UNIVERSITY OF EL SALVADOR
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DEPARTMENT OF FOREIGN LANGUAGES

UNDERGRADUATE PROJECT:

The Use of Technological Resources as Part of the Teaching Methodology Applied in Students of Didactics of the English Language II, from the Bachelor Degree of Teaching Option at the Foreign Language Department of the University of El Salvador, Term I, Year 2017, as an Aid for Their Future Teaching Strategies.

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INTRODUCTION

The teaching of English has gone through different methodologies and approaches over time. In the past, teachers would use basic tools like a green board and chalk in the classroom to perform their class. With the advent of technological resources, the professionals in the teaching of English have learned to integrate these helpful resources in order to facilitate their lives. Teachers of English as a Second Language need to find creative ways to help students to comprehend the complexity of the language in its different elements such as grammar, sound, and form.

Since the end of World War II, English has become the universal lingua franca. Thousands of people learn it as a foreign or second language around the world. In the last decades, technology has progressed and improved in a variety of ways. With the development of technology, education has also seen a change in the teaching methodology. Modern teachers can plug a laptop to a flat television screen and present a video, images, dialogues, role-plays, listening exercises, movies, and all that can be done with this marvelous technological device. The impact of technology in the teaching of English as a Foreign Language can be assorted.

The University of El Salvador offers the Bachelor of Arts in English Teaching(*"Licenciatura en Idioma Inglés opción Enseñanza"* in Spanish), a major specialized in the teaching of English as a Foreign Language. One of the subjects that is part of this major is Didactics of the English Language, in which students have the opportunity to carry out micro-teaching practices and learn about the different approaches in EFL instruction. The following study seeks to describe the use of technological tools by the professor in the aforementioned subject and to find out which tools are used by the teachers and the way it impacts students learning.

In order to meet the study general and specific objectives the researchers introduced the following subsidiary questions:

1. What are the technological resources used by teachers in Didactics of the English Language II?
2. Which is the incidence caused by the integration of technological resources in the traditional methodology of the course?

3. What is the impact resulting by reason of using technological resources during the development of the course of Didactics of the English Language II?

To find out reliable answers for the aforementioned questions the researchers have designed a descriptive case study with students and teachers of Didactics of the English Language II at the Foreign Language Department of the University of El Salvador. For the collection of data, the researchers relied on the use of two research instruments which are the questionnaire for the students and the checklist for the teachers.

The present study is divided into five chapters. The first chapter introduces the statement of the problem, the objectives, research questions and the justification. It aims to give the main reasons for conducting the research.

The second chapter provides the theoretical framework. It aims to show the evolution of educational technology in the last three decades and how several technological tools have influenced the way English is taught in the present. It also presents the main benefits of integrating these tools in class.

The third chapter describes the way in which the research will be conducted and deals with the methodology of the study. It gives detailed information of the research approach, the research design, the population, sampling, the research techniques, and the research instruments.

The fourth chapter deals with the data analysis. It describes the results gotten from the research instruments and it offers an explanation of the study findings. In order to present the results, the researchers make use of quantitative and qualitative analysis.

The fifth chapter offers recommendations based on the work findings to improve the integration of educational technology in Didactics of the English Language II, to the people who integrate the Foreign Language Department at the University of El Salvador, professors and students. It also provides the final conclusions of the research.

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Chapter I

THE PROBLEM

STATEMENT OF THE PROBLEM

In recent years, the development of new technologies has been thriving in multiple areas such as sciences, humanities, communication, transportation, entertainment, healthcare, education and others. Technology has worked in favor of educational advances which have led to a boost of new innovations in the teaching field. Thus, in the context of new available technologies for educators, the researchers consider that is necessary to find out whether these diverse range of tools are being used by educators and how are they being adopted in the classroom. Based on this fact, it is essential to take advantage of the modern technological facilities in supporting the task of English language education.

The resources for teaching have significantly changed and technology is transforming the way students learn. Now, teachers use many tools to develop their class in order to create an interesting environment for students' learning, for instance: projectors, computers, social media, virtual libraries and software that make the learners more interested about the subject, and it provides opportunities to learn in non-traditional ways. Voogt (2010) explains that teachers who use technology extensively in their lessons tend to have a high level of confidence in pedagogical technology skills and a learner-centered approach. For that reason, teachers today recognize the importance of integrating technology into their curriculum, with the purpose that students can understand and apply in the future techniques taught in class. Therefore, teachers' attitudes are considered as a major predictor of the use of new technologies in the educational settings (Albirini, 2006). Consequently, students' motivation and confidence are increased when technology is integrated into classroom instruction (Mouza, 2005; Torff & Tirotta, 2010). In addition, Solis (2009) gives importance to "the use of technology to facilitate teaching and learning by arguing that it could be included in any course".

However, the ways that people are learning English as Second Language (ESL) or English as a Foreign Language (EFL) have changed. Some time ago, people did not have the tools that they have nowadays. For example, students could not exchange information or discuss about some issues, for many reasons such as: not access to internet and computer, insufficient knowledge about the use technological resources, few technological tools developed in the field of education and others. Nevertheless, in this new electronic age they can do many educational things by just downloading an app in their smartphone, tablet, laptop, and share

information. Also, they adapt the new apps or tools themselves in order to use this resource in their learning environment. Therefore, students are deeply involved in an era in which technology plays an important role in their lives. That is why educators use technological resources for the purpose of encouraging students to learn in an interesting and fun way. However, topics or subjects that students believe challenging or boring can become more exciting with virtual lessons, through a video, using a tablet or others strategies.

The teacher's role changes as well. Teachers apply many tools like platforms, blogs, wikis, tutorials, broadcast and others in their methodology in order to call the students' attention and besides, in order to provide them with new ways of develop their learning process. Also, the teacher is no longer the center of attention as the dispenser of information, but rather plays the role of facilitator, setting project goals and providing guidelines and resources, moving from student to student or group to group, providing suggestions and support for the different activities. Furthermore, using technology in the classroom would help prepare students for the digital future. For this reason, it is important to incorporate technology in to the classroom.

According to some experts (Peck and Domcott, 1994) there are some reasons why technology should be use in field of education: (1) Technology enables teachers to individualize instruction, which allows students to learn and develop at their own pace in a non-threatening environment; (2) Students need to be proficient at accessing, evaluating and communicating, and information; (3) Technology can increase the quantity and quality of students' thinking and writing through the use of word processors; (4) Technology can develop students' critical thinking and allowing them to organize, analyze, interpret, develop, and evaluate their own work; (5) Technology can encourage students' artistic expression; (6) Technology enables students to access resources outside the school; (7) Technology can bring new and exciting learning experiences to students; (8) Students need to feel comfortable using computer, since they will become an increasingly important part of their learning process; (9)Technology creates opportunities for students to do meaningful work, and; (10) Schools need to increase their productivity and efficiency.

As reported by Liaw (1997), teachers should offer Didactic English language students a language-rich environment, in which students are constantly engaged in language activities. Students need to be able to interact with other students inside and outside of the classroom.

Technological tools facilitate the interaction and communication between student-student and student-teacher. Also, in a study conducted by Liaw (1997), technological tools were used to study whether computers and other tools increase verbal interaction between students. Technological tools are interactive. They offer stories, real voices, e books, music, videos, wikis, articles and more ways to get information and practice their English skills.

Technological tools have been shown in a range of studies to facilitate the development of the English skills in a variety of ways. The aforementioned ways to practice the English skills such as watch videos, read articles, listen to stories, have online conversation and others are very important for students. Nowadays technological tools are of necessity to improve the English language knowledge because they have a lot benefits for students also for educators. Educators and students have to take advantage of technological tools because the benefits that they offer are great. Under this premise, Meghan Mathis (2015) shares her experience as teacher and she says that "tools help students create presentations quickly and easily, tools that allow teachers to assess student understanding in an instant, and tools that give students additional guided practice in an engaging way are just some of the possible uses of electronic technology in the classroom. Each day, educators are coming up with more and more ways to help their students learn using a medium that they know their students will understand and be excited to use". That means, technology is not taught as a separate class, but integrated into the classroom.

It is important to mention that technological resources are information, tools or devices that motivate students and give information or assistance with questions. Today, this tools include more conventional materials, such as the blackboard, projectors, televisions, VCRs, slide projectors, and opaque projectors, as well as newer materials, such as the computer, various software applications, LCD projectors, camcorders, digital cameras, scanners, Internet, satellite, interactive TV, audio and video conferencing, artificial intelligence, and so on. However, educators in public schools and faculty at universities need to understand what types of materials are available, how to use them, why they should be used, when they should be used, and how to integrate them into the teaching/learning environment in order to meet the ultimate goal of improving education.

The effect of technology in the classroom has become huge in teaching and learning the language in addition to the instructor's role. That is to say, the role of the instructor together

with the role of the technology can lead to advanced learning results (Sharma, 2009). That is the reason why, the researchers have chosen to develop this study with students of Didactics of the English Language II from the Bachelor Degree of Teaching Option at the Foreign Language Department of the University of El Salvador, Term I, Year 2017, in order to analyze the use of educational resources that teachers are using in their classroom, with the purpose of identifying the student's outlook about the use of technological resources inside the classroom.

OBJECTIVES

GENERAL OBJECTIVE:

To analyze the use of technological resources that professors apply in classes of Didactics of the English Language II at the Foreign Language Department of the University of El Salvador, Term I, Year 2017.

SPECIFIC OBJECTIVES:

To identify through the students' outlook, the impact resulting by reason of using technological resources during the development of the course of Didactics of the English Language II.

To analyze the incidence caused by the integration of technological resources in the traditional methodology of the course.

To analyze through the instruments which technological resources are used by teachers in Didactics of the English Language II.

RESEARCH TOPIC

This research will be focused on the use of technological resources as part of the teaching methodology. It will last approximately 10 months. The target population is students of Didactics of the English Language II from the Bachelor Degree of Teaching Option at the Foreign Language Department of the University of El Salvador, Term I, Year 2017, as an Aid for Their Future Teaching Strategies.

SUBSIDIARY QUESTIONS:

1. What are the technological resources used by teachers in Didactics of the English Language II?

2. Which is the incidence caused by the integration of technological resources in the traditional methodology of the course?

3. What is the impact resulting by reason of using technological resources during the development of the course of Didactics of the English Language II?

JUSTIFICATION

"There is no reason anyone would want a computer in their home," said Ken Olson 50 years ago, he was the CEO of Digital Equipment Corporation, a company that later would become an important brand in the development of computers. It is ironic to think that in our present days anyone, in fact, wants a computer in their home. The development of technology has been growing so fast that people did not realize the moment it became an essential tool in our society. As Joseph Wood Krutch once said "Technology made large populations possible; large populations now make technology indispensable." Meaning that the use of technological tools in many areas such as communication, entertainment, health, education, science, and some others is elemental. Moreover, the application of technology in El Salvador is increasing very fast; specifically, in the educational field. Nevertheless, every year technological resources and educational strategies and methodologies are updating their necessities. The challenge for educators is to look forward to get closer and be upgraded to the use of internet sources, tools for teaching purposes and new teaching strategies and methodologies. In this way, the use of technology in education is a very important sight as part of the methodology and strategies used in class. It becomes a necessity to maximize the quality of education.

There are a lot of benefits that students and educators can have using technology in classroom. According to Jeremy Posey, the mathematics coordinator for the National Math Science Initiative, education technology is "any tool that can be used to help promote human learning, including – but not limited to – calculators, tablets, smart boards, video cameras, digital cameras, MP3 players, Portable Digital Assistants (PDAs), and, of course, the computer." There is certainly a growing, changing the role of educators in the classroom when they use technological resources. One of the benefits is that there are countless resources for enhancing education and making learning more fun and effective. There are many amazing tools that can help students to learn in an interactive way during the class such as smartphones, computers, platforms, e-books, videos and more. Another benefit is that the class has instant access to information that can supplement their learning experience with technological resources like computers and smartphones. Students have immediate access to information when they need it. In addition, students can learn life skills through technology. Creating presentations, learning to differentiate reliable from unreliable sources on the

Internet, writing emails, use platforms; these are all vital skills that students can learn in the classroom and master before graduation.

Technology provides numerous resources that teachers can use in and out of the classroom to enhance students´ learning. The use of technological resources would help students to practice the use of these resources in classroom to apply when they become professionals in the teaching field. There is a list of technological resources that students have to practice in classes to manage in the appropriate way to become masters using the aforementioned resources:

Computer Games

- ✓ Allow students to make decisions and see instant results to evaluate their progress.
- ✓ Allow students to interact with material and learn without realizing they are learning.

Websites

- ✓ Message boards where students and teachers can have conversations and work out difficult topics.
- ✓ Teachers can post material that either goes with the lesson or more in depth so that students who are interested can learn more about a particular subject.

Digital Textbooks

- ✓ Interactive reading supplemented by games and quizzes get students actively involved in their reading.
- ✓ Voice programs that read the material to the student can help them hear correct pronunciation of new and difficult words and practice them in the same way that foreign language software does.

Videos

- ✓ Visual learners benefit from hearing and seeing the information at the same time.
- ✓ Allow for detailed and organized explanation of topics with written outlines and step by step instruction.
- ✓ Videos are a set time which allows for better time management in the classroom.

Music

- ✓ Students can create music to interact with class topics and educate their classmates.
- ✓ Difficult subjects can be presented in music format to make it seem less boring.

Video Conferencing

- ✓ Allow students to practice and improve their public speaking and presentation skills.
- ✓ Go on a virtual field trip to explore a museum, a zoo or bring an industry professional to the classroom.
- ✓ Visit another country or state for example to learn what other students are doing and experiencing.

Podcasts

- ✓ Students can create audio clips to work out difficult topics and help their peers in many ways.
- ✓ Teachers can create unique podcasts to share with students on their personal website.
- ✓ Premade podcasts can be downloaded and shared with students to further educate or tell them the same thing in a different way to maximize learning.

Wikis and Blogs

- ✓ Allow students to publish their ideas and stories as well as share them with friends and family.
- ✓ Encourage learning in an interactive way that feels less like traditional learning and more like fun.
- ✓ Showcase student work and achievements.

Social Media

- ✓ Study current events in real time and share thoughts, comments and concerns.
- ✓ Practice a new language with native speakers without the pressure of face to face conversation.
- ✓ Practice language and increase vocabulary.
- ✓ Shy students may feel more open to conversing online than in a classroom.
- ✓ Students can conduct research and surveys to learn and conduct research projects.

Google Maps

- ✓ Teaches geography, your place in the world.
- ✓ Street views can help students understand the culture and compare and contrast their home with a foreign country.

Undoubtedly, there are more uses and benefits for these technological resources that students can have inside and outside the classroom. According to a study by IT Trade Association Comp TIA (U.S.A 2016), around 75 percent of educators think that technological resources have a positive impact in the education process. Educators also recognize the importance of developing these technological skills in students so they will be prepared to enter the workforce once they complete their careers. Didactics teachers from the bachelor degree of teaching option at the Foreign Language Department of the University of El Salvador ought to put these tools into practice in view of technological demand that exists today. Didactic class is the specialization for students to become teachers. Likewise, the development teachers have to learn the use of these technological resources in class to apply them when they will be teaching a class. Technology changes almost every day and educators need to keep up with the times in order to best prepare students for this ever-changing world that we live in. Educators have to find out how to integrate technological resources in classes. It is important to remark that traditional learning processes are just as essential.

For that reason, the research group is going to do a research about the use of technological resources in Didactics of the English Language II course in the Foreign Language Department at the University of El Salvador as an aid for their future teaching strategies. Thus, this research is worth to carry out in order to provide the outcomes and a better perception about the use of the technological resources. On the other hand, how applying teaching methodologies and strategies using technological resources on the aforementioned course in the Foreign Language Department at the University of El Salvador.

The FLD, as well as the students that belong to the department will have benefits with this research because there will be backup information for them to know whether professors apply this teaching methodologies and strategies. Also, the research group will provide better results on students of Didactics of the English Language II courses in order to improve their educational skills and knowledge.

The research group will identify, analyze, and present the outcomes of this study in order to deliver a reliable source of information to the community in regards of the use of technological resources at the FLD.

With these results, the Foreign Language Department at the University of El Salvador will have a better perspective about the use of technological resources in Didactics of the English Language II course and it can be applied in future courses in order to expect a better performance from the students' development of teaching skills as part of their specialization in the Bachelor of Arts in English with Emphasis in Teaching.

LIMITATIONS

There were some limitations during the development of this study. One of the limitations was the lack of control over the research group because some members of the group work almost all day long, it was difficult to get and work together in the research, and attend to the counseling with the advisor.

Another limitation was that some students did not want to answer the survey because they did not have enough time to do it and also, they had another class later, as a research group had to work hard to look for those students that were able to help.

Finally, another limitation was that some teachers did not give the group enough time to pass the surveys since they had to teach the class even when we made an appointment.

Chapter II

THEORETICAL FRAMEWORK

DEFINITION OF KEY TERMS

App: Abbreviation for application or application program: a small computer program that you can put onto a mobile phone or other electronic device.

Apple: Apple Inc. is a prominent hardware and software company best known for its series of personal computers, the iPod and its innovative marketing strategies for its products.

Android: A mobile operating system developed by Google. The Android operating system is primarily used in touchscreen mobile devices, such as cell phones and tablets. Its design allows users to manipulate mobile devices intuitively, with phone interactions following common motions such as pinching, swiping, and tapping. It was initially developed by Android Inc. and was eventually purchased by Google in 2005. The Android operating system is symbolized by a green colored Android Robot logo.

Blog: A record of your thoughts that you put on the Internet for other people to read.

Device: A piece of equipment that is used for a particular purpose specially for a mechanical or electronic one.

Educational Technology: This term in this research will refer to the implementation of appropriate tools and techniques, facilitating learning and improving performance, cognition, teaching practices and learning outcomes.

EFL: Abbreviation for English as a Foreign Language: the teaching of English to students whose first language is not English.

Electronic book: A book that is published in electronic form, for example on the Internet or on a disk, and not printed on paper.

Electronic dictionary: A digital book that contains a list of words in alphabetical order with their meanings explained or written in another language.

ESL: Abbreviation for English as a Second Language: the teaching of English to students whose first language is not English, but who live in a country where it is the main language.

Google Play Store: Google Play, formerly known as the Android Market, is the official app store for Android smartphones and tablets. Google makes software applications, music, movies and books available for purchase and download through the store.

GPS: The Global Positioning System (GPS) is a satellite-based navigation system made up of at least 24 satellites. GPS works in any weather conditions, anywhere in the world, 24 hours a day, with no subscription fees or setup charges. The U.S. Department of Defense (USDOD) originally put the satellites into orbit for military use, but they were made available for civilian use in the 1980s.

Online: Connected to a system of computers, especially the Internet used to describe something that can be done or seen using computers or the Internet instead of going to a place, meeting people in person, etc.

Portal: A page on the Internet with links to many other pages or websites that people use to start searching the World Wide Web.

Personal Computer: A compact computer that uses a microprocessor and is designed for individual use, as by a person in an office or at home or school, for such applications as word processing, data management, financial analysis, or computer games.

Social media: Forms of electronic communication that allow people to share information using the Internet or mobile phones.

Teaching Methodology: This is the method chosen to achieve a teaching goal. This is normally defined by the teacher of a given subject, so that the student can then follow it. It should be designed in such a way that students acquire the knowledge and skills for which the subject was included in the curriculum.

Technological Resources: Technology resources are whatever stuff you need to use to support the practice of effective teaching and learning.

Tutorial: A set of instructions and exercises that teaches you how to use a computer program or how to use another electronic device.

Web 2.0: A name for all the internet features and websites that allow users to create, change, and share internet content (information, pictures, etc.)

Wiki: A website that allows users to add, delete (get rid of), and edit (change) the contents, or the program that makes this possible.

Wireless: Without a cable. A connection that does not need cables.

HISTORICAL BACKGROUND

Throughout history, technology has been essential in the development of new resources to improve its application in diverse areas such as education, business, health and other ones that are related to the simplification of processes which demanded more labor in the past. One important area is education that has been going through different important innovations for the teaching field. The first successful breakthrough of the modern times came in August 12, 1981 when the first ever commercial computer, the IBM Personal Computer, was released to the public, bringing with it a revolution. What used to be limited to just a few scientists was now available for anybody, even though it was an expensive technology during the first years.

On the following years technology was increasing fast. Several resources came as a help for educators. Online Virtual Learning Environments appeared in 1993 to simplify the traditional way to learn. Students were no longer in need to be within a classroom, just with access to a computer and internet, they were able to get access to different online courses.

After a few years, on July 1, 1996, the email service became accessible with the inception of Hotmail as one of the first free email services. In the past, an important message via telegram or a letter could take days to be delivered but now in just a matter of seconds people could communicate each other. In 1998, the tool that would facilitate the access to vast information went public. Google was incorporated on September 4. Ever since, its simple yet effective mode of getting access to an immeasurable amount of web sites just by typing in some key words eased the antique methods of books and printed materials, which would later on make them almost unusable.

Up to that moment the creation of content was limited to just a few people. But on January 1, 1999 the term "web 2.0" is created to describe that content created as part of the collaboration of different users through social media, such as blogs, wikis, and platforms. Making internet the most democratic system in the world. Anybody can now participate and express opinions just by accessing any portal and sharing their ideas, points of view, and comments about anything.

The new century saw the birth of social networks. With the creation of Twitter (July 16, 2001) and Facebook (February 4, 2004), people could now communicate and share their thoughts

and self-content instantly. The interaction between educators and students could now go out of the classroom and both could get the benefits of being updated with the needed content for their courses as fast as a click, no matter the place, no matter the distance.

In 2005 YouTube would made multimedia communication possible for anybody. Through videos, the users could now share tutorials, free courses, explanations, guides, presentations, movies, music, news, and other visual contents. Anybody could now have their own channel and broadcast as if they were a journalist or a teacher, breaking the limits of what required to be a professional, just with access to a video camera and internet people were able to upload and show self-created and original material which was once limited to the television.

In 2007, Apple with the release of their first "smart phone", the iPhone would take communication technologies to a whole new level. What was limited to a personal computer would be available at the palm of the hand almost anywhere in the world. The traditional telephone would be replaced with a new device that was capable of performing tasks of different devices such as calculators, calendars, agendas, translators, dictionaries, compasses, video game consoles, maps, books, music players, cameras, televisions, and computers. A new era of interaction among people of almost every country was made possible by the inclusion of internet and the so-called "applications" within a mobile phone.

Ever since the beginning of the new century technology has become an important part of our everyday life. Now it is not odd to find several electronic devices at any person's house which are connected to internet. With the development of the smart phone, tablets, smart TVs, faster computers and wireless devices, technology has reached its best point in the whole history. There has been a burst in the development of new software and hardware which has lead us to a society that craves for innovations that can make their life easier and comfortable.

Education has been gradually incorporating these innovations into the classroom and in the way that subjects are introduced and taught to students. Nevertheless, every innovation has its pros and cons. As part of the advantages of these new technologies there is a promotion of independent learning, the inclusion of online courses available at schools and universities worldwide, development of critical thinking, an easier access to information, new ways to motivate students, promotes creativity in the students in an amusing environment. Yet, the disadvantages that these novelties entail can become a threat in the progress of the hard work that characterized students of the previous centuries, these disadvantages include idleness in

studying, students do not want to think for themselves, more sources of distraction, oblivion of the basic ways of studying, such as reading and handwritten notes, a replacement of teachers by pre-programmed software or robots.

El Salvador is not far from the implementation of technology within the classroom. In the last decades, the government has been making efforts to introduce technological resources as part of the curricula. As a result, technological resources are being integrated as part of the everyday class, teachers are becoming more knowledgeable of the use of such tools and they are receiving trainings in how to combine the traditional and the modern ways of teaching, which is beneficial for both educators and students.

Technological resources cover a wide array of tools but as this study deals with their use in education, the research group focus on the ones used by professors in the Foreign Language Department (FLD) of the University of El Salvador. In this department, technology has been used within and out the classroom as long as the resources are available for the educators and learners. The tools used include projectors, computers, platforms, blogs, web sites, social media, virtual libraries, and more. There are efforts to include innovative tools that allow students to learn within a cooperative environment, where the participation of both parts is encouraged. Teachers may use a projector to show a video and then make a discussion, they may use platforms as Moodle to engage students in cooperative project, they may ask students to send their assignments through email services instead of students handing in printed paperwork, they may also create blogs where students can read about extra material and then exchange opinions. Students may also use PowerPoint or Prezi slides to enrich their presentations in a creative way, they may also create course groups in Facebook to share information and get updates of their classes. Moreover, students use internet every day and they are highly dependent of this service to look for information whenever required. Some teachers may be more prone to use technological resources than others but it will depend on their teaching style and also in their availability within the FLD.

Teachers also need to be skilled and learn how to incorporate technology in the classroom. As technology goes through continuous updates educators need to be aware of such changes. Professors in the FLD take part in trainings, meetings, postgraduate programs, tutoring, and other type of coaching that can help them integrate technology in the class and apply all that can be meaningful for the students in order to take advantage of the new trends in education

related to technology and the new tools that can facilitate and simplify the traditional method of teaching. People are living in a dynamic society which demands more from technology now that it has ever been in the past. There are also challenges for teachers as technology is not always at the reach of the hand, either a problem with a damaged equipment, slow bandwidth which impacts the quality of internet services, etc. but the advantages of these tools cannot be overshadow by minor details when new generations have learnt to integrate technology in their everyday lives.

THEORETICAL FRAMEWORK

Humans are characterized for their creative capacity based on their curiosity and their necessity of adaptation. The most peculiar of human's qualities has to be their social interaction, no other species on Earth shares information as humans do. As our ancestors evolved 130,000 years ago, they started to create social bonds with different communities in distant locations. Social networks developed into more complex and advanced societies. In modern times, globalization allows humans to share information through different communication channels, as computers, telephones, internet, and others.

As societies expanded, new tools appeared to facilitate the exchange of data, goods, and trading. Consequently, technology is the result of the need of make life easier or more pleasant and work more productive thorough the use materials, tools, techniques, sources and others in a specific area, e. g. business, medicine, sciences, humanities, communication, transportation, entertainment, healthcare, education and others.

In the Education field, technology has achieved a great impact in the development of new teaching methods. Technology facilitates teaching and learning by providing numerous tools that teachers and learners can use effectively. The use of different techniques for teaching EFL or ESL leads teachers to implement technological resources such as blogs, music, videos, social networks, apps, and podcasts which help them to facilitate learning and serve their learners. These tools help teachers to keep organized and it also increases their efficiency. Teachers can also set up two-way scenarios with their students and make a teacher-student or student-student collaboration tasks that require the active participation of all the class.

Also, technology helps reduce weight as students carry less books, all the text of hundreds of books can be kept in a laptop, tablet, or smartphone. To an extent, it minimizes the demand of paper and natural resources needed in the paper making process.

Technological resources

"There can be infinite uses of the computer and of new age technology, but if teachers themselves are not able to bring it into the classroom and make it work, then it fails." – Nancy Kassebaum U.S. senator from Kansas said in a conference about technology. There is a variety of technological resources that educators can use in the classroom, technological resources have lots of benefits for students. The benefits are fun atmosphere, creating critical thinking, prepare students for their future etc.

Educational resources refer to several tools used to improve the learning process and make teaching interesting. It supports learning by employing appropriate technological processes and resources.

Technological resources can boost productivity in students. Students can use a diversity of tools to work either in the classroom (computers, video and audio devices) or at home (computers, tablets, smartphones, smart TVs, and others). Educators get an opportunity to enhance their creativity as they might look for different scenarios in which students can participate actively in listening, speaking, writing, and reading exercises. (Solanki &Phil, 2012)

Another benefit of use technological resources in class is that teacher prepare students for the digital future using many techniques in the classroom. Teachers try to encourage learners to learn about use of some tools like blogs, wikis, platforms and others, through activities where they need to investigate and share information in order to students will develop their abilities in the work area. Moreover, learners can develop their learning skills by using different technological resources as helping for their future.

The importance of the use of technological resources in class

The use of textbooks, whiteboards, radios, audio record, and others are important tools for teaching English as Second Language. Recently, those strategies have been replaced by technological resources in some schools and universities. Use of computers and new technologies have become a crucial part of learning as well as teaching. The idea is improving the class in order to call the student´s attention.

In present time, people are using technological tools such as smart phones, tablets, and computers on a day-to-day basis. Teachers may use them and some others as teaching tools with the purpose of creating a more integrated and interactive class. According to David

Warlick "we need technology in every class room and in every student and teacher's hand because it is the pen and paper of our time, and it is the lens through which we experience much of our world" (as cited in Rao, 2012, p.1). That is the reason why teachers are using this important tool in their classes. A study by the IT Trade Association Comp TIA reports that around 75 percent of educators think that technology has a positive impact on the education process. Educators also recognize the importance of developing these technological skills in students so they will be prepared to enter the workforce once they complete their schooling.

The use of technological resources in the classroom has completely changed how teachers teach and students learn. Teachers are learning how to teach with emerging technologies (tablets, iPads, smart boards, digital cameras, computers, projectors, social networks, different educational apps, blogs, wikis, platforms, web sites, virtual libraries and others). As a result of using different tools in the classroom, the students feel more excited and enthusiastic to participate in this new environment. Moreover, technology is creating educational opportunities for students and teachers.

These days, teachers rely on technology more than ever before. Teachers make use of technological gadgets, devices, software and hardware as helpful assistance for their work in and out of the classroom. They also need to customize the class as it is integrated with the resources aforementioned. The role of the teacher is essential in the incorporation of technology as he or she determines which the best available option to meet their needs is.

Technology and the role of the teacher

The development of technology in the recent decades has brought many benefits to teachers. Diverse tools have come to facilitate the development of the traditional class. As human interaction is nowadays flooded with different options to enhance communication, being the most used social media and mobile devices adapted to necessities that used to require several appliances, shrinking them in a cell phone, computer, tablet, etc. Consequently, teachers see themselves in the middle of a new era for gadgets that can ease the learning process if they are correctly used. For example, teachers can reduce the time required for passing and grading a test just by having their students solve it online. Not only they reduce time but also save paper and ink.

With the inclusion of technology in education, the traditional role of the teacher as a knowledge provider changes, as they become facilitators in the learning process of the students. As teachers orient pupils in the solution of problems more than just provide them with a text to copy from. Teachers need to take an active participation in the search of which technological tools best fit their needs in and out of the classroom. Whether they need to include a presentation or a project involving multimedia. Utilization of technology opens new possibilities for learners as they can take a more active role in their learning process. It enhances their creativity and breaks the usual interaction between them and educators. A simple video task can make the difference as students are motivated to work on their own.

Educators also need to be aware that technology is continuously introducing new applications and that if students do not notice that the teacher varies in the methodology the class can become uninteresting for them as it may seem that the teacher only relies in old fashioned practices. This is something important as the motivation of the students improves as long as they perceive a variation in the teacher's routine. (Johannesen and Eide, 2000).

Learners and technology

Some important aspect that is necessary to highlight about using technology in the class is how students are able to incorporate it in their learning process and in their future teaching strategies. Based on this, it is indispensable to take advantage of the modern technology as important tool in order to aid the English Language education.

Students need to practice in hearing language, reading language, speaking language, and writing language in order to develop their experience and skills (Ybarra & Green, 2003). That is why they are in need of using various tools such as social networks, blogs, wikis, podcasts, websites, digital books, videos, music, computer games, video conferencing and others software, which can help them learn the language easily and effectively but, they do not use all of these tools in their computer like before. Nowadays, students are using all of them in their smartphone, tablet, and laptop in order to enhance their information and ideas, and improve their micro skills (Hoven, 1999). In addition, the majority of students are benefitted from the use those tools. One advantage of this kind of hardware is that students are able to continue their practices or communicate with other peers when doubts arise, so technology becomes a type of tutor for the students when they are outside of the country, at home, at workplace, in other words, wherever they find themselves and having access to internet and

a computer or smartphone they can do it. Thus, at the same time technology helps students to learn at their own pace (Gulley, 2003, p.1).

Nevertheless, the technological resources help students who are shy or present difficulties at the time of interact with their peers in class. (Nunan,1999) state that "interactive visual media which computers provided seem to have a unique instructional capability for topics that involve social situations or problem solving, such as interpersonal solving, Foreign Language or Second Language Learning" (p.26). For that reason, these facts make technology a beneficial tool for students and help their learning practices to become more fascinating and challenging, not only for acquiring or Learning a Second or Foreign Language, but also to be able to support their technological skills.

Technology also provides the interdisciplinary and multicultural learning opportunities for students to carry out their independent studies. Learning a language is a continuous process as well as technology; thus, both processes can become together to improve students' language skills and make them feel that language classes are becoming part of their daily lives. According to Kopfler et al. (2009) "learners construct their understanding not just through interaction with the material, but also through collaboratively constructing new knowledge with their peers" (p. 13).

Use multimedia software

The demand of using new techniques in the classes by teachers are increasing. Teachers need to respond this situation using many tools like multimedia software in order to enhance their teaching way.

Multimedia are computer programs that use a mixture of text, graphics, sound, video, power point presentation and animation. A benefit of using multimedia computer programs can increase the motivation for learners to develop their vocabulary and reading skills. In the Foreign Language Department at University of El Salvador is necessary that teachers use this type of activities in order encourage students to work in groups, express their knowledge in multiple ways, solve problems, revise their own work, and construct knowledge. Likewise, taking this idea into account multimedia has many advantages of integrating in the classroom, through participation in multimedia activities. Achieving that students can learn:

- ✓ Real-world skills related to technology
- ✓ The value of teamwork
- ✓ Effective collaboration techniques
- ✓ The impact and importance of different media
- ✓ The challenges of communicating to different audiences
- ✓ Techniques for synthesizing and analyzing complex content
- ✓ The importance of research, planning, and organization skills
- ✓ The significance of presentation and speaking skills
- ✓ How to accept and provide constructive feedback
- ✓ How to express their ideas creatively

Finally, technology has influenced the methods of EFL teaching and learning. It makes learning interesting and teaching more productive (Solanki & Phil, 2012).

The use of technology tools in the classroom

In the 21st century, technology in the classroom is becoming more and more predominant. Tablets are replacing textbooks, and students can research just about anything that they want to on smartphones. Social media has become commonplace, and the way people use technology has completely transformed the way to teach and learn. Nowadays, students have a variety of resources that they can use in classes to have a better understanding about some topics and strategies. Some of the resources that students can use are: Blogs, social networks, wikis, podcasts, websites, e-books, videos, music, computer games, video conferences, and others.

BLOGS

One of the best tools that teachers can use in classes are blogs. Blogs are written on all kinds of topics from A to Z. Readers can usually leave comments, which lead to discussions about the content of the blog. For example, a blog about flipping your classroom can lead to a discussion between novice and experienced teachers about common questions, advice, tips, and clarifications. Blogs are perfect for students to discuss a class topic or an extra topic assigned by the teacher. Teachers can use blogs to publish assignments and keep students and even parents up to date on class events, due dates, and content being covered. Teachers can also use blogs to help students to master content and improve their writing skills. In addition, students can use blogs to publish their writing and educate others on a particular

topic. Students can also use blogs for personal diary. This is the most common use of a blog to this day. The number of people using a blog as a personal diary (to log personal experiences, opinions, thoughts and content) is still growing. Followers of personal blogs are usually those who identify with the blogger's viewpoint or value the opinions. Using a personal blog as a way to express opinions is still growing. Also, blogs are very important to improve the writing skill because students practice, share, and read other blogs and get ideas, new grammatical structures or simply learn the way other people write.

SOCIAL NETWORKS

Another amazing tool that teacher can use in the classroom is social networks. There's good reason to try to use social networks in classes, says Kathy Cook, who holds a master's degree in education and is director of educational technology for the University of Phoenix College of Education. "Students are using these technologies in their personal lives, so it makes sense to leverage them for teaching and learning," Cook notes. She offers some strategies to help teachers to incorporate social media into the classroom: Set a good example. It's not enough now to teach students their lessons and how to be productive members of society, Cook says.

"It is important to cover digital citizenship so that students understand how to use social media inside and outside of school," she emphasizes, adding that college admissions staff and employers routinely check applicants' social media profiles. Another suggestion is to create a class Facebook page. On the Facebook social network, teachers can build pages for their classes that they can use for "communicating class announcements, class activities and assignment deadlines, etc.," Cook says. She adds that such pages also can be an easy way for parents to see what their kids are doing in class. Also establish online guidelines.

"It is important that class pages are constantly monitored by teachers," Cook says. "If there are inappropriate comments or posts, they can be removed, and the offender can be restricted from posting but not viewing in the space in the future." There are more uses for social networks in classrooms. Another use for social networks is to engage students about the class topic. As teachers can use blogs to share ideas and comment other students' posts, social networks are also similar, students can share ideas write brief stories and post and other students can give opinions and feedbacks. In other words, social network is another resource

and does not have to be a distraction from learning objectives. Social network is another tool that teachers can use to make the classroom more engaging, relevant and culturally diverse.

VIDEOS

In 1983 Howard Gardner proposed the theory of multiple intelligences. The idea has developed into a general understanding that students learn in different ways. Some learn best through listening; some by touching and others need visual stimuli, e.g. video resources. Over the years, the theory has come under scrutiny by many. However, one important premise that educators have taken from this idea is that we need to vary our teaching styles and incorporate a range of delivery methods into our pedagogy. Gone are the days of thinking that all students learn in the same way and that 'one size fits all'. No matter how enigmatic a lecturer, it is difficult to engage a theatre full of students for 90 minutes, purely by talking at them.

Whether you are a digital immigrant or a digital native there are plenty of ways to incorporate technology into teaching in order to make lectures a more engaging and beneficial experience for students. Using educational videos are a simple place to start. There are some suggestions that teachers should follow to use videos in classes.

1. Choose videos resources wisely

The selection of educational video resources available is astronomical. It is vital to spend time prior to the lecture watching a range of educational videos/clips, in order to find the one that best fits its intended purpose.

2. The ethical issue

There is a huge amount of educational video resources available to download on the internet. However, it is important for educators that they instill in students respect for other people's property. Teachers spend time warning students about the ethical implications of plagiarism, so it is imperative that teachers make sure that they reference where the video resource and educational clips have come from, just as they would reference a book or journal. Remember that a number of videos available online have copyright restrictions placed on them. It is vital that students check these out before downloading them and showing them to the students.

3. Spend time introducing the video resource

It is imperative to spend time introducing the educational video resource/clip before the viewing. Introduce students to some of the key topics that will be discussed in the resource and highlight the areas that teachers want to draw their attention. This way they will be focused on the relevant information when watching the video.

4. Keep it short

There has been a lot of research conducted that has shown that the average attention span lasts anywhere from 7 – 15 minutes. Therefore, it is a good idea to show the educational video in short-bursts (clips), rather than screening an entire film in one go. This allows time to be spent on both the introduction of the topic (prior to the viewing) and the dissemination of the key points (post-viewing). Teachers will find that by taking one or two short sequences they can actually cover more ground, in more depth, than by showing the whole program without a break. The video resources should be used to illustrate the points that teachers are making, in a similar way that they would use a photograph, e.g. to illustrate what teachers are talking about.

5. Make students work while they watch

It is a good idea to set some questions so that students are engaged when they are watching the educational clips and are not simply passively viewing. For example, while students watching an educational video on earthquakes the teachers may set questions such as; Name the two types of lithospheres that make up tectonic plates? Give an example of a transform boundary exhibiting dextral motion as discussed in the video? This makes sure that students are concentrating on the areas of importance and remain focused throughout.

6. Allow time for students to reflect on what they have seen

Picking up from the previous point it is important to allow students to reflect on what they have seen. This can happen in a number of ways; for example, completing set questions or discussing key points in small groups and eventually feeding back what they have discussed to the rest of the class.

Also, teachers can use one of the most famous websites on the internet to get videos: YouTube. It is one of the most popular websites on the planet and a vast resource for educational content. The site is home to over 10 million videos tagged as educational, many of them submitted by teachers and specialist of education. Of course, there a lot of benefits that students can have using videos in classes. Some examples are: Video stimulates two out of five senses. Based on cognitive theory and research evidence, learning courses (especially in eLearning) should include words and graphics, rather than just the words alone.

Students are more likely to understand the material and memorize it better when they are engaging in active learning – video does just that; it encourages your students to mentally represent the material in words (written or narrated) and pictures and make the connection between the pictorial and verbal representation. This significantly improves recall of heard and seen and also fosters creative thinking. In addition, videos help the student visualize a concept that is difficult to grasp otherwise. Video can blend perfectly into bite-size or microlearning, so rather than engaging your students' visual sense by decorations, use explanative videos. This means using short videos to explain or demonstrate the knowledge in a show and tell method that would be difficult to represent otherwise, and thus incorporating these videos into bites of information for your students. This is a proven method of fostering deeper cognitive processing in students, enabling them to truly make sense of the material. Another benefit is that videos stays there for future reference.

If teachers provide students with a learning video they can come back to it, when and if they need to see and hear something again – they only have to explain it once. Also, videos make learning more personalized. Students can watch the videos at their own pace. Some students already know what the teacher is explaining and can skip those parts, and some students may have to watch things more than once to comprehend. This sometimes makes classroom teaching boring for some and too fast for others – with students having a video lesson to work through themselves, this cannot really happen.

MUSIC

Listening to songs is an excellent way of learning about the culture of a specific country, as well as the language that is used inside the cultural community, as language is one of the branches of culture. Nowadays, many interesting tools exist in order to encourage students in the classroom. The use of music in the classroom is a good idea for teachers to include in their classes. For example, good songs will bounce around in a learner's head long after their lesson is over. Students pick up grammatical structures, vocabulary, and the rhythm of the language simply by doing what they already enjoy to do.

Furthermore, music can serve a variety of purposes in the classroom, at home, or even in the car. Music can set a mood. This tool can signal a transition from one activity to another (for both the teacher and the student). Also, music can be a bonding experience. Here are some ways that teachers can use music in the classroom. Play music in the background from the start of the lesson just as teacher takes care to make the learning environment visually appealing and stimulating, teachers should also note the effect that music has on the atmosphere in the classroom. Entering a classroom can be intimidating for people of any age. For young children, it can be particularly daunting. Music can really help to make the classroom warm and inviting.

Songs play a meaningful role in life. Music can be heard almost in every place around the world. Such kind of entertainment as music may be applicable for students to learn, efficiently and enjoyably. The students know exactly what to do when they hear the music and respond right away. Even when you don't play music as a cue, the students become so familiar with the language from the songs ("Clean up," "Make a circle," "Please sit down," etc.) that they will quickly follow the teacher's directions. Also, music can be used by teachers in many ways, as the following examples.

1. Line Ordering. Simple and elegant. Get a simple song, cut the lines up (or have students do it) and then have them listen repeatedly while putting them in order.
2. Rewrite the lyrics. Simply find a catchy chorus in a song (be careful of earworms) and then have the students rewrite the chorus and make it their own.

3. Try some chanting. Chants are strong language learning activities. Repetitive, catchy, they get students involved and are especially helpful for lower level learners.

4. As a class calmer. Research suggests that students perform tasks where concentration is required, better with music playing in the background. When testing or students are writing or reading, play some soft background music.

5. Engagement. This should probably be first on the list, a popular way to use a song and introduce a lesson. It's all about finding the right song for what you are teaching.

6. Class Timer. Playing a song or part of a song is a great way to indicate a set amount of time for the class.

7. Jazz things up. Carolyn Graham's "Jazz Chants" are perfect for any class, young or old. The repetition, rhythm and simplicity of them make any lesson very effective.

8. Teach Pronunciation. Music relaxes students and take the "strain" off of this very personal activity. Teachers should use a silly song and try to get the students lips around it.

9. Retell A Story. There are many songs that are "stories". Have students listen to one a few times while making notes. Then ask them to retell the story as told by the singer.

10. Motivation. Use the role models of students to motivate them. In every country around the world there are "Second language singers". Stars who sing in both their own language and English. Use their English songs to motivate students.

11. Teach Grammar. The right song can be a powerful way to teach a grammar point and for students to learn grammar in a fun, creative, useful way.

12. Create class atmosphere. Songs and music are socially loaded and bring people together in a powerful way.

13. Vocabulary building. Songs are full of great vocabulary that student will pick up naturally in song. A simple activity is to write some vocabulary on the board. Some in the song, some not. Students copy, listen, circle the vocabulary they hear.

Music helps to create a classroom environment of creativity, but teachers would also add that it helps make the brain more receptive to deeper critical thinking. Music opens up neurons, opens doors in your brain that create a kind of loft space receptive to learning. Students and teachers have benefits to use music in the classroom such as good

environment, get relaxed, avoid stress, learn and teach in a different way and others. Music just makes teaching and learning more enjoyable

APPS

As mobile devices were integrated with a variety of special downloadable programs that are specialized for a specific function e.g. a calculator, GPS maps, a music provider, etc. the availability of apps -abbreviation of applications- that can be a tool to learn a new language increased. In fact, the number of apps available in the Play Store, -which is Google's official platform to download apps to devices with the Android Operating System- is immense, as of March 2017 the number of available apps was of 2.8 million and with a market share of 80.7% in 2016, it was the most used for mobile devices in the world. Thus, just by having a smartphone any student can access a wide range of tools to increase their learning. Apps can be beneficial for students either EFL or ESL different ways. For example, any student can download a translator or dictionary in their cell phone. The range of apps is not limited to databases as electronic dictionaries, but also, they can download apps that include quizzes, tests, exercises, puzzles, games, vocabulary, slang terms, English songs, proverbs, jokes, American stories, and videos in context. These types of content can be accessed by the student from any mobile device either a smartphone or a tablet and it makes their learning pleasant.

Apps can also be taken as a complement in the classroom as students can download several additional contents such as dictionaries, vocabulary, grammar exercises, games, etc. The mammoth variety of apps in smartphones can help students diversify the way that they conduct their learning. It is known that not all students learn the same. A study discussing the different learning styles of ESL students conducted by M. Felder and E.R. Henriques in the Foreign Language Annals, concluded that students incline to be either visual or verbal learners.

Visual learners learn best by means of pictures, imagery, videos, diagrams, etc. While verbal students work best through spoken word. The students also have different ways to use their knowledge. They can be either active or reflective. Active students need to externalize what they learn as in a discussion, explanation, forum, or test. Oppositely, reflective students examine the information and process it examining it to themselves. As students have different

learning styles they can tailor their learning habits by creating a program to adapt the resources that are better for them. Hence, active students can participate in web forums, chat rooms, games, or competitive tools. Reflective students can work with informative lessons, concentration games, and vocabulary tools. Charts, diagrams, video lessons, listen and speak apps, pictures and reading exercises are ideal for both visual and verbal styles.

Students also get to have contact with the culture of native speakers through the use of apps. They can interact with native people and learn about sports, entertainment, every day activities, and pop culture through apps and online resources. They get contact with the language in context and they get to learn culture through pictures, news, and stories.

The greatest benefit for students is that there are hundreds of free apps and that they can use them at any time. Students do not need to spend money to use these tools and if they do the subscriptions, download prices or fees are very low, compared to the price of an actual book or printed or physical resources and as app stores are being updated every day with new versions of current apps or new releases student are unlikely to run out of apps available for them.

PODCASTS

Though the word podcast is relatively new –it was introduced in the year 2004 as a portmanteau word combining two words: *iPod*, the portable media player developed by Apple Inc. and *broadcasting*-, it has become popular among internet users. Podcast is defined by the Oxford dictionary as "A digital audio file made available on the Internet for downloading to a computer or mobile device, typically available as a series, new instalments of which can be received by subscribers automatically." A podcast is basically a userproduced radio-like program up for download. The introduction of podcasts as a form of personalized audio content distribution has made the sharing of opinions, tutorials, news, interviews, discussions, classes and any other information easy and fast. The usual radio show content is determined by the style of a radio, but a podcast is more flexible and can be done by anyone with elemental recording tools, just a microphone plugged to a computer for instance.

Teachers may use podcasts for diverse purposes. A university class can be recorded and then downloaded so that students can get a better understanding in case they missed some

information at the moment of the class, or they need to go over the main points of the topic studied. Also, teachers can extent the explanation of a topic by providing further information of a lecture through a podcast. Students can download a podcast and then listen to it at any spare moment. This is a great benefit as podcasts can be saved in a wide variety of portable devices and students are cheap and easy to use. Moreover, some students learn better by means of listening instead of taking notes as noted by Boulos, Maramba & Wheeler, (2006) so podcasts become an ideal option for students with this type of learning style.

Podcasts are greatly beneficial for students with limited resources thanks to the unlimited availability of web sites with free content. Some recognized professional English content producers as the BBC or Voice of America (VOA) offer numerous podcasts with a variety of topics that can be downloaded. Students do not need to own a computer to access the internet as they can use a computer at a local library or at an internet café.

Moreover, teachers can use podcasts as comprehensible input as any topic can be discussed through podcasts using language in context. Additionally, as podcasts can be downloaded from web sites run in English speaking countries the contact with the nuance of the culture and native pronunciation, in this way, students can improve their listening skills.

Chapter III
METHODOLOGY

Research approach

The following research project is going to be developed as a Mixed Research that is a procedure for collecting, analyzing and "mixing" both quantitative and qualitative data in a single study to understand a research problem. The Mixed Research Approach will be used because it is better to analyze the combination of both types of data, since quantitative data analysis is used to generalize results from a sample population. Aliaga and Gunderson (2002) explain quantitative research as "explaining phenomena by collecting numerical data that are analyzed using mathematically-based methods (in particular statistics)". It is a kind of measuring the people's thinking in the form of a statistical point of view. As a quantitative method, the questionnaire can be utilized to collect quantitative data. Different the quantitative method which emphasis on measurement, the qualitative method is used to describe human behavior. Therefore, Smith (1997: 205) affirms that "qualitative analysis deals with the forms and antecedent-consequent patterns of form". Its aim is to understand the participants' experiences and opinions. The advantage of this approach is that it balances efficient data collection and analysis with data that provides context.

Research design

The research design that is going to be applied to conduct the study is the Descriptive. Descriptive Research refers to the one that provides an accurate description of characteristics of a particular individual, situation, or group. Descriptive designs are used to observe, document, and describe a phenomenon occurring in its natural setting without any manipulation or control. This design is going to be used in accordance with the general objective of the study, which is to analyze the use of Technological Resources that professors apply in classes of Didactics of the English Language II at the Foreign Language Department of the University of El Salvador as an aid for their future teaching strategies. The description of technological resources is going to be focused on the application of it during the course.

Population and sampling

The population will consist of students who are studying the subject of Didactics of the English Language II of the Bachelor of Arts in English with emphasis in Teaching at the Foreign Language Department of the University of El Salvador in the year 2017. The sample

consists of students who are legally enrolled and are actively taking the aforementioned subject. The research team is interested in getting information from the students and their experience with their professor's use of Technological Resources over the duration of the course.

Research techniques

The research techniques that are going to be used with the purpose of collecting data are surveys and observations. Survey research is a method of sociological investigation that used technique of collecting information about a population of interest. There are many different types of surveys, several ways to administer them, and many methods of sampling. However, there are two main features of survey research: questionnaires (a predefined series of questions used to gather the information from individuals) and sampling (a technique in which a subgroup of the population is selected to answer the survey questions; the information collected can be generalized to the entire population of interest). As a result, the survey is going to be used as a mean of gathering information from the sample and measuring the opinions and thoughts of the participants. Likewise, participant observation has been used as a data collection method for over a century. According to Marshall and Rossman (1989) define observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p.79). Observations allow the researcher to describe existing situations using the five senses, providing a "written photograph" of the situation under study (Erlandson, Harris, Skipper, & Allen, 1993). Demunck and SOBO (1998) describe participant observation as the primary method used by anthropologists doing fieldwork. Fieldwork involves "active looking, improving memory, informal interviewing, writing detailed field notes, and perhaps most importantly, patience" (Dewalt & Dewalt, 2002, p.vii). In others words, the research team is going to use the observation as a mean of analyzing the professor's application of Technological Resources in classes of Didactics of the English Language II of the Bachelor of Arts in English with emphasis in Teaching at the Foreign Language Department of the University of El Salvador in the year 2017.

Research instruments

The research group is going to make use of two instruments to gather and analyze data. The first instrument that is going to be used as part of the quantitative survey technique consists of two multiple-choice questionnaires. The questionnaires are going to be administered to the participants, i. e., students and professors, to gather data regarding their opinions and thoughts about the use of Technological Resources as they will be taking the course. The questionnaire is the most common instrument used for collecting data. It can be designed in the form of written questions by a researcher then addressed to a sample population to be answered, Nunan (1992:231) states that "a questionnaire is an instrument for the collection of data, usually in written form consisting of open and/or closed questions and other probes requiring a response from the subject ". Thus, it is a tool which is used in most of the research works because of its advantages. It can help the researcher to collect data that could not be observed. The second instrument that is going to be used as part of the qualitative observation technique is a checklist. The checklist is a comprehensive list of important or relevant actions, or steps to be taken in a specific order. The research group is going to do the observation in the classroom in order to evaluate the use of Technological Resources by the professor in charge of the group of students being studied.

Data Collection Procedure

Based on the fact that data is primarily collected to provide information regarding a specific topic, in this chapter researchers will explain the process to give validity to the study.

In this project, the process of data collection will be carried out in the classroom where students can complete the questionnaire. The questionnaire will be carried out individually since the instrument requires only personal and real information about the students. Furthermore, the researchers will go to the selected course in order to complete a checklist, with the purpose of identifying the use of technological resources in class by professors.

There are four groups of Didactics of the English Language II for semester I-2017. Therefore, the researchers will work with three groups. The team group will choose at random 10 students from each group, making a total of 30 participants for the sampling of the study; the participants will take the questionnaire in order to determine the use of technological

resources, taking between 7 to 10 minutes. Likewise, the team group is going to do the observation in the classroom in order to evaluate the use of technological resources by the professors.

The instruments needed to collect the data are a questionnaire and a checklist to gather data regarding their opinions and thoughts about the use of technological resources in Didactics of the English Language II. Both instruments are feasible; the questionnaire provides multiple options for respondents to submit data with clear and unambiguous answers; additionally, each item is understandable to the surveyed and the appropriateness of the technical terms used in it. Moreover, it is important to point out that these instruments were selected due to their effectiveness to gather the data. The questionnaire will be designed to gather information about opinions and thoughts of the participants. The checklist was chosen because it will reveal the professor's application of technological resources in classes of Didactics of the English Language II. All data entry and tabulation for the whole study will be completed with the Microsoft program Excel.

Data analysis

Analysis of data is a process of inspecting, cleaning, transforming, and modeling data with the goal of highlighting useful information, suggesting conclusions, and supporting decision making. Data analysis has multiple faces and approaches, surrounding diverse techniques under a variety of names, in different business, science, and social science domains.

After gathering all the information needed through a questionnaire and a check list, the questionnaire will be analyzed by the research group by making pie charts of all the questions in order to answer the best way possible all the students´ opinion about the use of technological resources in classes and it effects. The check list will be analyzed through the results of observing some classes of didactics II, with the results obtained the research group will take all the information and answer the questions on the check list about the use of technological resources in classes in order to know what kind of technological resources professors use and the frequency of them.
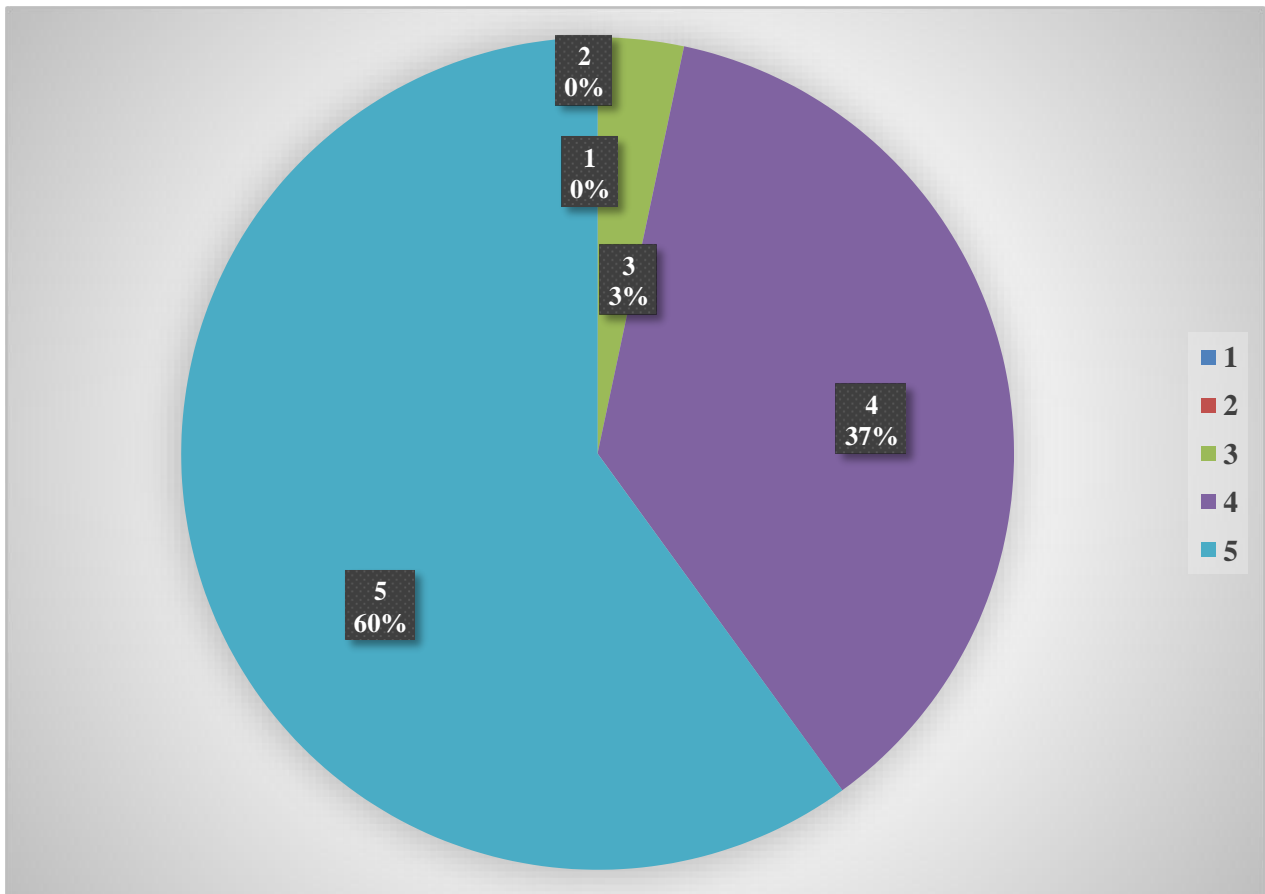
Chapter IV

ANALYSIS OF THE RESULTS

QUESTIONNAIRE ANALYSIS

1. **On a scale of one to five, in today's society, how important is it to include technological resources in didactic classes?**

Not important at all   Very important

1	2	3	4	5

The first question is about the importance to include the use of technological resources in class. The majority of students (60%) stated that the use of technological resources is very important. Which mean that professors implement the different technological resources in order to create a more integrated and interactive class .37 % of students stated that that use is important and 3% students said that the use of technological resources in classes is not very important.

2. Do you consider the use of technological resources in class has benefits for students?

No benefits   A lot of benefits

1	2	3	4	5
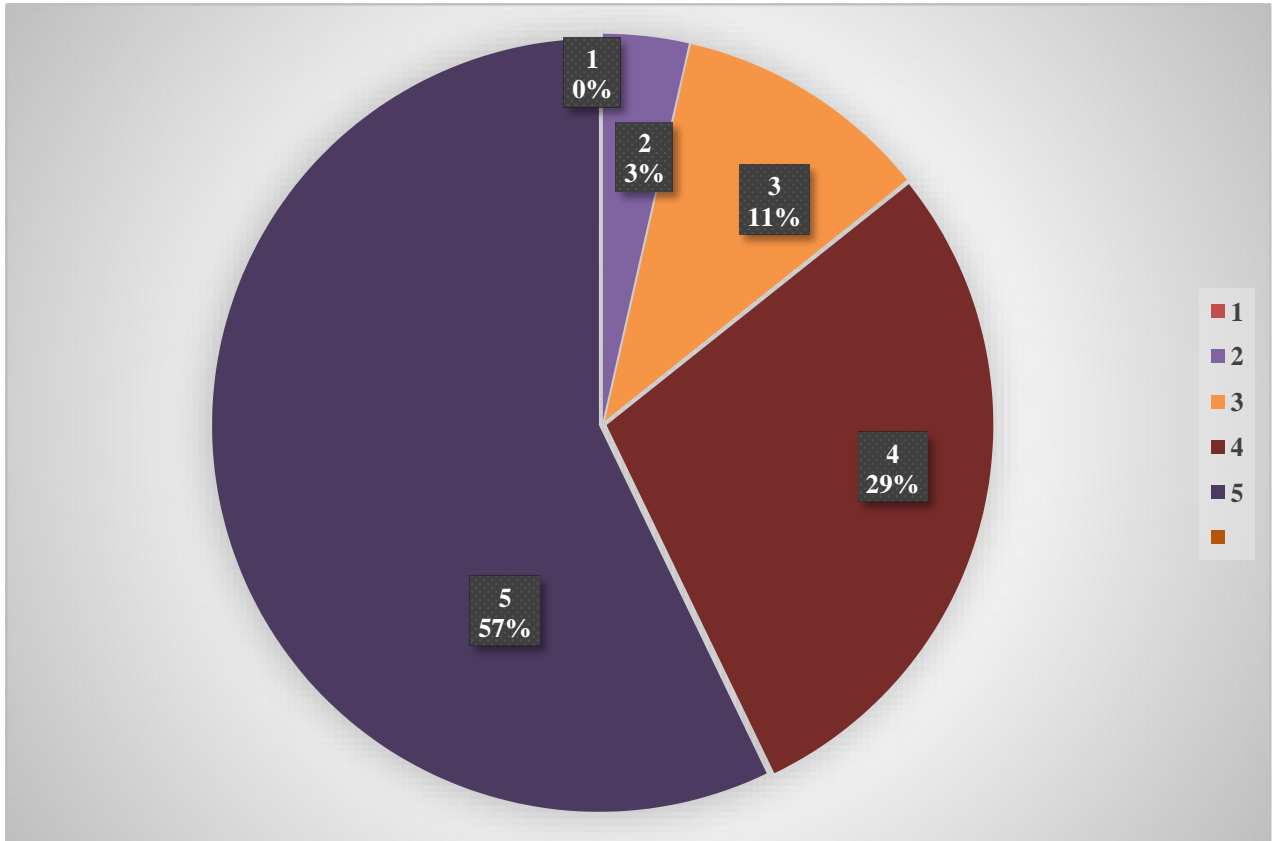
The second question is about the benefits that students can have using technological resources in classes. 57% of students stated that they have a lot of benefits when they use technological resources in classes. 29% of students answered that they have benefits using technological resources in classes. Also 11% of students said that they have some benefits using those resources in classes. On the other hand, 3% of students stated that they have not too much benefits in classes when the teacher uses technological resources in the classroom.

3. Which of the following technological resources the professor uses in this class?

Internet, laptop/computer, projector, DVD, tablet, platforms, cellphone, smart TV, social networks, smart board, blogs, podcasts, apps, music.
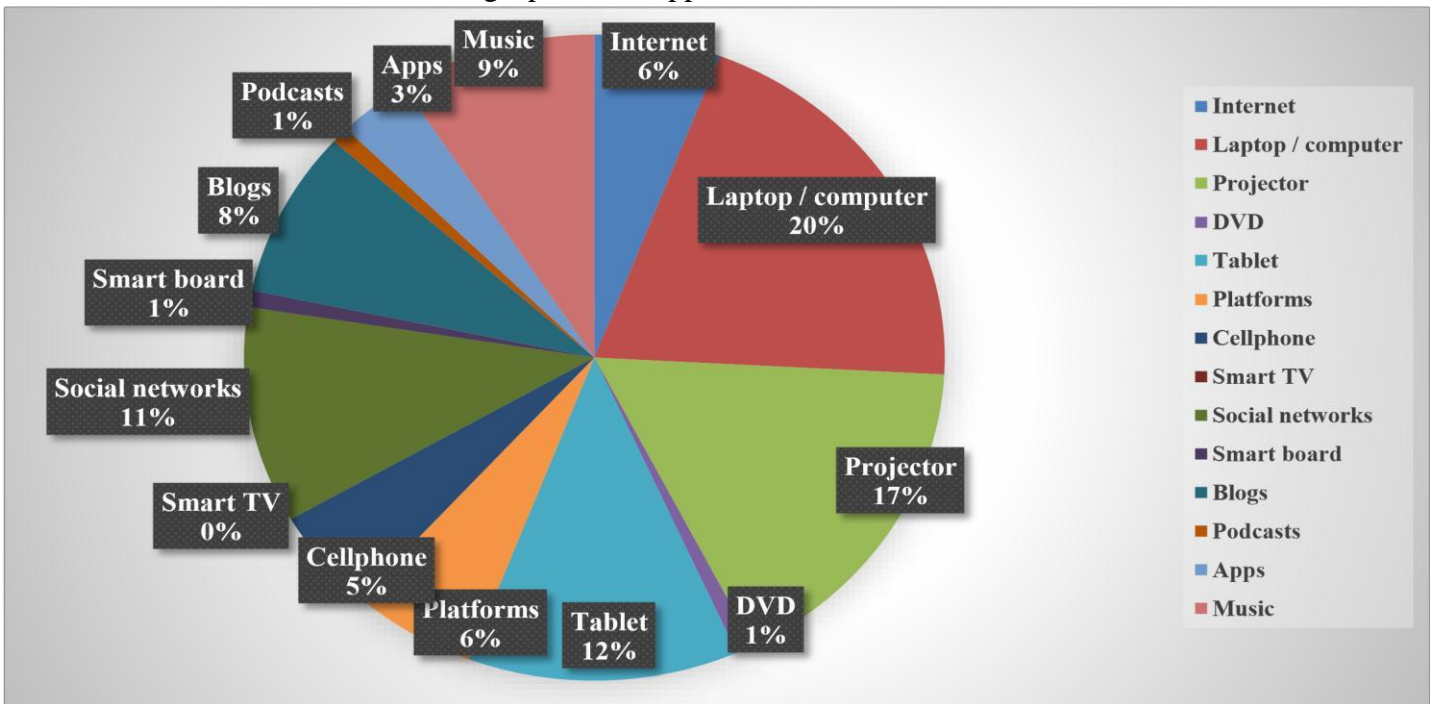
The third question was of multiple-choice and it asked the learners to state which technological resources the professor uses in Didactics class. The majority of the students (24), representing in this question (20%) of the population, affirmed that professor uses laptop/ computer in class. In other words, laptop and computer were considered the main tools in class according to the student's opinion. Also, 17 % students declared that the professor uses projector in class. The 12 % of participants considered that Tablet is another tool used by educators in class. Furthermore, 11% of students answered that Social networks is used by teacher in class like aid. 9% of participants acknowledged that professors use Music like support in their classes. The 8% of students stated that Blogs were considered useful by professors in order to improve the class. However, Internet and Platforms were declared less used with a 6%. Likewise, cellphone was selected with a 5% appropriate. The 3% of interviewed chose the tool Apps like less used by professor in class. Similarly, 1 % of students declared Podcast, Smart board, DVD used by professors. That means that professors rarely used them in class like aid. On the other hand, Smart T.V was not selected by participants that is why teacher never used this technological tool in class.

**4. How often does your professor of Didactics use technological resources in classes?**

- Daily
- Weekly
- Often
- Sometimes
- Not very often
- Never
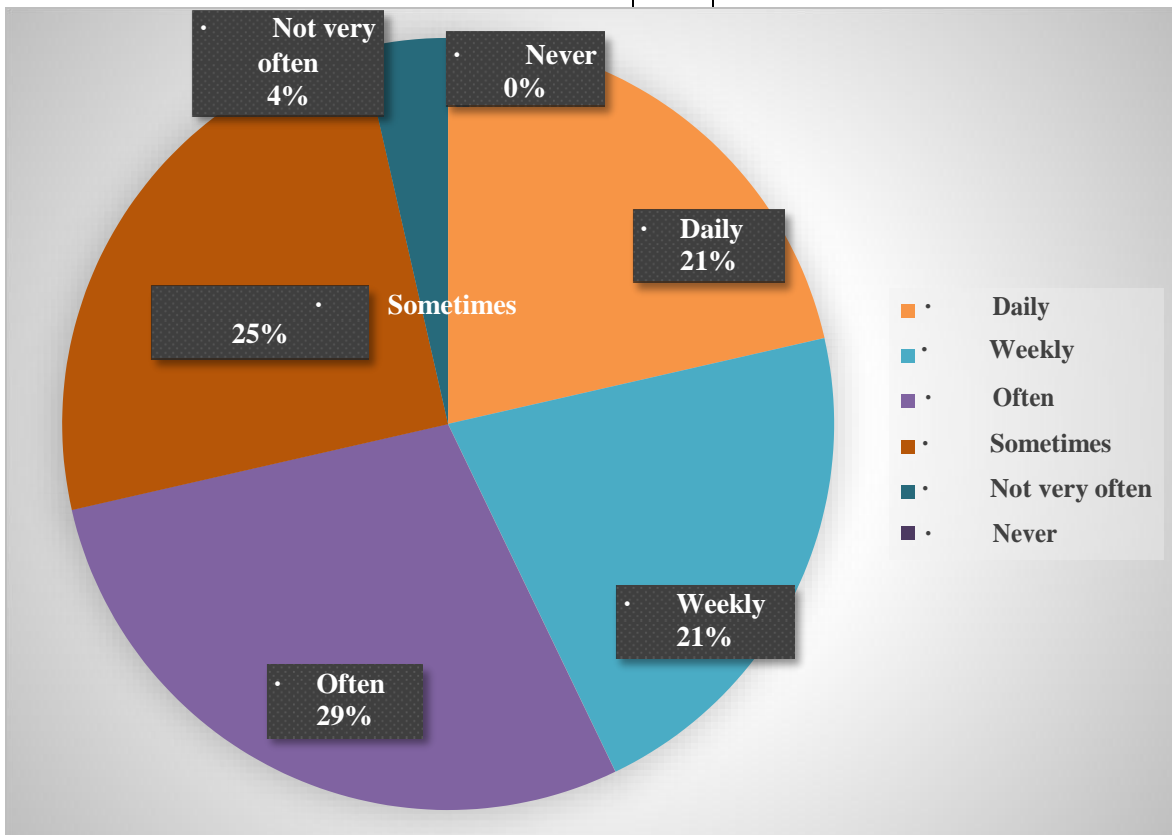
The aim of the question four was about the frequency of the use of technological resources in classes. 29% of the students stated that the professor often uses technological resources in classes. Also, 25% of the surveyed said that sometimes the professor uses technological resources in the classroom. Likewise, 21 % of students stated that the professor uses technological resources daily in the classes and 21% of informants stated that the professor uses technological resources weekly.

**5. How often do you use technological resources for academic purposes?**

- Daily

- Weekly

- Often

- Sometimes

- Not very often

- Never
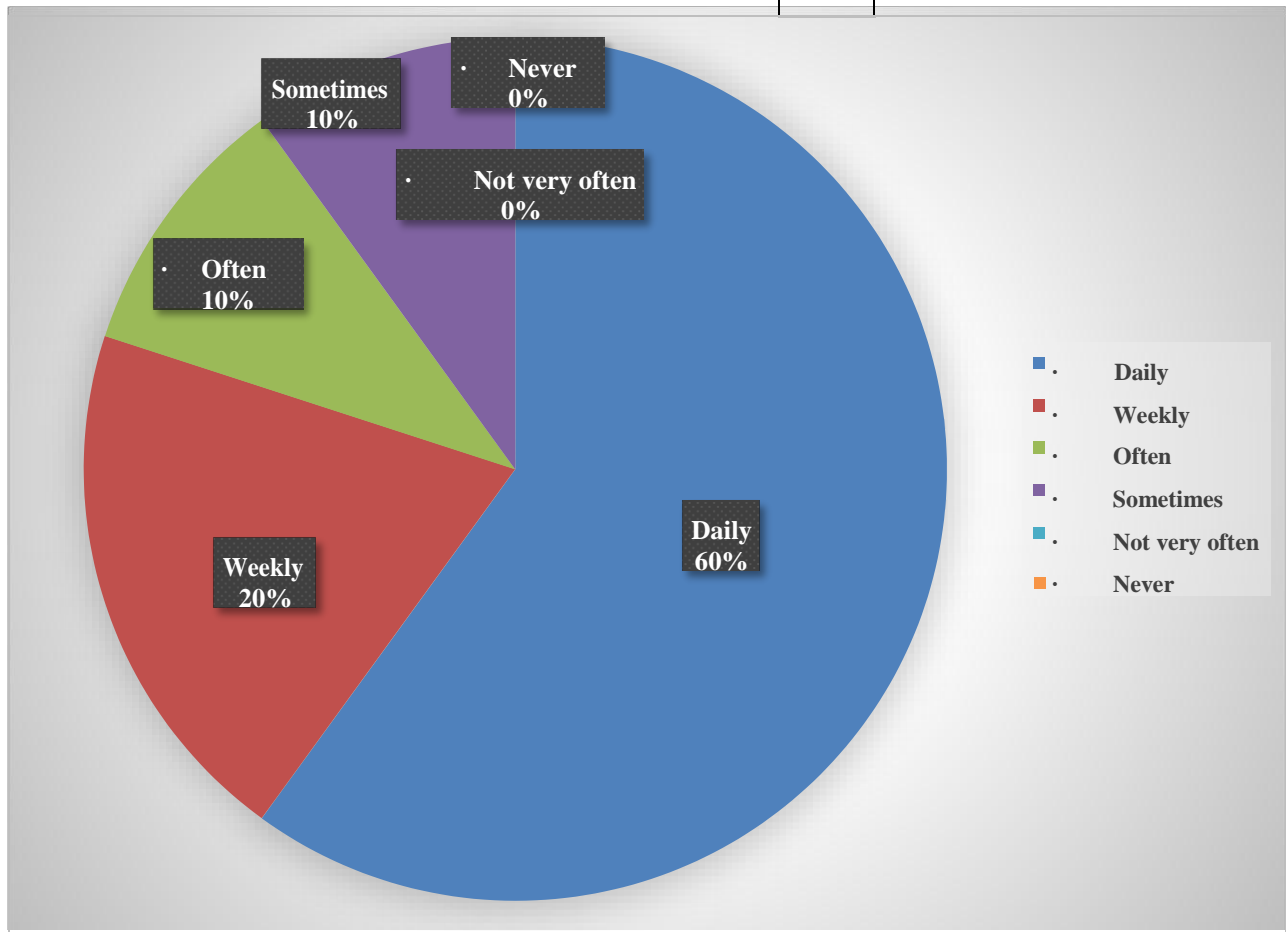
Concerning the fifth question most of the students 60% confirmed that they daily use technological resources for academic purposes. 20% of students stated that they weekly use technological resources. 10% said that they often use technological resources and another 10% said that they sometimes use technological resources for academic purposes.

6. **Compared to the other subjects that you are studying, and the ones you studied previously as part of the English teaching major, what is the frequency of use of technological resources in this course in contrast with them?**

A. A lot more frequent ☐ **B.** More frequent ☐ **C.** Equally frequent ☐

☐ **D**. Almost equal

E. Less frequent   ☐   **F.** They are not used in this course ☐
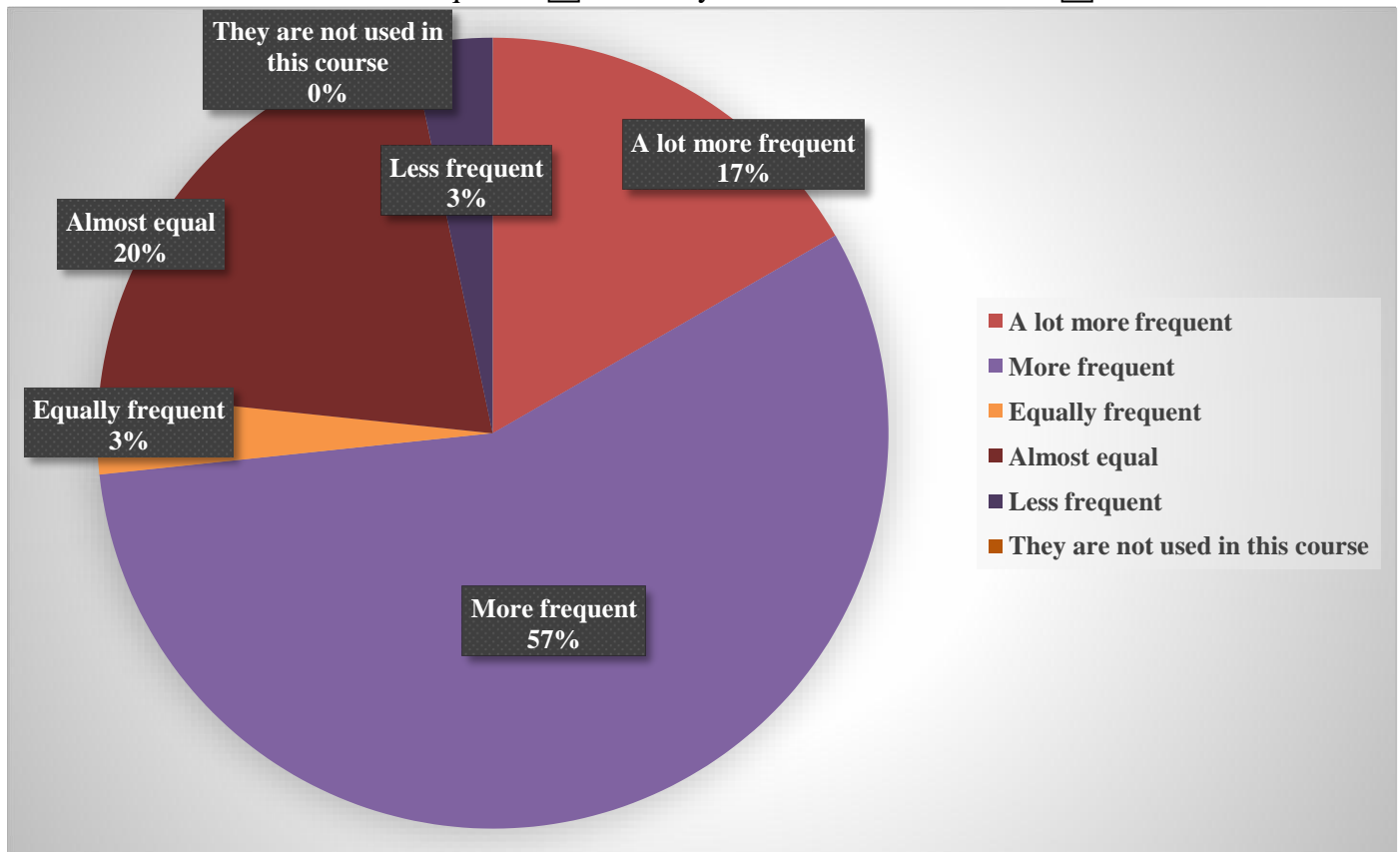
By including this question, researchers were looking for the comparison between the use of technological resources in the previous and current course. 57% of students stated that the use of technological tools is more frequent, which mean that teachers use tools in order to improve the learning process and make teaching interesting. 20% of interviewed said that the use of technological tools is almost equal than previous courses. However, 17% of participants stated that the use of technological resources is a lot frequent in the class. Likewise, 3% of students said that the use of technological tools is equally frequent and less frequent in the current course.

7. If you had the opportunity to lead a class as a professor, would you implement one of the technological resources that your teacher has used in this course?

**A.** Yes ☐   **B.** No ☐   **C**. They are not used in this course ☐
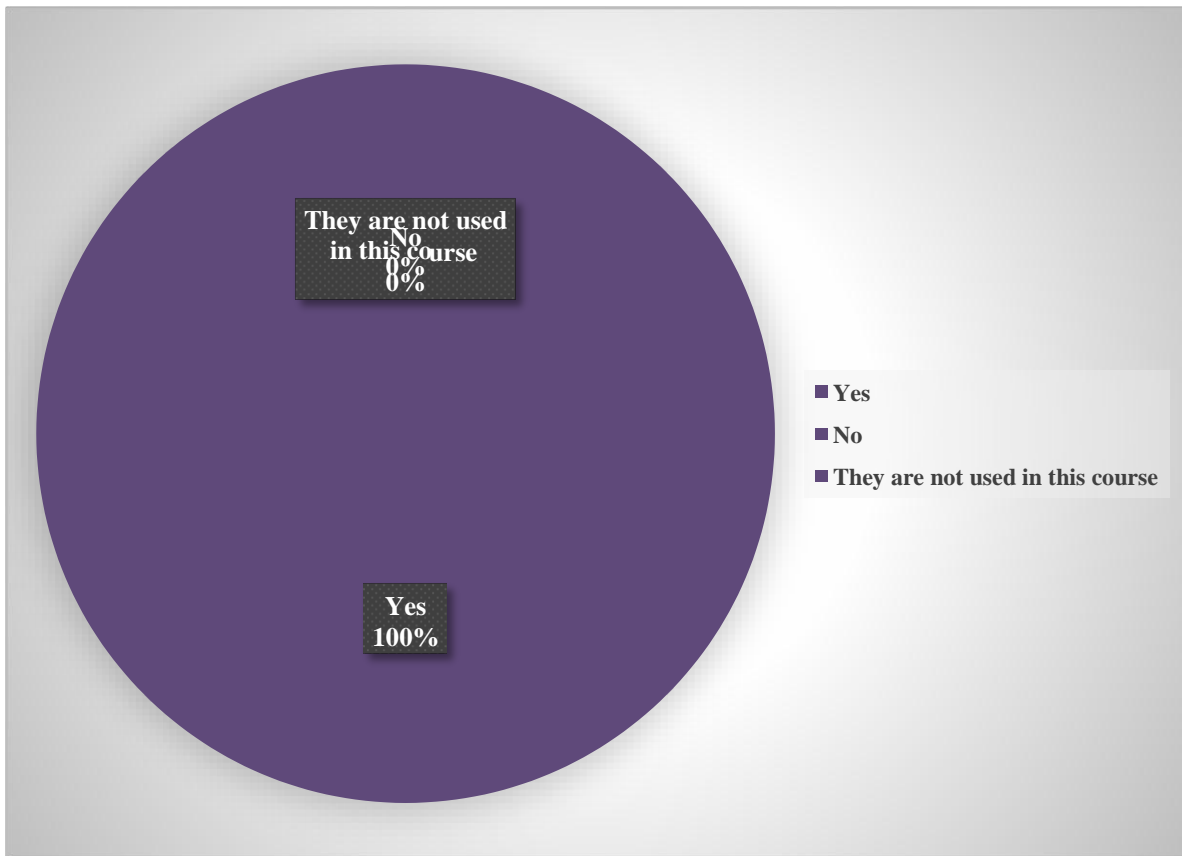
The aim of this question was to corroborate whether students would implement one of the technological resources that their teacher had used in class. The majority of the students (30), representing (100 %) of the population provided an affirmative answer as they would use these technological resources in their class. Which mean, they would like to use these interesting tools in their future job or classes in order to get a great learning in their future students.

8. Do you think the use of technological resources by your teacher has improved or worsened your understanding of the course content?

**A.** Improved   **B**. Worsened   **C.** Insignificant
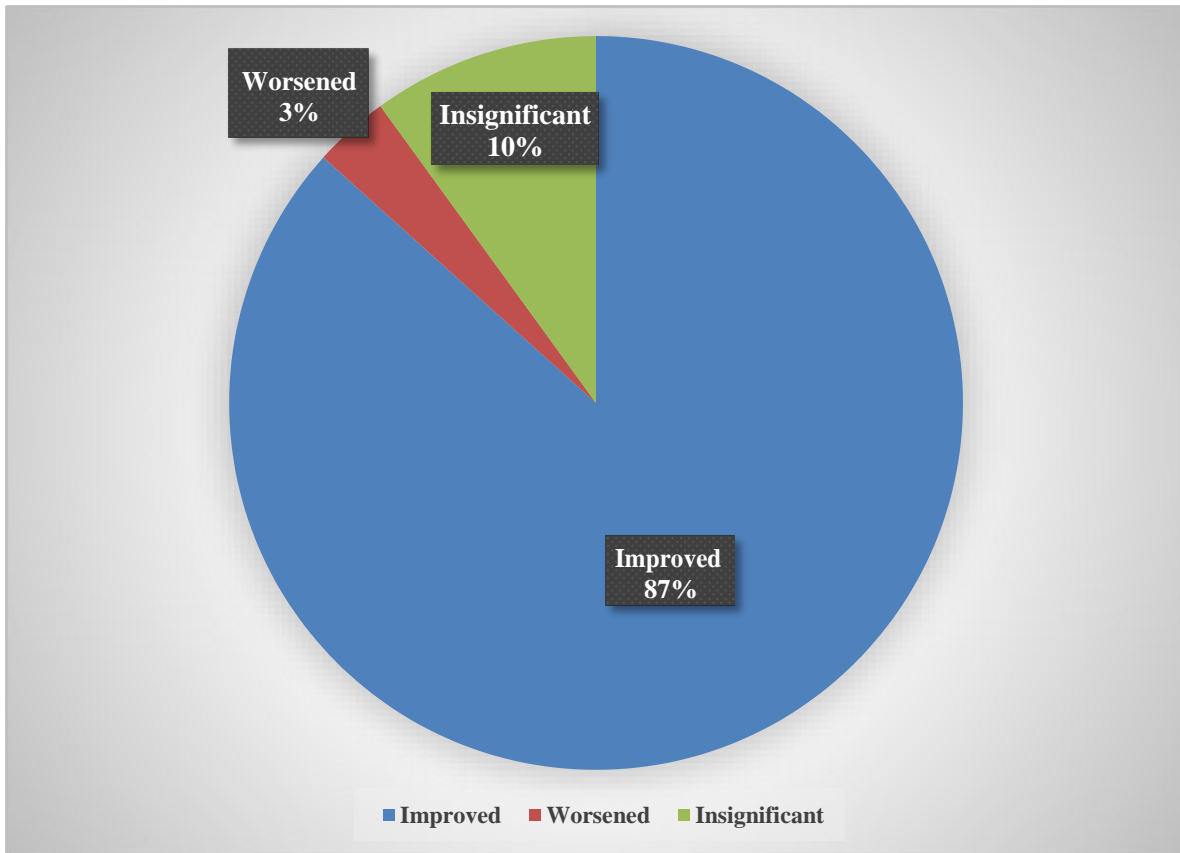
The eighth question was addressed to check whether the use of technological tools by the teacher improved or worsened students understanding of the contents during the course. 87% of students stated that the use of technological resources in classes improved their understanding on the contents of the course, 10% of them stated that the improvement was insignificant. On the other hand, 3 % of students indicated that the use of technological resources worsened the understanding of the course contents.

9. How often does professors uses technology tools to give you directions, planning, set goals, and monitor your progress?
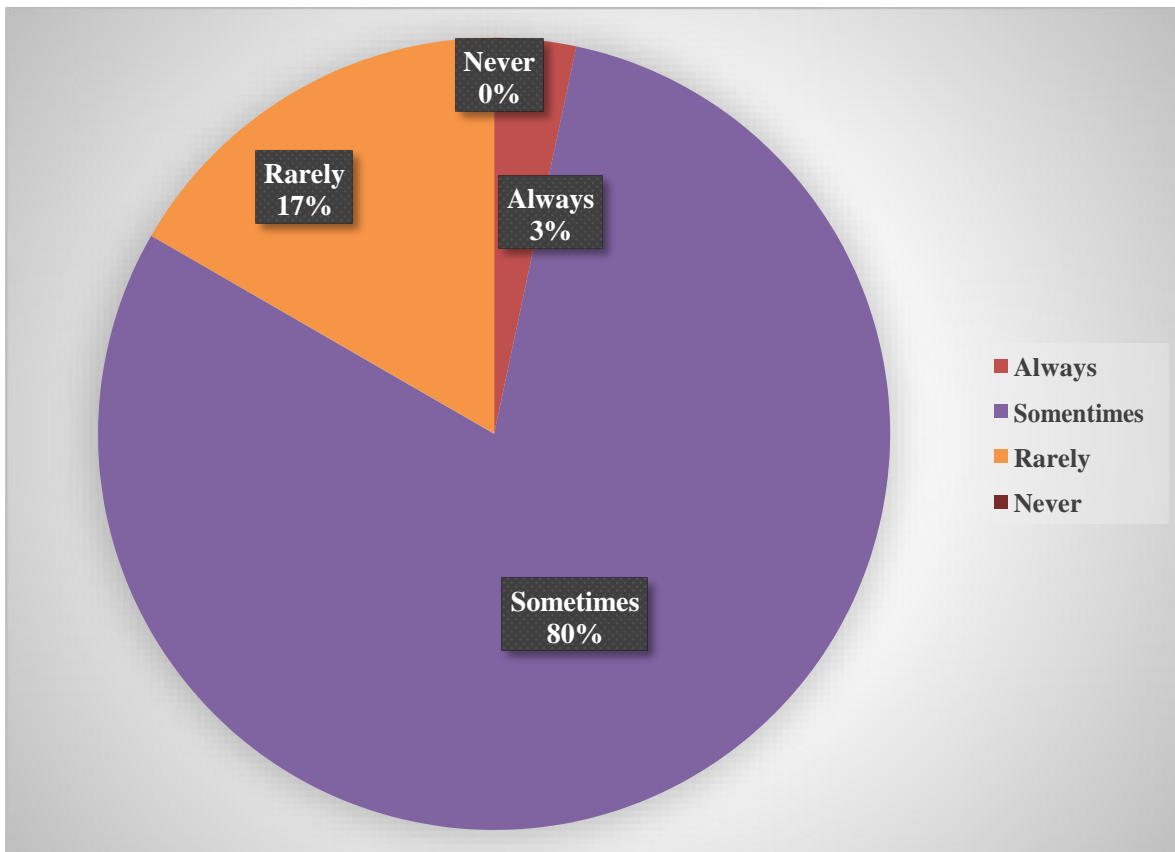
**A.** Always   **B.** Sometimes   **C.** Rarely   **D.** Never

The ninth question was addressed to check the frequency in which professors use technology tools to give directions, planning, set goals, and monitor the students´ progress. Out of the 30 students, who were the participants of this investigation, 80% of them said that sometimes the professor uses technology tools. Which mean that occasionally they use tools in order to support their learning process. On the other hand, 17 % of interviewed affirmed that professor rarely use these kinds of tools. Even though the results reflected that the 3% of participants declared that professors always used these technological tools which could mean that educators gave suggestions and checked the students learning.

10. According to your previous experience in Didactics of English I, do you consider that the professor needs to use these technological tools in class in order to create a positive impact in your learning?

A. Yes [ ]   **B.** No [ ]
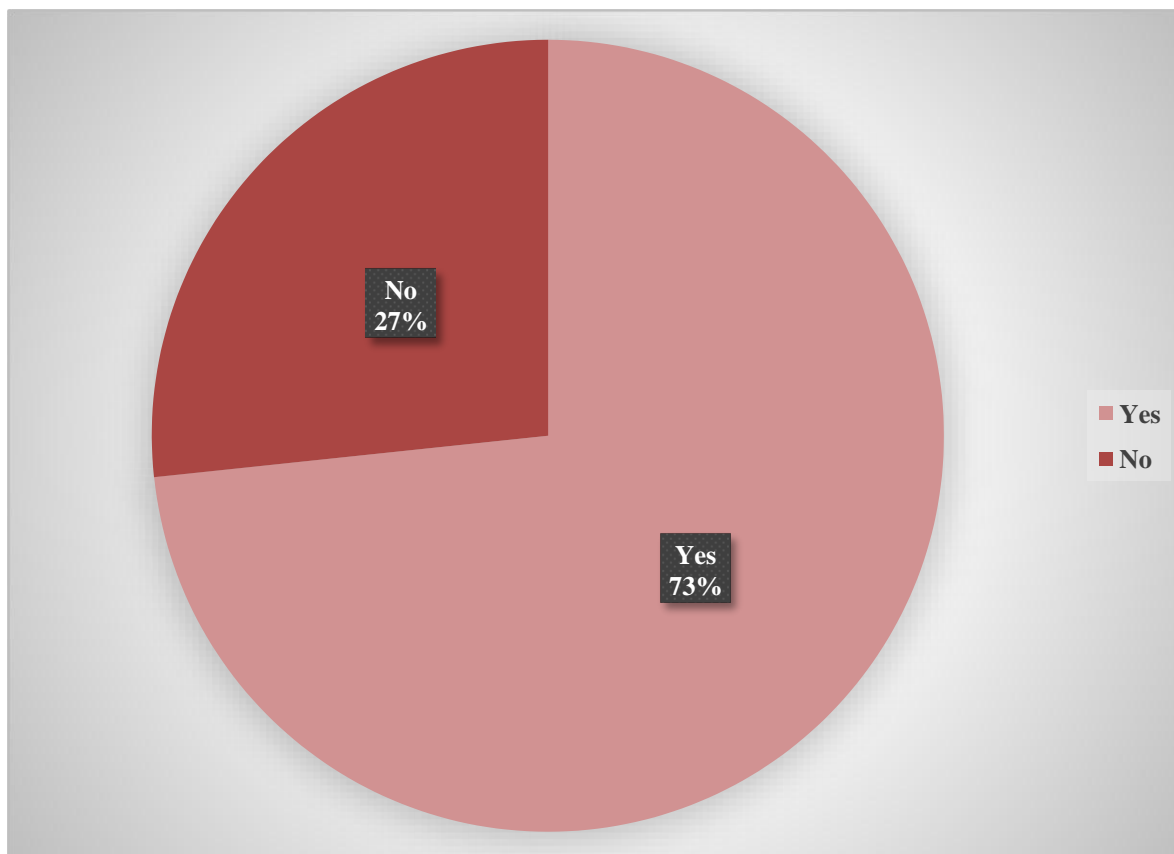
The purpose of the tenth question was to know whether teachers needed to use technological tools in classroom in order to create a positive impact in student´s learning. Out of the 30 students who were the participants of this investigation, 73 % of them said YES, that it is important use the technological tools in class which mean that students feel a different environment and the class is more attractive when the professor uses these kinds of tools in order to develop different teaching strategies and techniques as result achieving a positive impact in student´s learning. Otherwise, the 27% of interviewed selected the option NO, that means it is not necessary the use of technological resources in the class. Which could mean that they prefer the traditional way.

11. Considering the importance of technological resources for your learning process, which ones do you think are the helpful? (More than 1 is possible).

Internet, laptop/computer, projector, DVD, tablet, platforms, cellphone, smart TV, social networks, smart board, blogs, podcasts, apps, music.
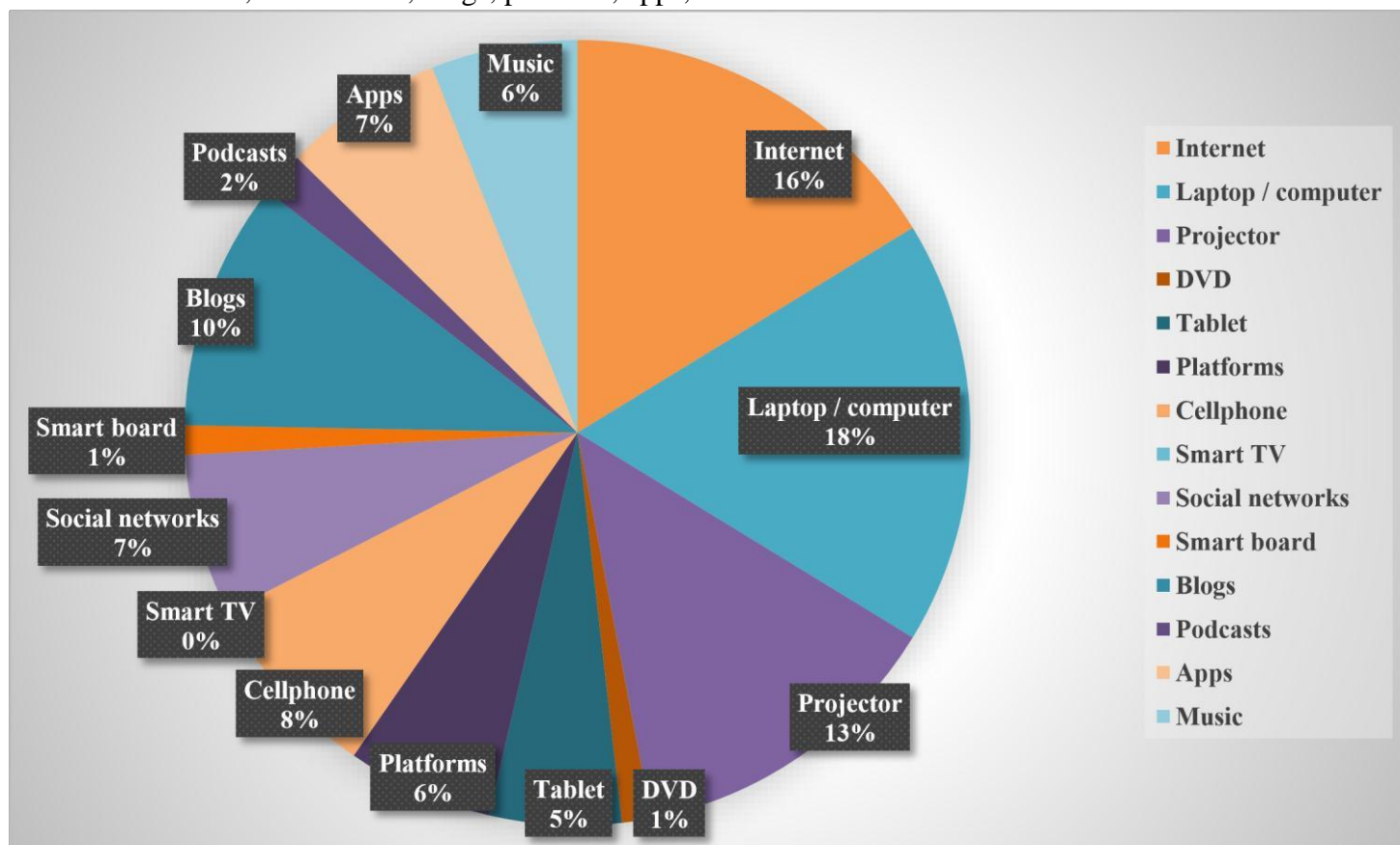
The purpose of the eleventh question was to know which technological resources are helpful for students and their learning process. 18% of the informants said that laptop and computer are helpful for their learning process. Also, 16% of students considered that another important tool is the internet where they can learn by themselves using their own methods. Furthermore, 13% of participants selected projector like a useful tool. Additionally, 10% of participants stated that blogs are helpful for them. 8% of the students agreed that cellphones are a helpful tool for their understanding of the contents. 7% of students considered that Social Networks and Apps are other important tools in their learning process. Platforms and Music were considered significant for 6% of the informants. 5 % of the students informed that Tablets are also helpful tools in the classroom. Likewise, Podcasts were selected with a 2% appropriate. However, 1% of the students stated that smart boards and DVDs were helpful tools for then during the course.

CHECKLIST ANALYSIS

The checklist tried to elicit information concerning the use of technological resources. After the questionnaire has brought information by a sample of students, the research group did the observation in three groups of Didactics of English II, in order to provide the present research and work the necessary data. This sample consisted of three professors, currently working in the Department of Foreign Languages at the University of El Salvador.

According to the checklist results, most of the professors prefer the use of technological resources especially computer, projector, platforms, videos and Power Point Presentations, in order to enrich learning environment. However, professors continue using the traditional resources in classes such as worksheets, papers, pencils, texts, books and others. Also, the team group detected in the selected courses that the students have their class in traditional classrooms. At the same time it was detected that the average number of students per group is 26-35 students. Which would mean that the use of technology resources will enhance teaching and learning for a great number of new professionals of the Bachelor Degree of Teaching Option at the Foreign Language Department of the University of El Salvador. Furthermore, the research team observed that the majority of students participated actively when the professor used technological aids. Additionally, the team group perceived that the learning environment is enriched by professors in order to stimulate students. Nonetheless, the researchers can state that professors have not the technological resources permanently in the classroom. Moreover, the research team observed that professors encourage their students to use new technologies in or outside the classroom frequently.

GLOBAL ANALYSIS OF THE RESEARCH

After collecting all the data required from both instruments, the questionnaire and check list, the researcher team analyzed findings in a comprehensible and detailed manner to determine the use of technological resources by teachers and the impact in the learning process.

Subsidiary question number 1 was about the technological resources that the professors used in Didactics courses. According to the results obtained of the questionnaire and the checklist, the technological tools that professors use during the course are: laptops, internet, platforms, blogs, cellphones, podcasts, projectors, APPs, DVDs, social networks, music, tablets, multimedia presentations, and wikis (*see figure 4.1.1*). These are the technological resources that students stated that the professors used during the course. Consequently, the researchers can state that technology resources have influenced the methods of EFL teaching and learning. Thus, that is a great opportunity for students because they are receiving new methodologies that can help them in their future teaching strategies. That means that the use of educational technology plays an important role in Didactics of the English Language II at the Foreign Language Department of the University of El Salvador because it provides several technological tools that can make the learning and the teaching process more effective. Also, the use of technological tools encourage students to use them in order to improve their strategies of learning. Professors often use the technological tools in order to create an environment that students can understand and enjoying the contents. Besides, the use technological resources in class stimulate to students to use them daily (*see figure 4.1.3*). As result of that, the majority of students stated that they use technological resources daily in order to improve themselves or practice with others classmates.

Nowadays, professors are not only using technology because it is "trendy" or "in fashion", but also because it increases learners' positive attitudes towards the learning process and language is used effectively. Moreover, the use of technological resources in Didactics of the English II, is useful for both professors and learners. The research team can state that professors find more effective to use new technological tools within the learning process rather than depending on traditional materials. After analyzing the data collected, the present research work proves that professors expressed their desire to use technological materials to

assist their teaching. For instance, the researchers detected how professors developed different teaching strategies and techniques in order to achieve a more dynamic lesson.

Subsidiary question number 2 was about the incidence caused by the integration of technological resources in the traditional methodology of the course. 60% of the respondents agreed that it is very important to include technology in Didactics classes, 30% said they consider it important, and 3% said it was not important (*see figure 4.1.4*). Moreover, as it was noted in the checklist analysis, professors are always integrating technological tools in their classes as a way to enhance students' learning. Researchers could notice that students were using laptops and projectors for some presentations they had. In addition, most of the students use smart phones and have their own social media profile, which means they are aware of the importance of these tools. Furthermore, the researchers asked about the benefits of technological tools for students. The respondents were asked to state the benefits of technological tools by using a scale from one to five, where one meant that using these tools has no benefit and five meant that it has a lot of benefits. 57% of surveyed students stated that technological tools bring them a lot of benefits, they chose 5 in the scale, 29% chose 4, 11% chose 3, and 3% chose 2 (*see figure 4.1.5*). As mentioned before, the researchers could notice that students were actively using technological tools, especially smart phones or computers this was also noted in the checklist analysis, it was confirmed that the professors in charge of the class were using technological tools such as laptops and projectors. On the other hand, researchers wanted to find out the frequency of use of technological devices by students, that is why they were inquired about the use in their class compared to another subject that they had studied. In this question, 57% of the students concluded that technology was a lot more frequent in their classroom, in contrast with other subjects. 20% of students surveyed said that is almost equal and 30% said equally frequent and less frequent (*see figure 4.1.6*).

The researchers were interested in knowing whether the students would use technological resources if they were conducting a class; thus, they were asked if they would implement technological resources in a class leaded by them. Unsurprisingly, all the respondents stated that they would implement one of the technological resources that their teacher used in a class leaded by them (*see figure 1.4.7*). The majority of students know about the importance

of technological resources in classes, so it is not odd that this question resulted in a positive answer from everyone.

In order to know the impact in students' comprehension of the implementation of technological tools in the classroom, they were asked whether the use of this tools had improved, worsened, or it was insignificant for their learning. 87% of respondents stated that their understanding had improved. 10% said it was insignificant, and 3% concluded it had worsened (*see figure 4.1.7*). These results show that students are in fact impacted by the use of technological resources. Researchers could notice that students had been using different technological tools in and out of the classroom. They were capable of using these tools. Based on the results gotten from the test and the observations made in the classroom as noted in the checklist, researchers can conclude that there is a positive incidence of technological tools in the classroom, caused by the integration of technological resources in the traditional methodology of the course. This is a consequence of the professors' incorporation of technological tools within the class for the enrichment of it, and also, as a mean of enhancing students engagement out of the classroom through their participation via blogs, platforms, and related tools.

Subsidiary question 3 was about the impact resulting by the use of technological resources during the course. The research group asked students about the impact that they perceive they get for using technological resources during the course. One of the questions about the impact of using technology was about the frequency in which the professor uses technological resources to give students planning, feedbacks or monitor students' progress. 80% of students said that the professor sometimes uses technological resources to monitor student's progress, for example when the professor provides feedback and wraps up in class, he uses multimedia presentations or he shows a web page with information about the topic. The research group observed in classes that the professor used multimedia presentations when the topics were not clear at all. The professor finished the class with a wrap up and cleared up any doubt. Also 3% of students said that professor always uses technological resources when they need more explanations. On the other hand, 17% of students said that the professor rarely uses technological resources to set goals or monitor their progress. The research group observed that the professor uses technological resources primarily for explanations; however, the

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research group did not perceive if he used technological resources to plan or set goals with students. (*See figure 4.1.9*)

In order to know about students' opinion on the previous experience they had in Didactics of the English Language I, regarding the use of technology in classroom, the research group asked if the use of technology causes a positive impact on their learning process. The majority of students (73%), consider that the professor needs to use technology in classes because it causes a positive impact on their learning process; besides, it sets a good environment in the classroom. The research group observed that this answer matches the students' answer because when the professor uses technology in classes, students participate and indicate that they feel more comfortable; thus, the impact on their learning process is positive. Nonetheless, there were some students (27%) that considered that the use of technology in classes is not that important, because their previous experiences indicate that they can understand, learn, and create a positive environment without the presence of technological tools in the classroom, meaning that technology is not mandatory in classrooms when students want to learn. (*See figure 4.1.10*)

In addition to the information related to question 3 about the technological resources that students consider more important and helpful in their learning process, 18% of students considered that a laptop computer is more important that the rest of technological resources because it has a lot of uses and benefits for students when they use it for academic's purposes. The research group confirmed it because in a class it was observed that a laptop is a very helpful tool and it is easy for anybody to carry, it is very suitable for professors to use laptops in classes. 16 % of students stated that internet is the most important tool in their learning process, because they have all the information that they need at one place. The research group observed that internet is one of the most useful tools for professor in classes because if a topic is not clear enough for students, the professor supports his ideas based on information gotten from websites. 13% of students chose projector as the most important tool in their learning process. In addition, 10% of students said that blogs are their favorite technological resource because they get more interested in learning by getting information from blogs. Furthermore, cellphones are the most important tool for 8% of students who said that it is because it is easier to use cellphones at any place to get information and study. The research group observed that the majority of students use their cellphones in classes when they have doubts

or when they want to check some words. Additionally, social networks and apps are the most important technological tool for 7% of students, who think that this is very helpful for them as social networks have become the most used communication resource for people all over the world. Students often communicate with their peers through popular social networks on a daily basis. On the other hand, some of them (6%) said that music is important for their learning process, also tablets are important for 5% of students. Lastly, the minority of students consider that podcast (2%), DVD´s (1%) and smart boards (1%) are important in their learning process. (*See figure 4.1.11*)

Chapter V

CONCLUSIONS

AND

RECOMMENDATIONS

CONCLUSIONS

As education started to depart from the traditional methodology and integrate technological tools into the classroom, educators began to diversify the methodologies in which they were conducting their classes. Technological resources have made possible what used to be a privilege reserved for few specialized people, like scientists, designers, architects, mathematicians, etcetera, and it is beneficial in distinct aspects of teaching. It can save time, paper, money, and it simplifies life in the classroom.

The researchers consider that students of the Bachelor Degree in English Teaching at the Foreign Language Department of the University of El Salvador are highly aware of the importance of designing a class that integrates technological resources as part of their ordinary class. The results of the survey demonstrated that they are applying those tools and that they are exposed to different options that they can also implement as future professionals.

The researchers determined that professors play an important role as students tend to copy professors who are motivated. The students are constantly exposed to technological tools that they later can adopt in their classes. A hundred percent of students who were surveyed agreed that they would implement technological tools in a class if they had the opportunity.

Moreover, according to the results of the survey, professors make more use of laptop computers and projectors than other type of resources, this is beneficial for the development of their classes, but indicates that there is a limitation in the access to other type of technological resources on both sides, professors and students.

Furthermore, the researchers found out that the majority of the surveyed students think that the use of technological resources improved his understanding of the subject, which is positive, due to the lack of interest that some students may have. Professors who use technological resources motivate their students to study thanks to the diversity of technological resources.

Finally, the researchers conclude that Didactics of the English Language II is a subject in which it is necessary to encourage students to take advantage of the technological resources, because in that way, they can start using them on a regular basis and they will not have problems understanding how each one works and it will become a habit.

RECOMMENDATIONS

Based on the findings of the research work, the researchers would like to share the following suggestions to the learners, professors, and authorities at the Foreign Language Department of the University of El Salvador:

- Learners should consider technological resources as a mean of finding new learning strategies in order to increase their language knowledge.
- Professors should establish the purpose of each technological resource they use and consider which one best fit their needs, taking into account the limitations of the Foreign Language Department.
- Professors should tailor the technological resources to their learning goals, in that way, their use in the course can be meaningful for students.
- Professors should reinforce the habit of using technological resources in their students as they become more independent when they start looking for learning resources by their own.
- These kind of learning strategies, involving the use of technological resources can be used in all of the subjects that are part of the Bachelor Degree in English Teaching.
- The technological resources should be focused on the learning necessities of professors and learners.
- The Foreign Language Department at the University of El Salvador should modernize its technical instruction capabilities by updating the equipment and laboratories for supporting the teaching process.
- The Foreign Language Department should be constantly updating the technological resources that are used by professors and students in accordance with the current educational trends in English teaching.

Chapter VI

REFERENCES AND APPENDIXES

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APPENDIXES

1. Questionnaire for the Students

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT

The Use of Technological Resources as Part of the Teaching Methodology Applied in Students of Didactics of the English Language II from the Bachelor Degree of Teaching Option at the Foreign Language Department of the University of El Salvador, Term I, Year 2017, as an Aid for Their Future Teaching Strategies.

Objective: To analyze the use of technological resources that professors apply in classes of Didactics of the English Language II at the Foreign Language Department of the University of El Salvador, Term I, Year 2017.

Instructions: Read carefully the following questions. Subsequently, select the answer that you think is the best according to your perceptions regarding technological resources. The survey has different parts (multiple choices and open-ended questions) **Thank you for your cooperation!**

Gender: | F | | M |

Group: _____

Complete the following questions.

1. Which of the following technological resources the professor uses in this class?

Mark with a (x)

Internet	
Laptop / computer	
Projector	
DVD	

Appendix 1

Tablet

Platforms

Cellphone

Smart TV

Social networks

Smart board

Blogs

Podcasts

Apps

Music

Other _____

2. How often does your professor of didactics use technological resources in classes?

- Daily

- Weekly

- Often

- Sometimes

- Not very often

- Never

3. How often do you use technological resources for academic purposes?

- Daily

- Weekly

- Often

- Sometimes

- Not very often

- Never

4. On a scale of one to five, in today´s society, how important is it to include technological resources in didactic classes?

Not important at all   Very important

1	2	3	4	5

5. Do you consider the use of technological resources in class has benefits for students?

No benefits   A lot of benefits

1	2	3	4	5

6. Compared to the other subjects that you are studying, and the ones you studied previously as part of the English teaching major, what is the frequency of use of technological resources in this course in contrast with them?

A. A lot more frequent ☐ **B.** More frequent ☐ **C.** Equally frequent

☐ **D**. Almost equal

E. Less frequent ☐   **F.** They are not used in this course ☐

7. If you had the opportunity to lead a class as a professor, would you implement one of the technological resources that your teacher has used in this course?

B.   Yes ☐   **B.** No ☐   C. They are not used in this course ☐

8. Do you think the use of technological resources by your teacher has improved or worsened your understanding of the course content?

B. Improved ☐   **B**. Worsened ☐   **C.** Insignificant ☐

9. How often does professors uses technology tools to give you directions, planning, set goals, and monitor your progress?

B. Always [ ]   **B.** Sometimes [ ]   **C.** Rarely [ ]   **D.** Never [ ]

10. According to your previous experience in Didactics of English I, do you consider that the professor needs to use these technological tools in class in order to create a positive impact in your learning?

A. Yes [ ]   **B.** No [ ]

11. Considering the importance of technological resources for your learning process, which ones do you think are the helpful? (More than 1 is possible).

Internet [ ]

Laptop / computer [ ]

Projector [ ]

DVD [ ]

Tablet [ ]

Platforms [ ]

Cellphone [ ]

Smart TV [ ]

Social networks [ ]

Smart board [ ]

Blogs [ ]

Podcasts [ ]

Apps [ ]

Music

2. Checklist for the Professors

Topic:

The Use of Technological Resources as Part of the Teaching Methodology Applied in Students of Didactics of the English Language II from the Bachelor Degree of Teaching Option at the Foreign Language Department of the University of El Salvador, Term I, Year 2017, as an Aid for Their Future Teaching Strategies.

The purpose of this checklist is to **analyze** the use of technological resources that professors apply in classes of Didactics of the English Language II at the Foreign Language Department of the University of El Salvador, Term I, Year 2017.

Teacher´s name: _____

Group: _____

Location	Group/ Class	Used materials – resources
□ Classroom □ Computer lab □ Other	□20-25 □ 26-35 □36 or more	□ Worksheets □ Paper & pencil □ Texts □ Other

Used technological – resources

□ Projector

□ Computer

□ Websites

Appendix 11

□ Platform

□ Blogs

□ Social Network

□ Wikis

□ Podcasts

□ Apps

□ Laptop

□ Music

□ Videos

□ Power Point Presentations

□ Smart Board

□ Recordings

□ Radio

□ Smart T.V

□ Cellphones

□ Other _____

When professor uses technological aids the students participates actively?

YES	NO

When the professor uses technological resources enriches learning environment?

YES	NO

Does the professor have the technological resources permanently in the classroom or they need to carry them to the classroom whenever they need to use to them?

They are permanently in the classroom	Teachers need to carry them

When the teacher uses technological tools try to encourage their students to use new technologies in or outside the classroom?

YES	NO