

UNIVERSIDAD HISPANOAMERICANA
School of English Language Teaching

**Thesis Submitted to Obtain the Licentiate
Degree in English Teaching**

**USE OF ICT IN LEARNING ENGLISH AS A
SECOND LANGUAGE FOR TENTH GRADE
STUDENTS AT LICEO EXPERIMENTAL
BILINGÜE SAN RAMÓN**

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August, 2017

DECLARACIÓN JURADA

Yo Alejandra Michelle Salas Chaves, mayor de edad, portador de la cédula de identidad número 6 0392 0272 egresado de la carrera de Enseñanza del Inglés de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercebido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciada en la Enseñanza del Inglés, juro solemnemente que mi trabajo de investigación titulado: **USE OF ICT IN LEARNING ENGLISH AS A SECOND LANGUAGE FOR TENTH GRADE STUDENTS AT LICEO EXPERIMENTAL BILINGÜE SAN RAMÓN**, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. En fe de lo anterior, firmo en la ciudad de Puntarenas, a los veinticinco días del mes de mayo del año dos mil diecisiete.


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Puntarenas 25 de Mayo de 2017

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Estimado señor/a:

El estudiante Alejandra Michelle Salas Chaves , cédula de identidad número 6 0392 0272, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **USE OF ICT IN LEARNING ENGLISH AS A SECOND LANGUAGE FOR TENTH GRADE STUDENTS AT LICEO EXPERIMENTAL BILINGÜE SAN RAMÓN**, el cual ha elaborado para optar por el grado académico de Licenciatura en la Enseñanza del Inglés.

En mi calidad de tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

a)	ORIGINAL DEL TEMA	10%	8
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	18
c)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	26
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	18
e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	15
	TOTAL	100%	85%

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

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San José, julio 31, 2017

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Estimado señor

La estudiante Alejandra Salas Chaves, cédula de identidad #603920272 me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado: Use of ICT in Learning English as a Second Language for Tenth Grade Students at Liceo Experimental Bilingüe San Ramón, el cual ha elaborado para obtener su grado de Licenciatura en la Enseñanza del Inglés .

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.

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Estimado señor:

La estudiante Alejandra Salas Chaves cédula de identidad número 6-392-272, me ha presentado, para efectos de corrección de estilo, el trabajo de investigación denominado "Use of ICT in learning English as a second language for tenth grade students at Liceo Experimental Bilingüe San Ramón" el cual ha elaborado para optar por el grado de Licenciatura.

He revisado, de acuerdo con los lineamientos de la corrección de estilo señalados por la Universidad, los aspectos de estructura gramatical, acentuación, ortografía, puntuación y los vicios de dicción, que se trasladan al escrito, y he verificado que se han realizado todas las correcciones indicadas en el documento.

Por consiguiente, doy fe de que este trabajo se encuentra listo para ser presentado oficialmente a la Universidad.

Atentamente,



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Dedicatory

To God whom always has been to my side, he gives me the power and the wisdom to go forward. He always has given me the courage to accomplish my dreams and come them into reality.

To my mom, Gerardina Chaves Núñez, she has always believed in me and she had supported me economically. All the time she has given me her best advice.

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Introduction

This thesis is submitted to obtain the licentiate certification as an English teacher, the topic of the research is the Use of Information and Communication Technology in Learning English as a Second Language for Tenth Grade Students at Liceo Experimental Bilingüe San Ramón. The investigation seeks to know how students use ICT in the process of acquiring a second language, in this case, English language.

The present job has several chapters which are required to develop the research. The first one consists of the introduction of the investigation. It states the problem, the justification, and objectives of the study.

The second chapter is the theoretical framework, which covers the subjects and definitions that are important to develop the research investigation that is about the use of ICTs for learning English as a second language. The purpose of this project is to determine the influence of information communication technologies on students of high school when they are learning a foreign language, to see whether it is beneficial or hinder students learning progress. An additional objective is to make evident, how to influence the use of information technologies in the process learning of English as a second language.

The third chapter explains how the project work on, and it specifies the type of research used in the project. Moreover, includes the data collection techniques and instruments.

Chapter four includes the data, analysis of graphs and the interpretation of each. It helps to determine the results of the research.

Chapter V exhibits the conclusions and recommendations of this thesis. Finally, the bibliography consulted is presented as well as the appendix that were considered important.

CHAPTER I
INTRODUCTION

1.1 Research Problem

1.1.1 Background of the problem

The topic of this research is the use of ICTs for learning English as a second language. This investigation project took place in an experimental bilingual high school, which located in San Ramón, Alajuela.

For the purpose of the present research, the population subject of inquiring is tenth-grade students of the institution. The investigator decided to analyze this topic due to the influence of technology on the process.

This is not the unique research related to technology. Even there are more studies on the field, their content, area of influence and population are different. There is evidence of an investigation at Universidad Hispanoamericana conducted by Cynthia Duran Rojas, to obtain the licentiate degree in English teaching under the titled, The impact of the information communication technologies on learning English in an advanced English module at the Instituto Nacional de Aprendizaje. It took place in 2011.

Another thesis related to the topic of this investigation is entitled the effect of the (M-mobile technologies) on the English learning process for students of seventh grade, at the Liceo Bilingüe de Belén, during the period 2014. The student Lorens Araya Garita from Universidad Hispanoamericana conducted the research. In her project, there is no mention of the information and communication technologies, but it is related to one of its branches, which are the use of mobile phones, which causes an effect on students who attend the process of learning. Moreover, it is important

to mention that the research was carried out in 2014 with seventh-grade students of a bilingual high school.

There is a third thesis at Universidad Hispanoamericana submitted to obtain the licentiate degree in English language teaching, it done by Ricardo Luis Aguilar Jiménez under the heading The influence of new technologies in the language lab for conversational English class in the development of the teaching-learning process supported by Rosenberg theory and how it is applied to students of 3rd cycle of Liceo de Chira, school circuit 03-Puntarenas cognitive skills developed at the level of second language.

The topic technology is a meaningful research focus no matter how many investigations have already been developed because it is constantly changing. The studies mentioned above show that technology is useful and can help students in the language learning process.

This research took place at LEB San Ramón. Its main objective was to show how students used Information Communication Technologies to acquire English language and how effective the implementation of technology was during the process. It constitutes one of the most recent ones conducted during the last school period of 2016 and the first of 2017.

The information in this research is completely different from others due to the differences among population, time and place where it was conducted.

1.1.2 Problematizing the problem

At present time, technology has had a deep impact on modern society. The challenge is to link the educational system with technology to be successful and enhance learning. Information Communication Technologies have been used just for personal purposes as checking emails, social networks accounts, listening to music, watching TV programs, among others. Unfortunately, technology has not been a tool student use for academic purposes.

Technology resources are not the problem; the difficulty has been internet's speed, which is not the most properly. The high school provides teachers electronic devices that can be used to develop interactive classes as computers and video-beams, speakers, computing labs, but sometimes there is no internet connection. So, how can teachers provide a good class if they do not have all they need? Sometimes, it can be complicated because if they have to show a video to students, they have to download it previously.

San Ramón is a place facing a social transformation. If teachers do not keep students busy into classrooms, the more exposition they have to be involved in social problems. It is important to know the kind of usage students give to technology. They can get better results in their school performance using it as their ally. On another hand, if they are not focused on learning, technology can turn into a negative distractor affecting their outcomes.

It means that it is a chain if they use ICT in an appropriate way the results can be rewarding, but otherwise, if not used in a good way student can have negative consequences as getting access to information not allowed for teenagers as pornography.

1.1.3 Delimitation of the Problem

Liceo Experimental Bilingüe San Ramón has some technological resources and tools that the Technology Resource Room of the institution provides. Unfortunately, due to limited access to internet teaching staff and scholars cannot make the adequate use of the tools and resources.

1.1.4 Justification of the Problem

Through the time, technology has invaded the society where people live. It means citizens are facing different issues concerning this aspect. Sometimes getting in contact with technology could be harmful to people, mainly teenagers. On the other hand, their lives can be easier using different types of technological tools. When someone wants to acquire a second language as English can use the information communication technology to get involved with the foreign language and most of the time he/she can study alone.

The use of ICT works in the same way for any type of student and no matter where or how they use it. To approach technology, students need an electronic device and internet access to use different apps. There are several sources of information communication technology offers as apps, online English courses, videos, online music among others.

It is inevitable to fight against technology. Teachers have to use this important and modern resource and update their knowledge to provide better performance in the development of the thematic content of the language.

The beneficiaries of this research are students, teachers and the institution itself. This project is intended to provide a positive contribution and to use different technological tools to interact with language learning in a dynamic, enjoyable way.

1.2 Statement of the problem

How do the tenth-grade students who attend at LEB San Ramón use ICT to strengthen cognitive skills in Learning English as a Second Language?

1.3 Objectives of the Investigation

1.3.1 General Objective General Objective

- To generalize about the use of ICTs by the tenth graders at LEB San Ramón in learning English as a second language.

1.3.2 Specific Objective

- Correlate the use of ICT with the linguistic skills developed at the level of learning a second language.
- Demonstrate how ten grader students who attend classes at LEB San Ramón use the information and communication technology in learning English as a second language.
- Make a proposal of the use that can be given to various ICT in the field of teaching English and the four macro skills.

1.4 Scope and Limitations

1.4.1 Scope

This investigation deals with how students use technology for learning English. The researcher claims that students who use technology in a productive way can achieve meaningful learning as well.

The researcher aims to provide a positive contribution to the school where she is conducting the research creating a manual with some possible tools that could be useful for teachers and students.

This research would help the improvement of technological tools by students in LEB San Ramón. Moreover, it pretends to motivate teachers in implementing technology across the teaching process by using innovating strategies.

The use of different TICs as mobile phones, virtual courses and blogs contribute to both teachers and students in different ways. Students have the chance to interact much more with the language. For teachers, an excellent option is to use blogs or platforms where they can upload information for students.

1.4.2 Limitations

As all research work, some disadvantages affect the development of the project. Factors such as weather affect the development of the research process. Students attendance lowers during the rainy season.

As mentioned before, this job takes place in a bilingual experimental high school. Pitifully, not all the students that attend the educational institution have the possibility to get a sophisticated cell phone or have access to the internet service to have access to interactive platforms on different websites. Another factor that is present is that students argue that not everyone has a computer with internet access or they can mobilize to the school to develop any technological tool.

Another limitation is that close to LEB San Ramón there are more schools. They do not share the same characteristics among them.

Chart 1

Educational Institutions in San Ramón

Colegio Bilingüe San Ramón	Colegio Técnico Profesional Piedades Sur
Colegio Patriarca San José	Escuela Jorge Washington
Liceo Nuestra Señora de los Ángeles	Escuela La Sabana
Colegio Técnico Profesional	Sunlight School
Liceo Magallanes	Escuela Abraham Paniagua
Liceo Julián Volio Llorente	Escuela Federico Salas Carvajal

Source: By the researcher.

As it is noticeable, there are several schools in the area of influence. Due to the nature of the many institution is not possible to cover all of them.

CHAPTER II
THEOTERICAL FRAMEWORK

2.1 Historical background

2.1.1 Features of the institution

This section shows important information of the institution where the research took place.

Name: Liceo Experimental Bilingüe San Ramón

Location: 400 m. southeast from Escuela Laboratorio, Calle Varela, San Isidro San Ramón.

Foundation: 2006

Province: Alajuela

Canton: San Ramón

District: San Isidro

Circuit: 01

Regional: Occidente

Principal: MSc. Carmen Elena Campos Barrantes

Email: lebsanramon@yahoo.es

Website: www.lebsanramon.comyr.com

2.1.2 History of the institution

LEB San Ramon is a public bilingual high school. It is located in San Ramón, Alajuela. LEB takes part of the school educational circuit 01.

The high school was created in 2006 under the administration of former president Oscar Arias Sánchez. Since its origins, it has faced several problems and needs which have been solved. Nowadays, it has more than twenty classrooms, language lab, computing lab, cafeteria, and photocopy center among other services.

The extension of territory belonging to the school is broad enough to develop the ambitious project the administration has. The school facilities are 10 years old and here is insufficient space for the development of curricular activities that teachers want to promote. Fortunately, at the moment a new stage of construction is being carried out for the enjoyment of students and teachers.

This is a successful school due to its good administration, the commitment of students, the support of parents and the teaching staff. In 2016, the school had an outstanding participation in the national high school test obtaining three summa cum laude.

A relevant aspect to consider is that there is an admission test for students. Only the top 100 grades would be enrolled. This test is just for seventh graders.

2.1.3 Mission

It will seek to conduct an educational policy at the institutional level in order to ensure the optimal functioning of the services provided, in order to improve the integral development and quality of life of the educational community, through an efficient, efficient working model and sustainable.

The LEB San Ramón must become a model of administrative and curricular management that guarantees the educational service of quality and without exclusions of the student body that promotes values and attitudes that allow the achievement of the personal aspirations of the students.

2.1.4 Vision

To promote a quality- oriented educational policy at both institutional and regional levels that seeks the optimal operation of educational services, through an adequate technical functioning and that means and responds to the needs of the population oriented in the principles of common good.

To provide a suitable environment, where quality education is provided in accordance with the demands of the present times and future prospects, forming critical citizens capable of learning for life, strengthening values and attitudes and foster the full development of personality as well as the command of the English language in face of the demands of competitiveness and productivity in the global economy of globalization.

2.1.5 Objectives of the institution

The LEB San Ramón has objectives that teachers and administrative staff try to fulfill fully to achieve a better performance in the institution, they will be mentioned below.

- Comply fully with the goals of Costa Rican education and with the regulations that this implies.
- To create a space for pedagogical experimentation that favors the human, cognitive, affective, psychomotor, spiritual and moral development of the student.

- Provide an academic education of excellence with added value in the English language as a second language, with special training in computer and business management.
- Promote learning that links young people with institutional and social problems, through the inclusion of Christian values and principles.

2.1.6 Population of LEB San Ramón

The population of the LEB is distributed in five different levels, from seventh to eleventh graders. There are more than five hundred students. Each level is formed by four groups with an average of twenty-five students per group.

2.1.7 Technological resources at LEB San Ramón

The institution has a department of educational technology, which is in charge of offering several devices and services to teachers and students. Its objective is promoting the use of technology in classes and implement it in the curriculum.

The head of this department must ensure training and explanations about the software and technological equipment that the institution has. The technological department also provides the equipment loan when is required by teaching staff.

Chart 2

Equipment

8 Projectors

Interactive projectors

25 laptops

1 lab with 19 desk computers

1 lab with an intelligent board.

Flat screens in the rooms

Wireless internet

Source: technology resource room (LEB San Ramón)

Chart 3

Programs and softwares provided by LEB San Ramón

Category	Softwares
Creation of Videos (Videos, imagenes, music, sounds, texts, animations)	<ul style="list-style-type: none"> • Movie Maker, • PowtoonAnimoto • Wideo • GoAnimated
Creating websites	<ul style="list-style-type: none"> • Wix, • WordPress, • GoogleSites • EdiLIM
Poster Creation, Executive Summaries, Cards, Advertising, Technical Sheet	<ul style="list-style-type: none"> • Publisher, • Word, • Glogster • Photoshop
Creation of comics	<ul style="list-style-type: none"> • Powtoon and • PlayComic
Creation of inventories, bills, quotes, budgets, schedules	<ul style="list-style-type: none"> • Word and • Excel
Mathematics software	<ul style="list-style-type: none"> • Geogebra
Architecture and technical drawing	<ul style="list-style-type: none"> • Sweet Home 3D, • SketchUp3D and • Home Architect Deluxe
Creation of questionnaires forms with different items to simulate exams, surveys.	<ul style="list-style-type: none"> • Google forms, • HotPotatoes and • EdiLIM
Creation of summaries trough conceptual maps	<ul style="list-style-type: none"> • CmapTools
Maps, land relief, natural and political limits.	<ul style="list-style-type: none"> • Google Maps and • Google Earth Pro
Photography, drawing, effects, collage, filters.	<ul style="list-style-type: none"> • PhotovisiFotor and • Photoshop
Typing (tests, games, levels)	<ul style="list-style-type: none"> • Mecanet
Free apps for mobiles Android, iOS, Windows	<ul style="list-style-type: none"> • Duolingo • Wlingua • English Dictionary Offline • Geogebra • Home Design 3D • PicArts
Educational resources for teachers	<ul style="list-style-type: none"> • www.scolartic.com • www.educaplay.com

Source: Technology Resource Room (LEB San Ramón)

The table above shows the programs that the institution offers to teachers according to their different needs.

2.2 CONCEPTUAL THEORETICAL CONTEXT

2.2.1 Linguistic skills developed at the level of second language

English language has four macro abilities, which are listening, speaking, reading, and writing. A second language must be learned in a natural process first listening, then speaking, reading and finally writing.

In language teaching, communication is usually divided into four main skills: listening, speaking, reading and writing. Listening and reading are receptive skills, and speaking and writing are productive skills. There was a time when the term “passive” and “active” were often used instead of “receptive” and “productive”. Now it is now generally agreed that effective listening and reading required as much attention and mental activity as speaking and writing. (Davies & Pearse, 2000, p.74)

The successful development of skills is crucial when a person is learning a language. In the case of an English learner whose main objective is speaking, it is important to work with the four-macro skills simultaneously.

Mamascheva (2011) affirms:

Let us say that those skills which are defined with reference to medium (speaking, hearing, composing and comprehending) are linguistic skills. They refer to the way in which the language system is manifested, or recognized to be manifested as usage. And we will refer to those skills which are defined with reference to the manner and mode in which the system is realized as use as communicative

abilities. Communicative abilities embrace linguistic skills, but not the reverse. (p.78)

2.2.1.1 Listening: according to Verghese (1989), it is related to "... English sound system and ability to articulate English sounds prepare to the students for listening to English utterances with understanding. And listening that should precede speaking paves the way for them to develop oral fluency and accuracy." (p.71)

This ability can be developed if the learner starts to practice by listening to music, listen conversations, audios or just watching TV. Teachers can use laboratories in order to strength this ability. Listening is very important in communication because without a good listening, messages usually could be misunderstood. Individuals must know the difference between listening and hearing in order to have a good communication. Hearing is just becoming aware of the sounds around, but listening involves paying careful attention to the message and understanding it.

2.2.1.2 Speaking: this ability is developed when people start producing phrases orally and can be improved through the use of language. According to The National Capital Language Resource Center (2004) "speaking is also a crucial part of the language learning process" (p.1). It means that it is necessary in the process of achieving the language. The learner can follow this advice: using minimal, responses, recognizing scripts and using language to talk about language.

People learn language in different ways. Many people learn to speak English without taking a single lesson. They hear English in their daily lives and have

to learn to use English to communicate. In other words, they learn to speak English in the same way as a child learns to speak its first language. However, this is a slow process: a child does not usually learn to speak until they are a year old and does not become fluent for several years. (Baker and Westrup, 2003, p.6)

2.2.1.3 Reading: according to Logman Dictionary, reading is the ability or skill to understand written words. People can read aloud or silently and it is important in the acquisition of a language. Lapp & Flood (1978) states:

All definitions of reading fall into two categories. First there are those who view reading primarily as a decoding process, a breaking a visual code. In a second view, reading for meaning is emphasized from the very earliest stages of instruction; in this view reading as a comprehension process is stressed. (Quoted by Romero & Romero, 1985, p.1)

Someone who does not understand what reads is an illiterate person. Reading implies fluency when deciphering the code of the language and comprehension of the message.

Effective reading means being able to read accurately and efficiently, understanding as much of a text as one needs in order to achieve one's purpose. Not everybody can do this even in his or her own language. In a foreign language, the problems are of course greater, and comprehension failure is common. (Greenall and Swan, 1986, p.1.)

2.2.1.4 Writing:

The commanding relevance of writing for our life notwithstanding, it is anything but easy to provide a clear definition of what writing is. Partly this is because of the multiple meanings of English words and partly because of the long history of writing and its great importance. At least six meanings of 'writing' can be distinguished: (1) a system of recording language by means of visible or tactile marks; (2) the activity of putting such a system to use; (3) the result of such activity, a text; (4) the particular form of such a result, a script style such as block letter writing; (5) artistic composition; (6) a professional occupation. (Coulmas, n.d., p.1)

Writing is important because a person who learns a language will have the chance to communicate by this way and can improve it reading.

Having writing skills is very beneficial for anyone who is studying, working or learning a second language as it simplifies communication and provides work tools such as good grammar or writing essays just to name a few examples.

To sum up, the researcher affirms that linguistic skills are really important and primordial when learning a language. Individuals develop language skills through practice. The more exposition to language, best chances to learn it.

Learning is not something that happens exactly the same for everyone. Through reading, students gain fluency and improve speaking. Students with more developed language skills would be a more confident user of the language.

2.2.2 The use of information and communication technology in learning English as a second language.

2.2.2.1 Information communication technology

The information communication technology (ICT) are mainly related to computing, but it is a fusion of telecommunications and computing. Besides, they are tools that were created to make to improve human life and make it easier. According to Techopedia (2017) ICT is defined as "... all the technology used to handle telecommunications, broadcast media, intelligent building management systems, audiovisual processing, and transmission systems, and network-based control and monitoring functions".

Actually, ICTs are used to the development of several tasks and in different branches as scientific, medical, and education. Technology has always existed, but over the years, innovation has been very noticeable. Information technology dated back to the use of televisions, radios and conventional telephones.

The twenty-first century is the age of information technology. Information technology had become a very important part of human life. It is valuable resource for all sectors, may be education, corporate management, personal, planning, decision-making, resource utilization or any activity of modern life. Technology has pervaded each and every aspect of life be it the homes, offices, schools, colleges, universities, hospitals, industries, banks, railway stations, airports, and so on. The information and communication technology (ICT) revolution has brought

about a sea change in the relationship in the workplace, nature of work and work organization. ICT has been changing and also permeating life at a very fast pace. It has enhanced the quality of life and people have become committed to a better way of life. With the rapid progress of ICT. It is unlikely that the momentum towards this goal will change. (Pathak & Chaudhary, 2012, p. 237)

The authors mentioned in the previous paragraph argue that technology is an important source for people in all aspects of life. Modern society is full of technology. Young people do not know how to cope with it. In some cases, they use it only for personal pleasure and do not consider its real value.

In the past, the way people had access to the information was completely different from now. People visited libraries and the traditional means of communication as newspapers, radio or television. Now, the TICs have transformed this panorama. People have the possibility to obtain the information through the internet and different access channels as mobiles, virtual platforms, and other diverse digital tools letting the collaborative learning.

It means users of ICT can have right of entry to the web sites and read books, newspapers. They can post their own knowledge and information in a blog or other sites interacting with other people in real time. ICTs are present in all areas of society. In education, they are supportive resources for teachers. In organizations, they contribute to the growing and productivity.

2.2.2.2 Features of ICTs

According to the information detailed in the previous sections, it could be inferred that the following are some features of ICTs:

- ICT is a creative and innovated tool that benefits people to have access to several types of information.
- Help students in the process of learning a subject even in the acquisition of a language.
- The ICT has brought benefits to human beings in different areas.
- Help people to keep in contact with technology.
- It is an advance in education and promotes the interaction between teacher and students.
- It is easy to handle.
- It motivates students to discover a technological world.

Cabero (1998) (Quoted by Consuelo Belloch, 2013), establishes some ICTs Features:

- **“Interactivity:** Interactivity is possibly the most important feature of ICT for its application in the educational field. Through ICT, an exchange of information between the user and computer. This feature makes it possible to adapt the resources used to the needs and characteristics of the subjects, depending on the concrete interaction of the subject with the computer.

- **Instantaneousness.** Communication networks and their integration with computing have made it possible to use of services that allow the communication and transmission of information, between remote places physically, quickly.
- **Innovation.** ICTs are producing innovation and constant change in all social areas. However, it should be noted that these changes do not always indicate a rejection of technologies or media, but in some cases, there is a kind of symbiosis with other media. For example, the use of personal correspondence had been greatly reduced the appearance of the telephone, but the use and potential of electronic mail has led to a resurgence of personal correspondence.
- **Diversity.** The usefulness of technologies can be very diverse, from the mere communication between people, to the process of information to create new information.” (p.1)

2.2.2.3 Kinds of ICTs

Talking about ICT the following can be mentioned.

The newspaper: this mean of communication, according to Oxford Dictionary, is “a printed publication (usually issued daily or weekly) consisting of folded unstapled sheets and containing news, articles, advertisements, and correspondence.” The newspaper has been an excellent mean of communication and technology has

influenced the way people use it. Today the newspaper is not only printed but also digital. People do not have to buy it, as it is available on the web.

Radio: It is an electronic device used to communicate information and to listen to music. It can be used for almost everyone and plays a significant role in communication. Nowadays, radio frequencies can be accessed through a mobile phone or by the internet. “Radios are being combined with computers to connect the computer to the Internet via satellites” (Gale: 1996). It means they have evolved over time.

Television: television is a useful artifact, which constantly informs people. It transmits information to all type of viewers. It has taken an important place in society and is considered a mass media of communication. Oxford Dictionary defines it as “A system for converting visual images (with sound) into electrical signals, transmitting them by radio or other means, and displaying them electronically on a screen”.

Cell phones: phones have experienced great amount of changes. They came to change the way people interact each other. In the past cell phones were extremely expensive. Actually, almost everyone has a mobile phone even children. These days, people carry smartphones everywhere. A cell phone is use for different reasons as making calls, texting, taking pictures, recording videos, listening to music and downloading apps.

Mobile apps: they are tools which people can access easily. There are different types of apps that can be downloaded and used for the educational process as learning English, for example, the following are beneficial for this process.

- **Duolingo:** this is an application for mobile phones, which is free, and people can download. With this, app users learn a language including English. It is so easy to use; the person just signs in and includes basic information as the name and email account.

According to the official website of the application, “the world's most popular language learning platform is now available for the classroom. Thousands of teachers are already using it to enhance their lessons”. It means that Duolingo can be used for teachers to develop their classes and encourage the use of technology for teaching the language.

- **English central:** it is an interesting application in which the user watches videos according to his or her interests. Once logged in the client is recognized, he immediately reserves a space to receive a Skype call from a USA teacher. The native speaker teacher evaluates the level of the student and ranks his performance as a beginner, intermediated or advanced. When the call ends, the student receives his level and a list of aspects to improve.
- **Hello talk:** it is an application where the students can talk to people around the world. With this application, the user can text message, make phone calls,

record audios and correct grammar mistakes. Therefore, it is useful for people who are learning English or another language.

Multimedia projectors: this is a convenient device used to teach any subject or topic to numerous audience because the presenter is able to project information. Price & Wix (2003) argue "... earliest multimedia projectors worked only with film, transparencies, and slides, most projectors today are digital or a combination digital and analog, and are capable of transmitting information from a computer monitor". (p.84)

Internet: According to Editors of American Heritage, (2006) Internet...

Interconnects millions of computers, including personal computers, workstations, mainframes, supercomputers, and handheld computers. The networks that make up the Internet use a standard set of communications protocols, thus allowing any computer equipped with basic software and hardware to communicate with others over the internet. The internet is used for email, file transfer, remote logging, and as the basis for the entire World Wide Web. (p.166)

The investigator fully agrees with the previous definition because the internet facilitates the use and management of computers. Over the time, this instrument has become a necessary element almost in everything as simple as checking an email

account. There are inconveniences as well. Internet speed is the main one. A low speed does not ensure the appropriate development of activities.

Blogs: Treske, ÖneN, Büyüm & Alev (2011) defined blog as a "...personal medium created by anyone, who has several intentions and motivations in blogging, and it is a medium that is of the web and that bypasses the mainstream media. It is instant and allows platform-free interaction and posting" (p.123) it means that a blog is a site where people can interact about different topics. For example, it is a good tool that teachers can use in classes to post information, practices, videos and even evaluations and students can have access at any time.

Websites: those are spaces in the web used in several ways, and even each person can have his own website. Users can design it depending on their needs.

2.2.2.4 Learning English

The English language is almost spoken around the world. Globalization has helped to spread English. In present times, English is spoken as the mother tongue of many countries such as Great Britain, United States, Australia, and Canada among others.

Quirk points out: There are now something now 250 million people for whom English is the mother tongue of first 'language'. If we add to this the number of people who have working knowledge as English as a second language or foreign (many Indians, Africans, Frenchmen, Russians and so on) we raise the total to about 350 million. (Quoted by Varghese, 1989, p.1)

Learning a language has many benefits both personal and labor. Currently, managing at least two languages is a great social and cultural tool. English is everywhere in movies, books, songs, products that people consume. It is so important to learn to speak English but not only speaking it, also to understand and write it.

It is currently very important to study English because it helps students develop social and labor skills and thus it is easier for them to learn. Martinez (2012) affirms “These days, numerous studies document and advocate the potential effectiveness of bilingual education which is especially emphasized and viewed as a real priority in classrooms around the world.” (p. xi).

Learning English has a variety of benefits among them increase of confidence and concentration capacity. One of the greatest benefits that students obtain is that their labor opportunities raise up because companies look for people who have this type of work profile (high communicative capacities).

Learning English represents an important impulse of instrumental motivation for people. Economic benefits stem from either intrinsic or extrinsic source. Internal basis like getting a better job helps people to trust in their abilities. When an employer provides economic incentives to learn English, it turns to be an external source of impulse. (McKay, 1992, p.26)

“More recently, the sudden and quick emergence of the new communication and information technologies (ICTs) has also had and is still having a great impact on the development of the English language teaching (ELT) field.” (Varela, 2010, p.

xvi). In recent years the advance of technology has had a great impact on how people learn English because it is easier to get the information due to the use of the internet or through audio and visual material.

To summarize the research settles that learning a second language like English brings plenty of benefits on a personal, social, cultural and work level. It is very important to use information technologies due to the variety of tools that they provide and the impact the use of these leads to learning English. It is also important to reiterate that the motivation with which a person starts to study English has a lot to do with learning English.

2.2.2.5 Acquisition of a second language

When people refer to the acquisition of a second language, it is because the person is obtaining one different from the mother tongue. It is also mentioned that to acquire a second language is easier for children, though everybody can do it as well. As all processes, learning another language is graded.

Learning another language implies some stages as pre-production; it is when learners do not produce words but they are capable of repeating, this helps students to memorize and reproduce words. Another stage is early production, in here, the learner is an active element who can produce and utter phrases.

Speech emergence is another stage involved in the process of acquiring a language. It happens when learners express ideas using complex grammatical structures in speech and make themselves comprehensible through experiences.

Considering the information above it is well known that learning a second language is an extent process but with lots of benefits.

Some evidences indicated that children who are exposed to another language that differs from the mother tongue, have plenty opportunities to acquire it almost naturally because of the developing and changing they faced, as well as interaction and natural systematic process (Cole & Cole, 1993; Curtiss, 1977; Goldin-Meadow, 1982; Lindfors, 1991; McLaughlin, 1984; Newport, 1991). Children second language acquisition is less difficult because they are learning two languages simultaneously.

Unconsciously the knowledge they are getting comes in a direct way, it means through experiences. Moreover, this population desires to understand the world they live. (Lindfors, 1991; Winner, McCarthy, Kleinman, & Gardner, 1979). Another aspect bear in mind are the stages of a person in learning a second language.

According to Vygotsky (1978), all people who are learning a second language should pass through these stages. Furthermore, the repetition of words is available in the process of learning a second language; the use of words repeatedly enriches people knowledge; it is also a form of acquiring words to get the last stage. Knowing the stage of people, it is easier to use an adequate vocabulary and be acquainted with the capacity of the person. It is important to give support in the process, (Mentioned by Hil & Björk, 2017).

The researcher agrees with this Psychologist when he argued that, it is important to learn a second language because it opens many doors in people lives, and people who acquire a second language feel happy and get personal satisfaction.

Hence, maturity helps not only in learning a language but also a third and fourth. Therefore, a mature person gets advantages and competence in some aspects of another language different from the native one (Garmendia and Agote, 1997). Obtain a second language has many benefits, as researchers pointed out and (Stewart, 1983) said in Guatemalan Bilingual Education Project, that people who were exposed to a second language were able to get better grades in a specific subject like mathematics.

To acquire a second language helps people in many areas of their lives. A very important aspect is that a person who gets a second language has more facilities that another one who only speaks his mother tongue. It happens because the brain develops bits of linguistic intelligence. It is related to the learning and the acquisition of languages and dialects.

Some people can learn a language in an easier way. As expected, some others might devote more time to it. By promoting the development of their linguistic intelligence, they can also get success acquiring a second language.

The importance of learning English as a second language becomes self-evident. The gift of a second language is widow on to a new world, bringing into focus a wealth of conversation, information, and understanding that would otherwise be forever closed to those who seek to learn a new language.

English is now the world's most widely spoken second language, surpassing all others. In fact, more people now speak English as a second language than as their first language. (Verma, 2015, p.25)

As everybody knows, globalization has promoted people to speak at least more than two languages. English has been known as one of the most widely spread languages around the world. To learn a language not only involves pronunciation and vocabulary, but also culture. It is in this part of the language where people interact.

It is too common to find native English speakers in every corner of the world. Acquiring a second language is important to communicate with everybody. When people speak another language, they are able to share information about their cultural roots. On the other hand, some people refuse to learn a second language. It constitutes a tremendous problem because they block out chances to improve their lives in different areas.

2.2.2.5 ICT in Second Language

The use of ICTs in a second language is becoming more and more popular among students, teachers, and people in general. This happened due to the great variety of tools in the field of ICTs. Using technology has advantages as well as potential impacts on teaching and learning and motivation when using the TICs.

One of the advantages of using ICT in a second language is the ability to handle the presentation stage, because of tools of a computer display images, text

and audio material, unlike books that show a fixed presentation. In addition, computers provide with feedback through the internet to students.

For example, students can access programs where they practice and get mistakes correction. Another advantage is that they can adapt the information according to the needs of students or teachers.

“Many governments have, in the late 1990s, developed plans to intensify their investments regarding ICT in education. The quick rise of the Internet and worldwide web (WWW) have led to the adoption of objectives to equip all schools with access to these facilities in a relatively short period of time.” (Pelgrum, 2001, p.164).

The use of ICTs also brings a positive impact in teaching a second language as the opportunity to use recent news extracted from the web, as well as the possibility of combining basic skills and finally classes become more interactive and less common, which make the students more committed.

“Motivation is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of this concept.” (Dornyei, 1998, p.117.) Information technologies give to students a reason to study. By means of them, learners understand content in a more interactive way. They help to create motivation because they facilitate the use of audio, text, video, and images.

To sum up this section, information and communication technologies help students and teachers to increase their learning as it facilitates them through

advantages such as the use of the internet as well as motivating them to study because of the easy way with which they can inform. TICs are very necessary and contemporaneous almost indispensable for learning in schools and colleges and so much more if students prefer learning a second language.

2.2.3 Manual of Activities and Applications for Learning a Second Language

Understanding a second language is extremely important to achieve success in an increasingly globalized and contemporary world, so it is very significant to learn to speak a second language such as the English language.

The following manual analyzes and shows different applications and activities that can be carried out by teachers. During the process of learning second language, students need to practice and improve their language abilities, so through this kind of applications professors can make this process easier and more comfortable for them and their students.

- **Manual Objective**

The main objective of this manual is to supply learning of a second language through applications and activities that students and teachers could harness due to their functions.

- **Applications**

Bellow there is a list of useful applications to accomplish the goal.

- 1. WhatsApp:** According to the application website, this app is used by more than one billion people in more than 180 countries around the world to communicate and share with friends and family. This is a very useful tool for teachers because they can use it to promote language usage. Here is a way to use it. A group of students and the teacher create a WhatsApp group in which students lay out their questions outside the class schedule. Their teacher responds to them and shares audios, videos, and images. In this way, the app helps to strengthen the language skills.

Activities: During the lesson, the professor would make a dynamic activity with the students using WhatsApp through text or audio and make groups.

Teacher role: The teacher explains how to use the application and for what purpose they will use it.

Student Role: The student must follow the instructions of the teacher to complete the objectives and thus initiate the use of the application during the class.

Acquired knowledge: It acquires motivation and agility when using means of communication to communicate in English.

- 2. Power Point:** Through the use of this program teachers can fortify their lessons with slides containing images, audios and videos. The primary objective is to teach a second language and show it in an attractive way. It is also very useful for students when performing their tasks and expositions. Here is where it can make the difference. The teacher has to open room in

the class so that students create their power point presentations through a guided project.

Teacher role: The teacher describes how to use the tool and the benefits they will obtain using it for educational purposes.

Student Role: The student needs teacher`s instructions at the beginning to complete the task, then they collaborate with their originality to prepare slides.

Acquired knowledge: It gains ability to express themselves through images and words captured on a slide.

- 3. Skype:** Using this application student can lose their fear and talk face to face with another person. Despite not being in person, it is a closer experience to talk to someone in one place even though these people can be thousands of miles away. Teachers can use this medium to be creative, put their students in pairs, and practice conversations of daily living issues from their homes.

Teacher role: the teacher should briefly explain how to use this application, later gather their students, and inform them that they should create pairs to practice the language through Skype.

Student Role: The student should pay attention to the instructions and quickly look for a close partner to work with him or her during this activity.

Acquired knowledge: It gains ability to talk with fluency and lose their shame when they are talking with someone else.

4. **SkyDrive:** It is one of the most useful tools that students and teachers may have on their cell phone or personal computer since you can store files as documents and photos online. This way learner can save educational files, and have them available through internet.

Teacher role: The teacher would shortly explain how to use this application in their either computer or cellphone and motivate students to create an account.

Student Role: The student should pay attention to the instructions and create an account of SkyDrive to submit their works and homework.

Acquired knowledge: It gains the facilitation to carry information related to a second language.

5. **YouTube:** It is an internet portal that allows users to upload and watch videos of all kinds, whether music or educational purposes. For example, the teacher can use music as a tool for learning English, as it helps to develop students' hearing communication and at the same time is motivating. Professors can listen to a song at the beginning or end of each class and thus strengthen the hearing and ability to understand the language. In addition, students can produce their own videos and upload them as part of an examination.

Teacher role: The teacher would transitorily clarify how to use this portal on internet.

Student Role: The student must follow the instructions and navigate on the portal web.

Acquired knowledge: It increases hearing skills and motivate the students to study.

- 6. Hello Talk:** One of the most effective ways to learn languages is to speak with a native speaker. That is why Hello Talk was born. An application that makes this learning option a reality by downloading it. You can share experiences with people from all over the world and exchange knowledge.

If you speak Spanish and you want to speak English, you can find people with opposing interests and so help each other.

Teacher role: The teacher should explain how the application works and then assign each student to look for a friend with the help of the application to be able to put into practice the subjects covered in class.

Student Role: As students, they should take the teacher's prompts and take advantage of the application while enjoying the experience of making new friends.

Acquired knowledge: It grows fluency skills and self-confidence, so that the language it is reinforce.

- 7. Google Drive:** Is an application that allows you to store all your files and link them with all your devices and offers you 15 GB of free online Google storage such as, store photos, articles, designs, drawings, videos. It offers a wide range of tools including slides presentation, text edition and excel.

Teacher role: The teacher would give details about how the application works and then set an assignment to each student, which they will submit to a Google drive account to be qualified.

Student Role: The students must pay attention and follow the instructions.

Acquired knowledge: It grows literature skills and helps improve the use of online applications and take advantage of their use.

8. **English Central:** It is a web portal where you can learn English. The website itself indicates that: EnglishCentral is the leading provider of online English conversation solutions.

The EnglishCentral platform combines the web's best English videos, our proprietary IntelliSpeech assessment technology, an adaptive vocabulary learning system and live tutors, delivered seamlessly over web and mobile.

Teacher role: The teacher would provide details about the site mechanism and then set a space during classes to experience the options offered by this service online.

Student Role: The students must pay attention and follow the instructions.

Acquired knowledge: It developments all the skills relate to language and benefits progress of the student's vocabulary.

- **Conclusions**

The central point of this brief manual is that readers find encourage to use technology during lessons and take advantage of the benefits that each of the

mentioned applications offer to increase the development of English language learning.

2.3 Hypothesis

The proposed hypothesis for this research is that ICTs have a positive impact in learning English as a second language of tenth grader students LEB San Ramón.

2.3.1 Dependent variables

- **internet speed in the institution:** this is a depend variable that can affect the investigation because if students do not have access to the internet, or the speed is not enough they could have a meaningful learning in the process of language acquisition through technology.
- **Not all the students have a smartphone:** this is another dependent variable that can affect directly the results of the investigation.

2.3.2 Independent variable

- **The truancy:** it is considering as an independent variable because if a student or two do not attend classes the topics will always be developed.

2.4 Hypothesis's Operationalization

Chart 4

HYPOTHESIS	CONCEPTS	VARIABLES	INDICATORS
The impact of ICT in learning English as a second language of ten grader students of LEB San Ramón.	<p>ICT: information communication technology.</p> <p>Learning English: the process of acquire an English language.</p>	<p>Internet speed in the institution.</p> <p>Not all the students have a smartphone.</p> <p>Truancy</p>	<p>Mobile apps.</p> <p>Platforms on the web.</p> <p>Websites.</p> <p>Process of learning.</p> <p>English skills</p> <p>Cognitive process</p>

Source: By author.

CHAPTER III
METHODOLOGY

3.1 kind of investigation

According to the content of this research it can be admitted that it is of a positivist character due to the features that the positivist paradigm holds. This focuses on the behavior of individuals and the social environment. At the same time, it allows the researcher to be able to understand what happens to the object of study and to interpret by means of an illustrated interpretation.

The paradigm is positivist, Hassard (1995) affirms: “The crux of positivist inquiry is that we can only have true knowledge of explicit phenomena and the relations between them. Scientists should not make hypothetical inferences about the essence of the implicit structure of phenomena: they should instead identify phenomena which are systematically connected to one another by way of invariable and universal laws” (p.6)

This is a micro research because it is done with a specific part of students from school; it means just a sample of the total population. Also, the dimension is transverse because it was conducted in a short term.

According to their knowledge or depth this research is descriptive because it is based on data description. Monsen & Van point out. “Descriptive research is an effective way to obtain information used in devising hypotheses and proposing associations.” (p.5)

Moreover, according to Yogesh (2007) this kind of research has following characteristics:

- “They involve hypotheses formulation and testing.
- They use logical method of inductive-deductive reasoning to arrive at generalizations.
- They often employ methods of randomization so that errors may be estimated when population characteristics are inferred from observations of samples.
- The variables and procedures are described as accurately and completely as possible so that the study can be replicated by other researchers.” (p.249)

According to its nature the research can be classified as quantitative because different instruments for the collection of data will be used. “Most quantitative research approaches, regardless of their theoretical differences, tend to emphasize that there is a common reality on which people can agree” (Newman and Benz, 1998, p.2)

The nature of the research is quantitative because instruments are used for data collection, in this type of research different data collection instruments were applied to test the variables and the data was reflected by means of graphs and numerical data.

3.2. Subjects and research sources

This section explains about subjects of the investigation and sources consulted to develop this research.

3.2.1. Units of analysis or subjects of study

To develop this research, the investigator worked at Liceo Experimental Bilingüe San Ramón with tenth grader students and some teachers of the institution. The teacher staff of the English department is made up of twelve professionals and there are four groups of students of tenth grade. The researcher selects a sample which represents each group in order to develop the analysis.

3.2.2. Subjects and sources of information

- **Primary sources:** the principal sources of this investigation are students who attend classes at a LEB San Ramón and English teachers of the same place.
- **Secondary sources:** bibliography consulted.

3.3. Selection population and sample

The LEB San Ramón has a student population that exceeds five hundred students which are distributed in five levels and it corresponds to four groups in seventh grade, four groups in eighth grade, five groups in ninth grade, four groups in tenth grade, and finally four groups in eleventh grade with an average of 25 students per groups.

To develop the data analysis of this research work, the researcher selected a sample of the population, she decided to work just with tenth grade students and with a sample of 25 people, it represents a 25 percent of the population. On the other hand, she also chose a sample of English teachers working with 6 of them and it corresponds to the 50% of this population.

3.4. Data collection techniques and instruments.

In this research two data collection instruments are used and they correspond to questionnaires with open and closed questions one is for Students and the other one is for teachers. The first one, will be addressed to students to know the use of ICTs in the process of acquiring a language (see annex 1). In addition, the second questionnaire will be used to establish how English teachers use ICTs when they develop their classes with students (see annex 2).

3.4.1 Questionnaire for students: this instrument was created to gather information from student's perspective and it helped to determine if they and their teachers used ICTs for teaching English language.

The questionnaire has fifteen questions including open and closed questions, the instrument has two kinds of items in the first part students can choose the option that best correspond to each one and in the second part they can express all their ideas about the topic.

3.4.2 Questionnaires for teachers: these instruments were applied for English teachers at LEB San Ramón, in the questionnaires they could describe and tell how they use ICTs to innovate their classes and also they enlisted the ones they used.

3.5. Conceptual, operational and instrumental definition of the variables

3.5.1 Variable 1

The use of ICT with the linguistic skills developed at the level of second language.

- **Conceptual definition:** Put into service all equipment, applications and services that involve communication as computers, cellphones, televisions, radios and satellite systems that measure the capacity of individuals to understand and express themselves, both in written and oral form to bring out the capabilities or possibilities of a language learned by a person after his or her native language.
- **Operational definition:** If 100% to 80% of teachers and students use ICT for teaching English it is positive for the research.
- **Instrumental definition:** in this research, a questionnaire will be used to determine how Students use ICTs in the process of acquiring a second language. Each answer will be analyzed in detail and the following questions will be used to answer the variable number one. (from item 6 to item 11).

3.5.2 Variable 2

Tenth grade students who attend classes at LEB San Ramón use the information and communication technology in learning English as a second language.

- **Conceptual definition:** People who are learning and taking classes at the high school put into service all equipment of applications and facilities that involve communication as computers, cellphones, televisions, radios and satellite systems when are acquiring a language that differs from their mother tongue.
- **Operational definition:** if 80% to 60% of students use ICTs for teaching and learning English is relatively good for research.
- **Instrumental definition:** to the second variable also a questionnaire establish if learners use any ICT to acquire English language. (Items 1,2,3,5 and 12 in questionnaire for students)

3.5.3 Variable 3

The use that can be given to various ICT in the field of teaching English and the four macro skills.

- **Conceptual definition:** The act of offering or suggesting something for acceptance, adoption, or performance all equipment, applications and services that involve communication as computers, cellphones, televisions, radios and satellite system achieving and the common wealth countries and developed talent or most language of Britain and the United States Indo-European language belonging to the West Germanic branch; the official language of Britain and the United States and most of the common wealth countries and developed talent or ability

- **Instrumental definition:** to this variable the researcher applied a questionnaire for students, questionnaire for teachers and manual of ICT in the process of teaching a second language. (Items 1,2,3,5 and 12 in questionnaire for students). And to conclude, a small manual was created to help teachers in the development of their classes with the use of ICTs.

CHAPTER IV
ANALYSIS AND INTERPRETATION OF DATA

4.1 Diagnosis of the current situation

4.1.1. Diagnosis of the situation.

This chapter explains about the instruments used for data collection and also represents the results of the research. To determine the data that is present in this section two different questionnaires were applied to gather information, the first one was to determine the student's situation, it was a questionnaire that included close and open questions where students could include their answers and express their feelings.

The questionnaire had fifteen questions about the use of ICTs in the process of learning English as a second language. Also, there was another questionnaire which was applied for teachers to determine if they use different ICTs in the process of teaching English language. The instrument consisted of a series of questions about the topic of the research.

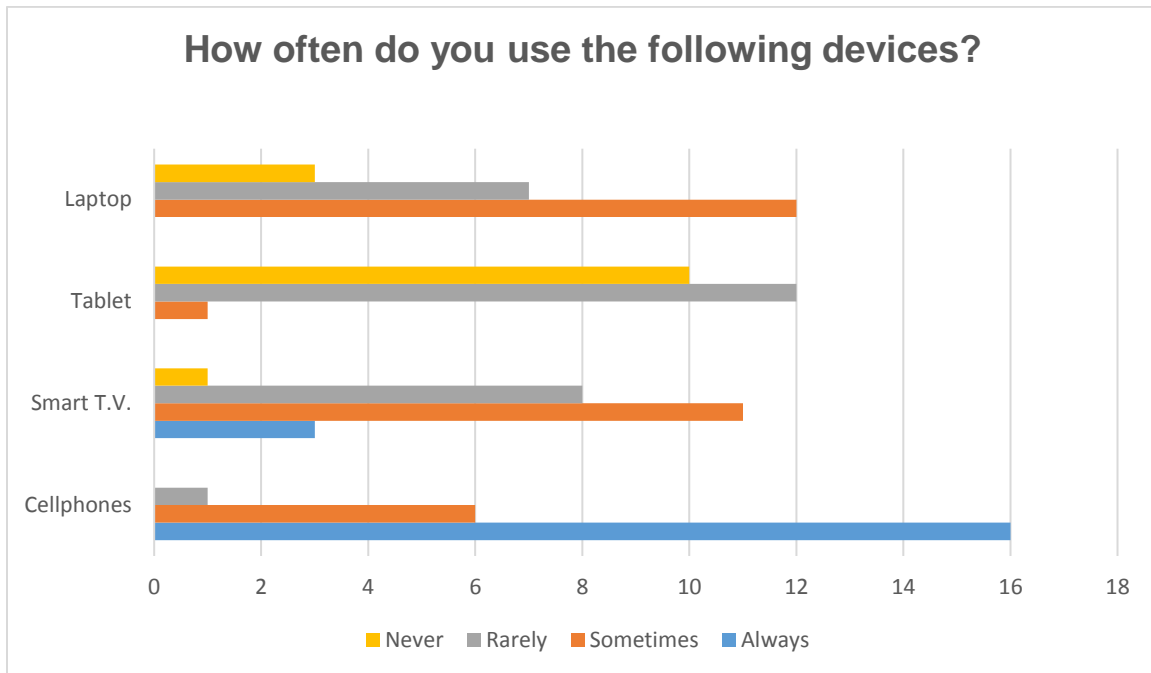
The instruments were applied to students and teacher to make a comparison between their answers and to establish if ICTs have influence in the process of acquiring a second language and if teachers are using this sources in order to make easier the acquisition of English

4.1.2. Description of the data (includes graphics)

4.1.2.1 Survey results conducted to students at LEB San Ramón

How often do you use the following devices?

Graphic 1



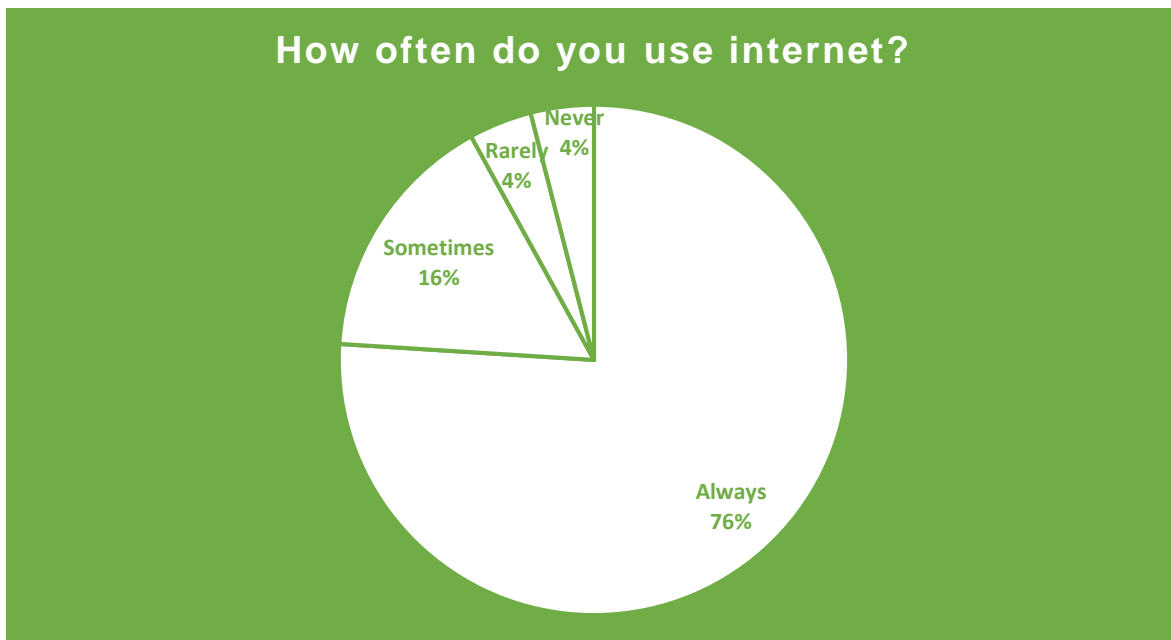
Source: Information obtained by the researcher through a survey applied at LEB San Ramón.

The total amount of population consulted is 25 students representing 100%. 64% of them regarding the use of different devices mentioned to always use the cell phone. Referring to the use of smart T.V; as depicted in the graph 44% claimed to use it sometimes. An interesting number is the use of tablets. 48 % students said that they rarely use them.

Concerning the use of laptops 48 % students said to use them sometimes. If teachers are planning to make use of technology to take English beyond the classroom, they should think about using apps to favor cell phones. An interesting number is the one obtained in reference to tablets. Students do not favor their use.

How often do you use internet?

Graphic 2

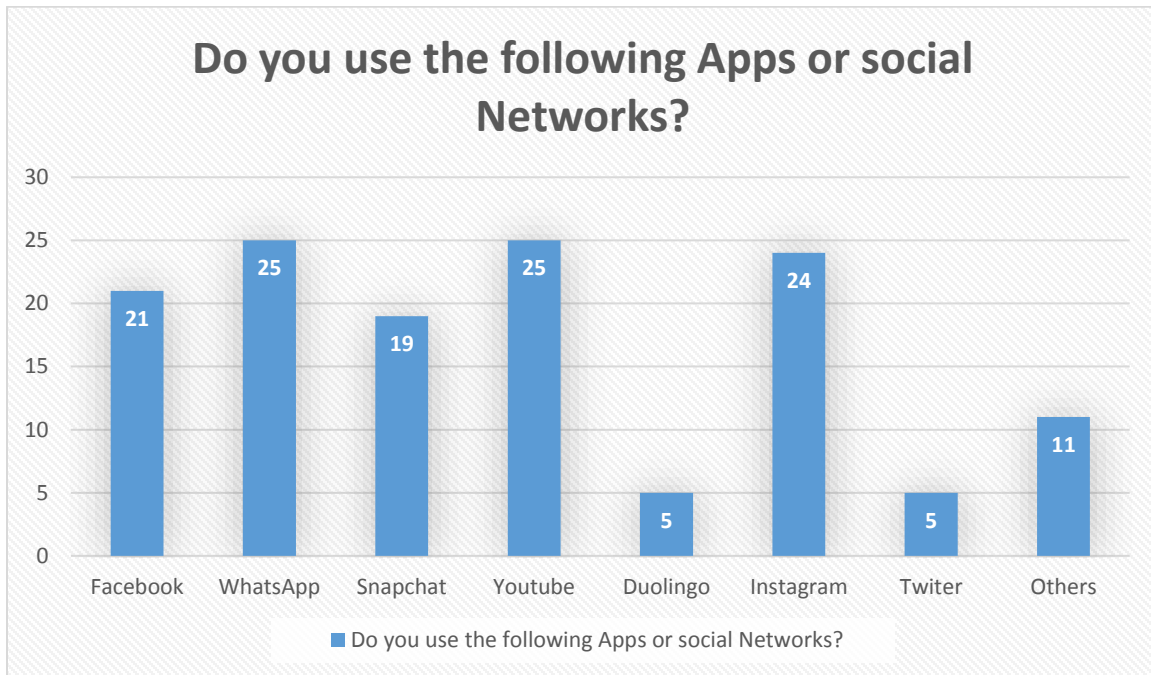


Source: Information obtained by the researcher through a survey applied in students.

Rendering to the numbers, 76% of students always use the internet. 16% said “sometimes” and 4% answered rarely use the web. In modern life, daily use of the World Wide Web is mandatory. People benefit beyond access to information. At this point arises the question: why not to use it for educational purposes?

Do you use the following Apps or social Networks?

Graphic 3

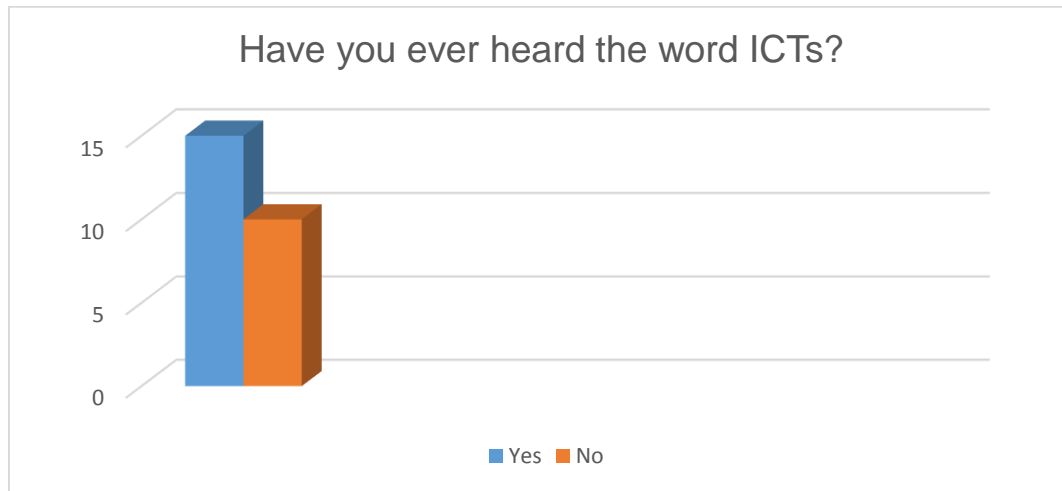


Source: Information obtained by the researcher through a survey applied in students.

The total amount of population is 25 students. 100% stated to use WhatsApp and YouTube website. 96% of students said to use Instagram. 76% of students use Snapchat, 20% of students use Duolingo and Twitter. Finally, an amount of 44% students mentioned the use of other applications which are not described in the survey.

Have you ever heard the word ICTs?

Graphic 4.

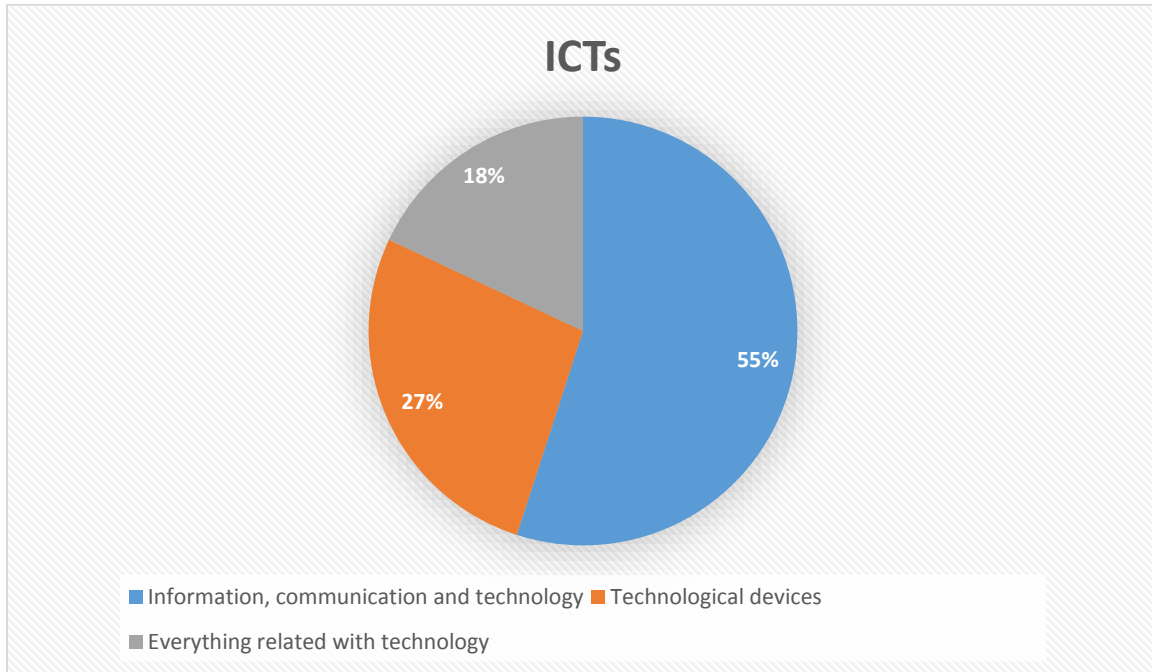


Source: Information obtained by the researcher through a survey applied in students.

60% of students have heard about ICTs whereas 40% of them not. Subsequently, 15 students of the population know a little bit about this topic. They demonstrated understanding related to ICTs in their answers, even though a 40% of students said they haven't heard the words ICTs, they know about it.

Use your own words to define ICTs

Graphic 5

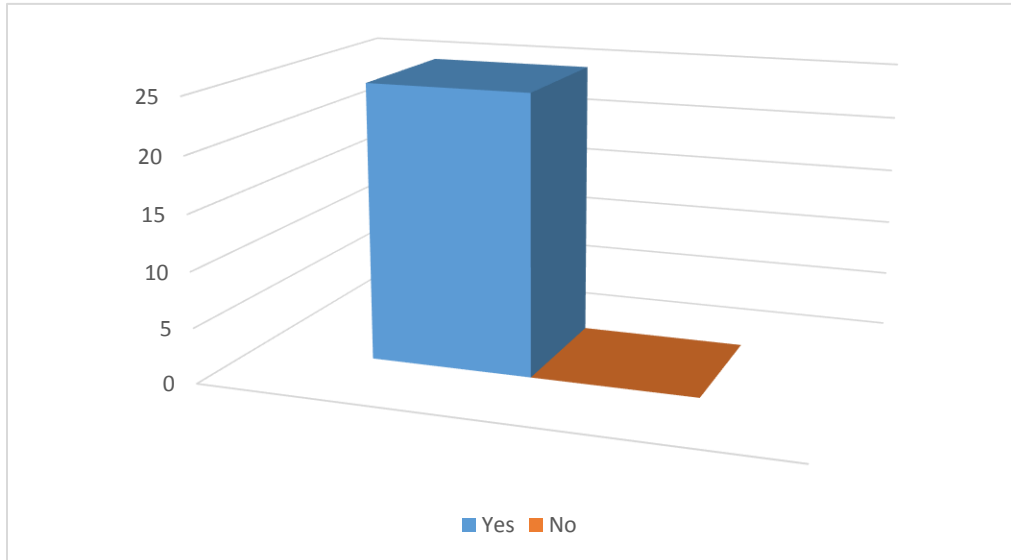


Source: Information obtained by the researcher through a survey applied in students.

According to the population graphed, 55% agree that the meaning of ICTs is "Information, communication, technology" while an amount of 27% defined it as technological devices and 18% settle indicated it is everything related to technology.

Do you use your mobile phone for listening to music in English?

Graphic 6

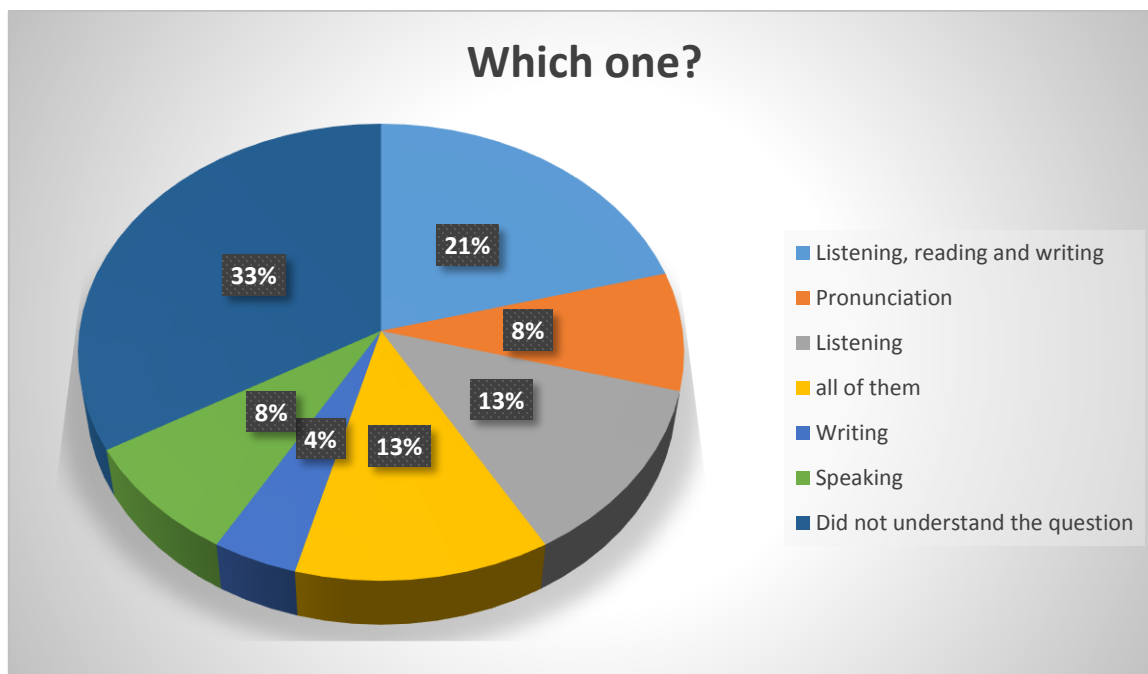


Source: Information obtained by the researcher through a survey applied in students.

100% of students positively responded to use their mobile phone for listening to music in English. Music usually helps to relax minds. If teachers select a series of songs for students to learn and practice their listening skill, it would be very useful.

The use of ICTs is helpful to develop some linguistic skill? Which one?

Graphic 7



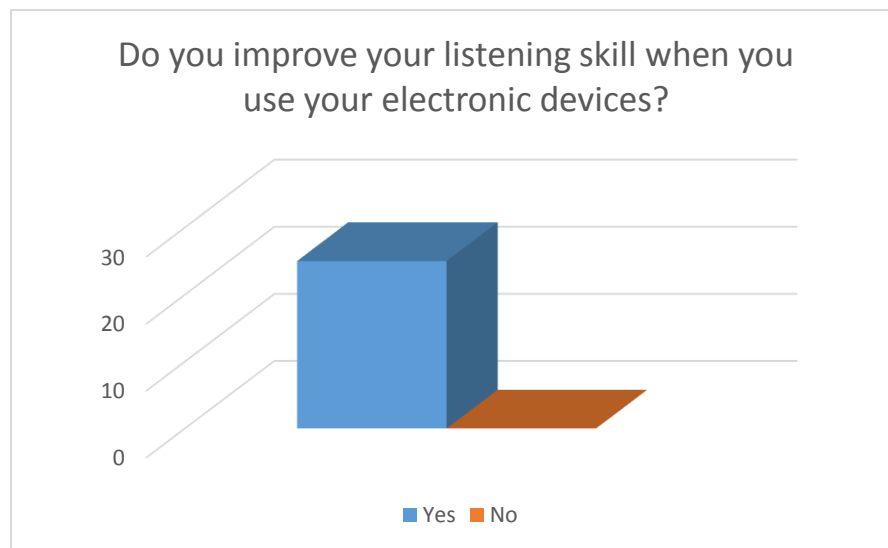
Source: Information obtained by the researcher through a survey applied in students.

33% of the population consulted did not understand the question. 21% of the students said that ICTs help to develop listening, reading and writing. 13% said that ICTs help to improve all the linguistic skills, and 13% said that they help with listening skills. 8% of the students answered to improve their pronunciation. 8% said ICTs help them with speaking. Finally, 4% stated that ICTs help them to develop writing skills.

There are two very similar answers, but this is because students were very selective about what linguistic skills are developed with ICTs. That is to say, that some students think that it helps them with all three skills like writing, listening, and reading.

Do you improve your listening skill when you use your electronic devices?

Graphic 8

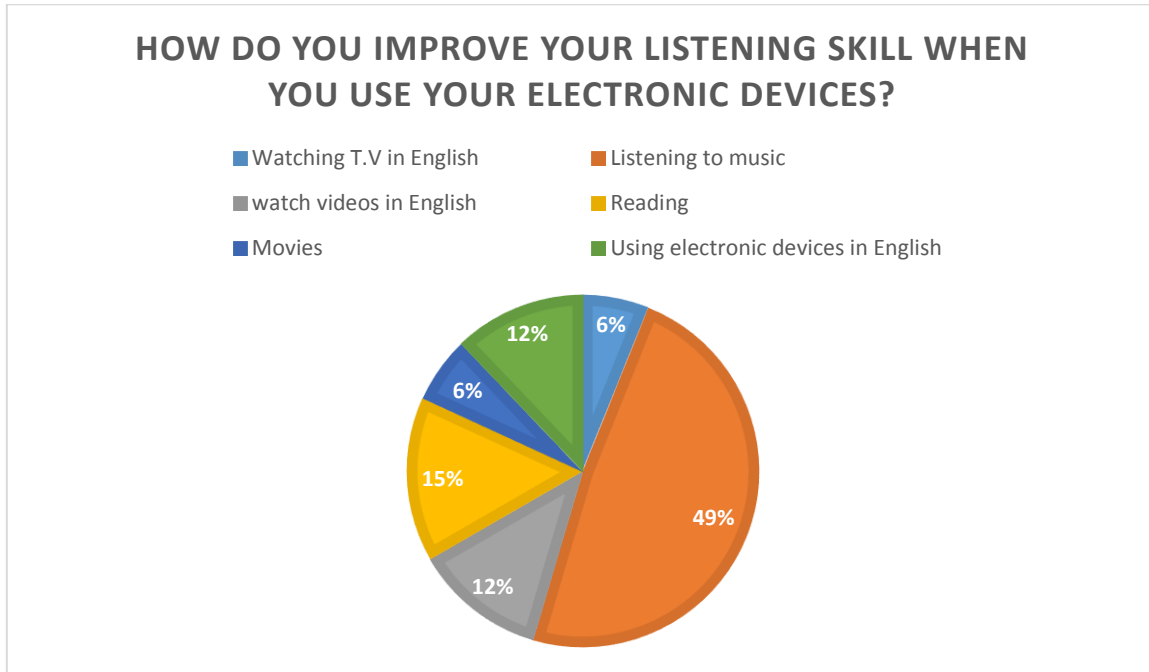


Source: Information obtained by the researcher through a survey applied in students.

Students believe that while using electronic devices such as cellphones, they improve their language skills. In fact, 100% agree that using electronic devices help them to master listening skills.

How do you improve your listening skill when you use your electronic devices?

Graphic 9

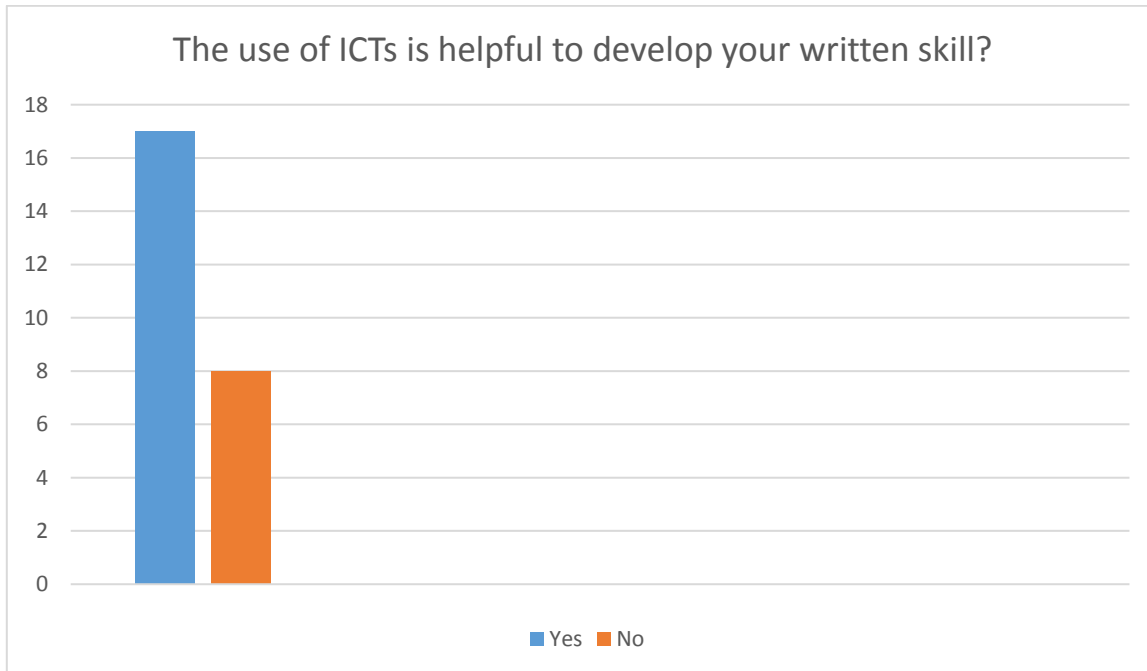


Source: Information obtained by the researcher through a survey applied in students.

Among the population surveyed, 49% listen to music as a way of improving listening skills. On the other hand, an amount of 15% of students said that reading is a strategy they practice. 12% affirm that watching videos in English help them. 12% said they use all electronic devices to do something related to English. 6% answered they watch T.V in English. 6% mentioned they watch videos in English to improve.

The use of ICTs is helpful to develop your written skill?

Graphic 10

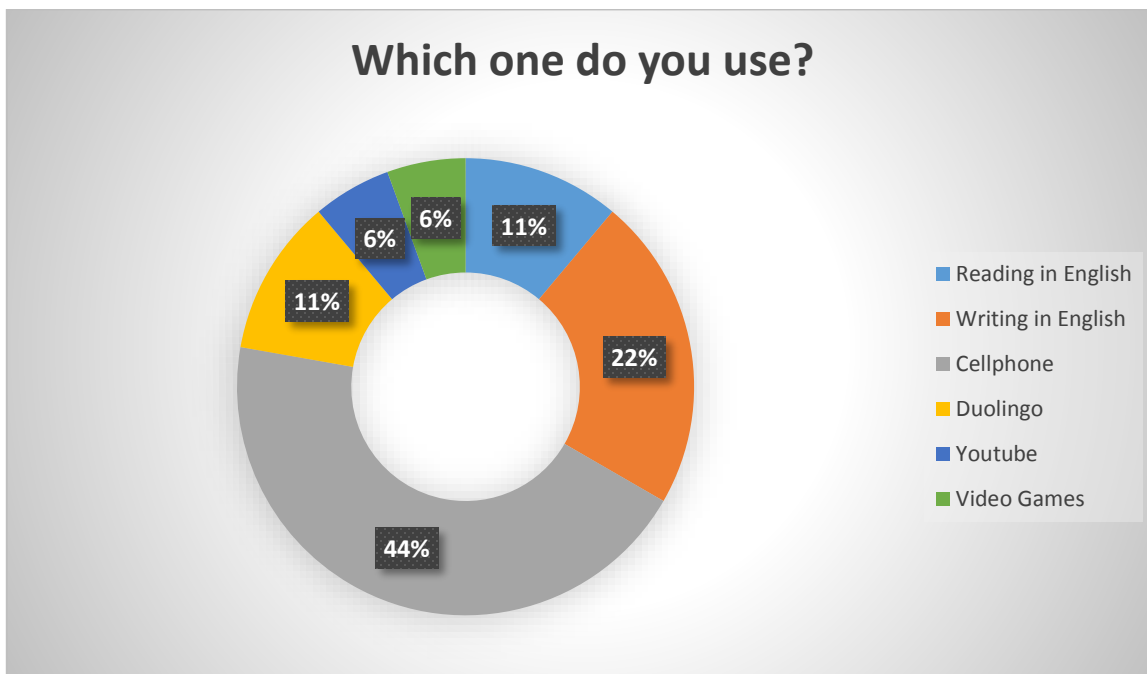


Source: Information obtained by the researcher through a survey applied in students.

According to the data, 64% of students agree that the use of ICTs is helpful to develop written skills, but on the other hand, an amount of 32% of students said "no." They believe that ICTs are not helpful. So ICTs means to the majority of students a key to open the learning of a second language.

Which one do you use?

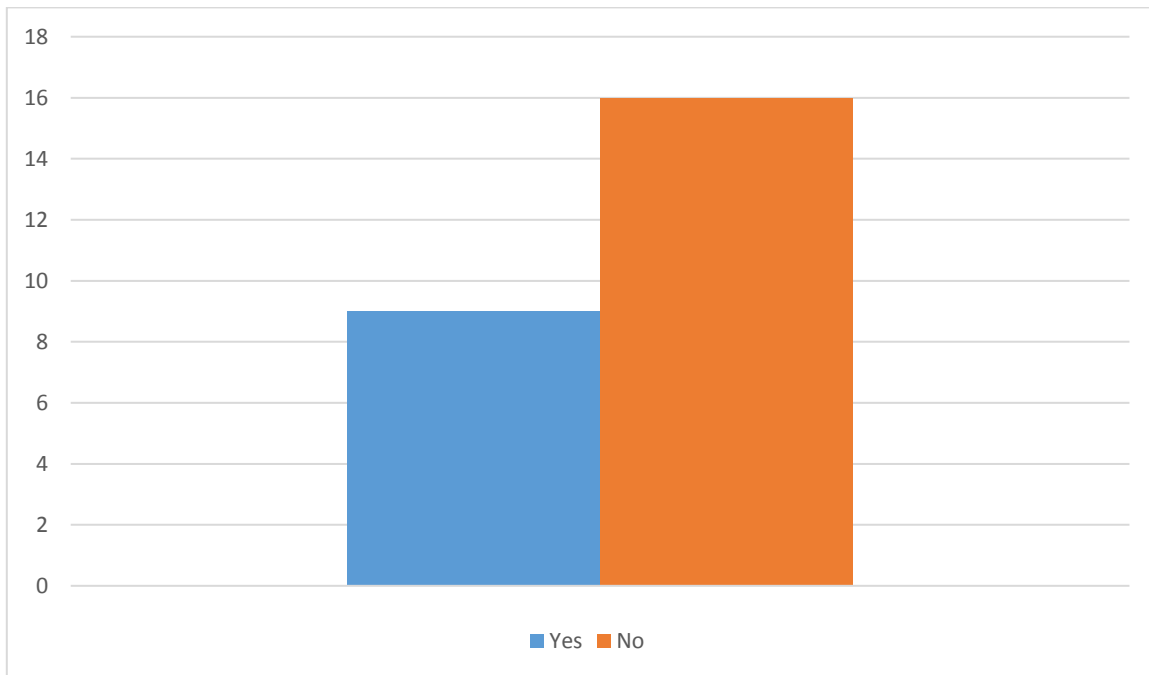
Graphic 11



Source: Information obtained by the researcher through a survey applied in students.

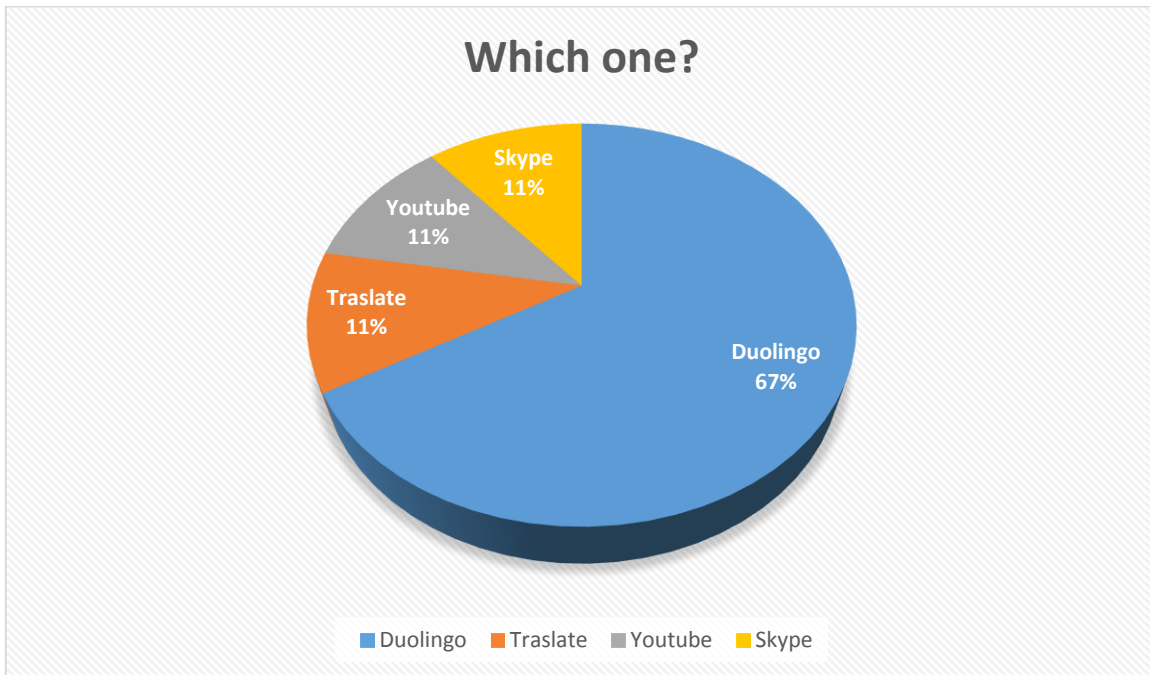
Among the students consulted, 44% use the cell phone to develop written skills by sending messages in English or chatting with native speakers. On the other hand, 22% said, they write in English to improve abilities. 11% said they read in English. Another 11% use the application Duolingo to improve the written abilities, and 6% of the students mentioned websites like YouTube. 6% affirm to use video games to improve written skills.

**Have you used any App to improve or practice your oral conversations?
Which one?**

Graphic 12

Source: Information obtained by the researcher through a survey applied in students.

Referring to the statistics 64% of students answered “No” when questioned if they use any App to improve oral conversations. Conversely, 36% of students answered “yes.” Practicing in English helps a lot to enrich the language vocabulary and fluency.

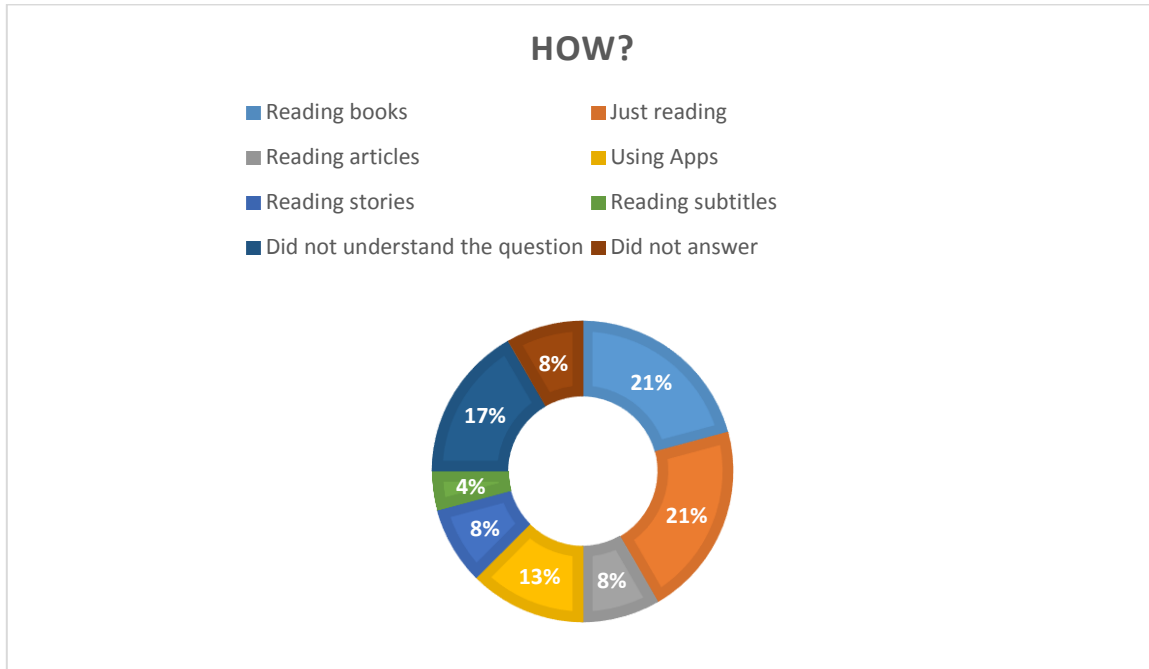
Graphic 13

Source: Information obtained by the researcher through a survey applied in students.

Among the students consulted 67% of the population use “Duolingo”; on the other hand, there is 11% of students that use Skype in order to practice the language. Besides, there is 11% that answered they use “Translate” and other 11% practice with YouTube. Those are some examples of applications that students use for educational purposes.

How do you use ICTs to develop your reading skills?

Graphic 14



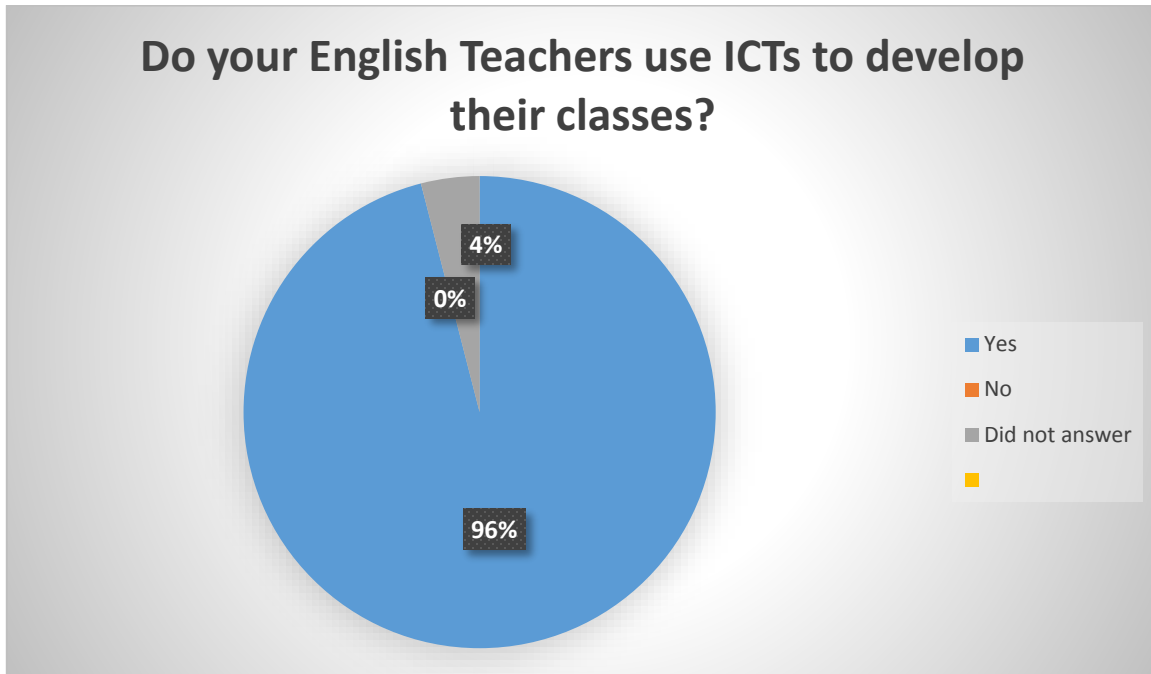
Source: Information obtained by the researcher through a survey applied in students.

21% of the population read books as a strategy to develop reading skills. Another 21% said “Just reading,” which means that whatever they read in English, is helping to develop this skill. As well, an amount of 13% answered they use some applications such as “playbooks” and “watt pad” to improve abilities.

Additionally, 8% of consulted said that reading articles in English help to improve reading skills. 8% of the population mentioned they read stories. Furthermore, an amount of 8% did not answer this question. 4% said they read subtitles.

Do your English teachers use ICTs to develop their classes?

Graphic 15

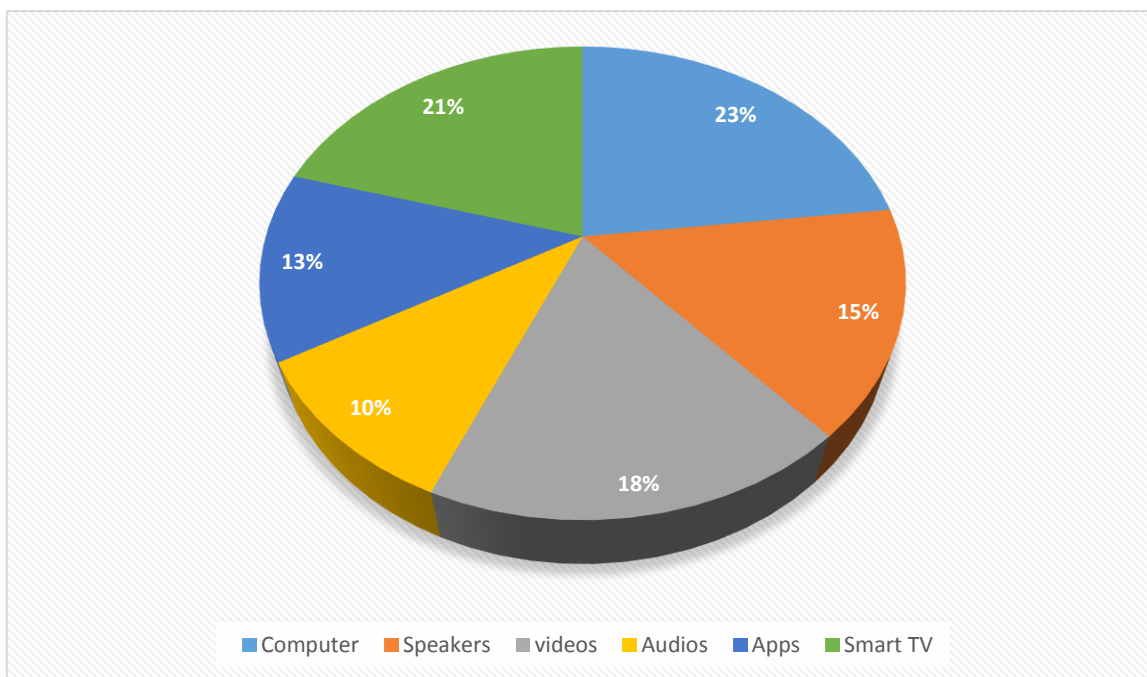


Source: Information obtained by the researcher through a survey applied in students.

96% of the students said their teachers use ICTs in class. On the other hand, 4% did not answer. Anyone did not categorically say teachers do not use ICTs. It means that the use of ICTs is a source of motivation for students.

Enlist the ICTs used by your English teachers

Graphic 16

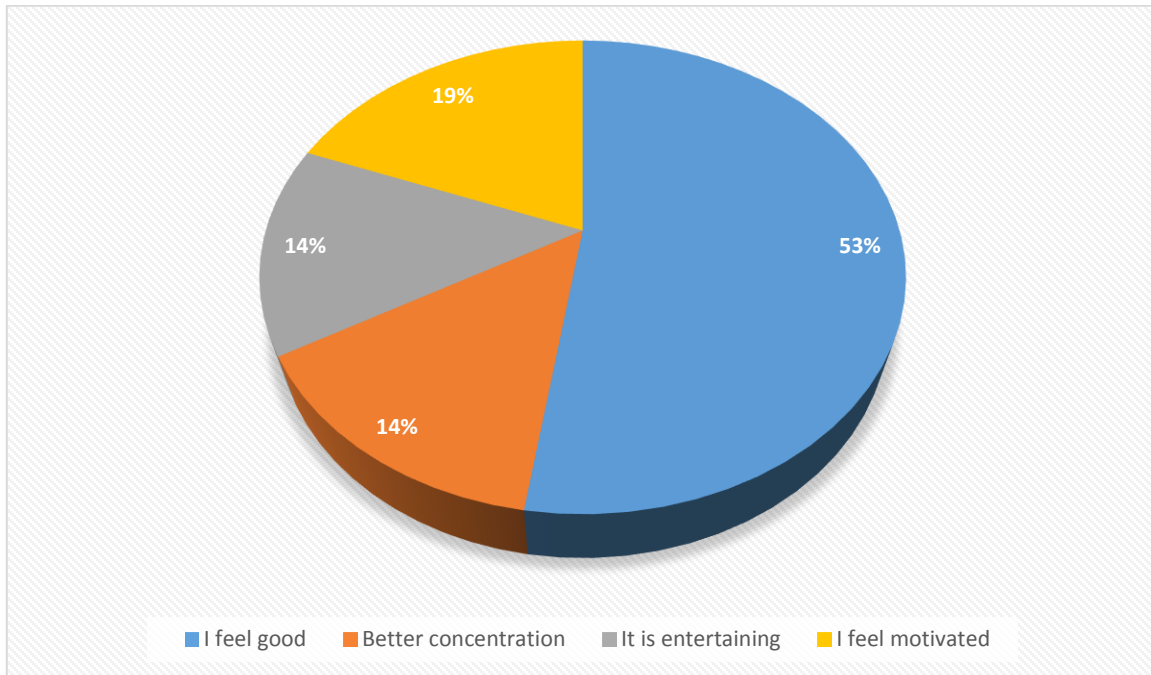


Source: Information obtained by the researcher through a survey applied in students.

23% of the population show agreement to the fact that teachers use the computer to teach English. 21% said teachers use smart TVs. 15% answered that their teachers make use of the speakers to reproduce music in English. Also, there is 18% that said the professors use videos. Moreover, there is an amount of 13% that mentioned teachers use applications such as dictionaries. An interesting number is the use of audios. An amount of 10% said their professors use them during the classes.

How do you feel when your teachers use technology to develop their classes?

Graphic 17

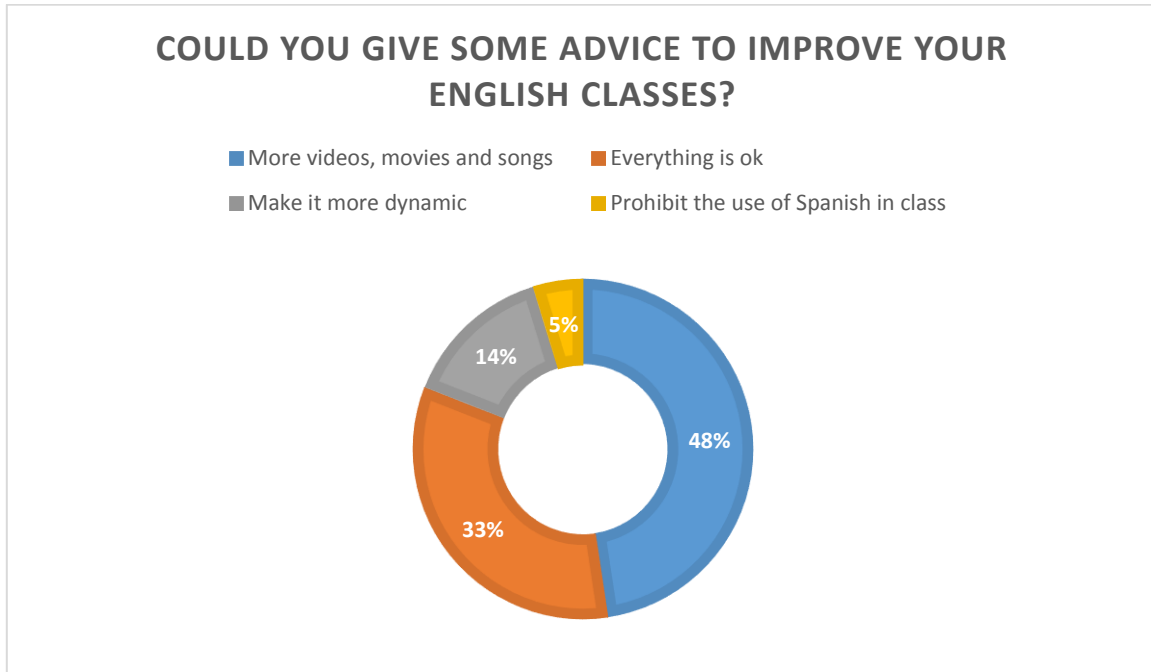


Source: Information obtained by the researcher through a survey applied in students.

By observing the data collected in the previous graphic, the researcher concludes that students feel good when the teachers use technology. It is because of many reasons, among them: motivation (19%), better concentration (14%), entertained (14%) Technology in class keeps students motivated and engaged

Could you give some advice to improve your English classes?

Graphic 18



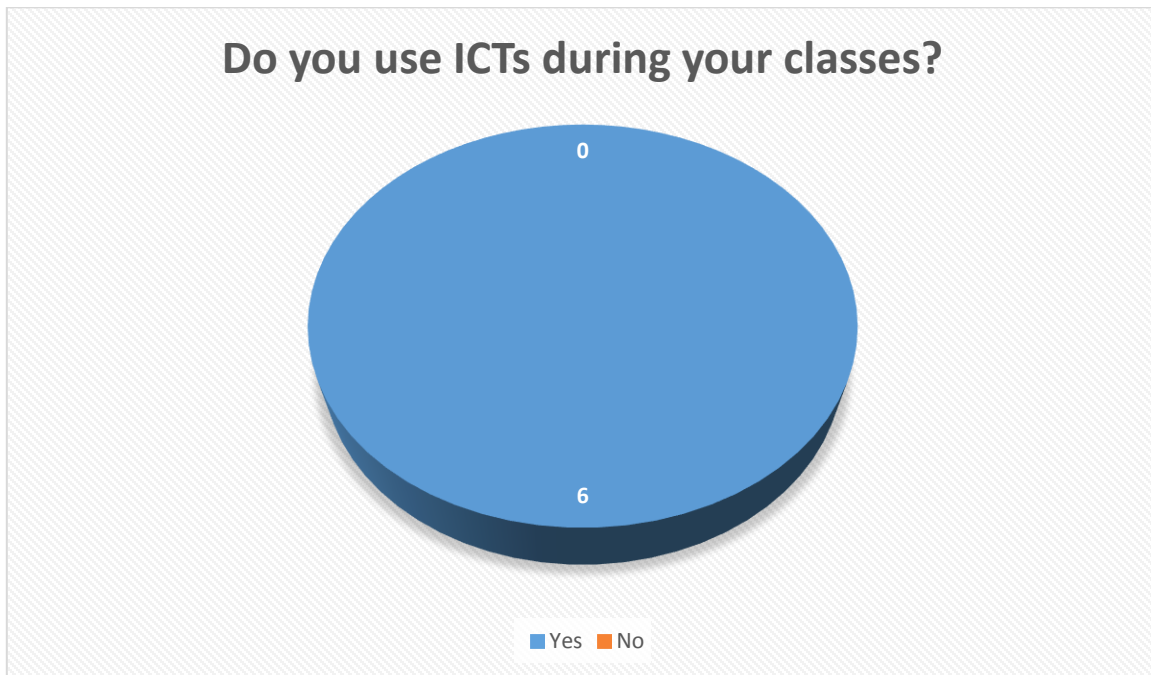
Source: Information obtained by the researcher through a survey applied in students.

48% of the students believe classes need to have more videos, movies and songs. While an amount of 33% of the students suggest that everything is satisfactory. They believe classes are good enough. As well, 14% counsel to make the classes more dynamic and also 5% propose to prohibit the use of Spanish in classes.

4.1.2.2 Graphs of results of the survey conducted to teachers of LEB San Ramón

Do you use ICTs during your classes?

Graphic 19

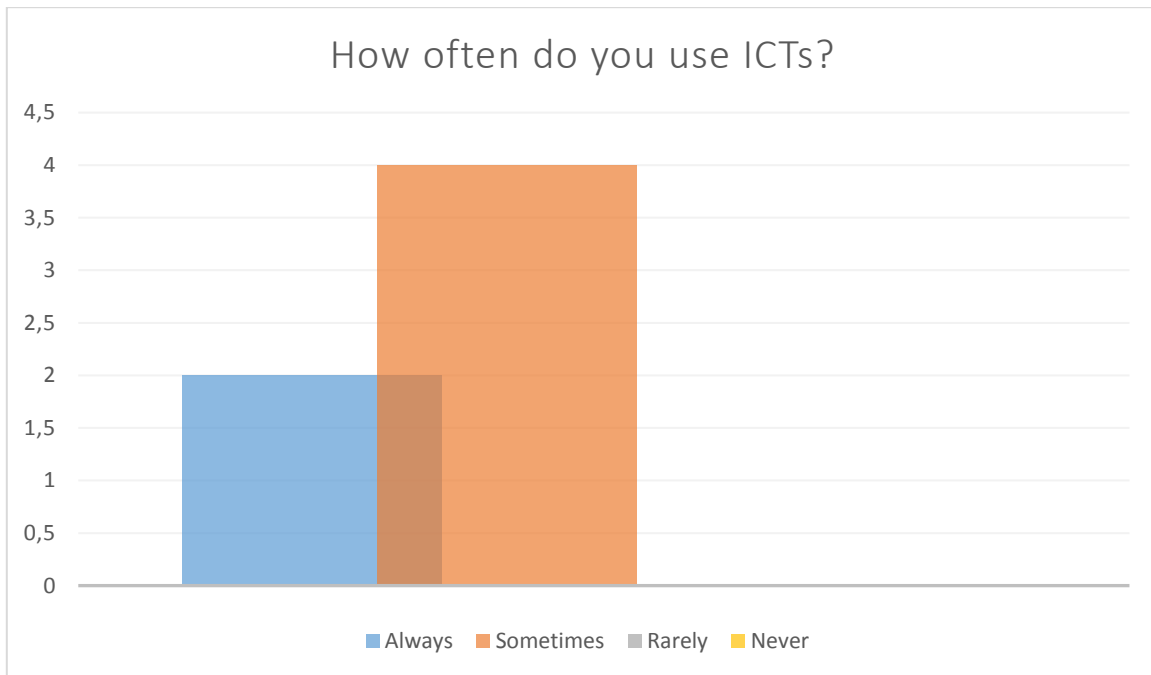


Source: Information obtained by the researcher through a survey applied in teachers.

High school English teachers total population is 12. The survey was applied to 50% of them. It means 6. 100% stated they use ICTs during lessons.

How often do you use ICTs?

Graphic 20



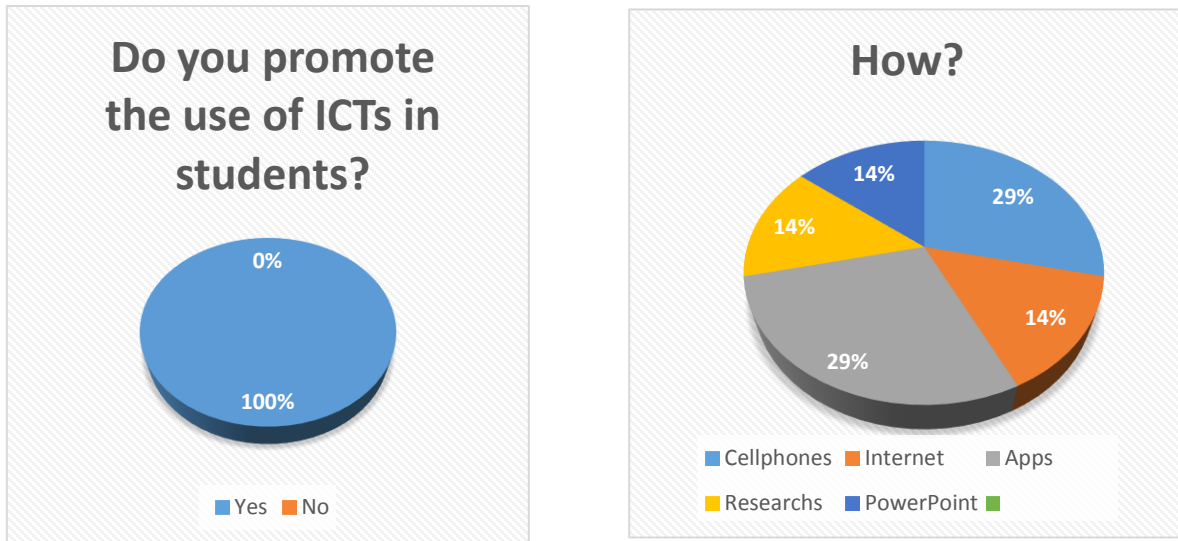
Source: Information obtained by the researcher through a survey applied in teachers.

90% of teachers responded to use ICTs sometimes. 10% stated to use them always.

The data collected is interesting in terms that the 100% use information communication technologies.

Do you promote the use of ICTs in students? How?

Graphic 21

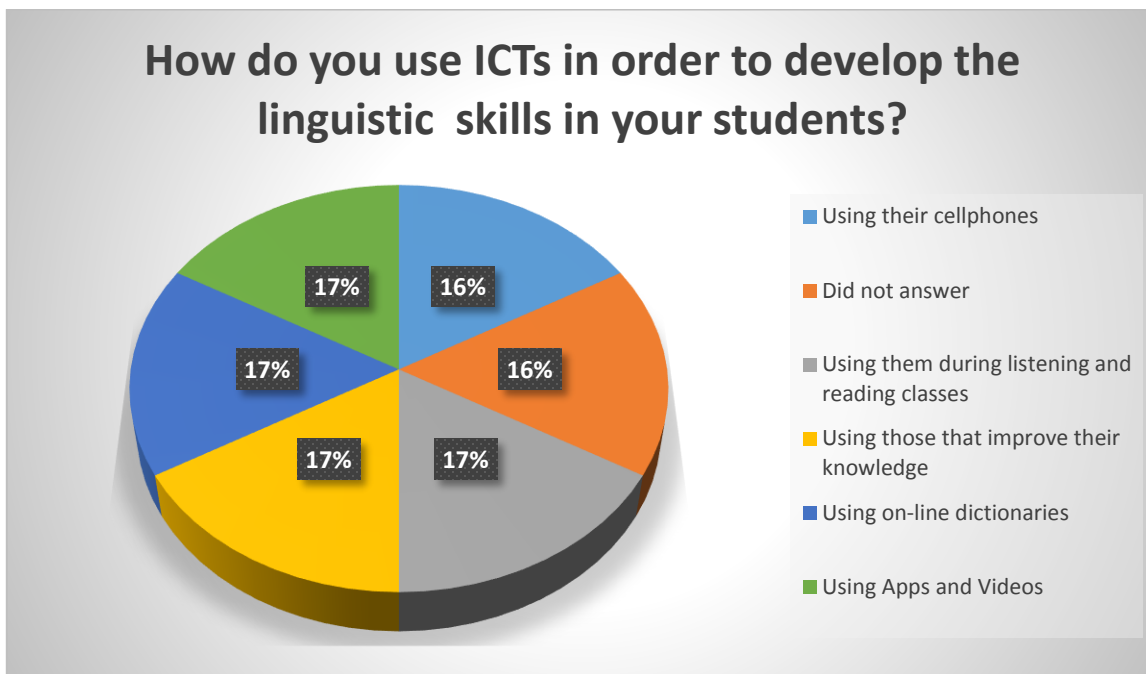


Source: Information obtained by the researcher through a survey applied in teachers.

Referring to the survey 100% of the population said “yes” they promote the use of ICTs in their students. According to the answers, teachers use different ways to promote the use of ICTs in students, such as the use of cell phones, the internet, applications, research, and the use of power point. The survey found an amount of 29% use cell phones, as well 29% use the internet, an amount of 14% use applications. On the other hand, an amount of 14% use the research and finally, 14% use the power point to promote the use of ICTs

How do you use ICTs in order to develop the linguistic skills in you students?

Graphic 22

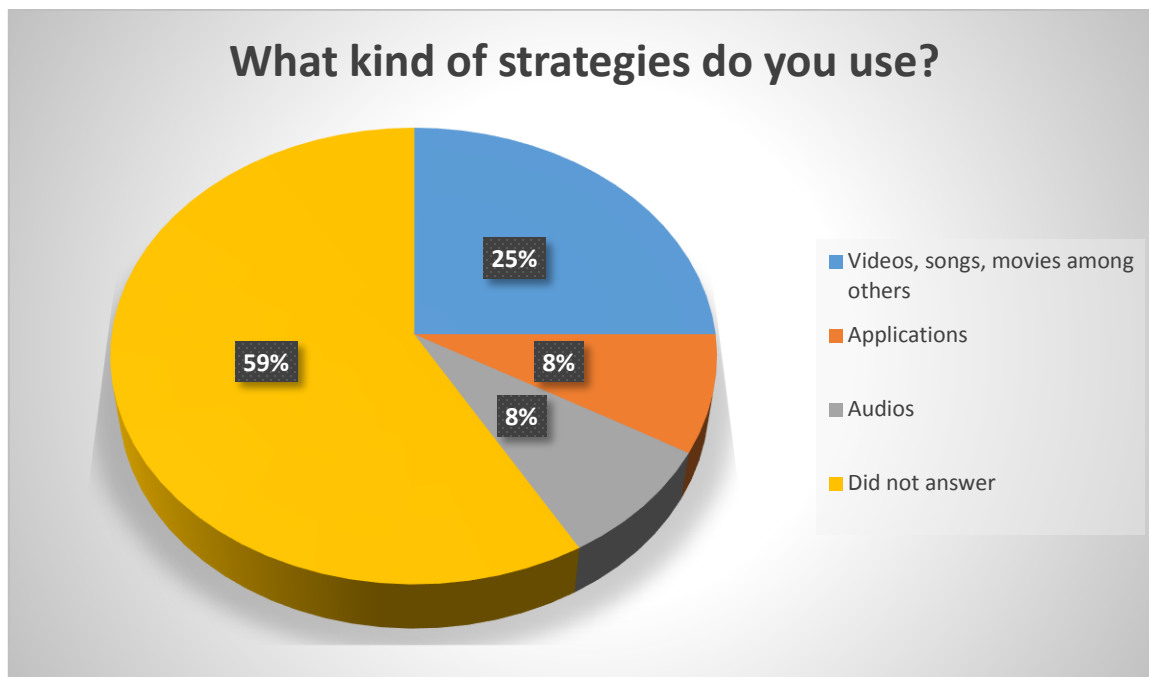


Source: Information obtained by the researcher through a survey applied in teachers.

Based on the statistics there is variety on how professors use ICTs to improve linguistic skills in their students. Among the teachers consulted were found an amount of 16% that use the cell phones to complete the objective, and 17% said they use ICTs during the listening and reading classes. Moreover, an amount of 17% said they choose those ICTs that improves the knowledge but did not specify which ones, while other 17% use online dictionaries and 17% prefer to use apps and videos. Finally, an amount of 16% did not answer the question.

Do you use different ICTs to reinforce each linguistic skill? What kind of strategies do you use?

Graphic 23

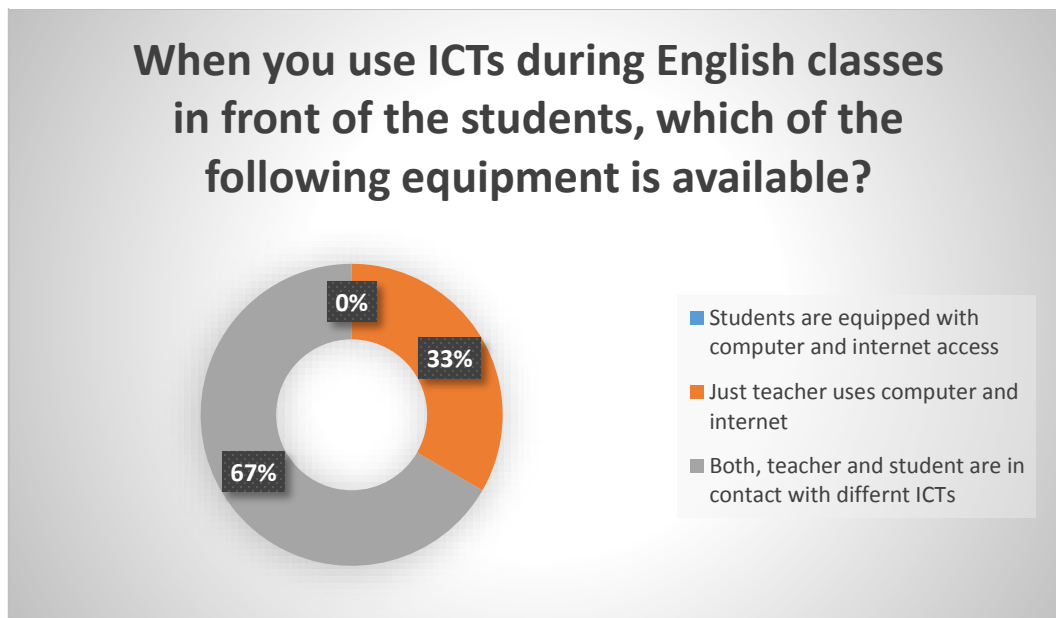


Source: Information obtained by the researcher through a survey applied in teachers.

Among the population surveyed were found a small quantity of teachers (25%) that use some strategies as play videos, songs, and movies among others because they said they use listening and speaking strategies. Well, there are an amount of 3 teachers who use that strategy. On the other hand, the minority of the population 8% use applications and other 8% use audios, and were found that 59% did not answer the question.

When you use ICTs during English classes in front of the students, which of the following equipment is available?

Graphic 24

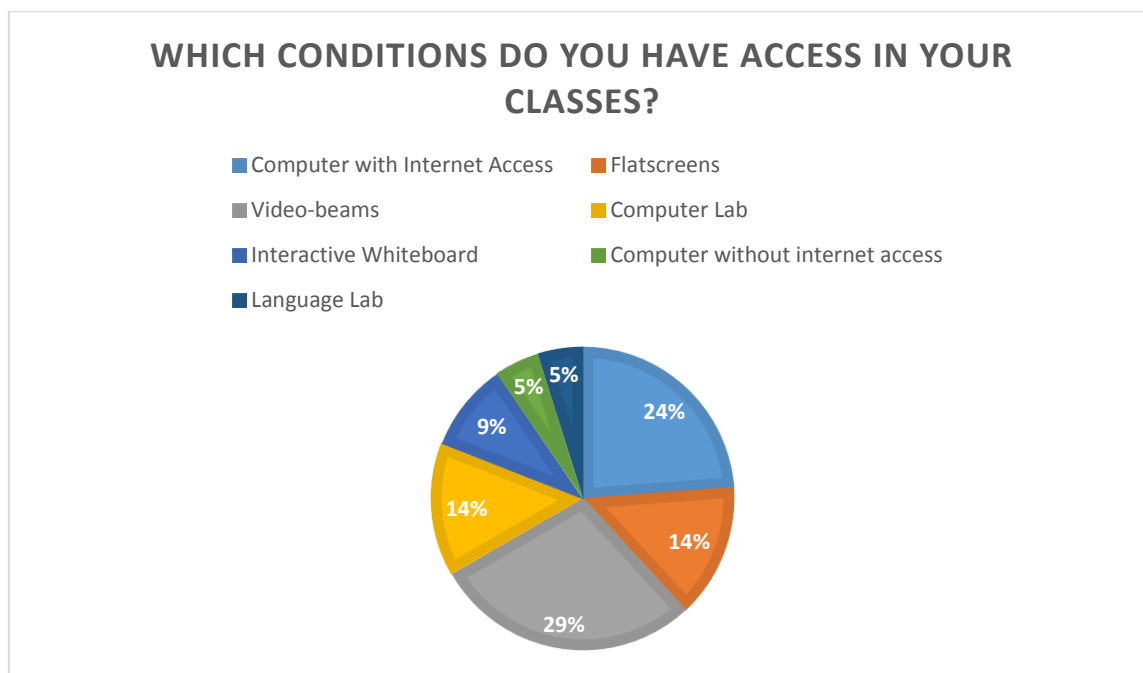


Source: Information obtained by the researcher through a survey applied in teachers.

67% agreed with the option “Both, teachers and students are in contact with different ICTs” while 33% of the population chose “just teachers use computers and the internet.” In other words, most believe that the equipment available in the classroom must be on both sides of the teacher as well as the student.

Which conditions do you have access in your classes?

Graphic 25

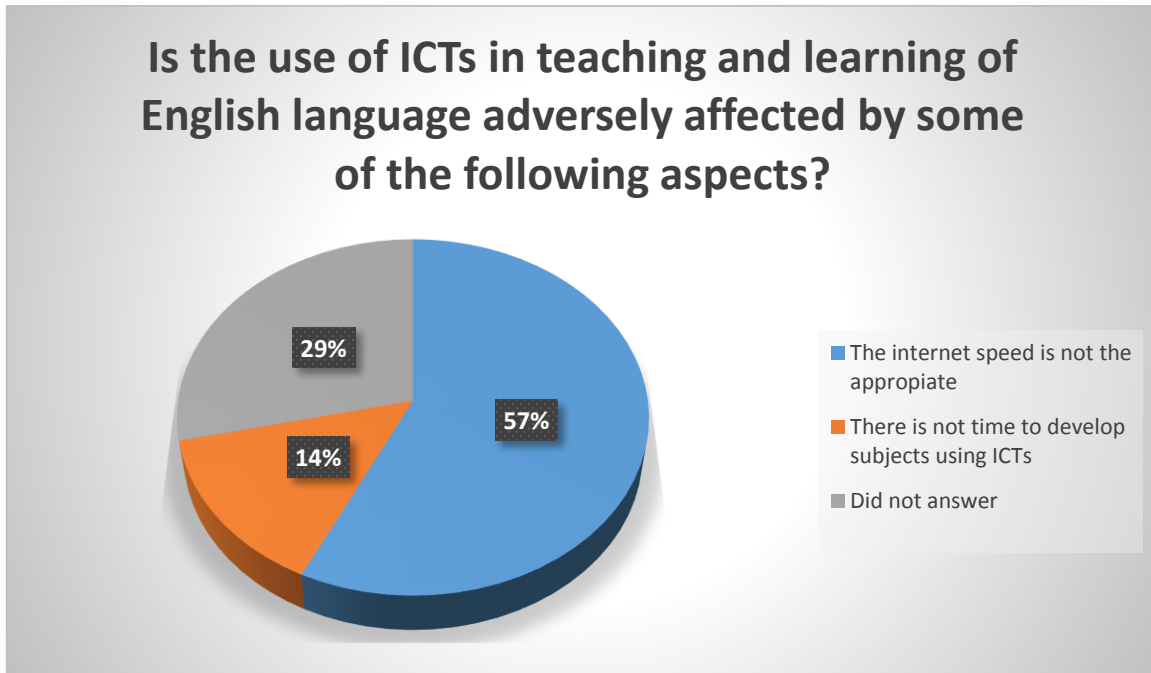


Source: Information obtained by the researcher through a survey applied in teachers.

29% of teachers agree they have access to video-beams in their classes. 24% stated they use computers with the internet. 14% said they have access to screens. 14% mentioned they have access to a computer lab. 9% of the population affirmed they had opened doors to the interactive whiteboard and 5% said they had access to a language lab. Finally, just 5% said they used computers but not the internet.

Is the use of ICTs in teaching and learning of English language adversely affected by some of the following aspects?

Graphic 26

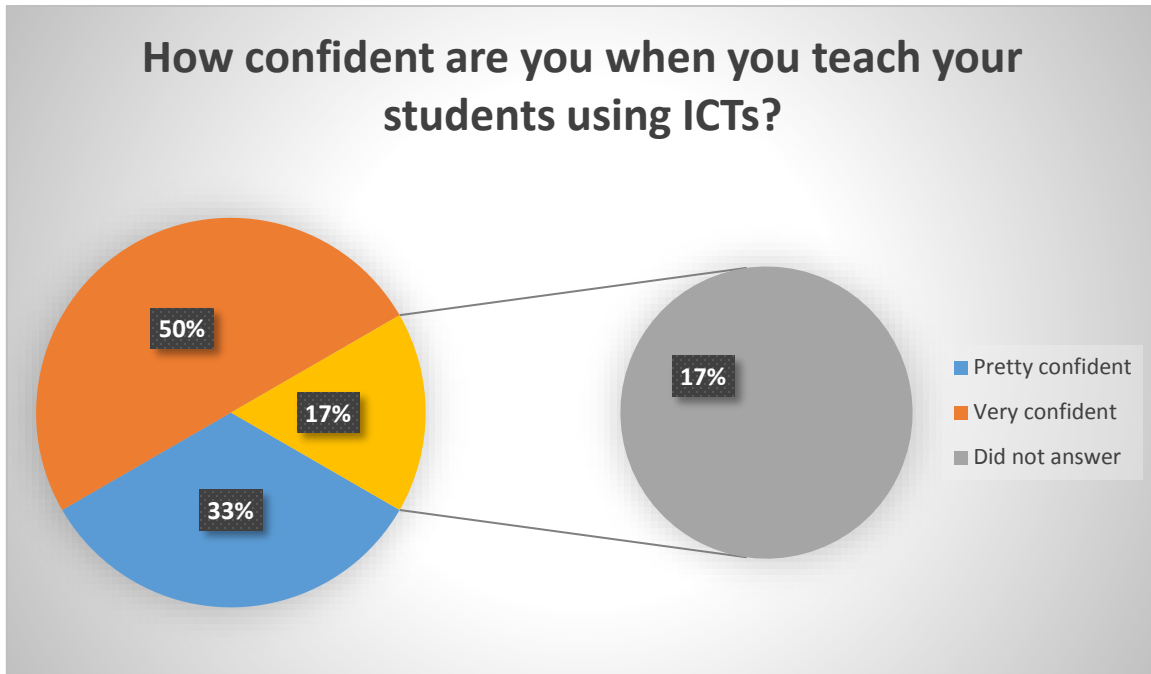


Source: Information obtained by the researcher through a survey applied in teachers.

Among the teachers surveyed were found that 57% said their teaching is affected by the internet speed. 29% answered that there is not the time to develop subjects using ICTs and 14% did not answer the question.

How confident are you when you teach your students using ICTs?

Graphic 27

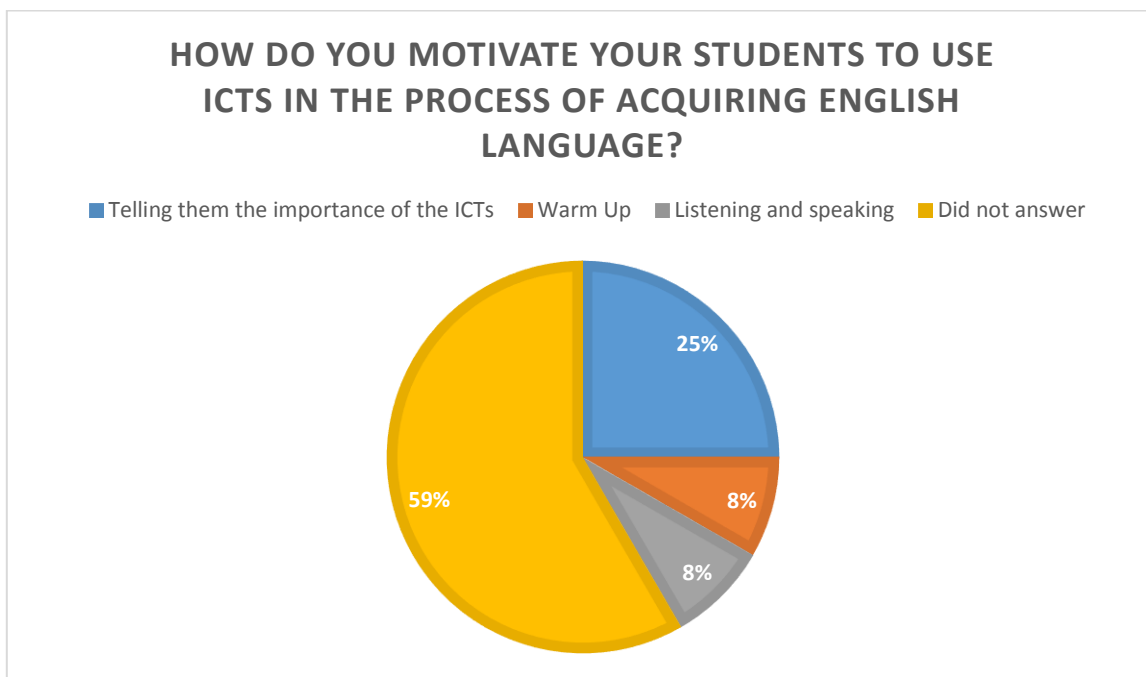


Source: Information obtained by the researcher through a survey applied in teachers.

50% of teachers considered themselves as very confident when they teach using ICTs, 33% considered themselves as pretty confident. In contrast, 17% did not answer the question.

How do you motivate your Students to use ICTs in the process of acquiring English language?

Graphic 28

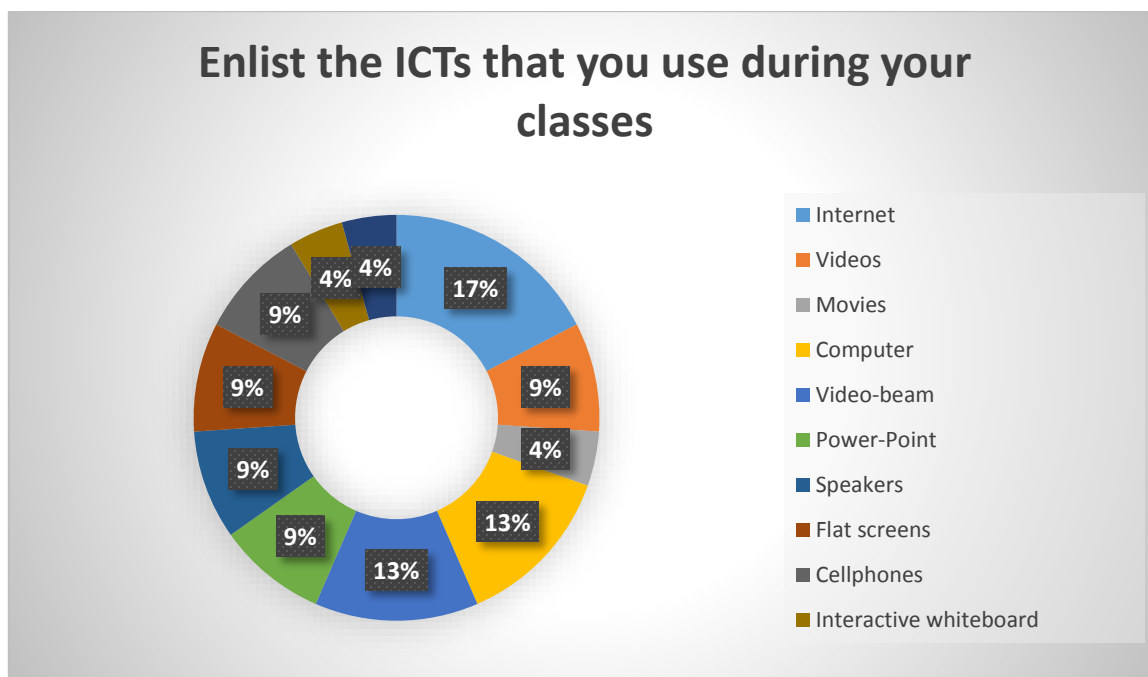


Source: Information obtained by the researcher through a survey applied in teachers.

25% of teachers talk to the students about the importance of using ICTs. 8.3% said he/she uses listening and speaking strategy and finally other 58.3% did not answer this question.

Enlist the ICTs that you use during your classes

Graphic 29



Source: Information obtained by the researcher through a survey applied in teachers.

As the results reflected were found a great variety of ICTs being used by teachers. They were asked to make a short list of which they use in their classes. 13% use video-beam. 13% use computers. Whereas 9% use power point presentations. An amount of 9% use speakers. 9% use flat-screens. 17% use internet and web sites in order to use educational platforms. 9% allow cellphones to the list. 9% said they use videos. Moreover, an amount of 4% use movies during classes and other 4% use interactive whiteboard and finally 4% of the population did not understand this question because did not mention any ICT.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

This chapter focuses on the conclusions and recommendations obtained throughout the investigation.

The aim of this thesis was to determine the influence of information communication technologies on high school students when they are learning a foreign language, and verify whether it is beneficial or hamper students learning evolvement. The investigation took place at LEB San Ramón with the aim of showing VR2 how students use ICTs to learn English language and how effective the implementation of technology has been during this process. During the research, it was found that the use of ICTs in the process of learning second language influences significantly since the majority of students find the use of technology attractive to learn and support what has been learned.

The hypothesis that arose at the beginning of this investigation dealt with the impact of ICTs on English language learning at tenth-grade students LEB San Ramón. The results obtained confirm that statistically, the impact that the ICTs have on the students of the tenth grade in LEB San Ramon is positive. It proves ICTs to be of great help for learning English as a second language.

According to variable number one, use of ICT in the learning and teaching of a second language, positive results were found. Results showed that in a rank of 90% to 100% of teachers and students use ICTs to promote second language learning. Students and teachers are encouraged to use cell phones, computers, the

internet, and applications to reinforce the language. Confirming, the use of ICTs greatly help in the development of a second language.

As a result for variable number two, about the usage 10th-grade students attending classes at LEB San Ramon make of information and communication technology to learn English as a second language, it was found that 90% to 100% of the students use these technologies to reinforce their learning. Results were positive for the investigation. As a proof of the use of ICTs by students at LEB San Ramon, the following question is asked: How do you improve your listening skills when you use your electronic devices? In graph number nine of this research, it was found that 49% of the student population use music as an alternative method and as a minority with 12% is the habit of watching videos in English as a method to develop English skills in this case listening skills.

Referring to the third variable about the use that given to various ICTs in the field of teaching English and the four macro skills; graphs reflected that both teachers and students use technology to develop several tasks. They referred to need a wide band internet connection to get better results in their teaching. Lastly, the variable is positive as 90% of the population use ICTs to enrich knowledge.

To conclude, using ICTs in the teaching process of English as a second language throw positive results to the research. The use of information technologies helps to develop and obtain meaningful learning. The impact obtained through the use of ICTs is paramount for both students and teachers.

5.2. RECOMMENDATIONS

5.2.1. General Recommendations

Getting at the end of this research, the investigator wants to highlight and promote in students the desire to use ICTs when studying English. Results showed that students use a variety of applications to reinforce their English language learning. According to the findings from the surveys applied to LEB students, ICTs are necessary to learn a second language. Therefore it is desirable school administration and teachers promote and motivate the use of technology in the classroom. There should not be more fight if students use cell phones. Teachers have to find a way to help students learn through a tool like the mobile technology.

5.2.2. Recommendations for the Institution (High School)

The main recommendation for the school is to continue with their work at language development level. They have promoted an excellent learning environment for students. As well, the school could innovate ICTs to offer an optimal performance. An important issue to carefully pay attention is the lack of physical space for extracurricular activities.

Fortunately, at the moment a new platform of construction is being carried out for the enjoyment of students and teachers. A striking advice is given by the students in chart number eighteen where they are asked to give some recommendation to improve English classes, an amount of 48% believe the classes need more videos, movies, and songs. As well, 14% counsel to make the classes more dynamic and also 5% propose to prohibit the use of Spanish in classes. Taking into account these

opinions of the students it would be nice that the institution considers them and promote some of them and thus maintain the satisfaction in the students.

5.2.3. Recommendations for the Students

Here is a list of main recommendations for students:

- Follow the instructions of your teacher.
- Pay due attention in class.
- Innovate in relation to the technology for example some students mentioned in graphic number four never use the internet. Start taking the risk and self-promote technological growth.
- On the other hand, an important recommendation is to continue using the technology to reinforce their knowledge and to develop greater understanding and handling of the English language.
- On graphic number seven where the following question is posed: The use of ICTs is helpful to develop some linguistic skill? Which one?
The majority of students did not understand the question, so reflects a lack of reading comprehension on the part of the students. For this reason it is recommended to implement a daily reading habit in English with the material students want but it has to be in English and expand vocabulary and understanding of the language.

5.2.4. Recommendations for the Teachers

The main recommendation for teachers is to invite them to be creative and innovative during classes. They have to constitute the motor for students learning. As shown in graph number twenty-two, there are few teachers who show no interest in developing skills in their students through information technology and communication. The researcher wishes to remind teachers in general that language teaching has to be in tune with modern society. In that way, education would be able to satisfy the needs of modern society.

On the other hand, an excellent recommendation is to make use of the manual of activities for teachers created by the researcher, included in the research that can be very helpful. According to the survey, teachers are good when they develop ICTs during their classes because students also feel good.

CHAPTER 6
BIBLIOGRAPHY AND APPENDIX

6.1 BIBLIOGRAPHY USED

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6.3 APPENDIX 1



UNIVERSIDAD HISPANOAMERICANA

Dear Student: This questionnaire will be conducted in order to know the use of ICT for learning English language, the information provided will be used to develop a research work as a requirement submitted to obtain the Licentiate Degree in English Teaching at Universidad Hispanoamericana. Please be honest in your answers, the information provided will be confidential and very useful for developing the research work.

Instructions: Read and answer each question carefully and ask for help if you do not understand something or are not sure how to respond.

1. How often do you use the following devices?

Cellphone

Always Sometimes Rarely Never

Smart TV

Always Sometimes Rarely Never

Tablet

Always Sometimes Rarely Never

Laptop

Always Sometimes Rarely Never

2. How often do you use internet?

Always Sometimes Rarely Never

3. Do you use the following Apps or social Networks?

Facebook

WhatsApp

Snapchat

YouTube

Duolingo

Instagram

Twitter

Others

4. Have you ever heard the word ICTs?

Yes

No

5. Use your own words to define the meaning of ICTs

6. Do you use your mobile phone for listening to music in English?

Yes

No

7. The use of ICTs is helpful to develop some linguistic skill? Which one?

8. Do you improve your listening skill when you use your electronic devices? How?

Yes

No

9. The use of ICTs to develop your written skill? Which one do you use?

Yes

No

10. Have you use any App to improve or practice your oral conversations? Which one?

Yes

No

11. How do use ICTs to develop your reading skills?

12. Do your English Teachers use ICTs to develop their classes?

() Yes

() No

13. Enlist the ICTs using by your English teachers

14. How do you feel when your teachers use technology to develop their classes?

15. Could you give some advice to improve the English classes?

6.4 APPENDIX 2



UNIVERSIDAD HISPANOAMERICANA

Dear Teacher: This questionnaire will be conducted in order to know how you as a teacher use ICTs for teaching in your classes. The information provided will be used to develop a research work as a requirement submitted to obtain the Licentiate Degree in English Teaching at Universidad Hispanoamericana. Please be honest in your answers, the information provided will be confidential and very useful for developing the research work.

Instructions: Read and answer each question carefully and ask for help if you do not understand something or are not sure how to respond.

1. Do you use ICTs during your classes?

() Yes () No

2. How often do you use ICTs?

() Always () Sometimes () Rarely () Never

3. Do you promote the use of ICTs in students? How?

() Yes () No

4. How do you use ICTs in order to develop the linguistic skills in your students?

5. Do you use different ICTs to reinforce each linguistic skill? What kind of strategies do you use?

6. When you use ICTs during English classes in front of the students, which of the following equipment is available?

- Students are equipped with computer and internet access
- Just teacher uses computer and internet
- Both, teacher and Students are in contact with differnt ICTs

7. Which conditions do you have access in your classes?

- Computer with internet Access
- Computers without internet access
- Interactive whiteboard
- Flatscreens
- Video-beams
- Computer lab
- Language lab
- Others

8. Is the use of ICTs in teaching and learning of English language adversely affected by some of the following aspects?

- Lack of computers.
- The internet speed is not the appropriate.
- Lack of interests of students in learning through the use of ICTs.
- There is not time to develop subjects using ICTs.

9. How confident are you when you teach your students using ICTs?

10. How do you motivate your students to use ICTs in the process of acquiring English language?

11. Enlist the ICTs that you use during your classes.
