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OF SANTIAGO DE GUAYAQUIL  
FACULTY OF ARTS AND HUMANITIES  
SCHOOL OF ENGLISH LANGUAGE**

**TITLE OF PAPER:**

Perception of teachers and students on the use of technology in EFL classes  
in the ninth grade of the Unidad Educativa Mariscal Sucre: a comparative  
analysis

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**CERTIFICATION**

We certify that this research project was presented by **Espinoza Pinzón Liz Stephanie**, as a partial fulfillment of the requirements for the **Bachelor Degree in English Language with a Minor in Educational Management**.

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The Senior Project: **Perception of teachers and students on the use of technology in EFL classes in the ninth grade of the Unidad Educativa Mariscal Sucre: a comparative analysis** prior to obtaining the **Bachelor Degree in English Language with a Minor in Educational Management**, has been developed based on thorough investigation, respecting the intellectual property rights of third parties regarding citations within the corresponding pages whose sources are included in the bibliography. Consequently, this work is of my full responsibility.

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## ABSTRACT

The title of this research project is *Perception of teachers and students on the use of technology in EFL classes in the ninth grade of the Unidad Educativa Mariscal Sucre: comparative analysis*. The general objective is to compare the perceptions of teachers and students towards the use of technology in the EFL class. The methodological approach relies on constructivism as the philosophical framework and on the case study method with a comparative focus. The research is situated in the U.E. Mariscal Sucre, a private educational institution mainly targeted to middle income households. The target group of study are the 51 girls and the 59 boys of ninth grade and four English teachers. The aspects considered for the qualitative analysis are the surveys for teachers and students and the class observations. The most important conclusions are: students are aware on positive effects of technology, on the barriers their teachers have and on the discipline problems. Also, teacher's attitudes is not contrary at all, they consider it is relevant to adapt technology. In addition, there is technology available, but there is a need to improve internet access. Lastly, among the similarities, both groups consider that technology is important, know websites to practice English and prefer to work using a projector. Thus, the differences found are that teachers consider as an urgent need to have more training and students regard that electronic media will replace printed text within five years.

**Keywords:** technology, EFL, young teens, resources, education, approaches, constructivism.

## **INTRODUCTION**

The perception about the use of technology in the classroom is related to a problem that has been studied before in other contexts. For example, Soussi (2015) analyzed the perceptions, obstacles and strategies of ICT and language teaching in Morocco. Additionally, Kinik (2014) examined the teachers' perceptions towards technology use and integration to teach English in Turkey.

This study aims to examine the perceptions of teachers and students about technology in EFL classes at Unidad Educativa Mariscal Sucre, an institution located in Juan Tanca Marengo Avenue Km. 4½ and Guillermo Cubillo Avenue in Guayaquil, Ecuador. The population chosen to be part of the analysis includes teachers and students of ninth grade. In 2017, according to information provided by the Quality Department, the institution hired 44 people for administrative staff, 165 teachers from all the academic departments, and there are 2.206 students registered for the 2017-2018 school year period, from which 109 students belong to ninth grade and only four English teachers teach them in the programmed levels (beginners, intermediate I, II and III).

The teachers and students of ninth grade represent an interesting object of study for several reasons. Students from this grade, due to their age, are constantly exposed to technology in their daily activities (communication, entertainment, social life), so it is reasonable to infer that the analysis of their perceptions around technology applied to education are particularly interesting. Moreover, the generational gap that exists between teachers and students from this age, present a challenging educational environment in which the perceptions towards technology in the classroom might differ among the participants. This analysis is necessary because it will not only permit further investigation, but also it will help to socialize the results among the participants to facilitate a dialogue with respect to the use of technological resources.

The direct beneficiaries considered for this study are the educational institution and the researcher, but also it might be beneficial for people interested in technology applied to education. Certainly, the results of this research project are able to embrace further and deep investigations on the field of educational technology based on the overview of the viewpoints researched. Undoubtedly, in the development of the investigation, there were found some methodological limitations such as, the fidelity and veracity of the data because it is a work based on a very subjective component.

## **STATEMENT OF THE PROBLEM**

The use of technology is worth in education, and currently it plays a key role in this field. Along different EFL classes in Unidad Educativa Mariscal Sucre, it has been observed that there are some technological resources available. In some classes, these resources were used and in others they were overlooked by teachers and students. Due to this reason, it is possible to identify the existence of a problem worthy of analysis. As a consequence, it is necessary to analyze the perceptions of teachers and students towards the technology available for EFL classes and examining the reasons of using or overlooking them, depending on the case.

## **RESEARCH QUESTIONS**

1. What are the perceptions and attitudes towards technology of teachers and students in relation to the EFL classes in ninth grade of Unidad Educativa Mariscal Sucre?
2. What are the differences and similarities between the perceptions of teachers and students in relation of the use of technology?
3. What is the level of active participation of students in the use of technology in the EFL class?

## **GENERAL OBJECTIVE**

To compare the perceptions of students and teachers on the use of technology in EFL classes to improve the English learning process in ninth grade of Unidad Educativa Mariscal Sucre.

## **SPECIFIC OBJECTIVES**

- To analyze students and teachers' perceptions on the use of technology in their EFL classes.
- To determine the level of active participation of students in the use of technology in the EFL class.
- To prepare a sample class based on the perceptions of teachers and students towards the use of technology in EFL class.

# LITERATURE REVIEW

Worldwide there is awareness of the fundamental role of new Information and Communication Technologies (ICTs) in the field of education. Since education is considered a general element of culture and an expression of the human evolution, it is not unconnected to the impact of technology. For what has been stated, the different notions of the following essential themes will be presented in the theoretical framework: English as a Foreign Language (EFL), Technology and Young Teens.

## 1.1 English as a Foreign Language

English is currently one of the most spoken lingua franca worldwide. That is the reason why Nasr (1997) considered that it has “become virtually a world language”. Thus, Mydans (2007) mentioned in his article that according to some scholars about “one-fourth of the world’s population can communicate to some degree in English”.

Following this idea, the editors of Encyclopædia Britannica (2010) define as foreign-language instruction the methodology utilized to give the learners some proficiency in an unfamiliar and nonofficial language in their countries. Nakata (2006) in his book ‘Motivation and experience in foreign language learning’ warrants that a “learner’s motivation will grow in an appropriate environment”. He also mentions that what teachers manage is not ‘learners’ but the “learning environments”. In this context, it can be said that teachers have a huge and unmatched responsibility in the learning process of his/her students. In this idea falls the importance of a variety of activities in a class.

### 1.1.1 Approaches

Based on the third edition of the book *Approaches and methods in language teaching* edited by Richards and Rodgers (2014), it can be listed several methods for teaching English which are divided in three main groups: major trends in twentieth-century language teaching, current approaches and methods and alternative twentieth-century approaches and methods.

The first group mentioned involves methods such as the grammar-translation method, direct method, the oral approach and situational language teaching; and the audiolingual method. The second group listed in the book joins up the communicative language teaching (CLT), the content-based instruction and content and language integrated learning (CLIL), competency-based language teaching, task-based instruction, the lexical approach, multiple intelligences teaching and the cooperative language learning. The third group lumps together the natural approach, the total physical response (TPR), the silent way, the community language learning and the suggestopedia. This list helps to have an overview of the approaches that exists.

Thereby, nowadays is possible to arrange a class using key parts of different methods adapting the most accurate depending on the learners' group. Larsen-Freeman (2000, p. 121) argues that educators in the 1970s noticed that learners were able to produce English correctly in a class, they could not use the language accurately when genuine communication outside the lesson was required. That is how a need of improvement was requested. So the CLT seems to be the answer. In there, students work on all four skills from the beginning. (p. 131) and it aids to have a meaningful learning.

## **1.2 Technology**

The Encyclopædia Britannica online defines technology as the “application of scientific knowledge to the practical aims of human life or, as it is sometimes phrased, to the change and manipulation of the human environment.” According to the online version of Oxford Dictionary, technology refers to the “application of scientific knowledge for practical purposes.” In addition, the Merriam-Webster Learners Dictionary conceptualizes technology as the “use of science in industry, engineering, etc., to invent useful things or to solve problems.” All the definitions provided associate the term technology with science and its practice.

Selwyn (2011) argues that, currently, the usage of the term technology is recognized far more than just devices in general. Instead of, it is related to

human aspects and their social contexts. Despite the fact that many authors associate technology with industry, it can be related to any other area in which a problem needs to be solved too. Through the following lines an analysis of this concept in relation to education is provided.

### **1.2.1 Technology applied to education**

Januszewski and Molenda (2010, p.1) state that educational technology can be defined as “an abstract concept or as a field of practice”. Thus, they conceptualize this term the following way:

*It is the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources.*

Attitudes towards the educational technologies or ICT materials will be considered as the starting point of grateful changes in schools. Murphy (1995) summarizes “the learning outcomes that result from the use of technology in classroom as following: (1) social growth, (2) problem solving, (3) peer teaching, (4) independent work, and (5) exploration. Technology has played a dictating role in the field of education.” Thus, it is not a matter of using technology only to catch up with mainstream trends, but rather how to create meaningful regular classes for graders as a result of suitable use of these resources.

Fullan (2007) stands that educational change depends on what teachers do and think, he considered it as simple and complex as that. Therefore, it might not be so accurate to leave all the responsibility to the technological resources available because it definitely will depend also on the way how the teacher manages to use them profitably. Due to this situation, it is probable to find classes where resources are accessible but they are not well used.

In addition, Selwyn (2011) remarks that a computer in a classroom is now just as much part of the furniture. That is because, currently, this technological tool is considered so important in the development of a class. It may be used to give explanations, to show audiovisual materials, to apply



different methodological strategies, to send homework assignments, to enhance student's attention, to employ interactive online platforms, among others.

Aligned with this criterion, Pathak and Chaudhary (2012) conclude what they consider to be the universally accepted definition of Educational Technology (ET): "ET involves processes, methods and techniques, products, resources and technologies organized into workable systems. Also ET is a science of techniques and methods by which educational goals can be realized." Hence, it is essential to mention that even today ET does not have a single meaning. But it can be concluded safely that it implies aspects mentioned before by these authors.

### **1.2.2 Instructional technology resources**

Khrosrowpour (1999) states that traditional educational technology programs focus on pedagogy more than only on design and development and the necessary supporting technologies. Thus, there are some resources such as, digital whiteboards, online platforms, apps, among others, that had been created focusing on pedagogical aims.

Regarding digital or interactive whiteboards, there are some ideas related to the benefits they represent for the classroom. According to Thomas and Cutrim (2010), these resources serve the following purpose: prepared materials could be worked through, edited, highlighted and saved for future revision. Even though, these authors consider several uses for this tool, Fautley and Savage (2013) were astounded on the way how it was misuse in the early days of its invention because instead of work interactively in class, it seemed to serve only as a presentational style. Teachers tended to just show the same material they have got in physical, without adding or adapting any new activity to his/her teaching.

Another resource employed in the classrooms is the online platforms. According to Harris, Wilson and Ferguson (2010), an outcome of the accurate use of Internet as a tool consists on facilitating student-centered learning environments, in which online platforms have been created to

supplement traditional instruction. These authors recognize that platforms allow “an inclusive instructor” role of teachers, even though there might be only “partial accompaniment to face-to-face classroom time.” This means that online platforms are resources that introduce the notion of a teacher that is more personally engaged in the learning process, while paradoxically is not physically before the students on a regular basis.

Additionally, online platforms, according to other authors, report other benefits. In this line of reasoning, Petty, Heafner, Farinde and Plaisance (2014) contemplate that these pedagogical resources afford “the chance for multiple viewings, allowing students to pause, fast forward or replay pertinent educational scenes performed by the teacher mentors.” Also, Danver (2016) mentions that “learning platforms such as Blackboard, Canvas and Moodle and virtual learning environments such as WebEx and Adobe Connect” are rising in requirement and service. In other words, these tools are currently used to reinforce knowledge through repeated views of the contents; and, besides, the increasing demand of these products evidences that a rising number of educational institutions is considering these resources as an essential part of their program and budget.

Moreover, educational apps plays an important role. A mobile app is defined by Nickerson (2007) as portable technology for any customer used for a specific purpose. While Patronis (2016) ensures that there is some terminology applied to detail the process of learning given online using internet. e.g. electronic learning (e-learning) concerns learning that uses electronic tools beyond traditional classroom strategies.

In conclusion, it is important to mention the concern expressed by Cutrim (2010); according to this author, “since the technology allows a seamless access to multimedia resources, there is a potential danger of using the technology mainly to give lessons a crisp pace, instead of focusing on making the best pedagogical use of these resources” (p. 1566). That is why it is so relevant to analyze the role of the teacher, how he/she manages these resources, and how he/she encourages students to do their best while working with these tools and reach the learning goals of the class.

### **1.3 Young teens**

“Kids these days are growing up faster” according to Anderson (2007). She considers that young generations are exposure to things she did not have to worry when she was younger. Likewise the United Nations children’s Fund (UNICEF, 2002) affirms that “adolescence is one of life’s fascinating and perhaps most complex stages”. Also, that young people during adolescence establish independence, in emotional and psychological aspects. In addition, UNICEF contemplate that during this stage they learn to manage and be aware about their own sexuality and begin to questioning themselves about their future performance in society. In other words, they are neither adults nor children.

#### **1.3.1 Social development**

Blos (1999) foresights that parents and society must recognize the relevant role that they play in adolescents’ conflicts to be released from childish dependencies. In the same way, Allen, Porter and Mefarland (2006) regard that peers are important contributors to the social development. So it can be assumed that everybody who surrounds young teen’s environment are undoubtedly important part of the process of transition between childhood and adulthood.

The look for fairness and rights, equal treatment and equal access, according to Helwig (1995), were the reasons for refuse exclusion. Young teens are constantly seeking to be heard, to be taken into account and to take part of what they believe is worthy. Due to that, this life’s stage between 13 to 15 years old are significant to be studied. They count on with the background knowledge of their infancy and they are able enough to express their opinions towards an specific aspect or situation.

## METHODOLOGY

The present research project, in order to fulfill the objectives already established, follows a methodological path that includes the philosophical framework, the approach and the method. Therefore, an explanation about these aspects will be provided through the following lines.

Concerning the philosophical framework, the most accurate for this study is social constructivism (or interpretivism). This philosophical framework can be define as the research paradigm in which knowledge is spread in the world and constructed by society. Additionally, participant's points of view should be taken into account during the inquiry process. (Thomas, 2009). Hence, considering that, this study is aimed to examine the perceptions of teachers and students, it is sensible to conduct the research process under the social constructivism paradigm. Finally, according to Lodico, Spaulding and Voegtle (2006), we, as social beings, construct reality depending to our background knowledge; which confirms the pertinence of the aforementioned framework. Thus, the approach of this research project is qualitative. It is because its main focus is a comparison among perceptions.

The method applied in this project is the case study. According to Thomas (2009, p. 115), "it involves in-depth research into one case or a small set of cases." Additionally, Thomas (2009) argues that this method allows the researcher to analyze in detail a particular situation. In this specific research, the case is a class, the ninth grade of Mariscal Sucre School, involving its students and English teachers. There are two main factors which were considered remarkable in order to select this grade: characteristics of the students and attitudes of the educational institution towards technology.

Initially, the usage of technology, referring to how accessible these resources are in their daily activities. The factors that play an important role in this situation are the social status and the ages of the students. The social factor is mentioned because in their reality their parents have enough financial resources in order to obtain resources such as, cellphones, tablets, laptops, internet connection at home, among others. The ages of these

learners are considered relevant to this project due to their personal interests and the way they socialize, they are familiar with technology.

Besides, the importance that the institution attributes to the appliance of instructional technology is noticeable. For example, the school not only provides access to platforms, which should be used for online homework assignments and tests, but also they assume the use of digital books to fulfill their curriculum instead of keeping the usage of traditional physical books.

Thus, the perspective that guides the research is the comparative method. It is pertinent to mention that since the starting point there were distinguished two main actors and hence two different groups of perceptions in the use of technology (teachers and students). Thereby, it is accurate to indicate that the methodology designed for this study responds to the objectives raised from the onset.

Aligned with this idea, two surveys were employed, a student-oriented and a teacher-oriented survey; both focused on attitudes towards technology in these target groups. The surveys are adapted from [powerupwhatworks.org](http://powerupwhatworks.org) and [cie.org.uk](http://cie.org.uk) webpages. Additionally, an observational checklist was developed in order to observe the classes of the four teachers targeted.

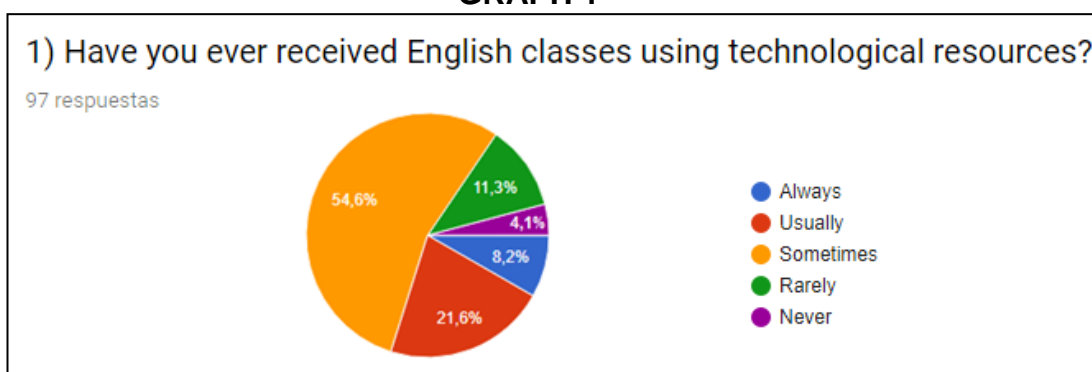
## ANALYSIS OF RESULTS

With the intention of achieving the goals established for this research project, the center of the analysis will be structured around the following topics: perceptions of students, attitudes of the teachers, class observations, resources available and a comparison. For this analysis, the instruments taken into account are: two surveys (one administered among students and the other one among English teachers) and four class observations.

### 2.1 Perceptions of the students

For the analysis of the perceptions of students towards technology in their currently English classes, it is accurate to consider the results of the survey administered among to them among August 14-18, 2017 using Google Forms. As well as it is relevant to mention that from the total of 110 of ninth grade, it was possible to administered the survey only to 97 students, due to several reasons such as, sick leave, external basketball and soccer games and absence per trip.

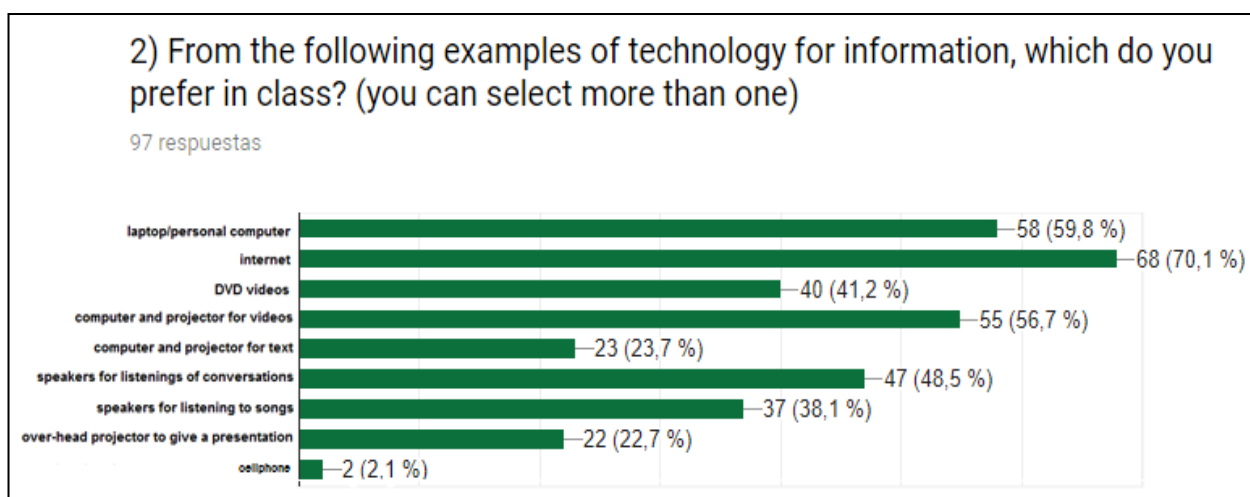
GRAPH 1



Author: Liz Espinoza

In the first question, 53 students who represent the 54,6% of them consider that their teachers sometimes use technological resources and the 21,6% agree that they usually do so. A 4,1%, in contrast, consider that they have never received English classes with technology. Aligned to this idea, Ottenbreit-Leftwich, Glazewski, Newby and Ertmer (2010) in their study indicated that it has been demonstrated that when teachers believe that the use of technology is worthy, it is more probable that they adapt it into their classes.

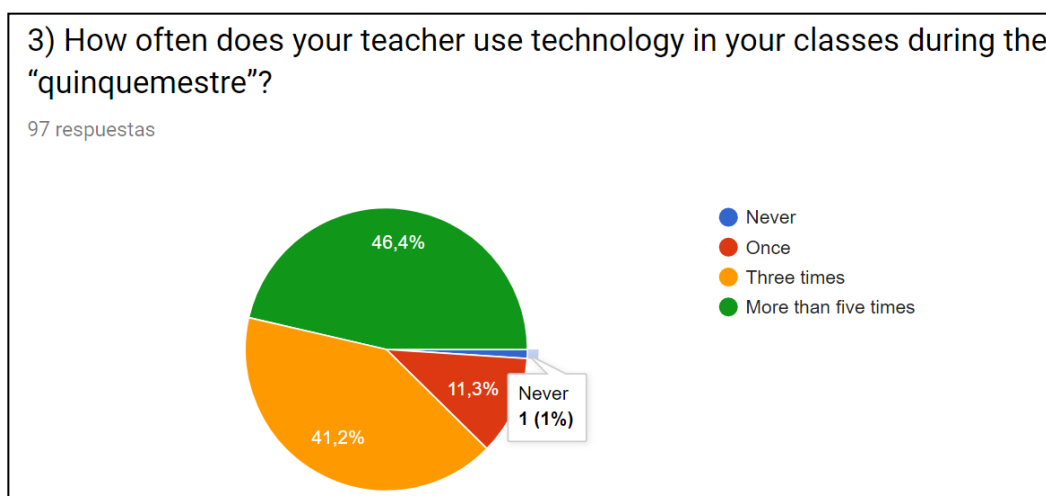
**GRAPH 2**



Author: Liz Espinoza

The second question shows the preference of students of technology in class. The 70,1% chose internet as their first option. The 59,8% selected the use of a laptop or personal computer and the 56,7% the computer and projector for videos. In the same way, Mirriahi and Alonzo (2015) determined in their findings that students prefer, in special, mobile technologies for accurate access to content and meaningful communication and assessment.

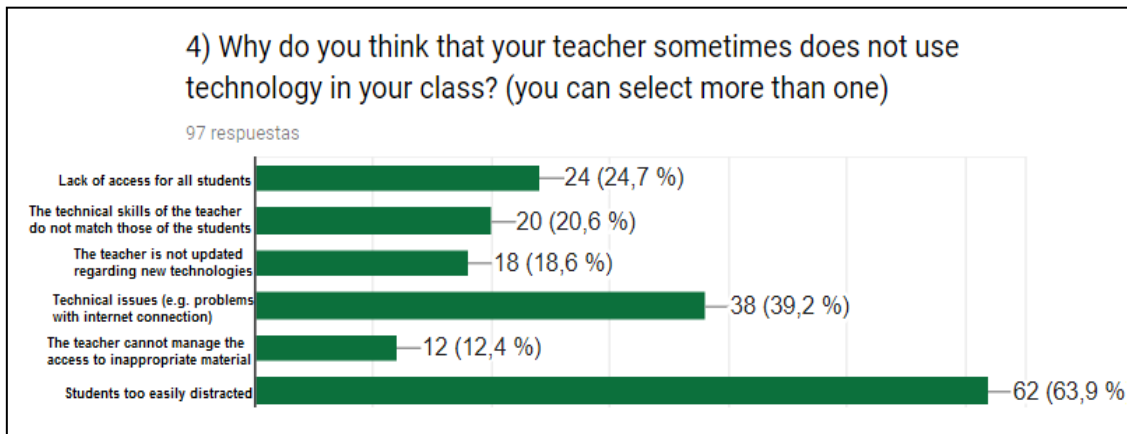
**GRAPH 3**



Author: Liz Espinoza

When answering the third question, the 46,4% and 41,2% of students chose how often their teacher use technology in class, as more than five times and only three times in the “quinquemestre” respectively. Thus, the idea of the ‘digital natives’, known as a generation of “tech-savvy” young people deeply involved in digital technologies mentioned by Bennett and Maton (2010) should encourage teachers to adapt technology as constantly as they are able to do it in their classes.

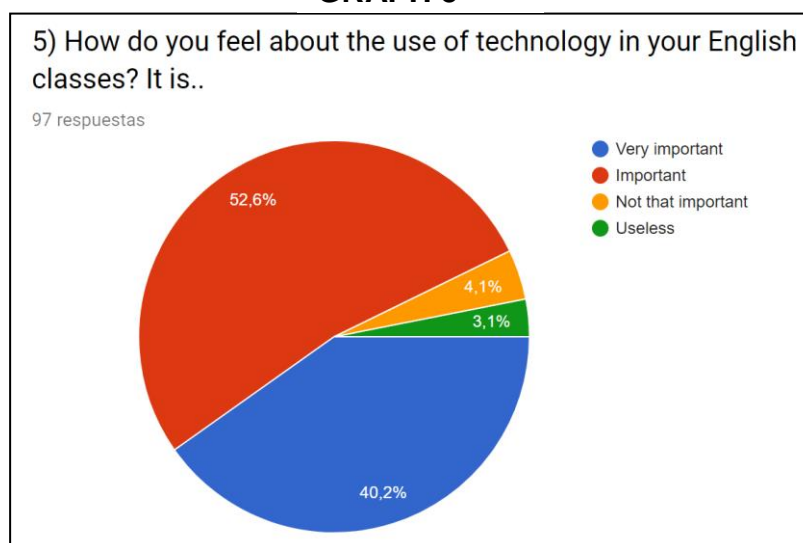
**GRAPH 4**



Author: Liz Espinoza

The fourth question, notoriously shows that the 63,9% of students consider that the reason why his/her teacher sometimes does not use technology in English classes is because they get too easily distracted. Also, the 39,2% of learners recognize that it might be because of technical issues such as problems with internet connection. Similarly, Wachira and Keengwe (2011) consider that beyond the promise of technology in education, many current teachers face several challenges when trying to effectively integrate technology into their daily instruction.

**GRAPH 5**

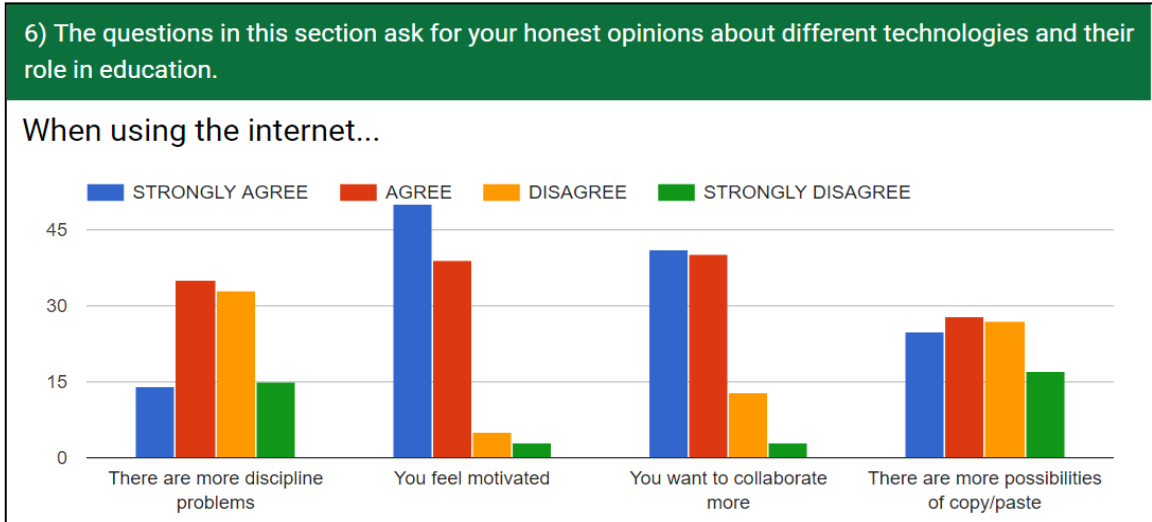


Author: Liz Espinoza

Students expressed, in question 5, how they feel the use of technology in their classes. The 52,6% consider it important and the 40,2% as very important. In addition one student expressed in this question the following idea: *“It is important because it helps us looking for new ways to investigate topics and search things we are in doubt, we can learn more through internet and it is easier to learn through here, of course, we have to use them correctly so that we won’t become distracted by this.”*

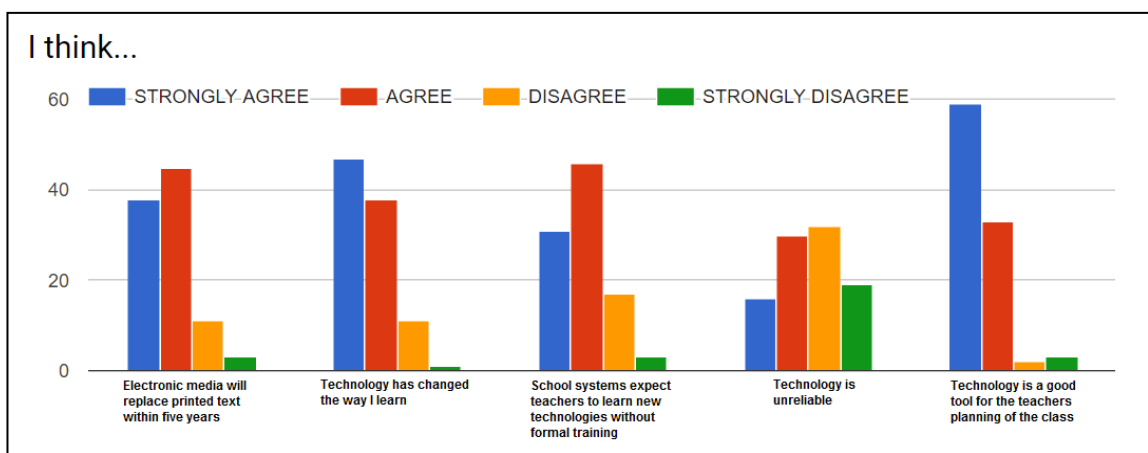


**GRAPH 6**



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**GRAPH 7**

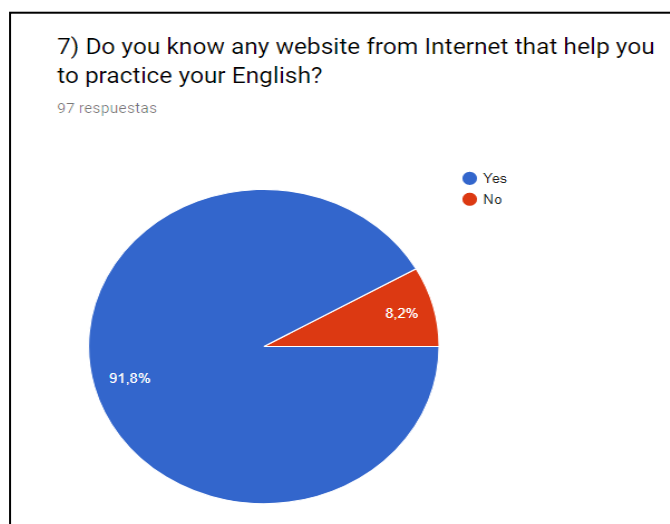


Author: Liz Espinoza

In the sixth question, students 50 out of 97 students strongly agree by saying that they feel motivated when using technology, while 39 also agree on that. Faithfully, 41 students strongly stated that they want to collaborate more when internet is used, 40 other students agree on that too. In the discipline problems area, 35 students agree by selecting that there are more, whereas 33 students disagree on that aspect.

The next part of the question (graph 7) shows how 38 and 45 students strongly agree and agree, respectively, on that electronic media will replace printed text within five years. In addition, 47 (strongly agree) and 38 (agree) students admit that technology has changed the way they learn. And 46 students consider that school systems expect teachers to learn new technologies without formal training. These results confirms the findings of An and Reigeluth (2011) which provide practical insights into how to support teachers in creating technology-enhanced, learner-centered classrooms.

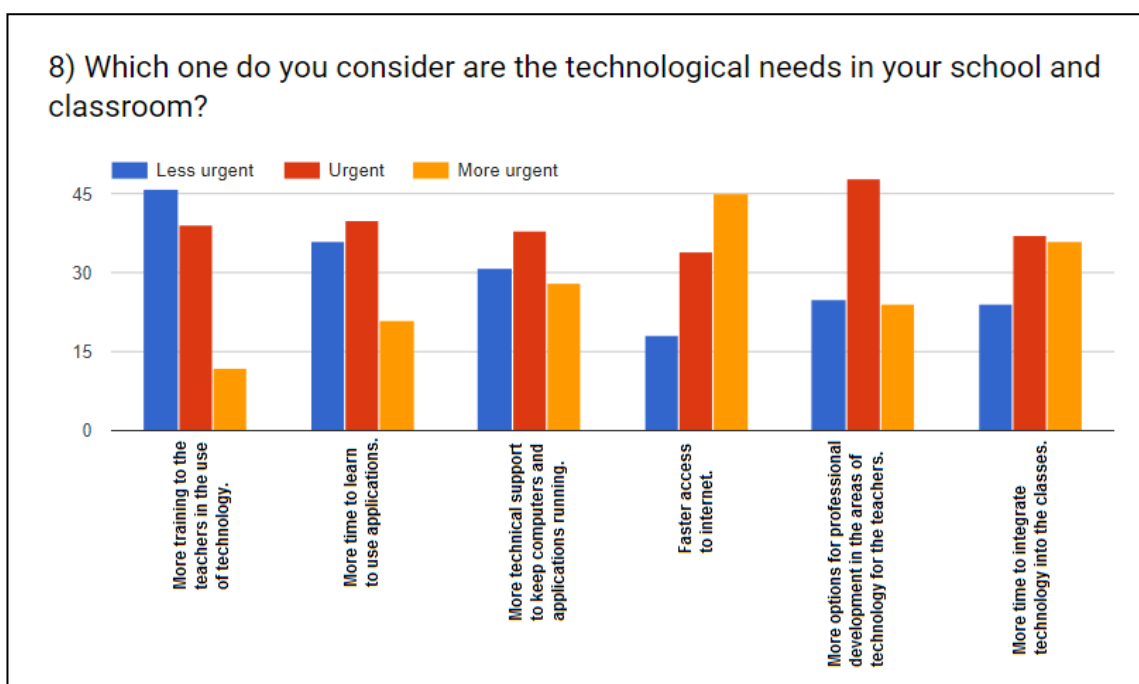
**GRAPH 8**



Author: Liz Espinoza

In question 7, the 91,8% of students notably admit that they know websites that help to practice their English. For a meaningful application of webpages, Liu and Hwang (2011) developed evaluation guidelines based on web usability, learning materials, functionality of assisting language learning, technology integration, and learner preferences, in order to optimize English classes. This assessment would be a great idea before suggesting a website to practice the target language accurately.

**GRAPH 9**

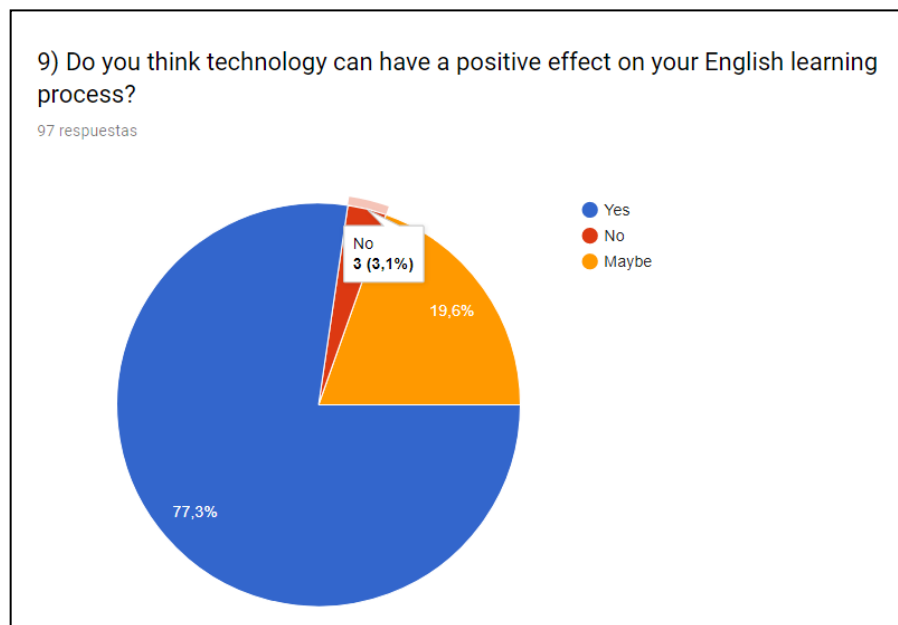


Author: Liz Espinoza

In the eight question, 46 students consider as less urgent the training to the teachers in the use of technology. Additionally, 48 students assent as

urgent to have more options for professional development in the areas of technology for the teachers. While 45 students contemplate as more urgent to faster access to internet. Following this idea of technological needs, López (2010) could determine through an objective evaluation the extent to which the Digital Learning Classroom could increase ELL students' academic learning relative to that of ELL students in traditional classrooms (i.e., without IWBs), so this specific technological necessity was evident.

**GRAPH 10**



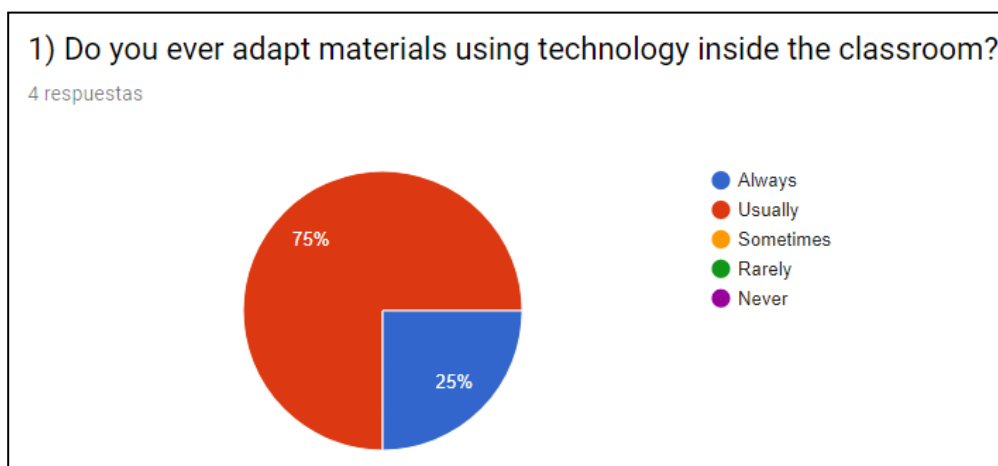
Author: Liz Espinoza

The last question for student's survey, proved that ninth graders in the 77,3% think that technology can have a positive effect on their English learning process. Among the answers collected in this question, one student wrote: *"I believe that technology is a positive element because it facilitates the understanding of new things and thus better understand them"*, and another one mentioned that: *"Because using electronic devices we could expand the knowledge of the class a little more"*; and a third one said that: *"Because you can learn doing things you like. It doesn't has to be boring. We can play games learning English. Also watching TV shows and movies in English, has helped me a lot. So it is very useful."*

## 2.2 Attitudes of the teachers

For the analysis of attitudes of the teachers towards technology in the class, it is pertinent to consider the results of the survey administered among them in August 3, 2017 using Google Forms.

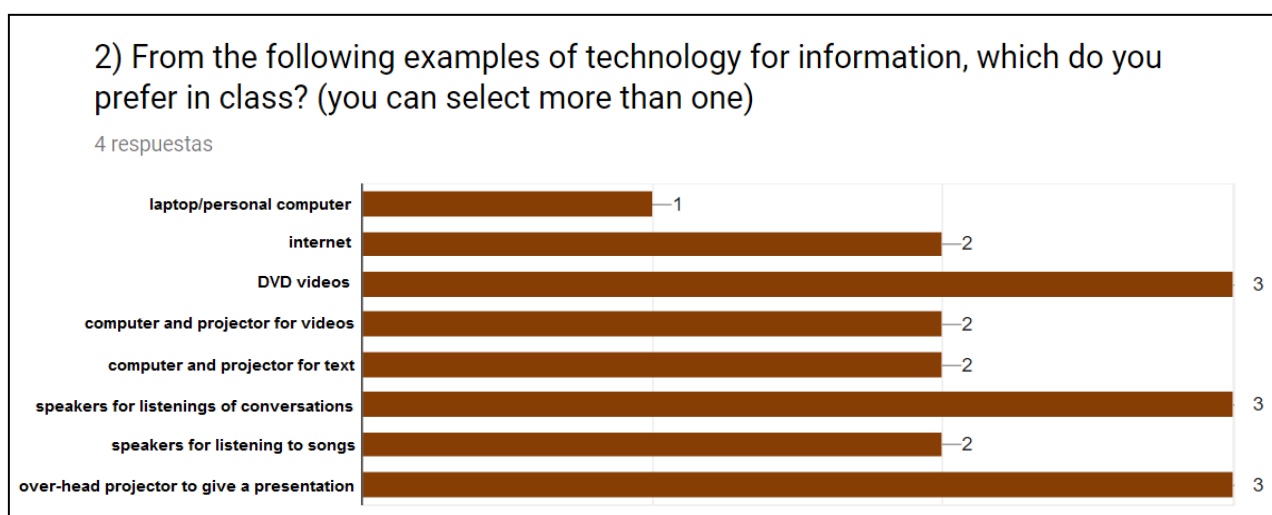
**GRAPH 11**



Author: Liz Espinoza

When answering the first question of the survey, 75% of the teachers indicate that they usually adapt materials using technology inside the classroom, while the remaining 25% state that they always do this adaptation.

**GRAPH 12**

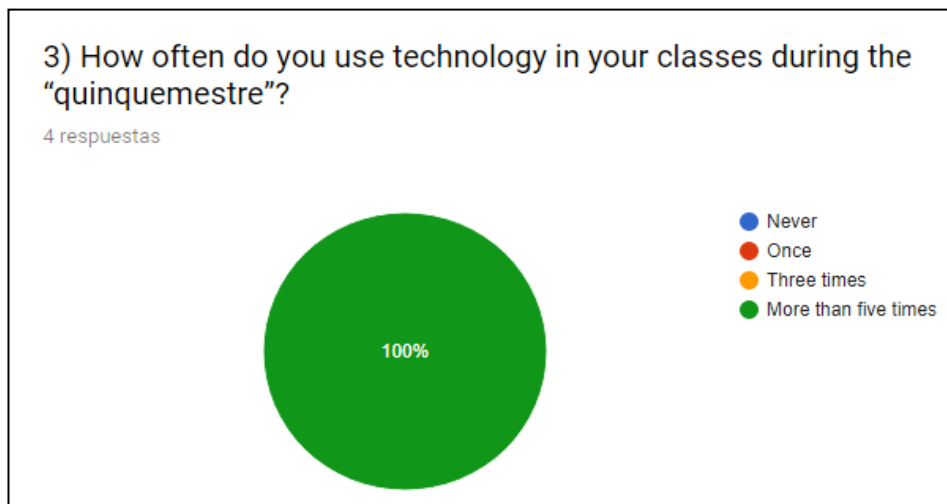


Author: Liz Espinoza

In the second question, the examples of technology preferred by three out of the four teachers were DVD videos, speakers for listening of conversations and an over-head projector to give a presentation. Rahimi and

Yadollahi (2011) in their study of ICT use in EFL classes determined that portable speakers, CD players, email services, search engines, educational websites, software, word processor and printer were the tools and applications that teachers commonly used for instructional purposes.

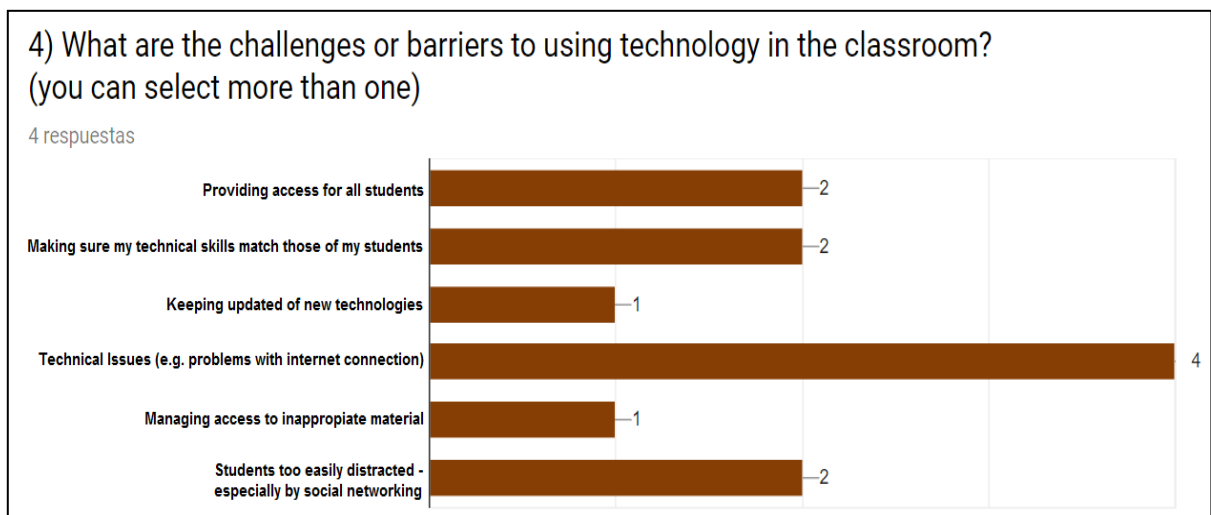
**GRAPH 13**



Author: Liz Espinoza

The answers of the teachers in question 3 show a unanimous agreement by saying that they use technology in classes more than five times during the term ("quinquemestre").

**GRAPH 14**

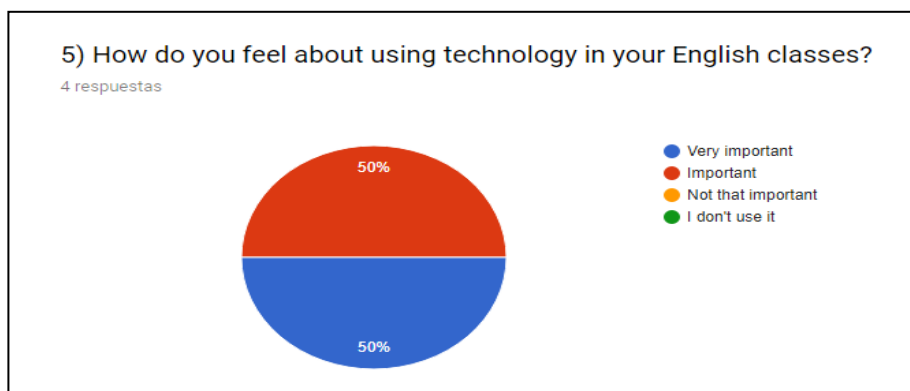


Author: Liz Espinoza

Question 4, undoubtedly, displays that one of the huge barriers the teachers face when using technology in their classes is a technical issue out of their control, the problems with internet connection. Also, half of the

teachers deal with the challenges of providing access for all students, making sure their technical skills match those of their students and the easy distraction of their learners.

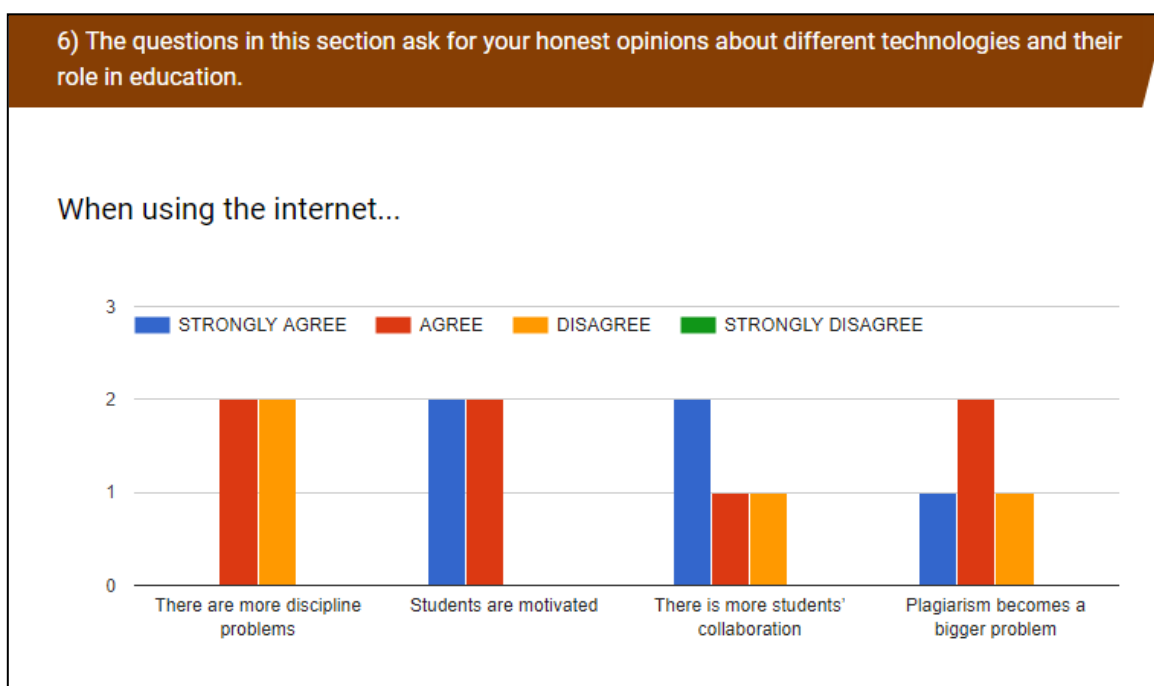
**GRAPH 15**



Author: Liz Espinoza

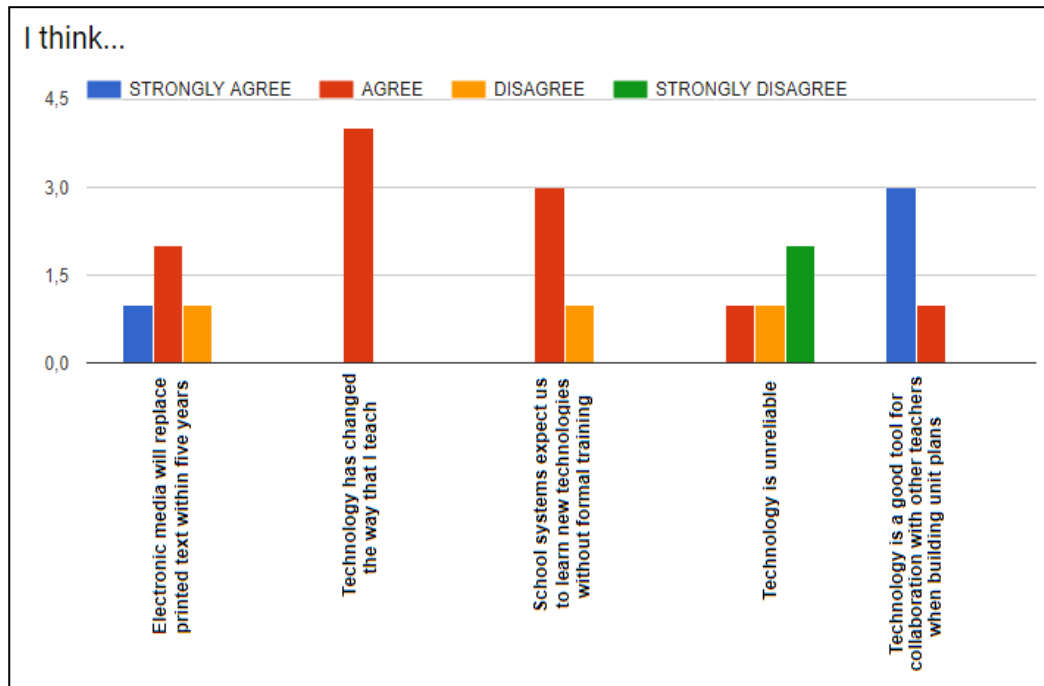
In the answers of the teachers gathered in question 5, it is possible to highlight that all of them consider that the use of technology is important. Among the reasons provided by the survey, one of them says that students learn better and they have fun by using technology. Likewise, another teacher mentions that the use of technology is important because it allows to be updated with the new methods of teaching. Additionally, another teacher consider the use of technology as the best way to encourage students to learn English. Furthermore, the last teacher highlights the importance of technology in the class that allows to access easily to information.

**GRAPH 16**



Author: Liz Espinoza

GRAPH 17

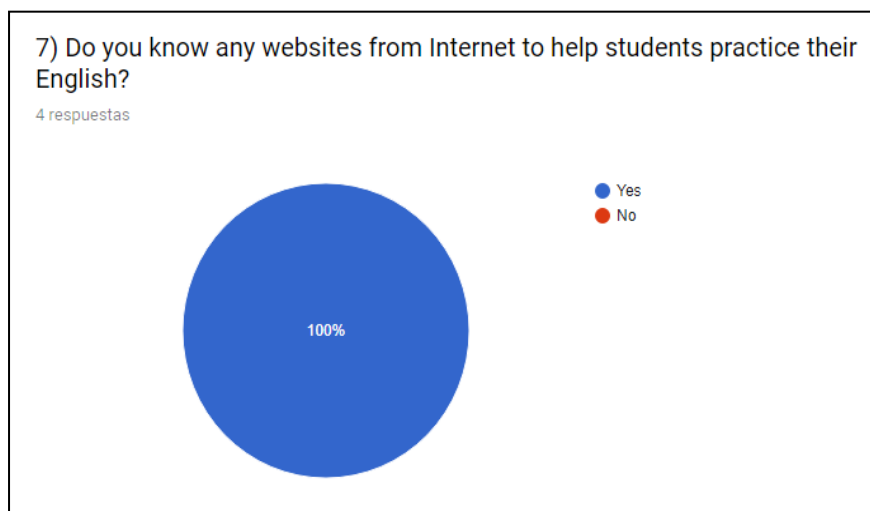


Author: Liz Espinoza

In the sixth question, the teachers were asked to answer as honest as they can and show their opinion about different technologies and their role in the field of education. Initially, two out of the four teachers strongly agree that when using the internet students keep motivated and collaborate more than usual. Even though, two teachers consider that there are more discipline problems, while the other two disagree on that.

The second part of this question starts with the words “I think...”, in order to guide the teachers to answer according to their truly thoughts. Thus, all of them agree that technology has changed the way they currently teach. Further, three teachers consider that schools systems expects them to learn new technologies without formal training, while simultaneously three agree on the fact that technology is a good tool for collaboration with other teachers when building unit plans.

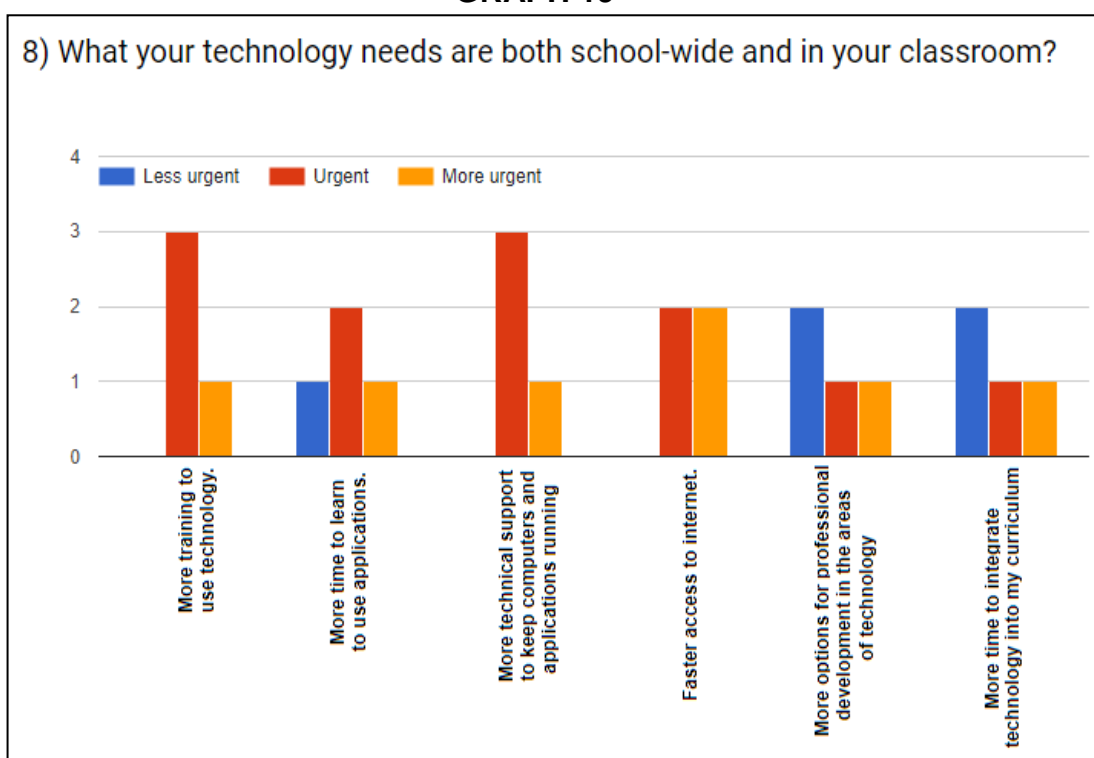
**GRAPH 18**



Author: Liz Espinoza

The seventh question proved that all of the teachers of the target group already know websites from internet to help students practice their English.

**GRAPH 19**



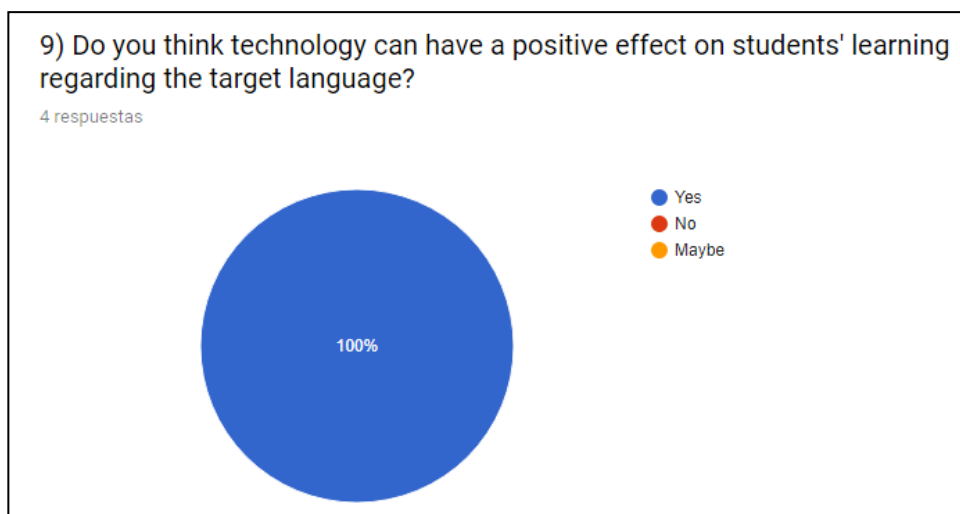
Author: Liz Espinoza

The 75% of the teachers, according to the question 8, recognized that as urgent needs to have more training to use technology and more technical



support to keep computers and applications running. While half of them consider that is more urgent to have faster access to internet.

**GRAPH 20**



**Author:** Liz Espinoza

In the last question of the survey, all of the teachers totally agree that technology can have a positive effect on students' learning regarding the target language. The findings of the study done by Li and Ma (2010) show relevant positive effects of the appliance of computer technology (CT). It demonstrated greater results when combined with a constructivist approach to teaching than with a traditional approach. So it is evident the possibility to adapt technology reaching academic purposes.

### **2.3 Class observations**

Furthermore, regarding the four class observations done (one per each teacher) as a complete observer, there were some relevant aspects observed that will be mention below. All of the teachers used, at least once, the over-head projector; but only half of them show something different than a PowerPoint presentation or videos. Also, only in one class students had the opportunity to manipulate a resource (computer) by themselves.

The intermediate II class of ninth grade was observed on August 18. The teacher developed a listening class. As a pre-task, she showed in slides pictures related with the video she were going to use. Next, she gave each student a worksheet to work on (see sample of the worksheet in the appendix). Students also had to complete the “before you watch” activity in their papers. After that, they saw the video in parts and then the whole video; with it they completed three activities in the paper. The “after you watch” activity was sent home because they had to look for information in internet. Additionally, the teacher reminded students to complete a unit of activities in their Cambridge platforms.

The beginner’s class was developed in the English lab. The teacher used videos as his main tool. The questions and the vocabulary terms were focus on that. Even though, the teacher gave instructions and ask constantly questions, it was noticeable the additional effort for the teacher in order to maintain the discipline. There were not written activities. The class ended with orally questions recalling the information learnt and a homework assignment was sent.

The same day (August 21), it was possible to observe the class of intermediate III. It was not a class itself because students were taking the third term evaluation of the “quinquemestre”. They were doing the reading and writing test. The teacher started the class by showing the students were they could find the link of the evaluation, among others instructions, after this the over-head projector was turned off. Thus, each student turn on their computers, look for the blog and link the teacher indicated and began with

their evaluation. The teacher had to face some technical issues with the internet, but in general terms the class was controlled, the students followed the instructions and did not have problems to complete their test. The test was taken using Google forms.

The next day (August 22), the class of intermediate I was observed. This group of students had one hour class of English that day. The teacher used the "Listening lab". After the review of the topic studied the previous class, she accessed their Cambridge platform and showed students some examples and later exercises, that students had completed in their notebooks. The teacher talking time prevailed. There was no homework assignment sent.

#### **2.4 Resources Available**

Based on the four class observations done, there could be observed in the two laboratories designated for the English area resources such as, speakers, computers for teachers, individual computers for students, an overhead projector, a smart TV, access to internet, online platforms already acquired by students and some Google apps being used. It is remarkable to mention that the "Listening lab" counts with the smart TV connected to the teacher's computer and the speakers, in that place the students do not have individual access to technology. While in the "English lab" there is a computer for the teacher connected to the projector and speakers; and there is access to a computer with internet per student.

#### **2.5 Comparison**

In order to establish a comparison among perceptions of teachers and students the results of both surveys were taken into account as these were developed similarly. Both were applied through Google forms and have nine questions adapted by the same webpages.

In question one, both groups (teachers and students) were asked about the use or adaptation of technological resources in class. While all of the teachers said they usually adapt technology, more than the half of

students mentioned that they sometimes do it. Even there was a 4% of students who expressed that they have never received a class using technology.

The second question, point out that teacher's preference for technology in their classes stands mainly in DVD videos, speakers for listening of conversations and an over-head projector to give a presentation; and students chose internet, the use of a laptop or personal computer and the computer with projector for videos. Thus, it is evident that at least in one source, in this case the use of over-head projector, both groups accord.

The third question shows that students recognize that their English teachers use between three up to five times technology in the "quinquemestre". Whilst teachers' survey shows unanimously that they consider they use technology in classes more than five times during the term ("quinquemestre").

Question 4, displays that both, teachers and students, agreed on two aspects, the first one is that one of the hugest barriers they face when using technology in their classes is a technical issue out of their control, the problems with internet connection; and the second one is that students get too easily distracted.

In the fifth question all of the teachers and the vast majority of students consider that the use of technology is important, and they supported it by mentioning some advantages when using technological resources during their English classes.

In the question six, both groups were asked to answer as honest as they can and show their opinion about different technologies and their role in the field of education. The answers were very similar because more than the half of both groups agree that when using the internet students keep motivated and collaborate more than usual. Additionally, they show consciousness about the increase of discipline problems and that school systems expect teachers to learn new technologies without formal training. In the second part of this question, teachers and students recognize that

technology has changed their teaching-learning process. In this part in addition, 83 out of 97 students regard that electronic media will replace printed text within five years, while teachers did not show a unanimous answer.

The seventh question noticeably shows that all of the teachers and more than the 90% of students of the target group already know websites from internet to practice English.

According to the question 8, both, teachers and students, really consider as a more urgent need to have faster access to internet. Teachers chose as an urgent need to have more training and more technical support to keep computers and applications running, but students consider it as less urgent. In fact, what students consider as urgent is to have more options is the professional development in the areas of technology for the teachers.

Lastly in question 9 of the survey, all of the teachers and more than the 75% of students totally agree that technology can have a positive effect on students' learning regarding the target language.

## **CONCLUSIONS**

Based on the instruments designed for gathering information it can be concluded that students and teachers coincide in their perceptions regarding the use of technology in the EFL class. The general attitude perceived during the research process is that both are aware of a positive impact of technology in the EFL classroom. For example, they recognize that is important the presence of technology in the English learning process. They know websites to practice English and they prefer to work using an overhead projector. Likewise, both teachers and students are conscious of the technical issues and discipline problems that emerge when using technology.

However there are some aspects that present disagreement. Teachers focus their attention as an urgent need to have more technical support to keep computers and applications running, as well as, more training to use technology, while students consider as urgent to have more time to integrate technology into the classes and have more options for professional development in the areas of technology for the teachers. Additionally, students strongly regard that electronic media will replace printed text within five years, meantime teachers do not pay too much attention on that aspect.

Furthermore according to the class observations done, there were determined different technological resources available for EFL classes in Unidad Educativa Mariscal Sucre, such as, computers, projectors, speakers and platforms. But also there is a notorious need to improve the access to internet.

## **RECOMMENDATIONS**

As both groups, teachers and students, coincide in their perceptions using technology, it should be recommended for students to be included in the manipulation of technological resources, not only teachers. Students should be able to interact more through technology, and also to have the opportunity evidence their preferences and opinions.

Teachers should be constantly trained to risk applying educational strategies which include all the technology available they count on for their classes. Also, it is recommendable for the institution to constantly monitor the access of internet the classrooms have and improve it if needed.

This research project could be recommended as a starting point for future projects of improvement and updating of teaching methodologies and it will provide data in order to measure the importance of the conflict that exists between traditional teaching and education based on the use of technology.

Finally, the last recommendation is the presentation of an example of a lesson that can be adapted for multiple purposes in EFL teaching.

### 3.1 EXAMPLE OF A CLASS USING TECHNOLOGICAL TOOLS

The results of this study allow the presentation of an example in order to conduct an EFL class using the technology available in the institution object of the research project. The example will be summarized through a lesson that can be adapted for multiple purposes in EFL teaching.

<b>Activity: “A holiday that I will always remember”</b>
<b>Time:</b> 40 minutes
<b>SWBAT (Ss will be able to):</b> Recall how to form and use past simple tense, be familiar with the formation and word order in negative sentences and questions.
<b>Language Skill/Objective:</b> Grammar (Simple past tense)
<b>Materials:</b> <ul style="list-style-type: none"><li>- computers with Internet connection,</li><li>- over-head projector,</li><li>- slides,</li><li>- speakers,</li><li>- whiteboard marker.</li></ul>
<b>Procedure:</b> <p>ENGAGE (10 min)</p> <p>The teacher (T) will ask students (Ss) to open the link <b>ACTIVITY 1</b> and observe the pictures:</p> <p><a href="https://drive.google.com/open?id=1syZ-hz7nljRCerZ6ad3UWQ-VaKg7f9K-v614L2FhfWU">https://drive.google.com/open?id=1syZ-hz7nljRCerZ6ad3UWQ-VaKg7f9K-v614L2FhfWU</a></p> <p>After that Ss will comment orally what are the pictures about - T will say some sentences (using past tense) related. Then T will ask Ss which tense do they use to describe those pictures: Past? Present? Future?. Next, T will ask what Ss know</p>



about the form and use of simple past and write down the ideas on the board. Then T ask Ss to click on link WATCH THE VIDEO HERE! given in the slide and watch the video. Lastly, everybody will give comments about what they saw and check if the information written on the board was right or wrong.

STUDY (15 min)

T ask Ss to have some online practice of simple past, so they have to click on the link LET'S HAVE SOME PRACTICE!

ACTIVATE (15 min)

T will ask Ss to open the link **ACTIVITY 2** and observe the pictures:

[https://drive.google.com/open?id=1ZLW17OTv4TqSxIOI7mtOUV1UQLoa0gldy0nP\\_HI3ILLg](https://drive.google.com/open?id=1ZLW17OTv4TqSxIOI7mtOUV1UQLoa0gldy0nP_HI3ILLg)

Then Ss will create their own Google Doc and start to write down a short paragraph using past tense with the topic "A holiday that I will always remember". Ss must share it with the teacher and three classmates and they must give access for only comments and peer correction.

Example given:

<https://drive.google.com/open?id=1LZrz-9jZ5L-FUUE0rz2R21jhetTbsf5CagLxemC2m4>

FURTHER HOMEWORK ASSIGNMENT: Their grade of homework will be the document shared to the teacher and corrected by his/her classmates.

### **ENGAGE:**

During the warm up stage, T should give short but clear instructions about how the class is going to be managed. Ss should open individually in their computers the first link *Activity 1* uploaded previously in the "T's blog". Once opened, Ss have to focus initially their attention on the slide 1 and follow T's guidance to the next steps of the class.

Activity 1 ☆

Archivo Editar Ver Insertar Diapositiva Formato Iniciar presentación Comentarios Compartir

Fondo... Diseño Tema Más

1 WHAT IS IT ABOUT?

2 WATCH THE VIDEO HERE!

3 LET'S PRACTICE COMPLETE PAST!

Activity 1 ☆

Archivo Editar Ver Insertar Diapositiva Formato Iniciar presentación Comentarios Compartir

Fondo... Diseño Tema Más

1 WHAT IS IT ABOUT?

2 WATCH THE VIDEO HERE!

3 LET'S PRACTICE COMPLETE PAST!

WATCH THE VIDEO HERE!

<https://www.youtube.com/watch?v=W035xTqkL4>

Es seguro | <https://www.youtube.com/watch?v=W035xTqkL4>

YouTube Search SIGN IN

YESTERDAY TODAY

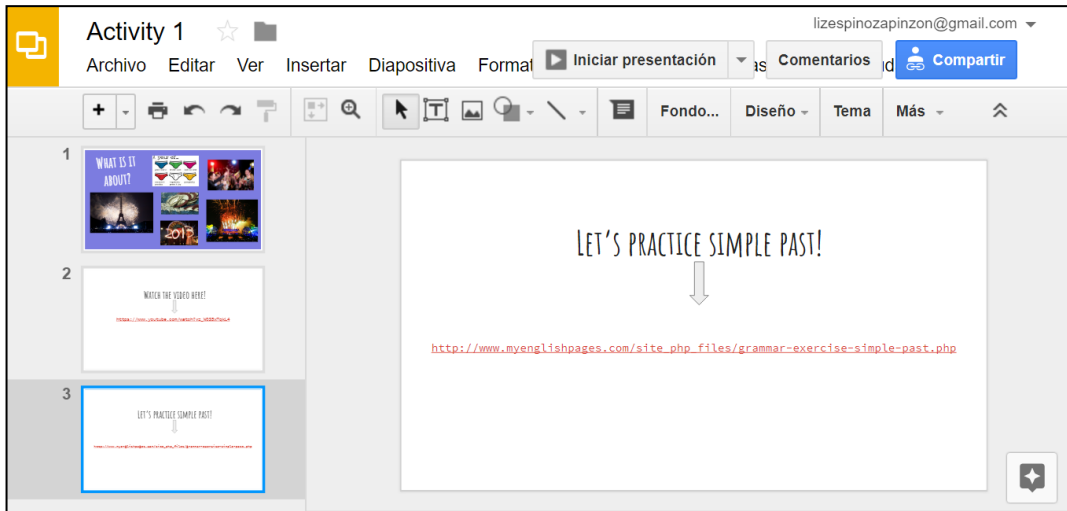
I was I am happy

0:37 / 2:17

past simple tense 138,463 views 473 likes 36 comments SHARE

Up next He changed his clothes. English Grammar For Beginners - Regular Verbs In Past Simple Online English Expert 266k views

## STUDY:



www.myenglishpages.com/site\_php\_files/grammar-exercise-simple-past.php

### Grammar Exercises - Simple Past Tense.

Do the exercises below on the simple past tense and click on the button to check your answers.

(Before doing the exercises you may want to read the lesson on [the simple past tense](#))

**Put the verbs into the simple past:**

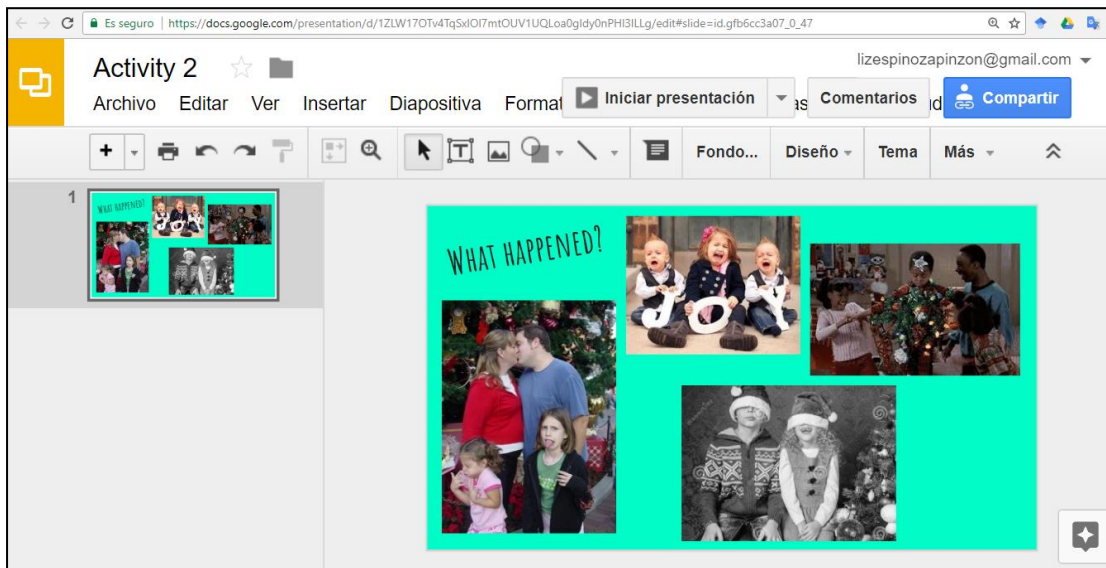
- Last year I (go) \_\_\_\_\_ to England on holiday.
- It (be) \_\_\_\_\_ fantastic.
- I (visit) \_\_\_\_\_ lots of interesting places. I (be) \_\_\_\_\_ with two friends of mine .
- In the mornings we (walk) \_\_\_\_\_ in the streets of London.
- In the evenings we (go) \_\_\_\_\_ to pubs.
- The weather (be) \_\_\_\_\_ strangely fine.
- It (not / rain) \_\_\_\_\_ a lot.
- But we (see) \_\_\_\_\_ some beautiful rainbows.
- Where (spend / you) \_\_\_\_\_ your last holiday?

**Write the past forms of the irregular verbs.**

	Infinitive	Simple Past
1.	meet	_____ .
2.	drive	_____ .
3.	speak	_____ .
4.	put	_____ .
5.	write	_____ .
6.	sing	_____ .
7.	do	_____ .

## ACTIVATE:

The slides of this stage will be shown through Google slides but only by the teacher, it means Ss should look at the front and visualize them on the overhead projector.



Lastly, it is remarkable to mention that there are several activities which might be also adapted in an EFL class; for example: formative assessment using Google Forms or an online platform, among other options. Undoubtedly, there are numerous advantages currently reachable.

In few words, the use of interactive technological tools is beneficial for both, teachers and students. Teachers could have the opportunity to update their methodology, to discover new strategies and even to grade assignments in an easier and eco-friendlier way. On the other hand, students could have the chance to be implicated in a different form in their English learning process. They could notice how meaningful and useful might be technology in the field of education.

Thus, it is accurate to consider that nowadays there is almost no reason to avoid the use of technology in the English classes. At least, one activity using one single tool could mark a huge difference. In this line, all teachers are capable enough to adapt, and to constant and freely use technological tools.

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## **APPENDIX**

# Eyes Open 3

The age of discovery Unit 4 Reading 1 Video 4.1

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## Before you watch

1 Complete the text with the nouns in the box.

age crews explorers riches routes

Magellan, Columbus and Vasco da Gama were all famous  
 1 \_\_\_\_\_ . They lived in an 2 \_\_\_\_\_ of exploration.  
 They were looking for new trade 3 \_\_\_\_\_ in Asia.  
 They sailed with large 4 \_\_\_\_\_ of men, and brought  
 5 \_\_\_\_\_ home to Europe from the places they had been to.  
 Their journeys changed world history.



## While you watch

2 You are going to watch a video about the Portuguese explorer Ferdinand Magellan's attempt to sail around the world. Watch the first part of the video (up to 01:32) and answer the questions.

1 What kind of family was Magellan born into?

\_\_\_\_\_

2 What was the name of the age that Magellan lived in?

\_\_\_\_\_

3 What was Magellan's plan?

\_\_\_\_\_

4 Who gave Magellan five boats?

\_\_\_\_\_

3 Watch the last part of the video (from 01:32). Put the sentences in order.

- a Magellan was killed in a battle.
- b Only eighteen men survived.
- c Only one ship completed the journey around the world.
- d They had to eat rats and became sick.
- e The trip across the Pacific Ocean was long and hard.
- f Nineteen men died on the journey.

4 Now watch the whole video. Match the years to the events.

- |   |        |
|---|--------|
| 1 Vasco da Gama sailed around the tip of Africa to India.         | a 1522 |
| 2 Magellan and his crew set off for South America.                | b 1498 |
| 3 Columbus sailed west from Spain.                                | c 1519 |
| 4 Some of Magellan's crew completed the journey around the world. | d 1492 |

## After you watch

5 Complete the table with information about the famous explorers.

Name	Where was he/she from?	When was he/she born?	What did he/she do?
Hernán Cortés			
Francis Drake			
Jeanne Baré			

**Observational Protocol and Recording Sheet**

**Perception of teachers and students on the use of technology in EFL classes  
in the ninth grade of the Unidad Educativa Mariscal Sucre:  
a comparative analysis**

**Date of observation:** August 18, 2017      **Time of observation:** 35 min

**Setting:** Unidad Educativa Mariscal Sucre (Listening lab)

**Participants:** Jessica Morante (English teacher - Intermediate Level) and 28 students of 9<sup>th</sup> grade.

**Observer:** Liz Espinoza Pinzón

**Foreshadowed questions:**

- Describe the technology available for the class.  
   - computer for the teacher      - speakers  
   - smart TV                              - ss' cellphones
- Does the teacher use any technological tool? Which ones? How and how many?  
   yes! - computer (video from the Cambridge platform)  
       - smart TV  
       - speakers
- Are students fully engaged with the activities in the class?  
   Definitely they follow the path of the class and they  
   were engaged with the several activities the T prepared.
- Is technology used to ask for further homework assignments?  
   Yes, it is a resource to complete the task.

CRITERIA	YES	NO
The majority of students pay <b>attention</b> to the activity develop by the teacher.	/	
The students <b>interact</b> with his/her teacher and classmates through the technological resources employed in the class.		/
It can be evidenced the <b>use</b> of several technological resources during the class.	/	
The use of technology by the teacher is <b>dynamic and allows</b> variation during the class.	/	
The usage of technology in the class represents an <b>additional effort</b> for the teacher in order to maintain the discipline.		/
Students are <b>happy</b> during the development of activities planned by the teacher with technology.	/	
The students <b>ask questions</b> on a regular basis during the class.	/	
The teacher demonstrate <b>enough skills</b> to utilize technological resources in the class.	/	



PERSON(s)	COMMENTS	ACTIONS
Teacher	starts with general instructions of the lab activity.	T delivers a worksheet and help Ss to complete the "before you watch" task.
Ss	Ask for the meaning of some words.	complete the task in pairs.
Teacher	read the worksheet's instructions and encourage Ss to pay attention.	Show the video in parts and then as a whole following the inst.
Ss	watch the video while simultaneously write down some answers.	complete tasks two and three.
Teacher	explain the "after-you watch" activity and give instructions to complete it as HW.	T models how Ss should look for info in the internet to do the homework.

**Observer's reflections:**

- Good classroom management.
- Ss follows teacher's indications.
- Ss fulfill the tasks in the time assigned.

**Observational Protocol and Recording Sheet**

**Perception of teachers and students on the use of technology in EFL classes  
in the ninth grade of the Unidad Educativa Mariscal Sucre:  
a comparative analysis**

**Date of observation:** August 21, 2017.      **Time of observation:** 40min.

**Setting:** Unidad Educativa Mariscal Sucre (<sup>English</sup> Listening-lab)

**Participants:** Xavier Carrillo (English teacher - Beginners Level) and 31 students of 9<sup>th</sup> grade.

**Observer:** Liz Espinoza Pinzón

**Foreshadowed questions:**

- Describe the technology available for the class.  
- infocus  
- a computer per student and one for the teacher.  
- speakers
- Does the teacher use any technological tool? Which ones? How and how many?  
He only uses the infocus and his computer. He doesn't allow ss to turn on their computers.
- Are students fully engaged with the activities in the class?  
Not at all. They pay attention to the video but when answering the questions orally they are mumbling among them.
- Is technology used to ask for further homework assignments?  
Yes, it is. The teacher gives them a link to watch another video and to find the answers to some questions.

CRITERIA	YES	NO
The majority of students pay <b>attention</b> to the activity develop by the teacher.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The students <b>interact</b> with his/her teacher and classmates through the technological resources employed in the class.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
It can be evidenced the <b>use</b> of several technological resources during the class.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The use of technology by the teacher is <b>dynamic and allows</b> variation during the class.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The usage of technology in the class represents an <b>additional effort</b> for the teacher in order to maintain the discipline.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students are <b>happy</b> during the development of activities planned by the teacher with technology.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The students <b>ask questions</b> on a regular basis during the class.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The teacher demonstrate <b>enough skills</b> to utilize technological resources in the class.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

PERSON(s)	COMMENTS	ACTIONS
Teacher	give a brief explanation of what they'll see in the video.	He shows some pictures related to the video's topic.
Teacher	give instructions of the activity they'll develop.	He orally remind ss what they should keep in mind while watching.
Ss	At the beginning, they listen Teacher's instruction.	they answer and try to guess what's going on next.
Ss	After watching they barely answer or follow teacher's request.	More than 5 ss ask the teacher if they can turn on the PC.
Teacher	Finish the class by sending a HW assignment.	ss copy the instructions in their agendas.
<b>Observer's reflections:</b> <ul style="list-style-type: none"> <li>- Any written activities.</li> <li>- Ss distract easily (talk among each other)</li> <li>- T have to recall for ss attention constantly.</li> </ul>		





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### Observational Protocol and Recording Sheet

**Perception of teachers and students on the use of technology in EFL classes  
in the ninth grade of the Unidad Educativa Mariscal Sucre:  
a comparative analysis**

Date of observation: August 21, 2017 Time of observation: 38 min

Setting: Unidad Educativa Mariscal Sucre (English lab)

Participants: Marcela García (English teacher - Intermediate Level) and  
25 students of 9<sup>th</sup> grade.

Observer: Liz Espinoza Pinzón

#### Foreshadowed questions:

- Describe the technology available for the class.  
- infocus - computer for the teacher  
- speakers - a computer per student.
- Does the teacher use any technological tool? Which ones? How and how many?  
yes, she does. She used the infocus, her computer  
and later her ss had to work in their computers individually.
- Are students fully engaged with the activities in the class?  
Yes, they were. They had to complete a test.
- Is technology used to ask for further homework assignments?  
Not in this class.

CRITERIA	YES	NO
The majority of students pay <b>attention</b> to the activity develop by the teacher.	/	
The students <b>interact</b> with his/her teacher and classmates through the technological resources employed in the class.	/	
It can be evidenced the <b>use</b> of several technological resources during the class.	/	
The use of technology by the teacher is <b>dynamic and allows</b> variation during the class.	/	
The usage of technology in the class represents an <b>additional effort</b> for the teacher in order to maintain the discipline.		/
Students are <b>happy</b> during the development of activities planned by the teacher with technology.	/	
The students <b>ask questions</b> on a regular basis during the class.	/	
The teacher demonstrate <b>enough skills</b> to utilize technological resources in the class.	/	

PERSON(s)	COMMENTS	ACTIONS
teacher	Explain through the infocus where ss might find the link of the test.	Model the steps to start the test.
Teacher	ASK sf to complete the test in a silent way.	turn-off the infocus and ask ss to turn on their computers and start.
SS	started their reading and writing evaluation.	Open the T's blog, clicked on the link provided and began.
T/ss	technical issues with the internet.	An external person of the technical department was called.
<b>Observer's reflections:</b> <ul style="list-style-type: none"> <li>- It couldn't be observed a variety of activities because ss were doing a test.</li> <li>- The test was taken using Google forms.</li> </ul>		



**Observational Protocol and Recording Sheet**

**Perception of teachers and students on the use of technology in EFL classes  
 in the ninth grade of the Unidad Educativa Mariscal Sucre:  
 a comparative analysis**

Date of observation: August 22, 2017 . Time of observation: 40 min

**Setting:** Unidad Educativa Mariscal Sucre (Listening lab)

**Participants:** Amanda Moreira (English teacher - Intermediate Level) and 26 students of 9<sup>th</sup> grade.

**Observer:** Liz Espinoza Pinzón

**Foreshadowed questions:**

- Describe the technology available for the class.  
     - computer for the teacher.      - speakers.  
     - smart TV
- Does the teacher use any technological tool? Which ones? How and how many?  
     Yes, the computer, the Cambridge platform  
     and the smart TV.
- Are students fully engaged with the activities in the class?  
     They were quite engage.
- Is technology used to ask for further homework assignments?  
     there was not homework sent.

CRITERIA	YES	NO
The majority of students pay <b>attention</b> to the activity develop by the teacher.	/	
The students <b>interact</b> with his/her teacher and classmates through the technological resources employed in the class.		/
It can be evidenced the <b>use</b> of several technological resources during the class.	/	
The use of technology by the teacher is <b>dynamic and allows</b> variation during the class.		/
The usage of technology in the class represents an <b>additional effort</b> for the teacher in order to maintain the discipline.	/	
Students are <b>happy</b> during the development of activities planned by the teacher with technology.	/	
The students <b>ask questions</b> on a regular basis during the class.	/	
The teacher demonstrate <b>enough skills</b> to utilize technological resources in the class.	/	

PERSON(s)	COMMENTS	ACTIONS
Teacher	starts the class with some questions about the previous class.	Ss answer orally.
Teacher	Reinforce a grammar structure.	T logged in the Cambridge Platform to visualize some examples.
Ss	look at some exercises given in the Plat form.	Ss were asked to answer orally some exercises.
Ss	worked in pairs completing and copying some exercises.	Copied two activities in their notebooks.
<b>Observer's reflections:</b> <ul style="list-style-type: none"> <li>- the teacher talking time prevailed.</li> <li>- Ss did not interact directly with technology. (manipulating)</li> </ul>		



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Guayaquil, 25 de Julio de 2017.

Dra. Ana María Calderón

De mis consideraciones:

El motivo de la presente es para solicitarle como estudiante de la Universidad Católica de Santiago y colaboradora de la Unidad Educativa Mariscal Sucre, se me permita realizar las siguientes actividades referentes a mi proyecto de titulación previo a la obtención del título de Licenciada en Lengua Inglesa.

Las actividades son: 4 observaciones áulicas, en los cuatro salones de inglés de los novenos años de educación básica; dos encuestas online (vía Google Forms), una a los cuatro docentes de inglés de los cursos antes mencionados y la segunda a los estudiantes de estos niveles.

Agradecida de antemano y esperando poder contar con su aprobación, me suscribo de usted muy atentamente.

Liz Espinoza Pinzón  
C.I. 092680299-2

Recibido y aceptado la propuesta  
Jueves 27 de julio 2017  
Ana María Calderón





## DECLARACIÓN Y AUTORIZACIÓN

Yo, **Espinoza Pinzón Liz Stephanie**, con C.C: # **092680299-2** autor/a del trabajo de titulación: **Perception of teachers and students on the use of technology in EFL classes in the ninth grade of the Unidad Educativa Mariscal Sucre: a comparative analysis**, previo a la obtención del título de **Licenciada en Lengua Inglesa** en la Universidad Católica de Santiago de Guayaquil.

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Guayaquil, **14 de septiembre** de **2017**.

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Nombre: **Espinoza Pinzón Liz Stephanie**

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## REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

### FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN

TEMA Y SUBTEMA:	Perception of teachers and students on the use of technology in EFL classes in the ninth grade of the Unidad Educativa Mariscal Sucre: a comparative analysis		
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PALABRAS CLAVES/KEYWORDS:	technology, EFL, young teens, resources, education, approaches, constructivism		
RESUMEN/ABSTRACT:	<p>The title of this research project is <i>Perception of teachers and students on the use of technology in EFL classes in the ninth grade of the Unidad Educativa Mariscal Sucre: comparative analysis</i>. The general objective is to compare the perceptions of teachers and students towards the use of technology in the EFL class. The methodological approach relies on constructivism as the philosophical framework and on the case study method with a comparative focus. The research is situated in the U.E. Mariscal Sucre, a private educational institution mainly targeted to middle income households. The target group of study are the 51 girls and the 59 boys of ninth grade and four English teachers. The aspects considered for the qualitative analysis are the surveys for teachers and students and the class observations. The most important conclusions are: students are aware on positive effects of technology, on the barriers their teachers have and on the discipline problems. Also, teacher's attitudes is not contrary at all, they consider it is relevant to adapt technology. In addition, there is technology available, but there is a need to improve internet access. Lastly, among the similarities, both groups consider that technology is important, know websites to practice English and prefer to work using a projector. Thus, the differences found are that teachers consider as an urgent need to have more training and students regard that electronic media will replace printed text within five years.</p>		
ADJUNTO PDF:	<input checked="" type="checkbox"/> SI	<input type="checkbox"/> NO	
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