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THE AMBIGUITY OF THE ICT IN THE OFFICIAL SCHOOL OF LANGUAGES

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INTRODUCTION

I became conscious of the ambiguities in the use of ICT in the teaching and learning process while I participated in the period of teaching practice that I completed at the Official School of Languages of Valladolid (EOI). When I was informed that the topic for the Master of Education dissertation should bear some relationship to an aspect that we had observed and questioned during our teaching practice, I became aware of the importance of this ambiguity and wanted to make an in depth study of it.

The EOI holds mostly adult learners who pay for tuition and their examination rights. The centre is part of the non-obligatory special education regime of the Spanish Government. It is surprising the assortment of age scope that can be gathered in a classroom where we can meet students from 14 years old upwards and with very different educational backgrounds. Nevertheless, I have to admit that I wondered many times if these students could work at the same pace. Thus, for this reason I became interested in the pace of younger and more mature students in a co-equal level of learning. Would they acquire the same skills at the same time in the same learning environment?

The importance and increasing use of new technologies has brought the educational field to be abreast of the times. Nowadays the use of new technologies has become an integrated part of teaching; teachers and students have to be familiar with of the Information and Communications Technology (ICT), and the developing procedures of its usage in the educational world. However I would like to know why they have become so important in the last decades up to the present day.

The use of ICT has had a strong repercussion in Primary and Secondary Education, but what impact has ICT in learning at the EOI. There is little doubt that ICT has probably significantly improved the overall learning and teaching experiences, but there can be ambiguities.

The aim of this Master of Education dissertation is to question the ambiguities and success of introducing new technologies into a classroom with a wide variety of students and with a broad range of ICT skills. What available tools can be found to limit the differences of these ambiguities in an EOI classroom? I made a research approximation on this topic where students and researchers answered a questionnaire focusing on their knowledge, opinion and use of ICT when learning or researching in the EOI. The questionnaire´s aim was to collect data for a more in-depth research in the future.

A qualitative and quantitative study and research approximation has been used with the purpose of describing and interpreting the reality of the use of new technologies at the EOI with adult learners. Moreover, we will try to find out how it could change with the passage of time.

This dissertation has been structured into five main areas. Firstly, we will analyse ICT, its reality and context within the world of teaching. Secondly, the history and functioning of the EOI will be summarized. Thirdly, we will centre on the legislation concerning ICT and foreign language learning in Spain, in order to understand their statutory use in education. Fourthly, we will consider the ambiguities that have been found in the effectiveness of the use of ICT in the educational field. In the fifth place we will analyse a research approach completed during my teaching practice followed by the future prospects of ICT in education. Finally, we will close this study evaluating the strengths and

weaknesses in the proposal of this dissertation and above all, the ambiguities found in the theoretical and practical investigation.

1. ICT

1.1. DEFINITION

The term ICT is an acronym that stands for Information and Communications Technology and is defined as "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information" (Tinio 2002:4). In this case it is applied to Education. It is difficult to get a universal agreement on what ICT is since methods, concepts and applications are in constant evolution (Riley 2012, pars.3). Maybe if we concentrate on the three words which the acronym ICT stands for, we can clarify its role in Education; it is Information and Communications Technology that already exists to help teachers and learners as part of the learning process.

ICT also covers any product or application which will store, retrieve, manipulate, or receive information in a digital form. For example: laptops, smart phones, e-mails and virtual classrooms (Tinio 2002:7). More importantly, it is also related with the ways these can be used to work with each other to facilitate and enhance the teaching methodology and the learning skills of the students. Educational experts comment on two broad types of technologies: the traditional computer-based technologies (the programmes that can be used on a computer at home or in class) and the more recent and fast growing range of digital communication applications which allow educators and students to communicate and share ideas and information digitally (*European Commission* 2000:17-20).

1.2. ORIGIN AND EVOLUTION

ORIGIN

In order to grasp the origin of ICT we should state that it derives from humble beginnings, which include the abacus. The abacus is thought to have been originally invented 3000 years ago (Barnes 2003:1). There have been many revisions on its design that continued to change for many years developing into early versions of the calculator, which replaced this primitive method of mathematics. Mechanical versions of the calculator followed in the years to come. In the 1970s we were swiftly approaching the computers used nowadays.[1] Computers replaced the traditional system of typewriters, which included backup copies and spell checkers to enable mistake correction and storage much easier (Barnes 2003:2).

In the 1980-1990s there was a vast development in ICT, Tim Lee developed the World Wide Web in 1991 and the World Internet Connectivity was officially launched in 1995. Since then there have been innumerable developments and innovations towards the use of technology in different fields. (Aston 2002:1).

EVOLUTION

Authors like Martínez Pérez and Suñé Suñé (2011:29-38) remark that the new technologies have been gradually incorporated and distributed little by little in the Spanish schools in the last few decades.

In the 1980s the Spanish Educational System started to use ICT, due to pioneers who thought that technology could help students and furthermore,

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[1] In 1971 the Intel Corporation released the first microprocessor. The PC as we know it today was created by IBM and sold during 1981. Apple introduced its alternative PC the Macintosh in 1984 (Barnes 2003:2).

affordable computers appeared on the market, providing an accessible approach to the utility of ICT.

One of the first times that technology is mentioned in the classroom is in 1979 with the 'Plan Informático Nacional' that mentions the inclusion of Information Technologies (IT) in 'Bachillerato' the educational level for students from the ages of 16 to 18. Throughout the 1980s several meetings took place referring to the use of IT in education.

In 1985 the 'Ministerio de Educación y Ciencia' created a project called 'Proyecto Atenea', known afterwards as 'Programa de Nuevas Tecnologías de la Información y de la Comunicación' (PNTIC) which caused IT classrooms to begin to emerge in schools and high schools. Computer usage was limited due to the scarcity of educational software and also a complex operating system.

In the mid 1980s a new programming language appeared, LOGO, which supported the pedagogical use of IT. The activities that took place were 'informática educativa' because the objective was then to teach and explain the use of the computer equipment and its applications (Sadosky 1996:2). They operated using the basic knowledge that the student had to acquire about IT.

At the beginning of the1990s the terminology of IT changed to ICT due to the new developments in computer technology. There was a significant emphasis put on the integration of ICT in the curriculum and in all curriculum areas due to the approval of the new educational law, LOGSE.

During this decade ICT became more important in all walks of life, such as business, banking, and commerce and among them of course education (Tinio 2002:3). This rapid growth in the use of ICT was possibly due to the onset of multimedia content in CD-Rom format, which permitted many educational

resources to be easily used (Becta 2004:24). The increasing popularity of multimedia opened up a completely new and constantly growing wide range of possibilities.

At the start of the new millennium a procedure in the field of education and training called *The Lisbon* Process, was approved by the European Commission which would highlight the importance of globalization, ageing and the ICT revolution in all European countries. The main aim of this strategy was to improve the economy by innovation and social and environmental renewal throughout the decade of 2000-2010. Subsequently, Spain incorporated and laid more importance on the use of ICT in the Educational System.

In 2002, the 'Ministerio de Educación y Ciencia' and the Regional Governments signed an agreement promoting the use of new technologies. This agreement is known as "Internet en la Escuela" which was used to make the network available to the whole educational community in 40 curricular areas and subjects that concerned all stages of education. This network increased up to 85% of the basic educational resources.

The year 2005 brought a new plan named, "Internet en el Aula", aiming at an increase utility of ICT in the classroom and to strengthen the Internet connection and the exchange of resources and experiences within the different Regional Governments (LOE 2/2006).

In 2009, a new initiative was created, "Escuela 2.0" with the intention of establishing the use of ICT in a teaching and learning context. They digitized the Primary and Secondary school resources with laptops for students and teachers, interactive whiteboards and wifi connectivity. This plan acquired a huge importance for all the teaching professionals offering courses and

increasing the educational resources online (Pérez 2011:63-70). All this information is reflected in all Spanish educational laws[2] that will be dealt with in the section on legislation.

1.3. RESOURCES

When we skim through the numerous devices and programmes which are available in ICT there are many different resources to work within the learning process. We can get a close approach[3] reading Martínez Pérez and Suñé Suñé (2011:100-127) where they deal with the usage of ICT resources such as the e-mail address, instant messaging, the creation of web contents, Content Management System, Scribd, etc. In spite of the diverse assortment of devices and applications we will only bring into focus those that are used widely nowadays.

In the first place, blogs are relevant because they gather messages in a chronological order or from many authors dealing with a topic, or can be used as a daily journal. In a blog users can share common elements and have the possibility to comment on the posts. All the publications in the blogs can be within everybody's reach by means of offering services and the availability of easy-to-use tools. The type of material that is published on a blog can be articles, news and links and images (Martínez 2011:107).

Some other resources that suggest interaction are the wikis and the social networks. A wiki is a virtual space where any user/login can provide information and knowledge, which enhances the cooperative and interactive learning

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[2]   For more information about the Spanish legislation check (LOE 2/2006).

[3]   For a closer approach to these resources read Martínez (2011), Palomo (2008) and Cebrián (2011).

process (Martínez 2011:122-124). Social networks are structured networks formed by groups of people connected by digital technology. There are two different types of social networks, those in which a user can connect to others without filters - open networks- and those networks that can prohibit and deny the access to any person external to the education community –closed social networks (Pérez 2011:82).

However, there are other applications that have to be installed in a computer to be used. These are known as Office IT Applications/ Office Suite. They allow creating and sharing documents in different formats making it possible to work with several people, who can modify the document and there is proof of those changes to keep track of them. Some examples are Dropbox, Zoho, ThinkFree, GoogleDocs, etc (O´Broin 2011:2-4).

Furthermore, focusing on specific resources for teachers, we can find helpful programmes such as JClic, Webquest, Hot Potatoes, eXeLearning and Constructor where teachers can make their own resources, adapting them to the needs of the classroom (Martínez 2011:299-304). There are also many web pages with educational resources that can be used by teachers and where they can add and share their activities. Schools' websites usually attach the links that access those sites. Some examples of web pages to find foreign language learning at the EOI can be: eeooii.net, lingo.com/espan.htm, multimedia-english.com or iteslf.com (*EOI-Valladolid* 2012).

The use of technology in education is called E-learning, which enables people to exchange information anywhere and at any time. This use can include training and guidance from experts and pedagogical approaches (Lucas 2012, pars.1-11).

1.4. E-LEARNING STYLES AND ELEMENTS

When paying attention to the insertion of ICT in education we can observe that this use of technology makes it possible for people to learn and to exchange information without time or place boundaries. There are two different types of e-learning styles, the asynchronous and synchronous learning (Lucas 2012, pars.1-11).

The asynchronous learning consists of individually paced courses and discussion groups which are a collection of conversations that occur over time. The instructor, in this case the teacher, provides material, lectures, tests and assignments that can be accessed at any time. There might be a time frame given to the students, during which they need to connect once or twice a week. Students have the freedom to contribute when they choose to do so (Lucas 2012, pars.1-4). There are several elements that can be used in the asynchronous classroom such as an intranet, the internet, a CD-Rom and a virtual library, which encompasses repositories of documents, presentations, audio files and videos that can be downloaded (Hrastinski 2008:51-55).

To boost the students cooperation there are also discussion boards to ask and answer questions to clear up difficulties (Hrastinski 2008:51-55). Other resources are social networks which enhance the collaboration and interaction among students. Some examples are blogs, Facebook, Twitter or YouTube (Granda 2010:111-113).

The use of Wikis or collaborative documents also allows students to edit and to cooperate with each other's work. Another element that can be used when the internet connectivity is slow, limited or expensive is the use of DVDs. Most

textbooks include DVDs with video and media content that can be utilized offline (Tinio 2002:24).

The other e-learning style is the synchronous learning, which encompasses online classes that require students and instructors to be online at the same time. Then lectures, discussions and presentations occur at a specific hour. The synchronous e-learning style encloses some specific class elements that allow students to log on and interact using the chat video conferencing or web conferencing[4] (Hrastinski 2008:52-55).

An example of a synchronous e-learning tool is the virtual worlds, known as educational islands, where students can interact (Tinio 2002:12). They are ideal for learning languages because it is possible to speak to each other through headsets. These virtual worlds can introduce other cultures and countries, interacting with native speakers to practice conversation and so becoming a productive learning environment. However, it can also be frustrating for those who are new or who do not understand their functioning (Davis 2006:2-3).

One of the technical difficulties that can affect e-learning is the lack of high bandwidth in the internet connection. In this case, other alternatives are podcasts and internet radio which can be the perfect solution, because they provide many opportunities for audio streaming about any topic, from concerts to political speeches, which can be previously downloaded or used with low bandwidth. These audio documents or podcasts can be accessed and reviewed later (Hrastinski 2008:52-55).

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[4]   A web conference is different from a video conference because the primary instructional content is not the video but a wider variety of media elements. The use of web conferences tends to include more interaction and there can also be a part to answer questions that give the chance to interact (UTSA 2011).

Furthermore the direction of the communication is important because it can be one-way or two-way, one-to-many or many-to-many (Russia 2000:11-13). An example of all these categories concerning ICT resources can be understood with Table 1 below.

	Synchronous/ Asynchronous	Bandwidth (High, Medium, Low)	Direction (1-way or 2-way)0	Dispersion (1-to-1, 1-to-many, many-to-many)
Video conferencing	S	H	2	m-m
Video broadcast	A	H	1	1-m
Audio broadcast (radio)	A	M	1	1-m
Webcast	A	M	1	1-m
Telephone	S	M	2	1-1
Telephone conferencing	S	M	2	m-m
Web pages	A	H/L	1	1-m
Chat	S	L	2	m-m
Email	A	L	2	1-1
Bulletin board	A	L	1	1-m
Newsgroups	A	L	1	1-m

Table 1. Summary of communication styles (Russia 2000:11-13).

In conclusion there are two different types of e-learning styles. The asynchronous learning is where participants can access at any time the material and online discussions, to participate but not necessarily at the same time, using tools such as intranet, blogs or wikis. The other e-learning style is the synchronous learning, which requires students and teachers to be online at the same time using video or web conferencing. E-learning may also have different outcomes depending on the number of participants, the bandwidth speed, the direction and dispersion of communication.

2. THE EOI

2.1. DEFINITION

The EOI has existed for over a century and its main purpose has always been to promote the learning of foreign languages. It is a regulated learning according to the *Common European Framework of Reference for Languages: Learning, Teaching, and Assessment* (CEFR 2009/10). Each level leads to a Diploma of European recognition. Teaching and learning are organized into two modalities, namely 'oficial' and 'libre'. The former means that the students are matriculated to attend classes and are examined, whereas the latter refers to students who only pay fees to do the official exams. They can also be 'presencial' (in-person class) or 'a distancia' (distance learning) only available in English (*EOI Valladolid* 2011).

2.2. HISTORY OF THE EOI

The Central School of Languages based in Madrid was founded a century ago under the government of the liberal politician Canalejas and under the influence of the "free teaching institutions" ideology (*EEOOII* 2010, pars.1-6). The objective was to get the Spanish away from their peninsular isolation, create an opening up towards Europe and also increase and broaden the cultural level of its students (*EEOOII* 2010, pars.1-6).

In 1911 this institution was created with the purpose of facilitating the learning of foreign languages (*EEOOII* 2010, pars.1-6). From a humble beginning, the institution has gradually increased the number of enrolments. In 1918 the number of female students outnumbered male students, which still

remains the same case today. However, it was something considered revolutionary at that time (Tirado 2011).

The history of the Central School of Languages was influenced by the history of Spain in the 20th century with its ups and downs[5]. During the Civil War the number of students was drastically reduced to 50%, although this would not last long (Tirado 2011).

The post-war period was not the most ideal time for learning because Franco's aim was to enhance the national language. In the 1950s English became more in demand than French. Nowadays, English is the top language studied in schools, because this language is an essential tool to communicate in this globalized world (Tirado 2011).

The Central School of Languages lost its characteristic of "unique centre" in 1966, the year in which it became known as the EOI. Today there is a network all over Spain which is controlled by each Regional Government, with its own education system and different educational levels.

When dealing with the problems of learning foreign languages, Spain has an old cliché, in which it has always been considered a nation where there have been many difficulties in the learning of foreign languages (Tirado 2011). The truth is that there was a certain "linguistic isolation" in the past, but in the ever growing globalised world the situation is different. Times have changed and more foreigners choose Spain as their permanent residence and more Spanish

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[5] During the dictatorship of Primo de Rivera the school was ascribed to the university and the number of students increased this trend continued during the Second Republic. Throughout the Civil War no lessons were held, and after the war many changes took place: some teachers were forced into exile; others were imprisoned while the least fortunate died in the Civil War (Tirado 2011).

people, due to personal choice or socioeconomic motives, are travelling and working abroad.

Nevertheless, there were several factors that affected the foreign language learning in Spain. Some of these were misguided learning methods, an influence from the sense of ridicule of the learners and the dubbing of films. However the most important factor was methodology, which focused more on the theory rather than on the practice. Furthermore, the emphasis has changed and is now less theoretical due to the demand from students towards a practical approach (Tirado 2011)[6].

2.3. METHODOLOGIES USED IN THE EOI

At the beginning of the 20th century, languages were studied in a similar manner as what we would consider as "dead languages" such as Latin or Greek (Plaza 2010, pars.1-2). This method focused on grammar and translation. Then, at the beginning of the 20th century, the Central School of Languages then introduced an innovative methodology called "direct method" which focused on the oral skills and pronunciation, looking towards a more dynamic and participative lessons (Plaza 2010, pars.4-5).

The four basic skills which are taught are listening, speaking, reading and writing which are the bases of the teaching-learning system at the EOI. Today the "task-based learning" is the most widely used method which is promoted by the CEFR. Students learn by doing, searching for a practical sense of teaching and learning (Plaza 2010, pars.18-20).

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[6]   For further information about the historical background and development of the EOI watch Informe Semanal (Tirado 2011).

The development of the language skills and using the language effectively is not only found in the writing and reading comprehension, though also in the speaking and listening comprehension competences. Nevertheless, the EEOOII are also concerned of the importance of acquiring other significant skills which are known as pragmatic and communicative skills such as following a conversation and pronouncing correctly with an accurate intonation (Tirado, 2011). Teachers have to focus on a 'lifelong learning' approach for their students to be communicatively competent in their language learning (Plaza 2010, par.22).

2.4. SPAIN INSIDE EUROPE

The Common European Framework is intended to overcome the communication barriers that are arising from the different educational systems in Europe (*CEFR* 2009/10:1). There are many similarities in all the European education systems (Rodríguez 2012, pars.3-6), such as the four main stages in education: primary and secondary education, vocational studies and university (Rodríguez 2012, pars.4-7). In spite of this, it is also claimed that there are some differences which may be novel to other European educational systems due to the Spanish network of EEOOII. The EEOOII are state run schools that admit learners of all ages; minimum age is from 14 or 16 years of age, with courses of different foreign and regional languages according with the reference levels of the CEFR. The EOI certificates according to these standards: A1, A2, B1, B2 and C1 level (Rodríguez 2012, pars. 3-4).

2.5. ICT IN THE EOI

Regarding ICT in the EOI we can find a lot of information in the library or online in the webpage of each school around Spain.

In this Master dissertation there is an interest in analyzing how ICT is involved in the teaching-learning process at these language schools. Regarding the EOI of Valladolid, we can check all the information we need to know online in the website of the school[7]. If we check the "Documentos Institucionales" for the "Programa General Annual" (PGA), there are several improvement projects programmed for this academic year 2012/2013 which include the aim of Pedagogical Organization and ICT implementation which are mentioned below. The intention of these projects is to be completed throughout the year (*EOI PGA 2012/13:23*).

In 2012, a network for teachers was successfully created where all the official documentation such as activities, calendars of meetings and official documents, was available for teachers. Now they are planning to introduce the same method so students have accessibility to useful documents.

In order to improve the communication of information to the students concerning exams, results and other documentation, the Director of Studies will check that the information related to evaluation criteria, academic calendar, the exam revision dates and final results will be posted on line and also in the school boards of each department. The amount of links and resources will be reduced in order to summarize the amount of information.

These improvements deal with the necessity of introducing the New Technologies and ICT to all the fields of the EOI, especially in language

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[7]   The website of the Official School of Languages is http://eoivalladolid.centros.educa.jcyl.es

learning. There is the need to update digital and computer systems without a rejection from the members (students, teachers). This can be achieved through new technologies that require no previous knowledge of programming (*EOI*, PGA 2012/13:23-25). The aim is to prove that any teacher with very little previous specific training in ICT can easily manipulate such documents. However, there is still the need to digitize audio and video material to make the most of the virtual classroom and the network. Besides, there exists the possibility of sharing the material at two different levels, among teachers and with students. What the proposal states for this year is to:

-Digitize, edit and organize all the audio and video material online or in each department.

- Create virtual spaces to put those materials in common.

- Make use of the virtual space that is available from the Regional Government.

- Co-work with a digital/virtual platform (such as Google) for the creation of web pages connected with each department and learning levels.

- Learn how to use interactive whiteboards to develop teaching efficiently and in a pleasant way (*EOI*, PGA 2012/13:23-25).

2.6. LEARNING FACILITIES

The facilities offered at the EOI related to ICT during this school year can be found in the document called "Proyecto Educativo del Centro 2012-2013", where the building and classrooms are described. The building embraces 23 classrooms; each classroom is equipped with the necessary audiovisual equipment (such as a television, DVD player, etc.). Each classroom also has a computer connected to the internet, an interactive whiteboard, an overhead

projector and loudspeakers. Due to the fact that some courses are oversubscribed, they have to teach at the *Centro Específico Juan the Herrera*, where they use five classrooms with no computers or interactive whiteboard access.

This year at the EOI a new Language Lab has been installed. It holds up to 35 students, with on line material organized into levels and courses from the different linguistic departments. There is also a library and a Resource Suite where all the audio visual material and loans are available for students, as well as 18 computers connected to the internet and 5 individual lab cabins.

Many students attend the EOI for different reasons, and the EOI tries to cope with all types of diversity, ICT is used as a tool to support this diversity. When adapting the curriculum or the environment for students with special learning needs, we can refer to *Medidas de Atención a la Diversidad de Alumnos* (*EOI PGA 2012/13:76*). They co-work with the ONCE and students who have a visual impairment, have Braille material at their disposal. Those students with impaired hearing, have a specially adapted language lab available to their needs with the guidance of a teacher. Those learners with neurological diseases receive attention and advice from their teachers and also get extra material with suggestions about books, listenings or programmes that can be helpful and which can be found on-line or in the multimedia room.

3. LEGISLATION

Legislation is an aspect to take into account to be able to understand the process of foreign language learning with the use of ICT. The knowledge and awareness of what is stated in the Spanish curriculum gives a closer approach to this concern in education.

The Legislation concerning education in Spain has suffered an evolution in the last forty years due to the many different legislation changes in the area of Education.

The "Ley General de Educación" (LGE, 1970: art 18) stated the first use of IT in schools as we can read in the following quote: "Los métodos didácticos en la Educación General Básica habrán de fomentar la originalidad y creatividad de los escolares, así como el desarrollo de aptitudes y hábitos de cooperación, mediante el trabajo en equipo de profesores y alumnos. Se utilizarán ampliamente las técnicas audiovisuales" (LGE 1970:art.18).

In the 1990s there was a significant educational reform, "Ley Orgánica General del Sistema Educativo" (LOGSE 1990), which included and encouraged the use of ICT and innovation: "Las administraciones educativas fomentarán la investigación y fomentarán la elaboración de proyectos que incluyan innovaciones curriculares, metodológicas, tecnológicas, didácticas y de organización de los centros docentes" (LOGSE1990:art.59).

Since 2006 the "Ley Orgánica de Educación" (LOE 2006) established the introduction of the new technologies as a right to address the quality and efficiency of ICT in the educational system: "[…] desarrollar las aptitudes necesarias para la sociedad del conocimiento, garantizar el acceso de todos a las tecnologías de la información y comunicación" (LOE 2/2006:art.17). This law

also encouraged critical thinking towards the use of ICT: "Iniciarse en la utilización, para el aprendizaje, de las tecnologías de la información y la comunicación desarrollando un espíritu crítico ante los mensajes que reciben y elaboran". It also establishes what type of use the ICT has in all different stages of education (LOE 2/2006: art.17). As regards the EOI it is also important to be familiar with the 'Decreto 59/2007' where we can read the curriculum of the basic and intermediate levels in Castilla y León of the EOI (BOCyL 21 jun 2012).

Nowadays there is some controversy with the next new education law known as LOMCE. If this Draft Bill becomes a law in the future, it will affect the EOI and also the use of ICT in this educational system. This Draft Bill wants to strengthen the use of ICT which is used less in Spain than in other European countries and so fomenting and its correct usage.

To deal with these difficulties the improvements suggested are to promote ICT as an individual learning process so that students can make an adequate progress related to their speed of learning and to provide access to unlimited teaching-learning resources. The measures proposed are to promote the use of ICT as tutoring or technical support for the teaching-learning process. The Draft Law also foresees the possibility to promote the shared use of digital educational platforms and finally guarantee a variety of quality digital resources to benefit learning opportunities (*Propuestas para el anteproyecto* LOMCE, 2012).

The intention of the Draft Bill is to support learning English in English, encourage a multilingual learning and promote training courses and updates of

the foreign language[8]. When reading about the EEOOII (*Anteproyecto LOMCE*, 2013:44), there is an important variation:

"Cuarenta y cuatro. El apartado 1 del artículo 59 queda redactado de la siguiente manera:

1. Las enseñanzas de idiomas tienen por objeto capacitar al alumnado para el uso adecuado de los diferentes idiomas, fuera de las etapas ordinarias del sistema educativo, y se organizan en los niveles siguientes: básico, intermedio y avanzado. Estos niveles se corresponderán, respectivamente, con los niveles A, B y C del Marco Común Europeo de Referencia para las Lenguas. Estos niveles se subdividen en los niveles A1, A2, B1, B2, C1 y C2.

Las enseñanzas del nivel básico tendrán las características y la organización que las Administraciones educativas determinen."

This means that the planning of the different levels of learning at the EOI would undergo a rearrangement to adjust to the new law and to add one more level to conform to the linguistic competences of the CEFR, reschedule timetables and look for teachers and suitable material to teach at that level. This reform will not only affect the English language but all the different languages offered at the EOI.

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[8]   For more detailed information read the following documents: "Propuestas y Objetivos" (LOMCE 2013) and "Propuestas para el Anteproyecto"(LOMCE 2012).

4. AMBIGUITIES

4.1 DEFINITION

As mentioned earlier the different perspectives on ambiguities in the use of ICT in learning languages in the EOI will be examined in this section. There are important caveats which need to be explained and explored to gain a critical understanding of the ambiguities present when using ICT in teaching.

First of all, it is important to define the meaning of the word ambiguity. According to the Macmillan Dictionary it can be defined as "something that is not clear because it has more than one possible meaning", or also as "a confusing mixture of feelings or ideas that makes something hard to understan*d" (Ambiguity,* Macmillan 2009). Therefore the main core of this dissertation is to analyse ideas that could be considered inconclusive when referring to the impact of ICT on the teaching-learning process.

4.2. ANALYSIS OF ICT IN EDUCATION

Many researchers and studies state the constant idea that there are many advantages[9] concerning ICT. We will explore many of these advantages and explain what could be considered disadvantages, which correlate to the positive impact of ICT in education. We will establish how a certain ambiguity in that field could influence the pedagogical approach and learning procedures.

There are a number of seemingly convincing explanations to affirm that ICT is perhaps the most important influence in our society when referring to the handling of information and the media (Martínez 2011:73). The increasing use of ICT not only helps to develop new skills and connectivity but it also ensures

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[9]   For more information on advantages with ICT, read Martínez Pérez and Suñé Suñé (2011), Palomo López et al (2008) and Cebrián et al (2011).

that educators and students can avail of the information available in an ever more digitized world (Wolf 2012:1-3).

The programme "*Escuela 2.0"* has been analysed regarding the use of ICT (Martínez 2001:73). The use of new technologies is not an end on itself; it is not trying to digitize the classrooms rather to improve the usage of different types of methodologies. Using ICT as a tool can facilitate the teaching-learning process, the development of cooperative work and a responsible attitude towards ICT. It is no longer considered a learning accessory but a means to improve "learning to learn" skills. ICT tools work much more in the communication environments than the traditional methods, so ICT complements this type of teaching (Granda 2010:113-114). My mindset is influenced by Granda as long as ICT is used as a facilitator of the learning process in this highly globalised world. We should bear in mind that the main aim of the teaching process is to provide educational competences which are valid in society (Wolf 2012:2).

According to Schrum, there is a historical dilemma which educationalists are familiar with. This dilemma deals with the extravagant promises of technology, making students smarter and being more time-efficient. Moreover, we can read that the adaptation of the use of ICT in learning is expected to be easy and instant: "The promise suggests this miracle will occur almost by osmosis. We need only place a computer in a room, stand back, and watch the magic take place. If only life were that simple and learning that easy!" (Schrum 2000, pars.3).

Schrum states that in the 1980s, when computers first made their way into the classrooms, educators who were unfamiliar with the technology and stepped back and let software developers and other technicians define what

products to buy and use, the technology drove the educational process and it did not work. She also analyses the pressure that society may provoke over education due to all the development that the new technologies have stood out in society, and how the use of ICT sometimes overshadows the real aim of education (Schrum 2000, pars.3). I would agree with Schrum's opinion that the emphasis in the past has been, on a belief, that ICT would make a huge difference in the learner's results and motivation.

With relevance to the above, an ambiguity could be found between Granda's and Schrum's findings. On the one hand educators need to be aware of the selling policies of the software companies and that ICT or e-learning could not substitute teaching methodology. On the other hand ICT can enhance the "learning to learn" skills and facilitate collaborative learning; however both learning processes require time from both the teacher and the students who need further training.

One of the positive goals presented in the using of the internet in the globalised world is the possibility to connect simultaneously all over the world. On account of this, time and place are to be considered important within ICT and its impact on education. Online course materials can be accessed 24 hours a day, seven days a week. Technologies such as teleconferencing will enable the instruction to be received simultaneously by multiple, geographical dispersed learners. Thus, ICT can be a time-saver (*Wikibooks* 2013, pars.2, 4).

On the contrary, there are many things to take into account, especially considering the unavailability of the internet and electric sources, also known as mechanical failure. If a teacher fully relies on the use of ICT when teaching, the following circumstances could occur: a blackout, limited internet connectivity or

mechanical failure with any of the ICT tools could create a problem with the teaching-learning process in a language class (Davis 2006:3). In addition Ranjan states that some factors could be detrimental to this instant access to internet, such as low connectivity to the network or mechanical failure of one of the appliances (Ranjan 2011, pars.25-26). Whilst this dilemma about technical problems and lack of connectivity will be present in learning environments, the outlook is more productive than hindering.

When concerning methodology, some of the most useful methods can be brought into focus with the use of blogs, social networks and wikis in teaching. There are many advantages in the use of these methods where students become protagonists of their own learning. Blogs allow all students to have their opportunity to adopt different roles and provide a comfortable and motivating environment (Martínez 2011:73).

Furthermore, social networks are useful to create associations of people in order to keep them in contact, exchange information and experiences and to have a mutual bond of interest. The educational social network can include from students of the same classroom to families and academic entities/organizations (Ranjan 2011, pars.4-5).

Likewise, the use of wikis also has many advantages such as using a cooperative/collaborative approach in learning, providing easy access to browse, publish comments, allowing writing posts and modifying the web page quickly (Martínez 2011:73).

In addition to the above methods, ICT can also have a beneficial influence in the student's learning through video, multimedia, computer software and computers with internet connectivity. This can combine media richness and

interactivity with the opportunity to connect with interactions and collaboration in real time, emulating relations within a traditional classroom (Ranjan 2011, pars.8). In the same manner, there is no need of complex knowledge of computers in any of these methods. Students and teachers can work within these methods with basic skills of ICT (Martínez 2011:73).

However, these methods have disadvantages. For instance, with the use of wikis, information can be deleted or mistakes and inappropriate content added by users, copyright material can be added without being the authors, etc. When referring to social networks, problems can arise if the users share private information. Schools and families have to educate the students in the importance of making a responsible use of them. These disadvantages can be avoided because the information can be corrected. The IP of the attacking source can be blocked, allowing only the registered users to modify the documents, data, etc. (Ranjan 2011, pars.25-26).

According to Norman (1999:3-4) uncertainties can emerge when in use of the above types of learning with ICT. Moreover, Wolf (2012; pars.14) claims that e-learning takes away from the face to face contact between teachers and learners which could be seen as a drawback to social interaction and a more individual approach. These types of inconclusiveness can overwhelm teachers as a result of using these technological tools in a classroom situation.

A number of seemingly convincing explanations promote the many benefits for teachers since they can share resources, learning and advice. They can gain enthusiasm and confidence and also work on an easier planning of lessons and designing materials (Ranjan 2011, pars.7). The quality of education can be enhanced through the students' motivation and enhancing teacher training. ICT

is a transformational tool that when used properly can ease the change from the traditional teacher-directed environment to a learner-centred one (Wolf 2012:2).

Some people may think that teachers who had not experienced the use of ICT through their learning tend to have a negative attitude towards it, as they may be lacking training in that area of the curriculum (Ranjan 2011, pars.25-26). My mindset about the change towards a learner centred approach with ICT is influenced by Norman (1999:2), who states that: "Most teachers though are not adequately prepared yet to make use of exciting new educational technologies because neither their teacher education programmes nor their schools have provided sufficient time or incentives for them to learn."

The above arguments can appear to show certain ambiguities in the statement that ICT can enrich the quality of education by increasing the student's motivation and improving teacher training which leads to a more learner-centred environment (Wolf 2012:2). However, in contrast some research reports have stated that even with the increasing development of ICT technologies, many teachers are not ICT experts, they may not have availed of previous training, which could interfere with the process of learning when using ICT and so lead to lack of motivation in the participants (Davis 2006:1).

Economical investment in high quality teacher training in and the correct usage of innovative pedagogical approaches can enrich cooperative work and self-responsibility for learning through ICT (Wolf 2012:14). In addition, Ranjan acknowledges that through the use of these tools, students can develop their skills in understanding and critical analyzing, in reading comprehension and writing skills (Ranjan 2011, pars.8).

According to Gremmo teacher's experience has shown that the price of autonomy has a non-stop vigilance, there will always be a tendency of a new technology by experts accompanied by a "retroglade and unreflecting pedagogy" (Gremmo 1995:153). An interesting example is mentioned where he states that "a grammar drill" on a computer is still a grammar drill and if learners are given little choice (or no training, which comes to the same thing) then it is a travesty to call the tool "self-directed".

However another important drawback to using ICT in schools is the fact that computers and their maintenance are expensive. ICT can be the largest curriculum budget cost that may improve the innovation of the school, but that budget could also be invested or spent in priority needs in education (Ranjan 2011, pars.25-26). The expense does not only concern the school's budget but also the students. We have to bear in mind that there is a huge diversity among the students, and not all of them can pay for computers or internet access in their homes. Teachers have to know their students´ means and the availability to access these sources.

As previously discussed within the research above, the use of ICT can be used as a tool to improve pedagogical approaches whilst certain ambiguities appear when referring to teacher training, its efficiency and the economic outlay which is required for its implementation in the classroom. (Granda 2010:113-114). Gremmo outlines that there is evidence which shows the negativity of implementing an activity without planning correctly. There can be a tendency by educationalists to accompany new technology by outdated and unreflecting teaching methods (Gremmo 1995:153).

The final ambiguity could be found in the area of the amount of information found on the internet which, on one hand, can be beneficial, enriching and motivating (Ranjan 2011, pars.8) but, on the other, can lead to confusion, when too much information is presented and the learners feel overwhelmed and unable to complete the task (Davis 2006: 3-4).

4.3. REVIEW

An analysis of the ambiguities found in the use of ICT in the teaching-learning process which is the core of this dissertation will be summarized. These inconclusive areas can be recapitulated in the following statements:

- ICT or e-learning cannot substitute teaching methodology, in spite of the fact that teacher training and its efficiency can be affected by the economic outlay.

- ICT can enhance the "learning to learn" skills and facilitate collaborative learning whereas it can limit the face to face contact between teachers and learners.

- The constant innovations in ICT dominate all fields of life including the educational world. However, the cost of computers and their maintenance, in addition to the low connectivity to the network or mechanical failure of one of the appliances, can hinder the teaching-learning process.

- The amount of information and tools found on the internet can be advantageous nonetheless overwhelming for the participants.

It is important to confirm if these different ambiguities can be validated in the research approach.

5. RESEARCH APPROACH

In order to have a practical point of view on the inconclusive use of ICT in the EOI, during the period of teaching practice for this Master of Education, I was able to prepare an approximation to what a research on this topic should be. The core aim of this dissertation is to study the existence of various ambiguities in the use of ICT, some of which have been analysed in the previous section from a theoretical point of view. Using a research approach we will see if these theoretical ambiguities appear in two groups of subjects involved in the learning process: students and researchers.

This approach consisted in an online survey grid. The questionnaire was elaborated following the suggestions found in a book of strategies about evaluation, *Enseñanza Superior, Profesores y TIC: Estrategias de Evaluación, Investigación e Innovación Educativas*, 2010 by Maria Paz Prendes Espinosa and Linda Castañeda[10].The application used for the online grid was Google Drive questionnaire, which offers a wide scope of question styles and requires an online connection.

There were two different questionnaires. One was addressed to students of the EOI and the other to educational researchers of the University of Valladolid interested in the impact of ICT. Templates of these questionnaires are available in Appendix I and II (see pages 64-70).

The student questionnaire was addressed to students of the EOI who attended A2 level lessons[11]. The survey was a mixture of direct and indirect

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[10] For more information about the elaboration of evaluation grids and strategies read Prendes Espinosa (2010:154-156).

[11] A2 level corresponds with "2º Básico".

questions in order to give the students freedom and flexibility when answering the questions which were also written in English. This enabled them to practice their reading and writing skills using the internet survey as an activity online. However, some key words were translated into Spanish to help students understand the questions considering their level of English.

This intervention took place at the end of the last two sessions of my teaching practice, with two different groups from the same level. The interview took place on the 29th and 30th of April 2013. The time given to answer the grid with 20 questions was 30 minutes. Most of the students completed the questionnaire in 20-25 minutes, but they had to be given a margin of time in case any problems or difficulties could occur.

The researcher questionnaire was written in Spanish because the English level of the researcher's was unknown.

5.1. STUDENTS

Students are an essential part in the educational process. It was thought that their opinion was the most valuable source to analyse their knowledge and practice concerning the use of ICT in the EOI. The number of students that cooperated was 38; they were students from two different groups of A2 level of English, with an average of 19 students per class.

Before analysing the results we have to report that from the start some setbacks were experienced. We went to the computer suite of the EOI and there were 18 computers available. Some of the several setbacks that we faced were: a number of computers were not working, the low connectivity to the internet and the different levels of knowledge the students had concerning the use of computers and accessing the internet. Despite these setbacks, students

were able to complete the questionnaire. However, some adult learners needed some extra minutes to fill in all the questions. The 20 question survey was organized with a scope of topics such as their age, their learning of English and their opinion about the use of ICT in the EOI. All the collected data was analysed and the results can be observed below in the different diagrams and charts.

Since 1918, the number of female students has always outnumbered the number of males (Rodríguez 2012: pars.4-6), as we can observe in the following diagram (Figure 1).

What is your gender?

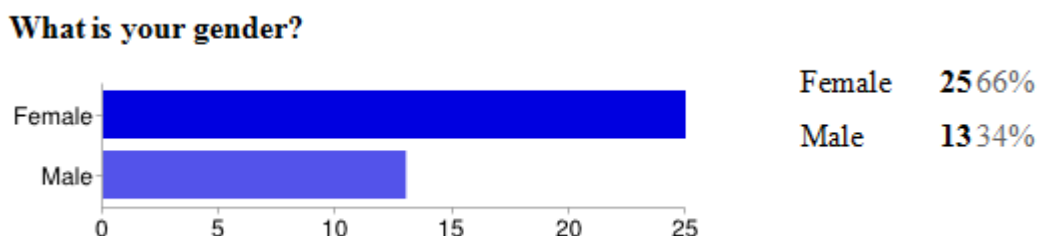| Female	25 66%
Male	13 34%

Figure 1. Gender.

Taking into account the age of the 38 students, 27 are between the 30-100 years old range and 10 students are between 15-30 years old group (Figure 2). This is important due to the fact that ICT was not introduced into the Spanish Educational System until 1985, and only as IT, and afterwards the internet was launched in 1995. We can consider that at least 38% of the students were born before the 1980s and did not get the opportunity to experience the use of all the ICT tools that emerged in the 1990s and this decade in their previous educational learning. This is summarised in Figure 2.

How old are you?

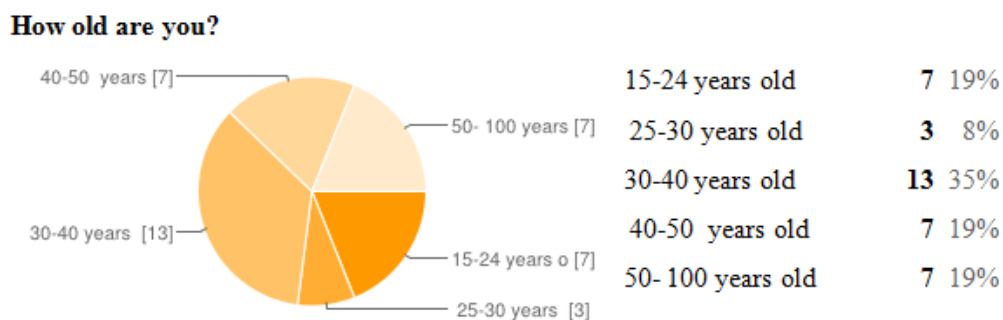|		
40-50 years [7]	15-24 years old	7 19%
50- 100 years [7]	25-30 years old	3 8%
30-40 years [13]	30-40 years old	13 35%
15-24 years o [7]	40-50 years old	7 19%
25-30 years [3]	50- 100 years old	7 19%

Figure 2. Age.

When we asked students how many years they have been studying English, there are 17 learners within the 2-3 years group (46%), only two participants have been learning English between 3 to 6 years (5%) and 15 students have had English classes for 6 years or more (41%). Almost half of the class has been studying English for more than 6 years. Despite having studied English for many years, time cannot be a determinant of improvement in learning, unless it is proved.

After commenting on general topics such as their age range and average of years studied, we focused on ICT and e-learning. Many of the students (65%) think it has a significant role in their learning process at the EOI. However 14% of the students said it was not relevant or useful.

How long have you studied English?

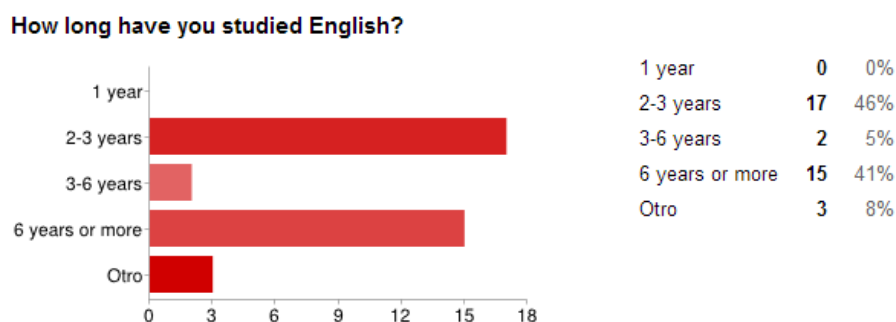|		
1 year	0	0%
2-3 years	17	46%
3-6 years	2	5%
6 years or more	15	41%
Otro	3	8%

Figure 3. Time period studying English.

As we can see in Figure 4 when students were asked about what they associated in order of importance with ICT, the majority chose the computer 17%, the internet (16%), e-mail address (14%) and audio listenings (12%). Whilst those less selected areas were: the interactive whiteboard (7%), learning platforms (7%), TV (6%) and Social networks (5%). The percentage of the learning platform was surprising because only 7% voted it as being associated with ICT (given the fact that the centre's webpage includes a virtual classroom).

What do you associate from the following list to the ICT?

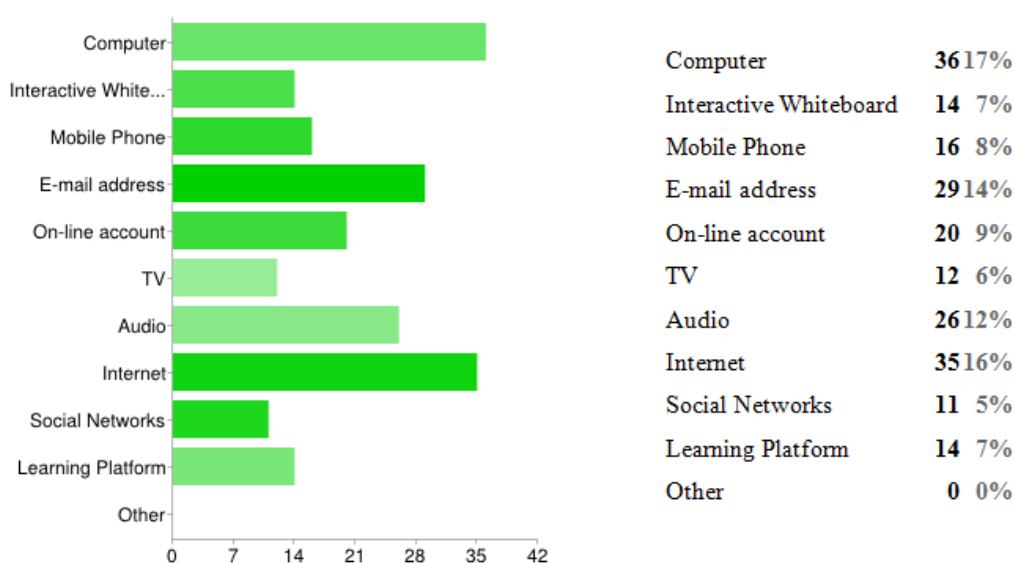|		
Computer	36	17%
Interactive Whiteboard	14	7%
Mobile Phone	16	8%
E-mail address	29	14%
On-line account	20	9%
TV	12	6%
Audio	26	12%
Internet	35	16%
Social Networks	11	5%
Learning Platform	14	7%
Other	0	0%

Figure 4. List of ICT Tools.

Concerning the use of the internet, 92% of the students state that the internet does help them to improve their language skills, whereas 3% say that it does not help (Figure 5). However the internet is considered by students a method of improving their language skills when listening to music, watching videos on Youtube or TV shows and looking up information for travelling abroad. They all look for listening and speaking improvement resources, but not many people use them as a way to make progress in their reading or writing skills (Figure 6). This emphasis on improving only those skills can be supported by the student's

concern that listening and speaking skills are more difficult when learning English (Figure 7). Nevertheless, the students writing and reading skills are a significant part when learning; the results show all four skills are not being developed equally.

Do you use the Internet to improve your language skills?

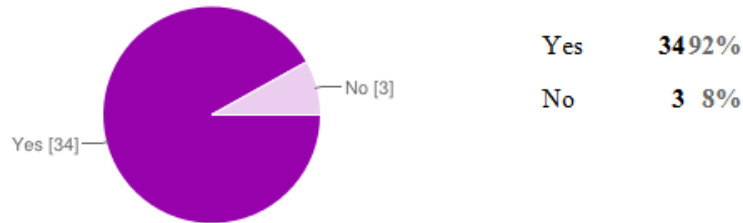|		
Yes	34	92%
No	3	8%

Figure 5. Language skills.

If you DO use the Internet to improve your language skills, can you tell me how?
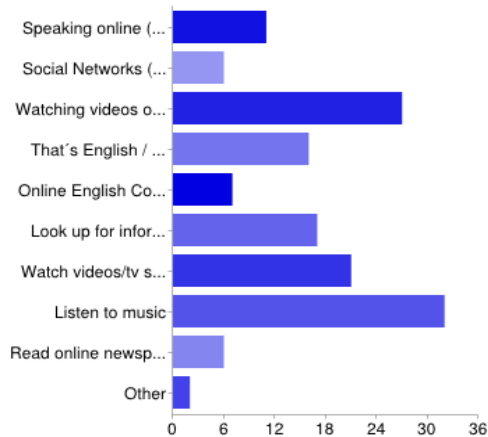
Figure 6. Internet improvement.

What of the following skills do you find more difficult when learning English?

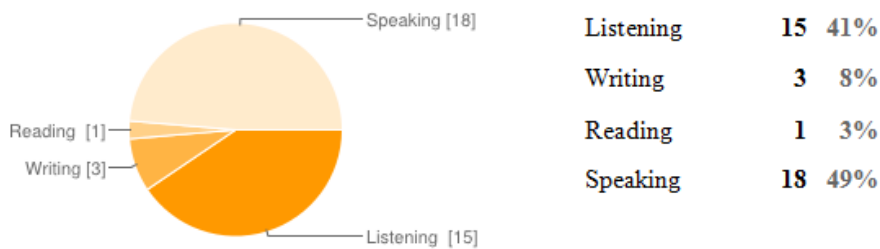|		
Listening	15	41%
Writing	3	8%
Reading	1	3%
Speaking	18	49%

Figure 7. Difficulties in skills.

We asked students for their opinion about the improvement of ICT in their years of study at the EOI. The following results were obtained: 3% said that it had not improved, 22% said that it had improved a little bit, 49% said that it could improve more and 27% said that it had improved a lot.

Concerning the material and methodology engaged in learning English with ICT, many students prefer printed learning material rather than e-learning material (Figure 8). From their point of view they prefer that teachers use both printed and e-learning material. On the contrary teachers using their own material for teaching are not approved by students (Figure 9), despite the tendency nowadays towards the innovative methods of teaching focusing on no books and the teacher's own material[12].

What would you choose from the following learning material?

Material (textbooks,grammar books, cds, dvds, vhs)	28	42%
E-learning (textbooks and grammar books in pdf, listenings and dvds)	20	30%
Learning platform (pdfs,word, listenings/dvds)	18	27%
Otro	1	1%

Figure 8. Learning Material.

What tools do you think are more useful for teachers?

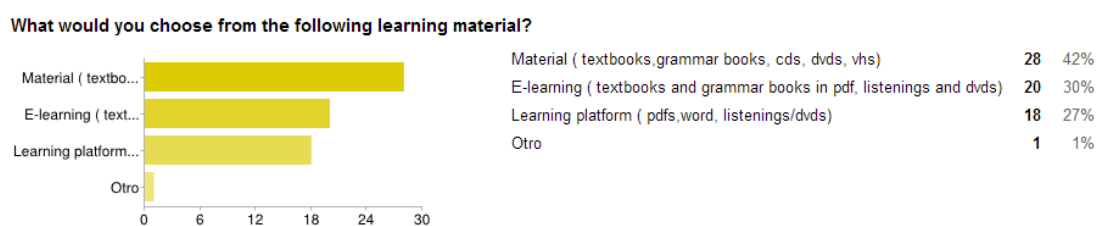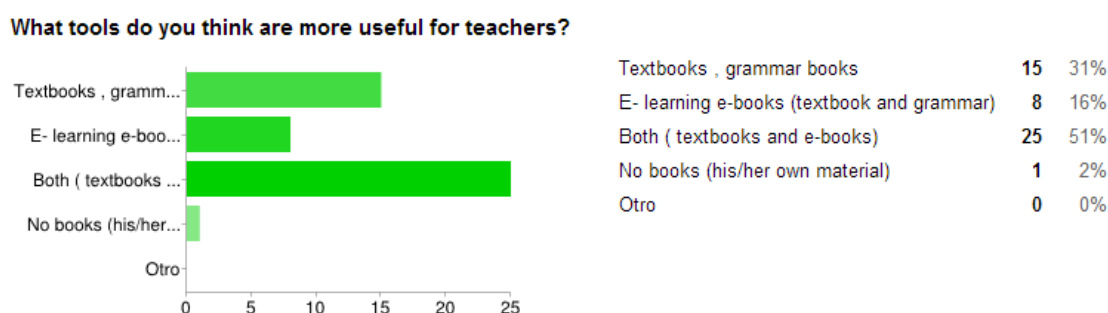|		
Textbooks , grammar books	15	31%
E- learning e-books (textbook and grammar)	8	16%
Both (textbooks and e-books)	25	51%
No books (his/her own material)	1	2%
Otro	0	0%

Figure 9. Teacher's Material.

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[12]   For information about innovative methods of teaching without textbooks check Feito (2012, pars.7).

When asking students about e-learning methods, many of them pointed out ICT methods such as video, audio and online accounts or the use of the interactive whiteboard. But not many are aware of the use of wikis or the virtual classroom. Only three members of the study, who were Secondary School students, had knowledge of the use of wikis (Figure 10).

What of the following e-learning methods are you aware of?

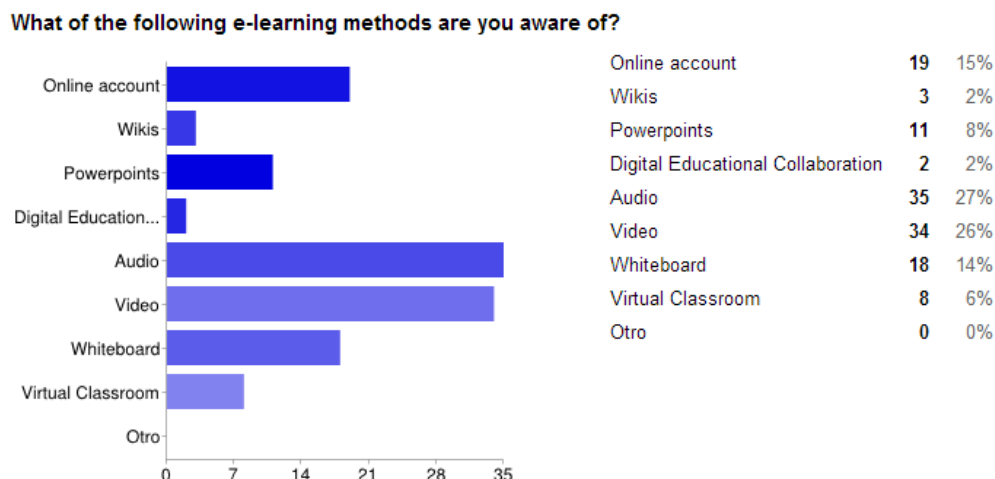| Method	Count	%
Online account	19	15%
Wikis	3	2%
Powerpoints	11	8%
Digital Educational Collaboration	2	2%
Audio	35	27%
Video	34	26%
Whiteboard	18	14%
Virtual Classroom	8	6%
Otro	0	0%

Figure 10. E-learning methods awareness.

Combining the importance of the internet (Figure 4) and the use of ICT, we inquired in this survey if in a practical case such as catching up with a session they had missed, what method the students would used to find out what material they had to study (Figure 11). Many of the students (75%) would rather ask a classmate than choose other methods such as sending an e-mail to the teacher or to a classmate, or checking their own account of the EOI. By choice they would ask a classmate rather than putting into practice the advantages that ICT offer. Another aspect to take into account is that the importance of the online account where they can e-mail the teacher or check their examination results that they have at the EOI is also not that significant either (Figure 12).

41

If one day you can´t go to class, how do you catch up with the class?
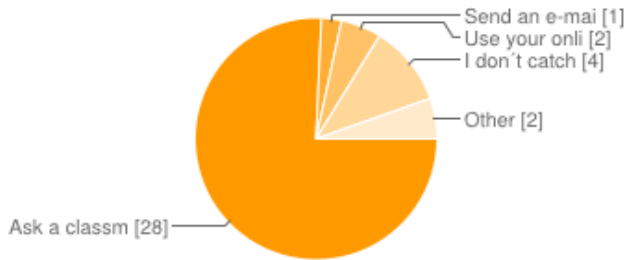
Ask a classmate	28	76%
Send an e-mail to the teacher	1	3%
Use your online account at EOI	2	5%
I don´t catch up and just find out the next day	4	11%
Other	2	5%

Figure 11. Practical case.

How important is it for you to have an online/email account at the EOI?

1	3	8%
2	5	14%
3	12	32%
4	8	22%
5	9	24%
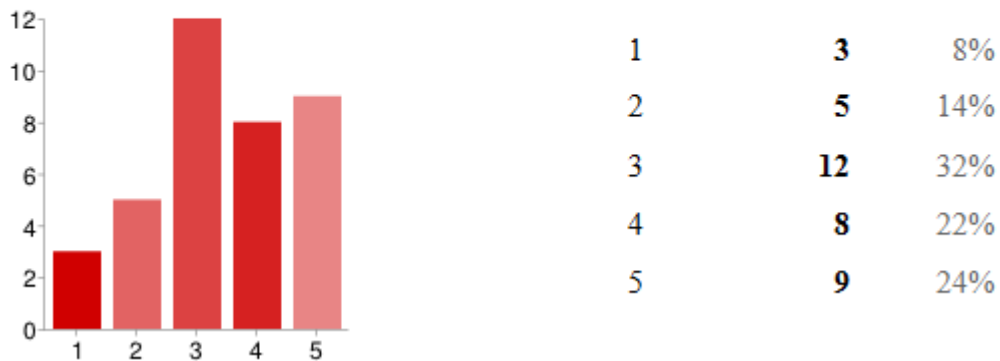
Figure 12. EOI online account.

Do the ICT create advantages or disadvantages when learning a language?

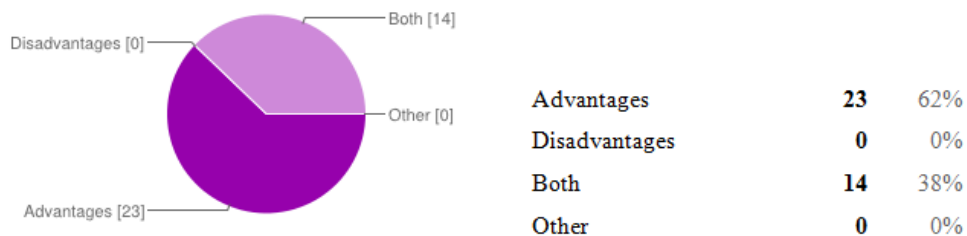|		
Advantages	23	62%
Disadvantages	0	0%
Both	14	38%
Other	0	0%

Figure 13. ICT advantages and disadvantages.

Having analysed the different aspects concerning ICT at the EOI, we asked the students whether ICT had advantages, disadvantages or both (Figure 13). We found that more than half of the participants stated that there were advantages, and 38% responded that there were both advantages and disadvantages. Nobody viewed the internet as only a disadvantage. Anyhow we wanted students to explain what type of advantages and disadvantages ICT had at the EOI. Therefore, we asked open questions to give the students opportunity to express themselves more frankly. Though the questions were in English, students were allowed to answer this part of the test in Spanish in order to explain better their own point of view; that is the reason why the answers may be in Spanish or in English.

The advantages associated to the use of ICT were that it is easier, it motivates the students, the access can be anywhere and at any time and it is good to practice listening and speaking. Furthermore there is wide variety of available material. Some of the most outstanding and representative answers to this following question are:

- *"Más ameno, mas rápido, más interés y más asequible"* (Student 3)*.*
- *"You can carry a lot of information in you electronic device, the information is ready there"* (Student 7).
- *"It´s faster than books, easy and complete"* (Student 9)*.*
- *"Puedes comunicarte con personas de otros países, es interactivo y es rápido"* (Student 18).
- *"…libertad de horario, rapidez y práctico"* (Student 26).
- *"It´s fast, you can study when you want. You don't need books and you can bring it everywhere"* (Student 32).

Despite some students stating that the use of ICT had no disadvantages, many other participants did point out disadvantages such as low connectivity, the different levels of knowledge of ICT between young and more adult learners, the lack of communication with the teacher and the excess of information and lack of reliability on the contents found online. These are some of the more significant answers concerning the disadvantages of using ICT:

- *"No todo el mundo tiene el mismo ritmo de aprendizaje, sobre todo la gente mayor"* (Student 2).

- *"Menos contacto personal con el profesor, no disponer de internet en un momento determinado"* (Student 6).

- *"You spend a lot of time. It is more difficult than traditional books when you want to see more than a page at the same time"* (Student 7).

- *"No todo el mundo puede accede a las nuevas tecnologías, no internet en casa"* (Student 8).

- *"Nadie te corrige, no puedes comparar tu nivel, falta de conversación"* (Student 13).

- *"[…] que no sepas utilizarlo, tardas en familiarizarte con las ICT"* (Student 17).

- *"I don´t have a computer, enough information and don´t have time"* (Student 21).

The last question was to ask students to give ideas and suggestions of how to improve the use of ICT from their point of view and at the EOI. A majority admitted that they should use ICT more often, there should be a better access to the internet and they should be trained in how to use ICT. They also stated that when other facilities are improved then their progress in ICT as a learning tool will improve at the EOI and that the use of ICT will be very important for the future. Subsequently some of the more relevant answers are given:

- *"Yes, because it´s the future"* (Student 4).

- *"ICT can be improved when other programmes are improved"* (Student 7).

- *"Hacerlo más fácil de entender a la hora de manejarlo"* (Student 10).

- *"Clases con un profesor nativo"* (Student 17).

In conclusion many of the students are aware that ICT can have advantages and disadvantages, although many of them may not be aware of the wide range of tools, possibilities and methods that the use of ICT covers. We can perceive a certain ambiguity related to the use of ICT. At first the students appear to be confident to use ICT but quite a few tools or applications remained unknown or not included in their lerning process.

All the gathered answers stated that students also notice that not everyone has the same speed in learning and that they do not have enough knowledge of ICT. The lack of accessibility when there is no internet connection and the different skills among young and elderly people can become an ambiguity when learning a language because the teacher has to work with all the entire group and adapt to its needs, knowing beforehand what skills they have concerning ICT. This could be one of the main reasons why ICT can be questioned in the teaching-learning process at the EOI.

5.2. RESEARCHERS

As in all investigation the maximum number of agents should participate, it is vital to know the opinion of those who are doing research in the field of ICT concerning education as they are a fundamental element in discovering the reality of the educational world. We contacted two researchers from the *Universidad of Valladolid* who answered a similar questionnaire given to the students of the EOI. The first 14 questions were similar, with slight changes.

The last 6 questions focused on research of the use of ICT in the EOI from their own point of view.

Concerning the importance of ICT and e-learning in the EOI, one of them thought they were important and researcher 2 said it was not that important. However when they were asked to provide the list of items they associated with ICT (computer, interactive whiteboard, mobile phone, e-mail address, on-line account, TV, audio, internet, social networks, learning platforms, etc.) they both voted for all of them as tools for e-learning.

When asking them about the advantages and disadvantages of ICT, it is surprising how they both said that there are both advantages and disadvantages (Figure 14). Their observations about the advantages are the following:

- *"[…] colaboración sin necesidad de estar presencialmente en clase, reutilizar recursos y materiales didácticos, acceso a materiales con audio, etc."* (Researcher 1).

- *"Uso de TIC, herramientas para hacer las cosas mejor, creación y reutilización de actividades y plataformas"* (Researcher 2).

The main disadvantages that researches point out focus on the time preparation and also the use of ICT as a tool, not something to lean on:

- *"Tiempo de preparación, necesidad de estar mínimamente alfabetizado tecnológicamente"* (Researcher 1)*.

- *"No siempre ayuda, te apoyas en ellas"* (Researcher 2).

Do the ICT create advantages or disadvantages when learning a language?

Advantages	0	0%
Disadvantages	0	0%
Both	2	100%
Otro	0	0%

Both [2]
Advantages [0]
Disadvantages [0]
Otro [0]

Figure 14. ICT advantages and disadvantages.

Referring to the improvement of ICT only one researcher gave an answer, stating that it all depends on the teacher´s use of ICT and the motivation that the teacher has towards ICT. This is very important to take into account because the teacher's role and training is vital.

The successive questions where designed towards a researcher's experience in this field. The questions were asked in Spanish because we were concerned that maybe not everyone had the same level of English, and if we asked in Spanish we could have more accurate information. Researchers were asked about the significant difference among young and old people using ICT when learning a foreign language and one answered positively and the other negatively. The researchers were asked if the learners' diversity in computer skills could be attended correctly in EOI.

- *"Sobre la respuesta no estoy segura. Creando subniveles o tareas multinivel dentro de un mismo curso"* (Researcher 1).

- *"[…] haciendo grupos de trabajo heterogéneos"* (Researcher 2).

They were asked about the similarities of use of ICT at the EOI as compared to its use in Primary or Secondary Education.

- *"Depende de los usos que se den en Ed. Primaria y Secundaria, hay centros educativos muy avanzados en la integración y uso didáctico de las TIC y otros que no lo son tanto"* (Researcher 1).
- *"Para contestar a esto necesitaría información sobre los usos a los que os estáis refiriendo, el uso de TIC se adaptará a las necesidades de cada profesor/a y alumnado, y por supuesto del idioma en cada etapa educativa"* (Researcher 2).

In this question both of them remarked that previous knowledge played an important role and also refer to the methodologies used in the learning process.

In the survey there was a question unanswered, the issue of ambiguity among ICT. Finally, in the last question, they were asked to express their concerns related to the future of the ICT in teaching:

- *"Creo que hay muchísimas posibilidades sobre todo a la hora de incorporar herramientas web 2.0 que requieren pocos conocimientos previos por parte del usuario y que son gratuitas"* (Researcher 1).
- *"Intento de apoyar para mejorar, nunca lo contrario…"* (Researcher 2).

Both researchers support the use of ICT and teacher training through easy tools and methodologies. They take into account that there is a wide age range among the students of ICT, and that this should be dealt with heterogeneous working groups in the classroom. They see ICT from a thriving point of view in education for the future.

5.3. REVIEW

As a result of this research approximation, we can have an overall point of view from students and researchers. Students are aware of the importance of using ICT in their learning process despite the fact they may not have sufficient skills to use those tools that are already available to them. There are also ambiguities when working with ICT or getting to know what range of tools they can use. In contrast they find them (the tools) motivating and appealing when discovering new methods to help them improve learning a foreign language. Researchers mentioned that ICT has both advantages and disadvantages. They also support teachers´ training to be able to adapt and forward their ICT knowledge to students through their motivation and methodologies.

This research approach is a concise collection of opinions and perceptions of the researchers and students; within its limits it could scarcely be generalized. Researchers and students tried to suggest what could be done and what they observed from their point of view. Due to the time limitations that I myself had during my teaching practice and developing this dissertation, I was not able to get a wider number of participants. Nevertheless, bearing in mind these limitations, it would be interesting to amplify the research with a broader number of participants and take into account more agents of the teaching-learning process which could be helpful if this approach was to become a research topic in the field of ICT in foreign language learning.

6. FUTURE PROSPECTS

It is also relevant to take into account what advances that will be in the future. Many research studies have focused on changes concerning the use of ICT in Primary and Secondary school and not in adult education. The following changes have been noticed (Martínez 2011:339-345):

- Technology is more present in the student's daily life.

- Creativity and innovation are increasing.

- The level of interest has risen towards a suitable formation, alternative or non-formal.

- The environment of education is changing its point of view.

As it can be read in the book about "Escuela 2.0." by Martínez Pérez and Suñé Suñé (2011: 339-345), they preview that there will be a methodological change in the use of ICT, specially focusing on the curricular point of view from concentrating on the contents to paying more attention to the competences. There will be bigger classroom space though the distribution of the classrooms will not undergo major changes, the students desks will still be individual and facing the teacher or the board/whiteboard.

The cooperative/collaborative learning will be very important. This pedagogical approach with "Escuela 2.0" has demonstrated that this methodology can be productive and rewarding (Martínez 2011:346). Nowadays methodology supports more an individual style of work of the student while when at home or through social networks they communicate about their life and homework. This is what they want to aim in the future, a connection between working together and cooperative work which deals and breaks with the limits of time and space. This will make possible co-working with other schools, other

cities or even schools from other countries, creating a networked society (Barberá 2008:23-24).

Co-working among teachers will also be of significance when sharing information, experiences, solving problems, etc. It can be an effective experience, encouraging better training for the teachers which will influence the learning process (Martínez 2011:339-345)

Technology is undoubtedly nowadays part of our daily life, but in the future it will be almost indispensable not only in every aspect of life but also in education. In the classroom the activities may also undergo a change; the amount of activities will not be reduced but will have the possibility of being published or displayed. This will help students to read and select those that may be interesting or collect them in a portfolio (Wolf 2012:19-30).

The virtual environments in learning will evolve to a mixed use of technology with online and in-person activities which will support a more personalized education bearing in mind the student's characteristics (Wolf 2012:13-16).

The majority of the educational material will be in digital format or uploaded online and open educational sources will prevail where students and teachers will be able to enter freely. The contents will not superimpose over the materials online, nevertheless extra resources and extra values will be provided. New skills will be worked on and developed to cope with the demands of the 21st century: building up personal autonomy, critical thinking, communication among different environments through different means and cooperation (Martínez, 2011:339-345).

The teachers' role is also changing. They have moved on from being in their subject area to being a facilitator that helps students to be the recipients and

holders of learning. What was once known as 'educación bancaria', has died (Muñoz 2008, pars.25-26). Moreover teachers have taken on new roles, such as mediator between students and the contents of learning, the motivator for the students to acquire knowledge with curiosity and enjoyment, the facilitator for them to understand concepts, methodologies and complex tools. The constructivist perception in learning supports the idea that the main objective of education is to promote that the students must be given opportunities to construct knowledge through their own experiences (Díaz 1999:16).

Knowledge nowadays has turned out to be transforming and building through the interaction of traditional and modern educational methodologies and tools. However, the teacher is still the essential role model for the learners' interaction using these ICT tools, remaining in the centre of the teaching-learning process.

To accomplish a learner centred environment teachers have many different tools and means, among them ICT which can be used to enhance other educational techniques. One example where teaching strategies are combined are the Collaborative Learning Techniques, known in Spanish as "Técnicas de Aprendizaje Colaborativo" (TAC). These techniques enable learning online in a collaborative way with the support and help of ICT (Muñoz 2008, pars. 21).

These techniques can be explained with tools such as the *Web 2.0* which is a participative social network, which can be described as 'bigger and more democratic' when compared to the traditional web known as 1.0. Web 2.0 encourages co-working, co-creating and co-participating. Table 2 below helps to clarify the differences and compare ICT tool methodologies used on these two systems when teachers work with web 1.0 or 2.0 (Muñoz 2008 pars.30).

¿Soy un profe o una profe 1.0 ó 2.0?

Profe 1.0	Profe 2.0
Visitas páginas web para tus clases	También las visitas pero además utilizas sindicación de contenidos RSS
Guardas tus páginas de interés en los "Favoritos" o "bookmarks"	Utilizas un marcador social: del.icio.us, Mister Wong, Bloglines, Yurls....
Buscas y utilizas fotos de los buscadores de Internet	Utilizas Flickr, Picasa, Webshots....
Escuchas música	Compartes tu música: Itunes, GoEar, Odeo.
Consultas Britannica Online, diccionarios.com.	Consultas y haces aportaciones a la Wikipedia.
Tienes una páginas web personal	Tienes un Blog personal y un blog de aula y tus alumnos también
Utilizas Word, Excel, Writer, Impress, PowerPoint	Usas Zoho, Google Docs, Slideshare, Bubbleshare.
Tienes una agenda con Outlook	Tienes una agenda en Google Calendar.
Tus alumnos utilizan tratamiento de textos para los trabajos en grupo	También, pero además usan los Wikis.
Organizas la información por directorios (taxonomía: clasificación jerárquica)	Utilizas etiquetado, tagging (folcsonomía: clasificación colaborativa por medio de etiquetas.)
Encargas a tus alumnos que hagan trabajos en grupo buscando información en Internet	Utilizas con tus alumnos WebQuest y cazas del tesoro
Estás suscrito a una lista de correo	Perteneces a una red social.
Haces tus apuntes, lecciones, unidades didácticas, ejercicios en un formato para imprimir y/o colgar en tu web o blog	Utilizas Moodle para crear unidades didácticas, añadir recursos, mantener interacción con el alumnado, hacer encuestas, ejercicios de diversa tipología, para crear foros temáticos para facilitar la comunicación y expresión del alumnado...
Utilizas el teléfono	Utilizas Skype, Vsee....
Cuelgas archivos pdf en tu web	Utilizas ISSUU.
Instalas programas en tu ordenador	Trabajas con los programas de la red
Haces diagramas y mapas conceptuales con PowerPoint	Utilizas CmapTools, Mindomo, MindMeister.

Table 2. Comparison of pedagogical approaches for Escuela 1.0 and

Escuela 2.0 (Muñoz 2008, pars.30).

Another technique is the *Semantic Web*, also known as web 3.0, an extension of the World Wide Web that enables people to share *content* beyond the boundaries of applications and websites (Muñoz 2008, pars. 5-8). There is an evolution of the web, the syntactic web (web 1.0 and web 2.0) followed by the semantic web (web 3.0) and in the future by a pragmatic web (web x.0), and they all share the creation of new spaces combining the use of language and new technologies (Castellanos 2011:43-44).

The future impact of the use of ICT at the EOI will be the creation of a collaborative platform for the elaboration, classification and grading of exams and the co-working with other EOI schools of the Regional Government (*EOI*, 2012/2013:23)

7. CONCLUSION

This dissertation has focused on the application of ICT in foreign language learning at the EOI and the ambiguities when connecting these two areas. The learning environment of the EOI cannot stay on the margin of the social and cultural developments; for this reason and consequences of the impact of ICT on our daily life, ICT is and will be in the future an indispensable tool, especially in education. However, the innovative technology does not necessarily imply innovation in education. In fact, ICT develops faster than education does and education should develop gradually with ICT, as radical change is not recommended (Schrum 2000, pars. 3).

When focusing on the EOI, we have to take into account the wide scope of students in the classrooms, their access to the internet, and the differences in resources and their competences towards ICT, which can lead to inconclusive assumptions on the learners being computer literate (Wolf 2012:2-4). The results of this approach could be considered a valid reflection on the existence of ambiguities in the applicability of ICT in teaching and learning foreign languages. Strengths and weaknesses need to be acknowledged as one of the fundamental foundation to improve and assess research.

The students were aware of basic knowledge concerning ICT. Although between the young and adult students there was a difference in the use of certain online tools such as wikis and digital education. It should be taken into account that mature learners did not have the chance to learn ICT competences in their formal or obligatory educational stage. On the surface, this appears to be another ambiguity. All the students had experience of using ICT, but not many had the knowledge or training to use all the available ICT tools, some of

which are easy to use and available in their centre. Again, certain vagueness exists in the use of certain ICT appliances in learning between younger and more mature learners. Despite these ambiguities dealing with students with different educational backgrounds, learning a foreign language in this environment with ICT at the EOI is possible and successful.

When assessing the weaknesses of my own intervention in this approach two points should be mentioned. Firstly, the time restrictions of my teaching practice limited a prior assessment in my approach into the ambiguities and development of this dissertation. Secondly, there was a relative modest number of participants and a lack of response from some more researchers to validate this research approximation. However, taking into account these limitations, it would be interesting to amplify this approximation into a future research on the topic of the use of ICT in foreign language learning, including participants from other disciplines into the research.

The strengths that emerge from this research approach are the motivation and willingness from the students to respond the questionnaire. Students did not become aware that while they were reading and answering the questionnaire in English they were developing their digital, writing and reading competences with the use of ICT in the English classroom. Students seemed to be stimulated to cooperate on a research approach concerning their foreign language learning and ICT competences at the EOI. For many students, especially the adults, it was the first time that they visited and used the computer suite of the school. I could perceive a different working pace among the students regarding ICT: young students where more skillful towards technology than the more mature students. There were several setbacks which

we faced when using the computer suite to answer the questionnaire for the research approach. This situation proved many of the ambiguities which can exist when using ICT such as ICT training among the participants, not all students being technologically skilled and the mechanical failure of devices and low connectivity to the internet.

As one of the main ambiguities which arose in my teaching practice in the EOI and which later led to the writing of this dissertation was if the students, depending on their age or their computer competences, would be able to gain the same skills at the same pace could be answered. Certain determinants need to be considered to clarify ambiguities. The teacher needs to have knowledge of the learners' previous ICT skills. Adequate training is essential for all teachers and in-service training when new tools or upgrades to computer systems are incorporated. The introduction of the use of online activities in the classroom initially requires more planning, clear objectives and instructions. These are advocated as essential; nevertheless time consuming in elaboration due to easy and quick access to storage these resources can be modified easily and used repeatedly.

Despite the innovation in learning with the use of ICT, an ambiguity can arise if it cannot be administered effectively. The co-working and collaborative concern seems to clash with the independent, self-responsible learning that ICT seems to give priority or suggest as an improvement. The wide scope of students and the awareness of ICT skills can also be ambiguous in learning, when the participants do not have the same level of knowledge or training in technology. From the results of my research only three members of the study,

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who were Secondary School students, had knowledge of the use of wikis (Figure 10 above).

These ambiguities could be dealt with student and teacher training and also advising and telling students who have no home access to the internet or computers, the possibility of using these facilities which are freely available in places such as libraries and wifi zones. Based on the articles read and the educational laws, teachers in the EOI receive training, but taking into account the age range of the students in the EOI, many adult students nowadays did not avail of the advantages of ICT throughout their formal learning period. So if teachers have the skills, they also have to evaluate the students training in ICT skills, which could lead to too much time being spent on teaching ICT rather than a foreign language which is the main aim in the EOI.

Dealing with the future prospects of the ICT in the foreign language learning at the EOI, there are many initiatives proposed in the LOMCE (2013) towards the co-working and collaborative environment among teachers, students and EOI schools with the use of ICT.

I would strongly affirm that due to the qualitative and quantitative studies of this dissertation the use of ICT in foreign language learning will adapt. ICT will be a complementary tool to improve learning, but not as a principal tool for learning in the EOI classroom. There will always be advantages and disadvantages among the use of ICT concerning education, depending on the educational background, context and environment.

All things considered, there will always be some ambiguities towards the methods and tools used in the teaching and learning of a foreign language with ICT. The key to whether or not these ambiguities interfere with the learning

process is the teacher and the responsibility to be trained. The awareness of where ambiguities can influence negatively in teaching with ICT is crucial, to readdress these using different pedagogical approaches in the classroom. Bearing this in mind, the teacher's role in the classroom is to be a guide, to respond to the learners demand and to maintain their motivation when learning a foreign language despite the ambiguities that will appear in the teaching-learning process in this constantly changing technological era.

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9. APPENDICES

APPENDIX I. Cuestionario Estudiantes/Students Questionnaire

Editar este formulario

Learning with ICT in the EOI-Valladolid - For Students

Hello,
First of all , thank you for taking part in this research survey about the use of ICT (Information and communications technology) when learning a second language, in this case English , at the Escuela Oficial de Idiomas.
This will be an anonymous survey. Please give answer to all the questions, in order to reach a more accurate/precise result for my future research on this field.
Thank you in advance for your time.
*Obligatorio

What is your gender? *

☐ Female

☐ Male

How old are you? *

○ 15-24 years old

○ 25-30 years old

○ 30-40 years old

○ 40-50 years old

○ 50- 100 years old

In what year were you born? *

[   ]

How long have you studied English? *

☐ 1 year

☐ 2-3 years

☐ 3-6 years

☐ 6 years or more

☐ Otro:

How important do you think e-learning is at the Escuela Oficial de Idiomas? *
E-learning refers to the use of electronic media and information and communication technologies (ICT) in education.

    1   2   3   4   5

    ○ ○ ○ ○ ○

What do you associate from the following list to the ICT? *
Remember ICT is "Information and Communications Technology"

☐ Computer

☐ Interactive Whiteboard

☐ Mobile Phone

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☐ E-mail address

☐ On-line account

☐ TV

☐ Audio

☐ Internet

☐ Social Networks

☐ Learning Platform

☐ Otro: [   ]

Do you use the Internet to improve your language skills?

○ Yes

○ No

If you DO use the Internet to improve your language skills, can you tell me how? *

☐ Speaking online (skype)

☐ Social Networks (facebook, twitter)

☐ Watching videos on Youtube

☐ That´s English / Vaughan

☐ Online English Courses

☐ Look up for information to go abroad

☐ Watch videos/tv shows and programmes/series/

☐ Listen to music

☐ Read online newspaper

☐ Otro: [   ]

What of the following skills do you find more difficult when learning English? *
De las siguientes habilidades , ¿cual le parece mas difícil a la hora de aprender inglés?

○ Listening

○ Writing

○ Reading

○ Speaking

What activity do you think helps you to improve your English? *

☐ Listen to a conversation between native speakers

☐ Watch videos/dvds/series in English

☐ Listen to a song and read the lyrics in English

☐ Read articles online in English

☐ Speak with a native speaker

☐ Otro: [   ]

How much do you think Language teaching/learning has improved with the ICT? *

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improve= mejorar

○ It hasn´t improved

○ It has improved a little bit

○ It could improve more

○ It has improved a lot

How useful is it to have an online account at the EOI ?
1= it is not useful .... 5= very useful

1 2 3 4 5

○ ○ ○ ○ ○

Academically, how do the ICT help you to learn English? *
1= They don´t help....... 5= They are very helpful

1 2 3 4 5

○ ○ ○ ○ ○

What of the following e-learning methods are you aware of? *
to be aware of = ser consciente/darse cuenta de

☐ Online account

☐ Wikis

☐ Powerpoints

☐ Digital Educational Collaboration

☐ Audio

☐ Video

☐ Whiteboard

☐ Virtual Classroom

☐ Otro: [   ]

If one day you can´t go to class, how do you catch up with the class? *

○ Ask a classmate

○ Send an e-mail to the teacher

○ Use your online account at EOI

○ I don´t catch up and just find out the next day

○ Otro: [   ]

How important is it for you to have an online/email account at the EOI?
1- Not important..........5-Very Important

1 2 3 4 5

○ ○ ○ ○ ○

What would you choose from the following learning material? *

☐ Material (textbooks,grammar books, cds, dvds, vhs)

☐ E-learning (textbooks and grammar books in pdf, listenings and dvds)

☐ Learning platform (pdfs,word, listenings/dvds)

☐ Otro: [_____]

What tools do you think are more useful for teachers? *

tools = herramientas

☐ Textbooks , grammar books

☐ E- learning e-books (textbook and grammar)

☐ Both (textbooks and e-books)

☐ No books (his/her own material)

☐ Otro: [_____]

Do the ICT create advantages or disadvantages when learning a language? *

○ Advantages

○ Disadvantages

○ Both

○ Otro: [_____]

What type of advantages? *

Write up to 3 advantages of the ICT in the language learning

What type of disadvantages? *

Write up to 3 disadvantages of the ICT in the language learning

[_____]

How do you think ICT could be improved? Would you like to add something else?

[_____]

[Enviar]

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APPENDIX II. Cuestionario Investigadores/Researchers Questionnaire

Editar este formulario

Cuestionario investigadores - Learning with ICT in the EOI Valladolid

Hola,

Soy una alumna del Master en Profesor de Educación Secundaria, Bachillerato, Formación Profesional y Enseñanza de Idiomas. Mi especialidad es la de lenguas extranjeras-inglés. Voy a centrar mi Trabajo Fin de Master en el uso de las TICs en la enseñanza de idiomas , pero especificando en la enseñanza en la Escuela Oficial de Idiomas , donde existe una gran variedad de edades en el alumnado adquiriendo una segunda lengua (inglés). Necesito una recogida de datos para mi Trabajo Fin de Master y pensé que teniendo ya el punto de vista del alumnado , sería muy interesante saber la opinión de expertos que están llevando a cabo investigación en este campo: el uso de las nuevas tecnologías en la educación.

Quería darle previamente las gracias por su colaboración participando en este cuestionario e informarle que este cuestionario es anónimo. Por favor intente responder a todas las preguntas con el fin de alcanzar unas respuestas/datos mas precisos para el análisis de los mismos en este campo.

Gracias por su tiempo.

*Obligatorio

*Obligatorio

Are you a man or a woman? *
¿Es usted hombre o mujer?

- [ ] Woman (mujer)
- [ ] Man (hombre)

How old are you? *
¿Qué edad tiene?

- ( ) 15-24 years old
- ( ) 25-30 years old
- ( ) 30-40 years old
- ( ) 40-50 years old
- ( ) 50-100 years old

How long have you studied English? *
¿Durante cuántos años ha estudiado inglés?

- [ ] 1 year
- [ ] 2-3 years
- [ ] 3-6 years
- [ ] 6 years or more
- [ ] Otro: _____

How important do you think e-learning is at the Escuela Oficial de Idiomas? *
¿Qué importancia cree que tiene el e-learning en la EOI?

    1   2   3   4   5

    ( ) ( ) ( ) ( ) ( )

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What do you associate from the following list to ICT? *
De la siguiente lista, ¿qué asocia con las TICs?

- ☐ Computer
- ☐ Interactive whiteboard
- ☐ Mobile phone
- ☐ E-mail address
- ☐ On-line account
- ☐ TV
- ☐ Audio
- ☐ Internet
- ☐ Social Networks
- ☐ Learning platform
- ☐ Otro: [_____]

What of the following e-learning methods are you aware of? *
De ls siguientes métodos de e-learning, ¿cuáles conoce?

- ☐ Online account
- ☐ Wikis
- ☐ Power points
- ☐ Digital Education Collaboration
- ☐ Audio
- ☐ Video
- ☐ Whiteboard
- ☐ Virtual Classroom
- ☐ Otro: [_____]

What tools do you think are more useful for teachers? *
¿Qué herramientas crees que son más útiles para el profesorado?

- ☐ Textbooks, grammar books
- ☐ E-learning e-books (textbooks and grammar)
- ☐ Both (textbooks and e-books)
- ☐ No Books (his/her own material)
- ☐ Otro: [_____]

Do the ICT create advantages or disadvantages when learning a language? *
¿Las TICs crean ventajas o desventajas en cuanto al aprendizaje de lenguas?

- ○ Advantages
- ○ Disadvantages
- ○ Both
- ○ Otro: [_____]

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What type of advantages? *

¿Qué tipo de ventajas?

[   ]

What type of disadvantages? *

¿Qué tipo de desventajas?

[   ]

How do you think that ICT could be improved? *

¿Cómo cree que las TICs pueden mejorar?

[   ]

¿Existe una diferencia significativa en el uso de las TICs entre gente jóven y mayor a la hora de adquirir una segunda lengua? *

○ si

○ no

¿Cómo cree que se puede atender a esa diversidad de aprendizaje (edad, empleo de las TICs, acceso a internet) que se da en la EOI? *

[   ]

¿Cree que podrá darse el mismo uso de las TICs en la Escuela Oficial de Idiomas ó enseñanza de adultos como se da en Educación Primaria y Secundaria? *

[   ]

¿Cree que se podría decir que existe una ambigüedad en el uso de las TICs dependiendo del sujeto? *

○ si

○ no

○ depende

○ Otro: [   ]

Si existe esta ambigüedad, ¿cómo podría tratarse el uso de las TICs para un sujeto adulto ó sin tantas destrazas con las nuevas tecnologías? *

[   ]

Por último, ¿cómo cree que afectará el uso de las TICs en la enseñanza de idiomas el futuro? *

[   ]

[Enviar]

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