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THESIS OF DEGREE

THEME:

**“THE FREE SOFTWARE JCLIC FOR THE ENGLISH TEACHING
LEARNING PROCESS AT ALÓAG HIGH SCHOOL WITH EIGHT
LEVELS DURING ACADEMIC CYCLE MARCH- AUGUST 2014”**

**Thesis submitted previous obtaining the Sciences of Education Degree with
Major in the English Language**

Author:

Benalcázar Calvachi Carla Andrea

Director:

Rosero Menéndez Jorge Luis

Latacunga-Ecuador

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TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES
Latacunga – Ecuador

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Benalcázar Calvachi Carla Andrea

C.I. 172317432-0



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As thesis director of this research work about:

“THE FREE SOFTWARE JCLIC FOR THE ENGLISH TEACHING LEARNING PROCESS AT ALÓAG HIGH SCHOOL WITH EIGHT LEVELS DURING ACADEMIC CYCLE MARCH- AUGUST 2014”, belonging to Benalcázar Calvachi Carla Andrea, applicant of the English career; I consider this research work meets the investigation, and methodological requirement, and scientific-technical contribution which are enough to be evaluated by thesis validation court that Honorable Academic Board from Academic Unit of Administrative and Humanistic Sciences at Cotopaxi Technical University designate for the corresponding study and qualification.

Latacunga, April 2015

Thesis director

Lcdo. M.S.c Rosero Menendez Jorge Luis

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Carla

DEDICATION

In this space I would like to give my sincere thanks to my parents for their love, patience and support when I have needed.

To my brother Ruben and my sister Elena who have gave me support, advice and love in this period of my life.

To my husband and my son who are with me in the bad and good moments.

I love you so much

Carla



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RESUMEN

Este proyecto de tesis se desarrolló en el Colegio Fiscal Alóag, ubicada en Pichincha, Machachi. Esta es una institución pública creada el 21 de Octubre de 1971. El desarrollo de esta investigación se hizo para utilizar el software libre "J, clic" como una herramienta para ayudar al maestro y a los estudiantes de octavo nivel, por la necesidad de clases interactivas. El método utilizado en este trabajo de investigación fue el método descriptivo, ya que permite hacer una identificación de la situación actual en el aprendizaje del idioma Inglés, a través del software libre "JClíc"; además la técnica aplicada fue la encuesta, esta recopiló datos con el fin de analizar los resultados y llevar a cabo este documento de trabajo. Esta investigación fue eficaz, por que permitió analizar cada pregunta con el fin de conocer cuáles eran las diferentes respuestas de los estudiantes y el maestro, acerca de esta herramienta. De este modo, el investigador puede decir que con la tecnología, los estudiantes podrían tener efectos positivos y cambiar su actitud hacia el aprendizaje del idioma Inglés.

Palabras Claves: Tecnología, herramienta interactiva, maestro, enseñanza.



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ABSTRACT

This project was developed in Alóag High School, located in Pichincha, Machachi. This is a public institution established on October 21st, 1971. The development of this research was done to use the free software “J,Clic” as a tool for helping the teacher and students of eighth level because of a need of an interactive class. The method used in this investigation work is a descriptive method, which will permit the student to learn English through the use of this user friendly free software “JCLIC”; in addition, the technique applied was a survey technique that collect data in order to analyze the results and carry out this paper work. This survey technique was effective because it permitted the researcher can analyze each question and answers given for the teacher and the students to know about this tool. Thus, the researcher can say that with the use of technology, the students can have positive learning effects and it will change their attitude toward English learning.

Key words: Technology, software, teacher, teaching,

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INTRODUCTION

This research work, using the free software “J,Clic” to develop English teaching learning process of eight level of Alóag High School during academic cycle march-august 2014, has been analyzed to emphasize the importance of English Learning.

It is distributed into three chapters: Importance of Theoretical Framework, Results Analysis and Interpretation and Guide Development.

Chapter I. It talks about the important of theoretical framework which referred: people around the world are studying and preparing in their school, high school and universities because they know the education helps them to grow as a successful person and it contributes to the cultural enrichment and development of the country. On the other hand, it presents Ecuador, which has changed the education system in order to enhance the education. The pedagogical model, the importance and scientific research help to develop this work.

Chapter II, this chapter contains real information about Analysis and Interpretation of Results; the quantitative analysis and interpretation of surveys where applied for teachers and students. Thus, this important data helps the researcher obtain conclusions and suggestions.

Chapter III, it is the development of a guide which contains the objectives, the purpose and different steps to use the free software “J,Clic” and develop interactive exercises for eighth levels of Alóag High School. And finally, bibliography material references.

CHAPTER I

THEORETICAL FOUNDATIONS OF THE STUDY OBJECT

1.1 Backgrounds

This investigation is about the use of free software “JCLic” to reinforce the English teaching learning process in classroom; it helps teacher and students to practice English exercises in an interactive form. In addition, this kind of software is used not only in English classes; this interactive software can be used in different areas such as: mathematics, language and Science.

That is how the researcher could find an interesting topic which is related to ” New software to teach and learn easily”, it was created to help teachers to apply this free software “JCLic” for making or changing easily the students’ activities no matter their level in knowledge or the needs that they may have.

On the other hand, this software has some advantages in order to facilitate teachers’ tasks, one of them is that, it does not need Internet; the other one is that the teacher can integrate all multimedia components (video, pictures, animation), also the sixteen different interesting exercises help to catch and retain the students attention, and the info boxes allow to gather information about activities.

Furthermore, the installing process is easy because teachers can set up the software in two different ways depending on the Internet. One of them using Java Web Start technology, which is easy to set up and the other way is to set it up through the computer, by downloading directly from the official program's website.

In this way, the activities provided by this software, permits the teacher to create, innovate and motivate the students to learn English. Thus, teacher can create a good environment and students can feel comfortable with English classes.

The components of this program grant that, once installed, the activities to be played from the local disk, creates, edits and publishes, accumulate the activities and produce reports of the results reached by students. For this reason it allows teachers in the cognitive area, to have an appropriate methodological tool for beating the teaching learning process in all core skills (writing, reading, listening and speaking) which certifies an integral formation of the students in the English Language.

1.2 Main Categories

EDUCATION

**ENGLISH TEACHING
LEARNING PROCESS**

**DIDACTIC
RESOURCES FOR
ENGLISH LEARNING**

FREE SOFTWARE

**FREE SOFTWARE
J,CLIC GUIDE
FOR ENGLISH
TEACHING
LEARNING**

1.3 Theoretical Framework

1.3.1 Education

As it is well known the education plays an important role in the development of children, young and adults. For these reason the education helps the society, to develop: politically and financially. In consequence, education is the best option to consider the influences that it causes in each country.

Manali, Oak (2011) claims “Education is the basis of culture and civilization. It is Instrument in the development of our values. Education cultivates us into mature individuals, individuals capable of planning for our future and taking the right decision in life. Education arms us with an insight into our lives and teaches us to learn from experiences. The future of nation is safe in the hands of educated individuals”

<http://www.buzzle.com/articles/why-is-education-so-important.html>

According to this author, education is not only acquiring knowledge, it takes the capability to contribute with the society, practicing social values and also it permits to see from another point of view a promising future. The most important aspect in this part is that the future of many countries is based on the education, because it causes an impact in the individuals by learning by themselves contributing with their knowledge for a better quality life and the development of the society through the years.

1.3.1.1 Education in Ecuador

Education in Ecuador has had a slow progress in the process in order to have a good development in this country. However, in the last years the investment in education

has been increased since education is an essential aspect, where people and government consider important for the development of a country. The goal of this country was to eradicate illiteracy in order to everyone has access to education, to achieve this goal the highest grades high school students were sent to the rural zones to teach people that had not had access to education.

Furthermore, it is the development of equipment and infrastructure of schools and High Schools. There are infinite numbers of schools and High Schools in Ecuador which permit teachers to apply different activities according to students' needs.

Torney-Purta, Schwille, Amadeo (1999, p.31) say

“The school as an institution adapts slowly to transitions. This is particular true when not only the content of education changes but new pedagogical methods are prescribed and decentralized structure are being implemented, in most cases without sufficient economic resources for the retraining of educational personnel. Furthermore, expectation about democratic teaching styles and power devolving to students within school has touched deep cords of uncertainty among those who are responsible for civic education in developed as well as developing democracies”.

<http://www.hrea.org/pubs/IDB-monograph/civics.pdf>

These authors mentioned, education changes through the time must get better day after day. This is the case of Ecuador in the High School BGU (Bachillerato General Unificado) has maintained the same model and methodology for teaching learning process for many years. But, for this reason the actual government has found the opportunity to develop a new curriculum, this program was implemented to offer the best educative service for all young.

In Ecuador one of the main changes in education is the unification of core curriculum in High Schools, due to it is the only way to ensure equality to all

Ecuadorians after graduating from High Schools, this will allow students to have many options and choose what career is best for them.

1.3.1.2 Types of education

Both formal and informal education, offer the students different strengths to develop their skills and projects in their lives for the next years. Both are useful to achieve the students' purposes and goals.

1.3.1.2.1 Formal education.

This type of education corresponds to a systematic, organized educational model and administered with laws and norms, these characteristics are presented in a rigid curriculum which contains objectives, content and methodologies that involve teachers, students and institutions.

Formal education institutions includes primary education, secondary education, higher education and professional training. Altogether these educative levels follow the above steps that need a formal education to impart the knowledge.

1.3.1.2.2 Informal education.

Contrary to formal education, this is not presential, most of the time. This kind of education does not have methods or strategies needed in a school or high school.

The role of students in this case takes place outside of an institution, for instance: home reading and paperwork. Students learn by themselves online searching, libraries, magazines or research tools that students need. Their knowledge is more empirica

1.3.1.3 Pedagogical models

The pedagogy is essential for the knowledge and abilities need for effective teaching. It is the art, science, technique, practice of teaching that makes difference in the intellectual and social development of learners. In addition the pedagogy follows norms which content laws and rules, these are necessary to standardize the educational procedure and consider some parameters to evaluate the best way of process in class.

To be more specific, teachers need to choose the best model where teachers apply their strategies and then, apply them in the teaching learning process.

The teachers use the pedagogical model according their skills, this model can permit to act in the best way according to the needs that the teachers and students require in each subject.

1.3.1.3.1 Traditional model.

This model has been given throughout the history of education. It has many disadvantages to real learning; this method ignores the experiential learning and any students could express their ideas or feelings.

On the other hand, the learning process was only repetitions and memorization; students did not have the opportunity to think in any way, the topic to treat in class only they have to pay attention and listen without any sound. For those reasons, this process does not have motivation to learn.

1.3.1.3.2 Behaviorist model.

This model helps students, respond to their stimulus. Using this method students are going to acquire their objective, recognize and reinforce positives behaviors, also this model consists in helping them to learn by observing and imitating others.

1.3.1.3.3 Constructivist model.

The constructivist model is focused in the real meaning of the teaching learning process and promotes the formation of people which let this method to develop students with a good performance in the scholar activities. Furthermore, this method creates individuals who are capable to take decisions, solve problems without difficulty.

1.3.1.3.4 Educative technological model- ICT's.

This model is different from others because technology permits to fortify the pedagogical process; the education changes and allows to improve the quality of education and it develops the performance and academic level. Whereas the new technological continues incrementing in classroom the teaching learning process could be better because students are going to be motivated and their participation could be more active.

In this part is important to take into account that this model thought technology could permit to develop the knowledge, cognitive, practical expertise and apply values, attitudes, behaviors and active participation with other people.

On the other hand, teachers must be up to date for they could be a guide for the students in the educative process. Overall these technologies are important for teacher and students which allow to fortify the interest of community and the development of the country. These technological sources help students work individually and make sure the learning of several activities that these may contain and also students can work in groups according to the grade of difficulty these may have.

In this way the technology highly motivate and influence in the teaching learning process.

1.3.1.4 English Education

It is important to consider that English has been one of the most important languages in the world; the impact of the globalization in education has been huge because nowadays teachers have an important work assignment. They have the responsibility to equip their students with the necessary elements to prepare them to deal in the professional field. Thus, in this society, people need to be competitive and at the same time to be leaders. Consequently, English language as a principal language around the world, it is a big influence in each culture.

1.3.1.5 The importance of learning English

Randolph Quirk, points out “There are known something like 250 million people for whom English is the mother tongue or first language. If we add to this the number of people who have a working knowledge of English as second of foreign language (many Indians, Africans, Frenchmen, Russians and so on), we raise the total to about 350 millions”

Randolph mentioned there are millions of people that speak English around the world; obviously this aspect is well-known nowadays. English is the principal language spoken in the world in order to find a good job or travelling to another country.

Furthermore, there are important things that reflect again that English is important; Indian and others adopted this language, to be and intellectual as well as the emotional make-up of the educated people there. This means that people enrich the language and also create expressions for some writers from these countries.

1.3.2 English Teaching Learning Process

The teaching learning process has been an important part into the educative process because the teachers share information through a process and then, they provide the information to their students. This process must follow steps so the students to catch the information in a correct way. In this process teachers know their subject to involve students in a discussion, creating a didactic material which will permit change their daily class activities in a best way.

According to Bruner, J (1960, 1977)

“Teaching-learning process is the heart of education. On it depends the fulfillment of the aims & objectives of education. It is the most powerful instrument of education to bring about desired changes in the students.”(pag 64).

BRUNER mentioned important aspects because the real teaching learning process is the key for the educational field due to teacher and students are essential in the teaching learning process because they need to be connected for a good environment in class.

1.3.2.1 Methodologies for the English Teaching Learning Process

Through time, there are several approaches or methods in the acquisition of a foreign language. Here, there are some methods which are applied in the English language teaching. Several methods have been used in the English classes.

1.3.2.1.1 Grammatical translation.

The principal idea this method has is the direct translation of the mother language to another language. The principal feature of this method is that the students literally translate what they are learning of the second language to the first language. In this part the teacher only check the translation error that students have.

1.3.2.1.2 Direct method.

The lessons consist mainly in the repetition of sentences and phrases by students after the teacher or any kind of audible mean. The grammar is not explained, but rather unconsciously acquired through constant repetition. Actually this method is used for tourist because they need basically to communicate with the country that they are going to visit or people that need basic communication where they should use another language.

1.3.2.1.3 Communicative approach.

The principal idea is, use all means available to communicate messages and understand people. This method has as objective the communicative competence. Thus, the students have the skills to use the grammatical rules in the correct use of sentences and they can use adequately. This method is

used to language communication between students and the ideas comprehension and their thinking.

1.3.2.1.4 The PPP method (Presentation, Practice and Production).

The PPP method is a sequence of three teaching steps. In the first stage teacher present and explain the goal of lesson study through the creating real situation. In the second stage is given the control practice language, with exercises such as: complete the blank space, make a dialogue, role play. Finally, in the last stage is the production of an activity or task, where the students can feel free to perform and use the knowledge that they have in the English language.

1.3.2.1.5 Suggestopedia.

The teacher in the classroom must discriminate and avoid all factors which permit to inhibit the learning and incorporate the factors that promote the interactive learning such as: use music, the correct use of voice. In order to create positive learning environment.

1.3.2.1.6 Total physical response (TPR).

In TPR, the instructor is such as filmmaker which guide their actors (students) through very complex scenes, in this way students develop a complex understanding of spoken language then, it permits students feel comfortable when they understand the language.

1.3.3 Didactic resources for English learning

García Óscar says: “Resources are any instruments that help us to achieve any goal; that is, auxiliary material with which the pupils develop the learning process. They permit to attract the attention of the students which is one of the most important tasks of teacher.

<http://ummacourse.wikispaces.com/file/view/Didactic.Resources.for.Teaching.English.pdf>

Resource is any instrument which permits to help a teacher to achieve any goal; it is a material that helps students develop the learning process. Didactic resources are important for English learning because facilitate the acquisition of the learning and also, it permits the motivation for the students.

1.3.3.1 Classification of didactic resources

1.3.3.1.1 Permanent resources.

This kind of resource is the most common in the classroom and they are elements that almost never change because are present for many years; for example erasers, books, markers and so on. They are essential for teachers to start the classes.

1.3.3.1.2. Technician resources.

In this part people can find a lot of material one of them is audiovisual aids (computer, television, CD player...) and all the materials which permit sight and sound.

Between these kinds of resources there is a computing media. Good teachers develop their skills and also have the management in classes. Thus, they seek for different ways to catch the students' attention. For these reasons didactic media help teacher to interact with a web page or software.

Finally, teachers can interact with the information and communication technologies (ICT). It is used as general term for all kinds of technologies which give the opportunity to teacher and students create an access and use the information as required.

1.3.4 Free software

1.3.4.1 Software

According to Margaret Rouse (2006) "Software is a general term for the various kinds of programs used to operate computers and related devices".

<http://searchsoa.techtarget.com/definition/software>

It is all programs or applications which permit doing works. Some authors prefer to extend the definition of software and also include in the definition all that is produced in its development.

Free software is a term that was used only by the CIA while the time continued its course; it has been used for important purpose. Some authors mentioned important things of this free software. Eric Raymond was focused on the economic values cost saving which has helped business, education and so on.

According to Stallman (Stallman 2002),

To understand the concept of free software, you should think of “free” as in “free speech” not as in “free beer”. It means you may pay money to get copies of free software, or you may obtain copies at no charge. But source code must be provided together with software so that you can modify the software. Thus, “free software” does not mean “noncommercial.”

http://iuccommonsproject.wikispaces.com/file/view/Richard+Stallman+and+the+Free+Software+Movement_Huyen+Dau.pdf

Nowadays, different institutions and companies use this free software because they need to use for facilitate their work. Free software still provides a usual base for business development and why not education because its use has made possible to increase in the area of technology and could be an interactive method. A program is freedom when people can distributes copies with or without modification, priceless, study and freedom to run.

1.3.4.2 Implementing free software in the classroom

“The application of ICTs in the teaching process spontaneously conducts to the search for alternatives to the classical tests as a method to evaluate and the typical exercises in class in the book or notebook which apply the teacher. Work through projects and participatory development in class hardly fit with a test at the end of the process in which students must demonstrate in an hour what they learned. In fact, changing dynamics of classwork should begin with an analysis of the relationship between the process of learning and assessment. Continuous assessment can charge more sense than ever to ICT”.

Even the use of technology creates dynamic classes based on the students' autonomy when they learn monitoring and control over the outcome. And this can include going group by group discussing with them their work and checking that they may explain its content. Thus the evaluation in class could be effective.

Using any kind of software in the classroom, the teachers obtain the students cooperation with better results. But this usually happens spontaneously. On the other hand the email is useful too because through this instrument students can answer enquiries outside of class, make indication to students at any time, set deadlines with complete flexibility.

“There are some ways to have access to internet in house and cyber cafés; they give the opportunity to include the technology in the lives and it is why the education must be incorporated with the technology because it can find at any hours and different places the access of this important sources”.

“Technology and education is the best result to create motivation where students and teacher have a good environment which facilitate the teaching inside the classroom. Undoubtedly, the teachers need to practice activities and apply in a best form the technological tools”.

“That is, giving responsibility to the students is a good strategy in the majority of cases; students must take control and monitoring of their own learning. It is what they will need during their training activity the rest of the life. And make them think about how and why they are learning what they are learning enhances their motivation and gives meaning to what they do”

1.3.4.3 Free software as technological tool in language teaching

As Dudeney G. (2007) states:

“Technology in language teaching is not new. Indeed, technology has been around in language teaching for decades- one might argue for centuries, if we classify the blackboard as a form of technology. Tape records, language laboratories and videos have been in use since the 1960s and 1970s, and are still used in classrooms around the world (7)”.

This author mention an important part which is, since years around the world technology has been known for some people and used for several purposes, it has been increased to develop many programs between them, there is the free software which does not need to be pay for downloading. In this way teacher and students can get this free software in an easy way in order to develop the educational process.

“Free software becomes a natural tool in education because of the simple and fundamental fact that permits to motivate students in classes. Listening speaking, reading and writing are improved for the students with the innovation of technologies”.

1.3.5 Free software JClic for English teaching learning

“This interactive Free Software JClic was created by the Ministry of Education of the Government of Cataluña to offer supporting multimedia and to have a community where all educators could share their creations developed on the platform. This Software JClic is an evolution of JClic 3.0 and is used for many people, institutions for all countries around the world to produce multimedia material from kindergarten to higher level education. Furthermore, the purpose of

this software JClíc is to create interaction and integrate the English grammar, which is tedious for students, to make it fun and learn in an easy way”.

According to Guerrero, Muñoz & Sotelino (2007:172):

“The advantages of the use of JClíc in teaching are the following: Integration of all multimedia components (video, picture, animation). Pupil’s motivation through 16 exercise types. Integration of all media files in a ‘zip’ file. Limitation on time and number of tries: boxes show information about the activity: Time spent success, etc. Report to teachers for performance control.”

http://www.ugr.es/~portalin/articulos/PL_numero19/14%20A%20Duran.df

“Teachers can use this tool in autonomous forms which create activities in presential formation. This Software “JCLIC” consists of a set of tools to create diversity of multimedia educational activities: puzzles, associations, crossword”.

“For now, the researcher wants to show the benefits of free software applied to teaching, in this specific case “JClíc”, which is an authoring tool that allows teachers to easily develop digital educational resources. JClíc was design to allow greater variety of activities has new functionalities and allows resources whose presentation is not restricted to any particular operating system”.

This software is formed by four application JClíc applet which allows the inserting of the activities on a web page. JClíc player plays the activities, JClíc author permits the creation, edition and publication of different activities and JClíc reports accumulates data and creates reports of the activities done.

1.3.5.1 What is JCLIC?

“It is a set of software applications that are used to make several types of educational activities: puzzles, associations, text exercises, crosswords. The activities are not usually used alone, but packed in projects. A project consists in a set of activities and one or more sequences, indicating the order in which they must be displayed”.

1.3.5.2 The components of JCLIC

1.3.5.2.1 JClíc Applet: It allows JCLIC activities include a website. It automatically downloaded the first time that someone visits a page that contains an embedded project JClíc.

1.3.5.2.2 JClíc Author: Allows design new activities and edit, to modify any. It opens an existing project, modify it or develop a new one. To start you must define own activities; each project is a sequence of activities that follow a common topic.

1.3.5.2.3 JClíc Player: It is the tool that runs these activities in the default browser on the computer and therefore JClíc component that will be used by students. Furthermore, is the tool that executes activities with Author JClíc performed with the default browser on the computer and therefore JClíc component that will be used by the students.

1.3.5.2.4 JClíc Reports Serve: It collects the results of users in the JClíc activities and provides a report statistics of them. It collects data and generates reports based on the results of the activities done by the students.

<http://clic.xtec.cat/en/jclic/info.htm>

CHAPTER II

2. ANALYSIS AND COMPARISON OF RESULTS

2.1 Brief history of “Alóag High School”

With fervent desire to leave to your children the best inheritance which are the education and connoisseurs about the suppression of Basic Cycle in the Normal Carlos Zambrano de Uyumbicho, Alóag with their most enthusiastic population and concern themselves about having a High School in the Parish of Alóag, they decided to manage the creation of their own Institution.

The need of the community and the insistence to achieve the High School allowed the Minister of Education Hugo Larrea Benalcázar stretch the Creating Decree No. 060 on September 6th, 1968.

During the early years, this institution worked in a rented old house, near the central Park, where only the basic cycle existed.

The work of administrators, teachers, students and parents was tireless in order to have an own premises, and so they found help with Social Assistance; this Assistance donated a land on October 21st, 1971. The condition of this land was unfavorable and

through of hard work of all people of this community had achieved that the land has better conditions in order to build the Institution buildings, where it now works.

The High School opened with the following staff: Lic. Hipatia Freire de Espinosa, responsible Leadership, later the Lic. Carlos E. Rivadeneira as the Principal. For many generations the High School has formed individuals, which they have found in this Institution, the base of a better career. Thus, they become people who contribute with the community, country and society.

This Institution has the specialties of Accountancy, Computing and Automotive Mechanics which are in the technological development.

Presently, Master Marcelo Ramirez manages Alóag High School, with the strong commitment of teachers and administrative staff which, recognizes the need to operate with responsibility, taking decisions, regulating resources efficiently and accountability in the society on the quality of education provided.

It is becoming more evident the need to improve the quality of education, so it is essential to focus on the base to build an education for the future, which means designing and implementing a planning and strategic management that requires the commitment of the educative community.

2.2 Analysis and Interpretation of Results

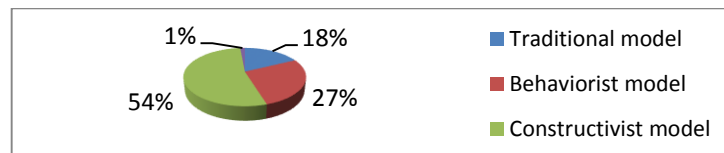
2.2.1 Analysis of the surveys applied to students at Alóag High School

1. What kind of pedagogy does your teacher put on in class during the teaching learning process?

CHART N°1

Question	Students	%
Traditional model	15	18%
Behaviorist model	23	27%
Constructivist model	45	54%
ICT model	37	1%
Total	120	100%

GRAPHIC N°1



Source: Aloag High School
Elaborated by: Carla Benalcazar

The 15 students which corresponds to an 18% expressed that traditional model is used in the class, on the other hand, 23 students with the 27% said that, behaviorist model is applied for developing of the education process, and 37 students with 1% answered that ICT model is the less applied in the English classes.

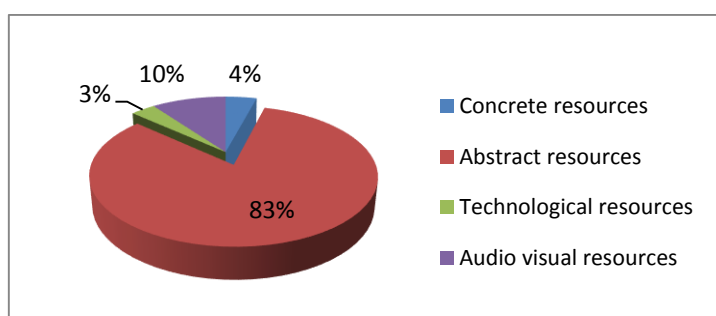
According to this information, students mentioned that, the constructivist model is applied at Alóag High School which is good because it permits interaction between teacher and students with the objective to facilitate the English teaching learning process. Nevertheless, is indispensable to include technological tools which are going to help students in the English teaching learning process.

2. What kind of didactic resources does your teacher use in the classroom?

CHART N°.2

Question	Students	%
Concrete resources	5	4%
Abstract resources	99	83%
Technological resources	4	3%
Audio visual resources	12	10%
Total	120	100%

GRAPHIC N°2



Source: Aloag High School
Elaborated by: Carla Benalcazar

According to this question, 99 students surveyed with the 83% said that, their teacher usually used abstract resources in the English classes, 12 students that corresponds to 10% said that, audiovisual resources are used by teacher but, not always; 5 students whit 4% answered the teacher sometimes uses concrete resources and, finally 4 students with the 3% demonstrate that teacher uses technological resources for given English classes.

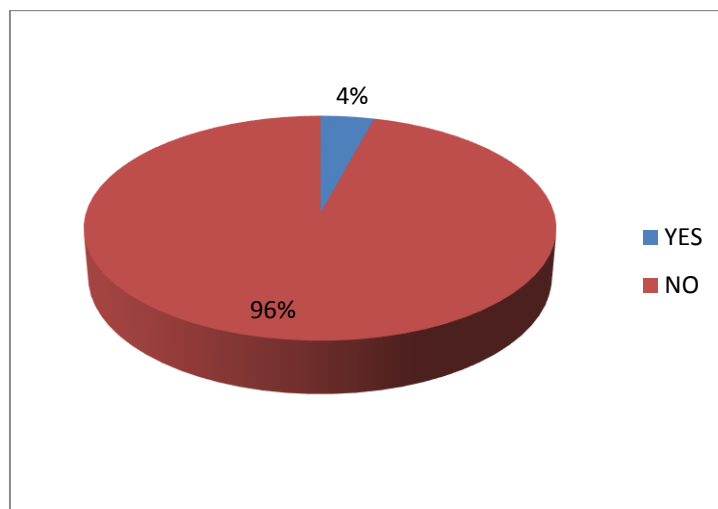
This question shows that most polled students think that, teacher uses in her classes the abstract resources which are good but, the teacher became bored in classes when the use of abstract resources was always used in classes. Thus, the resources that teacher uses need to be attractive for the students.

3. Does your teacher use technology in class?

CHART N°.3

Question	Students	%
YES	5	4%
NO	115	96%
Total	120	100%

GRAPHIC N°3



Source: Alog High School
Elaborated by: Carla Benalcazar

The answer to this question shows that, 115 students with the 96% said that, teacher does not use technology in English class and, on the other hand, 5 students with the 4% answered yes, which shows that, teacher must use technology in class because students need interact in them.

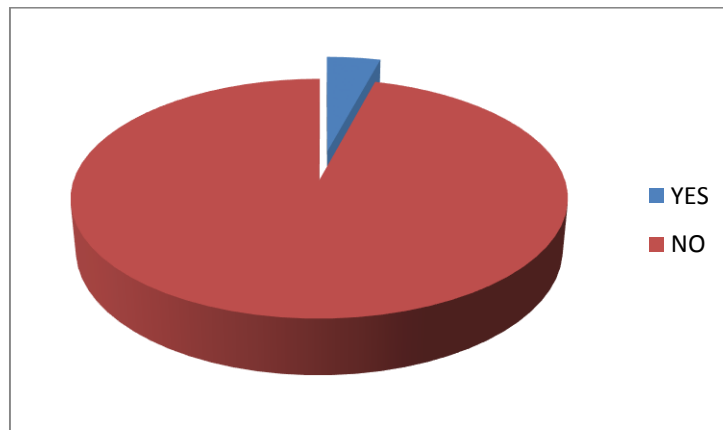
The students need to participate in class, for this reason technology is a good resource in order students to have a good interactive way. Also, the use of technology is an important aspect because it facilitates the development of academic activities and the comprehension of any topic is much better.

4. Do you believe that the use of technology is important during teaching learning process?

CHART N°.4

Question	Students	%
YES	115	96%
NO	5	4%
Total	120	100%

GRAPHIC N°4



Source: Alog High School
Elaborated by: Carla Benalcazar

This question shows that, 115 students which correspond to a 96% said that, the use of technology is important during teaching learning process and, finally 5 students with the 4%, believe that the use of technology is not important during teaching learning process.

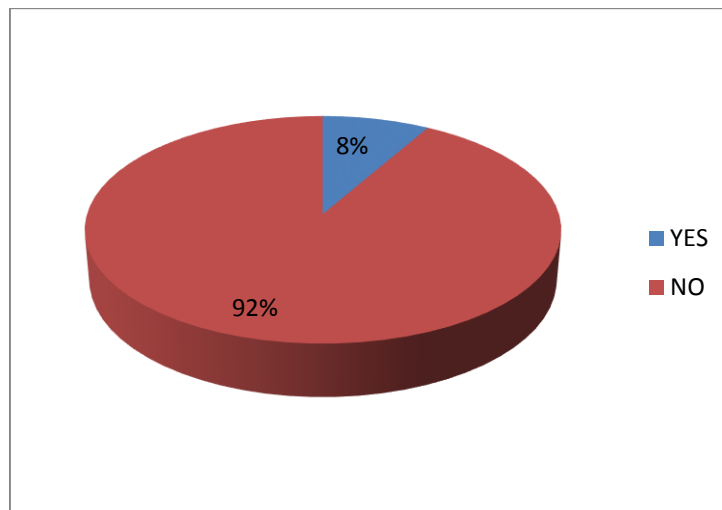
Most of the polled students think that, the use of technology is important because it is going to facilitate the students and teacher the teaching learning process which is going to be good to the environment because they are going to participate in class, reduce the fear and teacher by these mean, will motivate the English classes.

5. Do you know any kind of free software for learning English?

CHART N° 5

Question	Students	%
YES	10	8%
NO	110	92%
Total	120	100%

GRAPHIC N°5



Source: Alog High School
Elaborated by: Carla Benalcazar

In this question, 110 students that represents to a 92% have not heard about of free software for learning English. Meanwhile, the 10 students with the 8%, they have known about free software for learning English.

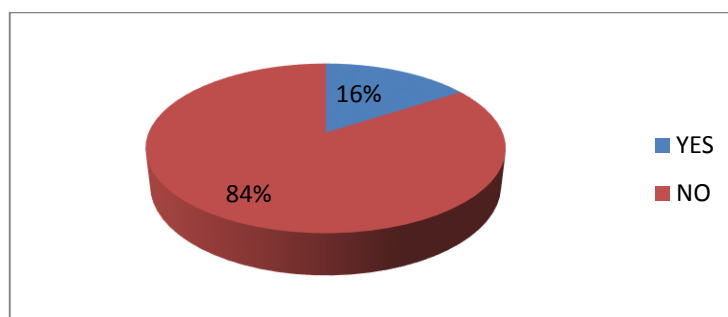
It shows that students need to include with technology most of the time because the globalizing world nowadays, requires of the knowledge of any kind of software. Many of this group of students knows some kind of software, which is important because there is the possibility to know and use software in order to do the dynamic's class.

6. Have you used any kind of free software to learn English?

CHART N°.6

Question	Students	%
YES	19	16%
NO	101	84%
Total	120	100%

GRAPHIC N°6



Source: Aloag High School
Elaborated by: Carla Benalcazar

This question shows that, 101 students with the 84% do not use free software to learn English on the other hand 19 students represents to an 16% have used a free software in the development of teaching learning process.

Students do not use a software for learning English, due to they have not heard or use the free software, but it could be interesting the unfamiliarity of this kind of resources because they are going to be more interested in learning English and they are going to pay attention, all the class.

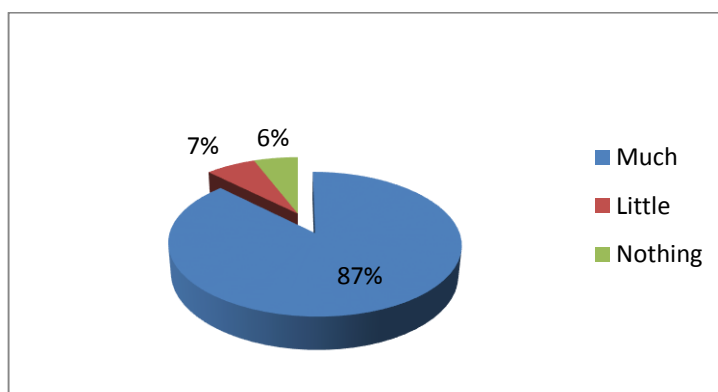
Furthermore, students can have their first experience using the free software, through different kind of activities which permit the students' attention.

7. Do you consider important the teacher's actualization in the use of new technologies for develop English language?

CHART N°.7

Question	Students	%
Much	105	87%
Little	8	7%
Nothing	7	6%
Total	120	100%

GRAPHIC N°7



Source: Aloag High School
Elaborated by: Carla Benalcazar

In this question, 105 students who corresponds to 87% said that, teacher needs to be updated in technology in order to develop the English language learning. Meanwhile 8 students with 7% think that the teacher's actualization is a little less important, and no more than 7 students with the 6% think that, the teachers' actualization doesn't matter at all.

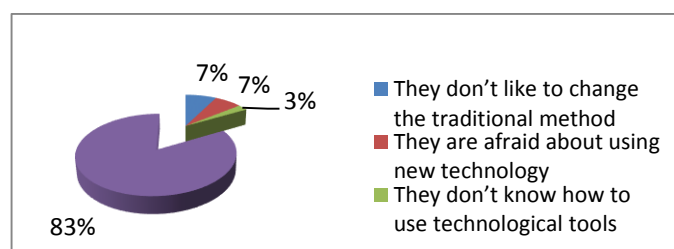
This information means that a great number of students consider very important the teachers' actualization because through teachers' experiences students can be in an environment of actualization and students can practice and learn in a better way.

8. Which of these difficulties do you consider does your teacher have?

CHART N°.8

Question	Students	%
They don't like to change the traditional method	9	7%
They are afraid about using new technology	8	7%
They don't know how to use technological tools	3	3%
They don't have technological resource	100	83%
Total	120	100%

GRAPHIC N°8



Source: Alog High School
Elaborated by: Carla Benalcazar

This question shows, that 100 students which correspond to an 83% think that teacher does not use technological resources because teacher does not have them, 9 students with 7% mentioned that the teacher does not like to change the traditional method, 8 students which corresponds to a 7% said that teacher is afraid about using new technology and, only 3 students with 3% think that, teacher does not know how to use technological resources.

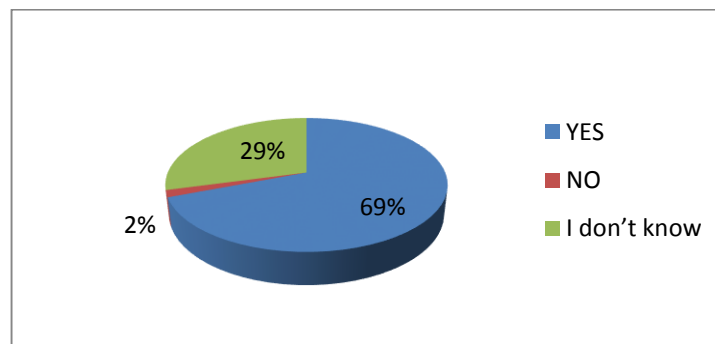
With this information the researcher can observe the difficulty that teacher faces up daily when they do not have the resources; this is the principal problem because students and teachers do not have enough knowledge for manipulating the different technologies for developing the education.

9. Do you consider that the use of free software is a tool which facilitates the English teaching learning in the class?

CHART N°.9

Question	Students	%
YES	83	69%
NO	2	2%
I don't know	35	29%
Total	120	100%

GRAPHIC N°9



Source: Aloag High School
Elaborated by: Carla Benalcazar

The chart shows that, 83 students with 69% affirm that the use of free software is a tool which is going to facilitate the English teaching learning process while 35 students which corresponds to an 29% said that they do not know about free software as a tool and, finally 2 students with the 2% mentioned that the use of free software is not a tool which facilitate the ETLP.

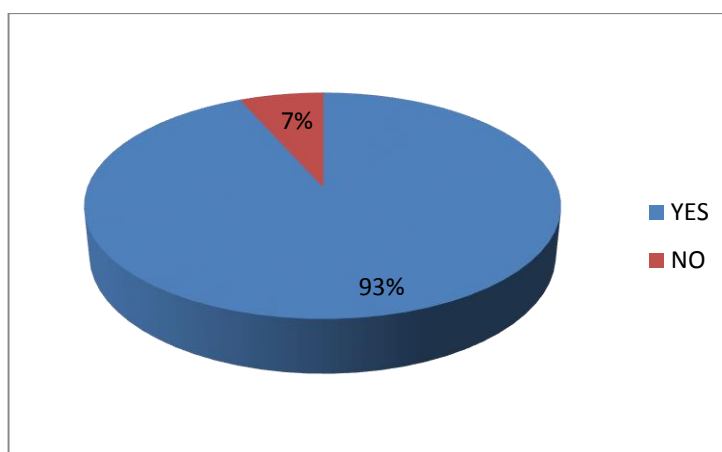
According to these results the researcher can say that, students have enough knowledge and they are aware that the free software is going to facilitate the English teaching learning process. Consequently students due to they ignore if this resource can help them to develop their skills do not know the use of free software.

10. Would you like to use new and attractive free software called “JClie” in English learning?

CHART N°.10

Question	Students	%
YES	112	93%
NO	8	7%
Total	120	100%

GRAPHIC N°10



Source: Alog High School
Elaborated by: Carla Benalcazar

According to the answer 93% which represent to 112 students said that they want to use free software called “JClie” for developing their English skills and finally the 7% the student does not like to use the free software for learning process.

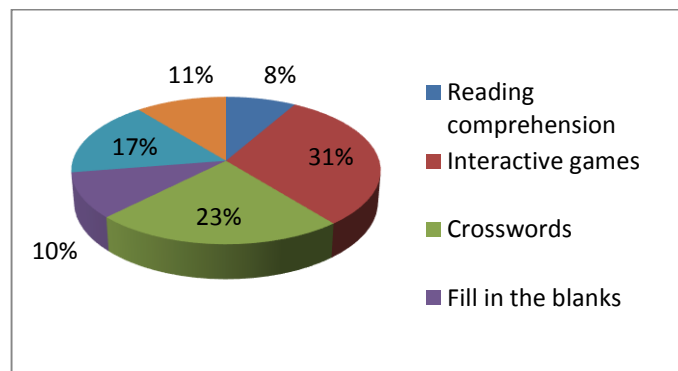
It means that students show their interest in order to know and use a technology in this case: the free software. This interesting tool helps them to do tasks, evaluation, and some activities which permit the learning English in a better way. This attractive software is going to facilitate the English learning because it has some innovative activities which permit learn English in an interactive way.

11. What kind of activities do you prefer to develop in English class?

CHART N°.11

Question	Students	%
Reading comprehension	10	8%
Interactive games	37	31%
Crosswords	28	23%
Fill in the blanks	12	10%
Multiples choice	20	17%
Put in order the sentences	13	11%
Total	120	100%

GRAPHIC N°11



Source: Alog High School
Elaborated by: Carla Benalcazar

The data shows, 37 students with the 31% want to develop interactive games, 28 students which corresponds to a 23% like to develop crossword activities; furthermore multiple choice was selected by 20 students with the 17%, on the other hand, 12 students with the 10% selected fill in the blanks and, finally 10 students chosen reading comprehension.

The activities selected for the students are important because all activities are possible to do in the software “JClíc” each activity is going to help students in stimulation, creation and reasoning.

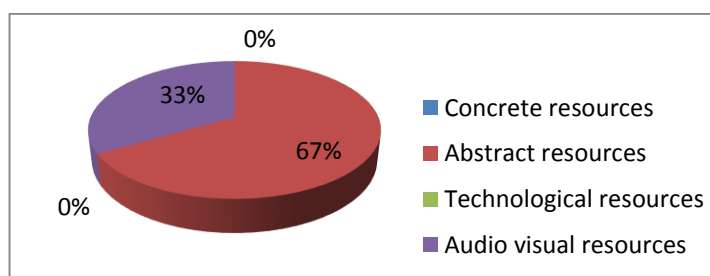
2.2.2 Analysis of the survey applied to teachers at “Alóag” High School

1. What kind of didactic resources do you use frequently in order to teaching English in class?

CHART N°.1

Question	Teacher	%
Concrete resources	0	0%
Abstract resources	2	67%
Technological resources	0	0%
Audio visual resources	1	33%
Total	3	100%

GRAPHIC N°1



Source: Aloat High School
Elaborated by: Carla Benalcazar

In this question 2 teachers which corresponds to a 67% selected abstract resources and, meanwhile, 1 teacher selected audiovisual resources.

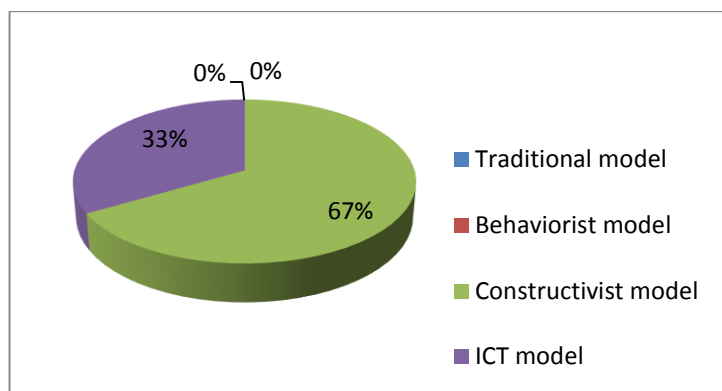
Most of the teachers use abstract resources in order to help students develop their skills and achieve the objectives in their English classes. However, the researcher needs to mention that the use of technological resources and audiovisual resources creates an interesting environment where the students can interact with the technology and watch any kind of video which allows the students to be in an active way.

2. What kind of pedagogical model do you prefer to use in class during the teaching learning process?

CHART N°.2

Question	Teacher	%
Traditional model	0	0%
Behaviorist model	0	0%
Constructivist model	2	67%
ICT model	1	33%
Total	120	100%

GRAPHIC N°2



Source: Aloag High School
Elaborated by: Carla Benalcazar

For this question, 2 teachers which corresponds to a 67 % said that; prefer to apply in English classes the constructivist model, on the other hand, 1 teacher with the 33% applies the ICTs model in English classes while traditional and behaviorist model are not applied in their classes (0%).

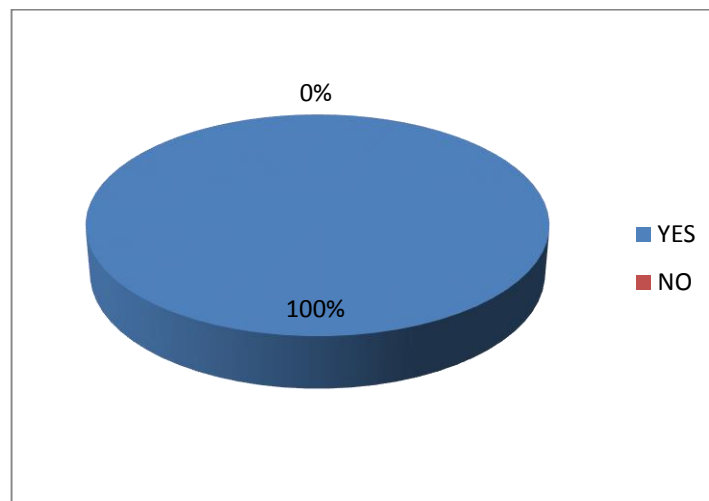
It is important to mentions that, learning with the use of ICTs model contributes to universal education, permits to improve the teaching and learning process and have an efficient manage of education system.

3. Do you know or have listened about the use of any kind of software for the teaching English?

CHART N°.3

Question	Teacher	%
YES	3	100%
NO	0	0%
Total	3	100%

GRAPHIC N°3



Source: Aloag High School
Elaborated by: Carla Benalcazar

In this question 3 teachers which corresponds to 100% answer positively, they have listened about the use of software for English teacher.

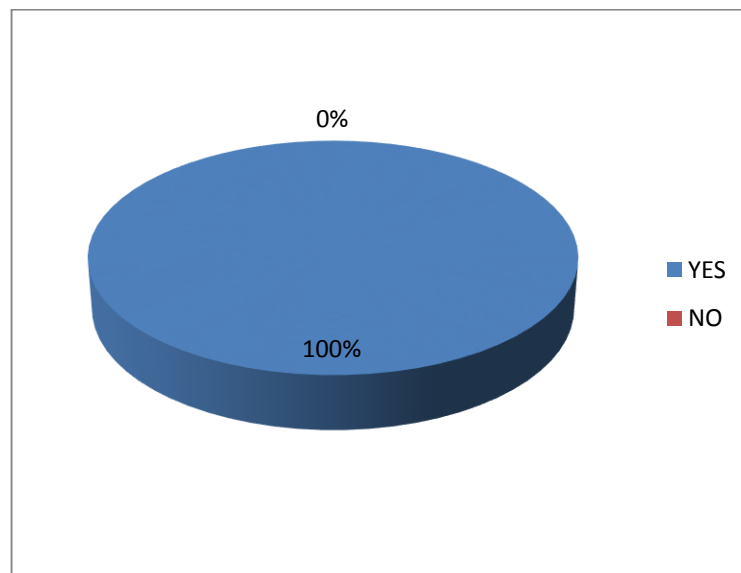
It is essential that teacher need to know some kind of software, principally when students need another form to learn and develop their skills. Teachers must update with the advance of education tools for teaching English or another kind of subject. The idea is that teachers program an interactive model for developing their students' skills.

4. Have you participated in any kind of course in order to develop the ICTs in the classroom?

CHART N°.4

Question	Teacher	%
YES	3	100%
NO	0	0%
Total	3	100%

GRAPHIC N°4



Source: Alog High School
Elaborated by: Carla Benalcazar

In this question the 3 teachers with a 100% said that, they have participated in courses which help them develop the ICTs in classroom.

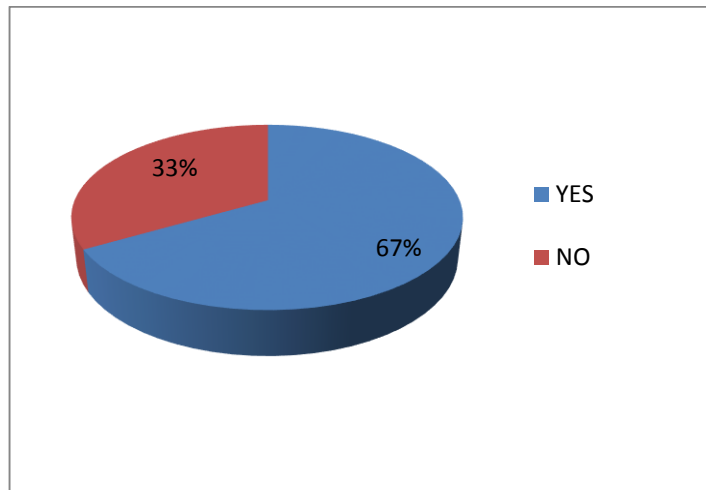
In fact, teachers must use different ICTs in classroom and try to be together with the technology because students continue with different rhythms and they need different resources in order to develop and shows their skills for that reason teachers need to innovate daily with different kind of means.

5. Are you capacitated in order to work in class with the ICTs?

CHART N°.5

Question	Teacher	%
YES	2	67%
NO	1	33%
Total	3	100%

GRAPHIC N°5



Source: Alog High School
Elaborated by: Carla Benalcazar

According to this question 2 teachers with a 67% mentioned that, they are capacitated in order to work with the ICTs while 1 teacher which corresponds a 33% said that, she is not capacitated for using ICTs in class.

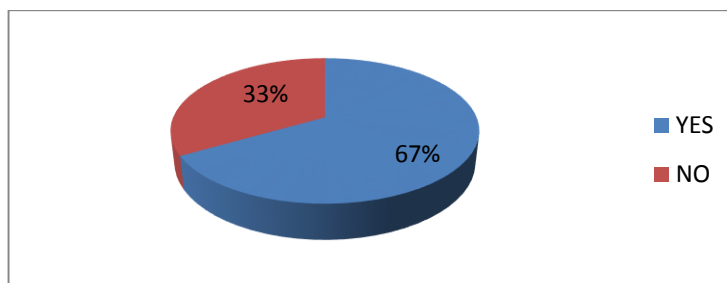
The use of the new technology is indispensable nowadays, for this reason use of ICTs in any subject create interaction with teachers, and students and the result is create a good environment. Moreover, work with ICTs shows the capacity that teachers have and the interest that they have to develop their English classes.

6. Do you use any kind of software in order to teach English?

CHART N°.6

Question	Teacher	%
YES	2	67%
NO	1	33%
Total	3	100%

GRAPHIC N°6



Source: Aloag High School
Elaborated by: Carla Benalcazar

In this question 2 teachers with a 67% mentioned that, they have used a software for teaching English while 1 teacher with a 33% said that, she does not use any kind of software for teaching English.

Most of these teachers have experience in teaching English with free software, for this reason they know how to use some free software and they prefer to work with technological resources.

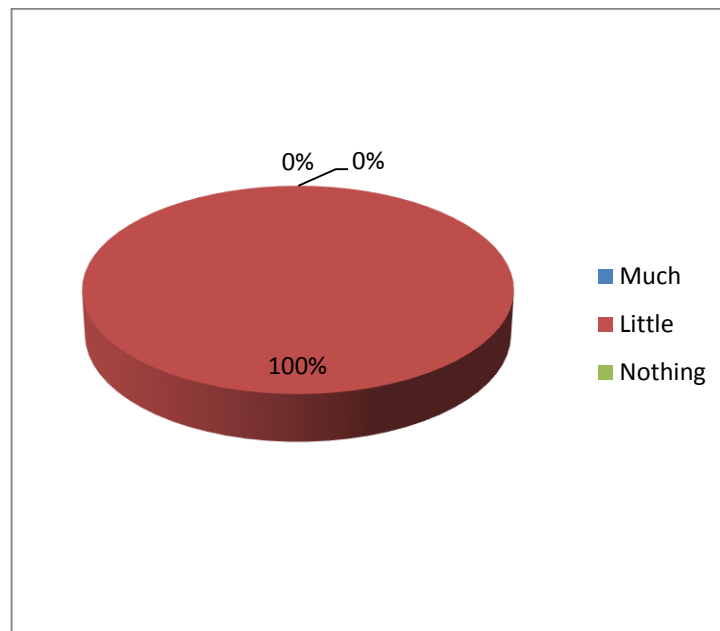
The experience in the use and application of free software leads teachers to use the computer and its facilities in an appropriate way, so the English teacher can help students with different activities.

7. Do you have problems in order to use technological resources in class?

CHART N°.7

Question	Teacher	%
Much	0	0%
Little	3	0%
Nothing	0	100%
Total	3	100%

GRAPHIC N°7



Source: Aloag High School
Elaborated by: Carla Benalcazar

For this question, the 3 teachers which corresponds a100% mentioned that, they have almost no problem in order to use technological resources.

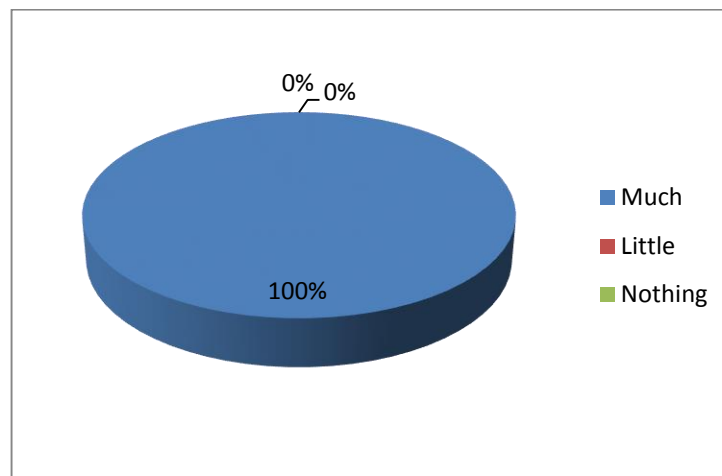
Today, the use of technological resources in teaching learning process is essential, it is an important tool because many institutions are going to implement the technological resources and could a weakness if teachers do not kind use technological resources.

8. Do you consider useful the free software as a tool for the teaching English language?

CHART N°.8

Question	Teacher	%
Much	3	100%
Little	0	0%
Nothing	0	0%
Total	3	100%

GRAPHIC N°8



Source: Alog High School
Elaborated by: Carla Benalcazar

This chart shows that 3 teachers with a 100% consider very useful the free software for the teaching English language and little.

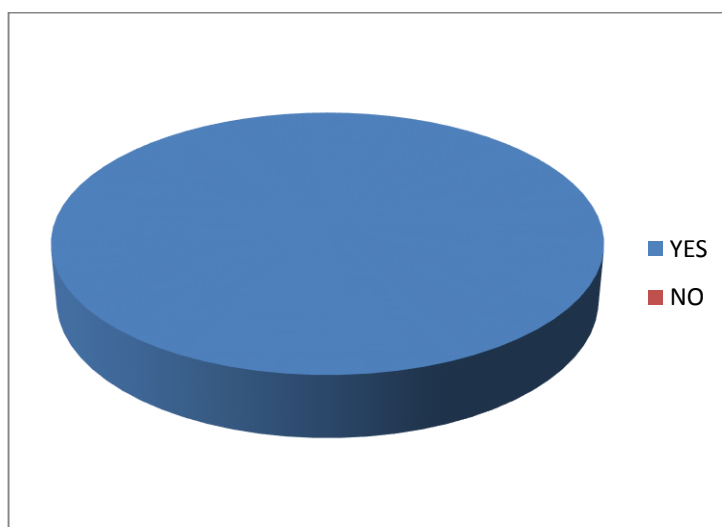
The English language is a worldwide language, which everybody studies, so there are some people who try to learn with different methods this important language. The technological resources have given results in many of the cases and one of them is the free software, it permits to give the facilities to students with the different characteristics then, this software is an interesting method considered a tool for English teaching learning process.

9. Would you like to use new and attractive free software “JClíc” in English learning?

CHART N°.9

Question	Teacher	%
YES	3	100%
NO	0	0%
Total	3	100%

GRAPHIC N°9



Source: Alog High School
Elaborated by: Carla Benalcazar

The graphic shows the 3 teachers which corresponds a 100% would be willing to change the methodology.

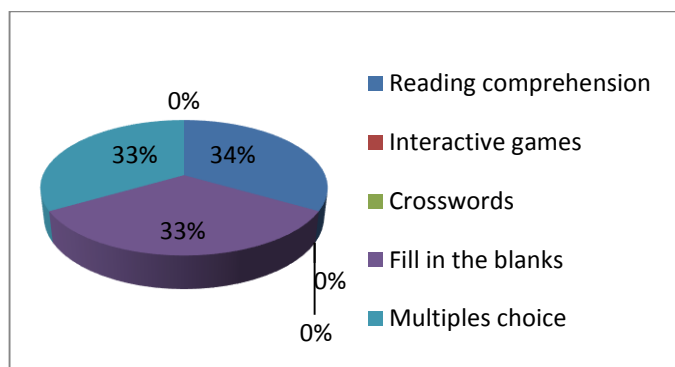
It is important to take into account the reason why the teachers like to use another kind of resources and why not this kind of software. It permits to modify the activities or add something that the activity needs, or in other words teacher can adjust to student’s needs. This kind of software has the facility to save all activities and share them and could be an advantage because students can practice in their houses the lesson. Furthermore, the free software is a tool which permits students’ motivation and give the capacity to analyze and interpret the activities.

10. What kind of activities do you like to use into free software JClíc?

CHART N°.10

Question	Teacher	%
Reading comprehension	1	34%
Interactive games	0	0%
Crosswords	0	0%
Fill in the blanks	1	33%
Multiples choices	1	33%
Put in order the sentences	0	0%
Total	3	100%

GRAPHIC N°10



Source: Aloag High School
Elaborated by: Carla Benalcazar

According to the answer, 1 teacher with a 34% selected reading comprehension, fill in the blanks is selected for 1 teacher which represents the 33% and finally the other one selected multiple choices with a 33% the rest of the activities such as interactive games, crossword and put in order the sentences, were not selected.

All of those activities are possible to do with this software “JClíc” these different activities by teachers in English classes permit stimulate, create and reasoning to students. The reading comprehension, interactive games, crosswords, fill in the blanks, multiple choices, put in order the sentences create in students a good environment in classes and get better the educational process.

2.3 Conclusions

- The technological resources are not used in the classroom. The lack of contact between students and technology is perceived as negative, due to their performance could be weak when facing the English Teaching Learning Process.
- Traditional teaching methods are applied. These methods have been used for many years in education; this is the reason which teachers cannot change this educative model. However, students need a different environment for developing their potential.
- The free software is a good technique for academic purposes but the lack of use and the experience at Alóag high school is a serious handicap for teachers and students because they need to know and apply this kind of technological tools in English classes.
- All the participants in this project need to use and know about the free software “JClic” because it contains different kinds of activities such as crosswords, fill in the blanks, multiple choices, etc. with pictures and different resources in order to facilitate and permit to develop the English skills.

2.4 Recommendations

- To strengthen the technological resources in the English teaching learning process at “Alóag” High School through of different innovative activities which, permit the students’ active participation. The ICT model must be taken into account in classes because it can fortify the curriculum and lesson plan, these aspects are important because they go along with the community interests of and development of the country.

- To use technological tools because it provides a good environment for teachers and students; data show, computers are resources which help teacher to improve the educational process and also incorporating free software in English education can be the English classes more interactive. To reinforce this point the researcher could say that, the technological tools permits to develop students’ performance.

- To create a workshop where the use of software “JClic” can be explained. It will help teachers in order to incorporate this software in the educative process. Thus, teachers can elaborate different activities that, this program has, according to the students’ level.

- To use the free software “JClic” with all the teachers of Aloag High School, because it permits to fortify the English classes and learning more about English as a foreign language.

CHAPTER III

3. PROPOSAL DESIGN

TO DESIGN A GUIDE ABOUT HOW TO CREATE ENGLISH EXERCISES USING THE SOFTWARE JCLIC AS A TECHNOLOGICAL TOOL TO SUPPORT THE ENGLISH TEXTBOOK PROVIDED BY THE ECUADORIAN GOVERNMENT TO GENERATE INTERACTIVE ENVIRONMENT IN THE CLASSROOM WITH STUDENTS OF EIGHTH LEVELS AT “ALÓAG HIGH SCHOOL”, DURING THE ACADEMIC PERIOD 2013 - 2014.

3.1 Informative Data

Institution:	Aloág High School
Province:	Pichincha
Canton:	Mejía
Parish:	Alóag
Address:	Vía Santo Domingo
Headmaster:	M.Sc. Marcelo Ramirez
Course:	eighth levels
Researcher:	Carla Benalcázar C.
Beneficiaries:	students and teachers
Thesis Director:	M.Sc. Lcdo. Jorge Rosero

3.2 Justification

Learning a foreign language is with no doubt a difficult task. The English Teaching Learning Process has been cause of numerous studies since many years ago due to the importance a foreign language has in our society. Daily, this process has been carried out in different ways and teachers at the present time need to develop new strategies in order to catch the students' attention in English classes. One of the strategies that teachers can use in the English teaching learning process is the use of technology; this as a result can create a good environment in which students can feel better and can participate dynamically in the planned activities.

The English teaching process has had the necessity of introducing different strategies including technology in education, because it helps to the learning process and improve the students' interest in the subject. The teaching methodology of English should emphasize the active collaboration of teachers and specially students, if students are motivated to learn English, this process will be carried out effectively. Therefore, the importance that technology has in education and the need that teachers have to get the students' attention; the best technological resource could be the Free Software JCLic which guarantees the participation of learners in classroom.

The free software JCLic has different activities which allow teachers to create interactive exercises such as crosswords, multiple choice, puzzle, associations, and so on which let the students' interaction. It was created by the Ministry of Education of the Government of Cataluña to provide multimedia support and to have a community where all educators could share their developed creations on a free platform. Thus, the use of this interactive software would change the traditional way that English teaching learning process has, and change it into a new alternative to teach English with worthy results.

3.3 Objectives

3.3.1 General objective:

To provide academic support material through an activities guide using free software JClic in order to improve the teaching learning process at eighth English level of "Alóag High School"

3.3.2 Specific Objectives:

- To create activities with the use of software JClic to encourage teacher and students, to reinforce the teaching learning process in the English classes.
- To describe in an easy way the steps to make the exercises through the free software JClic.
- To help teachers to generate an interactive environment in their English language classes.

3.3.3 Theoretical Foundation

This research is based on real information which was taken in several fields and analysis of data; in this way, the researcher sought the best contents, strategies, advantages and disadvantages, with the purpose to develop the final document; consequently the information is the key to develop the proposal.

3.3.4 Scientific Foundation

The English interactive exercises into the teaching learning process play a main role to improve the English language learning. Thus, the researcher investigated the procedures on how to use interactive exercises using free software JClic could also help to better use the government English book, both in an interactive way.

In conclusion, using the user friendly software JClic will help to improve the students' teaching and learning knowledge.

3.3.5 Methodological Foundation

The researcher has applied a descriptive case of study which examines the possibility of using the free software JClic which are useful and necessary in order to make the English Teaching Learning Process easier.

3.3.6 Psychological Foundation

This research will create a warm and safe environment in which students and teacher can feel comfortable and motivated with the Teaching Learning Process in this part the participants can interact and have a real meaning in the educational process.

3.4 Proposal Description

The development of this activities guide, is one of the modern strategies which motivate students in order to learn English language; this proposal helps the English classes to be active where students will do similar activities which can be found in the English government book, by using this free software JClic. The exercise guide will increase the students' cognitive level and the interest for a foreign language.

The combination of exercises of the eighth levels and the correct use of free software JClic, could be a great achievement in the development of English skills. Furthermore, those important aspects promote the students' motivation and teachers can contribute to the creation of a suitable environment and in this way students have interest in the English language.

JClic program permits to create several interactive exercises where students can participate in the classroom. Thus, teachers have the opportunity to apply new strategies where students acquire the knowledge in an easy way. The guide includes the description and the correct use of each kind of exercises according to the topic that English book contains, doing this software easy to manage.

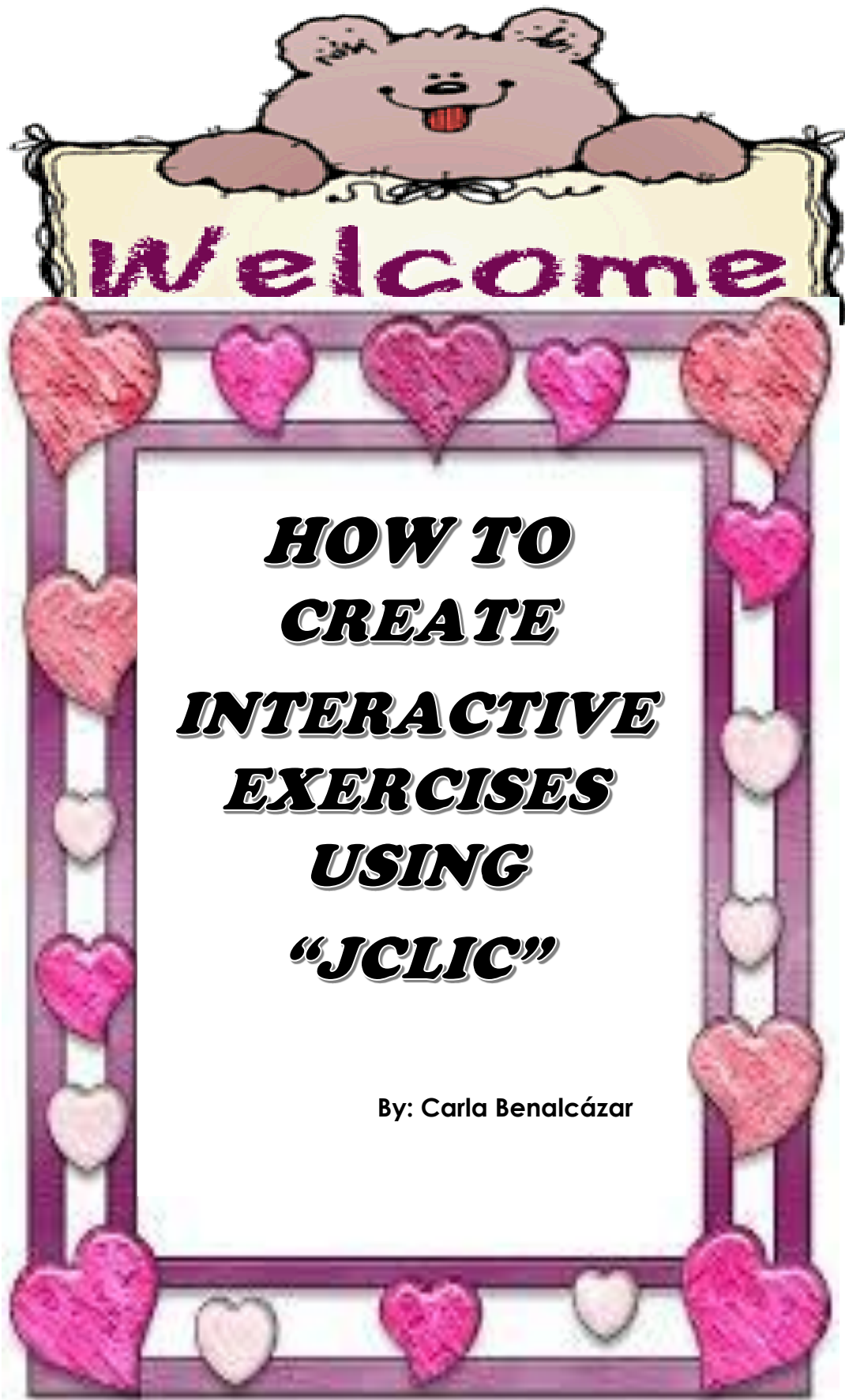
The guide includes the development of each exercise step by step so the teachers can modify the exercises, according to their student's needs. Furthermore, this guide contents six units with similar exercises of the government English book.

3.5 How to use the guide

This guide proposes an innovative material for teachers and students; it has different kind of exercises which were created through the use of JClic program to apply in the classroom. Moreover, the exercises are based in the government book with the purpose to fortify English teaching learning process.

With this software called JClic is feasible to create exercises with multiple choices, crossword, memory game, puzzle, fill in blanks.... All of these are interactive exercises.

Furthermore, the guide contents a clear explanation of each icon of JClic program and the four applications (JClic player, applet, author and report), this permits to include all the necessary steps in order to create a suitable exercises according to the necessities of students



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1. INTRODUCTION

This guide is based on the grammar activities which are contained in the free English textbook of the Minister of education for the eighth levels at the Alóag High School, using the free software JClic.

This guide is developed for the teachers of Alóag High School in order they can use these kinds of activities in their classes with their students without the necessity of having a high level knowledge in informatics.



2. GUIDE FOR USING FREE SOFTWARE

6 JClic 9

The free software JClic contains four applications which are useful to create different educative activities such as crossword, memory game and so on. The components of this software are the following:

- **JClic applet**

This kind of application permits the embedding of JClic activities on a web page. It is downloaded automatically the first time that JClic program web page is visited.

- **JClic player**

Once installed this application permits to create the activities from the local disk without the necessity of being connected to the Internet.

- **JClic author**

This important tool allows creating, editing and publishing visual and intuitive activities in an easier way.

- **JClic report**

This application collects data (time spent on each activity, attempts, successes and so on) and presents them in a statistical report of different types.





2.1 HOW TO DOWNLOAD

The JClic program can be downloading from <http://clic.xtec.cat/es/jclic/> this web page permits the access to many information of this program.

In that page people can obtain much information in several languages.

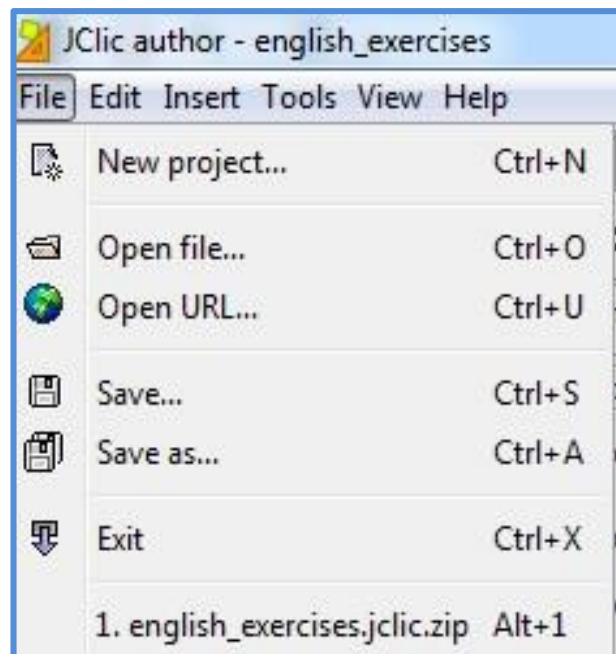


2.2 CREATE A NEW PROJECT

- Open JClic program



- File – select new project: the screen bellow will appear without any names



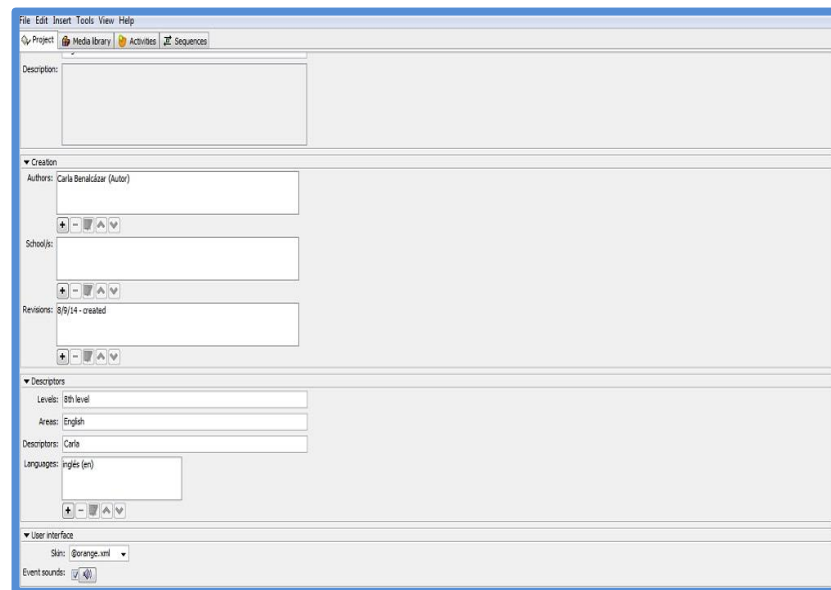
- **Write project name**

The program gives the same name to the file.

The program creates a new folder for that project



- ✓ **Click ok and appears this screen. To display each section if it is close, make a click on the arrow.**



✓ Complete each section.

✓ DESCRIPTION

Description:

✓ CREATION

▼ Creation

Authors:

School/s:

Revisions:

✓ DESCRIPTORS

▼ Descriptors

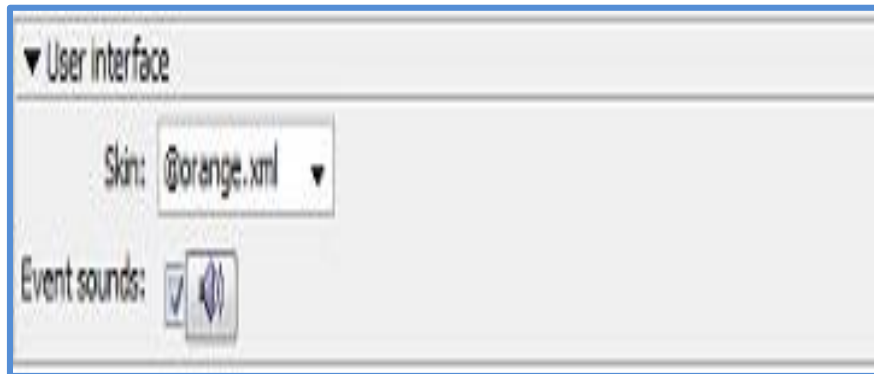
Levels:

Areas:

Descriptors:

Languages:

✓ **User interface**



In the boxes of creation and descriptors bellow will appear the following bottoms.

✓ **Add new element to the list.**



✓ **Delete an element.**



✓ **Modify the selected item.**



✓ **Move up or down the element**

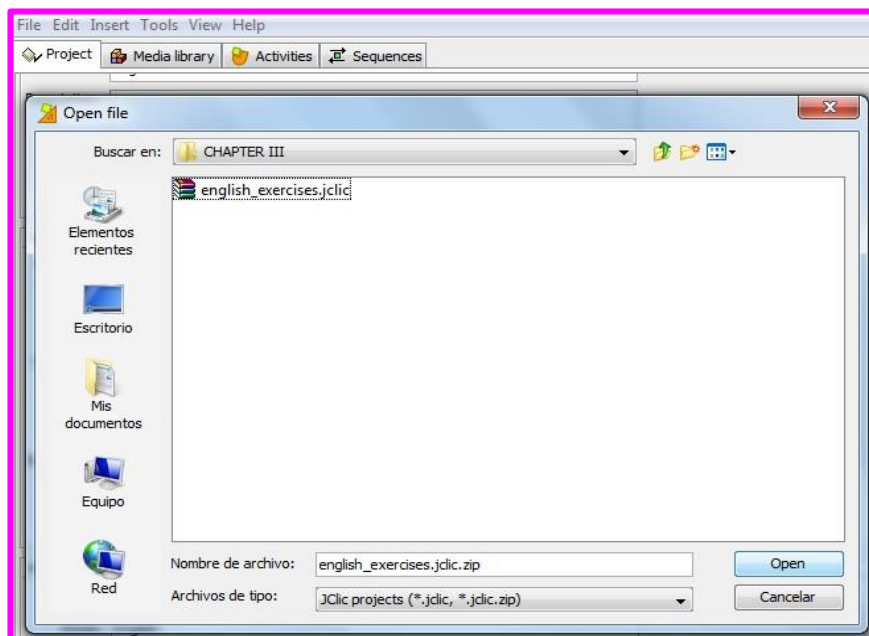


Now save the project: file & save. And it keeps Saved in the folder that was created by the program on step 3.

2.3 TO CREATE THE FINDING PAIRS

- Open JClíc author.

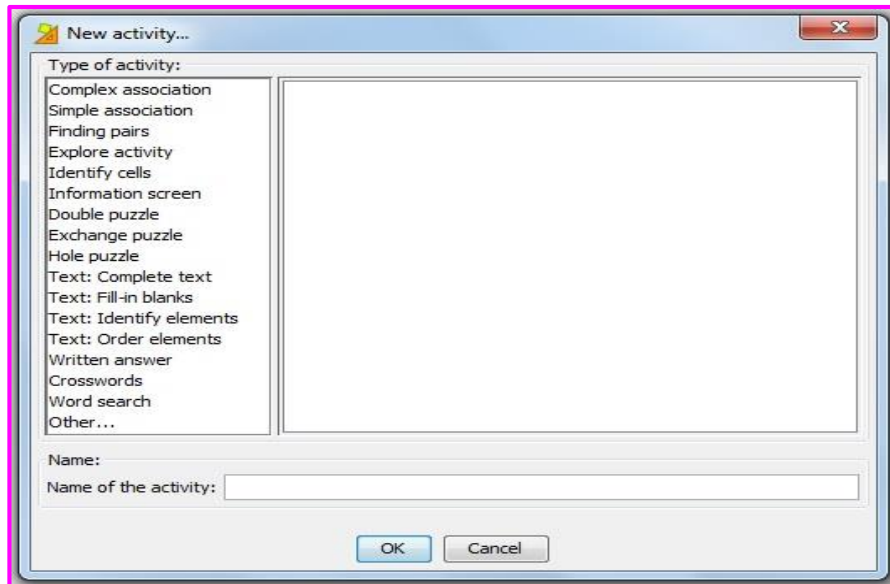
Click on: File---open file---and select,english exercise,Jclíc, it is in the folder's name.



- Click on activities



- **Appear this screen.**



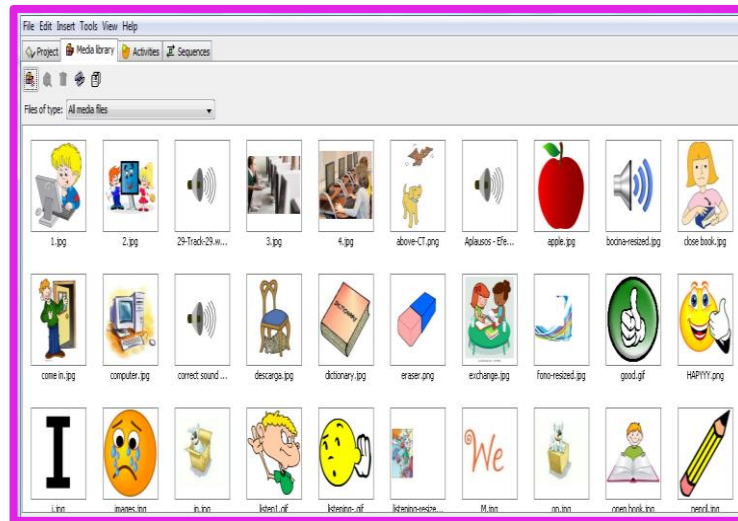
- **Choose the finding pair which is going to appear in the new activities.**



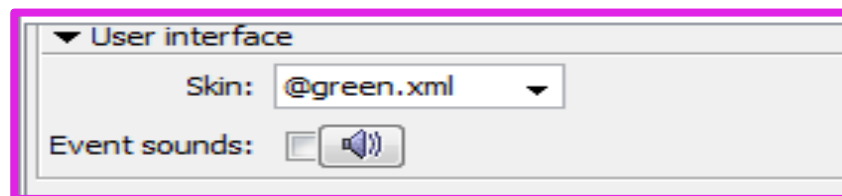
- **Give the name to the activity.**
- **Open the media library screen**



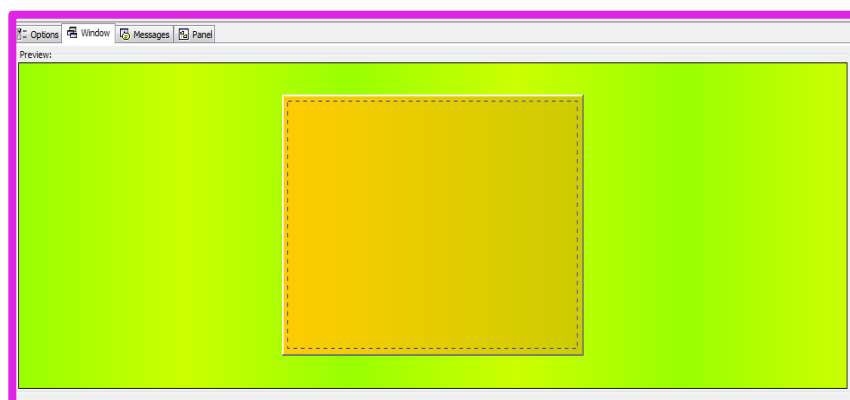
Add the different pictures that you need to use.



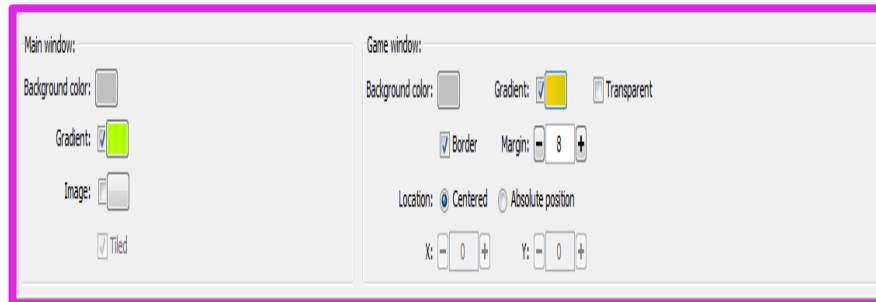
- Come back to the activity.
- Select skin the user interface and choose the green option.



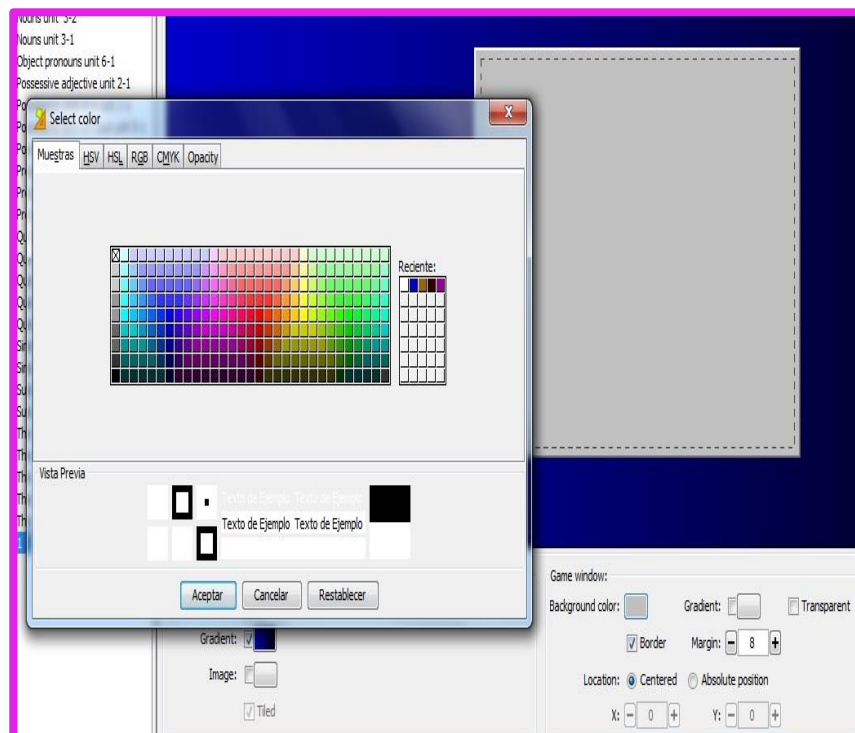
- Select the window tab and change the color.



- **Select: Gradient and choose green color.**



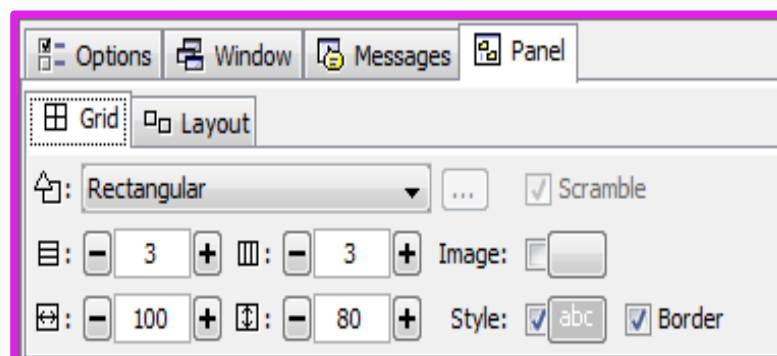
- **Select an image in the same screen and then click on multimedia object and select the picture.**
- **Choose the background and select white color**



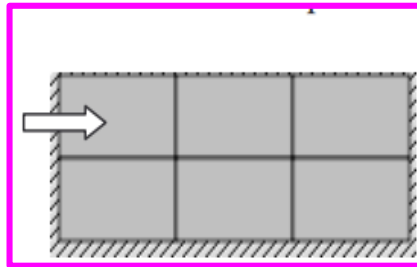
- **Click on message:**
 - ✓ **Initial message, write: Find the couples**
 - ✓ **Final message, write: Well done**



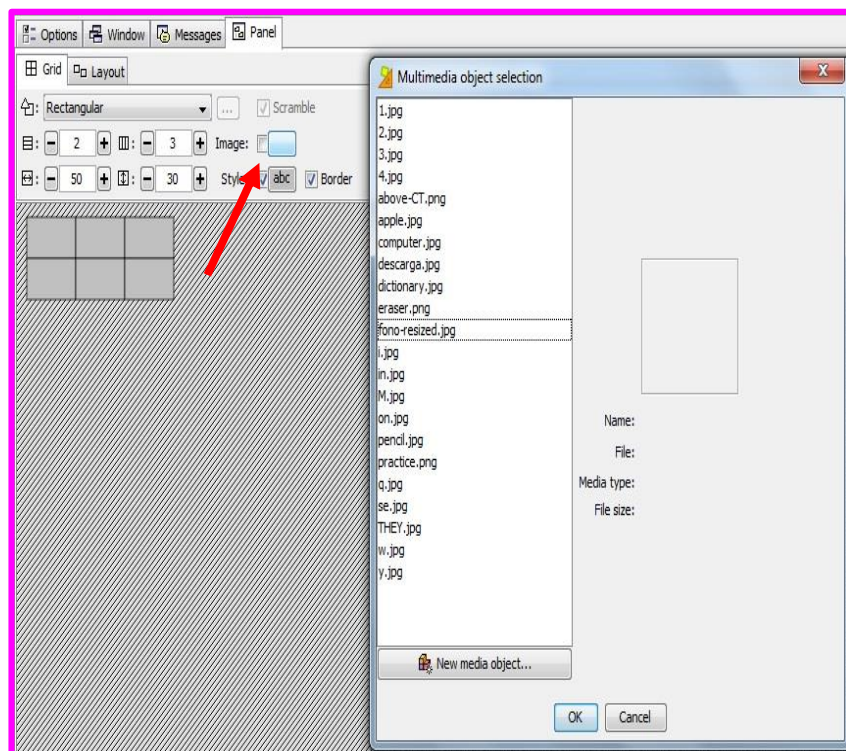
- **Click on Panel**
 - ✓ **Select the rectangular shaper.**
 - ✓ **Three rows for three columns.**
 - ✓ **Cell with 100 and cell height 80.**



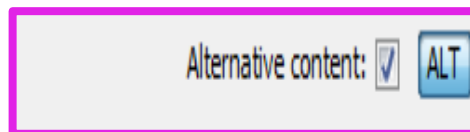
✓ Click on the first chart.



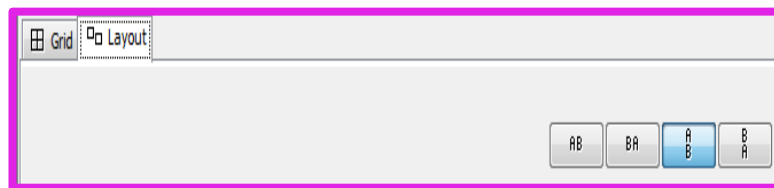
On the object panel, select the bottom image and then you can select the image.



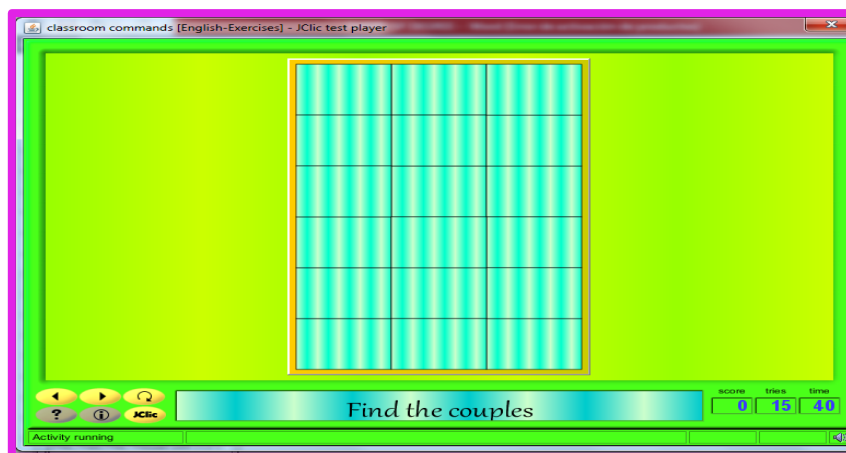
- ✓ Repeat the same process for the following charts.
- ✓ Click on Alternative content and click on ALT.



- ✓ There are not any picture in the charts.
- ✓ Click on the first chart and write the commands.
- ✓ Select panel



- ✓ Prove the activity and check the size.
- ✓ Finally close the screen and save the activity.

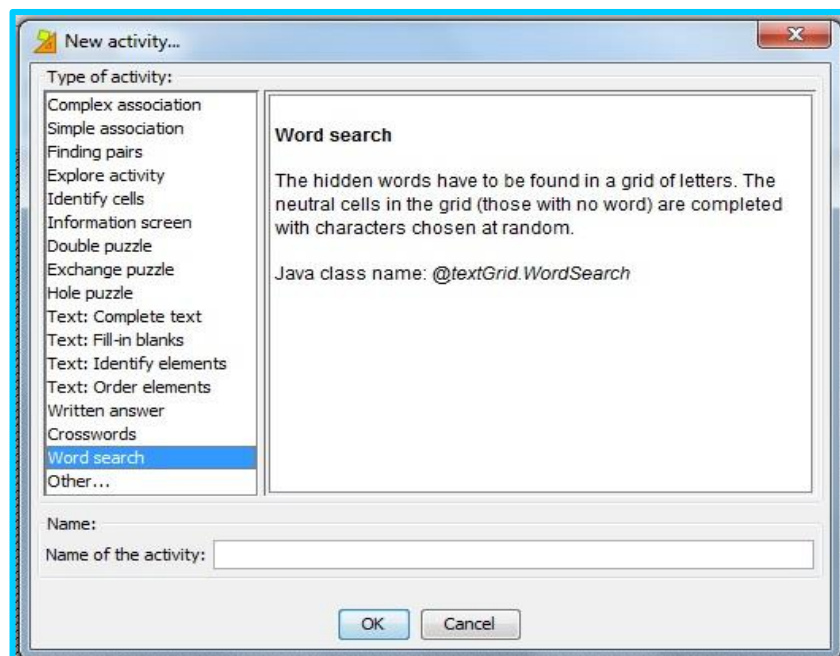


2.4 CREATING A WORD SEARCH

- Open JClıc author. Click on File --- open file --- English _exercises, JClıc.
- Click on activities where is going to appear this screen.



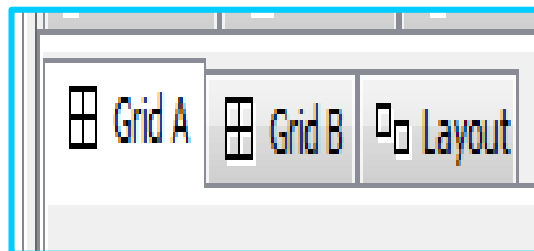
- Choose word search activity.



- Give the name to the activity.
- Open the media library screen and add the different pictures that you need to use.

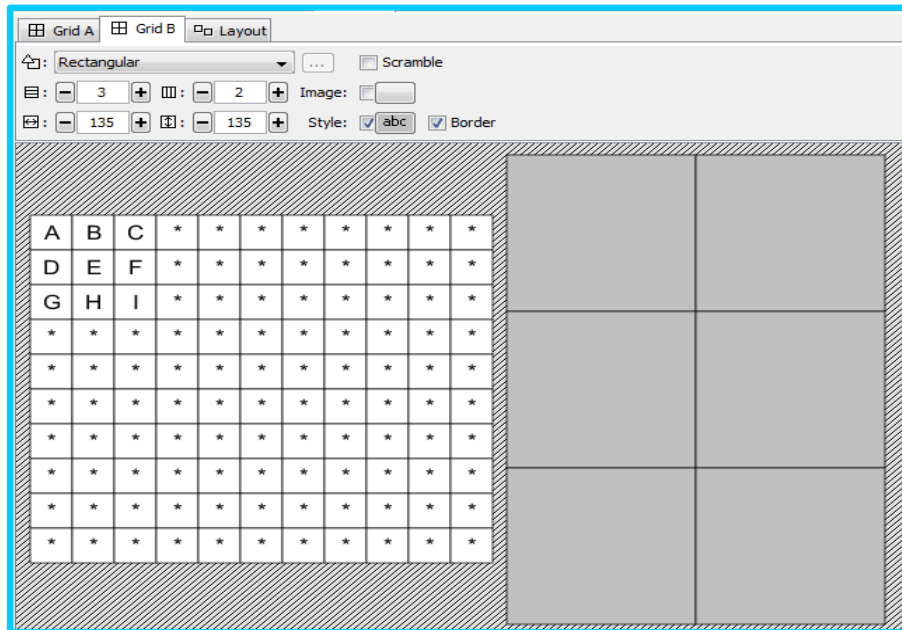


- Come back to the activity.
- Window tab give color to the two screens.
- Message tab, write the initial message according to the activity and the final message.
- Panel tab:
 - ✓ Select the panel B. It shows two new tabs.

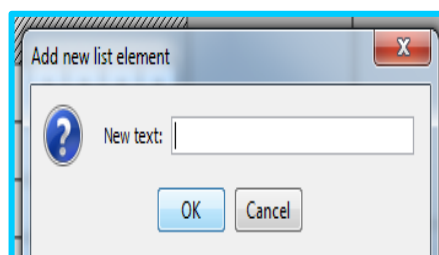
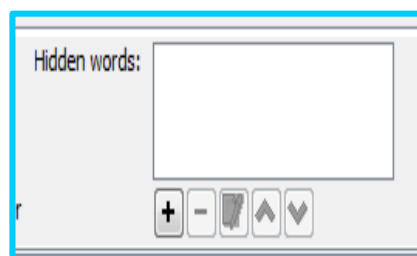


- ✓ Panel A: 11 row to 10 columns; size 30 to 30
- ✓ Panel B: 2row to 3 columns. Size 135 to 100

- **Tab panel A: write the words on the panel A in the rest of the boxes appear an asterisk. To delete a letter, use the cursor in that box.**



- **Click on the button + (hidden words) and add the List of words.**

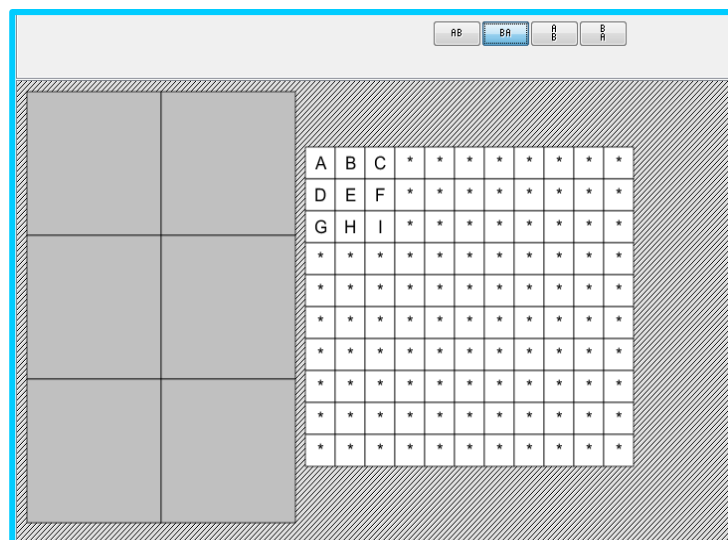


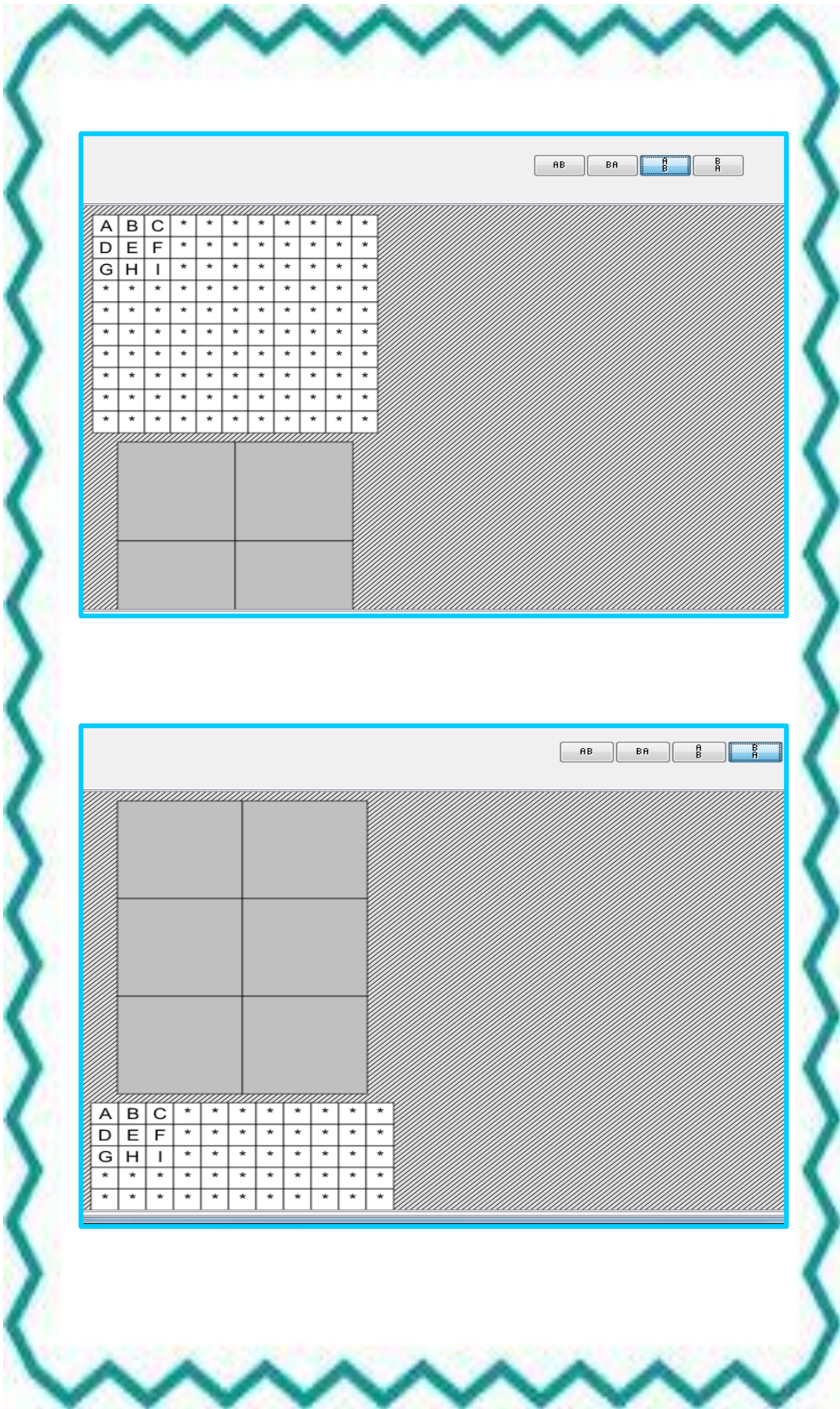
- ✓ Select one by one word.
- ✓ If you need to modify the words you can use the down buttons.
- ✓ The search word is almost ready.

- Click on the panel B, and click on the first box and the cell content click on image and then choose the pictures that you need.

The image must be in the same order than the hidden words.

- On the layout tab we can check the different combinations. For this, you can select AB.





- Unmark the border in both A and B panel
- Panel B: click on the style button and select transparent for background.
- Check the activity. Close the screen and save it.

Subject pronouns unit 1-2 [English-Exercises] - JClc test player

A	B	C	O	A	Y	O	U	C	G
H	E	F	R	E	K	D	Q	J	A
R	D	E	N	T	K	E	P	N	R
D	E	N	C	T	H	E	Y	D	R
T	H	Q	M	S	Z	E	L	O	L
V	V	O	C	Z	Y	E	Z	C	H
G	B	I	N	B	J	Z	Z	B	C
D	Q	V	X	Z	R	I	T	K	B
Y	A	U	W	E	X	Y	N	U	I
M	Y	M	O	T	H	A	R	T	R

Find the personal pronouns.

score 0 tries 0 time 2

Activity running

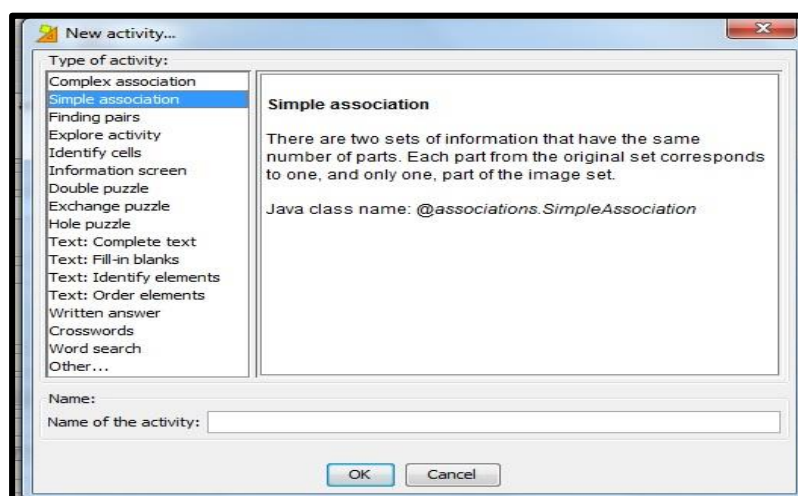
2.5 CREATING SIMPLE ASSOCIATION ACTIVITY

In this activity presents 2 sets of information which have the same number of elements (boxes). Each element of A panel corresponds to one and only one element on panel B.

- Open JClic author. Fill --- open fill --- English_exercises, JClic this is in the folder.
- Click on activities where the next screen is going to appear.



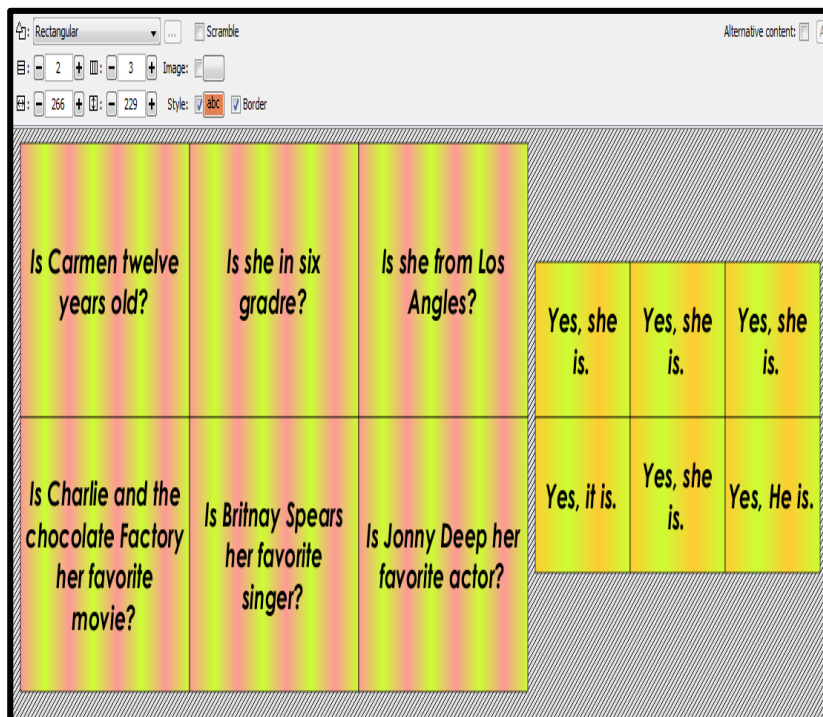
- Choose “simple association” from the activities.



- Give the name to the activity.
- Open the media library screen and select all the pictures that you need for this activity according to your needs.




- Option tab: to complete all the data as you know.
- Window tab: give color to the two play screens.
- Message tab: write the initial message and the final message.
- Panel tab: we need two panels:



- ✓ Panel A: 2 columns and 3 rows. Size 140 to 140
- ✓ Panel B: 2 columns and 3 rows. Size 140 to 140.

Distribution AB



- Panel A: you are going to write the names on the first box
 - Panel B: do the same steps than the panel A.
Now in this box select image.
- ✓ The image or pictures must be in the same order of the names of panel A.
 - ✓ Give color to both panels A and B.
 - ✓ Check the activity. 

Question with be unit 1-2 [English-Exercises] - JCllic test player

<i>Is Carmen twelve years old?</i>	<i>Is she in six grade?</i>	<i>Is she from Los Angeles?</i>	
<i>Is Charlie and the chocolate Factory her favorite movie?</i>	<i>Is Britnay Spears her favorite singer?</i>	<i>Is Jonny Deep her favorite actor?</i>	

Answer the question. (Affirmative answer)

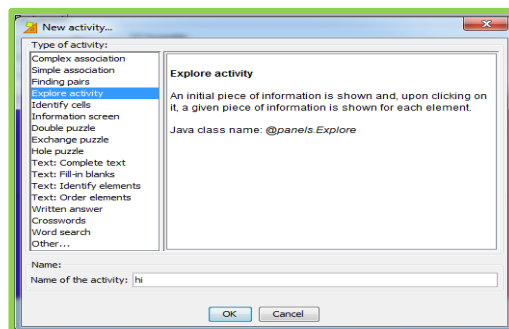
score: 0 laps: 0 time: 5

2.6 CREATING AN EXPLORE ACTIVITY

- Open JClic author. Fill --- open fill --- english_exercises,jclic.
- Click on activities where the next screen is going to appear.



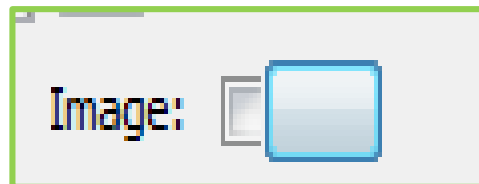
- Choose the “explore activity” which is going to appear in the activities.



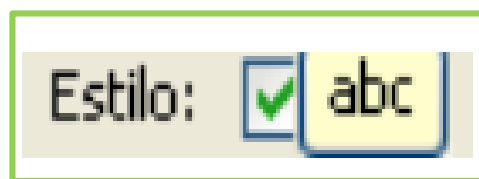
- Give the name to the activity.
- Open the media library screen and add different pictures that you need to use.



- Option tab: complete all the data as you know.
- Window tab: give color to the two play screens.
- Message tab: write the initial message and the final message.
- Panel activity → panel tab:
- Panel A: Click on the button image and then select the picture in each charts.

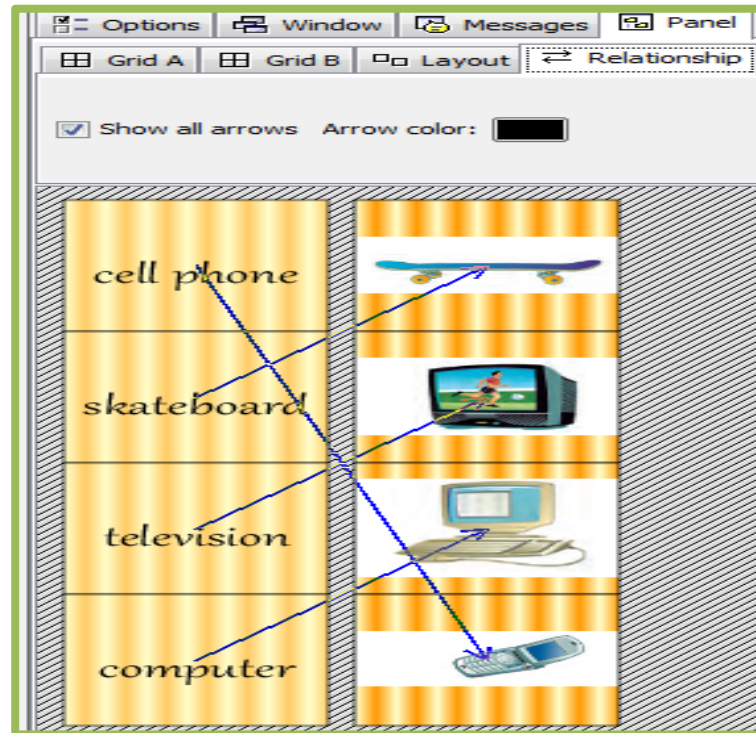


- Panel B: select 4 rows and one column
 - ✓ Write the name in each box
 - ✓ Select the style button and select the background color, type and size of the base.

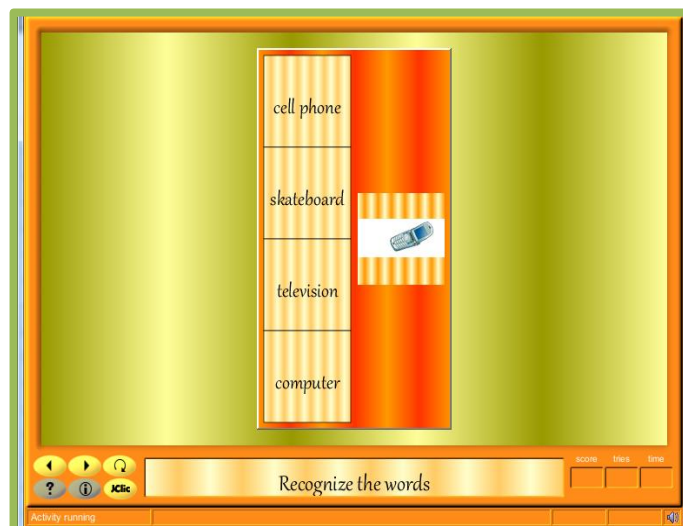


- Distribution tab: select AB

- Click on Relationship



- ✓ Check the activity and save it



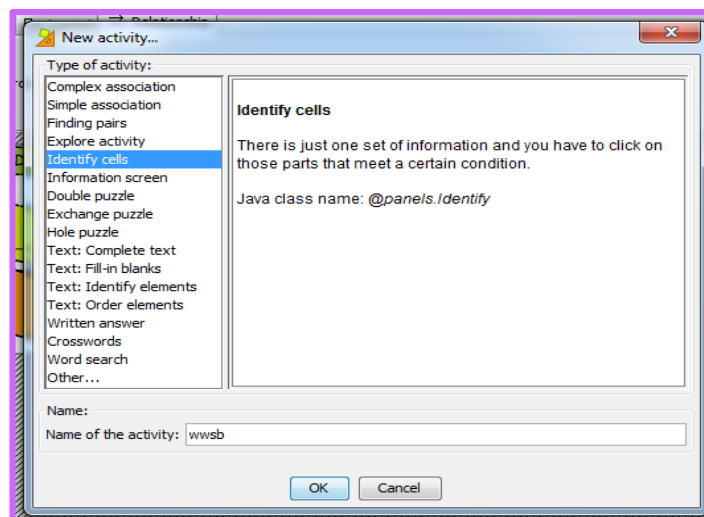
2.7 IDENTIFY CELLS

The Identify cells only presents an identify group. To carry out this activity it purposes that we need to identify the boxes which fulfill the function on the text, graphics or contain a sound.

- ✓ Open JCLic author. Fill --- open fill --- project5, Jcllic this is in the folder.
- ✓ Click on activities, it will appear the bellow screen.



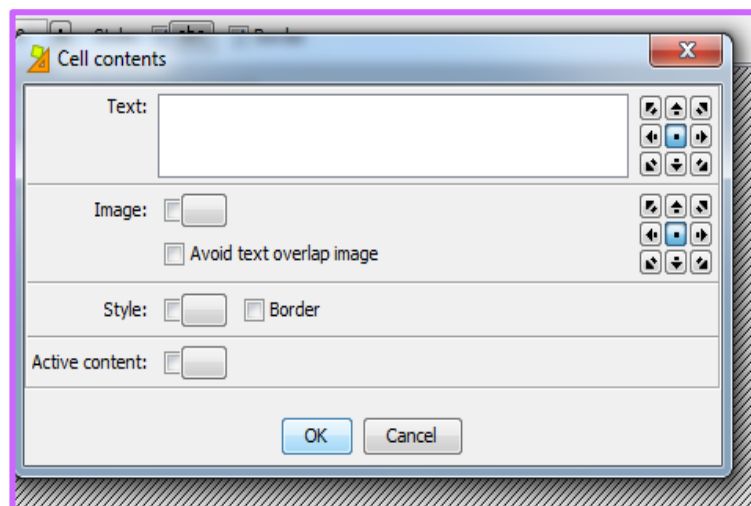
- Choose the “explore activity” from the activities.



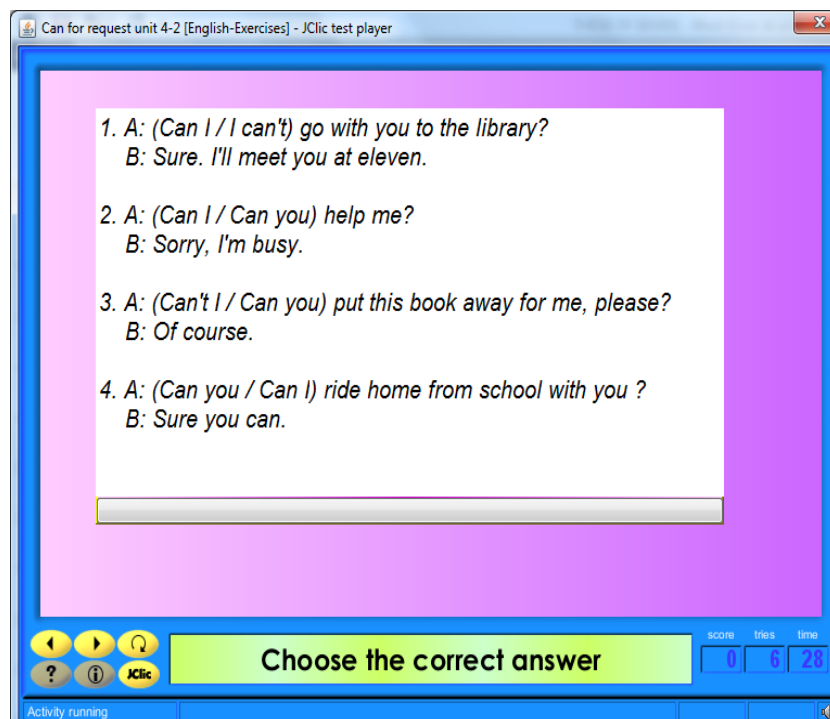
- Give the name to the activity.
- Open the media library screen and add the different pictures that you need to use.
- Option tab: to complete all the data as you know.
- Window tab: give color to the two play screens.
- Message tab: write the initial message and the final message.
- Activity panel- Panel tab: in this activity you find just one panel

In each box you are going to introduce an image of the size of the box

- Style button: you can select the color and give some contents to the images.



- ✓ **Activate the alternative content.**
 - ✓ **Click on the first box and then in the content write the purposes of this activity.**
Click on the button image and select it.
 - ✓ **Add a message to this image.**
- **Tab relationship: this is going to help us to distribute the images.**
 - **Complete: the activity and save.**



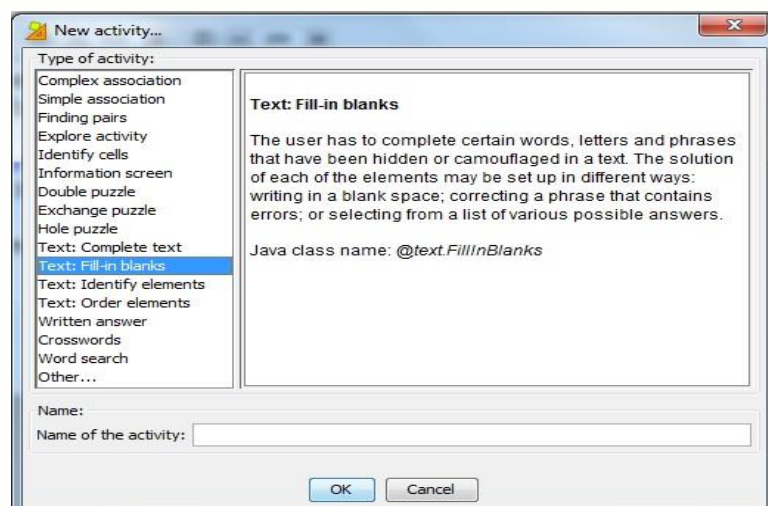
2.8 TEXT: FILL IN BLANKS

The user has to complete certain words, letters and phrases that have been hidden in the text. Several kinds of answers are possible. Writing in the blanks space, correcting a phrase that contains errors or selecting from a list of various possible answers.

- Open JCLic author. Fill --- open fill --- english_exercises,jcllic this is in the folder.
- Click on activities where is going to appear another screen.



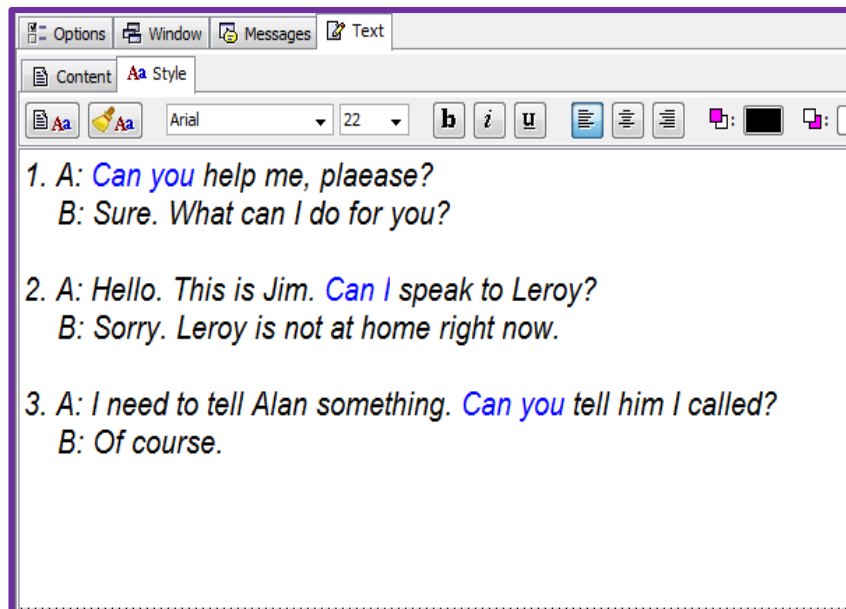
- Choose the “fill in the blanks” from the activities.



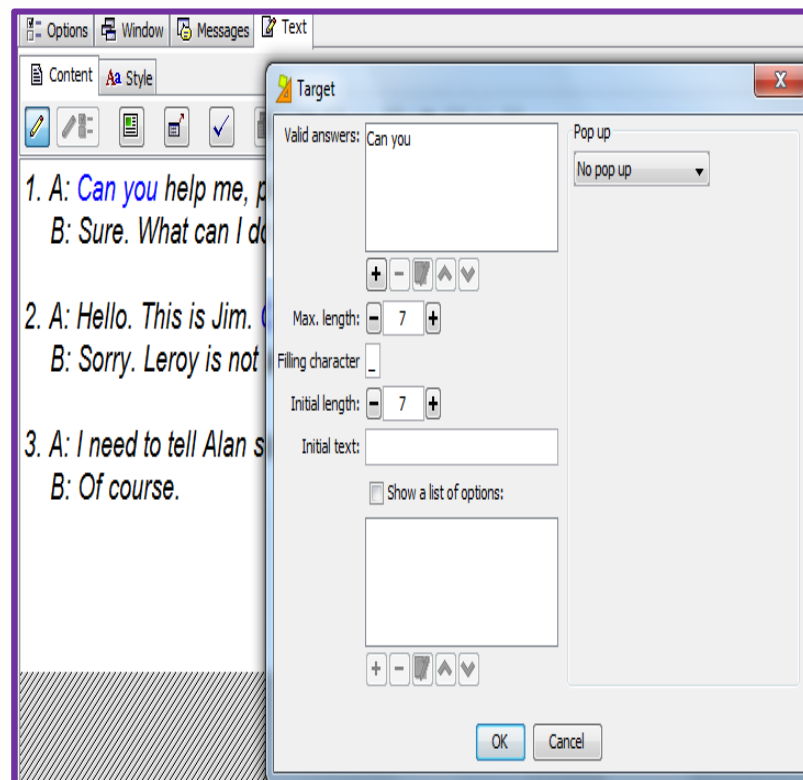
- Give the name to the activity.
- Open the media library screen and add the different pictures that we need to use.



- Option tab: to complete all the data as you know.
- Window tab: give color to the two play screens.
- Message tab: write the initial message and the final message.
- Text tab: copy the text you need

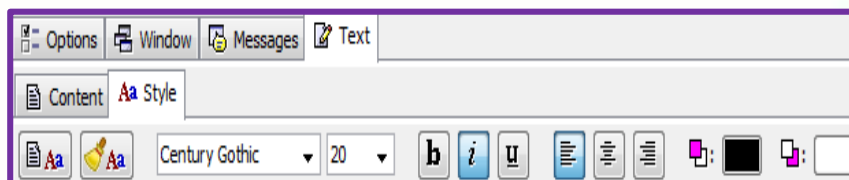


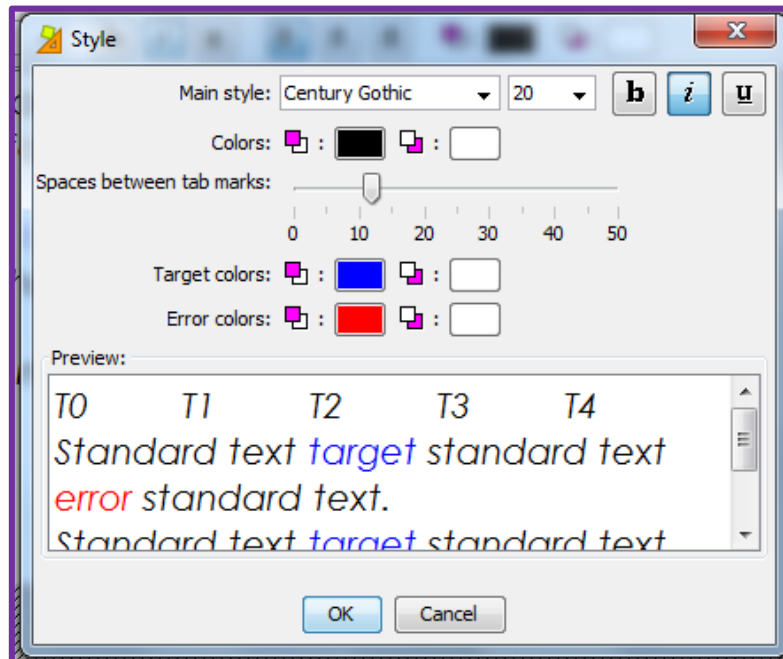
- ✓ The text you can add directly.
- ✓ If the text is in another document you can use ctrl +C and stick with ctrl +V.
- ✓ Select the valid answer
- ✓ Click on and you can see this screen:



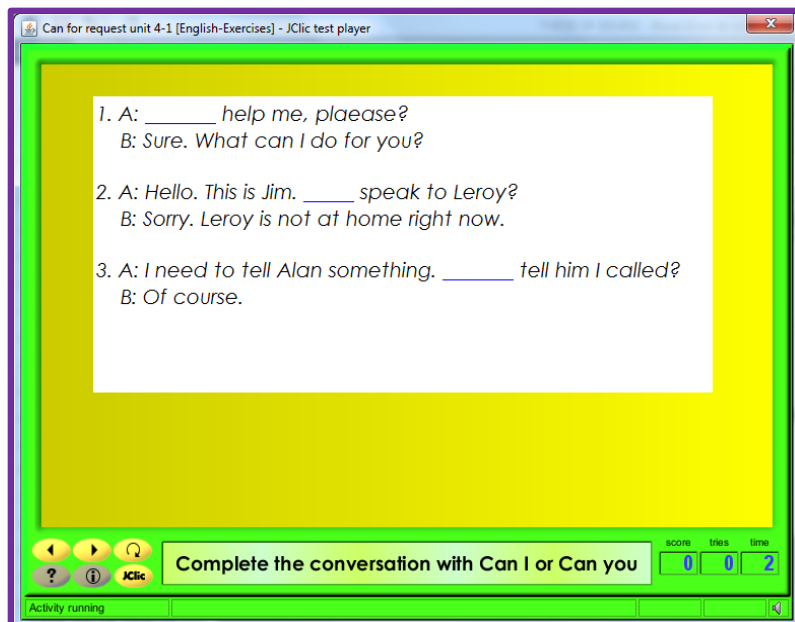
- **Valid answer:** Can you
- **Max length:** maximum number of words.
- **Filling characters:** Maximum amount of characters in the answers.
- **Initial length:** Number of filling charts that will be displayed at the beginning of the activity.
- **Check the activity**

Style tab: to change the blank space. From style document we can choose the type of the letter with all the options that it contains.





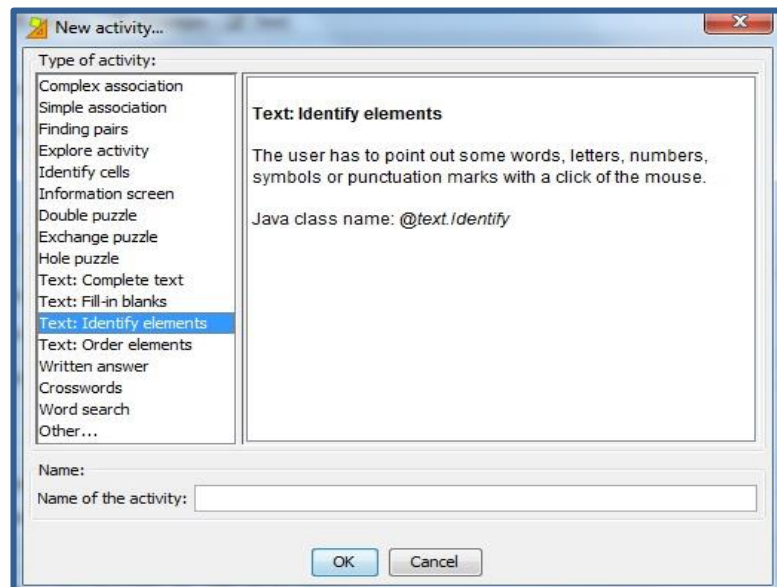
- Check the activity.



2.9 TEXT: IDENTIFY ELEMENTS

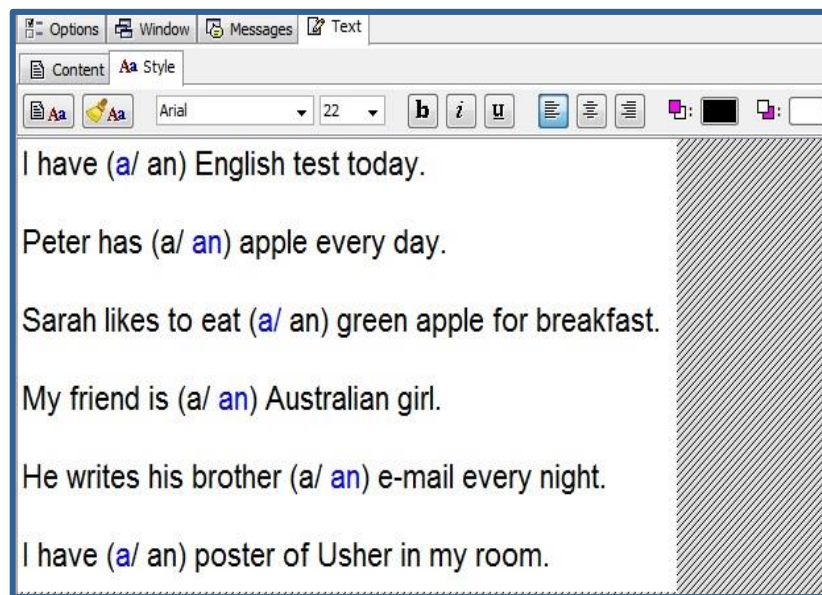
The user has to point out some words, letters, numbers, symbols or punctuation marks with a click of the mouse.

- Open JClíc author. Fill---open fill---english _ exercises,jclíc this is in the folder.
- Click on activities where the next screen is going to appear.

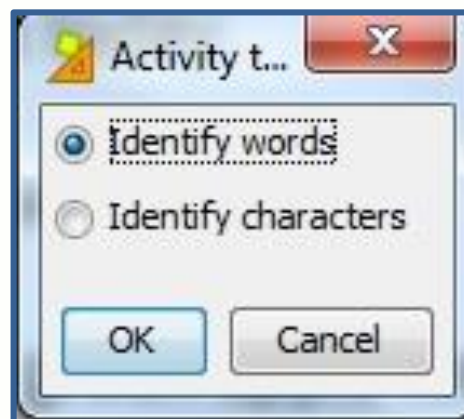


- Choose the Identify element which is going to appear in the activities.
- Option tab: to complete all the data that you find in this screen.

- **Window tab:** give color to the two play screens.
- **Message tab:** write the initial message and the final message.
- **Text tab:** copy the text that you need.



- ✓ **Choose this kind of activity in the content tab.**
- ✓ **Click on this button and select Identify words.**



✓ Mark target, in this case there isn't any other screen.

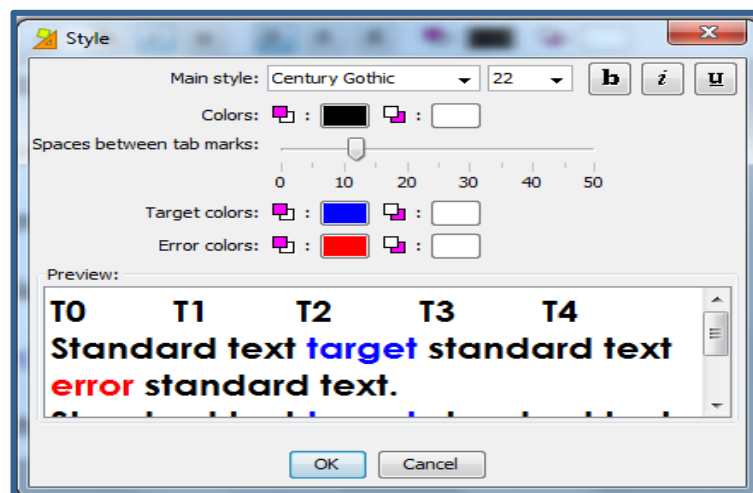
✓ Content  tap button



✓ Click on evaluation  and appear a new screen:



✓ Style tab: It gives style the principal text and target.



- Check the activity.

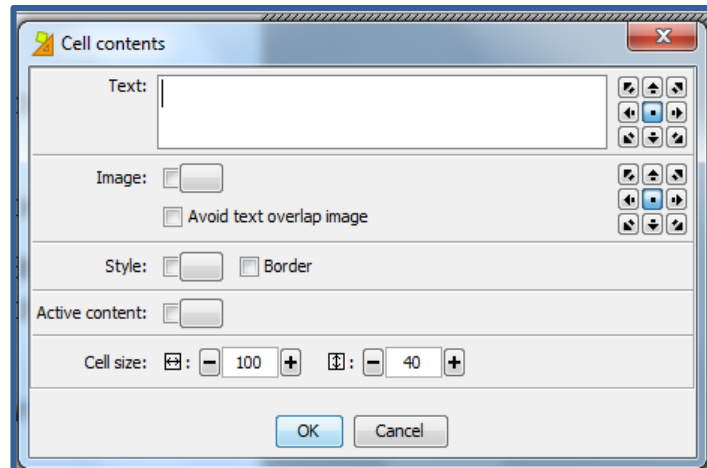


2.9.1 TEXT: IDENTIFY ELEMENTS + AUDIO

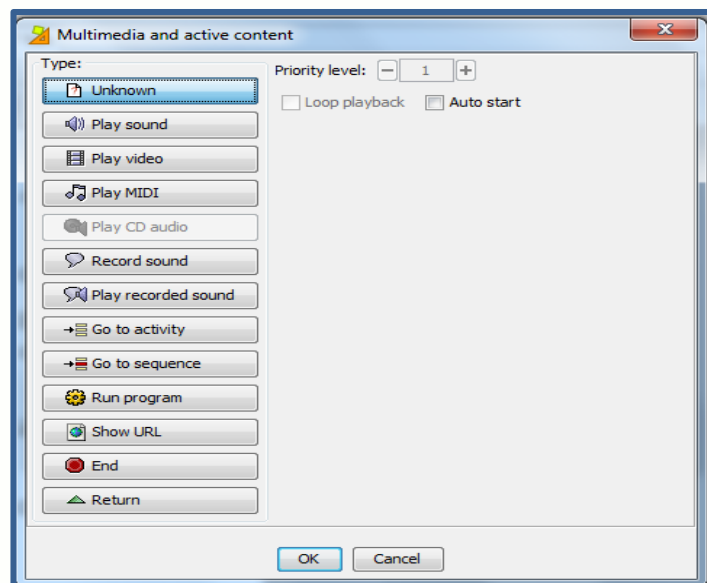
- Follow the same steps that you used in the last exercises.
- Click to media library and select the audio.
- Click on insert a cell



✓ Appear this screen



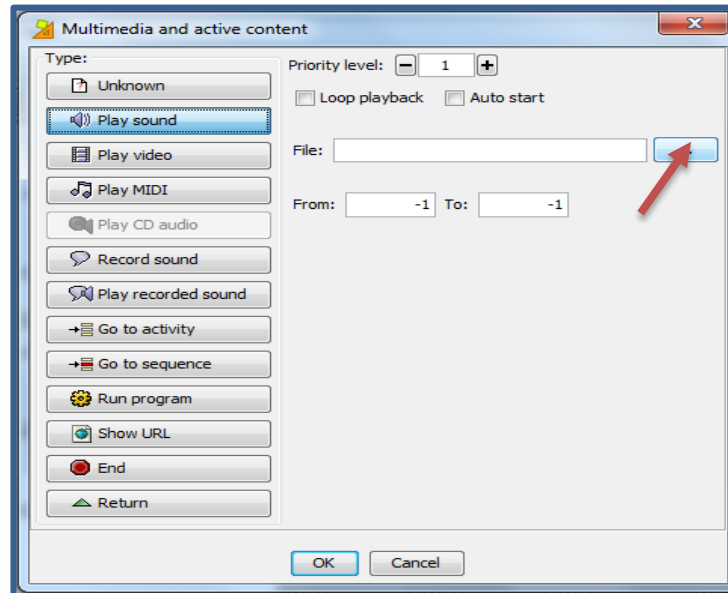
- Next click on Active content



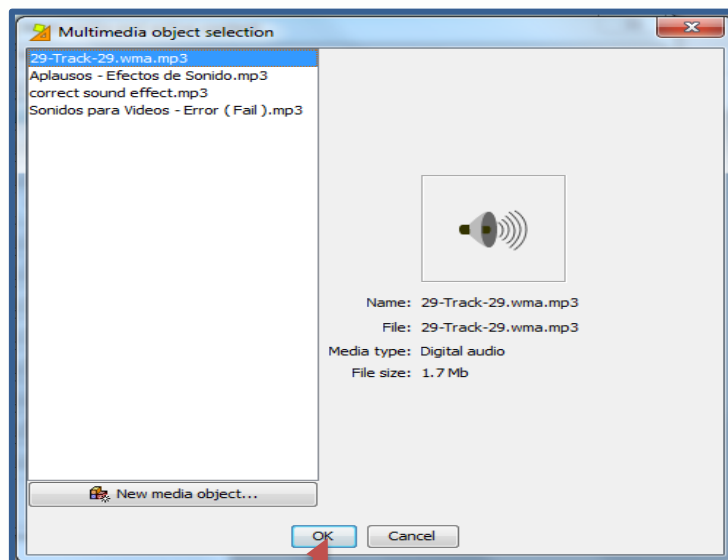
- Then click on the bottom play sound



- Select this bottom

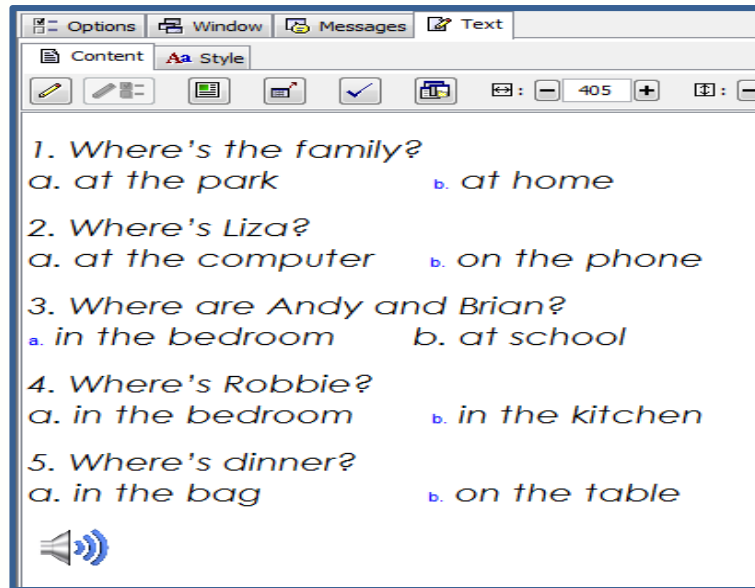


- After that appear Multimedia Object Selection, in this screen you need to have the audio and select it.

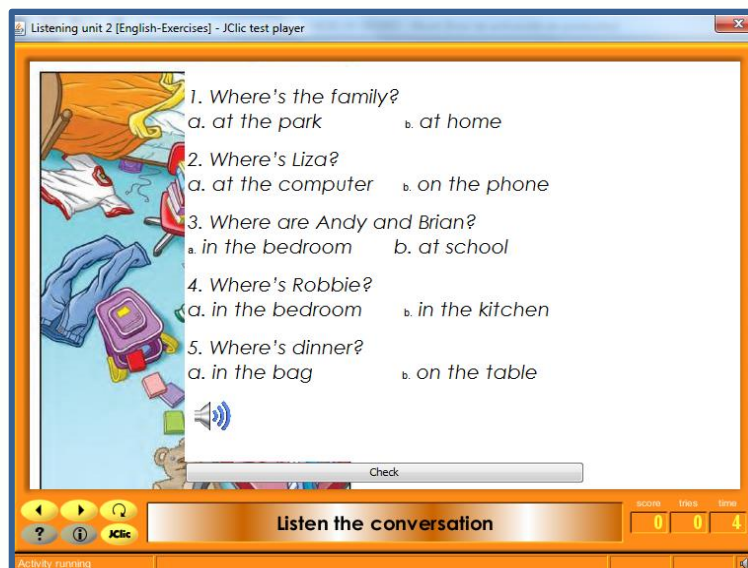


- Click on ok

- Next accept the screens.
- The audio appear in the down part of the screen.



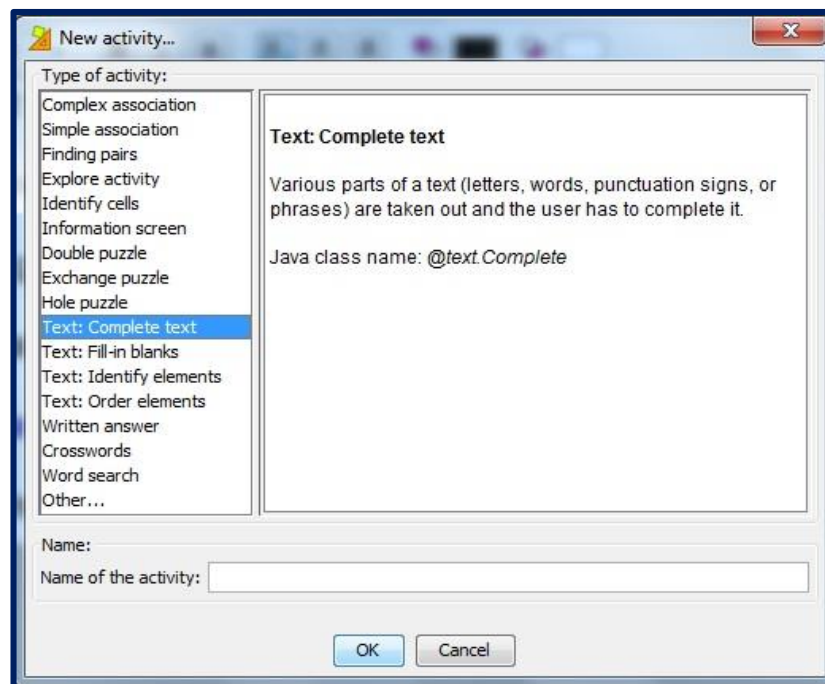
- Finally save the exercise



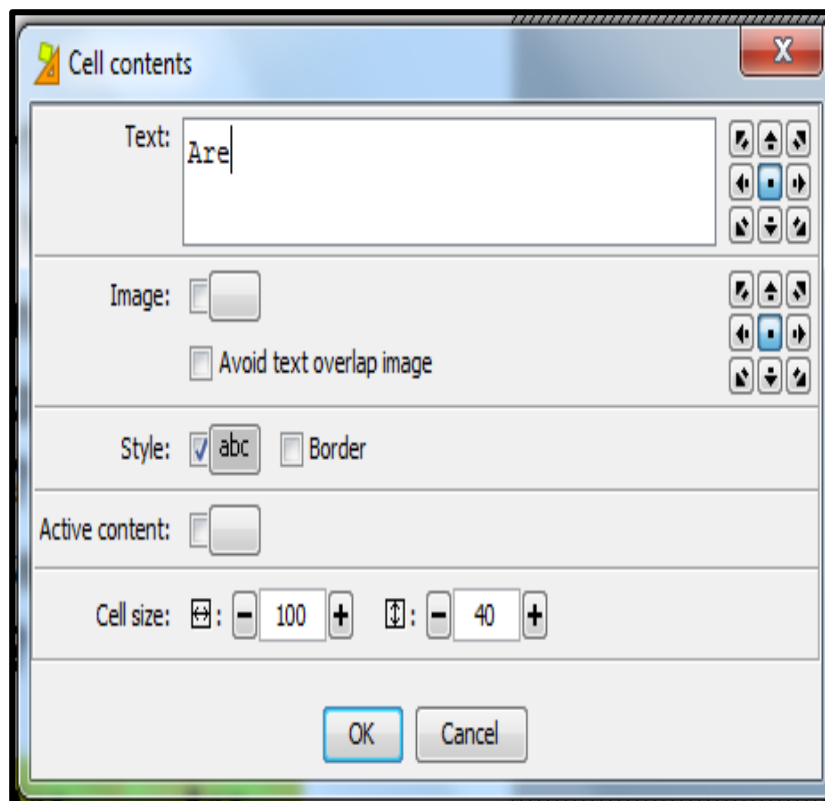
2.10 CREATE TEXT: COMPLETE TEXT

Various parts of the text (letter, words, punctuation signs, or phrases) are taken out and the user has to complete them.

- Open JCLic author. Fill---open fill---english_exercises, jcllic this is in the folder.
- 1Click on activities where the next screen is going to appear.
- Choose complete text. From the activities.



- **Option tab:** to complete all the data that we find in this screen.
- **Window tab:** give color to the two play screens.
- **Message tab:** write the initial message and the final message.
- **Text tab:**
 - ✓ Write the text in the white screen.
 - ✓ Click the button insert cells
 - ✓ Size of cell 100 to 400.



✓ Click on the previous screen.



✓ Now select the word

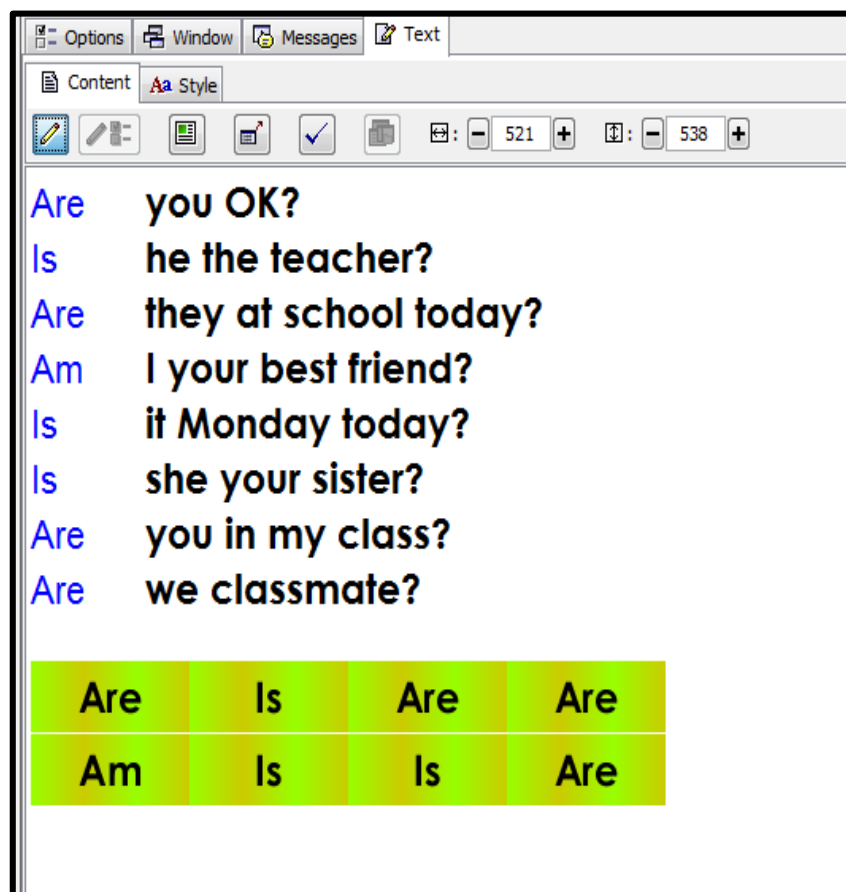


✓ Style tab, click on and give a type of size to the text.

✓ Content tab click on the button



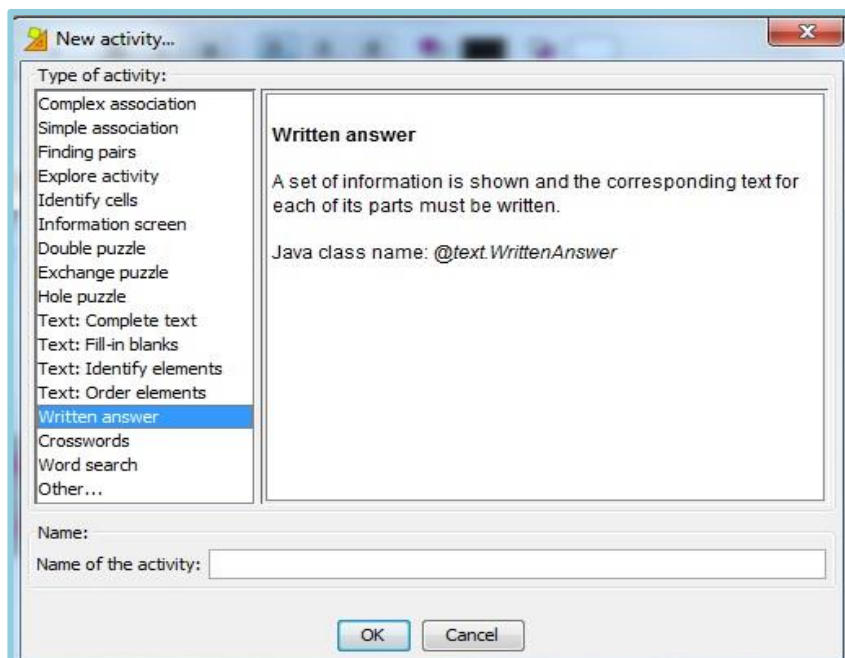
✓ Check the activity and save.



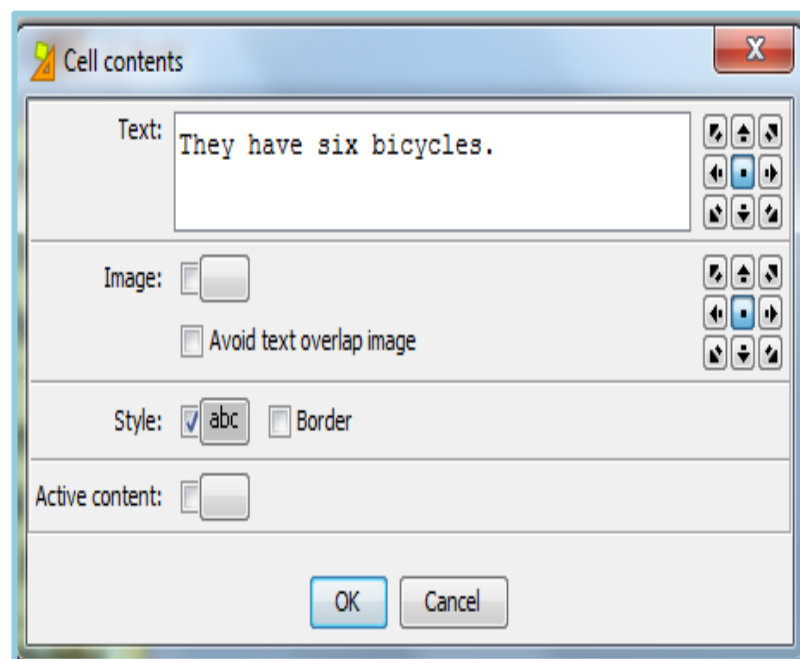
2.11 CREATE WRITE ANSWER

Set information is shown and the corresponding text for each of its parts must be written.

- Open JClc author. File --- open file --- english_exercises, Jclc this is in the folder.
- Click on activities where the next screen is going to appear.
- Choose written answers. From the activities.

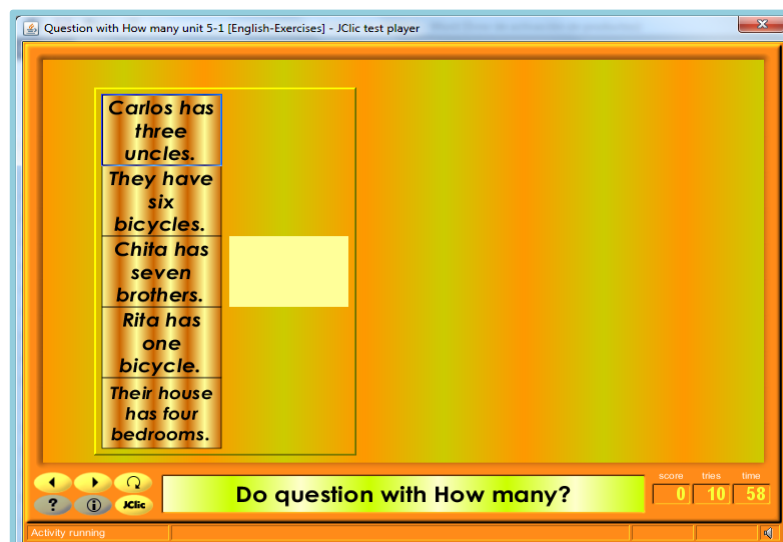
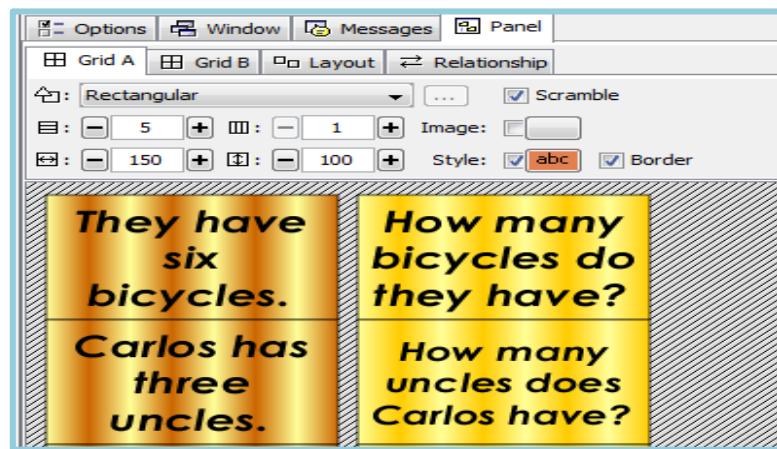


- **Option tab: to complete all data that we find in screen.**
- **Window tab: give color to the two play screens.**
- **Message tab: write the initial message and the final message.**
- **Panel tab five rows and one row for the two panels 320 to 75.**



- ✓ **Panel A style button.**
- ✓ **Click on the first box, cell content, text and write.**
- ✓ **The same process with the next one.**

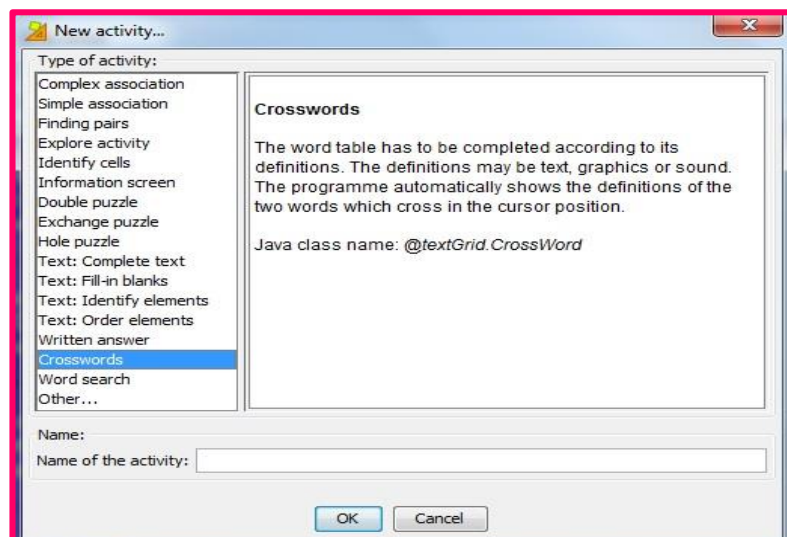
- ✓ Panel B, click on the first box and write the possible answers.
- ✓ Check the activity after writing the first answer.
- ✓ Save the activity if it doesn't need modification.



2.12 CREATE A CROSSWORD ACTIVITY

The word table has to be completed according to its definition. The definition may be text, graphic, or sounds. The program automatically shows the definitions of the words which cross in the cursor position.

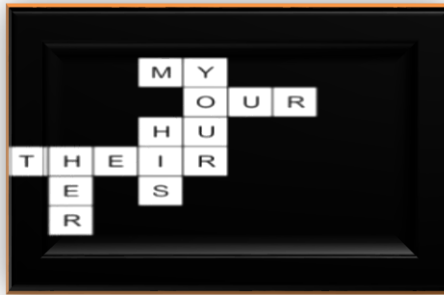
- Open JClíc author. File --- open file --- english_exercises, jclíc this is in the folder.
- Click on activities and the following screen will appear:
- Choose crossword activity. From the activities.



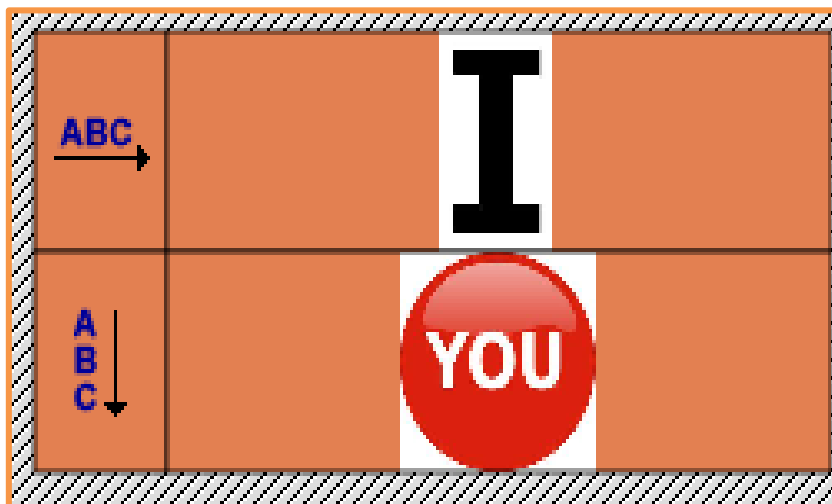
- **Option tab:** to complete all data that we find in this screen.
- **Window tab:** give color to the two play screens.
- **Message tab:** write the initial message and the final message.
- **Panel tab:**
 - ✓ **Panel A:** 8 rows to 8 columns; the size 39 to 39;
choose the background color and the letter color as well. We need to write in each box letter by letter to form the word.



- ✓ Panel B: Select the first letter of the word
example: MY
- ✓ Click on the box.
- ✓ Open the cell content and write the definition
or add an image.



- ✓ Do the same process in the row words.

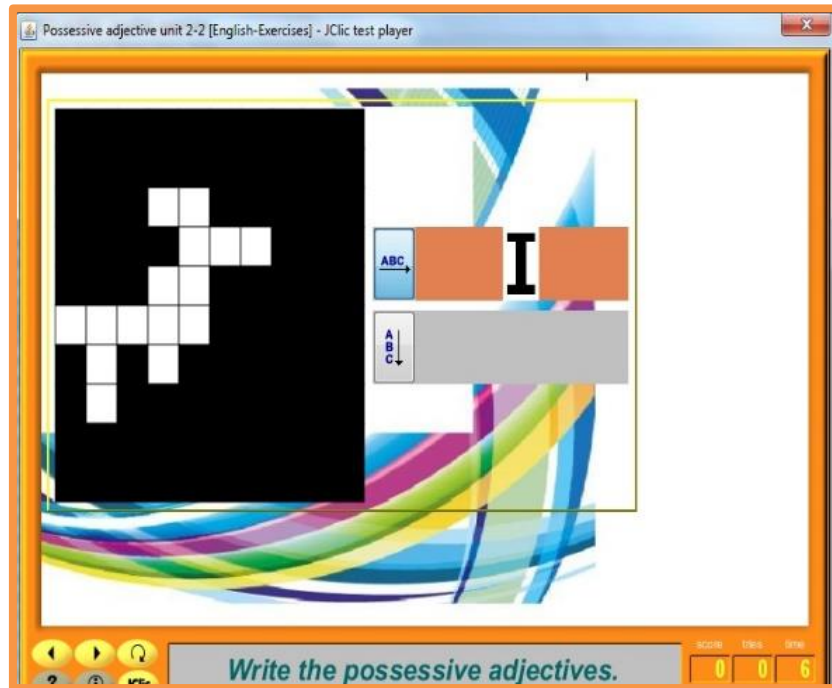


✓ Complete the words into the table.

ABC →	I
A B C ↓	

ABC →	
A B C ↓	He

- Check the activity.



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APPENDICES



APPENDIX 1

Survey addressed to students of eight levels

TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

SURVEY ADRESSED TO STUDENTS OF EIGHT LEVELS

Objective: to collect information about the importance of the use of "JClíc" free software for the English teaching learning process.

Instruction: Please read the question, and select the option that you think is correct, mark the selected alternative with a cross (X)

1. What kind of pedagogy does your teacher use in class during the teaching learning process?

Traditional model

Behaviorist model

Constructivist model

ICT model

2. What kind of didactic resources does your teacher use in the classroom?

Concrete resources (instruments, objects, installations)

Abstract resources (book, texts, map, newspaper)

Technological resources (computer, smart board, cd, internet)

Audio visual resources (data show, video, movies, tv)

3. Does your teacher use technology in class?

Yes

No

4. Do you believe that the use of technology is important during teaching learning process?

Yes Why?

No

5. Do you know any kind of free software for learning English?

Yes Which one?

No

6. Have you used any kind of free software to learn English?

Yes

No

7. Do you consider important the teacher's actualization in the use of new technologies to develop English language?

Much

Little

Nothing

8. Which of these difficulties do you consider your teacher has?

She doesn't like to change the traditional method

She are afraid about using new technology

She doesn't know how to use technological tools

She doesn't have technological resources

9. Do you consider that the use of free software is a tool which facilitates the English teaching learning in the class?

Yes

No

I don't know?

10. Would you like to use new and attractive free software called "JClıc" in English learning?

Yes

No

11. What kind of activities do you prefer to develop in English class?

Evaluation

Workshop

Reading comprehension

Interactive games

Homework

Crosswords

Fill in the blanks

Multiples choice

Put in order the sentences

THANK YOU FOR YOUR COLLABORATION



APPENDIX 2

Survey addressed to English Major Teachers

TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

SURVEY ADRESSED TO MAJOR TEACHERS

Objective: to collect information about the importance of the using of "JClie" free software for the English teaching learning process.

Instruction: Please read the question, and select the option that you think correct, mark the selected alternative with across (X)

1. What kind of didactic resources do you use frequently in order to teach English in class?

Concrete resources (instruments, objects, installations)

Abstract resources (book, texts, map, newspaper)

Technological resources (computer, smart board, cd, internet)

Audio visual resources (data show, video, movies, TV)

2. What kind of pedagogical model do you prefer to use in class during the teaching learning process?

Traditional model

Behaviorist model

Constructivist model

ICT model

3. Do you know or have listened about the use of any kind of software for English teaching?

Ye

Which one?

No

4. Have you participated in any kind of course in order to develop the ICTs in the classroom?

Yes

No

5. Are you capacitated in order to work in class with the ICTs?

Yes

No

6. Do you use any kind of software to teach English?

Yes

No

7. Do you have problems using technological resources in class?

Much

Little

Nothing

8. Do you consider useful the free software as a tool for teaching English language?

Much

Little

Nothing

9. Would you like to use new and attractive free software “JClic” in English learning?

Yes

No

10. What kind of activities would you like to use with free software JClic?

Workshop

Reading comprehension

Crosswords

Fill in the blanks

Multiples choice

Put in order the sentences

THANK YOU FOR YOUR COLLABORATION