



LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN INGLÉS

Teaching and Learning English through Specific ICTs Resources

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Teaching and Learning English through Specific ICTs Resources:

a review

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NOTA DE ACEPTACIÓN

JURADO

JURADO

Dedicado a

Sin duda alguna dedico este triunfo que empezó cinco años atrás, a mi Dios; porque él es el conductor de mi vida, sin él no soy nada y no hubiese logrado muchos de mis propósitos, porque cuando mas pense que estaba solo él me observaba y me daba un respiro para continuar mi camino. A mi madre, Issis del Socorro Baleta Díaz, por ser una madre ejemplar que estuvo esforzándose por mantenernos a mi y a mis hermanos en este mundo desde nuestro primer respiro y sentir, a ella que me lo dio todo y aun sigue brindandome la mejor prueba de amor humano que he podido conocer. También a mis hermanos Ever Carrillo Baleta y Evelin Carrillo Baleta, que son el pilar de mi vida en presente y pasado que me ayudaron a desarrollar mi carácter más positivo y a ellos que vivieron junto a mi los más grandes desafíos de la vida, y por último a todos esas personas que tuvieron el valor de estar a mi lado cuando no tenia nada y lo necesitaba todo. mil y mil gracias.

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Abstract

This review paper states a close view of the most recent and used technologies for English language teaching and learning, through a documentary review in database: refseek, sciencedirect, academia and tandfonline, obtaining a corpus of 52 documents published from 2005 and 2015, with the keywords: Teaching and Learning English language, ICTs. The documents that were included are written in Spanish, English and a text in Portuguese; all of the articles were written and considered relevant to this work as they had a deep relation with the objectives of the paper. The results suggest that the use of new technologies in teaching and learning English language foster and encourage students and teachers in learning and adapting the language to any context, taking into consideration why and how these technologies could make possible a successful and an enjoyable learning process.

Keywords: Teaching and Learning English language, ICTs

Introduction

21st century might be the age that brought in education the best and biggest human inventions, and it also represents the highest development that has lead us to a better progress in aspects of culture, economy, politics and education, but this fact will be surely understood through this document. The last aspect that we referred to is our concern as educators (Education), which points us to make use of all those inventions that we have made in order to support the education system. ICTs (Information and Communication Technologies) are a unique part of our social development; they state new challenges in education... “The use of them in teaching and learning is inevitable and must be part of teacher's professional repertoire” (Angers & Machtmes 2005).

“La Dirección de Conectividad creada mediante el Decreto Número 2618 de 2012 "por el cual se modifica la estructura del Ministerio de Tecnologías de la Información y las Comunicaciones y se dictan otras disposiciones" asumió las funciones el Programa COMPARTEL, desde su creación en 1998, orientadas hacia la el fomento del acceso y servicio universal de las TICs y promoción del uso y

aprovechamiento de las mismas en las zonas donde no se cuenta con cobertura o ésta es insuficiente” (MEN, 2012). Colombian Government is making an effort to spread the use of these technologies throughout the country by this decree, mainly in public schools where the access to ICTs resources is nearly impossible, but the actual question that emerges from this work is “what kinds of ICTs they refer to”, or specifically “how the use of these technologies will be implemented? schools’ curriculums”. It seems really hard to solve those questions, “El Decreto 2618 de 2012” does not mention specifically the ICTs resources that they will provide to Colombian’s schools on any of its sections taking into account that ICTs not only refers to Computers or Internet access, but to many other technologies that surround us, naturally internet access to public school is what this decree mentions and it also seems to be its concept about what ICTs really are.

Consequently, the main purpose of this project is to highlight and provide specific information about what ICTs are adequate for English language teaching and learning in Colombian context. It is important to acknowledge that not having a clear view of the appropriate ICT tools for language teaching is not the only problem that English language teachers face when they try to implement ICTs in English Language Teaching and Learning Process. Azureen & Parilah (2015) establish that there are several important issues as barriers for the ICT adoption and integration into English language classroom, issues like; Lack of Time, Workloads,

Teaching Experiences and Age, Lack of ICT Skills and Negative Attitude of Teachers towards the ICT use, represent the principal problems that we struggle with when we use ICTs inside English language teaching classrooms. (p.59)

The fourth issue, stated by the previous research mentioned, is related with not recognizing the suitable resources in ICTs for teaching and learning language, and it is a big struggle for new and old teachers because they do not only deal with the problem of mastering ICT tools but with achieving learning goals of the language which is already hard in an L1 context. In that case, becoming acquainted with the right ICT tools we can use in English classes will not just favor teachers training on ICTs, but contribute to foster new and modern strategies that help to improve English language learning.

ICTs have an extensive concept that not only refers to palpable materials but to mobile apps, computers' engineering, wireless connectivity and so forth, but it is important to notice that the way to access to them is through the portable ones like: cellphones, computers desktop and laptop, tablets etc. Motteram (2013) acknowledges "Portable devices such as tablets, computers, smart and feature phones and MP3 players have particular resonance for English teaching in situations where practitioners move between different locations and where learning occurs in isolated context". (p.37). This argument enriches this project because this is what Colombian context certainly is. Colombia is full of public schools so, why are not

we truly investing on these technologies that offer a potential learning in places that are away from the real world?.

Undoubtedly elderly are not used to ICTs or simply they do not feel comfortable using them which builds boundaries between their implementation on English language teaching and learning. Morchio (2014) affirms The exchange from traditional education to a technological one is very recent, that is why there are many teachers desiring to keep their overripe methods of teaching alluding that the technological infrastructure was not part of their beginning in the field of teaching. (p.5)

Methodology

For the purpose of this review, 51 articles were checked and analyzed in order to provide significant information on this research and on English language teaching and learning subject. This paper includes articles published from 2005 to 2015, making use of academic websites such as: <http://www.refseek.com/docs/>
-<http://www.sciencedirect.com/science/journal/03601315/70/supp/C>

-<http://www.academia.edu/> and <http://www.tandfonline.com/>. The key words for website searching were “English language teaching learning and ICTs”. National and International journals written in English, Spanish and Portuguese were considered important to make bigger the sources to be used and are part of this literature review.

This article analyzes and summarizes different investigations carried out by many scientists that studied randomly the use of ICT tools in English language teaching and, its effect on learning. This document aims to demonstrate a variety of previous and present researches and their findings. According to Bailey (1994, cited on Monageng, 2006) “The use of documentary methods refers to the analysis of documents that contain information about the phenomenon we wish to study” (p.221). It is nearly impossible to review all studies made on ICTs and English language teaching and learning, that is why the documentary research method is applied on this investigation. The matter of this study is to research international and national reports, books and review papers that look at our subject study.

First of all, this research paper gives a brief explanation about what ICTs are according to authors and how English language teaching and learning is affected by these new technologies of communication. Secondly, this paper seeks to demonstrate what ICTs resources are appropriate for English language teaching. Furthermore, it provides a range of ICTs resources that fit into English classrooms and how their use enormously enriches

teaching language. Finally, this document arranges the reviews that support this report of ICTs resources for English language teaching.

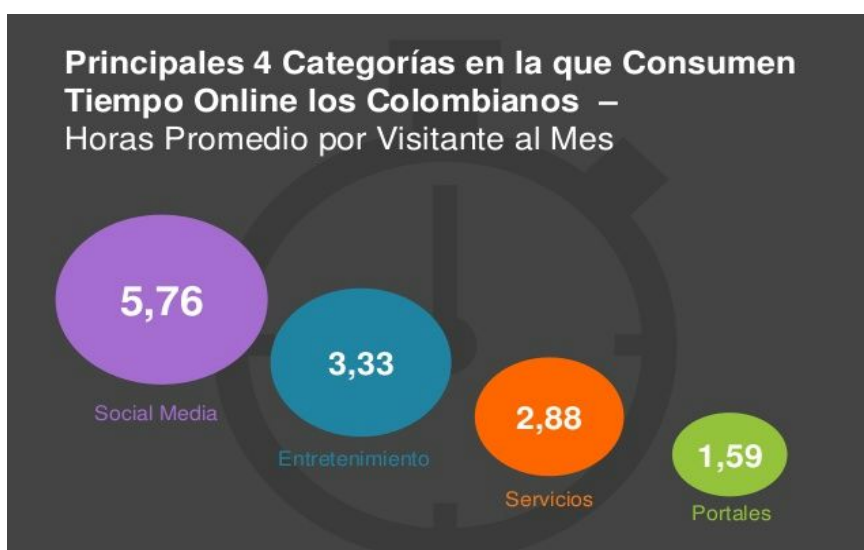
Discussion and Findings

ICTs' Notions and Their Benefits on English Language Teaching and Learning

The term of ICTs can vary from many authors because it does not have an established general concept. Corella (2014) affirms “El continuo desarrollo tecnológico hace que este no sea un concepto cerrado”. (p.69). Mehlinger and Powers cited on Abbas and Abbas (2010) mention The term technology shall represent relatively new electronic media such as computers, video and the associated hardware networks, and software that enable teachers and learners to work with them and this is what most people mean when they consider the educational uses of technology. “Wikimedia Project in 2013 considers ICTs as a diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information”. (Shrandama, 2013, p 34). The most recent concept of ICTs comes from Shas & Joscyln (2015) argue ICT embraces a range of technical media from hardware (computers, laptops, tablets, mobile phones, projection technology and digital audio and

visual equipment), software applications (generic software and multimedia resources) to information systems (Internet and cloud computing).

In fact, ICTs are not just a concept but a wide range of things that surround us in our days. Thus, in Colombia there is a high development of these tools, Colombia counts from 27 to 30 million Internet users – out of a population of 48 million people – something that position the country at fourth place for household Internet access among the Latin American nations (after Brazil, Mexico and Argentina).



Graphic No. 1. Source: ComScore Report <http://www.comscore.com/esl/>

The above are some statistics made by the global media measurement and analytics company COMSCORE in 2014 and these analysis prove how well connected Colombia is. Herrera, Mojica, Torres & Roa (2014) state “El crecimiento de la educación virtual en Colombia es evidente y su evolución se debe a la manifestación de los adelantos

tecnológicos en el país”. (p.31). The spread of these resources throughout the region must be taken as a significant growth in education. Comellas (2015) also notes La educación no puede mantenerse al margen de los vertiginosos cambios sociales, culturales y tecnológicos que han caracterizado las primeras dos décadas del siglo XXI por lo que se debe proporcionar a la población las herramientas y los recursos que le permitan obtener una ciudadanía competente. (p.63).

There is a big concern about the “replacement” of the books in schools for a set of technologies that possess an ambiguous use in education. En la sociedad de la información aparece una nueva forma de cultura, la cultura de la pantalla (cada vez podemos hacer más cosas ante la pantalla) (...) que se superpone a la cultura del contacto personal y a la cultura del libro” (Marques cited on Corella, 2014, p 10). Technologies represent a great progress in language learning and teaching in L1 contexts such as Colombia, where are low opportunities for foreign language knowledge sharing. ICT tools can indeed assist students in acquiring English language competence as well as enhance the quality of their learning experience. (Samuel and Zaitun, 2007, p 01). Furthermore, Zainal (2012) thinks that “the use of technology such as email, multimedia and the internet contribute to learning the target language”. (p.235). For most of authors there is a great number of benefits in using ICTs for learning language purposes, that also depend on its usage just as Abbas and Abbas (2010) believe “The advantages of the ICT can influence teaching and learning activities only when adequate training is offered for its use”. (p.15).

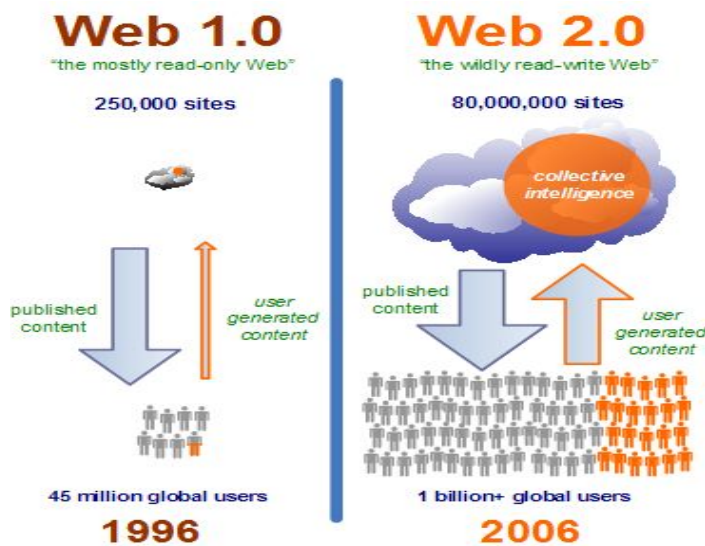
The use of technologies in English language teaching is an ocean of possibilities that can be adapted to learners' context, hopefully because of the numerous resources available and website tools the pupils can interact with native speakers and make use of means to practice and improve skills such as listening, speaking, reading and writing (Novelo and Becerra, 2014).

Clearly, technologies is a great source for motivation on learning because it does not only promote self-autonomy on learners but highlight the way people learn and how their progress is going, boosting decision making related to what and how to learn by students aiding cooperative work and social interaction (Lopez cited on Conde, 2010). Additionally, Marrari and Prado (2014) comment: "La incorporación de las TICs no solo hace la tarea de enseñar y aprender más atractiva sino también más ágil, ya que los soportes mayormente online facilitan la comprensión y resolución de actividades". (p.06).

Retrospective and Advantages of Using WEB 2.0 in EFL Environments

Virtual tools represent a context outside the classroom that permit longer teaching and learning processes, because the use of them are not limited to scholars curriculum yet. ICTs

become stronger materials through the internet access and time has played an important role on it, ending up from a WEB 1.0 to a WEB 2.0. The first web was used a few years ago merely to communicate information not allowing interaction among its users while the web 2.0 attempts to make its participant recreate and share their own worldwide net community (Corella, 2014).



Graphic No. 2. Statistics Users of WEB 1.0 AND WEB 2.0, Picture regain

from:http://farm1.static.flickr.com/91/234877734_e4ee5c1279_o.png

The last picture callouts what Conde (2010) says about WEB 1.0 and WEB 2.0, According to her findings “WEB 1.0 used to be the traditional online environments in our public schools where students learned from the teacher about Microsoft programs and media sources as consequence of the limited interaction that users had on this platform”. In

the other hand, WEB 2.0 is now what we know as the umbrella of internet applications such as social networking, wikis, virtual societies, blogging, multiplayer online gaming etc. (Conde, 2010). Conde also finds 2.0 services as the medium of social networking which are already part of WEB 2.0 and they have a focus on a specific service like YouTube does for videos, Slideshare for presentations and documents, Flickr for pictures and Spotify for music. Nowadays, this platform (WEB 2.0) has lots of engines that supply high opportunities for students' encouragement. Samuel & Zaitun (2007) claim that the World Wide Web comprises hyperlinked documents that include text, sound, animation, video and live video streaming that provide a resource-rich multimedia environments which can exert powerful motivation for students. As we observed on chapter 1, currently WEB 2.0 has more users than WEB 1.0 did, for that reason the opportunities for interaction through this technological tool, impact directly on teaching cooperative methods.

The concept of the internet was moved from WEB 1.0 (static and only informative) to WEB 2.0 (democratic and participative with its users) (Talandis cited on Chacon and Perez, 2011). Becerra and Colli (2014) argue "La WEB 2.0 ofrece mayores oportunidades e interacción de las habilidades del inglés en una práctica más real" (p.89). ICTs on WEB 2.0 platform constitute not only Reading-writing development by the use of social networking but a way for an authentic and live communication. (Maconos, 2014).

A great advantage on the use of WEB 2.0 is related to create and get content that involve students' age. Moreover, the use of academic websites that provide teachers with materials,

lesson plans and exercises relevant to the class topic will help teachers with time class preparation and also will enable a reinvention on their own methods for teaching. Now, let us take into account some recent and popular WEB 2.0 services like Facebook and YouTube, the first is a social networking and, the second a video website for entertainment.

Alexa is a recognized website that provides metric statistic information about local and international browsing websites, and in Colombia this is the top ten by the end of August 2015.

1 Google.com.co	
Buscador que enfoca sus resultados para este país y a nivel internacional tanto en español como...More en inglés.	
2 Facebook.com	
A social utility that connects people, to keep up with friends, upload photos, share links and ...Morevideos.	

3 Google.com

Enables users to search the world's information, including webpages, images, and videos. Offers...More unique features and search technology.

4 Youtube.com

YouTube is a way to get your videos to the people who matter to you. Upload, tag and share your...More videos worldwide!

5 Live.com

Search engine from Microsoft.

6 Yahoo.com

A major internet portal and service provider offering search results, customizable content, cha...More rooms, free e-mail, clubs, and pager.

7 **Amazon.com**

Amazon.com seeks to be Earth's most customer-centric company, where customers can find and disc...Moreover anything they might want to buy online, and endeavors to offer its customers the lowest possible prices. Site has numerous personalization features and services including one-click buying, extensive customer and editorial product reviews, gift registries, gift certificates, wish lists, restaurant and movie listings, travel, and photo processing.

8 **Wikipedia.org**

A free encyclopedia built collaboratively using wiki software. (Creative Commons Attribution-Sh...MoreareAlike License).

9 **Msn.com**

Portal for shopping, news and money, e-mail, search, and chat.

10 Twitter.com

Social networking and microblogging service utilizing instant messaging, SMS or a web interface.

Graphic No. 3. Resource September/09/2015:

<http://www.alexa.com/topsites/countries/CO>

Facebook and YouTube have been the top used social media in Colombia according to Alexa, and some authors acknowledge that their use in English language classrooms maximize possibilities for a great learning and teaching environment. Haro Cited on Conde (2010) classified strict social network into horizontal social network services and Vertical social network services.

Horizontal Social network services

Facebook

YouTube

Twitter

Vertical Social network

Social Go

Groupps

Edmodo

(p11)

First of all, we can see that both social network services have a lot to offer, to young people and adults. Teachers rarely incorporate online applications such as YouTube or other social media into their lesson, because of low familiarity on internet tools and the WEB 2.0 applications (Dibalema cited on Shas and Joscyln, 2015). Which is undoubtedly keeping us off from using the wide sources we can get from it and from some others network services.

Applications such as Facebook, YouTube, Yahoo, Twitter and Skype etc. can be adapted to linguistic skill practice on English language through the creation of narrowed work groups and they also could make possible the interaction and practice of the four English skills hence they are link connected to one another (Colli and Becerra, 2014). “WEB 2.0 offers higher chances and interaction among English language skills in a more realistic context”. (Colli & Becerra, 2014, p 89). However, all this does not mean others application cannot be used for the same purpose.

By knowing what social media are the most used in Colombia, teachers could foster their use in our classroom because of the acceptance that society has on them. Facebook, Twitter, Yahoo and Skype counts with instant messaging which can help to improve reading and learning skills for instance; Texting or IM (Instant Messaging) can be used to

create a community of writers where their ideas and writing struggles are shared and the community can provide support to the individual members (Sweeny cited on Yunus, Nordin, Amin, Salehi and Salehi, 2014).

ICT tools such as Yahoo, Skype and Messenger can help to enhance students' listening and speaking skills even outside the classroom through Video conference, video tapes and voice records. (Samuel and Zaitun, 2007). Ghasemi & Hashem quoted on Comellas (2015) claim "Las TIC particularmente el e-mail, los blogs y las videoconferencias facilitan que el estudiante interactúe y se comunique con hablantes nativos en contextos reales y con propósitos específicos". (p.68)

In this paper it is important to highlight strict social media like Facebook, YouTube, Blogs and their use in English language teaching.

Facebook

As educators, English language teachers must know that interactive activities in teaching languages are more important than just spreading knowledge among students, because it does not guarantee acquiring the language or handling even a minimal part of communicative competences. As Herrera, Mojica, Torres and Roa (2014) state "El proceso

de enseñanza de una segunda lengua, en este caso el idioma inglés, requiere de unas estrategias didácticas y metodológicas que desarrollen todas las habilidades comunicativas del mismo”. (p.41)

With 22.5 million Colombians using the internet last year, 22 million Colombian accounts exist on Facebook according to Colombia Reports (2014)¹. This means that 22 million out of 48 million of Colombians are currently using Facebook to keep in touch with the outside world. Colli and Becerra (2014) agree that “La mejor forma de aprender inglés sin estar en un país extranjero es a través del uso de herramientas digitales y ambientes virtuales de aprendizaje”. As well as Morales, Fernández y Hernández (2014) take the view “por medio de una herramienta virtual social como Facebook se puede hacer uso de muchas más, tales como Skype, YouTube and E-mail”. (p.43) The authors also comment “Planear hacer uso de Facebook como herramienta para la enseñanza del idioma Inglés aumentaría la interacción de los estudiantes con el tiempo”. (p.45). Facebook combines perfectly private and public which makes easy the creation of dynamic activities of identity already established by the classroom. For that reason posting presentations on Facebook for instance will motivate students to comment and give feedback to other students’ works by making use of the language through it (Morales, Fernandez & Hernandez, 2014)

¹ Source: <http://colombiareports.com/social-media-dominates-internet-usage-in-colombia/>

YouTube

In this case, new WEB 2.0 technologies as YouTube comes up as a challenging support to language learning. The effective integration of this pedagogic resource in the learning environment resides in the way it is used in teaching and learning and in its combination with other alternative materials. (Bastos & Ramos, 2009, p 2088). In contrast to Facebook this application does not guarantee privacy in its use as Bastos and Ramos (2009) also argue “YouTube video clips abound but either they meet no safety standards or they do not fit the specific domains, making the selection of the appropriate ones a difficult task.

YouTube seems to be a source that only teenagers could handle with facility but Khalid (2012) asserts that YouTube is one of the online materials that can be embedded in traditional classroom situations and these days YouTube has become more popular, especially among adults. This website provides learners with authentic situations and with everyday clips that help them to get better understanding of their lessons. (p.526). When students watch videos from YouTube they are more involved in learning because they easily acquire and memorize topics. Khalid (2012). A great advantage of using YouTube during a class session is that a teacher can work on different skills like reading and speaking at the same time, without turning the class into a boring lesson. By using YouTube in the classroom, students enjoy watching novels and stories, and it can be used

in ELT classrooms for various teaching skills and topics such as pronunciation, accents, conversation, and vocabulary. (Khalid, 2012, p 526).

Blogs “Edmodo”

Now it is time to move forward one of the most used media sources for teaching and also learning purposes “Blogs”, which are not only tools for English language teaching but also for so many other subjects such as science, math, social studies, arts etc. Blogs can be tools inside classrooms to increase students writing and also engaging to promote communication among students in English language and in their mother tongue (Corella, 2014). Blog is a webpage that facilitates instant posting of documents and allows their users to give feedback to other users by comments, the entries are organized chronologically, starting from the most recent to the oldest one.

Marsden and Piggot quoted on Comellas (2015) acknowledge that “El Blog potencia la escritura reflexiva y fomenta la actitud positiva de los estudiantes hacia la escritura” (p.64). Anaya, Diaz & Martinez (2010) say “por medio del blog se pueden presentar diversos recursos que los refuerzan como noticias, imágenes, videos, entre otros que nos ofrece la WEB 2.0”. (p.118). “TIC específicamente la WEB 2.0 (EDMODO) es un recurso que potencia la motivación y el interés de los estudiantes para fortalecerlos en una segunda

lengua” (Conde, 2010, p. 1). In addition Conde (2010) Declares “La red social edmodo permite mayor seguimiento, manejo de información controlada e interfaz más agradable y motivadora”. (p.17). These are some reasons why teachers should take into account the use of WEB 2.0 into our English learning classrooms because it does not only provide web pages and social media related to this technological age but takes into consideration the education market.

Furthermore, Edmodo is not the only free blog for teaching, here is a list of some others that are popular in the field of education purposed by Vallegal (2009)

- **Bitácoras:** <http://www.bitacoras.com>
- **Blogger – Google:** <http://www.blogger.com>
- **Blogia:** <http://blogia.com>
- **Edublogs:** <http://www.edublogs.org> (En inglés)
- **WordPress:** <http://wordpress.org/>

“Son muy fáciles de crear pues hay plantillas y la inclusión de textos, imágenes, vídeos, sonidos es sencilla”. (p.04)

Impact of Multimedia Tools on Students' Interests: Aim to facilitate and improve English Teaching and Learning

Defining the term “Multimedia” is a hard work as well as it is defining “ICTs”, because both embrace various definitions from many different authors who attempt to develop a simple just as a complete concept. But there is a clear and supporting definition which can land us into an English language classroom, which is the concept that Mayer (2014) shows Multimedia conjures up a variety of meanings. You might think of sitting in a room where images are presented on one or more screens and music or other sounds are presented using speakers – that is, multimedia as a “live” performance. Alternatively, you might think of sitting in front of a computer screen that presents graphics on the screen along with spoken words from the computer’s speakers – that is, multimedia as an online lesson. Other possibilities include watching a video on a television screen while listening to the corresponding words, music, and sounds, or watching a PowerPoint presentation along with listening to the speaker’s corresponding commentary. Low tech examples of multimedia include a “chalk-and-talk” presentation where a speaker draws or writes on a blackboard (or uses an overhead projector) while presenting a lecture, or a textbook lesson consisting of printed text and illustrations. (p.01–02).

This author draws a teaching and learning context by creating imaginary situations in where students and teacher were performing an action according to each multimedia used

on his explanation. But Multimedia can be also understood as many things unified, as Chunjian Cited on Sharndama (2013) mentions “Multimedia are devices with text, graphics, image video, animation and sound together”. (p.36). This gave us another perspective in comparison with other tools we use in our everyday class, like books which only possess graphic characteristics, precluded of other features. Multimedia is also part of WEB 2.0 and it represents a better medium to navigate on it with online videos, TV shows, music and so much more. This means that we can use WEB 2.0 to find any kind of multimedia content. As a consequence it can be interpreted by many ways like printed, screens and audios.

In English language teaching designing an interactive educational multimedia makes easy didactic in which is desired to reach learning, it could also improve scholar processes by using graphic elements that will feed students motivation. (Roncancio, 2014). Burnet (2007) points out that “The curriculum needs to ensure that all pupils have the opportunities to become active and autonomous users of technology” (p.03). In Colombia having a young population prepared to face all challenges that comes with adapting ICTs to schools is as important as developing multimedia programs that engage students in English learning, and as it has been said teachers have to master these technologies for such a purpose trying to reduce the number of teachers untrained in technologies particularly Mehrak & Samaneh argue “Teaching experience and limited knowledge of ICT are some factors for limited use of ICT by teachers”. (p.204)

Videos and Graphics

Now in this work appear ICT tools like music, sounds, pictures, printed materials and videos etc. But first of all, let us keep in mind that Multimedia not only represents what we can find on the internet but what we can use offline through different devices, and the most common used at schools are Videos and Audios. In Egas' opinion (2014) "El audio y el video son los medios idóneos para la asociación de los objetos, las experiencias y la comunicación y de ello su aprendizaje". (p.27). In other words, they make easier for students to remember these kinds of lessons where memorizing becomes an important part of learning the English language nevertheless internet is not necessarily needed. In addition, Sharndama (2013) thinks "In the teaching of English language, tape recorders, videos, televisions, radios and projectors use to be the most common technologies at the disposal of the teachers of English language. (p.34). Also arguing that there already exist offline materials at hand for teaching. The advantages of using this kind of multimedia such as video are really important. For example, "The use of multimedia presentations that include sound and visuals could help learners to remember better" (Zainal, 2012, p 23).

All these multimedia can be easily downloaded from our appreciated WEB 2.0 and most of them are for free. There is an aspect that used to be a fear for teachers which is whether or not the web address is reliable for teaching but Sharndama (2013) suggests "Websites provide working materials for the teacher and there are abundant learning materials that

experienced English language teachers post to websites”. (p.38). Recalling again the use of videos which are not only for watching but also to be created, it is the case of what Chavez & Villalobos (s.f) reveal “Mediante la creación de videos se pueden mejorar los procesos de enseñanza y aprendizaje, conllevando al desarrollo de las destrezas del idioma Inglés”. (p.08).

“La incorporación del video y las nuevas tecnologías como las computadoras dieron una nueva perspectiva a la enseñanza y aprendizaje de los idiomas”. (Roby cited on Colli & Becerra, 2014, p 88). Yubero (2010) reports “El video, digital o no, es un material audiovisual de primer orden en el aula y supone una magnífica oportunidad para presentar situaciones reales de la lengua”. (p.02). This sets huge chances to develop communicative competences on students by making possible the interaction through this multimedia tool, Kaplun quoted on Blanchiman (2014) comments that “Toda práctica educativa conlleva una práctica comunicativa”. (p.10) and this could be the most outstanding feature to generate great motivation on students to learn the language.

Meanwhile let us keep mentioning Videos but also other aspects of them, like the audios and pictures which are also Multimedia, Sharndama (2013) suggests that “The application of multimedia in learning and teaching of English creates opportunity for the teachers to bring almost real life situations to the classroom”. (p.36). “Para la mayoría de investigadores, es la imagen un entorno gráfico atractivo para el educando, el elemento motivador por excelencia habiéndose demostrado que favorece la retención”. (Pastor,

Garcia & Gavin cited on Yubero, 2010, p 01). Above all, Teachers can use ICTs to explore and foster student's communicative skills development namely by integrating audio, image and video facilitating, interpreting texts, improving communicative skills and also doing tasks become more interactive (Quiroz, 2012). In the same way... La facilidad para encontrar material auténtico creado por hablantes nativos en diversos formatos de vídeo, audio, imagen, etc. [...] Nos facilita también el acceso a muestras de inglés real así como a distintos dialectos, lo cual tiene un valor incalculable en la enseñanza del idioma. (Paredes, 2014, p62). Moreover Torres (2014) declares that "Las características de voz y video (que en realidad es audio con graficos) son las más usadas y predilectas por los estudiantes y profesores". (p.53)

Now, let us take a look on the use of presentations through Powerpoint to teach language, Samuel and Zaitun (2007) state "PowerPoint is an essential presentation software where ICT integration in teaching and learning of English can be effectively done". (p09). Undoubtedly, using PowerPoint for a class session could reduce and combine class preparation and presentation. And that is exactly what Sharndama (2013) claims "The use of PowerPoint projector is suitable while teacher prepares the lesson and also represents the lesson. (p.37). "The use of generic tools such as PowerPoint appear to be more amenable to a broader range of pedagogical strategies compared to the use of prepared ESL computer progress" (Zainal, 2012, p 237). Currently, PowerPoint is by far the most popular multimedia known by students and it can remain up on the net so they can also revisit its

content to study its content or to look over the interesting parts of it according what they liked about it (Mullamaa, 2010). At last, Torres (2014) tells that “Los docentes están acostumbrados a las presentaciones de PowerPoint el uso de proyectores en clases y las hojas de trabajo que se pueden repartir en clase y luego revisar en la pizarra. (p.54) and it is also a fact to be considered for applying such a great multimedia tool for teaching due to most of teachers are used to using it.

E-Texts

Reference to electronic texts there is a big concern nowadays in schools, usually in contrast to how they will may replace printed texts. La revista digital innovación y experiencias educativas affirms that “Los libros digitales podría sustituir en los próximos años los libros de textos tradicionales” (Orbegozo, 2014, p 06). Because in the case of adolescents, they get involve in different literacy practices outside the school due to they interact with different types of nontraditional texts and sources of information, access and mass media and different cultures, and interact with people from diverse background and perspectives using the computer technologies. (Laurence, Mc Neal & Yildiz cited on Yunus, Nordin, Salehi, Salehi & Amin, 2013, p03). Therefore, this sets schools in a difficult controversy because what they are used to in their outside society is not the same context they see in schools. But this could be an advantage instead of a problem, because

using e-texts seem to be interesting not only for students but for teachers, now and in the future. About this new multimedia which is being increasingly added more and more features every day, Orbegozo (2014) adds “Los libros electrónicos adicionan todo tipo de funcionalidades como por ejemplo acceso a distintas aplicaciones de sonido, imagen, videos, infografías, enlaces web etc. (p.15). Equally, tools such as e-books invite readers to physically interact, with the text through inserting, deleting, or replacing text; marking passages by highlighting, underlining, or crossing out words; adding comments by inserting notes, attaching files, or recording audio comments; and manipulating the page format, text size and screen layout. (Yunus, Nordin, Salehi, Embi y Salehi, 2014, p765). All this we can be done solely by using E-texts but not could not be the same with printed ones.

Music and Audios (Podcasts)

According to Corella, El aprendizaje de un idioma se da con mayor facilidad en la infancia y que utilizarlo en el aula como un vehículo para el trabajo de otras materias es lo más cercano que tenemos al contexto ideal de aprendizaje de la inmersión lingüística. (Corella, 2014, p.09). The closest term that supports last quote is obviously CBI (Content Based Instruction) which is the best vehicle used for teaching subjects through English language (also applicable to other languages). In an L1 context this kind of methodology

increases the opportunities to achieve teaching goals, so another question that raises from this literature review should be; why do not we use ICT as a similar medium for teaching as CBI is? But specifically in this case, for teaching English language.

Let us first talk about audio resources, especially what Sundqvist cited on Brown (2014) points out which is that “The use of a multimedia tool like music in teaching should be combined with tasks that require students to interact and to produce”. (p.41). but there are some things that need to be taken into consideration when teachers try to use music for teaching and to strengthen this theory Martinez (2014) asserts “Las canciones donde el ritmo es el elemento principal que favorece las destrezas orales y mejora la pronunciación”. (p.03). but in fact, this theory could become relevant mainly for young children.

Edwards mentioned on Martinez (2014) identifies six reasons why music is a didactic resource listed below:

1. Ayuda a disminuir la ansiedad y el filtro afectivo
2. Es una técnica para adquirir y memorizar vocabulario
3. Mejora la expresión oral y la pronunciación
4. Mejora la comprensión lectora
5. Contiene gramática y sintaxis
6. Es un lazo de conexión con la cultura de la lengua extranjera

Indeed the stated above is what music aims to achieve in learning languages and similarly happens by the use of Audio, but in this special case Podcast... Garcia (2014) believes that using voice recording will make student confident speaker and listeners [...] even though have been widely used to provide feedback to students. (p.208)

Turning to Podcast, it is relevant to highlight the way Chacon (2011) defines it, She affirms “El Podcast son archivos de audio que se pueden descargar desde la Web de manera gratuita, mayormente contienen grabaciones de temas en específicos grabados en la lengua meta con el fin de tener un material auténtico”. (p.06). She also maintains that the use of podcast is clearly advantageous for the English oral practice because it allows an effective practice for oral expression and comprehension similarly to music as was said before, promoting students’ self-autonomy. Overall Stanly quoted also on Chacon (2011) observes that there are three types of Podcast in education;

First, there are variety of them, they are recorded in particular by native speakers and mainly used for advance teaching.

The second, they are the ones created by the teacher for his classes when there is no possibility to adapt others to the content carried out.

And finally the students’ podcast is created by students but with teachers’ help to promote oral expression and production by audio comprehension.

Tipos de *Podcasts*

- Auténtico: audio real, no dirigido a aprendices de inglés. Puede ser usado con estudiantes avanzados.
- Del profesor: audio adicional a los estudiantes, en clase y fuera de clase.
- Del estudiante: construcción y grabación de su *Podcast*.

(Stanley, 2008)

Graphic No. 4. Resource taken from (08/10/2015):

<http://es.slideshare.net/carmentchacon/el-podcast-en-la-ensenanza-de-ingles>

Tendencies of Portable Gadgets implementation into English language classrooms

Every topic seems to rest value to the other one because of how connected they are, and also they have needs from one to another, in this case by the use of portable devices, this work not only tries to provide specific ICTs tools for teaching and learning English language but to highlight why they are truly important for their usage. ICTs in our days should be considered one of the most important medium for teaching not only English language but for some other fields of education like CBI, which has been considered a great achievement because of being a methodology that uses English language as a vehicle for teaching and learning other subjects as math, science, social studies, arts, and so forth. (Corella, 2014).

The impact on ICTs' use in our daily life are highly influenced by TVs, radios, smartphones, computer desktops and laptops, nowadays multimedia's revolution, where its functions emerges (Tvs, Cellphones) have reached instant communication by the use of image, data and voice through out of time and out of space (Cobos, 2014). Benson and Reinders mentioned on Brown (2014) note Learners are exposed to English input (aural and/or written) when they listen to music, watch subtitled films/TV programs, play video games, use sites on the internet... learners also need to produce output (oral and/or written) in English, for example when they play online video games or use the internet, when they comment on blogs... (p.15). So now let us take a deep look on what the authors say about

the implementation of Computers in English language teaching and learning to achieve output and input.

From our personal computers we buy and sell all kinds of products, keep in touch with friends and find new ones, participate in chat rooms and discussion groups, work and play. The number of tasks we perform via new technologies is continuously rising. (Arnese, 2010, p03). But Laborda and Royo cautions that computers and technologies are still a source of fears and insecurity for many teachers everywhere in the world despite the latest advances applicable to language teaching such as specialized websites, blogs, wikis, language teaching methodology, journals and so. (p.271). and in Dawes' words cited on Samuel and Zaitun (2007), "The personal possession of a computer may will be the single and most important factor enabling a teacher to integrate ICTs into their professional practice". Adding what Yunus, Nordin, Salehi, Salehi and Embi argue With a central control of the computers, students, might not get to visit other irrelevant websites that could distract them from completing the task give. (p.07). Then the reasons to use computers are delivered by Gigena & Gordo who say Las computadoras pueden ser útiles para la enseñanza de vocabulario; para aumentar la conciencia sobre las formas lingüísticas, apoyar la enseñanza de lectura y escritura, ayudar a encauzar el aprendizaje de los alumnos, y aumentar la motivación y mejorar los recursos docentes con la incorporación de multimedia y otros elementos sofisticados. (p.04). In a computer we can easily store information by using e-portfolios in hard drive, flash, DVDs, CDs, USB or Websites (Kavaliaukiene &

Kaminskiere, 2010). As a great example of the facility and advantages in using computers is Venzal's opinion who state that "El uso de las computadoras portátiles (Laptops) hace posible la educación online y offline, haciendo de la misma un proceso más dinámico respecto al rol tradicional" (p.04)

In fact, Computers will not replace teachers because they cannot do most of the significant things teachers can lesson planning, individual counselling, preparation and selection of materials, evaluation of process and product, and so on. Teachers of the future will perform the very same functions they do now, but will make use of technology to give students a richer, more stimulating learning environment. But as computers become our new tools, or slaves, we will find that the technology demands new kinds of student-teacher relations students must become more autonomous, active learners, and teachers must relinquish some of their power and authority -not to the computer, but to the students themselves. The effect of the digital revolution on teaching and learning will be enormous, and the teaching profession must prepare now for the changes ahead of it. (Hanson-Smith quoted on Carballo, 2006, p415).

M-Learning and Interactive Whiteboards

Now, we have arrived to the last but not less important topic of this research, which is called E-Learning. Currently, many young people own a cellphone inside a classroom, and this might make teachers feel intimidated by the presence of this gadgets because they end up to distract students during the class (Silva, 2014). Garcia (2014) also say “students use their cellphones and their devices and get distracted while in class. It is not difficult for students to use technology what is a real challenge is for teacher to put technology at the service of teaching – learning”. (p.54).

“The adoption of mobile devices has far reaching consequences for learners, learning design and how searching is supported by teachers and advisors”. (Kukulska-Hulme, Norris & Donohue, 2015, p 03). And also taking into account the widespread of personal computers, cellphones and e-transitions. They could be adapted on teaching because these devices provide a quick search on dictionaries and also their right pronunciation. (Quiroz, 2012). Mullamaa remarks, “using e-learning as a support to our eye-to-eye classes has proved to be positive and stimulating both for students and the teacher”. (p.38). As a consequence M-learning provide teacher with enormous activities, for example Garcia (2014) agrees that “the creation of digital stories and videos will help students not just to improve linguistic aspects, like pronunciation, vocabulary and fluency but to discover

unseen abilities like acting”. (p.213). and he also states that “students can see what they look like by watching themselves on their mobile”. (p.92)

Lastly, Silva (2014) defines seven advantages of using M-learning in English language learning as follow.

Convenient: Interaction anywhere

Motivating: Students use technologies they keep daily

Relevant: Observable relation between practice and learning

Effective: Plenty of materials for many subjects

Cheap: Substitute paper materials

Quick: Makes class preparation fast because some apps already possess exercises for testing

Easy: Students use their own gadget.



Graphic No. 5. ATIVIDADES COM APLICATIVOS PARA AULAS DE INGLÊS, By

Silva, M., 2014, p. 06

Conclusion

Teaching English language is always a hard work by itself and there are many options of materials, some more effective than others, that could foster their use among english language teachers in order to support the lessons, like podcast which give students the opportunity to get to know different type of accents, also the case of images that help students to keep information in their brains for longer times, that is why this project tries to look deeply The ICTs resources at hand of the teachers and students in our days in order to investigate the possibilities to contribute on the English language development, but the main reason to approach English language teaching and learning to ICTs advantages, is specifically that the world has changed tremendously during the last years to a technological environment, being inescapable of our daily routines, for example, nowadays people use cell phones as alarm clocks, they also do most of school's homework form computers, they talk to their friends and interchange ideas from applications such as WhatsApp, Facebook, Twitter, in comparison from some years ago where people contact was inevitable. For that reason, schools should keep track of technologies because many things in schools will change not to replace people's work by machines but to replace ways and materials of teaching, the way teachers grade students possibly will be by platforms and not on printed papers anymore, also assigning tasks, teaching lessons, reviewing topics

and so forth. All this new-wave of technologies is permeating education and it seems there is no way back, everything is going forward and beyond, changing and connecting cultures.

In fact, it is time for new and old teachers to integrate these tools to English language teaching so the newest teachers get use to them easily. Hubbard (2008) agrees that there is certainly value in considering that some of the current generation of teacher candidates, and an increasing percentage over time, will have grown up with technology as an integral part of their lives. (p.179).

The results of this review shows that the following tools could be the most frequent, adequate and quote ICTs material for English Teaching and Learning:

- I. WEB 2.0 (Internet Searching)
- II. Social Media (Facebook, YouTube and Blogs)
- III. Multimedia (Video, Graphics, Music, Sounds, Audios and Ebooks)

The emerging directions of ICT implementation are consistent with the targets of overall English language. These directions contribute with guidelines for future investigations of ICTs implementation into English language education.

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