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



Universidad de El Salvador
*Hacia la libertad por la cultura*

**"HOW BASIC INTENSIVE ENGLISH STUDENTS USE TECHNOLOGY OUTSIDE THE CLASSROOM IN THEIR ENGLISH LANGUAGE LEARNING, SEMESTER I, 2019, AT THE UNIVERSITY OF EL SALVADOR: AN INSIGHT INTO LEARNER'S AUTONOMY".**

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**TO OBTAIN THE DEGREE OF:**

Licenciatura en idioma inglés: Opción Enseñanza.

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**UNIVERSITY CAMPUS, OCTOBER 5TH 2019.**

# Abstract

**How basic intensive English students use technology outside the classroom in their English Language Learning, Semester I, 2019, at the University of El Salvador : An insight into learner´s autonomy.**

This reseacrh aims at investigating how basic intensive English students use technology outside the classroom in their English learning procces. For purposes of the study, the non-experimental approach was used. It means that the researchers cannot control, manipulate or alter the predictor variable or subjects, but instead, relies on interpretation, observation or interactions to come to a conclusion. This methodology was adopted to describe and analyze the information collected via surveys.

The research was focused on the students registered in Basic Intensive English of the B.A. in Modern Languages and the B.A. in English Teaching from the Foreign Language Department, in seven different groups, approximately 180 students. For our purposes the sample was composed of fifty-six students which represented 31% of the population. Participants were surveyed through a 27 closed ended and open-ended questions.

The Major conclusion of this research was that after conducting a careful and detailed analysis of the data reported, the impact that technology has over the process of learning English as a Foreign Language for Basic Intensive students is vital to promote their autonomy.

However, students in the Foreign Languages Department have satisfactory results but they could be even better, since they have most of the resources that a languages student can take into advantage to be more profitable in his/her learning.

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# ACKNOWLEDGEMENT

I believe that no journey in life is as successful or as full-filling without the guidance of those around you. I would like to extend thanks to several people who provided me with both support and inspiration along the way.

First of all, I would like to thanks express my deep sense of gratitude to my advisor MSE. Miguel Angel Carranza Campos for his unwavering support, enthusiasm, guidance, knowledge and detailed feedbacks which were crucial to the research and writing process. I could not have hoped for a better advisor and mentor for this research Project.

Besides, I would like to thank my family; and specially my parents Pedro Antonio Hernandez and Ana Maria Comayagua who have already prayed and encouraged me all the time; they are my role models for perseverance and strength, without your support I could not have got this far. May the Almighty God bless you!

I thank my colleagues and close Friends Josue Medina and Mayra Paulino you have been my teammates in   this from start to finish. I could not have done it alone.

Finally, I would like to dedicate this thesis to the memory of my best friend Paola Beatriz Monterroza. You were an amazing person, the best friend and the best Little sister. You understood me; we shared the same story. You were in my heart throughout this process. I love you and I miss you so much.

**Natali Comayagua.**


I´m really grateful with God for all the countless gifts he has gave me throughout my life.

As well, I would like to express my deep and sincere gratitude to all the people, professors,

friends and family that encourage me to continue with my studies each day.

I´m really thankful especially with my mother that inspired me since the very beginning of my career and encourage me to never give up, and finish this step of my life successfully.

**Mayra Paulino.**

**CHAPTER I**

## 1.1 INTRODUCTION

Technology is very much part of language learning throughout the world at all different levels. English foreign language learners use technology as additional tool for instruction because it increases the possibilities to create an independent learning environment in which students can immerse and practice a new language. While technology plays an important role supporting and enhancing the language learning, the effectiveness of any technological tool depends on how students take advantage of it and how frequently they use it.

Society talks about a new generation called millennial, who are people that know a lot about, and that have never known a world without technology. The use of technology makes its attitudes toward education unique in the history of civilization.

"Today's students are more than just tech-savvy" says Julie Evans, Net Day CEO. "They rely on technology as an essential component to every aspect of their lives. They are not just using technology in different ways; they are approaching their life and daily activities differently because of technology." On the other hand, millennial have a bunch of opportunities that facilitates them the process of learning a new language. Thus, educational technology is a great source to fulfill their needs.

The main purpose of this project is to investigate the different technological tools, frequency, advantages and disadvantages that Basic Intensive Students of semester I 2019 at the university of El Salvador face with during their English Language learning process outside the classroom. It will be necessary to explore-

the use of the different technologies that can be employed in the process of learning

English as a Foreign Language.

## 1.2 STATEMENT OF THE PROBLEM:

The use of technology has changed the face of education, and it has created more opportunities to learn outside the classrooms and to promote learning autonomy. Students have benefited from various educational technologies. These resources enhance students learning English as a foreign language in an easy way; they have access to the World Wide Web to find out educational sources, including electronic books, educational games, educational videos, tutorials, blogs, online tests and much more.

Many experts agree that technology provides unlimited resources to language learning. Clements and Sarama (2003) state that the use of technological materials can be useful for learners. Furthermore, Tomlison (2009) and Gang Iter (2015) say that computer- based activities provide learners rapid information and appropriate materials. They argue that internet materials motivate learners to learn more.

There are numerous ways to learn English, and there are different experts´ opinions about how to develop proficiency in the language in blended contexts. Unfortunately, at the University of El Salvador students are not offered enough appropriate technological resources: like Wi-Fi connection, computer labs with flexible schedule, modern classrooms, among others.

Nowadays, the use of technology has allowed many students to take up foreign language classes. By using technology outside the classroom, learners are improving their language proficiency, which is promoting learning autonomy. So, for this study it is important to have answers for the following questions: how do

students use technology outside the classroom in their English language learning, so it´s important to investigate the following: how do Basic Intensive English students use technology outside the classroom in their English language learning? What sources is technology offering to students? What are the advantages and disadvantages of the use of technology in students´ English language process?

### 1.3 JUSTIFICATION

There are two important dimensions to successful foreign language learning: what goes on inside the classroom and what goes on outside of the classroom. While language teaching has always been seen as a preparation for out-of-class uses of language, much of the focus in language teaching in the past has typically been on classroom-based (Jack C. Richards, 2010).

In the world that students currently live in, technology is a very vital factor. Technology is increasingly growing its importance in the education sector. The more technology advances, the more benefits it provides for students at every education level. Cell phones and internet give students an opportunity to learn by themselves. Many students prefer teaching themselves and discovering content by them; this process allows them to test various options to solve a given task at school. Students use interactive educational games and software to develop different academic skills.

Technology has been defined by different researchers. According to Isman (2012), it is the practical use of knowledge particularly in a specific area and it is a way of doing a task especially using technical processes, methods, or knowledge. The usage of technology includes not only machines (computer hardware) and instruments, but it also involves structured relations with other humans, machines, and the environment.

This project furthers the research on what experience basic students of English as a foreign language at the University of El Salvador have regarding out of class

activities. The purpose of the researchers is to investigate some technological tools and sources that help students to improve their process of learning a new language taking into account some aspects like: do they have motivation to get involved outside the class? Does their autonomy work or not? What are the barriers that students face while carrying-out out of class activities and how do they overcome those barriers? And how often do they use sources that help them to improve their learning?

**1.4 OBJECTIVES**

### A) General:

- To analyze how students registered in Basic Intensive English use technology outside the classroom in their English language learning.

### B) Specific objectives:

- To categorize the different technological tools that students use outside the classrooms in their English language learning.

- To find out the frequency in which students in Basic Intensive English use technology outside the classroom.

- To state the advantages and disadvantages students deal with when they use technology outside the classroom in their process of learning English.

**1.5 General research question:**

How do students use technology outside the classroom in their English language learning?

**A) Specific Research questions:**

What are the technological tools that students use outside the classrooms in their English language learning?

What is the frequency in which basic students using application outside the classrooms in their English language learning?

What are the advantages and disadvantages that students deal with using technology outside the classroom in their process of learning English?

# CHAPTER II

## 2.1 FRAMEWORK

## 2.2 TECHNOLOGY.

According to the Nordic Journal of Digital Literacy (2014) in the last decade there has been a significant increase in the number of empirical studies that focus on technology training students with the new technologies, and investigate their preparedness to use and teach with Information and Communications Technology (ICT) in today's technology rich schools (Barton & Haydn, 2006; Dexter & Riedel, 2003; Tomte, 2013).

Technology is a body of knowledge devoted to creating tools, processing actions and the extracting of materials. The term "technology" is wide, and everyone has their way of understanding its meaning. We use technology to accomplish various tasks in our daily lives; we can describe technology as products and processes used to simplify our daily lives. We use technology to extend our abilities, making people the most crucial part of any technological system a definition found in techucation (Karehka Ramey, 2013).

The correct use of tools and technological resources has had the potential to change education in the last decade. Many students have access to a technological tool that can be used for education purposes. Recently technologies in schools and universities have been increasingly significantly. Most of the young people spend more than 5 hours a day in a technological tool.

Technology lets students decide the pace of learning (e.g., by allowing them to pause or slow down videos or presentations). It is beneficial for learning. But only a small group of students has the benefit of being given the chance to select the order of lessons, learning tasks, and learning support. For the majority of students, this has a mostly negative influence on learning.

## 2.3 TECHNOLOGY IN EDUCATION.

According to the Association for Educational Communications and Technology (AECT), the term Educational Technology (ET) refers to the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources.

Throughout history, instruments as means of communications and technologies such as writing, images, printed books, movies, television, computers and Internet have played a significant role in the transmission of experiences and knowledge from individuals to the rest of society. The capacity of storing information and experiences in books and various devices have been a key tool for the development of society (Area Moreira, GrosSalvat, MarzalGarcía-Quismondo, 2008).

The role of technology in the field of education is four-fold: it is included as a part of the curriculum, as an instructional delivery system, as a means of aiding instructions and also as a tool to enhance the entire learning process.

According to the latest insights as to how exactly modern students of today prefer to use technology and how does their learning get an impact if they use technology, it was revealed that the use of modern equipment technology and tools, the learning and interactivity of students increases. (Grégoire etall.,1996).

People have been learning foreign languages for many years to communicate with others. However, globalization increased the necessity to learn a second or foreign language. English does not have the highest number of speakers in the world, but it is the most widely spoken across nations. Thus, it is the language of social, political, and socio-cultural context, business, education, industries, media, library, communication across borders, as well as a key subject in curriculum and language of communicating education (Shyamlee& Phil, 2012).

## 2.4 TECHNOLOGY IN THE ENGLISH CURRICULUM.

As English majors, students are typically trained with analytic skills that targets literary and linguistic analyses, such as close reading skills in literature and analyzing syntactic patterns in theoretical linguistics. Blending digital skills into the training of English majors and humanities students is often considered desirable or even necessary.

Technology is an effective tool for learners. Learners must use technology as a significant part of their learning process. Teachers should model the use of technology to support the curriculum so that learners can increase the true use of technology in learning their language skills (Costley, 2014; Murphy, DePasquale, &McNamara, 2003). Learners "cooperation can be increased through technology.

Learners cooperatively work together to create tasks and learn from each other through reading their peers" work (Keser, HuseyinOzdamli, 2011, &).

Bennettet all, (2000) asserted that the use of technology lead to the improvement of teachers teaching and learners "learning in the classes. The use of computer technology helps teachers meet their learners" educational needs. According to Bransford, Brown, and Cocking (2000), the application of technology enables teachers and learners to make local and global societies that connect them with the people and expand opportunities for their learning. They continued that the positive effect of technology does not come automatically; it depends on how teachers use it in their language classrooms.

Despite the fact that we are living in the "age of technology," many teachers still remain uncomfortable with the idea of integrating it into classrooms. This is due to several factors, including lack of preparation and tools, negative perceptions about technology in general and a lack of buy-in regarding the effectiveness of classroom technologies.

**Benefits of Technology Integration in English Education**

1. Increases student engagement and motivation.

2. Offers mobility.

3. Teaches students valuable tools for the future.

4. Can be a time saver for teachers.

5. Promotes learner independence.

6. Provides students access to target culture.

## 2.5 DIGITAL NATIVE VS. DIGITAL INMIGRANT

"Digital native" is a term for people born in the digital era, i.e., Generation X and younger. This group is also referred to as the "generation" or is described as having been born with "digital DNA." In contrast, the term "digital immigrant" refers to those born before about 1964 and who grew up in a pre-computer world.

The terms "digital immigrants" and "digital natives" were popularized and elaborated upon by Dr. Mark Prensky (2001) and critiqued for their validity and usefulness by Harding (2010). In the most general terms, digital natives speak and breathe the language of computers and the culture of the web into which they were born, while digital immigrants will never deal with technology as naturally as those who grew up with it.

It is important to realize that not all digital immigrants and not all digital natives are created equal. The native/immigrant divide is one of generations - people were either born in the digital era or they were not (Rosen, 2010; Zur&Zur, 2011). While most digital natives are tech-savvy by virtue of their being born around technology, others do not have a knack for technology and computers, or even an interest or inclination to learn more. Digital immigrants are also clearly a highly diverse group in terms of their attitudes and capacities in regard to digital technologies.

**Digital Immigrants fall into the following three major groups:**

Avoiders: We have all met avoiders among the digital immigrants. They prefer a lifestyle that leaves them relatively technology-free or with minimal- technology. They tend to have landlines, no cell phone and no email account. They do not Tweet or Facebook, and what is highly illustrative for this group is that they do not see much value in these activities.

Reluctant adopters realize technology is a part of today's world and they try to engage with it, but it feels alien and unintuitive. This group is widely diverse and probably includes most of the digital immigrant group. While they may have a basic cell phone, they do not text if they can help it. They may use Google occasionally, do not have a Facebook account, check their emails intermittently and perhaps have surrendered to online banking. This group is defined more by its cautious and tentative attitude towards digital technology rather than by its willingness to use these technologies (Azzia Walker, 2011)

Enthusiastic adopters are the digital immigrants who have the potential to keep up with natives, due to their ease, capacity, and interest in using technology. They may be high-tech executives, programmers, businesspeople and others who embrace technology and immerse themselves in the Internet culture.

This group sees the value of technology and does their best to make use of it. Some members of this group - very few - are of the Bill Gates variety, and have a knack for these things despite their status as digital immigrants. Members of this

group text, use Skype, have and use a Facebook account (recognizing that this is the best way to interact with their kids in a favored medium and connect with old friends), check email regularly, and are excited about new gadgets and tech developments. They may also keep a blog, and they have a website if they are in business.

A note to the wise: Immigrants who wish to switch from "reluctant adopter" to "enthusiastic adopter" or members of either group who wish to become more adept with technology are encouraged to hire a patient, pleasant digital native to help build up the skill set. We take classes to learn Spanish - so why not get a tutor to get up to speed on making good use of technology? Many digital natives are immersed in technology and see it as an easy, fluid integral part of life. As a result, they may be impatient with immigrants who do not understand technology as easily. Asking a native to help can also be an opportunity for them to understand what is difficult for immigrants, and, thus, cross the digital divide themselves.

Like digital immigrants, digital natives are also not created equal. The natives are also a diverse group in terms of their attitudes and capacities regarding digital technologies.

**Digital Natives fall into the following three major groups:**

Avoiders: Some young people, even though they were born digital, do not feel an affinity for digital technologies and, unlike most of their peers; they are not enamored by Facebook, texting or mobile technologies. Members of this small group of digital natives use a cell phone (it's pretty much cripplingly impractical not

to have one these days), but do not have an email, Facebook or Twitter account, and may not even have Internet access at home. They probably have an older phone and do not text.

Minimalists realize that technology is a part of today's world, and they try to engage with it minimally and only when they perceive it is necessary. They Google for information if they have to and purchase online only if they cannot do so in a local store. While they may have a Facebook account, they may check it only once a day or every couple of days. They will ask for directions to a friend's house instead of simply getting the address and looking it up on Google maps. If absolutely necessary, they will use Skype or a GPS system, but they are not eager to do so.

Enthusiastic participants make up most of the digital natives. They enjoy and thrive on technology and gadgets. They interact on Facebook all day long, many of them Tweet, all of them are online in some capacity (YouTube, watching TV shows or movies online, Facebook, surfing, etc.) all day long or as much as possible. When they want to know something - such as a language translation, directions to a party, how to spell a word - the first thing they do is turn to Google. This group is harder to reach on the phone than via online methods and texting. They thrive on instant, fluid communication, and own a smartphone or iPad for constant access to the Web.

## 2.6 TECHNOLOGY TOOLS, SOURCES AND PLATFORMS.

Undoubtedly, the ways people are learning English have changed; a few centuries ago, people did not have all the resources that people have nowadays. Tape recorders, television, computers, MP3, MP4, CD players, voice recordings, Smartphones, iPods, iPads (tablet) and interactive whiteboards have become useful tools for teaching and learning English as a foreign language. All these devices are useful aids for teachers and students to fulfill different students´ needs during the learning process.

For instance, students can easily practice their listening, writing, reading and speaking by making use of these technological devices. For example, by practicing their English grammar using different software provided on the internet.

**Comic Market**

Marvel.com has a comic maker that allows students to create their own characters and write their own comics. Comics are a great way to get in some entertaining reading and writing practice.

**FluentU**

FluentU immerses learners in English through videos and real-world interactions. It is especially helpful in that it gives students quality independent practice and offers valuable exposure in a way that is fun and appealing, yet effective.

**News ELA**

It is a fantastic tool to increase reading comprehension with current events. Each article is available in five different levels, so your entire class can read the same content, but at a level that's best for each individual.

As researchers we can conclude that technology helps the students to prepare themselves for the real world after the education is completed. As we are currently living in a technological world and the nation is becoming more and more dependent on technology it is extremely important that technology is inculcated among the students so that they do not face any kind of problem in their future life. The students are becoming tech savvy from their school life itself so they would not have to face any difficulties in their future career and life. Technology has the capability of making the students successful in their future and hence its importance.

## 2.7 TREND IN EDUCATIONTECHNOLOGY.

## 2.8 BLENDED LEARNING

The educational system at present is in a transition stage. To meet the challenges of expansion and for catering individuals need it is trying to adopt new technologies and exploring new paths to reach the goal of quality educational opportunities for all, at the same time due to various factors like deficient budgets, lack of facilities, advantages of face to face interaction, it is not completely ready to leave the traditional modes of knowledge transfer.

The traditional mode of teaching in spite of its few shortcomings provides a much-needed human touch to the teaching learning process. Personality and behavior of the teachers directly influence the blooming personality of the students. Face to face traditional approach helps in developing a strong value system. Social skills like cooperation, sharing, expression and respecting others views are more easily developed in traditional mode of teaching.

Blended learning is the concept that includes framing teaching learning process that incorporates both face to face teaching and teaching supported by ICT. Blended learning incorporates direct and indirect instruction, collaborative teaching, individualized computer assisted learning. As the figure shows it includes:

a) **Face to face teaching-** blended learning provides full scope for traditional classroom teaching where students get ample of time to interact with their teachers and thus get influenced by their personality, behavior and value system. Teachers and students both are able to get immediate feedback that in turns is favorable for teaching learning process.

b) **Student interaction with course content-** traditional mode of teaching and the school campus provides student time to interact directly with their course content through printing material and ICT mediated learning provides them indirect interaction with their course content in a versatile and diverse interesting way. The videos provide required realism to the content and sharing on blogs and visiting e-books provide new and updated perspectives to the content.

c) **Peer group interaction-** inside the school campus students learns by formal means and they also learn informally when they interact with their peer groups. Many needed life skills and social values are practiced in non-formal interaction with their peer groups. School campus provides many opportunities for this during playground activities, social exchange during free time.

d) **Group discussion and exchange of ideas-** classroom teaching not only provides students interaction with teachers but well-designed strategies give students to undergo discussions with their class mates on different aspects of the course and exchange ideas.

e) **Accessing e-library-** this is a part of ICT supported teaching learning in blended learning. In traditional mode students get access to school library that is limited but digital library gives them access to different books related to their topic and on diversified areas. This widens their outlook and enriches their knowledge; this helps in meeting the cognitive objectives.

f) **Virtual classroom-** this provides student an option to learn anywhere, anytime and from anyone. Students can be a part of a virtual classroom meeting with his co-students and teacher in cyber space irrespective of the geographical boundaries. With world today turning into a global village, students through this mode will be at par with his counterpart at any other part of the world and will get multicultural experience also.

g) **Online assessment-** immediate feedback is a key factor in learning as it motivates the learner a debased-on principles of readiness. Online assessment

helps to make evaluation system more formative, transparent and faster. It becomes more reliable and objective.

h) **E-tuitions-** students have different needs. Few of the students don't get benefits from classroom teaching as they continuously require personal guidance and complete attention. Such students may choose the option of e-tuition that is meeting a private tutor and getting personal guidance in cyber space via video conferencing.

I) **Accessing and maintaining educational blogs-** students get less opportunity for nurturing their creativity in traditional classrooms because of rigid time table and lot of pressure of class work, assignments and coping with examination stress but educational blogs provide students a platform to show their creativity and can get feedback also. In addition to it, educational blogs are a good platform to discuss topics of importance that are not the part of syllabus like those related to social problems, political issues, and other issues relevant to youths like drugs addiction, delinquency, population education etc.

 j) **Webinars-** webinar is an also a feature of blended learning that is ICT supported format. It means that students participate in seminars in different topics relevant to them via internet connection. All the participants are connected through different software's available like Skype, Google talk etc. and then present their paper and participate in discussions through videoconferencing.

k) **Viewing expert lectures in YouTube-** the blended learning provides student to gain advantage of the experts of the course content they are studying as they can

easily watch the different lectures by renowned experts from different fields available on YouTube. In addition to it college can also upload video of lecture by its own teachers so that if student is not able to attend the college, he can avail this facility and can gain benefit of the teachers teaching

l) **Online learning through videos and audios-** various recordings, animated videos are available that explain various concepts very easily and in interesting way. They are based on the principle of realism and connecting with life. So students can get feel of real life while studying and it makes the difficult concepts and phenomenon concrete for the students.

m) **Virtual laboratories-**it can be used in professional courses where the laboratory work is very crucial and sometimes the cost of establishing a well-furnished laboratories is not feasible and in few cases the experiments are dangerous and it is not safe for students to handle those equipment then in such cases students can access virtual laboratories and can learn need skills by working in this virtual laboratory (Lalima, 2017, 136).

## 2.9 FLIPPED LEARNING:

The Flipped Learning Network (2014b) has articulated four pillars of flipped learning: flexible environment, learning culture, intentional content and professional educators. If these four pillars are present, then we can be confident that we have implemented this approach (TESOL Journal 7.2, 2016, 431).

**Flexible environment.** Tools and resources, whether technology-based or not, may be custom designed or created by others for use in the blended setting to

promote the language communication as the intended outcome. The physical elements of an effective teaching/learning equation support the methodology to promote flipped learning and provide the space for it.

**Learning culture.** According to Honeycutt and Garrett (2014), "the true essence of the flip is really to focus on the student. "Teachers need to consider the type of learners present in a classroom and their socioeconomic status, personalities, cognitive abilities, and language proficiency, as well as facilities available in/outside the classroom in choosing an instructional methodology.

**Intentional content.** The teaching, lesson, and assessment plans are to maintain a supportive yet dynamic relationship, focusing on planning the before-class and during-class activities, as well as the learning act. The teacher intentionally selects content for the out-of-class portion and leverages that content for the in-class portion in a seamless flow that fosters connections between the students and what they are learning.

**Professional educator.** Teachers should know the teaching material and their students in order to develop a plan to move learners forward, scaffold activities, and facilitate rather than control learning. Thus, they must be confident planners, managers, guides, facilitators, mentors, coaches, challengers, teachers, assessors, discussants, problem solvers, researchers, and practitioners.

## 2.10 AUTONOMOUS LEARNING

Learner autonomy in language education is interpreted in various ways, and various terms such as „learner independence", „self-direction", and „independent learning" have been used to refer to similar concepts. It is noteworthy that autonomy as a social process can be interpreted in terms of a point of a departure from education as well as in terms of redistribution of power attending to the construction of knowledge and the roles of the participants in the learning process.

In the field of language learning, there is much concern about what techniques can be employed by teachers in order to help those students who are unable to develop skills to learn, to assess and to control their own learning

(Ustunlouglu, 2009). A growing number of research studies are focusing on investigating the causes of this failure, with many writers (including Rivers, 1992; Brindley, 1990) offering suggestions for improvement. One area of study is autonomy, defined as the degree of responsibility students take for their own learning, as proposed by Brindley (1990).

Open Journal of Modern Linguistics (2015) states that most subjects believed that making mistakes is part of the language learning process, which is regarded by Wenden (1991) as a significant component of language autonomy. Subjects also believed that they need to learn language rules before communicating, reflecting their desire to use the language after class.

Another indicator showing readiness of autonomous learning is related to the subjects" willingness of using a variety of language learning strategies even when they do not have knowledge about these strategies (e.g. setting goals; planning their

learning). Findings also show that the subjects were able to use six of the eight language learning strategies specifically about managing one's own learning, involving cognitive (e.g. I know how to find my own ways of practicing); social (e.g. I know how to ask for help); and meta cognitive (e.g. I know how to identify my strengths and weaknesses as a learner).

According to the writer (1999, p. 21), these strategies "represent important knowledge and behavior for learners who wish to assume responsibility for aspects of their language learning".

**Importance of Examining Language Learning Beliefs**

Learner beliefs about second language acquisition have been regarded as an important factor shaping the learning process and outcomes (Ellis, 2008).There are different studies which examine different types of language learning beliefs and their correlations with other factors, such as learners" strategy use (Yang, 1999) and learner autonomy (e.g. Cotterall, 1999).

According to Rubin and Thompson (1982), there are 12 features for a good language learner, which concern with what a good language learner does (e.g. finding their own way, organizing information about language, making errors work, using linguistic knowledge to learn a second language, learning production techniques, etc). Underlying such behavior is actually the belief of second language learners. For example, the behavior of "finding their own way" is related to the belief of whether passive or active learners benefit learning.

The strategies adopted also reflect the learners" perception of what is the most useful in language learning. Ellis and Sinclair (1989) also identified a list of

features for a good language learner, and they are categorized into 7 points, including being self-aware, inquisitive and tolerant, self-critical, realistic, willing to experiment, actively involved and organized, which shared some of the features in Rubin and Thompson (1982).

It can be concluded that one's belief is in fact the single construct which affects learners" motivation, use of strategies, doing or not doing something in language learning. Given the important role of such, a number of other studies have been done to examine the language learning beliefs of students and teachers, if there is a gap between students "beliefs and teachers" and how the gap can be bridged (Chan,2015

# CHAPTER III

## 3.1 RESEARCH METHODOLOGY

### a) Type of study

For purposes of the study, the non-experimental approach was used. This is contingent to the nature of this research. The researchers cannot control, manipulate or alter the predictor variable or subjects, but instead, relies on interpretation, observation or interactions to come to a conclusion. Typically, this means the non-experimental researcher must rely on correlations, surveys or case studies, and cannot demonstrate a true cause-and-effect relationship. Non- experimental research tends to have a high level of external validity, meaning it can be generalized to a larger population.

### b) Type of Approach

The type of research that was used in this study is a mixed- methods design. The mixed design involves qualitative and quantitative research used at the same time. The purpose of this design was to combine both methodologies because of its strengths in order to obtain complementary data about the same research problem. Qualitative researchers aim to gather an in-depth understanding of human behavior and the reasons that lead such behavior. The discipline investigates the "why" and "how" of decision making. Besides, the researchers also examined the phenomenon through interviews and surveys. The results of qualitative research were descriptive rather than predictive.

On the other hand, the *necessity* to use statistics leaded this research make the study part of a quantitative research. Many characteristics were naturally numeric in nature (such as years of education, age, income, failure in a subject).

**c) Research Design**

The current research to be used was descriptive. This methodology was adopted to describe and analyze the information collected via the interviews and surveys. The interpretive framework used was pragmatism since the main objective of this study was to analyze the impact of an educational platform, from the *Breakthrough series*, for English language learning. In order to determine how an educational platform helps student in their academic learning.

**Data collection**

Data was collected through a survey.

**Instrument**

The methodology of this research paper consists of the following:

➢ **A questionnaire:** 27 close ended and open-ended questions.

It is divided into these three sections:

1. Personal information.

2. Use of technology for learning

3. Autonomous learning

**Research Population and Sample**

The research was focused on the students registered in Basic Intensive English of the B.A. in Modern Languages and the B.A. in English Teaching from the Foreign Language Department, in seven different groups, approximately 180 students. For our purposes the sample was composed of fifty-six students which represented 31% of the population. The sample was chosen by convenience.
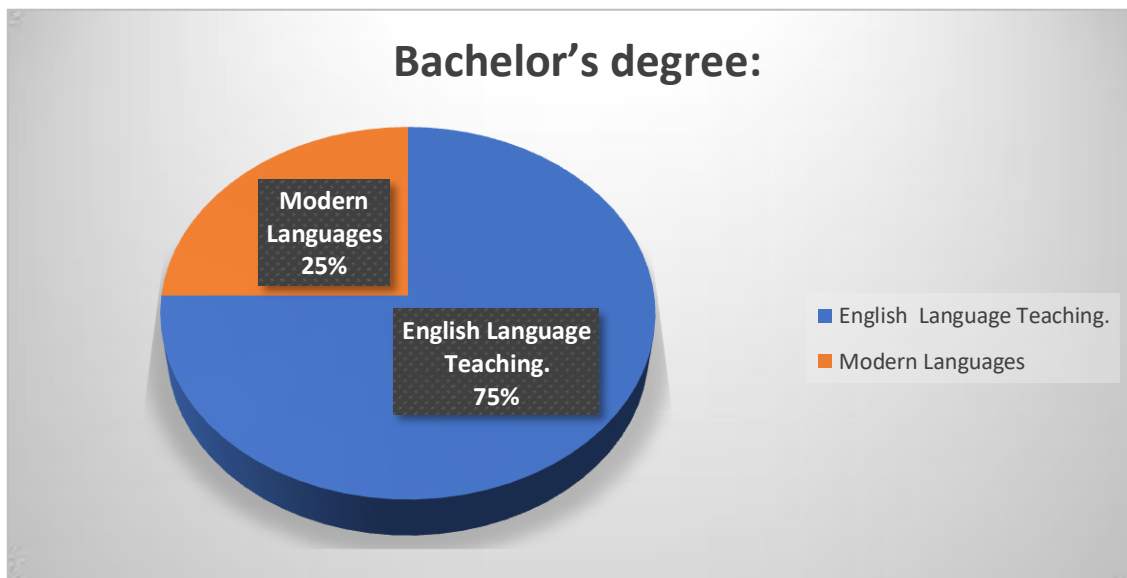
# CHAPTER IV

## 4.1 RESULTS

## TABLE N° 1

## PERSONAL INFORMATION

| Bachelor's degree | | |
|---|---|---|
| Categories | Students | Percentage |
| English Language Teaching. | 42 | 75% |
| Modern Languages | 14 | 25% |
| Total | 56 | 100% |

## GRAPH N° 1



From the population surveyed, 25% (14 students) are studying Modern Languages, the majority of them 75% (42 students) are studying English Language Teaching.

**TABLE N° 2**

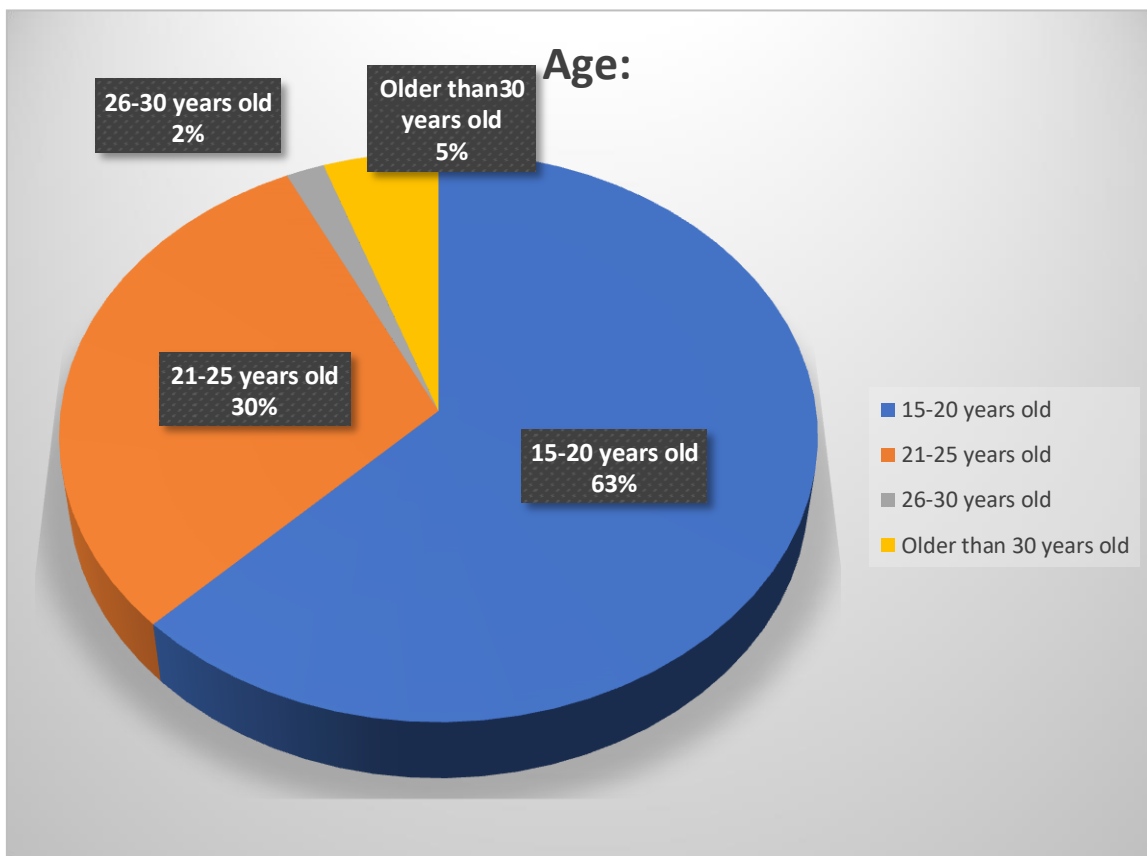| Gender | | |
|---|---|---|
| Categories | Students | Percentage |
| Male | 28 | 50% |
| Female | 28 | 50% |
| Total: | 56 | 100% |

**GRAPH N° 2**
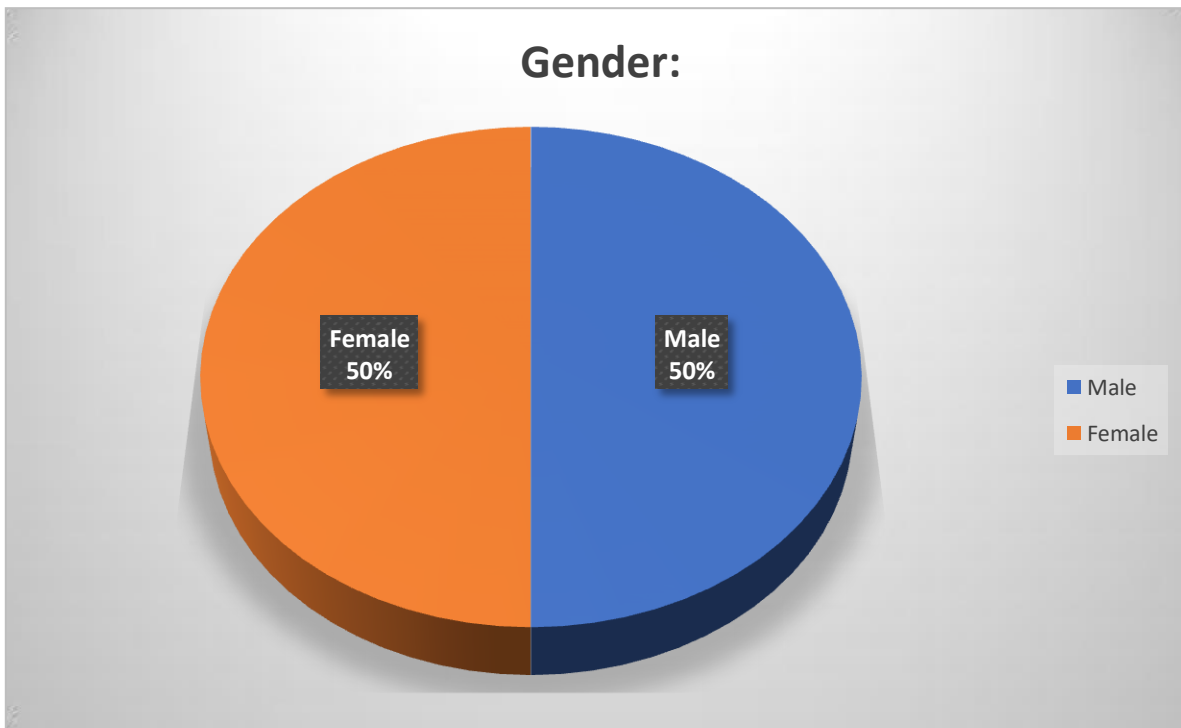


The results show that 50% (28 students) are male and the other 50% (28 students) are female. This means we have a balance between the results.

**TABLE N° 3**

| Age | | |
|---|---|---|
| Categories | **Students** | **Percentage** |
| 15-20 years old | 35 | 63% |
| 21-25 years old | 17 | 30% |
| 26-30 years old | 1 | 2% |
| Older than 30 years old | 3 | 5% |
| Total: | 56 | 100% |

**GRAPH N° 3**



The graph shows the population's age, 63% (35 students) of the population is between 15-20 years old, this shows they are in the new generation. 30% (17 students) of the population surveyed are between 21- 25 years old, 2% (1 student) is around 26 - 30 years old, and 5% (3 students) are over 30 years old.

**TABLE N° 4**

**Marital status**

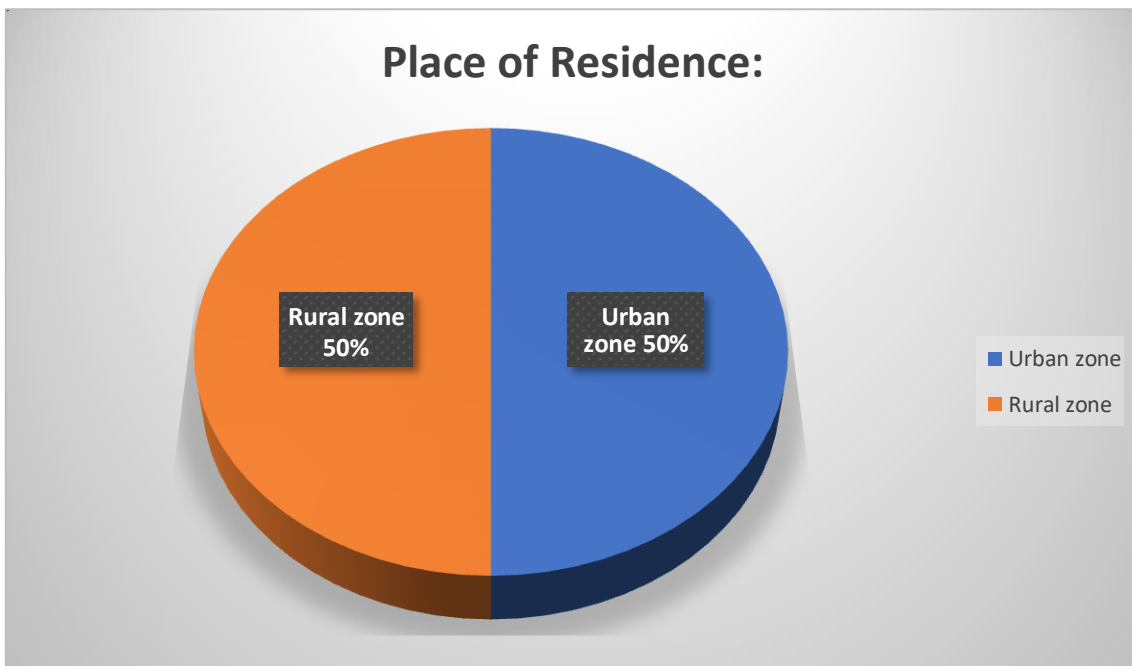| Categories | Students | Percentage |
|---|---|---|
| Single | 51 | 91% |
| Married | 2 | 4% |
| Divorced | 0 | 0% |
| Free Union | 3 | 5% |
| Widowed | 0 | 0% |
| Total: | 56 | 100% |

**GRAPH N° 4**
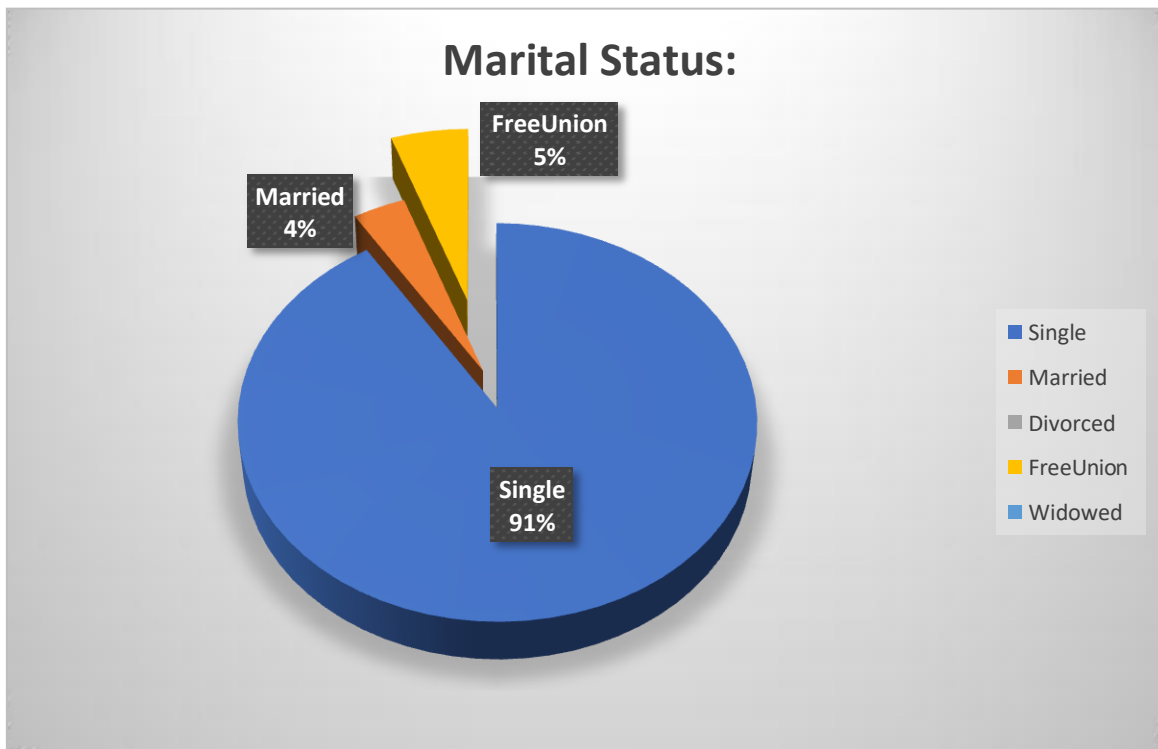


The graph shows the results of the marital status of the population. It can be seen from these results, 91% (51 students) of the population are single, 4% (2 students) are married, 0% is divorced, 5% (3 students) are Free Union and the 0% is widowed. This graph shows that the majority is single, so we can deduce they are focused mainly on their studies.

**TABLE N°5**

**Place of residence**

| Categories | Students | Percentage |
|---|---|---|
| Urban zone | 28 | 50% |
| Rural zone | 28 | 50% |
| Total: | 56 | 100% |

**GRAPH N° 5**



**Place of Residence:**

Rural zone 50% — Urban zone 50%
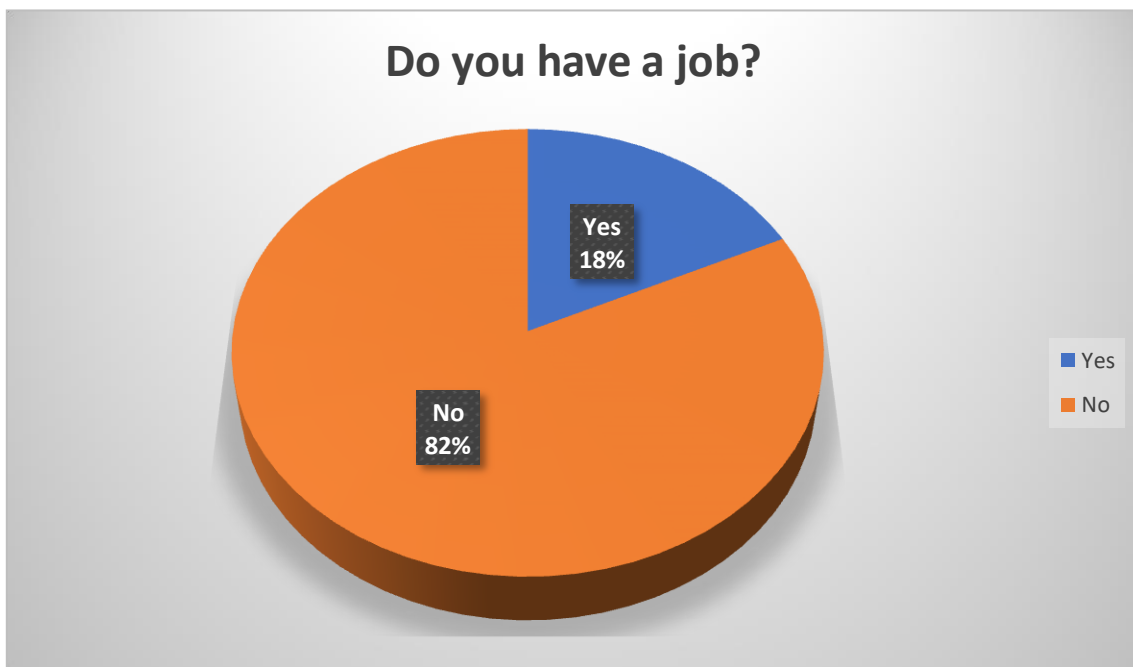
Urban zone
Rural zone

The graph shows the place of residence, 50% (28 students) of the population live in the urban zone and the other 50% (28 students) live in the rural zone.

**TABLE N° 6**

**Do you have job?**

| Categories | Students | Percentage |
|---|---|---|
| Yes | 10 | 18% |
| No | 46 | 82% |
| Total: | 56 | 100% |

**GRAPH N° 6**



After analyzing the results, it can be seen that 82% (46 students) of the population do not work, so they can be more focused on their learning process taking advantage of the new technology. Only 18% (10 students) have a job, meaning that for them it is probably more difficult to get focused on the learning process.

**TABLE N° 7**

**What type of institution did you graduate from?**

| Categories | Students | Percentage |
|---|---|---|
| Public institution | 32 | 57% |
| Private institution | 24 | 43% |
| Total: | 56 | 100% |

**GRAPH N° 7**
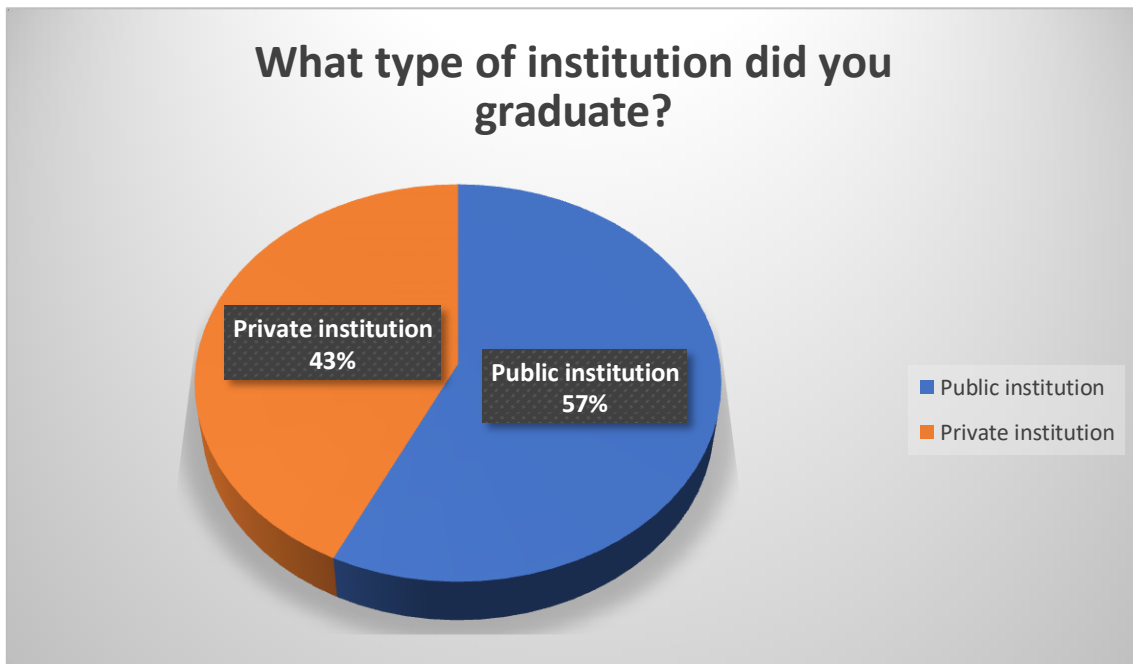


The graph shows that 57% (32 students) of the population graduated from a public institution, and 43% (24 students) graduated from a private institution.

**TABLE N° 8**

**What was the average grade obtained in Prueba de Aprendizajes y Aptitudes para Egresados de Educación Media (PAES)?**

| Categories | Students | Percentage |
|---|---|---|
| Below 6.0 | 2 | 4% |
| From 6.1 to 7.0 | 19 | 34% |
| From 7.1 to 8.0 | 27 | 48% |
| From 8.1 to 9.0 | 5 | 9% |
| From 9.1 to 10 | 3 | 5% |
| Total: | 56 | 100% |
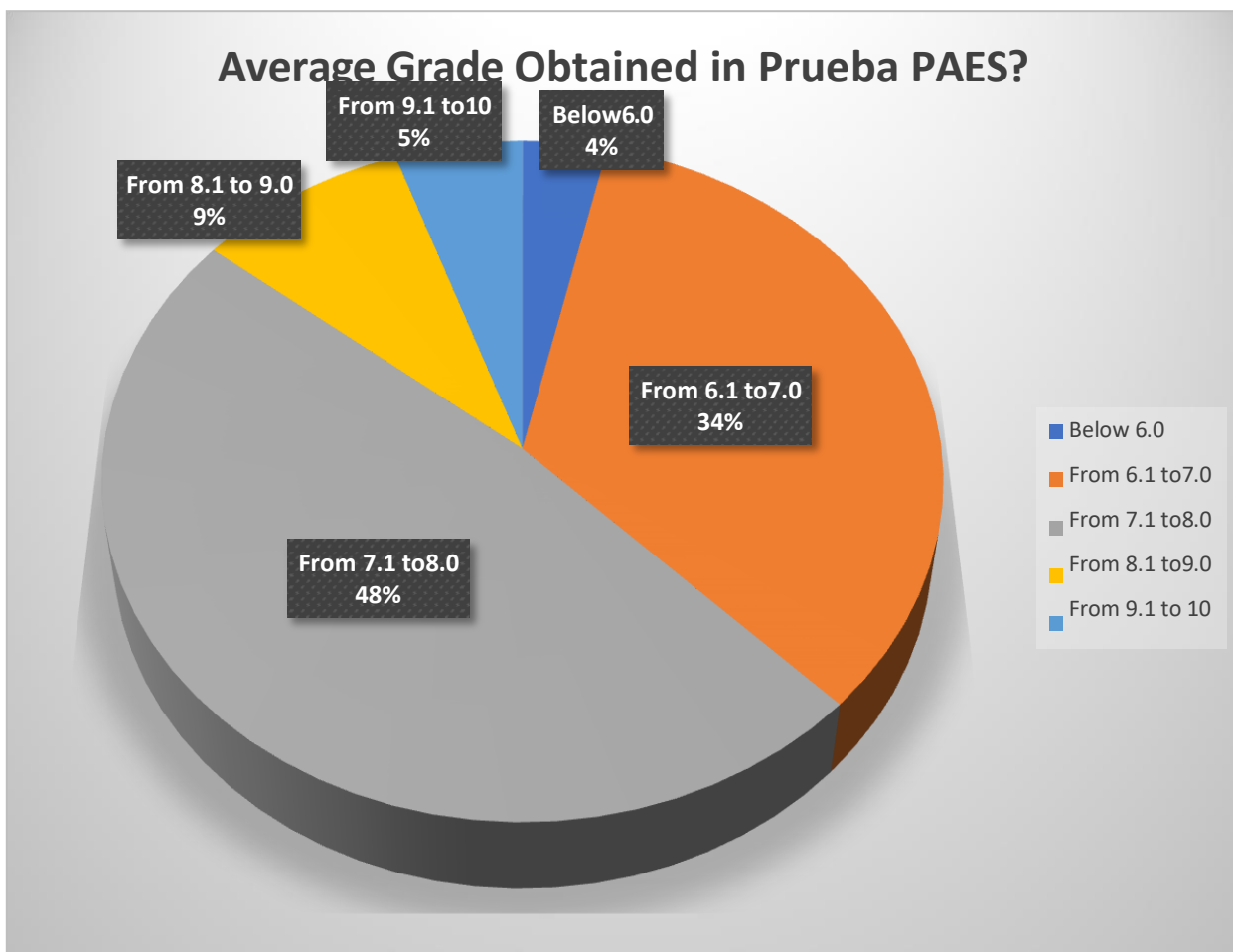


**GRAPH N° 8**

In the graph it can be seen the average score the students got in "Prueba de Aprendizajes y Aptitudes para Egresados de Educación Media (PAES)", 4% (2 students) got a score below 6.0, 34% (19 students) got a score between 6.1 to 7.0,

48% (27 students) of the population got around 7.1 to 8.0, 9% (5 students) got a score between 8.1 to 9.0 and 5% (3 students) got a score higher than 9.1. We can highlight there is an acceptable percentage of students that got a good score between 7.1 to 8.0.

**TABLE N° 9**

**From whom do you receive financial aid?**

| Categories | Students | Percentage |
|---|---|---|
| Parents | 46 | 82% |
| Relatives | 4 | 7% |
| Friends | 0 | 0% |
| Scholarship | 0 | 0% |
| Own income | 5 | 9% |
| Others: | 1 | 2% |
| Total: | 56 | 100% |

**GRAPH N° 9**
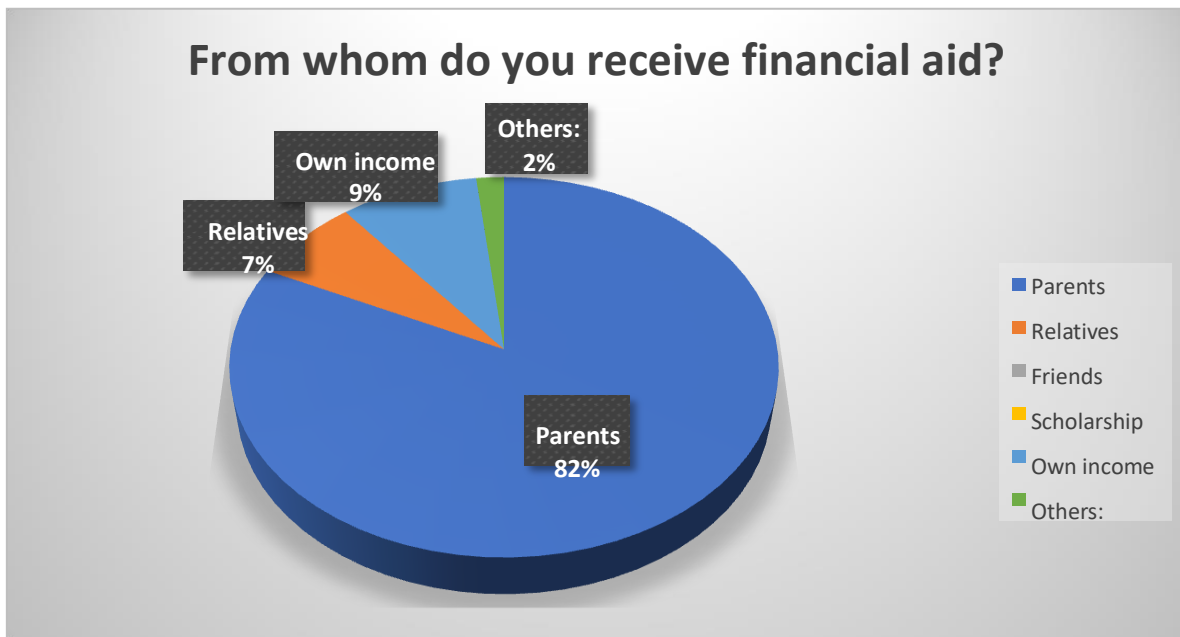


The graph shows where students get money to study. The majority of them 82% (42 students) receive economic aid from their parents, 7% (4 students) receive money from their relatives, none of the students receive economic aid from friends,

0% (0 students) of them have scholarships to study, 9% (0 students) work so they have their own financial aid, and 2% (1 student) get economic aids from different resources.

**TABLE N° 10**

**THE USE OF TECHNOLOGY FOR LEARNING**

**Have you ever received training on how to use technological tools?**

| Categories | Students | Percentage |
|---|---|---|
| Yes | 43 | 77% |
| No | 13 | 13% |
| Total: | 56 | 100% |

**GRAPH N° 10**



Have you ever received training on how to use technological tools?

The graph shows the percentage of the students that have been trained in the use of technological tools. 77% (43 students) which is the majority has knowledge about technological tools that is something great because they know how to handle with the new tools and take advantage of them. 13% (13 students) of the population have not been trained.

**TABLE N° 11**

**Do you consider that technology makes English language learning more Interactive and dynamic?**

| Categories | Students | Percentage |
|---|---|---|
| Yes | 43 | 77% |
| No | 13 | 13% |
| Total: | 56 | 100% |

**GRAPH N° 11**



Do you consider that technology makes English Language Learning more interactive and dynamic?

No 23%

Yes 77%

- Yes
- No
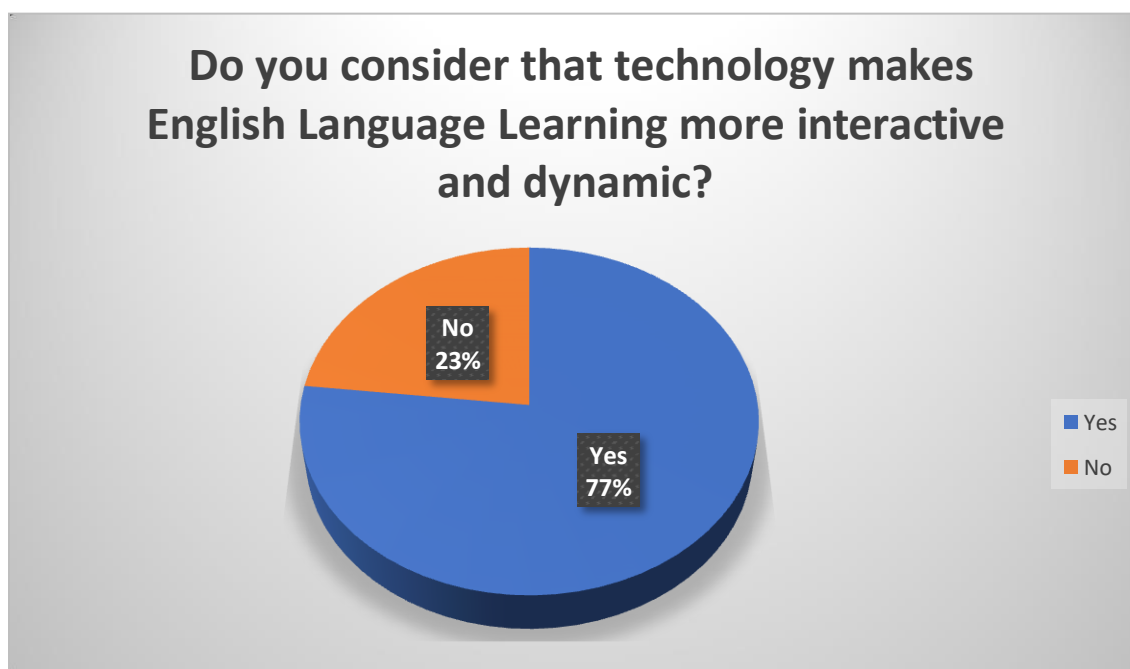
In the graph can be seen the opinion of the population regarding if the new technology helps to learn English in an interactive and dynamic way. 77% (43 students) agree that the new technology contribute to learn English, and the other 13% (13 students) disagree with that. We can analyze that the majority is using the technology in a positive way.

**TABLE N° 12**

**What tools do you use most frequently to learn English?**

| Categories | Students | Percentage |
|---|---|---|
| Smartphone | 29 | 24% |
| Computer | 26 | 21% |
| Tablet | 7 | 6% |
| TV | 6 | 5% |
| Videogames | 13 | 10% |
| You tube | 25 | 20% |
| Songs | 15 | 12% |
| Others: | 2 | 2% |
| Total: | 123 | 100% |

**GRAPH N° 12**
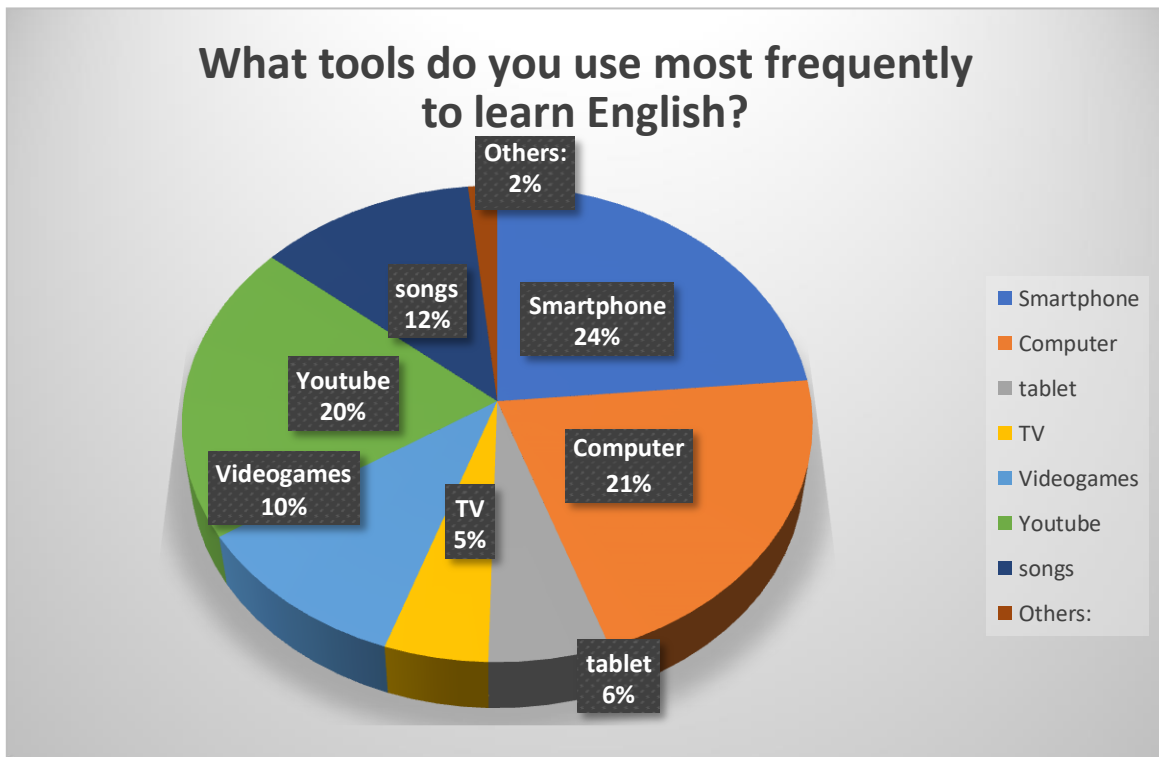


In the previous graph, it can be seen the frequency in which students use some technological tools. 24% (29 students) of the population say that the tool most used is the Smartphone, then in the second place 21% (26 students) say they used the

computer, 20% (25 students) use YouTube, then it shows 12% (15 students) said they

like songs to learn English. Then, 10% (13 students) use video games to learn English;

there is a 6% (7 students) of the population that use the Tablet, and only 5% (6

students) use the TV as a main tool to learn English.


## TABLE N° 13

**Do you think that the technological tools mentioned above allow you to understand and use the English language?**

| Categories | Students | Percentage |
|---|---|---|
| Yes | 56 | 100% |
| No | 0 | 0% |
| Total: | 56 | 100% |

## GRAPH N° 13
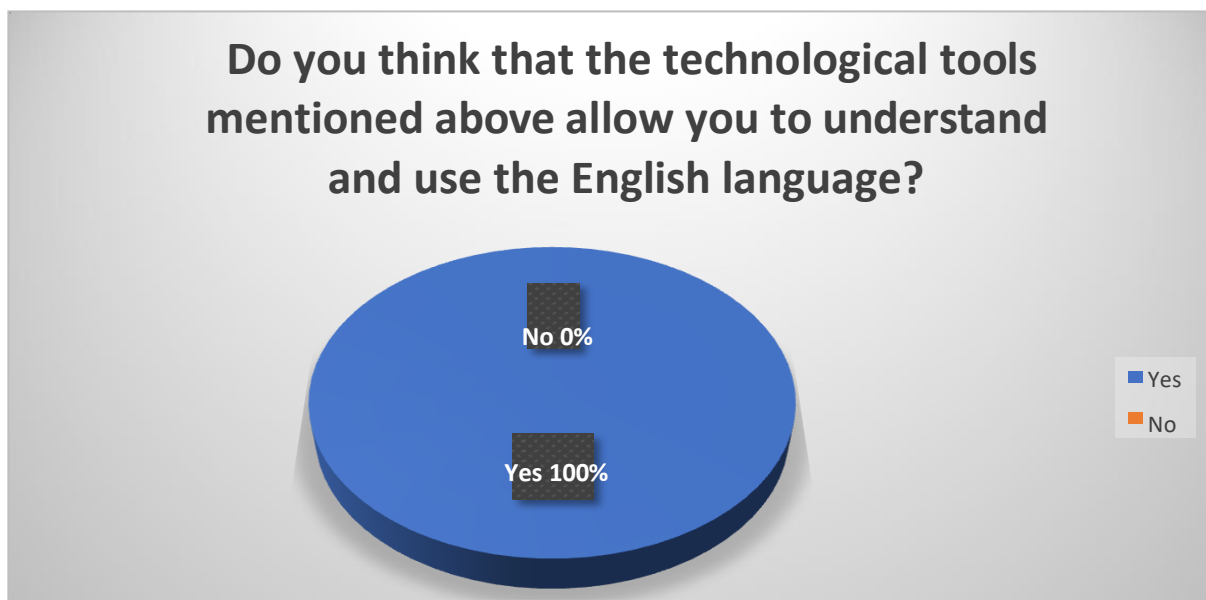


The previous graph shows that 100% (56 students) of the population agreed that the

new technological tools help us to understand and to use English. We can say all

the population knows the advantages of the new technology.

**TABLE N° 14**

**How much time do you dedicate daily to the use of different technological tools to learn English?**

| Categories | Students | Percentage |
|---|---|---|
| 30 Minutes | 18 | 32 |
| 1 Hour | 22 | 39 |
| 2 Hours | 11 | 20 |
| More than 3 hours | 5 | 9 |
| Total: | 56 | 100% |

**GRAPH N° 14**
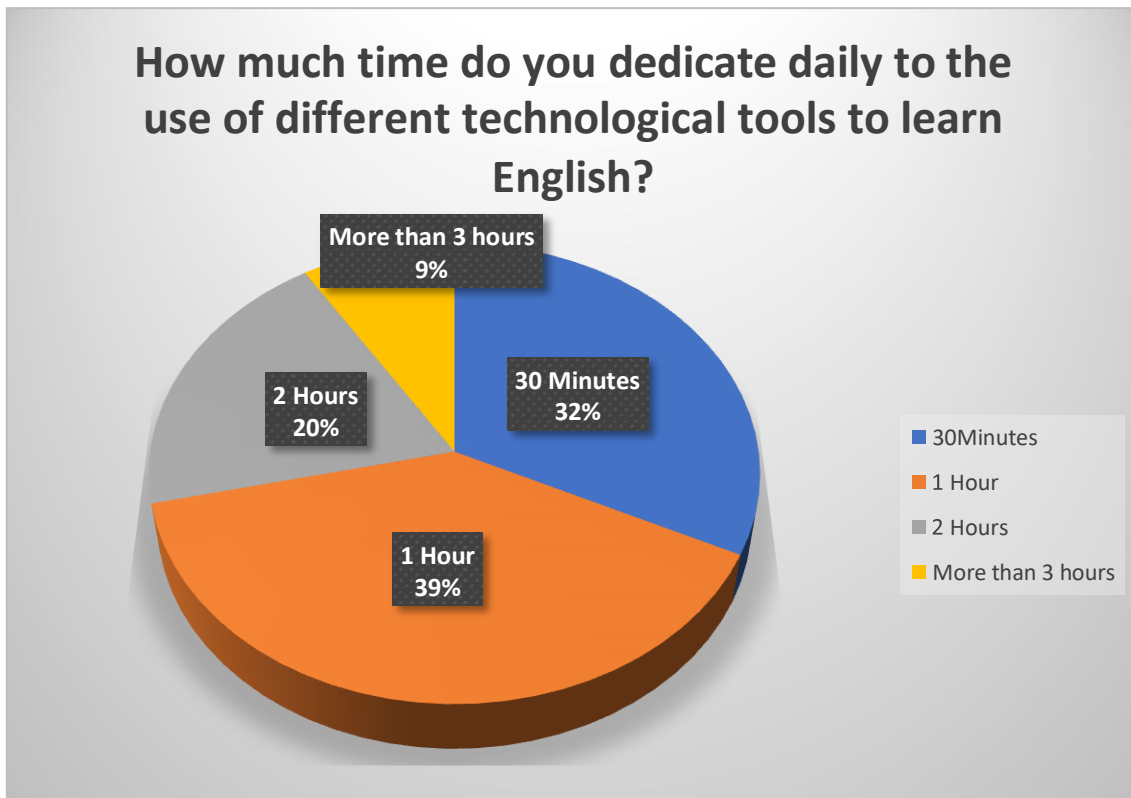


The analysis of this graph shows that the majority of students dedicated daily an hour to the use of the different technological tools in their process of learning English, it means that 39% (22 students) of them chose this option; 32% (18 students) of them dedicate just 30 minutes to the use of this technological tools , also 20% (11 students) dedicate 2 hours to the use of these tools, 9% (5 students) dedicate more than 3 hours to reinforce their learning process through these tools.

## TABLE N° 15

**What technological tools do you have available at home? Select all that apply?**

| Categories | students | Percentage |
|---|---|---|
| Laptop | 30 | 17% |
| Computer | 32 | 18% |
| Smartphone | 49 | 28% |
| CD player | 11 | 6% |
| Ipad | 2 | 1% |
| Tablet | 19 | 11% |
| Smart tv | 32 | 18% |
| Others: | 1 | 1% |
| Total: | 176 | 100% |

## GRAPH N° 15



What technological tools do you have availed at home? Select all that apply.
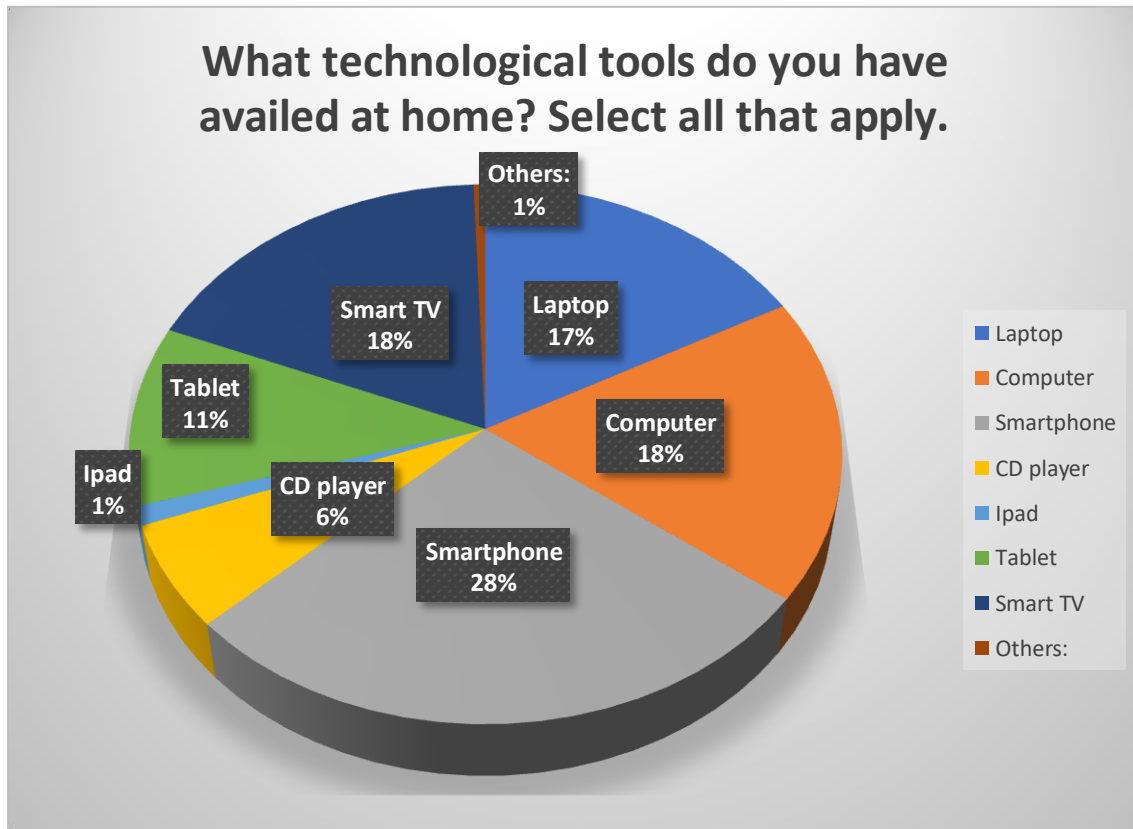
The previous graph shows that 17% (30 students) from ELT and ML have a laptop available at home, 18% (32 students) have a computer at home while 28% (49 students) have a smartphone available. 6% (11 students) answered that they have a CD player. On the other hand, 17% (30 students) answered that they have an IPad

42

available, also 11% (19 students) showed that they have a tablet at home, just 18% (32 students) answered that they have a Smart TV and the 1% (1 student) answered other kind of tools. According to this, smartphone is the tool more helpful for students because they have it at home and handy.

**TABLE N°16**

Do you have a specific site on the internet to search for information?

| Categories | Students | Percentage |
|---|---|---|
| Yes | 42 | 75% |
| No | 16 | 25% |
| Total: | 56 | 100% |

**GRAPH Nº 16**
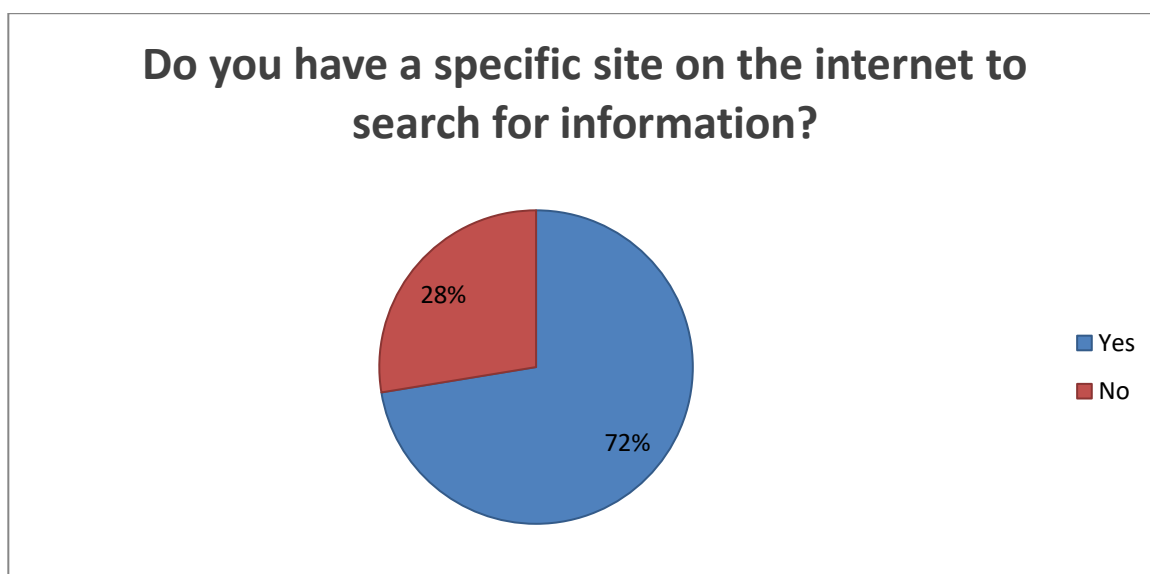


**Do you have a specific site on the internet to search for information?**

- Yes
- No

28%

72%

The collected results showed that 75% (42 students) from ELT and ML have a specific website to look for information that helps them in their process of learning English while 25% (16 students) do not have a specific website to look for information and these are some sites on internet that students use YouTube, dictionaries and Google translator.

**Do you consider that the learning process of English is reinforced when
you have access to different technological tools outside the classroom?**

| Categories | Students | Percentage |
|---|---|---|
| Yes | 56 | 100% |
| No | 0 | 0% |
| Total: | 56 | 100% |

**GRAPH N° 17**
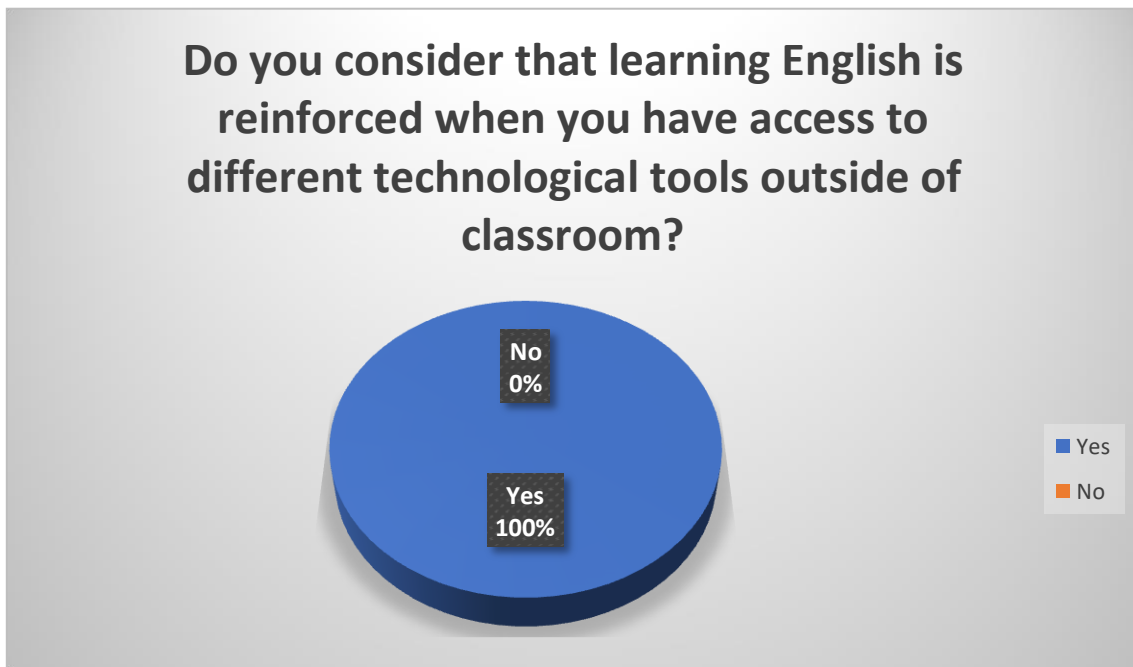


The general result shows that 100% (56 students) answer in a positive way to the
question, so according to this result they are in agreement that the use of
technological tools is important to help them in their process of learning outside the
class.

**TABLE N° 18**

**What skill do you think you develop the most with the use of technological resources to learn English?**

| Categories | Students | Percentage |
|---|---|---|
| Listening | 26 | 31% |
| Reading | 17 | 21% |
| Writing | 12 | 14% |
| Speaking | 28 | 34% |
| Total: | 56 | 100% |

**GRAPH N° 18**
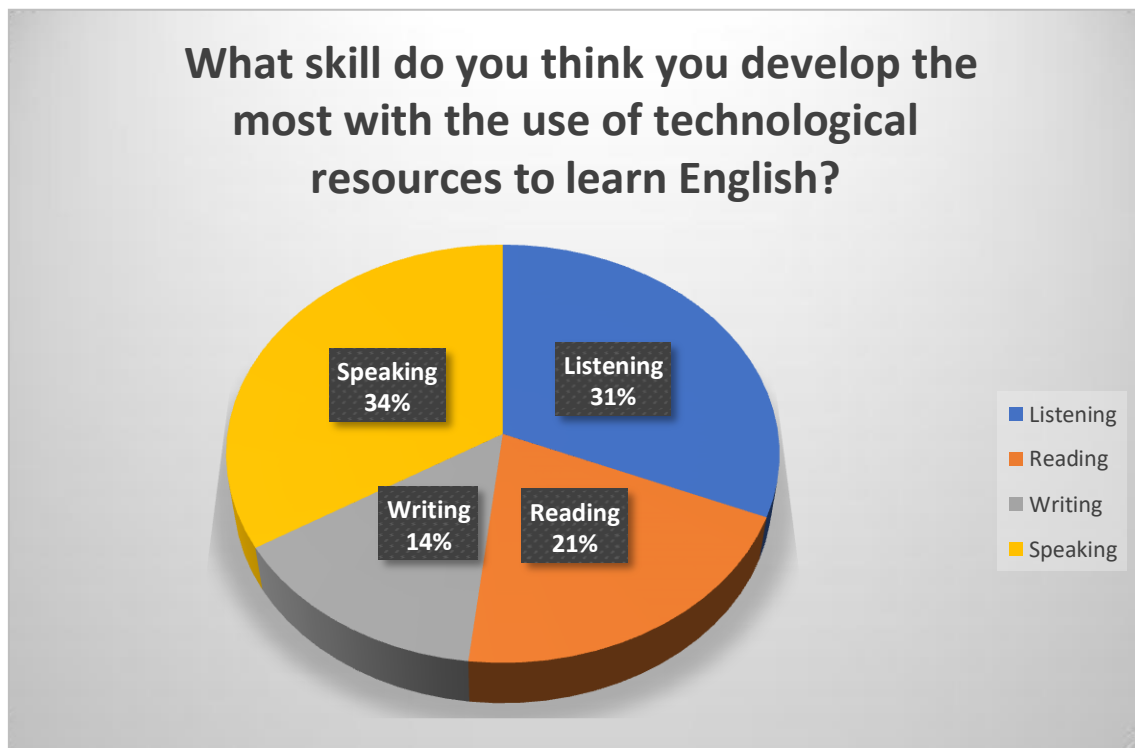


The overall result shows that the majority of the students are developing the speaking skill 34% (28 students) with the use of the different technological tools that support them in their process of learning English, 31% (26 students) agreed that the skill they develop the most is listening while14%(12students) of them answered that with the different technological tools they develop the writing skill, then 21% (17 students) agreed that the skill they develop the most is reading.
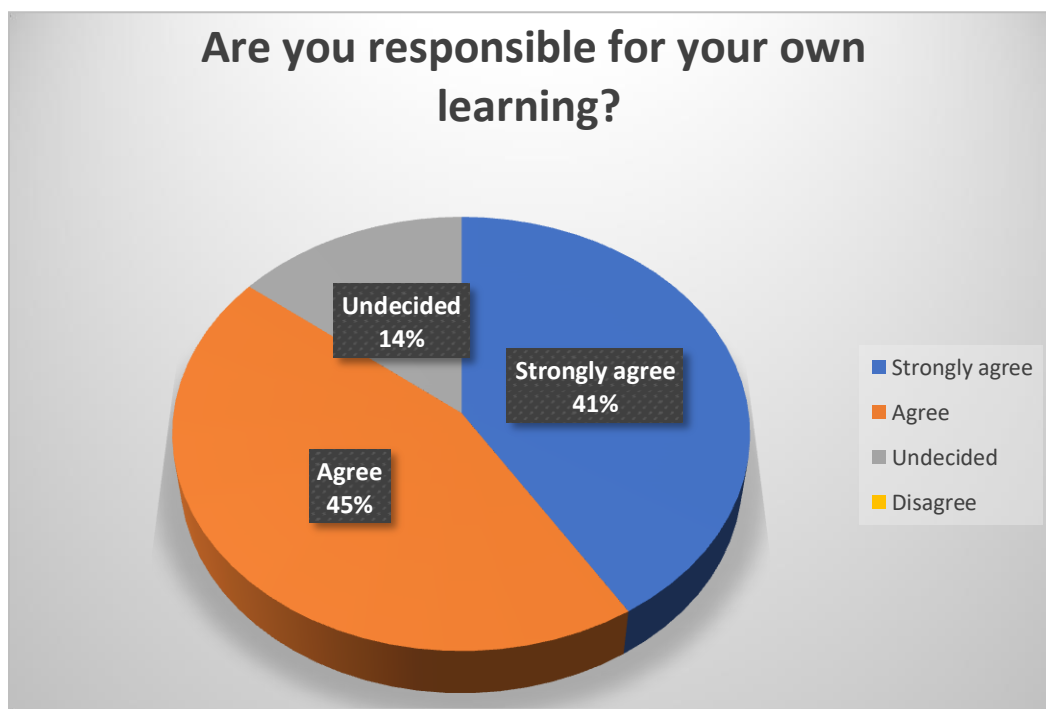
**AUTONOMOUS LEARNING**

**TABLE N° 19**

**Are you responsible for your own learning?**

| Categories | Students | Percentage |
|---|---|---|
| Strongly agree | 23 | 41% |
| Agree | 25 | 45% |
| Undecided | 8 | 14% |
| Disagree | 0 | 0% |
| Total: | 56 | 100% |

**GRAPH N° 19**



According to the data collected, the result showed that the majority of the students 45% (25 students) were in agreement with the responsibility of their own learning.

41% (23 students) said that they strongly agreed with it, and 14% (8 students) said they felt neutral about it then 0% disagrees of the responsibility each student has. Joining the results, most of the students recognize that the learning is depending on each person. That means that students need to be aware about their own learning.

**TABLE N° 20**
**Do you like to learn by yourself?**

| Categories | Students | Percentage |
|---|---|---|
| Disagree | 0 | 0% |
| Undecided | 4 | 7% |
| Agree | 27 | 48% |
| Strongly agree | 25 | 45% |
| You give up | 0 | 0% |
| Other: | 0 | 0% |
| Total: | 56 | 100% |

**GRAPH N° 20**



Do you like to learn by yourself?

- Disagree
- Undecided
- Agree
- Strongly agree
- You give up
- Other:
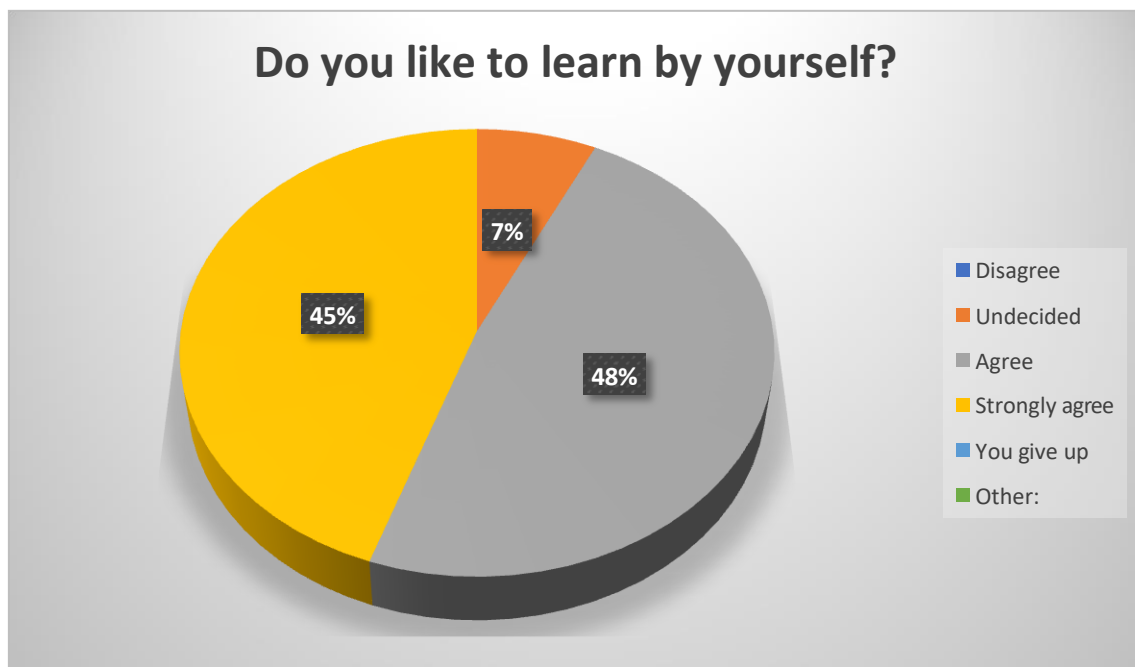
According to the graph, 45% (25 students) from ETL and ML strongly agree that they like to learn in an autonomous way. 48% (27 students) agreed with the question. Just 7% (4 students) were neutral. As it was shown in the results, if we join the data collected 93% (52 students) like to learn by their own, which is really good, because that means that technology is promoting autonomous learning.

**TABLE N°21**

**When there is some kind of technology that you have not used before, what do you do?**

| Categories | Students | Percentage |
|---|---|---|
| Usually you try to learn it | 22 | 39% |
| Ask for help from a teacher | 8 | 14% |
| Look for help on the internet | 26 | 47% |
| Total: | 56 | 100% |

**GRAPH N°21**
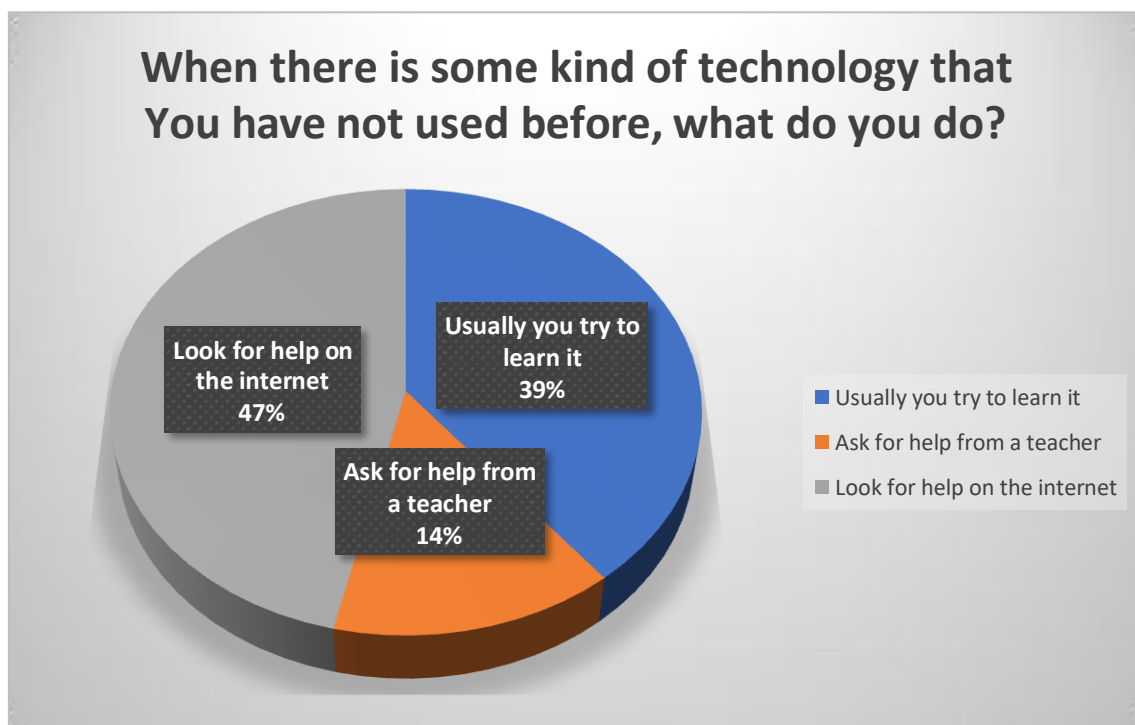


Referring to this graph, the results showed that 47% (26 students) look for help in the internet when they do not know how to deal with a new technology. Also, 39% (22 students), which is a big percentage, do their best to try to learn by themselves and just 14% (8 students) ask teachers for help. So, the general results indicate that students preferred to learn a new technology on their own.

**Do you study in advance a new topic before being instructed on it?**

| Categories | Students | Percentage |
|---|---|---|
| Always | 11 | 17% |
| Sometimes | 32 | 51% |
| Almost always | 6 | 9% |
| Rarely | 13 | 21% |
| Never | 1 | 2% |
| Total: | 56 | 100% |

**GRAPH N° 22**
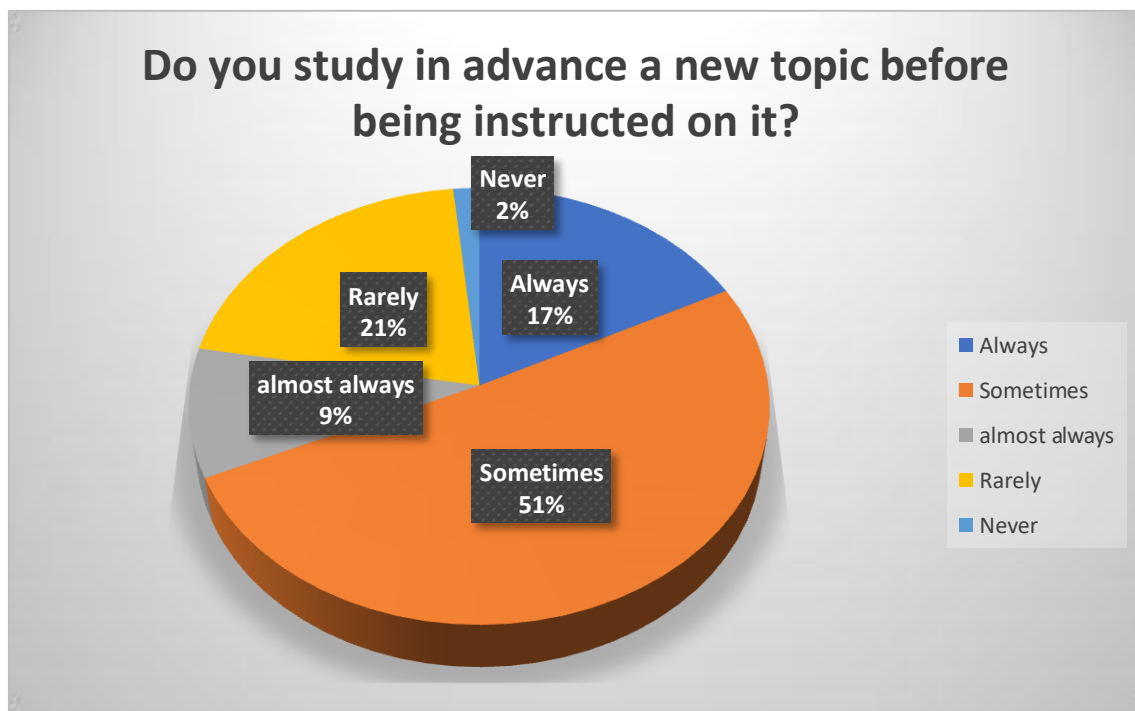


This graph showed that 51% (32 students) sometimes study in advance, 21% (13 students) rarely did it and just 17% (11 students) of the sample taken stated that they always studied a topic in advance before it was explained by a teacher, 9% (6 students) almost always did it and just 2% (1 student) claimed they have never done it. So, it is inferred that the majority of the students sometimes study a topic they have never known.

51% sometimes did it, and also 9% almost always did it. However, 21% (13) of

students rarely did it and just 2% (1) of students claim they have never done it. So, it is inferred that the majority of the students sometimes study a topic before being taught.

**TABLE N° 23**

**Are you able to determine the way in which you learn best?**

| Categories | Students | Percentage |
|---|---|---|
| Yes | 51 | 91% |
| No | 5 | 9% |
| Total: | 56 | 100% |

**GRAPH N° 23**



According to this graph, 91% (51 students) are able to determine the way in which they learn best while just 9% (5 students) of them did not.

**TABLE N° 24**

**Do you check your progress as you use technology resources?**

| Categories | Students | Percentage |
|---|---|---|
| Always | 12 | 20% |
| Sometimes | 37 | 63% |
| Almost always | 9 | 15% |
| Rarely | 1 | 2% |
| Never | 0 | 0% |
| Total: | 56 | 100% |

**GRAPH N° 24**
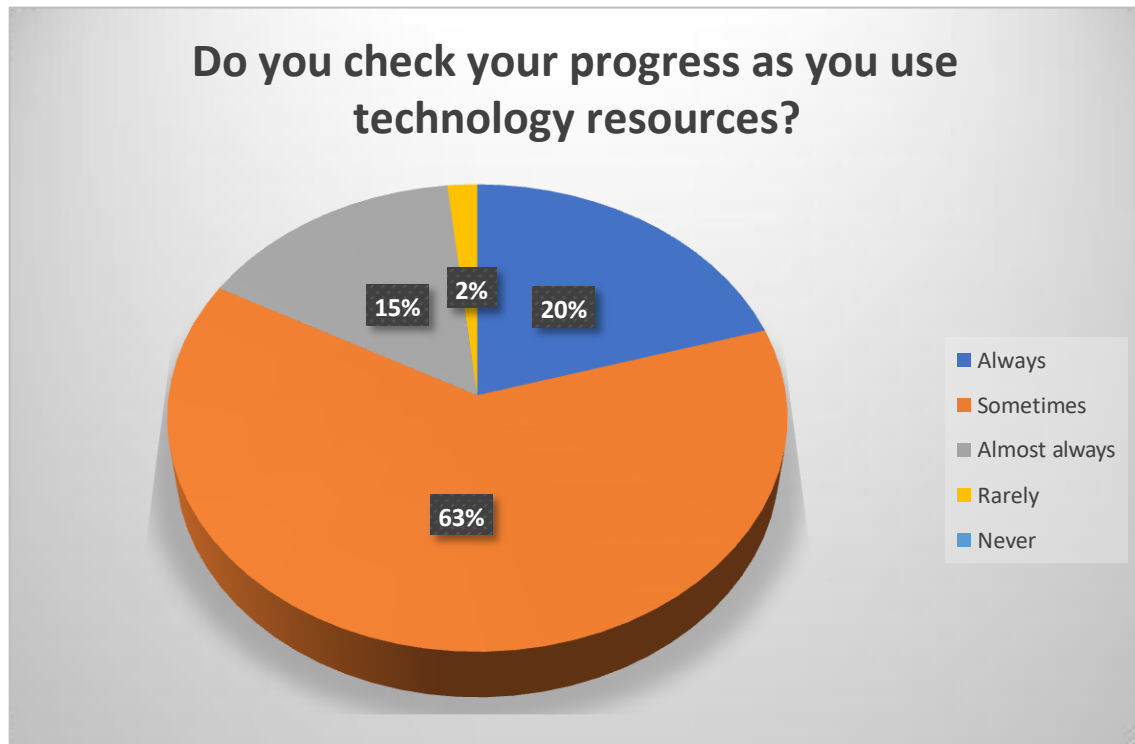


The collected results showed that only 15% (9 students) are almost always able to measure their progress when they use technological source, while 20% (12 students) have never done that. On the other hand, the big percentage was found, 63% (37 students) sometimes checked their progress when they use this source and just the 2% (1 student) rarely did it. According to this, the majority of the population sometimes checked their progress when they used the technological sources.

**TABLE N° 25**

**Do you take the opportunity to use the new technology to improve the English language?**

| Categories | Students | Percentage |
|---|---|---|
| Always | 22 | 39% |
| Sometimes | 24 | 43% |
| Almost always | 9 | 16% |
| Rarely | 1 | 2% |
| Never | 0 | 0% |
| Total: | 56 | 100% |

**GRAPH N° 25**
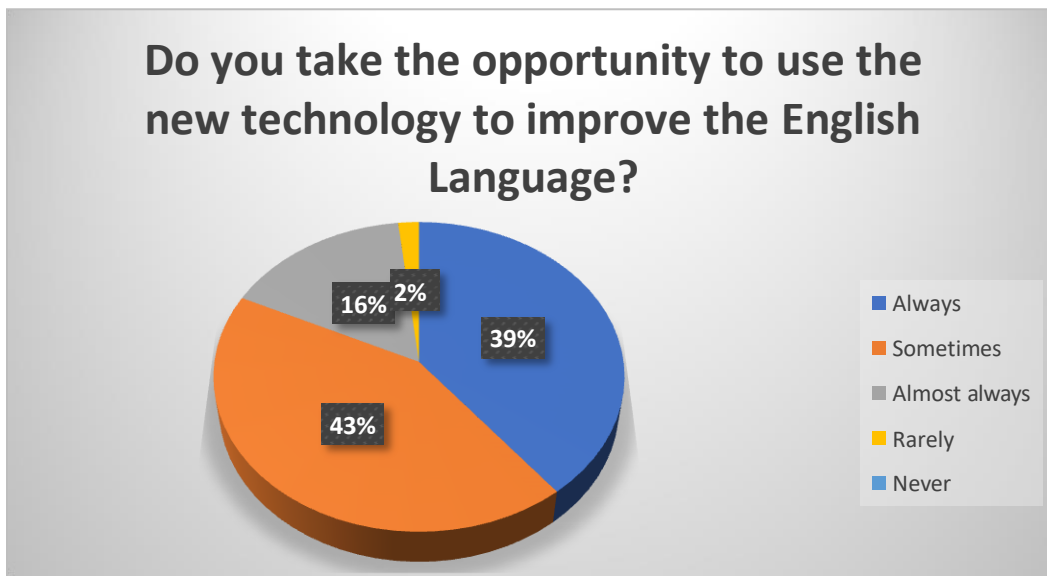


This graph shows that 39% (22 students) of the sample taken stated that they always take an opportunity to use a new technology to improve their learning. 43% (24 students) sometimes take it, and also 16% (9 students) answered that they almost always take an opportunity to improve their English. However, 2% (1 student) rarely did it and 0% of students claimed never. So, it was inferred that the majority of the students sometimes take an opportunity to use a new technology to improve their English. If we join the results gathered, we can analyze that the

majority use the new technology to improve their English, meaning that technology has a lot of advantages.

**TABLE N° 26**

**Do you think technology supports the learning process of a foreign language, specifically English?**

| Categories | Students | Percentage |
|---|---|---|
| Yes | 56 | 100% |
| No | 0 | 0% |
| Total: | 56 | 100% |

**GRAPH N° 26**
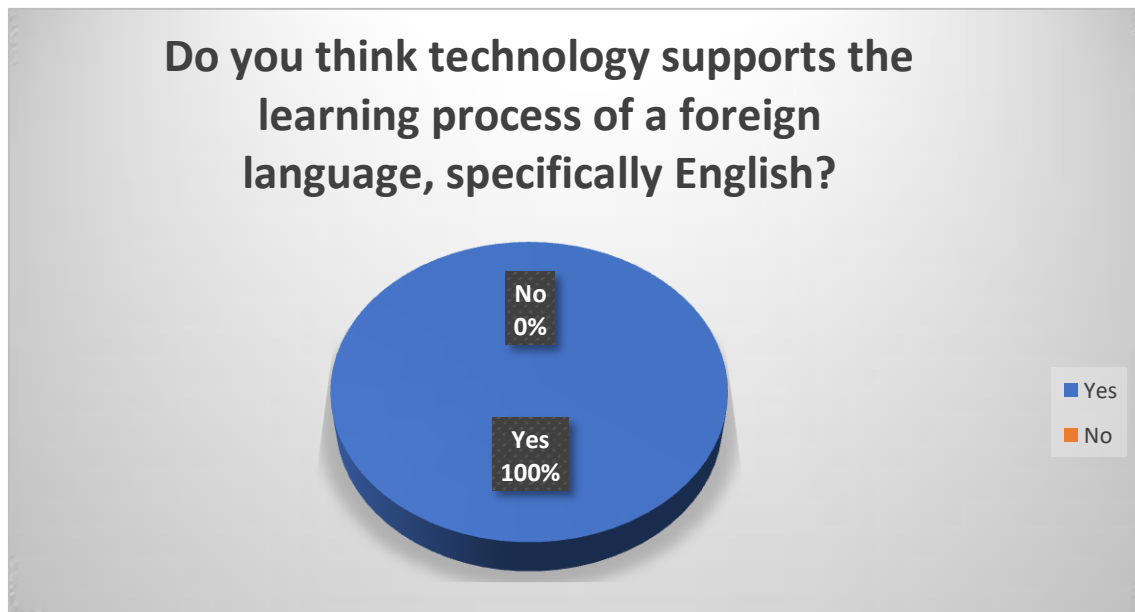


According to the data collected from question number 26; 100% (56 students) believe that technology supports the process of learning a foreign Language, in this particular case, English Language.

**TABLE N° 27**

**Do you think that technology plays an important role in English language learning outside the classroom?**

| Categories | Students | Percentage |
|---|---|---|
| Yes | 55 | 98% |
| No | 1 | 2% |
| Total: | 56 | 100% |

**GRAPH N° 27**



**Do you think that technology plays an important role in English Language Learning outside the classroom?**

- No 2%
- Yes 98%
- Yes
- No
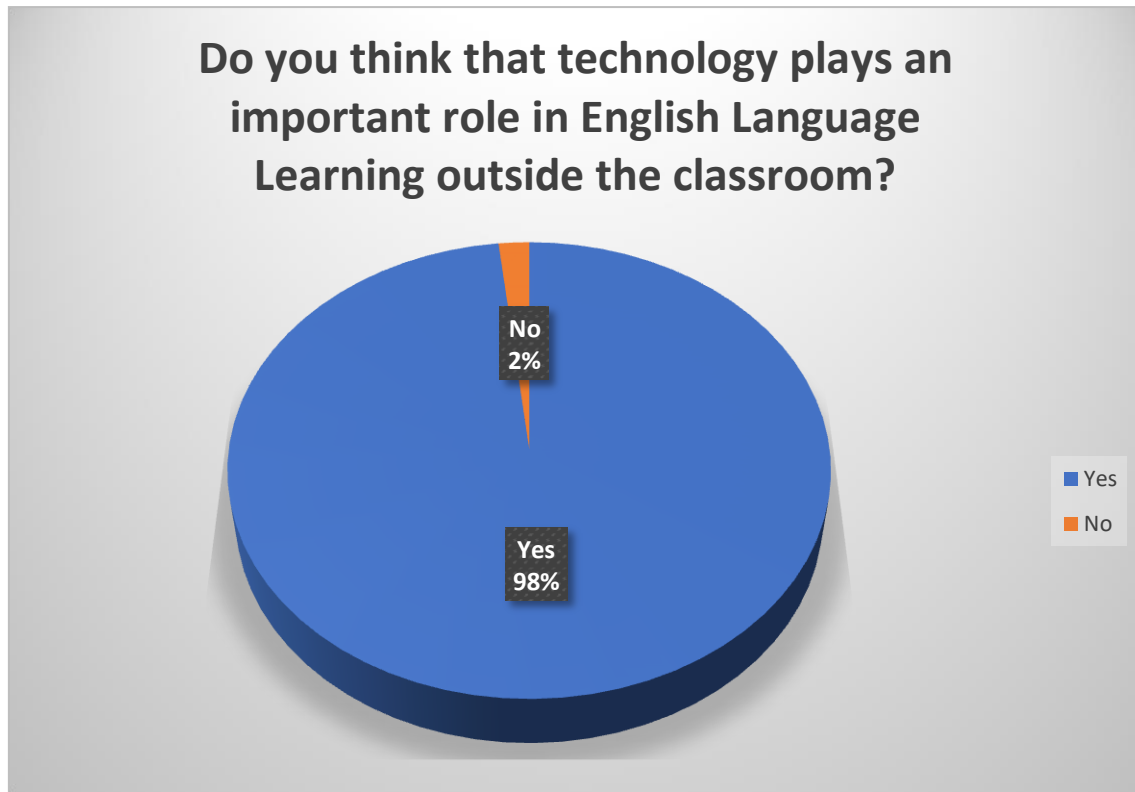
According to this graph 98% (55 students) considered that technology plays an important part in the learning process outside the classrooms, while 2% (1 student) is in disagreement with it. We can infer that the majority think that if they use the new technology properly outside the classroom, they can have good benefits in the English learning process.

**CHAPTER V**

**5.1 GENERAL RESEARCH QUESTION:**
**How do students use technology outside the classroom in their English language learning?**

It can be seen on question 14, 68% (38 students) are using the technology between 1 hour and 3 hours a day. The majorities of the students are using the technology on their own benefits and are taking advantages of the opportunities that it offers, so summarizing it can be noticed that technology is helping students on the process of English learning and as well students are using it correctly.

The data collected through the survey, shows that the majority of students surveyed use smartphone 24% (29 students), then in the second place 21% (26 students) say they used the computer, then, 10% (13) use video games to learn English living table and smart TV to least. (See question number 12)

According to question number 16 the results showed that 75% (42 students) from ELT and ML have a specific website to look for information that helps them in their own process of learning English. Also, some students mentioned they are using some sites on internet as YouTube, dictionaries and Google translator.

**Specific Research Questions**

**What are the technological tools that students use outside the classrooms in their English language learning?**

After analyzing the data results on the question 12it can be observed that some technological tools that students use,24% (29 students) of the population shows that the tool most used is the smartphone, then in the second place 21% (26 students) say they used the computer, Then, 10% (13 students) use video games to learn English, there is a 6% (7 students) of the population that use the tablet, and only5% use the TV as a main tool to learn English.

The research team says that students are using different tools for their own benefits and the population has different options about tools.

**What is the frequency in which basic students use application outside the classrooms in their English language learning?**

The majority of students devote daily an hour to the use of the different technological tools on their own process of learning English, it means that 39% (22 students) of them chose this option; 32% (18 students) of them dedicated just 30 minutes to the use of this technological tools, also 20% (11 students) dedicate 2 hours to the use of these tools, 9% (5 students) dedicated more than 3 hours to reinforce their learning process through these tools.

**What are the advantages and disadvantages that students deal with, when using technology outside the classroom in their process of learning English?**

These are some advantages and some disadvantages:

**Advantages:**

- They are updating their knowledge about English. If we join the results gathered on question number 25,98 % (55 students) can be seen that the majority use the new technology to improve their English, and the majority of the students 63% (37) agreed that sometimes check their progress when they use technological sources.

- English language can be acquired, as the researchers inferred that the population listen to music, play videogames or watch videos in YouTube, Netflix, so they are learning English incidentally.

- By using the technology outside of the classroom students are practicing English better. According to the students´ surveyed, it can be seen on question number 15 that the population said that they are improving the following skills 34% (28 students) speaking, 31% (26 students) listening, 21% (17 students) reading and 14% (12 students) writing.

- Language learning can happen anytime and anywhere, the student who has data on the cell phone has the chance to use it.

- They can use the technology at any time. Nowadays with the technology the student has the chance to use the different devices it does not matter if they are connected to internet, it depends what they are going to do.

**Disadvantages:**

- There are students who do not have modern devices. On question number 15, it can be seen that the population does not have the same opportunities to get good devices for example: smartphones, laptop, computer and tablet at home.

- There are some students who do not have knowledge about using web- sites or applications. On question number 10, there are 23% (13 students) said that have never received training about the use of the technology so there are some students who do not have the same advantage than the others.

- The University of El Salvador does not have free Wi-Fi at all around it. The University of El Salvador is not well prepared. There are some places where is impossible to connect to internet unless the student has data.

**5.2 CONCLUSIONS**

In the last years English language has been one of the most studied languages all over the world. Nowadays, technology has increased and most young people have access to at least one technological tool as smartphone, computer, tablets and others. Young people have access to Wi-Fi in public places.

The researchers conclude that after conducting a careful and detailed analysis of the data reported, the impact that technology has over the process of learning English as a Foreign Language for Basic Intensive students is vital to promote their autonomy. So, it can be concluded that students become more autonomous when they have the proper tools and used them for academic purposes.

- The team has concluded that nowadays technology has increased significantly, and students from the Foreign Language Department are using the technological tools for educational purposes. As the results can be noticed that 68% (38 students) are using the technology between I hour and 3 hours per day, so analyzing the date, the majority of students are using the technology on their own benefits. (see question number15)

- Students are updating their knowledge about English. It can be seen on question number 25,98 % (55 students) use the new technology to improve their English, and the majority of the students 63% (37) agreed that sometimes check their progress when they use technological sources. So

that summarizing the results students are learning English by the use of the technology.

- As per students´ opinion, 100% agreed that the English Learning process is reinforced when they have access to technological tools outside the classrooms, so they can fulfill the gaps inside the classrooms. Students have the opportunity to reinforce and master topics that are not clear in classes.

- The data gathered from the population surveyed, 45% strongly agree that they are responsible for their own learning and as well it can be noticed that the new technology is promoting autonomous learning since they have access to a lot of information in internet to master different topics.

- According to the students surveyed, it can be seen that the population said they are improving the following skills 34% (28 students) speaking, 31% (26 students) listening, 21% (17 students) reading and the14% (12 students) writing. So, it can be concluded that technology has a crucial effect of students' accomplishment.

- Based on the information obtained through the survey and in an effort to know what are some disadvantages" that students face when using technology outside the classroom, researchers can stated that there are few students who do not have the knowledge about the using web-sites or applications, it can be represented for the 13% of students who were surveyed.

# CHAPTER VI

## 6.1    RECOMMENDATIONS

**To the authorities of the Foreign Department**

● After carrying this investigation out, it gets clear that students need authorities´ support by having internet access at the university in order to get the information they need at hand.

● Authorities should organize future teachers" education programs on the use of new technologies; programs that should provide a training for teachers at the University of El Salvador in order to allow them to use internet and technology tools properly. It will allow to teachers to teach in a creative way and to give them the opportunity to create interactive classes and at the same time to get students" interest for learning a foreign language.

● Customize learning platforms and projects oriented to the exposure of students in a real English world by creating conference or forums with English speaking experts so that students will have the opportunity to put into practice what they have learnt outside the class or what they have learnt in the classroom.

**To the Basic Intensive English teachers**

●Teachers should encourage students to use different technological tools and sources for the English learning to be more successful. The research instrument shows that some students use at least one specific web-site to learn by, but some others are not using any source they just look for information anywhere in the internet. So, they need to know what sources are helpful and reliable for them, when they have these tools, they will be able to develop an autonomous learning.

● Teachers should challenge students to use the new technology. In this way students will learn to manipulate their own learning process and benefit from all possible action when being learners at the very beginning. Besides that, being instructed with the correct tools, it will help them to explore new paths to reach and fulfill the gaps in classroom.

● Every semester teachers have different students in the class, so all of the teachers should take advantage of the use of different approaches (flipped and blending learning) in the curriculum to improve and vary the lesson plan they will develop during a class to obtain a successful English language learning process.

**To the Basic Intensive English students**

Autonomy improves the learning process of English as a foreign language; it shows that students have the ability to take charge of their own learning. Students should apply autonomy every day in different ways, such as listen to music, to watch T.V programs in English, to read books, to write poems etc. In order to improve and enrich their own learning process.

● Students should research more about different technological tools and sources which can help them in their learning English process. That way they can find the most helpful for them depending on the skill they want to improve on; listening, writing, reading or speaking.

● Students should take advantage of the technology they have. They can make use of internet and learn English on their own. Besides that, technology can be a great support in their English classes at the university because the more prepared they are for a class, the more knowledge they will acquire about it.

**ANNEXES**

# ANNEXE N° 1

## SURVEY

UNIVERSIDAD DE EL SALVADOR

FACULTAD DE CIENCIAS Y HUMANIDADES

DEPARTAMENTO DE IDIOMAS EXTRANJEROS

**OBJECTIVE:** To investigate how students of the Intensive Basic course use technology to learn and improve their English as a Foreign Language outside the classroom and how they learn autonomously.

**INSTRUCTIONS:** Please read carefully the following questions and mark with an "x" the answers that approach your personal case, and complete the blank spaces where is required.

**PERSONAL INFORMATION**

1. Bachelor's degree in education:

English Language, Teaching Option _____

Modern Languages _____

2. Gender: Male _____ Female _____

3. Age: 15-20 years old _____ 21-25 year's old _____

26-30 years old _____ Older than 30 years' old _____

4. Marital Status: Single ____ Married _____ Divorced _____

Accompanied ____ Widowed _____

5. Place of Residence:

Urban Zone _____ Rural Zone _____

6. Do you have a job? Yes _____ No _____

7. What type of institution did you graduate FROM?

Public Institution _____ Private Institution _____

8. What was the average grade obtained in Prueba de Aprendizajes y Aptitudes para Egresados de Educación Media (PAES)?

Below 6.0 _____

From 6.1 to 7.0 _____ From 7.1 to 8.0 _____

From 8.1 to 9.0 _____ From 9.1 to 10 _____

9. From whom do you receive financial aid?

Parents _____ Relatives ____ Friends _____ Scholarship ____ Own Income ____ Other: _____

**USE OF TECHNOLOGY FOR LEARNING**

10. Have you ever received training on how to use technological tools?

Yes _____ No _____

11. Do you consider that technology makes English Language Learning more interactive and dynamic?

Yes _____ No _____

12. What tools do you use most frequently to learn English?

Smartphone_____ Computer _____ Tablet_____

TV_____ Videogames_____ YouTube_____

Songs_____ Others: _____

13. Do you think that the technological tools mentioned above allow you to understand and use the English language?

Yes _____No_____

14. How much time do you dedicate daily to the use of different technological tools to learn English?

30 Minutes_____ 1 Hour _____

2 Hours _____ More than 3 hours _____

15. What technological tools do you have available at home? Select all that apply?

Laptop_____ Computer_____ Smartphone _____

CD player_____ iPad_____ Tablet_____

Smart TV _____ Other_____

16. Do you have a specific site on the internet to search for information?

Yes _____ No_____ which one? _____

17. Do you consider that the learning process of English is reinforced when you have access to different technological tools outside the classroom?

Yes _____No_____

18. What skill do you think you develop the most with the use of technological resources to learn English?

Listening_____ Reading_____

Writing_____ Speaking_____

**AUTONOMOUS LEARNING**

19. Are you responsible for your own learning?

Strongly agree_____ Agree _____

Undecided _____ Disagree_____

20. Do you like to learn by yourself?

Disagree_____ Undecided _____

Agree _____ strongly agree_____

You give up _____ Other: _____

21. When there is some kind of technology that you have not used before, what do you do?

Usually you try to learn it_____

Asks for help from a teacher _____

Looks for help on the internet _____

22. Do you study in advance a new topic before being instructed on it?

Always_____ Sometimes_____ Almost always_____

Rarely_____ Never_____

23. Are you able to determine the way in which you learn best?

Yes _____ No_____

24. Do you check your progress as you use technology resources?

Always_____ Sometimes_____ Almost always_____

Rarely_____ Never_____

25. Do you take the opportunity to use the new technology to improve the English language?

Always_____ Sometimes_____ Almost always_____

Rarely_____ Never_____

26. Do you think technology supports the learning process of a foreign language, specifically English?

Yes_____ No_____

27. Do you think that technology plays an important role in English language learning outside the classroom?

Yes_____ No_____

## ACRONYMS:

**TICS:** Information and Communications Technology.

**ML:** Modern Languages.

**ET:** Educational Technology.

**AECT:** Association for Educational Communications and Technology

**GLOSSARY:**

**Technology:** Machinery and equipment developed from the application of scientific knowledge.

**Technological tools:** An electronic, digital or physical tool that can expand the human ability for performing tasks or generating products.

**Millennial:** Millennials are a group of people born between 1981 to 1996

**Digital Native:** A person born during the age of digital technology and therefore familiar with computers and the Internet from an early age.

**Digital Immigrant:** A person who was raised prior to the digital age, so they had to adapt to the new language and practice of digital technologies.

**Blended Learning:** It is a method of teaching that integrates technology and digital media with traditional instructor, so students have more flexibility to customize their learning.

**Flipped Learning:** It is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, so it is transformed into a dynamic, interactive learning environment.

**Autonomous Learning:** It is an approach where learners hold the power or right to regulate and control their own learning activities.

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