



a daily basis. Finally, the conclusion obtained through this research showed that the use of ICT's provides self-confidence to learners, especially Gens Y-Z, who are involved in the technology flow, playing an active role in the learning process. Besides, teachers see to be updated on the use of technology as a necessity which would help to improve their teaching performance.

Keywords: - L2 Learning - ICT's – Generational Gap - Learning Management System.

RESUMEN

El objetivo principal de este trabajo fue determinar la brecha de las TIC's entre las generaciones de estudiantes y los instructores. La metodología aplicada fue un paradigma cualitativo, que permite analizar e interpretar datos. Además, fue una investigación de campo y un estudio descriptivo. La población total era de 450 estudiantes y 50 instructores de la Escuela Superior Politécnica de Chimborazo. Se tomó una muestra de 126 estudiantes y 18 instructores. Se realizó una encuesta a estudiantes e instructores y se analizó utilizando Medidas de Tendencia Central. Los resultados del estudio se han resumido en tres preguntas relevantes, como la frecuencia con que los docentes utilizaron las TIC's en clase, los distintos tipos de TIC's utilizados y las percepciones de la necesidad de los docentes de capacitarse en el uso de las TIC's. Los resultados mostraron que la brecha puede observarse fácilmente ya que el instructor casi nunca confía en el uso de las TIC's, mientras que los estudiantes exigen su uso a diario. Finalmente, la conclusión obtenida a través de esta investigación demostró que el uso de las TIC's proporciona confianza en sí mismo a los estudiantes, especialmente a Gens Y-Z, que están involucrados en el flujo de tecnología y desempeñan un papel activo en el proceso de aprendizaje. Además, los docentes ven que se debe actualizar el uso de

la tecnología como una necesidad que ayudaría a mejorar su rendimiento docente.

Palabras claves: - L2 Aprendizaje – TIC's – Brecha generacional – Learning Management System.

1. INTRODUCTION

The use of technology varies among young people and adults. While it is easy for new generations to adapt to new forms of communication and information, older people find it difficult to incorporate them.

It is true that technology has revolutionized the world and has transformed the known forms of information and communication. However, not every person finds it easy to adapt to changes. Studies have shown that young people use new technologies more than adults do. Regardless of a possible gap or difference in the technical skills as a user, adolescents, parents and teachers face a new panorama of education and regulation that places a demand on a greater willingness to learn from everyone.

People do not think and act like their parents, and our children do not think and act like we do. Generational changes are evident in clothing, food, music, and of course in the use of language. Also, the way we learn is also different from the way other people learn. A generational gap can be defined as the "main differences between two generations". The American Heritage Dictionary (Dictionary., 2007) defines it as a difference in terms of values and attitudes between one generation and another, especially between young people and their parents.

2. LITERATURE REVIEW

2.1 Theory of Language Learning

Vern L. Bengtson (V, 1970, pág. 8) in his article titled The Generation Gap mentions that



just a few studies have been done about this issue. However, “the problem of generation is one of the older issues in modern sociology”. Even more importantly, there have been no empirical attempts to analyze the effect on the social structure of such differences between generations.

Lancaster and Stillman (Stillman, 2002) classified the last 70 years into four (4) generations:

1.2 **The Baby Boomer Generation (1946-1964) after World War II**

The baby-boomer generation is the result of the end of World War II, where young people had ideas of prosperity for the future. Thus, this led them to make decisions about having their own families at an early age. As a result, the man worked while the woman only remained at home as a housewife. Baby boomers obtained a high level of education. Most of them completed high school, got stable jobs, and later had a quiet and relaxing retirement.

1.3 **Generation X (1965-1980)**

One of the main characteristic of this Gen X is the ability to adapt. People who were born within those years knew clearly the meaning of the word “divorce”, which was a myth because of the traditional meaning of the word “marriage”. Therefore, Gen X people had to learn how to survive in this new environment. For instance, they had to learn how to handle their feelings when they encounter difficulties such as a broken family. On the other hand, in the educational field, this Gen X finds it difficult to become educated. They comprise a greater percentage of the workforce of their country. Nevertheless, a great number of people achieve their personal dreams through hard work despite the fact that they don't have an academic degree.

1.4 **Generation Y (1981-1999)**

When we talk about generation Y, we are aware that these are people who were born and were growing up with technology around them. They are not satisfied with just one opinion, but they seek answers to satisfy their intellectual concerns. They often participate actively in family activities, both in grocery shopping and in making important decisions. Also, they can readily and quickly adapt to the various changes. Therefore, the young people of generation Y are students who seek new answers in everyday knowledge. This is because they are more reflective, and they are aware that they have a significant role to play in learning together with their teachers. Consequently, the teachers must create different connections, have better interaction and dialogue with them, and should be willing to change to improve education. It is necessary to take into account that they are always connected to the internet, and they run away from books. Hence, we as teachers must make use of technology in the English teaching-learning process, making them read digital works, creating a blog on the subject, and using social networks. This, therefore, would make them to become innovative professionals in search of change.

L2 learning characteristics of the Generation Y or Digital Natives have been presented and analyzed (Reilly, 2012). It is a teacher's challenge to comprehend and assimilate these features so they can be able to improve their teaching practices.

Many experienced teachers belong to Generation X, while all of our students belong to Generation Y and Z. Since we know the presence of the gap, we have to consider all the aspects involved in this conditioning. Moreover, what are the main differences and chances that can be empirically observable in communication and language? These transitions include emerging genres of language use, and increasing a diversification



in the patterns of information consumption, powerful possibilities for producing and disseminating information, and changes in the information sharing between spatially separated relatives, friends, and coworkers.

1.5 Generation Z (2000-Present)

Although many people around the world have not heard about the Gen Z, it is not just a fashion word. However, it is deeper and it consists of a group of people who are vividly identified nowadays. They are mostly known as people who are inside technology as well as those who are really connected with an updated education. Technology is the main characteristic in Gen Z. As a result, they are considered to be experts in all the topics. However, it could be taken as a bad consequence of the technology influence. Gen Z are people who prefer texting a message than talking to people face to face and, as such, does not avoid communication. This is because of the way they have to do it. An example is the use of social media where they have to multi-task options. As earlier stated, another important characteristic in Gen Z is the higher interest in education. Therefore, they have been able to change the social learning environment to another one that is completely different, but that fits conveniently based on their needs. They are involved in the learning process as active members through the effort they make on it. Also, they carry out research on the new information through technology as a tool that they dominate. Entirely, Gen Z are completely able to be immersed in this kind of education which is so similar to their needs.

In educational contexts, information and communication processes have adopted several and valid forms of transmission. Thus, they could vary from participative programs, semi participative programs, and distance participation programs. Also, the way students convey their work or tasks could vary from the writing

of essays, pen and paper tests, and exams. Through this way, it is evident that all of these factors are modifying the relationship among the actors of education – *students, parents and teachers* – as well as the learning methodologies and strategies. Hence, this does not just to make the class a learning environment, but all the places where students can have access to internet and computer technologies (ICT's).

According to Rosengaus (Rosengaus, 2014) technology is literally in the hands of the many, and sometimes we don't appreciate the power that a single device in our pocket can give us. This fact, combined with the power of Cloud technologies, data analytics, mobile apps and a younger, more tech-aware population, allows citizens and governments to actively engage with one another. Citizens benefit from easier access to state services and support, while governments benefit from the ability to better direct their spending to those parts of society that provide the greatest welfare gains from state investment, such as education.

The Cuenca Dispatch (Dispatch, 2018) states that 2017 internet connection numbers ranks Ecuador sixth among the world's 58 developing countries. In Latin America, only Colombia, Mexico and Peru rank higher. Ecuador has exceeded the government's goal for internet connections. At the beginning 2018, 55,6 % of the population had direct internet access through 10.6 million accounts. Three years ago, the government's Communication Technologies Plan had set a goal of 45% market penetration. Ministerio de Telecomunicaciones (MINTEL, 2016). This promising panorama in South America and Ecuador, in terms of ITC's tools, facilities and promotion, has influenced Education and Distance Learning programs too. Out of 62 universities registered by the former Consejo Nacional Educacion Superior (CONESUP) now called Secretaria Nacional de Educación Superior, Ciencia y Tecnologia



(SENESCYT, 2017), 38% of them offered presential programs, 14% offered Distance Programs, 42% semi-presential, and just 6% carried out Virtual Programs.

L2 learning conceptualization and use as a process of linguistic competence development, in both online and offline contexts, has been described in recent years (Belz, 2002). ICT's used to promote L2 learning has antecedents in earlier models such as the educational model developed in the 20th century by Freinet which included updated methods such as cooperative group work, service learning, and inquiry-based learning. In its modern applications, the use of Internet technologies to link classes abroad, called tele-collaboration (Warschauer, 1996), could be referred to as Intercultural Communication for Foreign Language Learning (ICFLL). It proposes a compelling shift in pedagogical orientation. Focusing on language based on the context of its use in interpersonal interaction, ICFLL emphasizes the use of ICT's to support dialogue, debate, collaborative research, and social interaction between physically separated students. The goals are linguistic and pragmatic development and the rising of cultural awareness.

On the other hand, the socio economic and cultural environment which surrounds people who belong to Generation X or Digital Immigrants has changed drastically in the last 15 years. The ICT's revolution has provoked a radical mutation of the forms of production, diffusion, and consumption of knowledge and culture. Several names have been given to this modern society: Society of Knowledge, Postindustrial Society, Hipercapitalism, Informational society, etc. (UNESCO, 2005). Nowadays, the communication is not just produced through written languages, but other languages such as audiovisual and other sources which are not in printed format.

Moreira (Moreira, 2001) considers that Training

or Literacy Programs for adults' use of ICT's does not only requires developing cognitive and instrumental skills, but also requires setting up values and attitudes of social and political nature.

ICT's present a wide variety of tools for language learning. However, it is a matter of interest to describe how a child around 7 to 8 years old and an adult who is around his 40's could use the same tool and how beneficial it could be for them.

As educators, we should be aware of these transitions. We have to understand them and become mediators between our own practices and that of our students. The traditional teacher's role should be adapted to the requirements of our students in terms of this generational Gap mainly if we work with young adults and adults. If the most salient characteristic of Gen Y is its comfort with technology, the use of wikis, webquest, you tube, blogs, etc is compulsory. Gen Y has different values and needs than previous generations. L2 Teachers must pursue an understanding of the nature of Gen Y and adopt teaching strategies that responds to their academic needs.

3. METHODOLOGY

This research project was carried out based on a qualitative paradigm, using a survey to obtain the instructors and learners perception about the use of ICT's. It worked with a total population of 450 students and 50 instructors. A sample of 126 students and 18 instructors was used in the study (see Table 1).



TABLE 1. POPULATION

	Sample
Docentes	18
Learners	126
Total	144

Source: ESPOCH Language Center Secretary Office

Bibliographic research supported by the net-graphic was used. However, this was used to extract information for the elaboration of the theoretical foundation. In addition, a field

investigation was applied since the study was carried out in the Escuela Superior Politécnica De Chimborazo.

DATA COLLECTED

Once the sample population was surveyed, data was analyzed from learners and instructors separately. The results were tabulated and expressed on these three main questions:

1. Frequency teachers used ICT's in class.
2. Various types of ICT's used
3. Perceptions of teachers' need for training in the use of ICT's

TABLE 2. LEARNERS RESPONSES

	ALWAYS	FREQUENTLY	RARELY	NEVER
a Frequency teachers used ICT's in class	13	14	74	25
b Various types of ICT's used	2	5	56	63
c Perceptions of teachers' need for training in the use of ICT's	95	22	4	5

Source: Learners Survey

TABLE 3. INSTRUCTORS RESPONSES

	ALWAYS	FREQUENTLY	RARELY	NEVER
a Frequency teachers used ICT's in class	6	10	1	1
b Various types of ICT's used	8	6	4	0
c Perceptions of teachers' need for training in the use of ICT's	15	1	0	0

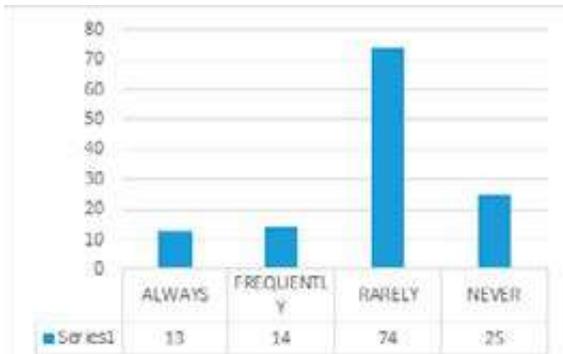
Source: Instructors Survey

4.1 Results

The surveys were analyzed with Central Tendency Measures and represented in Figures of frequency. The three main study questions results are presented in the following charts:



CHART N° 1. FREQUENCY TEACHERS USED ICT'S IN CLASS

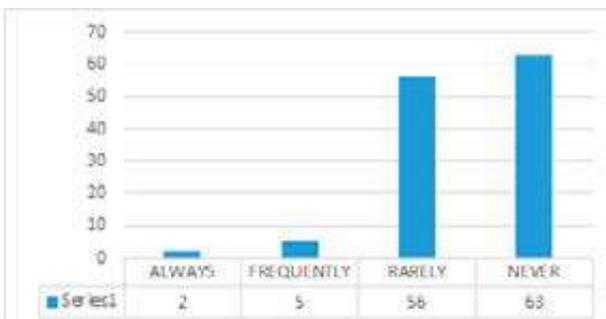


Source: Research Instruments

As it can be seen (Chart 1), 10,31% learners stated that their teachers “always” use technology during their lesson, 11,11% considers it “frequently”, 58,73% said that it is “rarely”, and 19,84% mentioned that teachers “never” use ICT’s during their classes.

The second relevant aspect chosen for this analysis was on the varied type of ICT’s used by learners and instructors during their classes (Figure 2). Then, 1,58% answered that teachers “always” varied the ICT’s use, 3,97% believed that the variety was “frequently”, 44,44% said that the instructors varied the tools “rarely”, and 50% responded that instructors “never” varied the type of ICT’s used in classes.

CHART N° 2. VARIOUS TYPES OF ICT'S USED

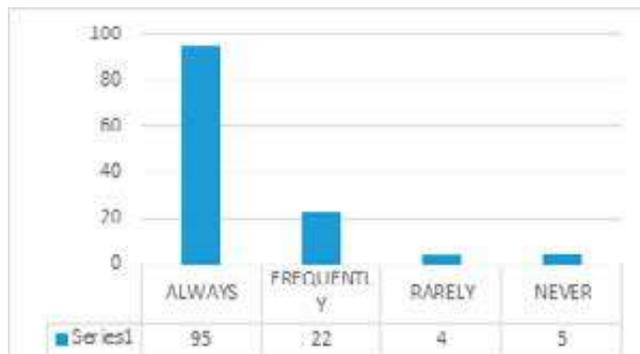


Source: Research Instruments

The third element considered by the researchers as crucial in this endeavor was related to the necessity to train teachers in the use of ICTs.

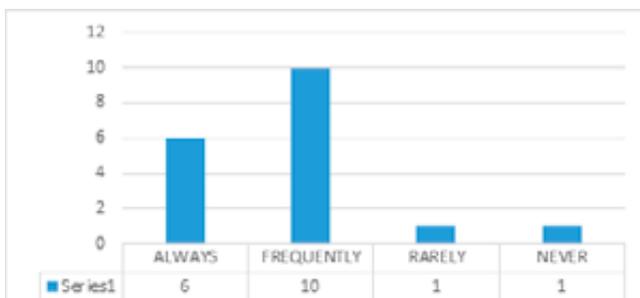
Learners considered that their instructors need to learn more about technology for teaching English in a 75.40%. However, this is in contrast to a 3,97% who considered that instructors do not need specific training in the use of ICTs (Chart 3).

CHART N° 3. PERCEPTIONS OF TEACHERS' NEED FOR TRAINING IN THE USE OF ICT'S



Source: Research Instruments

CHART N° 4. FREQUENCY TEACHERS USED ICT'S IN CLASS



Source: Research Instruments

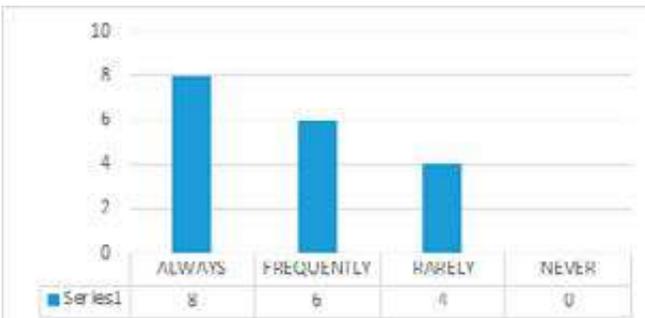
Based on the data from the chart above (Chart 4), 33,33% of teachers stated that their students “always” prefer to learn and practice English through the use of ICT’s, 55,55% consider that “frequently”, 5,55% said “rarely”, and 5,55% mentioned that students “never” prefer to learn and practice English through the use of ICT’s during their classes.

The next aspect taken for this analysis was about the use of ICT’s during the instruction stage. Therefore, they answered “always” 44,44%, other said “frequently” 33,33%, 22,22% said



that they “rarely” make use of ICT’s during the instruction stage, and nobody responded “never” to this question (Chart 5).

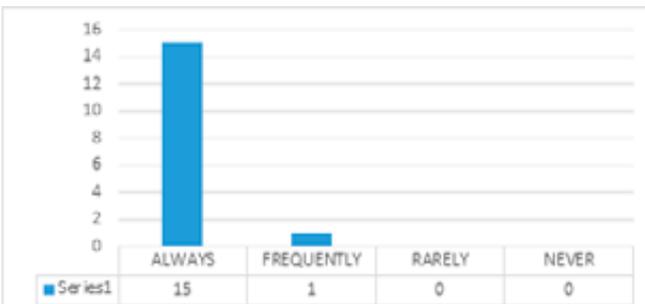
CHART N° 5. VARIOUS TYPES OF ICT'S USED



Source: Research Instruments

The final aspect considered was the necessity to be updated in terms of ICT’s (Chart 6). It got an 83,33% answer of the need to “always” be updated, “frequently” received a 5,55%, and the indicators “rarely” and “never” were not considered as an option when they have the need to be updated with the use of ICT’s which has a significant impact on the improvement of their educational outcomes.

CHART N° 6. PERCEPTIONS OF TEACHERS' NEED FOR TRAINING IN THE USE OF ICT'S



Source: Research Instruments

5. FINDINGS

This study has dealt with the situation faced by teachers from one generation who have to instruct a new generation of learners. The lifestyle and environment of this new generation

of learners are in permanent change and this situation places a demand on teachers on the need to be updated in regards to the new tools which learners are eager to use. The frequency teachers implement ICT’s in class should be increased according to the students’ needs and the institutional capacity to access to them.

While the stability in the pedagogical routines is evident in the presence of normative and prescriptive aspects in students language learning activities. These aspects are strengthened because of its relationship with school routines that are widely consolidated within the school tradition, therefore, the mere insertion or presence of new technologies is insufficient to modify the ritualized and previously established teaching practices.

Since in the case studied the teachers and learners perception would favor to adopt new technologies or vary their instruction practice formats it must be mixed with traditional pedagogical styles, which might result in a forced adjustment of new technologies and the same educational routines packaged in presentation options.

To enhance teachers’ vision about the diversity and potential of ICT’s tools will propel the pursuit of mechanisms to implement them in all fields of knowledge. There is plenty of material for language learning, practice and assessment on line, as well as, software and apps. Creating an incentive system in which the use of ICT’s might be considered as another element for promotion and in this way build a community of educators who share a vision and a common experience to support and reward the interaction between ICT’s teachers and the rest of the educators.

Finally, there is the need to be trained in designing and adapting ICT’s. Schools and Universities should reinforce their policies about Teachers’ training, providing them with enough resources to investigate new forms



of technological development, which could be applied in L2 learning. Therefore, this will help students to become comfortable during the teaching-learning process. This is because students are like a fish in the sea when they talk about technology.

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