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TOPIC:

THE EXPERIENCES OF ENGLISH TEACHERS TO INCORPORATE TECHNOLOGY IN THEIR POST-PANDEMIC PEDAGOGICAL PRACTICES WITH PRIMARY SCHOOL STUDENTS AT MANUEL ADRIAN NAVARRO SCHOOL

Trabajo de Titulación previo a la obtención del título de Magister en Educación

Autora

Lcda. María Cristina Salazar Sigcha

Tutor

Mg, Juan Mauricio Arroba Muñoz

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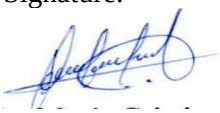

ID number: 1715031694
Address: Pichincha, Quito, Chaupicruz, Carlos Dammer.
E-mail: misscris2122@gmail.com
Telephone number: 0983948080

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In my capacity as Tutor of the Thesis "THE EXPERIENCES OF ENGLISH TEACHERS TO INCORPORATE TECHNOLOGY IN THEIR POST-PANDEMIC PEDAGOGICAL PRACTICES WITH PRIMARY SCHOOL STUDENTS AT MANUEL ADRIAN NAVARRO SCHOOL" presented by María Cristina Salazar Sigcha to opt for the Title Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros con Mención en la Enseñanza del Inglés.

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Name: ARROBA MUÑOZ JUAN MAURICIO
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1715031694

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Ambato, February 19th, 2025

Firmado electrónicamente por:
MISHELL ROMINA ANGULO ALVAREZ

……

PhD. Mishell Romina Angulo Alvarez
PRESIDENT OF THE COMMITTEE

Firmado electrónicamente por:
TANNIA CRISTINA POVEDA MORALES

……

PhD. Tannia Cristina Poveda Morales
COMMITTEE MEMBER

Name: ARROBA MUÑOZ JUAN MAURICIO
Issued by: UANATACA CA2 2016

……..

Mg. Juan Mauricio Arroba Muñoz
DIRECTOR

DEDICATION

I dedicate this work to Vianka, my daughter, and my inspiration.

To my dear mother María del Carmen, for her love, hugs, and support when I wanted to stop this process.

To my students, because they motivate me to be a better person and teacher.

Cristina Salazar

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UNIVERSIDAD TECNOLÓGICA INDOÁMERICA
MASTER'S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES WITH MENTION IN TEACHING ENGLISH

THEME: THE EXPERIENCES OF ENGLISH TEACHERS TO INCORPORATE TECHNOLOGY IN THEIR POST-PANDEMIC PEDAGOGICAL PRACTICES WITH PRIMARY SCHOOL STUDENTS AT MANUEL ADRIAN NAVARRO SCHOOL

AUTHOR: María Cristina Salazar Sigcha

TUTOR: Mg, Juan Mauricio Arroba Muñoz

RESUMEN EJECUTIVO

El repentino cambio de una educación presencial a una educación virtual en todo el mundo debido a la presencia del virus del COVID en el año 2019 definitivamente cambió los procesos de enseñanza aprendizaje y los docentes tuvieron que enfrentarse a nuevos retos en una educación donde el uso de la tecnología fue vital. Es por esto que la siguiente investigación pretende explorar las experiencias que tuvieron que enfrentar los docentes de inglés en la aplicación de recursos tecnológicos después de la pandemia. Se trata de una investigación con un enfoque cualitativo en donde intervinieron tres profesores del área de inglés; a quienes se les aplicó una encuesta en la escala de Likert con diez preguntas que permitieron explorar las percepciones, conocimientos y las experiencias que los docentes debieron enfrentar al momento de integrar tecnología en sus prácticas pedagógicas después de la pandemia. Además, se aplicó una entrevista con preguntas de base estructurada que pretendió comprender los desafíos, las necesidades y el entrenamiento que los docentes percibieron después de la pandemia. Luego del análisis de los datos se identificó que los docentes enfrentaron dificultades al momento de aplicar tecnología en el nuevo reto de la educación virtual. Problemas como la falta de conocimiento de los docentes con el uso y aplicación de herramientas tecnológicas, conectividad inestable, falta de interacción con los estudiantes fueron percibidas por los maestros entrevistados. Sin embargo, después de la pandemia los docentes de inglés expresan sentirse más cómodos y seguros usando recursos tecnológicos durante sus prácticas pedagógicas y consideran que el uso y aplicación de herramientas tecnológicas es esencial en el proceso de enseñanza aprendizaje debido a sus beneficios. De igual manera los docentes indican su interés en la capacitación de recursos tecnológicos. Como propuesta se plantea una guía de actividades basadas en las herramientas tecnológicas: Mentimeter, Padlet y Kahoot para que los profesores usen y apliquen tecnología en sus procesos de enseñanza-aprendizaje.

DESCRIPTORES: procesos de enseñanza aprendizaje**,** profesores de Inglés, tecnología

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

FACULTY OF EDUCATION SCIENCES

MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

AUTHOR: SALAZAR SIGCHA MARIA CRISTINA

TUTOR: MG. ARROBA MUÑOZ JUAN MAURICIO

ABSTRACT

THE EXPERIENCES OF ENGLISH TEACHERS TO INCORPORATE TECHNOLOGY IN THEIR POST-PANDEMIC PEDAGOGICAL PRACTICES WITH PRIMARY SCHOOL STUDENTS AT 'MANUEL ADRIAN NAVARRO SCHOOL.'

The sudden shift from in-person to virtual education worldwide due to the COVID-19 virus in 2019 undoubtedly changed the teaching and learning processes, and teachers had to face new challenges in an educational environment where technology became essential. For this reason, the current research aims to explore the experiences of English teachers in applying technological resources after the pandemic. This qualitative research explores three English teachers' perceptions, knowledge, and experiences regarding technology integration in their teaching practices post-pandemic. For this, data was collected through a ten-question Likert-scale survey. Additionally, a structured interview was conducted to understand the challenges, needs, and training the teachers perceived after the pandemic. After analyzing the data, it was found that the teachers faced difficulties when applying technology in the new challenge of virtual education, such as a lack of knowledge regarding the use and application of technological tools, unstable connectivity, and lack of interaction with students, which were identified by the teachers interviewed. However, after the pandemic, English teachers reported feeling more comfortable and confident using technological resources in their teaching practices, and they believe that the use and application of technological tools are essential in the teaching and learning process due to their benefits. Likewise, the teachers expressed interest in training on technological resources. As a proposal, a guide of activities based on the technological tools Mentimeter, Padlet, and Kahoot is suggested, so that teachers can use and apply technology in their teaching and learning processes.

KEYWORDS: Keywords: English teachers, teaching-learning processes, technology

INTRODUCTION

Importance and Relevance

Technology has been present for a long time and offers numerous advantages, it has become an integral part of our lives. One of its most significant advantages is the ability to establish communication with people worldwide. By just clicking a button, you can access information on any topic, anywhere and anytime. The use of technology has become even more crucial during the pandemic and post-pandemic times. Many people have started using technology for various purposes including education as one of the most demanding areas. Technology has become a fundamental aspect for both teachers and students, playing a vital role in the teaching-learning process, especially in the English as a foreign language context.

Teachers and students have encountered numerous challenges when using technology in education. For many English teachers, it was a new experience and required a significant amount of effort to adapt to these new practices. Teachers had to quickly learn how to use various technological tools, apps, platforms, and environments to meet the demands of the new reality of education. This transition has not been easy for educators and learners involved.

The transition to a new style of education during the pandemic was a considerable challenge for teachers and students. Implementing technology in the English teaching and learning process has become an essential tool for teachers, but it has not been an easy task. Therefore, applying technological tools is fundamental in the teaching-learning process. Consequently, this research is based on teaching-learning English and pedagogy, that´s why the research line is focused on pedagogical praxis.

Mohamed (2014) stated the following:

> Technology in general is becoming increasingly important in our personal and professional lives and scholars have offered a variety of definitions. The Merriam-Webster dictionary, for example, defines technology as "the practical application of knowledge especially in a particular area" Technology is also considered as a body of knowledge used to create tools and develop skills, and as the combination of scientific method and material to meet an objective or solve a problem. (p. 8)

There are several research projects regarding the use of technology in the field of English education. Based on these studies, we can say technology is relevant in the teaching-learning process and plays a vital role in learning and teaching the English language. It allows students to expand mandatory competencies such as listening, speaking, reading, and writing.

It is important to incorporate technology into the teaching-learning process for English teachers as a foreign language. The use of technology has a significant impact on teaching and learning a new language. Furthermore, technological tools engage students in the learning process.

MINEDUC (2021) competence stated the following:

> EFL 3.4.9. Students make effective use of a range of digital tools to write, edit, revise, and publish written work in a way that supports collaboration. (Example: add sound or images to a presentation, use an app to collaborate on a mind map, contribute to a class wiki, etc.) CD. (p. 63)

According to the 2021 Curriculum Thread four corresponds to the skill of writing, one of the mandatory demands is to incorporate technology in the teaching-learning process. However, the use of technology must be present in the development of the four language skills: listening, speaking, reading, and writing.

English teachers should implement technology and help learners develop 21st-century skills.

According to Avdiu et al. (2024), students need to develop key skills to face future challenges. These skills include innovation, creativity, collaboration, critical thinking, problem-solving, and communication. When English teachers incorporate digital resources into the learning process, it helps students enhance their imagination, creativity, and innovation. Technology offers a wide range of resources and activities that students can utilize.

“Technology adds dimensions to the already multifaceted domain of second language learning, requiring new knowledge and skills for those who wish to incorporate it into their professional practice or understand its impact on the language teacher and learner” (Hubbard, 2009, p. 1). Technology plays a relevant role in the learning processes of a new subject. Technology has an impact on pedagogical practices at the moment of teaching and learning a foreign language.

Raja and Nagasubramani (2018) study found the following:

> According to the latest insights as to how exactly modern students prefer to use technology and how their learning is impacted by it if they use technology, it was revealed that the use of modern equipment technology, and tools, the learning and interactivity of students increases. (p. 33)

Learning by doing is one of the pedagogic approaches that is related to the paragraph mentioned before. It means that the learners are building their proper concepts, because they are involved in the learning process of doing, participating, exploring, answering, and manipulating.

"In fact, technology is widely used nowadays in order to improve the educational system at all levels, which means that its effective use, combined with professional learning can promote and enhance collaboration in foreign language teaching" (Solano et al., 2017, p.77).

It is so important to say that the support of a language instructor is fundamental in the process. It is a perfect combination: the teacher, the correct feedback on time, and the implementation of technological tools.

Problem Statement

One of the biggest issues identified at Manuel Adrián Navarro school is the low management and knowledge of technological tools in English teachers who work with primary school students.

Despite the critical role that technology has always played in the world, many teachers have difficulties in learning how to use it effectively in the classroom. Most English teachers were not prepared to deal with this new reality, which can lead to

anxiety, limited access to the Internet, and modern cell phones, essential for developing technology-based lessons. This study focuses on understanding the experiences of teachers who work with primary school students at Manuel Adrian Navarro School and the challenges they face when implementing technology in the post-pandemic classroom setting.

Incorporating technology into daily lessons during the pandemic was a challenging experience for English teachers. Firstly, adapting to a new model of education was a huge challenge. It was challenging because the majority of teachers had some knowledge regarding Flipped Classroom, for instance. Also, other technological tools were unknown to them. Educators felt so confused and frustrated because they could not create a meeting on the Zoom platform. Sending a link, presenting a video, organizing groups, and sharing screens were tricky tasks for them.

Based on the experiences of English teachers incorporating technology into daily lessons was a challenging experience. They spent much time researching the technology by themselves. English teachers were facing problems with technology.

Due to the lack of knowledge, one of the consequences of this process was anxiety. Anxiety was one factor that teachers might face at the moment to try to master technology apps, technology platforms, and technology environments during classes.

Teachers were not ready to implement technological tools in their classes because most of them did not know the correct use of technological tools. Maybe only Zoom, Google Meet, and Flipped classrooms were the most known applications used by the teachers.

Frustration arose when using technology in education due to a lack of management. It was challenging to learn and apply technological tools. Most English teachers got frustrated because it was a challenge to know and apply technological tools in a short period of time.

Moreover, most teachers lacked the necessary technological equipment to apply technology in the classroom. Acquiring such equipment was crucial in establishing a connection between teachers and students during the learning process. English educators needed to use their proper resources like laptops, cell phones, tablets, and the Internet. Having the necessary equipment was crucial to incorporate technological tools into the teaching-learning process post-pandemic.

Cifuentes et al. (2019) study discovered the following:

> Although ICTs provide positive educational benefits, there remains the problem of how well-prepared teachers are to use technology. There is also the problem of accessibility to technology in their classroom. In addition, most teachers seem to lack the time to learn how to use and apply technology. (p. 61)

Educators and instructors know the importance of technology in education, but many problems were presented, including accessibility.

Teachers have rapidly embraced technology in their classrooms, both online and face-to-face. Many courses have emerged to help teachers learn how to integrate technology into their teaching, and most importantly, to apply these technological tools with their students.

After the pandemic, teachers feel more confident and comfortable using technological tools, although most of them received training on using such tools in

a short period. English teachers were able to utilize more technological resources and activities, leading to increased student engagement and participation.

Teachers were ready to adopt technology in the teaching-learning process post-pandemic.

It was a challenge to master the majority of these technological tools. However, talking and applying the Flipped Classroom, Educaplay, Wordwall, and Mentimeter, among others are easier now.

Incorporating these technological tools makes the teaching-learning process of a foreign language more effective and efficient. Students, the principal actors in this process, feel more comfortable, active, and engaged. Post-pandemic activities in an EFL classroom will not be the same.

Using technological tools and activities in the teaching-learning process is a daily and fascinating activity. However, it is the English teachers´ responsibility to continue working on them to meet the students' needs. It is important to remember that students must be prepared to face the skills of the present and future, and technology is one of the abilities they must master.

Nowadays, the use of technology has become an essential part of the development of teaching English process daily. According to several studies, incorporating technological tools enhances and engages students in acquiring the necessary skills in a foreign language classroom.

After the Covid 19 pandemic, education is not the same. Nowadays, the use of technological tools is a crucial aspect to be taken into account for teachers. All the

teaching-learning processes are based on the use of technology activities, which are engaging to students.

Research Question

What are the experiences that English teachers with primary school students at Manuel Adrian Navarro school had to face to incorporate technology in the teaching-learning process post-pandemic?

Research Idea

This research aims to explore the experiences of English teachers in incorporating technology in their post-pandemic pedagogical practices to design a didactic proposal with technology-based lesson plans and technological activities that English teachers can incorporate into their teaching practices with primary school students.

Beneficiaries

This research aims to explore the experiences and perceptions of English teachers with primary school students incorporating technology in their teaching-learning processes at the Manuel Adrian Navarro school. The three English teachers who work with primary school students at this school will be the beneficiaries. Undergraduate students, who are preparing to be English teachers, will use this research to receive information about the impact of technology on the teaching and learning process. Students from high schools (17-18 years old) who are deciding to

follow a professional career at the university and maybe would like to be primary school English teachers will be beneficiaries of this research, as well. These experiences will help them to make a final decision. Furthermore, a group of one hundred fifty students from second grade, seven years old, level Pre A1.1; students from third grade, eight years old, level Pre A1.2; children from fourth grade, nine years old, level A1.1; students from fifth grade, ten years old, level A1.2; boys and girls from sixth grade, 11 years old, level A2.1 and learners from seventh grade, 12 years old, level A2.2 will be beneficiaries. After reflecting on the experiences and perceptions of English teachers at the moment of incorporating technology, students will receive an enhanced learning process based on the implementation and application of technology.

Objectives

General Objective

To explore English teachers' experiences in incorporating technology in their post-pandemic pedagogical practices.

Specific Objectives

To describe English teachers´ experiences of applying technological tools before and after the pandemic.

To identify the challenges faced by English teachers at the moment of using technology in the teaching-learning process.

To identify three effective technological tools to be incorporated into the didactical proposal.

To design a didactic proposal to incorporate technology in the EFL classroom based on the described perceptions, challenges, and needs.

CHAPTER I

THEORETICAL FRAMEWORK

This chapter will address the previous studies linked to the topic and the experiences of English teachers incorporating technology in the teaching-learning process. Due to the importance of the theme of this research, seven previous studies have been pointed out at the national and international. It is so relevant to identify the results of the preceding investigations in Ecuador, and in different countries worldwide. Next, this section will establish some essential aspects regarding Connectivism, the learning theory linked to the topic of the present study. In the end, some crucial and fundamental concepts that will help to the development of this study were described.

Previous Studies

Cumbicos and Castrillón (2022) investigated the digital e-learning platforms in the English language teaching-learning process. The principal purpose of this research was to perform an analysis of the influence of implementing e-learning platforms at the moment of teaching and learning a new language, in this case, the

English language. This investigation is based on a qualitative perspective. It involved a group of students of higher primary education at the Paul Diran Private Educational School during the school year 2021-2022. Moreover, eight English teachers in the English Area participated in this study. Since it is considered a qualitative study, the participants completed a survey. This survey allowed the authors to gather all the necessary information to obtain a clearer idea about using technological tools in the classrooms. This study found implementing e-learning platforms influenced positively the learning process of English. The authors suggest that online platforms can be used as a method of application in English language teaching. Furthermore, this study found using e-learning platforms improves the quality of teaching processes.

This study supports the present research because the applied instruments in the methodology will help to develop this current research. As a qualitative study, the instrument used will be a survey. This study will support the research presented in this paper to create the instruments for the data collection. As the situation of the exposed research is based on the teachers' experiences implementing technological tools in the English teaching and learning process, the theoretical framework will help the researcher to organize the investigation. Because the situation stated in this previous study is similar to the topic presented, it will aim to explore the experiences of English teachers using technological tools in the classroom.

Vásquez and Rodas (2022) investigated technological tools for teaching English as a foreign language. This research aimed to implement a selection of the most appropriate technological tools for teaching English as a foreign language. It is based on a qualitative study. This research involved three English teachers and a

group of ninety-one high school students between the ages of sixteen and twenty at three different high schools in an indigenous community of Salasaca in the province of Tungurahua. This is a qualitative investigation for this reason, some surveys with semi-structured questions were applied to English teachers and students. Four critical aspects were taken into account when formulating twenty-one questions: motivation and interest in the language, teaching and learning technological tools, the use of the English language, and namely. This study found that for the students of the indigenous community of Salasaca in the province of Tungurahua to learn to speak English as a foreign language constitutes a considerable chance to establish communication with native speakers because a significant part of the population of the Salasaca community participates in the selling of handicrafts, and English is the mean of communication between sellers and buyers. According to the experiences of English teachers, they say technological tools play a crucial role in the English learning process because students feel more motivated, interested, and engaged using technology inside and outside their classrooms. The author points out three technological tools: Videos, The Mansion of English, and Spell Up. Despite the principal objective of this investigation, which is to select the name of the most appropriate technological tools in the English teaching process, only three are stated in this study.

The present study is related to the previous research due to the methodology used by the author in that investigation. They used a survey with semi-structured questions. This methodology will help the development of this current research. As a qualitative study, the instrument used will be a survey. As the situation of the exposed research is based on teachers´ experiences implementing technological

tools in the English teaching and learning process, the theoretical framework will help to organize this investigation. Since the situation stated in this previous study is similar to the topic presented, it will aim to identify the perceptions of English teachers using technological tools in the teaching-learning process.

AlSabbagh (2019) investigated a study of English teachers' experiences of the integration of educational technology into the new English language national curriculum of Kuwait. The principal purpose of this investigation was to identify the facilities and difficulties that English teachers of grade one, faced to incorporate technological tools in the English teaching process and examine the rate at which the technology was implemented by the English teachers. This research is based on a qualitative perspective. It involved thirty-two English language teachers, three English language teaching supervisors, and two hundred and twenty-five English teachers recruited in Kuwait. To get the results of the research, surveys, interviews, and questionnaires were the methodological instruments used by the author. One survey was applied to the thirty-two English language teachers, and an anonymous online survey was implemented for the English teachers recruited in Kuwait. The obtained results were codified by a thematic analysis. This study found that English teachers of grade one faced difficulties, limitations, and obstacles during the first year of trying to apply technological tools in the English teaching process. Some of these barriers were caused by the lack of subject knowledge and confidence.

A survey as a technique and questionnaires as instruments for data collection were applied to this study. They will help the researcher to construct the methodological process of the current investigation. The study mentioned above, based on the experiences of teachers from different countries implementing

technological tools in the English teaching and learning process, will also assist in creating the instruments for data collection. The theoretical framework will be used to identify the outlines to formulate the conceptual part of the present investigation.

As the previous study is similar to the present topic, this investigation will aim to explore the experiences of English teachers when incorporating technology apps, platforms, and tools in their daily English teaching process.

Trisnawati (2022) analyzed a study on English teachers' readiness to utilize information and communication technology (ICT) in English language teaching. This research aimed to set out the range of English teachers' readiness when incorporating Information and Communications Technology in the teaching-learning process with their students in their lessons.

In addition, this research pretends to identify the responses of how English teachers faced the demands of Information and Communication Technology (ICT) exploitation and what the perceptions, thoughts, and feelings of English teachers faced when implementing the use of ICT in English teaching processes. This investigation proposes a qualitative approach. It involved six English teachers from the selected State Junior High School in Central Lombok Indonesia, and thirty-five English teachers were respondents. Surveys, interviews, and observations were the instruments that the author applied to this study. This investigation found that the percentage in which English teachers included Information, Communication, and Technology during their teaching-learning process with their students in their classroom, represents 67.5% of the total population. The respondents gave diverse answers regarding the demands of Information and Communication Technology (ICT) exploitation in their classroom settings teaching-learning processes. Plenty

of English teachers are ready to change their didactic process in order to use technological tools. However, a group of English teachers refused and did not want to accept new styles of teaching and adopt technological resources in this practice. The lack of teachers´ creativity, the loss of learning time, and the insecurity with the efficiency of ICT are some of the limitations faced by English teachers who participated in this study.

The current research is related to the study as mentioned earlier, because of the methodology used by the researcher in that investigation. He used surveys, observations, and interviews. Some of these instruments will help the development of this current research. As the situation of the exposed research is based on the teachers' experiences implementing technological tools in the English teaching and learning process, the theoretical framework will help construct the organization of the conceptual part of the contemporary investigation. Since the study mentioned above is similar to the topic presented, it will aim to identify the perceptions and thoughts of English teachers using technology in the teaching process.

Wing (2024) conducted a study analyzing primary English language teachers' perceptions of online teaching during COVID-19 in Hong Kong. The objective of this research was to explore the teachers' views on their pedagogical practices throughout the pandemic.

This research employed a qualitative multiple-case approach, involving three primary school English teachers. Being a qualitative study, it utilized structured interviews and thematic analysis. The findings highlighted the challenges and opportunities that English language teachers faced in using technological tools during the pandemic.

The teachers acknowledged that inadequate training posed a significant issue, alongside challenges related to classroom management, such as managing daily activities, maintaining discipline during online lessons, and conducting assessments. They also noted a lack of technological pedagogical content knowledge and a deficiency in parental support. Despite these challenges, the English Language teachers recognized some opportunities for improvement.

They experimented with changes in attitudes and beliefs about technology. English teachers acknowledged the importance of using technology in both online and face-to-face lessons to enhance student participation. They leveraged their experience with technology to foster interest in learning and applied technological resources, marking a significant pedagogical innovation in education.

Since the previous research focuses on teachers' experiences and perceptions of online teaching during the pandemic, the theoretical framework will help structure this investigation.

Additionally, this study builds on current research by utilizing the same instruments in its methodology. Participants will be asked to respond to a semi-structured in-depth interview.

Goudarzi et al. (2022), analyzed the sudden transition to online learning: Teachers´ experiences of teaching during the COVID-19 pandemic. This study aimed to identify and understand the professors' experiences teaching online during the pandemic. This current research is based on a qualitative descriptive design. In order to get the results, semi-structured in-depth interviews were answered by ten faculty members, three administrators, and one staff of the Department of Education associated with Lorestan of Medical Sciences University in Western Iran. Several

categories were considered to establish the outcomes of this research after analyzing the collected data. These categories include challenges in teaching through virtual remote education, difficulties in using technology during the teaching-learning process, personal struggles faced by teachers, obstacles encountered while teaching in challenging situations, coping with crises, and the effective consequences of online teaching.

Professors at this university encountered several challenges during the transition from face-to-face teaching to virtual remote education. Some of these challenges included a lack of student concentration and attention, an absence of familiarity with technology such as computers, tablets, and smartphones, a reduction in social interactions, issues with internet connectivity, and difficulties in understanding students' needs through a camera.

As a semi-structured interview was applied for this study, it will help the researcher to construct the methodology chapter. As this study pretends to explore the professors' experiences using technological tools during the pandemic, it will help to write the theoretical framework of this current investigation.

Abernathy et al. (2022), explored K12 teacher perspectives on the pandemic pivot to online teaching and learning. It is based on a qualitative approach. One hundred forty teachers were involved in this research. Sixty-three teachers belonged to elementary school, thirty-five had experience working in middle school, thirty-nine worked in high school and three teachers selected themselves as other. The instrument used to obtain outcomes was a survey, this survey was organized in the following way: five demographic open-ended questions at the beginning, in the middle twenty-two Likert-style type questions ranging from strongly disagree and

strongly agree were designed to comprehend the teachers' cognitions in the pedagogical practices in the onset pandemic, and at the end, five more opened-ended questions were added to give the chance to the participants to share their beliefs regarding the experiences in the transition from face-to-face lessons to virtual remote education. This research points out the challenges and positive and negative effects of teachers during the sudden shift in education due to the COVID-19 pandemic. This study will help to construct the theoretical frameworks due to its objective is to perceive the cognitions of English teacher implementing technology in the pandemic, similar to the current research.

Theoretical Framework

Connectivism

Technology plays a crucial role in education, especially when teaching and learning a foreign language like English. English teachers need to consider the use of technology before and after the pandemic. There are two essential aspects. Before the pandemic, most English teachers did not use many technological tools. They only used a few resources like Flipped Classroom, videos on YouTube, and Liveworksheet activities. However, when the COVID-19 pandemic hit, teachers worldwide were forced to implement and apply many digital tools to attract students' attention in online classes. Face-to-face classes were paused, and it became crucial for teachers to motivate and engage their students using technological tools. All the aspects mentioned before are related to the latest learning theory that appeared during the pandemic, which is connectivism.

Kropf (2013) argues that connectivism is the newest learning theory that includes interactive, dynamic, motivated, and modern learning for teaching English using technology. It is based on social networks and cyber nodes.

As a result of applying connectivism theory in education, the teaching-learning processes have become more interactive and engaging. Students are now actively involved in various activities during online classes, such as answering surveys or interviews. For instance, when a teacher sends a link or document that must be completed, students can open the link and answer the questions in real-time and the teacher can immediately gather the results. The activities proposed under this theory aim to encourage students to learn by doing and researching. Teachers must consider these aspects in their teaching-learning processes. It is important to note that our students belong to the "Net" generation and are surrounded by technology, apps, platforms, and social networks. Thus, English teachers must be proficient in these tools to enable learners to become more active in the learning process.

Downes (2022) study points out the following:

> Connectivism is sometimes depicted, as it was by George Siemens (2004) as a "learning theory for the digital age". And though the rise of digital technology was influential in the formation of connectivism, the theory is not a response to digitization, but rather, a way to use the insights derived from digitization to address long-standing issues in the fields of learning and development. (p. 58)

Connectivism is a learning theory that emerged when teaching and learning processes started relying on technology. Although this digital era facilitated the development of this new theory, it is not the answer to digital transformation. In

other words, connectivism is a way to utilize the knowledge of digitization to concentrate on the methods associated with learning processes and progress.

Herlo (2017) stated that at the moment of learning, teachers need to consider two crucial variables: the assimilation of content and the implementation of the learning process in the classroom. Undoubtedly, how students assimilate the learning process in comparison with the content is of greater importance. Over time, learning theories have been applied in learning practices. Connectivism is one of the newest learning theories that proposes to address the challenges that modern education poses for both English teachers and students.

"Connectivism approach of Siemens, Downes and Cormier tends to elude the professor´s role in learning focusing on individual participant in learning, networking and information flow between the nodes of the network, resulting new forms of knowledge" (Herlo, 2017, p. 333).

The new theory of connectivism places the student at the center of the learning process, making the role of the teacher secondary. It means that the teacher's actions are limited, and students can gain knowledge by simply following instructions. The students are the primary actors in the learning process, and they are responsible for managing the technology used for their learning. However, it is essential to note that the interaction between teachers and students is decisive for correctly assimilating skills. Although technology is changing education, the role of the teacher remains important.

Connectivism and English teaching

Altinay et al. (2019) note**, "** connectivist theory in learning is an effective practice in

language learning in the digital age. It yielded significant results that supplementary materials and online courses provide motivation and confidence for English language learning" (p. 361).

Motivation, confidence, and enrichment are the characteristics that students identify at the moment teachers use connectivism theory in their teaching-learning processes. The effectiveness of connectivism theory has been proved by the perceptions of teachers and students during the practices of learning and teaching the English language.

According to Mosquera and Fuertes (2022), the latest learning theory, connectivism, is considered one of the best approaches to developing effective teaching procedures. One of the most important and challenging skills to develop is oral communication. This theory emphasizes the importance of using digital tools in teaching and learning processes, intending to improve language skills in English. Thus, teaching-learning processes are now linked with the application of technology. Research by Mosquera and Fuertes has demonstrated that, through the use of Connectivism, students at the CEFR A2 level in public schools in Ecuador have shown significant improvement in their oral communication skills.

Bannister (2016) agrees that "viewing the characteristics of connectivism through the lens of andragogy provides valuable insight into how autonomy, openness, diversity and interactivity/connectedness could potentially be augmented to create enriching experiences in adult classrooms" (p. 99).

The theory of Connectivism has had a significant impact on the way adults learn and teach English. As this learning theory relies on technology, it enables adults to participate in the teaching-learning process with more significant interaction, diversity, self-confidence, and openness.

The application of this new and latest learning theory has a positive impact on the progress of education. The use of technological tools has increased a lot during and after the covid 19 pandemic. The students enjoy being part of a process in which the digital era is present.

According to Pérez et al. (2024), connectivism has positively influenced the English teaching process for students across various universities. This theory emphasizes the importance of connections through networks, technology, and digital resources. The need to learn a new language encourages students to actively create their knowledge using a digital approach.

Technology has been part of our lives many years ago. It has a relevant shock in all areas, particularly in education. Now, it is so common and beneficial to use this theory, which according to several studies as mentioned earlier, has effectiveness during the application of the English teaching-learning processes. Nowadays, English teachers should take into account the connectivism theory as a crucial aspect to consider in their lessons. Students must be prepared for their learning to carry out the skills they need to face the challenges that society demands. It means students must be able to have the capacity to solve problems, using creativity, innovation, communication, collaboration, development of critical thinking, and the management of technology.

The use of Connectivism theory in the process of English teaching.

According to Abdelfattah (2023), the study by Borna and Fouladchang (2018) argues that the benefits of utilizing connectivism as a strategy in EFL classrooms include: motivation and efficacy in the academic results of students during the

learning procedure. Students feel comfortable establishing social contact with the rest of their classmates.

Connectivism allows students to participate in the learning process engagingly. The results obtained have been identified positively in students who are learning English. In addition, connectivism is considered a pedagogical resource that includes efficacy in the academic activities.

Connectivism has made a significant contribution to education, particularly in learning foreign languages. This theory has proven to be effective in the current digital age, and as such, teachers need to incorporate it into their teaching-learning processes. Although there are different perspectives on what connectivism is, it is universally accepted that it is an effective learning theory successfully used in the online classroom environment.

The effectiveness of connectivism has been proven in the classroom, and English teachers must create learning environments that utilize technology. With the help of connectivism, students are engaged in interactive and creative learning processes that help them to identify and develop their language skills and talents. The success of the learning process is dependent on the quality and quantity of the activities, resources, and materials used in the classroom. Engaged and motivated students are likely to succeed in the learning process.

Connectivism not only prepares students for significant learning, but it also provides English teachers with a positive experience. Teachers are emotionally invested in the learning process and are motivated by the success of their students. This current research is closely linked to the experiences of English teachers using technological tools with primary school students. The research has taken into

consideration the active use of technology in the teaching process. As such, it has provided valuable insights into the application of connectivism in the classroom.

Based on the perceptions and beliefs identified by English teachers in Ecuador and other countries to incorporate connectivism at the moment of teaching English, it will be an important aspect to be considered for this research project.

The use of technology in English Language teaching

With technology being an integral part of our lives, students today, especially those of the generation Z, are inclined towards using gadgets like cell phones, tablets, and laptops in their daily routine. Several research studies have demonstrated that technology has significantly aided the learning process, especially when teaching and learning English. Technology allows students to take charge of their learning by providing interactive tools and activities that enable them to learn by doing and conducting research. As most students today are accustomed to the internet world, incorporating technology into education has become even more compulsory than ever before. Experts believe technology apps, platforms, and tools are essential for effective teaching and learning processes.

Budhwar (2017) concurred that technology plays a crucial role because it helps people to facilitate some tasks in their offices or homes. New technological apps, devices, and software are being developed every day, and they are becoming increasingly important in all areas, especially in education. Technology has made educational processes more enjoyable, easier to understand, and more accessible for students. The use of digital tools has made learning English more interactive and exciting for all learners, especially children. Education now aims to teach

students through games and other interactive activities that are made possible through the variety of technological tools available. It means that students will be able to learn and play simultaneously, making the process enjoyable and motivating. The success of education is measured by the level of comfort, happiness, motivation, and interest that learners feel during the learning process. Before the COVID-19 pandemic, distance education was not commonly used, but it became an excellent opportunity for students unable to attend face-to-face classes. With the use of technology, students could continue learning and studying from the safety of their homes.

Mofareh (2019) study stated the following:

> The use of modern technology in teaching English is broadly understood to encompass an innovative application of methods, tools, materials, devices, systems, and strategies which are directly relevant to English language teaching and lead to the achievement of the desired goals. Thus, while technology is now generally accepted as an important educational and auxiliary tool across a range of teaching and learning contexts, it is particularly true of English language teaching since it affords a number of potential opportunities to enhance both the content and delivery of the pedagogies typically associated with traditional English language instruction. (p. 169)

Incorporating technology into the teaching-learning processes requires English teachers to use a new set of digital resources that are innovative, creative, interactive, and engaging to achieve the desired results. Technological instruments play a crucial role in learning any subject, especially foreign languages such as

English. These resources enable students and teachers to establish an efficient learning and teaching process compared to traditional methods. English teachers need to recognize that technology is one of the most relevant aspects of learning a foreign language in today's world. Therefore, it is imperative to adapt to these new methods and incorporate them into our teaching strategies.

Mofareh (2019) agrees that the implementation of technological resources in the learning process has several advantages in the development of the skills of English language learners. Furthermore, the author states that the difficulties, obstacles, limitations, and anxieties presented by English teachers at the moment of incorporating technological resources in the classroom must be overcome.

English teachers faced anxiety when they had to use new technological resources in their teaching. Most of them were not ready for this new change in education and had to learn about technology management in a short time. Developing lessons for online classes during the COVID-19 pandemic was a challenge for all English teachers worldwide because they had to adapt to a new modality of education with new technological resources to which they were not accustomed. However, post-pandemic, we can say that English teachers did their best to provide the best learning experience for their students. They mastered a lot of technological tools that were put into practice within online classes, and now they believe that it is an essential part of the teaching-learning processes to include digital material.

Despite the obstacles that English teachers faced during the COVID-19 pandemic, they now feel sure and more comfortable about the use of technology in the classroom. As a result of the application of technology in the classrooms,

students can enjoy a process in which they feel comfortable, engaged, enhanced, and active with a positive attitude to gain skills in the English language.

Kumar et al. (2021) study argued the following:

> Time constraints are yet another hindrance to teachers' adoption of new technology tools. Teachers must set aside time each week to create multimedia English resources and incorporate technology into their lessons. Instructors may not be able to find more time, or they may not be able to efficiently manage their time. Additionally, instructors face the issue of maintaining classroom management in technologically enhanced environments. There must be a high level of proficiency in classroom management in order to make effective use of technological aids in education. (p. 58)

One of the biggest challenges facing English teachers in the use of technology is the lack of time. Teachers often struggle to find the extra time needed to create and organize their technological tools in their teaching process. Obtaining this time is a difficult task, as it is not readily available. Additionally, effective classroom management requires a high level of proficiency. If a classroom has all the necessary digital devices, incorporating technology into the teaching process can significantly enhance its effectiveness.

Due to the pandemic, English teachers were forced to learn multiple technological tools to facilitate English language teaching. Over time, these interesting pedagogical tools continued to play a vital role in teaching-learning processes. As per the experience of English teachers and many authors, using these technological methodologies allows students to be at the center of the learning

process, feel motivated, and engage actively with the application of these technological tools.

There are various technological tools available that can be used to optimize the learning process and manage time effectively. Although it is impossible to list all of them, this research aims to highlight the most important and useful ones for teachers, particularly those working with primary school students.

Technological tools used in the English teaching process.

To focus on the description of technological tools used in the teaching process of the English language is to write about an enormous list and a vast topic. Moreover, it is so complicated to address all of them.

Based on the experiences, perceptions, and beliefs of teachers incorporating technological resources, some of them are described as follows:

Mentimeter

Mentimeter is a widely used technological tool that enables students to answer questions in real-time. It is effective in providing feedback to students, and can also be used as an assessment tool in a fun and engaging way. Students enjoy answering the questions in a lighthearted manner. In addition to creating digital presentations, teachers can share colorful slides with pictures, music, photographs, videos, and more to enhance their classroom teaching experience.

English teachers using Mentimeter, can create as many questions as they want. Additionally, you can create a mural where students can give their responses, and they will appear in the mural as soon as they answer. The teacher can choose to present or share the screen depending on whether they are in an online or face-to-

face class and, the students can observe. The teacher can obtain the results immediately and provide feedback to the students.

During a didactic lesson, the English instructor can make the session interactive by sharing a code through the chat. Students can access the interactive activities on mentimeter.com by entering the code shared by the teacher. It is a simple process that allows all participants to actively engage in the session. Teachers and students can use tablets, cell phones, laptops, or computers to enjoy the activities in Mentimeter.

Mohin et al. (2020) study noted the following:

> Overall, Mentimeter is easy to access, a powerful and flexible tool which has the solution to improve learning and teaching in the large class. It can play a key role in changing the dynamics of the large classroom by promoting active learning, student participation, and enjoyment. Formative assessment can be more interactive and fun using Mentimeter. (p. 21)

Mentimeter is a versatile and powerful technology tool that enables teachers and students to enhance the teaching-learning process. Its main objective is to create dynamic activities that engage students and make learning fun. With Mentimeter, assessment is done in a stress-free and relaxed environment, making it a more enjoyable formative assessment experience.

Jackly and Eridang (2022) concluded that English teachers often utilize Mentimeter to create various learning activities. This technological tool can serve as a warm-up activity or an introductory part of a lesson, allowing students to engage with the topic at hand. Teachers can also use Mentimeter to encourage students to ask questions about parts of the lesson that may be unclear. Additionally,

this digital tool can be used for formative assessment, feedback, or simply as a practice tool.

The use of activities in this technological tool has the following advantages: First, students can access it through a QR code, and they feel comfortable giving anonymous responses because most of the time they do not like to speak in public. Further, students and teachers find the tool easy and quick to use. Third, English teachers can optimize class management by utilizing Mentimeter, and improve attendance. Last, the lesson is developed in a friendly environment.

To conclude, English teachers feel comfortable using this technological tool. The majority of them use Mentimeter due to its easy accessibility for students and assessment purposes.

Padlet

Padlet is a powerful digital tool that is commonly used by English teachers in both online and face-to-face environments. Like most technological tools, there are two versions available, a free version and a paid version that comes with more advanced features. Padlet offers a variety of activities that students can engage in to enhance their learning experience. To fully enjoy the diversity that Padlet has to offer, students need to create an account. The first option is the "Mural" where students can respond to a question or topic given by the teacher in real time. Students can respond with words, videos, links, music, songs, and photographs from their devices, or the internet. Both the teacher and students can observe all responses.

Collaborative work is one of the key functions of Padlet. Students can create and organize collaborative murals or presentations on any topic assigned by the teacher. The teacher assigns this activity to be completed in groups. It does not matter how many students participate, but it is recommended to form small groups so everyone can participate effectively. Students can work together on the same presentation simultaneously.

Sadry (2022) stated that the undergraduate students´ beliefs who were preparing at that time to be English teachers at the English Language and Literature Department of Balkh University expressed a favorable experience at the moment of using the technological tool Padlet in the classroom.

The use of Padlet in the teaching and learning process offers numerous benefits and advantages. Firstly, it allows for interaction, enabling students to actively participate. Additionally, it helps students develop their writing skills. As it was mentioned before, one of the most important advantages of Padlet is its support for collaborative work, allowing students to work simultaneously on a task. English teachers can create boards for students, who can then collaborate in real-time. This fosters teamwork and collaborative work among students. Both teachers and students find Padlet to be an intuitive tool.

During the COVID-19 pandemic, English teachers adopted this digital tool called Padlet. Even after the pandemic, this tool has continued to be implemented in educational practices because it can be used as a collaborative tool, encouraging more student interaction.

Kahoot!

Kaur and Naderajan (2019) argued the following:

> Kahoot! is a platform that contains quizzes, discussions, and surveys using gamification mechanics. Kahoot! was invented in 2013 and immediately became a global educational brand. Kahoot! possesses its own unique features of typical gaming and teaching models that are interactive and competitive in nature. The principle of Kahoot! is creating a game-based platform for students to enjoy learning in a fun, interactive and competitive manner. (p. 50)

Teachers of foreign languages understand that creating a competitive environment in the teaching process is an essential aspect for students. Students are often more interested in activities where they can accumulate extra points or rewards. This is particularly true for primary school students who enjoy these activities. Teenagers and adults are also more engaged in the learning process when they can compete with their peers. Kahoot is a technological tool that provides this competitive platform. Learners can participate interactively in exams, assessments, surveys, and games. Although Kahoot has been around for a while, it became trendy during the COVID-19 pandemic due to its ability to create an interactive platform. The main purpose of Kahoot! is to allow English teachers to create games for their students. This methodology aims to make the teaching-learning process more interactive, competitive, and fun.

Kahoot is a versatile platform that can be used on any device. English teachers who use Kahoot in face-to-face classes are encouraged to use a projector for better visibility. Creating an account on Kahoot is a simple process that teachers and

students need to follow. Once the accounts are ready, teachers can create quizzes, discussions, jumbles, or surveys. They can also attach multimedia elements like pictures, videos, music, and sounds. Teachers can set the time limit for answering each question or all the answers. To start playing the game, the teacher provides a code to the students. Students need to go to www.kahoot.com, enter the code, write their names, and then start playing the game.

Kaur and Naderajan (2019) study stated the following:

> Most teachers have started integrating technology into their classroom activities. Teachers have started this practice in order to attract and motivate students' participation in classroom activities. One such technological software that has proven to be invaluable in the language classroom is Kahoot!. (p. 49)

Because of the COVID-19 pandemic, the use of technology has expanded worldwide, integrating technology into the English teaching.

There are numerous benefits to using Kahoot! in daily English lessons. This popular game-based learning platform emphasizes gamification, which encourages active participation and attention competitively. Motivation is also crucial, as students are driven to win the game. As a result, they are motivated, engaged, and pay attention while learning in a relaxed and enjoyable manner. They feel confident using this technological tool. English teachers can conduct surveys, polls, quizzes, and exams using Kahoot! and provide immediate feedback. This technological tool also enables teachers to obtain reports on students' performance, allowing them to make informed decisions based on the results of these reports, which can be adapted to the grading system where it is being implemented

The primary goal of utilizing technological tools in education is to encourage and captivate students' interest. According to teachers' experiences and beliefs, Kahoot is one of the most effective technological tools that allows both teachers and students to participate actively and improve the language learning process. Kahoot is highly recommended for interactive engagement in learning and teaching.

Advantages of incorporating digital tools in the English Language teaching-learning process.

The use of technological tools in the teaching-learning process has opened a huge entrance to a different kind of education. Nowadays, technology plays a fundamental role in the planning and development of didactic processes. Importantly, to know that the students who are part of this education, were born in the digital area. Their lives turn around using technological devices: smart cell phones, laptops, tablets, the Internet, technological apps, technological platforms, online games, virtual books, music, social networks, Facebook, Instagram, Snapchat, and WhatsApp. The adequate use of technological devices and tools has allowed teachers and students to create a motivated, engaging, and interactive atmosphere in the teaching-learning process of the English language.

Adequately utilizing technological tools can facilitate the assimilation of knowledge and the improvement of the skills students should master in the English learning process. The resources, materials, documents, and activities presented by English teachers must be focused on the use of technology. Learners enjoy the process in which they are the principal actors, which means they learn by themselves, applying some strategies such as learning by researching, learning by doing, formulating and solving problems, and developing projects.

According to Hammand and Al-Sarraf (2020), incorporating technology in the classroom has many benefits, especially when it comes to improving the students' skills who need extra practice. With the help of modern online apps, English teachers can identify the most useful ones for their students and assign exercises that can be assessed by the app, provide feedback, and offer additional practice. The accessibility of the internet and other resources makes it easy for students to access a virtual library and use different materials to improve their skills.

English teachers know that students have different needs and learning styles. Fortunately, most technological tools available today cater to the individual learning styles and unique needs of each student. English language teachers, for example, must provide various resources to help students learn English interactively and easily.

Integrating technology in the English language teaching and learning environment provides teachers with greater comfort, security, motivation, and engagement while enhancing the learning experience. Digital methods replaced traditional methods that often cause fear, anxiety, stress, and anger among students.

According to Shatri (2020), when students use technological devices and tools properly for academic purposes, they realize that learning never stops. They become engaged and attentive for hours, one of the most significant benefits of the learning process. Students can be responsible for their learning, which means they monitor their progress and decide when, where, and why to study a particular English language topic.

Although implementing technology in the teaching-learning process eliminates the teacher's physical presence, it is important to note that teachers and technology

always work best together. Teachers are responsible for selecting, designing, creating, and using the best technological tools that suit the student's level, age, needs, multiple intelligences, and learning styles.

Experiences of English teachers applying technological tools during and post-COVID-19 pandemic.

Perceptions of teachers during the COVID-19 pandemic.

Undoubtedly education suffered a positive change when the COVID-19 pandemic appeared.

Teachers are learners who are obligated to face new challenges in education. Face-to-face classes stopped and online classes were the new modality of education. They were difficult moments for both the teachers and the students. The teacher had to change the normal teaching-learning processes when they were accustomed. Before the pandemic, English teachers were not used to applying technology in their classrooms. Most teachers did not know about other technological tools. The use of technology was limited.

During the COVID-19 pandemic, many English teachers had to adopt technological tools to conduct online classes. To ensure that students remain engaged and motivated, teachers had to master as many technology tools as possible. However, there were many challenges that teachers had to overcome. They had to focus on motivation, engagement, attention, enhancement, and enjoyment to ensure their classes were practical.

Firstly, English teachers had to invest extra time in researching information to prepare their teaching-learning processes based on the new modality. They had to

look for interesting resources to engage students in the new process and create materials such as worksheets, live worksheets, videos, links, and songs, among others. Secondly, most teachers had to acquire the proper technological devices, such as a new cell phone or laptop. The accessibility to the internet played the most crucial role in delivering online classes. The level of connectivity was fundamental because if it was not sufficient, certain limitations could arise during the development of online classes.

Despite the difficulties that English teachers had to face during the process, it can be said that they tried their best. They invested much time in researching technological tools, acquiring new technological devices, and implementing technology in their online classes.

González et al. (2023) study argued the following:

> From a theoretical approximation, there are five main dimensions associated with challenges and difficulties experienced by teachers during the pandemic, such as: overall, well-being, pedagogical adaptations and changes, collaboration and accompaniment, access to training courses, and access to resources and materials.
>
> (p. 73)

Due to the COVID-19 pandemic, many English teachers in Ecuador were impacted by the shift to online classes, which presented numerous barriers. One of the challenges was the teachers' health, as they faced physical and emotional problems. Additionally, they had to change their teaching strategies, materials, resources, methodology, and assessment techniques to adapt to the virtual environment. Furthermore, parents played a crucial role in developing online

classes, but unfortunately, English teachers did not receive enough support from them. To help teachers, school principals provided them with necessary training using technology tools, apps, platforms, and activities for teaching English. Teachers also supported each other by sharing their experiences, beliefs, and thoughts, which helped them overcome the difficulties together. They discussed the most effective technological tools that yielded positive results for their students.

González et al. (2023) noted, "one of the principal difficulties has been their physical and emotional health. Some of them suffered damage to their wellbeing, hindering their capacity to teach, to concentrate, and to design material and planning lesson" (p. 69).

English teachers faced several challenges during the COVID-19 pandemic, including physical and emotional health problems. Many teachers contracted COVID-19, which affected their physical energy levels and made it difficult for them to conduct online classes. The sickness was a limitation for teachers as they could not carry out the planning involved in the teaching-learning process. Designing materials and resources was also a challenge for teachers who had been infected with COVID-19.

Almache and Vera (2023) agreed that many teachers were not adequately prepared for the transition to online classes due to the COVID-19 pandemic. The sudden shift in teaching style posed a significant challenge for teachers and students. Teachers faced several limitations, including a lack of equipment and technological tools training, as well as an unstable internet connection. Despite their efforts to learn how to incorporate technological tools, the teaching process was hindered as teachers were unsure if their students could comprehend the material in

the virtual environment. Teachers attempted to implement various strategies such as role-playing and problem-solving in a school in the Manabi province of Ecuador. However, they could not determine whether their students were actively engaged in the learning process.

Jones et al. (2022) argued “It is clear that the pandemic introduced a massive exogenous shock to the work lives of teachers, and several studies have begun to shed light on how teachers navigated these rapid, unplanned changes to their working conditions” (p.1).

The incorporation of technological tools by English teachers during the pandemic had a massive impact on their lives. They had to rapidly adapt to the new conditions in which they were expected to develop their pedagogic practices. As a result, stress, anxiety, fear, anger, and burnout were the most common consequences experienced by these teachers.

Beliefs and thoughts of English teachers post COVID-19 pandemic.

According to Camburn et al. (2022), there is a dynamic aspect to take into account regarding the experiences of English teachers, both positive and negative, before and after the pandemic. Before the pandemic, teachers reported a stronger positive connection in the pedagogical process during face-to-face classes. However, after the switch to virtual learning, teachers' perceptions changed due to limited interrelations and contact with their students. After the pandemic, when face-to-face classes resumed, the teachers agreed that the level of positive connection reported was lower than before. Nevertheless, with supervision when students arrived at schools, during lunch, and recess, and all the activities developed

during classes, teachers were able to share more time with their students. Even though the process had changed from remote learning to face-to-face learning, there was no significant increase in positive connection post-COVID-19 pandemic pedagogical practices.

During the pandemic, teachers and students faced many challenges. The sudden shift to remote learning presented difficulties for education professionals adapting to new teaching methods. Teachers had varying experiences, with some positive and many adverse outcomes. Despite these challenges, the English teaching process was developed according to the individual possibilities of each teacher, taking into account physical conditions, emotions, feelings, the use of technology, and the knowledge and management of technological tools. Teachers did their best to ensure that students continued to learn despite the obstacles.

After the pandemic, the teaching process returned to face-to-face instruction. However, teachers faced new challenges in reestablishing positive connections with their students. It took much time for teachers and students to build effective relationships again, and to achieve positive results in the interpersonal dynamics of the classroom.

According to Camburn et al. (2022), teachers' experiences are greatly influenced by the quality of their relationships with their students. Positive relationships play a crucial role in the teaching and learning process. It takes several months of face-to-face learning to establish a connection between teachers and students to improve. When there is a positive relationship, the teacher and the student feel comfortable and engaged during activities, which enhances the learning process.

It is better if the teacher plans these activities and focuses on the students, who are the core of English learning and teaching tasks. Having facilities for teachers is also relevant in creating a good learning atmosphere because teachers must focus efforts on students.

Flores and Smith (2022) asserted, “It is clear from the experience of both Norwegian and Portuguese participants that change is a key feature of teacher education in the post-Covid times. Such change is related to a greater use of technology (‘a mandatory digital revolution’)” (p. 19).

English teachers had to change their pedagogical practices due to the pandemic suddenly. Incorporating technological tools such as apps and platforms became a significant factor in the English learning and teaching process. Norwegian and Portuguese teachers agree that this change was necessary for education post-pandemic.

Although it was initially challenging for teachers to become experts in the use of technological tools in the classroom, most adapted to the new digital era based on their conditions, teachers with the necessary equipment and knowledge found it more manageable.

As a result, post-pandemic pedagogical procedures have changed significantly, and now most English teachers use and master technological tools.

Using technology during the planning and development of a class is crucial for English teachers. Research has shown that students enjoy and learn better when they are involved and motivated. Teachers must create the best conditions for students to develop the skills required to learn a foreign language. Technology is a

fundamental and vital instrument to achieve this. The primary goal of all teachers is to stimulate student engagement.

Zhang and Gillespie (2023) noted that " the promising format of the new education format during the post-pandemic era is *blended learning* (i.e. hybrid learning), referring to leveraging more technologies and online activities along with traditional offline learning" (p 3).

Blended learning, also known as hybrid learning, is an educational approach that integrates both online and face-to-face teaching methods. The primary objective of this approach is to utilize various technological tools that are appropriate for the age and level of the students. By adopting blended learning, teachers can incorporate traditional teaching activities into this process.

After the COVID-19 pandemic started to diminish, most schools offered blended learning. Parents and students had to decide whether or not they wanted to attend face-to-face classes.

This was a difficult challenge for English teachers, as they had to teach online and face-to-face classes simultaneously. They had to cater to the needs of both groups of students, which was complicated. It was more manageable to control the students who were physically present, but it was challenging to keep the attention of those who were at home. The use of technological devices like microphones, computers, laptops, projectors, speakers, and a stable internet connection was crucial to engage all the students in the learning process. Private schools had an advantage as they could access all the necessary equipment, while public schools lacked it. Eventually, teachers and students got used to this new style of learning, and most students returned to school to attend face-to-face classes.

Based on the experiences, beliefs, perceptions, and thoughts of English language teachers, the use of technological tools in the classroom is essential to improve the English language skills of the students. Despite facing some limitations and obstacles when managing technology, teachers continue receiving training in this area to enhance their skills.

Overall, technology plays a fundamental role in the teaching-learning process, contributing to the efficient development of English language skills and most importantly focusing on the learning student-centered, which means that the students are the principal actors in the English language learning environment, doing the principal character on it.

CHAPTER II

METHODOLOGICAL DESIGN

The main objective of this chapter is to provide a deeper understanding of the methodology that the researcher used for this current research, which investigates the experiences of English teachers in incorporating technological tools with primary school students at Manuel Adrian Navarro School, after the pandemic. The first section describes the research design and the approach that was taken, while the second section covers the selection process of the participants and data collection methods. This section describes the methods, techniques, and instruments in detail. Finally, the data analysis procedures are explained in detail along with the ethical considerations for this research.

Research approach and design

This research is based on a qualitative approach, appropriate for exploring the experiences that English teachers with primary school students at Manuel Adrian Navarro School faced to incorporate technology in their post-pandemic pedagogical practices.

According to Creswell and Creswell (2018), social and human problems can be understood utilizing an exploratory design in qualitative research (p.43).

Researchers can use qualitative studies which can help contribute to the solution for a problem in society, personal problems, or a specific situation related to the educator´s experiences when implementing technology after the pandemic. This is the reason the present research is placed on a qualitative perspective. Likewise, Patton (2015) states that qualitative research´s objective is to comprehend people's experiences based on social circumstances. This means the exploratory design meets the expectation since it helps understand teachers' perceptions of implementing technology in EFL classrooms.

The research study focuses on the exploratory approach. The application of this method helped the researcher to explore the perceptions, challenges, and interests of English teachers at the moment of incorporating technology in their pedagogical practices post-pandemic.

According to Swaraj (2019), an exploratory research explores areas in which there is not enough information or little is known (p. 666). The fundamental purpose of this design is to investigate different aspects of a specific situation. Most |of the time these situations are related to unknown experiences, or there is not a massive knowledge about them. This method was implemented because the objective of the current study is to explore the experiences of English teachers utilizing technology. Furthermore, Leedy and Ormrod (2019) argue that exploratory design plays a crucial role in the research process because it allows to produce and apply new ideas for future studies. This means that at the end of this research, a

didactic proposal was designed based on the obtained results to be used for English teachers in their future teaching-learning processes. That is the reason this research is based on the Exploratory method with a didactical proposal.

Participants

For this research participants were selected using a purposive sample. It involved three primary school English teachers from the Manuel Adrian Navarro public institution. The participants are between the ages of 25- 46. They have a B2 level.

Table No. 1 Participants

Participants	Gender	Age
Participant 1	Female	46
Participant 2	Female	45
Participant 3	Female	30

Made by (Salazar, 2024)
Source: Teacher survey and interview

Data collection process

For the current research, two techniques were used to gather data. The first technique involves conducting a survey using a Likert scale questionnaire. The questionnaire covers ten statements related to English instructors´ knowledge and experiences in the use of technological tools in pedagogical practices in EFL classrooms before and after the pandemic. Although the Likert scale questionnaire is typically used for quantitative data measurement, this research took an exploratory approach. According to Dean (2011), there are different types of scales: nominals, ordinals, intervals, and ratios. This instrument presents an ordinal scale since it has the categories: strongly disagree, disagree, neither agree or disagree,

agree, and strongly agree. Furthermore, it is considered an ordinal scale because it allows us to explore attitudes, opinions, and perceptions.

The researcher had the consent of the participants to complete the Likert scale questionnaire. The survey was completed by three primary school English teachers from Manuel Adrian Navarro School on September 13th, 2024.

The second research instrument to be used was a semi-structured in-depth interview. It is a qualitative research tool consisting of semi-structured guide questions that were answered by a specific number of people on the topic of interest. This instrument served two main purposes. The first was to gather data on the challenges English teachers face when incorporating technology into their teaching process, and the second was to collect information on English teachers' needs and interests in technology. To understand the difficulties English teachers encountered, the interviews address five semi-structured questions focusing on the challenges of incorporating technology. Additionally, to gather data on the needs and interests of English teachers in technology tools and activities, a set of another five questions related to technological training and needs were included in the second part of the semi-structured in-depth interview. The researcher also had the consent of the participants to record the interview. This instrument was also applied to three primary school English teachers from Manuel Adrian Navarro school on September 13th, 2024.

Analysis of data

The collected data was analyzed in the following way:

Survey

a.- Validation of survey using a matrix. Three experts in the field of education were asked to validate the survey for this research.

b.- After the survey was validated, it was applied.

c.- The obtained results were presented in an exploratory analysis which means the research used categorization. It means putting the items together to identify experiences and knowledge about technology in the English teachers' pedagogical practices.

d.- The results were presented in two Tables with numerical percentages. One of the tables corresponds to the data on teachers' knowledge regarding the use of technology in the EFL context, and the second one is related to the teachers´ experiences while integrating technological tools in the English teaching and learning process. Furthermore, they were accompanied by a narrative format.

In order to analyze the survey results using percentages, the investigator considered the population of the three English teachers who completed the survey as 100%. This means that a proportional calculation was applied. If the three teachers represent 100%, then two English teachers represent 66.66% and one English teacher represents 33.33%. For example in question number 1, two English teachers answered "Agree," representing 66.67%, and one teacher answered "Strongly agree," representing 33.33%.

Semi-structured in-depth interview

a.- Validation of the interview using a matrix. Three experts in the field of education were asked to validate the interview for this research.

b.- After the interview was validated, it was applied.

c.- The researcher recorded the three interviews.

c.- The researcher transcribed the three interviews.

d.- The researcher used coding and categorization to organize and systematize the challenges that English teachers faced when incorporating technology into their teaching practices, as well as their personal interests and training regarding technological tools. For the organization and systematization of the information, the software mechanism used was Atlas. ti. It is a technical tool that allows to analysis of qualitative data in the research.

e.- After coding and categorizing the data, the investigator organized the findings into three categories, which are presented in three tables. The first table relates to the perceptions of English teachers regarding the challenges they faced. The second table focuses on the perceptions of English teachers concerning their needs, while the third table addresses the category of teacher training.

f.- The results of the Tables were also presented in a narrative format.

According to Corbin and Strauss (2015), coding and categorization processes are strategies used for analyzing data in qualitative research. These strategies involve systematically comparing raw data to derive categories, helping researchers organize and make sense of the data. This process leads to the development of grounded theories which support the final proposal presented in the research study.

Ethical considerations

The researcher ensured the accuracy and consistency of the research by maintaining an audit trail. This involved keeping detailed records of the research

process, which could be evaluated by others. The participants had access to all the necessary documents, techniques, and instruments that were used during the research and were validated appropriately as evidence in the annexes. Once the research is completed, the results will be presented to the participants, who will have the opportunity to review and check the results of the surveys.

Analysis of the results

1.1 Survey

The survey was administered in order to reflect English teachers´ knowledge and experiences regarding the use of technology in the EFL context.

Table No. 2 Teachers´ knowledge regarding the use of technology.

Items	Strongly Disagree	Disagree	Neither Agree or disagree	Agree	Strongly agree
S1: I did not have enough information about how to implement technology in my EFL classroom before the pandemic.	0%	0%	0%	63.33%	33.33%
S2: I think adapting to a new technological reality in my teaching practices was quite complicated.	0%	0%	0%	0%	100%
3: I found it challenging to incorporate technology into my teaching process.	0%	0%	0%	33.33%	63.33%
S4: I was not familiar with technological tools when the pandemic started.	0%	0%	33.33%	33.33%	33.33%
S5: I am familiar with the use of Mentimeter, Padlet, and Kahoot in	33.33%	63.33%	0%	0%	0%

my regular teaching practices.	

Made by: (Salazar, 2024)
Source: Teacher survey

According to the results found in Table 2, 63.33% of the English teachers agree they did not have enough information about how to implement technology in their EFL classroom before the pandemic and 33.33% of the teachers strongly agree.100 % of the English teachers who participated in the survey strongly agree adapting to a new technological reality in their teaching practices was quite complicated, the answer to this statement is related to statement number one because the teachers' lack of knowledge did not allow the implementation of digital resources in the EFL classroom. Regarding the difficulties 63.33 of the English instructors strongly agree that incorporating technology into their teaching process resulted in challenges and 33.33 % of them agree.

In the statement that is related to the familiarization with technology in the pedagogical practices in virtual remote education, 33.33% of the English teachers strongly agreed were not familiar with technological tools when the pandemic started, 33.33% of the teachers agreed and the other 33.33% answered neither agree or disagree.

In the statement about the application of three specific digital tools in the teaching and learning process in the EFL classroom, 63.33 % of the teachers strongly disagreed with being accustomed to utilizing Mentimeter, Padlet, and Kahoot in their regular pedagogical practices, and 33. 33 % of the English teachers disagreed.

Experiences regarding integrating technological tools in English teachers´ teaching practices are presented in Table 3.

Table No. 3 Teachers' experiences while integrating technological tools

Items	Strongly Disagree	Disagree	Neither Agree or disagree	Agree	Strongly agree
S6: I am motivated to integrate technological tools into my English as a Foreign Language (EFL) class post-pandemic.	0%	0%	0%	63.33%	33.33%
S7: I include technology in my teaching practices after the pandemic.	0%	0%	0%	63.33%	33.33%
S8: I believe that technology should be integrated into my teaching practices the majority of the time.	0%	0%	33.33%	33.33%	33.33%
S9: The use and application of technological tools in EFL classrooms have transformed the quality of education since the pandemic.	0%	0%	0%	33.33%	63.33%
S10: I need to incorporate technological tools into my classroom to create activities.	0%	0%	0%	33.33%	63.33%

Made by: (Salazar, 2024)
Source: Teacher Survey

Based on the results found in Table 3, 63.33% of the English instructors agree to be motivated to integrate technological tools into their English as a Foreign Language (EFL) class post-pandemic, 33.33% of the teachers strongly agree and no teacher finds it irrelevant.

The use of technology in the English teachers' pedagogical practices is marked in two parts. The first one was when the pandemic started and the second part

was post-pandemic. Taking into account this, and based on statement number seven, 63.33% of English instructors include technology in their teaching practices after the pandemic and 33.33% of them strongly agree.

The responses to statement number eight regarding the integration of technological resources in the EFL classroom vary. 33.33% of the instructors neither agree nor disagree that technology should be integrated into the teaching process most of the time. Another 33.33% of English teachers agree that technology should be used in their pedagogical practices, while the remaining 33.33% strongly agree that digital resources should be integrated into the development of the English Foreign language classroom the majority of the time.

Statement number nine is related to the shift in education since the pandemic onset, 63.33% of English teachers strongly agree that the use and application of technological tools in EFL classrooms have transformed the quality of education since the pandemic, and 33.33% of English teachers agree with this information. Related to the creation of activities using technology in teachers' pedagogical practices, 63.33% of English teachers strongly agree with the necessity of incorporating technological tools into their classrooms to create activities, and 33.33% of the population agree. The answers of the majority of the English teachers who completed the survey maintain relations among them. English teachers accept they feel more comfortable using technology in their post-pandemic pedagogical practices and the importance of utilizing technological resources as a requirement in the EFL classroom.

1.2 Semi-structured in-depth interview.

Table No. 4 Perceptions Regarding Challenges

Case	Challenges
1	I remembered I knew something about computer programs. For example what we all know Word, Excel, PowerPoint, and Paint, but nothing more. The pandemic was a challenge everyone, especially for our students, but also for us as teachers because the majority of our students did not have the devices to connecting. For example: they did not have a good computer or tablets, they didn´t have a good service of internet, or simple they didn´t connect, because they didn´t want to receive English classes. As teacher, I remembered I couldn´t use any program to motivate to my students and this affected the developing of my classes.
2	Before the pandemic, I had basic knowledge of technology. I knew how to use common tools like email and basic teaching platforms. Video conferencing and managing educational platforms were completely new to me. At first, everything was overwhelming. I not only had to learn how to handle online teaching platforms, but I also had to help my students and their families get familiar them. The lack of face-to-face interaction made it difficult to keep student´s attention. One of the biggest limitations was the lack of access to a stable internet connection for both, me and some of my students. In addition, the initial training I received in using these tools was very limited and I didn´t feel prepared to face the technological challenges After the pandemic, I feel more comfortable using technology, but I still encounter challenges and I would like to learn more about technological resources for primary students.
3	We have a big problem with the knowledge of technology because the majority of the teachers don´t have a knowledge of computing. I think that the problem was for a lot of teachers because in my case I needed a new computer, a new telephone, and an internet connection. I think that the contact direct with the students is very important. And for this reason, I think that we needed to develop, listening, reading, speaking, and writing. And we cannot do it.

Made by: (Salazar, 2024)
Source: Teacher Interview

According to Table 4, the three English teachers from Manuel Adrian Navarro school who participated in the interview coincide with the answers about the perceptions of English instructors related to the challenges they faced at the moment of utilizing technology in their pedagogical practices during the pandemic.

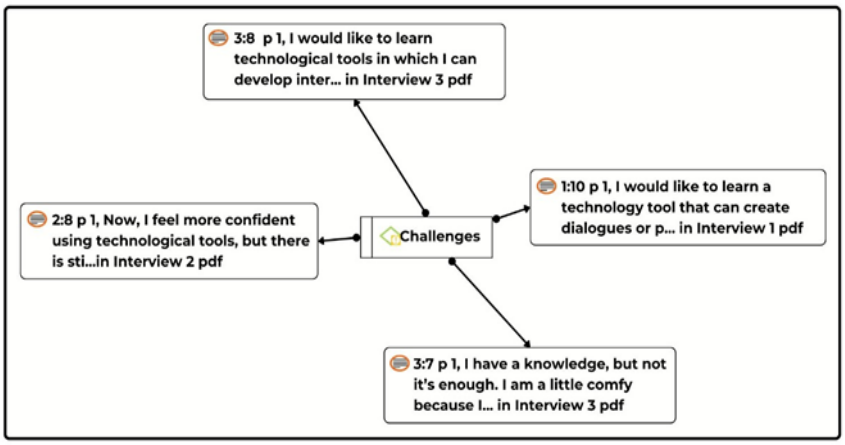
The English teachers expressed that they were unprepared for virtual remote teaching. They indicated that they lacked sufficient knowledge of digital resources suitable for classroom application, leading to significant challenges in integrating technology into their teaching. Before the COVID-19 pandemic, they were familiar with basic tools such as email, Word, Excel, PowerPoint, and Paint. However, video conferencing and managing online platforms were completely new experiences for them.

The teachers noted that they faced issues in developing online lessons due to the need for technological devices, such as computers, laptops, tablets, and cell phones, for both themselves and their students. They emphasized the importance of having these devices in good condition to facilitate an effective learning process. One teacher mentioned that some of her students did not own any of these devices and did not connect to her classes via Zoom.

Another challenge the teachers encountered was the lack of access to a stable internet connection. They pointed out that intermittent connectivity during remote learning significantly limited the effectiveness of their classes.

The majority of the English teachers agreed one of the most challenging aspects to take into consideration during the new reality that they had to face was the lack of face-to-face interaction with students. Keeping students motivated and engaged in this new virtual environment resulted in teachers a challenge. One teacher said

that the development of the four skills: listening, speaking, reading and writing was limited.



Graphic N° 1 Perceptions of challenges
Made by: (Salazar, 2024)
Source: Atlas ti

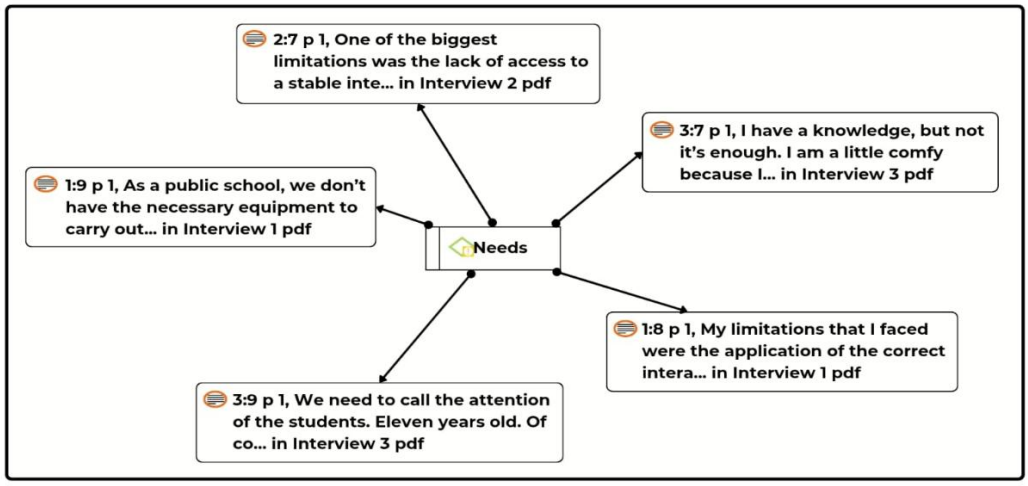
Table No. 5 Perceptions Regarding Needs.

Case	Needs
1	The limitations I faced were the application of the correct interactive programs to help my students obtain and internalize knowledge easily and of course the lack of knowledge about the use of the majority of educational platforms. As a public school, we don´t have the necessary equipment to carry out an interactive class or use the internet in the classroom. Some students don´t have the devices and they don´t have internet service.
2	I would like to explore more about how to use them to truly enrich my student's learning experience and improve my teaching practices as an English teacher.
3	We need to call the attention of the students. How old are your students? Eleven years old. I am a little comfy because I can use some tools, but I would like to take training about it.

Made by: (Salazar, 2024)
Source: Teacher Interview

According to Table 5, the three English teachers from Manuel Adrian Navarro school who participated in the interview coincide with the answers about the perceptions of English instructors related to the needs presented to utilize technology in their pedagogical practices during and post-pandemic.

English instructors believe that having the necessary equipment and stable internet connections, particularly in public institutions, is crucial for successful pedagogical practices. They recognize the need to enhance their knowledge of technological resources applicable to online teaching. While some teachers feel they have a basic understanding of various online platforms, they are eager to continue their training in this essential area of technology in English as a Foreign Language (EFL) education. Additionally, the teachers expressed that understanding these technological platforms is vital for keeping students motivated and engaged.



Graphic N° 2 Perceptions of needs
Made by: (Salazar, 2024)
Source: Atlas ti

Table No. 6 Perceptions Regarding Training

Case	Training
1	I would like to learn a technology tool that can create dialogues or practice grammar. I would create engaging activities by placing colorful graphics, funny stories, creating memes and it would also allow them to interact by dancing, singing or telling funny stories. I would know more about Genially, Tik Tok, Artificial Intelligence, and maybe Kahoot.
2	Now, I feel more confident using technological tools, but there is still much to learn. I would like to learn how to use more advanced teaching tools, such as creating interactive videos and using gamification apps more effectively to capture students attention. I would create activities that involve students in more interactive ways such as educational games and online collaborative projects where they can work as a team. I would like to learn more about the Canva app for creating visually appealing materials and I would like to create activities to practice vocabulary by means of music, songs, videos, and role plays. I don´t know about those platforms. I would like to design activities based on attractive pictures, games contests, easy to have access and easy to share with parents in order that students practice at home and I would need to learn the approach of each of them to use them effectively in my student´s learning.
3	I have a knowledge, but not it´s enough. I would like to learn technological tools in which I can develop interactive and participated activities with my students. For instance, activities with music, videos, flashcards, posters, and so on. I know two or three, but I would like both Kahoot. I have a little experience with Kahoot. And about Mentimeter and Padlet? No. I would like to use activities for the development of the topics of my students. For example: the present, present and past activities, reading comprehension, games, contests

Made by: (Salazar,2024)
Source: Teacher Interview

Based on the responses from English teachers who participated in the semi-structured in-depth interview regarding their perceptions of training, several key points emerge. The teachers noted that post-pandemic, they feel more confident using technological resources in their teaching and learning processes. However, they expressed a desire for ongoing training to enhance their knowledge of technological tools that can keep students motivated and engaged.

The English teachers concluded that they would like to learn about technological platforms that enable them to create classroom activities for their students. They emphasized that these activities should be tailored to the student's age and proficiency level. Additionally, the teachers believe that the use of technology in the English as a Foreign Language classroom should enhance their role as educators.

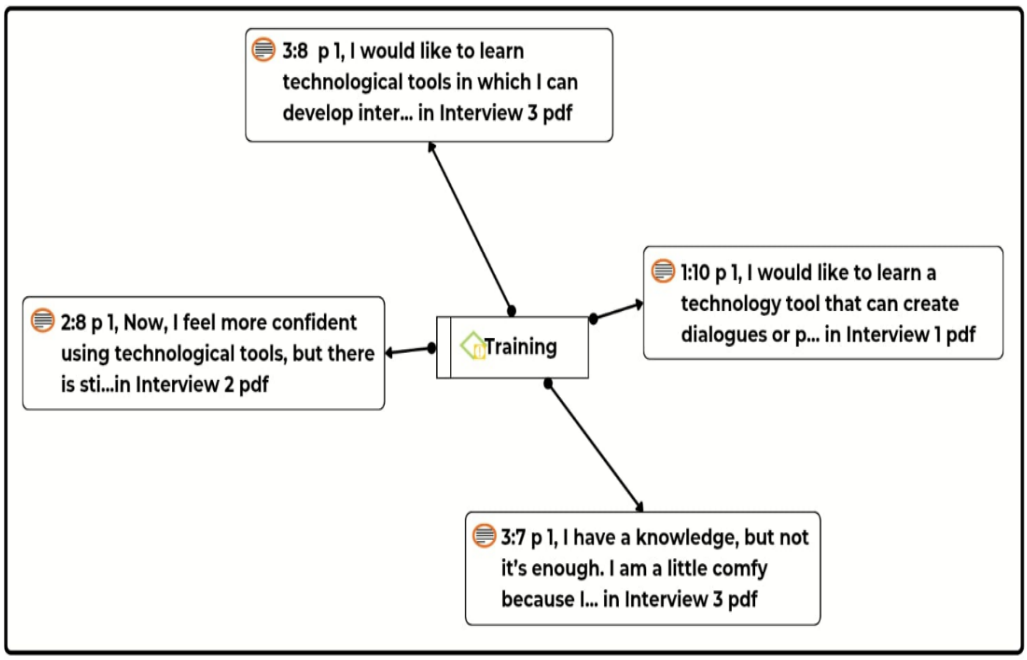
They suggest that the proposed activities should be developed in interactive, engaging, collaborative, and motivating ways. For instance, they are interested in training on how to utilize technological applications for dialogues, games, grammar practice, role plays, contests, and projects. These activities aim to enrich student's learning experiences and enhance the pedagogical experiences of the teachers.

According to the teachers' responses, they believe that activities should include colorful graphics, engaging stories, music, videos, flashcards, and songs. They suggest that these activities develop kinesthetic intelligence, which involves learning through movement, dancing, singing, and participating actively while using the technological app presented by the teacher in class.

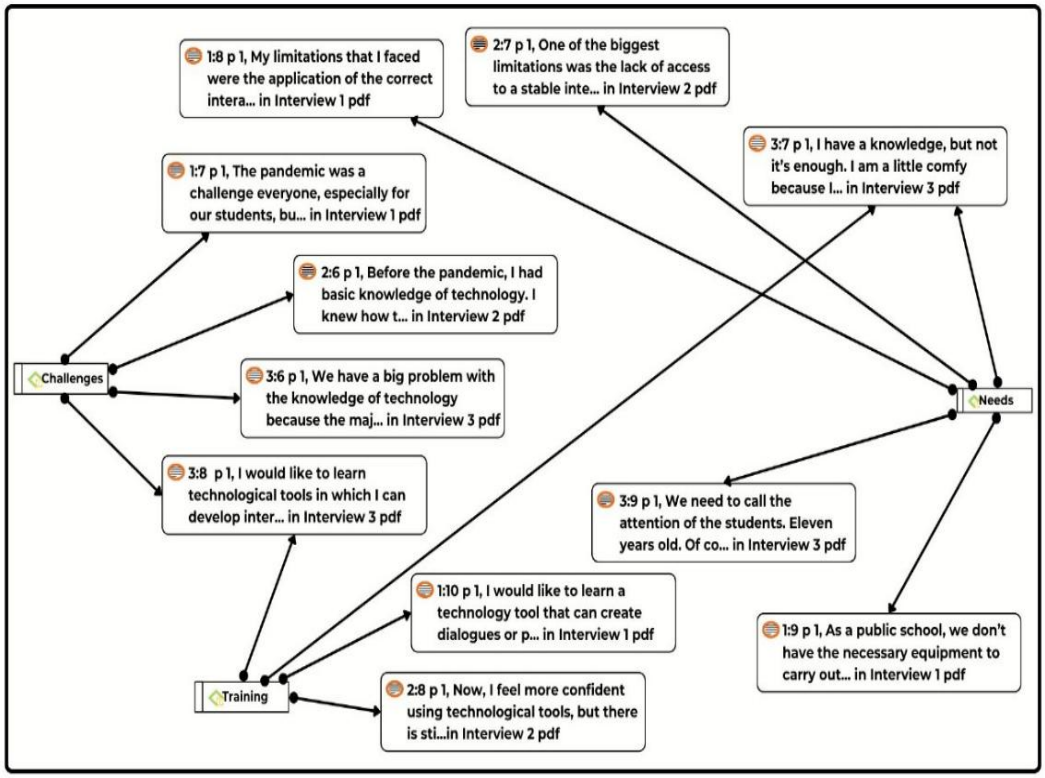
Aditionally, teachers are seeking activities that provide easy access for both students and their parents. This is particularly important for younger students, as

they will rely on their parents' support to develop the skills that the activities aim to promote.

Two of the three teachers who participated in the semi-structured in-depth interview acknowledged their familiarity with the online platform Kahoot. However, they expressed a need for additional training on its use and application. All three interviewed teachers admitted that they do not have experience working with Mentimeter and Padlet.



Graphic N° 3 Perceptions of training
Made by: (Salazar, 2024)
Source: Atlas ti



Graphic N° 4 Challenges, needs and training
Made by: (Salazar, 2024)
Source: Atlas ti

CHAPTER III

INNOVATIVE TEACHING PROPOSAL

Name

An activity guideline based on technological tools for primary school English teachers at Manuel Adrian Navarro school.

According to Engeström (1987), an activity is viewed as a unit of analysis, allowing for the study of human practices in various contexts. It is a systematic structure that is focused on an object, mediated by tools, rules, procedures, and community involvement.

Type of product

The current teaching proposal suggests an activity guide based on technological tools This guideline consists of nine activities designed for primary school English teachers.

Objective

To encourage English teachers to incorporate activities focused on technology in their pedagogical practices to improve the EFL teaching-learning process, and to keep students engaged and motivated.

Structure

The activity guide is presented in a chart. This chart includes the most important aspects for English teachers to apply in their teaching-learning processes. The key points to be taken into account include the following: the activity number, the name of the activity, the technological tool to be used, the purpose or objective of the activity, the procedures that English teachers must follow to implement the activity in their lessons, the resources needed for the activity, and how English teachers can evaluate the activity to guarantee its success.

ACTIVITY 1

ANIMALS ADVENTURE!

Technological tool:	Mentimeter
Objective:	Students will be able to listen to different animal names and, utilizing Mentimeter, practice pronunciation out loud.
Procedure:	1.- Create your Mentimeter account. 2.- Create your Mentimeter activity. Example https://www.menti.com/al4jtycm3jug 3.-Scan the QR code. 4.- Send the QR code to the parents. 5.- Check the results with the students in the class.
Resources:	https://youtu.be/on_Ib7SP6Go?si=CPmvVdBW1TKylRoc
Assessment	Students repeat the names of the animals. Students answer the question: What animal is it? (oral) Students select the correct option. What animal is it? The teacher uses the report given by the platform to assign a grade.

ACTIVITY 2

WHEN I GROW UP I WANT TO BE…….

Technological tool:	Mentimeter
Objective:	Students will be able to listen to different professions utilizing Mentimeter, say the names aloud, and write sentences using the new vocabulary.
Procedure:	1.- Create your Mentimeter account. 2.- Create your Mentimeter activity. Example: https://www.mentimeter.com/app/presentation/n/al774hpy7p48yz9zpi1qrph51gskh4f8/edit 3.-Scan the QR code. 4.- Send the QR code to the parents. 5.- Check the results with the students in the class.
Resources:	https://youtu.be/on_Ib7SP6Go?si=CPmvVdBW1TKylRoc
Assessment	Students repeat the names of the professions. Students answer the question: What profession is it? (oral). Students answer the question. What profession is it? (written). Students write sentences using professions. The teacher uses the results given by the platform to assign a grade

ACTIVITY 3

WHAT LANGUAGE DO YOU SPEAK?

Technological tool	Mentimeter
Objective:	Students will be able to create a role play by listening to wh-questions and answers about countries, nationalities, and languages using Mentimeter.
Procedure:	1.- Create your Mentimeter account. 2.- Create your Mentimeter activity. https://www.menti.com/alpzmig92gh3 3.-Scan the QR code. 4.- Send the QR code to the parents. 5.- Check the results with the students in the class.
Resources:	https://youtu.be/on_Ib7SP6Go?si=CPmvVdBW1TKylRoc
Assessment:	The teacher asks these wh-questions: What color does the flag have? What country is it? , What language do people speak in this country? Students answer these questions The teacher uses the report given by the platform to assign a grade.

ACTIVITY 4

WHAT ARE YOU WEARING?

Technological tool:	Padlet
Objective:	Students will be able to listen to different clothing names and, utilizing Padlet, practice pronunciation out loud.
Procedure:	1.- Create your Padlet account. 2.- Create your Padlet activity. https://padlet.com/misscris2122/i-am-wearing-75ihbk8nbek6f2pe 3.-Scan the QR code. 4.- Send the QR code to the parents. 5.- Check the results with the students in the class.
Resources:	https://youtu.be/dC69Sr-OQik?si=5yOHSc47p6PepJOd
Assessment:	Students repeat the names of the clothes. Students answer the questions: What is it? What are they? (oral) Students answer the questions. What is it? What are they? (written) The teacher uses the report given by the platform to assign a grade.

ACTIVITY 5

IN THE MORNING I WAKE UP AT……

Technological tool:	Padlet
Objective:	Students will be able to listen to different verbs utilizing Padlet, say the names aloud, write sentences about daily routines in a collaborative way, and practice the new vocabulary.
Procedure:	1.- Create your Padlet account. 2.- Create your Padlet activity. https://padlet.com/misscris2122/daily-routines-mv7oavkrxhi59c35 3.-Scan the QR code. 4.- Send the QR code to the parents. 5.- Check the results with the students in the class.
Resources:	https://youtu.be/dC69Sr-OQik?si=5yOHSc47p6PepJOd
Assessment:	In groups, students write sentences about daily routines. The teacher will correct spelling mistakes and correct use of grammar in order to assign a grade.

ACTIVITY 6

MY FAVORITE PERSON

Technological tool:	Padlet
Objective:	Students will be able to write and talk about his/ her favorite person using Padlet.
Procedure:	1.- Create your Padlet account. 2.- Create your Padlet activity. https://padlet.com/misscris2122/my-favorite-person-zpk91t79l90sp05h 3.-Scan the QR code. 4.- Send the QR code to the parents. 5.- Check the results with the students in the class.
Resources:	https://youtu.be/dC69Sr-OQik?si=5yOHSc47p6PepJOd
Assessment:	The teacher checks spelling mistakes and the correct use of grammar in the written exercise and in the video, the teacher checks pronunciation.

ACTIVITY 7

MY BEAUTIFUL HOUSE

Technological tool:	Kahoot
Objective:	To listen about different dependences of a house using Kahoot and say the names aloud.
Procedure:	1.- Create your Kahoot account. 2.- Create your Kahoot activity. https://kahoot.it/challenge/09120339?challenge-id=53deab49-d820-4413-aec1-ef9899c8d5b0_1731364201785 3.-Scan the QR code. 4.- Send the QR code to the parents. 5.- Check the results with the students in the class.
Resources:	https://youtu.be/zBkVp8-CDeo?si=zy9K3rHOEj95wHpc
Assessment:	Students repeat the dependencies of the house. Students answer the question: What is it? (oral) Students select the correct option. What part of the house is it? The teacher uses the report given by the platform to assign a grade

ACTIVITY 8

WHAT ARE THEY DOING?

Technological tool:	Kahoot!
Objective:	To read about different sentences in Present Progressive using Kahoot, say the sentences aloud and identify the correct use of Present Progressive.
Procedure:	1.- Create your Kahoot account. 2.- Create your Kahoot activity. https://kahoot.it/challenge/03737373?challenge-id=53deab49-d820-4413-aec1-ef9899c8d5b0_1731362053763 3.-Scan the QR code. 4.- Send the QR code to the parents. 5.- Check the results with the students in the class.
Resources:	https://youtu.be/zBkVp8-CDeo?si=zy9K3rHOEj95wHpc
Assessment:	The teacher uses the report given by the platform to assign a grade.

ACTIVITY 9

WHAT DID YOU DO YESTERDAY?

Technological tool:	Kahoot!
Objective:	Students will be able to read about sentences in Past Simple using Kahoot, say the sentences aloud, and identify the correct use of Past Simple.
Procedure:	1.- Create your Kahoot account. 2.- Create your Kahoot activity. https://kahoot.it/challenge/03205936?challenge-id=53deab49-d820-4413-aec1-ef9899c8d5b0_1731399859302 3.-Scan the QR code. 4.- Send the QR code to the parents. 5.- Check the results with the students in the class.
Resources:	https://youtu.be/zBkVp8-CDeo?si=zy9K3rHOEj95wHpc
Assessment:	Students write a short conversation using verbs in the past simple. The teacher uses the report given by the platform to assign a grade

Validation of the proposal

This innovative teaching proposal was validated by the beneficiaries. It means the three primary school English teachers from the Manuel Adrian Navarro school were required to have a Zoom meeting. The technique applied was the Focus Group.

Analysis of the Focus Group

Introduction

The purpose of this focus group was to present my proposal, which is an activity guideline, and have it validated by the English teachers. A Zoom meeting was scheduled for December 13th at 19:20.

Methodology

I held a meeting with English teachers in which they responded to a set of semi-structured questions related to my proposal. During the meeting, I presented all the planned activities, explaining the intentions behind each one and identifying the specific groups of students who could benefit from them. The teachers asked me questions, and I provided answers and feedback. Additionally, they responded to my inquiries and raised various aspects of the proposal for discussion. The meeting lasted for one hour.

Findings

English teachers concurred that the proposed activities are motivated, interesting, and dynamic for primary school students.

Conclusions

The three English teachers approved the proposal and agreed to implement it..

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

On the basis of the qualitative data collected, these conclusions were established:

Before the pandemic, teachers did not use technological resources in the teaching-learning process. Only basic information about emails and videos on YouTube was shared in the class.

At the moment the pandemic started, English instructors did not have enough knowledge and information about how to apply technological tools in the EFL classroom.

The shift from face-to-face to virtual remote education forced teachers to change their regular pedagogical practices. English teachers needed to learn as many technological resources as possible after the pandemic.

The implementation of technology in post-pandemic teaching practices is essential for keeping students motivated and engaged. Teachers agree that education has changed and is now centered around technology.

English teachers are more comfortable using technological resources in EFL classrooms due to their knowledge and experience.

Post-pandemic pedagogical practices now have a new vision. Teachers are better prepared; they have received training in their institutions, and in some cases, they have undertaken self-training.

All the English teachers acknowledged that adapting to a new technology-based reality in the EFL (English as a Foreign Language) classroom was quite challenging. They faced several difficulties, including a lack of knowledge about technology, insufficient devices such as tablets, laptops, and cellphones, unstable internet connectivity, and the need to maintain student interaction to keep them motivated and engaged. Additionally, they had to invest a significant amount of time in training to effectively use technology in the new virtual learning environment.

A didactical proposal based on perceptions, challenges, and needs has been designed in order to English teachers can use with their primary students in the EFL classroom. It is a guide with nine activities using the online platforms Mentimeter, Kahoot, and Padlet.

Recommendations

On the basis of the cited conclusions before, the following recommendations are established:

It is highly suggested that English teachers utilize and apply technological resources based on activities due to students can enhance their teaching process in an interactive attractive and collaborative way.

It is recommended that English teachers put into practice the proposed activity guideline based on technological tools for primary school English teachers as a part of this current research. This activity guideline has been elaborated taking into account the needs of English teachers as obtained results from the survey and semi-structured in-depth interview. This activity guideline contains the purpose of each one of the presented activities, the step-by-step explanation step by step in how the activity will be developed in the teaching and learning process, and the topics have been designed taking into account the skills that the students must achieve according to the curricula from the Ministery of Education. The activity guideline also includes the resources and the way this activity will be evaluated. The proposal has been validated and it is ready to be applied. This current activity guideline can be adapted to every teacher's needs taking into account the age and the level of the student.

After implementing this guideline, it is crucial for English teachers to write a report detailing their experiences. This report will help establish the effectiveness of the activities proposed.

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APPENDIX

AUTHORIZATION RESEARCH

Quito, 09 de Septiembre del 2024

MSc. Elsa Inlago
DIRECTORA
ESCUELA FISCAL DE EDUCACIÓN BÁSICA MANUEL ADRIAN NAVARRO
Presente.

De mi consideración:

Yo, María Cristina Salazar Sigcha con C.I. 1715031694, docente de Inglés de esta Institución y estudiante de la Universidad Indoamérica en la maestría de Pedagogía en Idiomas Nacionales y Extranjeros con mención en la enseñanza del Inglés, solicito de la manera más comedida por favor se sirva autorizar el permiso respectivo para realizar la investigación de mi tesis con el tema: "THE EXPERIENCES OF ENGLISH TEACHERS TO INCORPORATE TECHNOLOGY IN THEIR POST-PANDEMIC PEDAGOGICAL PRACTICES WITH PRIMARY SCHOOL STUDENTS AT MANUEL ADRIAN NAVARRO SCHOOL." (Las experiencias de los profesores de Inglés incorporando tecnología en sus prácticas pedagógicas con estudiantes de escuela primaria en la Institución Manuel Adrián Navarro).

Dicha investigación proveerá valiosa información para mejorar el uso de la tecnología por parte de los docentes del área de Inglés en el proceso de aprendizaje.

Agradezco por la respuesta favorable que se sirva dar a la presente.

Atentamente,

Lic. María Cristina Salazar

DOCENTE DE INGLÉS

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA
DIRECCIÓN DE POSGRADOS
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN EN ENSEÑANZA DEL INGLÉS.
FORMULARIO DE ENCUESTA DIRIGIDA A DOCENTES.

OBJECTIVE:

This study aims to reflect on the experiences of English teachers had to incorporate technology in their post pandemic pedagogical practices with primary school students at Manuel Adrian Navarro school.

INSTRUCTIONS:

Dear teacher:

The purpose of this questionnaire is to understand English teachers', knowledge, and experiences regarding integrating technological tools in their teaching practices after the pandemic, providing valuable information to enhance the use of technology in EFL classrooms.

Read the statements and select whether you: strongly disagree, disagree, neither agree or disagree, agree, or strongly agree.

	Strongly Disagree	**Disagree**	**Neither agree or disagree**	**Agree**	**Strongly Agree**
S1: I did not have enough information about how to implement technology in my EFL classroom before the pandemic.					
S2: I was not familiar with technological tools when the pandemic started.					
S3: I found it challenging to incorporate technology into my teaching process.					
S4: I think adapting to a new technological reality in my teaching practices was quite complicated.					
S5: I am motivated to integrate technological tools into my English as a Foreign Language (EFL) class post-pandemic.					
S6: I include technology in my teaching practices after the pandemic.					
S7: I believe that technology should be integrated into my teaching practices the majority of the time.					
S8: The use and application of technological tools in EFL classrooms have transformed the quality of education since the pandemic.					
S9: I need to incorporate technological tools into my classroom to create activities.					
S10: I am familiar with the use of Mentimeter, Padlet, and Kahoot in my regular teaching practices.					

THANK YOU FOR YOUR COLLABORATION!

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MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN EN LA ENSEÑANZA DEL INGLÉS

Matrix to validate the survey directed to reflect on the experiences of English teachers to incorporate technology in their post-pandemic pedagogical practices with primary school students at Manuel Adrian Navarro School.

Evaluator´s name: Cristian David Cortez Salvador **Date: 04/09/2024**

Objective: This matrix aims to validate the survey in order **to understand the knowledge, and experiences** of English teachers, regarding integrating technological tools in their teaching practices post-pandemic.

Instructions: After carefully reading the survey directed to teachers, please complete the following chart by marking it with an X according to your expert´s judgment.

Criteria to be evaluated												
Item	**Clarity in writing**		**Demonstrates internal coherence**		**Free from biased responses**		**Language level appropriate to the respondent´s proficiency**		**Measures the instrument´s objective.**		**It is recommended to verify or modify the item**	
	Yes	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
S1:	**X**		**X**		**X**		**X**		**X**			**X**
S2:	**X**		**X**		**X**		**X**		**X**			**X**
S3:	**X**		**X**		**X**		**X**		**X**			**X**
S4:	**X**		**X**		**X**		**X**		**X**			**x**
S5:	**X**		**X**		**X**		**X**		**X**			**X**
S6:	**X**		**X**		**X**		**X**		**X**			**X**
S7:	**X**		**X**		**X**		**X**		**X**			**X**
S8:	**X**		**X**		**X**		**X**		**X**			**X**
S9:	**X**		**X**		**X**		**X**		**X**			**X**
S10:	**X**		**X**		**X**		**X**		**X**			**X**

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MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN EN LA ENSEÑANZA DEL INGLÉS

General Aspects	Yes	No	Observations
1.- The instrument contains clear instructions.	X		
2.- The established Likert scale is clear and pertinent.	X		
3.- The questionnaire items allow to achieve the research´s objective.	X		
4.- The questionnaire items are arranged logically and sequentially.	X		
5.- The number of items is enough for the research.	X		

Applicable:	X	Not applicable:		Applicable taking into account observations:	

Validated by:	I.D. number:	Date:
Msc. David Cortez	1719088948	04/09/2024
Signature:	Phone number: 0958601013	Email: ccortezs@ups.edu.ec

Adapted by: (Salazar, 2024)

Source: (Corral, 2009)

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA DIRECCIÓN DE POSGRADOS
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
CON MENCIÓN EN LA ENSEÑANZA DEL INGLÉS
FORMULARIO DE ENTREVISTA DIRIGIDA A DOCENTES.

OBJECTIVE:

This research aims to reflect on the experiences of English teachers to incorporate technology in their post-pandemic pedagogical practices with primary school students at Manuel Adrian Navarro school.

INSTRUCTIONS:

Dear teacher:

This interview aims to identify the **challenges** faced by English teachers using technology in the teaching-learning process and discover their **needs and training**. This includes identifying technological tools, technological activities, and platforms. The results will offer valuable information to identify and improve the use of various technology tools in English teachers' educational methods.

Please listen to the following statements and answer as sincerely as possible.

Guiding Questions for Challenges	
Q1:	What knowledge of technology did you have when the pandemic started?
Q2:	What are the challenges you found when attempting to use and implement technology in your teaching practices?
Q3:	What are the limitations you faced when integrating technology into your teaching methods?
Q4:	How has your experience been with implementing technology in your EFL classroom, after the pandemic?
Q5	How do you feel about using technological tools in your classroom now?

Guiding Questions for Needs and Training	
Q6:	What technological tools would you like to learn?
Q7:	How would you create engaging activities using technology?
Q8:	What technological apps would you be interested in?
Q9:	What do you know about Mentimeter, Padlet, and Kahoot?
Q10:	What kind of activities would you design using Mentimeter, Padlet, and Kahoot?

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MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN EN LA ENSEÑANZA DEL INGLÉS.

Matrix to validate the instrument of the semi-structured in-depth interview to reflect on the experiences of English teachers to incorporate technology in their post-pandemic pedagogical practices with primary school students at Manuel Adrian Navarro school.

Evaluator´s name: Cristian David Cortez Salvador **Date: 04/09/2024**

Objective: This matrix aims to validate the semi-structured in-depth interview to identify the **challenges** faced by English teachers using technology in the teaching-learning process and discover their **needs and training.**

Instructions: After carefully reading the survey for teachers, please complete the following chart by marking it with an X according to your expert´s judgment.

Criteria to be evaluated												
Item	**Clarity in writing**		**Demonstrates internal coherence**		**Free from biased responses**		**Language level appropriate to the respondent´s proficiency**		**Measures the instrument´s objective.**		**It is recommended to verify or modify the item**	
	Yes	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
Q1:	**X**		**X**		**X**		**X**		**X**			**X**
Q2:	**X**		**X**		**X**		**X**		**X**			**X**
Q3:	**X**		**X**		**X**		**X**		**X**			**X**
Q4:	**X**		**X**		**X**		**X**		**X**			**X**
Q5:	**X**		**X**		**X**		**X**		**X**			**X**
Q6:	**X**		**X**		**X**		**X**		**X**			**X**
Q7:	**X**		**X**		**X**		**X**		**X**			**X**
Q8:	**X**		**X**		**X**		**X**		**X**			**X**
Q9:	**X**		**X**		**X**		**X**		**X**			**X**
Q10:	**X**		**X**		**X**		**X**		**X**			**X**

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA
DIRECCIÓN DE POSGRADOS
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN EN LA ENSEÑANZA DEL INGLÉS.

General Aspects			Yes	No	Observations
1.- The instrument contains clear instructions.			X		
2.- The established questions are clear and pertinent.			X		
3.- The questionnaire items allow to achieve the research´s objective.			X		
4.- The questionnaire items are arranged logically and sequentially.			X		
5.- The number of items is enough for the research.			X		
Applicable:	x	Not applicable:		Applicable taking into account observations:	
Validated by: Msc. David Cortez		I.D. number: 1719088948		Date: 04/09/2024	
 Signature:		Phone number: 0958601013		Email: ccortezs@ups.edu.ec	

Adapted by: (Salazar, 2024)

Source: (Corral, 2009)

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA
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FORMULARIO DE ENCUESTA DIRIGIDA A DOCENTES.

OBJECTIVE:

This study aims to reflect on the experiences of English teachers had to incorporate technology in their post-pandemic pedagogical practices with primary school students at Manuel Adrian Navarro school.

INSTRUCTIONS:

Dear teacher:

The purpose of this questionnaire is to understand English teachers' knowledge, and experiences regarding integrating technological tools in their teaching practices after the pandemic, providing valuable information to enhance the use of technology in EFL classrooms.

Read the statements and select whether you: strongly disagree, disagree, neither agree or disagree, agree, or strongly agree.

	Strongly Disagree	**Disagree**	**Neither agree or disagree**	**Agree**	**Strongly Agree**
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S3: I found it challenging to incorporate technology into my teaching process.					
S4: I think adapting to a new technological reality in my teaching practices was quite complicated.					
S5: I am motivated to integrate technological tools into my English as a Foreign Language (EFL) class post-pandemic.					
S6: I include technology in my teaching practices after the pandemic.					
S7: I believe that technology should be integrated into my teaching practices the majority of the time.					
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S9: I need to incorporate technological tools into my classroom to create activities.					
S10: I am familiar with the use of Mentimeter, Padlet, and Kahoot in my regular teaching practices.					

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UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA
DIRECCIÓN DE POSGRADOS
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN EN LA ENSEÑANZA DEL INGLÉS

Matrix to validate the survey directed to reflect on the experiences of English teachers to incorporate technology in their post-pandemic pedagogical practices with primary school students at Manuel Adrian Navarro School.

Evaluator´s name: Diego Granja Peñaherrera **Date: August 31st, 2024**

Objective: This matrix aims to validate the survey in order **to understand the knowledge, and experiences** of English teachers, regarding integrating technological tools in their teaching practices post-pandemic.

Instructions: After carefully reading the survey directed to teachers, please complete the following chart by marking it with an X according to your expert´s judgment.

Criteria to be evaluated												
Item	**Clarity in writing**		**Demonstrates internal coherence**		**Free from biased responses**		**Language level appropriate to the respondent´s proficiency**		**Measures the instrument´s objective.**		**It is recommended to verify or modify the item**	
	Yes	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
S1:	**X**		**X**		**X**		**X**		**X**			**X**
S2:	**X**		**X**		**X**		**X**		**X**			**X**
S3:	**X**		**X**		**X**		**X**		**X**			**X**
S4:	**X**		**X**		**X**		**X**		**X**			**X**
S5:	**X**		**X**		**X**		**X**		**X**			**X**
S6:	**X**		**X**		**X**		**X**		**X**			**X**
S7:	**X**		**X**		**X**		**X**		**X**			**X**
S8:	**X**		**X**		**X**		**X**		**X**			**X**
S9:	**X**		**X**		**X**		**X**		**X**			**X**
S10:	**X**		**X**		**X**		**X**		**X**			**X**

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA
DIRECCIÓN DE POSGRADOS
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN EN LA ENSEÑANZA DEL INGLÉS

<table>
<tr><th colspan="4">General Aspects</th><th>Yes</th><th>No</th><th>Observations</th></tr>
<tr><td colspan="4">1.- The instrument contains clear instructions.</td><td>X</td><td></td><td></td></tr>
<tr><td colspan="4">2.- The established Likert scale is clear and pertinent.</td><td>X</td><td></td><td></td></tr>
<tr><td colspan="4">3.- The questionnaire items allow to achieve the research´s objective.</td><td>X</td><td></td><td></td></tr>
<tr><td colspan="4">4.- The questionnaire items are arranged logically and sequentially.</td><td>X</td><td></td><td></td></tr>
<tr><td colspan="4">5.- The number of items is enough for the research.</td><td>X</td><td></td><td></td></tr>
<tr><td>Applicable:</td><td>X</td><td>Not applicable:</td><td></td><td colspan="2">Applicable taking into account observations:</td><td>Questions 6 and 9 are a little similar for me or have the same purpose.</td></tr>
<tr><td colspan="2">Validated by:

Diego Granja Peñaherrea</td><td colspan="2">I.D. number:

0502777063</td><td colspan="3">Date:

August 31st, 2024</td></tr>
<tr><td colspan="2">Signature:

DIEGO ISAIAS GRANJA PEÑAHERRERA</td><td colspan="2">Phone number:

099 7214733</td><td colspan="3">Email:

isaiasgranja@uti.edu.ec</td></tr>
</table>

Adapted by: (Salazar, 2024)

Source: (Corral, 2009)

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA
DIRECCIÓN DE POSGRADOS
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN EN LA ENSEÑANZA DEL INGLÉS
FORMULARIO DE ENTREVISTA DIRIGIDA A DOCENTES.

OBJECTIVE:

This research aims to reflect on the experiences of English teachers to incorporate technology in their postpandemic pedagogical practices with primary school students at Manuel Adrian Navarro school.

INSTRUCTIONS:

Dear teacher:

This interview aims to identify the **challenges** faced by English teachers using technology in the teaching-learning process and discover their **needs and training**. This includes identifying technological tools, technological activities, and platforms. The results will offer valuable information to identify and improve the use of various technology tools in English teachers' educational methods.

Please listen to the following statements and answer as sincerely as possible.

Guiding Questions for Challenges	
Q1:	What knowledge of technology did you have when the pandemic started?
Q2:	What are the challenges you found when attempting to use and implement technology in your teaching practices?
Q3:	What are the limitations you faced when integrating technology into your teaching methods?
Q4:	How has your experience been with implementing technology in your EFL classroom, after the pandemic?
Q5	How do you feel about using technological tools in your classroom now?

Guiding Questions for Needs and Training	
Q6:	What technological tools would you like to learn?
Q7:	How would you create engaging activities using technology?
Q8:	What technological apps would you be interested in?
Q9:	What do you know about Mentimeter, Padlet, and Kahoot?
Q10:	What kind of activities would you design using Mentimeter, Padlet, and Kahoot?

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MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN EN LA ENSEÑANZA DEL INGLÉS.

Matrix to validate the instrument of the semi-structured in-depth interview to reflect on the experiences of English teachers to incorporate technology in their post-pandemic pedagogical practices with primary school students at Manuel Adrian Navarro school.

Evaluator´s name: Diego Isaias Granja Peñaherrrera **Date:** August 31st, 2024

Objective: This matrix aims to validate the semi-structured in-depth interview to identify the **challenges** faced by English teachers using technology in the teaching-learning process and discover their **needs and training.**

Instructions: After carefully reading the survey for teachers, please complete the following chart by marking it with an X according to your expert´s judgment.

Criteria to be evaluated												
Item	**Clarity in writing**		**Demonstrates internal coherence**		**Free from biased responses**		**Language level appropriate to the respondent´s proficiency**		**Measures the instrument´s objective.**		**It is recommended to verify or modify the item**	
	Yes	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
Q1:	**X**		**X**		**X**		**X**		**X**			**X**
Q2:	**X**		**X**		**X**		**X**		**X**			**X**
Q3:	**X**		**X**		**X**		**X**		**X**			**X**
Q4:	**X**		**X**		**X**		**X**		**X**			**X**
Q5:	**X**		**X**		**X**		**X**		**X**			**X**
Q6:	**X**		**X**		**X**		**X**		**X**			**X**
Q7:	**X**		**X**		**X**		**X**		**X**			**X**
Q8:	**X**		**X**		**X**		**X**		**X**			**X**
Q9:	**X**		**X**		**X**		**X**		**X**			**X**
Q10:	**X**		**X**		**X**		**X**		**X**			**X**

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General Aspects				Yes	No	Observations
1.- The instrument contains clear instructions.				X		
2.- The established questions are clear and pertinent.				X		
3.- The questionnaire items allow to achieve the research´s objective.				X		
4.- The questionnaire items are arranged logically and sequentially.				X		
5.- The number of items is enough for the research.				X		
Applicable:	X	Not applicable:			Applicable taking into account observations:	No comments
Validated by: Diego Granja Peñaherrera		I.D. number: 0502777063			Date: August 31st, 2024	
Signature: Firmado electrónicamente por: DIEGO ISAIAS GRANJA PEÑAHERRERA		Phone number: 099 7214733			Email: isaiasgranja@uti.edu.ec	

Adapted by: (Salazar, 2024)

Source: (Corral, 2009)

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA
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MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN EN ENSEÑANZA DEL INGLÉS.
FORMULARIO DE ENCUESTA DIRIGIDA A DOCENTES.

OBJECTIVE:

This study aims to reflect on the experiences of English teachers had to incorporate technology in their post-pandemic pedagogical practices with primary school students at Manuel Adrian Navarro school.

INSTRUCTIONS:

Dear teacher:

The purpose of this questionnaire is to understand English teachers' knowledge, and experiences regarding integrating technological tools in their teaching practices after the pandemic, providing valuable information to enhance the use of technology in EFL classrooms.

Read the statements and select whether you: strongly disagree, disagree, neither agree or disagree, agree, or strongly agree.

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
S1: I did not have enough information about how to implement technology in my EFL classroom before the pandemic.					
S2: I was not familiar with technological tools when the pandemic started.					
S3: I found it challenging to incorporate technology into my teaching process.					
S4: I think adapting to a new technological reality in my teaching practices was quite complicated.					
S5: I am motivated to integrate technological tools into my English as a Foreign Language (EFL) class post-pandemic.					
S6: I include technology in my teaching practices after the pandemic.					
S7: I believe that technology should be integrated into my teaching practices the majority of the time.					
S8: The use and application of technological tools in EFL classrooms have transformed the quality of education since the pandemic.					
S9: I need to incorporate technological tools into my classroom to create activities.					
S10: I am familiar with the use of Mentimeter, Padlet, and Kahoot in my regular teaching practices.					

THANK YOU FOR YOUR COLLABORATION!

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Matrix to validate the survey directed to reflect on the experiences of English teachers to incorporate technology in their post-pandemic pedagogical practices with primary school students at Manuel Adrian Navarro School.

Evaluator´s name: Phd. Mahly J. Martinez Date: 02/09/2024

Objective: This matrix aims to validate the survey in order to understand the knowledge, and experiences of English teachers, regarding integrating technological tools in their teaching practices post-pandemic.

Instructions: After carefully reading the survey directed to teachers, please complete the following chart by marking it with an X according to your expert´s judgment.

Criteria to be evaluated												
Item	Clarity in writing		Demonstrates internal coherence		Free from biased responses		Language level appropriate to the respondent´s proficiency		Measures the instrument´s objective.		It is recommended to verify or modify the item	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
S1:	X		X		X		X		X			X
S2:	X		X		X		X		X			X
S3:	X		X		X		X		X			X
S4:	X		X		X		X		X			X
S5:	X		X		X		X		X			X
S6:	X		X		X		X		X			X
S7:	X		X			X	X		X		X	
S8:	X		X		X		X		X			X
S9:	X		X		X		X		X			X
S10:	X		X		X		X		X			X

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General Aspects	Yes	No	Observations
1.- The instrument contains clear instructions.	X		
2.- The established Likert scale is clear and pertinent.	X		
3.- The questionnaire items allow to achieve the research´s objective.	X		
4.- The questionnaire items are arranged logically and sequentially.	X		This is a survey not a questionnaire
5.- The number of items is enough for the research.	X		

Applicable:		Not applicable:		Applicable taking into account observations:	X

Validated by:	I.D. number:	Date:
Phd. Mahly J. Martinez	1759432733	02/09/2024
Signature:	Phone number: 0987695152	Email: Mahly.martinez@unae.edu.ec

Adapted by: (Salazar, 2024)

Source: (Corral, 2009)

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA
DIRECCIÓN DE POSGRADOS
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN EN LA ENSEÑANZA DEL INGLÉS
FORMULARIO DE ENTREVISTA DIRIGIDA A DOCENTES.

OBJECTIVE:

This research aims to reflect on the experiences of English teachers to incorporate technology in their post pandemic pedagogical practices with primary school students at Manuel Adrian Navarro school.

INSTRUCTIONS:

Dear teacher:

This interview aims to identify the challenges faced by English teachers using technology in the teaching-learning process and discover their needs and training. This includes identifying technological tools, technological activities, and platforms. The results will offer valuable information to identify and improve the use of various technology tools in English teachers' educational methods.

Please listen to the following statements and answer as sincerely as possible.

Guiding Questions for Challenges	
Q1:	What knowledge of technology did you have when the pandemic started?
Q2:	What are the challenges you found when attempting to use and implement technology in your teaching practices?
Q3:	What are the limitations you faced when integrating technology into your teaching methods?
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Guiding Questions for Needs and Training	
Q6:	What technological tools would you like to learn?
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Matrix to validate the instrument of the semi-structured in-depth interview to reflect on the experiences of English teachers to incorporate technology in their post-pandemic pedagogical practices with primary school students at Manuel Adrian Navarro school.

Evaluator´s name: Phd. Mahly J. Martinez Date: 02/09/2024

Objective: This matrix aims to validate the semi-structured in-depth interview to identify the challenges faced by English teachers using technology in the teaching-learning process and discover their needs and training.

Instructions: After carefully reading the survey for teachers, please complete the following chart by marking it with an X according to your expert´s judgment.

Criteria to be evaluated												
Item	Clarity in writing		Demonstrates internal coherence		Free from biased responses		Language level appropriate to the respondent´s proficiency		Measures the instrument´s objective.		It is recommended to verify or modify the item	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Q1:		X	X		X		X		X		X	
Q2:		X	X		X		X		X		X	
Q3:		X	X		X		X		X		X	
Q4:		X	X		X		X		X		X	
Q5:	X		X		X		X		X			X
Q6:		X	X		X		X		X		X	
Q7:		X	X		X		X		X		X	
Q8:		X	X		X		X		X		X	
Q9:		X	X		X		X		X		X	
Q10:		X	X		X		X		X		X	

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General Aspects	Yes	No	Observations
1.- The instrument contains clear instructions.	X		
2.- The established questions are clear and pertinent.		X	The questions need revision in phrasing.
3.- The questionnaire items allow to achieve the research´s objective.	X		
4.- The questionnaire items are arranged logically and sequentially.	X		
5.- The number of items is enough for the research.	X		

Applicable:		Not applicable:		Applicable taking into account observations:	X

Validated by:	I.D. number:	Date:
Phd. Mahly J. Martinez	1759432733	02/09/2024
Signature:	Phone number: 0987695152	Email: Mahly.martinez@unae.edu.ec

Adapted by: (Salazar, 2024)

Source: (Corral, 2009)

CATEGORY	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	TECHNIQUE AND INSTRUMENT	ITEMS
Experiences of English teachers to incorporate technology	"The use of modern technology in teaching English is broadly understood to encompass an innovative application of methods, tools, materials, devices, systems and strategies which are directly relevant to English language teaching " (Mofareh, 2021, p.169)	Perceptions	Past experiences in the use of technology Knowledge about the use of technology in English language teaching.	Survey- Questionnaire Likert scale	The researcher will use a Likert scale (1= Strongly disagree-5= Strongly agree) for answers regarding the perceptions and knowledge of English teachers. .
		Challenges	Difficulties to incorporate technology in the classrooms.	Interview- Semi-structured in-depth interview.	Five semi-structured questions will be applied to identify the difficulties of teachers.
		Interest	Training interests in the use of technological tools to teach English.	Interview- Semi-structured in-depth interview	To identify the training interests of English teachers, five semi-structured questions will be applied.