USE OF ICT FOR LEARNING THE ENGLISH LANGUAGE

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Abstract

Nowadays we face a totally globalized world, the system of teaching and learning of the English language still important faces challenges that require be attendant for the actors involved in this educational process; to strengthen this activity, the Technologies of the Information and Communication and the social networks have had a significate influence to motive the learning of a second language, because allow a better critical handling of the information that has available. In such a way that from the previous thing it was proposed to realize a study to know the problematic that the students of the race of International Business have when learning and to use technological tools adapted for the learning of the English language. This research was carried out under a quantitative methodology, descriptive, not experimental and transversal character; it designs an instrument ad hoc that was applied to the 74% of the students of the career of International Business of a Mexican university, who were studying third, fourth, fifth, sixth, seventh and eighth semester. For the interpretation of the results were realized correlations of data and was utilized the T of Student with the crossed boards to find differences between the opinion of the respondents. The results show that, the students with higher age consider that use the ICT and study out of the classroom help and motive the learning of the English language; for its part the 53% opine the they would like to practice the learned in class through electronic games; the 96% prefer watch movies, to the 87% like utilize audios and the 69% prefer utilize social networks and platforms. The above shows a tendency on the part of the students in the use of the technologies, it points out that receive classes in a physical classroom it doesn't always motivate them to learn English, nevertheless, they insure.

Keywords: Learning, English, Technologies, Students

1 INTRODUCTION

The need to master a second language has become one of the prevailing needs for the teaching and learning system, especially when it comes to the English language, which still faces important challenges that need to be addressed by the actors that are involved in this educational process. The foregoing is reinforced when it comes to students of careers in which to speak, write, read and understand a second language is fundamental to the field of work, as is the case of the International Business Education program. To strengthen this activity, institutions of higher education have used a series of alternatives to motivate

language classes, as is the case of information and communication technologies (ICT), which together with social networks have had a significant influence to support the learning of a second language, because they allow a management and critical management of the information that is available.

Nowadays both English and technologies have become practically indispensable factors for society, especially in the educational field, in such a way that the challenge for education institutions is to innovate and apply the technologies to the plan student's education.

In such a way that the technologies have potentialized and now represent not only one of the main objectives raised for the education via ICT, but one of the most pressing necessities in the current knowledge society. In this sense, the educational actors continue to explore the implications of technologies in higher education, seeking to promote spaces for dialogue and reflection on this subject.

Currently, one of the central tasks, given this scenario of increasing integration of ICT in the educational field, has to do with the need to know how, to what extent and under what circumstances and conditions the incorporation of ICT to processes of teaching and learning, modify the educational practices in the classrooms and above all to know if they affect positively in the learning (Bustos and Román, 2011).

From the previous premise is that it was planned to develop this research, which had as objectives to analyze the opinion of the students of the international business career of a Mexican public university regarding the use of technologies as tools that support English language learning; also identify the factors that they consider can favor it. It also sought to know which technologies or tools are most used by the teacher and which motivates the learning of this language.

The foregoing emphasizes the compelling need to develop the competence of the basic domain of this language as one of the essential requirements for students to graduate in this career, which becomes one of the most both for teachers and for the students themselves.

This paper shows the results of the answers obtained by applying a questionnaire to the students of the international business career of a Mexican university, in which they expressed their opinion on whether they consider that the technologies support their learning in English, they were also questioned about what motivates them to learn this language and what are the scenarios that favor this process.

1.1 The ICT and learning

Currently one of the central tasks, given this scenery of increasing integration of ICT in educative ambit, has to see with the necessity of know about how and under what circumstances and conditions the incorporation of ICT to the process of teaching and learning modifies the educative practices in the classrooms and above all know if them affect positively in learning (Bustos and Román, 2011).

However, higher education continues to place as the center of the teaching process for the student and the critical thinking; in such a way that under this context the ICT plays a key paper, offering new scenarios and possibilities for the development of competitions (Esteve, 2009). One of the competitions that can foment the use of ICT is the reading comprehension of the English language, which provides for students the opportunity of development competitions as the capacity of analysis and synthesis, as well as communication in a second language (Martínez, Rodríguez, & López, 2014).

The literature shows that by including technological tools to the contents in classes more easily the development of the oral compression of the English language (Andrade, 2015), (Esparaza, Salinas, & Glasserman, 2015), giving response to the needs that the new knowledge society requires students, developing cognitive, communicative and computer skills (Xia, 2013).

Utilize the technology on support to learning has brought changes to the objectives and the environment of english teaching, in such a way that promote the motivation and attention of who study (Esparaza, Salinas, & Glasserman, 2015), so the role of the educational institutions and in particular of docents must be well defined, because the main challenge of educative transformation is not the count with all the technologies that the market offers, but to manage the complexity that implies the process of teaching learning supported in these tools (Morchio, 2014).

In this sense, the role played by the teacher is fundamental, because they need to be prepared to empower students with the advantages of ICT, they must show a quality pedagogical practice, with a more transmissive vision and focused on knowledge building (Cortés, Vargas, & Neira, 2016).

According to Morchio (2014), "in the case of ICT in English classes, there is a gap between the principles that teachers demonstrate to apply in the classroom and what they really do in these contexts" (p.5), so that it is necessary to deepen studies that allow to know what the teachers are integrating, in a pedagogical way, the technologies as support to the learning of the English language.

On the other hand, Fernandez (2006) indicates in no way the ICT will make the teacher disappear, because its role is essential for these tools to work in favor of learning, there will be activities for which technology is

the best resource and there will be other for which a face-to-face class is the most appropriate option, in such a way that educational institutions are obliged to facilitate access to technology, not only as a tool that contributes to the formation of the student, but also to that of the same Teacher.

2 METODOLOGY

The research approach was quantitative and the design used is framed in a non-experimental investigation of a transversal character under a descriptive and correlational methodology. A structured ad hoc survey was designed (Bernal, 2000), which aims to know the role of ICT as a tool to optimize English language learning.

The survey was applied to 74% of the students of the international business career of a Mexican university, the participating students studied third, fourth, fifth, sixth, seventh and eighth semester of both the afternoon and the morning shift; for this study it was decided not to apply the survey to the first semester students because they do not take the subject of English

The instrument was designed according to the objectives of the research and taking into account the context in which it was applied, consists of 15 items with a format type Likert with five points of rank, two in each polarity and one intermediate. The answers vary so that the number one means totally disagree and the four totally agree.

3 RESULTS

To obtain the results of the survey and to validate whether there was dependence between respondent´s opinion on the use of ICT and English language learning, the non-parametric Chi square ($\chi2$) test was applied. As for the interpretation of the quotient $\chi2$, it is considered should not be significant if there is good adjustment, if the probability of chi squared is less than 0.05 of significance. It is said that the covariance of the theoretical model is different from the covariance of the observed information, which was applied for all tables with results presented here.

In particular, figure number 1 shows that there is a significant difference to the practices that motivate them to learn English. It can be observed that there is difference of opinion between the different semesters, it stands out that 5 and 8 semesters do not show a defined position regarding what type of technology or action motivates them to study English, this perhaps to that their answers were multiple and this reduces the possibility of being defined by a particular tool or activity.

Fig.1. Tools and activities that motivate students for learn English.

Variables	Semester 3		Semester 4		Semester 5		Semester 6		Semester 7		Semester 8		χ^2	p (frequency)
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO		
Practice what is learned in class by electronic games	12	4	17	6	15	2	10	2	25	4	7	5	16.758	0.08
Consult dictionaries	13	6	7	10	6	8	12	9	13	13	10	6	13.775	0.184
watch movies	21	0	30	0	25	0	26	0	35	0	20	0	4.414	0.491
Listen audios	18	2	25	4	24	0	24	1	32	1	18	2	8.511	0.579
Learn the teory by activities in class	17	2	22	1	9	3	14	5	21	7	9	2	18.364	0.049*
Make use of social networks , blogs and plataforms in english	14	4	18	4	15	5	20	1	28	0	18	0	15.321	0.121
Do videos in english	9	6	6	12	12	6	11	8	17	9	7	8	7.436	0.684
Circle of conversation in english	15	2	18	3	18	1	20	3	25	2	16	2	4.308	0.932
I feel with capacity to talk english adequately thanks to what I learn in class	6	3	3	10	2	9	4	15	6	24	4	6	27.496	0.002*

Sig. < 0.05

Regarding the technological tools implemented by teachers of English, the attitude shown in the group of variables presented in figure 2, is that they share differences between the semesters, this perhaps is because they are different teachers who teach Language classes in groups. The $\chi2$ was applied to find in which of the tools implemented by the teacher, the students consider that they are the most suitable for their learning and it turned out that it was the audio, in contrast it shows that the use of the blog and the virtual groups do not included in the practice.

Fig.2. Technological tools implemented by teachers to support the learning of English in their students.

Variables	Semester 3		Semester 4		Semester 5		Semester 6		Semester 7		Semester 8		χ^2	p (frequency)
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO		
BLOG	1	22	4	26	1	24	1	26	1	35	2	19	4.4	0.493
Virtual groups	1	22	3	27	4	21	1	26	2	34	6	15	11.31	0.046*
Audio	21	2	15	15	21	4	15	12	28	8	19	2	21.55	0.001*
Educative software (eEnglish, Learning, Rosetta Stone, ABA, among others)	11	12	6	24	8	17	17	10	22	14	12	9	17.55	0.004*
Video	15	8	18	12	17	8	20	7	25	11	12	9	2.242	0.815

Sig. < 0.05

With regard to the question of when they study English what is most difficult to work, the application of the χ2 shows that there is no difference between what the different groups answered, which means that students do not have a hard time studying English, although, the third, sixth and seventh group shows that they only have trouble talking about it. The results are shown in figure number 3.

Fig.3. The differences between the groups regarding the opinion about what is more difficult for them for learn English.

Variables	Semester 3		Semester 4		Semester 5		Semester 6		Semester 7		Semester 8		χ^2	p (frequency)
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO		
Speaking	13	10	13	17	12	13	16	11	23	13	10	11	3.848	0.571
Writing	3	20	2	28	7	18	4	23	9	27	5	16	6.376	0.271
Comprehension	6	17	7	23	7	18	3	24	13	23	6	15	5.268	0.384
Listening	7	16	12	18	8	17	11	16	13	23	8	13	0.977	0.964

Sig. < 0.05

The question of when they like to study English, it is perceived that between the semesters the student likes to use the information and communication technologies. However, the result of the analysis shows that there was a variation between liking for classroom teaching, as presented in figure number 4.

Fig.4. Differences between groups with respect to student's perception about what instruments they use to study English.

Variables	Semester 3		Semester 4		Semester 5		Semester 6		Semester 7		Semester 8		χ^2	p (frequency)
	Like	Dislike	Like	Dislike	Like	Dislike	Like	Dislike	Like	Dislike	Like	Dislike		
Listen music	21	3	27	3	22	3	21	6	31	5	16	5	3.935	0.559
Watch movies	20	3	25	5	23	2	22	5	29	7	18	3	1.856	0.869
Play videogames	4	19	12	18	12	13	7	20	10	26	8	13	7.07	0.215
Talk with native people	14	9	15	15	10	15	14	13	17	19	9	12	2.566	0.766
There is motivation	20	3	20	10	16	9	17	10	24	12	13	8	4.701	0.453
They teach me in class	18	5	14	16	12	13	10	17	14	22	5	16	15.446	0.009*
I study in a school of idioms	8	15	10	20	9	16	10	17	9	27	4	17	2.997	0.7
I use some english app	13	10	17	13	16	9	18	9	28	8	13	8	4.346	0.501
I entry in course of english	8	15	12	18	12	13	13	14	12	24	4	17	5.941	0.312

Sig. < 0.05

Regarding practices motivates students to learn English, the χ2 was applied to verify that there is a significant difference between the men and women of the international business career, the results shown in the figure number 5 point out that there is no difference, however, it emphasizes that despite the taste of studying a second language, the student does not feel the ability to speak it

Fig. 5. Differences between men and women regarding what activities motivate them to speak English.

Variables	MALE		FEMALE		X^2	p (frequency)
	YES	NO	YES	NO		
Practice what is learned in class by electronic games	45	7	41	16	4.057	0.132
Consult dictionaries	27	29	33	23	4.033	0.133
watch movies	71	0	86	0	0.426	0.514
Listen audios	68	3	73	7	2.862	0.239
Learn the teory by activities in class	39	11	53	9	1.21	0.546
Make use of social networks, blogs and plataforms in english	52	7	61	7	0.223	0.895
Do videos in english	34	19	28	30	3.454	0.178
Circle of conversation in english	53	7	59	6	1.388	0.5
I feel with capacity to talk english adequately thanks to what I learn in class	10	29	15	38	1.007	0.605

To the answer on what are the technological tools implemented by the English teacher, in the analysis of data there was no distinction between the opinion of the two genres, however there was when comparing the semesters, because half of the students they mentioned that the teacher if implemented the technology to support learning, it highlights the use of videos, blogs and audio. As shown in the figure below.

Fig.6. Differences between the opinion of men and women regarding the technological tools that their teachers use

Variables	MALE		FEMALE		X^2	p (frequency)
	YES	NO	YES	NO		
BLOG	7	67	3	85	2.541	0.111
Virtual groups	9	65	8	80	0.404	0.525
Audio	57	17	62	26	0.891	0.345
Educative software (eEnglish, Learning, Rosetta Stone, ABA, among others)	37	37	39	49	0.521	0.47
Video	52	22	55	33	1.082	0.298

The results of the question about what is difficult for them when they study English, it was observed that women have a greater difficulty in speaking English compared to men, this shows that an important difference between the genera, is shown in the figure number 7.

Fig.7. Differences between men and women regarding what is more difficult to them study English.

Variables	MALE		FEMALE		X^2	p (frequency)
	YES	NO	YES	NO		
Speaking	37	37	50	38	0.752	0.386
Writing	13	61	17	71	0.082	0.775
Comprehension	21	53	21	67	0.427	0.514
Listening	30	44	29	59	0.999	0.318

Sig. < 0.05

Finally, the item on when and which media like to study English, is appreciated, according to figure number 8, that the gender difference does show a discrepancy between the tastes of each group, as is the case of video games, as it is known that the majority of the population women are not interested in this way. Another of them is to speak with native people of the language; a small difference is perceived between each group, being that the female group does not satisfy. In one of the variables we can see that the students, both men and women, do not like to learn in class, instead the use of technology encourages both men and women to practice English through some application.

Fig. 8. Differences between men and women about when and by which means they prefer to study English.

Variables	MALE		FEMALE		X²	p (frequency)
	Like	Dislike	Like	Dislike		
Listen music	63	11	75	13	0	0.987
Watch movies	60	14	77	11	1.269	0.26
Play video games	36	38	17	71	15.72	0*
Talk with native people	38	36	41	47	0.365	0.546
There is motivation	49	25	61	27	0.177	0.674
They teach me in class	34	40	39	49	0.043	0.836
I study in a school of idioms	23	51	27	61	0.003	0.956
I use some english app	49	25	56	32	0.117	0.732
I entry in course of english	26	48	35	53	0.368	0.544

Sig. < 0.05

With regard to the above and to measure the influence of the use of ICT with the learning of the English language, the non-parametric test was applied Chi2, with a degree of reliability of 5%, it was determined that there is dependency between these two variables (ICT and learning English), which can be concluded that using technologies helps students learn English.

4 CONCLUSIONS

The opinion expressed by the students regarding the use of the technologies to learn English, is positive, because the number of frequencies indicates that more than 60 percent agree that using them can strengthen their learning, the same happens when they point out that the technology tools recommended by the teacher support so that you can learn a second language better; this can be interpreted in that there is clarity on the part of the students that the ICT are tools that facilitate the learning of the English, which coincides with the works presented by Ponce & Moran, (2017); Tena, (2017) and Morales, Trujillo & Raso, (2015), who agree that technologies drive language learning and support the development of practical language skills.

In the same way it is noted that despite the limitations that the instrument had with respect to the number of variables that it could choose, it was possible to find findings that allow to conclude that the students like to use the different forms of learning, especially those that have to involve incentive activities, leaving aside the learning of repetition and memorization, making their learning in an active and participatory way with the environment, especially when this process is supported by the use of ICT interactive form in the classroom.

In this sense it is emphasized that to achieve a real learning with support in the technologies, it will be necessary that both the teacher and the student use teaching and learning strategies that take advantage of the possibilities that these tools offer.

In particular, the work presented here provides information that is of interest to education institutions, especially those who are concerned about innovating and promoting second language learning through the use of technologies as tools that can reinforce the development of skills to understand, write, listen and read in English.

It also contributes to those who seek to convert ICT into essential resources for education and to incorporate them effectively in the classroom. The results of the opinions presented in this study are an approach to what students believe about whether technologies can help them, also highlights the lack of teaching strategies that allow more effective use of technologies that they have been designed to support learning, as is the case with educational platforms and software.

According to the foregoing, it is concluded that in order to achieve successful learning it is necessary to determine the appropriate tools to teach and learn English, but at the same time the need for teachers to know when they can use them as an alternative to the development of different skills such as understanding, listening, reading and speaking English.

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