



Benemérita Universidad Autónoma de Puebla

**THE USE OF TECHNOLOGY AS A TOOL FOR
TEACHING A FOREIGN LANGUAGE (ENGLISH) IN THE
CENTRO DE ESTUDIOS TECNOLÓGICOS INDUSTRIAL
Y DE SERVICIOS N° 151.**

A Thesis submitted to the Faculty of Languages for the
degree of

LICENCIATURA EN LENGUAS MODERNAS

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*“Fly until spread your wings,
You will have no idea how far you can fly”*

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INDEX

CHAPTER I: INTRODUCTION	1
1.2 Setting up the problem.....	1
1.3 Significance of the study.....	2
1.4 Purpose of the study	3
1.5 Research questions.....	4
CHAPTER II: LITERATURE REVIEW.....	6
2.1 Definition of Technology	6
2.1.1 The Role of Technology in Education	7
2.1.2 Electronic teaching tools.....	8
2.1.3 Advantages using technology in the school	9
2.2 Teaching process.....	10
2.2.1 The teacher and the technology.....	11
CHAPTER III: RESEARCH METHODOLOGY	13
3.1.1 Participants	14
3.3 Instruments	15
3.3.1 Observation sheet	16
3.4 Procedure.....	18
CHAPTER IV: RESULTS AND DISCUSSION	19
4.1 Students' Pre- questionnaire (QSS1)	20
4.1.1 Perceptions about the English class.....	20
4.1.2 The most teaching material used during class.....	21
4.1.3 The English language knowledge improved during the course.....	22
4.1.4 Kind of materials to learn English	23
4.1.5 Suggestions for improving the English language learning	24
4.2 The Teacher's pre-questionnaire	24
4.3 Observation Sheets	26

4.4 Post Questionnaire (QSS2).....	36
4.4.1 Student’s opinion in relation to the use of electronic material during class.....	37
4.4.2 The most common materials used during the English class.....	38
4.4.3 Language knowledge improvements using technology.....	39
4.4.4 The students’ interest, working with technology	40
4.4.5 The students’ attitude using technology during English class	41
4.5 The teacher’s post questionnaire	41
CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS	43
5.1 Conclusions	43
5.2 Limitations.....	44
5.3 Direction for further research	44
5.4 Pedagogical implication	44
• REFERENCES	45
1. Appendix A	47
2. Appendix B	48
3. Appendix C.....	49
4. Appendix D	50
5. Appendix E	51

CHAPTER I: INTRODUCTION

THE USE OF TECHNOLOGY AS A TOOL FOR TEACHING A FOREIGN LANGUAGE (ENGLISH) AT THE CENTRO DE ESTUDIOS TECNOLOGICOS INDUSTRIAL Y DE SERVICIOS No. 151.

The modern student and the way in which the student learns nowadays is different from that of previous students, therefore the methods of teaching once used are no longer enough, for this reason, teachers have to change the way in which they teach. It can be complicated at first because each teacher has their own way to teach and apply techniques, strategies and methods as good as possible, but that is not enough because they also have to consider other aspects of teaching. "Educators must sort through the exaggerated claims and public rhetoric to decide how much time, energy, and money should be directed toward the integration of technology with classroom instruction" (Kent, W, 1999 p.16) Teachers know that each student is a world and every classroom a universe in which the teacher has to know the necessities of each of their students for learning. "If technology is to be integrated successfully into classroom instruction, teacher educators must be able to exhibit successful technology use in preservice course work (Beichner, 1993). In order to get positive outcomes it is important to use appropriate tools for teaching.

The research described in this thesis is focused on the role of technology as a tool for teaching a foreign language namely how foreign language teachers have used electronic devices to enhance the results of the student in learning a foreign language.

1.2 Setting up the problem

In recent years the use of electronic devices to teach the English language has increased. Certainly it is becoming increasingly easier and popular to learn a foreign language with electronic devices such as computers, cell phones, DVD players, iPods, and eBooks. A possible reason for this change (in how people learn a new language) is that it is now the norm for people to use electronic devices as part of their everyday lives.

Currently electronic materials and tools may be used for teaching and developing the different skills (reading, writing, reading and speaking) needed by teenagers for learning the English language successfully.

The Teachers of the Centro de Estudios Tecnológicos Industrial y de servicios N.151 could get courses about the use of material existent, or create new activities as a tool for teaching where it can be useful in the different students' learning necessities to improve and broaden their English language knowledge. That is why it is important to use new activities for teenagers using technology to create a meaningful learning experience. When current teachers use traditional and/or common methods and materials these are quickly forgotten by the modern student, owing to youth pupils interaction is better using electronic devices.

Therefore electronic devices may be used to set up an interest in learning a foreign language (English) in students.

However, there are a few major obstacles (involving the use of technology in classrooms) that must be mentioned; especially the lack of monetary funds, or an inadequate knowledge for using electronic devices, in addition may affect the interest using technology as an alternative tool for teaching. Those inconvenient could mainly affect in the Centro de Estudios Tecnológicos Industrial y de servicios N.151

1.3 Significance of the study

This research work is highly important because it has been observed that the use of activities using technology as a tool is really necessary for teaching and learning a foreign language. It has been shown that teenagers using electronic devices learn better than those using traditional methods of learning such as grammar books, a possible reason for this is that teenagers find electronic devices to be a much more dynamic learning method then grammar books. Technology also supports active learning when it is used as a tool to represent and simulate real world, problems, situations, and context.

Nowadays many teenage students have a great interaction with technology regrettably the education in so many rural institutions lack the tools to improve and develop learning skills. For that reason the institutions that have this tools for working should make the most of these tools for teaching and learning. Teachers might develop activities using technology as a tool for giving English class.

Definitely the use of electronic devices as a tool is really useful for learning a foreign language (English) in the “Centro de Estudios Tecnologicos Industrial y de Servicios N° 151”, because technology has a great impact in the world, especially if we use this tools in schools for teaching and learning. Therefore, education must be focused on the use of appropriate tools that help to develop teaching.

1.4 Purpose of the study

The purpose of this project is to explain how the use of technology as a tool for teaching a foreign language can help teachers to use activities for 2nd grade students to develop all skills in the CENTRO DE ESTUDIOS TECNOLOGICOS industrial y de servicios N° 151, Tepeaca, Puebla.

As I have already explained, it is becoming increasingly popular with young people to learn through the use of electronic devices. For that reason teachers should use more educative technology for teaching, and thus instilling significant learning. Another purpose of this thesis is to demonstrate the use of electronic devices as a tool for teaching English language can help students in the English class to improve and broaden their knowledge about a foreign language.

It is important to mention that this project will help not only the students but also the teachers; on one hand students can improve and broaden their knowledge about foreign language (English). On the other hand, teachers may apply the use of electronic material in activities for giving English class, focused on innovated educational approaches for creating a meaningful and successful learning.

This project will analyze the work of current based on language teaching with the use of technology, to show how students can attempt to change the way of learning English language by incorporating the use of computers, tablets, or another kinds of electronic materials.

This work will help future teachers of LEMO to look for new ways to teach a foreign language. From a point of view this project is important for me because I find it very useful to learn a second language through electronic devices and as a future teacher I would like to improve techniques and strategies for teaching using electronic material as a useful way to teach. However, it is also important to mention that exist some limitations, since some students that do not have the resources for working with electronic devices, in addition, the amount of time needed per class must be considered. Teacher must pay attention when he/she decides to use activities involving technology as a tool because whether students do not use electronic devices correctly they can get wrong knowledge. For that reason the teacher has to supervise all activities during class.

1.5 Research questions

- How teachers can apply activities using technology?
- How do teachers use technology as a tool in the classroom?
- How can teachers improve students' skills through this tool?
- Why is it necessary to use technology for teaching?

ELECTRONIC DEVICES: Is a combination of electronic parts, organized in circuits earmarked to control and advantage the electronic signs designed to make life easier.

LANGUAGE TEACHING: is a process to achieve people learn and understand the use of a new language. Knowing better as a foreign language.

MEANINGFUL LEARNING: is allude to create learning impact on students where the main purpose is encourage pupils to remember what they have learned for a long time. In Ausubel's view, to learn meaningfully, students must connect the new knowledge

(concepts and propositions) to what they already know. Ausubel's theory (2003, Meaningful learning model)

TEACHING TOOLS: refers to the use of electronic material effectively to improve the students' skills. It is important to mention the purpose of those electronic tools is to help the teaching process developing so many activities and useful information for students.

ACTIVE LEARNING: active learning is based on authentic instruction where the goal is to be mentally active, searching for and manipulating information, synthesizing data, and making interpretations. Students must interact with, and manipulate, the objects and tools at hand while observing the results. Active learning is focused on developing the student's skills. Any activity using electronic tools for teaching will impel to improve reading, writing, listening, speaking and the student will achieve a reflexive opinion about topics.

AUTHENTIC INSTRUCTION: Authentic instruction is a model for high-quality instruction where teachers use different strategies to achieve positive teaching outcomes. According to Newman, (1993) he developed five different components that authentic instruction must have. The first one is higher order thinking, this explains the student is able to manipulate information and ideas to transform their meaning and implications in order to synthesize, generalize, explain, hypothesize, or arrive at some conclusion or interpretation. When students engage in higher-order thinking, they must solve problems and develop new meanings for themselves. Second one talk about Depth of knowledge.

This point reflects students deal with concepts or ideas about a discipline. The purpose is students understand arguments, solve problems or construct explanations in relation to the teacher classes. Next component talk about connectedness to the world beyond the classroom. Students connect the classroom to real world problem. Another component is the substantive conversation. This feature involves discussion and interaction about the ideas of a topic to share in class. Last component talks about social support for student achievement. It occurs when teachers convey high expectations for all students and teachers try to motivate to participate in class.

CHAPTER II: LITERATURE REVIEW

In the process of teaching a foreign language (English), it is necessary to talk about the different ways of teaching and how to improve them. Education is considered an acute issue when dealing with technological development, social justice and how people can be successfully educated and achieve social well-being as well. (Delors, 1996).

The main purpose of this research it is to show how technology can help to improve skills through the use of electronic tools for teaching a foreign language. Professional teachers should consider new ways to teach; taking account that technology is useful to improve their class. Electronic tools are important elements for teaching due to teachers can make more interesting the classes using activities that help to improve the student's skills.

2.1 Definition of Technology

Technology is a broad concept that encompasses a set of skills, knowledge and processes used to design, product and construct the objects needed to satisfy human needs.

In Michael Anissimov words, Technology is a broad term that refers both to artifacts created by humans, such as machines, and the methods used to create those artifacts. More broadly, technology can be used to refer to a way of doing something or a means of organization: for instance, democracy might be considered a social technology. (2002, p.32). The Merriam Webster dictionary (2010) defines Technology as “the use of science in industry, engineering, to invent useful things or to solve problems”

From my point of view technology is a useful tool that is used to facilitate the different necessities that real life implies using the application of knowledge to the practical aims for changing and manipulating the human environment. Technology includes the use of materials, tools and techniques to make more productive work.

There are multiple things that we can do without effort thank technology. It is worth mentioning that technology has been a vital part to our lives due to the different things that needs technology. However, is important to mention technology is a broad concept that encompasses a set of skills, knowledge and processes used to design, product and construct the objects needed to satisfy human needs.

2.1.1 The Role of Technology in Education

The concise Oxford Dictionary (1982, p.108) defines “role” as: actor’s part; one’s function, what person or thing is appointed or expected to do. Today we fulfill many different roles with unique attributes in our daily life; we are expected to do these roles as correctly as possible.

The research presented here is meant to clarify the role of technology in teaching English, specifically how it is used for teaching, its functions, and how it can help teachers to develop material for their students there by improving their knowledge about foreign language (English). In order to effectively teach it is necessary to follow certain learning principles. While the learning process can occur almost instantaneously or can be acquired though long, patient study and practice depending on how well the student is able to learn. The teaching process on the other hand can be divided into four steps. “The teaching of new material can be reduced to preparation, presentation, application, and review and evaluation” (Dynamic flight, 2003)

In addition to this, technology provides opportunities for collaborating, creating virtual environments and online courses, and fostering learner autonomy. In relation to the virtual article of “The modern language journal” (2012). Explains the integration of technology for education and says that it needs special attention to languages for specific purposes (LSP) it also explains that Computer-mediated communication provides learning tools and a gateway to the discourse community, this help to create virtual environments and fostering autonomous learners.

These applications are examined and evaluated within the current LSP scenario, paying attention to all conditions and challenges for implementation, as well as to the roles of teachers and learners. The implementation of technology as a tool for teaching gives the opportunity to explore, analyze, and learn more about professional and academic communication and learning for that reason information technology has played an important role in language education.

2.1.2 Electronic teaching tools

The use of computers, internet, cell phones, CD recordings, audio players, and electronic programs etc. can be very useful tools for teaching and learning. Each one could be used to improve student's skills and firm up strategies for teaching the English language.

Brinkley mentions "Computers and related electronic resources have come to play a central role in education" (Brinkley 1999, p.7). So, teachers should think in new ways to teach using electronic tools incorporating technology. This author also explains to teachers five ways to use electronic resources for teaching. He assumes that there are new technologies that can help to perform teaching and make it better and easier:

- **Administration:** refers to providing copies of the syllabus assigning discussion sections. It can be possible through web pages, electronic discussion groups or e-mail connection. These tools can also help students to engage with and learn from each other and even from people outside the course.
- **Readings/sources:** some electronic resources such as: web sites and CD-ROMs can provide a broad variety of sources to teach. Obviously it depends on the topic that the teacher prefers to develop. With teacher guidance, students can now gain access to materials and give some opinions about it.
- **Papers/presentations:** in this concept Brinkley explains that students can perform more independent exercises in publishing, exhibit building, or assembling and presenting teaching units and other materials for their peers. Thus creating collaborative work and intellectual construction.
- **Lectures:** this concept is very interesting because Brinkley explains that the use of a computer as a tool for teaching with presentation software can provide a single tool for

augmenting lectures with outlines, slides, statistical charts and tables, images, music, and even video clips. In addition to printing handouts, you can save in-class presentations in a web-compatible format for later review and discussion.

- **Discussion:** some electronic tools can be used as discussion groups, for example e-mail, blogs and on-line chat services can be used to send discussion questions before the class meets, draw out your shy students, and follow up on discussions or questions on the reading between classes; these kinds of tools can bring the course to life over great distances and help overcome scheduling difficulties.

2.1.3 Advantages using technology in the school

Technology is greatly useful tool in the classroom to aid the teacher in effectively presenting the material to the students, so that the students will gain effectively the skills and material that is being taught. The access to the information technology can be gathered almost instantly. Because the Internet allows students to gather information more rapidly, teachers can commonly squeeze more learning into their lessons and use technology tools to present movies or audio recordings.

Some of the benefits of using technology such as electronic devices to serve as innovative teaching materials include, the ability to help students to learn a foreign language easily while also helping teachers to give a broad and understandable explanation about the topics and activities required, this means that the use of electronic tools for teaching helps in the process of learning and teaching. “Materials help students in the process of learning. They can remember grammatical structures, topics, vocabulary, and so on through materials” (Tomlinson, 1998). Also so many researchers show that technology has the potential to improve quantitative assessment performance over traditional methods, but also leads to qualitative improvements resulting in higher quality student work.

It is important to add that the use of technology helps students to get a better attitude towards language learning as well as giving them more confidence. Students in the Freedom to Learn study were found to believe that education “made it easier to do school work, made them more interested in learning, and would help them get better jobs in the future” (Lowther, 2007).

The electronic material is a fundamental part of teaching, it is obvious that if teachers use electronic materials instead of common materials then students will learn easier, primarily because of the strong interaction between young people and technology and then because technology makes easy the teaching and learning in a positive way.

2.2 Teaching process

To obtain an effective teaching is necessary to follow certain learning principles. Learning process occur almost instantaneously or is acquired though long, patient, study and practice.

The teaching process on the other hand can be in steps. "The teaching of new material can be reduced to preparation, presentation, application, review and evaluation" Those four steps explain the following:

Preparation: the teacher must prepare a lesson plan for each class; this plan must include learning objectives, procedures, and provide facilities to become an understandable class. It can be focused on the syllabus. Teachers can organize educational topics according to the difficulty of each topic considering the student's needs.

Presentation: when we talk about the presentation we are talking about how the teachers can demonstrate the use of the material for students. Teachers must consider which method to use when presenting the activity normally it will determine the method and technique of the presentation. Also it is really important to define what the teachers want to develop though the use of electronic material.

"The demonstration-performance method is desirable for teaching a skill, such as a ground school lesson on the flight computer, or during instruction on most flight maneuvers. Showing a student pilot how to recognize stalls, for example, would be appropriate for this method".

APPLICATION: this concept defines how students use the material that the teacher has presented. This concept is very important because it is the opportunity to resolve doubts and ask questions according to the presentation. The main purpose of this step is that the student is able to explain and use the material. Usually the teacher will have to interrupt the student's efforts for corrections.

REVIEW AND EVALUATION: The final step may be the most important in this process due to it being the moment in which teachers have to consider different aspects to evaluate and check if the outcomes are positive. "The instructor should review what has been covered during the lesson and require the students to demonstrate how well the lesson objectives have been met"

2.2.1 The teacher and the technology

The relation between technology and teacher has increased the last years, due to teacher needs to find new ways to develop each activity using different techniques that help to get positive outcomes in the teaching process. The use of technology and electronic devices are important factors to facilitate the activities performed to create active and collaborative work inside the classroom. Students have the facility to improve their different skills through the use of electronic material to study and practice.

Most teachers enter the profession expecting to spark the joy of learning in their students. Unfortunately, other demands of the classroom are very distracting and consuming. "We envision technology as a teacher's liberator to help reestablish the role and value of the individual classroom teacher". (Cognition and Technology Group at Vanderbilt, 1992). To do so, two things must happen. First the perspective of the classroom must change to become learner centered. Second, students and teachers must enter into a collaboration or partnership with technology in order to create a community that nurtures, encourages, and supports the learning process. Teachers who learn to integrate technology may go on to conceptualize their roles in the classroom.

According to castells (1999) adopting technology can lead to the improvement of people's lives, although it might also lead to the exclusion of a society, the adoption or not of technology can produce polarization. In other words there would be inequality in the educational society which affects the progress in the education.

In addition to this adaptation, technology can affect not only a few people but a whole society because the technological infrastructure let people have communication, produce and consume and even live in today's world. That is why Castells (1999) says that modernization of technology reflects the society's capacity to transform the world and changing the economic and educational status. It is not an easy task to use new alternatives for teaching.

The use of materials that evolved technology as a tool for education can create some difficulties in class specially for the lack of integration or familiarization with the material, this occurs when a teacher consciously decides to designate certain tasks and responsibilities to the technology, so, if the technology is suddenly removed or is unavailable, the teacher cannot proceed with the instruction as planned. However, teacher's responsibility is to integrate activities with their students during the use of technological tools.

CHAPTER III: RESEARCH METHODOLOGY

This case study is based on qualitative and quantitative research approach, so as to obtain a broad concept about the effectiveness of using technology as a tool for teaching a foreign language.

The research method considers three subsections—including subjects, the participants in this study and how they were selected. It includes four questionnaires two for students, and the other two for the English teacher. The last subsection is concerned with the procedure followed; it refers how the study was done.

3.1 Context

The subject of this research is focused on “CENTRO DE ESTUDIOS TECNOLOGICOS INDUSTRIAL Y DE SERVICIOS N°151 TEPEACA, PUEBLA. The program is based on SEP (Secretaria de Educación Publica).

In 1984 the President of Mexico Mr. Miguel de la Madrid Hurtado and the Governor of the State of Puebla, Mr. Guillermo Jimenez Morales begin efforts for Tepeaca's population to have a high school with technology features, all supported by the Mayor of Tepeaca C. Angel Juarez Palacios. The first phase of construction began on August 29, 1984. Consisting of 11 lecture halls, a drawing room, a multipurpose electromechanical and medical laboratory, and food shops.

At that time the specialties offers included degrees in accounting terminal, electromechanical technician, and food. Currently, they offer the Bachelor of Technology in the fields of Accounting, Computer Science and Mechanics, serving around 957 students.

This project worked with high level in which their vision is; “Being a School of excellent academic impact, administrative and social participation to achieve educational quality, comprehensive and inclusive in teaching and learning that lead us to true interdisciplinary learning environments impacting on the skills' development in life, generic skills, discipline and professional skills of principals and teachers of high school” and their

mission is committed to the development of young people in the community, so that through the development of basic life skills, instilling learning skills, discipline and professional. Educators achieve the aims and purposes of the high education, focusing strongly on the discharge profile of our students at every level and in training and updating of management and teaching staff.

3.1.1 Participants

This study is focused on the 2nd semester group “D” in which there are 40 students, 27 of them are women and 13 are men whose ages range between 16 to 17 years old. Their socio cultural status is middle and their English proficiency is pre- intermediate. This group of students has its English class in the morning on Tuesday and Friday for one hour and thirty minutes per class. Their English teacher is; Cristina Sanchez Sanchez.

This group was selected with permission and support from the school and the teacher Cristina to observe and gathering information about the research, as it was mentioned before the purpose of this project is to know how technology can help to improve the English language teaching. This research is focused on the participant’s expectation and opinion about the English course.

3.2 Methodology research

It is important to mention that the method used in this research for gathering information is based on a mixed method because this project is focused on collecting and analyzing both forms of data in a single study just as Creswell mentions (2003). “This research provides an explanation for behavior and attitudes, and may be completed with variables” (Creswell, 2003 p.33) on the other hand Quantitative method is focused on surveys and experiments.

This paper use mixed methods because It follows a purpose statement research question focused on understanding a problem using both qualitative and quantitative methods using multiple forms of data collection and analysis.

Qualitative researchers engage in naturalistic inquiry, studying real world settings inductively to generate rich narrative descriptions and construct case studies, inductive

analysis across cases yields patterns and themes (Quinn, 2005). This research is tightly controlled through design or statistical analysis, providing measures or observations for testing a theory, the validity and reliability of scores on instruments lead to meaningful interpretations of data.

As it has been seen, the mixed method research is based on quantitative and qualitative research because part of this research worked on observations during class analyzing the process of teaching and learning using alternative tools for working, and another part of this research is focused on surveys and experiments that helped to know the validity result of the questionnaires using technology as a tool for teaching a foreign language.

3.3 Instruments

To carry out this research, it was necessary to make four questionnaires that were later applied to the subjects. Each questionnaire has five questions; the teacher's questionnaires are called QT1 and QT2. The student's questionnaires are called QSS1 and QSS2.

The first teacher's questionnaire (QT1) is about the opinions and experiences working with traditional material and applying activities without the use of technology or electronic material. (See appendix A).

The second one questionnaire (QT2) is in relation to her opinions, outcomes and experiences after the period of proofs using electronic material as a tool for developing activities in order to know the efficiency that technology might achieve during class for improving students' skills. (See appendix B)

The first students' questionnaire (QSS1) is about their opinions working only with grammar book and notes. The second student's questionnaire (QSS2) refers to the results obtained working and applying electronic material as a tool for learning.

In the QSS1 questionnaire the first question is about the opinion that students have in relation to the English class before to use electronic materials as tools of learning. The second question is about the material that teacher use during class.

Third question is in relation to achievements during the course. The fourth item refers to the material that the teacher should use to teach the English class.

The last question is focused on suggestions for learning English. Those questionnaires are about opinions, expectations and results working with different tools during the English class. *(See appendix C for the interview questions)*

The QSS2 shows the results obtained during the research where the most important was to know the opinion and outcomes, through the use of new tools for learning. The first question is about the students' opinion in relation to the way that teacher thought the using of electronic material as a tool for teaching. The second question is about type of material used during English class. The third question is focused on the achievements obtained to improve the English language. The fourth question is in relation to the students' interest using new alternatives for learning English using technology in the activities that teacher develop during class. Last question is alluded to know the students' attitude and feelings, in relation the activities that teacher developed using technology. *(See appendix D for the interview questions)*

Additionally it was important to create an observation sheet *(See appendix E for the observation sheet)* for the teacher, with the aim of providing clear outcomes during each class. This observation sheet was designed to measure the performance and advances of every class using electronic material as a tool of teaching a foreign language.

The observation sheet was developed and designed by the author of this research, taking into account different aspects in relation to teaching process and important suggestions and points of views by the tutor of this research paper. This sheet contains important aspects that need to be observed to get reliable and useful information.

3.3.1 Observation sheet

The observation list is divided into ten aspects which are based on the students' priorities, necessities and expectations that are learning the English language as foreign language. It is important to explain what to observe in each point; the first item is referring to the

motivation that teacher use to promote participation, which is very important for learning, because students feel more comfortable to interact with the activities using electronic tools.

The second item involves the use of electronic material for the purpose of teaching, the teacher must assess whether or not the manner in which this material is productive for use in class. This point also is focused on the complexity for working with technology during English class. The third point is based on the organization into the classroom with which teacher must develop their class through the use of technology. The fourth case refers to teachers must assess the students' level and assign appropriate material that will help students achieve the highest level of learning possible. The fifth item observe how teacher must keep the control in the class, and to avoid distractions or disturbances while class is in progress.

The sixth case mentions that teachers must maintain the interest of the (English) class using interactive activities and electronic material. The seventh point goes hand in hand with the sixth one; students must learn to effectively work with their classmates. Item number eight is based on how students collaborate to each other during the different activities in classroom using technology tools to produce more work in English class. The ninth point refers about the material and the use of it, because it is important to use attractive, dynamic and alternative material for teaching. Normally the grammar book is not enough for teaching, due to students don't pay attention to the activities that the book handles.

The last point is also very important because is about the interaction between teacher- students and vice versa, showing during the English class using technology as a tool for teaching and learning. Sometimes there are so many difficulties because the time or maybe because the program is not working well. Or teacher can feel that is not necessary to monitoring the students because he or she can assume that students have not problems using technology.

3.4 Procedure

- **Questionnaires**

The instruments used were four questionnaires, two of them for students and the other two for the teacher. The first two were about the student's and the teacher's opinions, suggestions and the experiences working without the use of electronic material (technology) as an alternative tool for working during English class.

The other two questionnaires were about their opinions, improvements and outcomes working with electronic material during English classes. These questionnaires were applied one month ago since the first two questionnaires. It is important to mention that the goal of the first two questionnaires was to know how students and teacher work without the use of electronic material during English class. How each topic and grammatical points were developed using common materials like workbook, notes and copies.

After one month of proof, was necessary to apply the second part of the instrument before mentioned. The observation sheets and evaluation of each class using new alternatives for teaching a foreign language, English. To do so the other two-post questionnaires (QSS2, QT2) were applied as students as teacher to analyze the outcomes, advantages and disadvantages using electronic material as a tool for teaching a foreign language.

This part of the research is very important because those questionnaires show the results applying new educational tools for teaching and learning. The interaction was an important factor to get these results. The students' availability helped a lot during the process of this research. The progress and advances were reflected day by day through the curriculum activities.

CHAPTER IV: RESULTS AND DISCUSSION

Illustrated below are the outcomes of the research conducted. As it was mentioned in the chapter III the post test is the final test in which students will show their results about the use of technology during the English class. The interaction, availability and the integration with it were important factors to reach to the expected results.

It is also important to note and remember that these proofs took a month to carry it out. The four questionnaires were based on five questions each one, focused on students' and teacher's opinions experiences and expectations. Each question shows the improvements, advantages and disadvantages of each student using technology during English class .the graphics below show the results represented in numbers and percentages about the different perceptions during English classes. The teacher's questionnaire number one is in relation to the opinion for working with common material such as grammar book, notebooks, copies, and printed material following traditional methods and techniques for teaching. The second one teacher's questionnaire shows the experiences, advantages, difficulties and opinions applying new alternatives for teaching, the interaction using technology as an alternative electronic tool to develop and improve the English language skills. All these have as purpose to encourage new and interesting technics and activities that help to the teacher to get better outcomes in pupils.

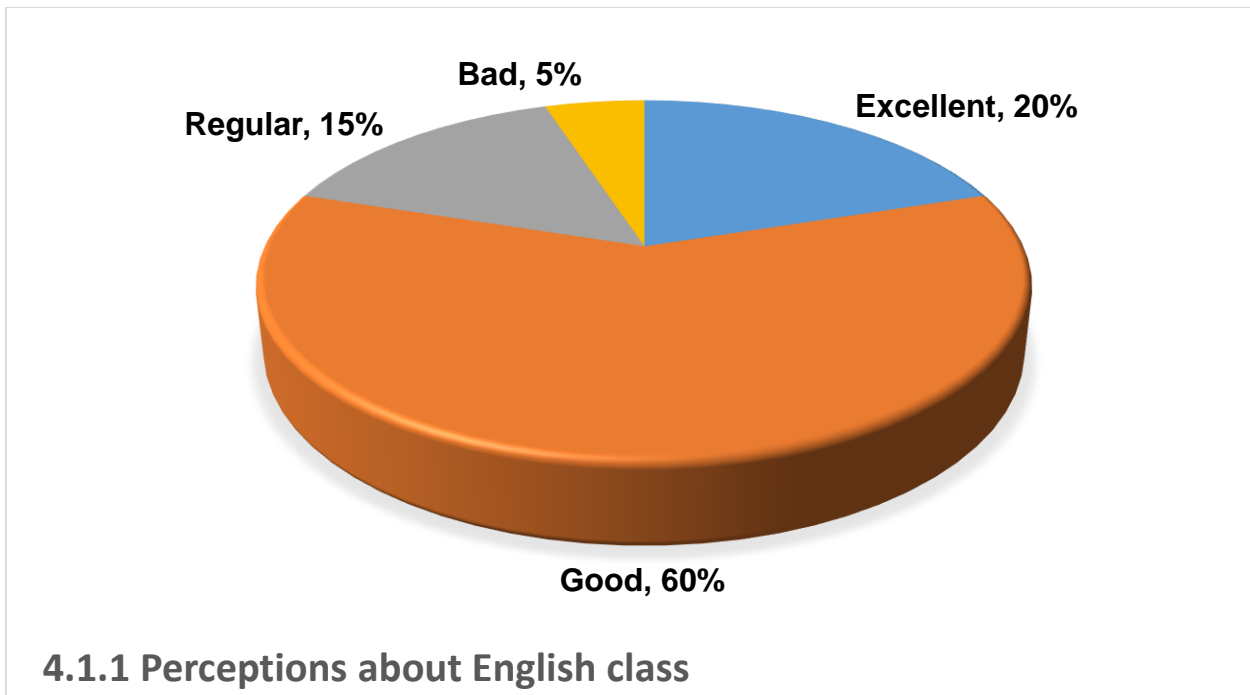
The principal function of these questionnaires were to compare the students' performance through the use of technology as a tool for learning, to illustrate the teacher the diverse benefits and advantages using technology as a new tool for teaching during English class and how it can be adapted to improve the students' skills.

To reach our results, it was necessary to observe some classes during a period of time, one month to be specific, using a designed observation sheet (before explained) evaluating every class performance in a ranking of scale beginning from excellent as the higher performance reached during class, continuing with good, regular and poor as the lowest one. All this evaluations and observations were gathered to demonstrate the function and effectiveness of the results working with technology as a tool for teaching within the classroom.

4.1 Students' Pre- questionnaire (QSS1)

It is important to remember that part of the instruments were the application of questionnaires in order to know the student's improvements and opinions using traditional materials and activities for learning. The results of this interviews are show below.

4.1.1 Perceptions about the English class



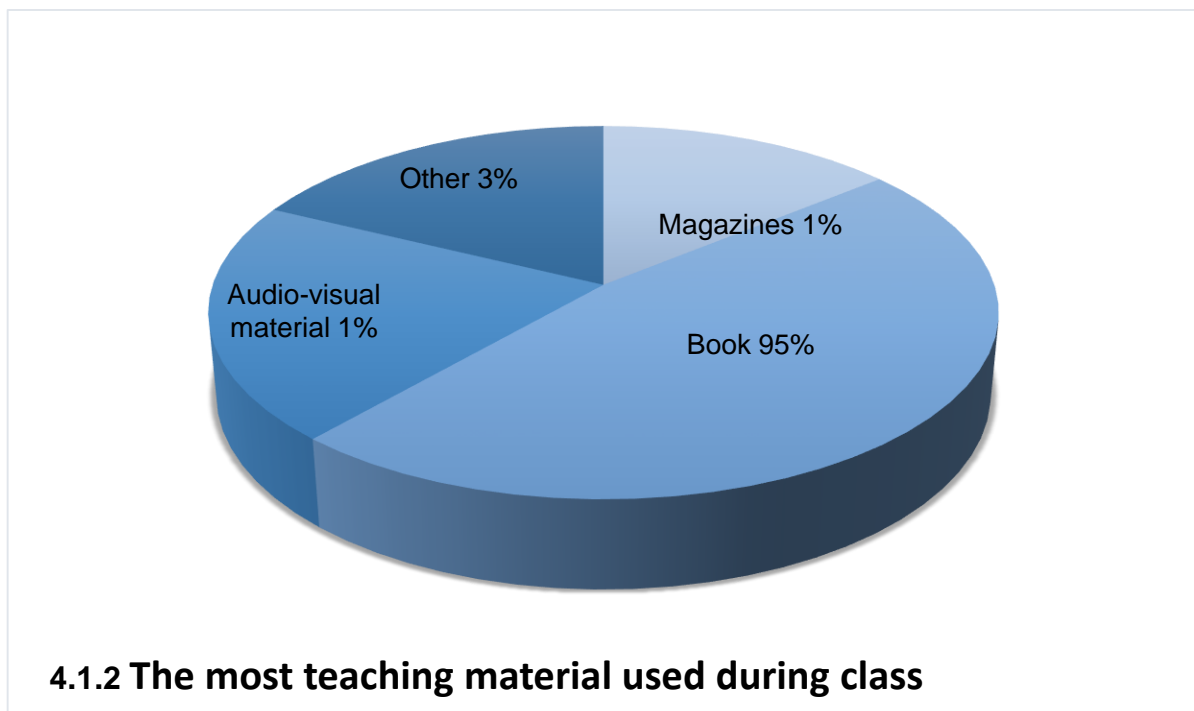
Graph 4.1.1 shows how students consider the English class without the use of electronic material. This question is very important because is the first step to know how students are open to work with new alternative tools for learning and how their attitude for learning helps. As can be see 60% of them answered "GOOD" they argued in the open question (why) that it is because their English teacher explained the lesson well.

The 20% chose the option “EXCELLENT” due to their belief that they have learned English during class, 15% of them chose the option “REGULAR” because they are not interested in the English class and 5% chose “BAD” because they argue that the English class is very boring. This result shows that students need something else that helps them to be motivated to learn.

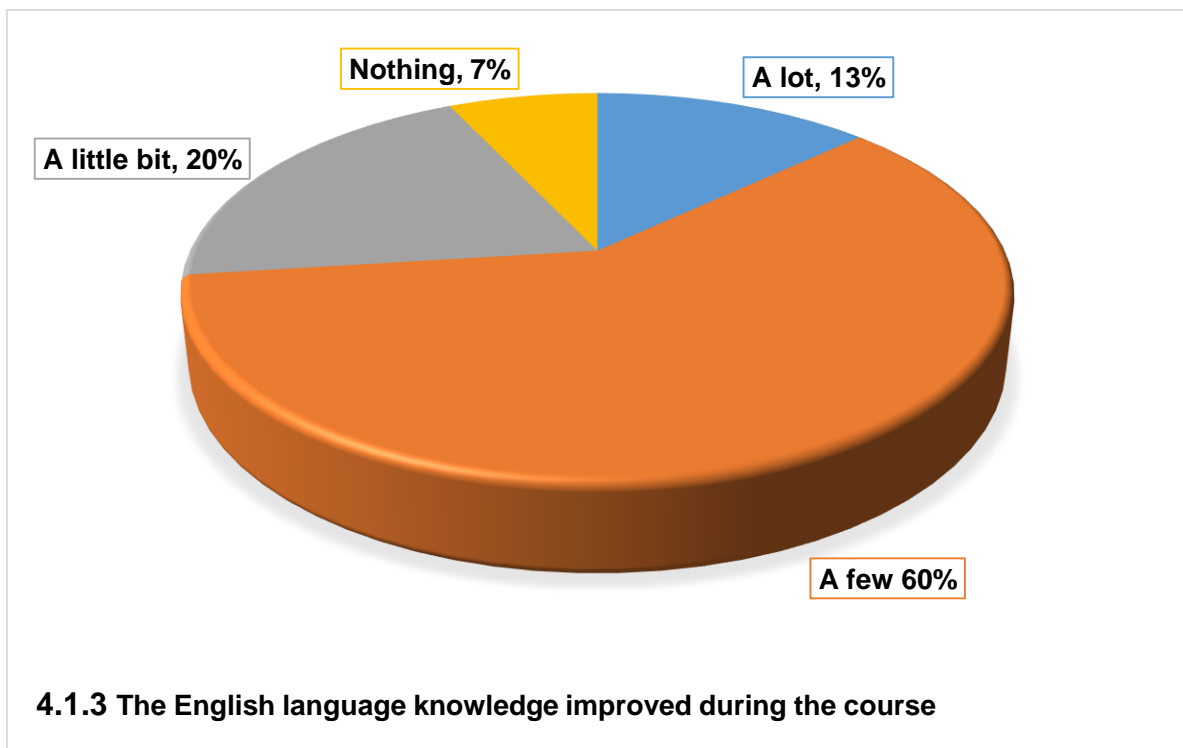
4.1.2 The most teaching material used during class

Graph number 4.1.2 shows the type of material that teacher used for teaching English language .The main purpose of this question is to know the kind of material that teacher is using during classes. This information will help to this research to know how traditional the teaching materials are.

The results show that 95% of the students said that the teacher normally uses the grammar book for teaching, while the 5 % of them said that the teacher used other kinds of material such as; notebook, blackboard, and dictionaries. In the case of Magazines and audio-visual material are not represented because students did not report their use in during class.

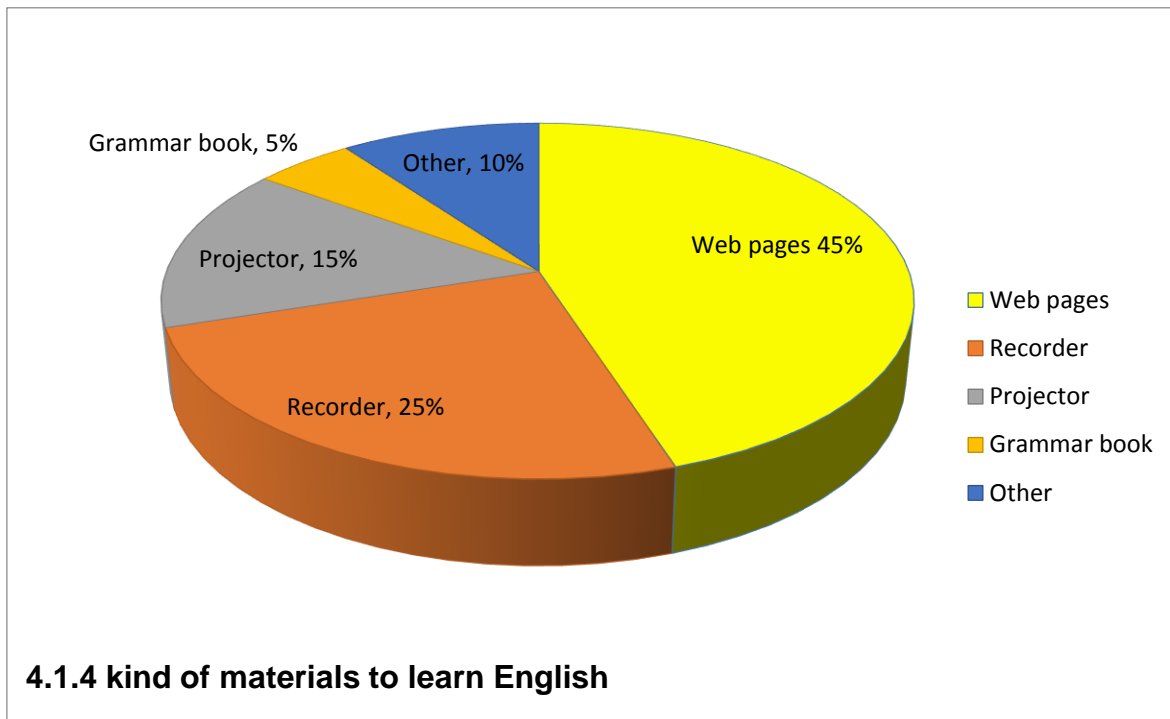


4.1.3 The English language knowledge improved during the course



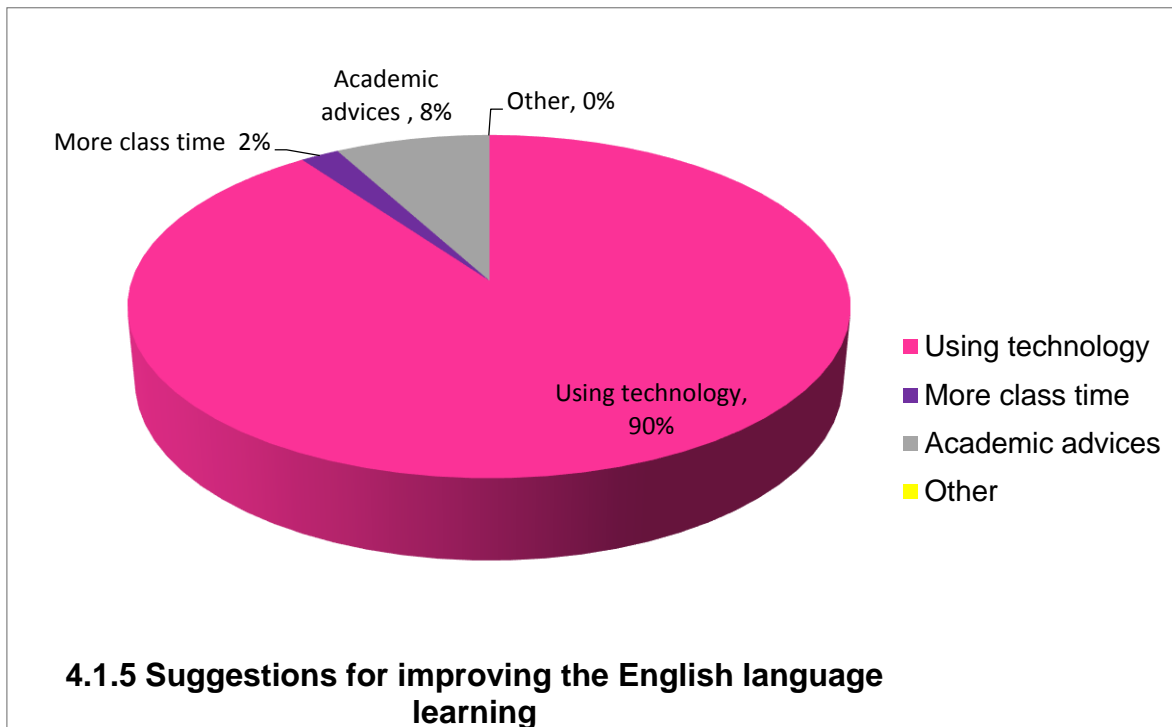
Graphic 4.1.3 shows the results gathered about the improvements of the knowledge in the English language during the course without help of electronic material for working. As can be seen, 13% of students choose the option; “A LOT” they were four men and six women all of them are 16 years old. Also we can see that 60% of the group of students said; “A FEW” they were sixteen women and seven men all of them are 16 years old. The 20% of students chose the option; “A LITTLE BIT” it is necessary to mention that they were six women and two men , seven of those students are 16 years old and one of them is 17 years old. The 7% of students said that they have not learned during the course it means that they chose the option; “NOTHING” they were three women and they are 16 years old.

4.1.4 Kind of materials to learn English



Graph 4.1.4 shows the results gotten concerning the kind of material that students used often for learning during the English class. As has been seen 45% chose; “Web pages” There were 17 students that chose this option. Eight of them were men and nine of them were women. 25% of them chose the option: “Recorder” ten students chose this option all of them were women. 15% decided to choose “Projector” five women chose this option. Only two pupils chose “Books” they made up 5% of the group. Finally 10% of students chose the option; “Others” they were three students and all of them agreed that they would like to work with dynamic activities during class. It is important to mention that in this question some students chose more than one option.

4.1.5 Suggestions for improving the English language learning



Graph 4.1.5 explains students' preferences for improving their skills and knowledge about the English language during the course. The results are very interesting because of 90% of students chose the option "Use of technology" while 2% of students decided to choose the option "More class time". 8% chose "online advises". The students have many different answers, but their suggestions help the teacher know which alternative methods to use in order to improve the students' skills.

4.2 The Teacher's pre-questionnaire

As it was mentioned in chapter III, part of the instrument of this research was the application of two questionnaires for the teacher. As the object to know how useful technology could be for teaching a foreign language using new alternatives to develop interesting and dynamic activities during English class.

It is important to remind that the questionnaire number one for the teacher uncharged the group and this questionnaire is in relation to the teacher's opinions that will help this research to know if it is really necessary to use alternatives tools for working or if traditional materials without the use of technology are enough for still teaching in this way.

In the first question of this questionnaire, it was necessary to know the opinion in relation to the use of technology for teaching English language, and the teacher said that technology is an important tool for working because technology allows changes in the way for teaching and learning. The second question was focused on the effectiveness of technology to improve students' skills, the teacher's opinion about this question was that technology helps a lot because through the use of this alternative tool students can develop their interpersonal skills and they become to be more autonomous in the learning process.

Next question was in relation to the common materials that teacher uses for teaching and develop the class she commented she often used the grammar book, workbook and dynamic material that institution offers to develop her class, such as games or flash cards. She also mentioned; the school has projectors and an English laboratory, but she cannot use them all time because of the time that she has per class. Question number four is about the kind of material teacher uncharged the group would like to use for developing the English class. She suggested so many options such as, tablets, electronic dictionaries, and documents in PDF format like magazines and books. Because she thinks that nowadays students are more connected to these kind of tools for working. "Is important to mention this is an urban school so the access to these materials are not a big problem to reach them".

Last question is about the advantages that electronic material can offer for working and develop all the curriculum program. Teacher said that electronic materials have so many advantages due to are useful tools to perform the activities into the classroom and also the students' knowledge could improve a lot using this material, because this activities could be more interesting for them. Electronic materials are faster, handle and easier to understand and use.

Also the interaction and availability for working are important factors to get positive outcomes then teacher has the responsibility to find new ways to perform and apply all activities considering the tools that institution offers and also the time for each class.

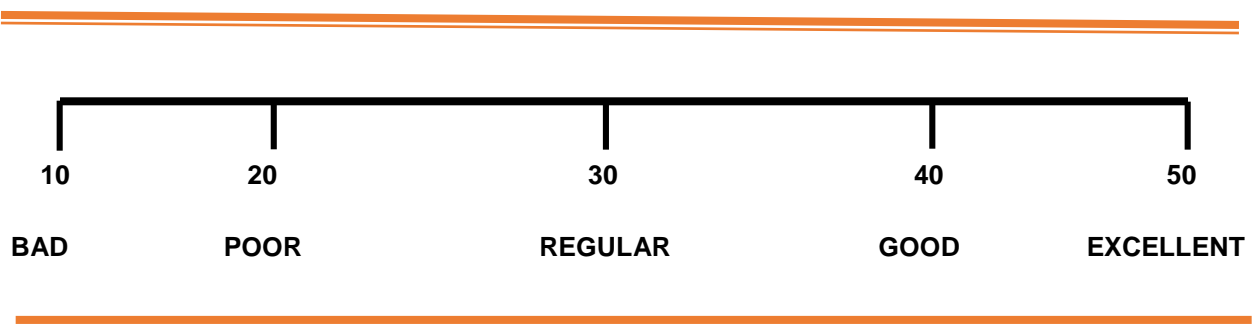
4.3 Observation Sheets

Chapter III mentions two important instruments that help provide information and results about this research. One of them is the observation sheet that was applied during the observed classes.

The pre and post questionnaires for the students and the teacher are focused on the use of technology as a tool for teaching a foreign language. As we saw in chapter III the observation sheet was based in the interaction between teacher and students. The sheet shows whether the teacher (effectively) used technology as part of the class, also the sheet shows a few other important points and aspects.

The observation sheet scale was taken according to ten statements with the purpose to know all the advantages and disadvantages using technology during English class with a minimum of 10 and a maximum of 50 as it is shown in the figure below.

Figure 1. Observation sheet scale



This observation started on February 25th, 2011 and it ended on March 23rd, 2011. It is important to mention that these results were in relation to students and teacher's participation, in the high school; Centro de Estudios Tecnológicos Industrial y de Servicios N° 151. Tepeaca, Puebla.

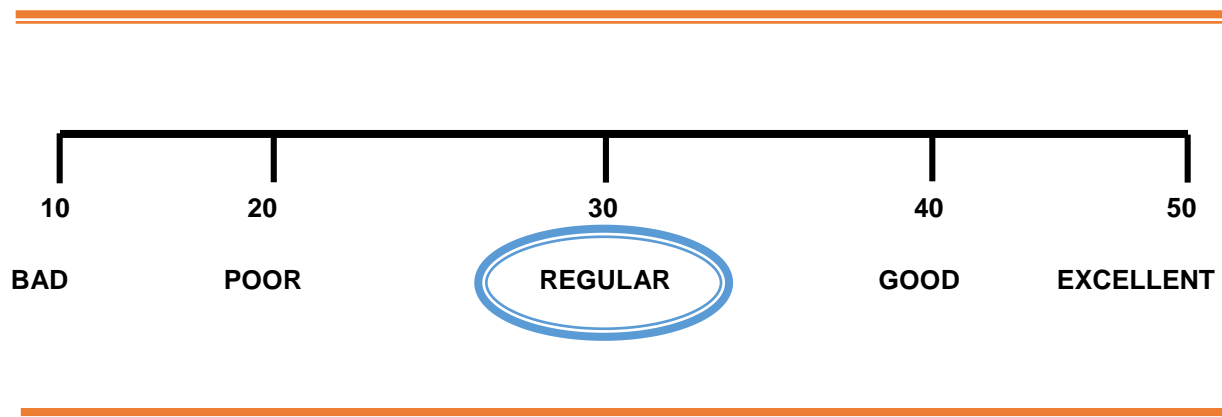
Moreover it is important to mention that this section of the research will show the results using graphs for the questionnaires that will help to appreciate all the outcomes during the period of proof.

After each graph the results will be described and analyzed according to each instrument applied to the subjects. All of the information describes the subject's performance and improvements through the use of electronic materials.

The graphics on the next pages will describe the percentages that indicate the results from the completed activities. These graphics will let us identify how the students learned and how the teacher developed their skills through the use of electronic material. The following observation sheet explains the performance during the English class and then it provides information about it.

1st Class.

Figure 2. February 25th, 2011



According to the rank of scale, this class was regular due to it was complicated to work using technology with so many students and kept the control was hard for teacher.

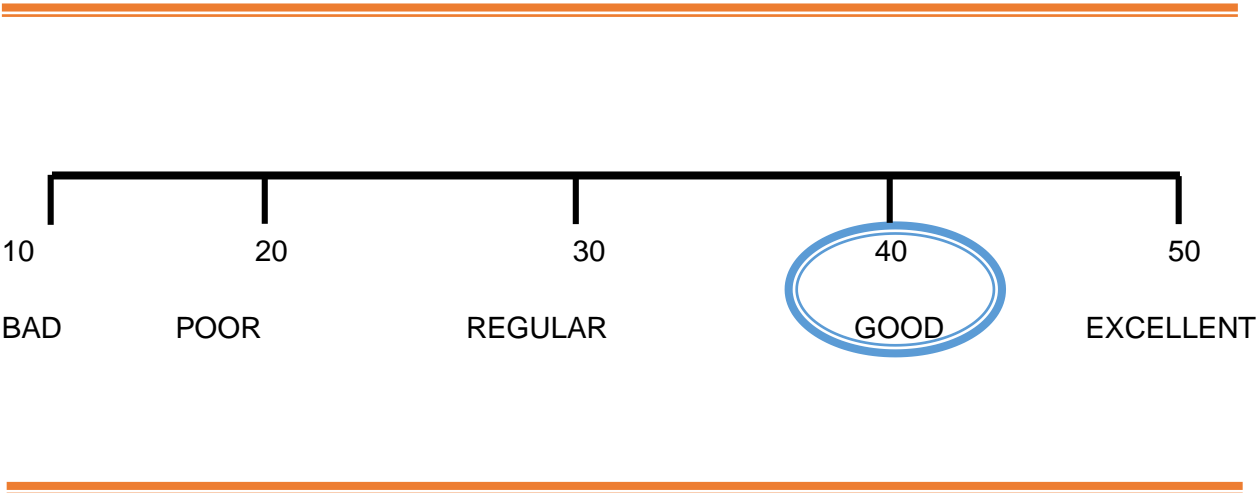
The organization for using electronic material was not easy in the first class and the topic that teacher developed during this class was difficult for students for that reason they lost interest in the English class.

However, it is important to mention that students try to speak English to improve their skills, and it helps to create collaborative work in the classroom because students practice with the each other making interaction in the group.

Also it is necessary to consider that it was the first proof class that was attended by 40 students. The grammatical point was to work in the simple present tense verb in English. The class had good interaction between the teachers and students, but the teacher needs to organize the class better to get good outcomes and keep interest from students.

2nd Class

Figure 3. February 28th, 2011.



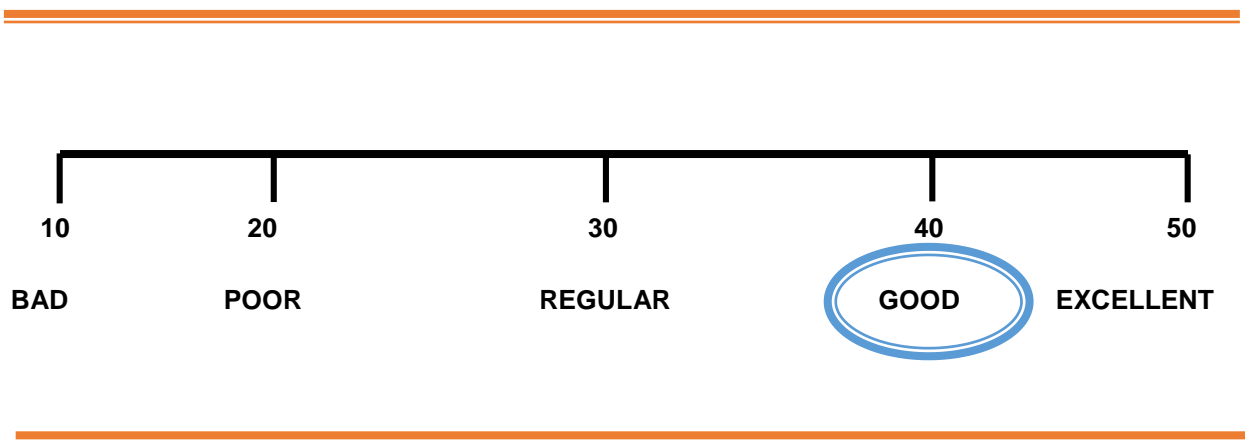
The topic during this class was frequency adverbs and simple past form. The motivation from students to participate during class was good because they felt interested working with electronic material as presentations about the topic using the projector. In addition, all activities that teacher applied in the classroom were interesting for them.

Teacher had good organization to develop the topic and it helped to keep the control in the group due to the way that teacher gave the class was adequate and understanding for students.

According to the range of scale for this class was regular since teacher and students began to adapt to a new way of teaching and learning, but nevertheless was a good class because the students interacted well with both the other students and the teacher. For that reason the collaborative work increased little by little and the class was more enjoyable.

3rd Class

Figure 4. March 2nd, 2011.



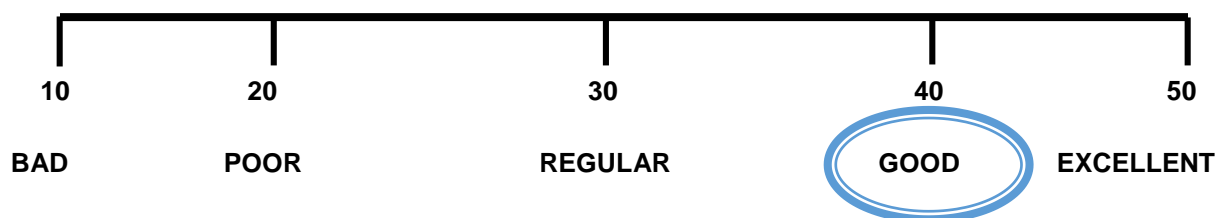
This class was very interesting because the rank on the scale climbed from regular to a good rank, it was due to students were interested on the topic and they felt more motivated to participate during class.

The attractive topic was “linking devices”, during class teacher motivated a lot students to participate. There were some difficulties for the teacher using the projector because the main computer had some problems to open the teacher’s file. The organization of each activity was good and the topic was appropriate for the students’ level.

In this class the assistance was 40 students that showed that sometimes was a little bit hard for the professor to keep the control all time. However, teacher and students never lost the attention to the class, and students felt more comfortable trying to speak more in English. That helped to create collaborative work between teacher and students making more interaction with the designed activities. The only disadvantage was the time management since it was not enough and the teacher did not finish developing all activities for this topic.

4th Class

Figure 5. March 4th, 2011.



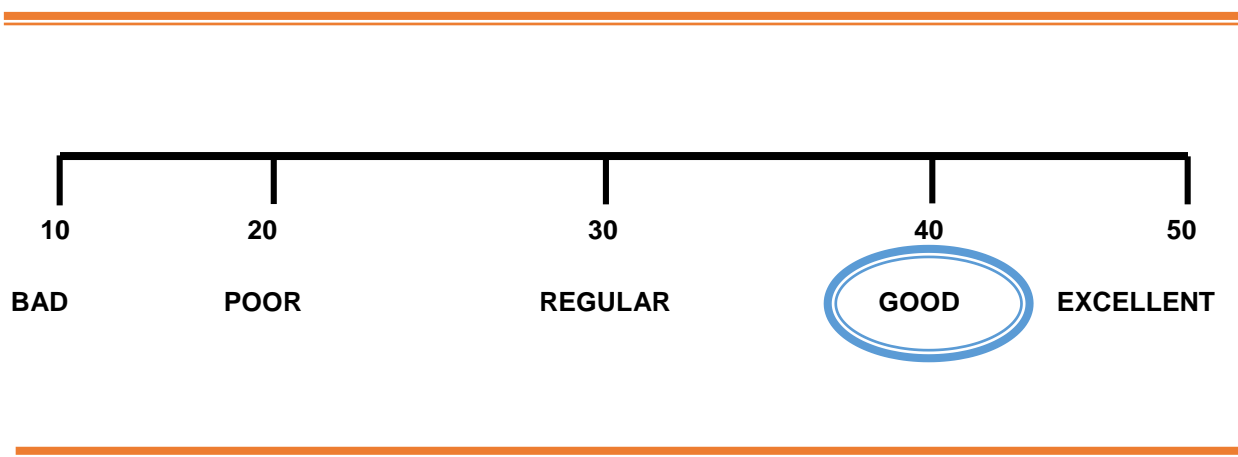
This class was ranked as “Good”. The main topic of this class was present continuous tenses using the most common verbs such as, eat, take, sleep, drink, walk among others, and prepositions. The interaction with the material was not so good due to sometimes students felt confused because the topic was new for almost all of them.

The material used during this class was good and interesting for students, in this case teacher and students were working with an online page (internet) that means during this class they were working at the English laboratory. It has to be mentioned that the school has not enough computers for all students that is why students have to work in pairs.

This is not bad at all because students show a collaborative work to each other-also helps students to feel more comfortable participating. For teacher participation is an important factor to get more positive outcomes in the students' knowledge so it is necessary to use attractive and interesting material to work so this also helps to keep the control in large groups of students. In this class the assistance was only 38 students and the organization and time for developing the topic was good although teacher should consider using this kind of activities more to intensify all they have learned before.

5th class

Figure 6. March 9th, 2011.



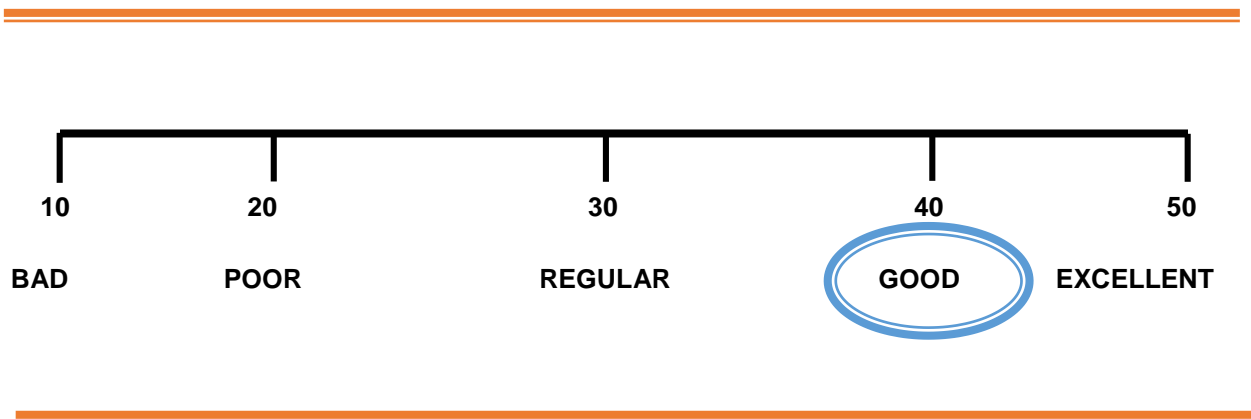
This class was ranked as “Good” the main topic for this class was Auxiliary Verbs (do/ does) used in questions and negative sentences. This topic belongs to the curricular program thus the topic is adequate for the students' level.

Students felt motivated to participate and the motivation from teacher was excellent during this class, it can be noticed that teacher is improving highly every class on the control on the electronic materials for teaching, in this class teacher did not have problems to use the projector.

One of the activities was to show some paragraphs were students have to identify the mistakes and write it on the right way. Moreover, it was noticed that teacher had a good organization in all activities and there were not problems to keep control in the group although the assistance was of 38 students. Is important to use possible interesting activities for students to keep them interested in learning English, students felt comfortable speaking, participating and working in a collaborative way especially when they work in teams. That is why this class was good because finally almost all the items observed belonged to “Good” rank.

6th Class

Figure 7. March 11st, 2011.



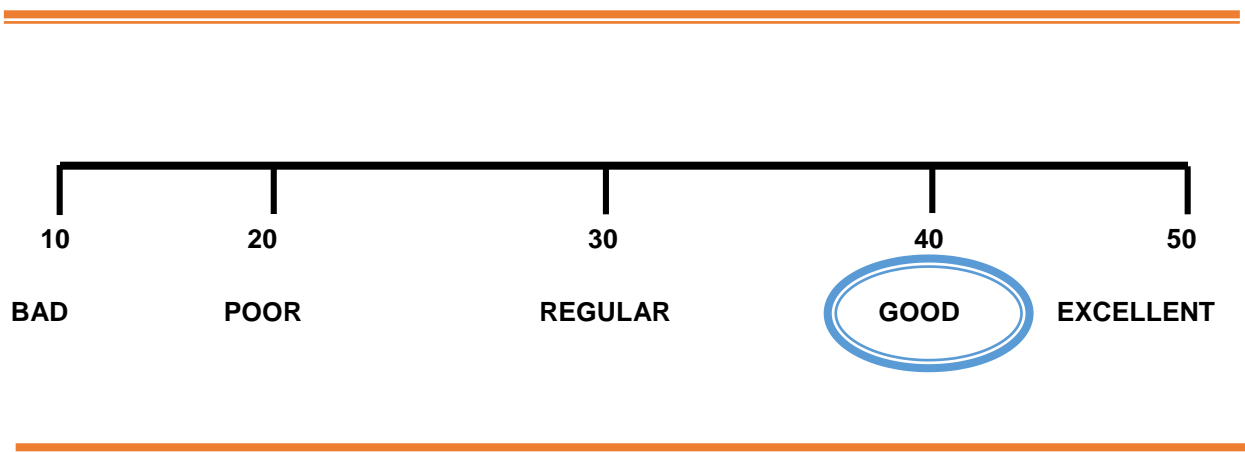
This class was truly interesting because the main topic was focused on the use of articles (a, an, the) and also a general review about the topics seen before (adverbs, simple past, present continue, prepositions and so on) teacher decided to use a movie as the principal activity because she wanted to improve listening and writing skills through the use of a

movie called “freedom”. During this activity students have to pay attention to the unknown vocabulary and also identify certain sentences in present continue and simple past. At the end of the movie teacher gave them a questionnaire in relation to the movie to evaluate their listening skill. After that questionnaire, teacher began to check all the notes that students did during the movie.

This movie was interesting for students so they felt motivated to participate at the end of this move. Teacher had not problems or difficulties to use the video room to play the movie and also the topic was not an obstacle for students due to they already know part of the grammar points approached. It was also observed that teacher kept an excellent organization to carry out all the designed activities

7th Class

Figure 8. March 16th, 2011.



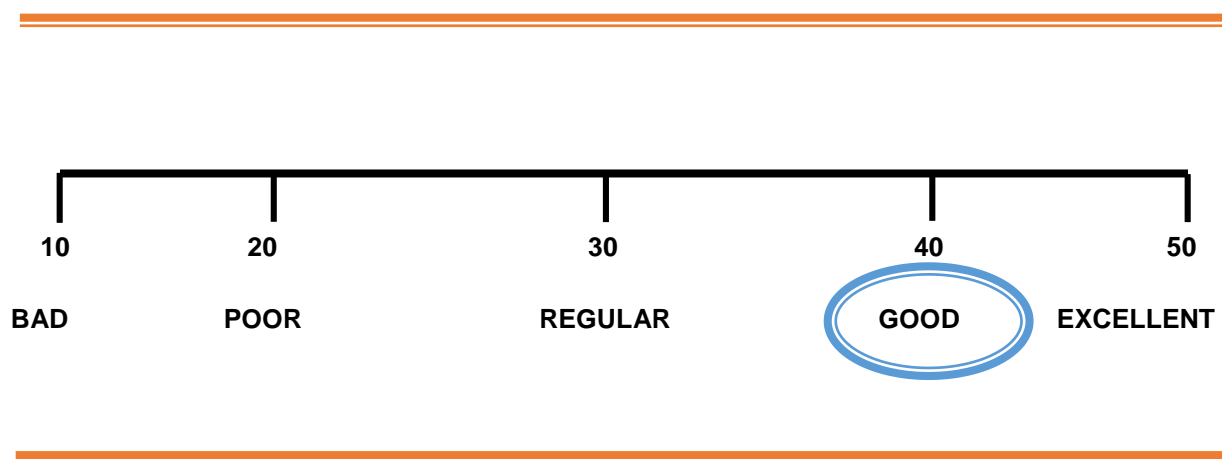
The next class was ranked as “Good” according the observation sheet. In this class attended 40 students, and the principal topic was simple future (will / going to) and parts of the body. Teacher used a recording and a projector to develop this class using interesting and dynamic activities for working.

One of the activities for using the recording was to play the song “love will keep us alive” by: The eagles. Where students had to listen to the song so carefully and then identify the missing words. Then teacher did some exercises expressing personal ideas focused on future sentences using the projector to reinforce learning. Also students worked in teams to design information for future plans based on a traveling brochure, subsequently teacher developed an interesting activity using pictures for teaching the body parts. During this class teacher tried to motivate students to participate using the electronic tools before mentioned that is why was noticed that teacher did not have problems to use this material for activities, the organization of each topic was good and the topic was adequate to the students’ level.

During this class, it was a little bit hard to keep the control in the group because of the number of students. However, all the activities helped to maintain the students’ interest on the topic and this promoted collaborative work and good interaction between teacher and students in the classroom.

8th Class

Figure 9. March 18th, 2011.

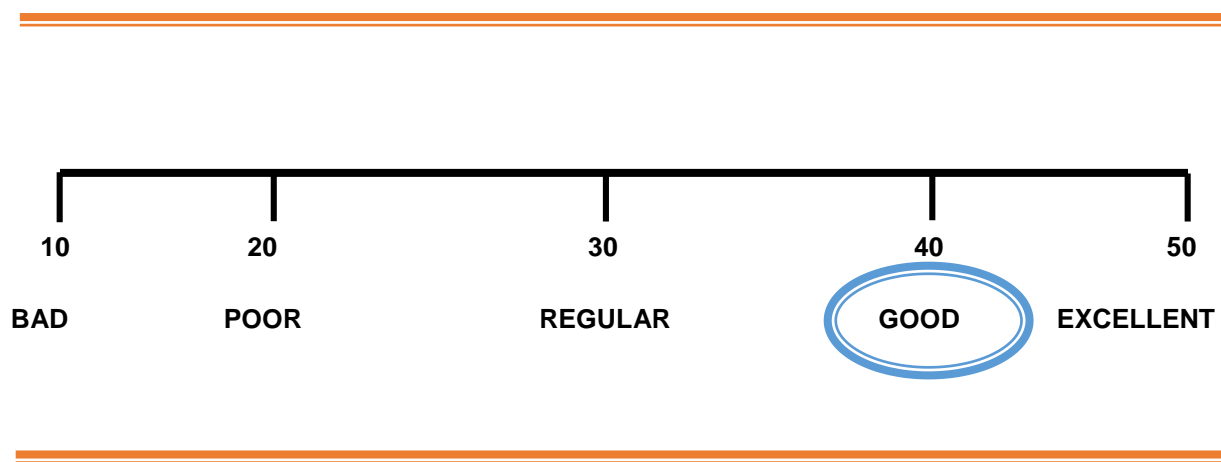


Subsequently, the next class observation continues being ranked as “Good”. In this class the main topic was simple future using negative and question sentences. This class helped students reinforce the previous class due to this topic was a little bit hard to understand for students. During this class, teacher designed interesting activities to develop the topic. Teacher used an electronic article called "The world and technology" to carry out this topic, teacher use the laboratory and students read this article on the computers then they had to underline unknown words and identify the future in simple sentences, students were working in teams for the activity due to the attendance was of 40 students fortunately students showed good attitude to participate and working in pairs. According the observation sheet the motivation and the organization in the class were excellent from teacher to students.

On another hand, teacher had some problems to keep the interest on the activity because it has been noticed that students have not pleasure for reading, but teacher was monitoring each team during the activity. That is why this class was ranked as good because five of the ten observations were good while four of them were excellent and just one was observed as regular.

9th Class

Figure 10. March 23rd, 2011.



Finally the class number nine was ranked as “Good”. In this class attended 39 students and the main topic was “present continuous vs past continuous”.

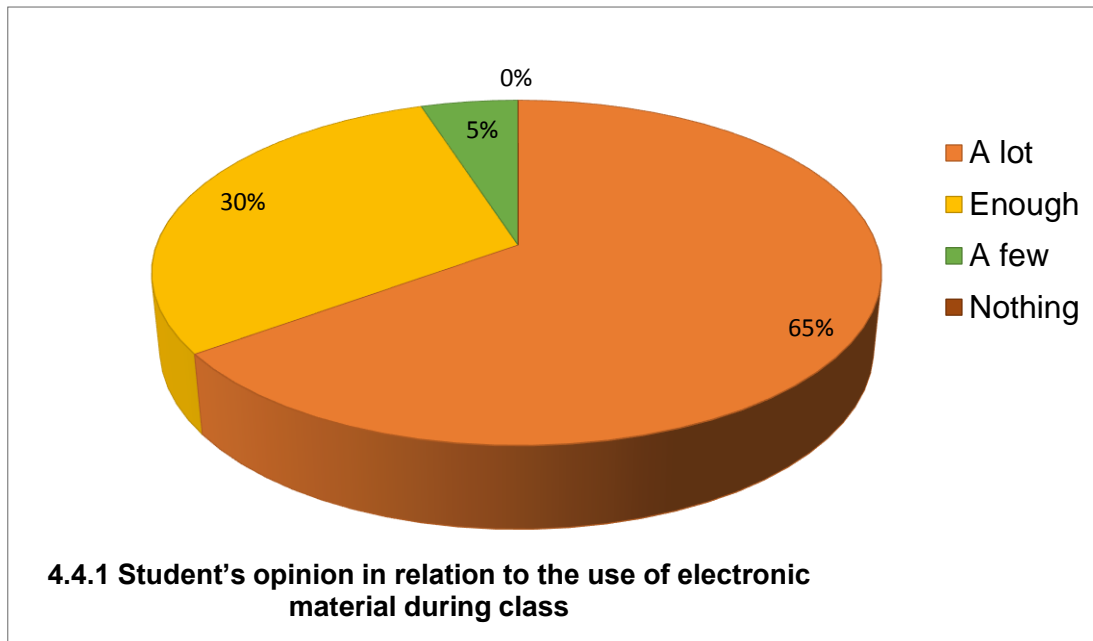
During this class teacher used a power point presentation to give a review to each topic, is important to mention that students learned this grammar point some classes ago. In the presentations, teacher used some links to videos and then teacher did some questions about the videos. After the last activity, teacher used some pictures to develop another activity where students had to make some questions using those pictures. In the course of this class, teacher’s motivation to students was excellent because these activities were interesting and dynamics for them, that is why they enjoyed participating and also they felt more motivated to speak in English during class.

The organization in each activity was good and it was noticed that this kind of activities create more interaction between students and the alternative tools for learning. However, there was only one disadvantage during this class because teacher had problems to keep the control in the group. At the end, this class was good for the great attitude for working teacher as well as students.

4.4 Post Questionnaire (QSS2)

As it was mentioned in chapter three, part of the instruments were the application of questionnaires for students and teacher in order to know whether technology helps to improve teaching process and developing activities to reach good outcomes in the student’s skills. Below it shows the results of concerning the results reached after the period of proofs, using technology as an alternative tool for teaching English.

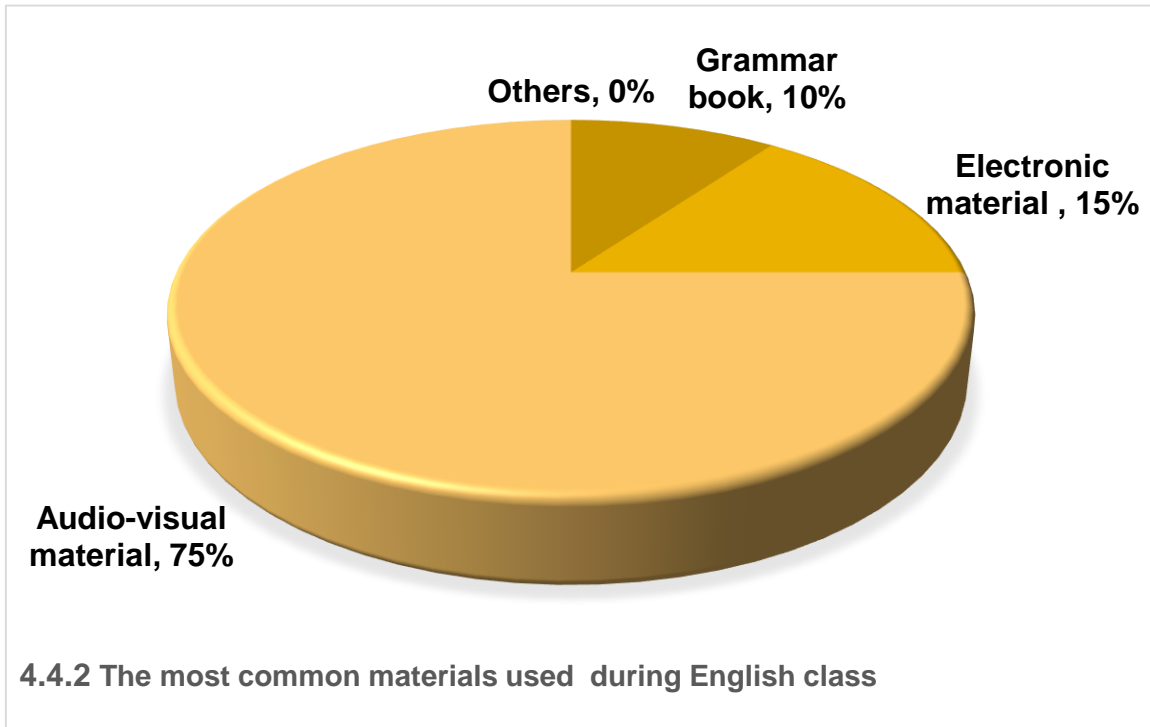
4.4.1 Student's opinion in relation to the use of electronic material during class.



Graph 4.4.1 shows the results about the way in which the teacher used the technology during English class. As can be illustrated by the graphic 65% of students liked how teacher used technology for teaching therefore the answer was “A LOT” and most of them argued it was because the activities were more interesting than using only the book and they understood the topics better. Also some of them added that they felt more motivated to participate more in class and thank that they improved their English language knowledge.

The 30% of the class choose the option “ENOUGH” because of they said that the time per class is not enough and might be better if they get more time per class or more days for this subject. 5% of the class, choose the option “A FEW” but they did not get a specific reason for this question. 0% of the students choose the option “NOTHING”. This option is also very important because the purpose of this research is to know if electronic tools are a useful tool for teaching and how students can improve their skills through the use of this alternative tool for learning.

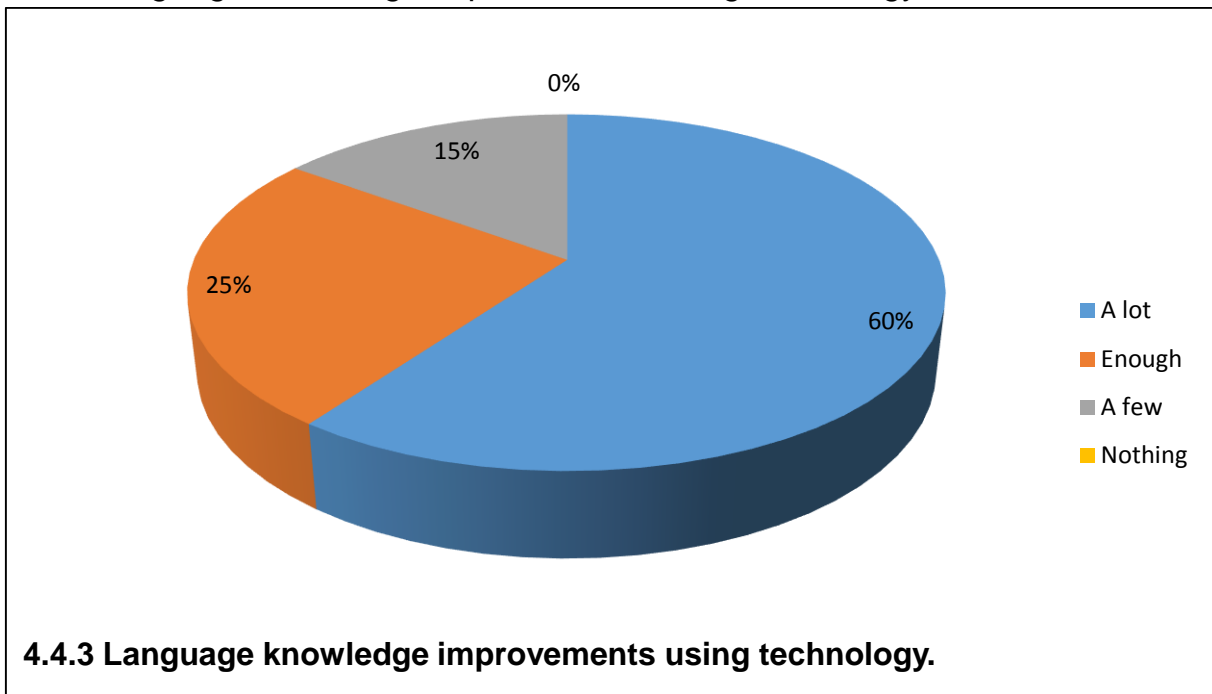
4.4.2 The most common materials used during the English class



The graph 4.4.2 is based on the kind of material that the teacher used during English class. This question was used before in the pre questionnaire because it is important to know how teacher been applying new alternatives tools for working in the English class. 10% of the students answered “GRAMMAR BOOK”. The other 75% of the students choose the option “AUDIO-VISUAL MATERIAL”. In the case of “ELECTRONC MATERIAL” the percentage was 15% and the option another kind of materials “OTHERS” was not chosen by students.

As it can be illustrated the results in contrast to the first questionnaire are greatly different. Question number two is remarkable because in the first questionnaire in relation to question number two most students answered that grammar book was the material most used by the teacher during class. However, the students showed one month ago something different because the most popular option in the second questionnaire was audio-visual material, this is very good because it means that the teacher was using effectively different alternative materials for teaching.

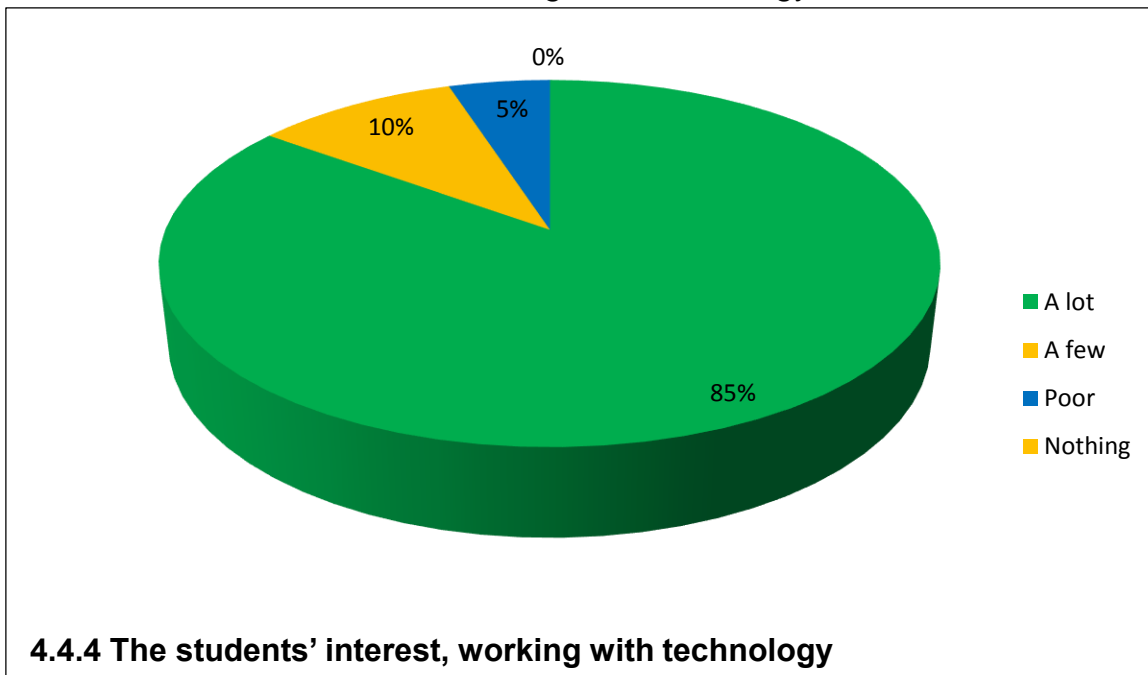
4.4.3 Language knowledge improvements using technology.



As can be seen the 4.4.3 graph is in reference to how students have learned and developed their skills through the use of technology during English class. The 60% of students answered “A LOT”, 25% of them choose the option “ENOUGH”. And only 15% of the group said that they had barely developed their skills and knowledge therefore they choose the option “A FEW”. None of the students chose the option “NOTHING”.

The results of this question are quite fascinating. One month ago when asked if they had learned anything from their English class 60% of the students answered that they had learned very little. After the proof classes, when they were asked the same question, their answer has changed and students responded that they are learning better now because of electronic material, they claim that the grammar book is not as interesting as the electronic material.

4.4.4 The students' interest, working with technology

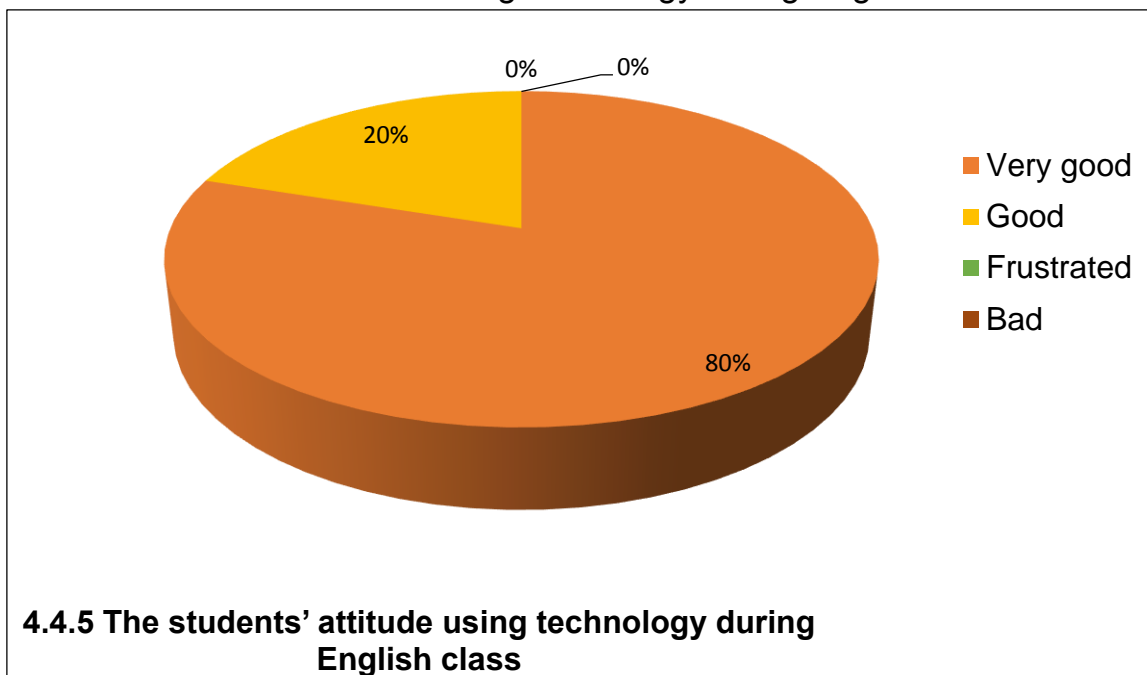


Graph 4.4.4 shows the results of the topics that the teacher taught during English class. Here, the students define if the topics were interesting for them or not.

As can be seen 85% of students said that topics taught during class were very interesting, they said "A LOT". 10% of them said "A FEW" and 5% said "POOR". The option "NOTHING" did not have percent.

It is interesting, to note that the use electronic materials have seen great results. Students are more interested in their English class now than they were a month ago. This success shows that there is great potential for technology to satisfactorily improve the skill of students learning the English language.

4.4.5 The students' attitude using technology during English class



Graph 4.4.5 shows that 80% of students felt “VERY GOOD” using technology for learning English, because they argued that they felt interested and motivated to participate in this class. 20% of students said that they felt “GOOD” using technology because they understood the topics better through the use of technology. In the case of the last two options “FRUSTATED” and “BAD” no one of them choose these options.

4.5 The teacher's post questionnaire

In the chapter number III it was explained the instrument of this research where it was mentioned the application of two questionnaires for the teacher and two for students as the object to know how suitable technology could be for teaching a foreign language using new alternatives for develop interesting and dynamic activities during English classes.

It is important to remind the questionnaire number one for the teacher since was in relation to the teacher's opinions about how efficient can be working just with traditional materials for teaching without the use of electronic devices that help to develop activities

for teaching, subsequently it was applied the questionnaire number two that was focused on the gathering information after one month of proofs in relation with the use of technology as an alternative tool for develop activities for teaching this will help in this research to know if it is really necessary to use alternative tools for working or whether conventional materials without the use of technology are enough tools for still teaching in this way.

In the first question of this questionnaire was necessary to know the teacher's opinion about if she liked use of electronic material for teaching during the month of proof. The teacher said that yes because she thinks that technology helps students to be more interactive and playful, and this motivates them to participate more in class. The second question was focused on the difficulty to work with electronic devices during class, and regarding to this question teacher said that she did not have so many problems working with it but sometimes there are inconveniences due to there is not enough time to teach. Question number three was in relation to the teacher's perceptions using electronic devices, and the teacher said that students had the facility to practice the English language in a real context and classes were interesting and attractive for students. Next question was focused on the opinion about it was necessary to change the way to teach English in contrast to one month ago and teacher said yes because according to her opinion students showed more interest in class and they felt more motivated to participate and to learn more about English language and maybe another foreign language.

Finally, the last question was based on the students' skills to know if students improved their skills through the use of electronic material, and the teacher argued yes because they can improve their skills by means of interesting activities like the use of the Internet that help them to make interaction with another students achieving the competences that required the society.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The research on this study was focused on technology as a tool for teaching a foreign language, as was mentioned before this study was conducted in a high school located in Tepeaca, Puebla. One group of students from that school was the instrument of this research. In order to arrive at our results it was necessary to make a long process step-by-step for gathering information in relation with the use of technology as an alternative tool for teaching and fortunately the results obtained were positive.

After one month of proof, it was possible to get the outcomes through the use of questionnaires and observation sheets where it was represented by graphics and different points of view. This research was not easy to conduct due to the large number of students involved, but the results were positive at the end of this project. At first, there were a few difficulties using technology during English class due to so many factors such as, time, and control over the group for working at the laboratory but often students and teacher showed a good attitude and availability for working. Furthermore, the first classes and the teacher had some problems using technology during the activities because teacher usually worked in the classroom using common materials like the grammar book or copies, for instance, and she almost never used the laboratory room or the audio-visual room.

The students' opinions played a significant and meaningful role as long as this research was conducted. Thanks to them it was possible to see if technology is important in teaching and learning of a new language. As a conclusion was demonstrated according to the results gathered before that technology helps to develop activities for teaching and also technology plays a very vital role for teaching a foreign language, especially in high school. Most high-school students use technology in their activities hence the interest to demonstrate teachers can improve their classes and the students' skills applying alternative tools for teaching and learning.

5.2 Limitations

During the process of this research were some limitations in relation to time in class because of some classes the teacher did not enough time to develop all the activities designed that means that school should add more time on this subject for getting better results in the students' knowledge. Another limitation that was noticed as long of this research was the number of students in this class often it was complicated to carry out the activities because the teacher lost the control in the group and it sometimes happened because there was not enough material for all students for example computers.

5.3 Direction for further research

It is necessary to continue this study in order to gain a better idea of how a teacher should use technology in order to fully help the students learn. By continuing this study, it should become clearer how to increase positive interaction between the teacher and the students, so that the teachers will become better teachers and the students will develop their English skills more effectively.

5.4 Pedagogical implication

Most definitely this research can help future teachers learn about new ways of teaching as well as broaden their concepts of what material they need to use during their English class. However, it is important to remember that technology can only be fully effective when is used properly.

Although the outcomes of this experiment where positive and showed that technology is effective for both teaching and learning a foreign langue , we must be conscious and remember that it is only fully effective if used correctly by the class organization, teacher and students.

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1. Appendix A

- **Teacher's questionnaire number one. (QT1)**

Date: _____

Teacher's name: _____

INSTRUCTIONS:

I. Answer the following questions according your opinion.

1. - what do you think about the use of technology for teaching?

2. – Do you think that technology helps students to improve their skills? Why?

3. - Which are the most common materials that you use for teaching English language?

4. - What kind of material would you like to use for giving English class?

5. – What advantages have working with electronic material?

2. Appendix B

- **The teacher's questionnaire number two. (QT2)**

Date: _____

Teacher's name: _____

INSTRUCTIONS:

I. Answer the following questions according to your experience.

1. Did you like to work with electronic material during the English class?

Why?

2. - Was it difficult to work using electronic devices during the English class?

3. - Which were your perceptions during the English classes you used electronic material?

4. – Do you think that it was necessary to change the way to give your English class?

Why?

5. - Do you consider that students improve their skills through the use of electronic material?

THANK YOU FOR YOUR PARTICIPATION



3. Appendix C.

- The students' questionnaire number one (QSS1)

FECHA _____

ESCUELA _____

ALUMNO _____

GRADO _____

Instrucciones: contesta las siguientes preguntas de acuerdo a tu opinión.

1.- ¿Qué te parece la clase de Inglés?

Excelente _____ Buena _____ Regular _____ Pésima _____

¿Por qué? _____

2- ¿Qué material usa tu maestro (a) durante la clase de Inglés?

Libro _____ Revistas _____ Material audio visual _____

Otros (s) _____

3.- ¿Durante el curso has mejorado tus conocimientos en el idioma Inglés?

Mucho _____ Poco _____ Muy poco _____ Nada _____

4.- ¿Con que tipo de material te gustaría aprender inglés durante la clase?

Páginas web _____ Grabadora _____ Proyector _____ Libros _____

OTRO (S) _____

5.- ¿Qué sugieres para mejorar tu aprendizaje en el idioma inglés?

Uso de la tecnología _____

Más tiempo de impartición de clase _____

Asesorías en línea _____ Otro (S) _____

4. Appendix D.

- The students' questionnaire number two (QSS2)

FECHA _____

ESCUELA _____

ALUMNO _____

GRADO _____

EDAD _____

**Instrucciones: Contesta las siguientes preguntas de acuerdo a tu opinión y experiencia.
(Puedes elegir más de una opción).**

1.- ¿Te gusto la forma en que el maestro uso el material electrónico para impartir la clase de inglés?

Mucho _____ Suficiente _____ Poco _____ Nada _____

2.- ¿Qué material uso tu maestro (a) durante la clase de inglés?

Libro _____ Revistas _____ Material audio-visual _____

Otro (s) _____

3.- ¿El uso de la tecnología durante la clase te ha ayudado a mejorar tus conocimientos en el idioma inglés?

Mucho _____ Suficiente _____ Poco _____ Nada _____

4.- ¿Los temas que has visto con la ayuda de material electrónico (internet, proyector, videos, etc...) te han sido de utilidad e interesantes?

Mucho _____ Poco _____ Muy poco _____ Nada _____

5.- ¿Cómo te sentiste usando tecnología durante la clase de inglés?

Muy bien _____ Bien _____ Frustrado _____ Mal _____

¿Por qué? _____

5. Appendix E

OBSERVATION SHEET

CLASS N°	DATE:
NUMBER OF THE STUDENTS:	TOPIC :

OBSERVATIONS	EXCELLENT	GOOD	REGULAR	POOR	BAD
1. - Teacher motivates students to participate when using an electronic device in class.					
2. - Teacher doesn't have problems to work with technology.					
3. - Teacher has organization in his/her electronic activities during the English class.					
4.-Topics are adequate to the students' level.					
5. - Teacher has control in the group when using the technology					
6.- Students are interested in the English class					
7. - Students feels motivated to talk in English class when they use technology					
8. - There is collaborative work in the classroom.					
9. - The material used in class it is interesting to students.					
10. - There is interaction teacher- students, students-teacher. Even when they uses technology					

COMENTS: _____

OBSERVATIONS: _____

OBSERVER SIGNATURE: _____