



The use of information and communication technology among ELT students from the University of Quintana Roo.

*María Isabel Hernández Romero
Alfredo Marín Marín
Department of Language and Education
University of Quintana Roo*

Abstract

To date, information and communication technology has become an essential tool in students' academic development. Information management via ICT can be defined as the set of competences that allow individuals to access, analyze, and select effectively information and data in the process of knowledge construction. This paper is a report on the findings of a study conducted with 232 students, enrolled in the English Teaching undergraduate program at the University of Quintana Roo. The study set out to determine 1) if the students used ICT tools for academic purposes, 2) what ICT tools were used for information management, 3) how often these ICT tools were used by the students and 4) the functions of ICT used for information management. Data were collected through a 25-item semi-structured questionnaire for both quantitative and qualitative analyses, though more emphasis was made on the former. Hence, quantitative data were fed into the Statistical Package for the Social Sciences (SPSS) to report on the findings. The results showed that, in general, the participants seem to use ICT tools for academic purposes in a variety of types although some training may be necessary. In terms of frequency of use, some differences were observed among some tool types. Also, the participants reported using several functions offered by every single ICT tool. Finally, it can be suggested that this preliminary study will pave the way for further research in the area of knowledge construction.

1. Introduction

For the past several years educators have been using computers in the process of teaching and learning. Singhal (1997) indicated that computer technology and English as a Second Language are not strangers to one another. The discussion first centered on the use of the computer as word processors and in language laboratories, raising questions, such as, "should students use the computer for learning a language?". The basic premise behind this was that if behavior was modeled, and then reinforced, students would quickly learn the language in question.

The activities based on language laboratory were positive steps in linking technology and language education. As the learning experiences were developed,



the disadvantages were shown. It was soon recognized that such activities were both tedious and boring for learners. Furthermore, the amount of student-teacher, student-student interaction was minimal and individualized instruction was irrelevant. These factors joined together led to a shift towards the communicative approach in second language learning namely towards the acceptance of information and communication technologies as valuable tools for developing language students' skills. This huge change brought as consequences the need of finding out new teaching paradigms, ways of learning and researching about the corresponding methods, media and materials used in the teaching and learning process.

2. Background of the study

There may be different meanings for information and communications technologies (ICT) in education. Some definitions are focused on the computing and communications facilities and features that variously support teaching, learning and a range of activities in education. Other definitions are centered on the process from one practice to a new practice where the practice is characterized by “deep” use of ICT (Nyvang, n.d.).

The Association of College & Research Libraries in 1989 contributed in the ICT definition based on real needs and context in Education. ACRL determined when referring ICT literacy “students who master ICT skills early are better problem solvers, become more self-directed, and assume greater control over learning than students who are not ICT literate, but traditional library instruction falls short of reaching these goals” (Hardesty, Lovrich, & Mannon, 1982; Johnston & Webber, 2003).

Some authors as Bruce (1995) supported this paradigm and as he wrote the following regarding the theoretical foundations of ICT literacy: “The idea of information literacy, emerging with the advent of information technologies in the early 1970s, has grown, taken shape and strengthened to become recognized as the critical literacy for the twenty-first century. Sometimes interpreted as one of a



number of literacies, information literacy is also described as the overarching literacy essential for twenty-first century living”.

Based on the previous proposals, the National Higher Education Information and Communication Technology (ICT) Initiative, included some elements for enriching the definition of ICT for the 21st century, cognitive and technical skills with an ethical/legal understanding of information (International ICT Literacy Panel, 2002). Also the Educational Testing Service (2002) played an important role in defining and specifying ICT literacy skills. ETS proposed the following skills: digital technology, communication tools, networks to define, access, manage, integrate, evaluate and create information (Ruesta, 1999 & ETS, 2004, p. 2). Today, information literacy is inextricably associated with information practices and critical thinking in the information and communication technology (ICT) environment.

The authors agreed with the previous definitions and took them into account to provide a definition related to the purpose of this research paper. Thus *ICT tools for information management are the set of competences that allow individuals to access, analyze and select effectively both information and data in the process of knowledge construction.*

2.1 Studies on the use of ICT tools

The purpose of this research work was to determine the current use of ICT tools for information management among English Language Teaching students in an specific environment, a university located in Chetumal (Southeast of Quintana from): The University of Quintana Roo. The main goals were: learning if the students use tools for academic purposed, identification of ICT tools used for information management, the frequency use and ICT functions used for information management. The corresponding literature was reviewed following these criteria: Studies carried out in international environments and investigations developed in Mexican contexts.

Over the last few years, the study on ICT tools and information management in education has witnessed substantial growth. This growth has been extrapolated



to the area of English Language Teaching. Several organizations and theorists have been researching on meeting clear parameters for effective ICT applications in specific college contexts.

International research studies in ICT refer to learning through ICT, learning theories and instructional design, media evaluation, materials design (England and the United States, Canada and Spain), the effect of e-learning and intercultural aspects and online learning (Canada). Internet applications in Higher Education and online learning environments have become a must in this research area (Spain). Also, attitude towards the use of computers have been widely investigated Fishbein y Ajzen (1975); Davis (1989), Thompson, et al, (1991), Satzinger y Olfman (1995), Taylor y Todd (1995), Saleem (1996), Mahmood, Hall y Swanberg (2001) and Rogers (1995). Ibgaria y Zinatelli (1997) and Malhotra (1999) have validated different models to explain the adoption process of educational technology. Research based on sociological and anthropological perspectives towards the society of information have been carried out in the area of higher education. Some studies done in the area of the use of ICT in higher education and ELT are reviewed. Some authors refer to them as use of specialized internet tools, use of information technology or just use of ICT, but they all refer to the use of ICT for information management.

Kvavik & Caruso (2005) investigated net generation, the student expectations and preferences in American college students. The researchers used surveys and observations as their instruments. They found out that (1) college students are heavy users of the internet; (2) college students believe that the internet has enhanced their education; and that (3) students' primary use of computers was for communication and study. It turned out, however, that they did not frequently used computers for specialized applications.

Another relevant study was the one conducted by EDUCAUSE center for Applied Research (2005). Surveys and qualitative interviews were used. In this study, students showed a tendency to overestimate their level of skills, indicating insufficient application knowledge or problem solving skills. Interestingly, it was



found that connectivity and interactivity were of most importance to today's college students in the U.S.

In a piece of research carried out at the University of Antioquia, Uribe (2004) wanted to study access, knowledge and use of specialized internet tools among academic, scientific, professional and cultural communities. An online questionnaire was used as the main instrument. His findings showed the need for meeting standards in terms of access, locating information, evaluating all forms of information, synthesizing, using information effectively and having formal training.

In the same vein, Sei-Hwa Jung (2006) contributed to the study of the use of ICT tools in information management through the investigation entitled "*The Use of ICT in learning English as an International Language*". The researcher adapted an open-ended questionnaire on Information and Communication Technology Use and Skills (ICTUS) for Learning English. Participants reported that the primary benefit of ICT use is improved learning followed by convenience and efficiency. Also, a lack of ICT access was perceived as the primary barrier to ICT use in learning English. The previous findings helped the authors to come up with the narrowing of the topic area, objectives, research questions, research paradigm and questionnaire design. Nevertheless, a literature review at a national level was necessary. As Warschauer (1998) stated that, in order to fully understand the relationship between technology and language learning, researchers should investigate the broader context that affects language learning and its use in today's society, both inside and outside the classroom. This can be accomplished if teachers expand their research paradigms to engage more research studies, which attempt to take into account broad different factors of their students as well as questions of human agency, identity and semantic meaning.

In Mexico the research area on educational technology in higher education represents a 7% (Reyes & Rodríguez, 2007). Seventy-three percent of this research is centered on the use of Educational Technology. Some topic areas related to this investigation are the use of technology in Self-Access Centers (Gaona, 2002, Domínguez. 2002).



The use of computers has been widely researched. Some other studies are oriented to the use of word processors while teaching English as a Foreign Language (Guzman, H. (2000). Others referred to the use of ICT in the teaching of EFL courses (Ramírez 2000, 2003). Also the internet and its use in the development of English Skills have been studied (Merino, 2004). Nine percent refers to the use of software, multimedia, information management systems and broadcast applications in ESL. Examples of the studies are related the use of videoconference and Blackboard to solve the needs of ESL teachers in Mexico (Roux, 2005).

Comparing different media has been part of these select topic areas. Some studies are: *A challenge based on computer training: CD- Rom & traditional Instruction* (Ramírez, J. L., 2000), *Application of virtual reality in Stress Mangament in Academic Exams in English as a Second Languages* (Perez, S. & Yañez, A. Núñez M., & García, D., 2005) and *Evaluating quality in Language Centers of Higher Education Schools* (Villalobos, 2004).

Communication through asynchronous and synchronous discussion forums has a nine percent. Rodríguez (2003) conducted some research on the creation of international community of language learners. Also Guerra (2000) contributed with the piece of research oriented to the focused observation of student grouping used by English teachers. Some research reports reflected new approaches in the areas of interaction and discussion forums in online learning environments and research in online interactions by Alatorre, E. (2007) and cooperative learning in asynchronous online communication (Larios, J., 2007). Research studies on distance education students (Roux, 2004) and factors influencing students learning process of English in Telesecondary Schools (Sánchez, 2000) belong to the topic area of successful experiences on distance education (9%).

This brief review of the literature certainly provided an overview of the situation in terms of educational and ESL research and the corresponding use of ICT in different contexts. It can be argued, however, that there is a lack of research in the use of ICT for information management in ELT students. As far as the



authors are concerned, even international research requires a new orientation to find out more evidence to state the present situation related to the college students' competences and the need of fostering new skills for accessing, locating, evaluating information, constructing knowledge and communicating effectively in English as a second Language. Furthermore, it can be suggested that studies oriented to develop some referential framework to the practitioners based on their cultures and environments should be compulsory.

In sum, based on this brief review, the following research questions were formulated:

RQ1. How frequently do English major students use ICT tools for academic purposes?

RQ2. Are there any differences among English major students in the use of ICT tools across semesters of study at university?

RQ3. What do English major students use ICT tools for?

RQ4. What functions of ICT do English major students use for information management?

RQ5. What aspects do English major students consider to select reliable resources?

RQ6. What information and communication technologies do English major students use for information management?

3. Method

3.1 Participants

The study was conducted at the University of Quintana Roo with 232 students (151 females and 81 males), enrolled in the second, fourth, sixth, eighth and tenth semester of an undergraduate programme in English Language Teaching. As this is an English major, students are expected to reach a high degree of proficiency equivalent with the C1 level of the Common European Framework of Reference for Language. For the sake of this investigation it was decided to survey as many students as possible, whose total population was 328.

Thus more valid generalizations could be made on the basis of this sample of 232 participants. Table 3.1 shows the distribution of the sample across semesters of study at university.

Semester	Number of student
Second	51
Fourth	38
Sixth	49
Eighth	52
Tenth	42
Total	232

3.1. Distribution of the sample across semesters

The State University of Quintana Roo is located in the south-east region of Mexico (Peninsula of Yucatan) and is considered as one the newest universities in this country. The university offers a variety of both undergraduate and postgraduate programmes, which include engineering, economics, international relations, humanities, law, among others. It has two campuses; one located in Chetumal (the capital city of the State of Quintana Roo) and the other in the island of Cozumel (south east of Cancun). At the time of this investigation, the total population in both campuses was 3054 students.



3.2 Map of Quintana Roo

3.2 Instruments

For the purpose of this study a 24-item semi-structured questionnaire was designed by the researchers (see Appendix). This instrument aimed to find out which ICT tools students used for academic purposes, which ICT functions they



used for information management and the differences in ICT use across semester of study at university. The questionnaire was divided into three sections: ICT tools for communication, ICT tools for information and a section on general information about students' experience in blended and e-learning.

The questionnaire was originally written in Spanish in order to avoid misunderstandings and to increase the accuracy of the students' answers. It has been observed that sometimes levels of proficiency in a second language may be a factor, which should be controlled. Most importantly, the questionnaire was fully piloted with 10 participants for the sake of its readability, comprehension, and validity (Oppenheim, 1992, Morrisonn, 1993, Wilson & Malean, 1994). The piloting session involved asking students to complete the instrument and eliciting comments on the items, which were not clearly worded. Also, the questionnaire was revised by two experts, one focused on content and the other on design. After all this process, the questionnaire was then ready to be administered.

3.3 Procedures

Permission was granted from the Department of Language and Education, whose academic staff was notified via email so that they allow the researchers to visit the classrooms selected in advance. Visits were arranged to cover at least two groups per semester of study at university. It was decided to apply the questionnaire at the beginning of the two-hour lesson to avoid lack of interest if applied in the middle or at the end of the lesson.

During the application, the researchers introduced themselves, explained to the students the purpose of their visit and asked them to sign a letter of consent. All in all, the students took between 25 to 30 minutes to complete the questionnaire. The researchers also monitored the application by ensuring that students answered all the items and by clarifying any doubts.

3.4 Data analysis

The questionnaire yielded both quantitative and semi-qualitative data, though more emphasis was made on the former. Hence, quantitative data were fed



into the Statistical Package for the Social Sciences (SPSS). The semi-qualitative data were entered verbatim on to computer and organised according to semester of study at university. Tables were drawn to see spot any differences in the use of ICT tools.

The closed questions on the use of ITC tools were codified on the basis of yes/no answers to questions like *Do you use e-mail for academic purposes?* (the main question) and the follow-up questions as well, e.g. *I use e-mail to ask the instructor questions*. Thus in SPSS 'yes' was codified as '1' and 'no' was codified as '0.' Through this structured analysis it was possible to make comparisons between groups and within groups by using ANOVA. Also this codification paved the way for the analysis of the frequencies of the whole sample; that is, regardless of semester of study at university (descriptive statistics).

4. Results and discussion

For ease of presentation of the results and the corresponding discussion, it was decided to organize them on the basis of the six research questions formulated in this investigation. As pointed out before, the first three research questions are more oriented to the quantitative results and the other three questions are semi-qualitative in nature.

RQ1. How frequently do English major students use ICT tools for academic purposes?

For the purpose of this study, ICT tools included use of e-mail, use of chat, use of discussion forums and use of course management systems (CMS). In this research question, all the learners' data were computed. That is, the variable 'semester of study at university' was not taken into account.

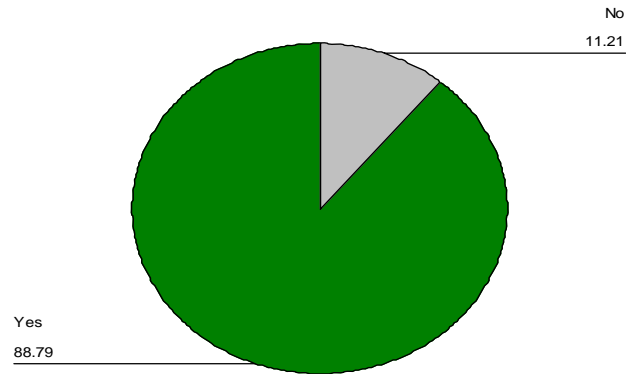


Figure 4.1 Use of e-mail by the whole sample

As can be observed in Figure 4.1, 88.79 per cent of the students reported using e-mail for academic purposes and only 11.21 per cent seemed not to use it for such purposes. This high percentage of e-mail use may be related to the easy access that students have to computers and the internet. It can be suggested that, in this particular context, e-mail has become an effective means of communication between teachers and students. Most importantly, such a virtual interaction can be extrapolated to the realm of language teaching and learning.

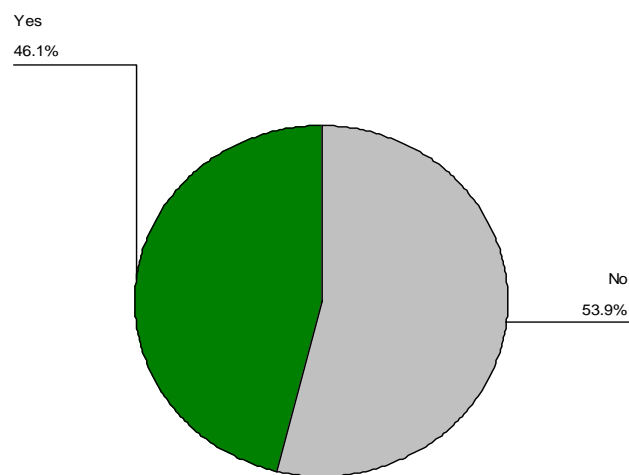


Figure 4.2 Use of chat by the whole sample

As regards the use of chat among all the surveyed students, the picture is different to a great extent. Figure 4.2 displays such a tendency in that only 46.1 per cent reported using chat for academic purposes and 53.9 per cent of the students said they did not use it for such purposes. However, this can be explained in the sense that a higher percentage would have been expected if asked for the frequency of use chat for all purposes. In other words, many students may use chat for making friends and dating, but not necessarily for academic purposes. Another reason for this low use of chat can be in terms of availability of what students consider one of the main sources of academic information: teachers, who may not have the time to enter a chat room and interact with their students unless teachers allocate a specific time for chatting (which requires immediate feedback in comparison with e-mail).

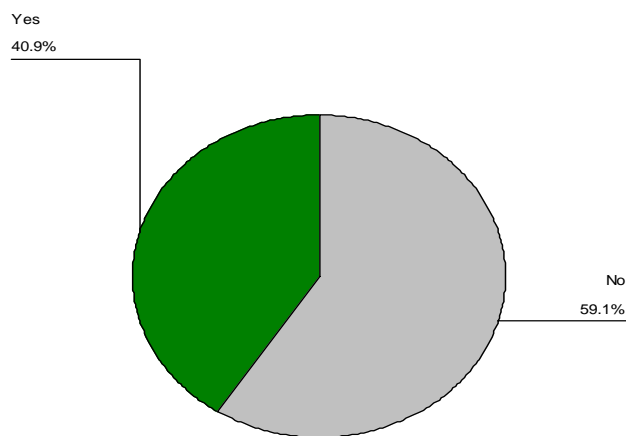


Figure 4.3 Use of discussion forums by the whole sample

Similarly, the use of discussion forums obtained a relatively low percentage. Figure 4.3 shows that only 40.9 per cent of the students appeared to use discussion forums, against 59.1 per cent of no use. Interestingly, they may be two main reasons for this result, (1) teachers seem not to promote the use of formal forums in their courses, though there is an array of forums available on the internet; (2) it may be the case in which teachers enable discussion forums in their online courses, but some student might still be reluctant to use them.

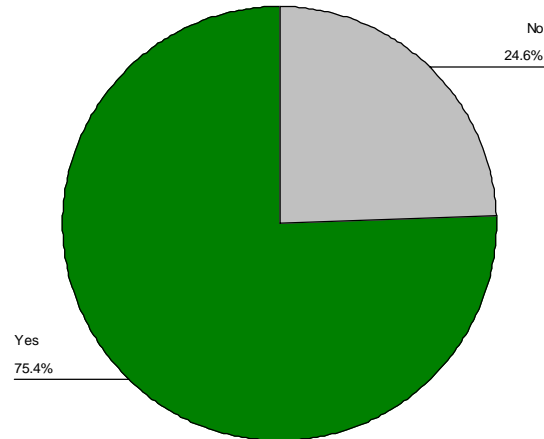


Figure 4.4 Use of course management systems by the whole sample

Most importantly, the picture looks different regarding the use of course management systems (e.g. Blackboard) as shown in Figure 4.4. It was found that 75.4 per cent of the students have been enrolled in online courses, whereas 24.6 per cent said they have not. This positive result goes in line with the university's policy of encouraging teachers to use these systems. To date, a considerable number of courses have been adapted for use in the so-called management system of Blackboard.

In sum, it can be reported that English major students seem to be engaged in academic activities, which require the use of ICT tools, regardless of the common constraints associated with access to technology. What follows is an analysis of the differences in ICT tools across semesters of this five-year undergraduate programme (RQ2).

RQ2. Are there any differences among English major students in the use of ICT tools across semesters of study at university?

In order to answer this research question, the responses of all students were added, making a maximum of 21 points per participant; i.e. yes to all 21 questions. Then the participants were group on the basis of the semester of enrollment and

means were obtained per group (see Table 3.1 for the distribution of the sample across semester of study).

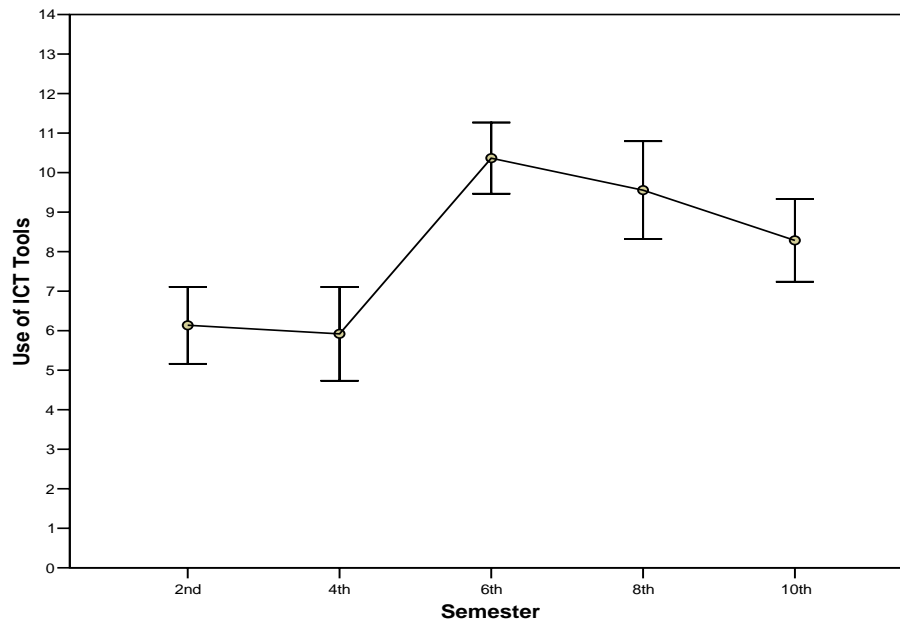


Figure 4.5 Use of ICT tools across semesters

All in all, Figure 4.5 shows at a glance that there were some differences in the use of ICT tools all together. Thus sixth-semester students scored a mean frequency rating of 10.36, followed by eighth-semester students whose mean frequency rating was 9.55 and by tenth-semester students who scored 8.28. Second- and fourth-semester students, on the other hand, reported a mean frequency rating of 6.13 and 5.92 respectively. At this point, differences can be suggested between lower-semester students and higher-semester students. This observation was confirmed via one-way ANOVA, which indicated significant differences, $F(4, 227) = 13.873$, $p < 0.001$. A closer look at the results yielded by the post hoc test Bonferroni indicated significant differences between second and sixth and eighth-semester students, but no significant differences were observed with tenth-semester students. A similar trend was also noticed regarding fourth-semester students and the other groups.

As a way of finding an explanation for such results, the researchers suggests that these differences between, say, sophomore and senior students,



may be due to fact that online course are less frequently offered in the first and second year of study at university. Conversely, Figure 4.5 suggests that optimal ICT tool users fall between third and fourth year of study at university, apparently because teachers from the department may promote more use of ICT tools. Finally, tenth-semester students appear to use ICT tools as frequently as second and fourth-semester students. A possible explanation for this may be that final year students were not asked to use such tools as they were not trained on that at an initial stage of their major.

RQ3. What do English major students use ICT tools for?

To answer this research question, attention was first paid to the use of e-mail and four different tasks that students reported doing. Hence, it was found that students used e-mail primarily to send information (83.6 %), followed by use of e-mail to interact with peers (59.5 %) and to interact with teachers (49.6 %). Also 32.2 per cent of the students indicated they use e-mail to clarify doubts. Similarly, the use of chat included four different tasks. In rank order, the results showed that students use chat to communicate with peers (41.8 %), to send academic information (22 %), to know other opinions (20.3 %), and to create discussion groups (3.9 %).

The use of discussion forums in turn comprised four tasks more or less similar to those stated in the use of e-mail and chat. Thus, 31.5 per cent of the students indicated use of forums to establish online discussions and 28 per cent reported sending assignments via discussion forums. Likewise, communicating with peer through forums obtained a frequency rating of 20 per cent. Finally, the least frequently reported task in forums was that of creating learning communities at 6.9 per cent.

In general, a more descriptive account of the use of these three ICT tools by the whole sample provided a better picture of the situation in this undergraduate programme. The detailed analysis by separate tasks indicated more use of e-mail for academic purposes and use of chat and less use of discussion forums. In this regard, the researchers found out that students tend to use chat rooms outside the



university as there are some restrictions inside. Also the low percentages for the tasks requiring initiative from the students are an indicator that attention should be paid to formal training in the development of communication strategies via ICT tools.

RQ4 What information and communication technologies do English major students use for information management?

Research question four looked into the ICT tools used in English major students. Accessing, analyzing and selecting information was done through navigators, search engines and data bases. Netscape and Explorer were reported as the most used navigators. This may be the result of having access to them as they are included in most personal computers and the lack of access to alternative navigators such as Firefox and Opera.

Furthermore, students reported using software programs that scan through millions of websites and other sectors of the net to formulate their listings (search engines). The favorite search engines among this sample were Google, Yahoo, and Altavista. Obviously, Google emerged as the main tool for finding information. Again, these searchers have become popular because users seem to be satisfied and may not explore other possibilities such metasearch engines and directories.

Referring to the use of electronic resources (databases), a minority reported using Proquest and Ebsco for academic purposes. However, they accepted not to use them frequently because they are difficult to use or they do not know how to use them. Also the results showed that students may not discriminate between the types of electronic resource needed and the selection among general information, specific information, scientific articles and essays and research papers. Therefore, they appeared to use Google and Google Scholar instead of databases.

RQ5 What functions of ICT do English major students use for information management?

Question five intended to determine the ICT functions used for information management. These results are shown in accordance with the ICT tools stated in



the questionnaire, that is, email, chat and course management system. The applications used in the electronic postal service (e-mail) were the attachments, encrypting, forwarding, deleting messages, administering files, saving email addresses and drafts. Referring to chat, students reported knowing how to use video and audio conferencing, sending files, images and sound files. Some students reported knowing how to develop multi-sessions through some web messengers. It was interesting to find out that some students did not discriminate between a chat and a discussion forum as the asynchronous discussion forum is part of the information management system (Blackboard) used by the students.

Since 2002, Blackboard has been the course management system used at the University of Quintana Roo. The students reported knowing how to upload and download digital documents, send emails, attach documents and pictures, use discussion forums, check grades, and consult and send tasks. Although they know how to use most of the corresponding functions, they find it difficult to remember how to upload and send their task through the digital drop box, which is a Blackboard function. A possible explanation for this may be that several steps are required to accomplish such a task. In addition, it was explored whether students received training on the use of course management systems. The results indicated that non-formal training was provided by the course instructors.

RQ6 What aspects do English major students consider to select reliable resources?

As it was stated previously, evaluating the resources is one of the skills or competences required in information management. Hence, research question 6 was focused on the aspects considered to select reliable resources. Most of the students reported paying special attention to the origin of the websites. In other words, if they belong to official sites (e.g. universities, associations or journals). Other students said that when searching in different sources they took into account the author and the level of validity. Further, some of them looked for concise information with specific details of the subject and few of them went for a comparison among different sources.



5. Conclusions

In conclusion, students showed a high use of ICT tools for academic purposes in which e-mail turned out to be the most frequently used tool, especially for sending information. Chat and discussion were also highly reported, though a lack initiative was noticed in establishing discussion groups and creating learning communities respectively. Furthermore, some significant differences were observed in relation to the use of ICT tools across semester of study at university.

According to the previous results, students seem to be more effective users of ICT tools for on-line communicating (email, chat and discussion forums) than the tools for information management (electronic databases). Some of them have had access to discussion forums as part of their specific information management system (Blackboard). However, they seem not to have enough exposure to the benefits of this tool. Therefore, some formal training on the use of these ICT tools and communication strategies could be beneficial to them.

Finally, in terms of ICT tools for information management (course management systems and electronic databases), students seem not to use them widely because they have not been trained and because they appear not to be aware of the importance of owning these competences to improve their level of information management. Moreover, there is an apparent lack of formal training in the use of ICT tools to *access, locate, manage, analyze, evaluate and select effectively both information and data (CMS and databases) in the process of knowledge construction.*

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APPENDIX - QUESTIONNAIRE

Nombre _____ Fecha _____
Carrera _____ Semestre _____

Estimado Estudiante:

Mi nombre es María Isabel Hernández Romero. Soy profesora de tiempo completo de la Universidad de Quintana y estoy realizando una investigación relacionada con el uso de herramientas de comunicación e información en ambientes virtuales en línea.

Este cuestionario fue diseñado para saber qué tipo de herramientas de comunicación e información virtual utilizas en tus actividades académicas diarias.

Observa que ésta no es una evaluación de qué tan bueno eres en el manejo de dichas herramientas, sino más bien, es una forma de llegar a conocer mejor la utilización de los medios en la institución. Los datos que se recojan serán utilizados de forma confidencial y solamente para fines investigativos.

En caso de que se te presenten dudas posteriormente, puedes contactarme al siguiente correo electrónico: isaherna@correo.uqroo.mx o al número telefónico 83 50348 (horas de oficina). Agradezco de antemano tu colaboración. ☺

I. Herramientas de comunicación virtual
1. ¿Tienes una cuenta de correo electrónico? Si es así, ¿Con qué frecuencia lo utilizas? _____
2. ¿Utilizas correo electrónico para tu quehacer académico? Sí_____ No_____
Si es así, indica en qué situaciones: _____ Enviar información _____ Hacer preguntas al profesor _____ Comunicarte con tus compañeros _____ Aclarar dudas
Otro (especifique): _____
3. ¿Qué herramientas del correo electrónico sabes utilizar? (Por ejemplo, adjuntar un archivo electrónico).



4. ¿Utilizas el Chat para realizar tareas académicas?

Sí____ No_____

Si es así, indica en qué situaciones:

____ Comunicarte con tus compañeros/profesores

____ Conocer otras opiniones

____ Divulgar información

____ Crear grupos de discusión

Otro (especifique):

5. ¿Qué Chat utilizas y qué herramientas del mismo sabes utilizar? (Por ejemplo, enviar una imagen).

6. ¿Has utilizado foros de discusión para realizar tareas académicas?

Sí____ No_____

Si es así, indica en qué situaciones:

____ enviar tareas

____ Comunicarte con tus compañeros/profesores

____ Establecer encuentro de opiniones

____ Crear redes de aprendizaje

Otro (especifique):

7. ¿Has utilizado plataformas electrónicas en tus respectivos cursos? (Blackboard, Moodle, WebCT).

Sí____ No_____

Si es así, indica qué plataforma y por cuánto tiempo la has utilizado

8. ¿Qué herramientas de la plataforma electrónica sabes utilizar? (Por ejemplo subir y enviar tareas, uso de foro de discusión).

9. ¿Qué herramientas de la plataforma se te dificulta utilizar? ¿Por qué?

10. ¿Has recibido capacitación para el uso de plataformas electrónicas?

Sí____ No_____

Si tu respuesta es afirmativa, indica lo siguiente:

____ Capacitación proporcionada por el profesor titular de una asignatura en la Universidad de Quintana Roo.

____ Capacitación brindada por el administrador de la plataforma electrónica.



____ Capacitación impartida por otra institución.

Otro (especifique):

11. ¿Tienes computadora con acceso a Internet (casa o trabajo)?

Sí____ No_____

II. Herramientas de información virtual

12. ¿Qué tipo de herramientas utilizas para la búsqueda de información en la web?

13. ¿Utilizas motores de búsqueda? ¿Cuáles? (Por ejemplo Google, Altavista)

14. En caso de contestar afirmativamente la pregunta anterior, favor de determinar qué motores de búsqueda utilizas en los siguientes casos

Búsqueda de información general _____
Búsqueda de información especializada _____
Búsqueda de artículos científicos _____
Búsqueda de ensayos y trabajos de invest. _____

15. ¿Sabes localizar información específica utilizando motores de búsqueda?

16. ¿Has utilizado bases de datos? Si es así, ¿Cuáles y en qué casos? (Por ejemplo Proquest, Ebsco Host, First Search)

17. ¿Has utilizado revistas electrónicas? Si es así, ¿Cuáles y en qué casos?

18. De las herramientas antes mencionadas, ¿Cuáles se te dificultan utilizar? ¿Por qué?

19. ¿Qué consideras para determinar que la información encontrada en los recursos antes mencionados provenga de fuentes confiables?

20. En general, ¿utilizas otras herramientas de comunicación e información con propósitos académicos? Si es así, ¿Cuáles y en qué casos?



III. Información General

21. ¿Cuál es tu nombre?

22. ¿Cuál es la(s) disciplina(s) o materia(s) que estás tomando este semestre/año?

23. ¿Trabajas? De ser el caso indica dónde.

24. ¿Qué experiencia has tenido en tomar cursos semi-presenciales, en línea, abiertos o a distancia?

Questionnaire designed by María Isabel Hernández Romero & Alfredo Marín Marín.

Biodata

María Isabel Hernández Romero is a full-time professor at the University of Quintana Roo. She did a BA in Applied Linguistics at the Universidad de Guadalajara, an MA in Educational Technology and a Ph.D. candidate in International Education with emphasis on Educational Technology from the Universidad de Tamaulipas. Her research interests are: Learning strategies, ICT tools in the learning process, knowledge construction strategies and cultural dimensions in on-line learning environments.

Contact: isaherna@uqroo.mx

Alfredo Marín Marín is a teacher and researcher at the Universidad de Quintana Roo. He holds a BA in English Language and an ELT Graduate Programme from the Universidad Veracruzana, an MA in Education from the Universidad de La Habana, and a Ph.D. in English Language Teaching from the University of Essex, UK. His research interests include individual differences in language learning, teachers/learners' beliefs, L2 vocabulary acquisition, and uses of corpora in ELT. He is currently head of the Department of Language and Education and president of the Red de Cuerpos Académicos en Lenguas Extranjeras (RECALE).

Contact: alfmarin@uqroo.mx