

**UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGE DEPARTMENT**



“THE USE OF THE INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTs) AS A LANGUAGE  
LEARNING STRATEGY BY FIRST-YEAR STUDENTS, OF THE B.A. IN MODERN LANGUAGES  
SPECIALIZATION IN FRENCH AND ENGLISH, SEMESTER I- 2019 AT THE UNIVERSITY OF EL  
SALVADOR.”

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## INTRODUCTION

The Internet has grown without borders, without limits, and it has opened doors where all technologies have been able to grow. The Information and Communication Technologies (ICTs) are a consequence of the developments in the telecommunications, engineering and all technological upgrades.

Over the years, society has undergone changes that are adopted through the process of socialization, in which globalization is on the way, and few countries have fallen behind in terms of technological advances, El Salvador is one of them, as these technologies serve as a tool for the universalization of technical advances.

Now, it is difficult for the new generations to remember what the world was like and specifically in El Salvador prior to the arrival of the internet. Today, different situations or moments of life are developing in the virtual world; most of its users are young, whether they are studying basic education, high-school or college. Likewise, the growth in the access of Information and Communication Technologies (ICTs) is transforming the learning processes in students. ICTs have become within a short time one of the basic building blocks of a modern society; a number of websites where students can find different types of information have emerged to help them develop their academic activities and thus learn more.

ICTs –and the Internet in particular– provide language learners with the opportunity to use the language that they are learning in meaningful ways in authentic contexts. The Internet provides an easy and fast access to the use of current and authentic materials in the language being studied, which is motivating for the language learner (Fitzpatrick, 2019). Such authentic materials include, for instance, online newspapers, webcasts, podcasts, newsroom video clips or even video sharing websites such as YouTube. Another motivating language learning opportunity using ICTs is provided by chat rooms and virtual environments where the language learner can practice not only the written use of the language, but also practice speaking and pronunciation, without the fear of making mistakes.

The University of El Salvador, as a social institution, is providing to the new generations the technological tools to become an active and productive part of the new society immersed in continuous expansion of its cultural and commercial trades. In this respect, as students of the Foreign Language Department, the research group wants to investigate what use first-year students make of the Information and Communication Technologies (ICTs) as a mechanism of improvement of their language learning strategies.

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## ANTECEDENTS

The educational field has grown massively last years. Historically education has developed by sharing information between generations, until written language has appeared, this was a very important step in education at that period (around 3000 years b.C.). The first writing probably developed some kind of formal training in how to write, so schooling has probably existed at least since the development of writing.

Written language allows the opportunity to develop a type of education. “In Western Europe a considerable number of cathedral schools were founded during the Early Middle Ages in order to teach future clergy and administrators, with the oldest still existing. Beginning in the 5th century monastic schools were also established throughout Western Europe, teaching both religious and secular subjects.” (Dodge, B. 1962)

Consequently, telecommunications with their telegraph have emerged to put on top of sharing information in 1910, it can be visualized the opportunity in society to exchange knowledge. As well, in 1925, a big invention appeared it was the telephone; this one can exchange information immediately with other people.

Also, in 1985 the personal computer was invented and coming with this the Internet that began at the U.S Department of Defense network to link scientists and university professors around the world after the cold war. The internet, as it is known,, appeared between 1968 and 1970, which could bring innovation and modernization to the world. Consequently, in 2000 appeared the mobile phone progressing in a fast way and transforming the telecommunications mode. In addition, in 2010 the creation of the 4G network put on the world in a modern visualization of the industry of learn.

Now, the world cannot be visualized without the use of these tools. The present generations can turn all this knowledge here into learning as easy as touch a screen, tap a key in a cellphone or a keyboard on the computer. The world has change, and education books were a very important tool through the time but now “Books will soon be obsolete in the schools. Scholars will soon be instructed through the eye. It is possible to teach every branch of human knowledge with the motion picture. Our school system will be completely changed in ten years.” (N. Y. 1913)

Schools in the world have noticed this change in student's behavior and they adapt technology to their teaching methods, but the news is that students are adapting this to the learning process by themselves and how they can self-educate using different strategies to make easy this process.

In El Salvador, these advantages arrived in 1995 when a group of technicians and professionals arranged an IP address in El Salvador. This tool principally was used just for sending and receiving e-mails with the web domain SV. This group of expert was integrated by some institutions who work in the telecommunication system of the government (ANTEL), SVNet association that worked for the progress of the country, the IANA (Internet Assigned Numbers Authority) and the InterNIC (Internet Network Information Center). The SVNet association was integrated at that time by Universidad de El Salvador, Universidad Centroamericana (UCA), Universidad Don Bosco (UDB), Consejo Nacional de Ciencia y Tecnología (CONACYT) and FUSADES.

Nowadays, generations are growing up with technology, a child can even manipulate a cellphone before they can talk or walk, instead of seeing this as an obstacle it can be seen as an opportunity to take advantage of the learning process of the human being, using Information and Communication Technologies in their favor.

“Efforts by international and national organizations have caused that education in El Salvador is taking an interesting turn, more and more programs are aimed at promoting the use of ICTs in schools. The government supports in some way that technology can be used in public schools and private schools, being an integral part of programs developed by MINED” (2019)

Students in El Salvador are recognizing technological tools as strategies in the educational area but others they just do not have the resources to acquire this type of technology. For that reason, it is the duty of these governmental institutions to give the opportunity for them to have access to the technology that can bring the facilities to manage these technological tools that students can turn into strategies.

The University of El Salvador was founded on 1841 February 16th, and due to the Educational Model (2011-2012) this institution wants to centralize the education of their students around the modern and technological world.

The internet arrived to the UES campus starting with the use of e-mails, which was the only way of use in all the campus area. After this step, in 1996 with the internet installed in the university,

the Foreign Language Department manage the donation of computer equipment to inaugurate the first computer center opened to the students in general. The government of Japan brought to the Foreign Language Department this equipment that was installed in a section of the Central Library because it had the appropriate area to protect this kind of advanced equipment. The Foreign Language Department used that equipment to prepare more their students, in that equipment were include: videocassettes recorders, computers, CD players etc.; tools that students use in order to be in contact with the languages by listening native speakers of the language learned.

“No educational institution can remain unaffected by historical, technological changes, social, political, economic and cultural experiences of the contemporary world. The human being of the last century lived in the industrial age; this century lives in the technological age. This change imposes on educational institutions important challenges to take charge of the present and design the future. In the field of higher education, public or private, this translates into a constant reflection and review of educational models, academic management and content curricula to detect whether the knowledge, attitudes, skills and abilities they expect develop in the students is relevant to the global context” (Casarini, 1997).

Now, the University of El Salvador is adapting these resources in their classrooms by adopting the campus to technological era, internet in almost all the campus area, computer centers in the each college area, and technological devices put in the teacher’s order to give the facilities students perform the learning process, and in the Language Department there exist these methods to their students.

So, if the generation has changed by technology, the university had to change including teachers. Students nowadays can have these facilities in their hands teachers just bring those strategies but it depends on students use it to achieve their learning process. In this generation not only the teacher can offer students this strategies but also the world arranged students this facilities in their hands like apps to make easier this process, forums to share information with others or dictionaries to found information.

Computer technologies and other aspects of digital culture have changed the ways people live, work, play, and learn, influencing the construction and distribution of knowledge and power around the world. In many countries, digital literacy is being built through the incorporation of information and communication technology (ICTs) into schools.

## **CHAPTER I**

### **STATEMENT OF THE PROBLEM**

#### **1.1 Research proposal**

The use of the Information and Communication Technologies (ICTs) as a Language Learning Strategy by First-Year students, of the B.A. in Modern Languages Specialization in French and English semester I- 2019 at the University of El Salvador.

#### **1.2 Objectives**

##### ***1.2.1 General Objective***

To analyze the use of the Information and Communication Technologies (ICTs), outside the classroom, as a Language Learning Strategy by first-year students, of the B.A. in Modern Languages Specialization in French and English, semester I- 2019 at the University of El Salvador.

##### ***1.2.2 Specific Objectives***

- To categorize the Information and Communication Technologies (ICTs) employed by the first-year students, of the B.A. in Modern Languages Specialization in French and English, semester I- 2019 at the University of El Salvador.
- To measure the frequency in which first-year students, of the B.A. in Modern Languages Specialization in French and English, semester I- 2019 at the University of El Salvador, use the Information and Communication Technologies (ICTs).
- To identify the factors that affect the use of Information and Communication Technologies in first-year students, of the B.A. in Modern Languages Specialization in French and English, semester I- 2019 at the University of El Salvador.

- To determine if the Foreign Language Department of the University of El Salvador offers the technological resources as a Language Learning Strategy to the first-year students, of the B.A. in Modern Languages, semester I- 2019.

### **1.3 Research questions**

#### ***1.3.1 General Research Question***

What is the use, outside the classroom, that first-year students, of the B.A. in Modern Languages Specialization in French and English make of the Information and Communication Technologies (ICTs) as a mechanism of improvement on their Language Learning Strategies?

#### ***1.3.2 Specifics Research Questions***

- Which are the Information and Communication Technologies (ICTs) that students use more frequently as a Language Learning Strategy?
- How often do the students use the Information and Communication Technologies (ICTs) as a Language Learning Strategy?
- What are the factors that affect the use of Information and Communication Technologies, as a Language Learning Strategy, to the first-year students?
- Does the Foreign Language Department of the University of El Salvador offer enough technological resources to students for using Information and Communication Technologies (ICTs) as a Language Learning Strategy?

## **1.4 Rationale**

If we think of technology as “the applied science of knowledge for practical purposes”, then information technology is application of the science of information and information systems and it results in the development of tools for managing information. Learning technology, on the other hand, is the applied science of learning. It is the application of all that we know about human learning to develop strategies and tools for enhancing and managing learning. Following this line of thought, education technology includes learning technology and information technology.

The use of computers in education is not a new phenomenon. Its promoters felt that students would learn new skills as they needed them in order to make the computer work for them. In the other hand, the growing attention and pressure to implement technology in education is coming from many directions, including parents and the business sector (Educational Technology, 2017).

Currently, there is an international change in education that includes the development of new learning programs and policies, such as bilingual education programs. These changes in the educational situation require changing the way people learn, think and behave.

Therefore, several new scenarios and environments have emerged for teaching and learning, such as blended learning, e-learning, incidental learning, flipped learning, etc. All these new approaches put the focus on learners and are intended to be adapted to their needs and limitations. It seems that the easiest way to implement these new approaches is to apply Information and Communication Technologies (ICTs) to teaching and/or learning (Libbrecht, 2015). This is the new scenario for education, and the way students learn is adapting in accordance. Indeed, this new global education context requires some adaptations not only in the way students learn, but also in the way teachers teach.

Due to the growth in the access to new technologies, and the adaptations of students to these changes on learning processes, it was important for the research team to investigate how the ICTs work as learning strategies in first-year students, of the B.A. in Modern Languages Specialization in French and English semester I- 2019 at the University of El Salvador. This investigation can help students to improve their language learning strategies using the Information and Communication Technologies (ICTs) in which they already have in their hands.



## CHAPTER II

### THEORETICAL FRAMEWORK

Over time, students have been developing their own learning strategies which include the ways in which they learn and remember information, how they study for tests and how they make the best use of their learning strengths. Many students may not even be aware that they are using these strategies as it may have become a natural and automatic process for them.

Computer technologies and other aspects of digital culture have changed the ways people live, work, play, and learn, impacting the construction and distribution of knowledge and power around the world. In many countries, digital literacy is being built through the incorporation of information and communication technologies (ICTs) into schools.

#### 2.1 Learning Strategies (LS)

Students develop their own Learning Strategies which include the ways in which they learn and remember information, how they study for tests and how they make the best use of their learning strengths. Many students may not even be aware that they are using these strategies as it may have become a natural and automatic process for them.

According to Jasmina Hasanbegovic (2006) “**Learning Strategies**” refer to students' self-generated thoughts, feelings, and actions, which are systematically oriented toward attainment of their goals.

Warr & Allan (1998) distinguish between three categories according to the kind of resources used in the regulation of behavior:

- Cognitive learning strategies: skills in rehearsing material to be learned or in organizing it into main theme.
- Behavioral learning strategies: preferences for seeking help from others, for trial and error or for written instruction.
- Self-regulating strategies: controlling emotions, motivation and comprehension.

Weinstein and Mayer defined in 1986 the term learning strategies (LS) broadly as "behaviors and thoughts that a learner engages in during learning" which are "intended to influence the learner's encoding process" (p. 315). Later Mayer (1988) more specifically defined LS as "behaviors of a learner that are intended to influence how the learner processes information" (p. 11). These early definitions from the educational literature reflect the roots of LS in cognitive science, with its essential assumptions that human beings process information and that learning involves such information processing.

## **2.2 Language Learning Strategy (LLS)**

Oxford (1994) defines Language Learning Strategies as specific actions, behaviors, steps, or techniques that students use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability.

The strategies a student uses to learn a second language depend greatly on their individual learning style. Some students are outgoing and will experiment freely and frequently while learning a new language. Other students are more introverted, preferring a more individual, private approach to the way they learn and practice the language. The strategies used by an outgoing student may vary significantly when compared with the strategies of a more reserved student.

### ***2.2.1 General Features of Language Learning Strategies***

According to Oxford (1990), these are the general features of Language Learning Strategies:

- **They contribute to the main goal.** Communicative competence. For example, metacognitive strategies help learners to regulate their cognition and to focus, plan and evaluate their progress. Affective strategies develop self-confidence and perseverance needed to become involved in language learning situations. Social strategies increase interaction and empathy in communication.

- **They allow learners to become more self-directed.** Learners do not need to have the teacher around to guide them all the time. They are trained to rely more on themselves and be more responsible for their learning. They are expected to gain more confidence, involvement and proficiency.
- **They expand the role of teachers.** The traditional roles of teachers as authority figures, managers and directors of learning, leaders, controllers and evaluators are changed into a new direction to leave space to a new teacher who acts as facilitator, helper, guide, consultant, adviser and co-communicator.
- **They are problem-oriented.** Learning strategies are tools which are used because there's a problem to solve, a task to accomplish, an objective to meet.
- **They are specific actions taken by the learner.** Learning strategies are specific actions or behaviors accomplished by the students to enhance their learning. Examples of these actions are: taking notes, planning for a language task, self-evaluating, etc.
- **They involve many aspects of the learner, not just the cognitive.** Learning strategies are not restricted to cognitive functions. They also include metacognitive functions like planning, evaluating, and arranging one's own learning, and emotional and affective functions as well.
- **They support learning both directly and indirectly.** Some learning strategies involve direct learning, but others like metacognitive, social or affective strategies have an indirect effect.
- **They are not always observable.** Some learning strategies are not observable to the human eye. For example, the act of making mental associations cannot be seen. So, we need the learner's cooperation to explore the non-observable learning strategies.
- **They are often conscious.** Learning strategies are often conscious, but as Oxford suggests, after a certain amount of practice and use they may act in an automatic or subconscious way.

- **They can be taught.** Another important hypothesis stated by Oxford is that learning strategies are easy to teach and modify through strategy training. This training is most effective when students learn why and when specific strategies are important, how to use these strategies and how to transfer them to new situations.
- **They are flexible.** Learning strategies are not always found in predictable sequences. There is a great deal of individuality in the way learners choose, combine and sequence strategies.
- **They are influenced by a variety of factors.** Many factors affect the choice of strategies: degree of awareness, stage of learning, teacher expectations, age, sex, general learning style, personality traits, motivation level, etc.

### *2.2.2 Classification of Language Learning Strategies by Oxford (1990)*

The aim of Language Learning Strategies are being oriented towards the development of communicative competence. There are two main classes: direct and indirect, which are further subdivided into 6 groups:

#### **2.2.2.1 Direct strategies**

- Memory
  - Creating mental linkages
  - Applying images and sounds
  - Reviewing well
  - Employing action
- Cognitive
  - Practicing
  - Receiving and sending messages strategies
  - Analyzing and reasoning
  - Creating structure for input and output

- Compensation strategies
  - Guessing intelligently
  - Overcoming limitations in speaking and writing

### 2.2.2.2 Indirect strategies

- Metacognitive Strategies
  - Centering your learning
  - Arranging and planning your learning
  - Evaluating your learning
- Affective Strategies
  - Lowering your anxiety
  - Encouraging yourself
  - Taking your emotional temperature
- Social Strategies
  - Asking questions
  - Cooperating with others
  - Empathizing with others

### 2.2.3 Language Learning Strategy (LLS) in practice

- **Listening strategies:** Listening is an active process by which students receive, construct meaning from, and respond to spoken and or nonverbal messages.

Some techniques are: listening to the radio, records, TV, movies, tapes, etc.; and exposing oneself to different accents and registers.

- **Speaking strategies:** They shape, modify, extend, and organize thought. Oral language is a foundation of all language development and, therefore, the foundation of all learning. It is the base for the other language strands. Through speaking and listening, students learn

concepts, develop vocabulary, and perceive the structure of the English language--essential components of learning.

Some techniques are: repeating aloud after a teacher, a native speaker, or a tape; listening carefully; and talking aloud, including role playing, not being afraid to make mistakes; making contact with native speakers; asking for corrections; and memorizing dialogues.

- **Reading strategies:** The English curriculum requires teachers to give students explicit instruction in reading strategies that will teach them to be more skillful and strategic readers. Students become better readers when they know why they are reading.

Some techniques are: reading something every day; reading things that are familiar; reading texts at the beginner's level; and looking for meaning from context without consulting a dictionary.

- **Writing strategies:** Students need daily opportunities to work through their ideas in writing. They must understand that writing is a process, and that it is developmental.

Some techniques are: having pen pals; writing frequently; and frequent reading of what you expect to write.

### 2.3 Technology

Technology is a body of knowledge devoted to creating tools, processing actions and the extracting of materials. However, it's also the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment make it easier, drawing upon such subjects as industrial arts, the branch of knowledge that deals with the people and use of technical means and their interrelation with life, society, and the environment, drawing upon such subjects as industrial arts, engineering, applied science, and pure science.

The word technology comes with every sentence to aim and reflect to the use of information and communication in technical and smart way like TV, radio, computer, hardware, satellite system and so on. Technology helps to make our world simple in everything.

## **2.4 Information and Communications Technology (ICTs)**

UNESCO (1999) defines the Information and Communication Technologies known as ICTs as a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information”. It refers to technologies that provide access to information through telecommunications. It is similar to Information Technology (IT), but focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones, and other communication mediums.

In the past few decades, information and communication technologies have provided society with a vast array of new communication capabilities. For example, people can communicate in real-time with others in different countries using technologies such as instant messaging, voice over IP (VoIP), and video-conferencing. Social networking websites like Facebook allow users from all over the world to remain in contact and communicate on a regular basis.

### ***2.4.1 Types of ICTs Tools in Language Learning Process***

Information and Communication Technology consists of various tools and systems that can be exploited by capable and creative teachers to improve teaching and learning situations. Lim and Tay (2003) classify the ICTs tools as:

- **Informative tools** - Internet, Network Virtual Drive, Intranet systems, Homepage, etc.

Informative tools are applications that provide large amounts of information in various formats such as text, graphics, sound, or video. Informative tools can be regarded as a passive repository of information (Chen & Hsu, 1999).

Students can use these tools in order to look for more information that can help them to improve the English skills they prefer to.

- **Resignation devices** - CD-ROM, etc.

"Multimedia learning active learning to create a more dynamic, interactive, collaborative, and satisfying" (Supyian, 1996)

Resignation tools are a system that lays the students in the environment where it involves a context and the occurrence of a situation. Situating tools software offers hypermedia application which covers more than one of the following media such as text, audio, graphic images, animation and video clips that gives better opportunities for teachers to enhance learning environment.

As Language Learning Strategy, these kinds of tools can be use outside the classroom to facilitate the students get involved in an environment with native speaker getting a connection by videos, music, or in practice with the CD-Rom which accompanying English workbooks.

- **Constructive tools** - MS Word, PowerPoint, FrontPage, Apps, Lego Mindstorms, etc.

Constructive tool is a general-purpose tool that can be used to manipulate information, construct their own knowledge or visualize students understanding. In learning a second language, Microsoft Word manage to help students to make correct sentences and texts as well as modern word processors include spell checking and dictionaries and grammar checkers.

- **Communicative tools** - e-mail, SMS, Social Network, etc.

Communicative tools are systems that allow easy communication between teachers and students or between students outside the physical barrier classroom. It is including email, electronic bulletin boards, chat, teleconference and electronic whiteboard. Synchronous communicative tools such as chat or video conference enable real-time communication while using the tools of communicative.

Also, the social network are so useful for the young students who are more in contact with their partners outside the classroom by using these tools. In this case, students can make chats in group where can practice language with friends.



- **Collaborative tools** - discussion boards, etc. forum

Collaboration tools of ICTs are currently the focus of much interest and emerging as development of new tools that make online collaborative projects draw a realistic option for a distributed group work. Internet can be used for many collaborative activities such as meetings, discussions are taking place, working in the document, information dissemination, and other tasks.

#### ***2.4.2 Benefits of Utilizing ICTs in Education***

Most of the simple basic use of ICTs devices in the educational environment lead to the following benefits:

- Increase in pupils' motivation, enthusiasm and confidence
- Positive association with attainment
- Learning possibilities expanded via collaboration, interaction and communication in the target language
- Potential for differentiation according to individual pupil need

ICTs tools can perform four essential functions as follow:

- The speed and automatic functions of ICTs allow a teacher to demonstrate, explore and clarify aspects of the teaching method which enable the students learn more effectively;
- The capacity and coverage of ICTs to assist the teachers and pupils easily access to for historical event or current formation
- The temporary nature of information stored, processed and presented using ICTs enable simpler method as documents could be change and corrected by editing software provided in the programs.

- The interactive way in which information is stored, processed and presented can enable teachers and students to explore the model, to communicate effectively with others and present information effectively to different audiences.

The heart of education reform in the 21st century is the appropriate use of ICTs, which supports education to enhance the success of the ongoing knowledge and skills that will give the students continuous learning. Using ICTs in an appropriate manner enables new methods of teaching and learning, especially for students in exploring exciting ways of problem solving in the context of education.

## **2.5 Educational Innovations**

### ***2.5.1 Flipped Classroom***

Flipped learning is a pedagogical approach in which the conventional notion of classroom-based learning is inverted, so that students are introduced to the learning material before class, with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities facilitated by teachers.

The phrase Flipped learning began to be used in the middle of the year 2000 by Chemistry Teachers Jon Bergman and Aaron Sams but it is a model that began to be used in 1990 by Harvard Professor Eric Mazur who provided material for students to prepare and reflect on before class and then used class time to encourage deeper cognitive thinking via peer interaction and instructor challenge.

Fast forward to the present and the dramatic growth of online content creation, collaboration and distribution tools provide practitioners with an accessible toolkit for delivering flipped learning. Video creation, like Screenr and Webinaria, and distribution tools like youtube provide the opportunity to create flipped content with ease.

In traditional learning, students acquire knowledge in a classroom context and are then sent away to synthesize, analyze and evaluate this after the class. The main goal of a flipped classroom is to enhance student learning and achievement by reversing the traditional model of a classroom, focusing class time on student understanding rather than on lecture. To accomplish this, teachers

post short video lectures online for students to view at home prior to the next class session. This allows class time to be devoted to expanding on and mastering the material through collaborative learning exercises, projects, and discussions. Essentially, the homework that is typically done at home is done in the classroom, while the lectures that are usually done in the classroom are viewed at home. After the class, students reflect upon the feedback they have received and use this to further their learning.

### ***2.5.2 Maker labs***

A maker lab is about “turning knowledge into action” and allows for a true opportunity to support personalized learning. Laura Flemming from Worlds of Making defines a maker lab by its purpose and simplest of terms, it is a place where young people have an opportunity to explore their own interests; learn to use tools and materials, both physical and virtual; and develop creative projects.

The makers movement that has taken hold in the United States and around the world over the last decade presents itself as a democratization of fabrication, and an opportunity for people to learn, innovate, and construct whatever they can imagine. It is called a movement due to the growth of Makers Faires, and the burgeoning hobby area known as DIY (or Do It Yourself). One of the most appealing aspects of the maker movement can be found in the community of learning and shared knowledge or experience that people in the DIY community enjoy. What has made turned the community into a viable movement are the same learning elements constructivists have talked about for years, and that language teaching professionals have sought to implement in their classrooms, namely: to build a community of learning that thrives on motivated learners helping each other to solve problems while at the same time interacting with others and solving problems through the use of a target language. The Maker Movement Manifesto lists several requirements for makers to follow, among them are: make, share, give and learn (Hatch, 2013).

In maker labs, you should know the needs of the students as well as identify what they really care about and what their concerns are, know their motivations that inspire them to move on. All with

the aim of knowing their interests and knowing how to attract the attention of the students to make the learning experience in a fun and enjoyable moment.

Nowadays, new generations are surrounded by technology, which focuses on digital tools. With the maker labs strategy, students can be guided to use mobile applications that customize their learning according to their personal goals by making learning an interactive experience that combines videos, games or various tools within the ITC tools. English-learners and students with disabilities or different learning styles respond well to activities with auditory, visual and kinesthetic challenges. Signs and displays are great ways to guide and motivate students who have trouble following or remembering complex instructions. Visual cues can be understood by students of any reading ability, and give them the necessary spark to start on their journey of learning and discovery.

A class can combine maker lab when it allows the student to use technology as a support tool in his studies, it can transform a Roleplay into the creation of a video that involves different effects that enhance the student's experience. Different mobile games can also be used that focus on meeting goals and getting points on learning different topics. (Flemming, 2015, p. 7)

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Research Approach**

This study will apply a mixed method research approach which will tailor to the research purpose, it is known that this type of research can combine both, quantitative and qualitative methods which will give to the investigation the answers to the problem state. This method allows the researchers conduct research collecting, analyzing, and integrating (or mixing) to provide a better understanding of the research problem.

#### **3.2 Research design**

The research team has decided this design will be descriptive, considering that it will be analyzed from particular members of a group, diagnostic research studies determine the frequency with which something occurs or its association with something else (C. Khotari 2004). According this type of design, the research will be developed with the purpose of describing the issue involved without experimenting on them.

#### **3.3 Type of study**

The type of study presented in this research will be a non-experimental design. The researchers will not manipulate any variable as it is established in the theory of this type of study in which the researcher will just observe the phenomena and describe what the problem is. Furthermore, the researcher will analyze the information collected from the population; this type of study has some limitations. First, generalization is not permitted outside the population selected. Likewise, in order to obtain valid results this research has taken into consideration the size of its sample, and essentially, the research question which is broad.

### **3.4 Population and sample**

The research will focus on the Modern Languages students from the Foreign Language Department who are registered in Basic Intensive English in seven different groups, approximately 180 students. For purposes our sample will be composed of sixty students which represent 33.33% of the population. The sample will be chosen by convenience.

### **3.5 Research techniques and instruments**

The researchers will design a survey with 50 questions and it is divided into these four sections:

- Personal information.
- Students' language learning strategies and technological resources.
- Related to the use of ICTs and learning process.
- Students' learning strategies and the use of ICTs.

Besides, another instrument that the researchers will use is the interview to experts to find out the purposes language learning has with the use of ICTs and what are the results they have been experimenting during the course.

The next instrument, the researchers will develop and apply, will be the interview, the arranging of the questions in the light of the survey will be at detail and to get in deep about student's practices and experts opinion in regards learning a second language, the interview is capable to get deeper in contrasting with the capacity of survey because is subjective so that, the researchers will be preparing this questions to students in regards those information that the survey will not suit enough.

## CHAPTER IV

### DATA ANALYSIS

This chapter objective is, to interpret the information obtained in the surveys.

#### **4.1 Data Analysis**

For the Data Analysis; the survey was divided to four main areas:

*Sociodemographic;*

*Technological resources;* To categorize the technological resources that students possess and to determine, through students' opinion, if the University of El Salvador offers the technological resources for the students to use them as Language Strategy and improve their learning process.

*Information and Communications Technologies (ICTs):* To measure the frequency that the students surveyed uses the ICTs.

*Language Learning Strategies:* To know if the students interviewed uses the ICTs as a Language Learning Strategy.

#### **4.2 Data Representation**

The research team used Excel as this program has the necessary tools to help research groups to analyze data more efficiently. The research team will use graphic to represent the data gathering for a better and more efficient interpretation of the information given at the online survey.

As the group mentioned above; the research team will use figure, charts and tabulation to present the results of the survey. The group considers that this is a better way to understand the answers given by the interviewees.

### 4.3 Sectioned Data Analysis

In this part the research team will analyze the results dividing them in the four main areas given in the Data Analysis part.

#### 4.3.1 Sociodemographic Information

The results of this section determine the characteristics of the students surveyed; this information gives to the research team an approach of the sociodemographic factors that affects the use of the Information and Communications Technologies.

The information gathered in this part was based on:

##### 1. Gender:

Meanwhile, as it can be seen in the chart below, from 60 surveys: 33 were answered by women that represents 55%; 25 by men that represents 41.7%; and 2 by students that identify themselves as a part of the LGBTI+ community that represent 7.3%. of the sample.

Gender	Percentages	Quantity
Women	55%	33
Men	41.7%	25
LGBT	7.3%	2
TOTAL	100%	60

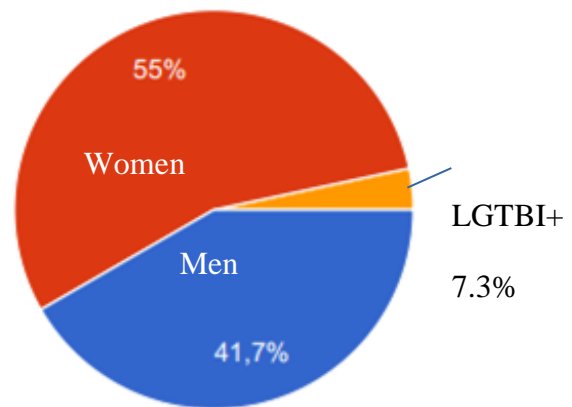


Table 1

Figure 1



## 2. Age:

As it can be seen can see in the Figure below, 73.3% represent 44 students between the ages of 16 to 20 years old; 26 were women and 18 were men; 21.7% represents 13 students who are between the ages of 21 to 25 years old, 6 were men and 7 were women; there was no student between the ages of 26 to 30 years old; but, there were 3 male students older than 30 years old that represents 5% of the students surveyed.

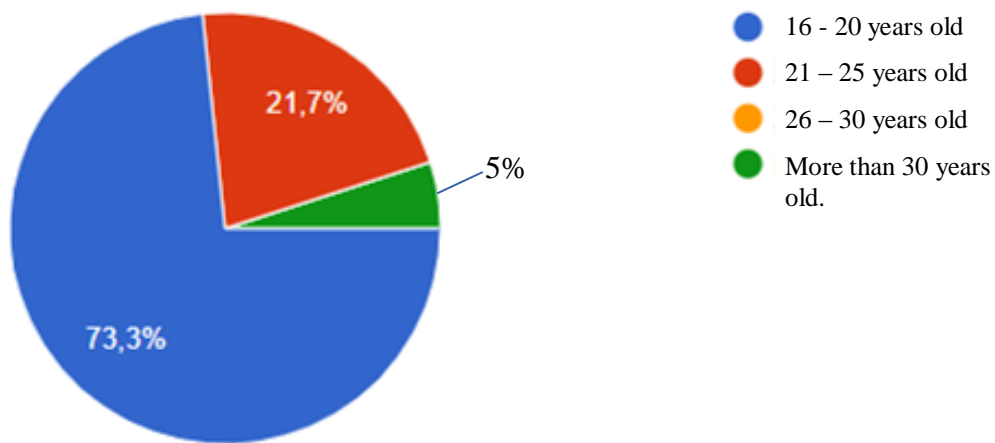


Figure 2

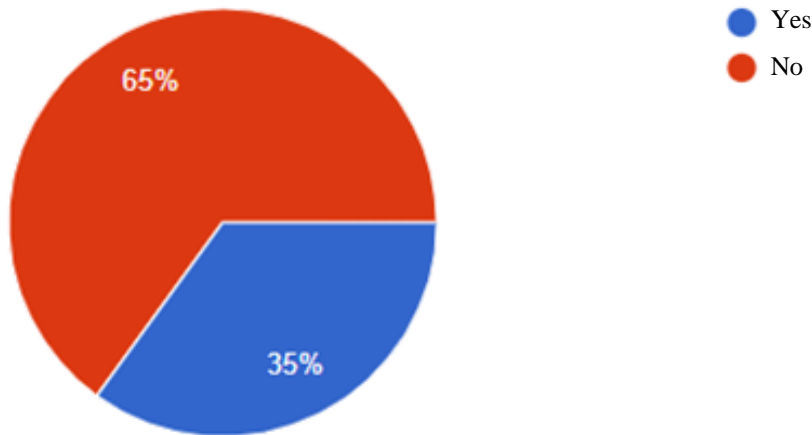
Ages	Percentages	Quantity
<b>16 – 20</b>	73.3%	44
<b>21 - 25</b>	21.7%	13
<b>More than 30</b>	5%	3
<b>TOTAL</b>	100%	60

Table 2

### 3. Change of Major

35% of students surveyed, have changed their major; 8 were women and 3 were men between the ages of 16 to 20 years old, 5 were women and 5 were men between the ages of 21 to 25 years old.

65% represents 39 students that Modern Languages Major was their first option, 18 women, 13 men and 2 students from the LGBTI+ community were between the ages of 16 to 20 years old; two women and one man from the ages of 21 to 25 years old and 3 men older than 30 years old belong to this group.



*Figure 3*

Answer	Percentages	Quantity
<b>YES</b>	65%	39
<b>NO</b>	35%	21
<b>TOTAL</b>	100%	60

*Table 3*

#### 4. Job Status

As for the labor status, 86.7% from 60 surveyed, invest their time just for studying.

13.3% of the surveyed work and study; this percentage include: three women and one man between the ages of 16 and 20 years old; two women and one man between the ages of 21 to 25 years old and one man older than 30 years old.

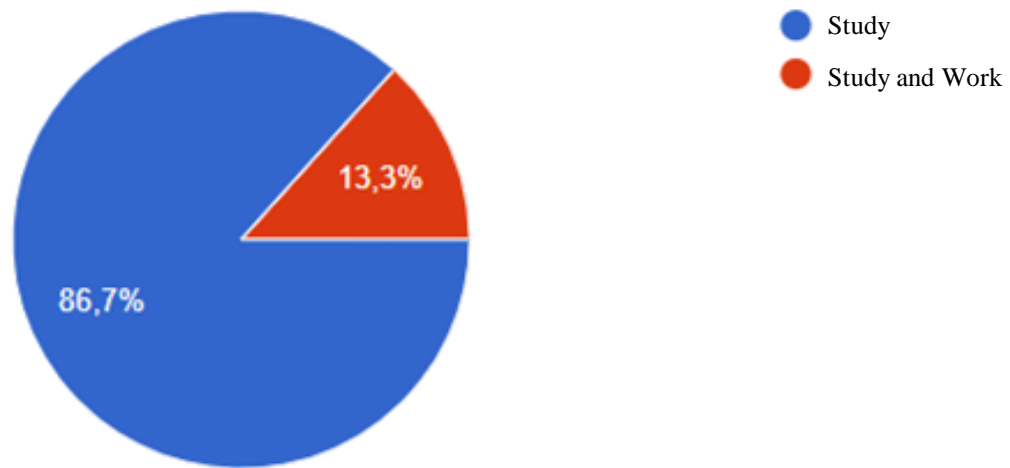


Figure 4

Labor Status	Percentages	Quantity
Study	86.7%	52
Study and work	13.3%	8
TOTAL	100%	60

Table 4

### 5. Place of Residence:

83.3% of students live in the city of the total surveyed. This percentage include: two students from the LGBTI+ community, four women and two men between the ages of 16 to 20 years old; a woman and a man between the ages of 21 to 25 years old belong to the 10 students that lives in the countryside.

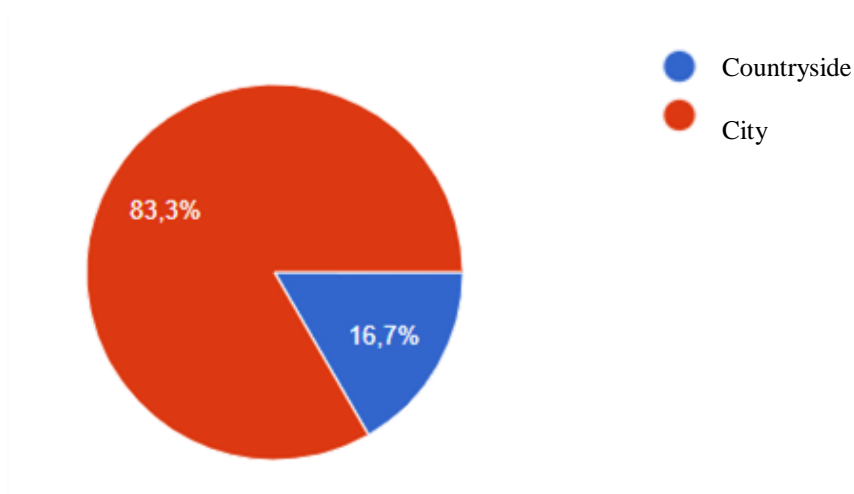


Figure 5

Place of Residence	Percentages	Quantity
City	83.3%	50
Countryside	16.7%	10
<b>TOTAL</b>	100%	60

Table 5

## 6. Who do you live with?

As it can be seen in the chart below, 90% of the students surveyed live with their parents, followed by the three men older than 30 years old who live alone, and a man and a woman between the ages of 16 and 20 years old that lives with their couples. One woman, between the ages of 16 to 20 years old, lives with her grandmother and sister; a man between the ages of 16 to 20 lives with his sister, and a man between the ages of 16 to 20 that lives with his grandparents.

Making a total of eight students that represents the 13.4% of surveyed that lives without their parents.

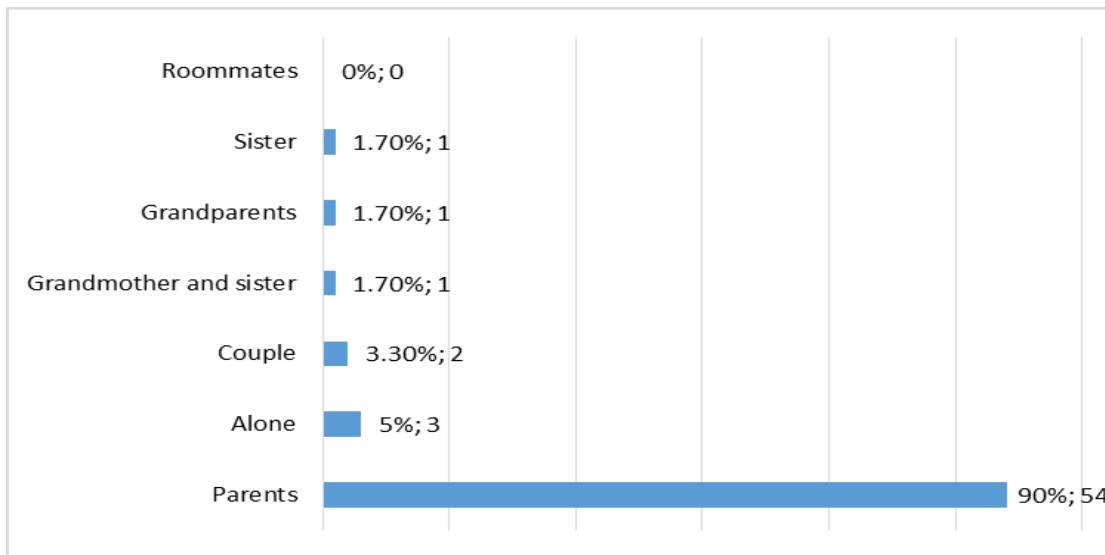


Figure 6

Live with	Percentages	Quantity
Parents	90%	54
Alone	5%	3
Couple	3.3%	2
Grandparents	1.7%	1
Grandmother and sister	1.7%	1
Sister	1.7%	1
Roommates	0%	0
<b>TOTAL</b>	<b>100%</b>	<b>60</b>

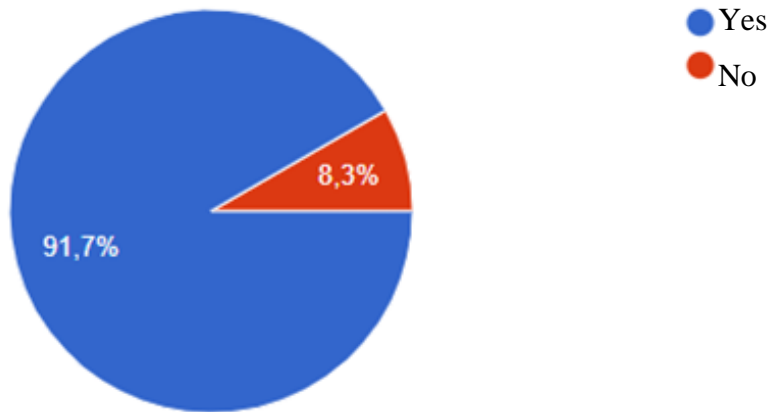
Table 6

### 4.3.2 Technological Resources Section

For this section, the research group wanted to categorize the technological resources that students have access to; also, the amount of time they spent online, In addition, the team wanted to determine students' knowledge and usage of the computers centers the University has. The research team will analyze the results based on the following answers:

#### 7. Do you own a smartphone?

As it can be seen on *figure 7*, 91.7%, of students surveyed, own a smartphone. From the five students (8.3%) that do not possess a smartphone, two are men older than 30 years old, and 3 are women between 16 to 20 years old. The students answering NO to this question jumped directly to answer question number 10. This is the reason why the following two question were based on the answers of 55 surveyed.



Figure

Answer	Percentage	Quantity
<b>YES</b>	91.7%	55
<b>NO</b>	8.3%	5
<b>TOTAL</b>	100%	60

Table 7

### 8. Do you have access to data on your smartphone?

When analyzing the answers given by students', the research group can determine, that most of the students, 49 out of 60 and 89.1%, have access to data on their smartphone. The other 10.9% (6 students) even though some of them own a smartphone they do not pay for data on their phones.

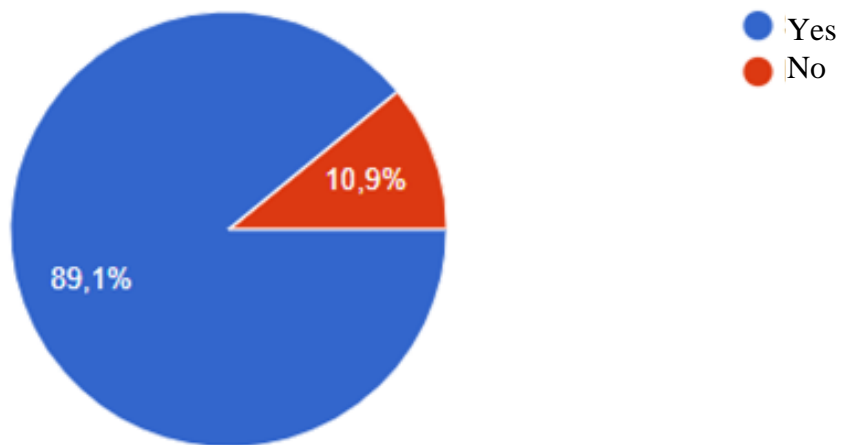


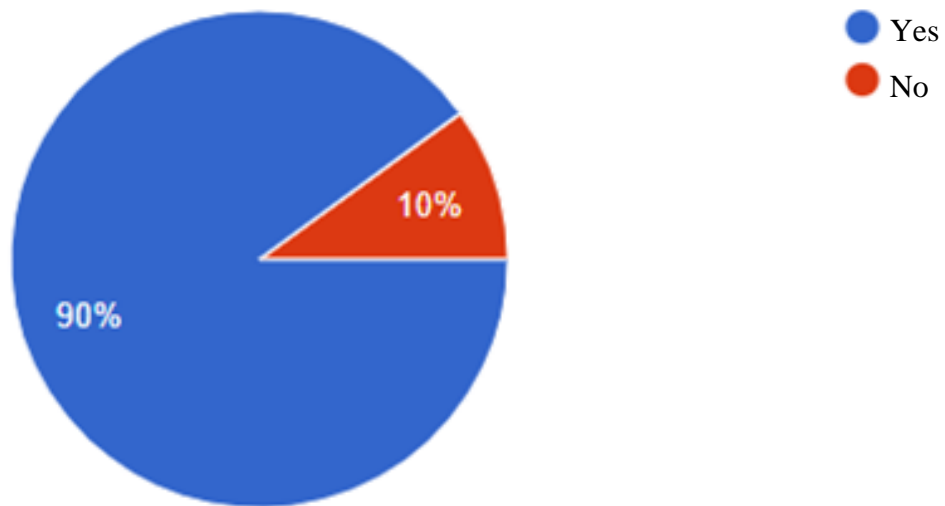
Figure 8

Answer	Percentages	Quantity
<b>YES</b>	89.1%	49
<b>NO</b>	10.9%	6
<b>TOTAL</b>	100%	60

Table 8

**9. Do you have access to computer in your house?**

90% of the surveyed answered affirmatively to the question related with having access to a computer at their home; versus a 10% with no access. This result is interesting because 9 out of 10 students have access to a computer at home. The students answered NO to this question moved directly to question number 12.



*Figure 9*

Answer	Percentages	Quantity
<b>YES</b>	90%	54
<b>NO</b>	10%	6
<b>TOTAL</b>	100%	60

*Table 9*



### 10. Do you have access to Internet at home?

The analysis of this question is based on 54 answers because of the restriction mentioned above where it is not taking into account the 6 students that not have access to a computer in their houses. 94.4% have access to internet at their homes. Three students, 5.6%, do not have access to Internet at their houses. The research team can infer that students not only have computer at home but also have access to internet.

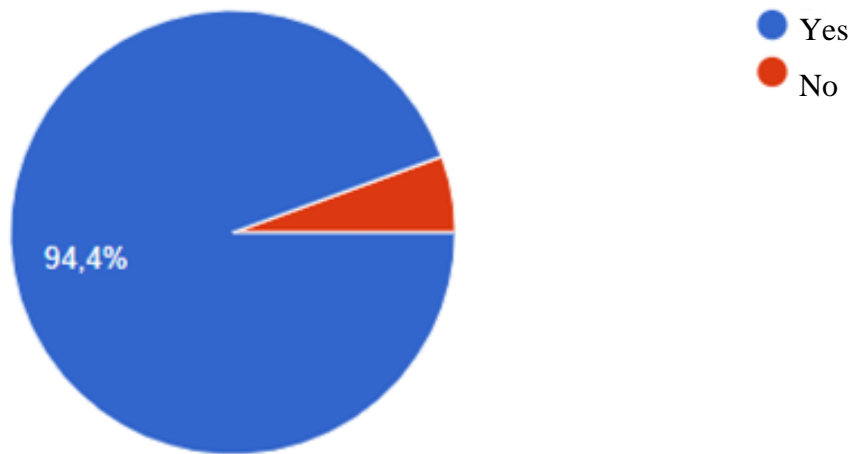


Figure 10

Answer	Percentages	Quantity
<b>YES</b>	94.4%	51
<b>NO</b>	5.6%	3
<b>TOTAL</b>	100%	54

Table 10

### 11. Do you know the bandwidth own to home?

In this question the research team can determine that students do not really know about their Internet bandwidth, not only because the 41.2% answered “Unknown”, but because most students were not familiarized with the term, so the research team had to explain the term in order to more students understand the question. Also, there were two students (3.9%) who answered 512 kbps or less when in El Salvador there is no more 512kbps bandwidth.

In contrast, the students who live alone have the knowledge of the bandwidth, probably because they are the ones in charge of paying it. On the other hand, the students that work and study but do not live alone answered “unknown” because they live with their parents, the research team can infer they are not the ones in charge of paying it.

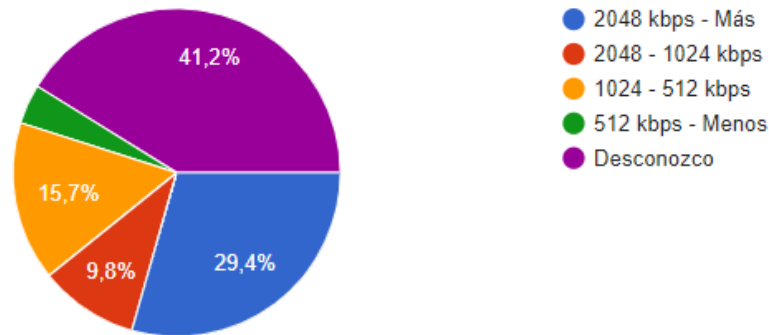


Figure 11

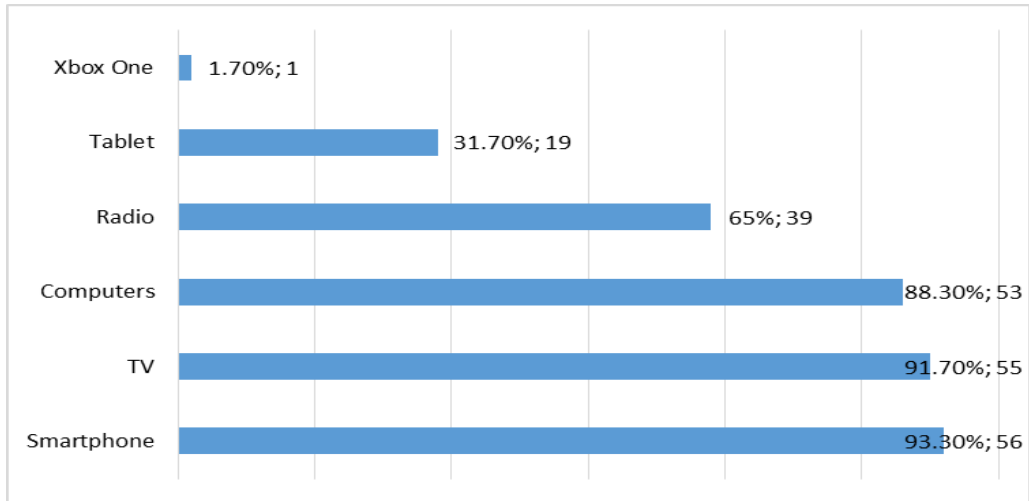
Bandwidth	Percentages	Quantity
Do not know	41.2%	21
2048 kbps or more	29.4%	15
1024 – 512kpbs	15.7%	8
2048 – 1024 kbps	9.8%	5
512 kbps or less	3.9%	2
<b>TOTAL</b>	100%	60

Table 11

**12. Please, check the technological devices that you have.**

In this question the research group wanted to categorize the technological devices students have access to as it can be seen on the chart below:

- 93.3%, 56 students, have access to a Smartphone; in contrast with the result of question number seven when 55 students answered affirmatively.
- 88.3% of students own or have access to computers.
- 31.7% own or have access to tablet devices.
- 91.7% own or have access to a TV.
- 65% own or have access to a Radio.
- 1.7%, a male student between 16 to 20 years old, marked the “other” option and wrote “Xbox One” an eighth-generation home video game console that was developed by Microsoft which can be connected through internet via Wi-Fi, or to a SmartTV.



*Figure 12*

Technological Devices	Percentages	Quantity
<b>Smartphone</b>	93.3%	56
<b>TV</b>	91.7%	55
<b>Computers</b>	88.3%	53
<b>Radio</b>	65%	39
<b>Tablet</b>	31.7%	19
<b>Xbox One</b>	1.7%	1
<b>TOTAL</b>	100%	60

*Table 12*

### 13. How much time do you spend on line per day?

- 43.3% of students spend more than 4 hours connected on the Internet.
- 26.7% spend from 3 to 4 hours connected.
- 20% spend from 1 to 2 hours connected.
- 10% spend less than 1 hour; by processing and systematizing data the research team can notice that in this 10% belongs the students that lives alone and work, the ones who work and live with their parents, and the ones who lives in the rural area. The team can infer that those are the students who have less time to access to the Internet even though they own a technical device to access it.

The research team can conclude that more than 86.7% of students surveyed spend more than 2 hours per day on line.

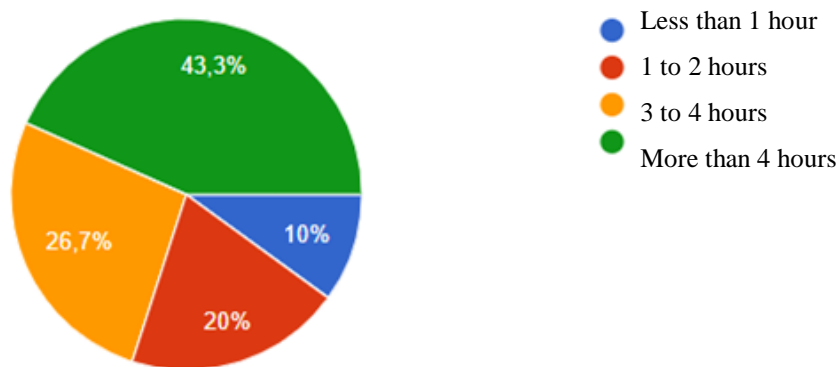


Figure 13

Time	Percentages	Quantity
Less than 1 hour	10%	6
1 to 2 hours	20%	12
3 to 4 hours	26.7%	16
More than 4 hours	43.3%	26
<b>TOTAL</b>	100%	60

Table 13

#### 14. Where do you use the internet more often?

88.3% of students use the Internet or have access to it at home. 10% of students have access to Internet at the University and only 1.7% uses Internet at their work. These results are reasonable, according to the answers of question from 10, more than 94% of students have access to internet at home so, it makes sense that is the place where students use it the most.

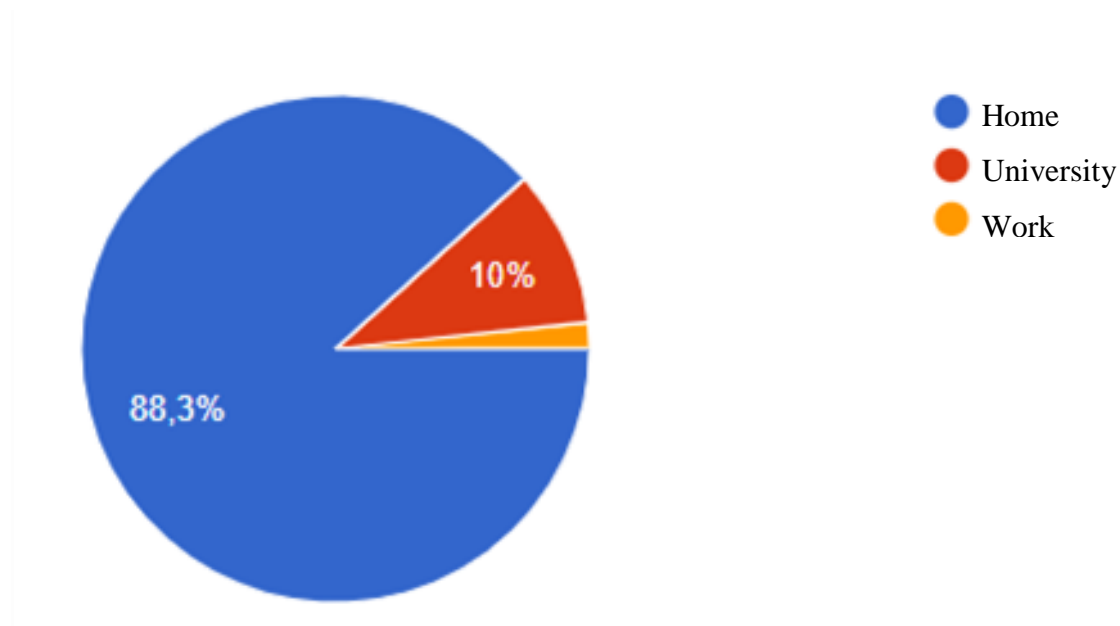


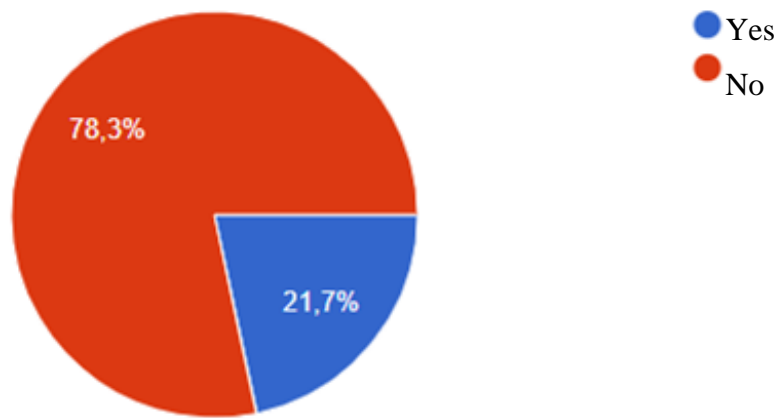
Figure 14

Time	Percentages	Quantity
Home	88.3%	53
University	10%	6
Work	1.7%	1
<b>TOTAL</b>	100%	60

Table 14

**15. Do you know that the Foreign Language Department has three computer centers?**

It can be seen on *figure 15*, 78.3% of students surveyed do not know about the existence of the three computer centers the Foreign Language Department has. The other 21.7% of the students surveyed know the three computer centers.



*Figure 15*

Answer	Percentages	Quantity
<b>YES</b>	21.7%	13
<b>NO</b>	78.3%	47
<b>TOTAL</b>	100%	60

*Table 15*

### 16. Which computer center have you visited?

Even though 78.3% of students do not know about the three computer centers, it can be seen that they have visited at least one of them, being the least known the one from the Central Library with a 20% of students ever visiting it.

The most used is the one on the third floor of the Foreign Language and Philosophy department; being used by 48.3% of the students surveyed.

40% of students know and use the Computer Center on the basement of the Foreign Language and Philosophy building.

There is a 26.7% of students that have never used neither of the three Computer Centers; this is a big number if we consider that this the sample of this work.

As a research team, it can be inferred that most of the students knew about the computer lab on 3<sup>rd</sup> floor Foreign Language and Philosophy Building 3<sup>rd</sup> floor because there is the place when they filled up the survey, this assumption can be made thanks to the comments made by students when they took the survey

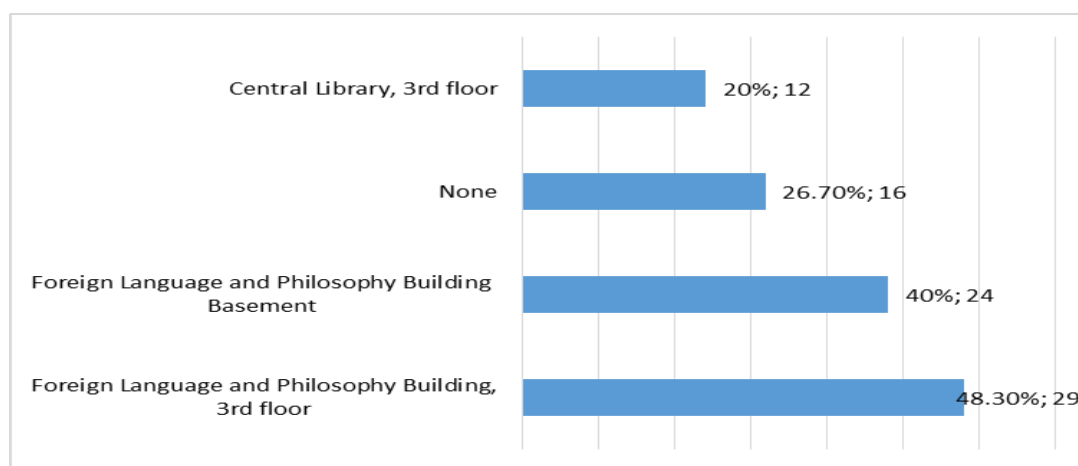


Figure 16

Computer Center	Percentages	Quantity
Central Library, 3 <sup>rd</sup> floor	20% %	12
Foreign Language and Philosophy Building Basement	40%	24
Foreign Language and Philosophy Building, 3 <sup>rd</sup> floor	48.3%	29
None	26.7%	16
<b>TOTAL</b>		60

Table 16

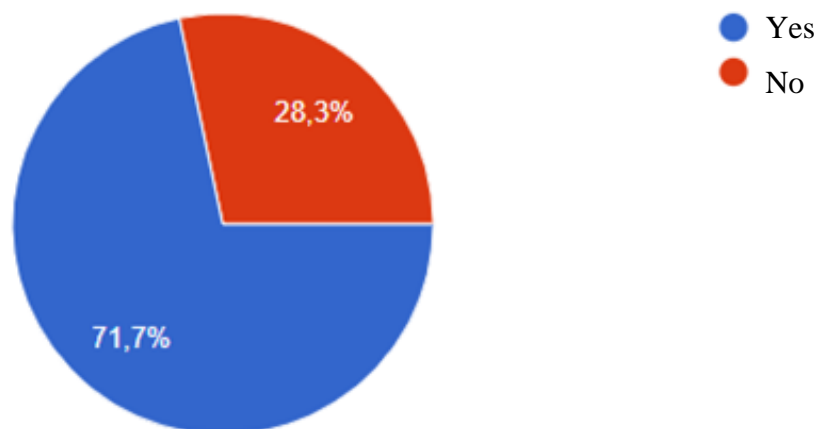
**17. Have you ever used the public WIFI Service of the University?**

- 71.7% of students surveyed has used the Wi-Fi service of the University.
- 28.3% of students has not use the Wi-Fi Service of the University.

Even though there is a high percentage of students using the UES Wi-Fi Service, most of the students think that the Wi-Fi service has not good quality or range; as can be seen on the *Figure 17*.

Also, the research team can infer, according to answers from question number *seven* and *eight* that students own a smartphone and they have access to data on their smartphones; so, there is a possibility they misunderstood the question.

For this question, students answering NO, moved to question number 20.



*Figure 17*

Answer	Percentages	Quantity
<b>YES</b>	71.7%	43
<b>NO</b>	28.3	17
<b>TOTAL</b>	100%	60

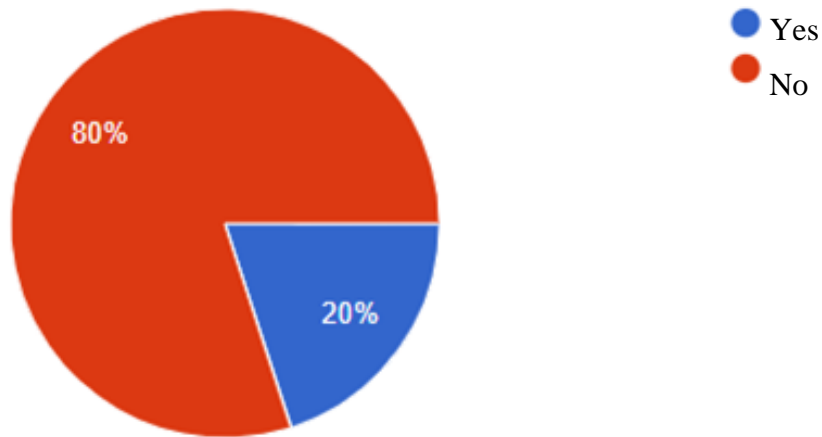
*Table 17*



**18. Do you consider the university has good internet speed and great WIFI range?**

It can be seen on *figure 18*, the 80% of the students surveyed consider the university has good internet speed or great Wi-Fi range. These answers are understandable, if we assume that student's own data on their smartphones. There is not comparison between a single person using 5 GB of data than 100 people using the same amount; also, it is known that some places at university do not have access to Wi-Fi.

Even though, the research team knows that the University is investing money on having good quality Internet, there is a lot of work to do for changing the appreciation students have about this area.



*Figure 18*

Answer	Percentages	Quantity
<b>YES</b>	20%	12
<b>NO</b>	80%	48
<b>TOTAL</b>	100%	60

*Table 18*

### 4.3.3 Information and Communications Technologies (ICTs) Section

On the previous section, the research team has established that most of the students own technological devices, have access to Internet whether on their smartphones, at their houses or at the University; now it is the time to determine if students have knowledge of ICTs; at the same time, the research team wants to find out the amount of time students use these tools and the reason why they use the devices.

For this purpose, they research team will analyze the results of the questions below.

#### 19. What kind of tools do you consider as ICTs?

Even though all the options are considered ICTs, the students surveyed, choose the ones that can be connected to Internet. It seems that students have the perception that ICTs are only related to the Internet, this relation can be determined by seeing the higher percentages on Smartphones (95%), computers (98.3%), Tablets and TV's sharing the 80% of the voting. In spite of that, the research team see that 53.3% of the students whom choose the radio have a general knowledge of devices consider as ICTs.

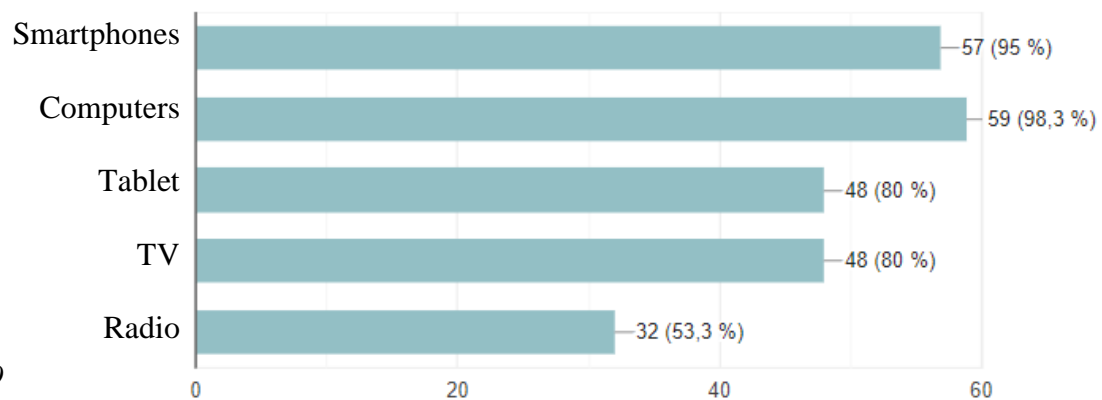


Figure 19

Technological Devices	Percentages	Quantity
Computers	98.3%	59
Smartphone	95%	57
Tablet	80%	48
TV	80%	48
Radio	53.3%	32

Table 19

**20. Rate the tools you use more frequently from 1 to 6, being 1 the most used to 6 the last.**

For analyzing this question, the research team will divide the results on devices used and frequency of use.

As it can be seen on the *Chart and table 20*, the electric device used the most is the smartphone with 81.7%; followed by computer used with 45%. These answers are in concordance with the results from questions *ten and eleven* where they answered that those are the devices students own or have at their homes.

Frequency	PERCENTAGES			
	Smartphone	Computer	TV	Radio
Always	81.7%	18.33%	18.33%	8.33%
Frequently	11.7%	45%	23.33%	1.7%
Sometimes	3.33%	33.33%	35%	16.7%
Hardly ever	----- -	1.7%	18.33%	40%
Never	3.33%	1.7%	5%	33.33%

Table 20

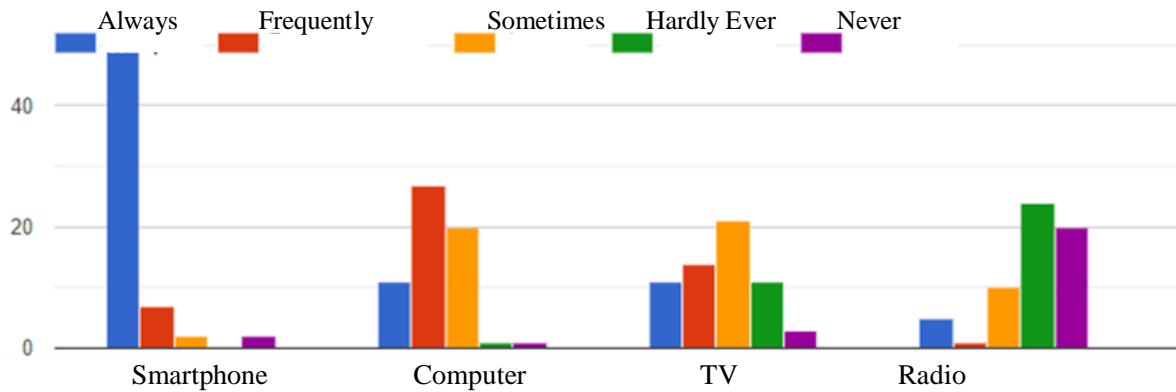
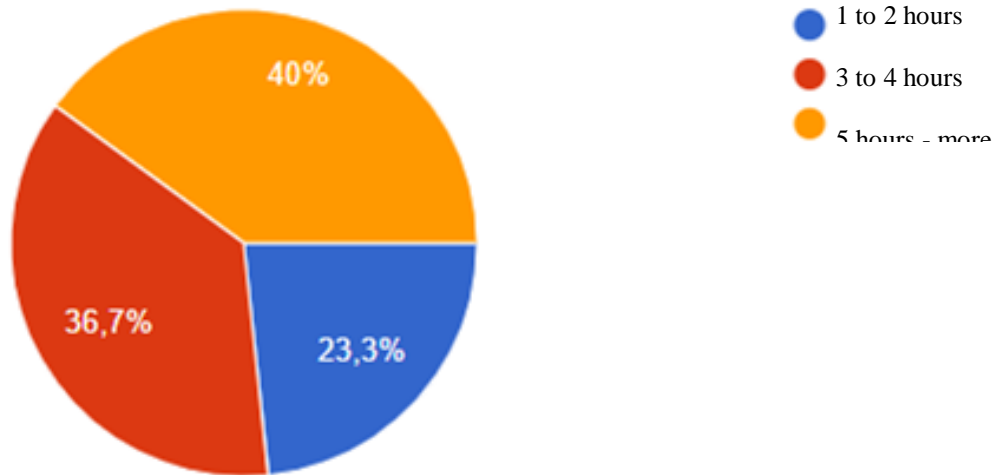


Figure 20

**21. How much time do you spend using these kinds of tools?**

In the *figure 21*, the research team can determine the amount of time students spends using, on daily basis, all the technological devices mentioned above. As it can be seen, 40% of students spend more than 5 hours daily using these devices, 36.7% use them from 3 to 4 hours, and, 23.3% use them 1 to 2 hours. The research team can conclude that 100% of students use these devices more than 2 hours per day. Considering answers from question 13, all of the students spend more than 2 hours per day on line. So, the research team can infer that students use these tools to be on line on a daily basis.



*Figure 21*

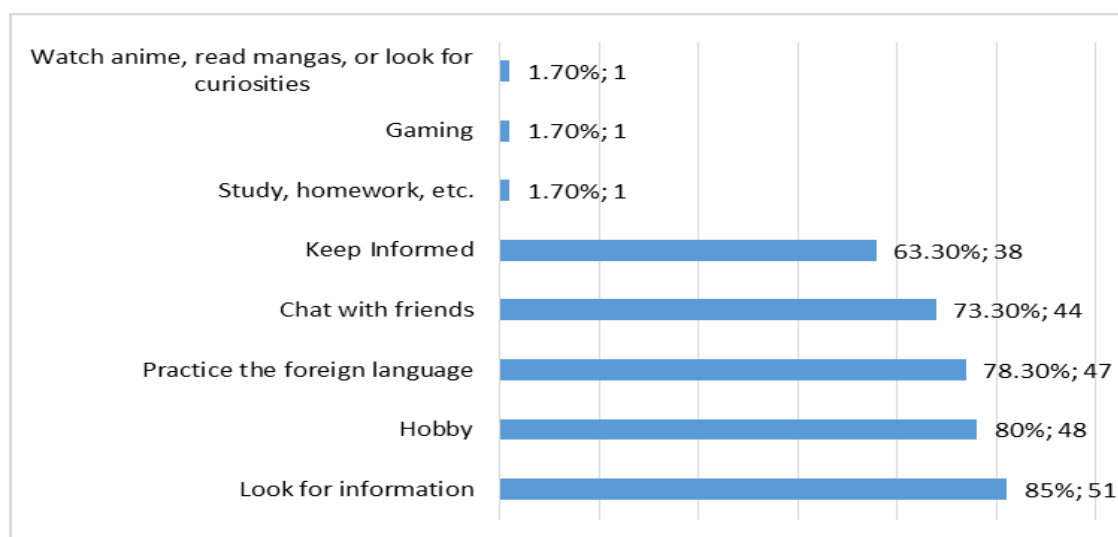
Time	Percentages	Quantity
<b>5 hours or more</b>	40%	24
<b>3 to 4 hours</b>	36.7%	22
<b>1 to 2 hours</b>	23.3%	14
<b>TOTAL</b>	100%	60

*Table 21*

## 22. What is the main purpose for you to use the Information and Communication Technologies (ICTs)?

Yet 78.3% of students use ICTs to “Practice the foreign languages”, the research team can notice that most of them use it for entertainment; the team can determine this by looking percentages of students using ICTs as a hobby: 80%, and, 73.3% for chatting with friends. This is not necessarily bad, because if students watch movies or play games in English, they are using these devices as Language Learning Strategies to practice the listening skill so it can be helpful for them.

Even though 63.3% use ICTs for keeping informed, with this question, the group cannot conclude if the information they look for is about their own learning process.



<b>PURPOSE</b>	<b>PERCENTAGE</b>	<b>QUANTITIES</b>
<b>Look for information</b>	85%	51
<b>Hobby</b>	80%	48
<b>Practice the foreign language</b>	78.3%	47
<b>Chat with friends</b>	73.3%	44
<b>Keep Informed</b>	63.3%	38
<b>Study, homework, etc.</b>	1.7%	1
<b>Gaming</b>	1.7%	1
<b>Watch anime, read mangas, or look for curiosities</b>	1.7%	1

Table 22

#### 4.3.4 Language Learning Strategy Section

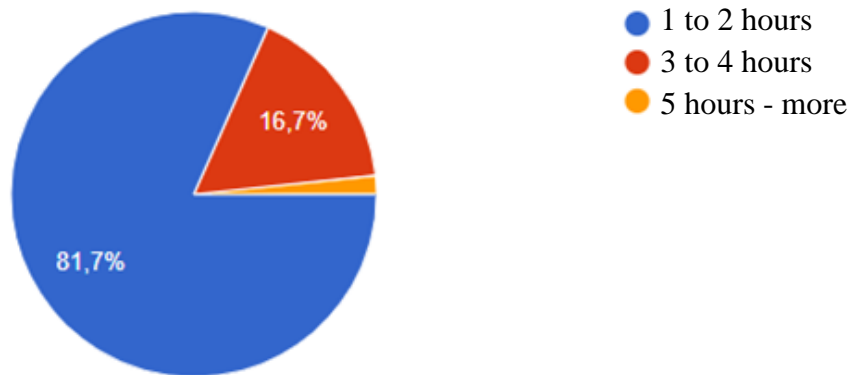
Being this the last section of the survey, the research team, wanted to know the behavior of students regarding Language Learning Strategies (LLS). The following are questions that students answered about this manner.

#### 23. How much time do you devote for studying a new language outside the classroom?

- 81.7% of students spend only 1 to 2 hours to studying languages outside the classroom.
- 16.7% dedicates from 3 to 4 hours to studying languages outside the classroom.
- 1.7% of students invest 5 hours or more to studying outside the classroom.

There is a high percentage of students that dedicate more than 4 hours to be connected on the internet (43.3%, see *Figure 14*).

But, as can be seen on the *Figure 23*, just 10 students devote between 3 to 4 hours to studying languages.



*Figure 23*

Time	Percentages	Quantity
1 to 2 hours	81.7%	49
3 to 4 hours	16.7%	10
5 hours or more	1.7%	1
<b>TOTAL</b>	100%	60

*Table 23*

#### 24. Do you use the internet as a way of exchanging information about your learning process?

As it can be seen on the Figure below, 98.3% of students use the internet as a way of exchanging information. Just a male student answered NO to this question. The research team can infer students are not aware of “how they learn” because, when they answer that they use the ICTs as “hobby” (see question number 22) they are talking about using it for watching videos or listening music (that are language learning strategies this affirmation can be prove by looking the answers of “how?”. When “studying” students think about the action of sitting 2 hours in front of the text book or doing homework; they do not consider watching videos or tutorials as studying.

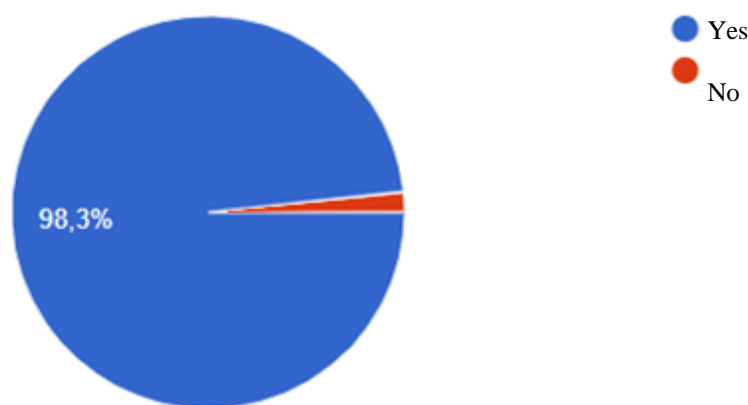


Figure 24

Answer	Percentages	Quantity
YES	98.3%	59
NO	1.7%	1

Table 24

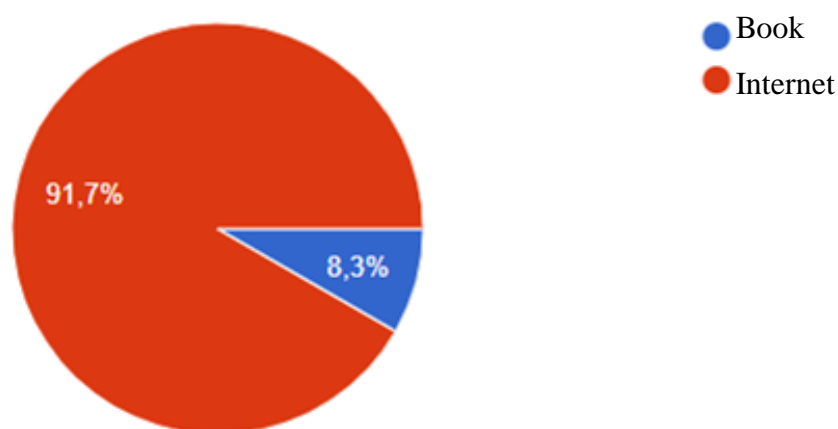
#### How?

Among the most popular responses the research team found;

- To do homework.
- To talk via WhatsApp or FB messenger with their classmates to exchange information about the lessons of the day.
- To watch YouTube videos to reinforce topics they do not understand.
- To use translators or online dictionaries.
- To make online study groups to reinforce knowledge.

## 25. What do you prefer? Searching information in books or through the internet?

As it can be seen on *figure 27*, 91.7% of students prefer looking for information via internet. Only 8.3% of students search information through books. If we think on the answers related to owning a smartphone, having data on their smartphones, internet and computer at their home it is reasonable the answer given in this question; students have access to technology, and they use it at their convenience. The research team thinks that it is important to teach students how look for information in a more efficient way; due to on the internet are a huge amount of wrong information and they need no learn how to discriminate it.



*Figure 25*

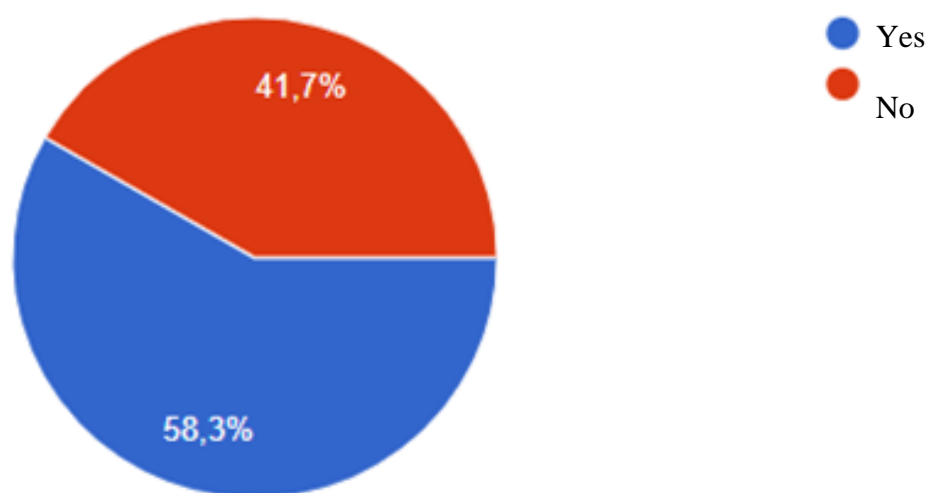
Preference	Percentages	Quantity
Internet	91.7%	55
Book	8.3%	5
TOTAL	100%	60

*Table 25*



## 26. Have you ever heard about language learning strategies (LLS)?

Most of students surveyed know about traditional language learning strategies and can identify them, as it is going to be seen on *Figure 27*. This answer contrasts with the answer given on question 23, but, as research team, the research team can infer that students did not know about different technological LLS. Research group cannot ignore the high percentage (41.7%) of students that do not know about the name of Language Learning Strategies even though they use them.



*Figure 26*

Answer	Percentages	Quantity
<b>Yes</b>	58.3%	35
<b>No</b>	41.7%	25
<b>TOTAL</b>	100%	60

*Table 26*

**27. What Language Learning Strategy do you use outside the Classroom, for reading, writing and grammar comprehension?**

The research group can notice that, even if students answered on the question 25 they use more frequently the Internet for searching information, when talking on grammar, reading and writing skills they keep using more traditional methods. The high percentage on books (45%), dictionaries (73.3%) and workbook (60%), writing essays (41.7%) shows that. But also, they use language apps (81.7%), and, other technological strategies as EBooks, podcasts, web pages and YouTube videos.

Figure 27

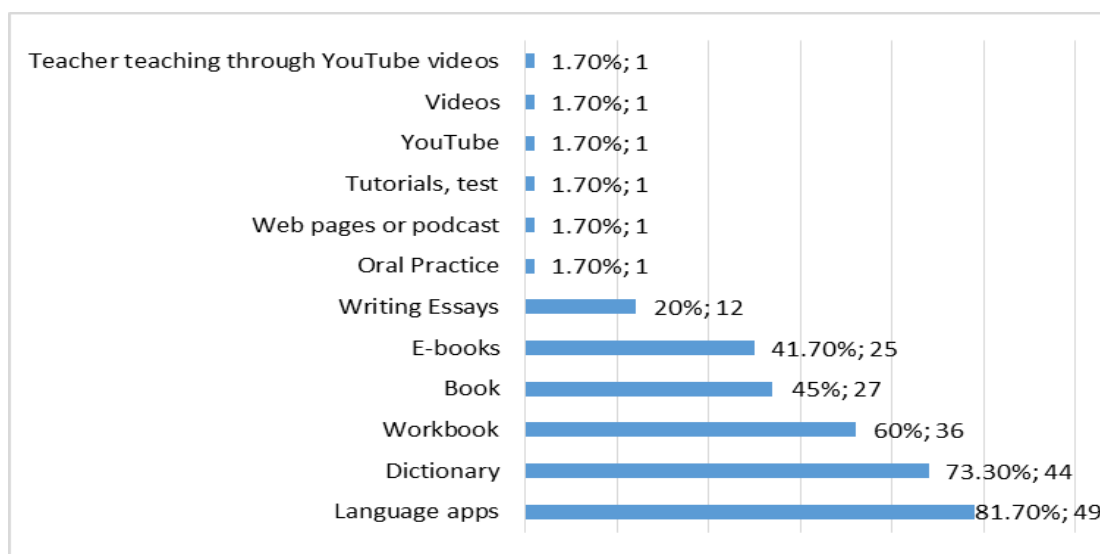


Table 27

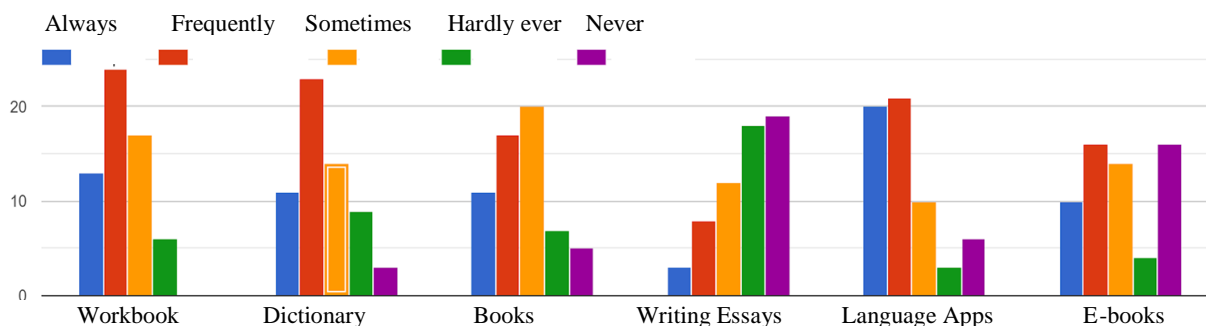
LLS	PERCENTAGE	QUANTITIES
Language apps	81.7%	49
Dictionary	73.3%	44
Workbook	60%	36
Book	45%	27
E-books	41.7%	25
Writing Essays	20%	12
Oral Practice	1.7%	1
Web pages or podcast	1.7%	1
Tutorials, test	1.7%	1
YouTube	1.7%	1
Videos	1.7%	1
Teacher teaching through YouTube videos	1.7%	1

**28. Rate the Language Learning Strategy (LLS) you use more frequently from 1 to 6. Being the 1 the most used to 6 the least.**

Workbooks are the most used LLS for reading, writing and grammar comprehension, with a 40% of usage among the students: dictionary, with 38.33% frequency of usage; language apps, with a 35% of usage, and books, with a 33.33% of usage. The least popular LLS are: writing essays with a 31.7% of non-usage; and, e-books, with a 26.67% of non-use. With these results, the research team can infer that students surveyed are still using traditional strategies in order to acquire proper knowledge in relation of the contents seeing in class.

Also, there is a number of students that are using technology as a Language Strategy, those are the students that will need guidance to make a better use of this tools in order to profit from their advantages.

Figure 28

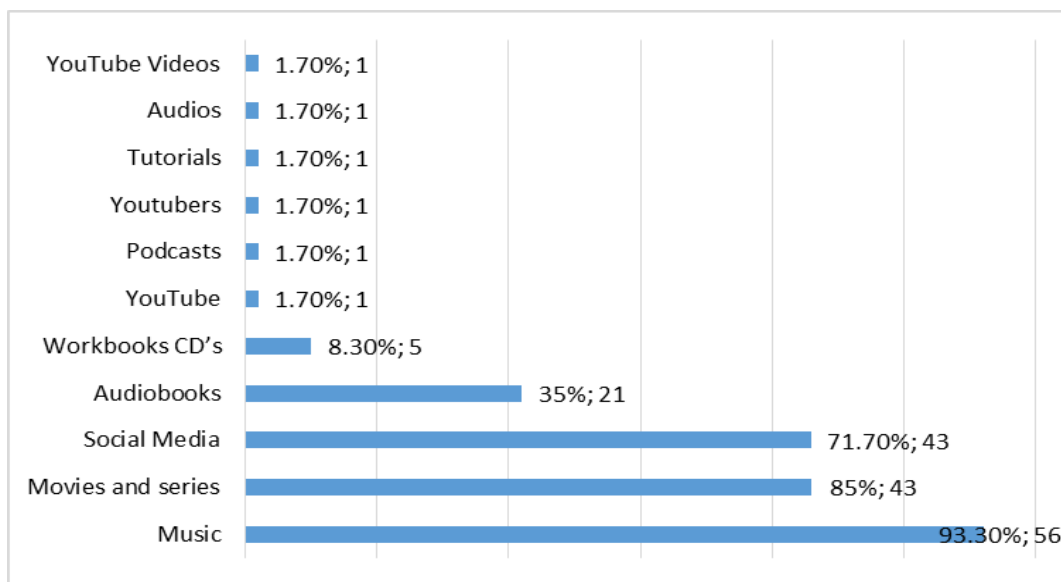


Frequency	PERCENTAGES					
	Workbook	Dictionary	Books	Writing Essays	Language Apps	E-books
Always	21.67%	18.33%	18.33%	5%	33.33%	17.67%
Frequently	40%	38.33%	28.33%	13.33%	35%	26.67%
Sometimes	28.33%	23.33%	33.33%	20%	16.67%	23.33%
Hardly ever	10%	15%	11.67%	30%	5%	6.67%
Never	----- -	5%	8.33%	31.7%	10%	26.67%

Table 28

**29. What Language Learning Strategy (LLS) do you use outside the Classroom, for listening and oral comprehension?**

For oral comprehension, students prefer using ICTs, as audiobooks (35%), music (93.3%) even though music itself are not an ICTs, but the devices students use, mostly their Smartphones (see *Figure 36*), enter to the ICT category. The same phenome is observed when students talk about using social media (71.7%) or watch movies and series (85%) due to social media, movies and series are not ICTs. But the devices used for check social media, or watch movies and series are ICTs. (Go to question 30)



*Figure 29*

LLS outside the classroom	Percentages	Quantity
Music	93.3%	56
Movies and series	85%	43
Social Media	71.7%	43
Audiobooks	35%	21
Workbooks CD's	8.3%	5
YouTube	1.7%	1
Podcasts	1.7%	1
Youtubers	1.7%	1
Tutorials	1.7%	1
Audios	1.7%	1
YouTube Videos	1.7%	1

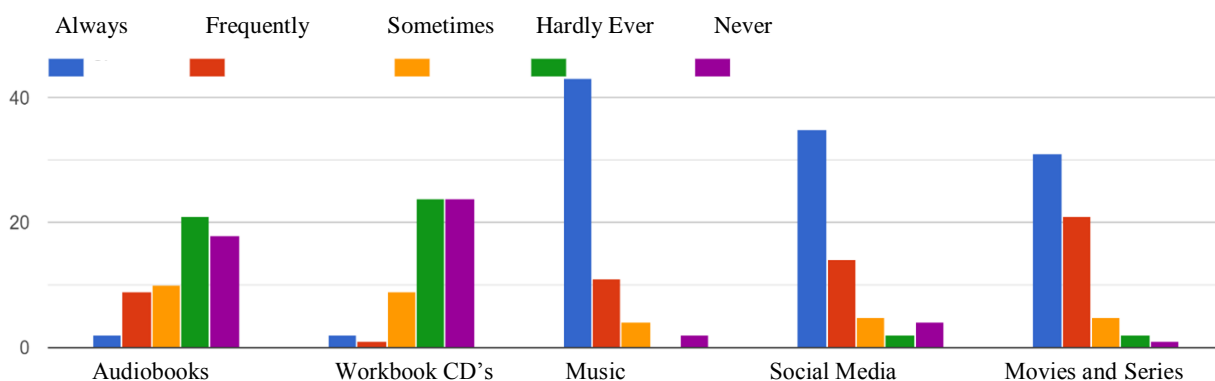
*Table 29*

**30. Rate the LLS you use more frequently from 1 to 6. Being the 1 the most used to 6 the last.**

Music is the most used Language Learning Strategy for listening and oral comprehension, with a 71.67% and movies and series, with 58.33%; in both cases students are using ICT in order to get access to those medias, if most students own a Smartphone, and have data on their phones, the research team can infer that they are watching and listening with those devices. The least popular LLS are: audio books with a 30% of none use and workbook CD's with a 40% of non-usage.

With this result, the research team, can infer that students surveyed interacts more with ICTs when listening music or watching movies and series, those are simple, but very effective ways of practicing listening and learn how a language sound.

Figure 30



The percentage of use per LLS for listening and oral comprehension is presented below:

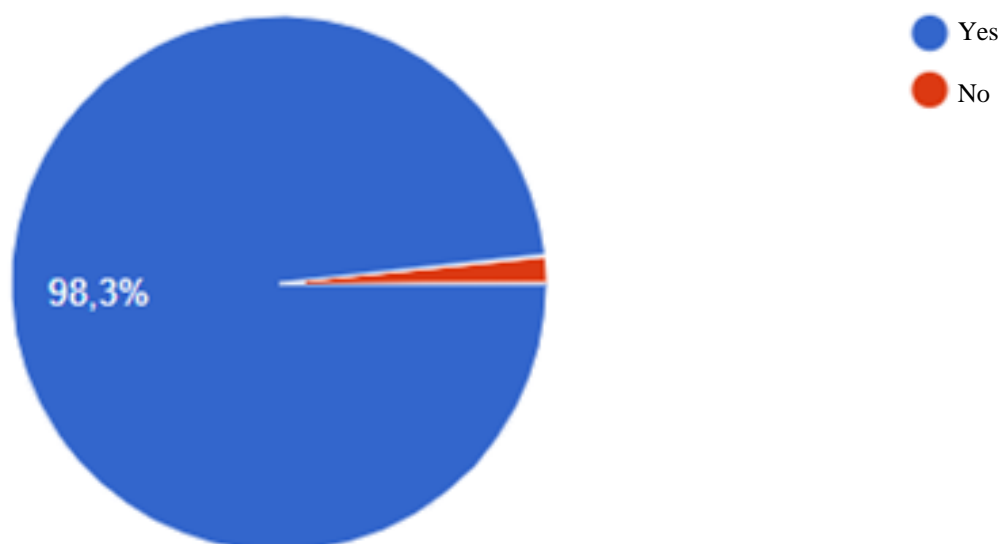
Frequency	PERCENTAGES				
	Audio books	Workbook CD's	Music	Social Media	Movies and Series
Always	3.33%	3.33%	71.67%	5%	58.33%
Frequently	15%	1.67%	28.33%	18.33%	23.33%
Sometimes	16.67%	16.67%	33.33%	6.67%	8.33%
Hardly ever	35%	40%	11.67%	-----	3.33%
Never	30%	40%	8.33%	3.33%	6.67%

Table 30

### 31. Do you use apps or digital platforms such as dictionaries, translators and conjugators?

As it can be seen on the *figure 31*, 98.3% of students surveyed use digital platforms, mostly on their smartphones, students are using the tools to improve their learning. But there is a contradiction, as the research team could observe on question 26, for grammar, reading and writing students keep using more traditional methods according to that answer. But in this one, students, use digital platforms to learn grammar, reading and writing.

Another important thing to analyze in this question is that this answer reinforces the importance of using ICTs as LLS. It can be seen that students are already using them.



*Figure 31*

Answer	Percentages	Quantity
Yes	98.3%	59
No	1.7%	1
<b>TOTAL</b>	100%	60

*Table 31*

### 32. How often do you use the ICTs as a Language Learning Strategy?

- 63.3% of students surveyed use ICTs as Learning Strategy between 1 to 2 hours per day.
- 28.3% use them between 3 to 4 hours.
- 8.3% use them 5 hours or more.

91.6% of students use ICTs as language learning strategy between 2 and 4 hours per day, the research team can assure that the technological device used is their smartphone because of the answers on question 20, which gives “Smartphones” the number 1 position on technological device more used, and the answer to the following question.

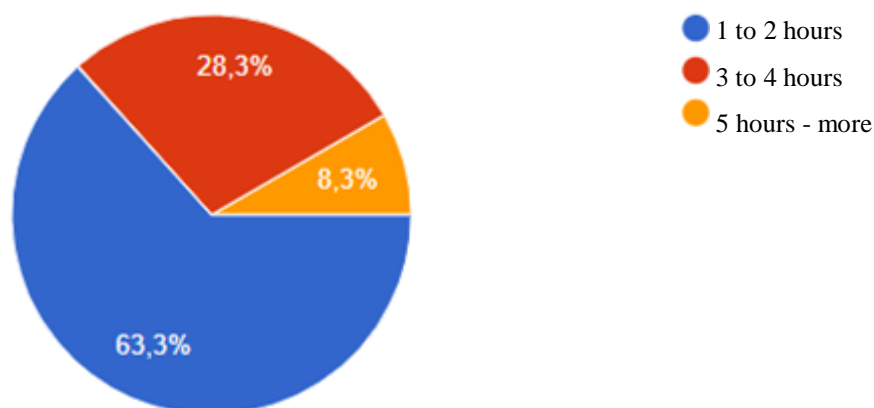


Figure 32

Time	Percentages	Quantity
1 to 2 hours	63.3%	38
3 to 4 hours	28.3%	17
5 hours or more	8.3%	5
<b>TOTAL</b>	100%	60

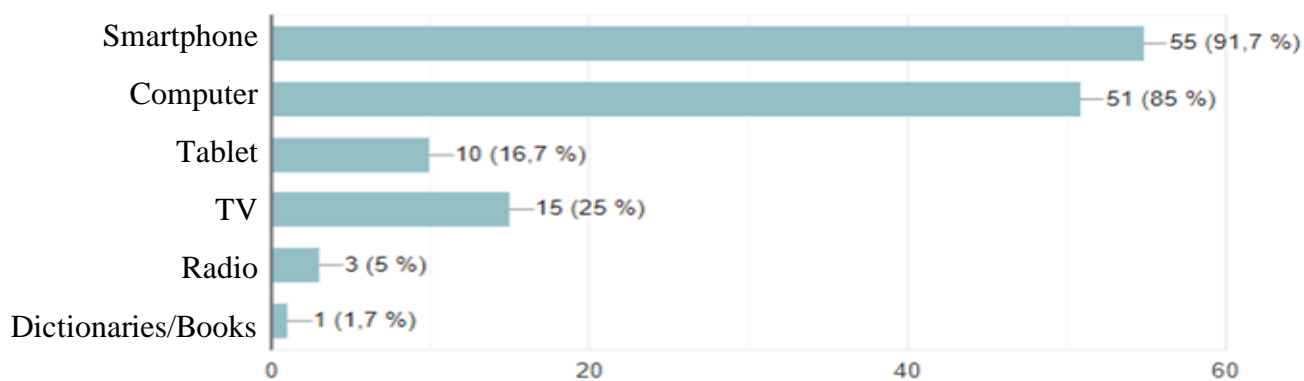
Table 32

### 33. Which are the ICTs that you use more as a Language Learning Strategy?

Smartphones are the most used ICTs, according with the answers given by students surveyed, with 91.7% of preference, in second place are computers (85%), and, in third place are TV (25%). This answer reinforces answers given on question number 12 and 20; both are related to the possession and use of smartphones. Now, the research group can infer that students use smartphones as Language Learning Strategy.

- 91.7% uses their smartphones as a Language Learning Strategy.
- 85% use computers as a Language Learning Strategy.
- The 25% use TV.
- 16.7% use tablets.
- Only a 5% use Radio as a Language Learning Strategy.
- And a 1.7% goes to books or dictionaries.

Figure 33



ICTs as LLS	Percentages	Quantity
Smartphone	91.7%	55
Computers	85%	51
Tablet	16.7%	10
TV	25%	15
Radio	5%	3
Dictionaries/books	1.7%	1

Table 33



#### **4.4 Analysis of the research questions**

##### ***4.4.1 GENERAL RESEARCH QUESTION:***

**What is the use, outside the classroom, that first-year students, of the B.A. in Modern Languages Specialization in French and English make of the Information and Communication Technologies (ICTs) as a mechanism of improvement on their Language Learning Strategies?**

According to the data collected through the survey to students, it can be said that more than 90% of the students surveyed have access to one or more technological tools included in the ICTs classification. Smartphones and computers are the tools they use most frequently, leaving radio and television to last. (See question number 12)

According to question number 22, 78.3% of the students answered they use these tools to do their homework and practice some strategies for language learning. Also, it expressed the use of mobile applications referring to the area of languages, as well as the use of the different social networks as strategy to communicate through groups or to exchange information about the lessons of the day (Go to question number 24), reading through e-books, and expanding vocabulary and listening through videos while reinforcing topics they do not understand, the use of mobile dictionary and translator apps (See question 27).

For listening and oral comprehension students preferred listening to music (93.3%) or watching movies or series (85%); these answers can be found on question number 29 in the Language Learning Strategy section of the survey.

After analyzing the questions related to the use, outside the classroom, that first-year students of the B.A. in Modern Languages Specialization in French and English make of the Information and Communication Technologies (ICTs) as a mechanism of improvement on their language learning strategies, the research team can determine that students are using ICTs as a Language Learning Strategy in an efficient way.

#### **4.4.2 SPECIFIC RESEARCH QUESTIONS**

##### **1. Which are the Information and Communication Technologies (ICTs) that students use more frequently as a Language Learning Strategy?**

Students are using ICTs for learning but at the same time they use them for entertainment. Based on the research, these are the most common ICTs that students used as Language Learning Strategy:

- 91.7% uses their smartphones as a Language Learning Strategy.
- 85% use computers as a Language Learning Strategy.
- 25% use TV.
- 16.7% use tablets.
- 5% use Radio as a Language Learning Strategy.

##### **2. How often do the students use the Information and Communication Technologies (ICTs) as a Language Learning Strategy?**

70% of students surveyed dedicate more than 3 hours to be connected on the internet but when the research group questioned about the use of that time to studying languages the major percent (81.7% of students) was to dedicate only 1 to 2 hours to studying languages outside the classroom and only 18.4% dedicates more of 3 hours to studying outside the classroom.

The research team opens the possibility that some of the students in the 81.7% could be more in contact, incidentally, with the learning processes of a different language in the time that they consider as a hobby when they listen music or play videos in a foreign language.

### **3. What are the factors that affect the use of Information and Communication Technologies, as a Language Learning Strategy, to the first-year students?**

The research team has recognized the following factors:

**Age;** the majority of students surveyed (95%) range from 16 to 25 years old, being a young population who has grown with more contact with new technologies and easy access to the internet compared to 5% of students who are over 30 years old.

**Job Status;** 86.7% of students devote their time to studying only, this matches with the 90% who live with the support of their parents. However, the research team finds 13.3% of students who dedicate their time to work and study, being this a possible factor that limits the time of use of ICTs as study tools. Also, 8.3% of students who do not have a Smartphone in which there are 2 people over 30 years old who may not be very familiar or not agree with the use of these technologies.

On the other hand, more than 90% of students who own a Smartphone and a computer where they mostly have access to internet either residence or mobile internet, Despite this, they do not know the speed of the internet of their contracts possibly because it is mostly their parents who carry out the process of contracting services.

**Place of Residence;** Another factor that may affect the use of ICTs is that 16.7% of the students surveyed live in the Countryside, opening up the possibility that mobile or internet services may be of lesser reach in their places of residence.

**Access to internet;** According to the survey, the research group can determine that most of the students, 89.1%, have access to data on their smartphone (See question 8); also the 71.7% of students surveyed has used the Wi-Fi service of the University (See question 17) and the 94.4% have access to internet at their homes (See question 10).

The research group can say that most students have easy access to the internet from different media which promotes the use of Language Learning Strategies through mobile devices such as smartphones.

**Time;** as it can be seen on question 21, 40% of students spend more than 5 hours daily using ICTs devices, 36.7% use them from 3 to 4 hours, and, 23.3% use them 1 to 2 hours. The research team can conclude that 100% of students use these devices more than 2 hours per day. Considering answers from question 13, all of the students spend more than 2 hours per day on line.

**Knowledge and management of Apps;** as it can be seen on the question 31, 98.3% of students surveyed use digital platforms, mostly on their smartphones to improve their different language skills; on questions 27, students express that they use Language Apps (81.7%), and other technological strategies as EBooks, podcasts, web pages and YouTube videos. Also, they continue expressing the same idea in the questions 28 and 30 to refer to the improvement on the different language skills including the use of dictionaries apps and video tutorials.

#### **4. Does the Foreign Language Department of the University of El Salvador offer enough technological resources to students for using Information and Communication Technologies (ICTs) as a Language Learning Strategy?**

According to the answers obtained, the research team can conclude the University of El Salvador offer technological resources to the students because almost 50% of students have visited at least one of these computer center. Additionally students have WIFI service in the campus, according to the numbers obtained, the 71.7% of students have used this service to help as support of their classes or to communicate with other students and make study groups. These resources the university offers to the students have improved through the time to adapt these tools to the students' necessities.

## CHAPTER V

### CONCLUSIONS

Today humanity has technologies at their fingertips, they live in a globalized era where most people own Smartphones or have a computer in their home; having internet is not very difficult and yet there are areas with open Wi-Fi in public places, as well as in shopping centers and universities.

- The research team concludes that First-Year Students, of the B.A. in Modern Languages Specialization in French and English semester I- 2019 at the University of El Salvador have one or more means of accessing different types of technologies, specifically those that are within the ICTs category being the most popular use of Smartphone and computers. In the results, it is noticed that 91.7 % of the students surveyed have a smartphone available for personal use, and 90% of these students have a computer also in their house.
- Through the survey the research team were able to support that easy access and use of technologies is common among young people because they have grown up in a technological age where they frequent the use of radio (5%), TV (25%) and even their smartphones (91.7%) to be able to back up information so it can also be used to support their learning process. Students are using different ICTs devices as learning strategies, many of them do it unconsciously when they listen to music or watch movies and shows in a foreign language, something that for them is simply by hobby is actually helping them to reinforce different languages areas such as listening and oral comprehension.
- The numbers found in the survey are relevant to verify these facts. The survey reveals that 93.3% of students use music and 85% use movies and series as LLS, strategies that are helping them to learn it unconsciously. In addition, 71.67% of the students prefer listen to music and 58.3 % prefer watch movies or series as LLS.
- Nestor Romero (2018) argues in his presentation of the “Neuroscience Laboratory” that at present it has been scientifically proven that, whether in the classroom or in life, knowledge is not gained by memorizing it, neither by repeating it again and again, but by doing,

experimenting and, getting excited. Students learn while doing activities that really appeal to them and if they are in another language the research team could say that these are the learning strategies they are using consciously or unconsciously. In other words, it can be concluded that students are learning foreign languages by being exposed to the language when they listen to music or watch movies or series whether in English or French.

- The University of El Salvador has different technological resources available to the use of the students, which reinforces that they can be used as learning strategies. However, these resources are overshadowed by the high student demand and little publicity that they receive on campus (78.3% of students do not know there are three computer center available to the Foreign Language Department). If these resources were employed to the maximum, students could make better use of them as strategies to improve their language learning skills, creating an environment of interest and facilitating attention in languages.
- According to the research data found, 43.3% of students spend more than 4 hours per day at internet. Also, they spend time using technological devices as LLS like 63.3% of the surveyed students which use at least 1 or two hours per day the ICTs tools as a way to learn effectively.
- And finally, the research team can infer that also there are some social factors that affect the use of these tools as a LLS like age: in the data found, it reveals that the 95% of the students range from 16 to 25 years old use internet or technological devices to learn. Also, it has the fact that the job status can interfere in the use of ICTs, the numbers found tell that 86.7% of students devote their time only studying in contrast with 13.3% who work and study; the research team can conclude that 86.7% have enough time to use ICTs as a way to learn.

## CHAPTER VI

### RECOMMENDATIONS

The research team has prepared a series of recommendations to stake holders involved in this research in order to continue improving the educational system and continue working hand to hand in the globalize education.

#### **To the authorities:**

- Assign strategically part of the institution's budget to the development of the technology and update the equipment, for example add Wi-Fi boosters where the students employ the most.
- Promote the use of the three computer centers indicating the students where they are and how they can access to them and in what schedules they can visit them.
- Resources need to be maximed. Assign the computer centers exclusively to students practice and not as a classroom. Students need to use this area without restriction because many of the time students want to use them because they do not have access to this equipment at home.
- Motivate students to use ICTs as Language Learning Strategy outside the classroom taking advantage of the technology advances and apps that can make easy the learning process.
- There should be more opportunities for professors in the professional development specialty in ICTs area particularly. The objective will be to provide to the educational staff advisory and professional training in the mentioned area, in order to fit in the globalize education and promote a better modern methodologies of learning.

**To professors and students:**

- Professors have to encourage students to use technology correctly. Smartphones, computers, tablets, smart TV are elements in which they can learn easily by watching movies, TV series or even use their smartphones to install apps that allow them to communicate with native speakers. All this with the purpose to be expose the majority of the time with the language.
- Professors should continue using ICTs in classes to improve the learning process of the students and like this, students could continue practicing these strategies outside the classroom.
- Students have to know what apps they can use to complement text books in classes like conjugators, dictionaries on line, encyclopedias or grammar exercise apps that can support some topics; students have to reinforce to better comprehend.
- Students have to employ personal and university technological tools to develop meaningful language learning.



## CHAPTER VII

### REFERENCES

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## CHAPTER VIII

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## CHAPTER IX

### ANNEXES

#### Survey

#### SCHOOL OF ARTS AND SCIENCES FOREIGN LANGUAGE DEPARTMENT FIRST YEAR STUDENTS' SURVEY

Instructions: Please, read the following questions and check ( X ) the answer which match with your personal case and fill the blank in where is required.

**PERSONAL INFORMATION**

- 1 Gender: Male \_\_\_\_\_ Femele \_\_\_\_\_ LGBTI+ \_\_\_\_\_
- 2 Age: 16 - 20 \_\_\_\_\_ 21 - 25 \_\_\_\_\_ More than 30 \_\_\_\_\_
- 3 English Group: N.: \_\_\_\_\_
- 4 Labor Status: Only Studying \_\_\_\_\_ Working and studying \_\_\_\_\_
- 5 Place of Residence: City \_\_\_\_\_ Countryside \_\_\_\_\_
- 6 Who do you live with?  
 Parents \_\_\_\_\_ Relatives \_\_\_\_\_  
 Roommates \_\_\_\_\_ Alone \_\_\_\_\_ Others \_\_\_\_\_

**TECHNOLOGICAL RESOURCES**

- 7 According to this technological era do you own a smartphone?  
 Yes \_\_\_\_\_ No \_\_\_\_\_  
 if you answer was "no", move to question 10.
- 8 If you answer was "yes", do you have accessto mobile internet in your smartphone?  
 Yes \_\_\_\_\_ No \_\_\_\_\_
- 9 Do you have accessto computer in your house?  
 Yes \_\_\_\_\_ No \_\_\_\_\_  
 if you answer was "no", move to question 14.
- 10 If you answer was "yes", do you have accessto internet in your house? R  
 Yes \_\_\_\_\_ No \_\_\_\_\_
- 11 How much bandwidth do you own at home?  
 2048 kbps - more      2048 - 1024 kbps      1024 - 512 kbps      512kbps - less
- 12 Please, check the technological devices that you have:  
 Smartphon \_\_\_\_\_ TV \_\_\_\_\_  
 e \_\_\_\_\_  
 Computer \_\_\_\_\_ Radio \_\_\_\_\_  
 Tablets \_\_\_\_\_ Other \_\_\_\_\_ Which? \_\_\_\_\_
- 13 How much time do you spend on line per day?  
 Less than an hour      1 to 2 hours      3 to 4 hours      More than 4 hours
- 14 Where do you use the internet more often?  
 At home      At the University      At work      Another Place
- 15 Have you ever visited one computer center in the Foreign Language Department?  
 Yes \_\_\_\_\_ No \_\_\_\_\_
- 16 Do you know that the Foreign Language Department has three computer center?  
 Yes \_\_\_\_\_ No \_\_\_\_\_

**TECHNOLOGICAL RESOURCES**

17 Which computer center have you visited?  
 3<sup>rd</sup> floor on Central Library                      3<sup>rd</sup> floor in IF building                      Basement lab in IF building

18 Have you ever used the public WIFI Service of the University?  
 Yes \_\_\_\_\_ No \_\_\_\_\_

If you answer was "no", move to question 20.

19 If you answer was "yes", do you consider that the university has a good internet speed and great WIFI range?  
 Yes \_\_\_\_\_ No \_\_\_\_\_

**ICT's**

20 What kind of tools do you consider as an ICT's? (More than one answer is available)

Smartphone \_\_\_\_\_ TV \_\_\_\_\_  
 Computer \_\_\_\_\_ Radio \_\_\_\_\_  
 Tablets \_\_\_\_\_ Other \_\_\_\_\_ Which? \_\_\_\_\_

21 According to question 23, rate the tools you use more frequently from 1 to 6, being the 1 the most used to 6 the last.

Smartphone \_\_\_\_\_ TV \_\_\_\_\_  
 Computer \_\_\_\_\_ Radio \_\_\_\_\_  
 Tablets \_\_\_\_\_ Other \_\_\_\_\_

22 How much time do you spend using these kind of tools?

1-2 hours \_\_\_\_\_ 3 - 4 hours \_\_\_\_\_ 5 hours - more \_\_\_\_\_

23 What is the main purpose for you to use the information and communication technologies (ICTs)?

Hobby \_\_\_\_\_ Practice the foreign languages \_\_\_\_\_  
 Chat with friends \_\_\_\_\_ Look for information \_\_\_\_\_  
 Keep informed \_\_\_\_\_

**LANGUAGE LEARNING STRATEGY**

24 How much time do you devote for studying a new language outside the classroom?

1-2 hours \_\_\_\_\_ 3 - 4 hours \_\_\_\_\_ 5 hours - more \_\_\_\_\_

25 Do you use the internet as a way of exchanging information about your learning process? How?

Yes \_\_\_\_\_ No \_\_\_\_\_

26 What do you prefer? Searching information in books or through the internet?

Books \_\_\_\_\_ Internet \_\_\_\_\_

27 Do you use the internet to expand information you already have?

Yes \_\_\_\_\_ No \_\_\_\_\_

28 Have you ever heard about Language Learning Strategies (LLS)?

Yes \_\_\_\_\_ No \_\_\_\_\_

30 What Language Learning Strategy do you use outside the Classroom, for reading, writing and grammar comprehension?

Workbook \_\_\_\_\_ Writing essays \_\_\_\_\_  
 Dictionary \_\_\_\_\_ Language apps \_\_\_\_\_  
 Books \_\_\_\_\_ E-books \_\_\_\_\_  
 Others \_\_\_\_\_

**LANGUAGE LEARNING STRATEGY**

31 According to question 32, rate the LLS you use more frequently from 1 to 6. Being the 1 the most used to 6 the last.

Workbook	Writing essays
Dictionary	Language apps
Books	E-books
	Others

32 What Language Learning Strategy do you use outside the Classroom, for listening and oral comprehension?

Audio books	Social Networks
CD from books	Movies and series
Music	

33 According to question 34?, rate the LLS you use more frequently from 1 to 6. Being the 1 the most used to 6 the last.

Audio books	Social Networks
CD from books	Movies and series
Music	

34 Do you use apps or digital platforms such as dictionaries, translators and conjugators?

Yes \_\_\_\_\_ No \_\_\_\_\_

35 How Often do you use the ICTs as a LLS?

1-2 hours \_\_\_\_\_ 3 - 4 hours \_\_\_\_\_ 5 hours - more \_\_\_\_\_

36 Which are the ICTs that you use more as a LLS?

Smartphone	_____	TV	_____
Computer	_____	Radio	_____
Tablets	_____	Other	_____
		Which?	_____

37 Does your teacher encourages you to use ICTs to use them as a LLS?

Yes \_\_\_\_\_ No \_\_\_\_\_

38 If yes, which ones did they suggests?

**Thank you very much for you time!**

Photography of students doing the survey online.



