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The influence of technological resources in the development of the student's receptive skills in the English language at Unidad Educativa Católica "La Victoria"

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## **1. RESUMEN**

Esta investigación trata sobre la importancia de los recursos tecnológicos en el proceso de enseñanza y aprendizaje de las habilidades receptivas del idioma inglés -escuchar y leer-.

Se basa en una metodología mixta ya que toma en cuenta opiniones abiertas de los docentes de la institución evaluada y también datos concretos sobre el uso de recursos tecnológicos en el aula con los alumnos.

La integración de los recursos tecnológicos en la educación ha impactado profundamente en el desarrollo de las habilidades receptivas -escuchar y leer- entre los alumnos. Este resumen explora la relación polifacética entre la tecnología y la mejora de estas habilidades, subrayando la eficacia de herramientas digitales como las aplicaciones para el aprendizaje de idiomas y los contenidos multimedia.

Los avances tecnológicos han facilitado experiencias de aprendizaje personalizadas, proporcionando información inmediata y elementos interactivos que involucran a los alumnos más profundamente que los métodos tradicionales. Los estudios indican que estos recursos no sólo mejoran la comprensión y la retención, sino que también fomentan un entorno de aprendizaje más atractivo y motivador.

Además, las tecnologías de aprendizaje adaptativo y la inteligencia artificial han introducido métodos sofisticados para seguir los progresos y adaptar la instrucción a las necesidades individuales, optimizando así la adquisición de competencias receptivas. Sin embargo, la eficacia de estas tecnologías depende de factores como el acceso a los recursos, la alfabetización digital de educadores y alumnos, y la calidad de los contenidos proporcionados.

Este resumen concluye haciendo hincapié en el potencial de la tecnología para revolucionar el desarrollo de las habilidades receptivas, al tiempo que reconoce la necesidad de seguir investigando para abordar los retos y maximizar los beneficios de estas herramientas educativas.

**PALABRAS CLAVE.** - habilidades receptivas, inglés, tecnología, aprendizaje.

## **2. ABSTRACT**

This research is about the importance of technological resources in the process of teaching and learning receptive English language skills -listening and reading-.

It is based on a mixed methodology since it takes into account open opinions of the teachers of the evaluated institution and also concrete data on the use of technological resources in the classroom with the students.

The integration of technological resources in education has profoundly impacted the development of receptive skills—listening and reading—among learners. This abstract explores the multifaceted relationship between technology and the enhancement of these skills, underscoring the effectiveness of digital tools such as language learning apps, and multimedia content.

Technological advancements have facilitated personalized learning experiences, providing immediate feedback and interactive elements that engage learners more deeply than traditional methods. Studies indicate that these resources not only improve comprehension and retention but also foster a more engaging and motivating learning environment.

Furthermore, adaptive learning technologies and artificial intelligence have introduced sophisticated methods for tracking progress and tailoring instruction to individual needs, thereby optimizing the acquisition of receptive skills. However, the effectiveness of these technologies is contingent upon factors such as access to resources, the digital literacy of educators and students, and the quality of the content provided.

This abstract concludes by emphasizing the potential of technology to revolutionize receptive skill development, while also acknowledging the need for ongoing research to address challenges and maximize the benefits of these educational tools.

**KEY WORDS.** – receptive skills, English, technology, learning.

### **3. INTRODUCTION**

Technology today is taking giant steps in education, it is means by which students find greater motivation to learn, technology in education allows to know technological tools, the present investigation that takes place in the Unidad Educativa Catolica "La Victoria" in the present year, arises due to the lack of knowledge in technological resources on the part of diverse teachers either for lack of time or lack of training that help them to know and to establish new tools of work in the classroom for student's benefit.

This research aims to provide information in the educational context about the usefulness and influence of technology in learning and teaching English language receptive skills (Listening and Reading), information such as what kind of tools are the most effective for teaching, the technological techniques that benefit learning, what capacity do they have to teach English, and what are the most effective tools for teaching English language receptive skills.

All of that to achieve meaningful learning, and the extent to which technology influences English language learning. It is also necessary to mention the importance of teaching and learning English nowadays, what are the benefits of learning English from an appropriate age, how the teaching and learning process is developed in Ecuador and what is the importance of this process.

### **3.1 General Objective**

To determine the influence of the technological resources in the English teaching process through the use of an innovative methodological resources to improve the students' receptive skills.

### **3.2 Specific Objectives**

- To support the research through a bibliographic and scientific review about the incidence of technology in the development of the English receptive skills.
- To diagnose the level of knowledge about technological resources for receptive skills by part of the English area of the Unidad Educativa Católica "La Victoria", through research techniques and instruments, for the corresponding data analysis.
- To create a methodological guide with tutorial content based on technological resources focused on receptive skills for the improvement of knowledge and teacher training, which allows an innovative education in the Unidad Educativa Católica "La Victoria".
- To socialize the proposed methodological guide with tutorial content for the use of technological resources focused on receptive skills, with the authorities and the English area of Unidad Educativa Católica "La Victoria" for its possible use and application.

### **3.3 Technological Resources**

Currently, technological resources in the classroom are considered useful to develop a better teaching-learning process, since they provide different creative tools that allow to create, design and teach in an innovative way. The different technological resources open the way to a better performance of different skills in the student.

There are many technological resources that focus on supporting the teaching of different skills. It is necessary to be clear about what you want to teach in order to choose an appropriate technology resource and design it for the benefit of the student.

### **3.4 Receptive Skills**

There are four skills in English, two receptive and two productive. Receptive skills correspond to listening and reading skills, while productive skills correspond to speaking and writing skills. Each of these skills needs to have good resources to support its teaching. Good development of receptive skills can be achieved through the type of instruction provided to students. The resources used in the classroom are a key point for the teaching-learning process to become enjoyable and more effective, thus causing a better performance of students, creating and adapting the different technological resources that the teacher knows.

## **4. STATE OF THE ART**

### **4.1 Introduction**

Technology and education today go hand in hand. The use of technological resources in the teaching and learning process has increased significantly. To work with technology in the classroom it is necessary to know the different educational theoretical contributions such as philosophical currents and theories that allow to know more about the educational process and how they relate to the application of technology in the classroom, especially with a focus on the teaching-learning of the English language.

Nowadays, technology has become a global power, and we all utilize it every day, no matter what time of day. It is essential component part of our lives since it makes communication and information acquisition easier, however this technology took a much bigger and stronger impact following the global pandemic by COVID 2019 everyone at home was locked up and the only thing we had to not lose the continuity of things and communication was technology.

As a consequence of the pandemic, the economic and labor sector was affected since there were people who were left without work and were prevented from generating economic income.

Similarly, the educational sector was affected since students stopped attending the different educational institutions, putting a pause to study for a significant period of time, which meant a huge setback in society. Everything was paralyzed and a quick solution of easy access and use was needed.

It is at this time where the use of technology is involved, without the help of this and the various technological resources that are found, it would not have been possible to solve these problems of great magnitude in society. In the economic sector an alternative to face-to-face work was established and now people were home-office to be able to continue generating income. In the educational field, the famous virtual classes were established to give continuity to the study of children and young people from all countries, allowing them to keep in touch and updated with.

## **4.2 Education and Technology**

Some authors on technology worldwide mention that:

It is a known fact that English plays a predominant role in the field of education all over the world. It has become a compulsion to learn English as most of the books of higher education are written in English. English has been widely used by the students as well as the teachers and researchers around the world as English in the main medium used in the various fields of education and it is the only language where the information is stored in the form of books and journals in both printed and electronic form. As there have been rapid changes in the field of educational system, the students can make use of the resources available all around the world just by accessing the internet. (Rao, 2019)

The globalization of education has already necessitated the application of digital technologies. Online platforms were available for conducting classes, sharing resources, doing the assessment and managing the day-to-day activities of academic institutions. However, the use of these platforms was proactive. The

COVID-19 Pandemic has forced the institutes to adopt the online teaching mode to sustain the education system. (Haleema, Javaid, Qadri, & Suman, 2022)

Once the resources were established, it was necessary to focus on the training of teachers for their use in virtual classes. These trainings were carried out according to the educational institution, many of them in the country did not have the material to train educators in remote teaching, while others did their best to provide a basic training in knowledge but that was enough for teachers to develop and try to achieve meaningful learning with students through virtuality.

Throughout the years, several studies and investigations have been carried out in Ecuador about the use of technology in education, how feasible it is, how students and teachers feel about the use of technology in the classroom, what they think about this great step for humanity, we have been able to rescue documents in which it is mentioned that:

Most students claimed that they are not afraid of working with technology; in fact, they would welcome its usage. They also pointed out that technology allows them immediate access to information, which facilitates the learning process inside and outside the classroom. When teachers were asked to express their feelings regarding this aspect, some of them mentioned that they avoid applying technological tools because they consider them difficult to use; this fact was confirmed while observing the English lessons, during which teachers were struggling with the basic devices that the institution provided. (Solano L. , Cabrera, Ulehlova, & Espinoza, 2017)

This research is carried out giving relevance to a topic of great importance nowadays, a topic that is common to deal with since we are all immersed in the world of technology on a daily basis, especially in the use of technology in the educational field, focusing on the process of teaching and learning English, a topic that concerns us all to keep informed, thus providing a broader view of how is the teaching of a second language in Ecuador with the help of technology.

Thanks to the research on the subject, information will be provided on the influence of technology in the teaching and learning process, as well as all the elements that this process entails, such as the impact that technology causes in this process, the lack of teacher training, how English teaching is done in Ecuador, and the best technological tools that can be used in the teaching of English in Ecuador, the best technological tools that allow to make the teaching and learning process stronger, with more sources for teaching and better techniques and tools that allow students to give their best in their academic performance allowing them to excel as students and meet the expectations of meaningful learning.

Another essential definition of educational technology focuses on the theory and practice of utilizing new technology to develop and implement innovative educational approaches to learning and student achievement. Behind all the high-tech tools, the digital bells and whistles, are the teachers who possess the skill — and the inspiration — to use these new technologies to expand the educational universe of their students. (Lathan, 2024)

### **4.3 Pedagogical/psychological currents and theories**

Educational technology, refers to the application of technology as a teaching and learning tool to address educational challenges, it is supported by different sciences that have contributed to its theoretical body, among which the most significant is the Psychology of Learning, a science that has countless currents that have influenced educational technology, highlighting mainly the Gestalt Theory, the Behaviorist Current and the Cognitive Current.

It is of utmost importance to know what we are referring to when we talk about educational currents and theories since the existence of several of them support the use of technology in the teaching-learning process.

#### **4.3.1 The Gestalt Theory**

The Gestalt theory in education mentions that in order to facilitate learning, the material must be assimilated by understanding or by integration with previously learned material,

on the other hand, the theoretical foundation of the behaviorist current is based on the fact that a stimulus is followed by a response, in the educational environment it is about carrying out learning process accompanied by stimuli and reinforcements in order to obtain positive responses from the student. (Maza, 2012)

As mentioned above, the Gestalt theory in education holds that in order to make learning more accessible, the material delivered in the classroom must be assimilated through understanding or integration with previously acquired knowledge.

#### **4.3.2 Cognitivism**

Cognitivism contributes to a better understanding of essential learning skills such as memory, attention and reasoning therefore it mentions that “cognitive theory determines that: “learning” constitutes the synthesis of form and content received by perceptions, which act in a relative and personal way in each individual, and which in turn are influenced by their background, attitudes and individual motivations” (Rosell, Girón, & Hernandez, 2016).

Cognitive psychology is a branch of general psychology. It includes scientific studies of the symptoms of mental life insofar as it relates to the way humans think in gaining knowledge, processing impressions that enter through the senses, solving problems, digging up memories of expertise and work procedures needed in everyday life. (Muhajirah, 2020)

As mentioned above, psychological cognitivism has had a profound influence on the field of education, transforming the way in which learning is understood and approached. This theoretical approach, which emerged in contrast to behaviorism, emphasizes the internal processes of thinking, such as perception, memory and problem solving.

In education, cognitivism has led to the implementation of strategies that promote metacognition, i.e., the ability of students to reflect on their own learning process. This translates into pedagogical techniques that encourage critical thinking, the organization of information and the use of mental schemas to facilitate the understanding and retention of new knowledge.

It would be interesting for teachers to consider these types of information when structuring their course syllabus, in order to propose learning strategies with congruent activities for the achievement of the learning purposes and goals of the different types of content. (Ramírez, 2009)

In addition, the cognitivist perspective has driven the development of educational technologies and didactic resources that adapt to individual learning styles, thus improving teaching effectiveness and students' academic performance.

### **4.3.3 Constructivism**

Constructivism is the development of Cognitive learning theory. Constructivism departs from the belief that knowledge is a process of formation that continues to develop and change. Education is always a result of the cognitive construction of reality through one's activities. Experience is not guaranteed or fixed but rather a process of becoming know. The essence of constructivism theory is the idea that students must find and transform complex information into other situations, and if desired, that information becomes their own. (Muhajirah, 2020)

Constructivism Learning is one view of the learning process, which states that the learning process (acquisition of knowledge) begins with the occurrence of cognitive conflict. This cognitive conflict can only be overcome through education that will be built himself through his experience of the results of interactions with his environment. (Muhajirah, 2020)

As previously mentioned, constructivism in education holds that learning is an active and constructive process, where students construct new knowledge from their previous experiences and interactions with the environment. This approach emphasizes the importance of active student participation in their own learning, collaborative work, and problem solving.

A constructivist classroom is surely a learner-centered classroom in a democratic environment where learners have maximum opportunities to build and create knowledge and meaning. They are engaged in hypothesizing, questioning, investigating, imagining

and inventing. Learners continuously reflect, develop connection of new knowledge with prior knowledge and develop new understanding about the different phenomena and world. (Malik, Din, & Afzal, 2019)

#### **4.3.4 Behaviorism**

Behaviorism is a school of psychology that views individuals only in terms of physical phenomena and ignores mental aspects. In other words, behaviorism does not recognize the intelligence, talents, interests, and feelings of individuals in a study. Learning events train reflexes in such a way that they become habits that are mastered by individuals. (Muhajirah, 2020)

In education, behaviorism manifests itself, for example, through planned teaching, the use of rewards to encourage desirable behavior, and the use of sanctions to discourage undesirable behavior. Behaviorist curricula tend to be structured and sequential, with clear objectives and frequent assessments that measure student progress. Although a more learner-centered trend now predominates, behaviorism continues to significantly influence teaching methods, especially in areas that require the acquisition of specific skills and defined behaviors.

#### **4.3.5 Significant Learning**

For this type of learning to take place, teachers need to look beyond what students learn to how they learn. This requires an instructional shift from focusing on the teaching of content or knowledge towards other types of learning experiences. Students can be encouraged to relate what they learn in the classroom to their lives, learn more about themselves and their classmates through interaction, and apply or use what they learn to new situations. (Becerra & McNulty)

Teachers must consider students' learning processes in addition to what they are teaching in order for this kind of learning to occur. This calls for a change in the way that knowledge and material are taught in the classroom, from memorization to other kinds of experiential learning. Through engagement, students can learn more about themselves and their peers, make

connections between what they study in the classroom and their daily lives, and apply what they have learned to novel situations.

#### **4.4 Technology**

As is well known to the general population, technology plays a very important role in the development of daily life in society. Technology is important in the work environment to develop specific activities that contribute to the work of each person. In the educational environment to develop academic activities that contribute significantly to the teaching and learning process. Technology is innately seen in the people's lives; we are born and grow up with technology.

Cambridge Dictionary mentions "Technology is the study and knowledge of the practical, especially industrial, use of scientific discoveries" (University, s.f.). This means that technology is a set of knowledge and skills whose primary objective is to facilitate the procedure and solution of problems within a society whatever the environment in which it is handled, this can occur through machines and items specifically designed for these purposes.

##### **4.4.1 Educational technology worldwide**

First, digital technologies hold the promise of enhancing the traditional learning experience and are expected to solve persistent problems such as non-engagement or inequality in educational opportunities. Second, digital technologies are seen as enhancing global equality, development opportunities, and economic growth by presenting these technologies as suppliers of material, cultural, and cognitive resources, which improve participation, networking, productivity, and even democracy. (Kaarakainen & Saikkonen, 2021)

Finland has a strong focus on education and research, with universities and research institutes playing a key role in driving technological advancements in the country. The Finnish government also supports the development of technology through funding and initiatives that promote innovation and entrepreneurship.

In recent years, Finland has been focusing on developing smart cities, digital healthcare solutions, and sustainable technologies to address global challenges such as climate change and urbanization.

The country is also investing in upskilling its workforce to ensure that its citizens are equipped with the necessary skills to take advantage of the opportunities that technological advancements bring.

In the Finnish educational system, a fundamental goal is to provide all students equal possibilities for school success, from comprehensive school to high school, regardless of their family background. Further, even university education includes only minor tuition fees in Finland, in order to ensure that students from low- and high-income backgrounds could achieve academic-level education. (Saarinen, Lipsanen, Hintsanen, Huotilainen, & Keltikangas-Järvinen, 2021)

#### **4.4.2 Educational Technology in Ecuador**

In Ecuador, the integration of educational technology in the Basic Education classroom is influenced by policies and regulatory frameworks established by the government to promote the effective use of technology in the educational system. These policies provide guidance and a legal framework for technology-related initiatives in schools. (Mena, Vera, & Mora, 2024)

Article 6 (j) of the (Ley Orgánica de Educación Intercultural, 2021) states that one of the State's obligations is to “guarantee the availability, accessibility, acceptability and affordability of information technologies, digital literacy from an intercultural perspective, the use of communication in the educational process as fundamental rights, and to promote the link between education and productive or social activities.

Technology is widely used nowadays in order to improve the education system at all levels, which means that its effective use, combined with professional learning, can promote and enhance collaboration in foreign language teaching. However, in some

developing countries such as Ecuador, the use of educational technology still needs to be explored in order to take advantage of the enormous benefits that it provides in the teaching-learning process. (Solano L. , Cabrera, Ulehlova, & Espinoza, 2017)

These days, technology is employed extensively to improve education at all levels. This implies that when used effectively in conjunction with professional development, technology may foster and increase collaboration in the teaching of foreign languages. To fully profit from the great advantages that educational technology offers in the teaching-learning process, however, further research must be done in some underdeveloped nations, such as Ecuador.

The inclusive, comprehensive and intercultural paradigm offered by technology (computer, telephony or Internet access, among others) is one of the most relevant possibilities to help people stay connected with each other and with the world, and it should be recognized that in the educational field as a tool it is very present in the teaching and learning processes. (Tubay Zambrano, 2021)

One of the most useful ways to keep people connected to the outside world and to each other is through the inclusive, all-encompassing, and intercultural paradigm that technology offers. It should be acknowledged that technology is used extensively in education as a tool in the teaching and learning processes.

#### **4.5 Technological Tools**

Digital tools and platforms are becoming ever more integral to our personal and working lives. Digital learning increases access to education and knowledge while empowering students with a mindset and capabilities that set them up for success in their present and future. (Dash, 2022)

Technological tools are a favorable resource in the learning because they encourage student participation and interaction and allow the creation of technological supports in which the student can develop his cognitive abilities.

The role of technology in the field of education is fourfold: it is included as a part of the curriculum, as an instructional delivery system, as a means of aiding instructions and also as a tool to enhance the entire learning process. Thanks to technology; education has gone from passive and reactive to interactive and aggressive. (Raja & Nagasubramani, 2018)

Technology world is huge and encompasses countless useful and interesting technological processes. On internet exist several technological tools either free or paid access, tools that fit the different student's or teacher's needs. All of them aim to support and assist in the development of educational material according to the teacher's uses and for a better student academic performance.

#### **4.5.1 E-learning tools**

In this age the educational institute cannot be mere the venues for transmission of prescribed set of information to the students but must promote the teaching learning process, that is why linguists, teachers and educationists are using new and innovative methods for the proficiency of English learning. The most innovative method for the proficiency of English language is the implementation of modern tools and equipment's like e-learning tools. (Tareq, 2015)

Educational institutions can no longer only act as locations where students get a fixed set of facts in the modern world. Rather, they have to encourage a dynamic process of instruction and learning. Because of this, educators, linguists, and specialists in education are using fresh and creative approaches to improve English language competency. The utilization of contemporary instruments and technology, such e-learning platforms, is among the most innovative methods.

A learning system based on formalized teaching but with the help of electronic resources is known as E-learning. While teaching can be based in or out of the classrooms, the use of computers and the Internet forms the major component of E-learning. E-learning can also be termed as a network-enabled transfer of skills and knowledge, and the delivery of education is made to a large number of recipients at the same or different times. (Dash, 2022)

E-learning is an educational approach that makes use of electronic resources to impart knowledge. This approach, which heavily relies on computers and the Internet, may be used both inside and outside of conventional classroom environments. Through network-enabled platforms, e-learning enables the transmission of skills and knowledge, enabling education to be given to a large number of receivers at once or at various times.

Nowadays there are some different technological or e-learning tools that teachers can use in the teaching-learning process.

As is common knowledge, many of them are free and public access that most people with access to an electronic device and an internet network are now familiar with.

In the educational environment especially, teachers are the ones who have more knowledge of these tools, this in order to improve the teaching and learning process with students. Teachers show knowledge about different tools in classroom, such as:

- Liveworksheets
- LyricsTraining
- Wordwall
- Educaplay
- Kahoot!
- Crossword Labs
- Agendaweb.org
- Canva

#### **4.5.1 Augmented Reality**

There are different advantages of the use of augmented reality for which some authors mention that:

It allows the student to be included in situations with a realism that could never be achieved with a textbook. In addition, it can be used to create a wide variety of environments, always in a controlled manner, without interference from other signals that could disrupt learning. And, stimuli can be created that, for various reasons, are

either not already available or would be difficult to observe in the real world. (Gutiérrez Cózar, Gonzales Calero, Villena Taranilla, & Merino Armero, 2018)

The combination of technology and learning are two realities that have revolutionized the teaching processes and have allowed to encompass education from experience and make resources more efficient. This is possible with augmented reality and its countless combinations between theory and practice, from listening, visualizing and living exactly at the moment. This technology offers the possibility to carry out a more attractive and interactive learning, creating scenarios that students would only have access to, and not in the same way, thanks to textbooks.

Augmented reality in the development of learning strategies for a foreign language such as English means awakening the interest and motivation of those who practice it and allows them to enhance their learning possibilities by interacting in mixed learning environments rich in immersive and playful experiences, as is the reality of some new applications such as metaverse, which has a methodology focused on games and interactivity, allowing the creation of augmented reality experiences in the form of treasure hunts in open spaces, walks or tours, together with its wide variety of features is an opportunity for the study of vocabulary, grammar, oral expression and listening comprehension in English.

#### **4.6 Receptive Skills**

The receptive skills are listening and reading. Because learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills. They can be contrasted with the productive or active skills of speaking and writing. (Masduqi, 2016)

Listening and reading are two skills that complement each other and are necessary for the good development of the student. For listening, absorption and concentration are important; for reading, concentration is also necessary and total study is required. An essential requirement for the development of receptive skills is the correct selection of the best materials and resources to help improve and better understand these skills.

Receptive skills are those that encompass listening to and understanding a language through reading. The reading and listening activities that are carried out are taken into account for the better understanding of the student. Taking into account the importance of receptive skills, it is mentioned that ‘’ Listening is a hub of all learning. A student who cannot understand what the teacher says in a class is seriously slowdown in the learning. ‘’ (Ilankumaran & Sreena, 2018)

In order to teach a foreign language, it is necessary to work on and strengthen each of its skills, taking into account all of the student’s needs and looking for resources and materials that meet those needs. Receptive skills (listening and reading) are important because they help the student to achieve a clear and meaningful learning for their academic development, these skills should be improved through interest, motivation, engagement and practice so that the student reaches their maximum capacity for development in their receptive skills.

According to several searches it was found that:

The receptive skills are listening and reading, because learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills. They can be contrasted with the productive or active skills of speaking and writing. (Council, s.f.)

Receptive skills allow the learner to acquire knowledge, hence the name "receptive", listening and reading are the two skills that the learner receives, either through any type of material that allows the learner to learn

#### **4.6.1 Listening Skill**

There are some different authors that mentions that ‘’Listening is a critical skill that plays a significant role in effective communication. Whether it's in personal relationships or professional settings, the ability to listen actively and attentively can enhance relationships, build trust, and contribute to overall understanding’’ (Sur'at qizi, 2023)

Listening is a fundamental skill that is essential for effective communication. Knowing how to listen actively and attentively, both at work and in your personal life, improves relationships, boosts self-confidence and contributes to a better understanding of others.

According to various research according to the listening, some mention that:

Nowadays listening is the one skill that you use the most in everyday life. Listening comprehension is the basis for your speaking, writing and reading skills. To train your listening skills, it is important to listen actively, which means to actively pay attention to what you are listening to. (Egamnazarova & Mukhamedova, 2021)

Today, listening is the skill you use most in your daily life. Listening comprehension is fundamental to developing your speaking, writing and reading skills. To improve your listening skills, it is crucial to listen actively, which involves consciously paying attention to what you are hearing.

#### **4.6.2 Reading Skill**

According to some research on reading and reading strategies applicable to the classroom it has been found that:

To make the students reading skill increase the Author use Collaborative Strategic Reading (CSR) strategy. Collaborative Strategic Reading is a strategy which purpose is improving students reading comprehension by working in group. Its strategies include previewing the text, click and clunk, getting the gist and wrapping up. (Anwar, 2020)

The author utilizes the Collaborative Strategic Reading (CSR) approach to enhance students' reading skills. CSR is designed to improve students' reading comprehension through group work. This strategy involves several techniques: previewing the text, identifying difficult parts (click and clunk), summarizing the main idea (getting the gist), and concluding the session (wrapping up).

The habit of reading is a skill that students possess and which must be constantly promoted, as it promotes learning and keeps the mind active. Thanks to reading, we are able to acquire new and extensive vocabulary that stays in our minds and is useful for applying productive skills.

## **5. MATERIALS AND METHODS**

### **5.1 Objectives**

#### **5.1.1 General Objective**

To determine the influence of various technological resources used by the teacher in the classroom in the process of teaching and learning English language in students for a better understanding and development of their receptive skills.

#### **5.1.2 Specific objectives**

1. To determine at what level teachers are able to make use of various technological resources inside the classroom in the teaching and learning process.
2. To know what kind of technological resources students, know, which ones they have seen applied in the classroom and which ones they prefer for a better development of their receptive skills.

### **5.2 Introduction**

The present research was carried out at Unidad Educativa Católica ‘‘La Victoria’’ in the 2023 - 2024 school year in Ibarra city with the English area coordinator and English teacher. The aim is to carry out an analysis combining quantitative and qualitative methodologies in order to provide a clear idea about how important and influential is the use and application of technological resources in the teaching - learning process to improve the development and understanding of receptive skills of high school students.

This research was of a mixed nature since it uses methodologies with both, a qualitative approach that seeks to collect data through an interview to the English teachers to have more detailed and precise information about the knowledge that the teachers have about the

technological resources, which of them they apply in the classroom and which they consider the best way to promote the teaching and a better development of the receptive skills in the students.

As mentioned above, this research was also quantitative since a survey was applied to high school students in order to collect information about the technological resources they know, how useful they consider their application in the classroom and the satisfaction about their academic performance in receptive skills.

### **5.3 Research Methodologies**

Some authors mention that:

Methodology is the discipline that studies the set of techniques or methods used in scientific research to achieve the stated objectives. It is a fundamental part of the study of science. All research methods must follow a methodology, which is based on a normative, descriptive and comparative theory about the method, in addition to the researcher's procedure. (Etecé, 2021)

#### **5.3.1 Qualitative research**

Qualitative research often uses language as its data, be it written or oral, although it may use photos, videos, or other types of behavioral recordings. The qualitative data are often collected via an interview, a focus group (structured group discussion), or via observation. Qualitative research tries to reveal the perspectives of the subjects or patients that the research question regards. It uses an “emergent design,” referring to the iterative process of combining data analysis, preliminary data inspection, and data collection. (Haven & Van Grootel, 2019)

That is to say, qualitative research is extremely valuable for its ability to provide deep and nuanced insights into human behavior, experiences, and social phenomena. By focusing on detailed contextual data, it allows researchers to explore the complexities of individuals' perspectives and motivations that quantitative methods might miss.

There is also information that states “ The use of data in qualitative research—in order to decide which way, the interpretation should move forward, or using the data to generate hypotheses and new research questions—is precisely the strong asset of qualitative research” (Haven & Van Grootel, 2019).

In other words, qualitative research is especially effective in understanding the “why” and “how” of particular patterns that one seeks to analyze and understand; the strength of qualitative research lies in its richness of data collection and depth of understanding.

### **5.3.2 Quantitative research**

Some authors mention that “Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures” (Creswell, Educational research: Planning, conducting, and evaluating quantitative and qualitative research (3rd ed), 2008).

In quantitative research, the investigator identifies a research problem based on trends in the field or on the need to explain why something occurs. Describing a trend means that the research problem can be answered best by a study in which the researcher seeks to establish the overall tendency of responses from individuals and to note how this tendency varies among people. (Creswell, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th ed), 2011)

In other words, in quantitative research the researcher seeks to identify a problem based on the need to generate answers as to why and how something occurs, all with the collection of data, especially numerical data.

In quantitative data collection, you use an instrument to measure the variables in the study. An instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that you establish or develop in advance of the study. (Creswell, Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research (4th ed), 2011)

Quantitative instruments are used with the purpose of measuring, observing and documenting data on the selected research phenomenon, such instruments develop specific questions directed to what is sought to be found, questions that are established before starting the study and obtain possible answers.

### **5.3.3 Mixed research**

The approach of this research is mixed, that is, it seeks to integrate qualitative and quantitative research, we apply this approach to obtain more accurate results that allow a better understanding of the problem, as this is mixed research, it is supported by the inductive and deductive methods, it is necessary to know that the inductive method is the one that starts from specific phenomena to the general and the deductive method is the one that starts from the universal to the specific.

You decide to collect both quantitative data (i.e., quantifiable data) and qualitative data (i.e., text or images). The core argument for a mixed methods design is that the combination of both forms of data provides a better understanding of a research problem than either quantitative or qualitative data by itself. (Creswell, Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research (4th ed), 2011)

There are different explanations that mention that “ A mixed methods design is useful when either the quantitative or qualitative approach by itself is inadequate to best understand a research problem or the strengths of both quantitative and qualitative research can provide the best understanding” (Creswell, Educational research: Planning, conducting, and evaluating quantitative and qualitative research (3rd ed), 2008).

In mixed methods studies, the approach to definitions might include a separate section if the study begins with a first phase of quantitative data collection. If it begins with qualitative data collection, then the terms may emerge during the research, and they are defined in the findings or results section of the final report. If both quantitative and qualitative data collection occurs at the same time, then the priority given to one or the

other will govern the approach for definitions. (Creswell, Educational research: Planning, conducting, and evaluating quantitative and qualitative research (3rd ed), 2008)

#### **5.4 Types of research/methods**

The present investigation is carried out by means of two different types of research which correspond to descriptive investigation and deductive research, these two types of investigation are used since they complement each other and they are the ones that go more in agreement to the objective of the investigation.

##### **5.4.1 Descriptive research**

There are various writings where it is stated that “The goal of descriptive research is to describe a phenomenon and its characteristics. This research focuses more on the what than on the how or why something happened” (Nassaji, 2015)

Descriptive research is defined as a research method used to describe the existing phenomena as accurately as possible. The word “existing phenomena” makes descriptive research contrary to experiment research which observes not only the existing phenomena, but also the phenomena after a certain period of treatment. The phenomena observed in descriptive research are already available. What is necessary for a researcher to do is collecting the available data through the use of research instruments such as test, questionnaire, interview, or even observation. The main goal of descriptive research is to describe systematically the existing phenomena under the study. (Atmowardoyo, 2018)

In other words, a study methodology that aims to provide the most accurate description of the phenomena that already exist is known as descriptive research. The phrase "existing phenomena" sets descriptive research apart from experiment research, which records the phenomena both while they are occurring and after a specific amount of time under treatment. The occurrences that have been noted through descriptive investigation are previously known. The first step that a researcher must take is gathering the accessible data using research tools

like tests, questionnaires, interviews, and even observation. Descriptive research's primary objective is to methodically characterize the phenomena that is being studied.

After several researches it was found that “Descriptive research covers some subtypes of research methods such as survey, correlation study, qualitative study, or content analysis. These subtypes are different not in the data availability, but in their procedures of data collection and/or analysis” (Atmowardoyo, 2018)

#### **5.4.2 Deductive method**

In the case of this research, the role of the deductive method is, as its name indicates, to deduce, therefore, the ideas that we have about the use of technology in education at a general level allow us to deduce that in a specific space, in this case in the high school, the use of technology in education is the same, using quantitative tools, that is to say, to extract numerical data through surveys.

#### **5.4.3 Inductive method**

The inductive method starts from the experience and ends in the creation of theories or new knowledge, for the extraction of this type of data it is necessary to know that inductive research collects, analyzes and shows non-numerical data through observation, therefore the appropriate tools of qualitative origin to obtain these data would be the observation guides.

### **5.5 Research techniques and instruments**

In this research, according to the selected approaches and methods, a survey for high school students of the Unidad Educativa Católica "La Victoria" was taken into account, the application of a survey with the unique aim of collecting data on the academic development of the students' receptive skills and to know the level of knowledge they have about the technological resources for the process of teaching and learning English.

On the other hand, it was of utmost importance and necessary to conduct an interview with the English area coordinator and English teacher to collect information focused on different subtopics necessary for the realization of this research, subtopics such as; technology in the

classroom, training for the use of technological resources, types of and how involved the technological resources are in the academic development of the students' receptive skills.

### **5.5.1 Survey**

The survey method is the technique of gathering data by asking questions to people who are thought to have desired information. A formal list of questionnaires is prepared. Generally, a non-disguised approach is used. The respondents are asked questions on their demographic interest opinion. (Juneja, s.f.)

The survey that was conducted has questions aimed at obtaining data provided by the students with which to corroborate the information provided by the teachers in the interview that was directed to them, information focused especially on technology in the classroom. This survey contains ten closed questions, i.e. all of them have different options for the student to answer, it is not necessary for them to provide his/her own answer since what is sought is precise and concrete information.

### **5.5.2 Interview**

The interview is a very useful technique in qualitative research to collect data; it is defined as a conversation that has a specific purpose other than the simple fact of conversing. It is a technical instrument that takes the form of a colloquial dialogue. Canales defines it as "the interpersonal communication established between the researcher and the subject of study, in order to obtain verbal answers to the questions posed about the proposed problem". (Díaz-Bravo, Torruco-García, Martínez-Hernández, & Varela-Ruiz, 2013)

In qualitative research, interviews are a highly important method for gathering data. They are described as deliberate talks that go beyond simple chat to fulfill a particular research goal. Through direct interpersonal engagement between the researcher and the subject, this approach enables deep, nuanced insights. According to Canales, interviews are a crucial instrument for delving into intricate research issues and comprehending the viewpoints of participants since they make it easier to collect in-depth verbal answers to specific queries.

Likewise, different instruments were chosen based on the research technique, instruments that were chosen because it is necessary to be based on something concrete that allows you to perform your work in the best way and they are the ones that best fit each technique.

The interview applied to the coordinator of the English area and to the English teacher of the Unidad Educativa Católica “La Victoria” was applied with the purpose of obtaining pertinent information about the use of technological resources in the process of teaching and learning English receptive skills, for this the interview has 6 clear and precise questions focused on what we want to know.

## 5.6 Diagnostic Relation Matrix

**Tabla 1**

*Theme: Diagnostic Relation Matrix*

<b>Topic</b>	<b>Objectives</b>	<b>Variables</b>	<b>Indicators</b>	<b>Technique</b>	<b>Source</b>
<b>The influence of technological resources in the development of the student's receptive skills in the English language at Unidad Educativa Católica “La Victoria”</b>	To support the research through a bibliographic and scientific review about the incidence of technology in the development of the English receptive skills.	<b>Independent Variable:</b>  <b>Technological Resources</b>  Different technological resources or tools to apply inside the classroom by teachers.	<b>Technological resources/tools:</b>  Measure the level of teachers' knowledge of technology and technological resources.	<b>Surveys/Questionnaires:</b>  Focused on students to obtain information about their knowledge of technological resources and the academic development of their receptive skills	<b>Educational Journals:</b>  Research articles focusing on technology, technological resources and receptive skills.  <b>Textbooks:</b>  Analyze the prescribed textbooks to get more specific and important information to
	To diagnose the level of knowledge about technological resources for receptive skills		<b>Influence of technological resources in the teaching-learning process:</b>  Determine the influence that the use of technological	<b>Interview:</b>  Focused on teachers to obtain information about	

	<p>by part of the English area of the Unidad Educativa Católica "La Victoria", through research techniques and instruments, for the corresponding data analysis.</p>		<p>resources have on students' academic performance during listening and reading activities.</p>	<p>the level of knowledge they have about technological resources and their ability to teach using them.</p>	<p>support this research.</p> <p><b>Technological resources:</b></p> <p>That the teacher can use in the classroom and allow a direct approach to a better development of students' receptive skills.</p>
	<p>To create a methodological guide with tutorial content based on technological resources focused on receptive skills for the improvement of knowledge and teacher training, which allows an innovative education in the Unidad Educativa Católica "La Victoria".</p>	<p><b>Dependent Variable: Receptive Skills</b></p> <p>Academic performance of the receptive skills (Listening and Reading) of high school students</p>	<p><b>Activities that promote receptive skills.:</b></p> <p>Activities aimed at a good development and understanding of students' receptive skills.</p>		
	<p>To socialize the proposed methodological guide with tutorial content for the use of technological resources focused on receptive skills, with the authorities and the English area of Unidad Educativa Católica "La Victoria" for its</p>				

	possible use and application.				
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**Note:** Diagnostic matrix about the relationship between variables and objectives. (Martinez, Diagnostic Relation Matrix, 2024)

### 5.7 S.W.O.T Matrix

**Tabla 2**

**Theme:** S.W.O.T Matrix

<b>Strengths</b>	<b>Weaknesses</b>	<b>Opportunities</b>	<b>Threats</b>
<p><b>Involvement of technology:</b> The use and knowledge of technology in the daily life of society.</p>	<p><b>Importance of receptive skills:</b> Little focus on better development of students' receptive skills.</p>	<p><b>Innovations in educational technology:</b> The presence of technological devices in the classroom is of utmost importance to be able to make use of technological resources via online.</p>	<p><b>Curricular adaptations:</b> Failure to include the corresponding adaptations emphasizing the development of receptive skills</p>
<p><b>Previous teacher training:</b> The level of prior knowledge about the use of technology by teachers.</p>	<p><b>Lack of knowledge:</b> Lack of knowledge about the variety of technological resources with a focus on receptive skills on the part of the teacher.</p>	<p><b>Basic development:</b> The development of receptive skills is not null; students do have the basis to work with them.</p>	<p><b>Assessment challenges:</b> Difficulty in assessing each student's receptive skills to corroborate learning.</p>
<p><b>Existing resources:</b> Pre-designed technological resources and tools that allow for unrestricted use.</p>	<p><b>Limited time:</b> Limited time in the classroom to develop specific activities focused on receptive skills.</p>	<p><b>Professional collaboration:</b> Teachers are ready to collaborate with the implementation of technological resources in the classroom.</p>	<p><b>Lack of motivation:</b> Lack of motivation to develop receptive skills by students with use of technology.</p>

**Note:** S.W.O.T Matrix mentioned important points about the S.W.O.T of the research. (Martinez, S.W.O.T, 2024)

## **6. RESULTS AND DISCUSSION**

### **6.1 Survey results and analysis**

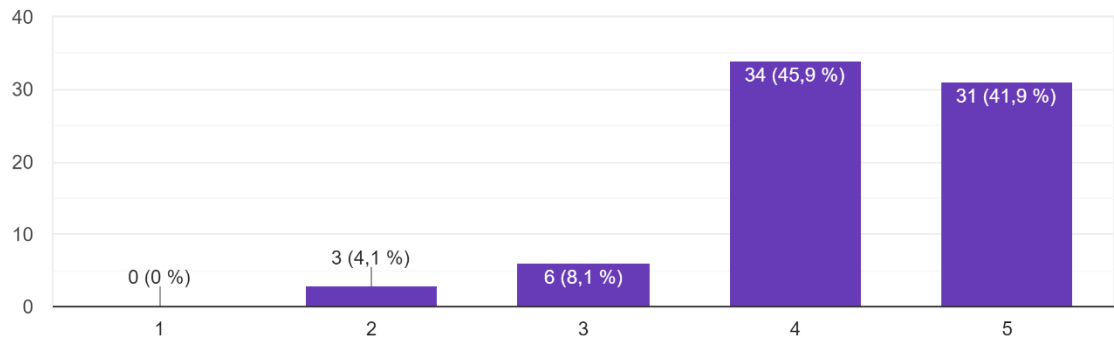
The present survey was conducted with the objective of evaluating the use and effectiveness of technological resources in the process of teaching-learning receptive skills (listening and reading) of English in the Unidad Educativa Católica “La Victoria”. High school students were surveyed to gain a comprehensive perspective on how technology is being used and perceived in the educational context.

The survey results provide valuable information on the level of knowledge and use of technological tools, perceptions of their impact on learning, and areas requiring further support and development. These findings identify current strengths and challenges, providing a solid foundation for the implementation of strategies that improve the teaching and learning of receptive English skills through technology. The main results and analysis of the data collected are presented below.

**1. How often does the English teacher make use of the technological resources in the classroom (projector, computer, Internet, etc.)? Answer the question according to the scale taking into account that: 1: Rarely, 2: Very little, 3: Occasionally, 4: Almost every day, 5: Every day.**

#### **Figure 1**

*Theme: Bar diagnosis 1*



**Note:** Bar diagnosis about the use of technological resources in the classroom. (Martinez, Bar Diagnosis 1, 2024)

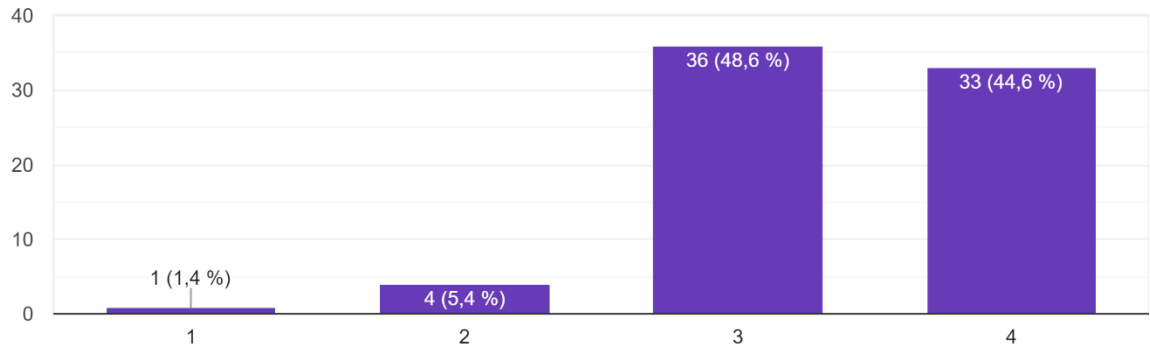
According to the results obtained from the survey applied to high school students of the Catholic Educational Unit "La Victoria" in the first question shows that the English teacher makes use of technological resources (electronic devices) in the classroom almost every day which means that there is a knowledge base on the use of technology by the teacher and that is updated and trained for the use of technological resources. In the same way, there are a certain number of students who say that the teacher implements technology in the classroom almost every day.

**2. To what extent do you think that the teacher is trained in the use of technological resources in the classroom for the teaching-learning process of the English language?**

*Answer the question according to the scale taking into account that: 1: Little, 2: Regular; 3: Quite a lot; 4: A lot.*

**Figure 2**

**Theme:** Bar diagnosis 2



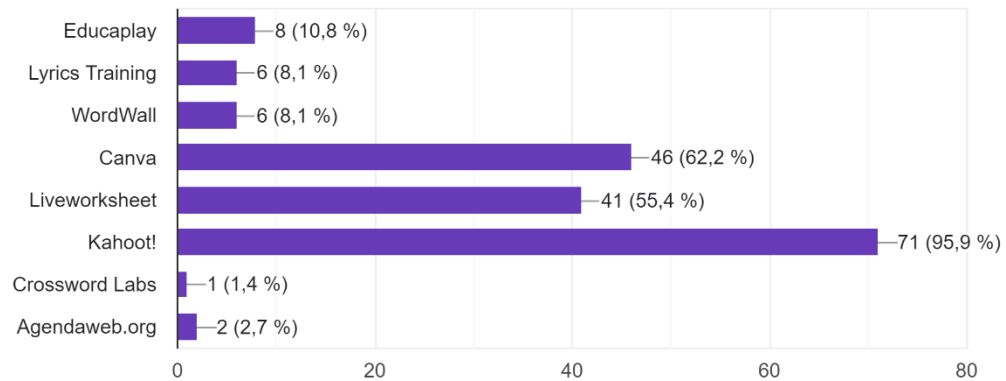
**Note:** Bar diagnosis about the training of teachers in the use of technological resources. (Martinez, Bar Dagnosis 2, 2024)

As can be seen from the survey results, high school students consider that the teacher is quite trained in the use of technological resources in the classroom, which indicates that the teacher has enough training (*Quite a lot according to the survey*) to learn about more technological resources that would facilitate their implementation as it would not present so many difficulties with the use of technology. The results show that the institution has a good level of training in technology.

**3. Indicate which of these technological resources you have seen applied in the English class.**

**Figure 3**

*Theme: Bar Diagnosis 3*



**Note:** Bar diagnosis on known technological resource. (Martinez, Bar Diagnosis 3, 2024)

Students show greater knowledge about three technological resources especially that are Kahoot!, Liveworksheet and Canva, which means that the teacher makes constant use of these resources being these resources more general and that the teacher can adapt to the skills he seeks to teach. Just as you can also see that there are five other technological resources that are not so involved in the classroom, some of these with a more direct approach to receptive skills, which indicates that perhaps the teacher does not know about these tools or does not consider them as useful in the teaching-learning process.

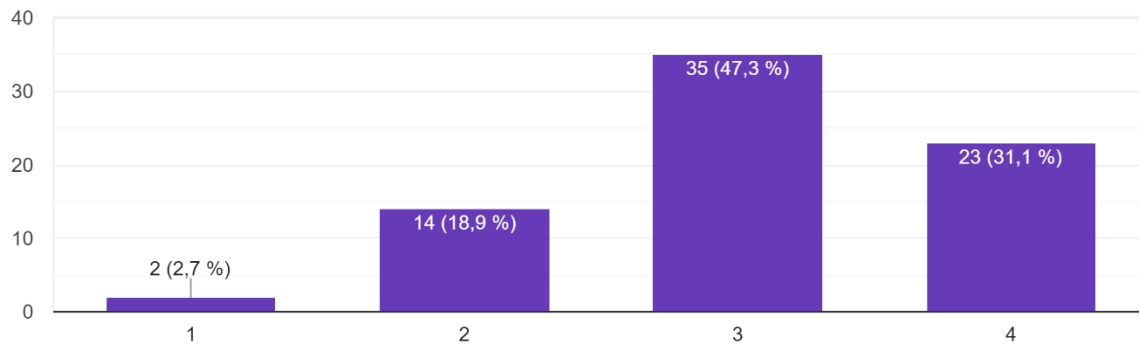
**4. To what extent do you think your motivation to learn and participate would increase if the teacher used various technological resources for teaching the English language?**

*Answer the question according to the scale taking into account that: 1: A little, 2: Average; 3:*

*Quite a bit; 4: A lot*

**Figure 4**

*Theme: Bar Diagnosis 4*



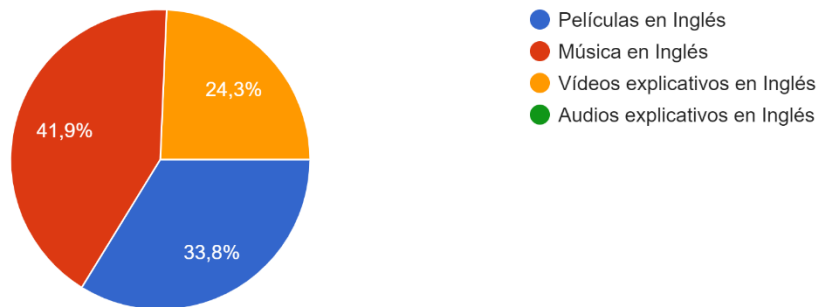
**Note:** Bar diagnosis about students' motivation to learn with technological resources. (Martinez, Bar Diagnosis 4, 2024)

According to student motivation, most positive results can be observed, taking into account that most of the results are focused between 3 and 4 (3: *Quite a bit*; 4: *A lot*) on the Richter scale, which can be deduced that the implementation of technological resources in the classroom in the teaching-learning process would increase the motivation and willingness of students to learn and participate, making classes more dynamic, entertaining and participatory, thus achieving better academic performance of students' receptive skills. It also shows a small percentage that mentions that would not be motivated to learn or with the use of technology, this may be due to problems more of personal type than of academic character.

**5. Which of the following technological resources is the one that helps you the most in learning the English language?**

**Figure 5**

*Theme: Pie chart*



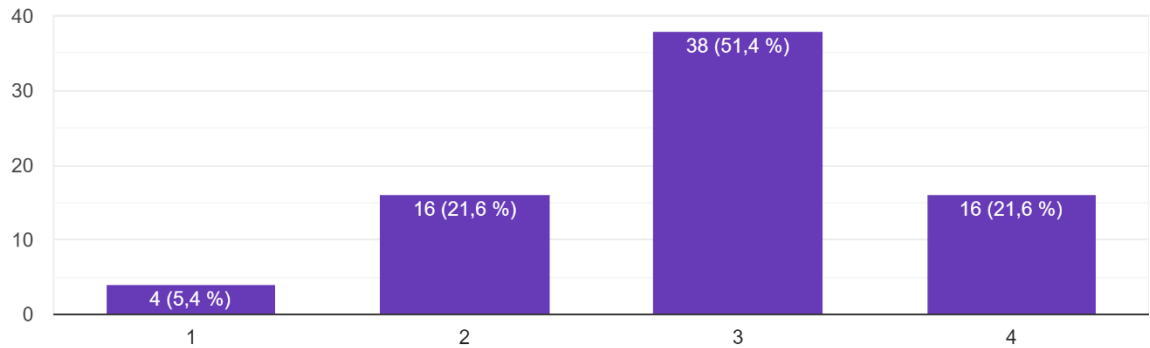
**Note:** Pie chart about most helpful technological resources. (Martinez, Pie Chart, 2024)

According to the results obtained according to the most useful technological resources in the learning of the English language, the students show that music in English is the first most useful technological resource, this may be because there is a great variety of generous musicals that can be adapted to the tastes of each student, to others that is an entertaining way to learn. English films are also shown as second most useful technological resource, this may be due to the same reasons above, since there are many generous films that adapt to the tastes of students, Moreover, this resource is audiovisual not only motivates learning only receptive skills but also productive ones. In the same way the explanatory videos in English have relevance and it is because they are also of audiovisual character and this motivates mostly students to learn.

**6. To what extent have the tasks carried out with the support of technological resources facilitated your learning of the English language? Answer the question according to the scale taking into account that: 1: A little, 2: Average; 3: Quite a bit; 4: A lot**

**Figure 6**

*Theme: Bar diagnosis 6*



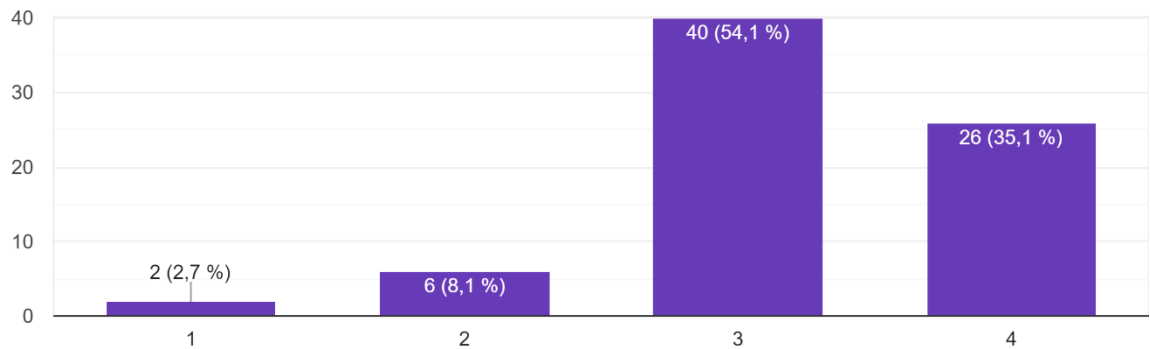
**Note:** Bar diagnosis about the support of technological resources in tasks. (Martinez, Bar Diagnosis 6, 2024)

The implementation of technological resources inside and outside the classroom can significantly facilitate the performance of tasks and work. As shown in the graph for UECLV baccalaureate students, technology is quite useful mostly for carrying out tasks, taking into account the large number of technological resources that can be taken into account, both electronic dictionaries, translators, presentation designers, etc. This is for the usability of the students. In the same way there are a considerable number of students showing that technological resources are not helpful to them, this may be due to lack of knowledge about resources or lack of knowledge of use, the difficulty of use that may present the same for students.

**7. To what extent do you think the English teacher should make use of technological resources in class for a better understanding of the class? Answer the question according to the scale taking into account that: 1: A little, 2: Average; 3: Quite a bit; 4: Very much**

**Figure 7**

**Theme:** *Bar Diagnosis 7*



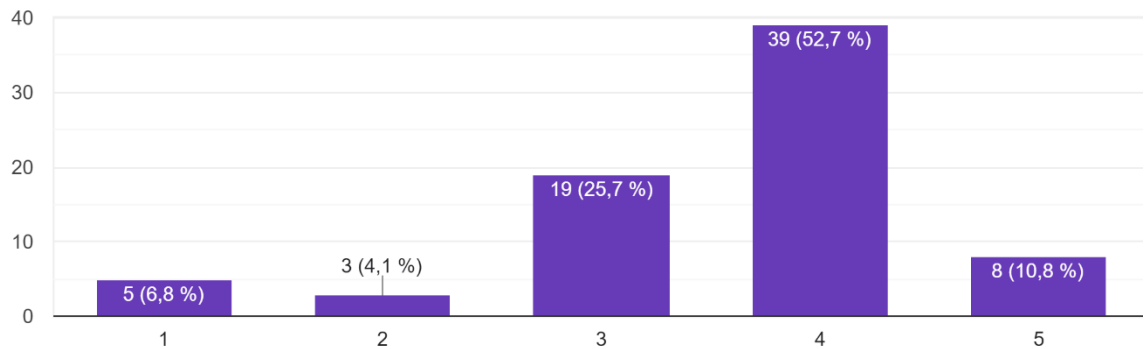
**Note:** Bar diagnosis about the use of technological resources for a better understanding of the class topic. (Martinez, Bar Diagnosis 7, 2024)

The results of the students show that they consider that the teacher should make use of technological resources daily, this by emphasizing that if technology is implemented students will show greater understanding in the classroom issues taught since technology makes class methodology something innovative and different for students. This means that most English classes should make use of technological resources at least for a time limit set by the teacher, consider that the institutions do not have English classes daily.

**8. To what extent do you rate your satisfaction with the use of technological tools for your academic development in the subject of English?** *Answer the question according to the scale taking into account that: 1: Dissatisfied, 2: Slightly satisfied, 3: Neutral, 4: Satisfied, 5: Very satisfied.*

**Figure 8**

*Theme: Bar Diagnosis 8*



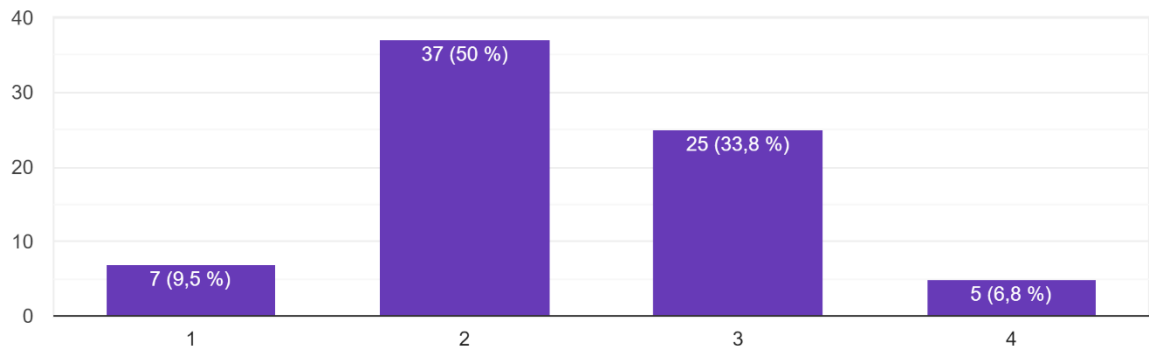
**Note:** Bar diagnosis about students' satisfaction about their academic development with technological resources. (Monserrath, 2024)

Students mostly show a considerable level of satisfaction (, 4: *Satisfied*, 5: *Very satisfied*.) according to their overall academic development of the English subject with the use of technological tools within the class as it provides a more interactive educational environment, personalized and efficient, responding to the individual needs and learning styles of students. These advantages contribute to greater motivation, participation and retention of knowledge, facilitating a more effective and relevant teaching-learning process.

**9. How would you rate your academic performance in the skills of Listening and Reading in the English class?** Answer the question according to the scale taking into account that: 1: *Low*, 2: *Good*, 3: *Very good*, 4: *Excellent*.

**Figure 9**

*Theme: Bar Diagnosis 9*



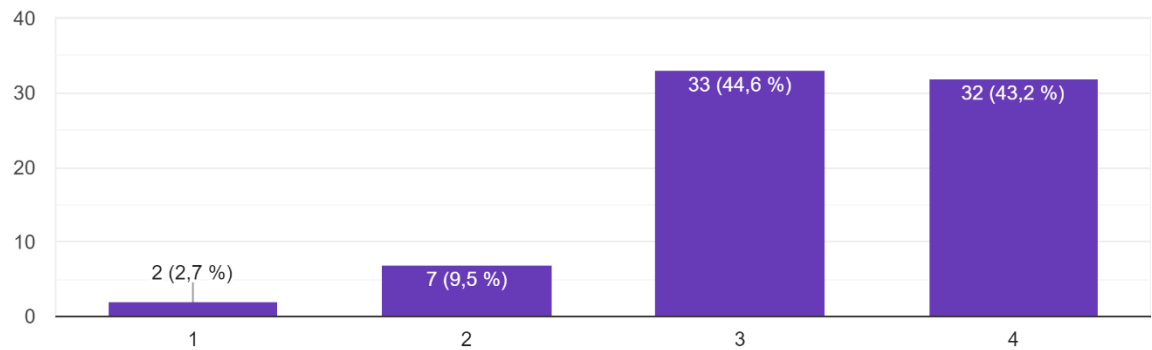
**Note:** Bar diagnosis about students' academic performance of receptive skills. (Martinez, Bar Diagnosis 9, 2024)

Making a more specific analysis of the academic performance of the students' listening and reading skills, a partially negative response can be observed by the students, since they consider that they have a "good" academic performance but considering that the other indicators are "very good and excellent" this represents a deficiency in the development of these skills of students. Therefore, it is necessary to reinforce the teaching of these skills.

**10. To what extent do you think that technological resources would contribute to the development of the different skills of the English language (Listening, Reading, Writing, Speaking, Grammar and Vocabulary)? Answer the question according to the scale taking into account that: 1: Little, 2: Average; 3: Quite a bit; 4: Very much**

**Figure 10**

*Theme: Bar Diagnosis 10*



**Note:** Bar diagnosis about level of contribution of technological resources on receptive skills. (Martinez, Bar Diagnosis 10, 2024)

As already mentioned in analysis of previous questions, students show a high level of motivation and interest in learning with the help of technological resources, as they consider that the implementation of these would contribute considerably to a better development of the different English language skills, receptive and productive skills since these go hand in hand for a better understanding of the English language and academic performance, thus achieving meaningful learning for students.

## **6.2 General analysis**

Technology covers a lot of space in our daily lives. It is an important part and involved in every field of life. Such is the case of education. Currently in education have seen improvements in the teaching and learning process thanks to technology. This process has been facilitated and all this as a result of the COVID 19 pandemic, students and teachers had to involve more technological tools in the teaching and learning process to get a better understanding and academic development.

In the case of English language teaching, it is necessary to apply different technological

resources for the teaching of the different language skills. For the receptive skills such as listening and reading, it is necessary to involve activities or technological tools that are focused on the best development of these skills. It is very important to look for tools designed specifically for this and to be able to apply them inside the classroom, this to make the class more dynamic and entertaining and to facilitate the understanding of the student.

The data collection is very important for all of us researches, it's the most important part since show us the different information about what we are researching. In this case about the level of the students' receptive skills (listening and reading) and also about how important is the use of technological resources in the English teaching and learning process in the classroom.

The data collection should be focused on the most important things of the research, more commonly known as variables. This research presents two, that are receptive skills and technological resources. To get information according to the students' receptive skills was necessary to apply a survey with some different items with which can determine students' satisfaction about the methodology that the teacher uses in their classes and the level of teachers' knowledge about technological resources to teach English in the classroom, focused on receptive skills (Listening and Reading).

### **6.3 Interview Transcription**

**Interviewer:** Good morning, my name is Monserrath Martinez, I am a student of Pedagogy of National and Foreign Languages at the PUCESI, and now I'm going to do a teacher's interview. And the objective, the purpose of this interview is to get pertinent information about the use of technological resources in the process of teaching and learning English by teachers.

So, the first question is, do you think you are trained in the use and application of technological tools in the classroom?

**Interviewee:** Not at all, but maybe we have an average. For example, we have to play in some cases with the platforms that we use. So, if we have the training and if you have the

comprehension of the platform, I think you can develop a very good skill on your students, or a very good class, for example, using these technologies.

**Interviewer:** According to the levels at which you teach, to what extent do you think it is important to use technological resources in the process of teaching receptive skills?

**Interviewee:** Yeah, yeah, very important. It is very important because into the receptive skills, students become more, I don't know how to say it, become more, I don't know, boring in the class. So, through these platforms, through these technologies, these tools, the class becomes interactive. So, in this way, students get interest and motivation to learn.

**Interviewer:** The next question is, how often do you make use of the existing technological tools in the classroom? Projector, computer, internet?

**Interviewee:** Every class, yeah, all of the classes.

**Interviewer:** And what kind of technological resources do you know about online, maybe webpages?

**Interviewee:** Oh, pages, okay. Platforms, Kahoot, Quizzes, Wordwall. We were using Lupa too. I forget the name of this tool that is for writing. Oh yeah, it's engine games that is like escape rooms to play.

**Interviewer:** Okay, in what ways would you consider to promote better teaching and understanding of receptive skills in students?

**Interviewee:** I think we can use this understanding of technologies in our students using for maybe writing. I use this for writing because you have to look at the games and when the students are playing, they become more involved in what they have to write.

**Interviewer:** And finally, would you like to use more technological resources to develop receptive skills?

**Interviewee:** Yes, of course, yeah.

**Interviewer:** Why?

**Interviewee:** I think because always this world of technology is changing, right? So, we have updates and we have a lot of artificial intelligences now in order to develop some skills in our students.

**Interviewer:** Well, thank you teacher.

**Interviewee:** Okay, thank you.

## **6.4 Proposal**

The present research project has as one of its objectives to deliver as a proposal a methodological guide elaborated in order to improve the teaching-learning process in English language receptive skills through technological resources accessible to teachers and students. This guide contains different technological tools with their respective description and a reinforcement activity for each tool, which can be applied in the classroom.

There are a number of free technological resources on the web, these resources are currently of great help for teachers to teach a didactic and entertaining class. With this, the teaching-learning process becomes enjoyable for the student and the teacher since these technological resources contribute to both parts of the process.

### **Technological Resource #1**

#### **Liveworksheets**

<https://www.liveworksheets.com/>



The liveworksheets website shares that:

Liveworksheets allows you to transform your traditional printable worksheets (doc, pdf, jpg...) into self-correcting interactive exercises, which we call "interactive worksheets". Students can complete these worksheets online and send their answers to the teacher. This is good for the students (more motivating), for the teacher (saves correction time) and for the environment (saves paper). In addition to this, our interactive worksheets take advantage of new technologies applied to education: they can include sounds, videos, drag and drop exercises, linking with arrows, multiple choice... and even spoken exercises, which students have to complete using the microphones. (Liveworksheets, s.f.)

Liveworksheet can be used to foster the development of receptive skills since it has a variety of interactive worksheets. They can be adapted to the teacher's taste, to the topic and to what is being strengthened, in this case listening with interactive sheets with audios and reading with grammar, vocabulary, reading comprehension, etc. activities.

**Objective:** To develop their own interactive worksheets, either focused on Listening or Reading, for students to develop in class or outside of class.

**Time:** It's about 10 or 15 minutes, the teacher can apply these worksheets inside or outside the classroom.

**Description:**

Liveworksheet is a website where the teacher can design his/her own worksheet according to the class topic and the skills to be assessed. It is a very useful tool for the development of Reading skill since you can design worksheets with texts and different activities to develop in. It is free to access and can be connected from any electronic device with internet.

To start using Liveworksheet you need to create a free account on the website by following the steps below.

- Enter the official Liveworksheet link in the browser of your choice.
- Click on sing up in the upper right corner to create your account.
- Select master in the type of account to create.
- Fill in all the information requested in the form and finish creating your account.
- Finally, you can log in and start designing your own worksheets.

## Technological Resource #2

### LyricsTraining

<https://es.lyricstraining.com/en>



LyricsTraining website mentions that:

LyricsTraining is an ideal way to learn and improve your skills with other languages. LyricsTraining helps you learn new vocabulary and expressions, and reinforce grammatical concepts through the continuous exercise of writing down missing words. But above all, LyricsTraining will help you train your ear to drastically improve your ability to recognize the sounds and words of a foreign language in a very short time, almost unconsciously training your brain, whether or not you know the meaning of all the words. (Lyricstraining, s.f.)

This technological resource is primarily for the development of listening skills. For students it is fun to listen to music of their interest, with LyricsTraining you can listen to music in the classroom helping students to retain as many words as possible, thus applying their vocabulary and also contributing to the development of productive skills when singing.

**Objective:** This technological tool focuses mainly on the development of Listening Skills. This tool aims to improve students' listening skills as they listen to and complete their favorite songs in English.

**Time:** It's about 15 or 20 minutes, the teacher can apply this activity like a warm up.

**Description:**

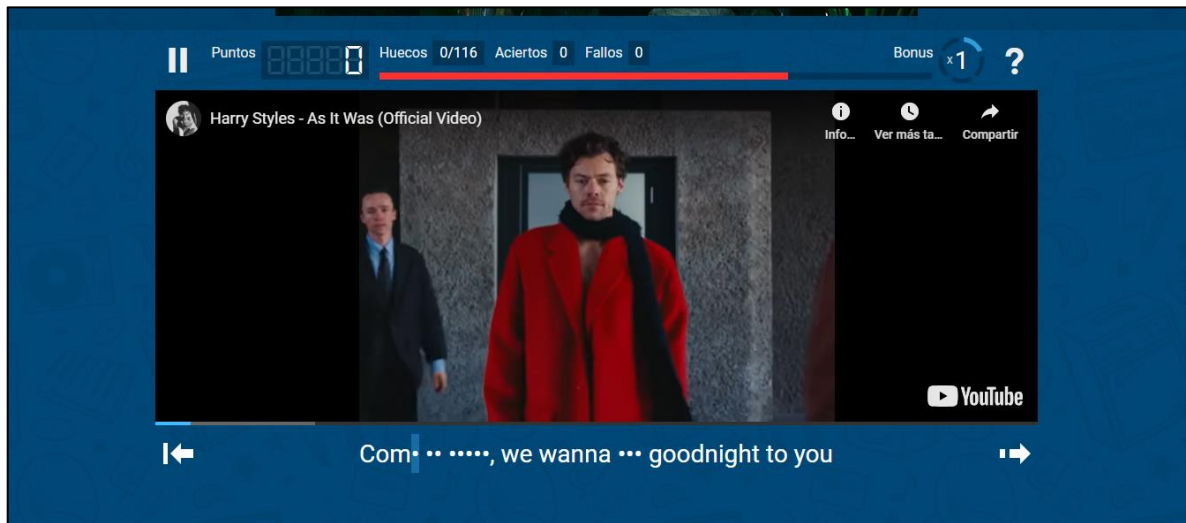
Lyrics Training is a free access website and the teacher can open it in any electronic device. It is very useful and easy to access. Most schools have electronic equipment inside the classroom, such as a CPU, monitor, speakers and a projector, which facilitates the application of this technological tool.

To access the website, you need to follow these steps.

- Open the browser of your choice and search for [Lyricstraining.com](http://Lyricstraining.com).
- Open the first link to the official website.
- Then you have to click on the right corner to open the main page. It is not necessary create an account.
- You can choose the song of your choice, searching the name in the search engine.
- Click on the video of the song.
- Next, choose the difficulty according to your students' level.
- Finally, start playing the video and students should fill in the missing word according to what they hear.

**Figure 11**

*Tema: Lyricstraining activity*



**Nota:** Actividad de Listening en Lyricstraining, nivel principiante. (Martínez, Lyricstraining Activity)

### **Technological Resource #3**

#### **Wordwall**

<https://wordwall.net/es>



After doing some research it was found that:

Wordwall is a tool to create activities in a very simple and attractive way. Wordwall can be used to create both interactive and printable activities. Once the activity is created, it can be edited very easily. In addition, you can use and edit activities created by other users, as well as print these activities. Interactive activities are played on any device, be

it a computer, tablet, phone or interactive whiteboard, through any web browser.  
(idDOCENTE, 2021)

**Objective:** Customize a variety of templates for the development of students' receptive skills through different types of activities such as word searches, hangman, flashcards and others.

**Time:** A time limit can be set according to the selected template. It varies according to the activity; the teacher chooses the time he/she wants the activity to last in the classroom.

**Description:**

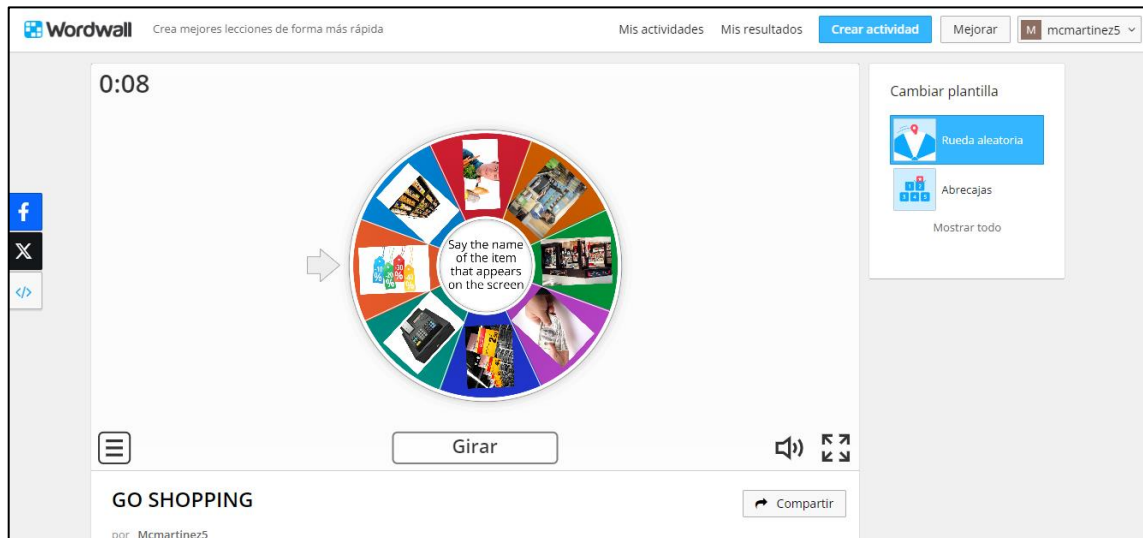
Wordwall offers different templates to customize according to the activity you want to perform. It is easy to access and offers 18 free to use templates that the teacher can modify for their application, the activity to be performed can vary its focus on Listening or Reading depending on the template and design that the teacher uses.

To enter and start using this website it is necessary to follow the following steps.

- Open the browser of your choice and search for Wordwall.net. Click on the official link
- The main page displays a button that says Register to start creating, click on the button.
- Fill out the simple form with the requested information.
- Once registered you will be taken to the main page where you can start creating activities.

**Figure 12**

*Tema: Wordwall Activity*



**Nota:** Actividad de reading and speaking en Wordwall. (Martínez, Wordwall Activity)

#### **Technological Resource #4**

#### **Educaplay**

<https://www.educaplay.com/>



Educaplay is an educational platform developed by ADR training Soluciones eLearning. Its fundamental objective is to share and create multimedia activities of an educational nature. This tool allows you to generate activities such as riddles, crossword puzzles, word searches, complete texts, dialogues, dictations, order words, relate elements, question questionnaires, interactive maps, video quiz or word rules. (Alzaga, s.f.)

**Objective:** To create multimedia activities for classroom application. Playful activities to improve the English language teaching and learning process.

**Time:** The time limit is established according to the activity designed, and varies according to its difficulty.

**Description:**

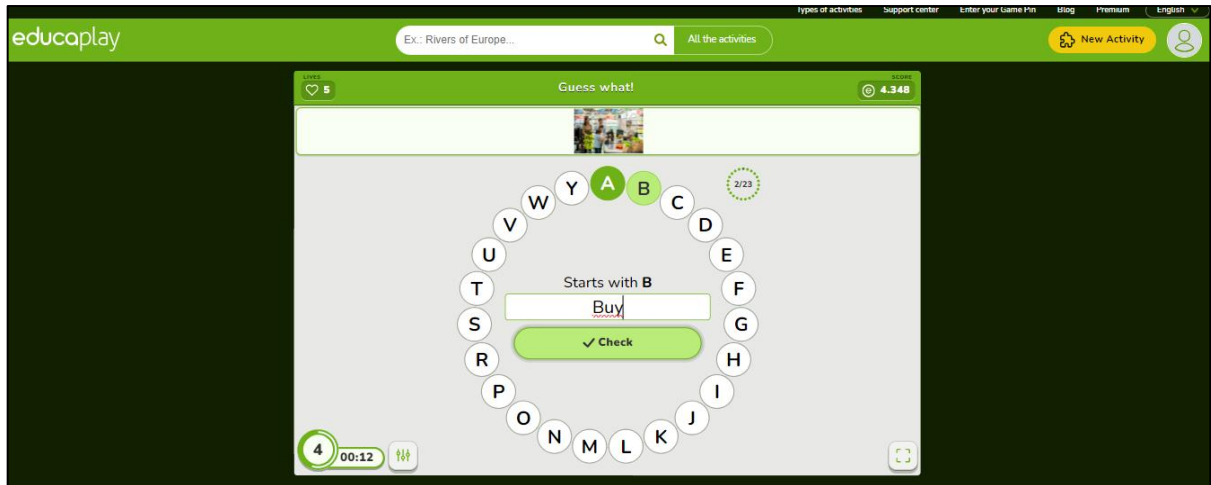
Educaplay is a free and easy to use digital platform that offers more than 15 different types of activities that you can customize and design according to the subject of the class and what you want to evaluate. The teacher decides what type of skill to target and at what point in the class to apply the activity.

You can use this platform without registering, with the difference that your work will not be saved if you do not have an account, so to start using this platform and keep your activities, you need to log in with an Educaplay account by following the steps below. First, enter the official educaplay link by searching in the search engine of your choice.

- On the home page click on the Log in button in the upper right corner.
- You can register on the platform with your information or log in through google mail.
- Once logged in you can start creating the activities of your choice.

**Figure 13**

**Tema:** Educaplay Activity



**Nota:** Actividad de Educaplay, ruleta para Reading y writing. (Martínez, Educaplay Activity)

## Technological Resource #5

**Kahoot!**

<https://kahoot.com/>

# Kahoot!

According with (Kahoot!, 2019) it is a game-based learning platform that makes it easy to create, share and play learning games or trivia quizzes in minutes. Unleash the fun in classrooms, offices and living rooms.

Kahoots are a fun group activity for the classroom.

To join a game, you need a unique PIN. If you're the game host, you need a big screen. Players answer on their own devices, while questions are displayed on a shared screen.

In addition to live games, you can also send kahoot challenges that players complete at their own pace – for example, for homework or remote training. (Kahoot!, 2019)

**Objective:** Evaluate the student's academic progress through quizzes that are designed according to the content of the subject to be evaluated, emphasizing a more practical evaluation of the student's receptive skills.

**Time:** The time limit is established according to the activity designed, and varies according to its difficulty.

**Description:**

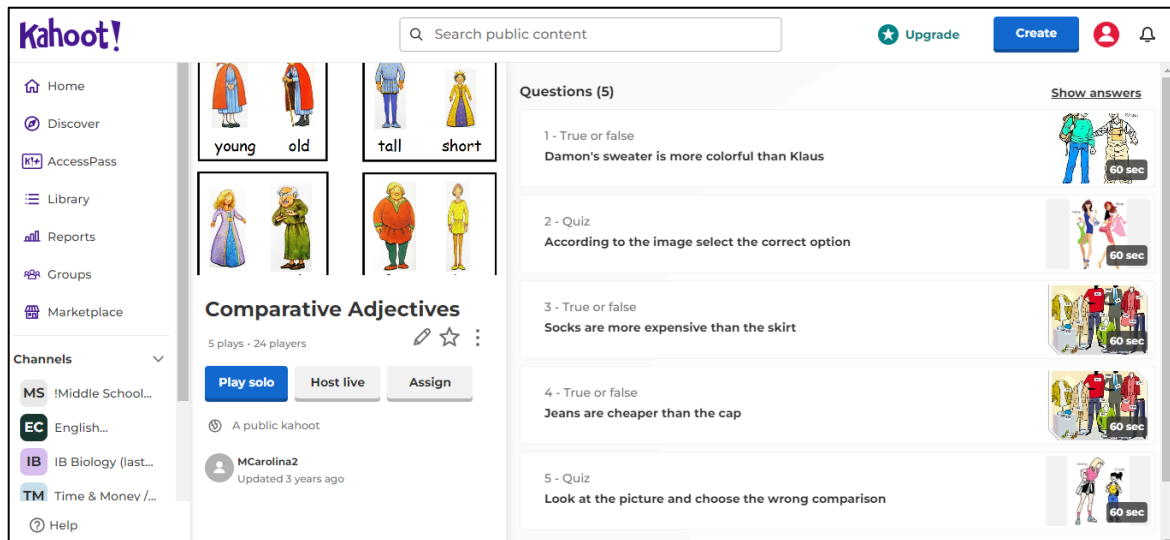
An entertaining resource that can also be useful for classroom evaluation. It is important because it also develops students' reading and listening skills according to the Kahoot! design that the teacher presents to the class.

To start creating quizzes, it is necessary to register with an account on the official Kahoot! site, which is free and easy to access.

- Search for Kahoot.com in the search engine of your choice and open the link to the official website.
- On the home page click on the Sing Up Free button located in the upper right corner.
- Fill in the type of account you want to create, your place of work and the rest of the information requested in the form.
- You can also register and login with a google account.
- Once registered you can start creating your quizzes for free and making use of all the tools it provides.

**Figure 14**

*Tema: Kahoot! Quiz*



**Nota:** Actividad de evaluación en Kahoot! (Martínez, Kahoot! Quiz)

## Technological Resource #6

### Crossword Labs

<https://crosswordlabs.com/>



According Crossword Labs (Labs, s.f.) it is a crossword puzzle maker. It's the simplest and fastest way to build, print, share and solve crossword puzzles online. And it's free to use. No ads, no watermarks, and no registration required. Also, you can find some others crossword puzzle just putting the topic that you want.

**Objective:** To create crossword puzzles that encourage the application of reading skills as well as critical thinking in order to solve the crossword puzzles that the teacher gives to the students.

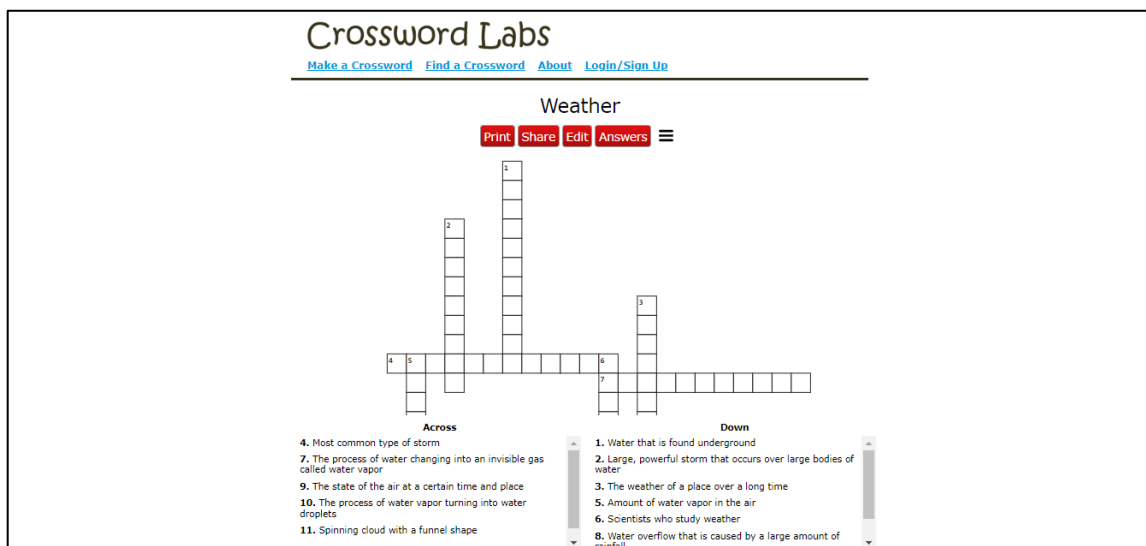
**Time:** The teacher establishes the time limit in which the activity will take place.

**Description:**

Crossword puzzles or word search puzzles are activities specifically designed to stimulate the mind by having to read and search carefully what is requested. Crossword labs is a free access website where you do not need to register to do a crossword puzzle. The activity is shared through a link and is done with a code that the teacher enters when developing. This platform offers the option to work online or print the resource and apply it in the classroom with students.

**Figure 15**

*Tema: Crossword Labs Activity*



**Nota:** Crossword Puzzle para desarrollo del estudiante. (Martínez, Crossword Labs Activity)

**Technological Resource #7**

**Agendaweb.org**

<https://agendaweb.org/>



According to (English-Guide.org, s.f.) it is mentioned that in Agendaweb.org it is possible to find hundreds of free exercises to learn English online: grammar exercises, verbs exercises, songs, vocabulary activities, listening, reading, videos, phonetics, movies, grammar, worksheets, flashcards and dictionaries.

**Objective:** To perform exercises in the whole English language in a freeway and without having to design anything.

**Time:** The time is set by the teacher.

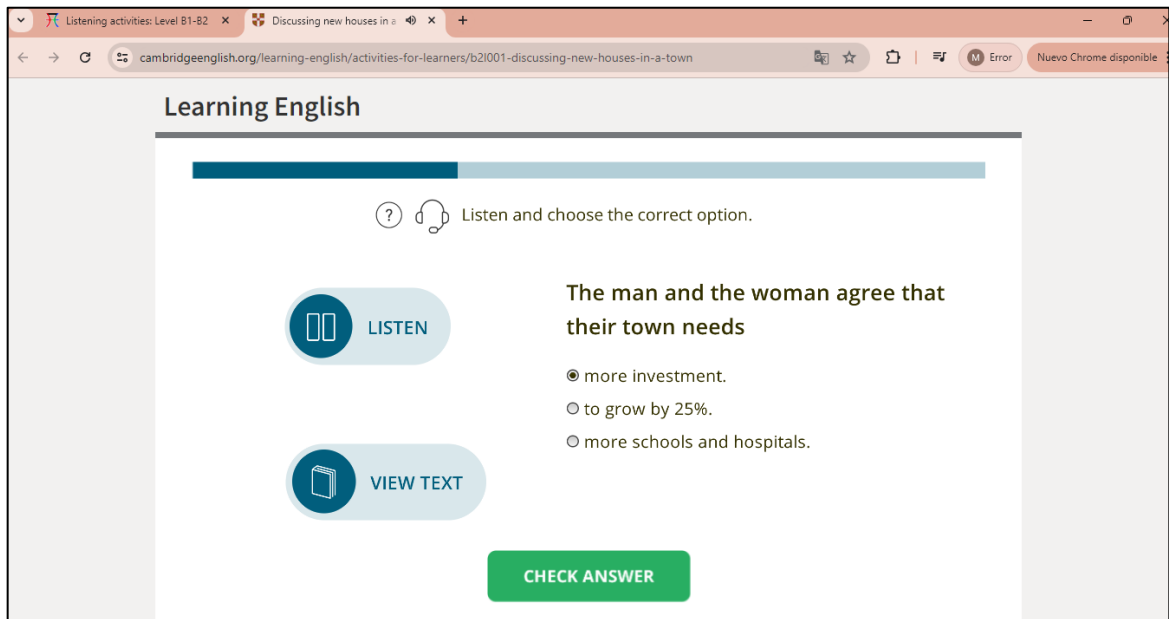
**Description:**

Agendaweb.org is a website that offers a number of pre-designed activities for the teacher to apply in the classroom. It offers grammar exercises, vocabulary, verbs; it also includes videos, flashcards, songs, worksheets and a dictionary in which you can find the definition and meaning of the word of interest, all of this freely accessible, which allows easy use and also allows students to develop the 4 main English skills.

The use of this platform is simple and registration is not a requirement. The teacher can start using the platform by simply accessing the official link to Agendaweb.org from any browser and mobile device.

**Figure 16**

*Tema: Agendaweb.org Activity*



**Nota:** Agendaweb.org actividad de refuerzo para listening nivel B1-B2. (Martinez, Agendaweb.org Activity)

### **Technological Resource #8**

**Canva**

<https://www.canva.com/>

The Canva logo is displayed in a large, stylized, cursive font. The letters are primarily blue, with a gradient effect, and the 'a' at the end is purple.

Canva can be highlighted as a very useful tool in education, for which it is mentioned that:

Canva is a simplified graphic design software and website that was founded in 2013. It uses a drag-and-drop format and even allows you to scale shapes to large and small in

proportion and provides access to over 60 million photos and 5 million vectors, graphics and fonts. It is used by designers as well as industry professionals. Its tools can be used for web design as well as print and graphic media. (Wikipedia.org, 2024)

**Objective:** To design presentations of all types for use in the classroom and educational support at home for students.

**Time:** The time of each presentation is established by the teacher.

**Description:**

Canva is a presentation platform that offers different types of templates according to the work you want to do. It is useful for making explanatory slides, infographics, posters, flyers, graphics, among other useful resources for the teaching-learning process. All this with the help of predesigned templates that the teacher can use and adapt according to his needs and those of the students.

Canva has the option of an online whiteboard that is practically a blank canvas on which the teacher can work. It also offers different useful tools, such as inserting images, videos, sounds, graphic elements, among others.

To start working in Canva you need to create an account by following the steps below.

- Enter the official link to Canva.com in the browser and electronic device of your choice.
- Click on the top right corner on the register button.
- Canva offers different registration options, such as; registration by email, gmail, cell phone and others.
- Select the registration method of your choice and start designing.

That is why the tools mentioned above will be deepened, reflected and shared in a website as a book that has the necessary information about each of them including tutorial use and can be shared with teachers of the English area of the research institution as a database so that they can be implemented in the classroom in the teaching-learning process.

**Figure 17**

*Tema: Canva presentation*



**Nota:** Presentación diseñada en canva para uso com recurso tecnológico en el aula. (Martinez, Canva Presentation)

### **Proposal Conclusion**

As mentioned at the beginning of this proposal section, the aforementioned tools will be deepened, reflected and shared in a web page as a methodological guide with the necessary information of each one of them including tutorial use, example activities and can be shared with the teachers of the English area of the researched institution as a database so that they can be implemented in the classroom in the teaching-learning process of the students' receptive skills.

In order to socialize the results of the proposal on technological resources to be used in the classroom, it was necessary to consider the following table:

**Table 3**

*Theme: Socialization table*

<b>Date</b>	<b>Level</b>	<b>Activity</b>	<b>Socialization way</b>	<b>Observations</b>	<b>Responsible</b>
13-06-2024	1st grade high school "A"	Slide presentation with the content of the proposal made in the document.	Oral exposition with responsible teacher and students.	The teacher took notes on the technological resources presented.	Monserrath Martínez

**Note:** Table of presentation on socialization of the proposal. (Martinez, Socialization table, 2024)

## **7. CONCLUSIONS**

At the conclusion of this research work, the most relevant findings are summarized and their impact and significance are reflected upon. The conclusions allow us to recapitulate the main points addressed, reaffirming the importance of the analysis carried out. In summary, the conclusions are essential to consolidate the work carried out and provide a final perspective that summarizes, reflects and suggests next steps.

1. The research on the application of technological tools in the process of teaching and learning of the English language showed a good reception in the institution where the research was applied, because the students of the Unidad Educativa Católica "La

Victoria” have been motivated and interested in learning since different technological tools for the development of receptive skills of the English language were implemented in the exhibition.

2. The use of different instruments and research techniques were of utmost importance in the development of this work, since they allowed a more direct approach to what was being investigated and made data collection a more manageable and easier process, thus obtaining the necessary information more clearly, concretely and truthfully by the investigated subjects.
3. Technology is currently involved in a very strong way in society, that is why we take into account different technological resources useful enough to be found on the web for implementation in the classroom in order to obtain a better academic performance of receptive skills in the teaching-learning process by students of the Unidad Educativa Católica “La Victoria”
4. It is important to socialize with the teachers and high school students of the Unidad Educativa Católica “La Victoria” the results obtained from this research with the aim of knowing the most relevant data obtained that were the basis to develop and provide a final product that is useful for teachers mentioning different technological resources that focus on the specific development of receptive skills of the English language of the students.

## **8. RECOMMENDATIONS**

This section of recommendations is fundamental to close the research cycle, providing practical and strategic guidance to maximize the impact of the findings and open new routes for future exploration in this way, seeking to offer a comprehensive and final vision that connects with the initial purpose of the study, providing a coherent and meaningful closure to the topic addressed.

1. The teaching-learning processes for the acquisition of a second language must be theoretically grounded according to the importance of the use of technology as an innovative method in classrooms throughout Ecuador, these innovative methodologies

must allow to establish the appropriate strategies to achieve an optimal development of the process and benefiting the Unidad Educativa Católica “La Victoria”

2. In order to get an effectively diagnose the level of knowledge about technological resources for receptive skills among English language teachers, it is essential to use a combination of research techniques and instruments that provide both quantitative and qualitative data. This strategy will provide a comprehensive and detailed view of current competencies, identifying areas of strength and need for improvement. All of this open to changes that future researchers need to make according to their research.
3. To effectively improve knowledge and teacher training in the development of receptive skills using technological resources, it is essential to design a methodological guide that is structured, accessible and modular. This will allow teachers to access tutorial content that they can effectively implement in their educational practices, benefiting both their continuing education and students and the development of receptive skills in the classroom, making the most of the available technological resources.
4. To ensure the adoption and effective application of the methodological guide with tutorial content in the use of technological resources focused on receptive skills, it is essential to actively involve the authorities and the team of the English area of the Catholic Educational Unit "La Victoria". The organization of workshops and interactive demonstration sessions will allow a deep understanding of the benefits and practical use of the guide, encouraging support and collaboration for its implementation.

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