

# English teaching based on ICTs for the development of reception skills in learning a foreign language<sup>1</sup>

La enseñanza del inglés basado en las TIC para el desarrollo de habilidades receptivas en el aprendizaje de una lengua extranjera

## Abstract

This is a research paper resulting from the macro-research "Interaction between ICT and bilingual teaching as a functional learning alternative", that was developed from the second semester 2010 to the first semester 2012, in the Universidad Cooperativa de Colombia, Bucaramanga. Noting the difficulties of children in listening and reading, we have based our approach in the development of receptive skills on second grade students (2-2) of the Escuela Normal Superior de Bucaramanga in order to create alternatives for the solution of the problems presented by the students in the diagnostic, during the second semester of 2010.

## Keywords

ICT, learning, listening, reading, teaching.

## Resumen

Este es un artículo de investigación derivado de la macroinvestigación "Interacción entre las TIC y la enseñanza del bilingüismo como alternativas funcionales del aprendizaje", desarrollada desde el segundo semestre del 2010 hasta el primer semestre del 2012 en la Universidad Cooperativa de Colombia, sede Bucaramanga.

Después de observar las dificultades que los niños presentan a la hora de escuchar y leer, hemos tomado como base el desarrollo de las habilidades receptivas en los estudiantes de segundo grado de primaria (2-2) de la Escuela Normal Superior de Bucaramanga para crear alternativas de mejoramiento de los problemas encontrados en el diagnóstico aplicado durante el segundo semestre del 2010.

## Palabras clave

TIC, aprendizaje, habilidades de escucha, lectura, enseñanza.

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**Figure 1.** Our main page

Source: the authors

## Introduction

This research was performed in the second quarter of 2010 taking as the main research topic receptive skills, listening and reading, seen as the ones with the most important problems presented by students of Second grade in Elementary school at the Escuela Normal Superior de Bucaramanga. These students have now gone into third grade, we tried to solve said problems from a theoretical and rational approach, based on ICT development.

The research had several educational activities to learn about the causes that affect the proper development of receptive skills, understood as the act through which a person establishes contact with another one, these allows them to transmit information.

This construction process has been the product of participation, careful reflection and conceptualization, however, it should not be considered as a finished product; it is to be considered an advancement that will continue to progress over time.

When you learn something new you can choose different methods to learn it, also everything depends upon the commitment of the student and

the support given by the teacher. To learn a second language, students practice and find new ways to improve learning, teachers must find new ways to teach and, most importantly, they must have the support of technological tools, that way teaching can be made more entertaining.

The Research instruments used to determine the non-proficiency of students when learning a foreign language were: Direct observation, interviews, and tests. Through these means we identified the causes that affect their receptive skills (listening and reading). According to the obtained results, we gave the best options for various activities that might help achieve better progress for each student.

This research intends that students learn and practice the foreign language, as well as the use of various technological tools. This is what we achieved by using Facebook as the foreign language was practiced so there was contact with technology.

Why use Facebook in our research? Because it is one of the most widespread social networks in the world; many of our research students have a personal page, so it's a good idea to show them that the social network is not only useful to send messages or upload photos, but that you can also can teach a language through it and in turn practice,

performing meaningful activities. In this manner, students perform daily activities in a page that they already use.

All planned activities and the design of the websites that have been established in our research have a specific purpose: The improvement of listening and reading skills in our students. But it should not be enough to just chose strategies for students to learn or improve, these must be accompanied by a creative effort from teachers to develop the use of these tools to improve their teaching process.

In this case, in our “Action Collaborative Research” on education, the research tools were: field diaries, interviews, diagnoses of information, and triangulation, with these tools we concluded that ICTs are very important; they facilitate communication, text comprehension and active listening, so they are essential for student learning.

## Methodology

In the second quarter of 2011, teachers under training in the Universidad Cooperativa de Colombia decided to start implementing these planned activities in research. They applied them to the 3-2 group at the Escuela Normal Superior de Bucaramanga.

In order to carry out the research Project, we had created different activities to improve on the problem; therefore the development of this project takes into account the following elements:

- Implement strategies to improve methodological development of receptive skills.
- Collaborative activities
- Virtual activities (videos). [www.elabueloeduca.com](http://www.elabueloeduca.com)
- [www.theyellowpencil.com](http://www.theyellowpencil.com)
- Virtual Learning (Reading and listening). [www.starfall.com](http://www.starfall.com)
- Virtual games.

## Our platform

The changes social networks have enacted in our daily lives are unknown to practically no one nowadays. Thus, we thought of a social network that is currently popular to use it to reach students and be able to do interdisciplinary workthrough the use of ICTs. This renders student activities are more dynamic, fun and educational. In the diagnosis we got results, in the students form second grade (2-2) of the Escuela Normal superior de Bucaramanga, showing problems in receptive skills (listening and reading), for this reason we decided to create a Facebook account to keep in touch with the students and give them support in activities and exercises that could be found on Facebook.

Facebook is a social networking site; it was created by Mark Zuckerberg and founded by Eduardo Saverin, Chris Hughes and Dustin Moskovitz. It was originally a site for the students of Harvard University, but it is now open to anyone with an email account anywhere in the world. In Facebook, users can be linked to one or several networks, according to their academic status, place of work or geographical region.

In our Facebook platform, there are various activities from web sites we used through our research as:

- [www.theyellowpencil.com](http://www.theyellowpencil.com)
- [www.Starfall.com](http://www.Starfall.com)
- [www.youtube.com](http://www.youtube.com)
- [learnenglishkids.britishcouncil.org](http://learnenglishkids.britishcouncil.org)

These activities are practiced and performed virtually by students, it is important for each student to have a Facebook account and that the student can access the page from home or at school.

We practiced one activity per week with the students. The routine for activities is as follows: First the students enter the facebook page and read the

activity. Second, the students enter the page that is linked to the activity and they do the assigned work, for instance: listening to a song in English with English subtitles, making sentences in English, to reading a story in English, or playing a game on the web page.

The Facebook page is not only used in the classroom, they also use it at home. We connect from home with the students at the same time, and the questions are answered and reinforced in the pages seen in the previous classes.

The students also enter the Facebook page to write and give opinions about the activity or to interact with teachers or friends.

Facebook is a website that is continuously changing new profile format, called biography. It is very important because it shows publications and allows you to edit or remove them and highlight parts of your life history.

In the website you can see two columns, in the right is the time line and in the left is the apps, the groups, and favorites activities.

Facebook pretends to organize information in a chronological line to know what you are doing, this time line let you add photos, information about your likes your birthday and special moments in your life; the cover is big and it is the principal part of the page when someone visits your profile.

The design of the page includes mapping functions that show different places, where you can tag photos, and where you have lived among other features that change constantly.

## Results

At the end of our research by 2012 we will present a complete and practical report, in which we will announce the planned activities and their execution with the students from class 3-2 at the Escuela Normal Superior de Bucaramanga, we expect to attain the following results:

- Improved communication, understanding and listening.
- Advances in listening skills.
- Comprehension at the time of reading.

## Conclusions

We expect that the results obtained in this research from ICTs applied to teaching through Social Networks, Facebook in this case, generate social impact. We hope it can solve problems such as the ones presented by the students of 3-2 of the Escuela Normal Superior de Bucaramanga in receptive skills. Through various planned activities we have tried to get students to improve their receptive skills, by learning in a dynamic and fun manner and using technological tools, in this case Facebook.

Through different activities like: Listening videos, music, instructions and reading exercises, realizing matches, word search, and different didactic games, we have seen that the students can improve their second language working with educational materials and ICTs. Facebook is a great help for our research because it is a social network through which they communicate with other people, make friends easily, create support groups, upload photos, send gifts and get useful applications.

It is also important that we mention that ICTs are of great help in teaching a foreign language, because they can deploy and help teachers into methods that are more dynamic and meaningful for students.

Finally, we can say that foreign languages are of great importance in modern life, and that technology is a tool that evolves every day that can be a great help along the process of learning at every moment for both students and teachers, but particularly for the commitment to excellence in learning.

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