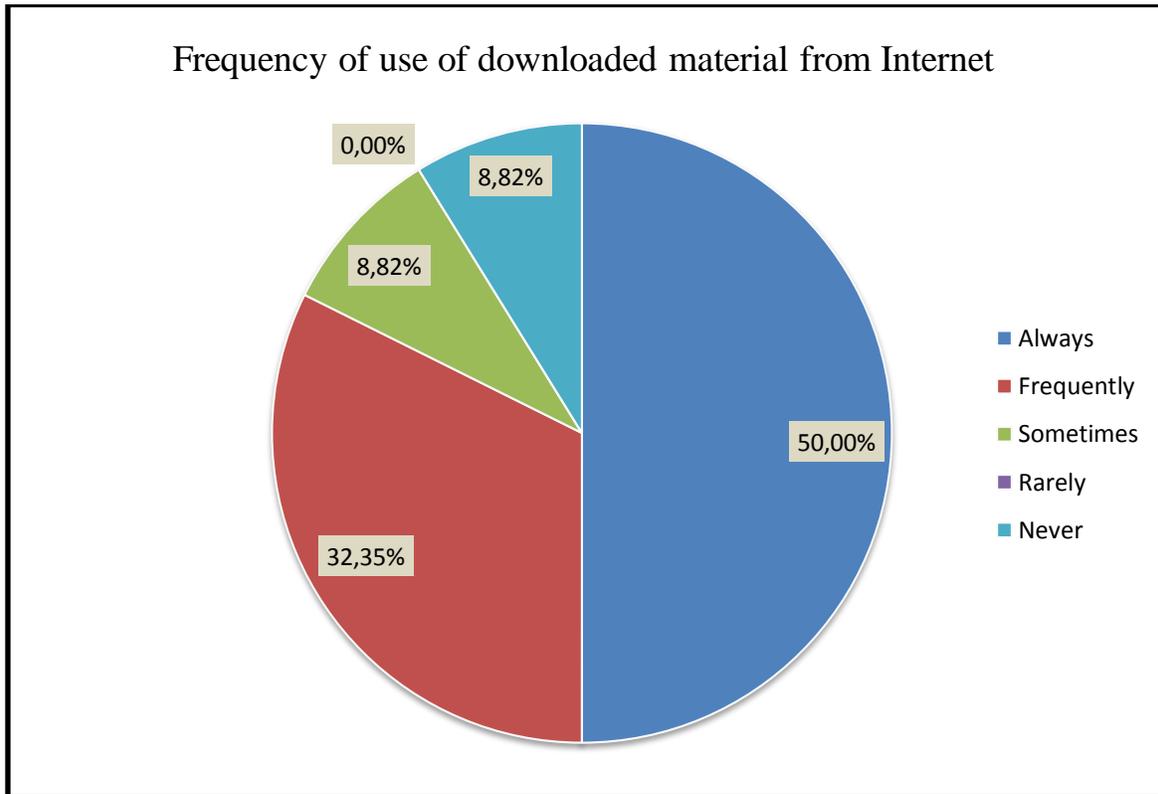


Figure 3. Frequency of downloaded material from the Internet usage

Analyzing figure 3, it is noticeable that the majority of teachers tend to download material from the Internet as a resource for their classes. It is evident that Internet is a useful tool when planning classes and a great resource of materials for students' learning.

The following illustration shows the percentage of students who have access to ICTs at home.

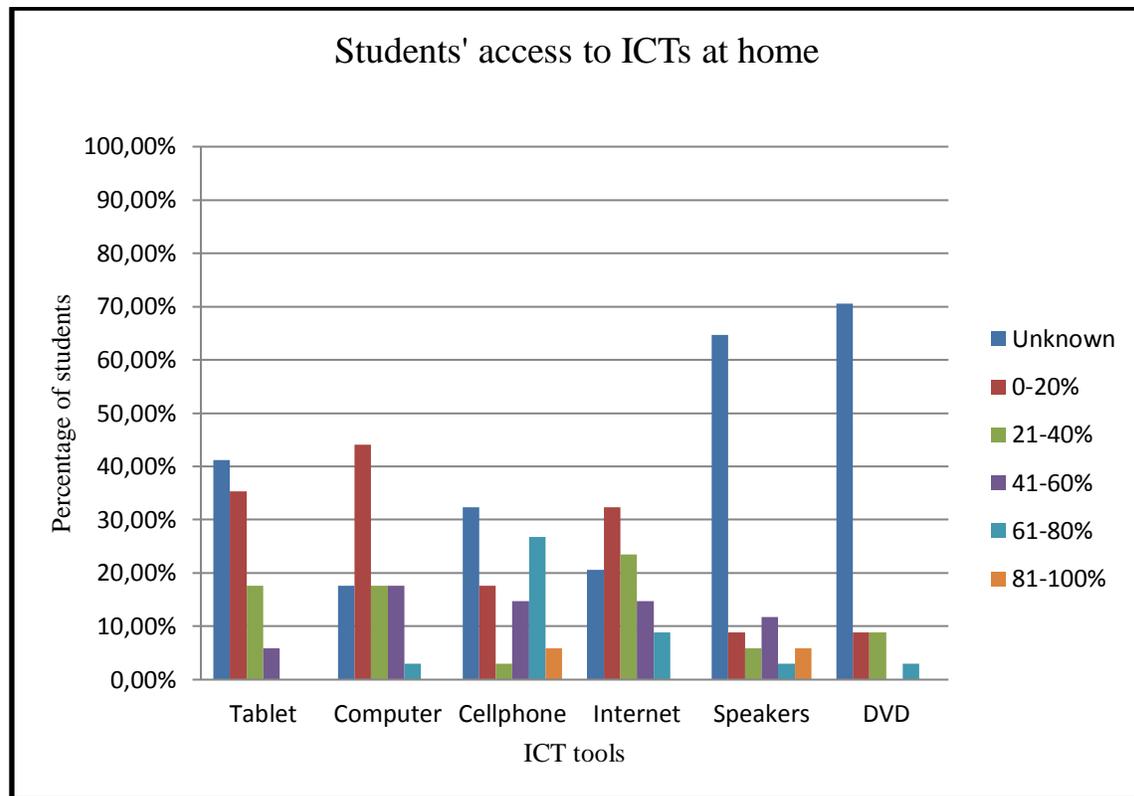


Figure 4. Students' access to ICTs at home

According to the teachers' perceptions about students' access to ICTs at home, students have higher access to cellphones rather than to the other technological tools. It is important to mention that students also take their cellphones to school.

The figure below indicates the percentage of teachers that have received training in ICTs in the last 5 years.

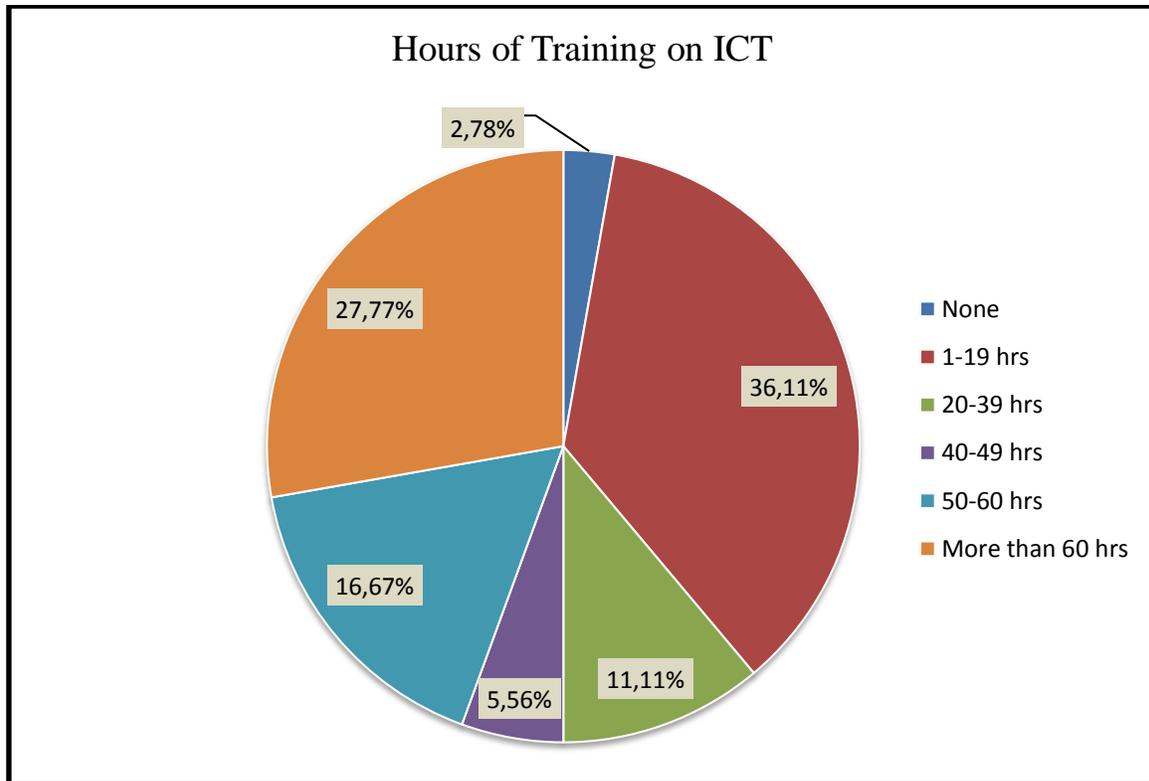


Figure 5. Teachers' hours of training on ICT

As can be seen, almost all the teachers have received a certain kind of training in ICT, which helps them to be more prepared for classroom instruction. An important aspect about it is that the great majority of teachers said they have received training, not by the school, but by themselves.

4.2. Results of Observations of a Ninth Grade Class at a U.E.M.

Even though this work is about listening and ICT, the following results show a general idea of how the classes were carried out. We consider it important to have a general idea of the class in order to better understand the decisions that the teacher took regarding ICT and listening skills. Therefore, items such as instructional delivery methods and group organization were taken into account. These elements will help to provide a broader picture

of the lessons developed during the observation period (see Appendix 2).

The outcomes of 20 direct classroom observations developed during a period of 10 weeks are presented and interpreted below; the time per observation varied since there were periods from 40 to 80 minutes.

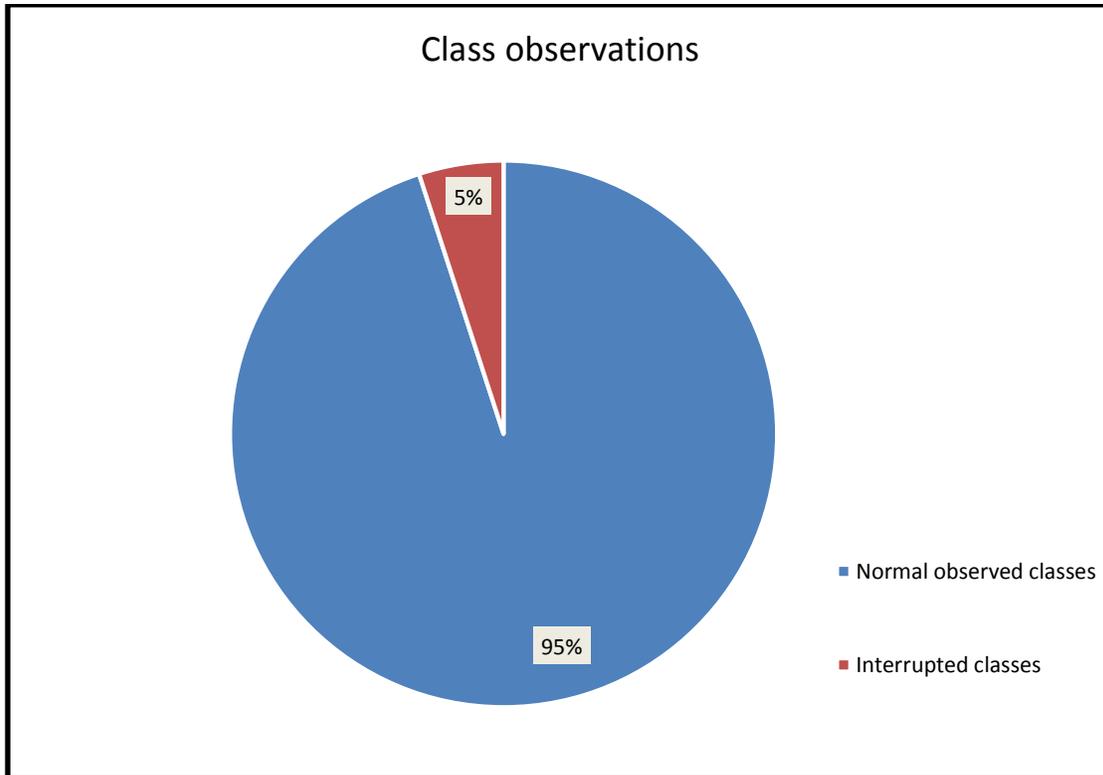


Figure 6. Class observations accomplishment

The observations are generated data from 19 classes that completed their required duration. The single exception was one class which was interrupted by a workshop that took place in the institution. Figure 6, above, shows the information in percentages.

Instructional delivery methods are the particular elements presented in all the classes observed. While observing, there was a high frequency of teacher modeling technique usage (Figure 7). The teacher provided input to students in order to generate an

output during class time. Later, the teacher gave feedback to students.

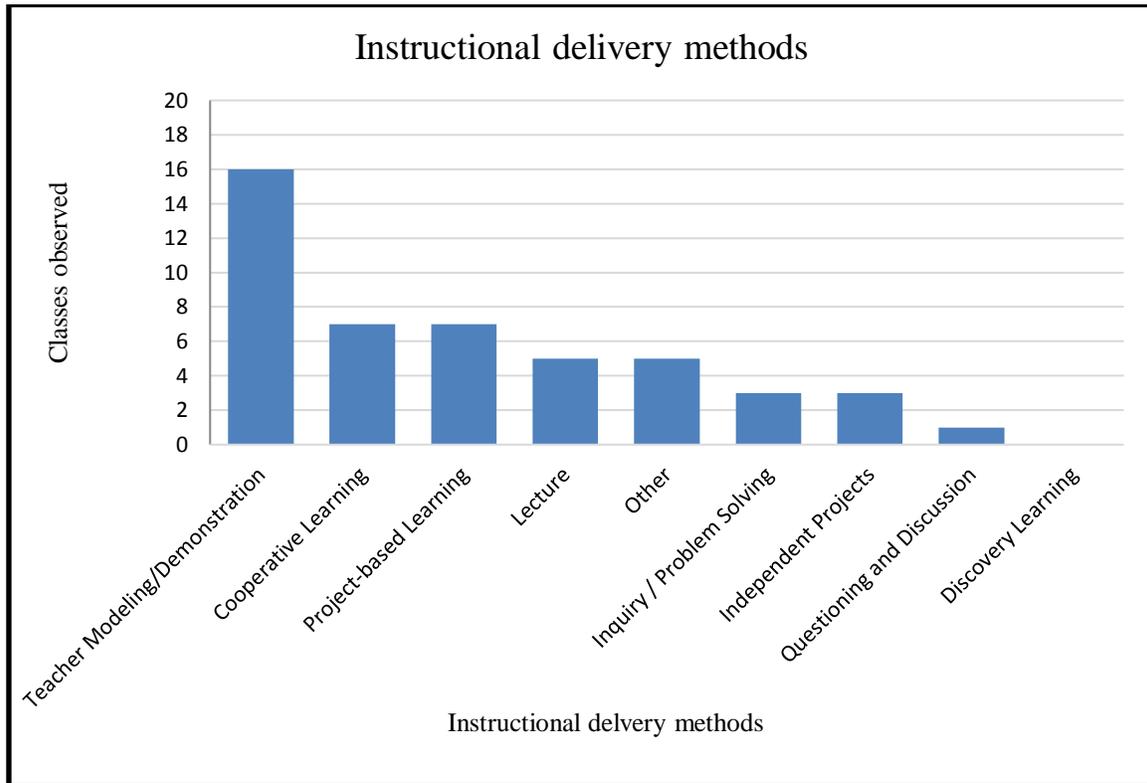


Figure 7. Instructional delivery methods usage

In spite of the fact that the use of different instructional methods during the observation time was evident, it was not detected in any of the cases which ICT was used to reinforce those methods in order to develop the listening skill. Noteworthy was the fact that ICT was used only to develop listening activities.

The type of interaction at the moment of developing certain activities positively influences the learning process. Specifically, during the development of listening activities, students work mainly individually (Figure 8). Besides, the following group configurations most observed during the development of exercises were pair work, group work (big groups of four or more students) and the whole class. These group-work units enhanced the



listening in some groups because students helped each other when they had problems in understanding some chunks of information which were needed to complete a task. It is important to note that students who understood the information and provided help to their classmates used their native language.

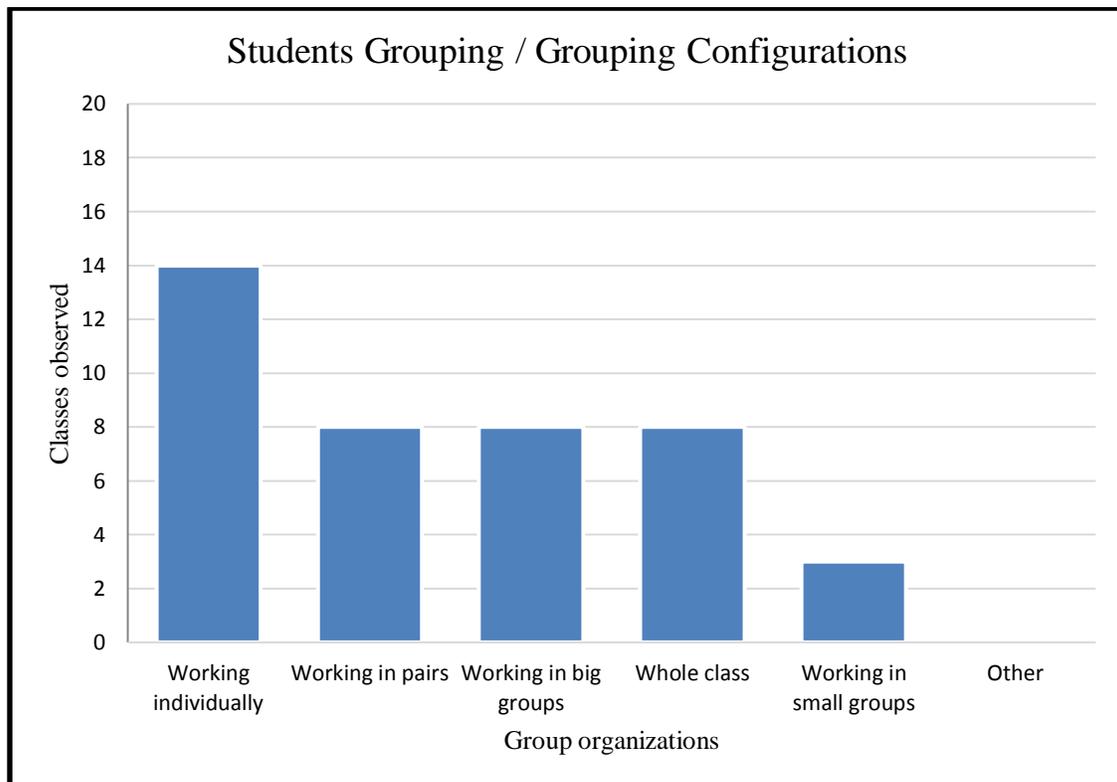


Figure 8. Group configurations

Instructional materials and resources in a classroom are vital aids that are presented at different times to develop different excersices and activities. During the observation, the notebook was the material most often used and the next three items were worksheets, technological devices and audio which have an equal frequency of usage. (Figure 9)

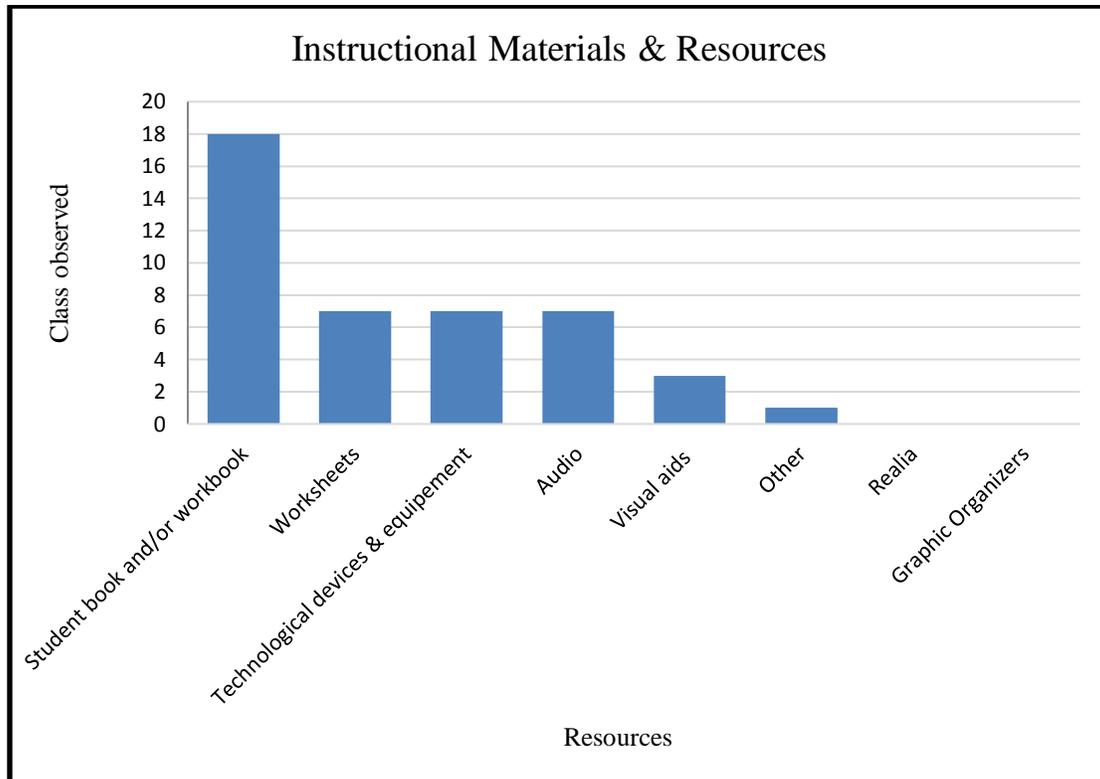


Figure 9. Instructional materials and resources used in class

Basic intensive listening was used during the observed classes. Within this micro-skill, the recognition of words was mostly employed. From 20 observations, there were ten occasions when listening exercises took place in the class. In figure 10, it is noticeable that the types of listening activities were mostly focused on listening for details, particularly recognizing words.

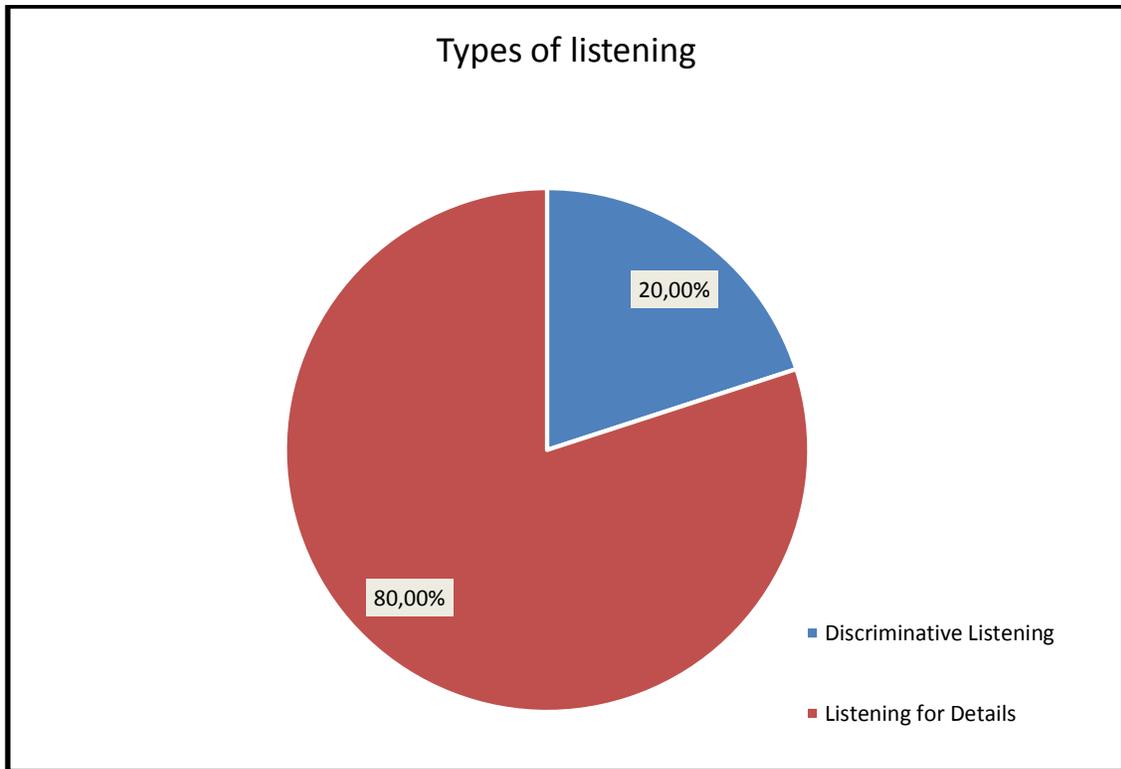


Figure 10. Percentages from ten activities

Figure 11 and 12 show the frequency and the type of listening activities developed under two major listening sub-skills--discriminative listening and listening for details.

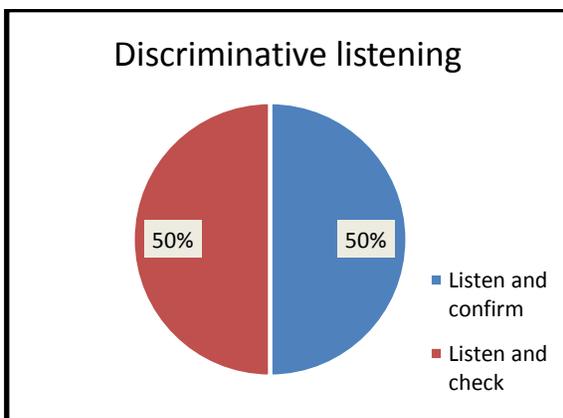


Figure 11. Percentages from two activities

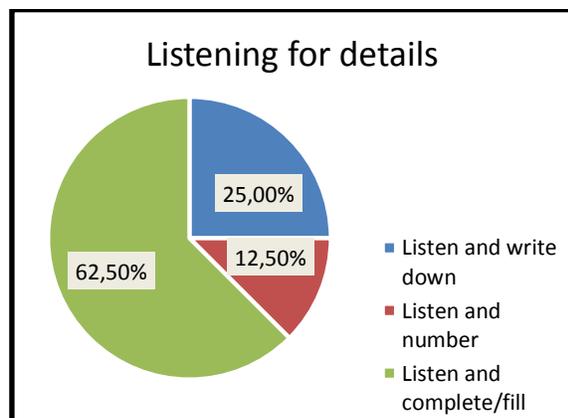


Figure 12. Percentages from listening for details activities

Throughout the development of listening, there are three important moments: pre-

listening, while listening and post-listening. According to the observations, there were ten exercises focused on listening development; the information is detailed in the figure below.

It is perceptible that there is not accomplishment in every developed of the stages previously mentioned.

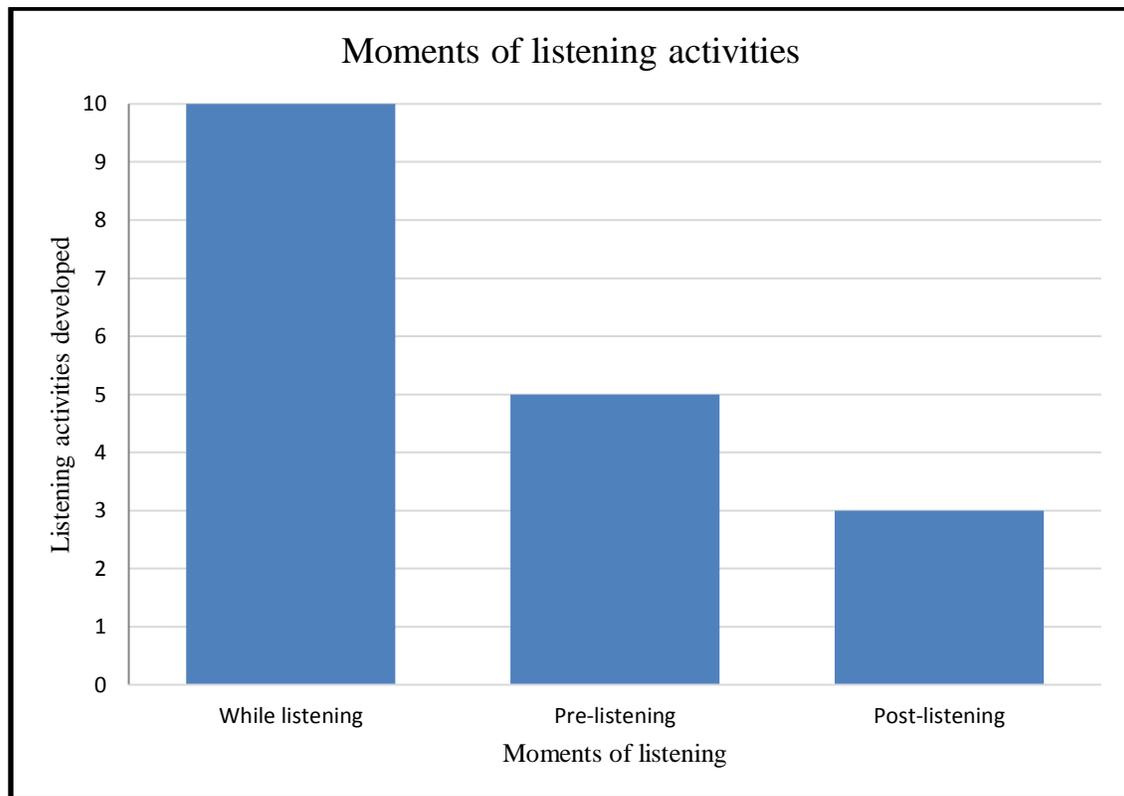


Figure 13. Listening activities stages developed

4.3. Results of the interviews

In the current development of this research, two interviews were conducted at the millennium school. One of the interviewees was an English teacher in charge of the Ninth Grade, who was previously observed, and the other was, the principal of the institution (see transcription in Appendix 5). The real names of the participants will not be mentioned to keep their anonymity.



4.3.1. Report on teacher's interview

The semi-structured interview was carried out at the Millennium School on May 5th, 2017. Only the teacher and the researchers were present in the 9th grade classroom. The English teacher agreed to have an interview with the researchers. The aim of the interview was explained on the day it was conducted.

She is an English teacher from the U.E.M. She has been working at the institution since its opening on September 16, 2015. She was the teacher observed in this research.

The results obtained from the semi-structured interview show the following information:

As it was reported by the interviewee, Internet is considered as a necessary tool during the lesson planning; it is also acknowledged as a good resource when looking for extra material to use in class.

When the teacher was asked about technological resources (CD and CD player) used during the period of class she mentioned that they belong to the U.E.M. and only the didactic and extra material used belong to the teacher.

When the teacher was asked about the reasons why she did not use the computer labs to develop her classes, she explained that teachers do not have an established schedule for using it. In addition, she pointed out that computer labs are not equipped with the adequate programs that benefit the learning experience. Another important aspect mentioned was that the access to certain web pages is not allowed which makes it difficult



to use the computer lab during English classes.

4.3.2. Report on principal's interview

The semi-structured interview was conducted at U.E.M. on May 8th, 2017. The participant is the U.E.M. principal, who has been in that position since the school opened on September 2015. Additionally, the interviewee was informed about the purpose of the interview before it was carried out.

The information obtained from the interview is shown below:

The principal considers technology as an important tool in classrooms, which can be effective when teachers know how to use it. In this regard, she adds that the institution has been implementing many changes in order to promote a correct use of the technological resources.

The first action was the organization of three workshops on ICT carried out by the school's educational personnel. The workshops were focused on teaching how to use Educaecuador platform, Excel, Mail, and Material download. There was an adequate attendance participating in the workshops. In spite of the training they have received, teachers who have a long career present problems when employing ICT by themselves in their classes.

Another implementation mentioned by the principal of the school was a schedule to use the labs (Physics, Science, Chemistry and English labs), and the assignation of a teacher as a coordinator to be in charge of the laboratories' access. The schedule adheres to



the fact that there are teachers who are constantly using the laboratories, while there are others who do not use them at all.

When the principal was asked about the use of the technological resources she mentioned that sometimes teachers download ready-made presentations without knowing how to use them. Consequently, they have problems at the moment of presenting them because they do not know the technological aspects. Therefore, students do not benefit greatly from the use of technological resources. Another consequence acknowledged by the principal is that a number of teachers with problems using ICT avoid completely the employment of this resource, despite the insistence of the authorities at the U.E.M.

It is important to point out that at the moment of creating the millennium schools, small schools from the area are closed in order to unify all students and teachers in one single institution. In this particular case, the institution has a teaching staff of 57 teachers; 45 came from the closed schools and 12 came from other areas.

4.4. Discussion

ICT provides society valuable resources to improve many aspects of it. In education, its use has been accepted and implemented in many countries. The Ecuadorian Ministry of Education has not let this trend behind and has applied it to the National Curriculum since the use of ICT in the classroom has the potential to benefit the process of teaching a new language. However, the analyzed information indicated that the employment of ICTs at the target Millennium School is limited by the use of a few tools.

Following the same idea about ICTs employment, data expose reasons why teachers



do not use ICT tools as expected. One being that they do not have access to them in classrooms, and another reason is that they do not feel confident using them, even when most of the teachers already know its usage (Vásquez, 2013). Considering these findings and comparing them to the current research, it seems that a similar situation might have happened. The teacher of this study might not feel confident in using the resources available, although she stated that the web sites available in the computer labs were not the best ones to develop listening skills. Therefore, the development of the listening skill by the use of the CD and CD player were restricted to the improvement of two sub-skills.

Due to the use of ICTs during listening activities, students are able to develop sub-skills, such as the *descriptive listening* and *listening for details* sub-skills addressed in this paper. In addition, one of the studies, mentioned in the literature review, showed that the use of ICTs together with cooperative learning achieved the development of *listening for details* sub-skill (Pérez, 2014). It is worth to mention that cooperative learning was not one of the focal points of the current research. However, it can be concluded that the aforementioned sub-skills were somewhat developed.



CHAPTER V

Conclusions and recommendations

Conclusions

- In light of the findings reported by the researchers, it can be seen that ICTs were used in a basic way to develop listening skills. The CD and the CD player were used when developing activities regarding this skill. As it was exposed before on the interview's report, the CD used during listening activities is the one that is included on the teacher's book provided by the Ministry of Education. In addition, the teacher worked exclusively with the activities provided by the book, except on one occasion when she prepared an extra activity based on audio from the CD book. The lack of resources employment when teaching limited the educator's variety of presenting content, which turned the teaching-learning process into something predictable and monotonous for students.
- The observation process evidenced that there were two listening sub-skills mainly developed by the usage of ICTs. It is worth it to mention that as the book was the main resource used by the teacher, the sub-skills developed all along this lapse were taken from the English book. In this regard, 'Descriptive Listening' sub-skill was developed with activities which involved listening and confirming as well as listening and checking; besides, the sub-skill which concerned 'Listening for Details' was promoted through activities in which students had to listen and write down quantities, listen and number, and listen and complete/fill texts.



- The data collected through the surveys showed that teachers do not have access to ICTs in classrooms but at computer labs. In the interview, the principal reported that there is a schedule which allows teachers to use the English lab; however, data from the teacher's interview pointed out that they did not have a schedule so they could not use it. As it can be seen, comparing both interviews, there are some inconsistencies on the information provided by the participants. Another remarked fact was that the educator was reluctant to use the computer lab because of the lack of programs and several blocked web-pages. This situation does not benefit the language teaching.
- In spite of the fact that the National Curriculum promotes the use of ICTs, it can be concluded that it is not fully implemented in the classrooms further research needs to be conducted inside the educational institutions to explore this problem.



Recommendations

The Ministry of Education has established in the National Curriculum Specifications the importance of using ICTs to improve the skill of listening.

According to this document, different tools and strategies can be used when teaching English as a foreign language. Based on this information and all the information gathered in this research we can suggest the following:

- The teacher should be able to use different technological tools that enable pupils to develop listening skills or to enhance the present ones. This will certainly benefit the students' development of language skills because pupils will be capable to decode the oral messages transmitted in the communication process.
- The training of teachers on ICTs usage is vital in order to successfully accomplish what the curriculum states. As was reported in the survey applied to the teachers at the Millennium school, there has not been enough training with regard to ICTs in education.
- Computer labs should be equipped with the adequate material and tools for each area of education. As evidenced by the observed teacher, the English computer lab did not have any programs which provide EFL development, something which limits the students' improvement.



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APPENDICES

Appendix 1: Survey for teachers on the use of ICTs

Appreciated teacher, the following survey aims to gather information about the access you have to ICTs (Information and Communication Technologies; such as computer, projector, Internet, etc.) within your teaching practice at your current job, as well as the availability of materials and the need of training in this field.

1. Mark with an X the available technological tools in your school.

Projector Electronic board Computer Internet DVD

Other _____

2. Mark with and X the frequency you use the next technological tools in your class.

Technological tool	Always	Frequently	Sometimes	Rarely	Never
Projector					
Electronic Board					
Computer					
DVD					
Cellphone					
Cellphone Apps					
Messaging					

3. Mark with an X the frequency you use material downloaded from Internet in your classes.

Always Frequently Sometimes Rarely Never



4. Mark with an X the percentage of students from your class that have access to ICTs at home in order to do homework.

Technological Tool	I don't know	0-20%	21-40%	41-60%	61-80%	81-100%
Tablet						
Computer						
Cellphone						
Speakers						
Internet						
Speakers						
DVD						

5. Mark with an X the hours of training on the use of ICTs that you have received in the last five years.

_____ _____ _____ _____ _____ _____
None 1-19 hrs. 20-39 hrs. 40-49 hrs. 50-60 hrs. More than 60 hrs.



Appendix 2: Template – Classroom Observations

The purpose of this classroom observation is to document the instructional practices and learning activities teacher implements during the course of English language instruction within the classroom setting.

<p>Classroom observation was conducted as it was planned:</p>	<p>YES: _____</p> <p>NO: _____</p> <p>If not, why was that? _____</p> <p>_____</p>
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Demographics			
Date:	School & Parroquia:	Start Time:	End time:
Teacher:	Subject:	Grade:	# of students:
	Length of observation:	# of classroom observation:	

Instructional Delivery Methods – Examples	
Teacher Modeling/Demonstration:	
Lecture:	
Questioning and Discussion:	
Discovery Learning:	
Cooperative Learning:	
Inquiry / Problem Solving:	
Independent Projects:	
Project-based Learning:	
Other:	



Student Grouping/ Grouping Configurations – Examples	
Working individually:	
Working in pairs:	
Working in small groups (3 students):	
Working in big groups (4 students and more):	
Whole class:	
Other:	

Instructional Materials & Resources – Examples	
Realia (e.g. real objects):	
Technological devices & equipment:	
Visual aids (e.g. pictures, cards, etc.):	
Graphic organizers:	
Audio (e.g. tapes, CDs, etc.):	
Worksheets:	
Student’s book and/or workbook:	
Other:	

Types of listening		
<i>Types of Listening</i>	Activities	
<i>Discriminative Listening</i>	Listen and confirm	
	Listen and check	
<i>Listening for details</i>	Listen and write down quantities	
	Listen and number	
	Listen and complete/fill	



Moments of a <i>Listening Activity</i>		
Moments	Notes	
Pre-listening		
While-listening		
Post-listening		

Description of the ANTICIPATION PHASE or LESSON BEGINNING.

Description of the CONNECTION PHASE or LESSON MIDDLE.



Description of the AFFIRMATION PHASE or LESSON END.

Adapted from Diego P. Ortega



Appendix 3: Teacher's interview

1. ¿Considera al Internet una herramienta necesaria durante su planificación?

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2. ¿Los recursos tecnológicos utilizados durante el desarrollo de su clase pertenecen a la institución o son de su propiedad?

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3. ¿Cuál es la razón por la que no hizo uso del laboratorio de computación para el desarrollo de sus clases?

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Appendix 4: Principal's Interview

1. ¿Qué me puede decir sobre el uso del equipo tecnológico por parte de los profesores para dar sus clases?

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2. ¿Cómo podría incentivar la institución el uso de las TIC como estrategias de enseñanza?

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3. ¿Al iniciar este nuevo proceso que es la escuela del milenio, conoce Ud. si se brindó capacitación a los profesores sobre el uso de las TIC?

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Appendix 5: Interview's transcriptions

Teacher's Interview Transcription

1. ¿Considera al Internet una herramienta necesaria durante su planificación?

Sí, realmente el uso de la tecnología actual nos ayuda muchísimo y hemos avanzado en el campo de la investigación. Nosotros como docentes utilizamos trabajos adicionales, que son básicamente del Internet, para los estudiantes.

2. ¿Los recursos tecnológicos utilizados durante el desarrollo de su clase pertenecen a la institución o son de su propiedad?

En su mayoría los recursos tecnológicos utilizados pertenecen a la institución, en cuanto a material didáctico y demás ejercicios extras son de mi propiedad.

3. ¿Cuál es la razón por la que no hizo uso del laboratorio de computación para el desarrollo de sus clases?

Lastimosamente por ahora no disponemos de un horario y no hay material para el uso de las computadoras, no tenemos programas que puedan servirnos para trabajar con los estudiantes dentro del laboratorio. Hay aplicaciones en el Internet pero no se nos permite el acceso porque están bloqueadas ciertas páginas dentro de la escuela del milenio. Hacen falta programas que estén instalados en las computadoras que sean básicamente en inglés, los cuales nos habían comunicado que ya los instalarían. Básicamente, esas son las razones por las que hasta ahora no se ha hecho uso del laboratorio.



U.E.M. Principal's Interview Transcription

1. ¿Qué me puede decir sobre el uso del equipo tecnológico por parte de los profesores para dar sus clases?

En realidad, se puede pensar que el equipo tecnológico es una herramienta muy positiva y de hecho lo es, ¿no? Pero muchas de las veces no se usan como un instrumento dirigido hacia el alumno sino como un recurso que el docente utiliza para facilitar su trabajo, en cuanto al momento de impartir sus clases. El Internet se está empleando de una manera muy mecánica o hay situaciones en las que también los docentes se descargan presentaciones, las mismas que no han sido elaboradas por ellos y cuando se socializa con los estudiantes desconocen en momentos el uso de la herramienta. Debido a esto el uso del equipo tecnológico, no constituye un recurso didáctico como se quisiera sino más bien un recurso que obstaculiza a veces el desarrollo, o que no facilita la enseñanza usándolo de la manera en que se está haciendo. Hemos tenido nosotros que hacer muchas cosas a nivel institucional, muchos cambios, implementar muchas acciones para tratar de combatir ese mal uso de la tecnología. Entonces bien usada es muy positiva pero no siempre se usa positivamente.

2. ¿Cómo podría incentivar la institución el uso de las TIC como estrategias de enseñanza?

Nosotros lo hemos hecho a través de un horario, tenemos dos laboratorios, uno de cómputo y otro de inglés, además de los laboratorios de ciencias, física y química.



Entonces lo que se hizo fue: primero, asignar a uno de los docentes como coordinador del acceso de los docentes hacia el aula. La idea es, primero hacerlo nosotros mismo, proporcionando un horario de tal manera que el docente no tiene más que usar el laboratorio. Porque hay docentes que quieren usar siempre y otros que se niegan a usar.

3. ¿Al iniciar este nuevo proceso que es la escuela del milenio, conoce Ud. si se brindó capacitación a los profesores sobre el uso de las TIC?

Nosotros dentro del personal docente tenemos a una persona que estuvo encargada el año anterior de las TIC, esta persona con otro equipo de docentes que tienen el perfil, un total de tres compañeros, hicieron una capacitación que fue promovida desde los directivos mismo con la finalidad de que los profesores puedan utilizar muy bien la plataforma EDUCAECUADOR, la hoja electrónica EXCEL, el manejo de lo que es bajarse videos, hacer búsquedas y manejo de correo electrónico. Eso se hizo en un total de tres ocasiones con el personal docente, a través de un plan de capacitación interna que tiene la institución dentro de los planes de mejora.

4. ¿El programa de capacitación tuvo buena acogida por parte de los profesores?

Si, se tuvo la acogida necesaria. Lo que pasa es que hay docentes que tienen muchos años en la docencia, entonces no utilizan muy bien la herramienta. Hay la aceptación de capacitación pero al momento de ellos implementar ya en el aula, ellos desisten un poco debido a que ya se tiene que hacer de forma autónoma e independiente. Es decir, ya no cuentan con una persona que les ayude. A pesar que



nosotros dentro del personal docente tenemos a los maestros que están siempre dispuestos a ayudar, pero en realidad quienes se niegan a usarlos a pesar de las insistencias pues no lo usan. Con el horario que nosotros hemos implementado ha ayudado un poco pero no como como quisiéramos porque se está usando, o sea no se está usando bien la herramienta, en especial por los docentes que tienen muchos años en la profesión.

5. ¿Cuántos docentes de la planta actual provienen de las escuelas que se unificaron en ésta?

Nosotros tenemos en total 57 docentes, de esos 57 docentes un estimado de 12 se han incorporado de diferentes lugares durante un año y medio, los demás han venido de las 13 escuelas que se fusionaron para formar la unidad del milenio.