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Research Topic

Use of Technology to Engage Students in the English Learning Process at 9th Grade in the Public School Che Guevara during the first Semester 2020, Villa el Carmen.

Authors:

Jader Antonio Morales Inestroza

Martín Geovany Bermúdez Centeno

Nixo Javier Arauz Romero

Tutor: Dr. Alber Francisco Sánchez Alvarado

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Graduation Seminar. Tutor Report

Dr. Alber Francisco Sánchez Alvarado, Professor and Director of the English Department of UNAN-Managua,

HEREBY STATES:

That the work of Graduation Seminar, of research in nature, entitled: " *Use of Technology to Engage Students in the English Learning Process*", whose authors are Jader Antonio Morales Inestroza, Martín Geovany Bermudez Centeno, Nixo Javier Arauz Romero, has been carried out under the tutelage and direction of the undersigned, within the framework of the Graduation Modality of the Degree in Education with concentration in English.

That this work of Graduation Seminar, taking into account its scientific quality and its adequacy to the academic standards that regulate this program, meets all the necessary requirements to be presented and defended before the court designated for that purpose.

In Managua Nicaragua, 8 August, 2020.

Signed. Alber Francisco Sánchez Alvarado

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II. ABSTRACT

The use of computer, projector, tablets and applications engage students in English learning process. These technological resources help students in language development skills. The study also tried to find out the effect of ITC classrooms on student`s motivation and how technology is used by the teacher during ICT classrooms. The research methodology consisted on: a teacher´s interview, students´ survey questionnaire, and a classroom observation. With respect to the analysis, the research method applied was qualitative. The results showed that technology is a tool that motivates students to learn English and also helps them develop language competence. The study also demonstrated that the use of technology is effective in regards to students´ learning because learners can practice different abilities even out of the classroom. To conclude, the use of technology is important in English class's development because it helps to promote English learning and language competence abilities to motivate student.

III. INTRODUCTION

In education, the use of technological devices has had a big revolution all around the world. The advancements of digital technology have developed new strategies to motivate English learning. And therefore, it has had a positive effect in the process of learning, in other words technology has to be integrated to engage students on the process of learning English.

Waddell (2015) Technology is finally being integrated into education. Its use for teaching and learning still remains a challenge. Despite the fact that many schools today are privileged to have ready access to technology, trained teachers, and a favorable policy environment, the use of technology in the classroom is still low. Some attribute low levels of technology use in education to the pedagogical beliefs of teachers.

Technology has profound impacts on English teaching and learning process. It has largely impacted on the strategies and didactic resources which are used in the classroom and the way we use these materials to teach students in the schools. Therefore, when lessons are developed using ICT classroom, students are motivated learning English language because it helps students to improve their skills and practice different tasks.

In Nicaragua, the government has given out ICT classrooms to public schools. It includes computers, projectors, and tablet and internet access. In this this way, English teachers have used technology to develop good strategies to engage students on English language learning. Using technology in the process of teaching can be effective for teachers and students in teaching and learning processes, it is expected that with these technological resources students will be motivated in the development of the English class.

This study was carried out at the public school "Che Guevara" located at Villa El Carmen with students of 9th grade; this school has an ICT classroom and the purpose is how

the use of technology engage students in English learning process, analyze the effect of ITC classrooms on student`s motivation and English language learning. The study also attempted to compare student`s attitudes toward English learning in a traditional classroom and ITC Classroom. To assess student's language competence development during an English lesson in a traditional classroom and in an ITC Classroom.

IV. STATEMENT OF THE PROBLEM

At the present time the use of technology is very important to learn any language ability. When students are in English class, the four language skills (reading, writing, speaking and listening) are always together in every lesson. But in public schools students are not motivated in learning English. Besides, most of the teachers do not develop activities to use any device for teaching English.

At "Che Guevara" High school, the teacher is developing new strategies to encourage students of 9th grade to learn English. These activities are carried out in the classroom and even out of the classroom. The teacher is designing new implementation of activities that may fulfill students´ learning.

Students do not feel encouraged in the learning of the language because they are not comfortable with traditional strategies. As result, the teacher has to develop new strategies to use technology on lessons development to improve the situation. From this point of view, the following has been stated:

Students have difficulties in learning English during the traditional class in the classroom and sometimes they are not motivated. In addition, there is a concern about the use of technological strategies that the teacher uses to overcome these problems.

Because all the reasons mentioned above, it was decided to do a research on the use of technology to engage students in the learning process. The main purpose of this study is to find out what is students' motivation in traditional class and ICT classroom and the effectiveness on students learning.

V. JUSTIFICATION

Globalization, the field of education is also changing. Teaching strategies and the use of technological resources are becoming more common. Michael (2019) "access to devices, connectivity and digital learning content is spreading quickly around the world" This means that education is making use of tools to improve the level of learning. In this way students are motivated to learn the English language.

Countries are spreading the internet access; Taiwan was the first country to provide internet. Woodbridge(2014) Says that "Taiwan was one of the first countries in the world to provide free Wi-Fi access for its entire population, allowing unlimited access to digital resources". This allows students to improve the quality of learning using virtual platforms and to practice different language skills. Another country that is also using technology in the field of education is Kuwait. According to Woodbridge (2014) 'Educational Technologist' is a program created by a university to keep their technology implementation relevant with the rapid pace of change in tech and social media.

It is expected that with the use of technological tools and the right strategies, the students will be motivated in the learning of the language, which would be a success for the students, the teacher and also for the school. Students need to use technology to develop language competence in an easy way. Therefore, they will feel very exciting learning a new language. Technological strategies and new didactic resources are required to promote the process of learning. It will help students in the language acquisition. Therefore, the results of this research will benefit the English teacher and 9th grade students at "Che Guevara" High school. Moreover, it will propose what kinds of technology would be helpful for students to become more motivated and successful learners.

To the English teacher: he will be aware of the current technological tools implemented and how these are developing student's motivation on language learning skills. Recommendations will be given in order to improve his classes. He will find out how to be a better teacher and solve some students' problem in language learning. To students: the results will help students to be aware of the role they play   on the improvement of English classes. Besides, they will realize that they have the potential to be better.

VI. Objectives

6.1 General objective:

To analyze the effect of ITC classrooms on student`s motivation and English language learning

6.2 Specific objectives:

To mention the types of devices in the classroom to motivate students in English language learning process.

To compare student`s attitudes toward English learning in a traditional classroom and ITC Classroom.

To assess student's language competence development during an English lesson in a traditional classroom and in an ITC Classroom.

VII. Theoretical Framework

Sharma (2016) "Technology helps in education to create a better educational syllabus, learning material, and future products and services. It is really important to integrate technology into classrooms". This section discusses the relevant themes for our study and the effect of technology used in the learning process on English language

First, we will talk about technology and approach. Here describe the types of technology used in the classroom, and how it helps to motivate students in the learning process to improve the quality of education. According to Sharma (2016), "Technology is inspiring kids to become creative and innovative. Creativity and innovation will make students successful in their careers and life".

Second, this point is about teaching and learning process and the process of the classroom. It also talks about the preparation of classroom materials. Teacher behavior as well as: planning, instruction and management of the classroom, student behavior including: learning time, motivation and success in learning, plus discussion of student leadership and the classroom environment.

Finally, here we talk about motivation, it also compares traditional classes with technological tools and resources used to assess language skills, the characteristics of ICT classrooms are mentioned.

7.1 What are the types of educational Technology?

Kurt (2017) says that: "Educational technology is a complex, integrated process involving people, procedures, ideas, devices and organization for analyzing problems and devising, implementing, evaluating and managing solutions to those problems involved in all aspects of human learning". Educational technology includes numerous types of media that deliver text, audio, images, animation, and streaming video, and includes technology applications and processes such as audio or video tape, satellite TV, CD-ROM, and computer-based learning, as well as local intranet/extranet and web-based learning. Information and communication systems, whether free-standing or based on either local networks or the Internet in networked learning, underlie many e-learning processes.

7.2 Type of technology used in the classroom

Brown (2001) "Today the classroom is an interactive world where the teacher as well as the student is engaged with technology" today's young people are hooked up and plugged in all of the time, whether it is with text messaging, iPods, social networking websites. It is important that teachers find a way to engage them on a technology level.

Technological devices in the classroom are doing just that keeping students stimulated by using the latest and greatest inventions in computers and digital media for language learning, now a day student can use multimedia and software source for learning English language. (Tierney, 2014) "Whether it's tablets and smart boards or the internet and social media, technology influences the modern classroom in too many ways to count".

7.3   Types of Multimedia in the Classroom

McGee (2006) says that: "Multimedia is an effective way to keep students engaged. It's a broad term that gets a lot of attention due to changing technology and improvements in curriculum applications" Multimedia in the classroom can mean everything from slideshows to diagrams and infographics. Video, images, text and audio, it is placed under the umbrella of multimedia.

7.4   Definition of Multimedia

Multimedia is a very common word now because every people uses a device, according to Mcgee (2018) "is any electronic application used to teach lessons or to further educate students on a particular topic. It is a presentation of material that uses both words and pictures in a combination of test, voice, picture or video". Therefore, these didactic resources that McGee mentions are very important in the learning of English language, with this combination of tools it is expected to develop more attractive and effective classes for student learning.

7.4.1   Projectors

The use of projector in the classroom is very helpful because the teacher does not need to use whiteboard and marker to write the lesson. Whitaker (2018) "teachers can make use of PowerPoint presentations, images and even film as teaching tools through the use of projectors", Students can follow the teacher as he or she goes onto educational websites as well. A projector in the classroom is a remarkable tool to engage the students in the learning of English language with this useful device.

With the use of projectors in the classroom, students can take better notes with the ability to discern what information the teacher displays are most useful to them. Additionally, students can ask the teacher to repeat a slide if they missed information, or even ask that the teacher to email the presentation for further review.

VIII. Classroom PCs

Some educators would like to be lucky enough to have individual PCs for every student in the class. When every student has his or her own laptop, learning takes on a whole different dynamic. Hughes (2015) " A classroom computer can be defined as any electronic device that allows students to access the Internet to research, create, and complete work. This means that a laptop or tablet can also be categorized as a classroom computer" using any of these devices is very productive during the development of the class.

Using computer at schools brings significant role among students and teachers because students have access to a range of teaching materials that can help them develop English language skills. Students can now gain knowledge and information not only from classroom assignments and libraries but also from available online resources. Williamsoms (2018) Video tutorials, free e-books and several forums also contribute in the resources that are needed by the students.

8.1 The role of technology in education

Today the teaching method has changed, because new strategies have emerged according to the technological revolution that has had a positive effect in the field of education. Spanella (2017) The main benefit of using technology in the classroom is

interactive lessons that engage students, foster in-depth learning, and encourage collaboration. Technology in the classroom also provides benefits for teachers, such as saving time by creating lesson plans online.

The integration of technology has the purpose of creating interactive and active classes to motivate students to participate in class activities. Therefore, students will learn in a dynamic way. Cabal (2017) " You will not keep your students motivated if you do not involve them and let them take an active role in your classes" this means that students should be motivated by the activities they are presented with and not be bored during the class teachers can also develop virtual activities that promote meaningful learning.

To encourage dynamic learning among students, collaborative activities should be promoted in which they can exchange knowledge and build competence among themselves. Biggs (2015) "Deeper learning is the process of learning for transfer meaning, it allows a student to take what's learned in one situation and apply it to another." this means that students can apply their acquired knowledge in real life, which will allow them to be prepared academically and professionally.

District, Hinsdale Township High School (2002) Digital instructional technology has the benefit of permitting access to research-supported instructional strategies that we, as educators, value within the classroom. When used appropriately, they have the benefit of promoting the increased use of:

Formative assessment

Peer assessment

Self-assessment

Revision of student work

Student-created work

Due to its ever-increasing role in the lives of all individuals, technology must be thoughtfully integrated to be truly effective. Its ability to promote communication, collaboration, and creativity is a valuable asset in the pursuit of engaging instruction. Through this integration, students can become responsible users of the tools that are quickly becoming ubiquitous aspects of our daily lives.

8.2 Teaching literature

Sequeira(2012) "Teaching is a set of events, outside the learners which are designed to support internal process of learning. Teaching (Instruction) is outside the learner" it means, it is the process by which special or general knowledge is transmitted because it aims at the integral training of the person, for this reason teaching is considered as a process where the person acquires knowledge gradually and according to the capacity, for this reason motivation is very important in teaching.

8.3 Student-Centered and Teacher-Centered Classroom

The management of the classroom depends on the teacher, as well as the activities he develops during the class. there are two types of approach, according to Varatta(2017) learner-centered: this environment facilitates a more collaborative way for students to learn. The teacher models instructions and acts as a facilitator, providing feedback and answering questions when needed. teacher-centered: the teaching is based on the students' attention to the teacher, the teacher explains without allowing the students to solve their activities, he explains and solves the exercises.

Differences Between Teacher-Centered and Learner-Centered Learning

Table 1

Teaching Approach difference

Teacher-Centered	Learner-Centered
Focus is on instructor	Focus is on both students and instructor
Instructor talks; students listen	Instructor models; students interact with instructor and one another
Students work alone	Students work in pairs, in groups, or alone depending on the purpose of the activity
Instructor monitors and corrects every student utterance	Students talk without constant instructor monitoring; instructor provides feedback/correction when questions arise
Instructor answers students' questions about language	Students answer each other's questions, using instructor as an information resource
Instructor chooses topics	Students have some choice of topics
Instructor evaluates student learning	Students evaluate their own learning; instructor also evaluates
Classroom is quiet	Classroom is often noisy and busy

Source: The National Capitol Language Resource Center (a project of the George Washington University)

8.3.1   High Tech Approach to Learning

Allan(2020)"It is necessary to understand that school/student/educator belongs to the digital world and that it is an integral part of society and that the new generation is part of this new context" this means that Advancements in technology have propelled the education sector in the last few decades. As the name suggests, the high-tech approach to learning utilizes different technology to aid students in their classroom learning. Many educators use computers and tablets in the classroom, and others may use the internet to assign homework.

The internet is also beneficial in a classroom setting as it provides unlimited resources. Teachers may also use the internet in order to connect their students with people from around the world. Below are some tech tools used in classrooms today:

G Suite

External link (Gmail, Docs, Drive, and Calendar)

Tablets/laptops

Gamification software (such as 3DGameLab)

Education-focused social media platforms

Technology for accessibility

IX. Learning literature

9.1 Learning styles

According to emma (2018) Technology has become an integral part of teaching and instructing students. It allows them to develop critical thinking skills, learn new concepts and creatively express their own ideas. Technology also enables educators to accommodate the three main learning styles: visual, auditory and kinesthetic.

9.2 Visual Learning

According to Emma (2018) Visual learning students learn best by reading directions or seeing a demonstration. They often need to see concepts and facts through pictures, diagrams and charts. Teachers can use technology to produce visual aids to help these students understand the lesson. For example, teachers can create a PowerPoint that outlines key points and includes pictures or diagrams. This simple practice helps visual learners focus and

understand the material better. Students also respond well to helpful YouTube videos where specialists elaborate on difficult subjects such as chemistry or physics. Lindsay (2015) A popular internet duo, John and Hank Green, created a YouTube channel called "vlog brothers" There, they post educational videos about a variety of subjects. The videos often include many graphics and pictures. Teachers can use these short but informative videos to help visual learners conclude a class unit.

9.3 Auditory Learning

Auditory learning students comprehend and remember information through listening and speaking. Presentations and public speaking assignments accommodate this learning style. However, technology can also enhance these students' educational experience. With Skype, students can connect with classrooms around the world. They can listen to guest speakers who specialize in certain topics. Some foreign language teachers enjoy connecting their class with native speakers. This can help the students further develop conversational skills.

For younger age groups, teachers can reach visual learners through an iPad app called Me Books. The app allows students to choose from a variety of children's books featuring characters such as Peppa Pig and Peter Rabbit. Students can read along as a voice recording reads aloud. They can also choose to record their own voices as they practice reading. Some of the books cost money, but auditory learners can greatly benet from hearing their own voice sound out new words.

9.3.1   kinesthetic Learning

Kinesthetic learners need to perform interactive activities to understand new concepts. They thrive while working on hands-on projects. Technology offers many ways of accommodating this learning style. Many websites offer free and interactive programs to help students learn content in almost any subject. For instance, the University of Colorado Boulder operates a website called PHET Interactive Simulations that offers educational games to help students. If kinesthetic learners need extra help with any subject, they can play games where they build activities themselves or perform an online experiment to learn. Educational apps on tablets and smartphones can also help kinesthetic learners. Some apps go beyond the main school subjects by introducing young students to computer science.

X. Teaching - Learning

10.1 Classroom Process

Classroom process is an important category, at least from the perspective of the educational institution and educational psychology (Huitt, 2003). this includes all the variables that would occur in the classroom. There are two subcategories: Teacher Behavior, Student Behavior.

Teacher Behavior consists of all the actions a teacher would make in the classroom and incudes three additional subcategories: Planning, Management, and Instruction. Accordint to Huitt, Planning refers to all of those activities a teacher might do to get ready to interact with students in the classroom.

 Management refers to controlling student behavior, while instruction refers to actually guiding student learning. There are a variety of specific teacher classroom variables that have been

related to student learning. For example, (Walberg, 1986) in a meta-analysis of teacher effectiveness research found support for the following individual variables:

> ➢ Use of positive reinforcement
>
> ➢ Cues and corrective feedback
>
> ➢ Cooperative learning activities
>
> ➢ Higher order questioning
>
> ➢ Use of advance organizer

Student Behavior includes all of the actions a student would make in the classroom and includes one very important variable (at least in relationship to predicting student achievement on standardized tests) and that is Academic Learning Time (ALT). ALT is defined as "the amount of time students are successfully covering content that will be tested" (Squires, Huitt, & Segars, 1983). ALT is a combination of three separate variables: Content Overlap, Involvement, and Success.

Content Overlap is defined as "the percentage of the content covered on the test actually covered by students in the classroom" and is sometimes referred to as "Time on Target." Involvement is the "amount of time students are actively involved in the learning process" and is often referred to as "Time on Task." Success is defined as the "extent to which students accurately complete the assignments they have been given."

There are a variety of other classroom factors which have been related to student achievement such as the classroom climate and the opportunity for students to engage in leadership roles (Huitt, 2003).

10.2 Classroom Process

Teacher behavior		
Planning	Management	Instruction

Students behavior			
Learning time	Content overlap	Engagement	Success

Others	
Students leadership	Classroom Environment
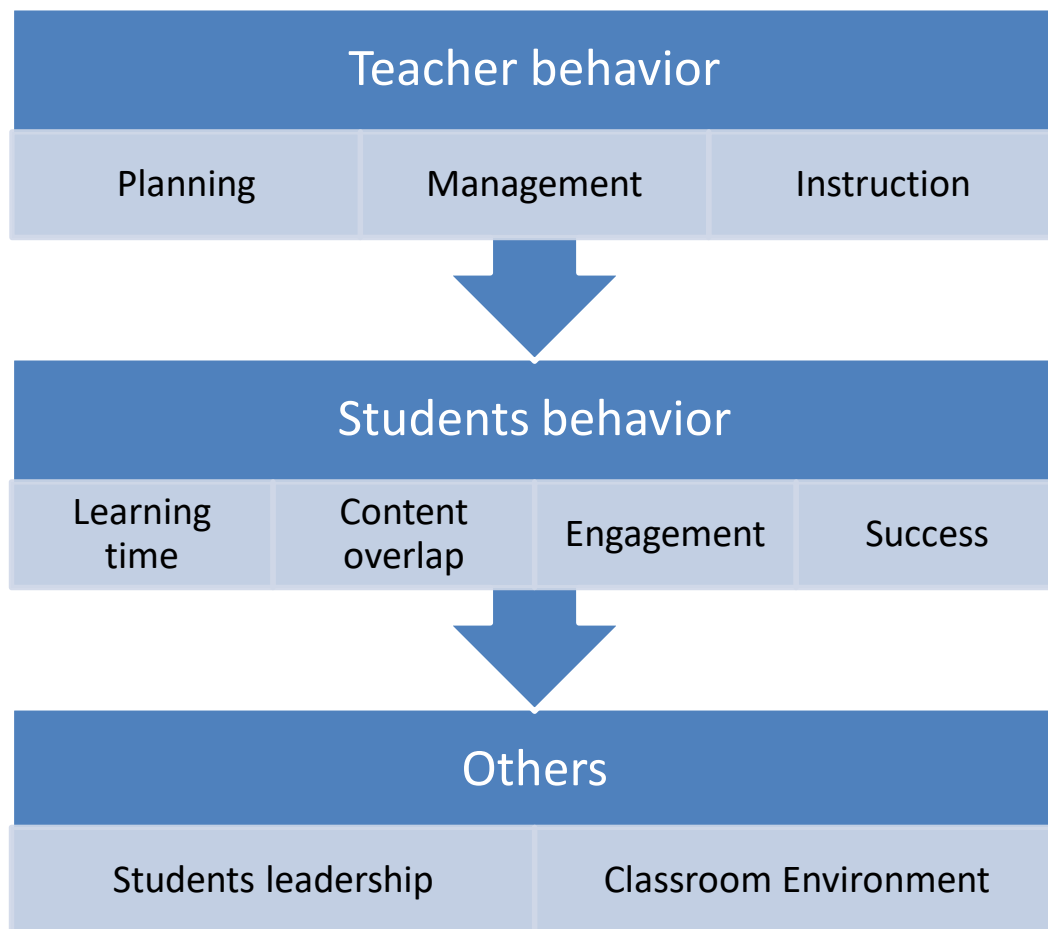
10.3 Teaching Learning Process

The learning process represents the channel through which the adolescents strive to acquire the habits, skills, knowledge, attitude, values and appreciation, which are necessary for effective participation in the learning process. Learning therefore becomes a process by which changes in behavioral patterns are produced through experience.

Learning is brought about through teaching; teaching process is the arrangement of environment within which the students can interact and study how to learn. The process of teaching learning aims at transmission of knowledge, imparting skills and formation of attitudes, values and behavior. Educationists have been trying to analyze the learning process in terms of the requirements of the individual and the society. Keuntjes (2015)The behaviorist school of educationists classified the learning process under three domains namely, cognitive, affective and psychomotor:

Cognitive: This is the most commonly used domain. It deals with the intellectual side of learning.

Affective: This domain includes objectives relating to interest, attitude, and values relating to learning the information.

Psychomotor: This domain focuses on motor skills and actions that require physical coordination.

Teaching involves setting appropriate learning experiences for students, and for that purpose includes selection and sequencing of activities or kinds of interactions that would lead to expected learning. Teaching is intended to learning, without learning teaching is incomplete.

Learning is a natural and common attribute in any human being. In common sense terms, the textual meaning of learning is, to realize to become aware of, to gain by experience and to commit to memory. This suggests that learning results in realizing becoming aware of, memorizing, it is also the result of experience. Learning as a concept is well defined; it refers to relatively permanent change in the behavior resulting from experience. Education deals with positive changes in behavior. Teaching is purposive and leads to intended (desirable) learning. Every teacher sets the target for students and sets a direction for deciding what is to be done in order to enable students to achieve these targets. These targets are regarded as learning target, which students learn at the end of each teaching situation. The term 'instructional process' can be used to denote a teaching situation and learning targets can be stated as objectives to be achieved through instructional process.

10.3.1 Motivation

The motivation is the desire to do or learn something. Amy(2020) "Motivation is the process that initiates, guides, and maintains goal-oriented behaviors". Therefore, to achieve our goal we have to be motivated, certainly we need to make the best effort.

10.3.2 Main Types of Motivation

Gardner & Lambert (1959) made the well-known distinction between integrative orientations and instrumental orientations in motivation. Instrumental motivation is generally characterized by the desire to obtain something practical or concrete from the study of a second language (Hudson, 2000). Integrative motivation is characterized by the learner's positive attitudes towards the target language group and comes into play when one desires to become a part of a community that uses the target language in social situations.

Cherry (2020) says that "there are two different types of motivation they are frequently described as being either extrinsic or intrinsic".

Extrinsic motivations are those that arise from outside of the individual and often involve rewards such as trophies, money, social recognition, or praise.

Intrinsic motivations are those that arise from within the individual, such as doing a complicated crossword puzzle purely for the personal gratification of solving a problem.

10.3.3 Theories of Learning Motivation

There are several theories of learning motivation. Different scholars clarify motivation into different categories. Bandura(1986) defined self-efficacy as individuals' confidence in their abilities to organize mad execute a given course of action to solve a problem or accomplish a task. Attribution theory suggests that the elements, to which a person attributes his successes and failures, influence his expectations for future success and hence affect motivations.

According to Banduras(1986), the teachers' encouragement is also an important factor to influence goal-setting and goal-commitment. If a student lacks self-confidence, the

teacher's encouragement will help the student realize his own ability or advantage, which will motivate the student to set a goal. Therefore, each individual should set goals that can challenge difficulties; however, they should not beyond their capabilities. Teachers should give rewards to students to increase students' self-efficacy for obtaining the goal, and help students set clear, reasonable goals because goals serve to motivate behavior. Students are more likely to work towards clear, specific, moderately difficult goals, because they perceive them as challenging but attainable. So, teachers should master some important implications from the above goal-based theories, and establish proper goals for students and encourage them to focus on learning improving.

Long, Ming, & Chen (2013) Learning motivation has three basic functions (1) Stimulating function. Once learners have certain learning motivation, in a certain condition, this incentive will stimulate learners to learn activities. (2) Pointing to the function. Learning motivation can make learners for certain learning objectives and learning. (3) Maintaining and regulating function. When learning activities, keep this active learning motivation will for certain learning goals. And adjust the learning of the intensity and duration. Each individual realizes learning goals, and motivate to pursue the current learning activities, and to achieve our learning goals. Learning motivation can drive the organism to maintain or strengthen learning activities, or conversion activity direction in order to achieve the ultimate goal (Yao & Mao , 2010). Therefore, motivation can help students to improve themselves, the study with questionnaire, which is necessary to research the student's English learning motivation.

10.4ATTITUDE

An attitude can be a positive or negative evaluation of people, objects, events, activities, and ideas. It could be concrete, abstract or just about anything in your environment, but there is a debate about precise definitions.   Eagly, Alice, & Chaiken (1998) for example, define an attitude as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor." Though it is sometimes common to define an attitude as affect toward an object, affect (i.e., discrete emotions or overall arousal) is generally understood as an evaluative structure used to form attitude object.

Attitude may influence the attention to attitude objects, the use of categories for encoding information and the interpretation, judgment and recall of attitude-relevant information. These influences tend to be more powerful for strong attitudes which are accessible and based on elaborate supportive knowledge structure. The durability and impact of influence depend upon the strength formed from consistency of heuristics. Attitudes can guide encoding information, attention and behaviors, even if the individual is pursuing unrelated goals.

The attitude of a person is determined by psychological factors like ideas, values, beliefs, perception, etc. All these have a complex role in determining a person's attitude. Values are ideals, guiding principles in one's life, or overarching goals that people strive to obtain   (Olson & Maio, 1998). Beliefs are cognitions about the world—subjective probabilities that an object has a particular attribute or that an action will lead to a particular outcome (Fishbein, 1975).

Richard M.(2016) Family plays a significant role in the primary stage of attitudes held by individuals. Initially, a person develops certain attitudes from his parents, brothers,

sister, and elders in the family. There is a high degree of relationship between parent and children in attitudes found in them.

10.4.1 Attitude Component Model

According to our behavior people can have different attitudes, positive or negative, Crowel l(2013)"an influential model of attitude is the multicomponent model, where attitudes are evaluations of an object that have affective, behavioral, and cognitive components (the ABC model)". The affective component of attitudes refers to your feelings or emotions linked to an attitude object. Affective responses influence attitudes in a number of ways. For example, many people are afraid/scared of spiders. So, this negative affective response is likely to cause you to have a negative attitude towards spiders.

According to Crowell, Behavioral component. The behavioral component of attitudes refers to the way the attitude we have influences how we act or behave. Cognitive component. The cognitive component of attitudes refers to the beliefs, thoughts, and attributes that we would associate with an object. Many times, a person's attitude might be based on the negative and positive attributes they associate with an object.

Attitudes can be changed through persuasion and an important domain of research on attitude change focuses on responses to communication. Experimental research into the factors that can affect the persuasiveness of a message include:

Target characteristics: These are characteristics that refer to the person who receives and processes a message. One such trait is intelligence - it seems that more intelligent people are less easily persuaded by one-sided messages. Another variable that has been studied in this category is self-esteem. Although it is sometimes thought that those higher in self-esteem are less easily persuaded, there is some evidence that the relationship between self-esteem

and persuasibility is actually curvilinear, with people of moderate self-esteem being more easily persuaded than both those of high and low self-esteem levels Rhodes & Woods(1992). The mind frame and mood of the target also plays a role in this process.

Source characteristics: The major source characteristics are expertise, trustworthiness and interpersonal attraction or attractiveness. The credibility of a perceived message has been found to be a key variable here; if one reads a report about health and believes it came from a professional medical journal, one may be more easily persuaded than if one believes it is from a popular newspaper. Some psychologists have debated whether this is a long-lasting effect) found the effect of telling people that a message came from a credible source disappeared after several weeks (the so-called "sleeper effect") (Hovland and Weiss ,1951). Whether there is a sleeper effect is controversial. Perceived wisdom is that if people are informed of the source of a message before hearing it, there is less likelihood of a sleeper effect than if they are told a message and then told its source.

Message Characteristics: The nature of the message plays a role in persuasion. Sometimes presenting both sides of a story is useful to help change attitudes. When people are not motivated to process the message, simply the number of arguments presented in a persuasive message will influence attitude change, such that a greater number of arguments will produce greater attitude change.

Cognitive routes: A message can appeal to an individual's cognitive evaluation to help change an attitude. In the central route to persuasion the individual is presented with the data and motivated to evaluate the data and arrive at an attitude changing conclusion. In the peripheral route to attitude change, the individual is encouraged to not look at the content but

at the source. In some cases, physician, doctors or experts are used. In other cases, film stars are used for their attractiveness.

XI. Traditional Classroom

11.1 Traditional School

The Traditional School, refers to the implementation of a single method, without taking into the role of the teacher is to provide a clear understanding of the characteristics of the subject of study, and the role of the teacher is to who organizes the knowledge and elaborates the matter to be learned, the teacher is the one who knows, the one who teaches and the student is only the one who listens and memorize.

In the Traditional School, the student is not taken into consideration for elaboration of its objectives, threats, punishment and discipline are fundamental. They were supposed to learn better this way by putting restriction to reason, creativity is not sought, students learn through books and teachers.

Thus, the Traditional School, after hundreds of years of having emerged remains and it reproduces itself by incorporating its principles into its educational work. In this way, the perception of renewal from time to time, although in its essence it continues reproducing the same postulates that he has proclaimed since the beginning.

11.2 Modern School

With this new school you have another concept of learning. Learning will depend more on the student than on the teacher in the old school, the educator played the main role and transmitted the knowledge already made to the student; there was no such learning, there was only memorization, which was not the same. With the term "active", we are referring to the Active School, I mean until previously unknown but which served as a banner for the

establishment of the new activity-based teaching. It is therefore a reactionary movement against what remains of medieval in today's education systems; against the formalism and the usual practice of operating on the margins of life, but on all against the omission of the childlike nature. The Active School is the school of spontaneity, of the creative expression of child; thus spontaneous, personal and fruitful activity is the main goal of what is this school.

Table 2

Traditional and modern school

Character	Traditional School	Modern School
School	It is seen as the universal place to acquire knowledge, it is a controlled and rigid space, where students are constantly monitored.	A sense of democracy as a social institution, adapting individual needs to social needs.
Objective of the school	It is to provide the students with the contents or encyclopedic knowledge accumulated, So the main thing is that the student, who is the only recipient, learn with the way of teaching of the professor, who in this case is the only source of wisdom and the only transmitter. The teacher uses the term "teaching" as a process of knowledge transmission.	It focuses on achieving the active role of the student.
Teacher	The teacher is the transmitter of knowledge, imposing the contents, sequence and rhythm of learning, while the student becomes the receiver	The teacher is considered to be the one who guides and orients the learning by providing the necessary conditions for it to be achieved
Students	The student plays a passive role, with little cognitive independence and poor development of theoretical thinking. He is considered an imitator of the teacher.	The child is at the center of all educational activity, at the heart of the teaching and learning process

11.3 Comparison: Attitude in Traditional Classroom and ICT Classroom

According to Lamb (2017) "Motivation is recognized as a vital component in successful second language learning, and has been the subject of intensive research in recent decades". This means that motivation is an important factor in learning English language. From this it can be deduced that learning depends on motivation. In today's traditional teaching, students are responsible for their own learning process.

It can be said that technology has come to change the methodology of teaching English UNESCO (2019) "Information and communication technology (ICT) can complement, enrich and transform education for the better". From this, we can say that technology can help students in the development of language skills and have a positive attitude towards science and in particular, towards English learning.

To make this comparison, we observed the same group of students using the ICT classroom and a class in the traditional classroom, the idea of this observation was to examine the attitude of the students. Cigdemoglu (2016) Information Communication Technology (ICT) tools contribute to high quality lessons since they have potential to increase students' motivation, connect students to many information sources, support active in-class and out-class learning environments, and let instructors to allocate more time for facilitation.

Table 3

Attitude comparisons

Traditional classroom	ICT Classroom
Passive-Negative learning attitude	Increased enthusiasm in the leaning
Disinterest in integration of class activities – autodidactic	Increased efficiency and collaboration – students research
Dependence of the teacher and classmates for class assignments	Autonomy and personal initiative – create the learning
Demotivation learning and monotonous class	Increase learning motivation

According to the observation in the classroom. First, some students are passive in the learning process. They present negative attitude in the integration of the activities that the teacher carries out in the traditional classroom. On the other hand, ICT classroom Increased enthusiasm in the active leaning, they do every activity that the teacher explains. Second, other students are not motivated because of the teacher strategies and the use of the same scenario all the time. For that reason, they do not like the activities. But, when students are taken to the ICT, they Increased motivation, efficiency and collaboration. Third, in traditional classroom students depend on the teacher because if they do not understand the activity, they have to ask the teacher or ask the classmates. But, using technological device at ICT classroom students are autonomous, they research and create the learning. Finally, traditional class demotivate learning and become a monotonous class. On the other hand, in ICT classroom students show a positive attitude and increase learning motivation in the process of learning.

XII Comparison Traditional Teaching vs Modern Teaching

In the traditional classroom teachers try to teach the class through culture, tradition and values as well as social practice. Many times, the teacher tries to imitate the way he was taught, which he takes as a model to follow one of his teachers when he was a student. Modern Education(2018) Therefore, Traditional Education is also called customary education or conventional education. The main motive of traditional education is to pass on the values, manners skills and the social practice to the next generation which is necessary for their survival.

The traditional teacher comes to the classroom, explains one or two exercises and then assigns a series of exercises to be solved in the classroom. Baidya(2015)Traditionally, the teacher comes into the class, starts his or her class and then gives exercises for the student to do for the next class or day, then if a student is misbehaving in the class, punish the student. After solving the exercises gives an assessment to test knowledge during class, which makes students nervous, this makes the student not respond as the teacher wants.

On the contrary, the technological teacher researches to develop new strategies and activities to motivate student learning, if there are misbehaving students in the classroom the teacher tries to solve it by assigning more activities. The teacher tries to be an expert who masters the contents, plans (but is flexible) - He sets goals: perseverance, study habits, self-esteem; his main objective being that the student builds skills to achieve full autonomy in learning. He regulates learning, favors and evaluates progress; the main task is to organize the context in which the subject must develop, facilitating his or her interaction with materials and collaborative work. The following table shows some differences between the traditional and modern teacher.

Table 4

Teaching comparison

Traditional teaching vs Modern teaching	
Traditional Teaching	**Modern Teaching**
1. Transcribe from the Board to the notebook	1. The teacher facilitator
2. Transcribe from book to notebook	2. The student creates his own learning
3. The Teacher dictate most of the time	3. The innovative student, use of projector
4. Focus on language	4. Focus on Communication
5. Teacher - Centered	5. Learner - Centered
6. Isolated Skills	6. Integrated skills
7. One answer, one way - correctness	7. Opened – ended, multiple solutions
8. Tests that test	8. Test that also teach
9. Student uses just notebook and pen	9. Smartphone use with mobile applications
10. Traditional teacher	10. Teachers updated with the use of social networks for the teaching process
11. Work groups in the classroom	11. Video Guidance Solution, Computer software use
12. Teacher – Center class	12. The teacher involves all his students in the activities

12.1 ICT Technology

Components of ICT in Library (2014) ICT is one of the wonderful gifts of modern science and technology which has brought tremendous changes in library and information science. Application of information and communication technology (ICT) to library and information work has revolutionized the traditional concept of libraries from a "Storehouse of books to an intellectual information center" connoting the concept of an electronic library. It has opened up a new chapter in library communication and facilitated global access to information crossing the geographical limitations.

12.2 Definition of ICT

Information and Communication Technology (ICT) may be defined as the convergence of electronics, computing, and telecommunications. It has unleashed a tidal wave of technological innovation in the collecting, storing, processing, transmission, and presentation of information that has not only transformed the information technology sector itself into a highly dynamic and expanding field of activity- creating new markets and generating new investment, income and jobs but also provided other sectors with more rapid and efficient mechanisms for responding to shifts in demand patterns and changes in international comparative advantage, through more efficient production processes and new and improved products and services.
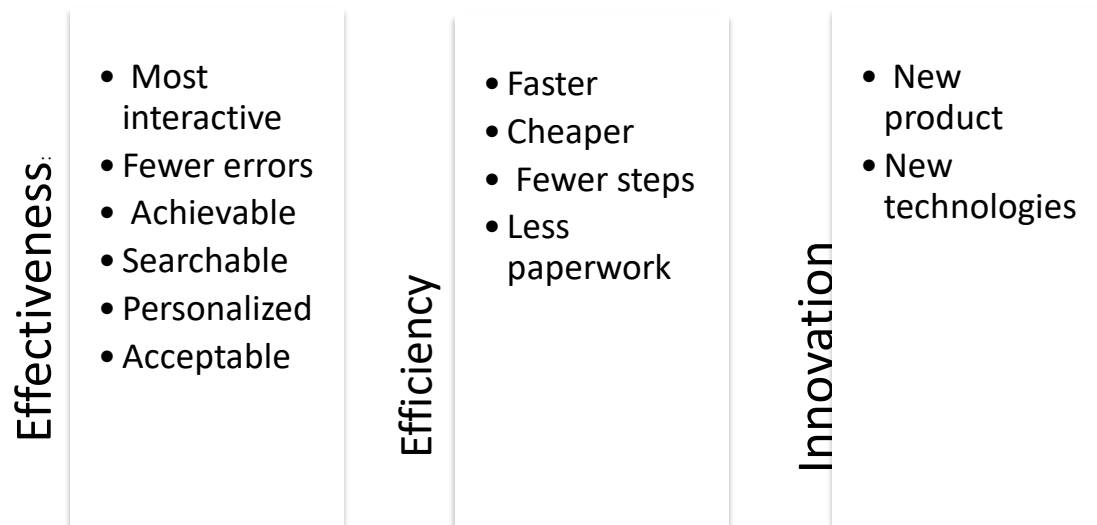
According to Patel (2018) "Today, the definition of Information and Communication Technology (ICT) is much broader, encompassing nearly every type of business. From manufactures, retailers, banks, and publishers to research firms, medical institutions, law enforcement agencies, government companies and library" The field of education is also

making use of technological tools to improve the quality of education, as well as the learning

of English language.

12.2.1 Characteristics of ICT

There are many special characteristics of ICT application. Some special characteristics are as

follows:

Effectiveness:
- Most interactive
- Fewer errors
- Achievable
- Searchable
- Personalized
- Acceptable

Efficiency
- Faster
- Cheaper
- Fewer steps
- Less paperwork

Innovation
- New product
- New technologies

12.3 How to Assess Traditional and ICT Classroom skills

The implications of learning a foreign language are many and varied, from correct grammar and pronunciation to a large vocabulary, The student must develop certain skills in order to apply his knowledge and be able to convey his message in the desired language, Learning English in an integrated way means that the four skills must be taken into account. That is, the competencies in which progress in learning a language can be assessed. In learning English, a lot of attention is usually paid to each of these skills, although they are learned together.

To measure the level of learning assessment and evaluation is applied, this allows us to redesign the strategies, many times teachers do not assess their students because they apply in a traditional way and it takes them a long time to correct them. Making traditional assessments means that students have to make written tests and presentations using wallpaper, sometimes the use of these tools does not allow a good evaluation by the students.

On the contrary, the use of technological tools allows to make quick assessments and to obtain the result automatically, integrating tools for assessment such as these, makes the use of entrance and exit slips easier and quicker to use. (Ploth, 2016)"These tools enable teachers to conduct this type of evaluative work faster, decreases the paperwork, and provides more time for working with the students using the data" this means that the teacher can have more time to give feedback where students have more difficulty in learning, so that students can improve their knowledge, The following table show assessment tools in a traditional class and in an ICT Classroom.

According to Holmes (219) "When learning a new language learner tend to develop their receptive skills first and then acquire productive capability". Within the receptive skills

are reading and listening. Clayton (2018) "Although reading in English will help you to learn new vocabulary and expressions, it will also help you to remember vocabulary and grammatical structures that you have already learnt". The disadvantage of reading in a traditional way is limited to reading books from the library or those that the teacher brings into the classroom.

Osburn (2015) "Listening with active attention supports the speaker and helps build their confidence". In this way, communication can be improved to achieve a high level of communication and confidence. One of the advantages of using the ICT classroom is because students can access different types of audio as well as video.

Writing and speaking are considered productive language skills. According to Rhalmi (2020) "Productive language skills, speaking and writing, are important because they are the observable evidence of language acquisition". This means that the teacher can observe the level of learning when the student speaks and writes.

Table 5

Activities and Tools assessment skills competencies

Activities and Tools for assessing skills competencies in:	
Traditional class Activities	**ICT classroom tools**
Debate	**Device:** computer, tablets, cellphones, projector
Evaluation through games	
Project-based learning	**Applications and platforms:**
Presentations	Edmodo
Learning guides	Google Forms
Reading aloud	Ispring player
	Ardora
	Quizizz
	Kahoot!
	Multimedia:
	recording, videos, pictures

12.4 Traditional classroom vs ICT classroom Activity

In the process of learning English. It is necessary to develop language skills like:, Listening, writing and speaking. These four skills are present in traditional and in ICT classroom but each one with the proper way of assessment.

Table 6

Activities Comparisons and tools to assess language skills

Skills	Traditional strategies	Traditional Tools	ICT classroom Strategies	ICT Tools
Reading	Reading aloud	Books, Magazine	Reading Comprehension, reading for details	Application, software, platforms
Listening	The teacher read aloud; students complete the activity	Paper	Fill in the blanks, Complete the sentences	Video and multimedia
Writing	Tails, Dialog	Paper, notebook	Essays, project	Text processor, computer
Speaking	Presentations	Wall papers	Presentations, Videos	Data show, power point

XIII. RESEARCH QUESTIONS

We developed 5 research questions to guide the study to achieve its purposes, the questions are as follows:

1. What is the effect of ITC classrooms on student`s motivation and English language learning?

2. How is student`s attitudes toward English learning in a traditional classroom?

3. What is student`s attitudes toward English learning in a ITC Classroom?

4. How is student's language competence during an English lesson in a traditional classroom?

5. How is student's language competence during an English lesson in an ITC Classroom?

13.1 RESEARCH METHODOLOGY

The methodology we adopted for this research is based on a survey questionnaire, the teacher´s interview and a classroom observation which were designed taking into account the specific objectives and variables proposed at 9th grade in "Che Guevara" High school located in Villa el Carmen, I Semester of 2020.

13.2 Research Method

The research approach of this study is qualitative because it studies reality in a natural way and context and how it happens. Quantitative methods can be used for pilot studies to illustrate the results of a statistical analysis, and also the explanation, taking and interpreting phenomena to those involved, in this case students and teacher.

13.3 Type of Research

The type of research we used for this study was exploratory because it gives us an overview about our intention of research according the reality inside the classroom, here is the place where the teacher and students are interacting in the teaching learning process for learning English language. Descriptive because it describes event of people (Teacher and students) in the students' environment where they are able to learn English language with new strategies. Explanatory because it has a series of definition related to each other organized systematically where students are involved and the teacher is the main character.

13.4 Population and Sample

       This research focuses on the public school "Che Guevara" in Villa el Carmen to carry out   the present study we selected 20 students in a classroom, the whole group is 35 students and they are in 9th grade. This population belongs to the only class group in the school and those students are divided according to gender in 11 girls and 9 boys. The sample was 20 students out of the whole group. The students that took the survey were selected randomly and emphasis was put to gender, so boys and girls had equal opportunities.

XIV. Instrument

The instrument is intended to provide academic and non-academic information for policy makers to assist them in making informed decisions. It consists on a paper-based survey which contains closed questions.

For the purpose of this research, three instruments were designed: teacher´s interview instrument, students´ survey instrument and a classroom observation. The questions range from general to basic ones.

14.1 Teacher´s Interview Instrument

This instrument has the purpose of getting the perspectives the English teacher has about the technology in English language learning process and find out the technological strategies and resources used in English language learning competence. On these terms, most of the questions of this instrument are close. We also pretend to know students´ motivation on ICT classroom, the opinion of the teacher concerning about technology. Besides, we try to find out what is students' motivation during English class development. We also want to verify if the teacher uses technological tools and strategies according the activity of the class. This interview also pretends to get information of the teacher about the point of view of traditional class of the teacher.

14.2 Students' Survey Instrument

This instrument has the objective of getting the students' perspectives about teachers' strategies and technological resources used in English language learning that can be very helpful to improve their classes. In this way, it will be determined how effective is the technology in English language learning and how technological   strategies influence on students learning. Moreover, it will indicate how important are the teaching resources on the development of students´ language competence. This survey has seven questions, we pretend to find out what the attitude and interest in English language learning on students, Didactic resource and assess skills development. This survey was design in English but it was applied in Spanish. However, the data collected was processed in English.

14.3 Classroom Observation

The classroom observation guide helps to identify the weaknesses of the teaching-learning process during traditional and technological class. This tool will support the findings of the teacher´s and students´ instrument. There were four classroom observations during a period of four weeks (once per week). This instrument is divided into three main sections: The first one survey students´ motivation of the technological and traditional class; The second one describes the technology integration that are being used in order to help students to develop their skills; Finally, the third one indicates the teaching resources.

14.4 Instrument Validity and Reliability

Professor Albert Sánchez, who was tutoring this study suggested to design an instrument to establish the validity of the questionnaire. After we designed and conducted a review of the items and suggested some modifications which were valuable for a good elaboration of this project research during this process. A pilot study was performed utilizing students of 9th grade who belong to the school and receive English classes. The purpose of this was to find out how well they understood directions and questions facilitated in the survey questionnaire. Consequently, little modifications were applied.

14.5 Data processing and Analysis

To carry out the data analysis and address the research questions SPSS program was used to design graphics. This program helped to process the results obtained from the teacher´s survey, student's survey and the classroom observation instrument. Besides, the program was involved in measurements of frequencies as well as percentages and their corresponding interpretation. The instrument helped to measure the variables with its respective indicators. Table 7 shows each objective with its respective variables and indicators. It also demonstrates the different instruments used to get the results of the study.

Table 7

Variables Matrix

Specific Objective	Variable	Indicators	Instruments

To compare student`s attitudes toward English learning in a traditional classroom and ITC Classroom.	Student`s attitude in a traditional class and ICT Classroom.	student`s attitude in:
		 1. Traditional class.
		 a) Attitude and motivation
		 2. ICT classroom:
		   a) Active learning and language integration
		   b) Language learning with internet and device
		   c) Positive language learning attitude
			➢ Teacher´s Interview
			 ➢ Students survey
			 ➢ Classroom Observation

To survey student's language competence development during an English lesson in a traditional classroom and in an ITC Classroom	language competence skills development in a traditional class and in an ICT Classroom	a) Didactic resources used in traditional class b) Assess language skills development	➢ Students Survey

XV. RESULTS AND DISCUSSION

The key findings of the study in this section provides a discussion. It consists of three sections. First one discusses student`s attitude in a traditional class, the second is about attitude in ICT Classroom. And has four subsections: the first subsection concern with the effective language learning and ICT integration, the second is about language learning with internet, third is about language learning using devices, the last has to do with positive language learning attitude.

Finally, in the last section: language competence skills development in a traditional class and in an ICT Classroom in which it includes the subsection: Didactic resources used in traditional class and language skills development

Student`s Attitude in a Traditional Class.

15.1 Attitude and Motivation in Traditional Class.

Figure 1

In which scenario do you feel most motivated?
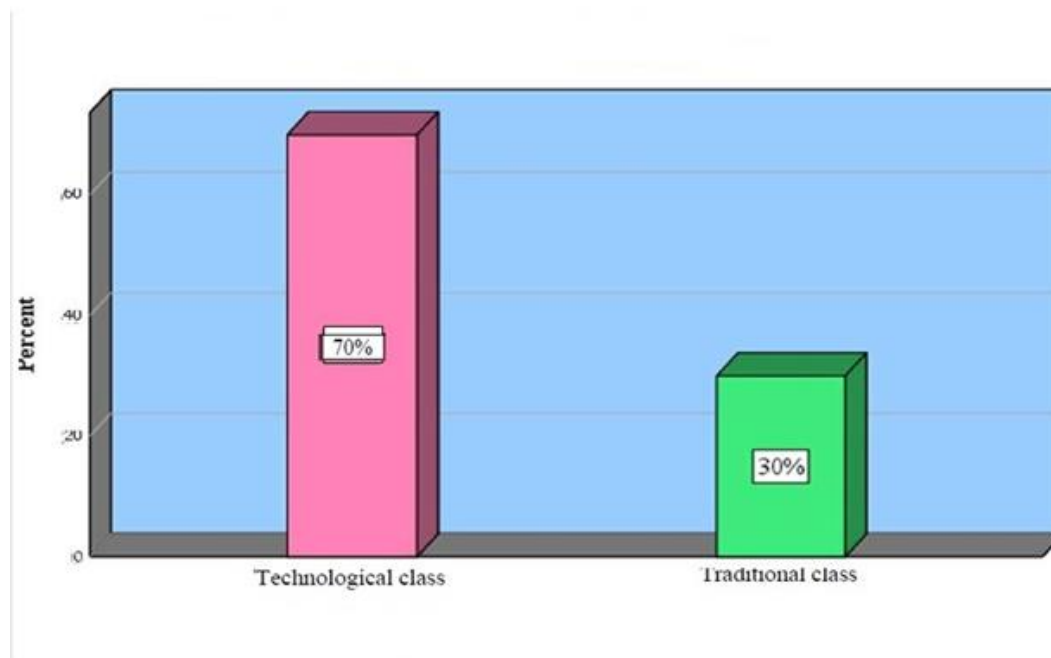
After observed traditional class and ICT classroom. We asked students, in which scenario do you feel most motivated? Technological class or traditional class? The 70% of the students prefer technological class. This is because students enjoy technological class and many experiences that other could not in the past. Teachers and students can do their task faster and easier as well as facilitate communication, research and information gathering. Today the students have the opportunity to have a much more attractive and interactive learning by using the ICT classroom, however most teachers refer the traditional classes instead of becoming innovative teachers. This means that students´ have negative attitudes toward English learning in a traditional classroom, they prefer ICT classroom.

15.2 Attitude and Motivation

Figure 2

*Does the teacher conduct motivational English classes using videos or photo?*
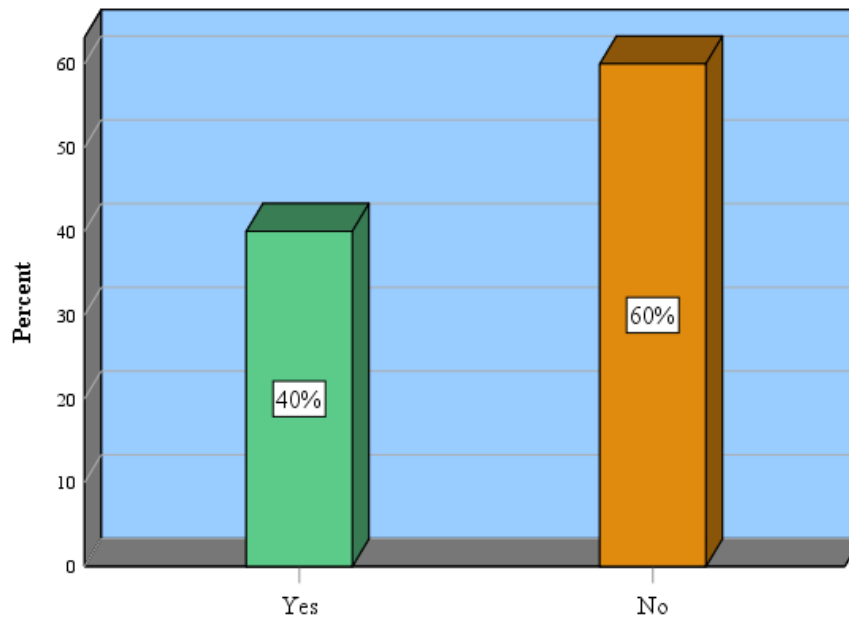
According the observation in the classroom. Traditional classes do not motivate students' learning because most of the time students do not like to participate in English classes. They do not like to be integrated in the activities of the classroom. Therefore, the teacher has to develop good activities to achieve students' participation and motivate them in English language learning. When asked if the teacher conducts motivational English classes using videos or photos (Figure 2), 40% of students answered that the teacher conducts motivational English classes using videos or photos but this is the minority of the classroom. 60 % of students answered that the teacher does not develop class using video or photo.

15.3 Students' Attitude in ICT Classroom:

Figure 3

*Do you think it's easier to learn English using some software or application?*
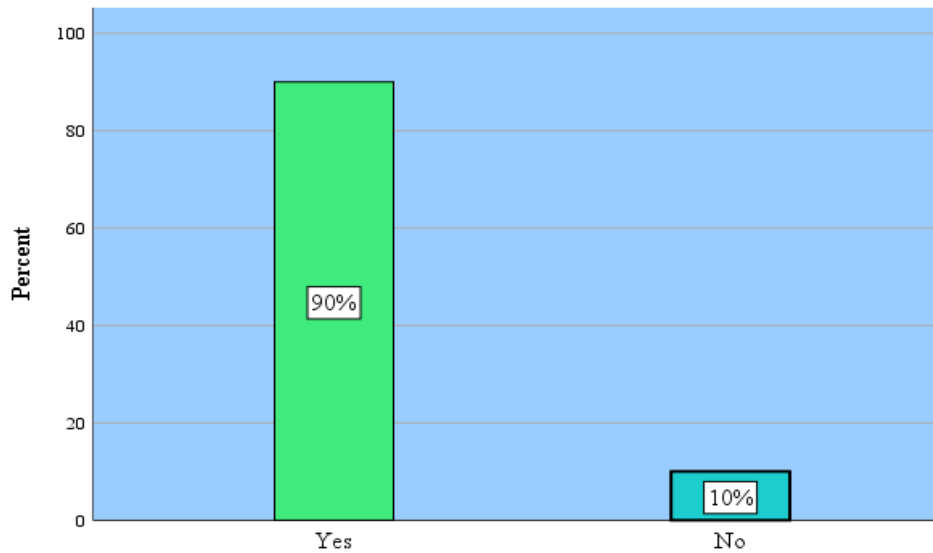
Nowadays, it is difficult for teachers just only using traditional teaching methods to achieve success in teaching and learning process if learners do not interest the language. Therefore, learners' interest is the most important factor in English learning as second language. When asked if it is easier to learn English using some software or application, 90% of students answered that they think it is easier to learn English with software or application (Figure 2). Which means that students present a positive attitude and they are motivated in learning English language. Taking into account this opinion of students, the teacher has to achieve the opportunity to practice all English abilities and use technological resource to develop activities to improve English learning. This way students will feel more confident when practicing any ability of the language, this result shows that students have positive attitudes toward English learning in ITC Classroom.

XVI   Active Learning and Language Integration in ICT

Figure 4

Do you think the use of mobile applications and technological tools helps motivate the learning of English?
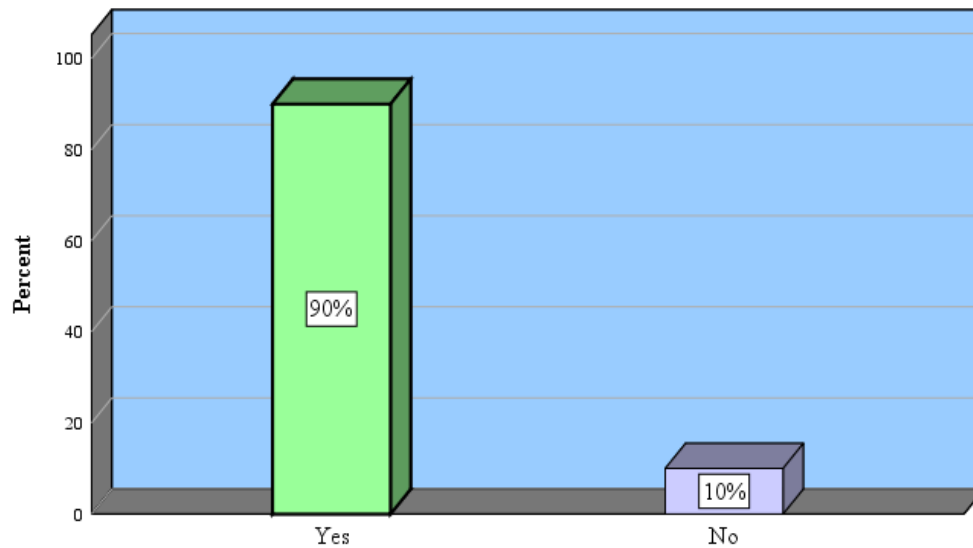
Active learning and language integration mean that students are motivated in English learning. Therefore, Mobil application can help to develop active class to integrate good activities and students develop language skill in a fun way. Moreover, active learning works because it engages students in the learning process. More specifically, active learning in the classroom has distinct advantages in language integration:

Teachers and students get more one-on-one interaction. Students learn through collaboration and interaction with other students, engaging more deeply with the course content and building invaluable social skills. Teaching is more inclusive students with different learning styles get a personalized experience.

The result we got from the question if the use of mobile application and technological tool helps students to be motivated in the learning of English the 90% of the students answered yes, technology is essential in the learning process, where the traditional classes are becoming monotonous and routine and the students do not feel motivated to learn and when the student is not motivated they do not develop any ability. For this reason, the teachers must take the initiative of using technological tools and mobile application to develop their lessons in order to get out of the routine.

16.1 Language learning with internet

Figure 5

*Do you think the Internet is an important tool for learning English?*
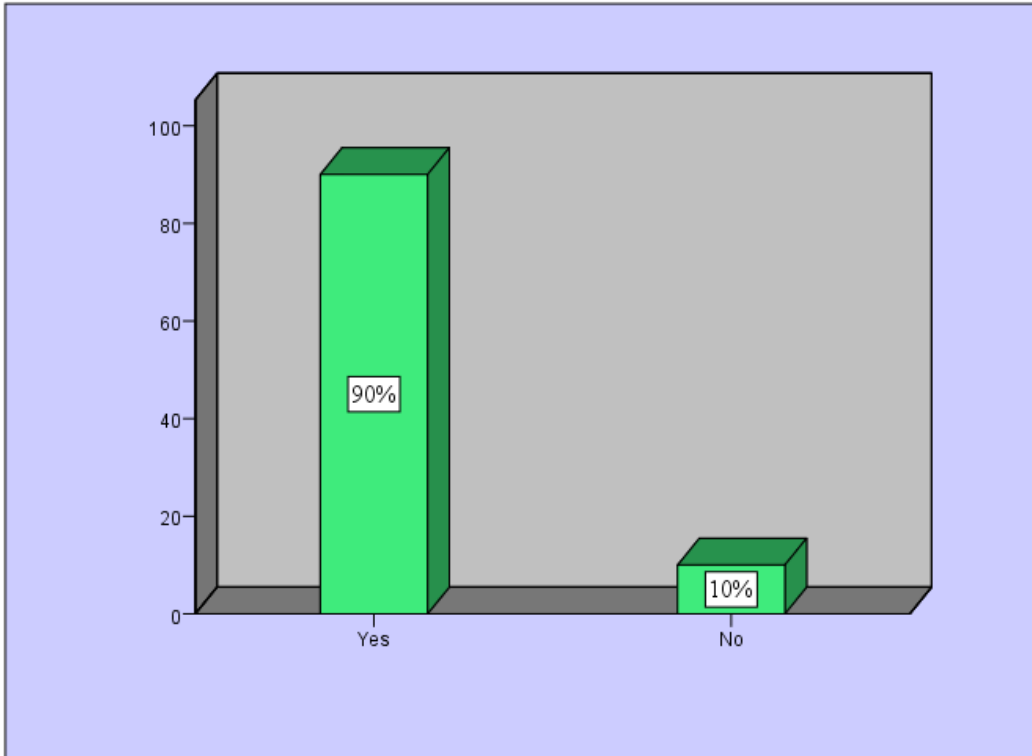
When asked if the internet is an important tool for learning English. The 90% of the students said yes. This is because the internet is a global tool in which we can find different kind of information. In other words, we can find everything that refers to English language. The internet offers   English online courses, dictionaries, audios, videos, articles and very interesting websites with explanation of the different English skill. Teacher should encourage students to use internet for good purpose and the students star looking for beneficial information in order to become more knowledgeable in the area of English.

16.2 Language learning with devices

Figure 6

*Do you use any devices to learn English outside the classroom?*
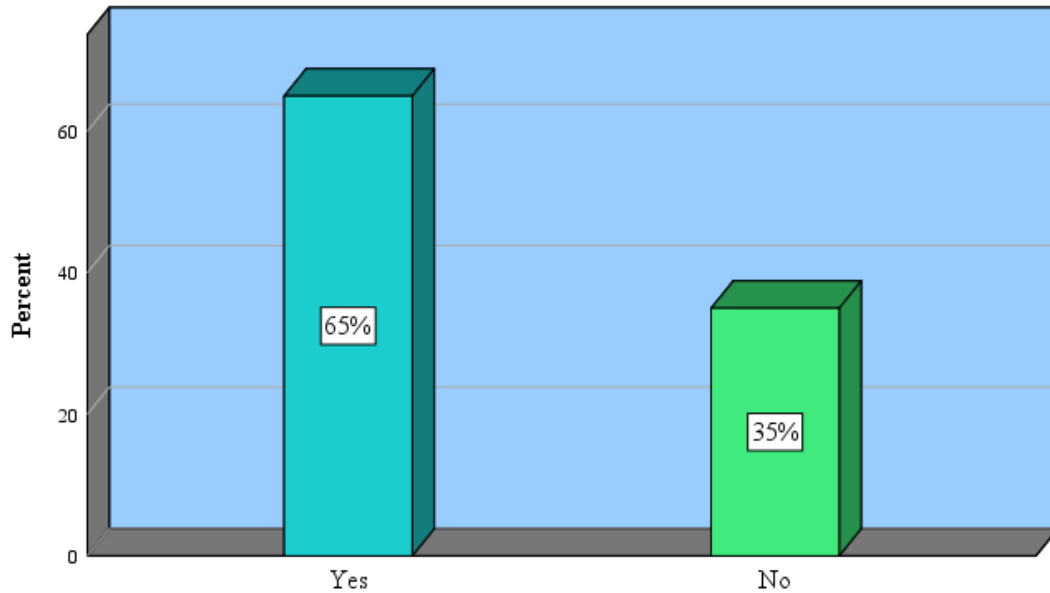
When asked if they use any device to learn English outside the classroom, 65% of students answered that they think it is easier (Figure 6). Even though that students like to use technology such as cell phone, computer, tablet etc. they do not like to use them to study. Most of them prefer to use Apps like WhatsApp, Facebook, Instagram, Just 35% of them use technology to study outside the classroom using some apps like Duo lingo, verbs apps.

16.3 Positive language learning attitude

Figure 7

*Are you motivated to learn English using a computer in the ICT classroom?*
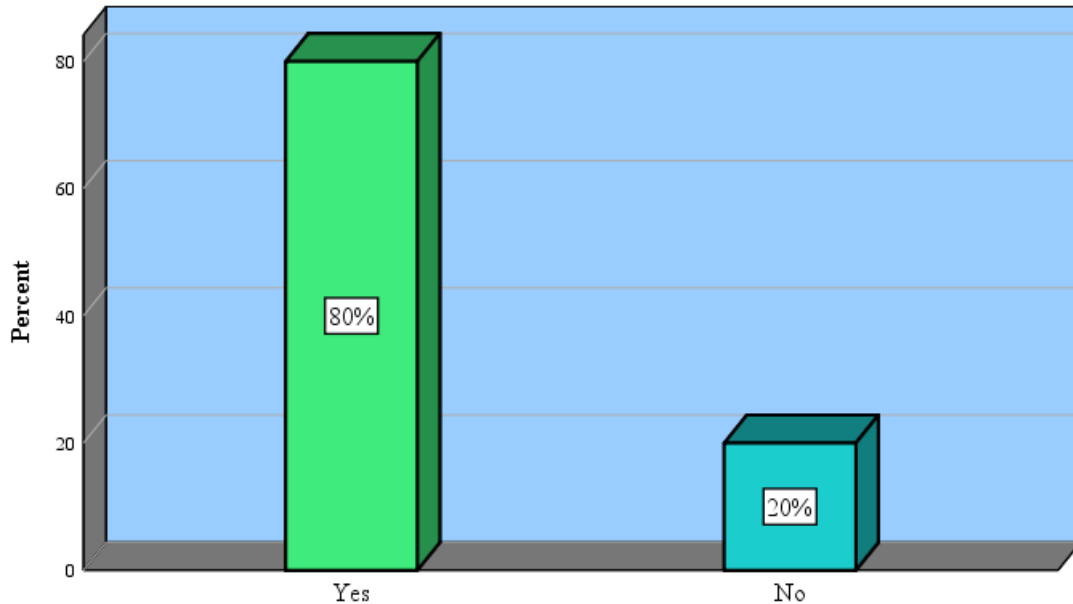
When asked if they are motivated to learn English using a computer in the ITC classroom, 80% of students answered that they feel motivated when they are using a computer in the ITC classroom. (Figure 7). At this stage students like technology, this means that students feel motivated using a computer rather to be in a traditional classroom however, most of the teachers do not like to use the ICT Classroom. They prefer to stay in a traditional classroom. some students cannot use computer and other because they do not like it.

XVII   Language skills competence development

17.1   Didactic resources used in traditional class

Figure 8

Check the didactic resource that the teacher most use to develop English class
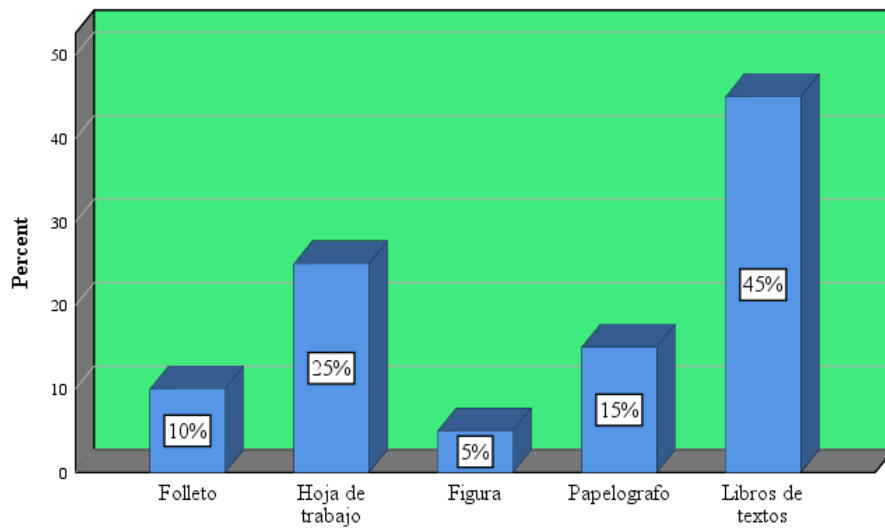

As we know traditional way of teaching is based on paper activity development and whiteboard. This method of teaching language, students do not develop all activities. Figure 8, when asked students about the didactic resource that the teacher uses, 45% of students says that the teacher uses textbooks. This means that the teacher does not like to design new strategies to engage students in language learning. 25% of students say that the teacher uses worksheets, 15% answered wallpaper, 10 % say that the teacher uses pamphlet and just 5% say that the teacher uses figures. According the result of the didactic resources used in traditional classes students do not feel motivated in language learning.

17.2 ICT Classroom Integration

Figure 9

*How often does the teacher use technological tools to develop English Class?*
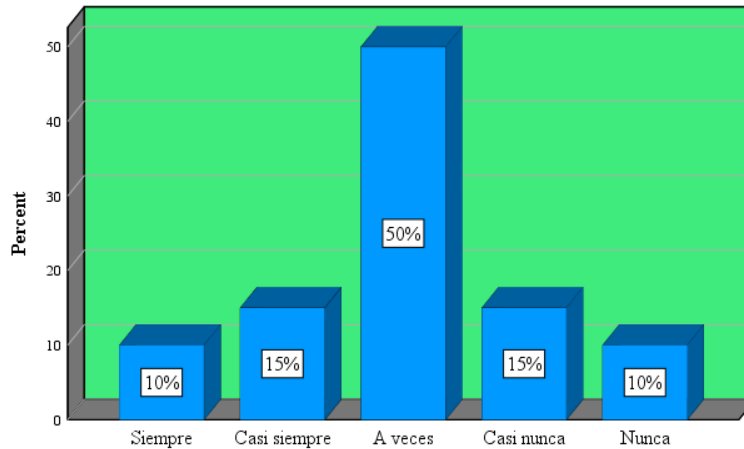
Technology has certainly changed the way we live. It has impacted different facets of life and redefined living. Undoubtedly, technology plays an important role in every sphere of life. Several manual tasks can be automated, thanks to technology. Also, many complex and critical processes can be carried out with ease and greater efficiency with the help of modern technology.

Thanks to the application of technology, living has changed and it has changed for better. Technology has revolutionized the field of education. The importance of technology in schools cannot be ignored. In fact, with the onset of computers in education, it has become easier for teachers to impart knowledge and for students to acquire it. The use of technology has made the process of teaching and learning all the more enjoyable.

In figure 9, it is observed that 50% of the students says that the teacher uses technological tools to develop English class.

Figure 10

Check what technological resource the teacher uses in ICT classroom
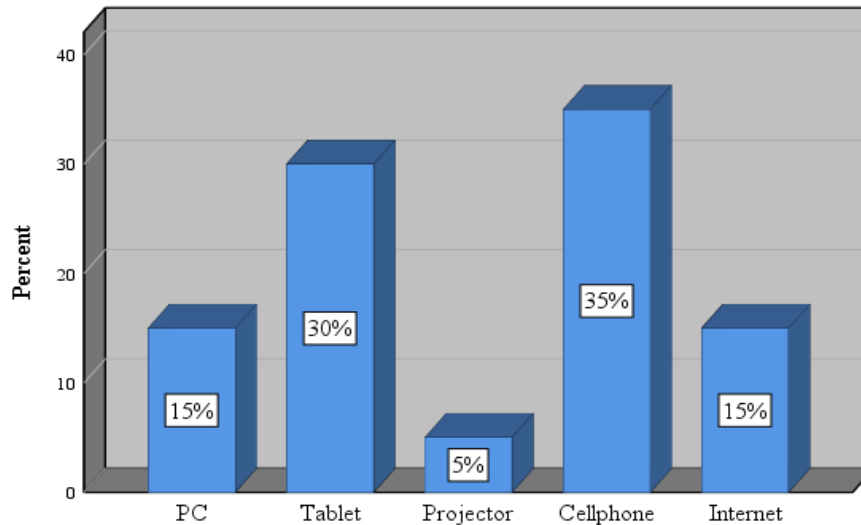
In Figure 10, it shows 35% of students say the teacher uses cellphone to develop technological classes. This is crucial because materials help students to participate more, in which it means that the teacher should develop technological activities and overcome difficulties in language learning. 30% said that the teacher uses tablet, 15% of students said that the teacher uses pc and internet, only 5% of students answered that the teacher uses projectors.

17.3 Assess Language Skills Development

Figure 11

What strategies the teacher uses to assess language skills development
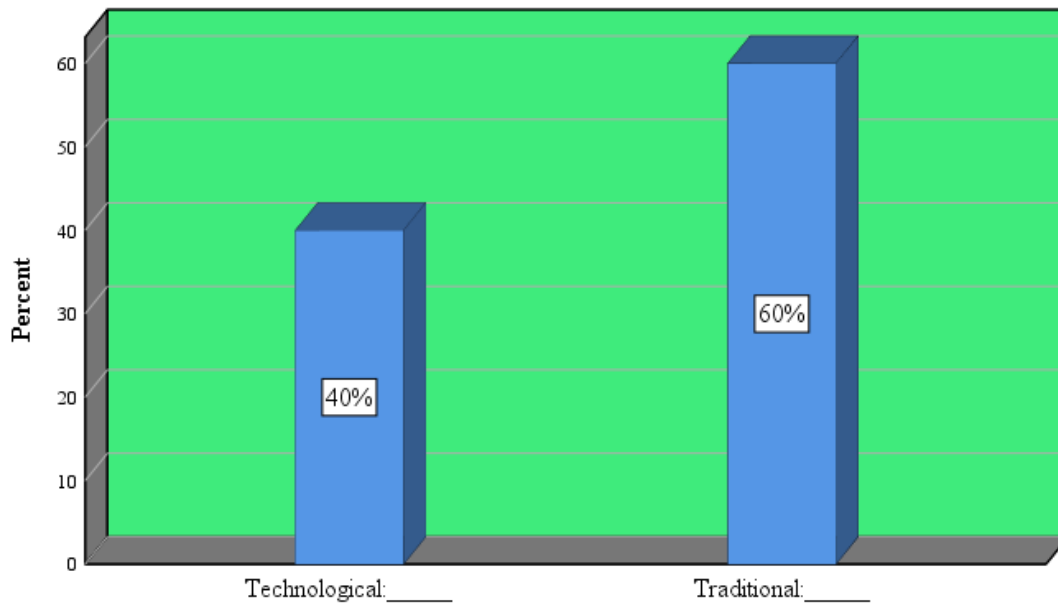
In every language learning there are skills to develop. Therefore, teachers have to design strategies to assess the improvement on student's language competence development during an English lesson. In this case when asked to the students about the strategies that the teacher uses to assess language skills. In Figure 11, 60% of students answered that the teacher uses traditional strategies. however, 40% of students answered that the teacher uses technological strategies. In which this means that the teacher assesses just written paper worksheet. This does not allow the teacher assesses all the skills of the language.

XVIII. CONCLUSIONS

Nowadays, the presence of technological classroom at the public school" Che Guevara" is very remarkable. This has as objective to improve education in our community. It provides a space that allow students to explore new things and good language learning. We can certainly say that technology can facilitate to develop abilities on students. Concerning to the use of technology. It is concluded that, the findings of the present study clearly demonstrated that ICT classrooms motivate students on language learning.

The study showed that the frequency of technological tools is very low which points out that little time and preparation is dedicated to them; nonetheless, most students recognize that the use of ICT classroom using devices and applications is very important because they have better language proficiency.

Most students are disappointed with English classes because the teacher does not use technological classroom. He develops more traditional classes. And therefore, students do not show interest in language learning.

The majority of students feel more motivated in technological classroom than traditional class. Besides, students who have a high interest in learning English using technology they integrate in all activities, on the other hand, they feel shy when they do it in traditional class.

Textbook, worksheet and wallpaper were the most implemented didactic resource in English classes which helped students to improve their language learning, accuracy and self-confidence. However, these are not enough to develop students´ competence in language learning.

The results have suggested most students perceived that they think it is easier to learn English using technology such as software or applications whereas a few of them say that it is not easy to learn English. Also, most of them recognize that the internet is an important tool for learning English. And just a few of them say that the internet is not an important tool for language learning.

The teacher uses traditional class to assess language learning skills which were the most used material in English classes. These materials are helpful but not enough to ensure effective language assessing. Additionally, he almost does not use ICT classroom. The teacher should use technological tools, software and applications to assess language skills.

XIX. RECOMMENDATIONS

It is recommended to increase the use of technology and therefore, a greater number of strategy categories which will be influential in students´ language performance. Besides, the teacher can implement new strategies by his own.

The teacher should implement effective and technological strategies which would address classroom interaction, increase learning motivation and oral practice but above student`s attitudes toward English learning in an ITC Classroom.

It is necessary that students perform activities using application or software that improve competence in language learning to develop their skills such as listening, writing and speaking.

It is important that the teacher uses technological devices to develop the activities of the lesson plan according the objective of the curricula, and adapt to ICT classrooms to integrate students on in all activities.

In order to increase the level of motivation and interest of the language, the teacher should be more creative and develop more ICT classroom activities and use it more frequently so, students´ opinions are considered, they become protagonists of the English atmosphere in the classroom.

The teacher should design new form of assessment based on ICT classroom to engage students on English language learning, students could practice any ability with technological device.

We recommend two powerful tools to design activities to motivate students on English learning, these are: Ardora and iSpring Suite, they allow to develop activity to work without internet access and can be played in computer and tablet.

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XXI. ANNEXES

Universidad Nacional Autónoma de Nicaragua, UNAN-MANAGUA

Faculty of Education and Languages English Department Classroom Observation

High School' Name: _____

Level: _____ Teacher' name: _____ Subject: _____ Date: _____

Observed by: _____

This Classroom Observation has the purpose to determinate the kind of technology used in English class used by the teacher in the classroom.

Students motivation	Always	Sometimes	Hardly ever	Never
Teacher uses traditional activities in the classroom				
Teacher uses technological activities in the classroom				
Teacher motivates students with technological strategies				
Teacher engage students with traditional activities				
Teacher takes into account the level of students				
Student feels interested in technological activities				
Student feels interested in traditional activities				
students show motivation to the activities that the teacher develops with technology				
Technology integration				
Teacher conducts technological activities				
Teacher uses variety of devices in class				
Teacher uses school' resources in every class				

Teacher creates technological activity to share among students				
Teacher promotes technological activities assess language skills				
Students try to interact between teacher-students using ICT				
Teaching resources				
Students are integrated into the activities of the English class without the teacher ask you to please be part of the process				
Students are interested in all kind of resources that teacher uses in their learning process				
students show interest in technological resources				
students show demotivation to the activities that the teacher develops with traditional resources				

Observations:

_____

_____

_____

_____

_____

_____

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(UNAN-Managua)

<u>Interview directed to the teacher:</u>

Dear teacher the main purpose of this interview is to know if you integrate technology for the English teaching learning process in order to determine the motivation and leaning on students

1. What methodology is easier in teaching English on your students?

    Technological_____

    Traditional_____

2. What are the most common factors that affect the English teaching on your students? Name them.

3. Do you observe motivation on your students when using the CTE?

    Yes_____   No_____

4. Do you observe motivation on your students when using traditional tools in the classroom?
    Yes_____   No_____

5. Do you use any technological tool for your English classes? Yes_____   No_____

6. In which pedagogical scenario do you consider it easier to develop a lesson?
    CTE_____   Traditional classroom_____

7.Do you consider technology is a useful element and appropriate for English class development?

    Yes_____   No_____

8.Is it easy for students to learn with technological tools.

    Yes_____   No_____

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Encuesta para Estudiantes

Nombre: _____

Edad: ___

Instrucción:

Estimado estudiante el propósito de esta encuesta es para conocer la motivación para el aprendizaje de inglés con el uso de la tecnología. A continuación, se presentan unas preguntas relacionadas con el tema, marque con X una de las opciones

2 ¿Crees que es más fácil aprender inglés usando algún software?
   Si_____   No_____

3 ¿Te motiva aprender inglés usando computadora en el aula TIC?
   Si_____   No_____

4 ¿Usa algún dispositivo para aprender inglés fuera del aula?
   Si_____   No_____

5 ¿El profesor realiza clase de inglés motivadora usando videos o fotos? Si_____
   No_____

6 ¿Consideras que el uso de herramienta tecnológica y aplicaciones móviles ayuda a
   motivar el aprendizaje del inglés?
   Si_____   No_____

7 ¿Crees que el internet es una herramienta importante para aprender inglés?
   Si_____   No_____

8 ¿En qué escenario y estrategias pedagógico te sientes más motivado?
        Enseñanza tecnológica _____
        Aula tradicional _____

8.Marque el tipo de materiales didácticos que el profesor más usa durante el desarrollo de las clases

Folletos ☐

Hoja de trabajo ☐

Figuras ☐

Papelógrafo ☐

Libros de textos ☐

Otros_____

9. ¿Con qué frecuencia el profesor hace uso de recurso tecnológico durante el desarrollo de la clase de inglés?

Siempre ☐   Casi siempre ☐   A veces ☐

Casi nunca ☐   Nunca ☐

10.Check what technological resource the teacher uses in ICT classroom

Pc ☐   Tablet ☐

Projector ☐   Cellphone ☐

Internet ☐

11. Que estrategias usa el profesor para evaluar el desarrollo de las habilidades del idioma

Tecnológica_____   traditional_____

Gracias

**UNIVERSIDAD NACIONAL AUTONOMA DE
NICARAGUA**

(UNAN-Managua)

Survey for students

Instruction:

Dear teacher, the purpose of this survey is to validate our work on motivation for learning
English with the use of technology. Here are some questions related to the topic, mark with X one
of the options

1.Do you think it's easier to learn English using some software?

Yes_____   No_____

2.Are you motivated to learn English using a computer in the ICT classroom?

Yes_____   No_____

3.Do you use any devices to learn English outside the classroom?

Yes_____   No_____

4.Does the teacher conduct motivational English classes using videos or photos?

Yes_____   No_____

5.Do you think the use of technological tools and mobil applications helps
motivate the learning of English?

Yes_____   No_____

6.Do you think the Internet is an important tool for learning English?

Yes_____   No_____

7.In which scenario and pedagogical strategies do you feel most motivated?
Technological classroom _____   Traditional classroom_____

8. Check the didactic resource that the teacher most use to develop English class

     Folletos ☐

     Hoja de trabajo ☐

     Figuras ☐

     Papelógrafo ☐

     Libros de textos ☐

     Otros_____

9. How often does the teacher use technological tools to develop English class?

     Siempre ☐   Casi siempre ☐   A veces ☐

     Casi nunca ☐   Nunca ☐

10. Check what technological resource the teacher uses in ICT classroom

Pc ☐   Tablet ☐

Projector ☐   Cellphone ☐

Internet ☐

11. What strategies the teacher uses to assess language skills development

     Technological_____   traditional_____

Thank you