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How the learning of English is being influenced by the use of Information and Communication Technologies (ICTs) in students of B.A. Program of English as a foreign language in Colombian universities?

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MEDELLIN

DEDICATION

To God for giving me the faith to believe and to keep working and never give up.

To my parents even when they are not here with me I know they wanted the best for me.

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To my advisor Astrid Carolina Sastoque and to the jury for their recommendations intended to improve this monograph.

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To all the teachers in my life, because their hard work and dedication helped me to get to this point.

ABSTRACT

Information and communication technologies are presumed to have a great impact in education. Therefore they are commonly used in English as a foreign language classroom to facilitate students' language learning. The literature review, mostly based on the examination of nine studies conducted in Colombian universities, found that the most used technological tools used by students and teachers to practice and improve English language level are blogs, emails and podcasts. Furthermore, the most important benefits of the use of new technologies in English language teaching and learning are the improvement of students' language proficiency and students' autonomy. Despite the fact that most of the impacts of ICTs in English language teaching and learning are positive, there are some factors that can affect that process negatively such as technical difficulties, teachers' lack of familiarity with technologies and the absence of pedagogical objective related to the proposed class activities. The current study is based on a relatively small number of studies which reflects both, a profound information gap that remains within the Colombian educative system, and a tremendous opportunity for future research. Despite the limitations of sample size, the current study provides useful tools for administrators, teachers and students; which hopefully will have a positive impact on national and regional efforts made to strengthen English language teaching in Colombia.

Key words: information and communication technologies (ICTs), English language teaching and learning, English as a foreign language.

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CHAPTER I

INTRODUCTION

Currently, proficiency in both, Information and Communication Technologies (ICTs) and English language are essential to be prepared to respond to the 21st century demands. Furthermore, ICTs can be used to facilitate the learning of English as a foreign language. Different ICTs tools are often used to introduce or improve student's performance on specific topics. Their use, however, must be tied to a pedagogic objective; failure to do so might obstruct learning, instead of facilitating it. That is why this monograph intends to provide information about different research exercises made about the use of ICTs in English language teaching and learning.

First, in the theoretical framework there is a review of some of the literature referring to ICTs and their impact on society and education; learning and teaching English as a foreign language; and the use of ICTs as tools to develop learning and teaching strategies facilitating English language acquisition. In this section, the researcher presents information published by different authors that have a common point of view about the advantages of implementing ICTs in English classrooms. In chapter III, the methodology, it is possible to find detailed information about the process followed to complete the literature review and data analysis with as much details as possible. Results can be found in chapter IV, including figures that summarize the information available on all the academic sources consulted. This section shows the impact of the use of ICTs in English language teaching (ELT) and establishes the most used technological

tools by students from undergraduate programs in English as a foreign language in Colombian universities. Finally a discussion of the results produced by this monograph is contained in chapter V, where the researcher compares the information contained in the literature and presents the implications and limitations of the research. A series of conclusions and recommendations can be found in chapter VI.

Research Line:

This monograph is included in the Research Line of *Pedagogía, Didáctica y Currículo* from UNAD University. This line searches the promotion of students' autonomy in traditional contexts of learning but is also focused on different pedagogical practices in virtual environments.

The topic of this monograph was chosen considering how important it is to analyze the effect or impact that ICTs have in the learning process and to implement different teaching strategies to improve learning. In fact, that is why the new curriculums include some technological tools to check if they help students to improve English as a foreign language.

Research question: How the learning of English is being influenced by the use of Information and Communication Technologies (ICTs) in students of B.A. Program of English as a foreign language in Colombian universities?

Justification

New technologies have changed the way in which education is conceived by students and teachers because they have to play a different role in the classroom so that students act as constructors of their own learning. Learning a foreign language using information and communication technologies (ICTs) is necessary in today's society taking into account that new technologies facilitate the access to a variety of information in which teachers can find different activities to provide students elements to practice and to improve their English level.

English is the most common foreign language taught in Colombia. This is the case for all academic levels because the Ministry of National Education (MEN) set the objective of increasing the competitiveness of Colombian students in a modern society that requires them to be prepared to communicate in different languages. The requirement of learning English, and to be proficient in the use of technological resources, exists for every student in Colombia, and more so for undergraduate students of B.A. Programs in English as a foreign language. These students are the future English teachers and they will have the responsibility to form the new generations. In this way, this monograph intends to overcome some of the information gaps that prevail in the education context in Colombia. In doing so, the information and recommendations provided will be very valuable for teachers, administrators, and for students themselves.

Universities in Colombia have to propose those students English and technology formation throughout their career to provide them the necessary tools to prepare their future English classes. As previously stated, this monograph is necessary and pertinent because it intends to review studies made in different Colombian universities with undergraduate students

from B.A. Programs in English as a foreign language to stablish the most important benefits and the most technological tools used to practice and improve English level.

This monograph will help English teachers and students to know the impact that ICTs have in English language teaching (ELT) and the different tools they could use online to improve English. Even if the research do not use information about B.A. Program of English as a Foreign Language from Universidad Nacional Abierta y a Distancia (UNAD) its conclusions might help the department chair to know different strategies to be used to facilitate students' learning process.

Problem to solve

Currently, learning a foreign language, like English, is a need for all institutions in Colombia following the MEN demands. Consequently, it is important to look for new methods and strategies to teach that language. Now, with the arrival of ICTs in universities, teachers have the opportunity to rely on ICTs tools, providing additional learning opportunities for their students. This monograph searches to give answer to this question: **How the learning of English is being influenced by the use of Information and Communication Technologies (ICTs) in students of B.A. Program of English as a foreign language in Colombian universities?** It is important to reflect upon this issue since, as it will be explained in the main text, a successful application of ICTs requires that teachers have specific pedagogical objectives in mind, so that the learning experience is meaningful. Otherwise, the whole experience might not result in any advancement in student's English proficiency.

OBJECTIVES

General objective

To establish the influence of the use of Information and Communication Technologies (ICTs) in the learning of English for undergraduate students of B.A. Program of English as a foreign language in Colombian universities.

Specific objectives

To identify which are the most used technological tools by undergraduate students and teachers of B.A. Program of English as a foreign language in Colombian universities to learn and practice English.

To recognize what are the most important benefits associated to the use of Information and Communication Technologies in English Language Teaching and Learning.

To determine whether is possible to improve the English language level by the use of Information and Communication Technologies.

CHAPTER II

THEORETICAL FRAMEWORK

BACKGROUND

The relation of information and communication technologies and education is an interesting topic that has been studied several times by different researchers (see McDougald, 2013; Stevens & Shield, 2007 for a review). Specifically, for this monograph the researcher selected nine studies made in seven Colombian universities to show the importance of using ICTs in English classrooms with future English teachers. Some details about the nine main sources are discussed below.

The study "*Descripción del uso pedagógico de herramientas tecnológicas provistas por la Pontificia Universidad Javeriana en la comunidad académica de la Licenciatura en Lenguas Modernas en la enseñanza y aprendizaje de una lengua extranjera (Inglés-Francés)*" described the process of 186 students that used different ICTs tools in their English and French classes during two semesters. The authors found that ICTs facilitate the language learning process by providing pertinent material and realistic context for students (Angulo & Guatibonza, 2008).

Alternatively, the study "*Intercambios lingüísticos, mediados por el correo electrónico, entre estudiantes nativos y no nativos: efectos sobre la competencia comunicativa del no nativo*" from Pontificia Universidad Javeriana found that it is very important to create online and international communities to give students the opportunity to be in contact with the language in other contexts different from academic as well as the cultural exchanges between students. Sample size was not specified in this study (González, 2002).

Likewise, the "*Videoconferencia en la enseñanza de lenguas extranjeras: proyecto de intercambio virtual: Lengua y Cultura a través de Nuevas Tecnologías*" from Universidad del Norte in Colombia and Dennison University in the USA, worked on a project with 32 students (16 from each university) during two months to track their learning process and the impact of the use of different ICTs tools, especially webconference. Authors found that an increased student motivation as the greatest benefit resulting from the implementation of this teaching strategy (Rey, Rosado, Ballesteros, Jaramillo Zuluaga & Johnson, 2004).

Moreover, "*Mediación tecnológica para desarrollar la competencia didáctica de futuros docentes de inglés como lengua extranjera*" from Universidad Distrital Francisco José de Caldas is a study made with 77 future English teachers. The objective was to test a software created with the purpose of acquiring didactic competence to teach English throughout virtual environments. The authors found that this tool provided user with a more stimulating setting for self-reflection, promoting autonomy and critical thinking (Hernandez, Rodríguez, Quintero & Ramos, 2008).

"*Impacto de un curso mediado por la Web 2.0 en el desarrollo profesional de un grupo de futuros docentes de inglés*" from Universidad Pedagógica Nacional worked with 18 students during three months in a project that established the efficiency of podcasts, blog and other technological tools in the professional development of training teachers. In summary, those tools promoted a more active attitude towards learning where the student is no longer a passive recipient of information, but assumes the main role in the construction of knowledge (Arias, 2012).

"*Incidencia de las tic en el desarrollo de la autonomía para el aprendizaje del inglés en la Universidad de San Buenaventura – Seccional Cartagena*" shows that ICTs can bear a great influence in the development of students' autonomy in language learning process due to the fact that 27 students participated in an online course created specifically for this research and they indeed improved their English level and develop an autonomous learning (Quiroz, 2012).

An additional study "The use of new technologies among in-service Colombian ELT teachers" from Universidad de La Sabana, reported that a group of 27 students felt comfortable using ICTs. The main benefit, as described by the students, was and that the diversity of methodologies associated with the use of ICTs helped them to enhance their English level (e.g. improving pronunciation and fluency) (McDougald, 2013).

The Virtual Forum as an Alternative Way to Enhance Foreign Language Learning Profile Issues in Teachers` Professional Development from Universidad Nacional de Colombia studied the language learning process of two groups of students during an academic year in which they had to practice English by means of writing in a forum about different topics. The authors found that forums can motivate students to write and to acquire new vocabulary and to improve grammar structure (Clavijo, Hine & Quintero, 2008).

Finally, "*La adquisición de la competencia gramatical en inglés como lengua extranjera mediante el trabajo con blogging y microblogging por parte de un grupo de docentes en formación*" from Universidad Pedagógica Nacional de Colombia worked with 30 students that showed improvement on their English proficiency thanks to the use of different technologies. Specifically, the greatest benefits documented in this study included the opportunity to receive

and provide feedback for/from other classmates, as well as the fact that all communication was conducted in English, so that the language becomes a tool instead of an occasional study subject (Arias, 2013).

Those studies are important because they provide information about the necessity of knowing and using ICTs in foreign language classrooms to provide future language teachers with different classroom strategies to improve their own language level.

INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTs)

"Information and communication technology (ICT) refers to technologies that provide access to information through telecommunications. This includes the internet, wireless networks, cell phones, and other communication mediums" (techterms.com). Other examples of those technologies are television, computers and some technological tools like blogs, emails, and databases among others.

Those technological resources have specific characteristic, but the most important is flexibility because they may be updated constantly according to the needs of individuals, and they can be used anytime, anywhere (Castell, 2014). That is an advantage because access to information is practical and easy. In this way, people from around the world can be updated about the problems or social events celebrated in other countries. It makes the world unified by the process of using ICTs in everyday activities.

The use of internet is considered as a basic competence and a great tool that facilitates communication, access to information, and promotes cultural exchange in the digital literacy. (UNESCO). The development of technologies of information and communication has marked a considerable change in different aspects of life such as: personal, communicative, familiar, social, economic, politic, cultural and certainly educational.

Specifically, on a personal context, internet has become a need for many people. In nearly every recreational activity there are electronic devices involved, increasing the need to be connected everywhere (Holguín & Ochoa, 2013). This phenomenon might cause lack of privacy, as people want to communicate and share even the most minimal detail of their lives. It may be good to inform others about important life events, but it can also be problematic because children and teenagers are less experienced handling the problematic and dangerous aspects of the web, which can result in safety concerns.

In the social aspect, internet has changed the way in which people see the world. The concept of communication and social interaction have been transformed with the creation of social networks because nowadays it is no longer necessary to mobilize great distances in order to meet people or contact old friends, most of the them are always online anyway. Internet access constitutes one mechanism through which people can access virtual communities where they can establish friendships with people they would not meet otherwise. Furthermore, thanks to internet, people have the opportunity to know different cultures around the world by videos or documentaries that describe other countries and their habits.

Even if people are not looking for information it is easy to receive advertisements or to find job offers thanks to those websites where entrepreneurs publish their enterprises' needs in relation to employees. If information is useful for a specific user, then this is an example of effective communication. However, the great volume and considerable variability of information available online can also confuse people or annoy people. For example, in social networks such as Facebook, it is common to find videos of accidents or people and animals suffering abuse, and not everyone is prepared to receive that type of information.

Even if ICTs have many advantages, there are disadvantages as well. Sometimes is information is not reliable (Castells, 2014) and people may transmit wrong information to others. Another important disadvantage is that people may create dependence to the internet, social networks or video games; people in restaurants, movie theaters or museums are constantly chatting with friends online while ignoring those who are present. Furthermore, there are a lot of junk and obscene sites which are often visible to minors. For adults this is a problem because they are not always watching what children or teenagers are doing, in which case they have very limited control over the sites accessed by them.

About disadvantages Garcia-Murillo (2003) refers to the exclusion of developing countries that do not have the same opportunities because their internet access is limited. Therefore, there are great differences between rich and poor and between illiterate people and those who have a high level of education. That is why it is necessary to create politics to promote equality in those aspects; governors have the power to include low-income people in their projects to facilitate their access to the advantages of information and communication technologies. (Garcia-Murillo: 2003).

Implications of ICTs on education

The Colombian General Law of Education (1994) states education as a right for everyone regardless their limitations: "children, young, adults, peasants, ethnic groups, people with physical, mental and sensory limitations, with exceptional abilities, and people requiring social rehabilitation" (Ley General de Educación 115, 1994 found in De Piñeres & Moreno 2013).

New technologies help educators and administrators to work towards this goal because they offer everyone the opportunity to study, acting as a mechanism of social inclusion. Technology has such an influence on education that now it is possible to get a degree online. People everywhere have the opportunity to register in a program and post their papers and homework online. Virtual education has opened the doors of knowledge to many people who were not able to enroll on a regular program given personal or work-related limitations.

Besides virtual education, in face to face environments the changes are evident because there are many benefits. Both teachers and students can play new roles in classrooms where ICTs are used, due to the fact that computers allow teachers to adapt different materials according to students' needs and wishes and the activities are centered in students. Following Korkut's words (2012) ICTs serve not only to be a simple additional means but they are indispensable in the modern and contemporary learning environment.

However, according to Svensson (2008) found in Kullberg (2011) the implementation of ICTs in the classroom is not easy; it demands specific skills from the teachers. Since teachers are the guide of the process they must be trained in the best way to use ICTs in the classroom. Nonetheless, some of them face the ICTs with apathy and are not willing to try them. Besides, there are some teachers that do not handle technological resources efficiently so they think

students will use them better than they do, so they prefer avoiding this embarrassing situation and continue with their traditional methods (Svensson, 2008 found in Kullberg 2011). Before implementing them in the classroom, teachers should also try ICTs materials to see the real effect. The effects of ICTs are not automatically positive, therefore it is necessary that teachers have a real pedagogical objective and adapt materials according to those objectives. (Korkut 2012)

The Ministry of National Education (MEN in Spanish) and the Ministry of Information and Communication Technologies (MINTIC) in Colombia know those benefits and those needs; so they are working to allow students to take advantages of all resources found on internet. For example, the Colombian National Plan of Information and Communication Technologies (2008) established the need of implement the use of ICTs in the classroom, especially in High Schools and in Higher Education.

The objectives of this plan include:

- To help in the construction of a technological infrastructure of quality: that is why the Ministry of National Education (MEN) has a program to give technological materials and connectivity to different publics schools in the country to facilitate the access to internet.

- To develop contents of quality by the use of the educative portal "Colombia Aprende", a website where teachers have the opportunity to share materials, building knowledge for the educational community.

- To promote the use of information and communication technologies: for that reason there is a program for teachers' training in the use of ICTs for educational purposes. (Ministerio de TIC 2008).

Those statements have promoted the integration of ICTs in teaching and learning process in some Colombian schools in Colombia, but there are still some socio-economic limitations concentrated in the rural and low-income sectors of society. For example, some regions of the country have limited to none access to electricity, computers, and/or internet. Such is the case of the Colombian Pacific, where many towns have only a few hours of electricity a day and there is only a Vive Digital point with a few computers. According to Colombia Digital (2013) there are 9.415 educational institutions in the Pacific Region, 3.333 (35,4 %) of which do not have computers. That means that the access to internet and ICTs tools is not always possible in Colombia.

Despite those problems, the positive effects of ICTs in education are visible in the institutions where it is possible to use them, because there is variety of approaches and new pedagogical strategies that may be implemented.

TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE

English is considered the global language because of its widespread use in many countries, in contexts as diverse as business, academia, politics, and learning, among others. It is used as the mother tongue in many countries and as a second, or foreign, language around the globe (Viatonu & Kayode, 2012). Many countries have stablished politics to promote English leaning and teaching in all educational institutions. In Colombia, for example, learning a foreign language as reported by the Ministry of Education is not only a possibility but also a need. As stated in the Ley General de Educación (1994), educational institutions should offer the

instruction in a foreign language with the objective to promote the cultural exchange and better opportunities in their future (Ley General de Educación 115, 1994).

To fulfill this commitment, the educative sector in Colombia is in the process of transitioning to different programs that have been developed to improve the quality of education in the country. For example, with the National Program of Bilingualism (NBP 2004), the government and the Ministry of Education wanted to improve education system and to give students a better formation. This program is oriented towards providing students with different tools to respond to society's new requirements, having citizens able to communicate in English, which moves the country into the global economy (Colombia, Ministerio de Educación Nacional —MEN— 2006).

According to information found in the National System of Information of Higher Education (SNIES in Spanish) in Colombia there are 51 universities offering 59 undergraduate and 3 graduate programs of English as a foreign language; 10 of those programs occur in a virtual environment and the rest occur in a face to face environment. No data about formation in ICTs could be found for 6 universities. Additionally 16 universities did not include any class about ICTs on the study plan. In contrast, only 3 universities offer 3 or more courses related to technology in education. The rest just offer one or two courses at the beginning or/and the end of the career (SNIES). Specific details can be found in the Appendix section.

However, it is not enough to establish rules, it is also necessary to set the proper conditions and to be prepared for the implementation of strategies, which is not always easy. Miranda & Echeverry (2011) reflected about the importance of the NBP implementation and wondered whether it was an opportunity or an imposition for teachers and students. They also highlighted the fact that in Colombian public schools teachers' English level is not very good

and classes are taught almost exclusively in Spanish. With this setting, students do not learn English very well as they only listen to their teacher speaking in Spanish so the learning is not long lasting (Miranda & Echeverry 2011).

Miranda's and Echeverry's research (2011) also found that students' motivation to learn English is weak, as the NBP was created thinking about the country's needs but students' needs, motivations and wishes were not taken into consideration. Therefore, teachers have to look for extrinsic motivation and that impairs students' and teachers' autonomy and creativity.

Nevertheless, it is possible to say that many teachers in Colombia understand that the purpose of language teaching is to enhance the human and social development of students and their broader community instead to memorize grammar rules and vocabulary (Warschauer, 2004). Those teachers pay attention to the activities they propose to students, they look for new ways to teach English and new resources that enable their students to be more confident in their learning process.

THE USE OF ICTs IN ENGLISH LEARNING AND TEACHING

The use of information and communication technologies (ICTs) has transformed the process of learning and teaching English as both English and ICTs give students different skills to participate in the information society (Warschauer, 2004). That is why the use of ICTs in English language teaching is an important topic to be focused on, because English and ICTs have become essential in education. This point was illustrated by Viatonu and Kayode (2012) when they stated: "The use of information and communication technology (ICT) cannot be underestimated in language teaching and learning process because emerging technologies make

it pertinent and practical" (Viatonu & Kayode, 2012). English teaching activities mediated by ICTs tools may attract students and also help teacher to take advantage of existing material for their classes and to look for useful information which they can later incorporate into their classes.

Currently, technology is a teaching tool commonly used in the instruction of English as a foreign language for all sorts of specific language learning activities (Rhodes, 2004), mostly to support oral skills. Nonetheless, there are many activities that teachers may use to encourage students in their English learning process and to help them to be more confident. So, it is possible to say that the internet can be a rich source of authentic material to practice listening and speaking by podcast, videos, songs and programs for students' voice registration. (Pim, 2013). That helps learners to acquire a correct pronunciation and to learn new vocabulary. For reading and writing skills development teachers may look for real scenarios in which students not only play online but in which they do meaningful activities such as oral presentations or specific tasks like writing postcards or friendly emails.

Teachers have to look critically at different combinations of language teaching and information technology (Svensson, 2008 found in Kullberg 2011) in order to help students in their learning process, giving them different tools to communicate efficiently, promoting long-term comprehension of concepts, and avoiding modern illiteracy (Fernandez 2006; Warschauer 2004), because even if people can read and write, if they do not know how to use a computer or they cannot express themselves in English they will be considered illiterate by the standards of modern society.

The use and implementation of information and communication technologies has to be included in all programs of teachers' formation. That means that it is necessary to train future teachers to have ICTs proficiency (UNESCO (2004). They need to learn how to use them in their

classes in a practical and pedagogical way. Therefore, it is not enough to use them only in a course; they have to be in contact with ICTs during all their formation because they will be teaching it later to their future students.

Thinking about the need of facilitating students with meaningful tools during their formation, a group of 10 Colombian universities (G10) created a virtual community in order to reflect about the importance of increasing the quality of Higher Education. In 2003 they worked on the use of ICTs in the learning and teaching process in virtual and in face-to-face environments as a tool to provide new strategies to help students and teachers to be updated in the 21st Century society.

The biggest issues they are concerned about are pedagogical factors and teachers' training because teachers are the principal instrument in the implementation process. In an attempt to provide solutions to those issues, they created several training programs for teachers, which is helpful not only for teachers, but for administrators as well. The G10 is still working on teachers' formation and they recommend including ICTs courses in every undergraduate and postgraduate program so all new professionals can develop the habit of being in contact with technology (Rodriguez et al., 2004).

There is a growing body of research related to the use of ICT when teaching English as a foreign language. There is evidence of a positive impact in primary, media and high education when students have the opportunity to explore and construct their own language development because technology helps learners to assimilate and understand concepts (Pim, 2013). In Colombia for example, there are some researches that analyzed the use of ICTs in English language teaching in different learning levels as preschool, primary, secondary and higher education. Those investigations have had an optimistic, uncritical view of technology,

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celebrating the use of ICT for media production inside and outside the classroom. Considering this as well as the new trends about the use and implementation of information and communication technologies, many teachers from different institutions in Colombia have been motivated to test and to prepare their classes using the Web 2.0 tools in the classroom.

In some English classrooms there are teachers working hard to help students to practice English through the use of new technologies. For example, they create online material to facilitate the students' language learning and they adapt existing material to their students' needs and wishes and promote awareness about other cultures. That is the case of different teachers of B.A. Program of English as a foreign language from different universities in Colombia that started using technological resources inside and outside the classroom to provide students variety of materials to practice and learn English. Those teachers use different materials found on Internet to work on a specific skill they want their students to practice and to improve; and for each skill there are different websites or activities they use as follows:

Listening: videos, songs, podcast, phone calls, radio, TV programs, online games

Reading: blog, microblogging, forum, eBook, online magazines

Speaking: video makers, VoiceThread, vokis, skype, webconferences, phone calls, audacity, self-recordings,

Writing: blog, microblogging, chat, forum, journal, portfolio, facebook, word processor, power point presentations, prezi, Hot potatoes, wikis, Webquests,

Grammar: activities in virtual platform as Moodle and others, online activities, Quizlet, Hot potatoes, online games,

Vocabulary: karaoke, Hot potatoes, online games

Pronunciation: online phonetics dictionary, songs, videos, karaoke, online games

ICTs have been used constantly in ELT because they are considered as a tool that opens a door to English speaking countries and they help teachers to include in their classrooms a higher variety of resources which contribute to motivate and stimulate students inside the communicative approach of English (Carreteros, 2005).

In fact, González (2002) and Rey et al., (2003) found that at Pontificia Universidad Javeriana and Universidad del Norte there are teachers constantly looking for web sites in which they can find didactic activities. They also create or adapt material in order to motivate students in their learning. Besides motivation, they are also looking for meaningful learning; they want to students to be part of their learning construction. For those reasons they created a virtual community with universities from English and French speaking countries to expose their students to real communicative contexts, which provides them with a better language and culture understanding.

The use of ICTs improves English Language learning and increases learners' experience; it allows students to be more autonomous in their learning process and enhances learners' interaction (Samuel 2006). According to Quiroz (2012), who had as principal objective to know the influence of ICTs in the development of learners' autonomy, found that students are more independent when developing activities in Moodle platform. Recent investigations showed that the benefits of using technologies in English classrooms are not restricted to students but also affect teachers. Some teachers confirmed that they may also take advantage from ICTs because their teaching strategies are more interactive and students are growing up in autonomy and motivation in the classroom. They realized students pay more attention when classroom activities

are interactive and supported by the use of ICTs (Arias, 2012; Arias, 2013; Clavijo et al., 2008; Hernández et al., 2008; McDougald, 2013).

However, the use of technologies is not always successful. There are teachers who do not know how to use a computer or only use them to listen to a song or watch a video (Angulo & Guatibonza, 2008). Therefore, there are not specific pedagogical goals, which results in a waste of time because students are not meaningfully implicated in the activities, so that the activity produces the opposite effect. In this way it can be said that for the implementation of information and communication technology in the classroom three factors are needed, including pedagogical, organizational, and technological (Poveda, 2011). The first one referring to the positive effect teachers want to have in learning process; the second one relating to the strategies needed to implement and to adopt the change; and the last one pertaining to the technological instruments (e.g. computers and software) that universities should have to assure a good implementation process.

CHAPTER III

METHODOLOGY

Approach

A documentary research is a reflexive process, in which the researcher analyses information from different sources about a specific topic (Ahmed, 2010). This monograph is classified in a documentary research due to the fact that it is a written document in which the researcher show information taken from secondary sources, found online, and it is the result of the analysis of previous investigative efforts about the influences of the use of information and communication technologies (ICTs) in the English teaching and learning process.

Also, it is a descriptive research with a hermeneutic approach focused in texts in relation to a scholar context giving a general idea of the students' and teachers' experiences when using ICTs tools in their English classes. In this monograph the researcher describes the impact of using ICTs in English classes. This includes measuring the benefits, limitations and frequency of ICTs' use. The monograph uses a combination of qualitative and quantitative approaches because the researcher shows quantitative results, calculated from qualitative data, such as the frequency of ICTs' use in ELT and the benefits of the use of ICTs in ELT.

Procedures

The process for this monograph included five main steps as follows:

1. Choosing a topic or research question and delimitation of population and sample: the first step for a research is to select an interesting topic to carry out a study; it is also important to

choose a specific population to develop the research and to select the sample that is the real object of the study.

A. Research question: How the learning of English is being influenced by the use of Information and Communication Technologies (ICTs) in students of B.A. Program of English as a foreign language in Colombian universities?

B. Population and sample: this research looked to establishing the influence and benefits of the use of ICTs in English language teaching and learning in undergraduate students of B. A. Program of English as a foreign language. So, the population for this research refers to students taking an undergraduate program of English as a foreign language in Colombia. The researcher selected nine studies from seven universities in Colombia, to analyze the experiences that students and teachers had when implementing ICTs in English language teaching and learning. That means that the sample for this research refers to the approximately 380 students from these seven universities taking an undergraduate program of English as a foreign language who participated in activities to collect data in those nine studies.

2. Data collection: this part of the process refers to the selection of instruments necessary to provide information to develop the study.

Instruments

The instruments for this monograph include the documents that have been found, organized, read and analyzed to determine the influence of the use of ICTs in English classrooms to develop and practice English language learning.

These documents were taken from different published undergraduate theses, master's theses or from universities' magazines. Other information selected was published on official websites

controlled by the Ministry of National Education or different academic websites sharing

information about the research topics in question. Overall, the documents were selected taking

into account specifics characteristics:

-**Topic:** documents are relating to the impact of ICTs in the society; the necessity of

study English as a foreign language and the influence of the use of information and

communication technologies in the English language teaching and learning process.

-Date of publication: documents published between the years 2000 and 2015. The

rationale for this is that starting from the year 2000, technology became more interactive

and impacted many spheres of society, including education.

3. Data processing: for this step it was necessary to categorize the documents. This was done to

have a better vision of the context in which the researcher wanted to work on. Then, the

researcher summarized the information to highlight the most important aspects.

A. Categorizing information: a total of 9 documents, related to studies conducted in

Colombian universities, were found in relation to the selected topics, so they were categorized by

sector (4 public, 5 private) and year of publication (from the newest to the oldest). Those

categorizations helped the researcher to put the implementation of ICTs in ELT in context and to

realize that the use of ICTs is a topic studied by many researchers.

Other documents were necessary to consult details of public policies in Colombia regarding the

implementation of ICTs in education and the combination of ICTs in ELT. They allowed the

researcher to know the different programs offering support to English teachers and the

importance of continuing working on that topic.

B. Summarizing information: reading and summarizing documents gave the researcher the opportunity to select interesting information from each document and to focus on it.

4. Data analysis and interpretation: the researcher analyzed the information found. This analysis was based on the research question and the objectives.

The analysis provided the researcher with the necessary information to evaluate the influence of ICTs in ELT in undergraduate students of B.A. Program of English as a foreign language, including the benefits found in this implementation and the difficulties as well. The results also highlighted the most used technological tools by those students and allowed to determine the improvements of English skills thanks to the use of ICTs. Those aspects will be developed in the following chapter.

5. Illustrate results and construct conclusions: the last step of this monograph was the illustration of results thanks to the contribution of descriptive statistic that allowed the researcher to visually represent the results found. Finally, the construction of conclusions allowed the researcher to reflect about the necessity of updating teaching practices according to the most recent findings.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

Impact of the use of Information and Communication Technologies (ICTs) in English

Language Teaching

Information and communication technologies have impacted educational context, and

more specifically in the English language teaching and learning process, with the new Web 2.0

tools that provide many ways to accede to information and to adapt online materials to specific

needs and objectives in different English levels.

Angulo & Guatibonza (2008) and González (2002) found some positive impacts in

students from the Pontificia Universidad Javeriana such as the facility to accede to information,

the variability in teachers' methodology, and the increase in the amount of information that

facilitates English learning. In this same scenario, Hernández et al., (2008) and Quiroz (2012)

created a specific online courses for face-to-face students from Universidad Distrital and

Universidad San Buenaventura (Cartagena) in order to help them in the English practice inside

and outside the classroom; finding that an impact of ICT in students' autonomy, responsibility

and self-learning, reflective thinking besides language improvement.

Additionally, Arias (2012, 2013) from Universidad Pedagógica Nacional questioned the

positive aspects like the technology proficiency because many students used ICT only as a way

to communicate by social networks but not in an educational context. Nonetheless, ICTs

facilitate students' interactivity and motivate them to work on different grammar points and

improve language learning. She also found that ICTs help teachers to have new teaching strategies and an easy way to assess and evaluate students.

Additionally, the benefits in the implementation of ICTs in English classroom include the improvement of cultural exchange between international and Colombian students, the promotion of collaborative work between students and teachers, the increased flexibility for students who have difficulties to attend the face-to-face courses (Clavijo et al., 2008; McDougald, 2013; Rey et al., 2003).

As it can be observed in Figure 1, which summarizes information found in the nine main references, studies found that the most common benefits of using ICTs in the classroom is the improvement of language proficiency. Most of them related to the fact that ICTs help to increase communication skills; that means that technology is a really helpful tool to increase English language learning. It is also possible to see that learners' autonomy and motivation were recorded as a result of the use of ICTs in many of the studies reviewed here, probably due to the fact that many of the students are young and prefer different a way to learn a language as the use of games, videos or other online activities. Another frequent benefit is the adaptability of methodology as teachers find different online resources that can be adapted according to students' and teachers' interests.

Conversely, there are also negative aspects in the use of technology in the classroom. For example, teachers who prepare all their courses with online material rely on an efficient internet connection and consequently are affected by technical problems. In this way, teachers cannot do the activities they prepared and they have to improvise, so the course development is not so

interesting (Clavijo et al., 2008). An additional negative aspect is the fact that some teachers do not provide sufficient directions about what students have to do (McDougald, 2013).

Technological tools used in ELT

There are many technological tools that teachers and students can use to practice and improve English language learning. The Internet offers a variety of websites where all people can accede without paying, or alternatively, registration might be necessary but access is free (McDougald, 2013). So, it is possible to say that practicing and improving English online is easy, it is just necessary to have Internet connection and to know how to use an electronic device.

Even if all of Web 2.0 tools can help teachers and students in the learning and teaching process, studies often focused only on one or some of them according to their needs or in order to test the effectiveness of a tool in a specific activity or skill. For example González (2002) and Arias (2012, 2013) focused their studies on reading and writing skills, so they used blogs, microblogging, email and portfolios because those tools provide students different strategies to improve grammar structure and to acquire new vocabulary as they also help to communicate with others in a written context showing performance and self-confidence. In those investigations, other tools such as Power Point presentations or slideshare were used, but not with the same intensity because they did not relate to the main objective of the research.

Figure 1.

Frequency of benefits associated with the use of ICTs in ELT
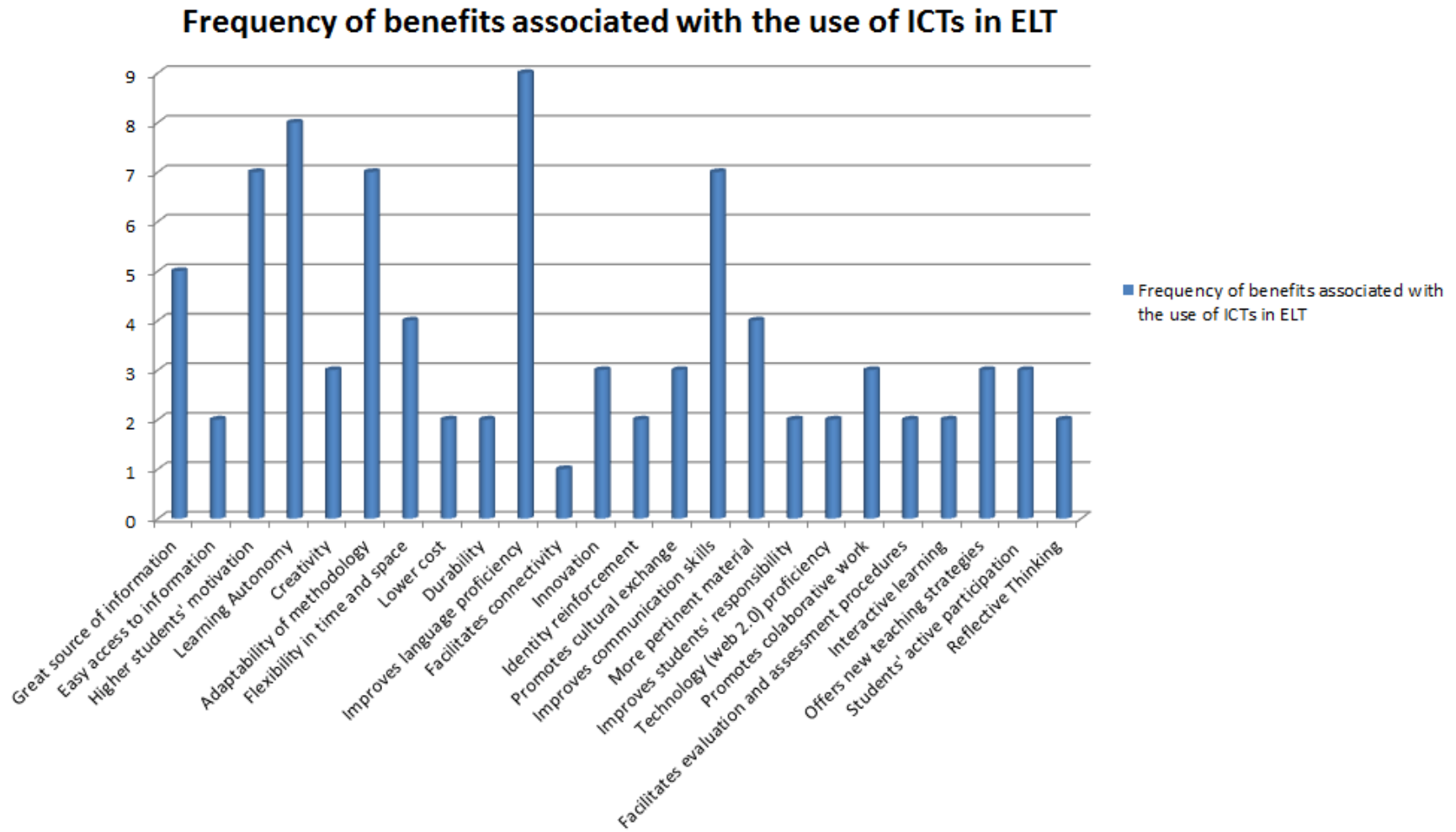
Those who wanted to focus their research on listening and speaking as Quiroz (2012) and Rey et al., (2003), used other Web 2.0 tools as web conferences by skype, voicethread, vokis, podcasts, cellphones, audacity and other websites allowing students to record their voice or talk with other people in the target language.

Lastly, Angulo & Guatibonza (2008), Clavijo et al. (2008), Hernández et al. (2008) and McDougald (2013) used several technological tools to provide students different ways and chances to practice English in different context with different kind of activities.

All researchers used more than one tool to achieve their objectives and to test students' proficiency in English. In the following figure (2) it is possible to observe the frequency of the use of every technological tool in the researches. As it can be seen the most frequent technological tools in those researchers were blogs, emails and podcasts; then, microblogging and different webpages. That shows that speaking was not one of the most important skills to improve on those studies. The figure also shows that webquests were not used in any research.

Figure 2.

Frequency of ICTs' use in ELT
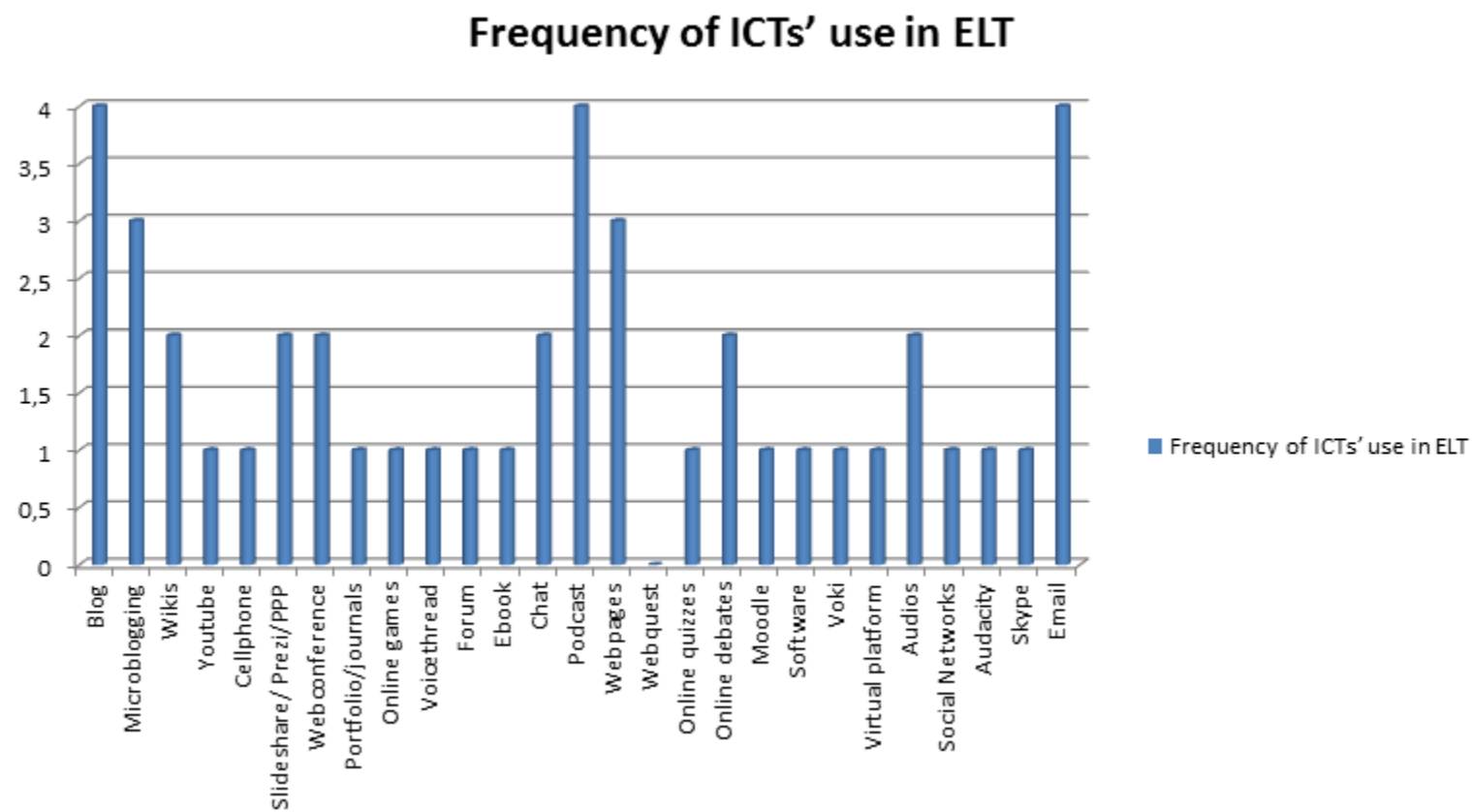
CHAPTER V

DISCUSSION

Impact of the use of ICTs in ELT

This monograph presents a variety of information found in different documents that were analyzed by the researcher in order to identify the most important points in relation to the implementation of new technologies in the classroom. An important factor to remark is the number of studies that were carried out about this specific topic showing its necessity and pertinence in the 21st century.

Another factor is the interest that educational administrators show in relation to this topic; the Ministry of National Education and the Ministry of TIC in Colombia have stated rules to implement the ICTs in all educational levels. These two agencies are working together to facilitate the access to Internet and ICTs tools in educational institutions. Most of the studies took into account the references of the National Program of Bilingualism and the National Program of TICs giving meaningful information about those programs because as national institutions they are expected to implement the ICTs in all programs. The report from UNESCO and its suggestion to guarantee Internet access in higher education institution was also common in the sources reviewed for the current study.

Additionally, a common objective in the reviewed investigations was to know the way in which it is possible to improve English language level in students from programs of English as a foreign language. For that reason the G10 is working on the creation of different programs for students and teachers from the 10 universities to train them in the technology world and to

facilitate the teaching and learning process. From this perspective, the use of ICTs in ELT is oriented to create new teaching strategies that allow future English teachers to develop an interactive, creative and autonomous learning giving them different opportunities to use technology in a pedagogical way.

According to results it is possible to say that there are several benefits of using ICTs in ELT and every study found one or more advantages of that usage. The most important benefit was undoubtedly the improvement of language proficiency because students were able to follow instructions given to them to achieve specific objectives and because teachers had a clear linguistic, pedagogical and technological objective to provide students with meaningful activities to produce meaningful learning.

Learning autonomy was commonly recorded as the second most common benefit to the use of ICTs, showing that many activities proposed by teachers were focused on independent study in which students had to do different tasks autonomously to then send them to their tutor. Those tasks were done inside the classroom to confirm the presence of each student and to avoid usurpation chances.

Besides language proficiency and autonomy, there were students' motivation, adaptability of methodology and the improvement of communication skills. Those are very important factors and they are strongly related because teachers recognized the necessity of having motivated students in their classrooms, so they created new material or adapted created material to variate methodology and in this way facilitate interaction between students.

On the other hand, with the use of ICTs there are also some barriers for learning and comprehension of English. Clavijo et al. (2008) and McDougald (2013) found problems in the implementation of ICTs in English classroom in relation to technical problems, more specifically

reduced access to Internet, broken links and lack of clarity in the instruction. According to Jurich (2011), some of those problems are caused by the teachers' lack of familiarity with Web 2.0 tools, they may try to used them but sometimes they do not have previous experience and the effect is not the best; it may also be because some teachers forget that technology is only a tool and do not prepare the course adequately (Jurich, 2011).

If those situations are occasional it is not a big problem but what about isolated regions where Internet access is very limited and sometimes is no constant or reliable service of electricity? For teachers and students living in those regions the implementation of ICTs in English classrooms is more difficult. This should be taken into consideration when setting up national goals in the education sector. Improved facilities should be accompanied by strategies to improve the socio-economic conditions of many underprivileged communities in Colombia.

Additionally, universities in Colombia might need a policy of tutoring and accompaniment to help them in the construction of new virtual programs for future English teachers to provide them the necessary tools to respond to their future learners' needs. Some universities also need more technological infrastructure, it will be necessary that governors provide them more economic resources to improve the access to information and thus education.

According to data found in SNIES there are few universities offering a program where future teachers have a deep formation in the use of ICTs in language teaching, which means that it is necessary to reflect upon the creation of new courses that prepare teachers in for the use of ICTs in the classroom.

Technological tools used in ELT

There are three technological tools that researchers used more often for their pedagogical activities: email, blog and podcast. Email and blogs were used to give students the possibility to practice reading, writing, and grammar. The use of those technological tools not only facilitated that students enhanced their English language level, but also allowed them to improve their vocabulary. In contrast, podcasts were used in the researches to practice listening and pronunciation because it is a practical tool to work on phonetic.

The above information proves that it is necessary to know the function of tools in order to use them adequately. It is not useful to use ICTs indistinctly, because the learning objectives for each ability might not be achieved. For example if teachers want to practice speaking they should use webconference or recording tools instead of slidesharing or ebooks.

The results also proved the importance of teachers' tutoring in the use of technology in language learning because even if learners are engaged and motivated, they might not be able to identify the kind of activities that they can use to improve a specific language skill on their own. In this way, technology does not replace teachers because they understand and know students' needs and can prepare activities with pedagogical objectives to respond to those needs. Computers mere presence is not enough to motivate learners especially for those who have a continuous contact with ICTs tools outside the classroom. In order to maintain high students' motivation it is necessary that teachers show them tan technology may be used for very specific purposes (Claro, 2010)

The use ICTs in ELT has evolved through the years and this evolution shows that it is a difficult but productive task. Studies showed that the task is not finished; there are still some aspects to work on like the implementation of teachers' training in pedagogical aspects. For

example, only in one of the investigations consulted here investigators wanted to help future

teachers to analyze critically and pedagogically the online activities they found. English courses

mediated by technology may evolve forward pedagogical practices centered in students because

they may learn to express themselves in the target language and they can find a voice with

international communities they have the opportunity to create thanks to activities proposed by

teachers (Korkut, 2012).

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

According to the results it is possible to say that ICTs influence the English learning and teaching process mostly because students and teachers have to play a different role from traditional education system.

While in traditional education teachers play a very important role as the center of the classroom, with the use of ICTs, activities are centered on the students centered and this means they can participate in the construction of their learning experiences.

Results showed that the most used technological tools by undergraduate students and teachers were blogs, emails and podcasts followed by microblogging and different websites used to help students in their English improvement.

The most important benefits associated with the use of ICTs in ELT were improved language proficiency, increased learners' autonomy and higher motivation giving them strategies to improve communication skills. Another benefit is the possibility to adapt methodology for different purposes as teachers have variety of material to use them thinking in their students' need and wishes.

English language level can be improved by the use of ICTs thanks to the variety of resources people can find online to practice every language skill like listening, reading, speaking, writing, grammar structure, phonetic and vocabulary.

There is no doubt that ICTs used in English classroom has positive effects but it depends on the way teachers use them to allow student to have a meaningful learning.

Computers and new technologies can help teachers and students to facilitate learning and teaching process but they cannot replace teachers' pedagogical functions.

It is not possible to say that ICTs can resolve all educational problems, but if teachers and students know how to take advantage of these resources the quality of education can be improved.

Recommendations

English as a foreign language programs should include several courses about ICTs in the study plan to provide students with as much materials as possible in order to construct a portfolio and be prepared for their future teaching practices.

Teachers need to test resources (e.g. websites) before telling students to go online to do an activity. This is very important because they have to know the kind of information that is given there and what type of activity and skills student can practice. It teachers do that, learners may profit more from ICTs and their learning can be more meaningful.

Universities should encourage teachers by providing them with the necessary tools to benefit from the use ICTs. Teachers should be formed in technology so they can use and/or adapt material with specific pedagogical objectives in mind.

Universities should create international virtual communities like those of Universidad de la Sabana and Universidad del Norte to promote interaction with native speakers and to allow that students improve their English speaking level.

Universities need a ICTs committee which prepare different courses focused on the use of new technologies in order to facilitate future teachers a deep training throughout their career.

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Prevalence of formation in ICTs in Colombian undergraduate teaching programs

University	Program	Modality	Class Name	Semester
Corporación Universitaria Adventista - Unac	Licenciatura En Educación Básica Con Énfasis En Humanidades: Español E Inglés	Distancia (Tradicional)	Informática Tic Aplicada A La Educación Básica	1 10
Corporación Universitaria Del Caribe - Cecar	Licenciatura En Educación Básica Con Énfasis En Humanidades, Lengua Castellana E Inglés	Distancia (Tradicional)	Not found	
Corporación Universitaria Del Caribe - Cecar	Licenciatura En Educación Básica Con Énfasis En Humanidades, Lengua Castellana E Inglés	Presencial	Not found	

Corporación Universitaria Del Caribe – Cecar	Licenciatura En Inglés	Virtual	Not found	
Corporación Universitaria Lasallista	Licenciatura En Educación Básica Primaria Con Énfasis En Inglés Y En Francés	Presencial	Not found	
Corporación Universitaria Minuto De Dios - Uniminuto-	Licenciatura En Idioma Extranjero - Inglés	Presencial	Not found	
Corporación Universitaria Reformada - Cur -	Licenciatura En Educación Bilingüe- Español E Inglés	Presencial	Implementación De Tic En La Enseñanza De Las Lenguas	8
Fundación	Licenciatura En	Presencial	Not found	

Universitaria Colombo Internacional - Unicolombo	Educación Con Énfasis En Inglés			
Fundación Universitaria Luis Amigo Funlam	Licenciatura En Ingles	Presencial	Diseño De Programas Y Cursos De Inglés	
Fundación Universitaria Monserrate - Unimonserrate	Licenciatura En Educación Bilingüe: Énfasis En La Enseñanza Del Inglés Como Lengua Extranjera	Presencial	Informática Fundamentals Of Teaching Online	1 3
Institución Universitaria Colombo Americana - Unica	Licenciatura En Educación Bilingüe-Español-Ingles	Presencial	Informática Educativa	8

Pontificia Universidad Javeriana	Licenciatura En Lenguas Modernas	Presencial	Not found	
Unidad Central Del Valle Del Cauca	Licenciatura En Educación Básica Con Énfasis En Lenguas Extranjeras	Presencial	Tics Y Ambientes Virtuales De Aprendizaje	4
Unipanamericana - Fundación Universitaria Panamericana	Licenciatura En Inglés Y Bilingüismo	Presencial	Informática Básica	1
Universidad Antonio Nariño	Licenciatura En Educación Preescolar Con Énfasis En Ingles	Distancia (Tradicional)	Not found	
Universidad Antonio Nariño	Licenciatura En Lengua Castellana E Ingles	Presencial	Uso De Tics En Educación Entornos De Aprendizaje	3 5

			Virtual	
Universidad Católica De Oriente	Licenciatura En Lenguas Extranjeras	Presencial	Ntic Y Educación	1
Universidad Cooperativa De Colombia	Licenciatura En Lengua Castellana E Ingles	Presencial	Informática Educativa	1
Universidad De Antioquia	Licenciatura En Lenguas Extranjeras	Presencial	Las Tic En La Enseñanza Y Aprendizaje De Lenguas Extranjeras L2/L3	Electiv
Universidad De Caldas	Licenciatura En Lenguas Modernas	Presencial	Not found	
Universidad De Córdoba	Licenciatura En Educación Básica Con Énfasis En Humanidades-Inglés	Presencial	Materials Design for virtual environments	6
Universidad De	Licenciatura En Educación Básica Con	Presencial	Not found	

Cundinamarca-Udec	Énfasis En Humanidades: Lengua Castellana E Ingles			
Universidad De La Amazonia	Licenciatura En Inglés	Presencial	Not found	
Universidad De La Salle	Licenciatura En Lengua Castellana, Inglés Y Francés	Presencial	Not found	
Universidad De Manizales	Licenciatura En Educación Básica Con Énfasis En Inglés	Presencial	Informática Básica Technology And Education	1 5
Universidad De Manizales	Licenciatura En Educación Básica Con Énfasis En Inglés	Distancia (Tradicional)	Informática Básica Technology And Education	1 5
Universidad	Licenciatura En Ingles	Presencial	Computer Assisted	9

De Nariño	Y Francés		Language Learning	
Universidad De Nariño	Licenciatura En Educación Básica Con Énfasis En Humanidades, Lengua Castellana E Inglés	Presencial	Computer Assisted Language Learning	9
Universidad De Pamplona	Licenciatura En Lenguas Extranjeras: Inglés-Francés	Presencial	Informática Básica	4
Universidad De San Buenaventura	Licenciatura En Lengua Inglesa	Virtual	Not found	
Universidad De San Buenaventura	Licenciatura En Lenguas Modernas Con Énfasis En Inglés Y Francés	Presencial	Informática Y Software Educativo Redes y Mediaciones Pedagógicas	4 5

Universidad De Sucre	Licenciatura En Lenguas Extranjeras	Presencial	Alfabetización Digital	2
			Diseño De Aplicaciones Didácticas Virtuales I	7
			Diseño De Aplicaciones Didácticas Virtuales II	8
Universidad Del Atlántico	Licenciatura En Idiomas Extranjeros	Presencial	Not found	
Universidad Del Cauca	Licenciatura En Educación Básica Con Énfasis En Lengua Castellana E Inglés	Presencial	Not found	
Universidad Del Cauca	Licenciatura En Lenguas Modernas,	Presencial	Not found	

	Inglés Y Francés			
Universidad Del Quindío	Licenciatura En Lenguas Modernas	Presencial	Procesamiento De La Información Y Software Educativo	5
Universidad Del Tolima	Licenciatura En Inglés	Presencial	Usos Educativos Del Computador	3
			Ambientes Educativos Y Medios	4
			Software Educativo Específico	5
Universidad Del Valle	Licenciatura En Lenguas Extranjeras Inglés-Francés	Presencial	Not found	
Universidad Distrital- Francisco José De Caldas	Licenciatura En Educación Básica Con Énfasis En Inglés	Presencial	Materials And Media For Secondary School	8

Universidad El Bosque	Licenciatura En Educación Bilingüe Con Énfasis En La Enseñanza Del Inglés	Presencial	E-Learning	7
Universidad Icesi	Licenciatura En Enseñanza Del Inglés	Presencial	Entornos Culturales Y Tecnológicos	3
Universidad Incca De Colombia	Licenciatura En Humanidades, Lengua Castellana E Inglés	Presencial	Medios Interactivos Aplicados A La Enseñanza Del Inglés	7
Universidad Industrial De Santander	Licenciatura En Inglés	Presencial	Tecnologías Y Educación Medios Masivos De Comunicación	9 Electiv
Universidad La Gran	Licenciatura En Inglés	Presencial	Not found	

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Colombia				
Universidad Libre	Licenciatura En Educación Básica Con Énfasis En Humanidades E Idiomas	Presencial	Informática Básica	2
			Informática Aplicada	6
			Ntics	7
Universidad Libre	Licenciatura En Educación Básica Con Énfasis En Humanidades Y Lenguas	Presencial	Fundamentos De Informática	1
			Informática Aplicada	2
			Informática Educativa	5
			Aplicaciones Tecnológicas En El Énfasis	9
Unad	Licenciatura En Inglés Como Lengua Extranjera	Virtual	Technology In TEFL	4

			Material Design For Virtual Environments	7
Universidad Pedagógica Nacional	Licenciatura En Educación Básica Con Énfasis En Humanidades: Español E Inglés	Presencial	Recursos Didácticos Apoyados En Tic	9
Universidad Pedagógica Nacional	Licenciatura En Educación Básica Con Énfasis En Humanidades, Español Y Lenguas Extranjeras	Presencial	Recursos Didácticos Apoyados En Tic	9
Universidad Pedagógica Nacional	Enseñanza De Lenguas Extranjeras: Inglés Y Francés	Presencial	Not found	
Universidad Pedagógica Y Tecnológica De Colombia -	Licenciatura En Idiomas Modernos Español- Ingles	Presencial	Tics Y Ambientes De Aprendizaje	1

Uptc				
Universidad Pedagógica Y Tecnológica De Colombia - Uptc	Licenciatura En Lenguas Extranjeras	Presencial	Tics Y Ambientes De Aprendizaje	1
Universidad Pontificia Bolivariana	Licenciatura En Inglés - Español	Presencial	Not found	
Universidad Pontificia Bolivariana	Licenciatura En Inglés - Español	Distancia (Tradicional)	Not found	
Universidad Popular Del Cesar	Licenciatura En Lengua Castellana E Ingles	Presencial	Not found	
Universidad Santiago De Cali	Licenciatura En Lenguas Extranjeras Inglés - Francés	Presencial	Formación Tecnológica I	4

			Formación Tecnológica II	6
Universidad Santo Tomás	Licenciatura En Lengua Extranjera Inglés	Distancia (Tradicional)	Ambientes Virtuales	1
Universidad Surcolombiana	Licenciatura En Inglés	Presencial	Computer Assisted Language Learning	5
Universidad Tecnológica De Pereira - Utp	Licenciatura En Lengua Inglesa	Presencial	Diseño De Cursos Para La Educación Virtual	9
Universidad Tecnológica Del Choco- Diego Luis Córdoba	Licenciatura En Inglés Y Francés	Presencial	Not found	
Universidad de la Sabana	Maestría En Didáctica Del Inglés Con Énfasis En Ambientes	Presencial	Autonomy And Virtual Learning Environment	3

	De Aprendizaje Autónomo (Master In English Language Teaching- Autonomous Learning Environments)			
Universidad de la Sabana	Maestría En Didáctica Del Inglés Para El Aprendizaje Auto dirigido	Virtual	Autonomy And Virtual Learning Environment	3