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Escuela De Ciencias Sociales
Licenciatura En La Enseñanza Del inglés
Sede Regional De Grecia

**UNIVERSIDAD LATINA
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The use of Technology Can Increase Motivation in the Learning Process of the Speaking Skill on Students of Seventh Grade from the Julio Acosta Garcia Institute

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Abril, 2021

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Yo, SOTO RAMIREZ BRYAN STEVEN estudiante de la Universidad Latina de Costa Rica, declaro bajo la fe de juramento y consciente de las responsabilidades penales de este acto, que soy Autor Intelectual de la Tesis / Proyecto de Grado titulada (o):

THE USE OF TECHNOLOGY CAN INCREASE MOTIVATION IN THE LEARNING PROCESS OF THE SPEAKING SKILL ON STUDENTS OF SEVENTH GRADE FROM THE JULIO ACOSTA INSTITUTE

Por lo que libero a la Universidad de cualquier responsabilidad en caso de que mi declaración sea falsa.

Es todo, firmo en Grecia a los 16 días del mes de abril del año 2021.

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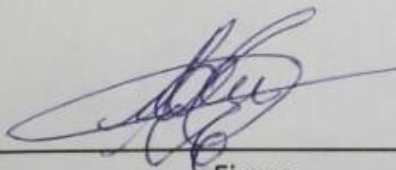POWERED BY Arizona State University

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TRIBUNAL EXAMINADOR

Esta tesis fue aprobada por el Tribunal Examinador de la carrera de **La Enseñanza del Inglés**, requisito para optar por el grado **Licenciatura en La Enseñanza del Inglés.**

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Abstract

This research aims to investigate the use of different technological tools that can be used in class to improve the motivation of students when they are learning and improving their speaking skills in the English language as many teachers are still using the traditional method.

This study is a bibliographic research focused on analyzing the discoveries and knowledge of other authors in order to conclude advantages and disadvantages of using technology in class when it comes to motivating students to improve their English language skills.

Authors like James Francis prove points in favor of technology through different arguments and through the use of different instruments during his research trying to reach the needs of students, and in their counterpart we can also see some negative points shown by the Education Business website where by using investigative instruments the researched professors in the UK cover the concerns that they show when including technology on the classroom.

Esta investigación tiene como objetivo el investigar el uso de las diferentes herramientas tecnológicas en que se pueden utilizar en clase para poder mejorar la motivación de los estudiantes cuando están aprendiendo y mejorando la habilidad del habla en el lenguaje de inglés ya que algunos profesores continúan todavía usando el método tradicional.

Este estudio es una investigación bibliográfica enfocada en analizar los descubrimientos y conocimientos de otros autores para poder concluir ventajas y desventajas de uso de la tecnología en clase cuando se trata de motivar a los estudiantes a mejorar el habla en el idioma de inglés.

Autores como James Francis prueban puntos a favor de la tecnología mediante diferentes argumentos y mediante el uso de diferentes instrumentos durante su investigación tratando de llegar a las necesidades de los estudiantes, y en su contraparte también podemos ver algunos puntos negativos mostrados por la página web de Education Business donde mediante instrumentos investigativos cubren las preocupaciones de los profesores investigados en UK cuando se hace referencia a la inclusión de tecnología en clase .

CHAPTER I

Introduction

1.1 Introduction

The lack of motivation when learning a new language may increase the level of difficulty that the learning processes this language implies. There are many different methods that professors had used over the years to try to keep the motivation that the students have, but there are new ways to increasing this motivation with the use of technology. There are a lot of resources that technology can provide to the teachers when it comes to increase the motivation of their students like the use of different web tools such as Canvas, Voki and Kahoot!

Technology is something that allows teachers to be more creative in their classes and it helps the students to create and engage with the topics seen in class. The use of technology is something essential in people's life and has a huge impact when it comes to the education, because it provides a lot of resources where teachers can take advantages to teach new languages, apply different types of practices, and search for enrichment information that professors can use on their classes.

Technology is very useful to increase intrinsic and extrinsic motivation that learners have when it comes to the speaking skill because teachers can use it to help students learn using videos, and practices where they can use repetition so, in this way, they can improve their pronunciation, and feel more comfortable when speaking in class.

When it comes to teach a new language, technology plays an important role on the motivation of young students specially because they are more attach to technology that any other generation, due to the fact that most of them grew up with it, and this is not bad; on the contrary, if this is implemented correctly technology can be an excellent ally to the teachers when it comes to provide them with awesome teaching resources and creative ways to increase their students' motivation when learning.

Technology is something that is present in everyone's daily lives and it is here to stay, that is why it is important that teachers can learn how to implement

technology on their classes so they can boost up the students' motivation on the learning process of this new language, because with it the classes are going to be more interactive and interesting; learners will be able to visualize better the usefulness of this new language.

Many teachers are more traditional when it comes to teaching, that is why they do not like to use technology in their classes, and because of that most students get bored using the same materials, with lack of originality. Technology can help teachers to be more creative with the use different web tools to capture students' attention, it can be very helpful in the speaking skills because students can use practices to improve and polish their pronunciation and increment their fluency when speaking in this second language.

1.2 Problem

There are many teachers that do not like to use technology when teaching English, this provokes that some students do not feel the motivation to keep learning the language, many students may get bored in classes because they are not engage with the activities and due to this they might get bad scores, and this is not necessarily

So how can the use of technologies such as Canvas, Voki and Kahoot! help the students' motivation when learning a new language?

1.3 Justification

Motivation is one of the main fuels of the learning process, because it keeps the learner giving the extra mile and caring for its own knowledge. Learning problems, or difficulties can be found in all skills and speaking is not an exception; many people have the saying of "Lo entiendo pero no lo hablo" which means "I understand it but I do not speak it", and the fear of being wrong when speaking could be what is holding most learners off from actually succeeding on mastering this skill. This fear is normal, but the lack of motivation might be what manages to keep this fear alive, and denying learners from their main goal which is mastering the language. Nonetheless, technology is a new door that may help young learners

to increase their motivation and boost up their confidence and provide them with impulse that they need to give the extra mile when learning the new language.

1.4 Objectives

1.4.1 General Objective:

- To analyze the use of technological applications such as Canvas, Voki and Kahoot for improving the English learning process.

1.4.2 Specific Objectives:

- To identify advantages in the use of technological applications such as Canvas, Voki and Kahoot! for improving the English learning process.
- To describe the use of the technological applications Canvas, Voki and Kahoot! in the English learning process.
- To propose English teaching strategies for implementing Canvas, Voki and Kahoot in the English Class.

CHAPTER II

Literature Review

2. Literature Review

Motivation is what make humans progress, to keep themselves active and seeking for their own achievements, but what really is motivation? As Ford argues "motivation is defined as the organized patterning of three psychological functions that serve to direct, energize, and regulate goal-directed activities such as personal goals, emotional arousal processes, and personal agency beliefs" (as cited in Izeddin Yahia, 2015, p. 6). Which means that motivation is the fuel to achieve a good learning because if learning is not part of the goal, or there is not an emotional link between the learning process and the motivation there will not be progress in the development of any skill.

On the document Technology as a Motivational Factor in Foreign Language Learning it is mention that "It is a common belief that engagement and motivation are crucial factors in learning and especially in language learning. Increasing motivation can lead to the mobilization of students' personal, cognitive, emotional behavioral resources and, consequently to better learning results" (Panagiotidis, Krystalli & Arvanitis, 2018, p43). If teachers increase the motivation of the students, they are going to get better results from them when it comes to develop better understanding, better attitude, better development of the tasks they need to accomplish in the classes.

The speaking skill in English as a Foreign Language (and from now on it will be reference as EFL) possess some level of difficulty to be taught and not because of the difficulty of the language if not because of the lack of exposure to the language that the learners may be receiving; however, with the help of technology this may be different as Le Zhang said "technology and society develop rapidly in recent years, the conventional teacher-centered teaching model is already out of fashion" (Le Zhang, 2017, p3). She is not taking credit out of the teacher-centered method which she actually mentions that this method is effective and it has work well for the pass decades (Zhang, 2017, p3), but technology is opening a new door, for teachers and learners and thanks to this EFL may be evolving thanks to this.

Technology also lets teachers provide significant context for the communicative activities and, in this way, involve students through real and authentic experiences, which favor motivation and the learning process (Rivera Barreto, 2018, p131). Technology can be something very useful for the teachers to motivate students using web tools and they can be very creative when it comes to develop activities to engage students on the learning of the new language. Also, Rivera Barreto said that "Information and communication technologies have become a tool of daily use for the individual who has in some way become dependent on the for the usefulness that they provide as they facilitate the connection with other learning environments like with the speaking skill, there are many ways that teachers can teach speaking using technology" (Rivera Barreto, 2018, p122).

Le Zhang emphasizes that the advances of technology had help on the development of better materials on the field, making them more divers (2017, p4). Taken a look at the pass the books were what teachers use the most to go and teach a language which undermine the importance of the speaking skill because a book will present serious difficulties to help learners achieve a fluent English or to have the correct pronunciation. A book will not expose the students to different accents and not only accents from native speakers but it will hardly help with the accent of none native speakers.

Ahmadi said on his research The Use of Technology in English Language Learning: A Literature Review (2018) that "Technology continues to grow in importance as a tool to help teachers facilitate language learning for their learners" (Ahmadi,2018, p1). Thanks to technology teachers can search for different types of web tools that they can use to teach certain topic or to support a class they need to teach; they can make classes more interactive and catch students' attention more easily. It is also mention that "Technology has always been an important part of teaching and learning environment. It is an essential part of the teachers' profession through which they can use it to facilitate learners' learning" (Ahmadi,2018, p116). Technology is useful not only for teachers

but for students too, they can use technology everywhere to continue practicing their lessons, to reinforce what they are learning.

Technology as a Motivational Factor in Foreign Language Learning mentions that "the relationship between the use of technological means such as web tools and services, digital games, mobile apps or communication tools and motivation in language learning context, has been studied extensively, with a wide variety of approaches, and within the framework of several language learning applications" (Panagiotidis, Krystalli & Arvanitis, 2018). This means that there are a lot of activities, programs and tools that teachers can use to provide students more creative classes and more enrichment thanks to technology.

Rivera Barreto (2018) alludes that "Technology permits the development of technological competencies, which allows students to be prepared for the challenges of the modern world; likewise, it helps with the acquisition of vocabulary when students are performing a given task and increases motivation through the use of technology, providing learning opportunities for the practice of a language" (p136). Technology provides students a lot of resources that they can use to accomplish tasks in classes, or they can use to practice outside the classroom and improve their learning.

Al-Mahrooqi and Troud mention that "the application of computer technologies instruction provides a student-centered learning environment. It enables course administrators and teachers to vary lesson presentation styles to motivate students of varying interests, provides learning opportunities outside the classroom (hence increasing learner interaction with the language0 and its perceived to cater more for individual differences" (Al-Mahrooqi & Troud, 2014, p2). For a teacher it is hard to focus on the learning of only one student but with technology it is possible to help individually each student because students can use web tools where they can practice individually and know what they need to improve and practice more.

Technology is on everyone lives for good or bad but is undeniable that it is here to stay, most people have access to technology in our society, and not only that, but the access to internet has grown exponentially in the past few years as an article form Sutel.go.cr has in which it is mentioned that between the 2010 and 2015 the access to internet in Costa Rica experimented a grow from 24% to 60%, placing Costa Rica in the top 3 of the countries that where study, among Uruguay and Chile (2016). And with that we can certainly know that the access to internet have been here for a couple of years now, that young learners use it all the time for their everyday lives, which means that if technology is use in class learners might feel more comfortable and motivated when learning as they are already used to it.

As it is mention by Rivera Barreto "Childhood starts to assimilate technology as one environment more and adults become accustomed to it, it becomes part of their daily routines" (Rivera Barreto,2018, p122). That is way it is important for teachers to assimilate that technology is here to stay and that they need to implement it in the way they teach, not reject technology and stay in the traditional teaching method. Technology demands a transformation of the classroom to have a transcendence in students' lives and, in this way, change the traditional concept of education (Rivera Barreto, 2018, p122).

"Some teachers now tend to propose a new methodology in the classroom and change the traditional class, where there were established customs to develop a class and it was focus on the traditional "chalk and talk" into an online learning environment to communicate" (Rivera Barreto, 2018, p121). It is useful to implement technology in the teaching, try to increase the methods to teach and to learn so in this way students can feel more motivate to learn and to become better in the language they are learning. "Some teachers may feel reluctant to adopt new teaching strategies ignoring that they could help students to learn more effectively and efficiently" (Rivera Barreto, 2018, p121). Teachers need to be more open to the technological world that kids are surrounded now, it is important to learn how to use it and how to implement it in the classes, the traditional method can be boring for the students and it is not a way to increase the students' motivation.

The use of technology on the speaking skill is a great way to actually improve this skill, as it allows learners the ability to access to more content in the target language increasing the exposure that the learners have to the English language as it is mention "Using online videos in classes can be of vital importance and effective in improving EFL learners' speaking ability" (Darsih, Suherdi & Safrina, 2018, p7). With the use of materials as videos students will be able to see different pronunciations and movements in the mouth of the speaker when speaking and will be more train when they speak with an actual native or EFL speakers who knows the language beside their teacher.

According to Darsih, Suherdi & Safrina (2018) technology can create a great impact on the learning and teaching process because it will help the students to have a better understanding of the data, more information and an easier way to interpret the data, but also it will help teachers to convey information in an exceptional way (Darsih, Suherdi & Safrina, 2018). Besides, this is really important to take into account not only learners will be benefit from the process of integration technology on the classes but also the professors will be impacted in a more desirable way of teaching, which brings out that they implementation of technology may also help in the motivation that the teacher has to teach the subject. Sometime people forget that professors are not machines and they are also driven by feeling, and if they are lacking motivation students might experience a difficult learning experience when training their speaking ability.

Moreover, Darsih, Suherdi & Safrina (2018) mention that "multimedia-based instructions in traditional EFL classrooms has been reported to be the impactful teaching medium because it is able to grab students' attention and motivate them to learn" (Darsih, Suherdi & Safrina, 2018). The speaking skill in EFL is lacking the motivation for students and introducing students to a more technological environment may be crucial on the learning process that students are facing right now, and with the use of simple application or software the yearning of learning can fire up producing learners that are more invested on being able to obtain the ability to speak fluently and with the correct pronunciation.

In addition, Darsih, Suherdi & Safrina (2018) also says that technology helps in presenting authentic situations that students have not the convenience to experience in a real life context (Darsih, Suherdi & Safrina, 2018). Which is totally true, in this case Costa Rica is a Spanish speaking country and the use of English is not common in costaricans' daily lives, they culture even though costaricans are not in another continent from the English that it is being taught in the classrooms, which in this case will be from USA, there are many practices that are different culturally speaking, and having the chance to expose learners to them will be a great advance that can be obtain. Helping someone with a simple direction may sound easy, but the context of how people in Costa Rica and how people un USA comprehend directions is totally different and without knowing the correct way to tell the person he or she might not understand; nonetheless, the ability for learners to experience with the real language on the internet or by using different online tools can create a better understanding for the learners in how to use the language properly.

Darsih, Suherdi & Safrina highly suggested the implementation of technology on the classrooms in English language teaching because it facilitates the work of the professors and also help the learner to learn more widely (Darsih, Suherdi & Safrina, 2018, p4). Furthermore, Darsih, Suherdi & Safrina on their study found the following:

> In behavioral aspect, it can be seen that the students endorsed these following statements; "I will follow the learning process if the teacher uses multimedia technology in teaching public speaking skill," "I tried to be active in public speaking course if the lecturer teaches by using multimedia technology," and "I am confident to speak English in public after learning by using multimedia technology." (Darsih, Suherdi & Safrina, 2018, p7).

Which help on the understanding of how new generation perceive technology as the feel more attracted or engage with the idea of using technology when learning and practicing a new language, and also reflects how the use of technology may have an impact on the confidence of the learners by giving them a

boost up as they feel more secure on the use of the speaking skill when they learn with the use of multimedia technology.

There are going to be some exceptions to the rule but most learners, especially young learners, who are now really aware of technology will be able to have a great learning experience and as Darsih at al. concluded in their study "most students agreed that multimedia technology can help them in learning public speaking easily" (Darsih, Suherdi & Safrina, p4). And shows how technology not only facilitates the information and the understanding of this info, but also it helps on the motivation and confidence that students have when learning and using the language outside the classroom which is the main objective of the EFL at the end of the day.

On the study that James Francis presented there are some interesting facts, on some surveys done to 95 students, most of them felt more motivated when technology was involved in the class, the second portion of the students said that they were not motivated neither demotivated and from the whole group of students who did the survey just one answer to feel unmotivated (Francis, 2017). Which shows that the generations change, kids nowadays are very involve with the use of technology, not only computers but smartphones are what call more their attention and the easy access to all the information that internet can provide them it is something that they give for granted.

Another answer that was presented on the study made by James Francis was regarding the current use of technology, students were asked if they thought that the use of technology that was being implemented was good enough or if they think that they should use more or less technology on the classes, to which most students responded that they think that the use of technology should increases (Francis, 2017). The adoption of technology in our society has been gradual but consistent and it is something that is undeniable and cannot be change at this point, most kids have grown surrounded by it, and implementing technology might be a what could trigger a much better appreciation to the learning process.

On the research named "The Effects Of Technology On Student Motivation And Engagement In Classroom-Based Learning" and written by James Francis there is an example of a technology implementation roadmap which was done on New England Charter School (NECS) during 2015 – 2016 school year and manly focused on implementing technology on the classroom (2017). James Francis documented the following timeline which is an effective way of implementing technology on the classrooms and not only good form an educational point of view but also from the administrative part that it is also involve when referring to use technology during classes:

Order Laptops (by May or June of 2015)

NECS ordered laptops as a part of the technology updating plan. These Google Chromebooks were placed on several floors in the building in order to allow for ease of access by the teachers 32 and the students. Each student is given a school email address, which also functions as login credentials for the Google Chromebooks. Each student is also given login information for a school database, which contains access to all of the student academic progress.

Planning (June through August 2015)

At the post-school year meetings (at NECS, these take place during the last two weeks of school during the month of June), the teachers were tasked to begin making curriculum changes and implementing projects to get full use out of the recently purchased laptops, SMART Boards, and other technology. This was being supported by a pre-training by the technology administrator on laptop use, SMART Board use, and additional technology installed in the classroom.

Train Staff (August 2015)

One week prior to the student's arrival, the teachers came to the school for a series of professional developments and in-service training. During at least one of these sessions, the technology team gave an in-depth presentation on the current

state of technology in the school. Further in-service training was given as needed in the operation of the various technologies installed throughout NECS.

Use of Technology (August through June 2015-2016)

After all students have received training and signed technology contracts, the new technology can be distributed and utilized. During this utilization period, teachers were given additional Inservice training as new technology was installed in the school (such as proxy cards for use with printers and secure cloud printing with interchangeable login information at any computer).

Post-Implementation Survey (February 2016)

During the course of the implementation process, it was important to understand see how students are affected by the incoming technology, and their feelings of motivation and inclusion towards technology.

Post-Implementation Observation (January and February 2017)

It was also important to see how the technology that was installed was implemented in practice. This focus on implementation (for the purposes of this dissertation) occurred during the following school year, and centered on the approaches the teachers used in order to be inclusive of all levels of students. During this observation, I watched closely for student engagement in learning activities and teacher adherence to Student Support Cards.

The implementation of technology should be gradual and well develop as the example provided by James Francis because when doing it correctly teachers will not encounter situations in which they do not know how the technology that they are using works and spending a whole class trying to make it work; moreover, the surveys and the observations are crucial in the evolution and transition of this new classes using technology because with this measurement tools the professor and the institution itself will be able to know how students are doing with the use of

technology, and if any changes need to be made in order to get a betterment on the success of the classes.

The implementation of technology has been happening slowly and the use of some applications have grown in popularity for teachers and students and the investigations about them also have starting to get a presence on the flied, Khaoot! is one of the most popular applications right now and Inge Wang and Tahir allude that when doing their study, they found about forty-eight studies that were investigated were about the learning outcome of using Kahoot!, and twelve of those studies compared the traditional method to Kahoot! (Inge Wang and Tahir, 2020, p7). And although, there are many studies happening right now the implementation of technology in the classrooms have been delayed for not a concreate reason.

Education Business publish and article regarding the use of technology (2019) in which a survey was done to professors from United Kingdom to know more about their perspective and thoughts on the use of technology, to which most of them were in favor of it; however, the problem that the professors point out was that there is a lack of investment in the resources needed to cover this improvement and they assure that this is the greatest barrier to support a learning process involving technology (Education Business, 2019). Nonetheless, the implementation of simple tools as Kahoot! Voki or Canva should be done as soon as possible because of the advantages that technology brings to the classroom.

Moreover, in this same article conferred by Education Business, there is another problem mention which is that besides the lack of financing in technology for learning purposes there is an inconsistent teacher training that is also a barrier that will avoid the use of technology (Education Business, 2019). Which demonstrates that everything is part of the same problem, teachers are not using technology because they are not capacitated on its use and they are not being capacitated because there is not a great investment on this matter. However, tools as the ones mention before (Kahoot! Voki or Canvas) are really simple for the teacher and the students to use which will solve one of the problems mentioned

before on the education business post as those tools do not require a big investment form the institution or de government and it will not require a specific capacitation for teachers to learn how to use them, with one hour of self-teaching teachers will be able to use the website easily.

Inge Wang and Tahir dified Khaoot! as "a game-based student response system (GSRS) where the classroom is temporarily transformed into a game show where the teacher is the game show host, and the students are the contenders" (Inge Wang and Tahir, 2020). This website provides the ability for the teacher to check knowledge with the learners or to create discussions based on the answers given by the students making them more invest on the topic and forcing them to speak more in the English language.

CHAPTER III
Design and Method

3.1 Research Method

The research method that will be use on this investigation it is the deductive method. As the website Pressbooks presents the deductive method is focus on study what others have done, read theories or phenomenon that already exists and are been study and then tests hypotheses that emerge from those theories (Pressbooks, nd). As the main focus of this investigation is to present information already provided by other authors.

3.2 Type of Investigation

The type of investigation that it is been use on this research will be a qualitative method with can be defined as a method that recollects information. The responses are essentially non-numerical and this information is used by the researcher with the objective of understanding what the participants think but also why they think in that specific way (QuestionPro, nd).

This research is a qualitative investigation and is looking to explore different authors to see the effectiveness of the use of technology when teaching the speaking skill in ELF.

3.3 Research approach

The approach that will be use on this research is a deductive Research Approach what as per Business Research Methodology the deductive approach uses theory and hypotheses to present in information for dissertation that need to be either confirm or denied during the research process (Business Research Methodology, nd).

3.4 Sources and Subjects of information

The sources that will be use in this on this research are secondary sources. On the secondary sources. It is going to be use research and books of different authors that wrote about similar topics or relevant information with the objective of this investigation, primary sources as interviews, observations and surveys are not going to be use as this research is being written during the pandemic of covid-19

and due to that it is making impossible researches to actually attend a class, interview professors and students and also apply any observations or surveys between the target population.

3.5 Population

San Ramon is the second district in Alajuela´s province, located in Costa Rica. San Ramon´s area is 1018.64 km², it is divided in thirteen districts. San Ramon´s population is around 92 874 habitants and it was founded in August 21, 1856.

San Ramon is the most important high zone of the central valley outside of the big metropolitan area, it is located 42 kilometers from the Juan Santamaria international airport and 51 kilometers from Caldera´s port, giving San Ramon a huge strategic importance.

The Julio Acosta Garcia Superior Institute is in San Ramon from Alajuela, it began to work on 1954 as a complementary school in the Jorge's Washington school. On April 1st, 1952, the Julio Acosta Garcia Superior Institute opened their doors as an independent high school.

It is the biggest high school in San Ramon, covering the majority of students in that district. Their principal, Ana Ester Canales Lios states that the Julio Acosta Garcia High School counts with a huge quantity of students around San Ramon and a lot of resources and programs to enhance the student's improvement in the learning area. The High School is divided in several pavilions with a big quantity of classrooms, this High School turns at night as the most important and the biggest nocturne High School in San Ramon.

The participants in this investigation consist of a group of 15 students of seventh grade, group 7-6. From the 15 students there are 5 boys and 10 girls.

CHAPTER IV
Results and Analysis

4.1 Data Analysis

Table 1

Technology Integration in Public Speaking Classroom: Is It Effective

Darsih, Suherdi & Safrina	
Method	
Multimedia-based instructions	EFL classrooms has been reported to be the impactful teaching medium because it is able to grab students' attention and motivate them to learn.
Technological tools	• Online videos. • Presenting authentic situations. • Facilitates the work of the professors. • Also help the learner to learn more widely.
Behavioral aspect	
Response of the students	Students agreed to: I will follow the learning process if the teacher uses multimedia technology in teaching public speaking skill. Students agreed to: I tried to be active in public speaking course if the lecturer teaches by using multimedia technology. Students agreed to: I am confident to speak English in public after learning by using multimedia technology.

Source: The use of Technology Can Increase Motivation in the Learning Process of the Speaking Skill on Students of Seventh Grade from the Julio Acosta Garcia Institute

Table 2

The Effects Of Technology On Student Motivation And Engagement In Classroom-Based Learning

James Francis	
Technological tools	- Webtools - Presenting authentic situations. - Variety of resources - Modern teaching methods
Behavioral aspect	
Response of the students	Most of the students agree that technology is something useful and motivational for them to have an enrichment learning but not all the institutions are equipped with it. Most of the students believed that technology is very useful but a small portion don´t agree with that.

Source: The use of Technology Can Increase Motivation in the Learning Process of the Speaking Skill on Students of Seventh Grade from the Julio Acosta Garcia Institute

Table 3

Motivating English Language Use by using the benefits of technology.

Rivera Barreto	
Technological motivation	• The use of technology improves learning opportunities to practice a new language. • Teachers can motivate their students when it comes to learning something new thanks to the use of technology.
Technological tools	• Web tools • Presenting authentic situations. • Variety of resources • Modern teaching methods
Behavioral aspect	
Response of the students	• Students feel that technology help them to be more prepared for the challenges that they can face on the future. • Students know that technology is part of their daily routines and they believed that it is important that teachers and the institutions can educate themselves and implement technology to their classes.

Source: The use of Technology Can Increase Motivation in the Learning Process of the Speaking Skill on Students of Seventh Grade from the Julio Acosta Garcia Institute

Motivational Factor in foreign language learning mentions how the engagement and the motivation are a really important part when learning a new language and explains that the use of technological tools (programs, digital games, mobile apps.) are intertwined with the motivation that a learner may have, and its use on the classroom has been extensively study, besides it has similarities with the document Technology Integration in Public Speaking Classroom: Is It Effective? As the authors of this document emphasize that technology can create a great impact on the learning process of the students and even though they are not talking about motivation the response on the students use for their investigation showed that they were more entitle to follow the learning process if technology was being involved.

The surveys applied to the students on the study "The Effects Of Technology On Student Motivation And Engagement In Classroom-Based Learning" helps to reinforce the idea that the technology may increase the motivation that students have when learning a language as the results on the interactions that he had with the students were inclined to try to use technology on their classes.

Moreover, when talking a look at the information gather Darsih, Suherdi & Safrina also refer on their document Technology Integration in Public Speaking Classroom: Is It Effective? That the use of online videos can be of vital importance when improving the EFL learners' speaking ability and they highly suggested the implementation of technology on the classrooms as it will increase the improvement on their speaking skill and will facilitate the work of the teachers.

Even though the authors studied believe that the implementation of the technology should be done, only James Francis documented the steps that were taking on his study to implement technology getting him to the thought that the technology should be implemented gradually as professors may encounter different situations, and not only situations where they do not know how to do an specific response on the technology use, but they may encounter may situations that the students have when dealing with technology.

For James Francis to about a year to implement the technology that they were trying to use, however, implementing simple apps may reduce this timeframe drastically, nonetheless, the researchers think that the implementation gradually and well plan as James Francis said will be the safest way to show great results.

However, one of the most common concerns that was seen on the different studies is about the knowledge of the professors when using technology, it is interesting to see how many of the authors refer to the fact that technology will make it easier for the teachers when creating content or when using content already created by someone else and on the interviews that Education business has on its article it is shown that one on the concerns that the professors have is the fact that they are not being capacitated to implement technology which is a really interesting statement because it can be looked in many different ways as a fault of the institution for not providing a proper capacitation for the professors but can also be seen as a lack of interest on some professors as if they are not receiving a training they will not help themselves on facilitating their own work and making an easier way for the students to learn.

CHAPTER V

Strategies/ Activities

5.1 Strategies

Strategy # 1	
Level : 7th grade	
Unit 5	**Scenario:** Let's Celebrate Costa Rican Culture!
Objective	
To describe how he/she celebrates holidays and special occasions and also inquire as to how others celebrate them.	
Activity	
Teacher will divide the group in to small groups of 3 and assign to each group a random holyday or special occasion that its celebrated in Costa Rica (Mother's day, Holy week, New year's day, Juan Santamaria Day, Labor day, Guanacaste day, Virgin of los Angeles Day, Independence Day…). Students will create a very simple infographic in canva describing at least five different things they or their family do on the specific holiday assign. After they finish creating the infographic students will go in front of the class in and will present the infographic created.	
Materials used in classroom	
Computer Smartphones (If the institution does not have an English lab).	
Students Materials	
Smartphones	
Links	www.canva.com
Time	40mins
Evaluation	Presentation (Formative/ Summative)

Strategy # 2	
Level : 7th grade	
Unit 4	**Scenario:** Checking things off a shopping list
Objective	

To describe shopping items using simple words and sentence frames (e.g. their size, color, material, price).
Activity
Professor will ask students to create a short presentation of them describing shopping items using simple words and sentence frames (at least five different items).   Professor will ask students to create an avatar in Voki (if students already have one they can you it), and then by using that avatar they will record themselves describing the shopping items on the short presentation previously created. They audio should be at least 40 seconds long.
Materials used in classroom
Computer   Headset or microphone   Smartphones (If there is not an English lab)
Students Materials
Smartphones

Links	www.voki.com
Time	50mins
Evaluation	Presentation (Formative/ Summative)

Strategy # 3	
Level : 7th grade	
Unit 2	**Scenario:** Enjoying Life
Objective	
To ask simple questions about daily routines, eating habits, hobbies and hanging out activities.	
Activity	
The professor will divide the group in small groups of three. Students will create a Small infographic in canva where they will write 3 questions about daily routines, eating habits, hobbies and hanging out activities. After they students	

have the questions done they will go and look for professors to answer the questions. At least 2 answers per question.

Once they ask the questions they will add those answers to the infographic and a group the professor and the students will discuss the questions and the answers that they have.

Materials used in classroom	
Computer	
Smartphones	
Students Materials	
Pen / Pencil	
Paper	
Smartphones	
Links	www.canva.com
Time	40min
Evaluation	Discussion as a group (Formative)

Strategy # 4	
Level : 7th grade	
Unit 3	**Scenario:** Getting Back to Nature
Objective	
To talk briefly about different places and isolated vocabulary.	
Activity	
The professor will ask students to enter kahoot!, professor will show a short presentation with different pictures about animals, places and plants to which students need to guess the correct name to win. After each picture professor will ask students for the correct pronunciation of the word, if students do not know professor will provide the answer and will ask them to repeat after.	
Materials used in classroom	
Computer	
Smartphones	
Students Materials	

Smartphones	
Links	kahoot.com
Time	20mins
Evaluation	Through the app (Formative)

Strategy # 5	
Level : 7th grade	
Unit 2	**Scenario:** Enjoying Life
Objective	
To introduce him/herself to the class by using Voki	
Activity	
Professor will ask students to create an avatar in Voki (if students already have one they can you it) and they will record themselves with an introduction for example say his/her name, where s/he comes from and what s/he does (address, telephone number, nationality, age, family and hobbies). It should be at least 40 seconds long. After everyone is done, they will present the short animated video to the class.	
Materials used in classroom	
Smartphone Computer	
Students Materials	
Smartphone	
Links	www.voki.com
Time	40mins
Evaluation	Presentation (summative/formative)

Strategy # 6	
Level : 7th grade	
Unit : 1	**Scenario: Let´s meet and greet**
Objective	

To develop a conversation using daily routines vocabulary using Voki.	
Activity	
Students get in pairs and using the web tool Voki and the vocabulary of Daily Routines, they have to create an avatar and stablish a conversation asking about their daily routines. They present it to the rest of the class and use their own voices to recreate the conversation.	
Materials used in classroom	
Computer or cellphones video projector	
Students Materials	
Cellphones computers	
Links	https://l-www.voki.com/
Time	20 min
Evaluation	Presentation (summative/formative)

Strategy # 7	
Level : 7th grade	
Unit : 1	**Scenario: Let´s meet and greet**
Objective	
To talk about a daily routine with the correct vocabulary using Canva.	
Activity	
Using Canva students have to write a letter talking about their daily routines and then teacher pick 2 or 3 students to read the letter to the rest of the class.	
Materials used in classroom	
Smartphone Computer Video projector	
Students Materials	
Smartphone	

Computer	
Links	https://www.canva.com/
Time	30 min
Evaluation	Presentation (summative/formative)

Strategy # 8	
Level : 7th grade	
Unit : 2	**Scenario: Hanging Out in my Community**
Objective	
To learn to describe habits, hobbies and routines.	
Activity	
Students create a brochure describing their favorite hobbies using Canva, they have to present it to the rest of the class.	
Materials used in classroom	
Smartphones Computers Video projector	
Students Materials	
Smartphones Computers	
Links	https://www.canva.com/
Time	40 min
Evaluation	Presentation (summative/formative)

Strategy # 9	
Level : 7th grade	
Unit : 3	**Scenario: Enjoying Spare time**
Objective	
To earn about costarican holidays	
Activity:	

Teacher divide the class in groups, they have to create a user in kahoot with one cellphone or a computer, they have to answer correctly to questions related to Costa Rican holidays.	
Materials used in classroom	
Smartphones Computers Video projector	
Students Materials	
Smartphones Computers	
Links	https://kahoot.it/
Time	45 min
Evaluation	Through the app (Formative)

Strategy # 10	
Level : 7th grade	
Unit : 2	**Scenario:** Hanging Out in my Community
Objective	
To create a restaurant menu using Canva and food vocabulary.	
Activity	
Teacher divide the class into groups or pairs, using canva they have to create a brochure of a restaurant menu using the food vocabulary, they have to recreate a restaurant scene where they have to order food to the waiter using the menu they created.	
Materials used in classroom	
Smartphones Computers Video Projector	
Students Materials	
Smartphones Computers	

Links	https://www.canva.com/
Time	50 min
Evaluation	Presentation (summative/formative)

CHAPTER VI

Conclusions

6.1 Conclusions

With this research can be concluded that there are positive and negative facts in the current state of teaching and trying to implement technology as the information gather from different authors have shown the strength of its use, and also vulnerabilities and problems that its implementation has.

Two of the biggest issues that were discover on the investigation were that professors even though many of them agree with the use of technology they think that there is not enough preparation from the institutions to help professors with capacitation in how to make a proper use of this tools and this is one of the reason why many professors do not make the jump to better and easier tools that can be offer by technology.

Moreover, the second concern that professors have with the implementation of technology is that there is not enough investment from the institutions, so even though they want to use technology there is not technology at their disposal to be use, and this creates a huge barrier for teachers and students to use technology on the classroom. Showing that professors are tied up on the resources that they can use making for them harder the decision of even thinking about use any technology.

Besides, the information gathered from the study done by James Francis prove that the implementation of technology does not happen in the blink of an eye as the documented the process done to introduce technology to the learners by using six different steps. However, the implementation was successful and the response of the students on the surveys that were done by him show a

Nonetheless, there is a problem that institutions have with the implementation of technology, the study have shown that using it for the purpose of improving the speaking skill in the EFL it is a great option that needs to be consider. Exhibiting facts as the ones provided by the research done by Darsih, Suherdi & Safrina which they agree that its use facilitates not only the learning process of the student by presenting authentic situations, but also expedites the

work that the professors have when preparing or planning a classes.

Furthermore, tools as Canva, Kahoot! and Voki were presented as easy implementations that professors can use without too much effort to create engaging activities and motivate the students when practicing and developing the speaking skill in EFL, and some samples of activities with this tools were included to provide a better understanding of them and to show their simplicity and how to use them in a simple way.

In conclusion, even though some problems are when trying to implement technology, it's use is a great advantage for learners and professors and should be implemented gradually to create a better impact to the learners for them to develop the speaking skill in EFL faster and with more confidence.

CHAPTER VII

Recommendations

7.1 Recommendation

In this case there are some recommendations that teachers can use to improve the technological supplies and increase the motivation in the learning process of the speaking skill. Technology is very important in every aspect when it comes to the learning process; kids are surrounded by technology every day in their daily routines, so it is important to implement it in the classes and especially when it comes to learn a new language.

Some institutions do not count with the amount of technological resources so teachers need to learn how to use the ones that they have to teach students and to help them to feel motivation for their classes. There are a lot of tools that teachers can use to capture the student's attention and it is important to learn how to use them because now students demand a more dynamic class to learn.

Most of the teachers do not have a preparation with the technological supplies that an institution can give them, or they do not prefer to use it and keep the traditional teaching method. The fact that some teachers do not want to use technological supplies it affects the learning of their students because their classes can be boring for them and this affects their motivation to learn.

Students can not feel any motivation to go to classes to learn using the traditional way, it only makes them try to skip classes because of that. They need more than just a boring class full of papers, just sitting in there answering book exercises and listening to the same CD with the same old activities.

Teachers need to innovate their teaching strategies, they need to open their minds and learn that they need to implement technology in their classes if they have the possibilities to do it, because students need to learn with the best way possible.

Some teachers do not know how to use technology so that is why it is essential to teach them to do it and to use the different kinds of tools they have in

handily to do it and the different functions those tools have, so they can use them correctly with a certain topic or a certain activity.

Some of the web tools that teachers can use are Wabisabi that is made to create lesson plans, portfolios and sharing a collaborative experience between students and parents.

Articulate is a tool where teachers can use to create online learning courses and with the situation of the pandemic this is a very useful tool to do online classes. Edpuzzle is a tool where teachers can customize videos with interactive tools and they can track students' actions and their progress.

Formative is a tool where teachers can create assessments for their students and get live results from their students and even, they can present real-time feedback to them.

Lightsail is an online tool that teachers can use to improve the independent reading in students, and they can monitor their progress and provide them feedback.

A great tool for teachers is pocket, teachers here can save articles, videos, images and a lot of other information for later in case they need that to create a lesson plan or any activity for their students.

Those are amazing examples of web tools that teachers, students and even parents can use to learn and teach. Those technological tools can be used to accomplish different tasks to motivate the students in the learning process of learning a new language.

The best web tools to help students to learn a new language using the speaking skills are Kahoot, Voki and Canva. Kahoot can be used to create amazing quizzes to test the student's knowledge, the only thing that they need is a cellphone to answer the questions and that´s it. Voki is a beautiful tool where students and teachers can create comics and customize them to make

conversations or to learn vocabulary of a certain topic. Canva works to create a lot of amazing designs to present a topic or to create material for the class.

In conclusion there are a lot of technological resources that teachers can use to improve their student's motivation when it comes to learn a new language and students can use them too at home to practice more what they already learned.

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