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MASTER IN TEACHING ENGLISH AS AS FOREIGN LANGUAGE

The Use of ICT and Educational Software Applied to Teaching and Learning
English Language

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1 INTRODUCTION

The use of ICTs and Educational Software is one possibility for people who want to develop language abilities and learn a foreign language in an autonomous way. In the past few years it has been possible to observe lots of people studying English and buying software in order to improve their knowledge of the language. However, some authors agree that it is difficult to choose the proper software. Concerning to the ELT area, it is important that teachers investigate about software use by English teachers in order to know the possible obstacles prospective learners may face. This research is relevant because it can bring new possibilities to computer assisted language learning, and give some orientations to overcome the difficulties in using educational software. Computer-mediated language learning (CALL), especially educational software, has been an important resource in teaching / learning English, enabling valuable contributions for English-speaking students as a second language insofar as it provides diverse forms of contact with the language in activities that can be performed extra-class. This work presents a research proposal of an ongoing course on the use of educational software in the teaching and learning of English Language. The research begins with an analysis of the texts employed for teaching English with computers; the use of new technologies in teaching and learning English Language, with emphasis on educational software. The established objectives go in the direction of knowing the pedagogical use that the English teachers make of the educative software; determine the reasons for using these software or not. The methodology is based on qualitative and quantitative case study research with the perspective of a critical look at real-life situations. In addition, it is intended a descriptive approach to the object to be researched in its aspects of: description, recording, analysis and interpretation of current phenomena. Research tools such as interviews and questionnaires will be applied for the necessary data collection. The premises for carrying out this work are that the study of the use of educational software to learn English Language can stimulate reflection on the critical appropriation of information and communication technologies in the educational process, which may also contribute to significant changes in teaching practices at the Federal Institutes of Education, Science and Technology in the state of Amapá.

Key words: Educational software, The use of ICTs, Teaching English, Teaching Practices, Communication Technologies.

2 JUSTIFYING ACADEMIC AND PERSONAL INTEREST OF THE TOPIC

Beyond the professional interest to improve my skills and spread my boundaries of language I also intend to deepen my knowledge of linguistic studies and their importance to our contemporary society. It is known that the world is so globalized and people need training the most to gain an advantageous position and recognition for what they do, with me it is not different, I always want to go high with my own efforts, and this programme gives me an opportunity to reach those goals.

On the other hand, what motivates me is the interest of discovery, research and the love I always felt for the English Language, it will be very useful for my career because I am teaching English at the Instituto Federal de Educação, Ciência e Tecnoloiga do Amapá, and this program also makes it possible for me to go beyond my university graduation. It will be very important also for my economic and professional life. As for the interest of the topic considering the need to teach and learn the English language nowadays, it is also important to think in a way learners learn a second language according their needs and availability of time. The objective is to facilitate the process of learning a second language through the insertion of technology in this field once it also allow us to develop the four linguistic skills using ICTs and Educational Software as we will see in the theoretical background more detailed.

The steps normally performed during an English class such as content explanation, written activities and oral exercises can be considered as a traditional model of transmission of knowledge nowadays developed and applied using technological tools such as multimedia, word processor, WEB sites, educational software to teach english. Therefore, what is expected is that there is more autonomy on the part of the student regarding the use of technological resources to be used since the same resources provide tools that enable the development of the four language skills, that is, speech; listening comprehension; reading and writing.

However, It is also important to consider that online courses fit well in our contemporary society, since people feel motivated to make use of technological

resources available nowadays in our daily lives. Every day the world becomes more connected and the distance courses have shown an excellent quality in the offer of courses as is the case of EF English Live.

However, it is the teacher's duty to seize the opportunity and include digital tools in the elaboration and practice of activities, while focusing on the development of skills proposed by the online services.

A clear example of the effectiveness of online courses is the case of English Live which is the largest language school in the world teaching for all ages efficiently and easily 100% online, however, there is no language course in the contemporary world to run on massive scale education as efficient as the courses offered by Education First by the motive that this mentioned course promote interaction in the target language in real time with a native speaker of the target language.

Much has been discussed about linguistic studies regarding the process of teaching and learning a second language, that is, which method best fits in our contemporary society. However, we can summarize the whole process of learning a second language in just one sentence: interaction with target language.

In the case of online courses the Internet favors research as for example: google translator search, word pronunciation check, language choice options and much more. All at our fingertips and in real time. Thus, we can notice that there are no limits to the use of technological tools and to the elaboration of fun and dynamic classes. The content available online is vast, but it is still necessary and very important the evaluation of these materials, indispensable task for the selection of linguistic contents favorable to the teaching and learning of English language.

The use of educational software is increasing, and this shows us the fervor of the globalized world by the use of the internet in an unlimited way. The acquisition of this type of learning model enriches the school materials and offers students the opportunity to interact with the English language among other languages through dynamic and very fun activities, which certainly stimulates the learning of the language studied.

The use of technology in education promotes teaching and learning and stimulates student interest in content, however, it is important not to exclude English

classes from the digital age and to start using more of the technological resources available to teach the English language.

So, monitoring the development of technology and the world is not just an attitude for entrepreneurs and large companies, English teachers together with language schools should also anticipate changes in society. The subject shows us the importance of technology and its resources in our daily lives. Children are fascinated with computers and the possibility of uniting technology in English class facilitates learning. Showing the child, the enjoyable part of learning a language is very rewarding. Wide horizons, curiosity and culture must be part of the learning process.

It is possible to perceive that the Internet is no longer just a research tool to become a source of exchange of experiences and knowledge, as well as to offer possibilities for learning other languages. There are thousands of people, such as teachers, students and researchers discussing and exchanging information the whole time through online platforms day and night all over the world about different contents.

This clearly shows us that traditional language teaching is no longer confined to the 21st century as people around the world are attracted by the practicality that social networks and distance learning platforms enable in a changing world making it possible the interaction with other peoples.

The Learners can have access to the diverse cultural manifestations of the countries and their customs, it is also possible to practice the language with its native speakers, through sites, social networks and so on. There are also applications that can help teachers make classes more dynamic and meaningful. An example of this is when students have difficulty to understand a word and can autonomously search for its meaning.

The internet has become easily accessible to citizens of the most varied social classes, because with the modern technologies people can be connected 24 hours per day through cell phones, iPads, tablets, smartphones, etc. With all this ease, the internet has contributed significantly to the learning of English and other foreign languages.

Although controversial, the computer in education is a reality, translating different modalities of use and application, in a moment a machine to learn, in another moment a machine to teach. The introduction of technological innovations in social life always

provokes controversy mainly when related to the learning of the English language because financially speaking the English schools in the developed countries make billions of dollars per year with this type of business.

3. OBJECTIVES
3.1 General objective

The main objective is to investigate, through a historical and current context, the FL teachers' perception of their application of ICT and Educational Software in the EFL class as well as to investigate some points related with the attitudes of English language learners towards computer assisted language learning in Brazil, here in special at the Federal Institute of Education, Cience and Technology all over the country. One of the points is that the Institutes of Education are not equipped well enough to make CALL as beneficial as possible.

Another one is the fact that not all the language teachers and professors are familiar with the technology and not all the familiar ones know how to use it for language teaching purposes. Due to limited number of available studies in the subject area and context, the review will not focus just on a specific aspect of computer usage such as internet usage or a specific type of software usage. In this sense, the study examines the attitudes towards CALL in a broader sense and not only the educational software or ICTs.

The studies provide information about attitudes of teachers and students at the "Instituto Federal de Educação, Ciência e Tecnologia do Amapá" in Brazil. Within the scope of this review, a lot of studies will be investigated. These studies are focusing on attitudes of pre-service and in-service teachers, as well as students. The studies investigate not only the attitudes but also the motivation and perceptions related with CALL, as well. Analyzing the selecting studies, the review compares and contrasts the teachers' and the students' attitudes as the same way.

The study tries to investigate the attitudes of teachers and students in relation with 1) perceived competency level of their computer skills, 2) perceived barriers, and 3) educational value attributed to computer usage in language learning. Since the study

aims to compare and contrast the attitudes of teachers and students, the topics to be discovered are the ones stated above.

By comparing the teachers' and students' attitudes towards CALL, this study aims to address some of the underlying problems of implementation of CALL at the Instituto Federal de Educação, Ciência e Tecnologia do Amapá- IFAP.

3.2 Specific objectives

The specific objective is to analyze the use of computer and the internet as tools to assist in teaching and learning English Language and at the same time analyse how these resources added together can contribute to the training of teachers of foreign languages, English in particular.

Thus, the following specific objectives were defined for this research:

- To know the pedagogical use of ICT by English teachers;
- To verify the influence of teachers' attitudes towards ICT in their pedagogical use as well students;
- Understanding the extent to which ICT can be a tool that makes classes more motivating;
- Check if there is a relationship between the use of ICT and the ease of learning content in the area of English Language;
- To know the advantages and / or disadvantages of using computer and educational software in the English Language Classroom.

3.3 Research Questions

This study had three major research questions. All three questions focused on obtaining information about the participant's personal opinions and actual real-life usage of CALL.

1. Do adult participants learning in a second language context enjoy using computer and Internet technologies as a method of English language acquisition?

2. Are computers and other online technological resources related to CALL, useful and/or constraining to the participants? What makes these resources useful and/or constraining?

3. What are the computer and Internet technologies adult students are choosing to use for English language learning and their reasons for this selection?

4. THEORETICAL BACKGROUND

Based on the studies of CALL Computer Assisted Language Learning it became clear that to learn a second language it is necessary to interact with the target language, but the most important thing is to know that besides interacting with the language it is also necessary to use the appropriate resources in order to facilitate this process.

However, taking into consideration the technological evolution in all fields of science, and the use of ICTs all over the world, it is unthinkable leave aside to make use of these important resources also applied to teaching English. In the contemporary world things are carried out through online servers and computer assisted Language Learning became a powerful tool for those people who wishe to master a foreign language quickly and efficiently, in special the English Language because it is the most spoken language worldwide.

Thorne (2003, p.2) affirms the following:

"ICTs can have a significant impact on the teaching-learning process as long as the teaching method adopted perceives students as active participants in the learning process and not passive recipients of information".

Therefore, the teaching of English Language as a foreign language has an ally in the pursuit of learning. More precisely, the computer has become fundamental tool for those who want to learn a foreign language. The technological resources provide an environment conducive to learning through interactive and cooperative activities.

However, the L2 teacher has a significant role in providing a supportive environment for those involved in learning another language. Therefore, teachers and students must be involved together in the teaching and learning process. However, we cannot forget that the teaching and learning process passes first by an assimilation of this technology by the teacher, and so, there is a need for the teacher to be prepared, that is, qualified for it.

Yet, in the same way as the other areas of science have evolved, it is also necessary that the teaching and learning of languages gain more space in the technological world in these lasts days.

In accordance with Levy (1997, p.1) and Chapelle (2001, p. 3), they state the following:

"Another factor that hinders the process of learning a second language with emphasis here in the English Language consists precisely in the lack of teachers who have a proficiency level in the English Language and as the same way in the field of computer science".

As the Internet and the information and communication technologies (ICT) have become the central means of communication and information retrieval in the 21st century, schools should adjust to the situation by revising the teaching methods and trying to integrate more ICT into the process of teaching.

The teaching of English is not limited to using the textbook and other approaches that are teacher-centered. Educationists over the years have advocated the use of methods that make students active in the teaching-learning process. The availability of different varieties of modern-day technologies increases the pedagogical options of teachers and utilizing them carefully can contribute significantly to making the teaching and learning of English more interesting. Moreover, English teachers' low support of technology in lessons can be attributed to the challenges they face.

Even though the unavailability of technological tools or devices appear to be the greatest challenge teachers face, other barriers such as insufficient time and lack of administrative support equally ruin teachers efforts towards technology integration. Such challenges gradually damage teachers' desire to employ technologies in their lessons. Therefore, the success of the students of English Language will be the result of a pedagogical work developed seriously by those who have the goal of facing the challenge of making teaching and learning easier.

Thus being, in order to make the process of teaching and learning a second language easier it is important to understand how this process happens. To understand the difference between acquisition and learning, let's take a brief approach on the process of first language acquisition and the process of a second language learning.

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There is an important distinction made by linguists between language acquisition and language learning.

Crystal (2007, p. 427) affirms the following:

"First language' (L1) refers to the language which is first acquired by a child. The term 'second language' (L2) is generally used for any language acquired by a learner other than the first language".

In certain situations a distinction is made between second and foreign language. This leads us to understand that the sounds of the language are the first part to be learned by a child in its first days of life, that is, children acquire language through a subconscious process during which they are unaware of grammatical rules.

In accordance with O'Malley & Chamot, (1990, p. 85) "Second language acquisition and learning strategies can be described as "complex cognitive skills within a cognitive-theoretical framework".

According to Nunan (1990, p. 171) "a strategy is defined as the mental and communicative procedures learners use in order to learn and use language". Nunan explains how at least one learning strategy is underlying every learning situation. However, most learners are unaware of the strategy when engaging in a learning task.

He also reviews the importance of having knowledge of strategies in the learning process. Nunan claims that being aware of the underlying process during the learning you are involved in will make the learning more effective. He supports this theory with research that shows that language learners who are taught the strategies that are underlying their learning were more motivated than those who were unaware of the strategy they are using. Based on Nunan's research, one can say that the choice of strategies during second language teaching will have an important impact on the students' results.

Krashen explains further that "in order to acquire a language, meaningful interaction in the target language is required". "During language acquisition the speaker, or learner, is more concerned with the message they are conveying than the form of their utterance". Krashen calls this Natural communication Ibid (1981, p.1).

In accordance with Snow & Ferguson, (1977) in (Krashen,1981, p.2) "During natural communication, error corrections are replaced by modifications to their utterance by native speakers to help them understand and to help the acquisition process". Through conscious language learning on the other hand, error correction and the use of explicit rules of the target language is considered to help a great deal.

This view, where one separates acquisition and learning it is possible for a language learner to both acquire and learn features of a second language independently and at separate times.

Krashen's distinction between acquisition and learning have been applied and used in many research studies, as most of the recent research regarding second language has focused on the distinction between these two terms.

Harmer (1991, p.33) "presents his explanation of acquisition as a subconscious process, which results in the knowledge of a language whereas learning results only in 'knowing about' the language."

Now that we understand the difference between these two processes L1 and L2 lets focus on the technological resources applied to teaching and learning English Language through CALL that is the core or our study.

4.1 Technological Advancement added to Language Teaching

With all the technological advancement added to language teaching, it is evident that the teacher also needs to become technological, a more conscious professional and more prepared for social transformations.

Cope & Kalantziz (2000) point out that:

"society is in transformation and labor relations also change, demanding professionals who need to decide, to take initiative, to think critically about the functions assigned to them in a hierarchically more horizontal environment".

In this way, being prepared to follow the technological innovations and their pedagogical consequences constitutes an important characteristic in the performance of the teacher.

Although many schools and teachers use technological resources in language teaching, however, the use of technology in this area has not been linear and, even today, access to these resources is not universal.

Thus being, other studies, besides those presented here, would be necessary to understand the social and technical implications of the arrival of modern technologies in foreign language teaching in Brazil and in the World. We can realize, however, the importance of using technological resources for the development of language teaching, by providing tools that, if well used, make classes more dynamic and interesting. The teacher needs to be attentive to monitor the evolution of these resources and keep on improving constantly.

In addition to linguistic and pedagogical knowledge, it is also important to develop technological improvement as for the use of ICTs, so that, in teaching, the teacher feels comfortable to establish clear objectives when using technological resources in his classes.

Today's teacher needs to develop skills that will help make technology a useful and meaningful pedagogical tool at your fingertips. In addition, many discussions, research, clarifications, and government incentives are still needed to integrate technology into our pedagogical practices. In short, the practice of written and oral interaction between people becomes more driven by the development of instant communication features like Icq and MSN. [Icq and MSN is an instant Internet communication program owned by the company Mail.

In the 21st century, the learner has become even more active in electronic interaction by contributing for his own progress. The internet has revolutionized the use of computers and the world of communication as nothing has ever been seen before. It is an infinite mechanism of dissemination of information and a means of collaboration and interaction between individuals, via their computers, regardless of their geographical locations. Some distance learning platforms, for example, allow a mixed approach to technological resources, such as: sharing documents for work to be done in the team through google DOCs, forums, chats, e-mails among others that make the teaching and learning process more accessible, dynamic and interactive.

The possibility of learning a foreign language with the help of the Internet is known as blended learning. It is a term of English, but also used in German and Portuguese, which refers to a hybrid form of teaching. These resources added together allow the users of the network the effective use of the language in diverse situations of communication nowadays.

> According to Thorne (2003, p. 2), "blended learning "blends online learning with more traditional methods of learning and development". "Although it may seem like a new concept, the approach of blending Computer-assisted Language Learning (CALL) applications with face-to-face teaching and learning is as old as CALL itself" (Neumeier, 2005, p. 163). That is why it is surprising, Neumeier continues, that CALL as a field still lacks qualitative research on blended learning. "This study attempts to add to the understanding of research methods of blended learning by (a) describing a blended ESL class using parameters for blended learning design" (Neumeier, 2005, p. 164) and (b) employing a case study methodology".

However, it is important to emphasize that it is possible and advantageous to make more use of the technological resources already available in our everyday life to make the teaching and learning of a second or foreign language easier. This perception gives rise to discussions and more research focused on the role of modern technologies in L2 teaching.

There are many computer applications that can help us a lot regarding the process of teaching and learning English language. With the advancement of technology, it has become possible to learn a second language faster and more accurately. Nevertheless, it is necessary to follow a plan of study that can promote the development of the four linguistic skills in a balanced way.

However, it becomes of immense importance to consider methodologies that can facilitate the integration of ICT in educational processes in schools such as: watch TV programs in the target language, watch movies without subtitles, listen to songs in the target language, participate in chats on social media channels, and participate in online courses in the target language such as EF Education First.

In the classroom, today, a methodology based on teaching materials no longer makes sense, the teacher needs to have skills to deal with modernity, being a mediator of the interaction between the student and the computer. At present, the integration of

digital technologies in the school space, especially in the case of English as a Foreign Language, opens doors to the world outside the classroom and offers natural input and immersion in the language, creating individual and collective skills development and opportunities to learn through reading, writing, speaking and listening comprehension.

On computer-mediated communication it is understood that such communication can be a useful tool to encourage greater student participation and to create alternatives to the international standard classroom structure, in which the teacher initiates the shift through a process of interaction between students and computers.

Given the speed and autonomy with which young children and adolescents navigate the internet today, it is necessary that the school, in the person of the teacher, take advantage of these skills in the classroom, joining the matter to be given to what is connected the reality of students, as well as social networks. In spite of the many activities that we can do in an out-of-network computer, such as editing texts, slides and spreadsheets, we can say that for learning English language, the use of internet resources is essential, since the web offers us various materials and diversified.

Undoubtedly, ICTs have brought benefits to students and teachers in language teaching and learning, but it is important to emphasize that if misused they can cause serious problems. The internet has really revolutionized the teaching-learning process, in which we find several resources for learning English as: Websites for practicing listening, speaking, writing and reading, online dictionaries, videos, music, digital books, blogs, online courses among other communicative tasks. Technological resources alone do not revolutionize learning, let alone teaching. It is necessary for the teacher to be trained to use these resources appropriately, otherwise the digital technologies in the classroom may not have the expected effect.

Therefore, taking into account the changes that come from ICTs, where students are connected to technology, a good lesson does not depend exclusively on technological equipment, the teacher needs to have sufficient skills to make the student reflect on the too much information they receive daily and convert them into knowledge. In this context, the challenge of the teacher is to use the digital technologies of communication and information to promote change, from being only transmitter of the knowledge to be a mediator and guiding of the learning.

However, the fact that training teachers in intensive courses and putting equipment in schools does not mean that new technologies will be used to improve the quality of teaching. In computerized schools, both public and private, I have observed forms of use that I call conservative innovation, when an expensive tool is used to perform tasks that could be done satisfactorily by simpler equipment (currently, computer uses for tasks which could be made by tape recorders, projectors, datashow, copiers, books, even pencils and paper) among others.

The technological transformations that our society is going through require a new profile of the teacher and also of the school with respect to the teaching-learning process of the students, but we realize that there is still a lack of investment in teacher training courses, mainly for those who did not have access in their initial formation.

There are different ways of acting in the classroom, but it is up to the teacher to adopt the most effective tools, given that in the face of the rapid transformation that the use of computers has provoked in our society, the greatest risk we face is that we are lagging behind the advances that arise.

The computer will never replace teaching practice, but the use of multimedia along with teacher affection and enthusiasm is an excellent recipe for learning. The teacher needs a training that allows him to use the communication and information technologies in his day-to-day life in a conscious way, that leaves from him the choice to use the ICTs in the classroom and that makes him able to construct a new form to teach and learn from them. The training of teachers has been a much debated topic in today's society in search of a proposal of education that provides a training that prepares the competent teacher and who knows how to learn in a new reality.

However, technology must be an integral part of the educational process and not conceived in isolation, that is, technological resources must maintain close links with society. One can not deny the fact that, like other pedagogical practices, the teaching of a foreign language has also benefited significantly from the incorporation of new communication and information technologies to traditional teaching and learning methods.

With regard to the innovations related to the teaching-learning process of English, the use of the Internet stands out, which has provided educational practices integrated

with various media, making the materials much more attractive to the student. In addition, access to electronic networks has favored interactivity between learners and teachers who can already intercommunicate, exchange information, perform group tasks, receive online feedback and even strengthen ties of knowledge and friendship.

Computer-mediated learning can be very useful for the development of a more complete communicative competence of the foreign language learner. This is justified insofar as the focus of most web resources is on meaning and not form. As a result, the learner will have more opportunities to improve his linguistic knowledge by being exposed to the most varied sources of information through virtual libraries, where he can find all sorts of text about any area of human knowledge.

Another relevant aspect, regarding the use of the Internet for the learning of languages, refers to the enormous potential of this technology to enrich the intercultural knowledge of apprentices. That is, in addition to contributing to the enhancement of the learner's language skills, digital resources can also be of great value for the development of their intercultural awareness. In this sense, access to the network can consolidate the knowledge of the target language, as well as those to target culture.

The Internet, with its multicultural and multilingual nature, excellent tool for the teaching of English in its systemic dimension of rules standards, as well as promoting and facilitating communication among the most different cultures. The objective of teaching English thus exorbit, from the linguistic sphere, to enable the development of the capacity for appreciation and critical analysis of the intercultural diversity of the learner. This, in turn, should gradually become better prepared to use English appropriately in situations of intercultural communication.

So that the Internet becomes, in fact, an instrument that facilitates the process of teaching-learning, it is necessary that some variables are previously considered. Conditions such as number of students, types of technologies available, number and duration of classes, institutional support should be carefully observed by the teacher who wishes to integrate traditional teaching techniques with the new information and communication technologies

Within this perspective, the role of the teacher gains significant importance, since it will be up to the foreign-language teacher to be attentive to eventual historical, social

and cultural discrepancies, involving the different nations, in order to help the student to develop his communicative potential.

The use of new information and communication technologies should favor the collaboration of students and teachers in the development of intellectual activities that may occur in different times and spaces. With the new interactive technologies, the individual moves from a mere passive assimilator of information to an active constructor of knowledge. Such a transition implies a cognitive reordering, a form of organization of thought that presupposes a cognitive subject capable of relatively rapidly processing a wide range of information from numerous information channels.

Computer use in schools also requires changes to educational ideology. It has become clear that faced with the scale and complexity of such changes, implementers needed to be helped in order for them to respond positively to the profound changes required of them, consider such changes critically, accept them where appropriate, and manage the transition process effectively.

The challenge is more prominent in poor schools as these schools experience a shortage of computers for the use of both learners and teachers. However, students coming from more wealthy socio-economic families may experience the benefits as they are exposed to computers at home, and this can be reinforced at school.

Whatever a computer is programmed to do, it can do over and over as often as necessary, which is an advantage, particularly for slower students. Furthermore, computers can retain teaching resources for a longer time, which is almost impossible in traditional classes. In contrast to traditional second language study, student can study more independently, leaving the teacher more time to concentrate on those parts of second language teaching that are difficult to do or cannot be done by computer, such as pronunciation, spoken dialogue, training for essay writing and presentation.

Another advantage of ICT is that whereas in most cases, printed books limit teachers to using the same information repeatedly over the years, computers and ICT have vast resources of information which can be accessed at any time and which is upgraded from time to time.

Many computers nowadays are equipped with narrators and there are also dictionaries with software which can be installed in any modern computer, so teachers and learners can access these voice pronunciations from their computers.

The role of teachers is to ensure that the use of ICT is integrated effectively in their English lessons to improve reading and writing. However, for the teachers to do this successfully, they need the necessary knowledge. They should know the right equipment to be used for a specific task, as well as where and how to access information, etc.

However, one key area of teachers' attitudes towards the use of technologies is the understanding of how these technologies will benefit their teaching and their students' learning. The success of ICT integration is hindered by many factors. The main problem faced by many teachers is lack of training. On the other hand it is understanble that forcing technology down the throats of teachers without adequate training or support, and without allowing a reasonable time frame, is unlikely to improve students' performance in every classroom.

In other words, school principals should support teachers and give them opportunities to learn ICT, give them access to where ICT resources are kept in the school, and allow them to participate in ICT programmes and attend ICT workshops on a regular basis. They should make teacher training the number one priority to enhance their epistemological knowledge. If teachers do not have access to ICT and school principals do not support them in the use of ICT, e.g. by ensuring that when computers are out of order, technicians should at all times be available so that resources can be utilised successfully, or integration will not be possible.

Faced with the scale and complexity of such changes, it becomes clear that teachers must be assured of assistance so that they can respond positively to the profound changes required from them, to consider such changes critically, to accept them where appropriate and to manage the transition process effectively.

> "Learning how to use ICT in the classroom involves more than training in hardware and software use. It requires pedagogic understanding of what computer-assisted learning applications are trying to do and of what the hardware and software is capable of doing Robinson, as cited in Passey & Samways, (1997)".

Integration does not involve physical hardware; knowledge for access of these software should be the most important aspect that teachers need to consider. When teachers start to encounter challenges, successful implementation of ICT integration in English lessons to improve reading and writing is questionable and doubtful. As they face these types of obstacles, they choose rather to disregard the use of ICT in their lessons and sustain what they are familiar with.

Teachers have to be aware about its importance in order to give new creative ideas to fulfill the way in which students learn. Every student is different and a teacher must be prepared to give the tools to students to learn; technology use, internet web 2.0, chats etc are excellent options for students to learn and improve the language knowledge and proficiency.

The instant connections worldwide made possible by the internet have revolutionized the way teachers work. This revolution in language teaching is not only advantageous for teachers. The advantages of the internet in language instruction is becoming more and more recognized and a number of internet resources have been utilized by language professionals worldwide. These resources are email, World Wide Web, multimedia, databases, chat, electronic journals and online conferencing.

However, new technology is, to a certain degree, reaching schools, but they are not often used most effectively because of the lack of practical know-how in schools. In addition, old ways of thinking and teaching slow down and at worst stop the evolution at hand. When not used to its fullest potential, new technology loses the benefits of its original purpose.

Nevertheless, without the knowledge of how to operate appropriately the Educational Software and online platforms, teachers cannot be expected to be able to take full advantage of the newest technology. The slow process of progress in the field of education affects teacher training as well. Not enough time is given to informing language teacher trainees of the new technology and teaching them how to use it. With technology, educators are leaving it up to the teacher trainees to educate themselves about technology after graduation.

Teachers are not necessarily any better in bridging this rift between this generation of digital natives and the adults teaching them. Rivoltella (2012) reminds us that teaching is nonetheless transmittance of oral, written and, especially in

today's society, multimedia literacy in varying cultural contexts. New technologies and new media present teachers with all new challenges of teaching not only themselves but also their students about media ethics and digital literacy.

Prashnig (2000, pp. 23-157) notes that traditional teaching is based on using analytical teaching methods. She adds that even the classrooms are made for learners who use the left hemisphere of the brain. In a traditional classroom, learners are often already positioned in a way designed for teacher led lessons, learners sitting in individual desks straight rows and lines, facing the front of the classroom and the blackboard, listening to the teacher and looking at the blackboard, involving the use of auditory and visual skills.

Knowing a language is something more than just knowing how the language system works. It not only involves having linguistic, pragmatic and sociolinguistic knowledge for instance, but also the ability to use various communicative strategies. Nevertheless, whatever approach the language teacher decides to adopt to classroom pedagogy and practice, they will no doubt focus on developing their students' various language skills. These skills are usually divided into four categories: reading, writing, listening and speaking.

Reading and listening are considered as receptive skills, whereas writing and speaking are thought to be productive skills. "Receptive competences always exceed productive ones: for example writing normally requires the ability to read simply to construe or assess one's own production, and the act of speaking usually takes place in contexts which also involve listening and understanding" Saville-Troike (2012, p. 172).

The receptive skills have traditionally had a more prominent role than the productive ones. Yet, to be able to fully communicate students must learn all of them. "Writing and speaking are different from reading and listening primarily since they involve constructing language on one's own rather than interpreting that of others" Saville-Troike (2012, p.172). What sets the two apart are that they are typically addressed to different audiences (readers and listeners), writing allows time for planning and editing while speaking is often unplanned, more immediate and connected to the context of that moment.

The complex skill of speaking entails having to learn many different factors and listening plays a major interactional role in successful spoken communication. "Writing is a common medium for testing knowledge in the world and therefore could be considered as the most important productive activity, especially for academic purposes" Saville-Troike (2012, p.172).

Reading has a central role in relation to developing all the other language skills. In the following paragraphs these language skills will be discussed and some examples of how technology and the IWB or Interactive White Board could aid in producing teaching and tasks that can combine together all areas of language skills.

4.2 Listening

According to Levy (2012, p. 280) "to derive meaning from the language they are listening to, learners need to identify and understand different factors involved in speech, such as sounds, intonation, rhythm and stress", on the other hand for Field (2012) "awareness of language specific phonetic characteristics furthers understanding, whereas unfamiliarity with them may hinder it".

Therefore, technologies can help segmentation, repetition and speed regulation in listening instruction. With the help of new technologies, teachers can isolate speech passages and individual sounds from audio materials, replay and slow down the audio as many times as he thinks necessary. New technologies can also add interactivity to listening instruction, enabling teachers to link audio materials to further information on the subject on hand via a webpage etc. As we know, not all speakers of a language talk in the exact same manner. Especially within languages that have become the most spoken language of the world, since there are a vast majority of variants.

Yet, it is also important to familiarize learners also with other forms of language than the standard language. Teaching through authentic materials and contexts acquaints learners with conversational features of the language. In Brazil for example, there is a vast supply of language textbooks and teacher's manuals with audio materials. Moreover, the audio materials of the textbooks are traditionally designed for specific pedagogical purposes for foreign language learners. Therefore, these foreign language

textbooks are not traditionally presented with other variants of the language which could make it difficult for them to become accustomed to the conversational features of the language.

This could result to failure of comprehension in actual authentic communication scenarios. Luckily today, in addition to the textbooks, teachers have a wide range of resources at hand online, with television broadcasts, YouTube-videos, magazine articles, blogs and social media etc. which allows them to show not only different variants of the spoken language but various registers as well.

4.3 Speaking

Thornbury (2002) describes that "Learning to speak involves knowing the language system, including grammar, vocabulary and phonology". Yet, he adds, "knowing the system does not automatically translate into knowing how to speak the language. Knowing a language is something more than just knowing how the language systemworks". Thornbury (2012) "sees that knowing a language composes of three factors: knowledge grammatical, lexical, sociolinguistic, and pragmatic features of the language, skills fluency, negotiation and management skills and communication strategies".

However, classify these factors involved in the speech act under communicative competence that consists of linguistic, pragmatic, strategic, intercultural and discourse competences. Therefore, speaking is a complex act of interaction that involves simultaneous production, understanding and modification of language, while using all the various skills, knowledge and strategies.

However, as with listening, there is a need for varied examples of speech, not just the standard to develop the necessary skills for successful communication.

With technology, such as the interactive white board IWB, teachers can easily access electronic materials available on the internet to diversify the input received and examples given. Teachers can for example show students various videos of authentic speech situations. Teachers and students can record speech activities in the classroom using a microphone and a document camera or an

iPad etc. attached to the IWB. The video footage can be replayed, edited, discussed and evaluated at the moment and then.

This can provide instant feedback, made by the teacher or the peers, or by way of self-evaluation. Learners can also take part in "Tandem learning": "face-to-face interaction with speakers of a foreign language". Paola Leone (2012, pp.131-132) describes it being very close to conventional peer communication with similar characteristics such as "turn-taking, negotiation of meaning, repairing each other's incorrect language use, code-switching and the use of gestures and body movements. "Consequently, many learners find speaking easier than for example writing, as it permits them to seek clarification and other support from their communicative partners" Saville-Troike (2012, p. 172).

Learners are also likely to need to practice their communicative strategies when speaking with a native speaker whose language proficiency is higher than their own. Leone (2012, pp. 131-133) reports that "especially negotiation of meaning and correcting each other's language use, that arise from misapprehensions, inappropriate target language vocabulary or expression and uncertainty about language use of the target language, are instrumental in the development of L2 communication ability".

On the other hand, Levy (2012) reminds us that "when it comes to the quality and speed of transmission, there are limitations to technology. For instance, the successfulness of videoconferences can sometimes be hindered by the equipment used by the participants: the audio feed may be difficult to hear, or there can be problems with the video (for example the connection may break up or the image can lag behind the sound) that can affect comprehensibility".

4.4 Writing

With regard to writing it is a process of constructing texts rooted in social contexts. The objective of successful writing is to create a well-formed, coherent text that meets the intended communicative purpose in a set context. To achieve effective communication, learners have to utilise their linguistic, pragmatic, socio-cultural and strategic knowledge together. "Some second language learners find the

productive skill of writing easier to acquire than speaking because it provides them time to reflect and edit their language and output" Saville-Troike (2012, p. 172).

When writing, learners need to be aware of, for instance, how their choice of words, their use of sentence structures and punctuation may affect the comprehensibility or the effect produced by the text, as well as understanding the appropriateness of their choices in a particular context pragmatic and socio-cultural knowledge. They also have to be able to use different communication strategies to write effectively: for example: paraphrasing, restructuring or making literal translations from their first language. Peer feedback is also seen to be an important factor in developing the strategy of revision.

Today most of our writing happens in fact in digital environments and is published on the internet, were it by e-mail, in a blog, in the Facebook or any other of the myriad of possibilities online. Therefore, why not utilize this medium in the classroom as well? Teaching groups can set-up their own blogs, social media profiles or internet sites and publish students' texts on them.

There the texts are open to peer-feedback and evaluation in the form of commenting. Texts can be edited and re-posted or written replies can be composed. However, copyright and privacy protection issues need to be considered when publishing students' work online.

With technology and especially word processing programs, editing text is quick and easy. Most IWB software even include handwriting recognition, which enables teachers and students to write their text on the board with a pen (that comes with the board) or with their hand and immediately edit the text on a word processing program or just wipe it away. Technology makes it fast and simple to create and combine various media: text, images, hypertext, video etc.

4.5 Reading

Ediger (2006, p. 303), affirms the following: "To read is to solve problems deemed to be a fundamental academic skill and an introductory skill to independent language learning, reading entails being able to translate meaning from a written text and understand the purposes of the discourse features (for example markers,

cohesion and coherence) used in the particular context employing different reading strategies to construct sense".

In accordance with Usò-Juan and Martinez-Flor (2006, pp. 269-270) "reading requires knowledge of the rules and mechanics of the language (i.e. grammar, vocabulary, alphabet, punctuation etc.), as well as pragmatics (for example register and choice of words) and cultural factors, that may affect the meaning of the text, for example, the socio-cultural background of the target language".

The strategies students use depend on the purpose for reading. Tasks in authentic contexts and reading for specific purposes can help students develop varied strategies for reading comprehension for diverse objectives. Therefore, acquainting students to reading and comprehending various genres of texts, not only pedagogical or academic, and involving tasks for reading for different purposes can prepare students for proficient reading comprehension. Technology aids teachers and students to access and view a multitude of texts online as today almost everything is published on the internet.

Consequently, finding various texts in diverse genres and registers as well as using them in the classroom is fast and cost efficient. Via a computer and a video-projector or an IWB, teachers and students can for example compare different genres of text side by side and discuss them without the need of printing or making photocopies. With the IWB, text can be for instance enlarged, underlined or circled; In other words, the text can be edited and highlighted in a multitude of ways instantaneously right there in the classroom.

This can be done by the teacher, or more effectively, by the students, involving them in the process and getting them physically involved in the reading and comprehension – beneficial to the kinaesthetic and tactile learners.

4.6 Integration of new technologies in language teaching

There is no denying that technology is here to stay but how it is used by teachers and to what extent varies enormously. Taalas (2007, p. 413) reminds us that "even though technology and the ways to use it have developed and multiplied and though technology has been an aid to language teachers for decades, it nonetheless has not become a fixed part of language teaching". Quite the contrary, Hockly (2009), notes that

"teachers have a tendency to integrate very little technology into their classes despite using a multitude of technologies in their daily lives".

This, she adds, may be due to three factors. Firstly, the fear and insecurity of teachers to use new technology and feeling it may be too late to learn how to use them. Secondly, the lack of training and support from the workplace or employer, which renders teachers overwhelmed with knowing how to use new technologies or where to start learning how to use them. And thirdly – which is especially the case in some public schools with smaller schools and areas outside the larger cities particularly in the current economy – the lack of resources: schools simply cannot afford to make investments in new technologies and therefore many teachers do not have access to them.

There are also applications that can help teachers make classes more dynamic and meaningful. An example of this is when students have difficulty to understand a word and can autonomously search for its meaning.

The internet has become easily accessible to citizens of the most varied social classes, because with the modern technologies people can be connected 24 hours per day through cell phones, iPads, tablets, smartphones, etc. With all this ease, the internet has contributed significantly to the learning of English and other foreign languages. Although controversial, the computer in education is a reality, translating different modalities of use and application, in a moment a machine to learn, in another moment a machine to teach. The introduction of technological innovations in social life always provokes controversy mainly when related to the learning of the English language because has become a very profitable business.

Acquisition of the second language or acquisition of foreign language is a subject that has always attracted the curiosity not only of scholars of linguistics but also of people interested in teaching and learning another language. The meaning of acquisition of second language seems simple, but in fact second language refers to any language learned in addition to a person's first language; although the concept is named second-language acquisition, it can also incorporate the learning of third, fourth, or subsequent languages.

Second-language acquisition refers to what learners do; it does not refer to practices in language teaching, although teaching can affect acquisition. The term

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acquisition was originally used to emphasize the non-conscious nature of the learning process, but in recent years learning and acquisition have become largely synonymous.

Ellis (2003, p.3) explains that:

"First of all, the meaning of the term second-language acquisition seems clear, but in fact requires careful explanation. In a second context, the acquisition of the second language may refer to any language that is learned after the mother tongue. Thus, it can be referred to the learning of a third or fourth language".

The interactivity provided by Internet, intranet and management environments, where e-learning is situated, according to the socio-interactionist current, is seen as a means of communication between apprentices, counselors and the latter with the environment. The result of a combination between teaching using technology and distance learning has changed the way as the contents are taught. Both modalities converged to online education and Web-based training, which eventually resulted in e-Learning.

Its arrival added new meanings to the training and exploded the possibilities for the diffusion of knowledge and information for the students and, in an accelerated pace, opened a new world for the distribution and the sharing of knowledge becoming also a form of democratizing the knowledge for the population with access to the modern technologies, enabling them to be available at any time and at anywhere.

In order to support the process, the LMS's (Learning Management System) were developed. With the development of technology on the web, real-time interaction processes become a reality, allowing the student to have contact with the knowledge, with the teacher and with other students, through a virtual classroom.

The use of ICTs imposes on teachers a more comprehensive knowledge in both the technical and the pedagogical use, since such competences, according to National Curricular Parameters of Secondary Education (PCNEM), must be integrated so that they are not only useful to inform, but also to contribute to the process of building knowledge in different areas.

According to Perrenoud (2000, p.134), the competence of a teacher in this field is to be: "an alert, critical and selective user [...] an expert of software that facilitates

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intellectual work ... and that these tools do not deviate from their professional use and consequently, communication between people becomes more accessible, no matter the time or space in which they are". Therefore, the emergence of new communication and information media computer, internet and web 2.0 allowed a greater interaction of knowledge in several areas.

Regarding the use of these technologies in teaching-Foreign language learning, it is noticed that there are different Moodle, Teleduc, Livemocha, BBC Languages, etc. and many other pedagogical resources such as chats, forums, wikis, blogs that are used for language enrichment communication opportunities with learners.

Nowadays, due to all these technological artifacts that the student has, it becomes difficult to insist on teaching classes only through rudimentary technologies. It is known that the current clientele of students is heterogeneous, a fact that makes it difficult for the teacher to meet a diversity of interests of each one, without incorporating the use of the technological resources that are within our reach and that transcend the school wall.

However, it is necessary to consider the impact of the computer, the internet and its derivatives such as blogs, social networks, MP3s, podcasts, iPods, and all technological devices involving computer science. They are devices that broaden the student's contact with community groups and enable interaction with native speakers of any country without boundaries.

4.7 Benefits of CALL

While there are those who are still sceptical about the use of a computer to teach language (an inherently human activity), the many benefits of a CALL program have been generally accepted. Some of these come from the general field of CALL, while some are specific to language learning.

Therefore, classical language teaching in classroom can be monotonous, boring, and even frustrating, and students can loose interest and motivation in learning. CALL programmers can provide student ways to learn English through computer games, animated graphics, and problem-solving techniques which can make drills more interesting.

However, CALL allows learners to have non-sequential learning habit; they can decide on their own which skills to develop and which course to use, as well as the speed and level by their own needs and students have different style of learning, and an incompatible style for students will cause serious conflicts to them. Computer can provide an exciting fast drill for one student and slow for another.

Another important factor is the time flexibility of using computer enables students to choose appropriate timing for learning. It is also stressed the importance of flexible learning, learning anywhere, anytime, anyhow, and anything you want, which is very true for the web-based instruction and CALL. Learners are given a chance to study and review the materials as many times they want without limited time.

Even so, computer enhances the learning process from a pre-determined syllabus to an emerging or process syllabus. For example, a monotonous paper exercise of 'fill-in-the-blanks' type can be made more exciting on the screen in the self-access mode, and students can select their own material. Therefore, CALL facilitates the synthesis of the pre-planned syllabus and learner syllabuses through a decision-making process undertaken by teacher and learners together.

In sequence, students have freedom of expression within certain bounds that programmers create, such as grammar, vocabulary, etc. They can repeat the course they want to master as many as they wish. Still, drill-type CALL materials are suitable for repetitive practice, which enable students to learn concepts and key elements in a subject area.

Nevertheless, the numbers of English teachers using CALL has increased markedly. In addition, many articles have been written about the role of it in English learning. Although the potential of the Internet for educational use has not been fully explored yet and the average school still makes limited use of computers for some reasons , it is obvious that we have entered a new information age in which the links between ICT and EFL have already been established.

4.8 Learner Autonomy

With a CALL program, learners can work at their own pace, the learner can spend more time on those topics that are causing difficulty. Probably the most

important benefit is that of learner autonomy. Information can be reviewed and tasks can be repeated until the learner is happy to move on to a new topic. The learner feels in control, which usually enhances satisfaction levels with the learning process. However, it is important to bear in mind that successful language learners must assume responsibility for their own learning.

4.9 CALL Materials

Materials can either be authentic, produced locally or commercially. "CALL materials share many of the characteristics of non-CALL material according" to (Levy, 1997). Another commonality is that there is often dissatisfaction with commercially produced materials. However, the diverse capabilities of computers mean that differences exist. CALL enables the integration of sound and video into courseware materials. It adds a dynamic dimension that is impossible with a book (e.g. exercises, links to relevant information, interactivity and feedback.

While several frameworks have been proposed for CALL materials, none has been formulated that captures the unique qualities of CALL materials. There are four different types of knowledge that are necessary for the development of CALL materials: theory of instructional design, theory of language teaching, theory of language learning and knowledge of applicability of technology.

Theories of instructional design involve linking learning theories with the practice of building instructional systems. According to Hubbard, (1987) "there are many different theories of language teaching which include behaviourist, explicit learning, comprehension-based, communicative and humanistic approaches".

Therefore, knowledge of applicability of technology encompasses knowledge of the different types of technology available and their suitability for their intended process. This includes awareness of the alternatives available and their ease ofapplication/implementation and their pedagogical appropriateness

4.9.1 Interactivity

Computers promote interactivity. Learners have to interact with the computer and cannot hide behind their classmates. If the learner does nothing, nothing happens. At the very least, learners have to start the CALL program. The program can only pass

from one section to another with the consent of the learner. Thus learners have to drive the program. Usually they have to use the target language in exercises within the program. They have plenty of opportunities to practise the language in a one-on-one situation. They can practise the exercises as many times as they like, until they are satisfied with their results.

CALL programs promote interactivity using many senses. Not only is text presented, sound can be heard and videos viewed. Sub-titles to videos can be switched on and off. Videos can be viewed in mute mode, so that learners can use various strategies to ascertain what is happening. Graphics can be used to demonstrate not just grammar items (for example, moving words around to form questions) but also for spatial related language topics (for example, the use of "in front of" and "behind").

5. METHODOLOGY

5.1 Research Method

This study was inserted in the paradigm of the qualitative as well as quantitative research with the analysis and observation of an environment in question (Instituto Federal de Educação, Ciência e Tecnologia do Amapá) with respect of the use of the modern technologies for the teaching of English Language Through educational software and ICTs. The research activity, initially done with an objective questionnaire produced some quantitative data. In this sense, it was performed using the inductive method, starting from the particular to the general.

Regarding the definition of qualitative research, Patton (2002, p. 227) states that "qualitative methods allow investigation on subjects selected in great depth with careful attention to detail, context, and nuance."

On the other hand, researchers who use the qualitative methods seek to explain the reason for things, besides describing and understand the phenomenon addressed in the research. Complementing this definition, Hancock (2002) describes the nature of qualitative research, stating that "these are related to the findings for the following questions: Why? As? And in what way?". The author adds that qualitative research is

centered on opinions, experiences, feelings of individuals, thus producing subjective data. And yet Hancock (2002) proposes seven qualities of qualitative research: "subjective, holistic, phenomenological, anti-positivistic, descriptive, naturalistic and inductive". On the other hand, Bodgan and Biklen (1998) affirm that "qualitative research can be characterized as: naturalistic, descriptive, procedural, inductive and meaningful". The qualitative research will be guided by six steps

1) identification of the phenomenon to be studied; 2) identification of study participants; 3) elaboration of hypotheses; 4) data collection; 5) data analysis; and 6) conclusions.

Based on the information presented aforementioned, this research fits into qualitative research because it was possible the direct contact with the school environment where the research was carried out. In addition, it was possible to describe and understand the phenomenon of the use of Educational software for the teaching and learning of English Language in a given context. However, it should be clarified that this study also is a quantitative research because it seeks to quantify the number of teachers that use the ES within a given school context and some numerical variables (example: age group, years of work, and so on.)

The quantification of data is necessary so that it is possible to interpret data collected in the questionnaires and so that it is possible to determine variables and establish connections between them. A quantitative approach aims to determine the relationship between or among variables.

In accordance with Mackey and Gass, (2005) "generally this is statistically tested through correlations, which allow the researcher to determine how close two variables are related to a given research group".

Therefore, it is understandable that qualitative and quantitative approaches to research necessarily exclude each other, or that, by implying different worldviews, must use different research methods. Thus being, in the context in which this work is carried out, evaluation research today requires the use of qualitative and quantitative research tools and typically combines several types of research so that a more positive result can be obtained.

5.2 Description of the research type

This research is configured as a case study, since the research was carried out in a school context, which made it possible to obtain specific information. This research is considered as descriptive because it addresses four aspects: description, recording, analysis and interpretation of current phenomena being classified as qualitative, since its main objective is to investigate the use of educational software by English-speaking teachers of a particular group and is naturalistic, since the data will be collected in a natural environment and is descriptive, because it will describe the phenomena observed.

From the point of view of Hancock (2002) "the case study offers a wealth of information not normally contemplated by other methods".

5.3 Description of the research tools

Characterization of the school in which the data was collected. The objective of this section is to present the data collected through the questionnaires and interviews used in this study, articulating their analysis descriptive and statistical analysis with the respective. Initially, contact was made with the school to explain the research objectives and the documents (Annex 1) and the invitation letter to teachers (Annex 2). By an option of the school, initial contact with teachers was not possible.

Thus, it was agreed that at the next meeting of teachers (07/10/2017) the school staff would deliver the invitation letter to them and they would decide whether or not to participate in the research. At the time, the school had approximately 25 teachers (including four coordinators). The school staff gave the invitation letter to 20 teachers, however, only 14 were willing to participate in the survey.

The following data collection instruments were used: questionnaire (Annex 4), interview (Annex 5), complement to the questionnaire (Annex 6) and an ES evaluation model (Annex 7). Through the questionnaires and interviews it was possible to collect data about the school that uses the educational software, the teachers involved in this process and how they use the educational software.

The evaluation model was important for cataloging information on software used by teachers and for analyzing and comparing it with statements made by teachers.

Questions related to respondents' attitudes, usually include questions about attitudes, opinions, beliefs, interests and values of the participants. The choice of using the questionnaires was influenced by the time factor.

As the research was conducted during the almost one month of the school period, the questionnaires were chosen with the aim of not interfering much in the school routine. However, individual interviews clarified points in the questionnaires that were interesting to deepen.

Thus being, survey-type interviews were used so that some objective questions were answered. After deciding what the collection instruments were, the questionnaire and the guiding questions of the interviews were elaborated. Through the above descriptions, it is important to mention that the interviews followed a style of informal conversation, started with basic questions, starting from the interviewees' speech was moving according to their answers.

The analysis of some questionnaires was very useful because it was possible to elaborate questions about the use of the computer in general, and then to elaborate the more specific questions about the use of the educational software. The Teacher interview roadmap (Annex 5) contains questions that served as the starting point for the interviews.

In all, the questionnaire has three large blocks of questions: 1) The first one is classified as the respondent's identification block, because it has issues related to age, gender, professional status, school education, and so on. 2) The second block concerns the use of technologies (inside and outside school). 3) The last block is related to the use of educational software in the school context. The questions that guided the interviews were elaborated based on the items of the questionnaire. These questions were used to make it possible to deepen the questionnaire and also to make a comparison between these two research instruments.

With this objective, after the preparation of the questionnaire and questionnaire for the interview, a pre-test was submitted for two evaluatioin to evaluate professionals with the help of the school principal: one coordinator for 49 teachers responsible for teaching courses on research methodology; and four English teachers who uses the computer in her classes. From the comments and suggestions of these teachers were made some revisions of the items and the research instruments.

6. STUDY

6.1 Population and Sample

The selection of the data sample had two distinct moments: the selection of the school and, consequently, their teachers, and the selection of software for evaluation. Initially, a survey was carried out with the main schools in Macapá including the Instituto Federal de Educação, Ciência e Tecnoloiga do Amapá. The Directors provided the names of schools and the materials used by them, so it was possible to draw a profile of which schools used material with CD-ROM, internet and educational software applied to English Language teaching. From these data, it was possible to find out which schools were and, consequently, which teachers used the educational software.

After collecting this information, a list of schools was created and the contact was then initiated by telephone and / or e-mail so that it was possible to visit the school and learn how educational software, internet and technological resources were being used in English classes. After a survey among private and public schools of regular education it became possible to see clearly the difference between public school education and private school. In public schools it was found that very few actually used the technological resources, although most have a computer laboratory to make this practice possible.

The vast majority of teachers left it to the students to choose the best way to use the eduational software that accompanies the teaching material. In general, teachers using the computers in their classes did not use the eduational software. They used more resources related to the internet (video on YouTube, sites, etc.) than the activities proposed in the software that accompanies the didactic material.

It is also important to justify the choice of a certain group of subjects. The fact that the researcher only apply a questionnaire or interview, without explaining the reasons for the choice for a certain group and not another, leaving the impression that it could be anyone. In this work, we chose a language school that has a planning regarding the use of software in the classroom. Teachers receive at the beginning of the semester a calendar containing the proposed activities and among them is the visit to the computer lab at least once a month.

The first contact with the school occurred through a telephone call and then by means of e-mails. After the appropriate explanations were given regarding this research, the research was authorized in the school and then the documents addressed to the School Coordination (Annex1) and the invitation letter to the teachers were given (Annex 2), and the questionnaires were then delivered during the interviews.

6.2 Data analysis and discusssion

In this part, the analysis and discussion of the data are described in three moments. The first moment presents the analysis made through the questionnaires and interviews followed by discussion about the results obtained. The objective was to characterize the 14 teachers in the sample, to describe in which situations teachers use computers, and finally, to detail how English teachers use educational software in their classes. The second moment presents the evaluation of the educational software selected in this work. Then, the third moment presents an integrated discussion based on the analysis of the research with the teachers and the results obtained in the evaluation of the software in order to better understand the reality of the uses of educational software and technological resources in English Language classroom.

Questionnaire (Annex 4) so that they responded according to the reality. After a period of two weeks, the questionnaires were collected and the process of marking the interviews began. Initially, it was possible to establish a certain reluctance to submit the questionnaires within the agreed time, probably because it was the last academic month of the semester (period of completion of courses, correction of tests, and so on.). Gradually, it was possible interview all teachers (Annexes 5 and 6) and collect the questionnaires, completing the fieldwork at the end of July 2017.

In general, the school serves a profile from 12 to 15 years old. These age groups are divided into 13 stages which vary according to age and language proficiency. The initial contact with the foreign language is done through stories, games, and songs. Over the years students in developed countries turn their attention to language skills (reading, writing, speaking and listening) and complete the course in adolescence with an Advanced English Certificate (CAE) from the University of Cambridge for instance.

Students attend 4 hours a week of English classes, involving games, music, recreational activities in and outside the classroom among others technological resources. However, in public schools in Brazil our reality is totally different.

The educational software chosen for analysis meet the 4 levels of proficiency of the English Language, according to the age range of the students. A classification was made based on the stages proposed by the school as shown in the table below:

AGE	LEVEL
From 6 to 10 years old	Basic level
10 to 13 years old	Pre-intermediate level
13 to 16 years old	Intermediate level
16 to 19 years old	Advanced level

6.3 Characterization of personal and professional data of Teachers

In order to present a characterization of the personal and professional data of the teachers of the sample (Table 01), we started the observation because it was a predominantly female sample (90.9%).

Variables		Number of teachers	%
Sex	Female	10	99,9
	Male	01	09,1
Age	18 to 25 years	03	27,3
	26 to 35 years	08	72,7
	36 to over 55 years	00	00,0
Professional situation	Effective or contracted teacher	07	63,6
	Teacher responsible for coordination	04	36,4
	Graduation student on stage	00	00,0
Service time	1 to 3 years	06	54,5
	4 to 6 years	03	27,3

	6 to 10 years	02	18,2
	11 or more years	00	00,0
School education	Undergraduate degree course	05	45,5
(Multiple response options)	Language Institute	00	00,0
Lived outside the country		05	45,5
Other situation (is native to US)		01	09,0
Computer science course	Yes	04	36,4
	No	07	63,6
Learner level	Basic	09	81,8
(Multiple response options)	Intermediate	09	81,8
Advanced		03	27,3
Group for which you teach	Children	09	81,8
(Multiple response options)	Teenagers	09	81,8

6.4 Table 01 - The use of technologies inside and outside the classroom

It is also important to note that 72.7% of teachers belong to the age between 30 and 35 years old, however, only 5 teachers (45.5%) have an undergraduate degree in letters. The other teachers who taught at school and who did not have a Bachelor's degree were proficient in the language due to the experience abroad (5 teachers = 45.5%) and the fact that they were native to an English-speaking country (1 teacher = 9 %).

Data tabulation also shows that most teachers did not take any type of course in computer science (63.6%). Teachers who have invested in computer science have taken part in some kind of typing course, courses to learn how to use the various programs included in the Windows operating system (Excel, Word, Power Point, etc.), and more advanced courses such as photoshop 48 and auto CAD 49 (36.4%), but this is understandable since the school has two units. There is also a diversification regarding

the length of service in the area of English teaching, with a preponderance of 54.5% of the teachers between 1 and 3 years of service in the teaching of English.

It is also observed that a large proportion of teachers (81.8%) children and adolescents, while only 18.8% only teach one of these groups in the academic year that was given this research. With respect to proficiency levels, almost all teachers teach basic and intermediate levels (81.8%), while only three teachers teach at the advanced level (27.3%).

In general, and as we can seen in table 02, teachers use the computer at home (81.8%) or at work (63.6%), and most of them use the computer every day (81.8%) and only one teacher (09.1%) rarely uses it.

Variables		Number of teachers	%
Where you use your computer	At home	09	81,8
	At work	07	63,6
Using Your Computer	Every day	08	72,7
	1 to 3 times a week	02	18,2
	Rarely	01	09,1

6.5 Table 02 - Environment of use of computers by teachers

In relation to the use of the computer for class preparation, the teachers do it for several purposes as shown below:

Numbers of teachers that make use of computers in class preparation:

(1) Does not use the computer to prepare lessons

(10) Make use of the internet for research purposes related to discipline

(4) Audio visual presentations (slides, videos, etc.)

(5) Elaboration of activities and tests

(1) Another situation - CD-ROM with exercises

In this school, teachers consider as technology several resources (Table 03), among them: the educational software, the internet, videos, DVDs, computer, stereo system, datashow, posters and audio CDs. It is important to note that this questionnaire allowed several responses since it was not addressed (multiple choice).

Variables			Number of teachers	%
Technologies used in the classroom				
Educational Software	09	81,8		
		Internet	04	36,4
		Videos	03	27,3
		DVDs	03	27.3
		Computer	03	27,3
		Stereo	01	09,1
		Retroprojector	03	27,3
		Audio CDs	02	18,2
Frequency used by the laboratory of computing				
		Never	00	00,0
		Sometimes	10	90,9
		Often	01	09,1

6.6 Table 03 – The use of Technology and Computer in Class

All teachers answered the question about what the benefits of classroom technology would be, and the benefits of student motivation, change and diversification of the classroom routine, the possibility of computer games, and ease of use. Among the observations made by the teachers the speech of one of them drew attention by portraying reality outside the classroom. The teachers participating in this study had the names preserved and T (uppercase) followed by numbering was used to identify them. Let's read the following statement made by the teacher interviewed:

> "The technologies have an interesting appeal, because they connect with reality outside the classroom, bringing extra material, mainly related to the most natural manifestations of the language taught. " (T7)

Another professor highlighted the diversity and different resources of computers as benefits:

> "I believe that the diversification and use of different resources attract the interest of the student, motivating him significantly. In addition, audio-visual and / or interactive features are more likely to reach each student's individual learning styles. " (T9)

Other teachers highlighted the benefits that software provides for certain activities such as listening comprehension, they state the following:
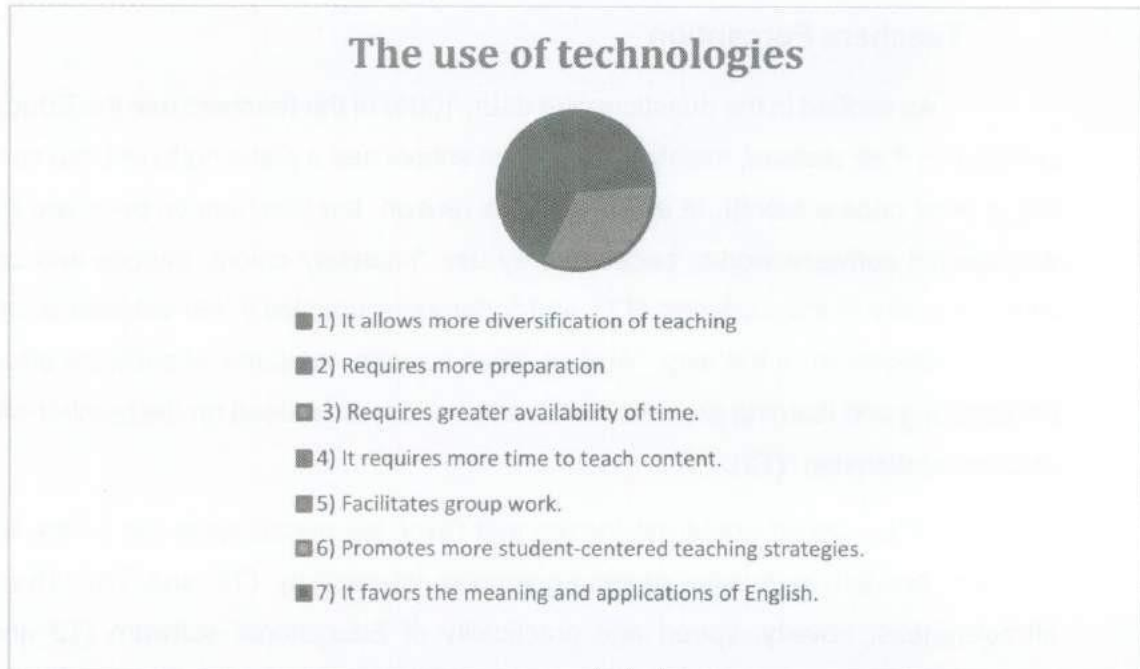
> "I believe these technologies facilitate student learning as they provide direct student contact with the language as in the case of listening activities." (T10) In addition to offering a range of vocabulary activities, other than those in the classroom: "Children love play and we have the opportunity to practice vocabulary in different situations in the classroom." (T11).

The above data were collected from the questionnaires completed by the teachers and mapped the benefits of using technologies through an open question. However, in conducting the interviews, this question again in the form of a completeness (Annex 6) to the interview but with guided responses (multiple choice) as a way of confirming and collecting more data what teachers think about the benefits of technology. Graph 02 (on the next page) presents the results of this question of multiple choice and in some cases, confirms or in other cases contrasts some opinions of the interviewees presented in the open question.

The teachers reaffirmed through the multiple-choice and "... the diversification and use of different resources attract the interest of the student, motivating him significantly ... "(T9) and because they" change the classroom routine "(T1) beyond "To leave the routine inside a conventional classroom" (T5); These statements possible verification through the response given in item 1, where all the teachers consider that the use of technologies allows education, in addition to considering that the use of technologies promotes more focused on the students (item 6) and reaffirmed in the teacher's speech (T9): the "Audio-visual and / or interactive features are more likely to different individual learning styles of each student. " Another positive point it was pointed out that with the use of technologies there is a possibility that (Item 08), which was

confirmed by T11: "Children love play and we have the opportunity to practice vocabulary in situations different from the classroom ".

The use of technologies

- ■ 1) It allows more diversification of teaching
- ■ 2) Requires more preparation
- ■ 3) Requires greater availability of time.
- ■ 4) It requires more time to teach content.
- ■ 5) Facilitates group work.
- ■ 6) Promotes more student-centered teaching strategies.
- ■ 7) It favors the meaning and applications of English.

6.7 Graph 01 - The use of technologies

It is also important to highlight the speech of another teacher calling attention so that the use of the computer and its benefits are not just another tool in the classroom:

"Today, technology is accessible to virtually every age group. The use of technology in the classroom is good if we take into account the practicality, the quick information and the playful, but it should be an attraction, something to add and not a crutch for the teacher. Otherwise, the proposed use of technology in the classroom will be unsuccessful. "(T3)

Regarding the frequency with which teachers visit the computer lab with their students, 90.9% of the teachers (data in Table 03) use the laboratory at least once a month with their students since "the planning of school provides for use once a month "(T7). Another teacher points out that he uses the Laboratory "according to the availability of time and sequence in the planning "(T3). In relation to the activities that teachers carried out with their students using the computer, most of them are based on auditory and visual experiences.

6.8 Educational software and English Teaching and Learning – Teachers Perception

As verified in the questionnaire data, 100% of the teachers use the Educational software in their classes, mainly because the school has a planning to use the computer lab at least once a month. In addition to this reason, the teachers emphasized that the educational software works, because they use "intensely colors, images and connect with the reality of the students" (T7), and "offer extra practice in the subjects addressed in the classroom in a fun way. "Among other aspects, educational software also make the teaching and learning process more varied and less focused on the teacher-student-student relationship "(T2).

When asked about the factors that favor the pedagogical use of the ES, the teachers pointed to teacher-student-computer interactivity (T2 and T5); The visual attractiveness, novelty, speed and practicality of Educational software (T3 and T6); "Knowledge of the technology used and the conditions for employing it in an efficient form "(T8); and the fact that the school has an adequate infrastructure with a computer room and available software (T9 and T11).

It was asked in the questionnaires about the factors that the teacher considers important for the use of the educational software in English classes, these factors were classified in three divisions: the factors related to the methodology and the use of the didactic material, those related to the school and those related to the teacher. Regarding the factors related to the methodology and the use of the didactic material, all the options were pointed out and there was a balance between them.

It is interesting to note that the most voted items were those related to methodology and ease of use. Only seven teachers considered the ES source of innovative materials and its use as appropriate to the English curriculum in the total of (eight teachers).

Table 4 on the next page had the objective of surveying teachers' opinions about knowledge and use of ES, classroom experiences, pedagogical advantages and attitudes of the school and students towards ES. Of the group of teachers, 81.8% agreed

that they would like to know / learn more about the use of the ES and feel apt to use it, besides the classes where the educational software are used to motivate the students. In addition, the majority claim that the use of ES in English class requires a new conception of teaching and learning taking into account the changes that occurred due to technological advancement in the 21st century.

	I completely agree	Agree		Disagree	Completely disagree
I would like to know / learn more about using ES	2	9			
Using ES in English classes makes them more motivating for students.	8	2	1		
I use ES to my advantage, but I do not know how to teach my students to use them.		3		6	2
I think Educational Software makes my teacher's routines easier.	1	2	2	6	
I think that ES helps my students acquire / reinforce new and effective knowledge.	3	7	1		
I have never been trained in ES and I do not know the possibilities that I have.		2	4	2	3
The use of ES in English classes requires me to have new skills as a teacher.	2	6		2	1
I feel apt to use ES.	5	6			

My school does not have the conditions to use the computer / ES in English classes.		1		2	6
My school has a positive attitude toward using ES.	8	3			
"My students, in many cases, dominate computers better than I do	1	4	3	2	1
I do not feel motivated to use ES with my students.		1	1	4	5
I do not know in depth the pedagogical advantages of using ES for my students	5	1	3	2	

6.9 Table 04 - Teacher opinions

One item that had a balance of responses was the fact that the advantages of using ES for students were well known, teachers were among the options agreed (45.5%) and totally disagree / disagree (45.5%), . There seems to be some doubt about the pedagogical advantages of using ES, and this statement can also be confirmed by evaluating that 100% of teachers confess they would like to know / learn more about ES use.

Regarding the role of the school, all teachers (to varying degrees of opinion) agree that the school has a positive attitude towards the use of ES. 90.9% of teachers believe that the school has the conditions to use the computer / ES in class and only one teacher disagreed with this fact. Some teachers (45.5%) perceived that their students dominate more knowledge about computers than themselves, and 90.9% of those surveyed stated that the ES assists in the acquisition and reinforcement of knowledge by the students.

6.9.1 The use of Educational Software in English Language Classroom

This section of the assessment describes how teachers use ES and also suggests what their ideal use would be. Regarding the use of the ES, teachers were unanimous in saying that they use it in activities and games related to content worked in the classroom (T2) and to review content presented in the classroom and as a recreational activity (T10).

However, these activities are only carried out after introducing the subject (T1 and also after the explanation and exercise (T4) based on the subject studied. In addition, the activities carried out with the ES are always associated with school planning (T3) and (T6). In relation to participation, students usually work in pairs and the chosen activities (games or exercises) are directly related to the subject being given and last about 20 minutes "(T9). A teacher emphasized that the participation of the students occurs in an interactive way (T8), since they can participate in the choice of activities as long as they are related to the studied content.

It was noticed through the teachers' speech that the fact that the school provides for the use of the computer lab facilitates the visit and the exploration of the environment. All teachers consider the school's attitude toward planning ES use and directing teachers to this use. However, no instrument was able to identify whether the use of the laboratory and the ES was left to the teachers alone, if it would occur and occur with the same frequency. The existence of the laboratory and the planning of the use of the same, initially can be considered as a positive point, however this aspect can establish an obligation for that it is used. This situation also does not favor the teacher's research regarding which software is the most appropriate for certain content because it was a choice of the school when choosing to use the laboratory and the ES in a uniform manner and according to a pedagogical orientation, that only 45.5% of the teachers have an academic degree in literature and these would be the most apt to make the choice.

Another point that should be discussed and rethought by the school is the question of the use of ES only after the introduction of content and after oral or written practice in the classroom, functioning only as an extension, a continuity of the didactic material. The ES should not be seen only as an intermediate or final audio-visual

resource, but as a tool that has several features that can be used for the introduction of certain content or grammatical point.

Teachers use ES for other purposes, but focus on activities such as completing blanks, joining one column according to another, and so on. In this case, the ES will only be acting as a substitute for the textbook, because they are activities that can be present in any printed material. It is not necessary to say that the school uses a form-centered method (grammar), since it was possible to observe how classes are in the classroom by following the routines carried out by the author. However, the use of ES should provide both content learning and offer opportunities for the student to choose what to learn and how to learn.

One positive point observed in the teachers' report is that the students perform the tasks in pairs, this allows the exchange of experiences and promotes the cooperation between peers. The technique of working in pairs is relevant since the teacher can create heterogeneous groups from the point of view of the knowledge of the contents and thus, to provide the learning through the performance of each student.

Moreover, the learning experience performed in pairs or groups is significant since it favors the collective construction of knowledge and one student learns with the other. Also on this aspect, the role of the mediator teacher between the student and the learning through the computer stands out.

Regarding the level of English learning, attention has been drawn to the potential of the interaction with the colleague, facilitated by computer-mediated learning.

Another positive aspect highlighted by the teacher (T8) is the question of the interaction between student and teacher, because in the case cited the teacher makes a survey with the students of the steps to be followed and gives them the option of making decisions. In relation to the ES, this is a very positive factor since the student can understand that its use is not simply mechanized, and his choices will have results in the way he interacts with the program.

6.9.2 Ideal use of Educational Software (ES)

In the questionnaire, question F, of block 3, regarding the ideal use of the ES in the classes, was presented in the form of an open question to allow greater freedom

of expression on the part of the teachers. However, the answers regarding the ideal use of the ES in the English classes focused on the frequency and the mode of use with no answer that emphasized the use for specific activities.

Of the teachers who answered this question, 36.4% suggested increasing the frequency of use: more than one monthly visit (T9) and even at least three a week (T1). What is striking is the way in which teachers see the use of the ES, 45.5% state that the ES should be used after the content presented by the teacher (T6), to review the given subject (T4) or how complementary activity (T5). However, although no teacher has mentioned the use of the ES to introduce new content, this option can not be ruled out, since the introduction of new material through the software resources is also possible.

Thus, at the end of the interviews the teachers received the annex 6 with questions that retake some items already asked.

7 RESULTS

The quantitative data provided important results on the integration of CALL in the context under study. First of all, it was obtained, from the collected, a picture of who the language teachers are in the state of Amapá, in special, in public schools. The majority (78%) are female teachers, aged between 30 and 49 years (69%), with a master's degree (54%) in advanced career (63%) who teach mainly English language (55%). Their workload is on average 18.4 classes per week, with four classes with approximately 25 students each. This workload, therefore, does not imply an impediment to the use of technology, since it is not great for the Brazilian context.

In the qualitative results it was observed that the workload of the interviewed teachers is not restricted to the classroom, since they accumulate several functions at the Instituto Federal de Educação, Ciência e Tecnologia do Amapá, city of Macapá, and they participate in numerous projects, programs and orientations as an extra workload. The numerical data of the quantitative phase, therefore, reflect only a part of all the teachers' activities.

With the two sets of results it was observed that the time load is an important factor that affects the availability of time for teachers to invest in continuing education

and preparation of classes. The use of technology for language teaching and learning is still an innovation for most of the respondents in this study and this requires them to take more time to prepare classes and activities that include this dimension. Without this time available they do not invest in this type of training and continue to struggle to include technology in practice. Which leads to a vicious circle. Interviewed teachers who make greater use of technology also argued that teacher work is intensified and time spent on distance projects is not yet recognized in many institutions.

In the sequence will be shown the integration of the results on the multifaceted use of technology by teachers.

7.1 The Multifacted use of Technology

The use of technology was analyzed in this research starting from the premise that it is a multifaceted construct. The quantitative and qualitative results showed the different uses of technology that the participants of this research do in their contexts of classroom. The first phase identified four dimensions of technology use by teachers. After the factorial analysis, the use of technology for the maintenance of academic records (notes, attendance, etc.) and for professional communication with colleagues and students (e-mail, Facebook, etc.) was included. This use was the one that presented the means of higher indexes of frequency. Creating proofs, researching for classes, preparing print materials, creating assignments are activities that teachers routinely do using their computers, as well as communicating using e-mail and social media with students and colleagues. The qualitative results confirmed the results of this first phase.

Internet research for lesson preparation and resource searching was the most important and used according to the teachers. However, it was observed that the respondents did not report more advanced uses such as participation in lists of discussions or communities of practice or even communication with other colleagues in Brazil or abroad for the development of joint projects. They also did not report the search for sites that promote interaction among students from different countries. Although they

used technology in class preparation routinely, however, they did not notice much innovation in this practice.

Respondents who have virtual learning environment abreviated (VLE) at their disposal showed more involvement with ICTs and more interactive uses. The use of an (VLE) had not been included in part 1 of the questionnaire on the use of technology in the first phase, but the results of the qualitative phase showed that their presence is becoming more and more in the teaching institutions and it appears as a stimulus so that the technology can be more explored and integrated in the practice of teachers in the classroom.

The use of technology to minister classes was based on the response to a single item: "How often do you use the computer to teach?" This usage averaged 3.6 for usage frequency ranging from 1 (Never) to 5 (Daily), showing, therefore, a moderate use.

The qualitative phase deepened this result, evidencing the pedagogical uses that the interviewees make of the ICTs and the obstacles that prevent a greater frequency of technology in the classrooms of these teachers. The results of the qualitative phase corroborated the moderate use of technology to minister classes. Unlike the first phase, no interviewee ever claimed to use the computer to minister classes, but many reported the difficulties they face in using technology, which prevents them from attending as often as they would like.

The main activities that most interviewees reported doing with the technology in the classroom were the display of videos, pictures and slideshows. This, in order to illustrate and complement the content of the class and usually linked to a textbook. Again, there is no innovation in pedagogical practice or more advanced uses of ICTs. Almost all respondents acknowledged that they underutilized technology in their classes despite having many advantages in their use.

They are aware, therefore, that there are other possibilities and benefits. But lack of knowledge prevents them from taking advantage of it. In addition, the lack of devices available for use, constant technical problems and the time involved in the preparation and operationalization of activities with technology were other obstacles mentioned.

The use of technology, therefore, requires a reliable infrastructure to encourage teachers to benefit from it, which is not yet true in most of the interviewees' institutions.

In addition, CALL / ICT training is a prerequisite for providing security and preparing teachers for effective use of technology in the classroom.

The use of technology aimed at students to create products or perform tasks presented low frequency results in the quantitative phase. Asking students to use internet resources for their production tasks and written and oral comprehension has averages ranging from moderate to low, ranging from 3.9 to 2.9, where 1 equals Never and 5 equals Always. In the qualitative phase these activities were not reported by almost all of the interviewees

Ask students to produce multimedia projects using their computer, or materials to publish on the web, or still images and videos using the computer had a low average frequency, ranging from 3.1 to 2.2, the lowest recorded in this part of the uses of technology. In the qualitative phase, as noted above, these activities were not reported by almost all respondents.

The exceptions were two teachers who have an individual degree of innovation higher than the other interviewees who reported requesting some activities with this technology. Four interviewees who have (VLE) request participation in forums and eventually one or another of the interviewees mentioned the request for an audio recording. Neither of the interviewees was asked to perform assignments involving students, allowing a real interaction in the target language with other students or people (natives or not) through online plataforms. The request for the use of technology appears incidentally as a suggestion for students to consult the Internet and occasionally indications are made of sites. It is important to note that the state of Amapá is located on the border with French Guiana.

The use of technology in the qualitative phase not only corroborated the results of the quantitative as well as showing that the picture is apparently a little worse and was characterized by the non-use of technology.

These qualitative results on the infrequent use or the non-use of technology had as main justification the lack of knowledge of the interviewees about what to ask the students. However, the interviewees revealed that the students on their own use the technology for the development of some tasks, even though this was not requested by

the teachers. That is, technology ends up imposing itself or manifesting itself independently of the teachers.

In the quantitative phase, the use of technology directed to students to use technology during class hours also had low averages, varying from 2.8 to 2.4, except for the item "During class time, how often do your students do presentations to the class using the computer? ", which obtained an average of 3.8.

Qualitative results have confirmed that students, in general, make presentations to the class using the computer and PowerPoint software. However, this is not the determination of the teachers who leave it free for the students to decide.

In addition to this type of activity, students' use technology during school hours is infrequent; eventually go to the lab for practice of listening and speaking and Internet research. The main reason for the interviewees not to request the use of technology during the classes is the non-availability of computers for students in the classroom and the fact that the Internet in the room is not reliable. The laboratories also present technical problems and need scheduling.

The use of mobile phone for consultations and research during classes, despite usually not a request from teachers, is becoming a common practice. Again, it is technology that imposes itself or manifests itself in context, creating new challenges for teachers.

With the results of the second phase, deepening quantitative results on the multifaceted use of technology by teachers, it is possible to state that CALL is still an innovation for many of the participants in the research, since for the time being there is no more in-depth knowledge that enables advances and improvements. It is noticed, however, that language teachers are aware that there are various possibilities and advantages in the use of technology.

The use of laboratories is not very frequent and with the qualitative results this result was corroborated and it was possible to have a notion of the actual pedagogical uses of CALL in the classroom and some educational practices that emerge when teachers make use of ICTs.

Therefore, some teachers make use of technology in the preparation of their classes, but they do not serve as models for future language teachers on how to use technology in their classes pedagogically and also do not make their students practice how to pedagogically integrate technology into their practice . The explanation for this is related to their lack of knowledge about CALL and the infrastructure of their institutions.

The use of the categories of adopters of the Individual Innovation Theory of Rogers (1995) for the selection of the interviewees for the qualitative phase made it possible to perceive the presence of some dominant characteristics of these categories in the interviewees. And it was also possible to relate the four uses of technology to the five categories. The innovators and the early adopters were those that showed more involvement and more frequent uses of the four dimensions, remaining as exceptions before the other interviewees.

Despite one exception or another, the voice of the majority, that is, the categories anticipated majority, late majority and delayed, showed to be convergent and corroborated the results of the first phase. It was possible to observe that these individual characteristics of the categories of adopters can be used to focus on how to improve and integrate the uses of the four dimensions of technology.

Although there are more elements with the second phase, it is not possible to determine with certainty at what stage of Rogers's Decision-Innovation Process Theory (1995) every use of technology is found. Apparently, some teachers for some CALL activities are in stage 1-Knowledge, mainly for practices uses. Others are in stage 2 - Persuasion. But, it would be necessary to identify the activities of the CALL and to do a greater detail so that one could make more affirmations about it, which was not the focus of this study. The use of stages, however, shows that the integration of CALL is a process and as such the identification of each stage helps in the development of more effective strategies for its integration. The integration of results into individual factors will be seen in the next section.

7.2 The Individual Factors

Individual factors include the beliefs and attitudes of teachers with the use of computers / technology for language teaching, digital literacy and personal data. With regard to beliefs and attitudes the quantitative results were moderate, indicating neutral

attitude - mean 3.6 (where 1 = Totally Disagree and 5 = Totally Agree). The result of the test of the signs showed that the level of agreement with the statements is greater than the level of discordance, reflecting more positive than negative attitudes regarding the use of technology for language teaching.

Although the focus of the interviews did not include beliefs and attitudes, it was that the respondents, in general, showed and none of them demonstrated resistance or refusal in relation to ICTs. Some interviewees, however, have reported being afraid of the new resources and this is an aspect that should not be ignored when developing CALL integration projects. On the other hand, two respondents (one in the category of latecomers and the other in the category of earlycomers) have shown an enchantment, which also needs to be worked out so that the belief that CALL is not the solution to all problems.

In the quantitative part, the scale on digital literacy sought to measure perceptions of language teachers about their general use of computers. The mean responses were 3.8 (where 1 = Totally Disagree and 5 = Totally Agree). The basic tasks involving ICTs had the highest means, ranging from 4.7 to 4.1, revealing that they are not obstacles for teachers. However, knowledge about blogs, wikis, more advanced uses presented the lowest averages. In other words, the teachers' perception of their general computer skills is, in general, that they consider themselves to be more competent than less competent. Considering the two results, it is possible to affirm that the teachers believe to have a certain domain of use of the computers.

The qualitative results showed that the digital literacy of almost all interviewees occurred during the period in service and can be described as informal. Respondents explained that what they know has learned on their own, using the Internet itself as a source of information and / or contact with others. With respect to formal learning, the great majority reported having done at least one course, but the main characteristics of the courses mentioned were short duration and general and sporadic courses. Almost all participants did not take specific courses on CALL.

Six interviewees (37%) reported a lack of digital literacy. A number considering the results obtained in the first phase. Of these 6 interviewees, only one had a mean of 1.5 in the first phase of the literacy study. All others had averages above 3.7.

This discrepancy in the results may indicate that the skills included in the scale of part 3 of the questionnaire are contemplating very basic knowledge, which for the interviewees are already normalized and incorporated into their routine. And that, therefore, perhaps they do not consider such synonymous abilities of technology. That's because in the interviews some said they did not know how to use the technology. Or maybe even this may be related to one of the disadvantages of using questionnaires: the validity problem, that is, it is not always possible to be sure that the information given corresponds to the reality.

In general, the knowledge of technological resources of teachers interviewed is limited and questionable and are content to solve momentary needs without planning to invest in continuing education. Again, there is an indication that this part of the questionnaire needs to be reviewed.

The reasons that the interviewees reported on what led them to involve technology in language teaching and / or invest in their digital literacy - formal or informal were personal interest, need, curiosity and also circumstantial reasons. What was perceived is that personal interest was decisive for digital literacy to be greater. In other words, knowing the personal characteristics of teachers can help to develop activities aimed at digital literacy.

The support offered by most of the educational institutions where the interviewees for the digital literacy of their teachers is basically the offer of general courses on technology and courses aimed at the use of virtual environments, especially when the institution has or is implementing an (VLE). The role they play is still accessory, apparently to show they are doing their part. There is, however, no concern to meet the different needs of teachers in the different areas of teaching, each with its specific characteristics.

The results on the digital literacy of teachers interviewed in the second phase of the study showed how this literacy occurred, the motivations of the interviewees and the role of their educational institutions on this issue. They also provide possible explanations and shed light on understanding the not-so-often-used uses of technology by teachers reported in the two phases of the study. By integrating the results of the two phases, some questions have been deepened and the clarity of how digital literacy

occurs. However, discrepancies have also emerged indicating the need to review general technology knowledge focused on this part.

Personal data were not used for deepening and, therefore, there was no need to integrate the results of the two phases of the research. With all the information obtained from the interviews it would be possible to further deepen the results by seeing possible relationships with gender, age, degree, time of magistrates and time of use of the computer, but this would extend the research further. The results below present the integration of the results for the previous training in CALL /ICTs of the research participants.

7.3 Prior Training/Experience

In the first phase of this study, teachers' previous training or experience regarding the use of computers and / or technology was analyzed from a scale that focused on four different cases of this training: (1) if the teacher did specific courses to use the computer / technology for teaching and learning languages during graduation; (2) whether the teacher has taken any course in technology or computer science in general during graduation; (3) whether the teacher has taken specific courses to use computer / technology for teaching and learning languages after being trained as a teacher; and (4) whether the teacher has taken any course in technology or computer science generally after being trained as a teacher.

The results at this stage showed that a very small number - 9.8% - of participants took specific CALL courses during graduation and after formed the number is slightly higher - 30.2%. The results for general courses are also not high: 17.7% during graduation and 35.5% after graduation. The duration of the courses indicated by the great majority was less or approximately 30 hours. These results showed that teachers are likely to develop their skills in the use of technology outside the working academic environment.

In the qualitative phase the teachers' reports showed that none of the interviewed had taken CALL course during graduation and in the period in service that number was very small. With regard to the general courses there was mention the accomplishment of at least one course by the great majority. Results were close to those of the quantitative phase, considering that in the two phases the samples were small.

The great majority reported having been short term. These results showed that the training of teachers on CALL / ICTs is generally limited, informal and result of self learning to solve momentary problems or needs. And they prove that teachers develop their skills outside the formal environment of institutions.

With the integration of the results on digital literacy and the CALL / ICT teachers are able to understand the unexpected result that has emerged in the quantitative phase: the fact is that teachers perceive themselves to be digitally competent but have made a limited number of courses on technology, both general and specific for language teaching. If training was limited, what is the origin of this perception of digital competence? The answer, therefore, lies in the informal training they experience in their day-to-day life and refers to the basic uses and skills of the computer. The integration of the results on the contextual factors is the next topic to be presented.

7.4 Contextual Factors

The quantitative results showed that the context of educational institutions regarding the availability of equipment and the infrastructure required for its use is not yet ideal. The vast majority of teachers can not count on rooms equipped with computers for students and teachers and also lack full-time technical support. Approximately half of the teachers need to bring equipment if they want to use it in their classrooms. The prevailing model are the laboratories. This requires that teachers and students move from the classrooms and student access to these laboratories is still restricted outside of class time.

In the qualitative phase the teachers' reports supported the results of the first phase and provided more detail on the context. Most of the interviewees have at their disposal rooms with projection equipment, but only 3 teachers reported having a computer for their own use in the rooms. They have, however, equipment available in the department.

All the interviewees reported having Internet in the classrooms, but the vast majority reported many problems in their use, in addition, they emphasized several other technical problems that they face: lack of equipment maintenance, lack of equipment, lack of technical support, etc... All interviewees have access to laboratories, but as with

classrooms they face technical problems and problems with the Internet. Many reported difficulties in scheduling and also the time spent traveling to laboratories.

With the results of the two phases of the study it is possible to affirm that the context of the researched educational institutions is very far from the ideal. Most teachers do not have equipment ready for their own use or for their students, do not have guaranteed access to the Internet, as well as face constant technical problems. There is no guarantee or assurance that the class or activities you have done using technology can actually happen as planned. The next section presents the main predictors for the uses of technology by the teachers of this study resulting from the regression analyzes performed in the quantitative phase and how these results are integrated with the information obtained in the qualitative phase.

7.5 Main Factors for CALL Integration

The results of the regression models of the first quantitative phase showed two important predictors for the integration of CALL in the courses of Letters of the state of the state of Amapá: the individual factors and the contextual factors.

As discussed earlier, individual factors encompass teachers' beliefs and attitudes regarding the use of computers / technology for language teaching, digital literacy and personal data, totaling 42 variables. After the factorial analysis, this set of factors started to have 15 variables: Beliefs and Attitudes, Literacy: basic use, Literacy: technical skills, Literacy: advanced use, plus 3 items that were not explained by these four factors and personal data.

In the qualitative phase digital literacy emerged as an important factor for the little use or non-use of technology by the interviewees. And the interviewees the ones that reported the most varied and frequent use of technology were precisely those that showed a more advanced digital literacy. This can be seen in their speeches when mentioning programs, applications and activities that reflected this knowledge. All this, corroborating the quantitative results mentioned above.

In the regression models of the quantitative phase, beliefs and attitudes also had statistically significant results for the uses of diferents software applied to teaching and learning languages. The greater the agreement with the items referring to beliefs and

attitudes, the greater the use of technology. In the interviews it was possible to verify that the teachers with more interest in technology, that is, those who clearly demonstrated positive attitudes were those who reported more make use of technology.

The use of Rogers' Individual Theory of Innovation (1995) in interviews helped not only to outline some of the technological characteristics of the research participants, but also helped to corroborate the importance of individual factors as a predictor for CALL uses, since it is related to personality characteristics and values, as well as the focus on adopting innovation.

As in the interviews the purpose was the voice of the majority of participants, it was important to make use of Rogers' Individual Theory of Innovation (1995), since this made it possible to verify that the exceptions of the uses of the technology were directly related to the participants with higher degree of individual innovation. The theory has helped to show that these patterns of technology adoption exist.

In the interviews all these results related to the context were corroborated. Since the availability of equipment has been configured as an important factor for a greater use of technology, both the teacher and the student. Respondents reported using little laboratories, but the above results prove that what teachers need is for their students to have the equipment available for use. Only then will it be possible to demand such use from them, whether in laboratories or in the classroom. The reason reported for teachers practically did not request tasks with technology was lack of knowledge about the technology, about what to ask the students. As seen above, perhaps with technical and departmental support, in terms of courses, this could be solved.

In summary, the contextual factors were highlighted as important elements for CALL integration, both in the quantitative and qualitative phases. In the quantitative phase the previous training / experience in CALL / ICT had no significant statistical impact for any of the four uses of the technology. However, these results were based on very small numbers. This is because number of teachers who took courses in technology was very small, and consequently the statistical results may have been affected.

In the interviews, this small number of teachers with previous training in CALL / ICT was also confirmed. But, reports have shown that despite the formal training was little, informal training was the current practice cited by the interviewees. Apparently this

may be the explanation of why the training had no impact on the uses of technology in the first phase.

In the questionnaire in the first phase of the research the training questions included only information on the formal training of teachers. The formation was not considered. With the results of the qualitative phase, the need for the inclusion of informal training in order to obtain statisticians. Only in this way would it be possible to say whether training is an important factor for CALL integration.

With the integration of the quantitative and qualitative results, the CALL integration framework is completed in the courses of Letters of the State of Amapá, from the perspective of the teachers. With the results obtained here it can be inferred that the individual and contextual factors are really important predictors for the integration of the CALL, however, the formation in CALL / ICt can not be disregarded and it is necessary that the informal formation be included in future studies in order to arrive at results that are closer to the reality of the context under study. In the next chapter the final considerations of the study are made.

8 CONCLUSION

The research problem of this study sought to understand how the integration of CALL / ICTs by language teachers in classrooms is carried out at the Federal Institute of Education, Science and Technology of Ampá. It was found that this was a complex problem involving different uses of technology by teachers, teacher training, context and the teachers themselves with their personal characteristics, knowledge, beliefs, attitudes and degree of individual innovation.

Adopting a quantitative or qualitative approach would not result in a comprehensive report and one would not have a broad understanding of this research problem. It was then chosen by a study of mixed methods sequential explanatory. The reasons for this research design, therefore, were completeness - the possibility of a comprehensive account of the CALL integration - and the explanation - the qualitative phase helping to explain the results of the quantitative phase.

According Creswell (2010) "the philosophical conceptions or paradigm behind a study of mixed methods is pragmatism" he explains that "in pragmatism there is a concern with applications, what works, and solutions to problems". The problem is emphasized and all available approaches are used to understand this problem and to derive knowledge. That is, pragmatism opens the door to different methods, conceptions, assumptions and also to different forms of data collection and analysis. The focus, therefore, is the research problem and the intention is to provide the best understanding of this problem.

In the present study the focus was exactly this one. The study began with a broad survey to generalize the results and then in the qualitative phase focused on qualitative interviews aiming at other detailed viewpoints of the participants.

The research problem of the quantitative phase was to determine the factors that influence the English language teachers of the state of Amapá to integrate CALL / ICT in the classroom. The findings of this phase showed that individual factors and contextual factors are important predictors of CALL / ICT integration.

The problem of the qualitative phase was to deepen the results of the quantitative phase. The findings showed that apparently the previous training of teachers in CALL / ICTs should not be discarded and corroborated the other two sets of factors as influential in the integration of CALL / ICTs.

All specific objectives were achieved:

1. Identify the different uses of technological resources that teachers of the technical courses do, as well as of the undergraduate courses.

2. Check if the previous training in CALL / ICT of language teachers influences the different uses of technology in the English Language classroom of undergraduate courses as well as technical courses at the Federal Institute of Education, Science and Technology of Amapá - IFAP.

At first, previous training has no influence on the uses of technology by teachers, but it is necessary to include informal training in CALL / ICTs in order to have results that approximate the reality of the teachers participating in the research.

3. Verify that individual factors (attitudes and digital literacy) affect the different uses of technology in the English Language classroom at IFAP.

The individual factors proved to be important predictors of CALL/ ICTs integration, influencing the uses of technology.

4. Verify that the personal characteristics (age, gender, etc.) and the workload of language teachers are related to the different uses of technology in the English Language classroom of undergraduate courses at the Federal Institute of Education, Science and Technology of Amapá.

The variable doctoral degree had a statistically significant positive impact indicating that teachers with this degree tend to use more technology to prepare classes than teachers with the other degrees. Although the personal data were not used for further study in the qualitative phase, it was possible to notice in the interview reports that the investment in continuing education resulted in a greater contact with the technology, even though technology was not the focus of the courses.

It was also observed that age has a statistically significant negative impact, indicating that the older the professional, the less he uses the technology to prepare classes. And the female gender variable presented a statistically significant negative impact, indicating that female teachers tend to request less that their students use the technology in the creation of products / accomplishment of tasks.

In the interviews there were no differences related to gender and age, but as mentioned, this was not deepened. As for the workload, in the interviews the workload emerged as an important factor that affects the availability of time of the teachers to invest in the continuous formation and in the preparation of classes that make use of the CALL.

5. Identify if the contextual factors (material conditions, non-material conditions) are related to the different uses of technology.

It was not possible to make the analysis on the technological climate because the percentage of teachers with previous experience in CALL / ICTs was identified as very small, as well as the number of hours dedicated to these courses, which made the analysis unfeasible.

6. Determine which of the three sets of factors (previous training in technology, individual factors, contextual factors) has more influence in the integration of CALL / ICTs in the English Language classroom.

Individual factors, by influencing the uses of technology by teachers, emerged as the most influential. However, it is necessary to review the previous training factor, including informal training in order to have confirmation of this result.

7. Check how digital literacy of language teachers occurs.

In general, teachers' digital literacy occurs by individual initiative and informally, with the Internet and / or other people, with the objective of solving immediate problems and basic questions of the use of technology, without focusing on continuing education.

8. Identify the reasons that encourage language teachers to invest in their training in CALL / ICTs.

The main reason for investing in CALL / ICTs training depends on personal interest. This was identified in the interview reports, which showed that the higher the personal interest in technology, the greater the digital literacy of teachers. Other reasons that contribute to digital literacy are the needs, the curiosity and also circumstantial reasons.

9. Check the actual use that language teachers make of CALL / ICTs in the English Language classroom.

The pedagogical uses most of the interviewees make of CALL / ICTs were the exhibition of videos, images and slide shows to illustrate and complement the content of the class and usually linked to a textbook. That is, uses that reflect traditional educational practices in language teaching. In general, there is no innovation in pedagogical practice or more advanced uses of CALL / ICTs, but the replacement of equipment.

10. Check why language teachers ask little of their students to use technology in the classroom.

For the great majority of teachers interviewed the main reason for not asking or asking for their students to use the technology in the classroom is the lack of equipment for use by students available in the classroom and the technical difficulties.

11. Check why English language teachers do not ask their students to use technology in the classroom.

For the vast majority of teachers interviewed the main reason is the lack of knowledge about what to ask the students.

12. Draw the current panorama of CALL in the technical courses and undergraduate courses at IFAP.

The results showed that the integration of CALL is still at an early stage in most classroom. CALL is used to complement activities of the adopted textbook, to illustrate themes that are being worked on, to answer occasional questions, but not very frequently, not being a regular practice of teachers. In the preparation of classes, its use, although not very innovative, is frequent and shows itself integrated to this teaching practice. Uses aimed at students are practically non-existent.

Many teachers still need to be aware that there are specific technologies or software elements that when combined with other more conventional elements form a whole that works and is effective. There are no policies or planning in the institutions of the teachers interviewed so that the integration of technology in general, much less specific to language teaching. Teachers realize the importance of CALL, but have no guidance and do not know how, exactly, integration can occur. Continuing formal training in CALL / ICTs is not a current practice, and the contribution of institutions is generally the provision of sporadic and / or distance learning general courses.

The panorama of CALL analyzed shows a nebulous picture in which obstacles related to infrastructure, the lack of time, support and knowledge of the teachers about CALL, are obstacles that delay a real and effective integration. The future, as seen in the reports about the formation in CALL in the undergraduate courses also does not appear promising, because in general, this formation is very limited. Much still needs to be done.

However, the teachers participating in the research showed favorable attitudes regarding the use of technology, which, in several studies indicates lead to a greater use of ICTs. According to Rogers (1995), "people's attitudes towards new technologies are a key element for their diffusion". This, therefore, may be indicative of that although the CALL panorama surveyed is not among the best there are chances of change. In addition, students bring technology to class via cell phones and make use of them in

class, even without the request of teachers. Although there is often a repetition of teachers' practices, some of them can be innovate. Technology manifests itself and its presence in the classroom seems inexorable.

Teachers need to better prepare themselves for CALL to be integrated in an advantageous and meaningful way in the context of language teaching. And more importantly, they need to prepare their students, future language teachers, to use technology to break this vicious circle.

With the results shown above, the general objective of this study has also been reached and it is possible to understand how the integration of CALL / ICTs in the English Language classroom can be understood from the perspective of language teachers.

In order to understand this problem, the spherical integration model of CALL was used as an analytical reference, thus providing a starting point and inferential structure for the analysis and interpretation of the data obtained both in the quantitative and qualitative phases. The results obtained, at first, did not confirm the influence of previous training on teachers' technology as an influential factor in CALL integration. But, as has also been observed, the training variable needs to be reviewed and this inclues informal training in CALL, and a larger number of respondents are required to have this prior training to actually prove this initial finding.

However, by synthesizing the main factors that affect CALL integration and simplifying the complexity of this issue, the model was very useful in the present research. It was possible to broaden the previous findings and to have a clear inferential structure, which facilitated the analyzes.

By using Rogers' Theory of Innovation Diffusion (1995) in the analysis and interpretation of the results it was possible to see that the degree of individual innovation generates patterns in the process of integration of CALL / ICTs. It was also possible to outline some of the individual characteristics of teachers in relation to technology. It was not intended to determine the characteristics of the adopters in detail. But when one realizes that these characteristics can be observed and categorized, then it is possible to focus on specific strategies to deal with each group and to meet their needs, thus increasing the integration of CALL.

The Decision-Innovation Process Theory by Rogers (1995) made it possible to verify that the integration of CALL is a process and depending on the use of technology and / or activities and this may be carried out in one of the five stages established by the theory. It was not intended to do this detailing, but the identification of each of the stages also helps in the development of more effective strategies for the integration of CALL.

One of the consequences of the comprehensive report and detailed understanding of the research problem in using a mixed-method study was the achievement of several additional findings. These findings have occurred both in the quantitative and qualitative phases and are related to the two data collections and go beyond the data obtained.

The first finding was the lack of a federal or state database that lists teachers according to the disciplines they teach and the level of education they serve.

The national Institute of Educational Studies and Research INEP in Brazil conducts studies and researches on the Brazilian educational system making statistical surveys at all levels of education. However, such surveys do not make the subdivision by discipline taught. This type of information is fundamental for research that focuses on specific categories of educators and also helps to create a network of contacts for state and national projects.

The second finding showed how the Ministry of Education and Culture in Brazil (MEC) register presents problems that make it difficult to consult on institutions of higher education and their courses. The system is confusing and there is no standardization of information. Courses do not follow a common nomenclature and this increases the number of existing courses. The same course, for example, can be cataloged with three different names. In addition, the registration is not updated regularly and also does not bring the date of the updates.

These two findings are contrary to what should happen with respect to access and sharing of information. In times of contacts facilitated by the use of the Internet, it was still necessary to use the telephone to obtain the participants for this study.

The third discovery was the closing of several undergraduate courses of Letters. This happened with some private institutions and the main reason was the lack of interested students. This disinterest is worrying if we consider the increasingly important

role of foreign languages in the training of students as citizens and also of being more than a prerequisite for entering the labor market.

The fourth finding is related to the use of online interviews. This is a practice that is becoming more frequent in surveys involving interviews. The option for this type of interview was for convenience, since face-to-face interviews would require much more time, which was not available.

Despite the difficulties that would be faced with the addition of technology, it would not be possible to ignore the potential of this type of interview and avoid its use, precisely in a research whose central topic is technology. It is not enough to speak of the use of technology, it is necessary to put into practice to have the real notion of advantages and disadvantages. The problems actually happened, not only technicians, but also participants who gave up participating. The advantages, however, overcame these difficulties.

The online interviews proved their efficiency because they provided more relevant information than if they had done it by phone or email. This can even be proven because with two participants it was not possible to use Skype with video camera on the screen of the notebook, only the audio, which is practically a telephone connection.

Several learning emerged from this experience, including related to the recordings and programs that are necessary to conduct an online interview, in addition to the procedures involved in conducting the interviews.

The fifth discovery is about the virtual learning environment VLE. In the interviews it was possible to see that teachers who have a VLE in their institution end up participating more in courses and getting more involved with technology. With institutions offering more and more distance learning courses or courses with a percentage of distance learning classes, the use of VLE is a trend that is likely to become increasingly large. It is important to emphasize that some interviewed teachers work in more than one instituition of teaching. Some teachers and professors work at the Federal Institute while others work in state schools making it possible to obtain data from other public schools.

From the results obtained in this study on the integration of CALL it is possible to affirm that in the studied context, the Instituto Federal de Educação, Ciência e

Tecnologia do Ampá, presents CALL restricted in some aspects and open and integrated in others.

Therefore, in Brazil the use of digital resources in the classroom is still restricted due some teachers still have difficulties in using such resources and that the stage of CALL in Brazil is to seek to understand teaching and learning practices through ICTs. The only difference is that the results of this study showed that it is not just the lack of knowledge to use digital resources that is responsible for the small use of CALL.

Based on these factors, and using the results obtained here, will be made some recommendations for the context of this study, which are configured as practical implications.

Considering the above points and as it was seen that the institution do not generally provide adequate infrastructure (probably a problem related to the lack of funds) a possible solution would be to invest in the robust, reliable and fast Internet. Investing in the Internet connection would enable students and teachers to use their own equipment, which as we have seen is becoming more and more common practice.

This would avoid trips to the laboratories and minimize technical problems, since each would be responsible for their equipment. Bringing technology into classrooms seems to be the most viable path, so the first step is then the availability of the Internet. Of course, depending on the context, not all students would be able to bring the material, but working in pairs is always an option, until it is possible for institutions to acquire equipment for everyone.

Knowledge and skills with computers are essential for language teachers to feel secure. But, as seen in the interviews, formal training in CALL is almost non-existent and only informal training has proven to be inefficient, since most of the uses that teachers make of CALL are basic activities.

Based on the reports of the interviewees it was observed that this training should be the responsibility of the institution and should be mandatory so that they can fit it into their running agenda. Or there must be some kind of reward that motivates them to participate. In addition, short timely courses that address the immediate needs of teachers should be offered, preferably in the planning weeks that usually occur at the beginning of each semester / year.

If the courses are practical and motivating this could lead to a greater interest and thus the teachers themselves could take the initiative to request new courses during the semester / year.

The courses should respect the individual needs of teachers and preferably a needs analysis should be done so that teachers in the late category do not feel uncomfortable and so that innovators or early adopters do not get bored. Applying a questionnaire preliminarily to see the interests and to be able to see the degree of individual innovation of the teachers can help in an offer of courses with more chances of improvement.

In addition, it is not enough to show only the technical part of technology, it is necessary to show the pedagogical uses and in a way that the teachers can visualize this in their practice.

Interviews showed that most language teachers adopt textbooks. Publishers therefore appear to be an important element in the integration of CALL in classrooms. If the educational materials bring supplements that bring practical activities using technology and related to the contents worked and detailed explanations on how to develop these activities, this could lead to a greater use of the ICTs.

The suggestion of supplementary material is due to the speed of changes in the field of technology. And if this material contemplated the uses of technology seen in this study, it would facilitate and encourage more frequent use of technology. The major international publishers already invest in materials that focus specifically on the use of technology and some textbooks bring some suggestions for activities and student books are accompanied by a virtual activity book.

However, there is still caution in this area and online books are virtually copies of the printed. But teachers and institutions could try to get closer to publishers and make suggestions for integrating technology into materials.

The responsibility for integrating CALL, then, should not fall only in the hands of language teachers, even if they are in the categories of innovators or early adopters. However, the role of the educational institution should be to prepare the teachers to face this new challenge.

It is necessary that the conditions are set for teachers to act, and this includes not only infrastructure, but also time. The first steps to integration can begin in the departments of Letters. A joint movement , the language teachers and institution in general is likely to be more successful than individual initiatives.

It is critical, however, that investment in formal training in CALL is not just for language teachers already trained. The courses of letters need to do their part by preparing future language teachers to integrate CALL into their future teaching practice. As the interviewees themselves suggested, the courses of Letters could integrate CALL in didactic-pedagogical disciplines. And even better, if the other disciplines could also do this integration, thus allowing CALL to be introduced in a relevant and contextualized way with language teachers serving as examples in their classes.

The integration of CALL considering the use of technology as multifaceted is a way to begin to familiarize pre and in-service teachers. Instead of focusing on technology in general, focusing on specific types of uses, emphasizing differences in uses, available applications, possibilities and practices to use various technologies to support and improve various aspects of language teaching and learning making this task more easy and simple.

It is hoped that the results here obtained could contribute for language teachers in a given context through integration of technology in their classes in order to become easier this process.

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10. APPENDIX

10. 1 Letter to School Coordination

Letter to the School Coordinator

Macapá, June 23, 2017

Dear Director, Márcio Prado

I hereby request authorization to collect data from my master's research at the Federal Institute of Education, Science and Technology of Amapá.

My research project, is led by supervisor **Dr. Claudia Álvarez**, is entitled "The Educational Software for Teaching / Learning English Language". In the Methodology of the work it is foreseen to apply questionnaires, conduct interviews and observe classes.

10.3 Term of Consent

Term of Consent

Research Project: "The Educational Software for Teaching / Learning English Languaege"

I understand that the purpose of this research is to identify and analyze, through a survey, how English teachers use educational software in their classes. I confirm my voluntary participation in this study and understand that I may withdraw from the project at any time and for any reason I deem appropriate. I acknowledge that I received a letter clarifying the procedures (questionnaires, interviews, observation of lessons, accompanied by notes and audio recordings) that will be used in the project and I know my role as a participant. I understand that my name will not be used. I am also aware that parts of the interviews, questionnaires, classroom observations can be used by researchers in papers, conferences, and so on. I understand that a report of the final results will be available to me at the end of the research, if you wish. I acknowledge that I have received a copy of the consent form.

Name:_____

Signature:_____

Phone:_____

Address: _____

Date: _____

Researcher responsible:
Mauricio Alves de Oliveira Júnior (Master Student)

<div align="center">

Maurício Alves de Oliveira Júnior

Master's Degree in Teaching English as a Foreign Language

</div>

mauricio.oliveira@ifap.edu.br

10.4 – Questionnaire

QUESTIONNAIRE " EDUCATIONAL SOFTWARE FOR TEACHING AND LEARNING ENGLISH LANGUAGE "

Dear colleague:

I am a student of the Master's Degree in Teaching English as a Foreign Language and I have requested to fill out the questionnaire below. The present questionnaire is inserted in a research work on the use of educational software in teaching English. I would ask your attention to answer all the questions. Your answers will be confidential, and your participation is essential for the conduct of this study. For comments, send a message to mauricio.oliveira@ifap.edu.com

My sincere thanks,

Mauricio Alves de Oliveira Júnior

Master in Teaching Enghish as a Foreign Language

BLOCK 01

A - Gender:

( ) Female,   ( ) male

B - Age:

( ) 18 – 25   ( ) 26 – 35 ( )   36 – 45 ( )   46 – 55 ( ) + de 55

C - Professional situation:

() Effective Professor   () Professor responsible for Coordination

() Contracted professor   () Graduation student in teaching internship

D - Operating time:

() 1 to 3   () 4 to 6 years   () 6 to 10 years

years

() 10 to 15 years   ( ) 15 years or more

E - What is your school education?

() In a university, in the course of Letters.
() At a language institute.
() Lived out of the country.
() Another situation. What?

F - Did you take any course in computer science?

( ) Yes   ( ) No
What?

_____

_____

_____

G - Did you take any course or teach any course on computer use and computers?

( ) Yes
Describe:
( ) No
What?

_____

_____

H - In this school year, what levels of English do you teach? (You You can choose more than one option)

() Basic   () Intermediate   () Advanced   () Other

I - In the current school year, you teach for which age range (s):

() Children   () teenagers   () adults

BLOCK 02

A - You access the computer from where? (There may be more than one option)

() No access   () other   ( ) at home   ( ) at work

( ) In college   () In Lan Houses or Cyber Cafes

B - Regarding the time of use of the computer, on average you use:

() Every day   () 1 to 3 times a week   () 15 in 15 days

() 1 time per month   () rarely   () no access

C - What technologies do you use in the classroom? Which are?

D - In your opinion, what are the benefits of using in-room class?

E - How often do you use the computer lab with your students?

() Never   () rarely

() Sometimes   () often

Explain:

F - In the preparation of your English classes, with which purpose (s) do you use the computer?

() I do not use the computer to prepare my classes.
() Internet searches of subjects related to the discipline.
() Visual audio presentations (eg Slides, Youtube).
() Elaboration of activities / tests.
() Another situation. Which one?

G - Last year, how many times have you used the computer with your students?

() Never   () rarely   ()sometimes

() Every now and then   () often   () always

H - Indicate what kind (s) of activity (s) you engage with your students when using the computer / educational software:

() Network communication and exchange.

() Query and search of information.

() Organization and management of information.

() Production and edition of information.

() Recreational activity / games.

() I use educational software.

() Another. Which one?

BLOCK 03

A - Do you use the educational software indicated by the school in your classes?

() Yes (go to question C) () No (continue below)

B - What factors prevent you from using the Educational Software (ES) in English classes?

C - In your opinion, what are the reasons for using the Educational Software in English classes?

D - How do you use Educational software in English classes?

E - What are the factors that favor the pedagogical use of Educational software?

F - What would be the ideal use of Educational software in your classes?

G - What factors do you consider important for using Educational software in English classes?

G - What factors do you consider important for using Educational software in English classes?

Related to methodology and use of didactic material	() Clear objectives regarding the methodology and use of the Educational Software. () Adequacy to the English curriculum. () Source of innovative materials. () Easy implementation. () Support for deployment and installation. () Practicality / ease of use.
School Related	() Number of computers available. () Computers with powerful hardware. () Support offered by the school. Ex .: maintenance of equipment.
Teacher Related	() The teachers' attitudes towards ES / PC. () The attitudes of teachers towards innovations in general. () The support given to the teacher. () The sex of the teacher. () The subjects taught by the teacher. () The age of the teacher.

	() The role of the teacher in and out of school.

H - Mark with an X in only one of the options below:

T A- Totally Agree NO - No opinion A - I agree D – Disagree TD - Totally Disagree	TA	A	NO	D	TD
I would like to know / learn more about the use of ES.					
When using ES in English classes make them more motivating for students.					
I use ES to my advantage, but I do not know how to teach my students to use them.					
I think Educational Software makes my teacher's routines easier.					
I think that the ES helps my students to acquire / reinforce new and effective knowledge.					
I have never been trained in ES and I do not know the possibilities that I have.					
The use of ES in English classes requires me to have new skills as a teacher.					
I feel apt to use ES.					
My school does not have the conditions to use the computer / ES in English classes.					
My school has a positive attitude toward using ES.					
My students, in many cases, dominate computers better than I do.					
I do not feel motivated to use ES with my students.					
I do not know in depth the pedagogical advantages of using ES for my students.					

I - Reflecting on the use of ES by schools, in your opinion what are the most difficult obstacles to overcome for a real integration of Educational Software in teaching and learning English Language?

ATTENTION: (Check only 3 options in order of importance to you)

() Lack of technical means (computers, rooms, etc.)

() Lack of specific human resources for teacher support in face of his computer doubts (eg lack of a technician in the computer lab).

() Lack of specific teacher training for the integration of the ES into their classrooms.

() Lack of ES and appropriate technological resources.

() Lack of motivation of teachers.

() Lack of prior sensitization of teachers to the use of the ES and their potentialities.

() Lack of incentive to use the ES in the curriculum.

() Lack of time flexibility and disciplinary programs.

() Lack of an appropriate organizational structure in the school (eg, assuming Introduction of ES in order to take them into account in the School's Educational Project).

( ) Other. What?

10.5 - Teacher Interview Roadmap

Date:_____

Name of the interviewee: _____

> Guidelines:
> The questions below may be expanded during the interview according to the natural order of the conversation. Some answers will require more detailed questions for better understanding. As you answer these questions, feel free to explain and exemplify your answers.

Planning and using Educational Software:

1) Do you use educational software resources to prepare classes?

2) Do you have or do any planning related to the use of technology in the classroom? What about educational software?

3) How do you use this tool in your classes?

Description of the Educational Software:

4) Summarize the software used in the classroom.

5) What are the most used features?

Opinions about Educational Software:

6) How do you feel when using this tool?

7) What are the advantages and disadvantages you see when using Educational Software?

8) What are the reasons for using Educational Software in your classes?

9) What are the factors that favor the use or not of the Educational Software?

10) Does technology help in the learning process? In what sense?

Teaching and learning:

11) Does the use of the Educational Software allow to expand forms of learning? If yes, which ones?

as it happens? If negative, how does the environment / tool not suit?

12) Do you see implications of using Educational Software in the learning of your students? Which are?

13) What assessment do you make of the use of the Educational Software by your students?

10.6 - Completion of the Questionnaire

Completion of the Questionnaire (Used after the interview)

A - In relation to you teacher, the use of technologies (check one of the options below):

It allows for more diversification of teaching.	Yes	No	I don't know
It requires greater availability of time.			
It requires more time to teach content.			
Facilitates group work.			
Promotes more student-centered teaching strategies.			
It favors the meaning and applications of English.			
Other aspects. Which are? (Fill in below)			

B - What factors prevent you from using the Educational Software (ES) in English classes?

() Lack of experience in the area of ES and teaching of English.
() Lack of resources that help teachers when using ES.
() Absence of technical personnel to assist students during the use of ES.
() I do not know about ES or computers.

() Lack of time needed to integrate ES into the curriculum.
() Absence of financial resources.

C - What would be the ideal use of ES in your classes? (Check as many options as you wish)

() Review of exercises.
() Resolution of exercises.
() Use to improve teaching / learning.
() Offer new learning options.
() Games related to the contents treated in the classroom.
() Grammar activities.
() Pronunciation activities.
() Reading activities.
() Activities of listening.
() Writing activities.
() Observation and practice of dialogues.

10.7 - ES classification and Assessment Model for Teaching and Learning English

Classification and Assessment of ES for Teaching and Learning English
Name of the SE: _____
Publisher: _____ Year: _____

BLOCK A - CLASSIFICATION OF THE ES

CLASSIFICATION	Comments
Classification according to use	
Classification according to function	
Classification according to pedagogical foundations	

BLOCK B - ES ASSESSMENT

1) FIRST CRITERION - INTERACTION STUDENT EDUCATIONAL SOFTWARE AND TEACHER

EASE OF USE	Adequate	Inadequate	Does not have
Instructions **Icons and buttons**			

Aids and tips Language vs. audience Navigability and mapping Memory Integration			
MOTIVATIONAL RESOURCES	Adequate	Inadequate	Does not have
Attractiveness Pedagogical Challenges User Interaction Screen Layout Cognitive load Responsiveness of pedagogical activities			
ADEQUACY OF ACTIVITIES	Adequate	Inadequate	Does not have
Level of activities Question of error and correctness			
ADEQUACY OF MEDIA RESOURCES TO PEDAGOGICAL ACTIVITIES	Adequate	Inadequate	Does not have
Hypertext resources Image and animation features Sound and sound effects			
SOCIAL INTERACTIVITY	Adequate	Inadequate	Does not have
Intragroup interaction Intergroup interaction Transgroup interaction			
FAVORING THE TEACHER'S FACILITATOR'S ROLE	Adequate	Inadequate	Does not have

2) SECOND CRITERION - PEDAGOGICAL FOUNDATION

PEDAGOGICAL FOUNDATION	Adequate	Inadequate	Does not have
The pedagogical foundations are clarified That support the SE Teacher's Guide to Teaching			

3) THIRD CRITERION - THE CONTENT

THE CONTENT	Adequate	Inadequate	Does not have
Relevance of content Adequacy to the learning situation Variety of approaches Previous knowledge			