

Contribution of ICTs in the integral learning of English, in the students of English from UNAN-Managua

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ABSTRACT

In order to analyze the contribution of technological media, ICT, in integrated English learning in college students majoring the career in Education Sciences, majoring in English, at UNAN-Managua; a descriptive, correlational and analytical study was conducted with a group of seven professors and a universe of 360 students from UNAN-Managua. From the data collected (from a sample of 190 students), the corresponding data base was designed. Once the quality control of the data recorded was made, the relevant statistical analyzes were performed.

According to the variables (quantitative or qualitative) and guided by the commitment defined in each of the specific objectives; descriptive analyzes corresponding to the nominal and numerical variables, among them were made: (a) The frequency analysis, (b) descriptive statistics according to each case. In addition, some graphics were performed, such as: (a) bars univariate manner for categorical variables in the same Cartesian plane, (b) bars univariate manner for dichotomous variables, that allow describe the response of multiple factors in the same Cartesian plane.

Based on the analysis and discussion of the results, the following conclusions were reached: The female sex was the most prevalent with 57.22%; the most common ages were between 18 and 23 years old. Technological means of increased use were: the recorder with 80% and the projector with 69%; and the ones which were lower in use were the tablet with a 5% and the TV with 9%.

Analyzes relevant contingency were made, (Crosstab analysis), for all those nonparametric variables, which may be applied to them test nonparametric Spearman correlation (Spearman's Rho) and Tau C Kendall, these tests are about a variant of Pearson product-moment correlation coefficient, which allow showing the lineal correlation between variables categories, by comparing the random probability of occurrence, and the significance level pre-set for the test between the two factors, so that when $p \leq 0.05$ will be rejecting the null hypothesis of $p = 0$.

1. INTRODUCTION

The present study was conducted at the National Autonomous University of Nicaragua, Managua (UNAN-Managua) in order to evaluate the contribution and impact of technological means in teaching and learning English, which will contribute positively for the acquisition of knowledge by the students and the use of new strategies and methodologies by the teachers.

Current technological advances are an inescapable reality. In Nicaragua, specifically at UNAN-Managua, English teaching has traditionally been carried out using auxiliary resources such as textbooks, brochures, radio, video, still images, recordings, those that have become obsolete and are being replaced by new technological means to obtain better results in the teaching-learning process of English. Among the technological means that are replacing the traditional ones are: desktop computers, laptops, tablets, smart phones, as well as the uses of websites and platforms for the exchange of information by teachers and the students, who today are indispensable elements in the life of all.

The emergence of this study was born with the approach of the problem, which presents the benefits that will be obtained in the teaching-learning process of English, using appropriate technological means. All this is supported by theories that can be found in the different scientific databases that support this work.

In addition, the chapter of the theoretical framework will be presented, which is supported by information obtained from updated books and the Internet. The methodological design chapter will show the type of study, that is, to what extent this analytical, retrospective and transverse research will reach.

This chapter also supports the study area and sample, which are the English students from UNAN-Managua of the 2012-2015 cohort, as well as the English Department teachers. It also shows the operationalization of variables and the methods and techniques and instruments that will lead to the procedure of data collection to tabulate and obtain the results of this research, and then give the respective conclusions and recommendations.

2. MATERIAL Y METHODS

The study has a mixed approach. According to the methodological design, the type of study is **descriptive** and **analytical** and according to the study method is **observational** (Piura, 2006). According to the time of occurrence of the facts and records of the information, the study is **retrospective**, and according to the period and sequence of the study, it is **transversal** (Canales, Alvarado and Pineda, 2008). According to the classification of Hernández, Fernández and Baptista (2006), the type of study is **correlational**.

The present study was conducted at the National Autonomous University of Nicaragua, Managua, in the second semester of 2015. The sample selected for this study are students of the Bachelor's Degree in Education Sciences with mention in English of the UNAN-Managua, cohort 2012-2015, as well as some teachers from the English department of UNAN-Managua. The universe is 360 students, the sample size was calculated using the "Simple Random Sampling" method, Munch Galindo (1996), for finite populations; Therefore, the sample size "n" = 195 students considering an error of estimation of 5% and a confidence level of 95%, with a $p=q=0.5$.

The methods, techniques and data collection instruments used for this research are the following: the survey, the interview and the focus group. The survey and interview were applied to English learners and the focus group to English department teachers.

3. ANALYSIS AND DISCUSSION RESULTS

After delimiting the study population and having obtained the sample based on it, it is important to mention that some stand out results were obtained at the time of the analysis of this research. Are the use of the radio recorder (80%) and the projector (69%) the most used technological means in the teaching-learning process of English, since these proved to be very useful tools for use both for teachers and For the students and those of less use were the tablet (5%) and television (9%).

Another important point was the knowledge, skills and abilities of English teachers in relation to the use of ICT, especially with the Moodle Platform that has UNAN-Managua. It provided information on how much knowledge these teachers have with the use of ICTs and the weaknesses that others have. As well as the results of the teachers were obtained, the results of the use of these media by the students of the English course of UNAN-Managua were also obtained.

Among the limitations that were presented are that many of the students surveyed did not have advanced technological means, limiting them to give inaccurate answers and the lack of equipment in the classrooms with adequate and updated technology, since the UNAN does not have this technology in all classrooms.

Then, we proceeded to apply the instruments to design the corresponding database, using the statistical software SPSS, v. 20 for Windows. Once the quality control of the recorded data was performed, the relevant statistical analyzes were performed.

a. Technological means, ICT, used in the English teaching and learning process.

The most widely used technological means in the teaching-learning process are the use of the radio recorder (80%), the projector (69%), the computer with 61%; Since these proved to be very useful tools for use both for teachers and students and the least used is the TV (9%) and the tablet (5%). *See Figure on next page.*

b. Types of training that teachers have had in accordance with the requirements of new technologies (ICT), used as teaching-learning tools

According to what the students expressed the highest concentration in the quality of the trainings that teachers have had in the ICT, shows that the training have been categorized as good with 43%, followed by regular with 37%.

Teachers expressed that their mastery of ICT depends on the preparation they had in undergraduate, therefore, some of them know very little and others have excellent skills in the use of ICT. It is noticed that both positions coincide. *See Table on next page.*

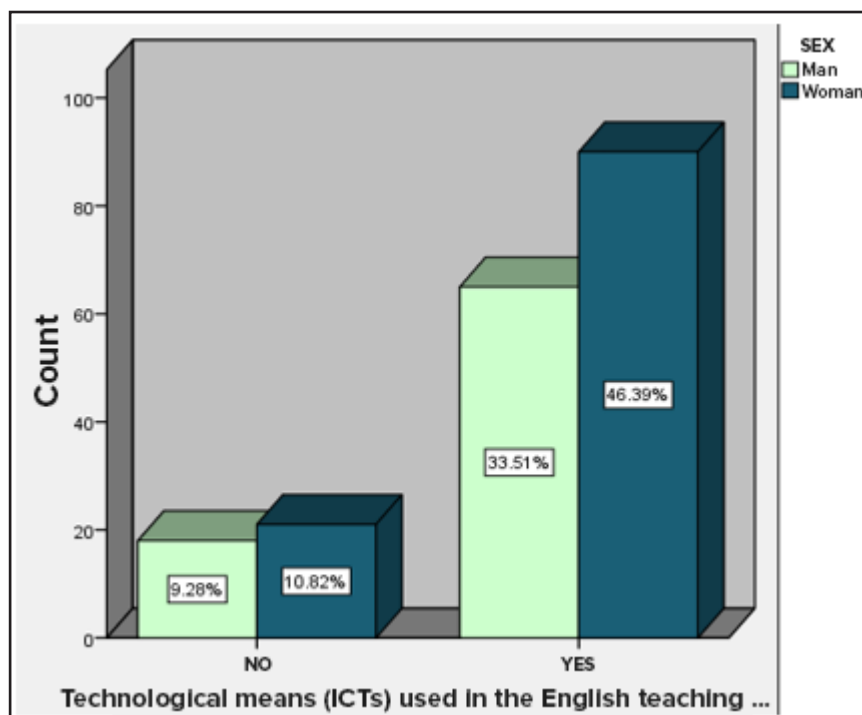


Figure. Technological means, ICT, used

		Year in which it studies English Course				TOTAL
		Second Year	Third Year	Fourth Year	Fifth Year	
Types of trainings that teachers have had in accordance with the demands of the new technologies used as tools of teaching learning in the English courses of the UNAN-Managua	Very Wrong	Count 4	0	0	0	4
		% of the Total 2.1%	0.0%	0.0%	0.0%	2.1%
	Wrong	Count 5	2	3	3	13
		% of the Total 2.6%	1.0%	1.5%	1.5%	6.7%
	Regular	Count 18	16	20	18	72
		% of the Total 9.3%	8.2%	10.3%	9.3%	37.1%
Good	Count 24	32	16	11	83	
	% of the Total 12.4%	16.5%	8.2%	5.7%	42.8%	
Very Good	Count 14	4	4	0	22	
	% of the Total 7.2%	2.1%	2.1%	0.0%	11.3%	
TOTAL	Count 65	54	43	32	194	
	% of the Total 33.5%	27.8%	22.2%	16.5%	100.0%	

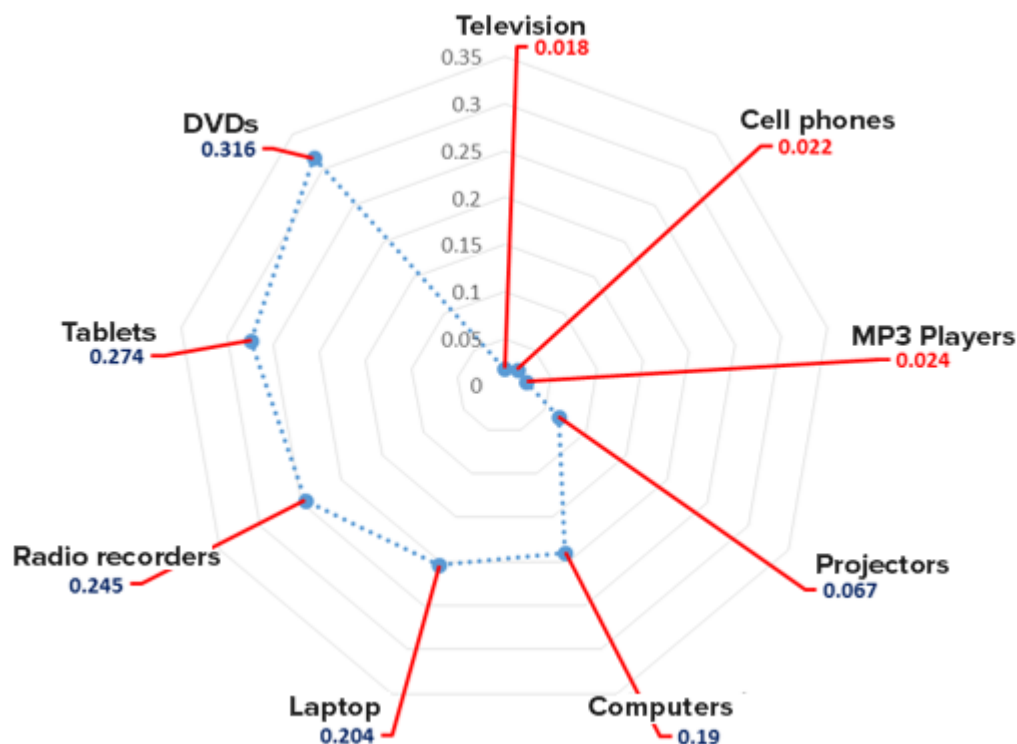
c. Interactions with technological means, ICT, that facilitates the transmission of knowledge in the teaching learning process of students of the English Language.

It can be observed, that the transmission of knowledge in the teaching learning process of students of the English language using ICT, is categorized as good, represented with 48%, followed by regular with 37%.

			SEX		
			MAN	WOMAN	TOTAL
How is the interaction of the ICTs technological means with the transmission of knowledge in the teaching learning process of the students of the English courses of the UNAN-Managua.	Very Wrong	Count	1	0	1
		% of the Total	0.5%	0.0%	0.5%
	Wrong	Count	7	3	10
		% of the Total	3.6%	1.5%	5.2%
	Regular	Count	33	38	71
		% of the Total	17.0%	19.6%	36.6%
	Good	Count	34	59	93
		% of the Total	17.5%	30.4%	47.9%
	Very Good	Count	8	11	19
		% of the Total	4.1%	5.7%	9.8%
TOTAL	Count	83	111	194	
	% of the Total	42.8%	57.2%	100.0%	

d. Effectiveness of the teaching of English, using the technological means, ICT, in the teaching-learning process in the English major.

The graph shows the effectiveness of the teaching-learning process of English and ICT: TV, cellular and mp3 players, showing a **p-value** lower than, $\alpha = 0.05$. Therefore, independence is rejected among variables, ie “there is dependence between the variables studied”. In contrast, devices such as: Projectors, computers, laptop, radio recorders, tablets and DVDs show a **p-value** greater than, $\alpha = 0.05$ therefore, **H₀** is independent of the variables. See *Graphic on next page*.



4. CONCLUSIONS

The advancement of technological means, ICT, is related to the teaching-learning process as these media are maximized, both by teachers and students. The use of the media in the classroom is a demanding, rigorous and systematic strategy; In which teachers are the main actors in this process.

Most English teachers are familiar with the use of UNAN-Managua's technological means and platforms, but they need training in the use of them, since some do not use it correctly or do not make much use of them. There are other teachers who has a high mastery of the use of technology and combine the use of these in the teaching-learning process to obtain greater variability of methods and strategies for better results

Most students have advanced technological means, but do not use them adequately in learning English, considering that what they should have on their cell phones is information related to the English language such as : A dictionary or a grammar book that would benefit them in getting better knowledge and being able to practice the language skills and sub-abilities online. The online practice can be with teachers from Nicaragua or with native language teachers and be able to know different types of existing pronunciations and thus be in touch with reality. Also, there are students who used the technological means correctly for their self-study, which benefits them to obtain better and more solid knowledge, since the world today is changing daily.

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