



TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ CAMPUS

NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH MAJOR

RESEARCH PROJECT

“THE TECHNOLOGICAL TOOLS USED BY TEACHERS IN VIRTUAL MODALITY FOR THE TEACHING-LEARNING PROCESS IN ENGLISH LANGUAGE”

Research report before obtaining the bachelor degree in National and Foreign language Pedagogy, English Major

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**PUJILÍ-ECUADOR
MARCH 2022**


TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled “The technological tools used by teachers in virtual modality for the teaching-learning process in English language”, and researched by Cinthya Evelin Caceres Cacoango, ID number: 1004825129 and Jennyfer Karolina Villegas Oña, ID number: 0503662280., for obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí, March, 2022


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COMMITTEE APPROVAL

The research report entitled “The technological tools used by teachers in virtual modality for the teaching-learning process in English language”, has been revised, approved and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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GRATEFULNESS

Firstly, we would like to thank our parents because thanks to their support, effort, work and daily advice, today we are fulfilling one more dream. Also, to the Technical University of Cotopaxi for accepting us and allowing us to fulfill our dream of becoming professionals in this emblematic institution. Likewise, to all the teachers who from the beginning of our semester were sharing with us the best knowledge about how valuable a second language is and the value of teaching. As well as to each of the teachers who during this academic process were supporting us and encouraging us to move forward. Finally, to those who during our pre-professional internships were our students and thanks to them we obtained better knowledge and experiences in the classroom.

DEDICATION

This project is dedicated to our parents who with their love, patience and work have helped us to complete another stage in our lives, guiding us and encouraging us to continue on the path of education, forging in us a spirit of strength that we will carry in our hearts forever.

To my brothers who have supported me at all times of weakness giving me the satisfaction of a hug and encouragement to continue through all this and more I dedicate this work that with much effort I have managed to complete. I love you all.

Caceres Evelyn and Villegas Karolina

TECHNICAL UNIVERSITY OF COTOPAXI
UNDERGRADUATE PROGRAM
DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR

THEME: The technological tools used by teachers in virtual modality for the teaching-learning process in English language.

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ABSTRACT

Education has been characterized in recent times by the advancement in the use of technological tools since these allow the objectives aimed in the teaching-learning process to be adequately achieved. Additionally, it was affected due to the pandemic that arose during the years 2020 / 2021. Therefore, technology has been the main component of education, for this reason this research has the objective to analyze the influence of the use of technological tools for virtual classes in the teaching-learning process of English language. For this reason, the main problem of this research was: How technological tools influence virtual education and the teaching learning process of the English language? In order to carry out the analysis within the investigation, the following research parameters have been considered: a qualitative methodology that is a descriptive method applied to analyze the main factors involved in the use of technological tools for online teaching. The data collection instrument was a semi-structured interview, which contained open-ended questions that contributed to research and was applied to six English teachers from the educational institution "Dr. Trajano Naranjo Iturralde" and "Rioblanco Alto". Data analysis was carried out using a thematic analysis that focused on coding, transcription, and finally divided into five categories, such as: the challenges of virtual education, advantages, disadvantages and the impact of professional training of it. The results showed that online teaching is not only a challenge for teachers, but also involves students, since socioeconomic factors, teacher training, the use of these digital platforms, the advantages and disadvantages that involve the virtual modality in the educational context must be taken into account, since technical issues are the main problem in the effectiveness of online classes. The study concludes that the technological tools support the teacher in the virtual mode, since through them it is possible to interact with the student, thus generating significant knowledge. However, it is necessary to take into consideration aspects that interfere in the teaching-learning process of English regarding the use and management of technology in online classes.

Keywords: Education, English language, teaching-learning process, technological tools, virtual modality.

TECHNICAL UNIVERSITY OF COTOPAXI
UNDERGRADUATE PROGRAM
DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR

TÍTULO: Las herramientas tecnológicas utilizadas por los docentes en la modalidad virtual para el proceso de enseñanza-aprendizaje del idioma inglés.

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RESUMEN

La educación se ha caracterizado en los últimos tiempos por el avance en el uso de herramientas tecnológicas debido a que estas permiten alcanzar adecuadamente los objetivos encaminados al proceso de enseñanza-aprendizaje. Así mismo, se vio afectada debido a la pandemia que se presentó durante los años 2020 / 2021. Por lo tanto, la tecnología ha sido el componente principal de la educación, por tal motivo esta investigación tiene como objetivo analizar la influencia del uso de herramientas tecnológicas para las clases virtuales en el proceso de enseñanza-aprendizaje del idioma inglés. Para lo cual, el principal problema de esta investigación fue: ¿Cómo las herramientas tecnológicas influyen en la educación virtual y el proceso de enseñanza aprendizaje del idioma inglés? Para realizar el análisis dentro del estudio se han considerado los siguientes parámetros de investigación: una metodología cualitativa que es un método descriptivo aplicado para analizar los principales factores que intervienen en el uso de herramientas tecnológicas para la enseñanza en línea. El instrumento de recolección de datos fue una entrevista semiestructurada, el cual contenía preguntas abiertas que contribuyeron a la investigación y fue aplicada a seis docentes de inglés de la institución educativa “Dr. Trajano Naranjo Iturralde” y “Rioblanco Alto”. El análisis de datos se llevó a cabo utilizando un análisis temático que se centró en la codificación, la transcripción y finalmente se dividió en cinco categorías, tales como: los desafíos de la educación virtual, las ventajas, las desventajas y el impacto de la formación profesional de la misma. Los resultados mostraron que la enseñanza en línea no sólo es un reto para los profesores, sino que también involucra a los estudiantes, ya que se deben tener en cuenta los factores socioeconómicos, la formación de los docentes, el uso de estas plataformas digitales, las ventajas y desventajas que involucran la modalidad virtual en el contexto educativo, ya que las cuestiones técnicas son el principal problema en la efectividad de las clases en línea. El estudio concluye que las herramientas tecnológicas apoyan al docente en la modalidad virtual, ya que a través de ellas es posible interactuar con el estudiante, generando así un conocimiento significativo. Sin embargo, es necesario tener en cuenta aspectos que interfieren en el proceso de enseñanza-aprendizaje del inglés en cuanto al uso y manejo de la tecnología en las clases en línea.

Palabras clave: educación, herramientas tecnológicas, idioma inglés, modalidad virtual, proceso de enseñanza-aprendizaje

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UNDERGRADUATE DEGREE WORK STRUCTURE

1. GENERAL INFORMATION

Theme: The technological tools used by teachers in virtual modality for the teaching-learning process in English language.

Starting Date:

March 2021

Ending Date:

February 2022

Place of Research:

Unidad educativa Dr. Trajano Naranjo Iturralde & Unidad educativa Rioblanco Alto

Sponsoring Faculty:

Technical University of Cotopaxi Pujilí Campus

Sponsoring career:

National and Foreign Language Pedagogy

Linked Research:

Formative processes in the teaching and learning of English as a foreign language in the educational institutions of the province of Cotopaxi.

Macro project of the career: Career Macro Project

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Knowledge area:

Education

Research line:

Education, communication and design for human and social development.

Research line of the career (if applicable):

Innovation in the teaching and learning of the English language as foreign language

2. PROBLEM STATEMENT

Currently, the use of technology has become an important component in education, as the changes from face-to-face to virtual mode in educational institutions have caused teachers to use technological tools as a source of teaching that allow them to develop meaningful knowledge in students adequately. Pontes et al. (2012) mention that "it is essential to identify strategies for the use of technology that are appropriate and consistent with the objective of the intervention, to produce effective teaching strategies and stimulate a real way of processing information"(p.2). Thus, the management and use of technological tools in teaching implies a commitment on the part of the teacher-student, since through them the teaching-learning process would not be affected, allowing the teaching objectives to be achieved.

On the other hand, the use of technology can be considered a challenge in education, since if it is not handled properly, it does not contribute to student learning, causing them to lose interest and decrease their academic performance. Therefore, technology training helps teachers to get involved in all aspects of online teaching and how a topic can be approached through digital platforms and other technological elements that support learning. All studies focused on this type of analysis found that most teachers believe that online classes help develop cognitive skills in students. In addition, they considered online teaching a challenge, since it is difficult for them to handle technological tools because they did not have professional training on how to use them and what elements can be used for the teaching-learning process.

Thus, the use of technology in the online teaching process produces the teacher looking for the appropriate way to teach classes through strategies that involve the use of technology, since virtual education implies that teachers properly manage technological resources to meet the expectations of teaching. Therefore, this study will focus on the valuation of technology in virtual education and how each teacher made use of different technological tools to teach English and the advantages, disadvantages presented in the application in virtual classes. For this reason, the **Problem is: How do technological tools influence virtual education and the teaching-learning process of the English language?**

Research question:

- What are the challenges that imply the use of technological tools in virtual classes?
- What are the advantages of using technological tools in teaching - learning process of the English language on virtual classes?
- What are the disadvantages of using technological tools in teaching - learning process of the English language on virtual classes?

3. OBJECTIVES**General Objective:**

- To analyze the influence of the use of technological tools for virtual classes in the teaching-learning process of English language.

Specific Objectives:

- To develop an epistemological analysis focus in the technological tools used in the teaching-learning process in the English language.
- To reflect the teacher's opinion about their training and experiences in online teaching.
- To explore the advantages, disadvantages and challenges in the use of technological tools during the teaching-learning process on virtual education.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.

Specific objective	Activities	Verification Means
To develop an epistemological analysis focus on the technological tools used in the teaching-learning process in the English language.	<ul style="list-style-type: none"> ● Bibliography compilation. ● Understanding of information about technological tools. ● Selection on the information. ● Description of the content. 	Theoretical framework
To reflect the teacher's opinions about their training and teaching	<ul style="list-style-type: none"> ● Selection of the population to which the research will be carried out. 	Interview transcripts file

experiences in online teaching.	<ul style="list-style-type: none"> ● Develop an interview file with structured questions. ● Development of an interview file focuses on the use of technological tools for teachers in the English area. ● Interview application. 	
To explore the advantages, disadvantages and challenges in the use of technological tools during the teaching-learning process on virtual education.	<ul style="list-style-type: none"> ● Collect information about the opinions and experiences of teachers in the use of technological tools. ● Analysis of the opinions generated in the interview. ● Interpretation of the important factors found in the interview. ● Definition of advantages, disadvantages and challenges in the use of technological tools. 	Analysis of advantages, disadvantages, and challenges.

5. JUSTIFICATION

Education is an important component of the intellectual and humanistic formation of everyone in society. Furthermore, it is essential to know about the ways in which knowledge can be received and transmitted in a way that is meaningful and supportive throughout the life of each individual learner. However, in the year 2020 education was affected by a disease called COVID 19, since the OMS (Organización Mundial de la Salud) decreed global isolation. Therefore, educational institutions had to cancel classes, which led each government to take measures and implement new reforms that contribute to the teaching-learning process according to the health emergency. Therefore, according to the resolutions issued in the MINEDUC-MINEDUC-2020-00044-A (2020), Article 7.- Phase 1: Let's learn together at home mentions that "during this phase all children, adolescents, young people and adults who are part of the Ecuadorian education system studies from their homes with the use of different pedagogical and technological resources due to the restriction of the provision of educational services in a

face-to-face or semi-presidential manner in the facilities of educational institutions throughout the national territory" (p.8). Due to the ministerial agreements towards education, this research focused on the use of technological tools by teachers since in most educational institutions the problem is that several teachers have no knowledge of applications or platforms that benefit a quality virtual education, as well as the socioeconomic factor, the lack of technology and technique are the main problem in virtual education. So, it is essential to know the reality of virtual education through different points of view and opinions generated by the subject in charge of providing meaningful knowledge to the student, who is the teacher. This study will benefit future research on the use of digital platforms and technology. It also provides knowledge for university students who wish to learn about virtual education. Therefore, the use of technology requires depth and therefore it is important to know the opinions and feelings that a teacher faces in virtual classes when teaching a class focused on using technology correctly.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

Technological tools allow the development of knowledge related to technology and in the same way facilitate understanding and establish a pleasant atmosphere in virtual classes since they attract the attention of the students, allowing them to come into contact with new forms of learning. Furthermore, to effectively contribute to the teaching process, since most recent studies have contributed with the opinions of teachers who support their effectiveness but equally differ in the use and quality of each one and the challenges they face in the virtual modality. Therefore, it's relevant to present previous studies that have been done on the basis of the influence of technological tools in virtual classes.

The study of Student and teacher perceptions of online student participation in an online middle school aimed to explore the factors that lead to increased participation of high school students learning online in a New Zealand distance education school. Accordingly, of the study were four teachers and 10 students, in which seventy percent of the students had been learning online for at least one year and some were from overseas. On the other hand, the instruments used in this study were online interviews and face-to-face interviews. The results were that teachers identified that students were highly engaged in activities that took place outside the LMS, usually using web-based tools. In summary, the technological tools help students to be more

participative during the activities that take place in the virtual classrooms (Louwrens & Hartnett, 2015).

Conducted a study of students' learning experiences in a virtual classroom, which aimed to develop a better understanding of students' learning experiences with the online learning technology specific to the Adobe Connect virtual classroom. The participants were students from the University of New Zealand. In addition, the study method used in this research was a qualitative case study approach, to conduct this study they used instruments such as; interviews and observation of online activities which suggested as a result that students' learning experiences with the virtual classroom were associated with the possibilities and limitations of this educational technology. In summary, virtual classrooms can also help students in the teaching-learning process because they develop their cognitive skills and gain more knowledge (Dilani & Gedera, 2014).

Kulal & Nayak (2020) mention that in our study titled as a study on the perception of teachers and students towards online classes in Dakshina Kannada and Udupi district whose objective was focused on analyzing the perception of teachers and students towards online classes, for this teachers and students from different academic fields were selected as objects of study, further the instruments were two separate structured questionnaires for students and teachers in Dakshina Kannada and Udupi district in Karnataka. The data were recorded in SPSS and analyzed using descriptive statistics. The main findings were that students are comfortable with online classes and receive sufficient support from teachers, but do not believe that online classes will replace traditional classroom teaching, similarly it finds that teachers face difficulties in conducting online classes due to lack of adequate training and development to conduct online classes. Technical problems are the main problem for the effectiveness of online classes. In summary, online classes have their advantages but through face-to-face classes teachers may feel more comfortable because some teachers do not have much knowledge of the technological tools.

In their study virtual classroom teacher skills to promote student participation whose objective was to review the educational research literature on virtual classrooms, teaching behavior and student participation to establish a theoretical model that explains the type of skills that teachers should develop to achieve student participation in academic activities, in which the objects of study were students and teachers at the University of Valencia, for which the study method was

qualitative and its instruments were the selection of articles on different platforms, the final results were that the selected articles served for the development of the explanatory theoretical model. In summary, the articles help to a better understanding of the virtual classrooms and to a better development of the students' skills (Bigné et al., 2018).

In their study entitled *What makes teachers use technology in the classroom? Exploring the factors affecting facilitation of technology with a Korean sample* whose aim was to identify factors influencing teachers' decisions about using technology in the classroom setting and examine the degree to which teaching experience affects these decisions, the objects of study were 64 teachers (47 female and 17 male), including 38 primary and 26 secondary school teachers, furthermore their study method was qualitative which consisted of two sections the first section focused on teachers providing a master list of reasons why they use technology in a classroom. Secondly, using items from the master list, we examined the factor structure of teachers' reasons for using technology (Baek et al., 2008). The final results imply that teachers do not pay much attention to improving the quality of learning when they decide to adopt technology, especially because they are more experienced. Because of the potential benefits in the classroom, teachers at all levels should use technology being aware of its purpose and really believe in its effectiveness for learning. In summary, in this study, teachers' perceptions were that face-to-face classrooms are better than virtual classrooms because many students as well as teachers do not have enough knowledge about technological tools and therefore it is a challenge.

Each article has results that are very helpful to the research to be carried out, each article has different perceptions, in which they explain that technological tools during virtual classes have their advantages and disadvantages during the teaching-learning process, Many of the teachers believe that online classes help to develop the cognitive skills of the students, in the same way for some teachers it is a challenge since many of them find it difficult to handle the technological tools, however it is necessary to have knowledge about them in order to be able to offer the students a teaching that is no longer very traditional but also a modern teaching.

6.2 Theoretical Framework

Virtual education.

Virtual education is considered a strategic element that allows the improvement of education through its multimedia components, which generate a social and interactive environment between teacher-students through technological devices (Morales et al., 2016). The performance of governments to provide quality education is limited to the strategies that implement the new educational reforms which are focused on citizen rights that are the expansion and coverage of education, which is why, in connection with new technologies, virtual classrooms are the ones that strengthen accessibility to information that the student can share freely, safely and quickly. The strategies of online education (e-learning) are based on the fact that the teaching-learning process is not subject to temporal and spatial restrictions since technology allows innovating in new educational techniques that allow configuring the key elements in classes such as: interaction and interactivity.

Temesio (2016) states that the educational environment in virtual mode is responsible for facilitating learning since if the conditions are ideal for a student to acquire knowledge, it develops according to each class, since each student is part of an institution and deserves equal opportunities. For this reason, virtual education encourages and interferes in the use and discovery of new digital platforms that serve as pedagogical support for teachers and allow students to achieve educational objectives (Crisol et al., 2020). However, all the challenges involved in working in a virtual environment are important, since it must be taken into account that the majority of students do not have mobile devices and this refers to inclusive education, which is what indicates that students should learn equally and this encourages each student to have their own way of developing their cognitive abilities.

The tendency of the students is that each one of them in recent times has acquired a technological device that allows them to connect to the Internet, this is one of the advantages since the main problem of online classes is that the student has difficulties to access the platforms and other technological elements that contribute to their learning (Tobin, 2014). On the other hand, online classes contribute to the expansion of opportunities to know and learn about a subject, since each one can consult any web page and find what they are looking for, since this helps students who do not have study possibilities. in some private institution so that

they can prepare themselves in that branch. However, to maintain proper use of technology, it is important to prepare and learn about platforms that link knowledge and do not serve as a distraction. Westbrook (2006) mentions that, despite the global trend for knowledge provided through digital media, virtual education is considered a strategy that only replaces traditional education but does not improve it. Since with the different changes and techniques used, it is not possible to resort to the solution of how to improve the way of teaching (Cassidy, 2016). However, to fully exploit virtual education in its entirety, it is essential to create an implementation plan for information-technological resources in education monitored by teachers who demonstrate effective progress in education and therefore reflect on the advantages and disadvantages of virtual education and all the components linked to it.

Challenges in virtual education

In recent years education suffered changes due to the pandemic occurred in 2021 that was to allowed that the educational institutions and autonomous governments of each country faced new challenges in education because, in order for it to continue and for the students to continue with the educational process, the strategic use of the virtual modality in classes was proposed (Contreras et al., 2021). These new changes in education significantly affect the way a teacher can reach the student through the use of technology (ICT). Ratheeswari (2018) states that communication technologies provide access to information through the use and management of communication, in the same way it allows teachers to self-train and train in new programs that help improve the teaching-learning process effectively. However, for there to be a good use of technology, it is important that the teacher is trained in the different digital platforms that provide adequate pedagogical support in class.

The development of online learning in previous years has proven to be effective, since through appropriate technological tools, most students can access education without being in a face-to-face class (Sadati el al., 2021). However, it is necessary to consider some factors involved in the use and adaptation of technological tools and digital platforms in a virtual environment. For this reason, the incidence of challenges in education are several in mind that the teacher is in charge of contributing with knowledge and creating and developing the class as the subject is given, for this reason strategies linked to learning should be created that allow the optimal development of technology linked to the teaching process. As it is well known, virtual education

has its advantages such as: accessibility at any time and place since it allows to be related to a variety of information that helps knowledge, allows the progress of knowledge about technology and is a fundamental part in the motivation of the student since it can allow the teacher to create a class that captivates the attention of the student.

The evidence of challenges in virtual education is the dissatisfaction of teaching in this environment, since in some cases not in the majority because students do not feel comfortable that classes are taught online since in some subject's interaction is essential to that learning can be learned (Mortazavi et al., 2021). Some students agree that the teacher must be trained to develop online classes, since if the physical platforms with which a subject can be taught are not known, then there will be conceptions between the students (Ahmady et al., 2019). However, each of the challenges faced by teachers must be achieved through optimal use of technology, in addition, the understanding of the student and the motivation that digital tools generate must always prevail, since the online teaching-learning process is not easy to assimilate but it is a new way of learning and contributing to improve the educational system.

Teaching - learning process in English language

It is a process in which one person shares specific information in this case about English Language with others to provide them with the information and also is the process of assimilating information with a resultant in this case the result in the communicative skill because with this ability somebody can give and receive information (Sánchez, 2014). On the other hand, the English language is the second most important and spoken language around the world, since through it people from other countries can communicate with each other using it. In addition, it helps improve cognitive and communication skills in any language, as it allows you to develop cognitive skills. Indeed, Haryanti (2015) warns that "listening, speaking, reading, and writing are four important basic skills to improve a student's English skill. Those skills are integrated in the English teaching-learning process, and it will develop students' skill" (p. 2). The skills of learning a second language such as English are important, since each one of them allows the cognitive development of the student, helping him to understand the language and to use it properly to communicate.

Teaching English seeks to create students who have priorities in the development of the linguistic skills that this language implies. So, teachers should get involved as much as possible in methods and strategies that allow this development of language skills so that students can express themselves and use the language as much as possible in class allowing to improve the level (Aldana, 2018). On the other hand, in an English classroom, the teacher must be aware that there may be students who contain a level that differs from one another, since some have a more advanced level and others have basic knowledge of the language. This becomes a bit challenging for the teacher, since in order to teach the language correctly, the needs of the students must be considered so that the class is clear and there is no discrepancy between students. Therefore, it is essential to know what are the teaching strategies and methods that help to favorably handle this problem in class.

The different levels of learning in class must be linked to the way of acquiring learning, taking into account the aspects that are related to the development of language skills fluently. Indeed, Hossain (2015) warns that “the process of learning English is slow and progressive and it could be interpreted as a series of challenges to face. This process consists of the development of certain skills” (p.1). This refers to the fact that some students can acquire the language in a natural way and others have more difficulties to acquire it. This is also due to the type of learning that a student may have to learn. Indeed, Archana & Usha (2016) warn that “as a facilitator she has to direct and support students in learning for themselves as a self-explorer. Teachers should develop the best learning environment which reflects the students’ life in societal, intellectual and linguistic occurrences” (p.3-5). For this reason, the teacher must choose a method that significantly helps to support all students at different levels as long as their understanding prevails. For which there is a great variety of methods that serve as support for students at almost all levels and allow them to improve their level of English in those who have difficulties in it. The learning of English must be subject to the responsibility of the student to learn, in addition to the fact that the teacher must emphasize the use of natural language that allows the student to acquire the language properly.

The teacher and the student are important subjects within the scope of the teaching-learning process, since the teacher acts as a facilitator of concepts and information, while the student captures the information, stores it and interprets it, developing both his cognitive and social skills. Therefore, it is necessary to take into consideration the motivation, the environment to

which the student is subject and the means by which the English classes are taught, since these factors contribute to the student's learning.

Virtual education in English classes.

Virtual education is not similar to the training model of face-to-face classes. The advantage of this mode of instruction is that it enables students and managers to be properly trained so that they are aware of the usefulness of the digital tool that the teacher uses in class to approach each student in relation to his or her strengths and weaknesses in the learning process (Expósito & Marsollier, 2020). Thus, virtual education is a current process in which the teacher makes use of technological tools to impart knowledge to their students, mainly through technological devices that work through the internet connection. The use of information and communication technologies has become increasingly important in recent years, both in home and in education.

It is now commonplace to see people walking around using a technological device to communicate with others, to catch up or simply to entertain themselves, thanks to the rapid advance of technology. This has also been evident in the educational field; more and more schools and colleges are using technological tools to enable students to do work in different subjects or just to reinforce some of them (Dudeney & Hockly, 2008). Furthermore, the virtual classes in the English area have been a favorable factor so that through the use of different electronic devices or platforms the student can acquire better knowledge, as the platforms offer more feasible ways for the student to listen, read and produce the language.

Alahmadi & Alraddadi (2020) states that in the field of learning English, interaction is important, since this element plays a crucial role in the relationship of knowledge, the development of language skills is due to the large amount of interactivity between the class, so a student and a teacher should exchange ideas so that everyone progresses in the use of the language. Therefore, students and teachers must achieve a balance between verbal and non-verbal communication so that the input of knowledge is significant and, in this way, the correct patterns of interaction are implemented, which are considered essential in learning a second language (English).

The development of new trends in learning English has led to the search for the best strategies for the development of activities aimed at developing skills. On the other hand, one of the ways for the student to get involved in a language as much as possible is through the use of the Internet, since it is a benefit to be in constant use and discovery of programs that help manage the language and practice it (Moreno et al., 2016). Therefore, if students have the opportunity and adequate resources for their academic training through virtual education, they can help them in their self-training because one of the benefits for them is that it helps them be more responsible with their work and allows them to inquire more about the different concepts provided by the teacher in class and in this case develop language skills correctly (Kurek, 2015).

The role of the teacher in virtual education

The role of the teacher is focused on assuming the responsibility of a work group, which focuses on the organization of activities, motivation, and the creation of a pleasant and pleasant environment for the student through the adequate presentation of the contents in class, allowing the student to build meaningful knowledge (Huang, 2018). Furthermore, communication technologies allow interaction between the student and the teacher, through collaborative work that contributes to the construction of knowledge.

In this way, teachers are in charge of implementing pedagogical models that help the acquisition of knowledge and construction of a critical and analytical process in students in a natural way, prevailing in the use of digital tools. In this way, students become main actors in the learning process, while the teacher becomes facilitators of knowledge and construction of academic ideals (Silva, 2010). For this reason, the teacher is the fundamental tutor in charge of guiding and promoting knowledge to students using strategies focused on the use of technology and similar approaches that employ optimal development in activities related to digital platforms.

Advantages and disadvantages of teaching-learning process of English in online classes.

The English language has a lot of benefits that contribute adequately to the progress of life. First of all, learning English improves the opportunities to find a job since it is the most sought-after language in the world (Petruta, 2012). That is why it permits to increase the job opportunities. Secondly, it allows people to incorporate new cultures around the world. People in some countries use the English language to communicate with foreign people. Another important benefit is to increase cognitive capacity and help to maintain brain health because

learning a second language permits the retention of the information that helps in the memory (Nishanthi, 2018). In order to adequately develop communication skills in the English language, it must be taken into account that there are a number of equal platforms that allow you to self-train in the language. In addition, it is essential to practice the language at all times, whether outside or inside the classroom. However, in a classroom, the teacher is in charge of providing academic training in the language through examples and other types of actual material that helps the student to become more involved in the language.

Virtual classes, while helping to improve modern teaching, also affect the student's learning process in such a way that the teacher cannot always be sure whether the student is in class or not. Nguyen (2015) states that online learning has several benefits for both teachers and students, as it allows them to learn about new sources of education, such as the use of digital tools and platforms that allow for an optimal development of the lessons in class. It also helps students to develop the value of responsibility and self-discipline, allowing them to search for information in other media that was not so clear in a classroom (Armstrong, 2013). Furthermore, it makes it easier for the teacher to create eye-catching didactic material that captivates the student's attention, allowing them to understand the subject in class. However, online learning does not help students to learn to make friends, to be patient, to get rid of disappointments and, above all, to compete. Peer competition can be very stimulating and students only benefit from it, that is to say virtual education cannot offer human interaction.

Tulgar (2019) mentioned that virtual education allows the search for digital tools that allow optimal development in classes without the presence of face-to-face interaction from teacher to student, since technology is integrated into the education of a second language allowing them to develop language skills (listening, reading, speaking and writing) adequately. It allows them to investigate new web pages that provide more information regarding pronunciation, writing, etc. Which are detailed below:

Advantages

1. Efficiency
2. Accessibility Of Time and Place
3. Affordability
4. Suits A Variety of Learning Styles
5. Improved Student Attendance

Disadvantages

Virtual education has its disadvantages, since the student does not interact with the teacher as he did in face-to-face classes (Sadati et al., 2021). In addition to the fact that students cannot use the Internet properly and not for educational purposes, which are mentioned below:

1. Inability To Focus on Screens
2. Technology Issues
3. Sense Of Isolation
4. Teacher Training
5. Manage Screen Time

Online teaching has its advantages and disadvantages, therefore it is necessary to know the factors that intervene in each of these aspects so that education can improve and not have many flaws, since the important thing is to develop skills according to the subject and the needs of students in order to improve the quality of teaching, whether in virtual or face-to-face learning (Hue, 2020).

Technological tools in virtual education

Technological tools are elements that serve as support to develop or support course content or online learning (Young, 2008). In addition, they facilitate the teaching-learning process of teachers and students in a virtual environment where teaching through digital media predominates in order to develop thinking skills. Furthermore, these encourage communication between teachers and learners. Therefore, it is essential to know and properly handle each of these tools so that the teaching objective is achieved and learning expectations are achieved.

According to Eady & Lockyer (2013), nowadays, technology being part of our everyday lives, it is time to rethink the concept of integrating technology into the curriculum and instead aim to embed technology into pedagogy to support the learning-teaching process. Technology becomes an integral part of the learning experience and an important consideration for teachers, from the onset of preparing learning experiences through to teaching and learning with students (Ahmad, 2010). So, technology should be an important tool within the educational environment, since it offers a variety of educational pages, necessary information, educational activities, in order to improve the teaching-learning process of students.

The role of technological tools in online classes

Nowadays, thanks to the advances that are being made in the technological field, there are several technological tools that can be used in the teaching-learning process and that can also help students to obtain better knowledge. According to Sodhar et al. (2020), there are a variety of tools available for the online teaching and learning process, some of the paid tools are few features of the tool and some of the unpaid tools.

There is a need to educate and train students through the use of technology as society is constantly changing and so is education. For this reason, several criteria from different researchers have been addressed, which indicate that through technology the student generates motivation and commitment to learn. Therefore, the teacher must use various technological tools that allow him to carry out the teaching-learning process in the most efficient way since it permits to develop evaluations, activities, etc (Kouser & Majid, 2021).

- **Microsoft Teams**

It is a digital platform that allows you to connect in a group of people collaborating and working with each other through a technological device. It also includes a space to crawl and give suggestions about the topic, emojis and stickers to share your feelings. In the same way, it allows you to share the screen of any internet page in addition to editing them in real time, whether in PowerPoint, word or excel. The Microsoft teams have helped students to visualize and find online video documents and school notes.

- **Zoom Classrooms**

This is another tool used for online learning. This platform allows access to 100 people on the screen allowing them to interact with each other. The only thing needed is a microphone, camera and computer. Through zoom, the teacher can interact with the class, making it more dynamic, as well as being able to share content such as videos, a white screen that allows the subject to be better explained, and so on. Students can access in an easy and free way since it is a platform that does not require payment.

- **Google Classrooms**

It is a platform that allows you to visualize the tasks and materials that the teacher provides in it. Google classroom is a very good way to share relevant information for the student, as well as including a space for educational tasks where the student can upload the information in an easy way without interruptions. In order to enter you need a related email and the class code.

- **Google Hangouts Meet**

This tool is linked to Google Classroom Platform since through email you can access this platform which allows you to take the class in a dynamic and interactive way. Students can talk and exchange their opinions through it, and the teacher in the same way. Teachers can share the screen by showing the material to the class. In addition, this platform allows you to save the class taught in that way the student can use it again.

- **YouTube Videos**

YouTube is a platform with years of evolution since it was created in 2005 showing a wide variety of visual themes that have been used by teachers. These days the videos on the YouTube platform have made the class more fun and help students to better understand the subject of the class since through it they will feel motivated and the information will be better understood.

All in all, digital platforms do help the teacher in class since these are the ones in charge of making the class more dynamic and fun for the student, capturing their attention and allowing them to commit to their academic tasks and being responsible with them.

Technological tools in teaching-learning process of English language

Technological tools have contributed to education in an effective way, it should be noted that there are innovative applications aimed at providing meaningful learning in all areas, therefore, it should be noted that it has also been a contributing factor to the English language teaching-learning process. Indeed, Mofareh (2019) warns that “the use of modern technology in English teaching is widely understood as including the innovative application of methods, tools,

materials, equipment, systems and strategies that are directly related to English language teaching and lead to the realization of expected goals” (p.169). So, technology and education are closely linked to enhance students' learning. Thus, almost all, if not all, language classes resort to the use of technology to achieve their intended purpose and objective. Teachers have integrated the use of technological tools and systems to support teaching, capturing the attention of learners and achieving a unique pedagogical approach. In this way, the student's English language learning progresses and their skills develop to a high level.

Technological tools for enhance listening skill

Listening comprehension is a skill which is considered to be a process by which second language learners tend to acquire words in their thoughts for the purpose of creating meaning. According to Lalaleo (2021), teaching methods should change according to the age, for example the implementation of online resources since the internet has become fundamental in our lives, students manage web pages or applications that have videos, audios and podcasts, such as Spotify and YouTube. Indeed, Nursyarah et al. (2019) warn that “it is necessary to keep them motivated to learn independently by using various resources available on the Internet, such as YouTube, BBC learning English or TED Ed, to shape their habit of developing English listening” (p.3). Therefore, it is of utmost importance to consider that these technological platforms effectively support the improvement of listening comprehension and the acquisition of better language skills in English.

Technological tools for enhance reading skill

Reading skills is an ability with which a person is able to relate to a given document that is written down. Sin embargo, para un mejor desarrollo de la habilidad de escritura en el idioma inglés existen algunas herramientas tecnológicas. Due to the diffusion of technology in many fields of daily life, text comprehension at school, at home during homework, and at work is based on an increasing number of digital reading devices (computers and laptops, e-books, and tablet devices) that can become a fundamental support to improve traditional reading comprehension and learning skills (e.g., inference generation). Thus, the pedagogical tools support students' academic performance and reading skills and show a favorable evolution (Capodieci et al., 2020).

Technological tools for enhance speaking skill

The ability to speak enables learners to express their ideas or thoughts orally, as well as to interact better with others. Moreover, this skill is an important factor in the process of learning English, as it helps to perfect pronunciation. Uzunboylu (2010) claims that speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue. As English is universally used as a means of communication, especially in the internet world, English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication achievement both with native speakers of English and other members of the international community. Video conferencing is the method in which one person can access the speeches of other persons in some other parts of the world. It is the live relay of a programmer, which is mostly used to view the lectures of a professor who resides in foreign country (Kuning, 2019). In short, it is very helpful for the students to understand what is going on in this world and to hear the speech of the top most personalities in a lively manner. The most notable point in video conferencing is that the students can post questions immediately and get their answers at once. In brief, technology contributes a lot to the improvement of speaking skills, it allows students to interact with native English speakers, which is an advantage for increasing vocabulary and improving pronunciation.

- **Technological tools for enhance writing skill**

Writing is a skill that allows people to express their ideas through writing, therefore in the process of learning the English language it is advisable to write since it allows the improvement of spelling. Grammarly-technological tools for enhancing writing skills within the prevalence of internet borders are no more hindrance for people to get in touch and communication is no longer face-to-face interaction (Zaylobidinova, 2021). Technological development makes education easier, particularly, learning foreign languages. Special learning languages programs, animated apps, and error checking tools are gaining popularity among learners. Therefore, this application has been developed to help second language learners by allowing them to correct grammatical and punctuation errors as they write, so that over time their writing will become more correct.

7. METHODOLOGY

7.1 Type of research: Qualitative

The methodology selected for this research was qualitative, where data were collected to understand opinions, beliefs and experiences about the use of technology in teaching and its incidence in virtual classrooms. Aspers & Corte (2019) mention that "we define qualitative research as an iterative process in which improved understanding to the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied"(p.1). This research focused on the naturalistic and interpretive approach to reality, as it studies human phenomena to interpret the information in its natural context through research techniques such as interviews, conversations, records, among others, in order to investigate its meaning.

Research also applied the case study method which focused on analyzing the functioning of technological tools in virtual education. According to Rebolj (2013), points out "case studies highlight developmental factors, which means that cases are generated and evolve over time, often as a series of specific and interrelated events that occur in that particular time and that particular place"(p.1). Therefore, the research described and understood the main points of the variables by approaching the subject of study and the environment in which the research took place.

7.2 Sample and site

In this study, three teachers of the English area were selected at the institution "Dr. Trajano Naranjo Iturralde" and three teachers from the institution "Rioblanco Alto" making a total of six teachers interviewed corresponding to the morning and afternoon sections. The teachers were on average from 28 to 40 years old. According to the gender, 5 female and 1 male teacher were taken into account. The participants have approximately 5 to 15 years in the field of teaching and their professional training is categorized in the bachelor's and master's degrees focused on the English language. They contribute with different opinions on the use of technological tools for teaching English in virtual classes. This was done through an interview that contains relevant questions that respond to the concerns raised in the objective.

7.3 Data-gathering strategies

For this study, an interview was conducted with the English teachers of the “Dr. Trajano Naranjo Iturralde” institution and “Rioblanco alto” institution, where topics related to the use and management of technology were presented in virtual classes that have been developed in the last academic cycle. The interview took place virtually predominating the security of the interviewees and lasted approximately 15 minutes for each one. For the interview, the zoom platform was used since it was more suitable to perform interviews and it allowed to show each question to make the process more dynamic. In such a way the exchange of ideas and opinions was emphasized through the interaction between the teacher and the researcher. For the development of the interview, the guide of 10 open questions in Spanish was designed based on the influence of technological tools on the teaching-learning process of English language in virtual classes (which can be found in Annex 1).

7.4 Data analysis

For the analysis of the data, we used thematic analysis that is a method focused on analyzing qualitative data through the interpretation of the transcription of the interview. The analysis began with the reading of each response associated with the interview and the separation of categories in each one. The organization was: teachers training, challenges of virtual education, as well as advantages, disadvantages, and drawbacks about the use of technology. Each category is subdivided into subcategories that helped to better understand the results obtained in the analysis.

8. ETHICAL CONSIDERATIONS:

The present research with regard to ethical aspects, safeguards in the first place the intellectual property of the authors in relation to theories and diverse knowledge, by means of the appropriate citation and specifying the bibliographical sources (Pontes, et al, 2012). For this reason, with regard to the collection of information, a management plan was activated that demonstrates the respective authorization of the participants present in the study. This indicates that the identity of the majority of the people involved in the investigation remains anonymous with the exception of those people who, due to their importance, have authorized their

identification. Finally, to safeguard their identity, they signed an informed consent form (which can be found in Annex 2).

9. ANALYSIS AND DISCUSSION OF THE RESULTS

The following analysis of results was obtained through the use of the thematic approach, which allowed us to adequately identify each of the answers provided by the teachers about the influence of technological tools in the teaching-learning process of the English language.

Teachers' interview

To answer the main question: What are the challenges, advantages, and disadvantages of using technological tools in teaching - learning process of the English language on virtual classes. We analyzed the information from the teacher's interview. Since this analysis, we could find categories and subcategories (Table 1), which describe the different opinions of the teacher in relation to how to use technological tools in virtual classes in order to achieve the teaching objectives.

Table 1: Categories and subcategories

Categories (Themes)	Subcategories
<i>Challenges of virtual education</i>	<ul style="list-style-type: none"> ● <i>Socioeconomical factors</i> ● <i>Teacher resources</i>
<i>Advantages</i>	<ul style="list-style-type: none"> ● <i>Motivation in class</i> ● <i>Platforms used to learn the English language.</i> ● <i>Knowledge of technology</i>
<i>Disadvantages</i>	<ul style="list-style-type: none"> ● <i>Connectivity</i> ● <i>Lack of technology</i>
<i>Teachers training</i>	<ul style="list-style-type: none"> ● <i>Training in the use of digital platforms.</i> ● <i>Self-training</i>

Source: The use of technological tools in the teaching-learning process of English categories and subcategories. Caceres, E., Villegas, K., 2022.

Category A: Challenges of virtual education

Nowadays, the field of virtual education is a challenge that must be assumed with commitment by teachers and students. In addition, teaching-learning resources are predominant in online classes, if teachers or students do not have computers or any other way to connect to the network, they cannot attend or join the classes. According to Rosalina (2020), the development of activities in virtual class is linked to the educational environment, where the teaching-learning process takes place. Therefore, in a virtual environment, the conditions in which the students must be examined, and if they have the necessary resources to receive classes in line, such as: internet connection, access to electronic devices, etc.

Subcategory A.1: Socioeconomical factors

These are factors that reveal the problems of low educational attainment, that is, a person's rate of economic achievement.

Extracts from the teacher's interview

“algunos niños no contaban con un teléfono que les ayude o si tenía en el teléfono no podían ellos acceder a ciertas aplicaciones” [some children did not have a phone to help them or if I had on the phone, they could not access certain applications] (T.E.X)

“Los niños no cuentan con este medio de conectividad, y por esta razón yo les llevo videos y otros materiales que ayudan a su comprensión del aprendizaje” [The children do not have this means of connectivity, and for this reason I bring them videos and other materials that help their understanding of learning] (T.E.E)

“ Como profesor, intentó encontrar la manera de que todos los alumnos reciban la misma educación, trato de investigar o buscar maneras que me ayuden a impartir una clase de la mejor manera posible puesto que no todos pueden acceder a un dispositivo electrónico por sus problemas de economía”. [As a teacher, I tried to find a way for all students to receive the same education, I try to investigate or look for ways that help me teach a class in the best possible way since not everyone can access an electronic device due to their economic problems.] (T.E.C)

“En el caso de mi escuela las clases continúan presenciales ya que los alumnos por problemas económicos no pueden acceder a internet y mucho menos tener un aparato tecnológico, la situación aquí es muy precaria porque es una escolita lejos de la ciudad”. [In the case of my school, the classes continue face-to-face since the students, due to economic problems, cannot access the internet, much less have a technological device, the situation here is very precarious because it is a little school far from the city.] (T.E.P)

However, some teachers differ from these answers according to the conditions of the students in the institutions

“Pues no ha habido muchos problemas en clase según dispositivos tecnológicos ya que tienen un celular o computadora que les permite estar en clase, el problema prioritario también es la conectividad”. [Well, there have not been many problems in class according to technological devices since they have a cell phone or computer that allows them to be in class, the priority problem is also connectivity.] (T.E.N)

Las clases eran difíciles al principio pero si se podía acceder no todos por problemas de que no tenía ordenador ni conexión a internet pero la mayoría sí. [The classes were difficult at the beginning but if it was possible to access not all of them due to problems that they did not have a computer or internet connection but the majority did.] (T.E.J)

According to the teachers' interviews, they determine that the main problem in online education is that some students do not have the economic resources to acquire an electronic device, for example: telephone, computer, etc. In addition, in some schools that are outside the city they have not even been able to take online classes into account due to the financial problems of the students. They also mention that they bring videos or other support materials for the student in class. Teachers explain that it is a bit difficult if the students do not have the appropriate technological devices to receive classes. Rawashdeh et al. (2021) states that although technology is a source of knowledge that can be easily acquired by incorporating it into everyday life, it is not commonly used because of insufficient financial resources to access it. According to the similarity with the study done by Morales et al (2016), it was determined that if the student has limited economic resources, they will not be able to access to study virtually and will not develop skills that involve the use of technology and in the same way will not be able to manage technology properly. Therefore, the conditions of the students should be taken into account, as all should have the same learning opportunities.

Subcategory A.2: Teacher resources

Educational resources are an important element in the classroom as they help make it understandable. Therefore, this should be essential in a classroom so some of the teachers' opinions focused on this educational element, as presented below:

Extracts from the teacher's interview

“No contamos con un laboratorio de inglés hemos pedido alrededor de los 8 años que trabajó ahí desde el inicio y el pedido que se nos dará esta implementación necesitábamos, muchas veces de mi propio bolsillo tuve que adquirir infocus o parlantes y computadora ya que solo así se puede impartir una mejor calidad de enseñanza” [We do not have an English lab we have asked about the 8 years that worked there from the beginning and the request that we will be given this implementation we needed, many times from my own pocket I had to acquire infocus or speakers and computer as only then can impart a better quality of teaching] (T.E.X)

“ La falta de recursos educativos siempre ha sido un problema y en la unidad educativa somos conscientes de ello y para poder dar una clase pedimos la ayuda de los padres, ellos nos ayudan colaborando con ciertos recursos para que sus hijos puedan aprender mejor ” [The lack of tools has always been a problem and in the educational unit we are aware of this and in order to be able to give a class we ask for the help of the parents, they help us by collaborating with certain resources so that their children can learn better.] (T.E.P)

“Uno debía traerlos y buscar la manera de ayudarlos potencialmente en su conocimiento, los docentes somos quienes debemos buscar las maneras de impartir una clase y si es posible llevar nuestros propios materiales para que la clase sea mejor entendible” [One should bring them and look for ways to potentially help them in their knowledge, we teachers are the ones who should look for ways to teach a class and if possible, bring our own materials to make the class more understandable.] (T.E.J)

“ Como se sabe veces para una clase de inglés se necesita una sala de audiovisuales o computadoras donde los alumnos puedan adquirir los conocimientos de mejor manera pero como profesores nosotros debemos buscar la manera de conseguir los materiales e impartir la clase de mejor manera “ [As we know sometimes for an English class you need an audiovisual room or computers where students can acquire the knowledge in a better way but as teachers we must find a way to get the materials and teach the class in a better way] [T.E.C]

“La institución no tiene los materiales, pero en mi caso les imprimí hojas de trabajo y a veces eso es lo que tenemos que hacer para ayudarlos a aprender.” [The institution doesn't have the materials, but in

my case, I print worksheets for them and sometimes that is what we have to do to help them learn.] [T.E.N]

According to the interviewees, teachers mention that before the change from face-to-face to virtual classes in the educational institutions they did not have an English laboratory or other technological devices that contribute to the teaching-learning process of the English language. Teachers assert that they are the ones who bring their own technological materials such as a radio, infocus, speakers, etc. In addition, they mention that in English classes it is important to have an audiovisual room that allows the student to concentrate in class and adequately develop their language skills. Therefore, if the educational institution does not have the necessary elements, teachers will not be able to develop the class efficiently, so it was evidenced that teachers are those who put their own economy in such a way that the student can be helped to better understand the topics presented in the class through the use of technology. In this context, Bušljeta (2013) affirms that the didactic resources facilitate the transmission of contents by the teacher, through the organized and attractive presentation of activities that support the students learning and provides help for the understanding of the related topics in classes since they allow the fulfillment of the educational objectives. The study done by Louwrens & Hartnett (2015) assert that if there are no necessary elements to carry out the class, problems may arise depending on the acquisition of learning by the students.

Category B: Advantages

Virtual education improves some aspects related to the teaching-learning process of English, one of them is the motivation in class. Some teachers and students use technological tools as a great motivation in the sense of using visual materials and with the possibility of managing interesting platforms and focusing on what they want to learn. Hue (2020) states that virtual education provides the opportunity to study from the comfort of home, since some students do not have the time to perform professionally due to the time involved in studying in person. In addition, this form of education helps institutions to increase the admission of students to class. In particular, virtual education makes it possible to cut the travel budget of some people who are far from the educational institution. On the other hand, knowledge of technology helps in this process, since the proper use of technology is important in education, which is shown below:

Subcategory B.1: Motivation in class

Motivation is an important factor, since nowadays, classes are virtual and many of the times the students do not have access to the internet. Therefore, they lose motivation, but if the student is motivated, they look for a way to comply with the activities class and improve their academic performance. This was evidenced by the following responses:

Extracts from the teacher's interview

“La motivación es fundamental en el aula, por lo que es importante realizar siempre actividades fuera del aula para que los alumnos estén siempre incentivados” [Motivation is fundamental in the classroom, so it is important to always carry out activities outside the classroom so that students are always incentivised].(T.E.P)

“Las ventajas es que nosotros podemos llegar al estudiante con una mayor motivación e interacción, para que ellos estén más atentos al proceso esto se puede hacer a través de dinámicas en clase, ya sea en clase virtual o presencial, hay que intentar motivarlos para que enciendan cámaras y así.” [The advantages are that we can reach the student with more motivation and interaction, so that they are more attentive to the process. This can be done through dynamics in class, whether in virtual or face-to-face class, you have to try to motivate them to turn on cameras and so on.] (T.E.E)

“Como profesores es importante motivar a nuestros alumnos para que sigan en el camino de la educación, tenemos que conocerlos no sólo como alumnos sino también como amigos” [As teachers it is important to motivate our students to continue on the path of education, we have to get to know them not only as students but also as friends] [T.E.C]

“La motivación es muy importante debido a que esta ayuda a que el estudiante se sienta en confianza y también ayuda a la mejora del rendimiento académico”. [Motivation is very important because it helps the student feel confident and also helps improve academic performance.] (T.E.N)

“Claro que hay que motivar al alumno en clase, además, la tecnología te permite estar mucho más motivado ya que, como sabes, al alumno le interesan las cosas nuevas que se ven en una pantalla o videos.”[Of course you have to motivate the student in class, in addition, technology allows you to be much more motivated since, as you know, the student is interested in new things that are seen on a screen or videos.] (T.E.J)

However, some teachers consider that it is a bit complicated to motivate in online classes as shown in the following extract:

“A los niños un juego les motiva y el momento de ellos escuchar la palabra juego es la motivación más grande que pueden cautivar aunque en las clases en línea esto es un poquito más difícil por que no se le puede ver al estudiante ” [Children are motivated by play and the moment they hear the word play is the greatest motivation they can captivate although in online classes this is a little more difficult because the student cannot be seen] (T.E.X)

Based on teacher responses, they mention that motivation is an elementary factor for the student to feel inspired in class. In addition, teachers agree that the student is attracted by extracurricular activities such as trips outside the classroom or dynamics that help them arouse their participation in class. In addition, the teacher affirms that thanks to virtual tools the attention of the students is aroused due to the fact that watching videos and new things on the screen captures their interest. The motivation factor in the classes is an important aspect that allows the student to be interested in the topics presented, allowing them to improve their academic performance, likewise, one way to motivate students can be through roles or different activities that strengthen learning in the classroom. However, they state that in the online education process it is not so easy to follow the motivational factor since the students are not in constant interaction with the teacher and for this reason the teacher cannot manage the class adequately in a virtual environment. For this reason, teachers should carry out activities through the use of technology that help the teaching-learning process of students. This can be evidenced in the study conducted by different researchers for example: Girmus (2011) states that “motivating teachers create a positive, upbeat, compassionate classroom where the emphasis is on learning. Lessons are well-planned, meaningful, interesting, and allow for student autonomy and cooperation” (p.6). Motivating teachers encourage their students to strengthen their knowledge. On the other hand, Filgona et al. (2020) claim that technological tools allow for motivation, making the classroom more dynamic and fun. In this context, it is important to mention that in education, providing an effective environment for students is part of the teaching strategy that teachers should consider to improve the level of learning, as well as motivation is a key element which helps to strengthen socialization and attention in the classroom.

Subcategory B.2: Platforms used to learn the English language.

Technological advances have been increasingly contributing to education, and have also been fundamental to the process of learning the English language. That is to say, there are applications such as Duolingo that allow a second language learner to improve their knowledge and develop their skills.

Extracts from the teacher's interview

“Hemos encontrado y decidido usar como docentes en conjunto la aplicación de duolingo, la cual nos ha resultado factible para utilizarla” [We have found and decided to use the duolingo application as teachers together, which we have found feasible to use] (T.E.P)

“En mi caso se ha utilizado el lyrics training y el duolingo, que son muy buenas plataformas de inglés que permiten mejorar las habilidades de un segundo idioma además que es gratuita”. [In my case, letter training and dialogue have been used, which are very good English platforms that allow you to improve your second language skills and it is free.] (T.E.E)

“Hay una infinidad de herramientas tecnológicas y eso es lo bueno de la tecnología, puedes acceder a ellas de una manera fácil y sencilla, y además ayuda a los estudiantes. Pues en mi caso, duolingo es una aplicación que me permite adquirir vocabulario y demás”. [There are an infinity of technological tools and that is the good thing about technology, you can access them in an easy and simple way, and it also helps students. Well, in my case, Duolingo is an application that allows me to acquire vocabulary and other] (T.E.X)

“Si, la tecnología ha permitido el acceso a ciertas plataformas digitales de inglés quisiera mencionar el uso de las lyricstraining y la que nos regalaron hace poco que es la de Word Wall, son muy buenas plataformas para aprender el idioma”. [yes, technology has allowed access to certain digital English platforms, I would like to mention the use of lyricstraining and the one that they recently gave us that is the one from Wordwall, they are very good platforms to learn the language.r] (T.E.N)

Based on the teachers' interview, they claim that the most used platforms for learning English were duolingo, lyricstraining and wordwall. They affirm that duolingo and lyricstraining have been efficient in learning the English language since these allow students to develop the 4 English skills that are: listening, speaking, reading and writing. In addition, teachers mention that these platforms are easy to use and that students can access them for free. Duolingo application is a digital platform that feasibly helps teachers in English classes by allowing them to download a series of books that help to acquire vocabulary and help students

to practice the English since it involves all of the English skills. On the other hand, the lyricstraining platform allows the student to acquire vocabulary in a simple and fun way through music. In this context, Munday (2016) asserts that these tools helped teachers and it is one of the most obvious advantages since it allowed them to learn more about technology and investigate platforms for the use of the English language. Therefore, some researchers agree that Duolingo is a tool that facilitates the learning of English, allowing them to learn in a striking and captivating way for them (Mofareh, 2019; Lalaleo 2021).

Subcategory B.3: Knowledge of technology

According to the teachers' perception, knowledge of technology is an essential aspect given that nowadays classes are virtual, so while in this mode, one must always be aware of technology, given that it has updates every day. To check this, the teachers responded as follows:

Extracts from the teacher's interview

“El hecho de que los estudiantes estén en clases virtuales les permitirá conocer más sobre la tecnología a mi parecer”. [The fact that students are in virtual classes will allow them to learn more about technology in my opinion.] (T.E.X)

“Claro es importante el manejo y uso de la tecnología ya que a través de ella el estudiante puede involucrarse en la tecnología y de igual forma en el uso adecuado del internet además si el docente no puede usar las herramientas tecnológicas pues no va a poder brindar clase ni refuerzo en clases virtuales”. [Of course, the management and use of technology is important since through it the student can get involved in technology and in the same way in the proper use of the internet. In addition, if the teacher cannot use the technological tools, then he will not be able to teach. or reinforcement in virtual classes] (T.E.J)

“En los últimos tiempos nos han permitido mejorar el conocimiento en herramientas tecnológicas, como mencione anteriormente la tecnología influye en la educación más en estos días de pandemia si no se la utiliza correctamente no se aprende correctamente”. [In recent times has allowed us to improve knowledge of technological tools, as I mentioned earlier, technology influences education more in these days of pandemic, if it is not used correctly, it is not learned correctly.] (T.E.N)

“Pues en mi opinión la tecnología también les ayudará para que puedan buscar y absorber conocimientos sobre nuevos inventos tecnológicos y así poder conocer más de uno.” [Well, in my

opinion, technology will also help them so that they can search and absorb knowledge about new technological inventions and thus be able to know more than one.] (T.E.E)

“Al parecer es una ventaja que podamos conocer más sobre la tecnología ya que esta permite realizar muchas cosas a través del uso del internet es una oportunidad”. [Apparently it is an advantage that we can learn more about technology since it allows us to do many things through the use of the Internet, it is an opportunity.] (T.E.P)

In relation to the answers obtained with the teachers according to the advantage of knowledge of technology, it can be determined that they consider that in virtual classes they can get more involved in technology. Furthermore, teachers assert that virtual classes generate in learners and teachers the achievement of the use of different platforms, web pages and the correct use of technological tools to improve the teaching-learning process. They mention that through technology and the use of the Internet, students can investigate new aspects of technology and use them to their advantage. For this reason, online classes have their advantages, but through face-to-face classes teachers can feel comfortable because some of them do not have extensive knowledge of how to use technological tools to achieve learning. Therefore, in the study of Alahmadi & Alraddadi (2020) mentions that acquiring knowledge about new forms of digital teaching allows the teacher to get involved in the strategies and methods that help the student to develop thinking skills in virtual classes in an appropriate way. On the other hand, it should be considered that technological changes increase according to the need that society has, in this case the educational system will also present variety according to this technological change as mentioned in the study performed by (Dilani & Gedera, 2014).

Category C: Disadvantages

The use of technology in an educational environment isn't always the best option, this is because there are some disadvantages related to the inadequate use of technology, the connectivity and the lack of technology, sometimes students are distracted due to the presence of platforms focused on entertainment such as, social networks, video games, etc., that affects the students' learning.

A study by Vasquez (2020) found:

Virtual education is dependent on the technological tools available. Although for most institutions only a computer or mobile device with a camera, microphone and internet connection is required, it must be borne in mind that this may represent a limitation for many students. (p.16)

Therefore, there are difficulties with the connectivity, such as in the cases of students that don't have the internet to attend classes.

Subcategory C.1: Connectivity

Connectivity plays a very important role in the development of virtual classes, this is due to the need to connect to a network which allows visualizing and listening to indications about the topics of classes, but when connectivity fails, a correct understanding is difficult, and in some cases, students do not have any technological resource that helps them to present themselves in classes. According to the teachers experience they express that:

“Puesto que ellos también no tienen a veces buena calidad de internet y como usted dice hay interferencia y no comprenden el tema” [Since they also sometimes don't have an efficient quality internet and as you say there is interference and they don't understand the subject] (T.E.X)

“Si, anteriormente no pero se solicitó una mejor banda ancha para impartir mejor las clases” [Yes, not previously, but better broadband was requested for better teaching] (T.E.P)

“Mis estudiantes, ellos no disponen de conexión a internet” [My students, they do not have an internet connection] (T.E.E)

“ellos deben utilizar en el mejor de los casos megas que interfieren la comunicación entre nosotros, por tal motivo se optó por trabajar más que todo con los que puedan conectarse a clases” [they must use in the best of cases megas that interfere with communication between us, for this reason we opted for more than anything with those who can connect To classes] (T.E.N)

“A veces el internet falla y hay ocasiones en que el estudiante no entiende lo que se dijo en la clase, así que debemos comunicarnos a través de la aplicación de whatsapp para que ellos puedan entrar más al tema pero lo que se quiere hacer es que ellos aprendan lo más posible”. [Sometimes the internet fails and there are times when the student does not understand what was said in class, so we must communicate through the whatsapp application so that they can get more into the subject but what you want to do is that they learn as much as possible] (T.E.J)

“ Como sabemos siempre hay fallos de conectividad tanto para los profesores como para los alumnos, hay veces que la conectividad interfiere en medio de una clase importante o incluso de un examen lo que dificulta la comprensión de la materia por parte del alumno, por lo que se tomaron medidas en las que los que tienen fallos de conectividad pueden acceder a las clases grabadas o comunicarse con el profesor a través de un mensaje “ [As we know there are always connectivity failures for both teachers and students, there are times when connectivity interferes in the middle of an important class or even a test which makes it difficult for the student to understand the subject, so measures were taken in which those who have connectivity failures can access the recorded classes or communicate with the teacher through a message.] (T.E.C)

According to the teachers' responses, they assert that most of the students have connectivity interference during class and this affects the full understanding of the subject, while other students do not have access to the internet, leading to inequality in learning. Therefore, the teachers mention that measures were taken whereby students with connectivity failures have accessibility to recorded lectures or communicate with the teacher through messages using platforms such as Whatsapp, Gmail among others. Therefore, it is necessary, before starting the class, to take into account which are the students who present connection failures, in order to look for solutions and provide an equal education. Gonzales & Cabrera (2010) mention that "now, virtual learning environments require certain conditions of digital readiness such as the connection capacity of students and teachers, which generates inequalities in access to virtual education due to the lack of infrastructure in most countries and the lack of training in the population" (p.3). In this situation, it is necessary for teachers to have different planning which allows students with poor connectivity to acquire knowledge and thus not present an unequal academic performance. Similarly, in the study done by Huang (2018) states that in the field of virtual education it is essential to count on the connectivity factor, since this is responsible for the online classes to take place, otherwise it is very complicated due to the problems of interference that the student can be involved in class all the time. Therefore, teachers should take into consideration this disadvantage in online classes as it can affect the teaching-learning process. For this reason, it is important to take measures such as using technological means to allow the student to access to reinforce knowledge.

Subcategory C.2: Lack of technology

Lack of technology on the part of students has often led to uneven education, but even so, teachers have sought ways to provide effective teaching and keep students up to date with activities. This was evident from the interviews conducted:

“A lo mejor muchos de los padres de familia no les dejan entrar a las clases a los niños porque se llevan los teléfonos a los trabajos.” [Perhaps many of the parents do not allow their children to enter the classes because they take their phones to work] (T.E.X)

“No todos poseen las herramientas tecnológicas avanzadas y no estiman los recursos económicos que se necesitan son muy bajos” [Not all have the advanced technological tools and do not estimate the economic resources needed are very low] (T.E.P)

“Bueno estimado, me parece que la falta de tecnología se debe a que algunos estudiantes no poseen artículos tecnológicos tales como: computadora, celular entonces por tal razón no manejan bien el internet, pero hay otros chicos que si los utilizan mejor que un profesor eso se debe a sus medios para fortalecer el conocimiento de tecnología”. [Well dear, it seems to me that the lack of technology is due to the fact that some students do not have technological items such as: computer, cell phone, so for that reason they do not handle the internet well, but there are other kids who use it better than a teacher, that is owes its means to strengthen knowledge of technology] (T.E.J)

“La tecnología tiene sus desventajas pues si no se manipula correctamente las herramientas tecnológicas es obvio que los maestros no podrán dar a conocer el funcionamiento de plataformas digitales que brindan apoyo pedagógico en las clases en línea, sin embargo las capacitaciones han sido importantes en estos días”. [Technology has its disadvantages because if technological tools are not handled correctly, it is obvious that teachers will not be able to publicize the operation of digital platforms that provide pedagogical support in online classes, however training has been important these days.] (T.E.N)

“ En algunos de los casos de mis alumnos la falta de tecnología ha sido un factor preocupante, ya sea porque en una familia hay más de dos alumnos y sólo tienen un dispositivo o por falta de economía, hay diferentes factores por los que los alumnos no tienen las herramientas tecnológicas necesarias para las clases y esto provoca un aprendizaje desigual “ [In some of my students' cases the lack of technology has been a worrying factor, either because in a family there are more than two students and they only have one device or because of lack of economy, there are different factors why students do not have the necessary technological tools for the classes and this causes unequal learning.] (T.E.C)

According to the responses provided by teachers, they assert that some of the students do not have the appropriate technological resources to receive classes virtually. In addition, teachers mention that some students do use technological devices for online learning, the problem is that other children who do not have the opportunity to access classes fall behind in knowledge. They claim that because not everyone has the same opportunities to access the internet or technological devices, they are unable to understand the use and management of technology. Teachers agree that in order to teach in a virtual environment it is necessary to manage technology. This was evidenced in the study of Gómez & Escobar (2021), the students do not access classes due to the lack of technological resources since this does not support the virtual education process since it is fundamental and it is a great disadvantage since if the majority does not learn then the teachers would be doing their job badly, but this is wrong since the teacher is not to blame student accessibility to technological devices.

Category D: Teacher's training

Nowadays, the field of virtual education is a challenge that must be assumed with commitment by teachers and students. It is also a challenge for teachers because they need self-training to understand how virtual education works. In addition, teaching-learning resources are predominant in virtual classes, if teachers or students do not have computers or any other way to connect to the network, they cannot attend or join the classes. For the development of activities in virtual class, the environment in which the teaching takes place must be considered, therefore, in a virtual environment, the conditions in which the students must be examined, and if they have the necessary resources to receive classes in line, such as: internet connection, access to electronic devices, etc.

Subcategory D.1: Training in the use of digital platforms

According to the perceptions of the teachers who express that the institution provides training in the use of virtual platforms, the training has only been at the beginning of the academic period of the virtual classes so that in that way they could use the platform appropriately. These aspects were mentioned below:

“Nos dieron una capacitación virtual acerca del uso de Microsoft teams que sería nuestra plataforma para poder impartir clases” [We were given virtual training on how to use Microsoft Teams, which would be our platform for teaching]. (T.E.X)

“Al inicio recibimos por parte de lo que es la unidad educativa como le dije implementamos esta plataforma de google meet a nivel institucional ahí recibimos algunas ayudas algunas capacitaciones” [At the beginning we received some help from the educational unit, as I said, we implemented this google meet platform at the institutional level and we received some training]. (T.E.P)

“Al principio tuvimos una formación por parte de la institución, durante la cual se nos presentaron las aplicaciones que podíamos utilizar durante el periodo académico virtual “[At the beginning we had a training by the institution, during which we were introduced to the applications we could use during the virtual academic period] [T.E.C]

“Bueno en nuestra institución si nos han brindado capacitaciones acerca del uso de google meet por parte de la institución ya que a través de esta plataforma nos ayudamos a controlar las clases y tareas ya que ayuda gratificadamente en esa parte de notas”. [Well, in our institution, they have given us training on the use of Google Meet by the institution, since through this platform we help ourselves to control classes and tasks, since it helps gratifyingly in that part of notes.] [T.E.J]

“Yo ya tenía conocimiento en tecnología así que no se me hizo tan complicado aprender acerca del uso de algunas plataformas que brindan ayuda para desarrollar actividades para el aprendizaje del idioma inglés, y en la institución nos dieron el uso de google meet”. [I already had knowledge in technology so it was not so easy for me to learn about the use of some platforms that provide help to develop activities for learning the English language, and in the institution, they gave us the use of google meet] [T.E.N]

Based on the answers given by the teachers, they mention that they had training on different platforms such as Microsoft teams and Google meet, which would be used to teach classes, since through these platforms they could control the classes and share tasks that allow the student to improve their knowledge. On the other hand, a teacher mentioned that she already had knowledge about the platforms, it was not complicated to learn the use of the Google meet platform. Therefore, teacher training is an important factor during virtual classes so that quality education can be provided and students can understand the topics. Sweig & Stafford (2016) states that the Wisconsin Virtual School offers two days of face-to-face training for all new online teachers, since this will allow them to have a greater knowledge in the area of technology and digital platforms. In addition to offering training modules, online training and continuous development with the use of web-based tools. In this context, training helps teachers to more

easily manage the platforms, as well as allows students to more easily understand virtual classes.

Subcategory D.1: Self-training

According to the expressions mentioned by the interviewees, they self-trained in order to provide them with a significant education in online classes, predominantly in the development of the students' skills. This is determined through the following responses:

“Claro al inicio siempre hay un poquito de problemas de adaptación ya que en la actualidad no se manejan todas estas herramientas entonces la necesidad surge en el aprendizaje, de esa forma se buscó la manera de capacitación, de autoformación de nosotros mismo” [Of course, at the beginning, there is always a little bit of adaptation problems because nowadays we don't handle all these tools, so the need arises then the learning arose from the training of self-education of ourselves] (T.E.P)

“Se considera como la característica principal la capacitación y la adaptación a usar herramientas tecnológicas, no es fácil hacer cambios tan drásticos como este, siempre se genera mucha confusión por lo que si queremos ser buenos docentes debemos seguir estudiando, preparándonos y obteniendo mayores conocimientos acerca de la tecnología y herramientas tecnológicas debido a que hoy como se sabe estamos en la modalidad virtual y eso nos serviría de mucho para ofrecer una educación de calidad” [Training and adaptation to the use of technological tools is considered to be the main characteristic, It is not easy to make changes as drastic as this, it always generates a lot of confusion so if we want to be good teachers we must continue studying, preparing ourselves and obtaining more knowledge about technology and technological tools because today as we know we are in the virtual modality and that would be very useful to offer a quality education] (T.E.J)

“ Como profesor, intentó encontrar la manera de que todos los alumnos reciban la misma educación, trato de investigar o buscar maneras que me ayuden a impartir una clase de la mejor manera posible y como se sabe un profesor cada día debe ir obteniendo y reforzando los conocimientos por ello siempre es indispensable e importante que yo como docente debo autoprepararse siempre ir conociendo maneras o metodologías que me permitan y me ayuden a brindar una mejor educación a mis estudiantes” [As a teacher, I try to look for ways that all students receive the same education, I try to investigate or look for ways that help me to give a class in the best possible way and as we know, a teacher has to obtain and reinforce knowledge every day, that is why it is always essential and important that I as a teacher must

always be self-prepared to learn ways or methodologies that allow me and help me to give a better education to my students] (T.E.C)

“La adaptación del contenido de materiales presenciales a digitales es importante puesto que es indispensable conocer cada uno de ellos ya sea ayudándose de los conocimientos e investigando uno mismo, hoy en día tenemos varias maneras y medios fáciles que nos permiten aprender y prepararnos para brindar a nuestros estudiantes un buen proceso de aprendizaje ” [The adaptation of the content of face-to-face materials to digital is important since it is essential to know each of them either by helping oneself with the knowledge and researching oneself, nowadays we have several ways and easy means that allow us to learn and prepare ourselves to provide our students with a good learning process.] (T.E.N)

“Como profesores debemos estar siempre auto prepararnos para poder impartir una enseñanza de calidad, debemos prepararnos mediante tutoriales o videos.” [As teachers we must always be self-prepared to be able to deliver quality teaching, we must prepare ourselves through tutorials or videos.] (T.E.J)

Based on the responses provided by the teachers in the interview, they state that it is essential that teachers self-train at all times due to changes in education. They mention that for efficient management of the class it is important to know and be aware of the new technological tools that allow improving the teaching-learning process. In addition, they agree that if you want to improve teaching, it is important that each of the teachers commit to seeking new methodologies aimed at improving student learning and that it is better if technology is used in between. The results reflect that the change in educational modality has significantly affected both teachers and students, because if you do not have a wide variety of knowledge about technology in virtual classes, there is no efficient management of it. According to Monzoy et al. (2011), teacher is in charge of instructing the optimal progress of young people through the development of their generic skills that will contribute to their training, therefore the teacher must be trained in multiple aspects related to teaching, if learning depends on technology, teacher must train or self-train according to the needs of their students, if in this case knowledge about technology is needed, the teacher must find a way to know more about that topic. In this context, Baek et al. (2008) claim that teachers need to be in constant preparation, so education is improved, since the teacher's self-training could be considered as part of a challenge, since teachers face new factors in education and we are part of the training and change of the student through throughout his academic life.

10. RESEARCH IMPACTS (social, environmental, education or economic):

This research work generates an impact of an educational nature since through this it is intended to make known information that helps significantly in the teaching-learning process. It also has a social impact since it is working and identifying different aspects of society where it is sought to reflect on the factors that will progressively develop in the education of children and in the same way what is their incidence in the work and evolution of strategic educational activities carried out by teachers. On the other hand, the research focuses exclusively on aspects related to the field of online education and the learning of the English language, since in this way it is possible to identify the factors that contribute in the investigation (socio economic, lack of technology, training) that were key in the opinion provided by each of the study subjects revealing how useful the technological tools were in class and if there was an adequate use of them in the virtual environment.

11. CONCLUSIONS AND RECOMMENDATIONS

- In conclusion, responding to the research question, teachers agree that the use of technological tools is a necessary element to impart knowledge in online classes. All teachers describe that the tools are useful for any act that involves teaching. However, it is important for teachers and students to take into account some challenges that involve virtual education such as: students cannot access the class adequately, due to socioeconomic problems and due to their use of technology. Therefore, it is a challenge that the teacher is in charge of helping the student to function in class based on methods and strategies aimed at the use of the English language in class, improving English language skills (listening, reading, speaking, writing) using technological elements in class. However, education implies being in constant training and academic training since being a teacher is full of challenges, whether in virtual or face-to-face mode.

- As a second conclusion, it was determined that online education provides in the students the development in the use and management of technology for educational purposes. This is considered a more noticeable advantage, since the student through the virtual modality will be able to function in the correct use of technology. In addition, the technological tools help the teacher to keep the class dynamic, helping the student's motivational factor through different digital media that allow them to have an interesting class. The importance of the virtual environment is that it provides new opportunities for students to learn and get to know technology day by day and use it in the best way.

- Finally, this study concluded that not everything is efficient since there are some disadvantages in online education. It was noted that in the institutions there is a lack of educational technological resources focused on learning English, which translates into teachers taking charge of all the didactic resources for the organization of the class, both face-to-face and virtual modality. Furthermore, the correct training helps the correct use of technology since there are new professionals who do not have the knowledge about them. For this reason, teachers must invest time in looking for the appropriate tool to help develop activities in classes, this generates a large investment of time that could be used to improve teaching. However, future research should emphasize how the use of technology affects the learning process in the new digital age, since the present research addressed issues related to the degree of knowledge and effectiveness of technological tools in teaching, but he did not delve into an approach that is related to technology to contribute to improving the learning English language.

Recommendations

Before concluding the investigation, it is necessary to suggest some recommendations based on the analysis, interpretation and conclusions reached by the following research work:

- As a recommendation for future researchers of the same investigation is that they need to emphasize the use of technology in the English teaching process since it is a general topic that would include many aspects related to the use of technological tools, content and motivation, as well as the challenges involved in teaching and how it helps to adequately contribute to student learning.

- As a second recommendation it is important to prioritize in different methods of data collection, it would be more feasible to include a survey aimed at students, which allows knowing not only the opinions of teachers regarding teaching, but also the student provides relevant information to justify the reaction and opinion of the teacher regarding the use of technological tools.
- Finally, it is suggested to focus on a mixed methodology that can include both qualitative and quantitative parameters, since this type of methodology will allow the researcher to learn more about the subject both by describing the natural phenomena of the research through statistical tables that allow the knowledge of the incidence of variables in the research field.

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13. APPENDIX

Annex 1

Interview file

GUÍA DE ENTREVISTA PARA EL DOCENTE DE INGLÉS

DATOS INFORMATIVOS

Entrevistador: **Entrevistado:**

Fecha: **Lugar:**

Objetivo: Analizar la influencia del uso de herramientas tecnológicas para clases virtuales en el proceso de enseñanza-aprendizaje del idioma inglés.

Información institucional

1. ¿Cuánto tiempo labora en esta institución?
2. ¿Cuál es su horario de trabajo?

Componente de las clases virtuales

educación en general

1. ¿Cuáles son las características distintivas y los retos que enfrenta como docente en la modalidad virtual?
2. ¿Cómo percibe su papel como facilitador en el entorno virtual?
3. ¿Cuál es el grado de interacción entre estudiantes y docentes?

Componente del uso de herramientas tecnológicas en la enseñanza

1. ¿Dispone de una buena conexión de internet para impartir clases?
2. ¿Conoce usted que es una herramienta tecnológica?
3. ¿Qué tan familiarizado está con las herramientas tecnológicas educativas?
4. ¿Qué herramientas tecnológicas utiliza para sus clases?
5. ¿Cuál es su opinión sobre las herramientas tecnológicas en el proceso de enseñanza?
6. ¿Se han presentado dificultades en el uso de las herramientas tecnológicas?
7. ¿Recomendaría el uso de esa herramienta a otros docentes para impartir las clases de inglés?

Componente de formación docente frente al uso de las herramientas tecnológicas.

8. Está de acuerdo en que los docentes reciban capacitación que les permita conocer algunas herramientas tecnológicas educativas para impartir conocimientos?

Annex 2**HOJA DE CONSENTIMIENTO INFORMADO**

Yo, consiento que los estudiantes, estudiantes de la Universidad Técnica de Cotopaxi de la carrera de pedagogía de los idiomas nacionales y extranjeros (inglés), utilice la información y comentarios sobre mi experiencia docente que emito de manera voluntaria, para fines académicos y científicos, incluyendo publicación y divulgación, con la garantía de confidencialidad y resguardo de los datos que puedan identificarse de manera personal.

Latacunga, 18 de junio del 2021.

Firma

C.I.: