

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



“AN ANALYSIS OF CURRENT LITERATURE COURSES, TEACHING AND LEARNING APPROACHES TO FOSTER 21ST CENTURY STUDENT GENERATION’S MOTIVATION FOR THE BACHELOR OF ARTS IN ENGLISH TEACHING MAJOR AT THE UNIVERSITY OF EL SALVADOR MAIN CAMPUS, SEMESTER II, 2012”

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INTRODUCTION

The research study “An analysis of Current Literature Courses, Teaching and Learning Approaches to Foster 21st Century Student Generation’s Motivation for the Bachelor of Arts in English Teaching Major at the University of El Salvador Main Campus, Semester II, 2012” was carried out to identify the teaching and learning approach of English Literature. This study identifies various factors that may help the teaching of teaching English Literature and help students enjoy both courses with the application of 21st century teaching educational tools.

This undergraduate research work was aimed to implement different ¹ICTs based- learning activities such as Blogs, Facebook, Wikis², to ascertain if they help the students to be actively involved in English Literature classes. This document comprises five chapters. Chapter I illustrates the description of the problem, the justification, the scope of the work, the general and specific objectives work as well as the research questions. Additionally, chapter II encompasses the theoretical framework. This chapter includes reliable information about the use of current approaches of teaching Literature and the use of ICTs.

Chapter III includes the type of paradigm and type of study, population and sample. Besides, it describes each of the phases to be executed during the development of the whole research study: preliminary, planning and execution phases. The elaboration and validation of instruments are also detailed in this

¹ Information Communication Technology or technologies

² Un wiki o una wiki es un sitio web cuyas páginas pueden ser editadas por múltiples voluntarios a través del navegador web. Los usuarios pueden crear, modificar o borrar un mismo texto que comparten.

chapter; in addition, a brief explanation of the data processing and analysis was done as well as a budget, and the timetable of the activities to carry out the study.

Furthermore, chapter IV presents the organization, interpretation and analysis of all data gathered during the research process. Finally, in chapter V, the researcher includes all the conclusions and recommendations for further research studies.

ABSTRACT

This research work “An Analysis of Current Literature Courses, Teaching and Learning Approaches to Foster 21st Century Student generation’s Motivation for the Bachelor of Arts in English Teaching Major at the University of El Salvador Main Campus, Semester II, 2012” was conducted with the purpose of implementing ICT-based learning activities to English Literature I students of the University of El Salvador to foster their motivation. For this, the researcher traced the objectives to find a way that let her gather information to be the object of this study. Then, when the researcher stated the problem, looked for information to discover the new trends toward the use of ICTs in teaching and learning English Literature. The hypothesis was built from the theories of literature review, and the quantitative and qualitative methods were used to verify or falsify the hypothesis. The researcher created a plan of action to implement these activities to test such hypothesis. Students were exposed to ICTs based-learning activities such as the use of Blogs, Facebook, and Wikis. This experimental study intended to employ such media for increasing students’ critical thinking and promoting reading. The sample considered for this study was composed by twenty- eight volunteer students taking the Literature I subject. Besides that, the researcher administered a survey after implementing ICTs, an interview to the instructor, and observation checklists to analyze and draw conclusions for this research work. Finally, this study lent a hand to the English Literature students as well as teachers to make use of important and necessary learning tools in the literature courses.

CHAPTER I

STATEMENT OF THE PROBLEM

1.1. The Problem

The lack of implementation of 21st century teaching approaches to teach the English Literature courses to the students of Licenciatura en Idioma Inglés Opción Enseñanza at the University of El Salvador, main campus, semester II, 2012

1.2. Statement of the Problem

The English Literature courses in the English major at the University of El Salvador (UES) help students to enhance the four macro-skills (reading, writing, listening, and speaking). However, students majoring in English at the University of El Salvador, main campus, semester II, 2012 seem not to be motivated in English Literature courses since they find them useless. This situation might affect their academic performance if the teachers do not use approaches more suitable to the students' needs. Reading literary masterpieces has become less popular nowadays as the 21st century student generation is not accustomed to read books. Most prefer to look for information on the Internet to accomplish their tasks. They have some education traits that some older educators are not familiar or comfortable with. For them, the computer is not technology; it is just part of their lives. It is the teacher's job to take advantage of the students' attitude toward the Internet and implement activities that deal with this important tool.

The teaching approaches in education are constantly changing because of the new trends of the 21st century teaching and learning approaches. However, at the University of El Salvador, main campus, the teaching of English Literature remains the same. Even though the English Literature courses assist students to practice and better their language skills, they show little interest when they have to read books with complex language and also analyze poetry; this situation worsens since they are not accustomed to read or analyze even simple texts. Sometimes, students write reports which do not seem to help them in their learning process. Reading such complex books becomes useless. Besides, students have to memorize information when preparing for a test instead of comprehending what they have previously read. The literature instructors need to look for other learning experiences to make literature more attractive and meaningful.

As students lose the interest in literature courses, the learning in the courses becomes rote; students take the courses and do not relate their learning to their lives and take those courses because they have to. According to Leong (2010), students typically enroll in a course because it is a requisite in their academic program. In order to avoid the students' lack of motivation in the English literature courses, the teachers at the University of El Salvador, main campus, need to incorporate the most appropriate 21st century approaches that will lead students to experience ample and innovative ways to study the various literary periods and movements enriching their language and culture in general.

For example, to teach great literature figures, they may incorporate power point presentations; this type of activities encourages students to acquire new knowledge, develop literary appreciation and criticism, and foster their creativity in a vivid atmosphere to get better outcomes. These activities are more appealing for the 21st century student generation than the aforementioned activities. In contrast, during class observation, the researcher realized that the instructor does not use social networks to assign outside activities, and the resources the teacher used was a marker and an eraser. The technological equipment was a microphone. He did not have a computer or other technological tool of common use nowadays. Even though the instructor agreed that social network and technological tools are really important to use in teaching to foster students in their learning, he did not use them in his teaching.

Using ICTs, in literature courses, students are the builders of their own knowledge because they do self-assessment, group, peer, and teacher assessment; they develop students' criticism and objectivism. In the English Literature courses students are assessed in the traditional way. This needs to be revised in order to improve students' critical thinking skills. At the University of El Salvador, main campus, students of Literature courses are not accustomed to this type of instruction at all (neither the use of ICT nor its assessment). Therefore, the following question arises: To what extent does the incorporation of the 21st century teaching and learning paradigm³ in the courses of English Literature motivate students of the

³A set of assumptions, concepts, values, and practices that constitutes a way of viewing reality for the community that shares them, especially in an intellectual discipline.

Licenciatura en Idioma Inglés Opción Enseñanza of the University of El Salvador, main campus, semester II, 2012 to be actively engaged in class?

1.3. Justification

This research work will benefit English – related majors at the University of El Salvador, main campus, semester II, 2012, as the students are exposed to new approaches to study Literature, they will be actively engaged in reading, comprehending, interpreting, and analyzing both British and American literary works and the other required contents to be developed in the subject using ICTs. Consequently, this study intends to make Literature instructors aware of 21st century teaching and learning Literature approaches since they are paramount to motivate students' learning. Moreover, this study suggests other innovative ways of assessing English literature instead of making students memorize lots of information for tests. This research work will help other researchers to find the answers of their doubts to implement technology and new approaches instead of the traditional approaches and will lay the foundations for further research on the use of technology to teach literature courses. Finally, this study will provide insights on how the 21st century teaching paradigm may be incorporated to make the teaching and learning of Literature courses more appealing and engaging.

1.4. Scope of the Research Work

This research will focus mainly on the use of ICT-based learning to teach Literature to students of the University of El Salvador. In addition, this research work will promote the incorporation of outside - class activities through the use of the Web.

Thus, this research will be carried out through the observation and interviewing of the participants: teachers who are the key of students' motivation; students who are the principal artists of their own knowledge, and methods and approaches using technology that provide teachers and students with the necessary tools to get involved in learning literary culture.

The scope of this research seems to be challenging for teachers in the major since they do not have the number of computers needed for in- class activities. However, the majority of students have access to a computer and Internet at home or in cyber - cafés.

1.5. OBJECTIVES

1.5.1. General Objective

-To ascertain current 21st century approaches through the use ICT- based learning (Information Communications Technology) to teach Literature in order to make classes more interactive so that students actively engage during instruction

1.5.2. Specific Objectives

-To determine to what extent the use of Internet and the ICT based learning motivate English Literature students to develop their critical thinking actively inside and outside class activities

-To promote the use of outside and inside class activities using ICTs in order to get students familiar with them.

CHAPTER II

LITERATURE REVIEW

Nowadays, technology has become part of students' lives, so educators have to make use of the new approaches in EFL teaching and learning to motivate students. The teaching and learning of Literature is somehow difficult for both teachers and students; teachers have to know technology and new approaches in order to motivate their pupils; conversely, students need to be intrinsically motivated to have better results and acquire knowledge about culture in general. This section addresses the study "An Analysis of Current Literature Courses, Teaching and Learning Approaches to Foster 21st Century Student Generation's Motivation for the Bachelor of Arts in English Teaching Major at the University of El Salvador Main Campus, Semester II, 2012" The first section addresses new approaches to teach English literature in the 21 century. The second focuses on ICT based learning as a tool to carry out some literature tasks.

2.1 APPROACHES TO TEACH IN THE 21ST CENTURY

The 21 century learner has a peculiarity that some educators are not familiar and comfortable with. For example, this student generation is fascinated with new technology. As they are also digital natives, they are almost always connected to the Net, or their cell phones. These 21st century learners investigate, and do homework faster and easier than the past students who did not have too much access to technology. Perhaps, some educators complain that the new students' generation is not well prepared for college and tend to blame the students themselves and their

earlier experiences Rodger et al (2006). Evidently, instructors need to change their traditional methodology and take advantage of the new era of the information and plan activities) accordingly. The teachers' role has become limited to mentors that facilitate peer to peer learning instead of dispensing facts and theories as it used to be.

Pelgrum and Law (2003) state that the educational systems need to prepare persons to adjust to and survive in this new technologically driven society. That means preparing students for "lifelong learning in an information society." Somehow the use of ICT (Information Communication Technology) is seen as a catalyst for change in education since it fosters the skills in problem solving and critical thinking, as well as the development of student-centered learning (McGrail 2005). There is empirical evidence that students, who are having difficulties with reading, can be motivated and engaged through the use of ICT (Lynch 2000; Ó Murchú 2000; Segers and Verhoeven 2002). Likewise, Noel B. Rodden (2010) says that studies have demonstrated that computer use can result in effective literacy gains because it promotes students' self-learning, and they become researchers.

Teachers must learn to communicate in the language and style of their students. They need to teach faster, be less sequential, and more parallel in the approaches, and provide students with greater random knowledge (Rodger, et al, 2006).

In addition, the use of technology and new approaches should be core to teach English Literature in the University of El Salvador, main campus since Literature courses promote cultural and intercultural awareness (Van, 2009). According to

Maley (1989), literature deals with universal concepts such as love, hatred, death, nature, etc. that are common to all languages and cultures. The similarities and even differences between cultures and languages can motivate students to go beyond the teachers' assignments and become critical readers.

The traditional approach to teach English literature courses has been used for years. The following approaches to teach English Literature are known as Vans' approaches (2009). They are considered new approaches, but they have been adapted from other known methods with some little betterment appealing to the new generation.

2.1.1 New Criticism

In this approach⁴ literature is conceived devoid of its author's intentions, and the contextual factors such as the political, social, and historical background of the text. Texts used for analysis in this approach are usually adopted from old literature which contains long texts irrelevant to the learners' immediate needs (Van, 2009). According to this theory, meaning is contained solely within the literary text, apart from the effect on the reader or the author's intention, and external elements are disregarded when analyzing the work. The reader's role is to discover the one correct meaning by a close reading and analysis of formal elements such as rhyme, meter, imagery, and theme (Truong Thi My, 2009). This approach could be used by students at the University of El Salvador, main campus, since they do not have to analyze the author's intention to the readers' political and social factors of those days.

⁴ The method used in dealing with or accomplishing:

2.1.2-Structuralism

This approach generally focuses on the linguistic and structural aspect of a text. In other words, the concern here is more the form of the text than the meaning. Using this approach the students do not need to analyze social and political issues. They only have to analyze the text based on the form not on its meaning. According to Culler (1982, 20), Structuralism does not focus on the aesthetic value of literature, but on the different processes and structures that are “involved in the production of meaning.” When students analyze a literary work scientifically, they have to use previous knowledge about linguistic and literary structure in order to place the work into a meaningful hierarchical system.

2.1.3 Stylistics

In this approach aesthetic experience is achieved through the linguistic knowledge. In this approach the conventions of language are treated. The Stylistic approach is relevant because it clarifies one of the rationales for teaching literature: to highlight the aesthetic value of literature and provide access to the meaning by exploring the language and form of the literary text with a focus on meaning. Some English literature teachers agree that the beautiful language of poetry, drama, and fiction are motivating and attractive features. Van (2009) says that students appreciate literature more when they can explore the beauty of literary language.

Students use their knowledge to interpret a literary work and analyze the writer's intention.

2.1.4 Reader-response

In this approach the reader's interactions with the text result in the interpretation. In other words, the interpretation is achieved through the interaction between the text and the reader. This approach gives students the freedom to interpret literary works based on their own experiences so that the students become active participants in their learning process (Van, 2009).

2.1.5 Language-based

The language-based approach responds to students' needs in studying literature. Teachers use some techniques to facilitate access to text and develop sensitivity to different genres and enjoy reading literature related to their lives. According to Van (2009), this approach is motivating because it meets students' needs in learning literature and language. It helps students handle a text, enhances their enjoyment and interest in literature, develops their autonomy, and improves their learning of English. The students are exposed to activities that help them develop their creativity and express their thoughts about the works.

2.1.6 Critical literacy

Critical literacy is rooted on Freire's critical pedagogy. The main objective of this approach to literature teaching is to foster the learners' critical awareness; learners

should acknowledge that there is always a hidden meaning behind the text which is controlled by social and political reasons. Some teachers believe that critical literacy is both valid and necessary for the teaching of literature and that students should be conscious of how texts relate to issues of identity, culture, political power, gender, ethnicity, class, and religion (Truong Thi My Van, 2009).

2.2 ICT- BASED LEARNING

The use of the aforementioned approaches combined with ICT-based learning could be the best approach to teach Literature nowadays since the majority of students are exposed to a variety of information not only using computer but also using a quantity of devices with the most advanced technology they also have access. ICT based-learning has opened up a whole new world of research into the issue of teaching effectiveness (Rahimi and Yadollahi, 2011). The main fact is that technology is able to render the opportunity for powerful teaching and learning environment impacting effectively students' learning. It motivates students and develops in them their critical thinking and autonomy.

ICT is any use of “computing devices such as desktop computers, laptops, handheld computers, software, or Internet for instructional purposes” (Hew & Brush, 2007). However, more specifically it refers to the use of technology by teachers for instructional preparation, instructional delivery, and technology as a learning tool for students (Inan & Lowther, 2010). At the University of El Salvador students have access to a computer center to investigate and do homework. That is, teachers may

use the ICT based- learning to accomplish their goals and motivate students to read literary works.

According to Newhouse et al (2002), technology is developed to solve problems associated with human needs. If there is no problem to solve, technology is not developed and/or not adopted. Applying this principle to educational technology may mean that educators should create and adopt technologies that address educational problems to improve students' learning or productivity. In English literature courses, teachers may incorporate technology by using web quests, wikis, Facebook and other tools to make students read literary works and develop their critical thinking skills.

Using ICT based- learning, the teacher becomes a facilitator and students become builders of their own knowledge. In other words, teachers encourage students to become researchers and give them the necessary material to keep them interested in the courses. Perkins (1992) describes two constructivist positions in teaching/learning paradigms as without the information given (WIG) constructivism and beyond the information given (BIG) constructivism blend of both approaches is employed. DeCorte (1990) discusses this balance of approaches in the context of using computers in schools,

“A powerful computer learning environment is characterized by a good balance between discovery learning and personal exploration on one hand, and systematic instruction and guidance on the other,

always taking into account the individual differences in abilities, needs, and motivation between students (p. 74).

There are different ways to use the Internet for learning purpose such wiki, web quest⁵, Facebook, podcasting⁶, blogs, etc.”

2.2.1 Web quests

WebQuests incorporate technology with educational concepts through integrating on-line resources with student-centered, activity-based learning. According to Sunal and Haas (2002), WebQuests are problem-solving activities for students that incorporate the Internet, computer-based materials, and other available resources. In English Literature courses, Webquests give opportunity for students to engage in reading works, share with other classmates the information, and analyze it.

Vanguri et al (2004) say that through WebQuest assignments, a student is given a task to direct his/her inquiry within the content. This approach allows the instructor to direct the student-centered learning experience without too much control over the process. In contrast to in-class assignments, WebQuest assignments also allow the student to interact with the material outside of class time. This helps to enhance the retention of information by connecting the students with the process of learning.

Crawford and Brown (2002) investigated the development of higher order thinking skills using WebQuests. Using Bloom’s Taxonomy, this study evaluated higher order thinking skills (HOTS) which included content-based thinking, critical thinking, and cognitive thinking. Developing academic literacy through Web Quests, HOTS can be implemented in reading Literature work. It may allow students to

⁵ It is an inquiry-oriented lesson format in which most or all the information that learners work with comes from the web

⁶ It is a type of digital media consisting of an episodic series of audio radio, video, PDF

analyze a number of literary passages based on writing style and format. Upon completion of their reading, the student requires to post messages on discussion boards in response to their reading. This method is conducive to creating academic literacy among students in a student-centered framework.

In the English literature courses at the University of El Salvador, main campus, the use of web quests can be implemented in group, peer, and individual work activities when analyzing and contrasting master pieces with political, social, and economical issues of this time. For example, when students start learning about the romantic period, they can critique, compare and contrast to today's society because the production of novels of this period is rich in descriptions how society, politicians, and culture used to be. Web quests should be helpful tools at the University of El Salvador, main campus, because students read assigned materials, then, express their point of view, share with the whole group, discuss, and sometimes debate.

2.2.2 Wikis

Wiki is a major component of Web 2.0, the emergent generation of web tools and applications (Adie, 2006). Wikis, in particular, actively involve learners in their own construction of knowledge (Wheeler, 2005). Using wikis, students reflect on their learning and enrich their experience. Wikis allow learners to participate in collaboratively building resources (Parker and Chao, 2007). An essential part of reflective learning is that learners are encouraged to reflect on their knowledge and make it explicit. Wikis allow this reflection to be done collaboratively, moving closer to

fully social constructivist mode of learning. Likewise, wikis afford the opportunity to engage in collaborative learning.

Higher education has only recently begun to explore the potential educational value of wikis as a means to promote deeper learning and integration of learning experiences from both inside the classroom and out (Chen, 2005). Wikis have begun to attract the attention of educators, who expect that wikis will facilitate not only communication but also the collaborative finding, shaping, and sharing of knowledge all of which are essential properties in an educational context (Reinhold, 2006). There is a variety of applications, primarily in writing assignments, group projects, and online/distance education, although innovative uses in other areas can be found as well. The use of wikis in English Literature courses at the University of El Salvador could motivate and update the teaching and learning of that subject. Since wikis promote the collaborative learning, teachers should assign different literary works to groups, and give them freedom to present using videos, dramas, or plays. The groups should present a written report whole class to know about the main idea, characters, social and main aspects of the literary works presented. The grading could be self-assessment, whole groups' assessment and the teacher assessment.

2.2.3 Facebook

“Facebook is visited every day by over 90% of students but schools and education agents can't reach them” (Baker, 2012). For most people, Facebook is a social space, used for informal conversations, building and maintaining relationships, and the voyeuristic tendency of profile surfing. The value of Facebook for formal teaching and learning is unclear. While some students likely use Facebook to create

small networks, study groups, or use its communication tools for arranging study times or clarify assignment requirements, formal use in college-level instruction may be scarcely used.

Facebook allows authentic, relevant communication that helps form connections and a sense of community. A teacher can create a private group for a class in which students' interactions are monitored, and also their parents can join the group as well. Promoting Facebook in education has many advantages: 1. Teachers are available for conversations about class content with students outside school hours, with almost immediate response time. 2. Teachers model responsible use of the medium and provide links to websites and videos that offer online security tips as well as links to broaden the topics covered in class. 3. Teachers get to know their students on a more individual level. 4. Students get more involved with the class because Facebook is one of their personal hobbies, and it seems easy and natural to meet others there. 5. Parents are able to keep up with class topics, assignment deadlines, activities, and their child's responses. 6. Parents can interact with teachers quickly through private chat or messages about their child's class performance.

Undoubtedly, Facebook could be used as a tool in the English major at the University of El Salvador since it has many advantages and almost every student has access to be on Facebook. The teacher could assign individual, pair, or group activities in which everybody gives opinion, shares knowledge and discusses different master pieces or contemporary works. For example, teachers may write on their walls about a literary piece reading and leave an open question every week, so students have to read it in order to write a comment. The grading could be based on the times

and accuracy of the students comment. Likewise, students can comment the previous class and give some ideas to better if it is necessary.

2.2.4 Blogs

According to Bella (2005) 'a weblog, also called a blog, is an easily created and updateable website that allows people to publish on the Internet instantly'.

In its simplest form, Bartlett-Bragg (2003) defines it, 'a blog consists of entries written by a single author and presented in reverse chronological order' These can be often hyperlinked to other sources or websites and can focus on class content or student interests, depending on instructional purposes.

Almeida Soares (2008) states that anybody with access to the Internet can read blog entries and write comments on what they have read. Teachers around the world are attracted to these interactive and public aspects of blogs exploring the potential of this as a learning tool. Likewise, most virtual platforms also offer the possibility of uploading power point presentations, photos and slide shows, audio and video resources, which makes blogs even more attractive.

Campbell (2003) presents three different types of blogs that fit pedagogical purposes: 1-the tutor blog, run by the class teacher; 2-the learner blog, run by each student in the group individually; 3-the class blog, run by teacher and students collaboratively. Using blogs in English literature courses could promote students critical thinking and autonomy. Though they work individually or in groups, they may express their point of view about the Literature works and share with others groups on

the web; then, in inside class they debate face to face making a very active and enjoyable class.

The implementation of the 21st century approaches to teach English Literature combined with ICT based- learning becomes a powerful and amazing tool to motivate students to engage in reading and analyzing literary master pieces. The use of ICTs helps students to acquire knowledge about culture, to promote critical thinking, to develop writing skills, and create a sense of community inside and outside classes. Teachers of the 21st century generation may implement such approaches to motivate student learning so that they have better academic performance and acquire knowledge.

Thus, implementing these approaches to teach literature to the students of Licenciatura en Idioma Inglés Opción Enseñanza at the University of El Salvador, main campus, semester II, 2012 can help them to develop better reading skills and gain a wide vocabulary bank to become better speakers and be more proficient in their performance as teachers. As long as students are capable to acquire vocabulary from the reading they do inside and outside the classroom, their professional skills will be better than those of other professionals who do not like reading. Certainly, reading constitutes a very difficult skill to develop here in El Salvador due to the poor reading culture we live in, but through the implementation of these innovative tools Literature teachers at the main campus will not only meet the modern needs young students have but also make the reading skill more attractive.

2.4. ELABORATION OF THE WORK HYPOTHESIS

Topic/problem: “An Analysis of Current Literature Courses, Teaching and Learning Approaches to Foster 21st Century Student generation’s motivation for the Bachelor of Arts in English Teaching Major at the University of El Salvador Main Campus, Semester II, 2012”

2.4.1 Hypothesis

The implementation of ICT based – learning to teach English literature at the University of El Salvador, main campus, actively involves students during classes.

2.4.2 Variables of Hypothesis

Independent variable: Implementation of ICT based-learning to teach English Literature

Indicators:

Used of ICT-based learning activities

- The use of Wikis
- The use of Blogs
- The use of Facebook

Dependent Variable: Student active involvement during lessons.

Indicators:

- Student class participation

- Student participation on Wikis activity
- Student participation on blogs activity
- Student participation on Facebook activity

2.5. Definitions of the Variables

Implementation: It is the carrying out, execution, or practice of a plan, a method, or any design for doing something.

ICT: ICT (information communications technology or technologies) is an umbrella term that includes any communication device or application encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning.

Involvement: the act of taking part in an activity, event, or situation

2.6. DATA COLLECTION PLAN

PURPOSE	TECHNIQUE	TOOL	TO WHOM	WHEN
To know students opinions about using ICT based on learning as a complement of English Literature classes	SURVEY	questionnaire	To the students of the group # 1 of English Literature of the University of El Salvador, main campus	October 24 st ,2012
To observe students' participation during classes without using ICT based on learning	OBSERVATION	checklist	To the students of the group # 1 of English Literature from the University of El Salvador, main campus	October 24 th ,2012
To observe students participation using blogs in an English Literature task.	OBSERVATION ON THE WEB	journal	To the students of the group # 1 of English Literature from the University of El Salvador, main campus	November 7th,2012
To observe students participation during the class after using ICT based - learning.	OBSERVATION	checklist	To the students of the group # of English Literature from the University of El Salvador, main campus	November 9th,2012
To observe students participation when using Facebook in an English Literature task.	OBSERVATION ON THE WEB	journal	To the students of the group # 1 of English Literature from the University of El Salvador, main campus	November 14th,2012

To observe students participation in the English Literature class after doing the Facebook task	CLASS OBSERVATION	journal	To the students of the group # 1 of English Literature from the University of El Salvador, main campus	November 16 th , 2012
To observe students participation when using Wiki task	OBSERVATION ON THE WEB	journal	To the students of the group # 1 of English Literature from the University of El Salvador, main campus	November 21 st , 2012
To observe students engagement after accomplishing the wiki task	CLASS OBSERVATION	journal	To the students of the group # 1 of English Literature from the University of El Salvador, main campus	November 21 ^h , 2012
To get the students' opinion about the experience using the ICT based on learning	SURVEY	a well-structured questionnaire	To the students of the group # 1 of English Literature from the University of El Salvador, main campus	November 21 st , 2012
To know the teacher opinion about the implementation of the ICT based-on learning	INTERVIEW	questionnaire as a guide	To the English Literature teacher Lic. Aguilar	November 21 th , 2012

CHAPTER III

METHODOLOGY

In the previous chapters, the researcher included a description of the research problem, research purposes, the hypothesis that served to direct the data analysis, and an identification of numerous significant terms to direct the study. Now, in this chapter, the researcher describes all the procedures during this research effort.

3.1 PARADIGM AND DESIGN

To carry out the investigation “An Analysis of Current Literature Courses, Teaching and Learning Approaches to Foster 21st Century Student Generation’s Motivation for the Bachelor of Arts in English Teaching Major at the University of El Salvador Main Campus, Semester II, 2012” the researcher made different experimental outside-class activities using ICTs tools with the Literature I students.

At the beginning of the study, all subjects were observed, and they filled a survey with regard to their feelings and beliefs about the way they were taught their literature class; the data gathered was processed and analyzed quantitatively and helped to describe the problem. After that, all subjects were exposed to different ICT tools to make their classes and learning different. Then, all subjects were observed and met again; the data gathered was processed and analyzed. The results were compared with the ones gotten at the beginning to determine closeness.

Similarly, the type of paradigm used in the project was the positivist paradigm which underlines there is an objective in social reality, observation and reason to understand human behavior. By implementing this type of paradigm, the researcher obtained true knowledge based on the experiences along this research study.

3.2 SAMPLING PROCEDURE

To develop this research work, the researcher took into account the students of Literature I class during the semester II, 2012. There were three groups of Literature I at the University of El Salvador Main Campus, semester II, 2012. At the beginning, the researcher had planned to take group 1 as sample, but the instructor suggested that the sample should be taken from the three groups; the researcher started visiting the different groups asking for volunteers to participate in the study. The first group was group 2; the instructor introduced the researcher who explained to the group about this thesis work, and she asked them to be part of the volunteers. In this group, twelve students accepted to participate. Then, the researcher visited group 3 in which students belonged to the Modern Languages major, from this group twelve students accepted to help in the thesis work. The third group, group 1, was visited the next day. Seven students accepted to participate. The researcher gave a piece of paper to the volunteers to write their names and emails for being in touch with them. Thirty one out of one hundred ninety nine students were volunteers being a percentage of 15.57 % of all the students.

3.3 PRELIMINARY PHASE

In this part, the researcher presents all the procedures carried out to approach the population and begin working to understand the situations and the individuals involved in this phenomenon.

3.3.1 Approaching the Field of Study

Once the subject of study was selected, the researcher proceeded to talk with the professor in charge of Literature I semester II, 2012 at the University of El Salvador, main campus, who at the beginning was uncomfortable to be a subject of investigation. When the researcher explained her research project clearly, he kindly accepted to collaborate with the project. First, the teacher gave to the researcher the information about the topics to be taught so that the researcher could elaborate an agenda and look for the appropriate activities to execute the experiment. The next week the researcher presented a formal letter to state the research purposes. (APPENDIX 6) Likewise, she presented an agenda of how and when the activities were going to be done.

3.3.2. Diagnostic Study

To state the problematic situation, the researcher carried out a diagnostic study. Such diagnosis begun by observing the Literature English classes group 1, 2, and 3 of the University of El Salvador, main campus. The researcher used the

observation checklist to observe the Literature class so that she could check all the aspects concerning student participation and the use of ICTs in the classroom.

The researcher observed the classes of the three groups of Literature I, semester II, 2012. These observations were carried out during the last week of October, 2012. A week before implementing ICT experiment, the researcher made a survey (APPENDIX 4) to the volunteers in order to investigate how familiar students were with ICTs, and how often students participated during class. The survey showed that even though everybody had access to the Internet, the teacher had never assigned homework using any type of technology. During the observation, the teacher only used a microphone because the class was in the auditorium, but with the other two groups, since they were in a standard classroom, students hardly ever participated voluntarily because the teacher had the attendance sheet to call students to participate.

3.3.3. Definition of the Problem

After observing the problem, the researcher elaborated the first instruments (APPENDIX 4) with the purpose of obtaining key elements to help her begin writing the definition of the problem. After having carried out the survey, the researcher began ordering all ideas and analyzing different aspects she could need in the future for writing and supporting the significance of the problem. The first step was to avoid assumptions and make such assumptions clear. According to the answers provided, the researcher began brainstorming and making a list of the most common and repeated ideas in the survey and that brought more clarity to the problem. In fact, the

survey provided more ideas on how to create the activities that students would put into practice during the experiment. The researcher used an observation checklist (APPENDIX 1) to evaluate all aspects concerning the ICTs and class participation.

3.4 PLANNING PHASE

After identifying and describing the problem, the second step for the researcher was to create all the strategies and plan all the procedures she followed to begin working and exposing the population to different changes.

3.4.1. Literature Review

After having verified the problem, the researcher began collecting bibliographic information about the use of ICTs on different educational matters. She also included a compilation of previous research and articles about the 21st century approaches to teach English Literature to provide a critical analysis. First, the researcher searched the Internet looking for articles, eBooks so that she could obtain information from reliable source.

Then the researcher looked for information at the library of University of El Salvador (FMOcc), but she did not find any thesis work that helped her in the research study. Similarly, the researcher presented all the bibliographic information gathered to begin selecting the most important one based on the significance and contribution it could offer to this thesis work. The literature review was organized in a logical way that best suited the topics addressed in this investigation, following the APA system (American Psychological Association) guidelines so that the literature

review contained essential elements on how to write in APA style and avoid plagiarism.

3.4.2. Operationalization of Variables

✓ Independent Variables

Implementation of ICT based- learning

Indicators

Use of Blog to do a task by volunteers of English Literature I students of The University of El Salvador, main campus

Use of Facebook to accomplish the task by volunteers of English Literature I students of The University of El Salvador, main campus

✓ Dependent Variable: student active involvement during lessons.

Indicators:

- Student class participation
- Student participation on Wikis activity
- Student participation on blogs activity
- Student participation on Facebook activity

Similarly, the indicators to measure the concepts for each variable were obtained through the theoretical framework. Thus, the researcher obtained the indicators and created the operationalization of variables.

3.4.3. Data Collection Instruments

The researcher previously identified key areas that were pertinent to this research; therefore, in order to get reliable data that might help the researcher obtain the results during the investigation, the instruments were based on the tools themselves and the indicators were valuable as they guided the creation of the instruments to measure the participants' acceptance and acquisition of new knowledge regarding literature since Literature I students as well as the professor did not use ICTs as a tool to do homework. The instrument of the diagnosis as well as the ones for the experiment were elaborated to know which media were known to them.

3.4.3.1. ICT Tools used to execute This Project

To develop this research, the researcher used the following tools to make the reading subject more appealing and interesting to students. At the same time, the researcher wanted to expose students to classes and activities they were not used to having in their regular classes.

A. The Use of a Blog

During the first week, the students used blogs to accomplish the task. The task was about the elements of drama. The researcher uploaded a nine - minute video of Othello from Spark notes. The students had to watch the video then write the main elements of drama. By the time, they were working on the task the investigator observed students' interaction on the task and read their comments. Then, the researcher wrote a journal entry about the interaction and participation during the task. There was class observation after implementing that activity.

B. The Use of Facebook

In the second week voluntary students used Facebook to do the task. The researcher assigned a very simple activity for making the students participate. The investigator read the drama “A Peasant of El Salvador”. She posted a comment for students to comment it as well. She wrote a piece a journal about the students’ participation in the activity. After doing that activity, the researcher did a class observation.

C. The Use of Wikis

The last assignment was a wiki task. Students had to work on groups of three. For this activity students had to create an account on Wikidots.com but it was not too difficult. They only had to accept the investigator’s request, at that moment a window was open to create their accounts. This activity could not be carried out since wikidots.com was out of the Web that week and the activity could not be postponed because the students had the final examination the very next week.

All the information collected during and after the use of ICT tools was worthy to analyze and to draw conclusions and recommendations for the instructor in charge of the Literature subject and future research study. After doing the experiment, the investigator carried out the second survey to the students who participated on the ICT based-learning activities in order to collect data to learn their points of view toward the implementation of ICT tools during in and outside-class activities.

The qualitative method helped the researcher to analyze students' motivation before and after the implementation of ICT based-learning. The class and web observation were documented in a journal and analyzed through the qualitative method. This method was also used to analyze the instructor's interview. Furthermore, statistic graphs were used to measure how ICT based-learning helps or not to increase the student motivation. The surveys addressed to Literature volunteer students were analyzed in the quantitative method, since they contain multiple choice questions.

D. Observation

There were three kinds of observation: First, an observation was carried out before implementing the use of ICT tools in order to observe class participation and interaction. Second, a web observation helped to compare student interaction on the net with the one during class. Third, a class observation was carried out after each ICT based-learning activity. After getting all the information, it was vital to analyze the data gathered by using the qualitative method. For doing the web and class observation, the researcher used a checklist previously validated by the researcher's advisor (APPENDICES 1, 2, 3)

E. Instructor's Interview

There was an interview addressed to the teacher to find out his opinion about using ICT tools with learning purposes so that these tools could benefit students' learning, especially in Literature classes. The interview was analyzed in the qualitative method. The instrument used was validated by the researcher's advisor (APPENDIX 6).

F. Surveys

There were two surveys: the first one was used in order to know how familiar the students were with ICT based-learning activities, and the second one was used in order to know the students' opinions after using ICTs with a learning purpose. The first survey was done to the volunteers before implementing the web activities, and the second was conduct only with the students who participated in the ICT based-learning activities. The surveys were two LIKERT scales that contained ten items. Those surveys were validated by the advisor of the research work (appendixes 4,5).

G. indicators for the independent Variable

- Time assign to read
- Used of ICT-based learning:
 - Wikis
 - Blogs
 - Web quests
 - Facebook

H. Indicators for the dependent Variable

- ✓ Students' participation making comments and giving opinions using the ICTs tools
- ✓ Students' participation in English Literature class

3.4.4. Validation of Data Collection Instruments

The instruments used for this investigation had to be consistent in order to reduce inaccuracies in the measurement process. Such instruments assured the effectiveness of the results of the investigation since they were a vital part of the research process. For these causes, it was required the help of an expert who had an extensive experience in the research field to check and validate the instruments to keep the validity and reliability of this study. Thus, the review of the instruments helped the researcher to improve or change any disparity found since every element of the different instruments was carefully revised.

Additionally, all the instruments were presented to the Literature I professor to be aware of the content of each instrument so that he could make some suggestions to improve them and at the same time validate the instruments as he was supervising and guiding the work done by the researcher.

3.4.5. Validity and Reliability

Reliability and validity were tools of essential aspects to guarantee the believability of the results of this research work.

First, validity was assured by selecting the most appropriate type; in this way, statistical conclusion validity was chosen as it required appropriate and reliable measurement procedures to provide credible conclusions.

Furthermore, to guarantee reliability in this investigation, the researcher used two surveys one before (diagnosis) and another one after the experiment that permitted to evaluate reliability. The researcher pretended to establish reliability of measures and compatibility of measuring instruments. To determine stability, the

researcher estimated to have a measure of how many students participated in the Internet activities and how many participated in class.

Therefore, the instruments (checklist observations, surveys, and interview) addressed to the instructor and the students showed consistency on the results since the class participation and web participation were very poor. On the other hand, some students found the activities very interesting and said that it would be nice to divide classes into face to face and online classes.

3.4.6. Ethical Aspects

In order to keep the ethical principles set by the APA system, this research study was built on the following criteria: First, the research work was planned with the intention that the existence of deceptive results was minimized. Second, the project met ethical acceptability. The researcher consulted appropriate professionals in the field of research so that they could provide her with consistent supervision to her requests. Third, the researcher had to protect the students' identity. In other words, one important aspect that the researcher intended to clarify was that in every activity the students were involved their identities were protected. Finally, in order to avoid plagiarism, the researcher made citations of every work pertaining to other researchers.

3.5 EXECUTION PHASE

In this section the researcher presents the procedures carried out to conclude the experiment and collect all the data needed for analyzing of the experiment with

Literature I students at the University of El Salvador, main campus, semester II, and 2012

3.5.1. Data Collection Procedure

To carry out the data collection for this project, the researcher followed the next procedure: After designing and validating the different instruments for gathering of data, the researcher administered them to the target population at University of El Salvador, main campus, semester II 2012

In addition, the researcher went to class observation to the three groups of English Literature I. Then, she explained to each group the reason of her visit, she asked to students to participate on the experiment. Fortunately, some of them accepted to be part of this project.

Then, the researcher administered the first survey to the volunteer students to make them aware of use of technology in education. The activities were assigned via email. After students did the activities on the Net, the researcher administered the second survey to the participants that actually had done at least one of the activities. This survey was helpful to give information for the analysis and drew conclusion about the phenomenon under investigation.

Finally, she interviewed the professor in charge of the course who seemed to be updated on the use of technology with learning purposes, but he said that the resources at the University of El Salvador for this type of activities were not available to all teachers since the amount of equipment was not enough and the velocity of the Net was too slow.

3.5.2. Experiment

After carrying out the diagnosis and describing the problem, the researcher started working on the experiment that she wanted the target population to go through. The experiment, of course, consisted of exposing English Literature I students at the University of El Salvador, main campus, semester II, 2012 to different ICT-based tools such Blogs, Facebook, and wikis; this experiment was carried out during three weeks.

The first week, the students used blogs to accomplish the task. The task was about the elements of drama. The researcher uploaded a nine-minute video of Othello from Spark notes. The students had to watch the video then write the main elements of drama. By the time, they were working on the task the investigator observed students' interaction on the task and read their comments. Then, the researcher wrote a journal about the interaction and participation during the task. There was a class observation after implementing that activity.

Unfortunately, the majority of the volunteers did not do the homework. Noticing the lack of participation of some students, the researcher went to visit the class again to know their reason. Some of them said that they had problem with their emails, others said that they had to do other activities. After this activity, the researcher went to class to observe the class had some changes related to the use of ICTs, but the teacher did not mention anything about the activity, and he taught the class that he had planned so that she could not contrast and compare the activity with a class discussion.

In the second week, the volunteer students used Facebook to do the task. The investigator read the drama “A Peasant of El Salvador” Then, she assigned a very simple activity for making the students participate; she posted a comment for students to debate it. The day that the task had to be accomplished only one student participated, so the investigator went to class observation and asked permission to talk to the volunteers. The professor called students to be responsible since they were not obliged to be part of the experiment. The homework was assigned to be done on November 17th. The researcher gave more time for students’ participation. On November 30th, 2012 seven out of thirty-one volunteer students had commented.

The last activity assigned was a wiki task. Students had to work in groups of three. This activity could not be carried out since wikidots.com was out of the Web that week and the activity could not be postponed because the students had the examination of the end of the semester the very next week. The researcher visited the class again to thank the professor and students who helped to carried out her study work.

3.5.3. Data Processing

The data obtained on the experiment using ICTs to motivate Literature I students at the University of El Salvador, main campus, semester II, 2012 through all the observations helped to the researcher to analyze and compare with the surveys which were processed by means of the electronic data processor called SPSS 18 which provided the graphs for the physical representations and quantities of the results to observe in a well-organized way the results obtained. Additionally, once the

graphs were finished the researcher began analyzing the results. As well for the analysis of the data and graphs, the researchers had the journals as a second support since they provided some key aspects that were observed and that were fundamental for an effective analysis.

3.5.4. Data Interpretation and Analysis

After having completed the different observations and surveys to gather all the data, the researcher proceeded to make use of the software Statistical Package for the Social Sciences (SPSS) 18. This software permitted to process the data and to derive the necessary graphs which summarize all the information gotten during the experiment. On the other hand, the qualitative data collection gathered from the teacher's interview and class observations were analyzed and interpreted each item one by one. Then, the researcher interpreted the information to drawing conclusions and recommendations of the main objects of study of this investigation. In this way, the researcher provided the following interpretation and analysis for each of stages of this research study.

3.6 TIMETABLE																					
ACTIVITIES	Responsible	Months																			
		Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sep.	Oct.	Nov.
1. PRELIMINARY PHASE																					
a. Choosing the topic	The researcher																				
b. Designing preliminary diagnosis	The researcher																				
c. Validation of the survey	The advisor																				
d. 1 st meeting with the thesis work coordinator	The researcher																				
e. 1 st meeting with the advisor	The researcher																				
f. Application of the survey	The researcher																				
g. Analysis and interpretation of data collected through the diagnosis	The researcher																				
h. Identification of key factors for describing the problem	The researcher																				
2. PLANNING PHASE																					
a. Elaboration of the instruments	The researcher																				
b. Validation of the instruments	The researcher																				
3. EXECUTION PHASE																					

3.7. BUDGET

The following tables show the expenses for this research. Those expenses will be necessary to be a successful investigation.

a)Supplies

Type of supply	Name	Cost for items	# of items	Total
Office supplies	Cellphone Memory	\$ 10.00	1	\$10.00
	Printer ink	\$15.00	1	\$15.00
	Whiteboard markers	\$1.00	1	\$ 1.00
	Printer paper	\$4.30	5	\$21.50
	Stapler and staples	\$4.00	1	\$ 4.00
				total

b) other services

Service	Cost	Total
Photocopies	\$ 0.02/page 1000pages	\$ 20.00
Internet	250hours * 0.40	100.00
Transportation	varied	100.00
Book covers	15.00*2	30.00
Food	varied	30.00
Total		280.00

Total expenses: office supplies \$ 51.50

Other service \$ 280.00

Total 331.50

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

The Literature courses in the English major at the University of El Salvador (UES) help students to enhance the four macro-skills (reading, writing, listening, and speaking). However, reading literary masterpieces has become less popular nowadays as the 21st century student generation is not accustomed to reading books. To determine whether the implementation of 21st century teaching approaches to teach the English literature courses to the students of Licenciatura en Idioma Inglés Opción Enseñanza at the University of El Salvador, main campus, semester II, 2012 helped them to develop their motivation and encouragement to actively engage in reading, comprehending, interpreting, and analyzing both British and American literary works. Therefore, the students were exposed to an array of ICT tools taking into account the syllabus for the Literature class that the professor had. Besides, the whole process was carefully observed since the beginning until the end of it. To evaluate the process, students had to use the tools in this research work (Facebook, blogs, and wikis).

After having completed the different observations and interventions and after having gathered all the data, the researcher proceeded to make use of the software Statistical Package for the Social Sciences (SPSS) 18. This software allowed to process the data and originate the necessary graphs which summarize all the information obtained during the experiment. In this way, the researcher provides the following interpretation and analysis for each of the stages of this research study.

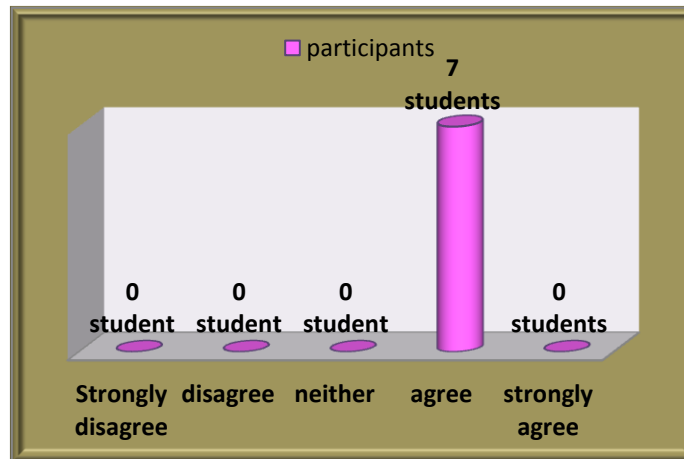
4.1 Results of the Survey after having gone through the Experiment

To determine how suitable the implementation of ICT tools was, a final survey was administered to the sample. The objective of the survey was to check if students had considered these tools useful for their learning process and at the same time if they felt encouraged to have a more active role in their participation in their Literature classes.

4.1.1. Comfort and confidence while using blogs to do the task

In graph 1 as it can be perceived, all the students agreed to have felt comfortable and self-confident while interacting in blogs. (See graph 1) In fact, this can be assured by the fact that they were exposed to a video from sparknotes.com. In that video, they had to recognize and describe the drama elements they identified. They actively engaged, and they provided their opinions in a different context as they were experiencing a different environment from traditional classroom setting. At the same time, this blog was an interesting way to make students engage to post messages and comment. Similarly, students have freedom of speech which sometimes is not guaranteed in a regular classroom as many students may feel ashamed to be judged every time they participate in an activity. Thus, blogs are very important to protect students' feelings and beliefs.

Graph 1: Comfort and confidence using blogs to do the task



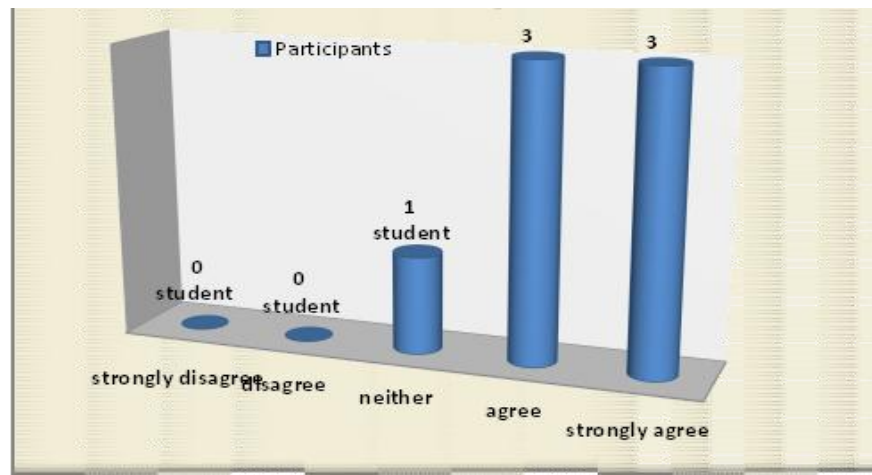
Source: Survey addressed to Literature I students at The University of El Salvador, main campus, December 5th 2012

4.1.2. Self-confidence doing the Facebook task

Only one student out of 7 mentions that he or she did not feel self-confident.(graph 2) On the other hand, almost half of the students (three out of seven) commented that they agreed to have been self-confident while doing such activities on Facebook. This may be related to the acceptance that this social network has among young students. Similarly, the other three students strongly agreed to have felt self-confident using this tool. In fact, nowadays Facebook is used by a great majority of students daily, and it represents a way for students to express themselves more freely and effectively. In regular classrooms, teacher talking time is longer than the student talking time. Thus, this does not happen on Facebook as it becomes a student-centered tool since students can have access to information and answers to previous questions posted by other classmates. At the same time, they are allowed to

re-ask questions - something that many students do not feel comfortable to do in the classroom. This way, Facebook brings numerous learning advantages.

Graph 2: Self-confidence doing Facebook tasks

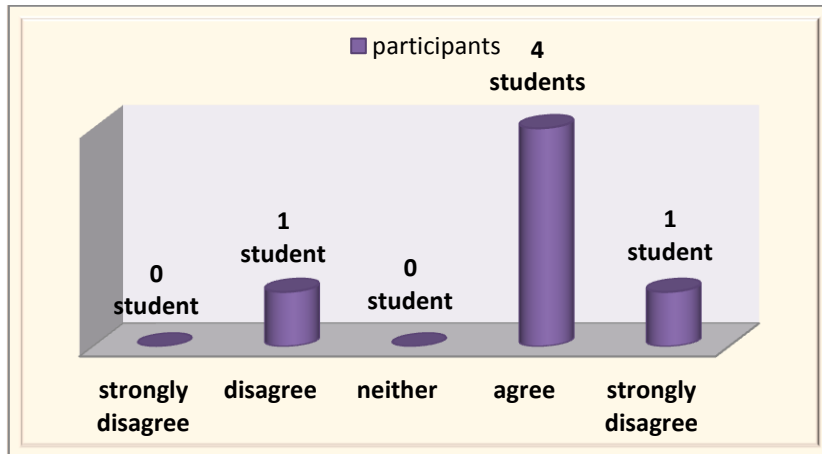


Source: Survey addressed to Literature I students at The University of El Salvador, main campus, December 5th 2012

4.1.3. Motivation to participate in wiki task

Only one student out of seven did not feel motivated to participate on the wiki task (graph 3) in contrast, three students answered to be agree, and other three answered to be strongly agree in other words the majority felt motivated to participate since they had to put into practice their creativity working in groups. Even though the activity was not accomplished, the students felt motivated to participate in this activity. Students who participated on the activities said that the tools are very innovative, and they should be used in all the subjects. At the same time, wikis enable communication among people beyond the classroom and provide new ways for creating and sharing information.

Graph3: Motivation to participate in wiki tasks

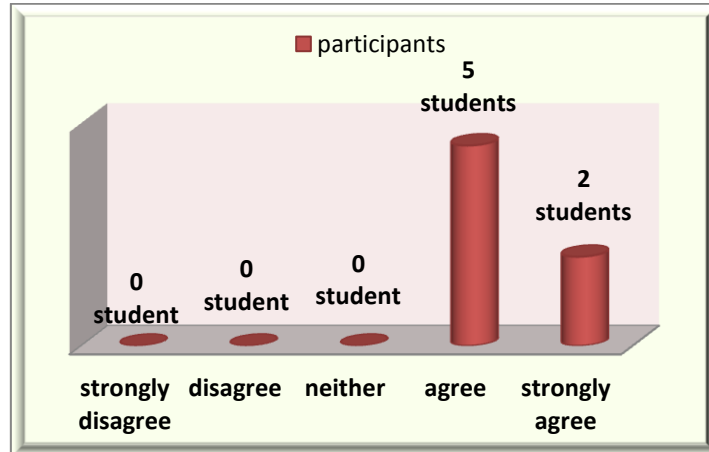


Source: Survey addressed to Literature I students at The University of El Salvador, main campus, December 5th 2012

4.1.4. confidence using the Internet to accomplish the task

All students did not have problems using the Internet to do the tasks. (Graph 4) That means that the students are accustomed to surfing on the Net and use social networks. Using Internet adequately offers Literature students a world of information in one place. It is a helpful tool in communicating and researching all different subjects. Thus, many students prefer to search the Internet instead of going to the library because Internet provides a wider bank of contents and keeps students updated with information from all around the world.

Graph 4: confidence using the Internet to accomplish the task

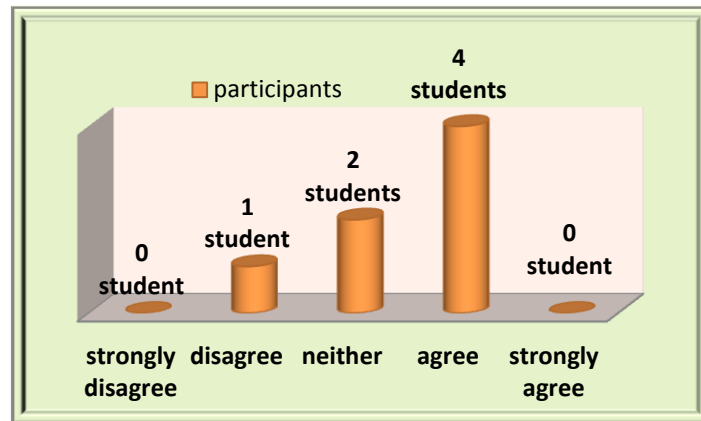


Source: survey addressed to Literature I students at The University of El Salvador, main campus, December 5th 2012

4.1.5 Feeling prepared for class discussion after the ICT activities

Four out of seven were prepared for class discussion after doing the ICT activities based-learning. (Graph 5) They studied to accomplish the task and that made them feel confident to participate in class. The two people who answered “neither”, and the one who answered to be disagree might represent the students that take a subject because they have to as a requirement for their major.

Graph 5: Feeling prepared for class discussion after the ICT activities

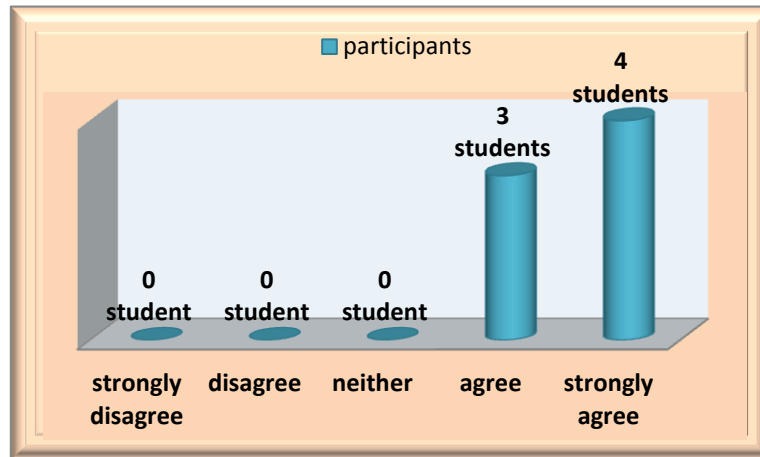


Source: Survey addressed to Literature I students at The University of El Salvador, main campus, December 5th 2012

4.1.6. Importance of ICT based-learning activities for teaching

All participants considered the ICT activities based- learning important for the development of Literature subject. (Graph 6) Similarly, the only technological tool used sometimes was the microphone when he was in the auditorium. Even though the teacher knew about the implementation of technology in education, he was not using it. It might be because of the lack of equipment at UES, main campus or other obstacles that are not part of this study. Students answered and gave their opinions using their critical thinking. At the same time, these tools facilitated sharing resources and allow students and teachers to have a closer relationship.

Graph 6: Importance of ICT based-learning activities for teaching

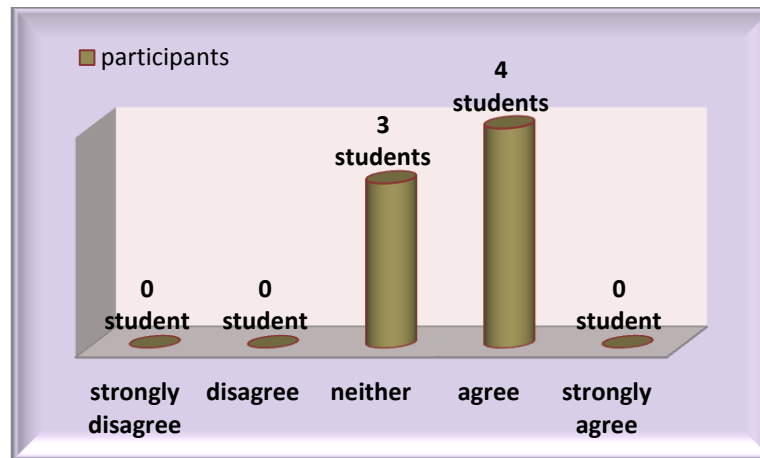


Source: survey addressed to Literature I students at The University of El Salvador, main campus, December 5th 2012

4.1.7 Eagerness to participate in every class after having done the ICT activities

Four out seven students were eager to discuss that means that the ICTs activities motivate to participate in class. (Graph 7) They felt secure to participate because they had been studying for the activities, and they expressed their point of view. In contrast, during the first class observation the students did not participate until the teacher pushed them to participate by using the attendance list. During the class observation, the researcher could realize that the students hardly ever participated voluntarily. She could observe that the teacher had the attendance to call students answer the question he was doing. The majority of them did not answer correctly showing that they did not study for the class.

Graph7: Eagerness to participate in every class after having done the ICT activities



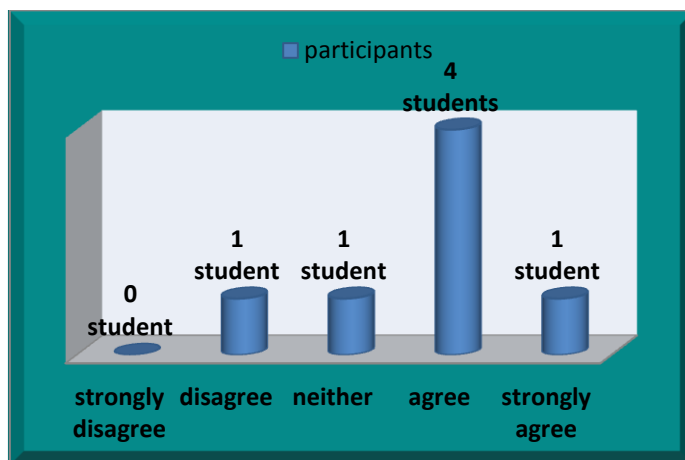
Source: Survey addressed to Literature I students at The University of El Salvador, main campus, December 5th 2012

4.1.8. Classes should be planned using ICTs tools

Graphs 8, shows that only one student out of seven disagreed with the implementation of ICTs. Four students answered to be agree and one strongly agree. That means that the majority of participants had no problems using these tools to accomplish Literature task. The innovative way of teaching and learning motivated students to look for information, express their thoughts in a social networks, and be in contact with the teacher outside the classroom. In contrast, most of the students did not talk to their teacher during class because the class was very large. The people that participated in class were around ten. The advantage that the ICTs have overcome the issue of time and space, and could benefit students and teachers from

the University of El Salvador, main campus, knowing that sometimes the classes are interrupted because a weather condition and many other problems.

Graph 8: Classes should be planned using ICTs tools

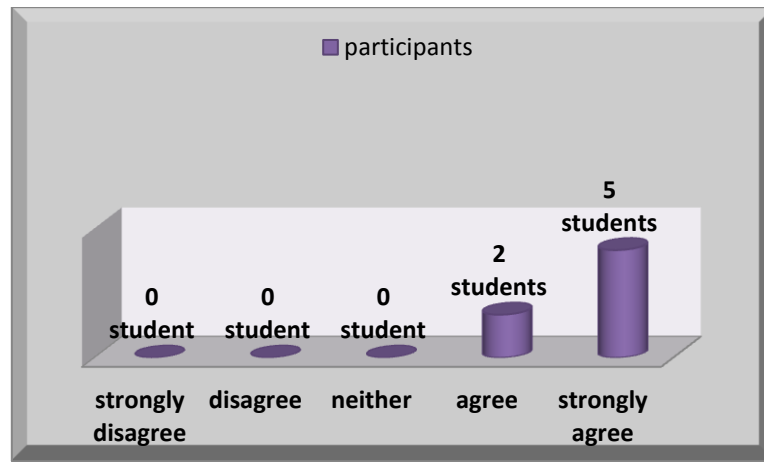


Source: Survey addressed to Literature I students at The University of El Salvador, main campus, December 5th 2012

4.1.9. A combination of both on-line and face to face activities

Graph 9 demonstrates that all participants thought that Literature classes should be a combination of both on line and face to face instruction. They could be working on other activities, and at the same time they can be on the Web. This type of implementation of the ICT activities encourages students to study and investigate by themselves and it also helps teacher to minimize the problem of space and time. The current teaching materials and teaching styles at the main campus must produce a shift to fit in the real world.

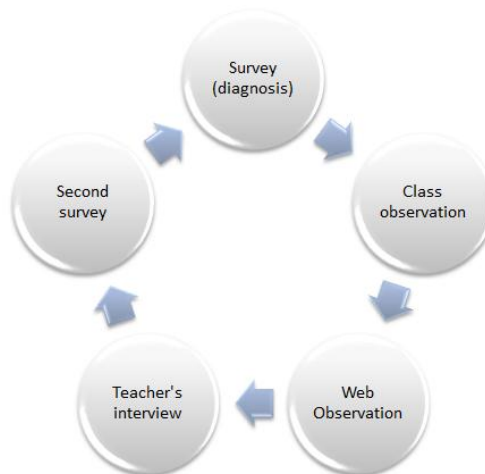
Graph 9: A combination of both on-line and face to face activities



Source: survey addressed to Literature I students at The University of El Salvador, main campus, December 5th 2012

4.2 Comparison of the Instruments

To ensure the instruments' results and compare the effectiveness of them, it became necessary the comparison of data. This comparison permits to be aware of the help that ICTs promotes in students class participation and motivates to self-study. The comparison of the data helps to guarantee the veracity of the participants' answers and therefore the reliability of the results. For this, the comparison of the data is briefly viewed as follows:



The result of the first survey demonstrated that almost all the students had access to the Net. Even though they knew about the ICTs, they had never used them with learning purposes. The majority of them had never used blogs, web quest, wikis and even Facebook to accomplish tasks. It was strange that those students of the University of El Salvador did not take advantage of the new technological era to better their learning and acquire knowledge from those important tools. Similarly, the professor did not use ICTs to promote the students' participation and provide students with the necessary elements to build their own knowledge.

ICT - based learning has opened up a whole new world of research into the issue of teaching effectiveness (Rahimi and Yadollahi, 2011). The main fact is that technology is able to render the opportunity for powerful teaching and learning environment impacting effectively students' learning. It motivates students and develops their critical thinking and autonomy.

Having thirty-one students as volunteers to make the experiment, the researcher expected to have all of them develop the ICT activities. Unfortunately, during the first activity, only four students participated. When the researcher asked them why they did not do the task, they said to have had problems to enter the blogs and another student said that she had an examination. This showed the level of responsibility and compromise of the few participants even though they had other activities, they did the ICT activity. Because the ICT was not graded, the majority of them did not participate. On the other hand, on the Facebook activity, only seven students out of thirty-one participated .Facebook was more popular in this experiment. Conversely, the students who participated did the activity well, and they

used the language grammatically correct. It could be observed that their comments were coherent.

However, the interview to the professor gave the researcher lots of pretty important information for this work.

“What do you think about using Technology on English Literature Classes? “Well, as a tool is something that is really important, you can use it, right? More than if it is important or it isn’t what I can say is that we don’t have access to all those things here. Mostly, because the kind of resources we have like the computers, like projectors. Like for example, projectors are like two or three projector for more than fifty–five teachers and there is no access to the computer either because there are two laptops and also Internet speed is not the good one to the University, and there are many other problems we can say, or we can find.”

Based on that answer, there are many obstacles at the Foreign English Department to provide the necessary equipment for teachers to use the new technology to promote and teach activities more appealing to the 21st century students’ generation.

Considering the use of ICTs activities an innovative way of teaching to the new generation and a way to promote class participation at the University of El Salvador, the participants considered the activities and the use of Internet appropriate and

adequate to them. Some of them said that they were going to put them into practice when they work as teachers. They said that the University should have on-line classes. The participation in class and on the web was similar because in class the teacher pushed students to participate, and on the web not all the volunteers participated (seven out of thirty- one). Students do not have troubles when using any social media or when using advanced technological programs. It is teacher's responsibility to promote the ICTs - based learning to update the new ways of teaching and learning Literature leaving behind the issues of space and time.

Students were exposed to ICTs activities for only a few days, and things do not change overnight. Nevertheless, this study work was pretty useful because it showed that the education system at the University of El Salvador, main campus, should have some changes in teaching and learning methods to teach Literature.

4.3. Main findings

1-Even though almost all students and the Literature teacher of the University of El Salvador, main campus, had access to the Internet, they did not take advantage of it.

2- The majority of students of Literature of the University of El Salvador, main campus had Facebook accounts, but they did not use them to do homework. They only used it for entertainment.

3- Students as well the teacher of English Literature of the University of El Salvador, main campus, do not have problems using technology.

4- The Foreign English Department of University of El Salvador, main campus, does not have the advanced technological equipment necessary to implementing the ICTs tools. (Literature teacher, interview 2012)

5- The use of ICTs is a necessity to implement at the Foreign Language Department at the University of El Salvador, main campus to better the teaching and learning approaches.

4.4. Limitations

After having worked hard and devoted long hours to investigate and write this thesis work, the researcher is aware of the limitations she faced during the whole intervention she conducted at the University of El Salvador, main campus, semester II, 2012 in which she intended to expose students to ICTs activities in order to make them participate in classes and better their reading skills. Therefore, she comes up with a list of the issues that were predominant and prevented her from accomplishing the objectives previously set for this investigation.

1. The period of time allotted for the researcher to conduct her intervention (three weeks) was not enough for students to get familiar with the ICTs tools.
2. Even though the researcher looked for activities based on the topic the teacher was going to teach, he taught his lesson without taking into account the web activities as a result the investigator could not verify the hypothesis of this study.
3. Not all the students that voluntarily accepted to do the activities participated so that this study had low participation.

4. At the beginning, the activities were going to be evaluated, but the teacher suggested not to do so because the classes were about to finish and that might affect student participation.

CHAPTER V CONCLUSIONS AND RECOMMENDATIONS

This chapter provides conclusions, and recommendations based on the information gathered through the analysis and interpretation of the results of the study named “An Analysis of Current Literature Courses, Teaching and Learning Approaches to Foster 21st Century Student Generation’s Motivation for the Bachelor of Arts in English Teaching Major at the University of El Salvador Main Campus, Semester II, 2012”

5.1. CONCLUSIONS

This thesis work was carried out to prove that the use of ICT – based learning activities foster English Literature I students to be actively involved during classes. The results of this research work is not representative because the student participants were only seven out of thirty who had accepted to be part of the project. The result of this research was based on the answers and participation of these seven students.

The general objective to ascertain current teaching and learning approaches through the use of ICTs to teach English Literature to make classes more interactive was accomplished at a 50% The literature I students who participated in the ICT activities showed to have high level of critical thinking when they were required to use

a coherent and appropriate language for their level. Evidently, the students are accustomed to surfing the Internet because they did not have any difficulty when doing the assigned tasks. The Literature I students of the University of El Salvador, main campus, semester II, 2012 are not exposed to ICT activities with learning purposes inside and outside class instructions.

The use of Facebook made students develop their critical thinking and put into practice their writing skill as well; This ICT tool was the most popular during the experiment since all students did their task. This specific objective was reached at a 50% because students were exposed to the Internet activities outside classes, but they did not make any activity related with them inside class. On the other hand, the use of blogs made students to look for information and summarize what they have to answer during the activity. The video help to do the activity more confidently and comfortably. In this way, it was demonstrated that the new student generation needs to be exposed to the use of technology with more appealing activities because the use of ICT in learning environments enhances interaction, helps students to share and revise ideas, and makes them reflect on their experiences.

Obviously, this thesis work promoted the use of inside and outside class activities using Facebook and blogger to accomplish tasks outside classes to foster students to be actively involved during instructions. This objective was reached at a 50% because students were not exposed to inside class activities Evidently using ICTs promote student interest in learning, so the classes are more interactive. As a result, their academic performance is better. The students demonstrated to have the

skills to do the ICT activities, build their own knowledge, and develop their critical thinking skills by doing various ICT-based interactive activities.

5.2 RECOMMENDATIONS

To the Foreign Language Department at the University of El Salvador, main campus:

1. The Head of the department should ask the authorities of the University to provide more advanced technological equipment such as LCD projectors, laptops, etc.
2. The Head of the department should promote that teachers update their teaching implementing ICTs during classes.

To the professor in charge of the subject:

- 1 -The professor should use ICT tools to teach English Literature and make it appealing to students.
- 2-The professor should promote the use of ICTs combined with the use of the traditional approach.
- 3 - The professor should assign outside activities to the students for using the net.
- 4 - The professor should take advantage of skillful Internet students of this technological era.

To the students of English Literature:

- 1-Students should investigate deeply on the Net about the taught topics to build their own knowledge and develop their critical thinking.

2-Students should be participant of ICTs activities inside and outside the classroom to better their academic performance.

Topic proposal for future researchers:

1-The implementation of ICT based interactive activities to foster both intensive and extensive reading skills in English Literature Classes.

2- The implementation of ICTs activities as educational tools to maximize students' achievement.

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APPENDICES

Appendix 1

UNIVERSITY OF EL SALVADOR

FOREIGN LANGUAGE DEPARTMENT

LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA

THESIS PROJECT

CHECKLIST CLASS OBSERVATION **BEFORE** IMPLEMENTING ICT ACTIVITIES
TO AN ENGLISH LITERATURE STUDENTS, GROUP #1, SEMESTER II

Thesis project: "An Analysis of Current Teaching and Learning Approaches Literature Courses to foster 21st Century student Generation's motivation of the Lic. En Idioma Inglés, opcion Enseñanza, at the University of El Salvador Main Campus, semester II, 2012"

Objective: to find out students participation and interaction during instruction

1. Do students arrive early to class?

No

sometimes

yes

2. Do they show enthusiasm in the class?

No

sometimes

yes

3. Do students participate voluntarily in the class?

No sometimes yes

4. Have students understood the class?

No sometimes yes

5. Have students studied the topic previously?

No sometimes yes

6. Does the teacher motivate the students to participate?

No sometimes yes

7. Does the teacher use technology in his class?

No sometimes yes

8. Is the topic studied related with the students' needs?

No sometimes yes

9. Does the teacher know how to use technology?

No sometimes yes

10. Does the teacher seem to be well prepared in his class?

No sometimes yes



Appendix 2

**UNIVERSITY OF EL SALVADOR
FOREIGN LANGUAGE DEPARTMENT
LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA
THESIS PROJECT**

CHECKLIST WEB OBSERVATION WHEN IMPLEMENTING ICT ACTIVITIES TO AN ENGLISH LITERATURE STUDENTS, GROUP #1, SEMESTER II

Thesis project: “An Analysis of Current Teaching and Learning Approaches Literature Courses to foster 21st Century student Generation’s motivation of the Lic. En Idioma Inglés, opcion Enseñanza, at the University of El Salvador Main Campus, semester II, 2012”

Objective: to search how students respond toward the use of ICT tools for teaching literature

1. Do all the students participate doing ICT activity?

All of them Most of them Some of them None of them

2. Do students do the activity correctly?

All of them Most of them Some of them None of them

3. Do students follow instructions to do the task?

All of them Most of them Some of them None of them

4. Do students manage the topic?

All of them Most of them Some of them None of them

5. Do students use their critical thinking to accomplish their assignment?

Some of them Most of them Some of them None of them

6. Are the students' comments coherent?

All of them Most of them Some of them None of them

7. Are students skillful doing the ICT activity?

All of them Most of them Some of them None of them

8. Is the use of ICT activity a helpful tool for teaching English Literature?

All of them Most of them Some of them None of them



Appendix 3

**UNIVERSITY OF EL SALVADOR
FOREIGN LANGUAGE DEPARTMENT
LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA
THESIS PROJECT**

CHECKLIST CLASS OBSERVATION **AFTER IMPLEMENTING ICT ACTIVITIES TO
AN ENGLISH LITERATURE STUDENTS, GROUP #1, SEMESTER II**

Thesis project: “An Analysis of Current Teaching and Learning Approaches Literature Courses to foster 21st Century student Generation´s motivation of the Lic. En Idioma Inglés, opcion Enseñanza, at the University of El Salvador Main Campus, semester II, 2012“

Objective: to discover the influence of ICT tools toward students' participation in class

1. Do all the students participate in the activities?

No

sometimes

yes

2. Do they reflect in class what they have learned in ICT activities?

No

sometimes

yes

3. Are the students interested in doing the activities the researcher uploads?

No

sometimes

yes

4. Do the ICT activities motivate students to search for previous information before having a class?

No sometimes yes

5. Have the ICT activities helped the teacher to do the classes more interactive?

No sometime yes

6. Has the students' participation improved after having implemented the ICT activities?

No sometimes yes

7. Is the number of students that participate in class the same as the one that participates in the ICT activities?

No sometimes yes

8. Do the ICT activities seem to be significant for the students?

No sometimes yes

9. Do students show enthusiasm in using technology for learning literature?

No sometimes yes

10. Has the researcher accomplished the objectives of the ICT activities?

No sometimes yes

Appendix 4



**UNIVERSITY OF EL SALVADOR
FOREIGN LANGUAGE DEPARTMENT
LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA
THESIS PROJECT**

SURVEY ADDRESSED TO LITERATURE I STUDENTS, GROUP 1, OF THE MAJOR LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA FROM THE UNIVERSITY OF EL SALVADOR, MAIN CAMPUS, SEMESTER II, 2012

Thesis project: "An Analysis of Current Teaching and Learning Approaches Literature Courses to foster 21st Century student Generation's motivation of the Lic. En Idioma Inglés, opcion Enseñanza , at the University of El Salvador Main Campus, semester II, 2012"

Objective: to recognize how familiar students are with the use of technology as a learning tool.

Directions: Check only one answer in each of the following questions and be sincere.

always	sometimes	seldom	hardly ever	never	1- How often do you participate in Literature classes voluntary?
always	sometimes	seldom	hardly ever	never	2- How often does the teacher ask you to participate in Literature class?

always	sometimes	seldom	hardly ever	never	3-How often does your teacher use technology to teach English Literature classes?
always	sometimes	seldom	hardly ever	never	4-How often do you use the Internet?
always	sometimes	seldom	hardly ever	never	5-Have you ever used Facebook to accomplish a Literature task?
always	sometimes	seldom	hardly ever	never	6 -Have you ever used blogs on Internet with learning purpose?
always	sometimes	seldom	hardly ever	never	7-Have you ever used web quests in English Literature task?
always	sometimes	seldom	hardly ever	never	8 -Have you ever used wikis to accomplish a Literature class?
always	sometimes	seldom	hardly ever	never	9 –Have you ever used your cellphone to look for information on the Net?
always	sometimes	seldom	hardly ever	never	10 - Have you ever used technology with learning purpose?



Appendix 5

**UNIVERSITY OF EL SALVADOR
FOREIGN LANGUAGE DEPARTMENT
LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA
THESIS PROJECT**

SECOND SURVEY ADDRESSED TO LITERATURE I STUDENTS OF THE MAJOR LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA FROM THE UNIVERSITY OF EL SALVADOR, MAIN CAMPUS, SEMESTER II, 2012

Thesis project: “An Analysis of Current Teaching and Learning Approaches Literature Courses to foster 21st Century student Generation’s motivation of the Lic. En Idioma Inglés, opcion Enseñanza, at the University of El Salvador Main Campus, semester II, 2012”

Objective: to investigate what is the students’ attitude toward the use of ICTs based-learning.

Directions: Check only one answer in each of the following items and be sincere.

strongly disagree	disagree	Neither	agree	strongly agree	1-I participated in the ICT based -learning activities.
strongly disagree	disagree	neither	agree	strongly agree	2 -I felt comfortable and confident using blogs to do the task.
strongly disagree	disagree	neither	agree	strongly agree	3- I was self-confident doing the Facebook task.
strongly disagree	disagree	neither	agree	strongly agree	4 - I felt motivated to participate in the wiki task.

strongly disagree	disagree	neither	agree	strongly agree	5- I felt confident using the Internet to accomplish the task.
strongly disagree	disagree	neither	agree	strongly agree	6 –I felt prepared for class discussion after the ICT activity.
strongly disagree	disagree	neither	agree	strongly agree	7- I consider the ICT based-learning activities is important for teaching and learning.
strongly disagree	disagree	neither	agree	strongly agree	8-I felt eager to participate in every class after having done the ICTs activities.
strongly disagree	disagree	neither	agree	strongly agree	9 Classes should be planned using ICTs tools.
Strongly Disagree	disagree	neither	agree	Strongly agree	10 -Classes should be a combination of both on line and face to face classes.



Appendix 6

**UNIVERSITY OF EL SALVADOR
FOREIGN LANGUAGE DEPARTMENT
LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA
THESIS PROJECT**

INTERVIEW GUIDE ADDRESSED TO THE INSTRUCTOR IN CHARGE OF ENGLISH LITERATURE COURSE.

Thesis work: “An Analysis of Current Teaching and Learning Approaches Literature Courses to foster 21st Century student Generation’s motivation of the Lic. En Idioma Inglés, opción Enseñanza, at the University of El Salvador Main Campus, semester II, 2012”

Objective: To find out the instructor’s opinion about the use of ICT to foster students’ participation in class

1. What do you think about using technology in the English Literature class?

Well, as a tool is something that is really important, you can use it, right? More than if it is important or it isn't what I can say is that we don't have access all those things here. Mostly, because the kind of resources we have like the computers, like projectors. Like for example, projectors are like there are two or three projectors for more than fifty-five teachers and there are no access to the computer either because access to the computer either because there are two laptops and also Internet speed is not the good one to the University, and

there are many other problems we can say, or we can find that make it a little bit difficult to use it.

2. What kind of technology do you use in your class?

I use microphone. I use CD player, DVD player, CDs, computer, laptop, overhead projectors, projector for PCs, and any kind of resources that can help even charts.

3. Have you ever been trained on how to use technology?

To be honest, I have never been trained. It is my own will when I am interesting in using something.

4. How does the Foreign Language Department provide you with the necessary tools to use ICTs during in- class activities?

This is what I said at the beginning. There are like only three laptops, three projectors things like those for more than fifty teachers; it is something that we can say is not appropriate one for a university. We use what we have. That's the problem.

5. What are the advantages and disadvantages toward using ICT based - learning?

Well, I can say that the majority of them are advantages, right? Like you can motivate more students. The problem is when they need using like outside the classes, they are just chatting, downloading things like music or being in social Networks all the time, things like those. Social Networks are good for them but depend how you use them like Facebook that help you to get in touch with people.

6. What is your opinion about the use of virtual classes?

Well, I taught in virtual class before but not in this university. It was in another one. It was a composition class. The problem is that you never see the person. You don't even have idea who the person is you are talking to, or you are

revising his or her homework assignments. You don't have any idea how they feel, or what they need. It is not so personal that make it a little bit difficult. I had an experience over there; there was a lady who I never knew because the first day we got together in person. She didn't attend the class. She continue after that on line. The problem is that this person was always making plagiarism all the time. I could find many things like she was taking the paragraph from one website and other from another website in that way she built her composition or her essays in that way. I didn't have the chance to talk to her. I never knew what happen into her. The only thing I knew that was that almost at middle of the semester she dropped.

7. Do you think that the university or instructors should update their teaching and learning strategies?

Beginning with the university, for the university is what we have to do, all right? They have to update all the things related to the teaching in all the areas not only in languages because there is not a like the curricula for the university we don't know which is the educational system of El Salvador either. So it is not only for teachers. It is from the authorities of Minister of Education; beginning there, then the authorities of the university and of course we have to do it all the time. Maybe the problem in my case is that I cannot find texts related to what I teach because they are very expensive. They don't bring these kind of books because nobody won't buy them. They are more than eighty dollars and people won't buy it. You know I mean sellers will bring things that can be sold. So in that case, we have to be up dating material from the Net many times. What I do that the material that I bring, the new ones, are from Salvadoran writers, actors, actresses, and poets. That's what I have to do, but the text for studying literature mostly are basically the same.

8. Which ICTs tools do you find more appealing to teach this subject?

All of them, the problem is over population that you have. You have been witness that in my class I have more than sixty students in each group that makes more than two hundred students. You have to be supervising individual work that is the most difficult things to do. In groups would be easier for you, but the problem is that some students in the group will learn and others will not learn. You know there is the culture in El Salvador that some people in the group are including people that never work.

Appendix 7

ACTIVITIES TO DEVELOP

Blog activity http://lauralars2012.blogspot.com/2012/10/blog-post_3393.html

- work individually.
- sign in lauralars2012.blogspot.com (with your email address)
- See Othello´s video
- Identify the elements of this drama.

Facebook activity: (Laura Lopez)

- Give like to Laura Lopez Facebook account or accept my request.
- Comment about “A Peasant of El Salvador” accordingly Laura´s post.
- Why does the playwright use the words “coca cola, alka-seltzair and veeks vahporube”?

Wiki activity: (lauralopez)wikidot

- At the moment you accept my request you will create your wiki.

-Work in groups of three.

-Make a collage about the play “A Peasant of El Salvador”

-Each picture will illustrate the elements of this drama.

Appendix 8

Santa Ana, Octubre 26th 2012

Respectful, Lic .Aguilar

In charge of English Literature subject.

The reason of this letter is that I, Laura de Jesús Mendoza López , student of Licenciatura en Idioma Inglés Opción Enseñanza from University of El Salvador, main campus, ask for permission to carry out an investigation about the use of technology on Literature classes in which you are in charge . Your permission is worthy to do my thesis work since there is no another way to answer my research question.

Attentively : Laura de Jesús Mendoza López

F/_____

F/ _____

Edgar Amílcar Pérez Mendoza

Advisor of the thesis work