ARMY POLYTECHNIC SCHOOL

DEPARTMENT OF LANGUAGES
APPLIED LINGUISTICS IN ENGLISH CAREER
DISTANCE LEARNING EDUCATION

RESEARCH PROJECT

VIRTUAL CLASSROOMS AS A STRATEGY TO IMPROVE THE ENGLISH LANGUAGE ACQUISITION OF STUDENTS OF THE COMPUTING FACULTY BELONGING TO "UNIVERSIDAD CATÓLICA DE CUENCA" DURING THE TERM OCTOBER – DECEMBER 2010

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QUITO – ECUADOR

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APPROVAL SHEET

We, MSc. María Eugenia Arcos Jiménez MSc, Director and MSc. Olga Cárdenas, Co-Director, duly certify that the Thesis under the title: **"VIRTUAL CLASSROOMS AS A STRATEGY TO IMPROVE THE ENGLISH LANGUAGE ACQUISITION OF STUDENTS OF THE COMPUTING FACULTY BELONGING TO "UNIVERSIDAD CATÓLICA DE CUENCA" DURING THE TERM OCTOBER-DECEMBER 2010",** was totally done by Jenny Karina Vizñay Durán, who has finished her studies in the Linguistics career to be applied in the English Language, at distance modality at Army Polytechnic School. After being studied and verified in all its chapters, the dissertation is authorized in front of the correspondent university authorities.

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DEDICATION

This research project is dedicated to God as a token of my love to Him, and recognition of everything He does for me. I also want to dedicate it to my family for their help and unconditional support in this project, especially to my mother who has guided my steps since I was born.

Jenny Karina Vizñay Durán

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SUMMARY

This research project has been totally developed by following the steps proposed in the scheme of Army Polytechnic School Language.

By means of this study, it is shown the results obtained at using virtual classrooms as a strategy in the English Learning Process, which was applied at "Universidad Católica de Cuenca" during the term October-December 2010.

At the beginning of the development of this project, the first task was the situation analysis; it means the level in which the students were respect to the knowledge about English basic grammar structures. After that some virtual classrooms were designed according to the situation found in the test given to the students where I determined some faults in the learning, especially in grammar structures. The theoretical frame has as base line, books about teaching-learning process, internet and some compiled texts I had used in previous studies.

A descriptive methodology has been used to explain the hypothesis I have stated based on the advantages of the use of virtual classrooms, which can be considered as crucial at the moment a student is exposed to a target language. By doing so they can learn in a natural way like our mother tongue was acquired when we were children in direct contact with the life situations. That is the way how virtual classrooms interact directly with our senses. By means of a statistical analysis and interpretation of results we will see in a graphical way the results of this research for getting the idea easily.

Finally, it is shown the positive results of this research like a summary in the conclusions; recommendations are made too, to complete this project.

PART ONE

RESEARCH PROBLEM

1.1   RESEARCH THEME

VIRTUAL CLASSROOMS AS A STRATEGY TO IMPROVE THE ENGLISH LANGUAGE ACQUISITION OF STUDENTS OF THE COMPUTING FACULTY BELONGING TO "UNIVERSIDAD CATÓLICA DE CUENCA" DURING THE TERM OCTOBER – DECEMBER 2010.

1.1.1. INTRODUCTION

Technological advancement in means of transport and mass media have become our world into a small village, we reach them physically but the impossibility of using foreign languages from every country is a strong barrier that have made the communication a difficult issue.

That is why people have had the need of implementing, by means of educational institutes, the teaching and learning of a language which is the international vehicle to communicate around the world, this is the English language. It has become an almost universal language due to a great number or English-speakers, to a big quantity of people of different nationalities using it as a foreign language and the huge amount of information of different kind: scientific, technological, medical, mathematical, biological, etc., that comes from English speaking countries.

Therefore, the teaching of English in every educational level must respond to the student's specific needs to people who in a professional future will get a correct development in their daily life, such as in their academic duties or in business ambits.

According to recent linguistic theories and as a result of linguistic-psychological and pedagogical studies some of the teaching methods such as: Grammar-Translation Method, The Direct Method, The Audio-

Lingual Method, The Silent Way and others with their respective focus and goals have been used. But if we take one of them as the only way of teaching English, as for instance a group or individual repetition or grammar structure studies, then we would convert our students in passive individuals. What 's more, the teacher's pure expositive role would become in something without sense in an era in which the student has an amazing access to the information with only clicking a computer button.

Nowadays the student has new learning opportunities that foster his/her abilities as a result of being exposed to video games, television, chat sessions and interactive packages. If we continue with a memorizing education the student will collapse without having time to process any kind of knowledge. We have to break the silence and passiveness of the student and encourage him to use all his potential and be capable of experimenting new approaches of learning. The teacher's role in this era has a different physiognomy. It is necessary that a teacher has a strong professional formation, skill and will to develop in different functions such as discussion, monitoring, design and knowledge management, as well as demonstrating abilities in handling several media and technological tools.

This research project has the intention of showing how the exposition of students to technological tools in teaching can improve the student's ability to learn a new language.

1.2   PROBLEM IDENTIFICATION

A language is a social tool by means of which individuals show their culture. Nevertheless, the conception as well as the teaching methodology of English as a foreign language that has prevailed in our environment shows an absolute failure of the traditional model, centered

mainly in the atomic learning of the grammar and structural aspects of the linguistic code. Based on this analysis we can realize that the students of elementary, secondary and superior levels demonstrate they have not gotten the knowledge and necessary skills like: listening, reading, speaking and writing through their process of acquiring a target language and as a consequence, they are not able to understand or say something fluently. This is because of the learning approach which has been based on a behavioral and a memorizing pattern that does not guarantee the student can use the learnt knowledge to express their ideas in a specific time according to their needs.

This concern carries us to the analysis of resources, techniques and methods we are using to teach, which essential purpose is offering an integral and appropriate formation to the student. In that sense, we can point the English teaching is an obligatory part of the study at any level, reason by which we can give it the importance it really has. But we cannot forget about what Richard C. Anderson and Gerald W. Faust wrote in their book Educational Psychology: *"There is the obvious point that different methods may work best for different students, different purposes, and under different conditions"*[1]

Teaching is based on the social need of bringing up individuals with a whole profile that prepare them to assume actual challenges raised by the society. The universality nature of the English language has been gotten at world scale. That is the reason why learning how to communicate in this language, it is not only part of general culture of a person, but a means by which an individual is able to know the last technological, scientific and human advancements that generally are published in English. Nonetheless, in the actuality it has been observed that most of the students of English inside as well as outside of the classroom show a

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[1] Richard C. Anderson, Gerald W. Faust; EDUCATIONAL PSYCHOLOGY, Page 5

lot of difficulty in speaking a functional and communicative English. It is highlighting the fact that the students seem to avoid or do not dare to speak in English, and when the moment to speak comes they show unsteadiness and fear, and as a result, they fail in the syntactic and phonetic level.

Today, high schools or university graduates do not have literacy of this second language from a communicational approach, since they do not have enough ability to state a single sentence where they can communicate his needs. It is seen that these students have mostly acquired knowledge like for instance some easy words learnt on TV, games or are in fashion, without paying attention to the real importance of learning a language in an accurate way.

This result is a consequence of a lack of correctness in the use of technological didactic tools, by the teachers. Then, it is necessary to think about the fails that are present in traditional and in current curricular designs of our Educational Institutes, and in the inappropriate use of technological tools and didactic resources.

CAUSE	EFFECT
• Teachers use traditional models, centred in the atomic learning of the grammar and structural aspects of the linguistic code.	• A hard interaction of the students in the classroom • Translation and memorization • Grammar approach
• Reduced interaction between the students in the classroom or lack of speaking activities.	• Difficulty at developing oral competence • Difficulty at developing self-esteem
• Lack of motivation, techniques and resources wrong applied or chosen.	• Students don't participate • Lack of attention • Class absence • Low performance and grades.

1.3 PROBLEM SETTING

1.3.1 Main Problem

With the development of this research project it is tried to demonstrate: How can virtual classrooms used as a strategy in the English language acquisition help to improve the performance of students of the Computing Faculty belonging to "Universidad Católica de Cuenca" during the term October – December, 2010?

1.3.2 Secondary Problems

As it has been exposed previously, the following questions will guide this research:

- What is the impact that the current design of the English program has over the students?

- What can the student get at being linked with traditional teaching materials?

- What can the student get being linked with technological teaching tools?

- Is the virtual classroom a good alternative for grabbing the student's attention, to encourage him to be converted in an active member instead of being passive, as a result for teaching English in a proper way?

1.4 VARIABLES WORKING OUT

VIRTUAL CLASSROOMS AS A STRATEGY TO IMPROVE THE ENGLISH LANGUAGE ACQUISITION OF STUDENTS OF THE COMPUTING FACULTY BELONGING TO "UNIVERSIDAD CATÓLICA DE CUENCA" DURING THE TERM OCTOBER – DECEMBER 2010

VARIABLE	DEFINITION	DIMENSIONS	SUB DIMENSIONS
DEPENDENT: ENGLISH LEARNING PROCESS IMPROVED.	The act, process, or experience of gaining knowledge or skill by means of the correct applying of techniques, methods or tools used by teachers.	1. Basic Vocabulary and Grammar	a. Knowledge related with syntaxis and phonemes. b. Spelling and grammar rules used appropriately.
		2. Listening and Speaking	a. Good comprehension at listening to recordings. b. Talking with friends fluently c. Ability of asking or saying something.
		3. Involvement	a. Students' immersion in the language by surrounding themselves with native English speakers to practice the target language.

INDEPENDENT: VIRTUAL CLASSROOMS AS A STRATEGY	All the elements used in classrooms or at home throughout the teaching-learning process.	1. Definition	• Define your goals, knowledge and skills needed to achieve them. • Consider the instructional methods.
		2. Visualization	• Use of synchronous and asynchronous forms demands compelling visualization of content.
		3. Engaging	• Learner interaction with the content. • Graphics related with the content.
		4. Package	• Choose a virtual classroom that covers your needs. • Explain how to use virtual classrooms.

1.5 OBJECTIVES

1.5.1 General Objective

To demonstrate that the use of technological teaching methods as Virtual Classrooms assist the students of the computing faculty belonging to "Universidad Católica de Cuenca" to improve their English language acquisition during the term October - December 2010.

1.5.2 Specific Objectives

- To promote the use of Virtual Classrooms to practice the target language.

- To show that the use of this technology influences on the English learning in a better way.

- To explain how to use Virtual Classrooms for the teaching-learning purpose.

1.6 JUSTIFICATION

The learning of a foreign language is a complex process that requires the use of a system called feedback, which gives to the teachers information that controls the learning of the students. By means of the feedback the teachers know how the teaching learning of the English language is working. Although evaluation by itself does not represent how much the student knows, it is a starting point for realizing with concern the low performance he gets.

The way in which teaching of English has been developed in the classrooms has been under a traditional focus that is based on formal aspects of grammar; through practicing structure exercises, and production of sentences in an isolated way and without a context base. This memorizing approach of learning only serves to the student to pass exams by using objective tests; but, unfortunately, at the end of the course the student has forgotten the learnt structures. This occurs as a consequence of the lack of familiarity with the use of language as a mediator that allow to express, describe, give and ask for information, offer and ask for help, make some requests, and how to apologize, among others.

It is alarming the fact that after several years of instruction, the students are not able to communicate in English. This makes us to understand that the students are not conscious that today English is a tool for working. It shows the methods are used by the teachers for teaching English are not the most suitable. May be the the didactic material used wrong, or is it the lack of them the problem?

The analysis of this situation promoted by this research asks if the inclusion of technological didactic tools for teaching such as VIRTUAL CLASSROOMS can motivate to the students to learn and use the language in an appropriate way. This is emphasize because of the way that human beings perceive information is through senses, feelings and intuition; and by means of reasoning. So with the use of a virtual classroom it will awaken the senses in the student due to the direct interaction with the computer. It grabs in this way his attention and gets his disposition to learn in an easy and funny way and the most important thing to his own speed according to his needs.

As a result of the previous analysis, the present research study has been carried out at "Universidad Católica de Cuenca" with students of first course of the Computing Faculty during the term October – December 2010 (divided into two groups). First of all, some learning faults have been detected by means of diagnose tests, or because the students have exposed the main problems they had when using the English language in different situations. One example is the methods used for teaching them in the school or high school like translation, or the absence of teachers to the class. In other cases, the problem is the rejection they had to the subject, because they tried to understand every single word, it means translate them into Spanish, instead of interpreting them in the sentences, among other problems found.

The beneficiaries of this research will be the students of first course of the Computing Faculty belonging to "Universidad Católica de Cuenca" involved in this project. They will have the opportunity of being exposed to teaching with technological tools which grabs their attention to reinforce the English skills: listening, reading, writing and speaking in an easy and creative way, at being exposed to the language in a natural way and having the opportunity of repeating the class every time they want until they learn it, which is offered by virtual classrooms. The university will also get a benefit for providing the students a good quality learning which is the main purpose stated in their mission of forming the human beings inside the human and professional values.

PART TWO

THEORETICAL

FRAMEWORK

CHAPTER I

THEORETICAL AND CONCEPTUAL FOCUS

The problem of learning appears because of the incorrect use of didactic material which is not focused in grabbing the student's attention in the classroom, so the student is only a receiver and repeater but not a learner. In this way he will not be able to use the language in other different situations but in the same used in the classroom.

The origin of this problem has been seen since a lot of time ago, because most of the teachers have based their classes on the traditional teaching approach and have not used the technological tools, which let the students involve in a real world where their senses can work and develop as in a real situation. This barrier is affecting to the students at the moment of using the language, situations in which the student cannot get a good performance of its use, and which also shows that teaching has failed.

Therefore, new technological tools such as VIRTUAL CLASSROOMS have to be taking into account as an option to encourage the students to learn and use the language. This problem has to be considered and solved as soon as possible because English is seen as a universal language, which is necessary for any professional at any time.

To affirm that Virtual Classrooms is a good alternative to this problem it is necessary to compare it with the use of only traditional didactic material in a classroom where English is taught as a Second Language.

1.1. DEFINITIONS

1.1.1. **Learning.-** a relatively permanent change in an individual's behavior or capability as a result of experience or practice. We as teachers cannot produce changes as altering the students' individual's biology, we only are allowed to influence in the opportunity for students to engage in a new experience as learning a language.

1.1.2. **Teaching.-** the purposeful direction and management of the learning process. Teaching is not giving knowledge or skills to students; teaching is the process of providing opportunities for students to produce relatively permanent change through the engagement in experiences provided by the teacher.

1.1.3. **Teaching – Learning Process.-** is a process that includes many variables that interact as learners work toward their goals and incorporate new knowledge, behaviors and skills that add to their range or learning experiences.

1.1.4. **Virtual Classrooms.-** are complete programs of learning. They consist of a mixture of synchronous and asynchronous events.

1.2. STRUCTURE

Language, man's greatest intellectual tool, is immensely old, precisely as old as our remotest human ancestors. Language characterizes our species as human, strikingly differentiating us from all the other species.[2]

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[2] Thomas Pyles, *The Origins and Development of the English Language*, Page 1

Now, we have clear the importance of language in our lives. In the same way, studying and learning a second language is very important, specifically when it is a universal language as English. It links people around the world, it is what make us competitive in a personal, commercial and professional setting.

Teaching English it is not only a simple task o repeating something and waiting for the student repeating in the same way. On the opposite, it is a task which involves; reasoning, the teaching – learning process is a complete link between several factors to be considered, they are: Linguistics (discipline which studies human language), Sociolinguistics (the field that studies the relation between language and society), Psycholinguistics (relative to the study of learning a new language and its relations to our mind).

Today, comparing to other times in the past, due to the advancements on technology we have the necessity of interacting with the people around the world. It is said that teachers are more conscious about this situation and try to use the more appropriate tools for conveying this target language by using the best activities.

This is the reason by which I have considered important analysing the impact of **Virtual Classrooms** in the teaching – learning process involving some aspects as: the behaviourist, cognitive and humanistic sides.

CHAPTER II

ENGLISH LANGUAGE TEACHING METHODOLOGY

2.1. Overview of Language Teaching Methodology

The word "methodology" is itself not well understood. It is usually considered as the way a teacher applies his/her teaching. Most often, methodology is understood as *methods* in a general sense, and in some cases it is even equated to specific teaching *techniques*. But it really involves much more than that.

Methodology
The study of pedagogical practices in general. Whatever considerations are involved in "how to teach" are methodological.

Approach
Theoretical positions and beliefs about the nature of language. The nature of language learning, and the applicability of both to pedagogical settings.

Method
A generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be primarily concerned with teacher and student's roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials.

Curriculum/Syllabus

Designs for carrying out a particular language program. Features include a primary concern with the specification of linguistic and subject-matter objectives, sequencing, and materials to meet the needs of a designated group of learners in a defined context.

Technique

Any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives.

2.2. Principles of Language Learning

These principles are seen as theory derived from research, to which teachers need to match in classroom practices. Language learning principles are generally sorted into three sub-groupings: *Cognitive Principles*, *Affective Principals* and *Linguistic :*

2.2.1. Cognitive Principles

- **Automaticity:** Subconscious processing of language with peripheral attention to language forms;
- **Meaningful Learning:** This can be contrasted to *Rote Learning*, and is thought to lead to better long term retention;
- **Anticipation of Rewards:** Learners are driven to act by the anticipation of rewards, tangible or intangible;
- **Intrinsic Motivation:** The most potent learning "rewards" are intrinsically motivated within the learner;
- **Strategic Investment:** The time and learning strategies learners invest into the language learning process.

2.2.2. Affective Principles

- **Language Ego:** Learning a new language involves developing a new mode of thinking - a new language "ego";
- **Self-Confidence:** Success in learning something can be equated to the belief in learners that they *can* learn it;
- **Risk-Taking:** Taking risks and experimenting "beyond" what is certain creates better long-term retention;
- **Language-Culture Connection:** Learning a language also involves learning about cultural values and thinking.

2.2.3. Linguistic Principles

- **Native Language Effect:** A learner's native language creates both facilitating and interfering effects on learning;
- **Interlanguage:** At least some of the learner's development in a new language can be seen as systematic;
- **Communicative Competence:** Fluency and *use* are just as important as accuracy and *usage* - instruction needs to be aimed at organizational, pragmatic and strategic competence as well as psychomotor skills.

2.3. Types of Methods

2.3.1. The Grammar Translation Method

It is also called the Classical Method which was used to teach classical languages such as Latin and Greek (considered as 'dead' languages because people no longer speak them for an interactive communication) specially for appreciating foreign language literature.

What is most surprising about this method is the fact of surviving right up until today, in a technological age, when we have available more modern and appropriate methods. In spite of this method is only involving little or no spoken communication or listening comprehension it is still used for the study of languages like English that are very much alive and require competence not only in terms of reading, writing and structure, but also speaking, listening and interactive communication.

2.3.2. The Direct Method

It appears because of the frustration gotten by the limitation of the Grammar Translation Method in terms of its inability to create communicative competence in students. Teachers began to experiment with new ways of teaching language, attempting to teach foreign languages in a way that was more similar to first language acquisition. It incorporated techniques designed to address all the areas that the Grammar Translation did not - namely oral communication, more spontaneous use of the language, and developing the ability to think in the target language.

Although, the Direct Method is considered as a good method in any time, we can experience some problems related to budget, classroom size, time, and teacher background in some teaching institutes. Under these conditions, the method becomes difficult to use

2.3.3. The Audiolingual Method

The Audio-lingual Method (ALM) method like the Direct Method is considered as an oral – based approach. But it is different in the sense of

being a combination of the disciplines of descriptive linguistics and behavioral psychology.

This method incorporates many of the features typical of the Direct Method, but the disciplines mentioned above add the concepts of teaching linguistic patterns in combination with something generally referred to as 'habit-forming'. As Brown considers "This method was one of the first which has its roots firmly grounded in linguistic and psychological theory" [3]

It apparently added to its credibility and probably had some influence in the popularity it enjoyed over a long period of time. It also had a major influence on the language teaching methods that were to follow, and can still be seen in major or minor manifestations of language teaching methodology even today. Through extensive mimicry, memorization and over-learning of language patterns and forms, students and teachers are often able to see immediate results.

2.3.4. Community Language Learning

The method "Counceling-Learning", was an example of an innovative model that considered affective factors important in the learning process. Learners are considered not as a *class*, but as a *group*, then students are thought of as "clients" - their needs being addressed by a "councelor" in the form of the teacher.

Brown, in commenting on this approach notes "In order to any learning can take place ... what is first needed is for the members to interact in an interpersonal relationship in which students and teacher join together to

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[3] Brown, H. Douglas. 1994. Teaching by Principles: An Interactive Approach to Language Pedagogy. Prentice Hall

facilitate learning in a context of valuing and prizing each individual in the group." [4]

It could help avoiding or decreasing the anxiety in the students feared making "fool" of themselves, which is caused by the educational context it is done through the support of an interactive community of fellow learners. Another important goal is for the teacher to be perceived as a helping agent in the learning process, not as a threat.

So, Community Language Learning seeks to encourage teachers to see their students as "whole" persons, where their feelings, intellect, interpersonal relationships, protective reactions, and desire to learn are addressed and balanced.

2.3.5. The Silent Way

The Silent Way is considered as a method for language learning, which shares cognitive code (based on affective theories relative to language learning) and makes good use of the theories underlying discovery learning. It is based on the theory that 'teaching should be subordinated to learning' and 'the teacher works with the student; the student works on the language'.

The most notorious characteristic of the method is that the teacher typically stays "silent" most of the time, as part of the role as facilitator and stimulator, and thus the method's popular name. Language learning is usually seen as a problem solving activity to be engaged in by the students both independently and as a group, and the teacher needs to stay out of the way in the process as much as possible.

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[4] Brown, H. Douglas. 1994. Teaching by Principles: An Interactive Approach to Language Pedagogy. Prentice Hall

The Silent Way requires the use of small colored rods of varying length and color-coded word charts depicting pronunciation values, vocabulary and grammatical paradigms. It is a unique method and the first of its kind to really concentrate on cognitive principles in language learning
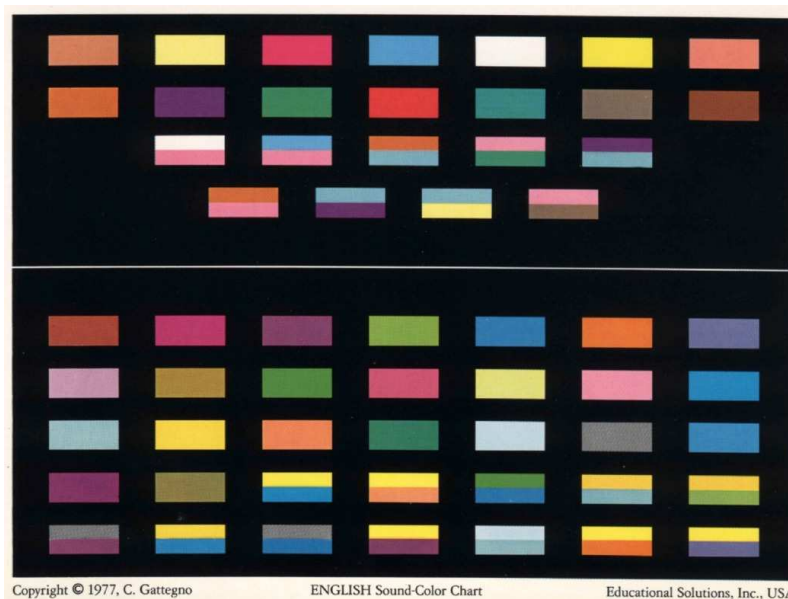
Gattegno's Sound/Color Chart

Gattegno's English Fidel Chart

2.3.6. Suggestopedia

This method considers the psychological barrier to learning the students build at feeling they are unable to learn, it stops the students to use their mental capacity in an appropriate way.

Based on this the method focuses on "desuggestion" of the limitations learners think they have, and provides a relaxed state of mind that would facilitate the retention of material to its maximum potential. This method became known as Suggestopedia (but also - rather confusingly - Desuggestopedia) - the name reflects the application of the power of "(de)suggestion" to the field of pedagogy.

This method uses a soft Baroque music (it has a specific rhythm and a pattern of 62 beats per minute), comfortable chairs, dim lighting and other relaxing things in the classroom during the learning process to create a level of relaxed concentration that facilitates retention of huge quantities of material. Other characteristic is the complete control and authority to the teacher and the encouragement of learners to act as "childishly" as possible, often even assuming names and characters in the target language.

2.3.7. Total Physical Response

This method of language teaching (TPR) bases on the way children naturally learn their first language, through the transformation of perceptions into conceptions and then the expression of those conceptions using language.

The method relies on the assumption that when learning a second or

additional language, language is internalized through a process of code breaking similar to first language development and that the process allows for a long period of listening and developing comprehension prior to production. Students respond to commands that require physical movement. TPR is primarily intended for ESL/EAL teachers, although the method is used in teaching other languages as well.

2.3.8. The Natural Approach

This method emphasizes the learner receiving large amounts of comprehensible input and stresses the similarities between learning the first and second languages. There is no correction of mistakes. Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them.

As part of the Natural Approach, students listen to the teacher using the target language communicatively from the very beginning. It has certain similarities with the Direct Method, but students are allowed to use their native language alongside the target language as part of the language learning process. In early stages, students are not corrected during oral production, as the teacher is focusing on meaning rather than form (unless the error is so drastic that it actually hinders meaning).

There are three generic stages identified in the approach: (1) Preproduction - developing listening skills; (2) Early Production - students struggle with the language and make many errors which are corrected based on content and not structure; (3) Extending Production - promoting fluency through a variety of more challenging activities.

The above listed methods show a symbolic progress of foreign language teaching ideology underwent in the last century. They have faced rivalry,

or influence to apparition of new methods, but at passing the time the concept of a broad 'approach' appears with the need of getting a new methodology based in language teaching covering several methods, including motivation and teachers who understand the students' needs. It would be fair to say that if there is any one umbrella approach to language teaching that has become the accepted "norm" in this field, it would have to be the **Communicative Language Teaching Approach** (CLT).

2.4. Basic Features of CLT

The basic features of CLT can be summarized as follows:

a. An emphasis on learning to communicate through interaction in the target language.

b. The introduction of authentic texts into the learning situation.

c. The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.

d. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.

e. An attempt to link classroom language learning with language activation outside the classroom.

2.4.1. CLT Features at Length

Finnochiaro and Brumfit compiled this list of CLT features way back in

1983 as a means of comparing it to the Audiolingual Method. [5] Below each feature in italics is the feature of ALM to which it was being compared.

CLT: Meaning is paramount.
ALM: Attends to structure and form more than meaning.

CLT: Dialogs, if used, center around communicative functions and are not normally memorized.
ALM: Demands more memorization of structure-based dialogs.

CLT: Contextualization is a basic premise.
ALM: Language items are not necessarily contextualized.

CLT: Language learning is learning to communicate.
ALM: Language Learning is learning structures, sounds or words.

CLT: Effective communication is sought.
ALM: Mastery or "over learning" is sought.

CLT: Drilling may occur, but peripherally.
ALM: Drilling is a central technique.

CLT: Comprehensible pronunciation is sought.
ALM: Native-speaker-like pronunciation is sought.

CLT: Any device, which helps the learners, is accepted – varying according to their age, interest, etc.
ALM: Grammatical explanation is avoided.

CLT: Attempts to communicate may be encouraged from the very beginning.
ALM: Communicative activities only come after a long process of rigid drills and exercises.

CLT: Judicious use of native language is accepted where feasible.
ALM: The use of the students' native language is forbidden.

CLT: Translation may be used where students need or benefit from it.
ALM: Translation is forbidden at early levels.

CLT: Reading and writing can start from the first day, if desired.
ALM: Reading and writing are deferred until speech is mastered.

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[5] Finnocchiaro, Mary & Brumfit, Christopher. 1983. The Functional – Notional Approach: From Theory to Practice. Oxford University Press.

CLT: The target linguistic system will be learned best through the process of struggling to communicate.

ALM: The target linguistic system will be learned through the overt teaching of the patterns of the system.

CLT: Communicative competence is the desired goal.
ALM: Linguistic competence is the desired goal.

CLT: Linguistic variation is a central concept in materials and methods.
ALM: Varieties of language are recognized but not emphasized.

CLT: Sequencing is determined by consideration of content function, or meaning which maintains interest.
ALM: The sequence of units is determined solely on principles of linguistic complexity.

CLT: Teachers help learners in any way that motivates them to work with the language.
ALM: The teacher controls the learners and prevents them from doing anything that conflict with the theory.

CLT: Language is created by the individual often through trial and error.
ALM: "Language is habit" so error must be prevented at all costs.

CLT: Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context.
ALM: Accuracy, in terms of formal correctness, is a primary goal.

CLT: Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.
ALM: Students are expected to interact with the language system, embodied in machines or controlled materials.

CLT: The teacher cannot know exactly what language the students will use.
ALM: The teacher is expected to specify the language that students are to use.

CLT: Intrinsic motivation will spring from an interest in what is being communicated by the language.
ALM: Intrinsic motivation will spring from an interest in the structure of the language.

The Communicative approach attempts creating communicative competence compared to earlier methods that professed the same

objective. Teaching students how to *use* the language is at least as important as learning the language itself. Brown describes the "march" towards CLT: [6]

"Beyond grammatical discourse elements in communication, we are probing the nature of social, cultural, and pragmatic features of language. We are exploring pedagogical means for 'real-life' communication in the classroom. We are trying to get our learners to develop linguistic fluency, not just the accuracy that has so consumed our historical journey. We are equipping our students with tools for generating unrehearsed language performance 'out there' when they leave the womb of our classrooms. We are concerned with how to facilitate lifelong language learning among our students, not just with the immediate classroom task. We are looking at learners as partners in a cooperative venture. And our classroom practices seek to draw on whatever intrinsically sparks learners to reach their fullest potential."

CLT could be considered as a generic approach, and sometimes no specific at using practices in the classroom. But it can be clarified at analyzing the PPP Approach to see how CLT can be applied to more specific methods.

2.4.2. Types of Learning Associated with the CLT Approach

2.4.2.1. Interactive Learning:

It uses communication in both senses 'receiver' and 'sender' in any communicative situation. There is a 'negotiation between interlocutors',

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[6] Brown, H. Douglas. 1994. Teaching by Principles: An Interactive Approach to Language Pedagogy. Prentice Hall

which in turn produces meaning (semantics). It is understood that there will be a lot of pair and group work in the classroom, as well as genuine language input from the "real world" for meaningful communication.

2.4.2.2. Learner-centered Learning:

This kind of instruction involves the giving over of some "power" in the language learning process to the learners themselves. It also strives to allow for personal creativity and input from the students, as well as taking into account their learning needs and objectives.

2.4.2.3. Cooperative Learning:

The "team" is the real nature of the classroom; it emphasizes *cooperation* as opposed to *competition*. Students share information and help, and achieve their learning goals as a group.

2.4.2.4. Content-based Learning:

Language learning is joined to content/subject. Language is seen as a tool or medium for acquiring knowledge about other things, instantly proving its usefulness. The content itself determines what language items need to be mastered, not the other way around. When students study math or science using English as the medium, they are more intrinsically motivated to learn more of the language.

2.4.2.5. Task-based Learning:

The "learning task" equates to a language learning technique in itself. This could be a problem solving activity or a project, but the task has a clear objective, appropriate content, an application procedure, etc.

2.4.3. The PPP Approach to Communicative Language Teaching

"PPP" (or the "3Ps") stands for *Presentation*, *Practice* and *Production* - a common approach to communicative language teaching that works

through the progression of three sequential stages.

2.4.3.1. Presentation

It represents the introduction to a lesson, with the creation of a "situation" in the target language to be learned. It requires pictures, dialogs, imagination or actual "classroom situations", then builds the "concept" underlying the language to be learnt. After understanding the concept, students are then given the language "model" and engage in choral drills to learn statement, answer and question forms for the target language. Here the error correction is important.

2.4.3.2. Practice

Students gradually move into more "communicative practice" involving procedures like information gap activities, dialog creation and controlled role-plays to create familiarity and confidence with the new language, and a measuring stick for accuracy. The teacher still directs and corrects at this stage, but the classroom becoming more learner-centered.

2.4.3.3. Production

It is considered as the culmination of the language learning process, where learners are independent *users* of the language rather than *students* of the language. The teacher's role here is to somehow facilitate a realistic situation or activity where the students instinctively feel the need to actively apply the language they have been practicing. The teacher does not correct or become involved unless students ask for help.

The PPP approach is a good tool to teach and learn easily, it means for beginner students and teachers.

2.5. Constructivist Learning Theory

Today, the most common word heard in the learning field is 'constructivism', applied to learning theory and epistemology (how people learn) and to the nature of knowledge.

It is necessary knowing about our work in relation to theories of learning and knowledge, so we need to ask: what is constructivism, what does it have to tell us that is new and relevant, and how do we apply it to our work?

2. 5.1. Constructivism

It refers to the idea that learners construct knowledge for themselves, each learner individually and socially constructs meaning as he or she learns. Constructing meaning is learning; there is no other kind. But there are two consequences of this view:

- We have to focus on the learner in thinking about learning (not on the subject or lesson to be taught):
- There is no knowledge independent of the meaning attributed to experience (constructed) by the learner, or community of learners.

2.5.1.1. Principles of learning

What are some guiding principles of constructivist thinking that we must keep in mind when we consider our role as educators? We can point a few ideas, all based on the belief that learning consists of individuals' constructed meanings and then indicate how they influence in education.

Learning is an active process in which the learner uses sensory input and constructs meaning out of it. The more traditional formulation of this idea involves the terminology of the 'active learner', stressing that the

learner needs to do something; that learning is not the passive acceptance of knowledge, which exists "out there" but that learning involves the learners engaging with the world.

People learn to learn as they learn: learning consists both of constructing meaning and constructing systems of meaning. For example, if we learn the chronology of dates of a series of historical events, we are simultaneously learning the meaning of a chronology. Each meaning we construct makes us better able to give meaning to other sensations, which can fit a similar pattern.

The crucial action of constructing meaning is mental: it happens in the mind. Physical actions, hands-on experience may be necessary for learning, especially for children, but it is not sufficient; we need to provide activities, which engage the mind as well as the hands.

Learning involves language: the language we use influences learning. On the empirical level: researchers have noted that people talk to themselves as they learn. On a more general level: there is a collection of arguments, in which, the language and learning are inextricably involved.

Learning is a social activity: our learning is intimately associated with our connection with other human beings, our teachers, our peers, our family as well as casual acquaintances, including the people before us or next to us at the exhibit. We are more likely to be successful in our efforts to educate if we recognize this principle rather than try to avoid it.

Much of traditional education is directed towards isolating the learner from all social interaction and towards seeing education as a one-on-one relationship between the learner and the objective material to be learned. In contrast, progressive education recognizes the social aspect of learning and uses conversation, interaction with others, and the application of

knowledge as an integral aspect of learning.

Learning is contextual: we do not learn isolated facts and theories in some abstract part of the mind separated from the rest of our lives: we learn in relationship to what else we know, what we believe, our prejudices and our fears.

One needs knowledge to learn: it is not possible to assimilate new knowledge without having some structure developed from previous knowledge to build on. The more we know, the more we can learn. Therefore any effort to teach must be connected to the state of the learner, it must provide a path into the subject for the learner based on that learner's previous knowledge.

It takes time to learn: learning is not instantaneous. For significant learning we need to review ideas, ponder them try them out, play with them and use them. This cannot happen in the 5-10 minutes, it is a longer process. If you reflect on anything you have learned, you soon realize that it is the product of repeated exposure and thought. Even, or especially, moments of profound insight can be traced back to longer periods of preparation.

Motivation is a key component in learning. Not only is it the case that motivation helps learning, it is essential for learning. These ideas of motivation as described here are broadly conceived to include an understanding of ways in which the knowledge can be used. Unless we know "the reasons why", we may not be very involved in using the knowledge that may be instilled in us, even by the most severe and direct teaching.

2.5.2. Constructionism and Constructivism

2.5.2.1. **Construccionism**

It views the world as being internally created through constructs, or internal models. We thus view the world through these constructs and which have significant and often unrealized effect on our perceptions.

There are two parts to a construction: the elements themselves and the connections/relationships between them. Construction can thus involve adding new elements or making new connections. Removing and changing are also options, as well as addition.

2.5.2.2. **Social constructionism**

Social constructionism considers the creation of constructs and understanding between people and within societies. We thus build our internal models in a pseudo-shared way in response to our perceptions of perceived constructs we receive from others.

Construction can thus be seen as a social process whereby constructs emerge from ongoing conversations and interactions.

2.5.3. **Education, Constructivism and Constructionism**

In education, Piaget described **Constructivism** as the process whereby students constructed their own unique systems of knowing, in consequence of which the teacher should focus on this individual process of internal construction rather than standing at the front and spouting their own models.

Seymour Papert, a student of Piaget, expanded on this to describe **Constructionism** in terms of helping the student produce constructions

that others can see and critique.

In this educational frame, then, Constructivism is more cognitive and Constructionism more physical.

Ausubel constitutes a fundamental referent about the Constructivist Model, especially in that related with his contributions to the development of learning theory. Probably the most important idea of Ausubel's thinking in the Modern Pedagogy is the *Significant Learning*.

Ausubel in one of his books: "the essence of the process of Significant Learning resides in that ideas expressed symbolically are related in a non arbitrary way, but substantial (no word by word) with that a learner knows, especially with some essential aspect of its knowledge structure (e.g. an image, a symbol with meaning, a context, a proposition)"[7].

When the teaching learning process is analyzed we deal with many terms such as: constructionism, constructivism, significance learning, cooperative learning, etc.; but nowadays in the informatics era it is necessary to mention the **Virtual Learning.** The Virtually does not oppose to the real but to the actual.

The Virtual Reality is a new technology that at the moment generates huge prospects. It basically consists in tridimensional interactive simulations, which produce real environments, and situations which can be applied to many fields and to different personal and institutional projects.

"The Virtual Reality is the manifestation of the human senses (touch,

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[7] Pedagogía del Conocimiento, Compiler: Dr. Bolívar Cabrera Berrezueta, UCACUE 2005

sight, hear) by means of tridimensional environments, synthesized by computers in which one o several participants, connected in an suitable way to the computing system, they interact in a fast and intuitive form so that the computer disappears from the user mind, leaving as a real environment generated by computer" [8]

The results of experiences and applications of the virtual development are many; they include equipment design and installations, contribution to the medicine, architecture, engineering, industry, education, etc.

Nowadays, all the professional and academic ambits can get benefits from the virtual reality technologies. With the advent of digital computer a deep revolution began in the information and communication ambit until getting a completely computerized society o in the computerize process. The culture of systems has carried us not only to the information revolution, but also to the knowledge revolution.

Today, the cognitive sciences have a mental process model, which has become in a real paradigm, inside the exercise and practice of the different knowledge ambits.

Educations is called to participate in this revolution, creating virtual learning spaces that satisfies this new communication scenery, where the browsing and new production forms to change around the traditional reading-writing rules, the relation with the content and the environment, where some space and distance concepts are handled which take shape of the world.

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[8] Antecedentes de la Realidad Virtual, Corporación Universitaria Autónoma de Occidente.
http:/intervía.net/sitios/virtual/antecedentes.html

Antonio Bator, with respect to this says: "The prodigious digital versatility has transformed the society of this latest century and has begun an irreversible revolution in the education. Especially it has reverted the pedagogical paradigm which turned around the school, traditional learning center"[9]

The digital education has begun to distribute the knowledge outside the school, high school and university, taking it to home or job, thanks to the rising use of informatics and telecommunications.

A huge challenge to the educator is using digital tools for creating equipment and virtual spaces that get the student's criticism and make it possible a new structure and overall a new organizational attitude, taking out from this frame the simple tasks and homework to get an improvement of the critical thought and capacity for solving problems by themselves.
It is necessary to use and apply the technology in the educational ambit in a sensate, critical and worthy way; nevertheless the euphoria by the new information technology should not over shade or diminish the fundamental instrument of the human being: **the criticism**.

Taking into account the actual situation in which the education is involved I have suggested the use of **Virtual Classrooms** in the teaching learning process as a Strategy to improve the English language acquisition of students of the Computing School belonging at "Universidad Católica de Cuenca" during the term October – December 2010.

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[9] Didáctica General, Compiler: Dr. Bolívar Arévalo Galarza, Cuenca-Ecuador 2005, UCACUE

CHAPTER III

TECHNOLOGICAL TOOLS AS A COMPLEMENT IN EDUCATION

The scientific development is important in every area, specially in education, where communications are every time faster than ever, the use of specific software for the subject, the pedagogical development and globalization made it necessary to modify the structure of the educational processes.

Nowadays, the industry is more competitive, the quality standards are more closed, the productivity in the processes are higher, those situations are directly related with the necessity of qualified staff. The education has a demand of continuous improvement to provide staff trained to supply the needs.

Everyone who participates in the educational processes are included in a huge interchange of information which provides them learning experiences, they are related directly with the environment and are responsible of building the learning. The emotional intelligence is so necessary to overcome the barriers and situations that appear to get a high performance in the academic area.

The tendency of every development is to make easier and more efficient the processes and procedures in which they take place. The following are

some of the examples of developments in the educations: notes in the word processor, tutorials, slides for explaining the class, use of specific programs about the subject, virtual classrooms among others.

Nevertheless, we have to remember that people are the most important element in the educational process, the role of the student, the teacher, socioeconomic factors, and didactical materials, which are changing continuously. A good option in educations is the group works to encourage the interrelation between the members and its participation in the labor development.

The use of Virtual Classrooms is a very effective option to develop the instructional design, it makes easier applying the pedagogy in the educational process. The virtual classrooms in the on-site education is a powerful tool that takes the advantage of technologies used in distance education, which at being applied in the on-campus education makes higher the capacity of using the infrastructure.

3.1. Theoretical fundamentals about virtuality

What does virtual mean?
The word VIRTUAL comes from the Latin **virtus** that means power, energy, starting impulse. So the virtual is neither unreal nor potential; the virtual is in the order of the real.

The essence of virtual worlds
It is an ideal instrument for learning like an ontological experimental laboratory. Virtual spaces are not considered as a representation of the reality, but as the immersion of it in a synthetic reality. A space built at being explored. Virtual reality can not be measured.

Virtual worlds can make us experience artificial spaces, due to they are nowhere, we have access to them from a computer from everywhere.

Virtual worlds contribute to the real space

Their characteristics are:

a. Potentially, they are worlds whose magnitude cannot be anticipated.
b. They are a mixture between the real and virtual, the potential and the actual.
c. They feed from the visible reality.
d. They attempt giving us an illusion more convincing.
e. They represent a virtual situation, the televirtuality, teleinterviews, o telerobotics, also we can discuss the term telepresence.
f. They are hidden in the unconsciousness of the human potential.

Since these generalities about virtuality, we can state this fundamental question. **Is it possible to assert that the virtual space is a social space in the learning or cultural transmission? Is it possible to make an educational social transformation by means of virtual environment?**

What is virtual knowledge?
- It emerges from the virtue of the man in the way of knowing the truth and reality of the things.
- It depends on the laws of the virtual networks and the personal reaction from the human virtue.
- It is structured according to the versatility parameters.
- Easy access, fast downloads and multimedia interaction.

- It has the possibility of being manipulated by the remote users.
- A debate can be generated with individuals from the entire world.
- It is not Internet; it is the fact of knowing that Internet exists.

It was exposed about virtually and its fundamentals, now we will review about important explanations related with the virtual education.

3.2. Education and Virtuality

Education promotes the epistemological knowledge until getting the dialectical process. It was said that virtuality does not have limits or laws. It is spontaneous and transformer of the human virtue.

Virtual can be considered as a homogenizer through the education, because in this case it is not a problem some personal differences or the physical distance.

Nowadays virtual education is directly linked with college education.

3.3. What is virtual education?

Alvarez Roger (2002) sates, "Virtual Education frames the use of new technologies to the development of alternative technologies for the learning of students of special populations which are limited by the geography, teaching quality and available time".

The UNESCO (1998), define virtual education as "learning environments which make up a new way, in relation to the educational technology… an informatic-interactive program of pedagogical characteristics which have

the capacity to integrate communication. They are a recent innovation that comes from the convergence of informatics technologies and telecommunications which were intensified in the last years"

In the other hand we can say virtual education is the education of XXI century, which is based in these principles:

- Auto education
- Auto formation
- No geographic limits
- Decentralization
- Virtualization
- Technology
- Virtual sociability

3.4. Methodologies of virtual education

Methodology has a close relationship with how to teach and how to learn. Every virtual educational model focuses on the methodology as the base of the process. Three methods can be mentioned: synchronic, asynchronic and virtual-on site classrooms.

3.4.1. Synchronic Method.- the sender and receiver of the message in the communication process work in the same temporary frame, it means, for getting the message transmission it is necessary that two people are present at the same time.

These synchronic resources are necessary, as socializer agent, and necessary to the student do not feel isolated. They are videoconference with board, audio or images like Netmeeting of Internet, chat (voice), and virtual groups associations.

3.4.2. Asynchronic Method.- It transmits messages without needing coincidence between the sender and the receiver in instantaneous interaction. They require a physical and logical place (a server) where they will be saved and also they will have access to data which is part of the message.

They are valuable in distance education mode, because of the access (limit in the time, familiar and labor issues). They can be: forums, www, texts, graphics, audio cds, interactive videos, cassettes, etc.

3.4.3. Polarizing both methods (synchronic and asynchronous).- At joining both methods, the teaching-learning in virtual educations is more effective, it is due to:

- The teaching method is more flexible because the absence of schedules.
- It is much more effective than autodidactic strategies of distance education.
- It stimulates communication all the time.
  - Debates
  - Group work assignation.
  - Personal contact with teachers
  - Audio videoconference
  - Electronic boards
  - Sharing applications
  - Multimedia contents based on web environment
  - Private conversations and other functions
  - The teachers control the presentations, formulate questions to students, guide them and lead to communication in the classroom.

3.5. Important elements in a virtual classroom

Taking as a reference the traditional classroom where technological advances have been added, which are accessible to most of the users, and where factors as the communication face to face are replaced by other elements.

Basically a virtual classrooms has to poses tools which allow:

1. Information distribution
2. Interchange of ideas and experience
3. Application and experimentation of things learnt
4. Knowledge evaluation
5. Security and reliability in the system

With regard to the teacher, the essential elements for the use are:

- Easy access to the virtual classroom or web page
- Constant updating of the monitoring
- Files and links of available materials
- Time in which materials will be available

3.6. Virtual teachers

Being a virtual teacher will be one of the most important things in the educational world in the century XXI. Not every teacher will be encouraged to refuse their presence classes, so the virtual teacher who develops one of the professions with a good future in the new Economy, the teacher will be considered as one of the most important elements in the universities and businesses schools.

3.6.1. Characteristics of virtual teachers

The teacher will be:

- A person interested in the possibilities of new technologies.
- Someone who wishes learning, and teaching.
- A person who states new ways of teaching in the knowledge interaction.
- Someone who offers more time for reflecting and directing concrete and efficient classes.
- A person who does not emphasizes the sender role, if not the tutor role in the teaching process.
- A person dedicated to guide and to teach in a personalized way.
- Someone adjusted to the learning rhythm of every student.
- A person who updates the materials and contents all the time.
- Someone who transforms books, notes, magazines to a digital format.
- A person who takes advantage all the possibilities in the network (foros, E-mails, Virtual Libraries, Videoconference, etc).
- Someone with a scope and update of knowledge in a continuous way.

3.7. Virtual Classrooms

A virtual classroom can be defined as an online learning environment. The environment can be web-based and accessed through a portal or software-based and require a downloadable executable file.

Just like in a real-world classroom, a student in a virtual classroom participates in synchronous instruction, which means that the teacher and students are logged into the virtual learning environment at the same time.

Many schools and businesses have rolled out virtual classrooms to provide synchronous distance education.

Virtual classroom software applications often employ multiple synchronous technologies, such as web conferencing, video conferencing, livestreaming, and web-based VoIP to provide remote students with the ability to collaborate in real time. To enhance the educational process, applications may also provide students with asynchronous communication tools, such as message boards and chat capabilities.

At the beginning virtual classrooms were used with the only aim of teaching by distance, because of the way in which they work, but nowadays it is adapted to the teaching-learning process needs, in my personal situation for developing this research virtual classrooms were used as a complement for on-site education, in this case they are useful to reinforce the topics reviewed in the classroom, and to apply different exercises, to chat with other people for interchanging ideas, etc.

3.7.1. How do they work?

Virtual classrooms are usually focused on grammar exercises, pronunciation, vocabulary, reading-comprehension, pronunciation, writing and other different interactive activities where the student can learn in a more funny and understandable way, the most notable thing is that the students can repeat the activity they want as many times as they need. It is the reason by which in this Project virtual classrooms were taken as an option for completing the instruction, because in the university we only have a specific time for every class, so that a teacher can solve the student's questions in this time, but the student can get reinforcement for the topic from a computer and repeat the class until the student have understood.

3.7.2. Advantages of virtual classrooms used as a strategy in distance education and on-site education

Virtual Classrooms are well applied in both educational systems, when the teaching is given by distance, then virtual classrooms can replace the presence of the teacher, but need to be more disciplined for a good understanding, for in-site education it is used as an additional material used as reinforcement of the explanations given in class.

Then virtual classrooms show us the following advantages in both cases:

- There is no problem with the time, so the information is available when the student needs.

- The student is encouraged to review the information several times as he needs, so the student is not ashamed of asking for helps several times in the classrooms.

- Virtual classrooms grab the student's attention and promotes to the learning in a funny way.

- It is a cheap way of repeating the class without paying to the teacher for extra-classes.

- You can improve your pronunciation because you can be alone to avoid laughs from the classmates.

- It is an interactive tool that encourage to the students to work with all the senses at the same time.

CHAPTER IV

NEW TRENDS TO IMPROVE ENGLISH LANGUAGE ACQUISITION

ESL (English as a second language), **ESOL** (English for speakers of other languages), and **EFL** (English as a foreign language) all refer to the use or study of English by speakers with a different native language. These terms are most commonly used in relation to teaching and learning English, but they may also be used in relation to demographic information.

ELT (English language teaching) is a widely-used teacher-centered term, as in the English language teaching divisions of large publishing houses, ELT training, etc. The abbreviations **TESL** (teaching English as a second language), **TESOL** (teaching English to speakers of other languages) and **TEFL** (teaching English as a foreign language) are terms also used in the teaching learning process, they give us an idea about the context and under that conditions this process is developed.

These terms have to be understood and analyzed at the beginning of the instruction, for leading the instruction properly to the group taught.

4.1. The Role of Syllabus/Curriculum

"Syllabus" is a term used in The UK., with the same meaning of

"curriculum" in the USA. A syllabus outlines the sequence and content of a language program, and how language learning is to be "carried out". Syllabus and Curriculum are also known as "designs" within a teaching methodology; it is a kind of map of how the material is to be delivered to the learners and show us the general and specific objectives of language learning course. A syllabus/curriculum can be as simple as a sequential order of textbooks to be studied, or it can be more elaborate and include types of testing, learning objectives according to level, accompanying Phonics materials, teaching aids, homework schedule and assignments. Unfortunately, the total advance of syllabus/curriculum advanced in a certain period in most of the cases is considered as a 'progress indicator' to measure the ability and progress of students, which is not true, it cannot be measured in this way.

4.1.1. Syllabus/Curriculum Orientated Around Linguistic Features

A curriculum of this nature organizes the language-learning program taking as base the grammatical features beginning from the considered easier structures to the most complex ones. The proposed methods are: Grammar Translation and Audio lingual.

A great disadvantage in the orientation of this curriculum is the straight line it suggest following, so the teacher has to force the students using only the grammatical structure is being studied at the moment, so the use of language is not as flexible as it should be.

4.1.2. Notional-Functional Syllabuses

These syllabuses are also known as NFS. This kind of syllabus moves away from grammatical form and concentrates instead on "functions" and the pragmatic purposes to which we apply language. It includes functions

such as: *identification, asking permission, advice, offers, invitations, apologies,* etc., as the "organizing" elements of the syllabus. Textbooks that advocate "communicative" language learning are usually organized according to a Notional-Functional Syllabus.

4.2. Methodology and Age Groups

"Age" can be seen as a learner *variable*, but it does not have to be analyzed isolated because it depends on "who" exactly your students are, and "where" and "why" they are learning English as a Second or Foreign Language. The teacher has to be very selective at choosing the teaching techniques and methods considering the age factor too.

4.2.1. Young Learners (5-12 years old)

Their minds are very much orientated in the "here and now" and directly visible/perceivable. They do not need structural grammar, only many examples and patterns to follow, especially with activities, which grab their attention. 'sensory input' has to be activated, it means they need to have many or all of their five senses stimulated at once. They are generally less inhibited than adults in terms of experimenting with new language.

4.2.2. Teenagers (12-18 years old)

This stage is characterized by the mentally and physically transition and change. Teenagers develop their cognitive ability and are able to be exposed to language learning techniques that needs from their thinking, but they get distracted easily because of their teenager nature.

Teenagers can be incredibly sensitive to the ways others see their physical, mental and emotional development and avoid enrolling with the learning because fear of making mistakes. Teachers need to find ways to draw on and develop cognitive, analytical and logic skills, whilst being constantly mindful of feedback techniques and confidence building strategies.

4.2.3. Adults

Teachers of adults have to remember these learners have longer attention spans and can handle learning that requires more cognition and abstract thinking. They tend to respond well to the teaching of grammatical rules. They may not be as willing to be "risk-takers", and generally need to feel respected and that they have a "choice-making" role in the classroom.

4.3. Experimenting with Methodology

Language itself is *dynamic*, infinite and ever-changing, it has to be remembered at the moment of getting involved with teaching activities.

The best language teachers are generally dynamic themselves, in terms of the way they develop, add-to and experiment with their teaching methodology. Methodology is not a set of "standardized" and/or "acceptable", but sadly, it is ignored the fundamental characteristics of what language is and does, and often the language learners themselves.

Methodology has to be considered as your own personal domain, open to outside influences and examples, you have to decide what your language learning principles are and select techniques from various "methods" that appear to match them. Try using various techniques in a variety of

combinations. Observe your learners closely, and invite them into the process by eliciting their feedback on the range of techniques you use. Try not to misinterpret what the role of a language teacher is - you are not some "authority" given a mandate to tell learners how they should think. You are a facilitator and a guide, and an ongoing "learner" yourself.

In this process there are some considerations applied to the students and teachers, which are listed here:

- Be a risk-taker and see errors as an essential, positive part of the learning process;
- See peers (i.e., your fellow teachers) as sources of learning, who may or may not be "right";
- See learning as a cooperative and collaborative exercise, not a competitive one;
- Try to take responsibility for your own learning, set your own goals and develop strategies to achieve them.
- It is a good idea to keep your own teaching "journal", listing the techniques you try and how effective they were in application to various learners and language items. This in fact equates to classroom *Action Research*.

THE RELATIONSHIP BETWEEN INDEPENDENT AND DEPENDENT VARIABLE

Virtual classrooms have been applied as a complementary strategy in the teaching learning process, instead of using only traditional methods which do not grab the student's attention to get a constructive learning. So that, the use of virtual classrooms as a complement of principles, methods or didactic tools are shown as a ***great students performance*** at the moment of using English in some situations.

PART THREE

METHODOLOGICAL DESIGN

3.1. RESEARCH TYPE AND DESIGN

3.1.1 Methodology of the research

This research project has been developed by using the methods Descriptive and Scientific for showing in a descriptive and graphical way the evaluation of the application of Virtual Classrooms as a complementary strategy in the teaching of English and its corresponding positive results. This project begins with the analysis of the actual situation with the groups, then the position of the problem, the theoretical frame, after that data is collected for by using statistical techniques and instruments for analyzing the information gotten and from this give some conclusions and recommendations.

3.1.2. Modality of the research

This fieldwork is developed by taking into account two groups: an experimental group and a control group, both of them taken from the total population of the faculty. A pre-test is applied at the beginning for taking a clear idea about the situation and a post-test is applied at ending the process for determining if an advance has been gotten. The results are shown by using statistical formulas for getting the means variance, standard deviation which will show in a graphical way the comparison between both groups.

3.1.3. Type of the research

In this research a quasi-experimental design is used due to its nature. This is a quasi experimental research, because the investigator tries to detect the incidence of treatment in the obtained results through the participation of two groups, the Experimental (Eg) and the Control group (Cg).

3.2. POPULATION AND SAMPLE

3.2.1. Population

The research was made at "Universidad Católica de Cuenca", located at 6-50 Vargas Machuca Street and Juan Jaramillo Street, in the Systems Engineering Faculty with a population of 230 students that take this subject at the moment.

3.2.2. Sample

From the population, it has been taken twenty-nine students from the University who study English in an intermediate level. They have been chosen in a random way from the population. Twenty-one students will be considered as the control group and eight students make up the experimental group.

3.3. INSTRUMENTS FOR DATA COLLECTION

At the beginning of this research it was necessary an evaluation (pre-test) to analyze the situation in which we start the experiment. After the experiment it was necessary a post-test to compare the results and determine if the objectives proposed in this research are reached. This plan is based on obtaining information and collecting data which will be analyzed.

3.4. PROCESSING AND ANALYSIS

This process began with the collection of information, after the data was reviewed to detect possible errors, and then it was organized in tables.

By using the information provided in the tables, some formulas were used to get: the mean, variance, and the standard deviation to show de level of significance in this analysis.

The analysis of this information is based on the pre-test and the post-test of both groups to compare the results.

Statistical graphics are included to show in a more understandable and clear way the comparison of the advancement between these groups.

PART FOUR

HYPOTHESIS, ANALYSIS AND INTERPRETATION OF RESULTS

4.1. HYPOTHESIS SYSTEM

4.1.1 Working Hypothesis

The application of Virtual Classrooms in English classes help students of Computing Faculty belonging to "Universidad Católica de Cuenca" to improve their English language acquisition

4.1.2 Null Hypothesis

There is no any improvement in the learning of English in the students exposed to Virtual Classrooms methodology.

4.2. STATISTIC ANALYSIS BETWEEN GROUPS

Pre-tests

$H_o : \mu_{\exp} = \mu_{cont}$

A pre-test was applied to both groups of students (See Annex 1) to determine how similar or different is their performance and evaluating it I can conclude that: "Both groups have the same performance"

$H_1 : \mu_{\exp} > \mu_{cont}$

After applying the post-test (See Annex 2) we can observe that: "The experimental group has a better performance than the control group"

Control Group Pretest	Experimental Group Pretest
26	20
25	28
17	12
21	22
16	18
12	10
22	23
20	26
15	
19	
23	
21	
15	
23	
25	
10	
27	
18	
21	
14	
28	

	Control Group	Experimental Group
Sample	$n_1 = 21$	$n_2 = 8$
Mean	$\overline{x}_1 = \dfrac{\sum x_i}{21} = \dfrac{418}{21} = 19.90$	$\overline{x}_2 = \dfrac{\sum x_i}{8} = \dfrac{159}{8} = 19.88$
Variance	$s_1{}^2 = \dfrac{\sum (x_{i1} - \overline{x}_1)^2}{n_1 - 1} = \dfrac{503.8}{20} = 25.19$	$s_2{}^2 = \dfrac{\sum (x_{i2} - \overline{x}_2)^2}{n_2 - 1} = \dfrac{280.88}{7} = 40.13$
Standard Deviation	$s_{x1} = \sqrt{25.09} = 5.02$	$s_{x2} = \sqrt{40.13} = 6.33$

Variance:

$$s^2 = \frac{(n_1 - 1)s_1{}^2 + (n_2 - 1)s_2{}^2}{n_1 + n_2 - 2} =$$

$$\frac{(21-1)\cdot 25.19 + (8-1)\cdot 40.13}{21 + 8 - 2} = 29.06$$

Standard Deviation: $\quad s = \sqrt{29.06} = 5.39$

$$t_{obs} = \frac{\overline{x_2} - \overline{x_1}}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}} =$$

t student:
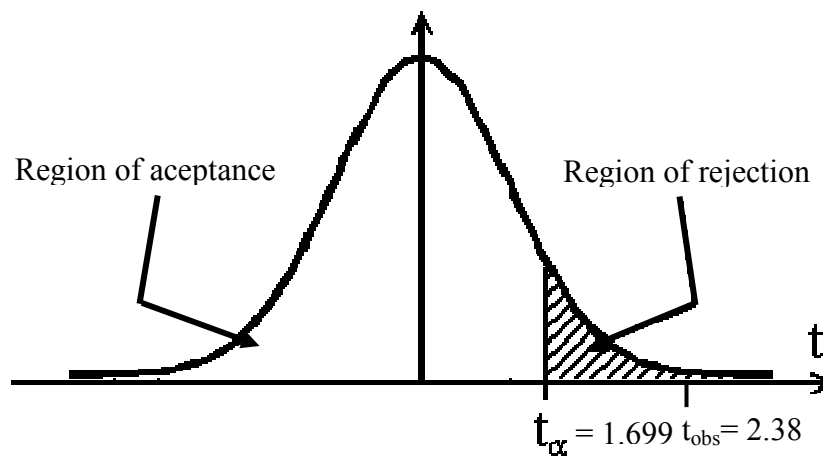
$$\frac{19.90 - 19.88}{5.39\sqrt{1/21 + 1/8}} = 0.0133$$

Significance level: $\alpha = 5\%$

Degrees of freedom: $\quad n_{cont} + n_{exp} - 2 = 21 + 8 - 2 = 27 \quad (26)$

$$t_\alpha = 1.699$$

Region of aceptance   Region of rejection

$t_{obs} = 0.0133 \qquad t_\alpha = 1.699$
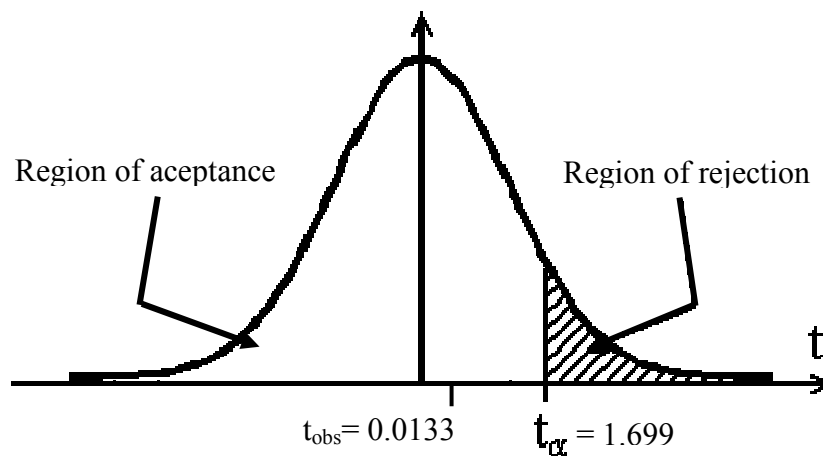
After analyzing the calculations based on the pre-test values, the result obtained is t_{obs} is 0.0133, which is considered as part of the range of acceptance. It is shown that both groups have almost the same performance before applying the experiment. Then we can conclude that the experiment is appropriate to be applied for this research project.

POST-TEST

$H_o : \mu_{\exp} = \mu_{cont}$

"Both groups have almost the same performance after the experimental group received treatment"

$H_1 : \mu_{\exp} > \mu_{cont}$

"The experimental group has a better performance than the control group after the experimental group received treatment"

Control Group Posttest	Experimental Group Posttest
25	27
26	30
22	21
19	21
18	26
15	19
21	28
19	30
18	
25	
20	
19	
18	
26	
24	
11	
30	
25	
18	
19	
22	

	Control Group	Experimental Group
Sample	$n_1 = 21$	$n_2 = 8$
Mean	$\overline{x}_1 = \dfrac{\sum x_i}{21} = \dfrac{440}{21} = 20.95$	$\overline{x}_2 = \dfrac{\sum x_i}{8} = \dfrac{202}{8} = 25.25$
Variance	$s_1{}^2 = \dfrac{\sum(x_{i1} - \overline{x}_1)^2}{n_1 - 1} = \dfrac{378.95}{20} = 18.95$	$s_2{}^2 = \dfrac{\sum(x_{i2} - \overline{x}_2)^2}{n_2 - 1} = \dfrac{131.5}{7} = 18.79$
Standard Deviation	$s_{x1} = \sqrt{18.95} = 4.35$	$s_{x2} = \sqrt{18.79} = 4.33$

Variance:

$$s^2 = \frac{(n_1 - 1)s_1^{\,2} + (n_2 - 1)s_2^{\,2}}{n_1 + n_2 - 2} =$$

$$\frac{(21-1)\cdot 18.95 + (8-1)\cdot 18.79}{21 + 8 - 2} = 18.91$$

Standard Deviation: $\quad s = \sqrt{18.91} = 4.35$

$$t_{obs} = \frac{\overline{x_2} - \overline{x_1}}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}} =$$

t student:

$$\frac{25.25 - 20.95}{4.35\sqrt{1/21 + 1/8}} = 2.38$$

Significance level: $\quad \alpha = 5\%$

Degrees of freedom: $\quad n_{cont} + n_{exp} - 2 = 21 + 8 - 2 = 27 \quad (26)$

$$t_{\alpha} = 1.699$$

Region of aceptance   Region of rejection

$t_{\alpha} = 1.699 \quad t_{obs} = 2.38$

After analysing the calculations based on the post-test values, the result obtained is t_{obs} is 2.38, which is considered as part of the region of rejection. It is shown that the experimental group has had a better performance than the control group after the experiment as it was stated in the alternative hyphotesis.

4.3 ANALYSIS INSIDE THE GROUPS

$H_o : \mu_d = 0$

"There is no incidence of the use of virtual classrooms as a strategy inside the teaching-learning process in the academic performance of the students of "Universidad Católica de Cuenca" during the term October-December, 2010"

$H_1 : \mu_d > 0$

"There is an incidence of the use of virtual classrooms as a strategy inside the teaching-learning process in the academic performance of the students of "Universidad Católica de Cuenca" during the term October-December, 2010"

EXPERIMENTAL GROUP:

Pretest	Posttest	Difference
20	27	5
28	30	2
12	21	9
22	21	-1
18	26	8
10	19	9
23	28	5
26	30	4

Sample: $n = 8$

$$\bar{d} = \frac{\sum d_i}{8} =$$

Difference in mean:

$$\frac{41}{8} = 5.13$$

$$s^2 = \frac{\sum (d_i - \bar{d})^2}{n-1} =$$

Variance:

$$\frac{86.87}{7} = 12.41$$

Standard Deviation: $s_d = \sqrt{12.41} = 3.52$

$$t_{obs} = \frac{\bar{d}}{s_d / \sqrt{n}} =$$

t student:

$$\frac{5.13}{3.52 / \sqrt{8}} = 4,12$$

Significance level: $\alpha = 5\%$

Degrees of freedom: $n_{cont} - 1 = 8 - 1 = 7$

$$t_\alpha = 1.895$$

Region of aceptance   Region of rejection

$t_{\alpha} = 1.628$ $t_{obs} = 1{,}895$
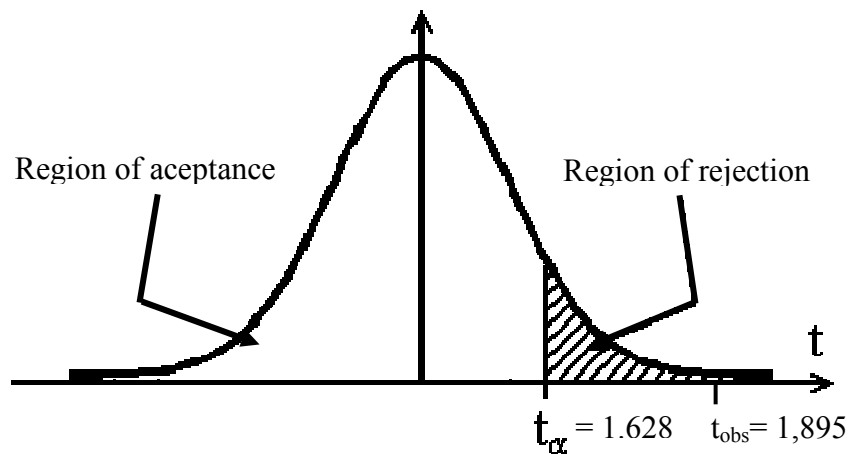
At analysing the calculations based on the comparison between pretest and posttest for the experimental group, the result obtained is t_{obs} is 1,895; which is considered as part of the region of rejection that proves the null hypothesis "There is no incidence of the use of virtual classrooms as a strategy inside the teaching-learning process in the academic performance of the students of "Universidad Católica de Cuenca" during the term October-December, 2010" must be rejected.

This means that we can accept the alternative hypothesis "There is an incidence of the use of virtual classrooms as a strategy inside the teaching-learning process in the academic performance of the students of "Universidad Católica de Cuenca" during the term October-December, 2010".

The same result can be seen when analyzing the basic statistical factors, taken within the pre test and the post test in the experimental group.

The increase in the mean has a lot of significance, and the reduction in the variance and in the standard deviation shows us that the group has become more homogeneous.

EXPERIMENTAL GROUP

MEAN

Serie1	Pretest	Posttest
	19,88	25,25

EXPERIMENTAL GROUP

VARIANCE

Serie1	Pretest	Posttest
	40,13	18,79

EXPERIMENTAL GROUP

STANDARD DEVIATION

Serie1	Pretest	Posttest
	6,33	4,33
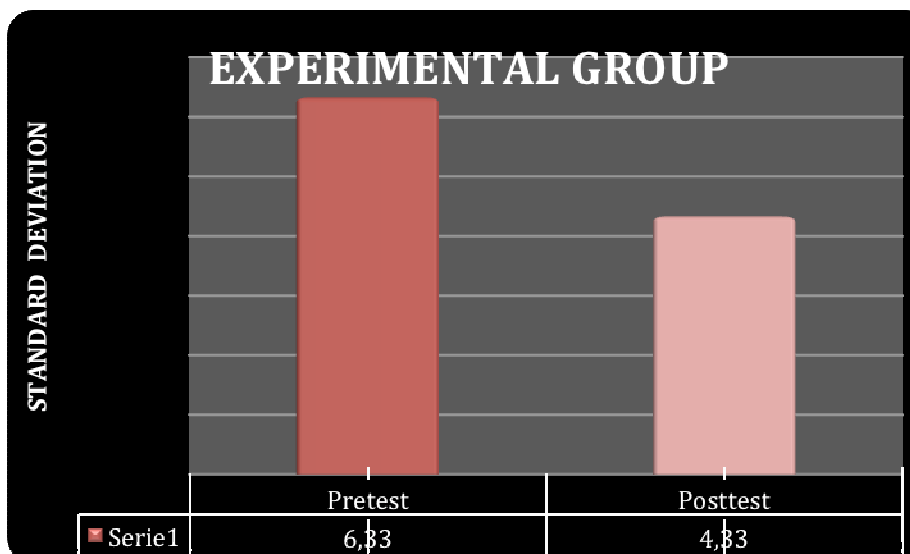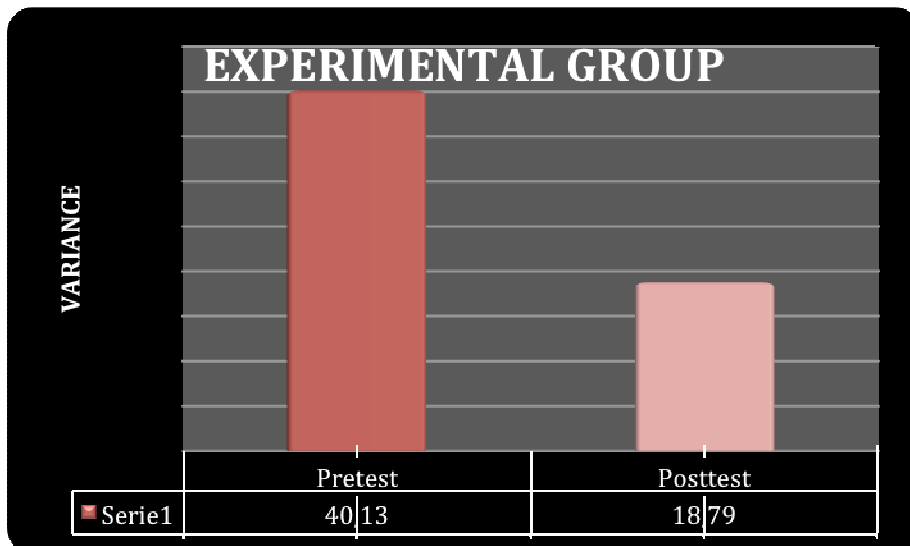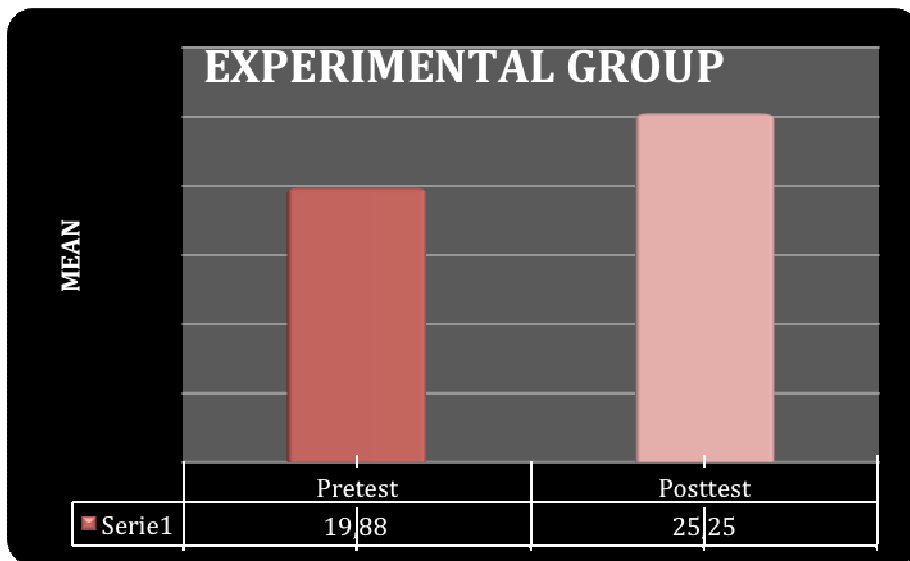
CONTROL GROUP

Pretest	Posttest	Difference
26	25	-1
25	26	1
17	22	5
21	19	-2
16	18	2
12	15	3
22	21	-1
20	19	-1
15	18	3
19	25	6
23	20	-3
21	19	-2
15	18	3
23	26	3
25	24	-1
10	11	1
27	30	3
18	25	7
21	18	-3
14	19	5
28	22	-6

Sample: $n = 21$

Difference in mean:

$$\overline{d} = \frac{\sum d_i}{21} =$$

$$\frac{22}{21} = 1.05$$

Variance:

$$s^2 = \frac{\sum (d_i - \overline{d})^2}{n-1} =$$

$$\frac{228.95}{20} = 11.45$$

Standard Deviation:

$$s_d = \sqrt{11.45} = 3.38$$

t student:

$$t_{obs} = \frac{\overline{d}}{s_d / \sqrt{n}} =$$

$$\frac{1.05}{3.38 / \sqrt{21}} = 1.42$$

Significance level:

$$\alpha = 5\%$$

Degrees of freedom:

$$n_{cont} - 1 = 21 - 1 = 22$$

$$t_\alpha = 1.721$$
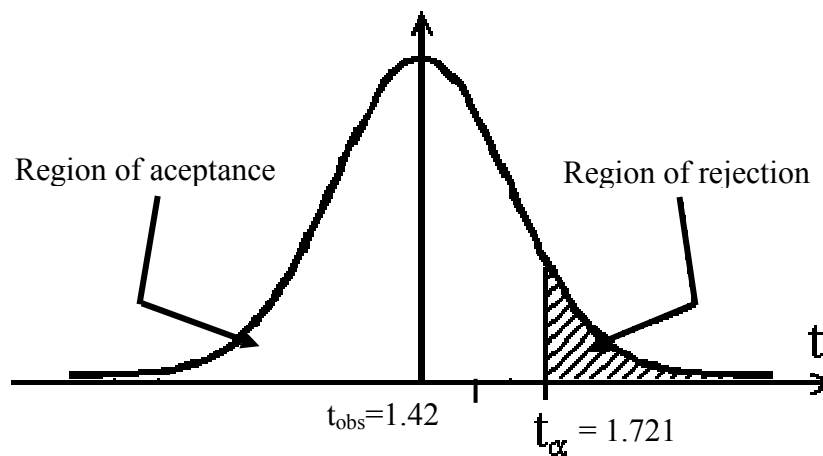
Region of aceptance
Region of rejection

t

$t_{obs}=1.42$
$t_\alpha = 1.721$

After analysing the calculations based on the comparison between pretest and posttest for the control group, the result obtained is t_{obs} is 1,42, which is considered as part of the region of acceptance that proves the null hypothesis "There is no incidence of the use of virtual classrooms as a strategy inside the teaching-learning process in the academic performance of the students of "Universidad Católica de Cuenca" during the term October-December, 2010" is correct.

When analysing the statistical factors related to the results of the control group, it is seen that the improvement in the mean is not considerable. Moreover, the differences within the group have grown, as it is shown in the variance and standard deviation.

CONTROL GROUP

MEAN

Serie1	Pretest	Posttest
	19,9	20,95

CONTROL GROUP

VARIANCE

Serie1	Pretest	Posttest
	25,19	18,95

CONTROL GROUP

STANDARD DEVIATION

Serie1	Pretest	Posttest
	5,02	4,35
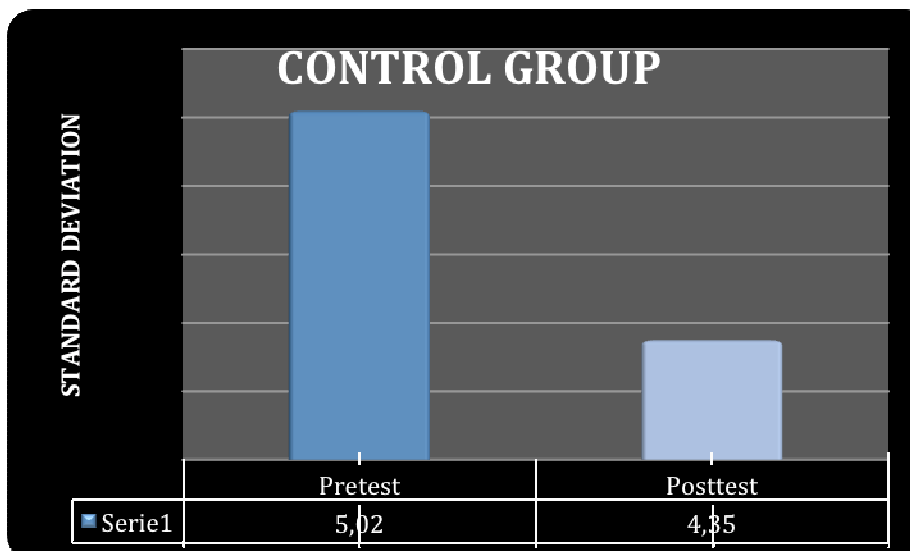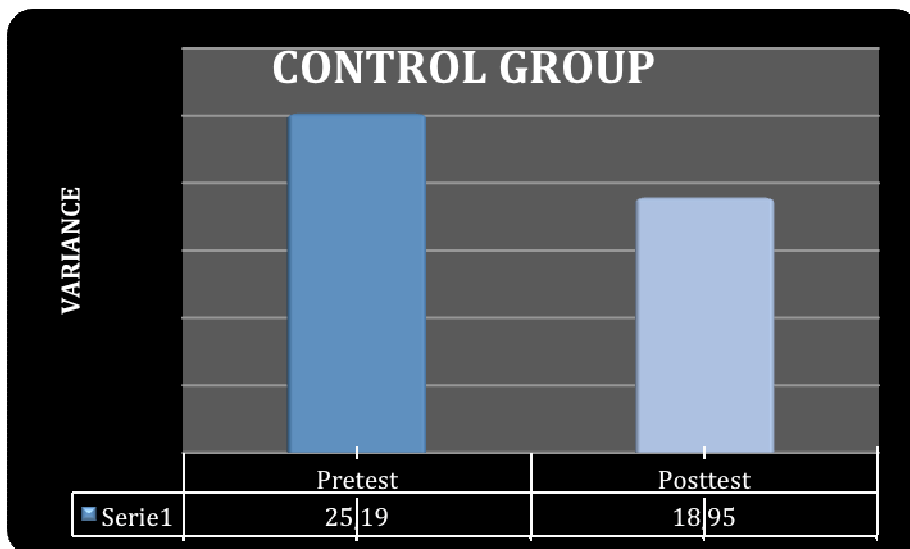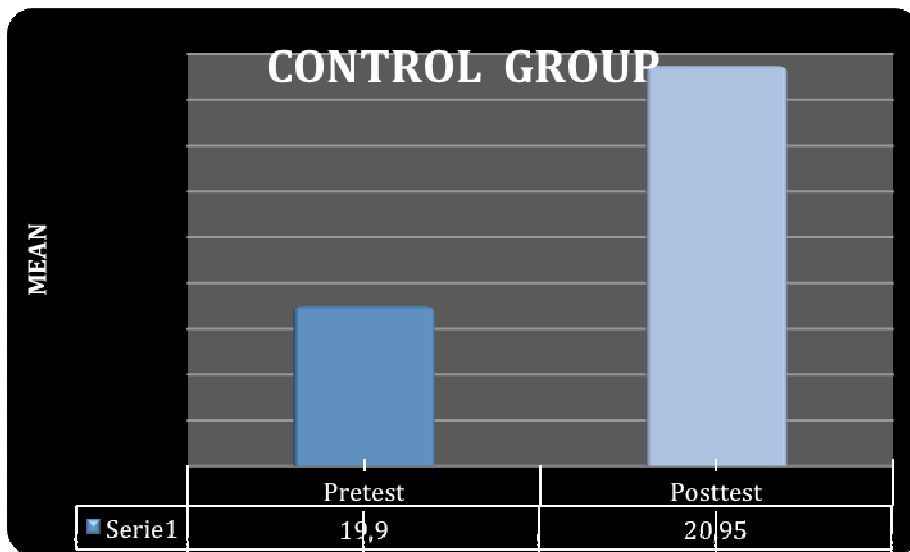
4.4. CONCLUSIONS

At the end of the analysis section in this research and after reviewing the results it can be said as conclusions that:

1. After the use of virtual classrooms in the (Eg), we can see by means of statistical results, the difference in the mean shows the improvement in the English Language Acquisition in this group. So the working hyphotesis *is confirmed'* .

2. It is ratified, in relation to the independent variable; ' Virtual Classrooms as a strategy' they have a positive result at being used as a complement in the on-site education.

3. With regard to the dependent variable; 'English Learning process improved' it was found that the students' grades have increased at speaking in terms of numbers shown in the charts used for statistical analysis, it can be concluded as a good student's performance in the English skills.

4.5. RECOMMENDATIONS

After having concluded this project, some basic recommendations can be given to avoid the same problems faced in the English language teaching-learning process in the "Universidad Católica de Cuenca".

1. Teachers should use Virtual Classrooms as a strategy in their classes to encourage the student to learn English in a better and funny way, due to the main reasons by which students reject the instructions is because they are not motivated or they consider as a boring activity the instruction, while the use of virtual classrooms grabs their attention at the moment of the instruction.

2. Teachers must train to students about knowledge of virtual classrooms, and explain how it works, so the student can get the appropriate benefits of this technological tool.

3. Virtual activities included in the virtual classroom have to be evaluated periodically to determine if the student is advancing in the study, it is necessary to prove if the student is accessing to the virtual classroom out from the place of instruction (university, high school, school, etc.). This evaluation can give to the teacher an idea about the level in which the student is now.

PART FIVE

PROPOSAL

ANNEXES

GLOSSARY

BIBLIOGRAPHY

PROPOSAL

TECHNICAL GUIDE TO CREATE AN ACCOUNT IN THE VIRTUAL CLASSROOM BUSUU AND TO USE IT

INTRODUCTION:

The proposal of this project is to encourage teachers and students to use virtual classrooms like busuu, through this technical guide you will be able to create an account in www.busuu.com and work with the different activities through the Internet in a funny way from your house or the place you like.

This strategy is based in providing access not only to passive exercises but also interactive activities and on-line conversations with native speakers of English and Spanish, to catch the attention at feeling immerse in this attractive world. The consequence will be that students will reinforce activities explained in the classroom and can repeat the number of times they need or want. This strategy was applied on a group of students of first course of the Computing School belonging to "Universidad Católica de Cuenca".

JUSTIFICATION

Virtual Classrooms are used by distance degrees and on-site study as a complement of classes by people of all ages, but especially by young

people who are interacting with technology all the time. It is expected this option to be used as a complement in the learning processes. Because internet sitesw are relatively inexpensive and easy to access, the popularity of virtual classrooms is advancing a lot in a multitude of contexts. By building students' interest in Virtual Classroom like busuu the student not only will be related with grammar or vocabulary as with a book, he/she has the opportunity of interacting on-line or writing messages to get more instructions.

GENERAL OBJECTIVES

- To develop a technical guide for helping students to create an account in www.busuu.com for learning English in a funnier way.

SPECIFIC OBJECTIVES

- To persuade students to create his/her own account to have access to this virtual classroom (virtual community) for learning English.

WHAT IS BUSUU?

Busuu is a Virtual Community (virtual classrooms) where you can access in a free way by only having Internet connection. This virtual community is a useful tool for learning different languages it not makes difference in your age or level of knowledge, you can establish your settings according your situation and needs, it does not require experience for being used, you only need an e-mail account for the log-in.

With **Busuu** you can improve your vocabulary, grammar, listening and speaking activities, because you can repeat many times the different exercises or activities with topics related with the daily life. Moreover you have the opportunity of getting connected with a lot of people around the world, some of them native speakers of the language you are learning so they will help you to review your writing exercises. Another option you have is the use of chat service with experienced people who will help you with every question you have about the learning process.

As it was exposed, this virtual classroom is a very good option to learn English in a funny way, at the moment you want, and in the place you require.

DEVELOPMENT

In this technical guide students will learn how to:

1. Create an account in busuu

2. Use busuu for learning grammar, listening and speaking

Getting logged and creating a user

in busuu virtual classroom

1. Creating an account in busuu

Step 1

Type www.busuu.com in your web browser.

Step 2 (optional)
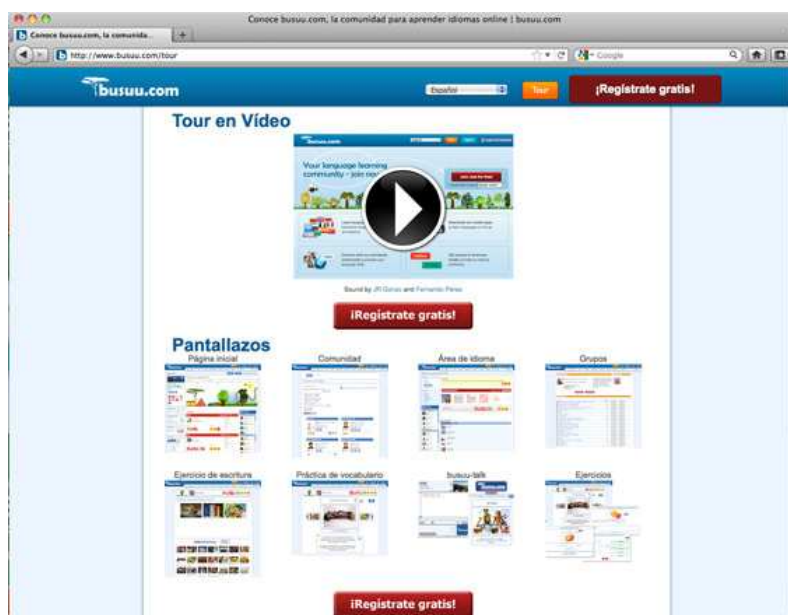
If you want you can visit the place for knowing it by clicking on the orange button (TOUR).

Then, This window will appear.

Step 3

Choose the language you want to learn, in our case English, next click on the button: Join now for free! Then this window will appear:

Fill your information in the gaps, choose the level and click the button Join now for free!. A window like this will appearYou have to check your e-mail, there you will find a confirmation message, follow the instructions for ending the registration.

2. Using busuu for learning grammar, listening and speaking

Step 1

Type www.busuu.com in your web browser, click in the log in button

and type your e-mail and password, then click in the Log in button.
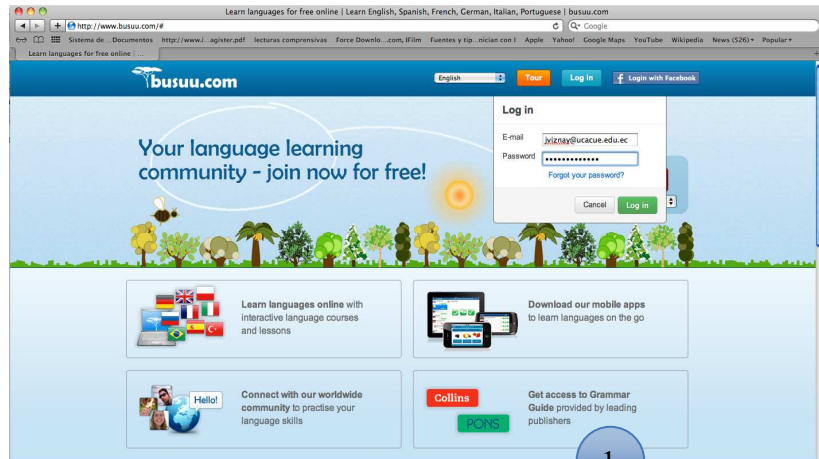
Now you are in your home

page.

Now you are inside!!!

- **Toolbar Nº1** lets you move through these options: homepage, courses, messages, friends, groups, settings and busuutalk (online chat).
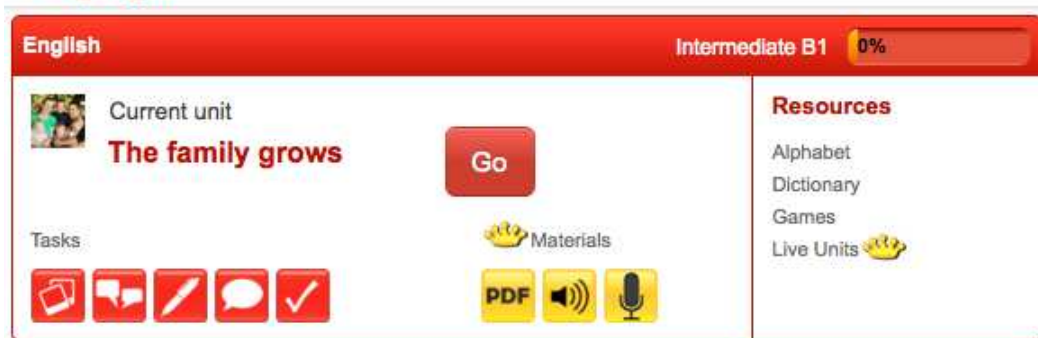
- **Languages Section Nº 2** lets you develop some tasks like:

 → Learning the key vocabulary of the topic.

→ Practicing your reading comprehension.

→ Writing a short text and let native speakers correct you.

➔ Chatting and talking directly with native speakers

➔ Taking an exam and testing what you have learnt.

- **Community Section Nº 3** lets you get in contact with people around the world

Double click if you want to talk with this person.
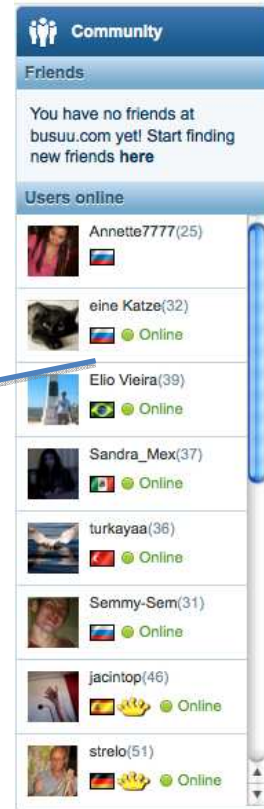
- **Exercises Section Nº 4** lets you review exercises from other people, and review your exercises reviewed by other people around the world.

ARMY POLYTECHNIC SCHOOL - APPLIED LINGUISTICS IN ENGLISH PROGRAM
LESSON PLAN Nº 1

TEACHER:		COURSE: First	DATE:	TIME: 2 hours

OBJECTIVE:	To get familiar with the basic definitions of virtual classrooms and technological tools for Teaching English as a second language.

SPECIFIC CONTENT	METHODOLOGY	STRATEGIES	RESOURCES	ASSESSMENT INDICATORS
DEFINITION OF VIRTUAL CLASSROOMS WHAT IS BUSUU? OBJECTIVES OF BUSUU.	Kolb cycle Oral Approach Group work	**EXPERIENCE:** Students have used computers for getting connected with people around the world by means of social networks; they know how to use this technology. **REFLEXION:** Having the knowledge of dealing with technological tools students can integrate them to build an appropriate educational stage as a complement of on-site instruction for improving their learning. **CONCEPTUALIZATION:** Students recognize that through these tools they can interact with many people all over the world at the same time they are improving their English language acquisition. **APPLICATION:** Practical demonstration and student's participation.	• Computer • Photocopies • Internet • Multimedia Projector	Students express their own criteria about definitions of virtual classrooms and the use of busuu. Moreover they will be able to expose the advantages and disadvantages of virtual classrooms.

REMARKS:

TEACHER:	REVISED BY Academic Director

ARMY POLYTECHNIC SCHOOL - APPLIED LINGUISTICS IN ENGLISH PROGRAM
LESSON PLAN Nº 2

TEACHER:		COURSE: First	DATE:	TIME: 2 hours

OBJECTIVE: Creating an account in bussu for being registered as a user of the Language Community

SPECIFIC CONTENT	METHODOLOGY	STRATEGIES	RESOURCES	ASSESSMENT INDICATORS
HOW TO BE A MEMBER IN THE BUSUU LANGUAGE COMMUNITY	Kolb cycle Oral Approach Group work	**EXPERIENCE:** Students know how to create e-mail accounts, or user accounts in social networks, and they are able to use them. **REFLEXION:** Having the previous knowledge of creation of user accounts, the student can identify the main advantages of being linked to the network to learn English interactively. **CONCEPTUALIZATION:** Ability to create a user account to be linked to a social language community. **APPLICATION:** Exposition of some students to demonstrate to their classmates the way of getting connected (be joint to the community)	• Computer • Photocopies • Internet • Access • Multimedia Projector	Students create their own account following the steps explained in the class. After that they have to review their e-mail for confirmation, with this step is complete the registration and they are allowed to enter in busuu community.

REMARKS:

TEACHER:	REVISED BY **Academic Director**

ARMY POLYTECHNIC SCHOOL - APPLIED LINGUISTICS IN ENGLISH PROGRAM
LESSON PLAN Nº 3

TEACHER:		COURSE: First	DATE:		TIME: 2 hours

OBJECTIVE: Accessing to the Virtual Community to know its environment (sections, elements, options and layout)

SPECIFIC CONTENT	METHODOLOGY	STRATEGIES	RESOURCES	ASSESSMENT INDICATORS
RECOGNIZING BUSUU ENVIRONMENT.	Kolb cycle Gregorc's model Oral Approach Group work	**EXPERIENCE:** Students had used social networks and e-mail accounts to communicate with other people all over the world. **REFLEXION:** Getting logged in to their personal accounts to know its layout, the different sections offered to learn and the options for having. **CONCEPTUALIZATION:** Getting familiar with different elements in the community language and having the ability of moving around the page without effort but if you were using your personal account or social network account. **APPLICATION:** Using busuu community language to develop English Learning activities in a funny way.	• Computer • Photocopies • Internet • A personal account in busuu. • Multimedia Projector	Students browse in their own account for getting familiarity with the community and finding every section easily as if they were using their e-mail account or a social network, so at the same time they are getting fun they are learning English.

REMARKS:

TEACHER:	REVISED BY **Academic Director**

ARMY POLYTECHNIC SCHOOL - APPLIED LINGUISTICS IN ENGLISH PROGRAM
LESSON PLAN Nº 4

TEACHER:		COURSE: First	DATE:	TIME: 2 hours

OBJECTIVE: Using the toolbar to move to homepage, review your messages, contact your friends or groups and establish settings.

SPECIFIC CONTENT	METHODOLOGY	STRATEGIES	RESOURCES	ASSESSMENT INDICATORS
LEARN ABOUT THE MANAGE OF THE MAIN TOOLBAR TO ACCESS TO DIFFERENT OPTIONS.	Kolb cycle Gregorc's model Oral Approach Group work	**EXPERIENCE:** Students have the ability of working with computers and know what is a toolbar and how you access to the options at only clicking. **REFLEXION:** Identifying the location of the toolbar and explain what every option does. **CONCEPTUALIZATION:** Getting familiar with the location of the toolbar and the application of every option. **APPLICATION:** Identifying the toolbar and click in every section for using the different options to prove how they work.	• Computer • Photocopies • Internet • A personal account in busuu. • Multimedia Projector	Students identify where is located the toolbar, then click on every section and their different options to show how this sections works and what you can do with this for getting more familiar with this community language use.

REMARKS:

TEACHER:	REVISED BY
	Academic Director

ARMY POLYTECHNIC SCHOOL - APPLIED LINGUISTICS IN ENGLISH PROGRAM
LESSON PLAN Nº 5

TEACHER:		COURSE: First	DATE:	TIME: 2 hours

OBJECTIVE: Accessing to the language section to practice vocabulary, reading-comprehension, writing, chat session, and tests.

SPECIFIC CONTENT	METHODOLOGY	STRATEGIES	RESOURCES	ASSESSMENT INDICATORS
ACCESS TO THE LANGUAGE SECTION TO PRACTICE DIFFERENT ACTIVTIES THAT LET US TO IMPROVE OUR ENGLISH LANGUAGE ACQUISITION	Kolb cycle Gregorc's model Oral Approach Group work	**EXPERIENCE:** Students have the ability of working with computers and know how to work with graphical user interfaces by means of intuition. **REFLEXION:** At practicing with vocabulary, grammar, writing or reading-comprehension the student is acquiring practice with structures to be evaluated, moreover they can interact with other people to practice with native speakers of English. **CONCEPTUALIZATION:** Getting familiar with the location and use of the language section to improve their knowledge in the different skills. **APPLICATION:** Identifying the language section and click on every activity to prove how they work.	• Computer • Photocopies • Internet • A personal account in busuu. • Multimedia Projector	Students identify where is located the language section, then click on every section to know how they work, so the student will be able to practice vocabulary, develop reading-comprehension or writing activities. Moreover the student can get in contact with other people for chatting about the topic. At the end of this instruction the student will take a test to be evaluated.

REMARKS:

TEACHER:	REVISED BY **Academic Director**

GLOSSARY

Browse
To inspect something leisurely and casually. To read something superficially by selecting passages at random. To look for information on the Internet.

Community Language Learning
(CLL) is an approach in which students work together to develop what aspects of a language they would like to learn. The teacher acts as a counsellor and a paraphraser, while the learner acts as a collaborator, although sometimes this role can be changed.

Didactic method
It is a teaching method that follows a consistent scientific approach or educational style to engage the student's mind. The didactic method of instruction is often contrasted with dialectics and the Socratic method; the term can also be used to refer to a specific didactic method, as for instance constructivist didactics.

Distance education
It is a field of education that focuses on teaching methods and technology with the aim of delivering teaching, often on an individual basis, to students who are not physically present in a traditional educational setting such as a classroom.

Internet
It is a global system of interconnected computer networks that use the standard Internet protocol suite (TCP/IP) to serve billions of users worldwide.

Language acquisition	It is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words to communicate.
Learning	It is acquiring new or modifying existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information.
Log-in	It is the process by which individual access to a computer system, which is controlled by identifying and authentifying the user referring to credentials presented by the user.
Log-out	When the access is no longer needed. To *log out* is to close off one's access to a computer system after having previously logged in.
Meaningful learning	refers to the concept that the learned knowledge (lets say a fact) is fully understood by the individual and that the individual knows how that specific fact relates to other stored facts (stored in your brain that is). For understanding this concept, it is good to contrast **meaningful learning** with the much less desirable, **rote learning**.
Motivation	It is a term that refers to a process that elicits, controls, and sustains certain behaviors.
On-site education	It refers to a modality where you have to attend classes according the established schedule.

Strategy	It is the *direction* and *scope* of an organization over the *long-term:* which achieves *advantage* for the organization through its configuration of *resources* within a challenging *environment*, to meet the needs of *markets* and to fulfil *stakeholder* expectations.
Syllabus	It is an outline and summary of topics to be covered in an education or training course.
Techniques	They are procedures used to accomplish a specific activity or task.
Technology	It is the making, usage, and knowledge of tools, machines, techniques, crafts, systems or methods of organization in order to solve a problem or perform a specific function.
Traditional education	It is also called **back-to-basics** refers to long-established customs found in schools that society has traditionally deemed appropriate.
Virtual class	A **virtual class** is an inner class that can be overridden by subclasses of the outer class.
Virtual education	It is a term describing online education by using the Internet.

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