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Technological tools for teaching english as a foreign language
Herramientas tecnológicas para la enseñanza del inglés como lengua extranjera

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ABSTRACT

The purpose of the research project is to determine the appropriate technological tools for teaching English as a foreign language to the students of the indigenous community of Salasaca. Qualitative research was applied at first, through a bibliographic review, and then quantitative research was applied, as descriptions of the tools were developed and specific data from teachers and students were quantified. The use of technology as a mechanism for learning the English language allows teachers to incorporate in their pedagogical process new ways to make learning more efficient and meaningful, achieving greater effectiveness in students, using modern tools that motivate the student, that encourage autonomous learning and critical thinking, respecting the different learning rhythms.

Descriptors: Teaching; Scientific innovations; language instruction. (UNESCO Thesaurus).

RESUMEN

El proyecto investigativo tiene como finalidad determinar las herramientas tecnológicas adecuados para la enseñanza del idioma inglés como lengua extranjera en los estudiantes de la Comunidad indígena de Salasaca. Se aplicó la investigación cualitativa en un principio, mediante la revisión bibliográfica para luego aplicar la investigación cuantitativa, por cuanto se desarrollan descripciones de las herramientas y se cuantifican los datos específicos de docentes y estudiantes. El uso de la tecnología como mecanismo de aprendizaje del idioma inglés permite a los docentes incorporar en su proceso pedagógico nuevas maneras para hacer más eficiente y significativo el aprendizaje logrando mayor efectividad en los estudiantes, utilizando herramientas modernas que motiven al alumno, que fomenten el aprendizaje autónomo el pensamiento crítico, respetando los diferentes ritmos de aprendizaje.

Descriptores: Enseñanza; Innovación científica; enseñanza de idiomas. (Tesauro UNESCO).

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INTRODUCTION

The learning strategies involved in the acquisition of a foreign language have been a topic of great interest in recent years, even more so the learning of English as a foreign language in indigenous communities due to the need to internationalize their businesses or simply because of the fact that they are seeking new fields of action to improve their living conditions.

For this reason, the present research project seeks to identify methodological strategies, technological tools and skills that facilitate the learning of English in students of the Salasaca community. In order to accomplish this aim, a descriptive exploratory research project was carried out that allowed the conceptual analysis of the notion of learning strategies, their implications and typologies, all in the context of an indigenous community in Ecuador.

The Salasaca community is an ancestral indigenous people settled in the province of Tungurahua – Ecuador. They are descendants of the ancient Mitimaes who arrived from the highlands of Bolivia. The Salasacas play an important role in the ethnographic and cultural framework of the central zone of the country, and constitute one of the most outstanding points of reference for the investigation and study of indigenous values of the past and present (Salasaca, 2021).

Their main activities are livestock and herd care, but having a great cultural variety, they have dedicated themselves to marketing handicrafts and spreading ancestral music throughout various countries of the world. This peculiarity makes its inhabitants, and especially the students, feel the need to learn English as a foreign language for communication and the commercialization of their products. It is with this purpose that an investigative process was carried out, where it was possible to detect some shortcomings in the teaching-learning process of the English language, such as: the use of traditional didactic strategies based on a learning process by repetition, little interaction with technological tools, lack of internet access, and rote “learning”, that is, only the repetition of phrases many times without structure. These factors have made learning a foreign language less of a priority for students in the community.

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Due to the above, it is necessary to indicate that the main purpose of the research is to identify the perceptions of teachers and students about the use of methodological strategies and technological tools that can enhance the learning of English as a second foreign language in the indigenous community of Salasaca. Some ideas are also proposed to promote the incorporation of technological tools in the language teaching process. Within the theoretical analysis, the carrying out of a review of the current state is proposed. After an overview of the concepts involved (such as learning strategies, technological tools and a classification of the latter), we describe the pedagogical knowledge involved and explore some of the implications that may guide the teaching and learning of English through carefully designed interventions.

The project is relevant because learning strategies include skills, cognitive skills and specific behaviors that students in the community will acquire to achieve meaningful learning that will serve them for life. It can also be said that the efficient, varied and habitual use of learning strategies through technology is associated with better academic results, therefore, the present piece of research is intended to contribute to the learning of English as a foreign language by the students of the Salasaca community.

LITERATURE REVIEW

Learning strategies

Within the pedagogical and didactic field of the teaching process, the study of learning strategies plays a very important role in research, since it seeks new ways for students of all levels to achieve more relevant learning that serves them for life. In this sense, learning strategies constitute an important part of this research, since they contain cognitive aspects that the student must use to learn a certain subject, in this particular case, English as a foreign language. When this conceptualization is carried out, it does not only refer to the cognitive part of learning, but it is projected further, incorporating elements such as some of the technological, motivational, and personal strategies of the student, as well as the activities of the educational system such as planning, the direction and control that people develop when facing schooled learning processes.

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Therefore, although talking about strategies is usually synonymous with "how to learn", the intention is to incorporate other elements that lead to the functioning of educational quality that guarantees meaningful learning (Amaya & Aurea, 2019).

There is a variety of definitions related to learning strategies, which makes it difficult to have a single interpretation, however, it is necessary to raise some very relevant conceptualizations that reflect the intention of the present study. (Guerra & Prado, 2002) define them as integrated sequences of procedures or activities that are chosen with the purpose of facilitating the acquisition, storage and/or use of information through mental operations applied in order to facilitate the acquisition of knowledge.

Learning strategies can be defined as intentional guides to action, behavior and thoughts that a learner uses during learning, in order to put learning skills into practice (Meza, 2013). The use of learning strategies has become a fundamental tool in educational processes at any level, because they contain all those cognitive tools that the student must put into practice when learning a subject. Therefore, it is necessary to take into account that even though we are only referring to the cognitive paradigm, but we intend to go much further, incorporating factors linked to new forms and learning strategies that contemplate the disposition and motivation processes of the students. These strategies include a series of activities, processes or plans directed at the achievement of learning objectives. According to another point of view, they have to do with the conscious and intentional character in which the decision-making by the students is rooted for the sake of achieving significant learning. It can be said then that these are mental activities that aim to improve student learning.

Foreign language learning strategies

According to (Castejon, 2014), foreign language learning strategies require the contribution of several elements that may have a high incidence in the entire teaching-learning process. They can be classified into six major components: the teacher, the student, the teaching strategies, the context and learning environment, the evaluation systems, and finally, the learning strategies. From this point of view, language learning strategies are used unconsciously and in many cases are not observable, but they are

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very valuable because they help to understand the way languages are learnt and the strategies that have been identified can be incorporated into the teaching-learning process.

When talking about learning strategies for a foreign language, it is necessary to understand that they are mechanisms used by teachers from the very moment in which the planning process begins: the strategies propose routes, organize and contribute to the development of the contents to treat, for this reason they are defined as a set of decisions that the teacher uses to promote learning (Peralta, 2016).

A broader view of learning strategies for a foreign language is found in the field of educational psychology and pedagogy, where Carles Monereo (year?) explains some fundamental elements of current students, considered as "virtual mind", so it must incorporate new ways of reading and interpreting the globalized world, such as the management of various technological tools, for example, web pages, cell phones, virtual communities that are responsible for decoding a wide variety of languages and allow access to information for learning a second foreign language better. It becomes important then to incorporate these elements that are part of technological advance into the teaching-learning processes.

To understand the learning of a foreign language, the psychological conceptualization has been taken as a reference, from this point of view it can be mentioned that to achieve the learning of a foreign language as specific actions, behaviors or techniques that students use, often intentionally, to improve their progress in learning, assimilating and using the foreign language (Oxford, 2002). The same author more specifically understands learning strategies in general as those moments where the student acquires knowledge and stores it, to then use the information in such a way that learning becomes easier for the student and then can be transmitted in new and everyday situations.

The indicated components become fundamental research variables since they guide the learning of English as a foreign language, taking into account the relevance that these represent in the teaching-learning process to achieve efficiency in any area of study, for what are considered essential and necessary, these components will allow

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knowing what students do and demand to learn and, above all, how to apply them in those cases where learning English is less effective or efficient.

It is also relevant to point out that teaching strategies have different connotations in students' minds, such as in the type of content, in the development of intellectual work, in personal and cultural values that elements are developed in each class, generating forms of learning. The exposed approaches indicate the importance of the use of technological methodologies, strategies and tools that contribute to the formation of motivated students so that they build their own learning of a foreign language, supported by technology.

Bilingualism theory

The practical implications of the theory on bilingualism facilitates the learning of other languages. The capacity of abstraction is enhanced and there is an interplay between linguistic and cultural skills. Bilingualism is a complex process because it involves the use of two sets of senses, sight and hearing. The latest linguistic theories promote the teaching of English at an early age as it can contribute to heightened phonological awareness. Reading and writing becomes part of the teaching-learning process at a later stage, but the way these skills are taught depend, to a great extent, on the teachers' expertise (Fandiño & Bermúdez, 2016).

(Cabrera, 2017) points out that a bilingual person has or uses two languages, spoken with the characteristic fluency of a native speaker. It seems that the popular position is to believe that a balanced bilingual is perfectly fluent in both languages. Within this position bilingualism as the native-level control of two languages (Kroll et al. 2014). Contrary to these exclusionary definitions (Grosjean, 2015) proposed that a bilingual person could be any person who possesses minimal competence in a language other than their mother tongue, either in listening or reading comprehension, or in oral or written production.

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Bilingual and bilingualism

These are two widely used terms without their users knowing exactly what they mean by either of them; that is, without specifying the limits of their application (Fandiño & Bermúdez, 2016). Several authors have proposed different definitions of bilingualism, but the views are still fairly polarized. The bilingual person has the faculty of knowing how to express themselves in either of the two languages without difficulty whenever the occasion arises (Fandiño & Bermúdez, 2016). However, mastery of a language, mother or second, implies a series of non-linguistic factors that have not been considered in most definitions. Thus, bilingualism is presented as a multidimensional phenomenon, which is difficult to describe in a single definition.

Foreign language learning theories

As (Contreras-Salas, 2012), refer to Krashen's input theory according to which the student can acquire a foreign language when he is able to understand or seek input. This implies a gradual understanding of certain concepts or definitions of the target language, both orally and in writing and serves as a starting point for the student's learning. The most relevant points are the distinction between acquisition and learning. Learning and acquisition are different processes and there is a natural order of morpheme acquisition that applies to the acquisition of a foreign language. You can have knowledge of grammar, but as long as a person does not face real situations where they have the urgent need to use the language, a conversation cannot be articulated, however, the grammatical rules can be acquired and the student adopts them, because with then he can communicate and survive.

Another relevant point is that a student with negative feelings will be closed to input. The filter will be covered and little will pass through it. One of the main criticisms of the input theory proposed by Krashen in the article is that while understandable input can play an important role, it is not enough on its own (Contreras-Salas, 2012). There are two paths for the appropriation of a foreign language: acquisition, as an automatic and subconscious process, and learning, which is a conscious act as a result of formal knowledge (Contreras & Ferreira, 2013). Now that a brief description of the most

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important theories for the acquisition of a second language has been made, it is necessary to review some approaches that have been used to transmit this knowledge to students.

The **formal approach** includes those varieties of teaching procedures that proceed from the abstract study of grammatical rules to their application to translation.

The **reading method** is preoccupied with the language itself, devoting a great deal of time and effort to decoding using grammatical fundamentals and very accurate translation.

The **functional approach** is the pragmatic part of language, making you an expert, prioritizing the oral form, and taking into account what the study plans set as objectives with regard to the student connecting with oral production.

The **direct method** implies a direct contact between the student and the target language without intermediaries.

The **intensive method**. Teaching is entrusted to two tutors, an expert professor in linguistics to structure the language while the other develops the practical forms of communication.

The objective of applying different methods and approaches is to teach the student to think in a foreign language without the need to translate or use grammatical rules, but rather, by knowledge, so that they can respond and act orally. Other skills, such as writing and reading can be taught later, but the use of technological strategies, which contribute to significant learning, are essential.

Didactic tools in the teaching of English

There is a belief that all the material that is used in the teaching-learning process of the English language must respond to the needs of each student in order to contribute to the development of oral and listening communication skills. According to (Madrid, 2001), the teacher must use materials that serve as information and contribute to the learning of the English language. These must be selected according to the interests of the learners. Another line of thought is that the student learns autonomously, that is, s/he will be the one who creates his/her new knowledge and, therefore, the teacher

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becomes a facilitator, acting as a guide who monitors the progress of learning (Madrid, 2001).

The didactic materials that the teacher uses in the teaching-learning process have the intention of providing the students with the most appropriate information. Without doubt, the students must decode the message and transform it into learning, but in the process, they can use the technological tools available. During this process, however, the teacher needs to guide the students' learning; for example, when it comes to introducing the present simple tense, you can indicate the grammatical structure and then use real and everyday situations. Through images or videos, you can reinforce the content taught, and students can use the materials or tools employed by the teacher either face-to-face or autonomously, in such a way that it allows them to improve their knowledge (Toapanta, 2018).

In line with (Palomino, 2020), in order to learn English more effectively, it is necessary for teachers to be trained in the use and management of new technological strategies and tools in such a way that the latter contribute to the learning of the language so that students can put their newly gained knowledge into practice in their daily lives. This explains the importance of the use of tools and strategies necessary for the optimal development of learning (Innovación y desarrollo docente, 2021). In the longer term, these instruments will facilitate teaching and enhance its quality. This is why currently technology plays such an important role in the training of students. Teachers must be able to build their own and their students' knowledge and improve the ways in which the curriculum is delivered.

Technological strategies for learning English

At this juncture in education, new methodologies and strategies are evolving and there are a number of technological tools that are being developed for the benefit of society at large. Therefore, it is important to prepare young people for the new ways of acquiring knowledge as well as improving the teaching-learning process with the use of technological strategies so that students can accommodate societal needs and, above all, acquire a foreign language. According to (Beltran, 2017), English is

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considered the most used language in the world, as one of the universal languages of communication, hence the reason why in Ecuador English is incorporated into the curricula of schools and colleges. The use of technological strategies in the teaching of English provides great benefits and motivation for students; some of the reasons are listed below:

- a) It generates interest in learning the language.
- b) Students can learn at their own pace and in their own time.
- c) It is possible to overcome the drawbacks of traditional teaching methodologies (Beltran, 2017).

Technological tools for learning English as a Foreign Language

The use of technological tools is essential today, since societies all over the world are digitally linked and this creates a special connection between the teacher, the student and reality, because these technologies provide pedagogical support with practical and personalized materials. They also create opportunities for generating feedback on the student's learning and bring several motivational elements into the learning of English as a foreign language. Among the main characteristics that can be attributed to the use of technological tools is the fact that they provide relevant information for the creation of new knowledge, guide student learning, promote autonomous student work, and help evaluation processes (Cuesta & Grados, 2017). Some of the technological tools that contribute to the learning of English as a foreign language are as follows:

Auditory tools

As stated by (Ramello, 2019) states that audiovisual media are generally used in social communication and are related to the management of auditory images; these pertain to recordings that explain specific situations. Among the most frequently used tools are slides, transparencies, opaque operation, video and those modern systems that use information technology. Teachers should use these audiovisual technological resources to capture the attention of students by projecting images that represent the content that will be explored and practiced in class.

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Technological tools

This concerns the use of technological mechanisms, given that the current student population is a community of digital natives, and therefore, it is easier to attract their attention through interactive games, which allow them to develop language skills without much difficulty. In this group we can find the computer, CD-ROM, Telematics, CD-1. Technological tools constitute the means that are used to optimize processes and achieve greater productivity (González-Otero, 2016).

As stated by (Ramello, 2019), technological tools are considered to be specific or tangible as well as transversal or intangible. Specific technological tools include specific equipment, instruments, materials, machines, devices and software necessary to achieve the learning objective. Transversal tools are of an intangible type and can be identified as intellectual capital or more generally as information and knowledge: transversal tools are necessary for the development of teaching-learning processes.

Information and communication technology

Information and communication technology (ICT) is a set of services, networks, software and devices that aim to improve the quality of life of people within an environment, and are integrated into an interconnected and complementary information system. They allow the acquisition, production, storage, treatment, communication, recording and presentation of information, in the form of voice, images and data contained in signals and acoustic, optical or electromagnetic nature (Castro et al. 2007).

New information and communication technologies revolve around three basic means: information technology, microelectronics and telecommunications; they are fused together in an interactive and interconnected way, which allows us to create new communicative realities (Ramello, 2019). This implies that teachers must undergo a profound transformation in their ways of teaching, looking out constantly for methodological innovation, with a view of developing the conditions for more motivating and relevant learning.

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Internet

The internet, at present, constitutes a sociocultural phenomenon of great importance since a new way of understanding communication has been developed. Thousands of computer networks converge to generate content in various ways, due to which millions of users are connected to other users from all over the world, which is why it is considered the largest source of information. For their part (Wiranda et al. 2020) point out the significance of ICT in the learning and teaching of English, since with the help of these tools the student manages to break borders and learn new languages, such as English, managing to interact with people from other countries and putting their abilities and skills into practice.

Virtual platforms

The use of virtual platforms is a new modality for the learning of languages; it is a much more personalized way of teaching and learning and can be applied to real life situations, thereby leading to significant learning.

McKenzie method

This method has historically represented a teaching alternative for all those who cannot participate in the traditional educational system due to difficulties with the planning of their work and study time (García, 2020). The use of this tool is central for learning English because its focus is not only on learning but also on mastering technologies that bring good results in the teaching-learning process.

Virtual learning

This platform is designed to direct and guide the student's learning process in an efficient and planned way. The work becomes more dynamic and participatory between the teacher and the student when presenting activities and tasks online, taking into account that these submissions can be made online at any time and from any place, thus reducing the use of paper.

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English Attack

This is an interactive website for learning a language like English where video game experts, educators, and researchers in cognitive neuroscience (the scientific study of the biological mechanisms underlying cognition, with a specific focus on the neural substrates of mental processes and their behavioral manifestations) concerned with learner development design interactive and entertaining content that allows the student to stay motivated during the teaching-learning process (Cuesta & Grados. 2017).

It employs a specific methodology for the teaching of English and its fundamental basis is the use of several movie clips that to form visual symbols, in addition to incorporating games in order to put into practice the contents that are extracted from other tools, turning the whole process into an entertaining way of learning, including a series of prizes. This technological resource is oriented to the development of skills according to each student and in this way arouses the interest in learning English. It contains exercises related to songs, videos, movies, musicals, and news among other communication elements, making learning more entertaining and motivating for students.

Blogs

They allow working collaboratively in groups, generating information spaces and a number of communication channels. It is an easy and fun resource to use, it can be prepared by the teachers or the students themselves in a group or individually. Blogs can be shared and submitted for reader comments, and they have the firm intention of contributing to the teaching-learning process in a technological-educational environment, and arouse the curiosity of students, since videos, presentations, links, tasks, and music, can be stored in such a way that they create a learning-conducive environment.

Chats, e-mails and video conferences

As for chats and emails, they provide an opportunity for students to communicate with native speakers of English. According to (González-Otero, 2016), exchanging emails

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or chats with native speakers is an experience that can turn out to be very positive. The process encompasses the learning of different skills, from reading comprehension to grammar, and enhances the oral ability of the students. Since the use of microphones and video cameras is a standard feature of chats, for example, those conducted on Skype, conversational spaces are created that promote the improvement of oral production and speaking skills in general.

Social networks

These days, social networks are communication and information tools that integrate a large number of people and groups, which is why they are very useful in educational contexts. They maintain a permanent teacher-student relationship and vice versa, thereby breaking the traditional classroom structure where the teacher is the one having all the knowledge and the student is the one who learns. Social networks are providing an engaging way to learn English, combining formal and informal learning, and allowing students to express themselves and start conversations with others. It is perceived as a very useful mechanism for the learning of English (Hudgson & Hoy, G. M. 2018).

METHODOLOGY

For the purposes of the methodological analysis, the constructivist paradigm was taken as a starting point, since it posits knowledge as a mental construction, the result of the cognitive activity of the subject who learns, allowing to optimize their reasoning processes. The connectivism paradigm is also pertinent here since it encourages students to enter the digital age. The management of technologies, using descriptive statistics through means to determine those frequencies that have greater acceptance based on the elements of analysis such as the teacher, his/her experience, knowledge and training, skills and personality, as well as accessibility is employed. This element of analysis includes a wide range of relevant variables, motivation, skills and attitudes towards specific learning, prior knowledge and experience in the specific area. Skills and teaching strategies were also taken into account, as well as where the teaching

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methodology would be employed, including the designed activities and processes, the analysis of the context and learning environment, namely, the characteristics of the students of the Salasaca community, an element that is related to the search for technological tools and didactic strategies that facilitate the learning of a foreign language.

These sets of variables have been considered as elements studied in the case of learning a foreign language. The study of the learning strategies that the students follow seeks to respond to the following problem: what technological tools can be incorporated into the teaching and learning of English as a foreign language according to the students' perceptions?

The study of technological strategies for teaching English as a foreign language was carried out at three educational institutions in the indigenous community of the Salasaca, in the province of Tungurahua. It is to be noted that the current study plan set by the Ministry of Education of Ecuador includes the subject of English as part of its curriculum.

The sample consisted of 91 high school students between the ages of 16 and 20 years at three different high schools. Furthermore, the survey was also administered to three English teachers (this is the full number of English teachers in the selected area). The aim was to gauge the perspectives that these two groups have regarding the technological tools that can facilitate the learning of English as a foreign language.

The research carried out applied quantitative methodology, with a data collection technique on a finite population and surveys with semi-structured questions. The choices offered to the respondents were based on the Likert scale that goes from strongly disagree (1) to strongly agree (5).

The survey was structured along the lines of four dimensions, namely, the use of the English language, teaching-learning, technological tools and motivation and interest in the language, with 21 questions distributed according to each of these dimensions both for teachers and students. The validation of the questionnaire was carried out with the SPSS Statistics software suite, using the Cronbach alpha coefficient to determine the reliability of the instrument, having a p-value of 0.85, which guarantees the precision

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of the document. The data collection was carried out by the author. Informed consent was not required, since an anonymous and voluntary survey was administered.

RESULTS

For the students of the indigenous community of Salasaca, learning English as a foreign language represents a great opportunity, since it is a means of communication with speakers of English from other countries. The commercial sale of handicrafts produced is carried out in this context and there lies the importance of preparation, where the participation of the teacher is required and the incorporation of technological tools plays an important part. It is necessary to share, guide and interact with the language, understanding that the effectiveness of the tools does not depend only on their application and the perception that teachers and students have but rather the results obtained from the field research in the two sections analyzed below:

Data obtained from the questionnaire survey administered to the students

Table 1.

The appeal of didactic material for learning English as a foreign language.

Materials	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	TOTAL
Printed Material	40.66%	35.16%	6.59%	9.89%	7.7%	100%
Visual Materials	9.89%	8.79%	3.3%	30.77%	47.25	100%
Technological Material	5.49%	13.19%	5.49%	35.16%	40.67%	100%

Source: Data obtained from field research 2022.

According to the responses of the students surveyed, the trend towards visual materials can be seen with a 78.02% students who prefer to learn by seeing, which points to the appeal of learning visually. Another type of material that contributes to learning English as a foreign language is technological materials with a percentage of 69 positive responses, which is consistent with the criteria presented by Innovapedia (2018) in relation to the importance of using audiovisual tools. According to e-learning teaching, videos humanize online teaching and reinforce learning.

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Table 2.
 Percentage of the use of digital tools by the teacher in the classroom.

ALTERNATIVES	Not at all	Rarely	Sometimes	Often	Very often	TOTAL
English Attack	100%	0	0	0	0	100%
Virtual learning	93.4%	6.6%	0	0	0	100%
McKenzie method	76.92%	23.08%	0	0	0	100%
Virtual platforms	49.45%	30.76%	7.69%	3.3%	8.8%	100%
Internet	0	0	0	0	100%	100%
Blog	6.59%	8.79%	16.48%	27.47%	40.67%	100%
Chats, emails and videoconferences	0	0	0	0	100%	100%
Social networks	0	0	0	6.6%	93.4%	100%
Other	0	0	0	0	0	

Source: Data obtained from field research 2022.

The data suggest that the teachers at the educational institutions of the Salasaca community use three very common digital tools such as the internet with a relative 100% responses, social networks with 100% favorable responses and blogs with 43.95% positive answers, while the other tools appear to be mostly unknown to the students. Whilst (Madrid, 2001) suggests that digital tools contribute to a better learning of English, the data show that a number of digital tools are not being employed in class, and students are not aware of how they might be exploited for the purposes of language learning.

Table 3.
 Technological tools facilitate the learning of English.

ALTERNATIVES Perception of technological tools	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	TOTAL
	7.69%	6.59%	0	35.18%	50.54%	100%

Source: Data obtained from field research 2022.

It can be seen that students belonging to the millennial generation (digital natives) are of the opinion that the application of technological tools facilitates the learning of English as a foreign language. A large proportion of the students either agree or strongly agree with this view (35.18% and 50.54%, respectively) with only 14.28% respondents disagreeing. It can be inferred then that it is necessary to incorporate

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active methodologies with technological strategies into the teaching processes to achieve significant learning.

Table 4.
Dimensions associated with motivation and interest in learning English.

DIMENSIONS	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	TOTAL
Learning	7.69%	6.59%	0	35.17%	50.55%	100%
Technological Tools	2.2%	8.93%	3.3%	33%	52.57%	100%
Motivation	4.4%	2.2%	5.49%	40.66%	47.25%	100%
Interest in Language	8.79%	35.16%	18.68%	16.49%	20.88%	100%

Source: Data obtained from field research 2022.

When asking students about the motivational aspects of learning English, some important data have emerged, such as interest in the language, 53.84% respondents agree, while the use of technological tools has an acceptance by 85.72% students, the motivation to learn English is mentioned by 87.91% respondents followed by the learning dimension with 85.57% positive responses. These findings suggest a high level of engagement and a strong desire to learn English.

Data obtained from the questionnaire survey administered to teachers

As mentioned above, there are 3 teachers who carry out the work of teaching English to students in the Salasaca Community. Their responses are summarized below:

Table 5.
Didactic material for learning English as a foreign language.

ALTERNATIVES	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	TOTAL
PRINTED MATERIAL	0	33.34%	0	33.33%	33.33%	100%
VISUAL MATERIALS	0	0	0	0	100%	100%
TECHNOLOGICAL MATERIAL	0	0	0	33.34%	66.66%	100%

Source: Data obtained from field research 2022.

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The teachers state that they use all three types of didactic material, and they agree that visual materials and technological materials contribute to a greater degree to the learning of English for the students of the Salasaca community. From the data it can be deduced that the perception of the teachers is that technological tools should be incorporated into the language teaching-learning process because their employment contributes to successful language learning.

Table 6.
Digital tools used by the teacher in the classroom.

ALTERNATIVES	strongly disagree	In disagreement	Indifferent	Agree	Strongly agree	TOTAL
English Attack	100%	0	0	0	0	100%
Virtual learning	33.33%	33.34%		33.33%	0	100%
McKenzie's method	100%	0	0	0	0	100%
Virtual platforms	66.66%	33.34%	0	0	0	100%
Internet	0	0	0	0	100%	100%
Blog	0	33.34%	0	33.33%	33.33%	100%
Chats, emails and videoconferences	100%	0	0	0	0	100%
Social Networks	0	0	0	100%	0	100%
Other	0	0	0	0	0	0

Source: Data obtained from field research 2022.

The teachers surveyed indicated that they use the internet, social networks fairly (100%) and to a lesser degree blogs (66.66%), therefore, it is necessary to train the teaching staff so that they can incorporate new digital tools into their pedagogical processes so that the students can learn English more effectively.

Table 7 .
Technological tools that facilitate learning the English language.

ALTERNATIVES	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	TOTAL
Perception of technological tools	0	0	0	66.67%	33.33%	100%

Source: Data obtained from field research 2022.

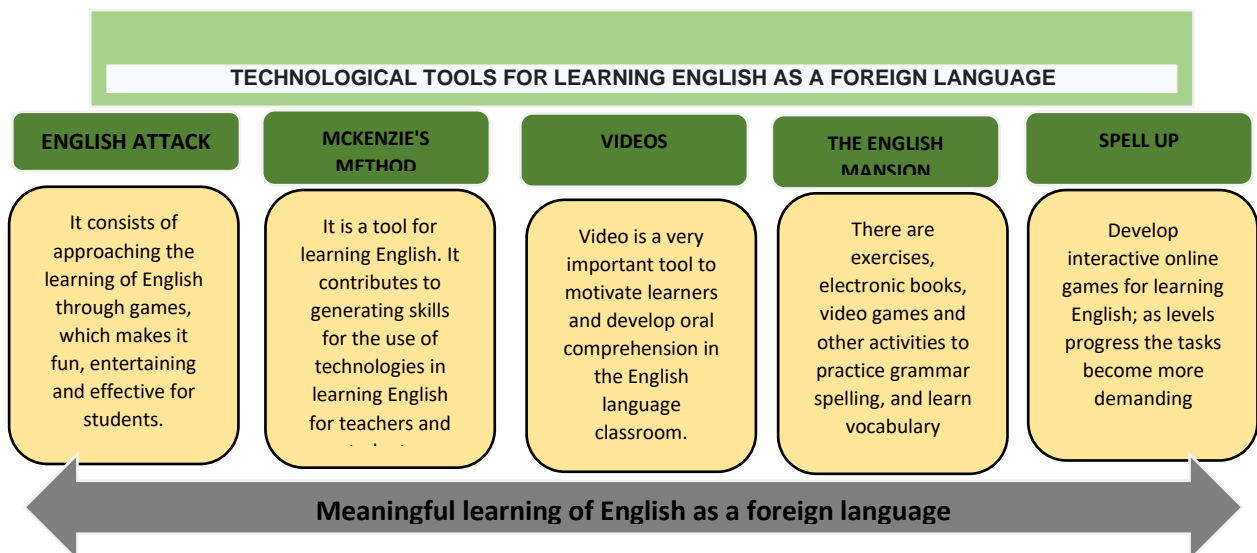
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The teachers are aware that the use of technological tools facilitates the learning of English as a second language for the students of the Salasaca community; this can be seen in the 100% positive responses. Teachers are aware that technological tools are necessary for learning English.

When making a comparative analysis between the expectations of the students and the desire of the teachers for better learning of English as a foreign language, the same directionality is noted in the answers, which suggests the need of the incorporation of technological tools in the educational system of the Salasaca community, given the importance that it means for the students, since the community environment is moved by processes of commercialization of handicrafts and ancestral music, which makes this sector a point of attraction for tourists.

PROPOSAL OUTLINE

Figure 1.
Technological tools for learning English as a foreign language.



Source: Graph proposed by the author based on the research carried out.

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The application of technological didactic tools satisfies the needs of the students of the community of Salasaca with regard to what has to be done with the teaching-learning process itself. Classes can become more interesting, motivating, dynamic and interactive and this arouses the students' interest. Teachers can apply the selected tools within the new information and communication technologies that contribute to the meaningful learning of English as a foreign language.

The didactic tools must be incorporated into the English syllabus in such a way that in class planning one is used in each learning unit and the students are not overwhelmed by the application of all the tools.

Videos. - The video resource is very useful when learning English, since it has two purposes, the first is to reproduce structured information and the second is to create videos by students, thereby achieving the desired objectives by improving listening and speaking, so this resource is significant for better oral and pronunciation performance.

The mansion of English. - It is a very attractive web page where teachers and students can find a large number of materials and complementary courses to learn the language, teachers can use this tool to complement their classes and motivate students to study English autonomously.

Spell up. - It is an application designed by Google in which, through games, you can improve oral skills both in expression and understanding of English, it is very useful for the designing of tasks and complementary activities.

It is worth pointing out that the use of the technological tools listed above contributes to a better learning of the English language using modern strategies so that the students of the Salasaca community can become ambassadors of their culture, crafts and can share their cultural expressions beyond their native land. It seems to be the case that the use of English as a foreign language is essential for daily living and advancement.

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CONCLUSIONS

English is now part of the Ecuadorian national curriculum and English classes are delivered to learners from an early age. It is, therefore, imperative to incorporate technological tools that motivate students so that the conditions of meaningful learning of English as a foreign language can be established.

According to the perspectives of teachers and students, technological tools can be used to improve teaching and with it the learning of English as a foreign language, and their employment contributes to enhanced language learning.

The use of technological tools facilitates the learning of the English language because they can be used for the improvement of each and every language skill, strengthening the cognitive capacity of the students, as well as generating interest on the part of the students since it allows them to learn a new language through tools that they can handle confidently.

The results of this research indicate that students mostly use technologies on their own initiative, therefore, teachers must prepare much more to familiarize themselves with technological skills that help them in their teaching. Further research should focus on this important issue, namely, how teachers can acquire the IT skills that can be used to facilitate their students learning by applying a range of technological tools.

English has become a means of intercultural communication. According to the perceptions and dimensions analyzed in Table 4, it can be seen that there is interest and motivation for the language as well as for the use of technological tools that contribute to learning English as a foreign language.

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