

Uso de recursos didácticos tecnológicos interactivos para mejorar el aprendizaje del idioma inglés en los estudiantes universitarios

Use of interactive technological teaching resources to improve english language learning in university students

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RESUMEN

El aprendizaje del idioma inglés siempre ha sido difícil para el estudiante de Sudamérica, sobre todo de Ecuador, país que se encuentra en el último lugar de dominio del idioma inglés según estudio realizado por EF Education First en el año 2019.

Si sumado a esto tenemos que la pandemia por el COVID-19 ha provocado que la educación cambie en muchos aspectos, cambiando las clases presenciales, por una virtualidad que exige a los docentes enfrentarnos a nuevos retos, tenemos que comenzar a enseñar desde esta nueva metodología, con recursos diferentes a los que hemos venido utilizando, recursos donde la tecnología no solo sea necesaria, sino que sea la base de los mismos. Los estudiantes en la

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actualidad usan la tecnología no solo para interactuar con la sociedad, sino a su vez para estudiar, leer, escuchar música, reproducir videos y comunicarse en todas las formas posibles. Esto nos lleva a que sea preponderante el uso de recursos didácticos tecnológicos interactivos que se ajusten a las nuevas exigencias de la sociedad, y permita que los estudiantes aprendan de una manera más acorde a las necesidades de cada uno de ellos, recursos que desarrollen sus inteligencias y hagan que el conocimiento no sea solo teórico o aburrido, sino que los motive y les enseñe a ponerlo en práctica.

Palabras clave: *Recursos, tecnología, enseñanza, didáctica, aprendizaje*

ABSTRACT

Learning the English languages has always been difficult for the student from South America, especially from Ecuador, a country that is in the last place of English language proficiency according to a study carried out by EF Education First in 2019.

If added to this we have that the COVID-19 pandemic has caused education to change in many aspects, changing face-to-face classes, for a virtuality that requires teachers to face new challenges, we have to start teaching from this new methodology, with different resources than those we have been using, resources where technology is not only necessary, but is the basis for them. Students today use technology not only to interact with society, but also to study, read, listen to music, play videos, and communicate in all possible ways.

This leads us to the predominant use of interactive technological didactic resources that adjust to the new demands of society, and allow students to learn in a way that is more in line with the needs of each one of them, resources that develop their intelligences. And make knowledge not just theoretical or boring, but motivate and teach them to put it into practice.

Keywords: *Resources, technology, teaching, didactics, learning*

INTRODUCTION

The study of the English language is recurrently one of the fears of most of the students of the Technical University of Babahoyo, during their career students must approve seven levels of English, which in some students translates into delay in their studies.

This problem not only happens in the students of the Technical University of Babahoyo, conversely, it is a common factor in most Latin American students. According to Zamora (2020)

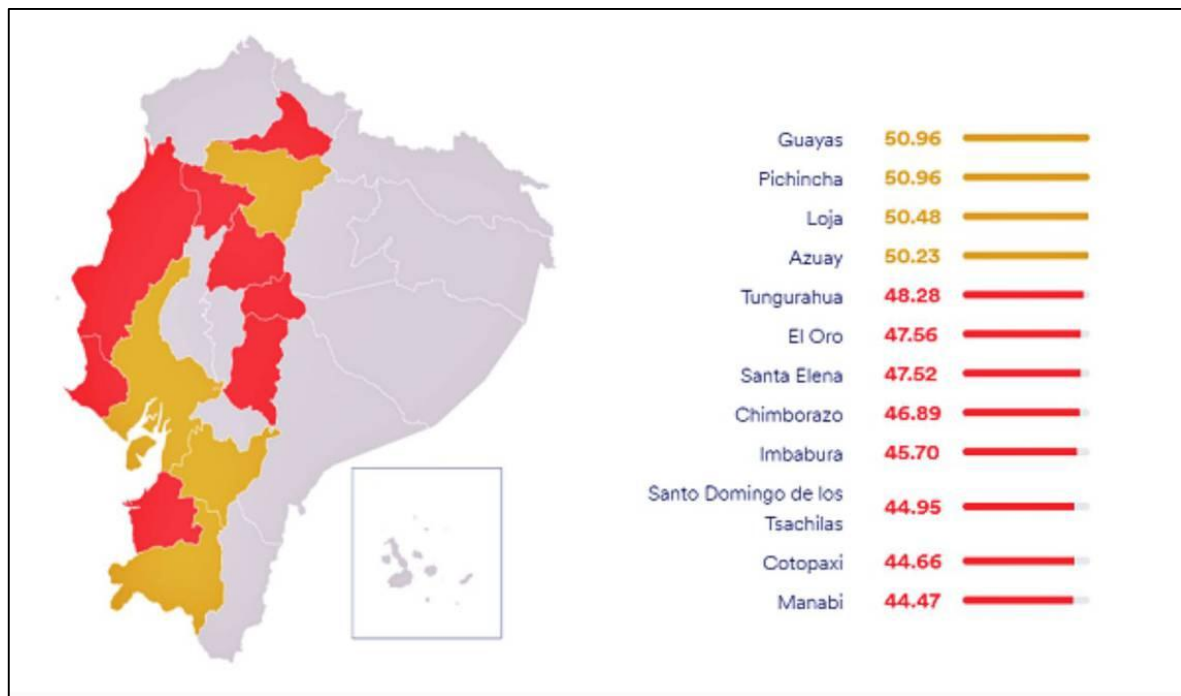
“In general, learning a second or third language is not easy. In fact, your mother tongue has direct relevance. For example, Hispanics may find it easier to learn sister languages such as Portuguese, Italian or French than others from radically different families such as Russian or Arabic.” (“This is how difficulties in learning English are overcome”, 2020).

In Ecuador this situation becomes even more worrying because Ecuador is a country where historically the English subject has not been the preferred one for students at any level of education. This has had a direct impact on the learning of this by students, which has generated that the knowledge of English of the average Ecuadorian is quite low. “The study EF English Proficiency Index (EPI), details the level of English. From Latin America, 19 countries were taken into account, with Ecuador being the one that ranks last, obtaining the lowest score in the region. ” (Ecuador is the Latin American country with the worst command of English, according to a study, November 23, 2020, El Universo).

And the concern becomes worse if we observe that it is generally the students of the coast region who have the worst levels of knowledge of the English language.

According to a publication made by the newspaper El Universo (December 30, 2019), in its article Ecuador, the worst country in Latin America in English proficiency, according to a report, shows that of the four provinces with the best levels, only one belongs to the Coast region as shown in the picture below.

PROFICIENCY IN ENGLISH IN ECUADOR



Source: *El Universo*, December 30, 2019 - Ecuador, the worst country in Latin America in English proficiency, according to a report.

The Technical University of Babahoyo covers the need for higher education for people in the province of Los Ríos, but also for inhabitants of cities in other neighboring provinces such as: Bolívar, Cotopaxi, Santo Domingo or Guayas, but also for inhabitants of nearby and distant provinces such as Manabí, Esmeraldas, Azogues, etc.

The development of this research work hopes to provide didactic material with the use of new technology, applicable not only to English students of a specific teacher or students of a particular level, with the research carried out it is expected that will be improved of educational material in a general way for any skill or level.

Many of the fears of English students arise from having to develop exercises that in many cases are not according to their levels, or type of intelligence, which makes it difficult to apply and therefore generates greater fear of study. By having how to develop didactic and interactive educational material, which is applied to the needs of the students, it is expected to solve these difficulties and generate less resistance from them.

According to Rolando, APP, Geovanny, APW, Hernán, SCE, Oswaldo, GBL and Isaac, OYG (2017):

“In Ecuador, the teaching of the English language at the higher education level has shortcomings in the teaching-learning processes because it has not followed proven international methodologies that have produced results such as English for Speakers of Other Languages (ESOL) Cambridge, in this way the task of teaching is committed to developing activities contained in the micro-curriculum (syllables) that can be subject to changes or updated whenever news or suggestions are presented through general or specific curricular regulations in the language career” (paragraph 1, p. 3)

It is necessary to improve the level of English knowledge in university students, for this it is necessary for students to feel more comfortable studying it, which is why it is essential to improve the teaching resources used. It should be noted that we can refer to physical or technological resources, which in current times we refer basically to virtual resources, which presents its pros and cons, pros that education has not stopped and students have not seen their studies truncated by the current pandemic, the cons are that there are a number of students who cannot access technological resources that allow all students to study with the same resources. “The students are immersed in the technologies and for them they represent an important support in their learning; They are also aware of how these tools can help them acquire skills to master a second language” (Carranza M., Islas C., & Maciel M., 2018, page 13, paragraph 5). By having the use of technology as something daily and that is already part of the educational environment, it is essential that the didactic resources evolve towards that objective, optimizing the use of ICTs.

“At present, bilingual teaching is using new methodologies -collaborative learning, CALL, e-learning, DIALANG or CLIL - among the most outstanding, which find in ICT an excellent resource to improve teaching practice, favoring the development of digital competence in students, as well as facilitating the learning of a foreign language.” (Carrión E., 2018. Page 3, paragraph 2). At present there are various types of methodologies, which imply a greater participation of teachers in the field of class preparation, but which encourage greater involvement of students for the development of these. All of these methodologies imply less

Teacher Talking Time (TTT), which in turn encourages greater student engagement (STT - Students Talking Time).

According to Carrera and Saulo (2016):

“The learning of the English language at a global level is in a historical process of improvement at all levels of education; For this reason, it is necessary to contribute with methods and techniques that contribute to the development of communicative capacity in a context where the mother tongue is Spanish. ” (page 2, paragraph 3)

Changes in teaching methodologies have not happened overnight, they have developed over time, gradually introducing changes, which has resulted in the current availability of various methodological tools that can be used. teachers and even students or people doing self-education. Methodologies such as the flipped classroom require students to carry out a preliminary investigation and a review of the contents of the subjects, which facilitate the acquisition of knowledge.

But for these methodologies can serve as a basis for the acquisition of this knowledge, it is necessary to use didactic resources according to the needs and capacities of the students, allowing them to demonstrate and put in practice the self-acquired knowledge, motivating with exercises that involve them an effort for its realization, but at the same time they do not incur the abandonment if it is too complicated.

This attempt to balance the effort made by students, not very little that does not motivate them, not much that discourages them, in turn must be balanced with the difficulties of university students, as detailed by Hernández R., & Cordero D. (2021):

“The need for many students with the challenge of learning English in a university context. They are students who enroll in formal teaching spaces that are exposed to covering the four basic skills (reading, writing, listening and speaking). On the other hand, since they are mostly adult students who sometimes work, have families with children, have curricular adjustments and who provide If they come from educational contexts with low academic training or with an unfavorable socioeconomic situation, the effort they make at home to study the language is generally not adequate. Therefore, these students require extracurricular support material and a home study guide. ” (page 3, paragraph 1)

The didactic resources must consider these aspects because they condition the development of the activities of the students, who sometimes do not have the economic resources or the time available to carry out a large number of activities in their specialization subjects, and even less about the learning of a foreign language, a subject that is not within its curriculum, and that for this reason is left aside when there are overloads of work on the part of teachers. In his thesis Chura J. (2017), expresses the following ideas about teaching resources:

“Technology has increased greatly in the last decade, therefore, education cannot be oblivious to the use of it. Today's students need of the educational resources of the 21st century that are digital, and not only those used in the classrooms of the XIX and XX that were manufactured only on paper such as books, dictionaries, photocopies, among others. ” (page 16, paragraph 1)

This paragraph expresses the fate of this research, because it focuses on the importance of teaching resources more in line with the present era, not being able to continue basing ourselves on the use of resources that have been used since the last century.

This research is not intended to detract from or indicate that the above resources do not serve to the purpose of instruction, or are not of good quality. On the contrary, it seeks to use them in the creation of new resources. What we do hope to demonstrate is the need to update them so that they are focused on the changes that have arisen in all fields of today's society, where the education and teaching of languages cannot be relegated.

In ancient times it was essential to use resources such as photocopies or physical dictionaries for the development of classes, things that, although they can continue to be used today, are not optimal resources in current times, where practically all students have smartphones, which can download a dictionary, as well as store hundreds of photos or other multimedia files. This technology has become an essential part of people's daily life, which is used not only in order to communicate, but always to be connected with the world.

These same technological devices allow access to the internet network, making it possible to use it to carry out the resources that the teacher previously had to photocopy. Of course, there are difficulties such as access to internet networks that allow access to these resources. This is where universities have evolved, and nowadays every university has free internet access for students, an aspect that even in Ecuador is subject to supervision by the Senescyt, from

where they supervise that the university has a good system that allows students who do not have their own abilities to have access to the internet, to be able to connect through free networks with access anywhere on the university campus.

"Galloping globalization and the technological revolution led to the incorporation of the English language into international societies, due to the fact that the United States maintains commercial relations with many countries on all continents." (Zambrano, 2018. Page 2, paragraph 2). This incidence transferred commercial relations and influenced most fields due to this technological superiority, which is why the importance that English takes in education, where most of the publications, research, texts and others are in English.

"For second language teaching to be effective, a communicative approach must be followed. Which implies focusing on the development of communication skills that allow to function as one more member of a community of speakers" (Moreno N, Leiva J, Galvan M, Lopez E. & Garcia F., 2017, page 3, paragraph 4). These communicative approaches are the ones that are most tried to reinforce with interactive teaching resources, the same ones that need to be reinforced with exercises and activities that were not used in the teaching of the English language in ancient times.

METODOLOGY

The type of research chosen was propositional, since it was expected to generate the creation of interactive didactic resources that help improve student learning through the use of new technologies at all levels of the Language Center, based on the resources implemented for the purpose of this research.

The research design was non-experimental because we carried out the observation and analysis of the resources that the teachers of the third level of studies in the Language Center of the Technical University of Babahoyo currently work, and adjustments were made regarding how be able to optimize or improve these resources in order to help the student in their cognitive process.

Sample population and unit of analysis

For our research, 20 students were chosen randomly from five different parallels, all of them from the third level of studies at the Language Center. The samples were homogeneous,

students had to be at least in their second semester of study, and were not in their senior year of studies or who were graduated.

At the same time, students could be from any home location, without affecting the unit of analysis.

Students who were not repeating their level of studies were chosen, in order to avoid having previously worked with didactic resources of those used in the Language Center.

Therefore, the sample population for this analysis were 100 students, the same who belonged to five different parallels, the same as their classes were taught by different teachers, who worked with the didactic resources to be analyzed.

Data Collection Techniques and Instruments

Within the data collection techniques, two of them were used, these being:

- Documentary analysis. - The learning results obtained by the students were evaluated once the proposed didactic resources had been applied, and they were compared with the learning results obtained by students in whom these didactic resources have not been applied, to measure if there was a difference or improvement in the acquisition of knowledge of the students who used these resources.
- Survey. - Two types of survey were carried out; a survey of fifty percent of the students who belong to the study sample and who received interactive didactic resources during their study cycle, with closed or multiple-choice questions, in which an attempt will be made to obtain information regarding the usefulness of the resources , as well as a satisfaction survey for the knowledge acquired and resources used (**Group 1**), the second survey was carried out to the fifty percent of the students who did not receive interactive didactic resources during their study cycle, with closed questions, multiple choice or opinion, to be able to ask them about improvements that they consider necessary, as well as a satisfaction survey for the knowledge acquired and resources used. (**Group 2**)

The instruments used were the data record sheet and the questionnaire.

General objective

Propose interactive didactic resources to improve the learning of the English language in the students of the UTB, Babahoyo 2021

Specific objectives

- 1.- Diagnose the current state of English language learning in students of the UTB, Babahoyo, 2021
- 2.- Identify the influencing factors in the learning of the English language in the students of the UTB, Babahoyo, 2021
- 3.- Design interactive didactic resources to improve the learning of the English language in the students of the UTB, Babahoyo, 2021
- 4.- Evaluate the results that the implementation of interactive didactic resources will generate in the learning of the English language in the students of the UTB, Babahoyo, 2021

RESULTS

The research present important information to evaluate how technological resources can affect to the development of the students.

The learning result give us the next information:

TABLE 1. – Pretest results

GROUPS	MINIMUN GRADE OBTAINED IN THE PRETEST	TREND GRADE OBTAINED IN THE PRETEST	MAXIMUN GRADE OBTAINED IN THE PRETEST	AVERAGE GRADE OBTAINED IN THE PRETEST
Group 1	3.3	5	9	5.43
Group 2	3	5	9.5	5.52

This first table show us that students of both groups (Group 1. Received interactive technological teaching resources during this research, Group 2. Studied with the normal resources used without technological interactive) present similar knowledge at the beginning of this research.

This established that the methodology part was successful because the groups were chosen correctly, two homogeneous groups, with students of similar characteristics before start the uses of resources of the object of study.

Commonly CENID's students do not obtain good grades in the pretest at the beginning of the cycles. But it is very important to the teachers to know how much knowledge students have.

TABLE 2. – First term exam results

GROUPS	MINIMUN GRADE OBTAINED IN THE FIRST TERM EXAM	TREND GRADE OBTAINED IN THE FIRST TERM EXAM	MAXIMUN GRADE OBTAINED IN THE FIRST TERM EXAM	AVERAGE GRADE OBTAINED IN THE FIRST TERM EXAM
Group 1	4	7,5	10	8
Group 2	3	7	9.5	7,1

After the first six weeks of class, students have to take a summative exam, where they demonstrate how much have learnt in the first term of the cycle.

According to the results shown in the table number two, it seems a little better group number 1, it gives us a slight sample that the uses of the new resources are giving results. The minimum grade obtained in the group was better than the minimum obtained in the pretest, this is not conclusive, because it expresses the learning result of only one student. In the group two, the minimum grade was the same in the pretest and in the test of the first term, but is the same that in group one, this is not conclusive, because it expresses the learning result of only one student.

The trend grade is more conclusive, but it is not definitive, because of the standard deviation. In this case the group one show better results, it is less than one point, but it express to us, that the new resources are making a difference in the learning outcome.

TABLE 3. – Final exam results

GROUPS	MINIMUN GRADE OBTAINED IN THE FINAL EXAM	TREND GRADE OBTAINED IN THE FINAL EXAM	MAXIMUN GRADE OBTAINED IN THE FINAL EXAM	AVERAGE GRADE OBTAINED IN THE FINAL EXAM
Group 1	6	8	10	8,5
Group 2	4,5	7	10	7

This final test results can demonstrate better the relation between the use of Interactive Technological Teaching Resources and an improvement in the results obtained for the students.

Normally students obtained an average grade of seven over ten in their final exam (summative assessment), added this with the formative assessment give the final grade of the cycle. Generally, the students obtained their better grades in their formative assessment, wich is the 65% of the total of the grade. The average of 8.5 in their final exam is an excellent result for the research. It express that the knowledge acquire was put in practice by the students and they acquire correctly the knowledge.

DISCUSSION

This study has highlighted the importance of Interactive Technological Teaching Resources, at the moment students spend more time with a technological device than doing anything else. Teaching have to take advantage of this.

Create virtual resources could be difficult at the beginning for all the teachers, but when teachers will have their material, and know how to create and use it, the will feel more confident to use in their classrooms, and it will save time at the end, because many of these resources can be evaluated in the same application or platform used.

For students the process of use different resources will be difficult also at the beginning, but if all the teachers use it they will adapt to the methodology faster and in a more harmonious way.

The process of the virtual classroom has made that many teachers start creating Interactive Technological Teaching Resources, but still are many teachers that use their common resources. This is a waste of time and more important than the time, a waste of an opportunity, right now all the teachers and students are involved in a virtual environment, it is the perfect moment to develop teachers and students' skills, creating, using, studying and learning with resources that make students better, and the way they learn easier.

CONCLUSIONS

The virtual environment has come to stay, after the COVID-19, the way people learn is not going to come back to the past. If teachers and students start now the process to use Interactive Technological Teaching Resources they will be adapted sooner.

The results of this research show us how the students improve their knowledge and the way they use the information, if all the teachers use Interactive Technological Teaching Resources according to the level and to the students' capabilities, the results could be better.

For instance, it's seen than Students' B develop the same kind of grades and also the same difficulties and problems they have shown all the time, whereas the results of group A had a purpose and demonstrate better level.

According to Jabbarova (2020) "The introduction of technology does not entail changes only in the educational activities of the trainers, but also in the ways of presenting material from teachers". Also Jabbarova suggested that "using a social network to teach a foreign language can help to create additional motivation for students to learn a foreign language, as well as a single information and educational space". Social networks give more opportunities to teachers engage students, the Interactive Technological Teaching Resources can be shared and commented, students will continue studying after they finished classes, and done their homework or practice.

In conclusion, it is important that the recommendations mentioned above must be discussed between the teachers to be taken into consideration and contribute to the student's development.

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