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SCHOOL OF ARTS AND HUMANITIES

FOREIGN LANGUAGE DEPARTMENT

"Professors' academic reasoning behind the use and non-use of Educational Technology tools for class development in the Intensive English and French subjects of the Bachelor in Modern Languages with Specialization in French and English, of the Department of Foreign Languages of the School of Arts and Sciences of the University of El Salvador, Semester I-2018."

Presented by:

Duque Rodríguez, Marcela María.	DR12008
López Hernández, Wendy del Carmen.	LH11019
Martínez Meléndez, Lisseth Carolina.	MM13057

To Obtain the Degree of:

Bachelor of Arts in Modern Languages Specialization in French and English

Norma Cecilia Blandón de Castro, MsC

Advisor

Mauricio Salvador Contreras Cárcamo, MSD

General coordinator of the degree processes

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TABLE OF CONTENT

ABSTRACT.

"Professors' academic reasoning behind the use and non-use of Educational Technology tools for class development in the intensive English and French courses of the Bachelor in Modern Languages with specialization in French and English, of the Foreign Language Department of the School of Arts and Sciences of the University of El Salvador, Semester I-2018."

The use of Educational Technology tools (ET tools) in the process of teaching and learning a foreign language has become so important at the Foreign Language Department (FLD), though there are still some professors who prefer to teach in a traditional way without using any type of technological equipment in classes. This present research work was focused on finding out the academic reasoning behind the implementation and non-implementation of these technological devices and the uses that professors of the FLD give to these ET tools during classes as well as the way they help students to develop the linguistic macro skills. To have a whole overview of the object of study of this research, a class observation phase was carried out in the selected class groups, professors in charge of the selected classes were interviewed, and students were asked to answer an auto-administered questionnaire. The results revealed when and how professors made use or non-use of these technological devices and their opinions and reasons of using them or not; besides that, students' points of view disclosed how the use or non-use of ET tools in classes impacts their English learning. Reflections and recommendations have been made based on the obtained results to consider implementing the use of ET tools more in the Foreign Language Department of the University of El Salvador.

Key words: ET tools, academic reasoning, foreign language students, macro skills, traditional way.

1.0 STATEMENT OF THE RESEARCH PROBLEM

1.1 RESEARCH PROBLEM

"As the Internet becomes a familiar component in our homes, schools, and offices, the use of technology in education can no longer be considered optional… The world in which the children grow, learn, and interact will have significantly different modes of exchange than those of the previous generation" (Gordon, 2000, p. 3). As Educational Technology tools (ET tools) continue advancing and improving, Professors should consider them a primary source when developing their classes.

In our country, the government is investing money in ET tools such as computers, tablets, projectors, and others technology devices in order that these technological tools may be available for professors and students to use in the classroom to facilitate the process of teaching and learning. However, there are some criticisms that make the research team question whether this implementation has a real benefit in the teaching-learning process or if somehow it affects the interest of students. According to Digedu (April 2014) in his book "Technology Use in the Classroom: Benefits & Barriers", some basic issues faced by professors when they used ET tools to develop their classes are that most of them report lacking adequate training on the technology devices they use and lacking adequate support for the technology they use. Another problem is the waste of time in class due to technology issues.

Other criticisms are focused on the technology as an educational tool, for example if it is true that the presence of any ET tools in a classroom can change the atmosphere due to their nature because it is probably that the implementation of these technological tools cannot completely promote academic achievement, social interaction, or positive attitudes in the teaching-learning process if the students do not appear to have interest in learning, or an active engagement in the classroom. On the other hand, is the educational technology a supportive professor tool, and if it is true that they are used to supplement the class, not to supplant the professor; then, it is important to understand not only the ET tools functions, but also their function in a complex, and social environment.

Technology that is incorporated into the classroom for enhancing the learning process is referred to as Technology Enhanced Learning (TEL) (Dror, 2008). In today's world, the incorporation of ET tools in the classrooms is undoubtedly changing education as it can be observed at the University of El Salvador which is up to date on the advanced technological world. A prominent example to point out is that on January 19th, 2016 this university implemented the distance learning modality which includes various careers considering the Bachelor of English Teaching of the Foreign Language Department. Whether technology in the classroom is beneficial depends upon the way in which the technology is used by teachers, teacher's competency levels with the given technology, the degree to which the technology is utilized in the classroom, and the type of technology used (Sinclair, 2009). The incorporation of ET tools in the classroom can be quite useful since it provides benefits that can be outstanding at the FLD; however, during the technology integration process a frequent problem is that teachers often rely on the technology to teach students, rather than using the technology as an educational tool, or technology is used in situations that do not warrant its use (Dror, 2008; Honan, 2010).

According to the Administration of the FLD, each professor is provided with some necessary equipment such as, laptop, projector and a CD player, to support the development of the class; however, some professors decide not to incorporate different types of ET tools into the classroom because they prefer to apply the traditional teaching methods since it is easier and less complicated to them. It generally happens when there is not a proper training in the use of ET tools and how they work. "… There is a growing concern that teachers are not engaging with these innovative technologies" (Honan, 2010, p.179). Besides that, sometimes, the equipment provided to the professors does not work; consequently, they need to ask for another one in advance or a day before in case they want to use it in the next class, and it can be complicated for them because of the time. All these difficulties at the FLD make that some professors minimize or do not actively use those devices during their students' teaching-learning process.

Researchers like Venezky (2004, p.15) consider that the non-use of ET tools does not help the professors to adapt to its use or solve problems related with their implementation into the classroom. As teachers become more competent in the use of technology, they begin to adapt the technology to their own teaching style and curriculum, rather than simply focusing on the technology, which is beneficial for both the teachers and their students. It means that the implementation of ET tools in the classroom is not only supportive but essential to the language education; they are necessarily changing that put pressure on the existing teaching-learning process.

Due to the points mentioned above, this research work focuses on the professors' academic reasoning behind the use and non-use of ET tools for class development in the Intensive English and French subjects of the Bachelor in Modern Languages with Specialization in French and English, of the Department of Foreign Languages of the School of Arts and Sciences of the University of El Salvador, Semester I-2018.This research describes the academic reasons that professors have about the use and non-use of ET tools in the intensive academic courses of the FLD, as well as students' point of view and experiences with technology adapted in classes.

This document is divided into five chapters: the first one is the statement of the problem, followed by the literature review, then the methodology and afterwards the analysis and results discussion. Finally, the document includes the section of reflections and recommendations. The report is complemented with the appendixes, annexes and the bibliographical references.

With this study, the following research questions were answered:

- Do professors from the foreign language department use ET tools during their classes?

- What are the academic reasons that lead professors to use or do not use ET tools to develop their classes?

- What are the students' points of views and experiences regarding the implementation of ET tools to support motivational interest and participation in classroom activities?

- How students' visual, auditory and oral academic needs are covered through the activities in which professors use ET tools during the class?

1.2 RESEARCH PROBLEM SCOPE AND LIMITS

The present research work was carried out during the semester I-2018. It was focused on the use and non-use of Educational Technology tools (ET tools) and the professors' academic reasoning behind their use in the intensive academic courses in French and English of the Bachelor in Modern Languages with specialization in French and English, of the Foreign Language Department of the School of Sciences and Humanities of the University of El Salvador.

The following table comprises the selected academic courses where the study was carried out.

Table 1. Selected academic courses of the Bachelor Modern Languages with specialization in French and English, of the Foreign Language Department of the School of Arts and Sciences of the University of El Salvador.

SEMESTER	CODE	COURSE
SEMESTER I	FRI114	Intensive French I
	IBI114	Intensive Basic English I
SEMESTER III	FRI314	Intensive French III
	III214	Intensive Intermediate English II
SEMESTER V	IAI214	Intensive advanced English I

Source: Elaboration based on the study program of the Bachelor Modern Languages with specialization in French and English.

2.0 OBJECTIVES OF THE RESEARCH

2.1 GENERAL OBJECTIVE

- To identify the professors' academic reasoning behind the use and non-use of Educational Technology tools for class development in the Intensive English and French of the Bachelor in Modern Languages with specialization in French and English, of the Foreign Language Department of the School of Arts and Sciences of the University of El Salvador, Semester I-2018.

2.2 SPECIFIC OBJECTIVES

- To present the academic reasons that lead professors to use or not ET tools for the development of their classes.

- To explain how students' visual, auditory and oral academic needs are covered through the different uses that professors provide with ET tools during the class.

- To describe students' points of views and experiences regarding the implementation of ET to support motivational interest and participation in classroom activities.

3.0 JUSTIFICATION

After the remarkable worldwide growth of recent technologies, Educational Technology tools (ET Tools) are used at the Foreign Language Department (FLD) of the University of El Salvador considering all the advantages that this equipment may bring into the process of teaching and learning a foreign language. That's why most of the foreign language professors implement different technological devices available in the department with the general purpose of supporting the different activities that are developed in classes.

According to the administration of FLD there is enough technological equipment such as: laptops and projectors for all the professors and two computer centers, however one feature worth to be noticeable is that not all the professors at the FLD use these tools as part of the development of their classes.

Having this background, the main objective of this research was to describe the professor's academic reasoning behind the use and non-use of ET tools for class development of the intensive English and French courses of the Bachelor in Modern Languages with Specialization in French and English, of the Foreign Language Department of the School of Arts and Sciences of the University of El Salvador, Semester I-2018." It has also provided meaningful data to understand what the uses of ET tools are in the actual educational process and remarked the impact that the use or non-use of ET tools had during the observed class in the students' process of acquiring foreign languages.

Furthermore, this study allowed the team to reflect on students' perspectives about how effective or not the implementation of ET tools in classes can be. Finally, this research work considered the factors mentioned above to provide recommendations and suggestions aimed at improving the fulfillment of ET tools by teachers in classes, as well as, to motivate those professors who do not use them.

4.0 LITERATURE REVIEW

4.1 RESEARCH ANTECEDENTS

Nowadays, Educational Technology has become very important in teaching and learning foreign languages. That is why people have been interested in doing researches on this topic, to better understand different aspects related to the use of technology in the classroom.

Background of the study

As an example, related to this research work, it was found the qualitative study carried out by Miller (2006) and entitled "The impact of educational technology on learner interactions: a multiple case study of elementary classrooms". It had as primary objective to observe a variety of elementary school classrooms, describe and analyze any patterns that existed about how the use of educational technology was impacting learners' interactions within the elementary classroom environment. The primary methods of data collection included informal and formal observations in the classrooms, a personal interview with each teacher and a focus group interview with selected students from each classroom.

Some of the most important conclusions of the research study were:

1. The use of educational technology, even when directed toward independent tasks, resulted in increased student's motivation and engagement in the learning process.

2. The integration of educational technology into the teaching and learning process contributed to increase communication and collaboration among learners when students can work with one another toward a common goal. It means, that educational technology affected in a positive way to make students get more motivated and engaged in learning, as well as in communicating and working in teams.

Another study is the one presented by Mendez and Ardon (2011) entitled "The use of technology in the classroom and its incidence on English learners' proficiency at the Foreign Language Department, at the University of El Salvador". The research aim was to demonstrate the influence of the use of technological equipment in the teaching-learning process of foreign languages. Moreover, it focused on pointing out the advantages of using technological resources not only because it makes teachers' life easier but also because by doing that they get better results at the end of a particular class.

The instrument the researchers used was a questionnaire with thirteen questions regarding the use of technology in the classroom. Such questionnaire was administrated to sixty students of Advanced Intensive English II from all the groups offered by the Foreign Language Department in the first semester, in 2011. The sample from each group was made up of ten students. Furthermore, the researchers combined qualitative and quantitative paradigms to analyze and interpret the data.

The conclusion of that research was very important and meaningful to implement instructional technology in the classroom when learning English as a second or foreign language since the use of these tools can help a lot both teachers and students to develop and enhances skills. It also emphasized how different technological equipment such as tape recorder or CD player can enable students to listen to a real conversation between native speakers and take advantage of technology in different real-life situations.

Another related study was conducted in 2014 by Choto, Ortega, and Sibrián, named "The use of educational technology and its effects on English language learning of the students in the Intensive English courses of the bachelor in English Teaching at the Department of Foreign Languages, University of El Salvador" (2014). Its main objectives were to describe the use of educational technology in the intensive courses; additionally, to find out the effects of technology on English Language learning in the intensive courses at the FLD. This study was aimed at identifying the different uses of educational technology, and in which stages of the lesson, professors made use of it. Also, this study focused on discovering the purposes why professor used educational technologies, as well as some advantages and disadvantages.

Those researchers concluded that educational technologies are useful tools that help students to develop and accomplish activities and tasks in the process of learning foreign languages. Also, these technological devices such as textbooks, audios, images, videos, etc. help teacher to present content in different ways which allow teachers to make the teaching and learning experience significant and enjoyable for learners while learners are developing and improving their macro skills. Moreover, it concluded that educational technology presented some challenges for teachers such as lack of access to technology, no training on how to use them properly, equipment not working properly, and electricity issues.

The research works described above are relevant and pertinent to this study, since they offer a general view about the benefits and advantages of using educational technologies in the process of teaching and learning foreign languages. So, those researches can be considered as a guide of what could be the reasons why professors use some educational technology tools in the development of the classes; as their conclusions showed technological equipment was used to make students develop and improve their competences and skills through different activities and tasks implemented in and out of classes. Moreover, they were focused on remarking that the interaction of students boosts in a positive way, as well as students' motivation and engagement is increased. To get to all these conclusions, the researchers who carried out those previous investigations used the observation, the survey and interview techniques.

There were some similarities among the studies mentioned above with this one, but this study describes the different uses of the ET tools for class development in the subjects of Intensive English and Intensive French of the Bachelor in Modern Languages with Specialization in French and English, of the Department of Foreign Languages of the School of Arts and Sciences of the University of El Salvador, Semester I-2018; it also includes the professors' academic reasoning behind the use and non-use of Educational Technology tools, and the students' point of view in regard to the use or non-use of Educational technology tools during the class. The techniques to collect the information will be like the ones used in the studies previously mentioned (Survey, class observation and interview).

4.2. THEORETICAL BASIS.

Throughout history, instruments as means of communications and technologies such as writing, images, printed books, movies, television, computers, projectors, speakers, CD players and Internet have played a significant role in the transmission of experiences and knowledge from individuals to the rest of society as stated by Alma Coto, Maurico Ortega, and Magdalena Sibrian in their graduation work: the use of educational technology and its effects on English language learning, 2014.

When talking about the function of technology in education, it is significant to make emphasis on two main important concepts; first, the term Education refers to the process of teaching-learning and acquiring information. Education can be divided into two main types: formal, which, is performed through institutions such as schools, academies, and universities and second, the self-taught learning or what is known as life experience in which every day the human beings acquire knowledge by themselves; it can also be made by searching on their own such as reading books, listening a specific material related to a lesson, or going to the Internet. In general, the teaching-learning process is important for learning basic life skills, as well as learning advanced skills that can make a person more attractive in the job market.

It is important to start mentioning what some experts in education think about the teaching-learning process and how it can be performed by using different Educational Technology tools (ET tools).According to the Commission on Instructional Technology, Saettler (1970) defined Educational Technology tools as both "the media born of the communication revolution which can be used for instructional purposes" and "a systematic way of designing, carrying, and evaluating the total process of learning and teaching", while today's education tends to think of education or instructional technology as equipment-particularly electronic equipment.

Educational Technology tools are changing the way of teaching. We live in an age in which ET tools, especially the computers and other electronic tools, have made a tremendous impact and has changed our lives. ET tools can impact the teacher, the learner, the instruction, and the learning experience.

People have been learning foreign languages for many years to communicate with others. However, globalization increased the necessity to learn a second or foreign language such as English or French. Those languages do not have the highest number of speakers in the world, but they are the most widely spoken across nations. Therefore, a person who can speak English or French has more chances of being successful in this global era. Consequently, the population of English or French language learners is increasing every year. But how do people learn these languages nowadays? What educational technology tools (ET tools) did teachers implement in their classes in the past, and what has changed?

Undoubtedly, the ways people are learning languages have changed; a few centuries ago people did not have all the resources that people have nowadays. Tape recorders, television, computers, MP3, MP4, CD players, voice recordings, speakers, projectors, Smartphones, iPods, iPads (tablet) and interactive whiteboards have become useful tools for teaching and learning a foreign language. All these ET tools are useful aids for teachers and students to fulfill different students' needs during the learning process. Using educational technology within the classroom plays a significant role in education giving the teacher the opportunity to design meaningful learning experiences along the development of the class.

The role and expertise of teachers are critical because teachers are at the front line of designing and delivering the learning experience. As, Peter Hudson, in the chapter five of his book "Learning with technological tools" (2013) argued that just making technology available in schools does not mean that teachers will make use of the technology, nor will it necessarily be used effectively.

Atkinson & Shiffrin, in the Multistore Model of Memory (1968) mentioned that learning with technological tools gives a perspective on students' information processing, which considers learning as a change in knowledge in the stored memory. Paying attention to inputs into the sensory register, these inputs (or information) become part of the working (short-term) memory.

To retain this information, it needs to be encoded as schematic into the stored (long-term) memory. Then the need to be able to retrieve this information from the stored memory to use it later. Teachers can support students to process information by helping them to organize latest information, link it to their existing knowledge and use memory aids to retrieve information.ET tools can facilitate these processes by helping students to develop mental representations through the mix of media elements presented to them by combining multimedia elements including text, image, video and audio to present information.

Mayer on his Cognitive Theory of Multimedia Learning (2008) stated that the multimedia learning has demonstrated more positive outcomes for students who learn from resources that effectively combine words and pictures, rather than those that include words alone. So, it can be said that students' attention and engagement with these resources helps them to process the information into working memory. When students meaningfully interact with the multimedia information, they encode this information into their long-term memory. This meaningful interaction might involve learning activities within the digital resource itself and/or as a lesson that is created by the teacher; however, not all information presented in multimedia form supports learning.

For learning to occur, the resources themselves need to be designed using sound educational principles and need to be purposefully integrated into the learning experience by the teacher. Educational theory provides direction for both the effective design of the resources and how a teacher can best use those resources with students. In the cognitive load theory, developed by John Sweller (1988), tells that learning resources must be designed to reduce the load on our working memory in students to be able to construct schema.

Karehka Ramey in one of her articles published in 2013 titled: The use of technology – in education and teaching process said, "The effective use of technology in education has changed the face of education and it has created more educational opportunities. Both teachers and students have benefited from various educational technologies, teachers have learned how to integrate technology in their classrooms and students are getting more interested in learning with technology. The use of technology in education has removed educational boundaries, both students and teachers can collaborate in real time using advanced educational technologies"

The use of technology should never be the goal in and of itself, but rather one tool for helping language learners to use the target language in culturally appropriate ways to accomplish authentic tasks. Further, all language learning opportunities whether provided through technology or in a traditional classroom setting, should be standards-based and help develop students' proficiency in the target language through interactive, meaningful, and cognitively engaging learning experiences, facilitated by a qualified language teacher. Applying these theories to the teaching and learning a foreign language such as French and English, enable both, professors and students to understand better all the benefits that using Educational Technology within the classroom involve. As well as, the importance of including technology devises as per society development concept.

Teachers use digital resources for a variety of purposes and in many ways, including: To introduce students to a topic, as part of a teacher lecture or demonstration, as a stimulus to group or whole-class discussion, to provide students with access to different text types, to engage students in activities that are not possible in the classroom. They can provide comprehensible input and output and build cognitive abilities and critical thinking skills that help students to develop the abilities of thinking analytically and boost interaction between the teachers and students to create a meaningful teaching-learning process through the acquisition of the macro-skills.

Based on the theory presented above, this study was focused on discovering whether the implementation of Educational Technology tools in the intensive courses of French and English of the Modern Languages specialization in French and English serves to improve the proficiency students learning helping them with the on the target language to develop the macro skills the language involves (writing, reading, speaking, and listening) rather than the ones in which ET tools are not used at all. Also, it discerns the academic reasoning that leads professors to use or do not use these educational aids and how they use them to introduce students to a topic, as part of a teacher lecture or demonstration, to engage students in activities that are not possible in the classroom. Special attention will be given to the building of cognitive abilities and critical thinking skills, highlighting what the students' reactions are toward the implementation of these ET tools during the class which will help the researchers to find out if students who are exposed to ET tools within the classroom are more motivated to participate in class, pay more attention and develop more critical thinking.

4.3 ASSUMPTIONS.

Assumption #1: Professors use or do not use ET tools to develop their classes based on their academic reasoning.

Assumption #2. Visual, auditory and oral academic needs of the students of the Bachelor of Arts in Modern Languages with specialization in French and English are covered through the implementation of activities using ET tools during classes.

Assumption #3: Classroom activities supported by ET tools motivate students to participate in class.

4.4 OPERATIONALIZATION OF VARIABLES

Assumption #1: Professors who use or non-use ET tools in their classes do it based on academic reasoning.

VARIABLE	DEFINITION	DIMENTIONS	INDICATORS	INSTRUMENTS
Independent Variable. **Use of ET tools in classes**	Implementation of ET tools to support the development of the class	Types of equipment used in classes	✓ **Laptop and projector** are used to elaborate and present the topics in classes. ✓ **Speakers** are used to play audio material related to the topic. ✓ **CD player** is used to play audio material's book songs and others. ✓ **Voice recorder** is used to record students' presentations and speeches.	Teacher's interview Observation guide

			✓ **Cellphones and Tablets** are used to have acces to internet connections to look for information and to have access to electronic dictionaries.	
Non-use of ET tools in classes	No implementation of ET tools to support the development of the class	Types of equipment used in classes	**None**	Teacher's interview Observation guide
Dependent Variable **Academic reasoning**	Academic justification behind the use of ET Tools during the development of the class.	Planning	✓ Professors use ET tools to elaborate a lesson plan and have a better organization of the activities developed in the class and save time.	Teacher's Interview.
		Warm up and introduction.	✓ Professors use ET tools to develop warm up activities to motivate students and to get their attention.	

				✓ Professors use ET tools to introduce the topic dynamically	Teacher's interview Observation guide
			Presentation	✓ Professors use ET tools to present the topic of the class in an innovative way. ✓ Professors use ET tools to give examples though a variety of audio-visual content to make explanations clear.	Teacher's interview Observation guide
			Practice	✓ Professors use ET tools to do exercises related to the topic to put into practice the content learned in class. ✓ Professors use ET tools to develop learning games so that students can learn in a dynamic way.	Teacher's interview Observation guide

		Wrap up	✓ Professors use ET tools to focus on students' errors so that they are provided with an accurate feedback.	Teacher's interview Observation guide
		Evaluation	✓ Professors use ET tools to evaluate the different skills such speaking, listening, reading and writing.	Teacher's interview Observation guide
	Academic justification behind the non-use of	Lack of training	✓ Professors decide not to use technology devices because of the lack of training they have for being able to use them.	Teacher's interview Observation guide

| | ET tools during the development of the class. | | | Teacher's interview |
| | | Waste of time | ✓ Most of the professor who do not use educational technology tools consider using them a waste of time to have to connect all this tools during the class. | Observation guide |

Assumption #2. Visual, auditory and oral academic needs of the students of the Bachelor of Arts in Modern Languages with specialization in French and English are covered through the use of ET tools during classes.

VARIABLE	DEFINITION	DIMENTIONS	INDICATORS	INSTRUMENTS
Dependent variable: Students' academic visual, auditory and oral needs.	Student's requirements to visualize and to listen to the information used in class to have oral production.	Auditory needs	✓ Students need auditory input to improve their listening skills. ✓ Students need to be exposed to real life situations that have been recorded to get in contact with daily English.	Student's questionnaire Observation guide
		Visual needs	✓ Students need to visualize images in order to associate them with meaning and previous knowledge. ✓ Students need to imitate gestures in order to produce correctly the speech sound.	Student's questionnaire Observation guide

			✓ Students develop activities based on the content presented through videos in class.	
		Oral needs	✓ Students need to practice English pronunciation. ✓ Students need to elaborate oral presentations to improve fluency and improvisation.	Student's questionnaire Observation guide
Independent variable: Use of ET tools in classes.	Implementation of ET tools during the development of classes.	Auditory Aids	✓ Professors play audios of dialogues and educative information. ✓ Professors play drill audios to make students repeat a sound, word or phrase. ✓ Professors assign tasks related to the listening material.	Teacher's interview Observation guide
		Visual Aids	✓ Professors project videos, movies or short films. ✓ Professors use power point presentation and pictures to support the explanation.	Teacher's interview

			✓ Professors assign tasks related to the material presented.	Observation guide
		Oral Aids	✓ Professors use audiovisual material to make students elaborate oral presentations.	Teacher's interview Observation guide

Assumption #3: Classroom activities supported by ET tools motivate students to participate in class.

VARIABLE	DEFINITION	DIMENTIONS	INDICATORS	INSTRUMENTS
Independent variable: Classroom activities supported by ET tools.	Academic actions developed in the classroom with the use of ET tools that involve direct experience and students' interaction.	Oral Activities	✓ Professors make students discuss, elaborate dialogues and converse, talk about the audio-visual material presented through ET tools. ✓ Professors present movies, videos, songs, audios and others so students can do different oral presentations and tasks.	Teacher's interview
		Written Activities	✓ Professors make students elaborate and do activities and tasks such as summaries, essays, or articles based on the audio-visual material presented in class.	Teacher's interview
		Listening Activities	✓ Professors present audio-visual material to improve students' listening and oral comprehension skill, as well as, to improve	Teacher's interview

			students' pronunciation and to gain more vocabulary.	
		Reading Activities	✓ Professors present reading material such as paragraphs, stories, literary texts, etc. To make students improve their reading comprehension and increase vocabulary.	Teachers' interview
Dependent variable: Students' participation in class.	Academic interaction in class among students-students, students, professors and professors-students.	Individual participation	✓ Students show interest in the audio-visual material presented in class. ✓ Students feel comfortable to participate by asking questions. ✓ Students get involved in the different activities and tasks of the class.	Teachers' interview

		Group participation	✓ Students interact among them, through the different activities and tasks developed in class ✓ Students show interest in the audio-visual material presented in class. ✓ Students feel comfortable sharing ideas and opinions with other students and with the professor. ✓ Students correct themselves and others.	Students' questionnaire Teachers' interview

5.0 METHODOLOGY

5.1 RESEARCH APPROACH

5.2 TYPE OF STUDY

This research work is descriptive since it is focused on stating the academic reasoning behind the use and non-use of the Educational Technology tools (ET tools) and how its implementation influences in the teaching learning process in the intensive academic courses in French and English of the Bachelor in Modern Languages with specialization in French and English of the Foreign Language Department of the School of Art and Science of the University of El Salvador during the semester I-2018.

The researcher team describes with the possible highest precision the information collected in the process considering the opinions of the subjects of the study involved in this research, as well as the observation phase which was developed to better understand the different characteristics and important patterns within the use and non-use of ET tools during the development of the observed classes.

5.3 RESEARCH DESIGN

For this research work a qualitative, as well as a quantitative approach was used. The qualitative approach was represented by the techniques used such as the observation and the interviews administered to professors which allowed the researchers to deeply understand the use of the ET Tools in the classroom and the professors' reasoning behind their use. On the other hand, quantitative information was collected throughout a questionnaire auto-administered to students registered in the observed class groups. The use of these techniques let the researchers to know the various points of view from the population that was studied.

In this research work, there was no manipulation of variable during the process due to the subjects were observed in their reality, as given in its nature during the teaching-learning process. Since this research work was based on the observation, interaction and interpretation of findings, the sample was exposed directly with the research team, to observe a real situation, which was not intentionally provoked or created by the observers. Consequently, it had a higher level of validity because the research team was closer to the real variables with the use and non-use of ET tools in the classroom.

5.4 STUDY POPULATION.

The general population of this research study was composed by 5 academic courses of the odd semesters which were part of the 19 subjects established in the Flow Chart of the Bachelor in Modern Languages with specialization in French and English of the FLD of the School of Arts and Sciences of the University of El Salvador carried out during semester I – 2018. (Intensive French I - FRI114, Basic Intensive English - IBI114, Intensive French III - FRI314, Intensive Intermediate English II - III214, Intensive Advanced English - IAI214). Each course was offered in various class groups

Table1: Chosen academic courses taught during the odd semesters in the Department of Foreign Languages.

SEMESTER	CODE	COURSE
SEMESTER I	FRI114	Intensive French I
	IBI114	Intensive Basic English I
SEMESTER III	FRI314	Intensive French III
	III214	Intensive Intermediate English II
SEMESTER V	IAI214	Intensive advanced English I

Source: Elaboration based on the study program of the Bachelor Modern Languages with specialization in French and English.

5.4.1 SAMPLE SELECTION PROCESS

As a general rule, the FLD schedules various class groups for each academic course of the different bachelors. For this research work, the sample was taken from the 5 academic courses that are presented above.

According to the Registrar's Office of the School of Sciences and Humanities 6 class groups were scheduled for the semester I-2018 for each of the chosen courses except for the Intensive Basic English course, which had 7 class groups. Based on this the research team selected the sample to determine the observation unit. Given as a total of 10 class groups, two from each of the chosen academic course scheduled for semester I – 2018. To make sure that every class group of the academic courses had the same probability of being chosen, the research team chose them at random.

5.4.2 STUDY POPULATION

The following table shows the academic courses classified based on the use and non-use of ET-tools according to students' opinion:

Table 3: Classification of the class groups based on the use and non-use of ET tools, according to student's opinion.

COURSES	Schedule		GROUPS	USE OF ET-TOOL	
	Days	Time		YES	NO
INTENSIVE FRENCH I	Mon – Thurs.	6:00-8:00am	01	✓	
	Mon – Thurs.	6:00-8:00am	02	✓	
	Mon – Thurs.	10:00-12:00	03		✓
	Mon – Thurs.	3:00- 5:00pm	04	✓	
	Mon – Thurs.	3:00- 5:00pm	05		✓
	Mon – Thurs.	3:00- 5:00pm	06		✓
INTENSIVE BASIC ENGLISH	Mon – Thurs.	6:00-8:00am	09		✓
	Mon – Thurs.	10:00-12:00	10	✓	
	Mon – Thurs.	10:00-12:00	11	✓	
	Mon – Thurs.	1:00-3:00pm	12		✓
	Mon – Thurs.	1:00-3:00pm	13		✓
	Mon – Thurs.	1:00-3:00pm	14		✓
	Mon – Thurs.	5:00-7:00pm	08	✓	
INTENSIVE FRENCH III	Mon-Tues-Thurs. Friday	6:00-8:00am	01	✓	
	Mon-Tues-Thurs. Friday	6:00-8:00am	02		✓
	Mon-Tues-Thurs. Friday	10:00-12:00	03	✓	
	Mon-Tues-Thurs. Friday	3:00- 5:00pm	04		✓

	Mon-Tues-Thurs. Friday	3:00- 5:00pm	05	✓	
	Mon-Tues-Thurs. Friday	3:00- 5:00pm	06	✓	
INTENSIVE INTERMEDIATE ENGLISH II	Mon-Tues-Thurs. Friday	6:00-8:00am	06	✓	
	Mon-Tues-Thurs. Friday	10:00-12:00	07		✓
	Mon-Tues-Thurs. Friday	10:00-12:00	08	✓	
	Mon-Tues-Thurs. Friday	1:00-3:00pm	09	✓	
	Mon-Tues-Thurs. Friday	1:00-3:00pm	10		✓
	Mon-Tues-Thurs. Friday	1:00-3:00pm	11		✓
INTENSIVE ADVANCED ENGLISH I	Mon-Tues-Thurs.	10:00 – 12:00 m.	06		✓
	Mon-Tues-Thurs. Friday	10:00 – 12:00 m	07		✓
	Mon-Tues-Thurs. Friday	10:00 – 12:00 m.	08	✓	
	Mon-Tues-Thurs.	3:00 – 5:00 p.m.	09	✓	

Source: Elaboration based on the schedules programmed by the Head of the Foreign Language
Department and chosen groups by student's opinions.

5.4.3 SELECTION PROCESS OF CLASS GROUPS

- After having classified the class groups into the ones where ET Tools were used or not (See Table 3), the names of the courses with their group class number were written down in pieces of papers.

- The pieces of papers were divided per course and then introduced in a box.
- Finally, two class groups per course were chosen randomly having the following results:

5.4.4 OBTAINED SAMPLE

Table 4: selected class groups to form the sample

Course	Class group	Schedule	
		Time	Day
Intensive French I	03	10:00 – 12:00 m.	Mon – Thur
	04	3:00 – 5:00 p.m.	Mon – Thur
Intensive Basic English I	10	10:00 – 12:00 m.	Mon – Thur
	13	1:00 – 3:00 p.m.	Mon – Thur
Intensive French III	01	6:00 – 8:00 a.m.	Mon-Tue,Thur-Fri
	04	3:00 – 5:00 p.m.	Mon-Tue,Thur-Fri
Intensive Intermediate English II	06	6:00 – 8:00 a.m.	Mon-Tue,Thur-Fri
	10	1:00 – 3:00 p.m.	Mon-Tue,Thur-Fri
Intensive Advanced English I	08	10:00 – 12:00 m.	Mon-Tue,Thur-Fri
	09	3:00 – 5:00 p.m.	Mon-Tue,Thur-Fri

Source: Elaboration based on the schedules programmed by the head of the Foreign Language Department and chosen selected groups at random.

5.5 TECHNIQUES AND INSTRUMENTS.

For this type of descriptive research, the following techniques and instruments for collecting data were used:

5.5.1 OBSERVATION

The researcher team observed classes in the ten selected class groups of the Intensive English and Intensive French courses with the main objective of identifying the use and non-use of Educational Technology tools, as well as the class moments and the uses given.

5.5.2 THE OBSERVATION GUIDE

The observation guide was used to identify the uses of Educational Technology tools in the intensive academic courses in French and English. The observers tried to detect what the ET tools were used for and with which intention are used.

The observation guide was composed by four sections: 2.1 Subject Generalities, 2.2 Time and moments were ET are used by professors, 2.3 Academic needs that are covered through the implementation of ET tools and 2.4 Academic aids the professor use to support the class. (See Annex 2.2.1).

5.5.3 PROFESSORS' INTERVIEW

This technique of collecting data through the professors' face-to-face interview enabled the research to know their opinions and their points of views about the use and non-use of ET Tools during the development of their classes.

5.5.4 STRUCTURED INTERVIEW

This instrument provided a good framework to describe the assumptions and understandings about the professor's academic reasoning behind the use and non-use of Educational Technology tools for class development in the chosen class groups.

This instrument was prepared with a key of questions designed from the more general information to the essential avoiding leading questions, so professors could provide contextual information. (See annex 2.2.3)

5.5.5 STUDENTS' SURVEY

This survey pursued two main purposes in this study:

1. To describe the aspects or characteristics regarding the students' points of views and opinions about the use or non-use of ET tools within the classroom by professors to develop their classes.

2. To get assumptions stated for this study

5.5.6 QUESTIONNAIRE

The questionnaire was the third instrument that was used in this study. It was administered to the students of each observed class group. The objective of this instrument was to collect the student's point of view regarding the use or non-use of ET tools for class development in the Intensive English and Intensive French courses. It was divided into three important sections which are described below.

SECTION 1: STUDENTS' GENERALITIES: The information in this section was helpful for the researchers to characterize the population of the study and the students' enrollment information. It contained prompts set into categories such as gender, semester completed, academic courses and age.

STUDENT'S OPINIONS ABOUT THE USE AND PURPOSE OF ET-TOOLS: This second section displayed a set of close-ended questions that were listed to describe the knowledge that students had towards the use of Educational Technology Tools during the class such as what kind of ET-tool is mostly or never used, and if they acknowledge the purpose of each professor who use or do not use ET-tools when developing a class.

STUDENTS' OPINIONS ABOUT THE EFFECT OF THE USE OF ET-TOOLS: The third and last section was composed of a table with a set of statements related to the use and non-use of ET tools where they indicated their level of agreement or disagreement according to a pre-defined scale, ranging from a very positive or negative response. (See annex 2.2.2).

6.0 PRESENTATION OF RESULTS

6.1 CLASS OBSERVATION GUIDE

Characterization of the study courses.

Table 1. Number of observed classes by academic courses and number of the class groups.

Academic courses	Number of the class groups	Number of classes observed
Intensive French I	03	3
	04	2
Intensive Basic English I	10	3
	13	3
Intensive French III	01	3
	04	2
Intensive Intermediate English II	06	2
	10	3
Intensive Advanced English I	08	3
	09	3
	TOTAL	27

Source: Elaboration based on the data collected in the observation guide.

The table above comprises the information detailed about the classes that were observed. Each class was observed in its corresponding schedule between 2 and 3 times. The total number of classes observed was 27 where the researchers were able to identify the use or non-use of Educational Technology tools (ET tools), as well as the moments and the purposes they were used in the classroom.

Table 2. ET tools used by professors to support class development in the observed classes.

ET Tool	Frequency	Percentage
CD player	21	26%
Laptop	19	23%
Projector	19	23%
Speakers	17	21%
Cellphones	5	6%
Voice recorder	1	1%
TOTAL	82	100%

Source: Elaboration based on the data collected in the observation guide.

From the 27 classes observed, it was noticed that the ET tool professors used the most during their class development, was the CD player. This ET tool was used to reproduce audios or listening activities from the book, so students could practice with them. A laptop and a projector were used in the classes too, almost with the same incidence as the CD player was.

Professor always brought a laptop, and a projector since both were used at the same time to project slides with extra visual information about the topic studied during the class. Sometimes, the use of these ET tools was combined with the use of speakers; when projecting a video or a movie to provide students with a clearer audio, professors connected the speakers to the laptop.

Table 3. Class moments and time professors make use of ET tools in class development.

Class moment	Frequency	Percentage
Topic Presentation	20	36%
Practice	15	27%
Wrap up	10	18%
Warm up	6	11%
Evaluation	4	7%
TOTAL	**55**	**100%**

Source: Elaboration based on the data collected in the observation guide.

Table 4. Different purposes that professors use ET tools for during he observed classes.

Observed academic purposes	Frequency	Percentage
To present the topic.	21	30%
To give examples through a variety of audio-visual content to make explanations clear.	19	28%
To do exercises related to the topic to put into practice the content learnt in class.	15	22%
To motivate students and to get their attention.	10	14%
To develop learning games.	2	3%
To focus on students' errors and mistakes to provide them with an accurate feedback	2	3%
TOTAL	**69**	**100%**

Source: Elaboration based on the data collected in the observation guide.

The tables 3 and 4 enclose the class moments and the observed academic purpose professors use ET tools for in the classroom.

During class observation, researchers were able to identify the academic purpose behind the use ET tools professors had as well as the moments in which they were used. One of the main academic purposes was to present the topic. It was observed that professors had prepared slides and audios or videos on the planning stage; then, by making use of ET tools such as laptop, projector and speakers, they projected the topic theory and supported it with images and videos so students could better understand the information, giving them examples through a variety of audio-visual content to make explanations clearer.

Once the theory presented was understood by students, professors made students to put into practice what they had learned, presenting class activities such as recorded conversations, videos, etc., into the ones all the students could participate by performing role plays or providing their opinion about the audio – visual material presented.

Besides the activities already mentioned, there was one professor who made use of ET tools to develop learning games depending on the topic they were developing, making students to participate and at the same time calling their attention and motivating them to get involved in the class development. Since the time the observation stage took place and there was any evaluation period, researchers were able to identify only two moments in which a professor used a laptop and a projector to present a quiz to students, and the CD player for the listening part of the quiz.

Table 5. Students' academic needs that are covered by ET tools by professors.

Students' academic needs	Frequency	Percentage
Academic auditory needs		
To be exposed to real life situations that have been recorded to get in contact with daily English.	17	17
To improve their listening skills through audio input	15	15
Academic visual needs		
To visualize images in order to associate them with meaning and previous knowledge.	20	21
To improve and practice through developing activities based on the content presented through videos in class.	16	16
To imitate gestures in order to produce the speech sounds correctly.	12	12
Academic oral needs		
To practice English pronunciation.	9	9
To elaborate oral presentations to improve fluency and improvisation.	9	9
TOTAL	**98**	**100%**

Source: Elaboration based on the data collected in the observation guide.

Table 6. Academic aids professors use through ET tools.

Professors' academic aids	Frequency	Percentage
Academic auditory aids		
Educative information	21	13%
Audios of dialogues	16	10%
News	15	10%
Audio drills to make students repeat sounds, words, or phrases	9	6%
Tasks related to the listening material presented.	9	6%
Interviews	8	5%
Academic visual aids		
Power point presentations	20	13%
Videos	15	10%
Pictures to support explanations	15	10%
Tasks related to the visual material presented.	12	8%
Short films	7	4%
Movies	3	2%
Academic oral aids		
Audio-visual material to make students elaborate oral presentations	6	3%
TOTAL	**156**	**100%**

Source: Elaboration based on the data collected in the observation guide.

Academic auditory needs vs. Academic auditory aids

In order to cover the auditory needs students had, professors presented during the observed classes different aids using ET tools. They made use of educative information, audios of dialogues, news, audio drills, and interviews. Professors reproduced audios by using speakers and CD player, after students had listened to the audio material presented, they were asked by their professor important things to follow up from the audio material.

Academic visual needs vs. Academic visual aids.

During class observation, it was very common to see professors making use of a laptop and a projector to present students with visual material, such as, PowerPoint presentation, videos, images, short films and movies to cover students' visual needs, so they could be visually in contact with the gestures and articulation native speakers make while talking with others. This aids also helped students to better understand the topics developed in class.

Academic oral needs vs. Academic oral aids.

In the researchers' opinion, professors, in the observed classes, did their best to cover each of the academic students' needs (oral, auditory, and visual) during the development of the class by presenting different aids that would make students to get involved in the process. After presenting audio visual material, professors made students talk as much as possible, asking them to get in couples or groups so they could discuss about the information presented using the studied language. Sometimes students were asked also to make simulations of dialogues in front of the class in order to use the vocabulary learned in the class.

As the final point reflections about the development of the observed class, are presented below.

- It was noticeable that students were more motivated, and they got more involved into activities introduced by using ET tools since they were participating, asking questions which were answered, not only with professors' knowledge and experience but with audio visual material support.

- The use of ET tools in the classroom helped the professors to better explain topics in class by projecting images, short videos, and extra material; it also helped students to have a better understanding about the topics and different learning styles were covered when presenting extra audio-visual material supported by technological sources.

- It was observed that the interrelationship among professors and students was better when ET tools were used in the classroom since professors who used them seemed to better know their students and how to approach them, so they would be eager to participate in the class activities rather than being forced to do it. Professor and students could communicate each other like they were friends without losing the respect the professor deserved, as well as the students showed no problem to work with anybody in the classroom since they were used to work in groups and interact with their classmates.

- The most common ET tools professors had access to CD player, laptop, projector and speakers. Out of the 10 professors, 7 used them to develop their class during the observation stage, from those ones 2 showed lack of training with technology while connecting the equipment, they had to ask their students for help.

Classes where ET tools were not used:

- On the other hand, professors who did not use ET tools in the classroom were limited to teach only with the information presented in the book, and they added extra explanations and answered students question during the class based on their own knowledge and experience. There was no audio-visual material at all, and during the practice session, students were asked to read the instruction from the book and complete the exercises from there.

- Students in the classrooms where ET tools were not used, seemed to be afraid to approach their professors or even to express their doubts in the class; they barely participated, they were shy, and it took longer for them to decide who to work with at the moment they were requested to work in pairs or in groups.

6.2 QUESTIONNAIRE

Characterization of the sample.

6.2.1 SECTION I
Students' generalities.

Table 1. Academic courses and number of students in the study sample.

Semester	Academic courses	Class groups	N° of students per course	Percentage of students
Semester I	Intensive French I	03	25	28%
		04	31	
	Intensive Basic English I	10	24	19%
		13	15	
Semester III	Intensive Intermediate English II	01	20	19%
		04	19	
	Intensive French III	06	15	16%
		10	18	
Semester V	Intensive Advanced English II	08	22	18%
		09	14	
		Total	**203**	**100%**

Source: Elaboration based on the data collected in the questionnaires administered to students.

Table N° 1 encloses the students' sample; the information is represented by semester, academic courses, class groups and number of students per observed class group.

Table 2. Gender of the study population.

Gender	N° of students	Percentage
Female	129	64%
Male	74	36%
Total	**203**	**100%**

Source: Elaboration based on the data collected in the questionnaires administered to students.

According to students' responses, the female population (64%) is significantly bigger in comparison with the male population (36%). Based on statistics available at the webpage of the Registrar's office of the School of Arts and Sciences of the University of El Salvador, there were 571 female students registered on semester I-2018 equal to 62% of the population and 354 male students equal to 38% of the population. What this means is that the study sample is a good representation of the universe.

Table 3. Ages of the study population

Age range	Number of students who match in the age range	Percentage
16-18	42	21%
19-21	79	39%
22-24	35	17%
25-27	22	11%
28-30	18	9%
31-33	5	2%
34-36	2	1%
Total	**203**	**100%**

Source: Elaboration based on the data collected in the questionnaires administered to students.

A remarkable thing on the table above is that a large part (77%) of the student population involved in the study was young people from 16 to 24 years old, and it is known that young people is more technology adapted than people over 30 because they are growing up with technology, leaving a 23% of people between 25 and 36.

6.2.2 SECTION II

Students' opinions about the use or non-use of ET tools and purpose of them.

Graph 1. Students' opinion about professors using or non-using ET tools for their class development.
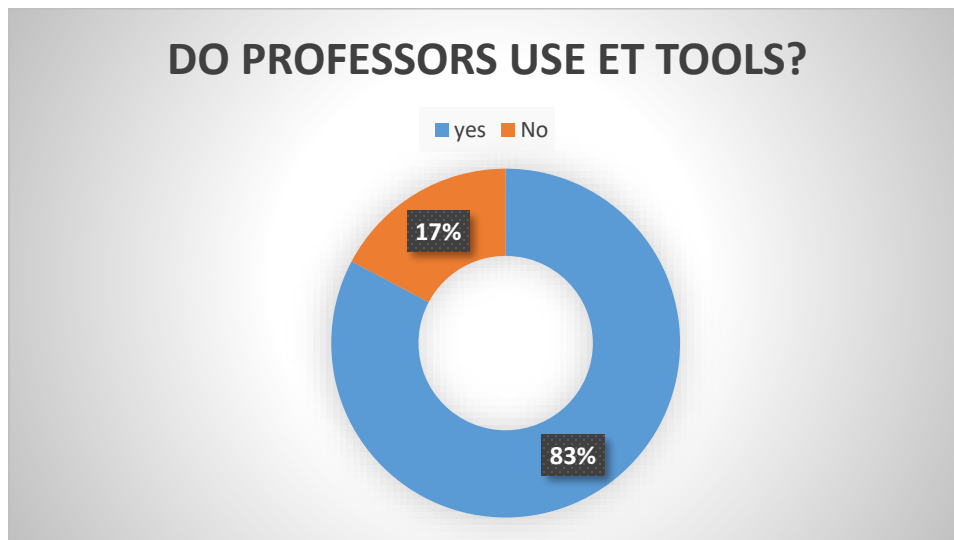
Source: Elaboration based on the data collected in the questionnaires administered to students.

What students' responses indicate is that the majority of professors (83%) make use of ET tools to support their classes which leaves a 17% of professors who do not use them. This data matches with the one collected during class observation stage since the percentage of professors who made use of ET tools in class was 70%. Taking into consideration de number of responders in the questionnaire stage, and the results of the observations, both results are quite similar providing more validation to this study.

Graph 2. Students' opinion about the non-use of ET tools in their classes.
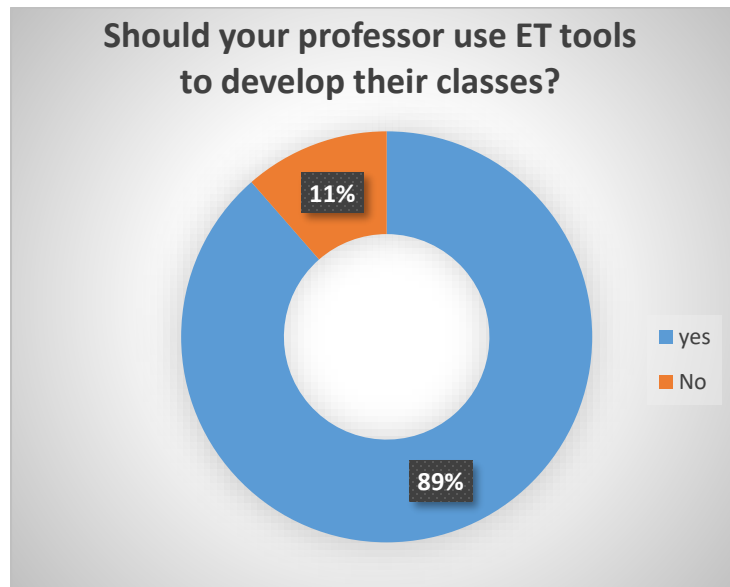
Source: Elaboration based on the data collected in the questionnaires administered to students.

As graph N°1 shows, there was a 17% of students who affirmed their professors do not use ET tools for their class development, and they were asked if their professors should use ET tools to develop their classes. According to the results 89% of students said "Yes", which means they are really expecting from their professors to use these technology devices to support their classes.

It is curious to see that 11% of the students answered ET tools are not necessary in the development of the classes. This number matches with the age range presented on Table N°3. Students between 28-36 years old represents 12% of the study population, which leads to say that people over 30 years old are less technology adapted than the youngest ones.

Table 4. Students' opinion about reasons why professors should use ET tools in their classes.

Reasons	Number of answers	Percentage
Technology devices help students to improve their language skills	12	34%
Because students can be in touch with the technology evolution at the same time they are learning.	6	17%
Being in contact with technology helps students to be connected with the world.	5	14%
Class will become more interesting	5	14%
Using different technology resources can make the topic understanding much better	4	11%
To motivate students in their learning process	3	9%
TOTAL	**35**	**100%**

Source: Elaboration based on the data collected in the questionnaires administered to students.

Students whose answer was "No" to the question "Does your professor use ET tools to develop their class?" were asked reasons why professors should use ET tools on their classes; there answers enclosed in table N° 4. The most relevant and focused reason was that technology devices help students to improve their language skills. As in the observation stage, researchers noticed that when professors used ET tools to support all activities in the observed classes, students started to get more involved, and they participated in the class by giving their opinion in the studied language, putting into practice their speaking skills. When reacting to an audio played, they were demonstrating their listening skills.

Table 5. Students' opinions about the type of ET tools professors used in their classes.

ET tools	Number of responses	Percentage
CD player	161	24%
Laptop	152	23%
Projector	152	23%
Speaker (audio)	125	19%
Cellphones	48	7%
Recorder	25	4%
Total	**663**	**100%**

Source: Elaboration based on the data collected in the questionnaires administered to students.

Table 6. Students' opinion about how often professors used ET tools in their class.

Device	Never	%	Very Rarely	%	Rarely	%	Very frequently	%	Always	%	Total
CD player	13	8%	0	0%	17	10%	43	26%	95	57%	168
Laptop	20	12%	17	10%	13	8%	25	15%	93	55%	168
Projector	20	12%	3	2%	27	16%	25	15%	93	55%	168
Speakers	26	20%	1	1%	3	2%	47	37%	51	40%	168
Cellphones	77	46%	37	22%	0	0%	45	27%	9	5%	168

Source: Elaboration based on the data collected in the questionnaires administered to students.

The data presented in the tables above comprises the students' opinion about the type of ET tools professors use and how often these ET tools were used in the classroom to perform different activities. The CD player was the one that professors used the most. This information matches with the class observation outcomes since while the observation was performed, professors made use of the CD player to play the book audios to practice the exercises on the book. Laptops and projectors were very common in the classroom too, since professors made use of them to support

topics from the book by presenting images, extra information about the topic studied and videos.

The speakers were used to play audios and songs so students could practice their listening skills during the class; while cellphones were only used as USB since some professors save the audios in their cellphones to use speakers to play them in the classroom, however they were barely used during class development.

Graph 3. Students' opinion about the activities professors develop in the classroom using ET tools.
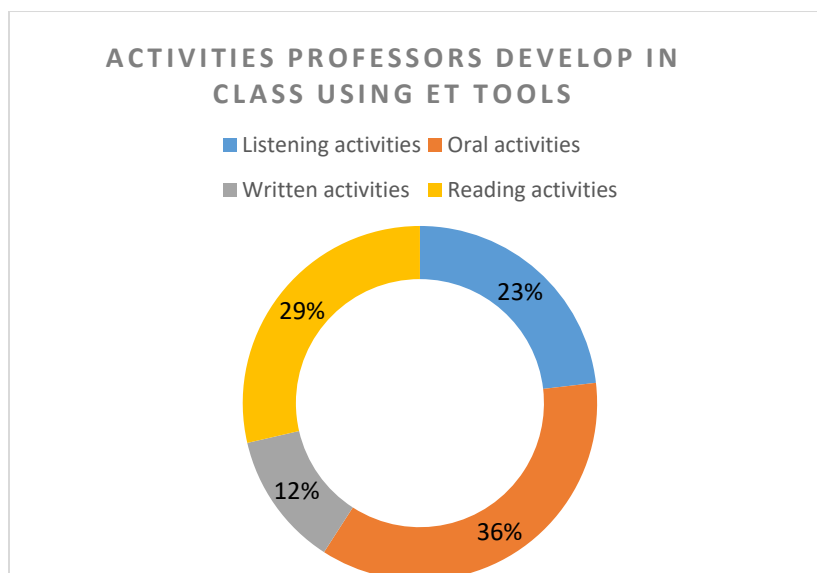
ACTIVITIES PROFESSORS DEVELOP IN CLASS USING ET TOOLS

■ Listening activities ■ Oral activities
■ Written activities ■ Reading activities

23%
36%
12%
29%

Source: Elaboration based on the data collected in the questionnaires administered to students.

At the moment of the class development professors make used different ET tools to support the activities within the classroom. They were used at any moment of the class; as students' opinions expressed, professors used them most of the time to support oral activities.

This information was validated during class observation since after presenting any video and/or a recorded conversation, professors requested students to get into groups and discuss about the information presented using the language, activity that helped students to communicate each other putting into practice their oral skills; then, students were asked to share their opinion with the whole class, to communicate their ideas not only with their group assigned but with the entire class.

Making use of the projector and laptop professors developed as well reading activities by projecting slides with the topics' information and asking students to read out loud for the whole class, what helped the students to pay attention to their fluency in the language.

Listening and written activities were performed by professors through videos, conversations and audios from the ones students were requested to write down specific parts of the conversation or audio they had listened to; however, the last two activities presented, listening and writing activities, were not always performed in all the classes observed.

Graph 4. Students' opinions about ET tools exposing them to real life

PROFESSORS USE ET TOOLS TO EXPOSE
STUDENTS TO REAL LIFE

■ Yes ■ No

23%

77%

Source: Elaboration based on the data collected in the questionnaires administered to students.

Using ET tools allowed professors to transport students to different places around the world and connect them with real life situations without taking them from their seats, and most of the students agreed with this idea. They also expressed they had the opportunity to watch the daily news about France and The United States and provide their opinions about the information presented.

The graphs below show what kind of audio-visual material professor present in class and the activities they assign to students after presenting them.

Graph 5. Students' opinion about audio-visual material professors present in class

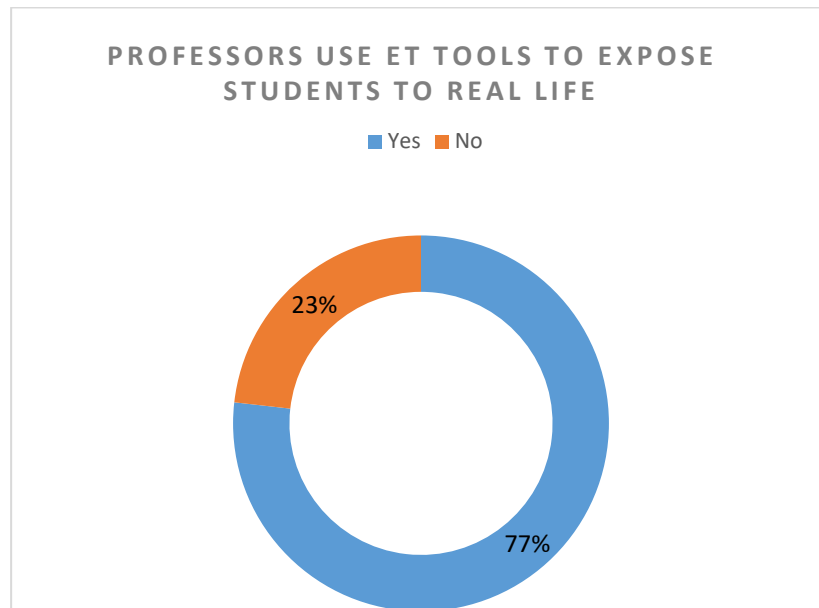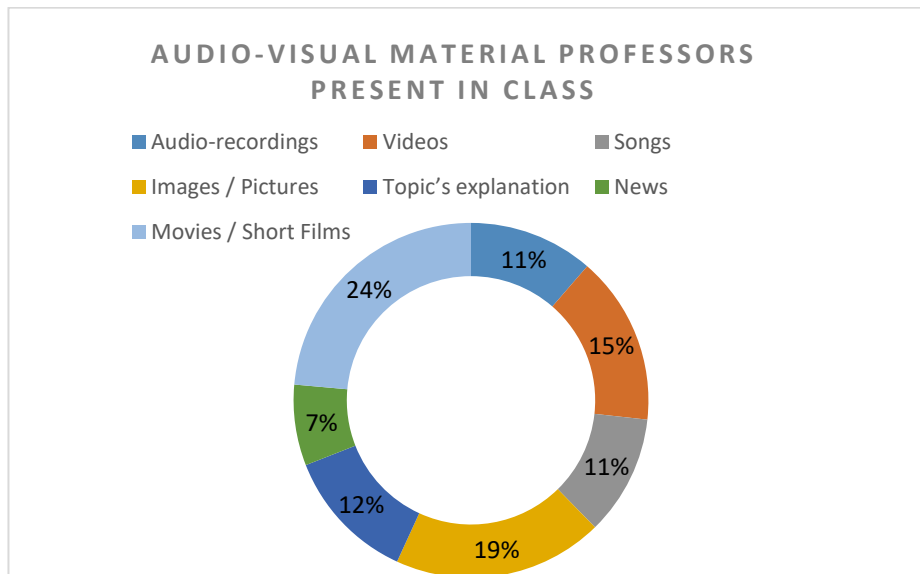Source: Elaboration based on the data collected in the questionnaires administered to students.

Graph 6. Students' opinion about activities assigned by professors after presenting Audio-visual material in class.
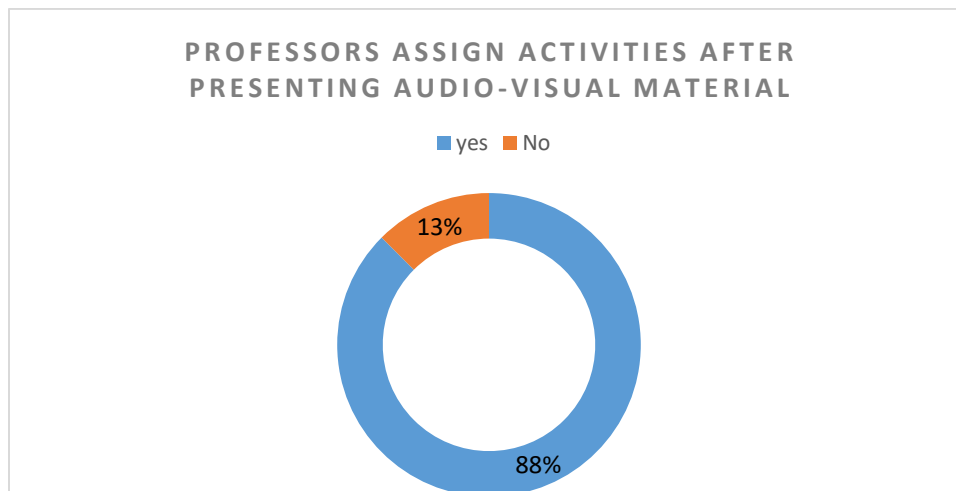
Source: Elaboration based on the data collected in the questionnaires administered to students.

When students were asked if the professor promoted activities after they had presented audio-visual material. 88% answered they did.

Graph 7. Students' opinion about activities professors assigned after presenting Audio-visual material in class
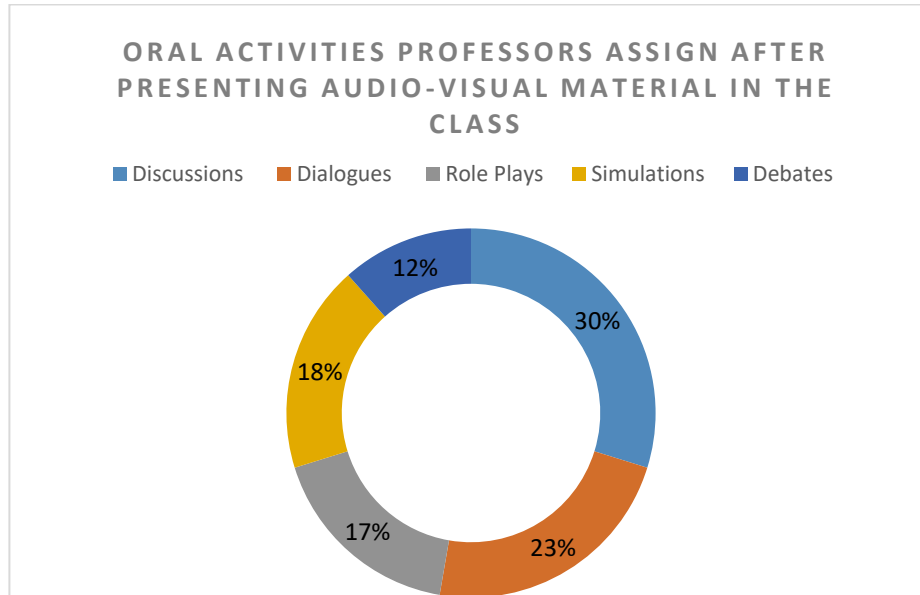
ORAL ACTIVITIES PROFESSORS ASSIGN AFTER PRESENTING AUDIO-VISUAL MATERIAL IN THE CLASS

- Discussions
- Dialogues
- Role Plays
- Simulations
- Debates

30%
23%
17%
18%
12%

Source: Elaboration based on the data collected in the questionnaires administered to students.

Most of the audio visual activities carried out in the classroom were movies, short films with which professors reinforced students learning and caught their attention since before presenting the activities, professors advised them that after having watched them they would be asked questions randomly or they would be requested to perform individual or group activities such as debates, dialogues, or simulations in front of the class based on what they had watched and listened to. Songs and news were presented with the same purpose as the last ones but with minor incidence.

6.2.3 SECTION III

Table 7. Students' agreement or disagreement towards the benefits of ET tools in the classroom

Source: Elaboration based on the data collected in the questionnaires administered to students.

Statement	Strongly disagree	%	Disagree	%	Neither agree nor disagree	%	Agree	%	Strongly agreed	%	Total
ET tools help me to understand better the topics.	0	0%	0	0%	6	4%	53	32%	109	65%	168
Audio-visual material presented in class helps me to improve my listening skills	0	0%	0	0%	6	4%	63	38%	99	59%	168
Audio-visual material presented in class helps me to improve my speaking skills	2	1%	7	4%	27	16%	49	29%	83	49%	168
Classes when ET tools are used are more dynamic	1	1%	1	1%	5	3%	89	53%	72	42%	168
Activities supported by ET tools are more interesting than the traditional ones.	0	0%	0	0%	18	11%	113	67%	37	22%	168
ET tools help me to improve my written skills.	0	0%	1	1%	13	8%	122	73%	32	19%	168
Audio-visual material presented in class motivates me to participate.	3	2%	0	0%	9	5%	135	80%	21	13%	168
The use of audio-visual material exposes them to real life situations.	3	2%	0	0%	5	3%	103	61%	57	34%	168
I prefer to have classes with professors who use ET tools.	0	0%	1	1%	3	2%	129	76%	35	21%	168

On a scale that ranges from strongly agree to strongly disagree students shared their point of view regarding stated benefits ET tools offer along their learning process, and many of the students expressed ET tools help them to better understand the topics developed in class. This reaction is linked with the fact that students could participate more in different activities that professors performed by using ET tools and they retained more information. Secondly, a significant number of students expressed they agreed with the fact that Audio-visual material presented in class helped them to improve their listening and speaking skills. While the class observation was taking place, students who were exposed to different audio-visual material in class using ET tools showed a better oral comprehension towards the ones who were not exposed at all to any audio-visual material rather than the professor talking to them.

Students said that classes where ET tools were used were even much more dynamic and motivating rather than the ones in which ET tools were not used at all. Researchers had the opportunity to observe class groups from the morning and in the afternoon shift and when professors were projecting audio-visual material in class, students were very attentive to what it was being presented because they were aware they had to be ready to answer to what they would be asked for after finishing with the presentation of the material, raising in this way students' motivation to participate in the class. On the other hand, the classrooms in which only books were used, there were around 5 students falling asleep during class observation since they got bored by reading from the book without having any extra support material to enhance their learning process.

Finally, it is a fact that almost all the students (97%) expressed they preferred classes where ET tools were being used since technology provides extra support to reinforce not only the topics understanding but also the improvement of the different skills that learning a foreign language involves.

6.3 INTERVIEW

To gather information about the professors' academic reasoning that would support the use or non-use of Educational Technology tools (ET tools) in the Intensive courses of English and French at the Foreign Language Department; the researchers interviewed professors in charge of those courses. The professor sample of this study included 10 professors, but only 6 of them accepted to be interviewed. The objective of this instrument was to gather information about the professors' academic reasoning behind the use of Educational Technology tools to develop their classes.

Each professor was requested to respond the questions established in the structured interview (See annex 2.2.3) and professors' opinions are enclosed in matrix. (See annex 2.3.)

Educational Technology tools are the biggest change in education that has ever been. On one hand, using Educational Technology tools in the classroom allowed professors to experiment in pedagogy, have control of the classroom and better engage students. On the other hand, one professor argued that technology in the classroom can be distracting for the students. It is known that students of these generations are technology natives. They have grown up with technology since they were born. Technology has been into their lives. So, it is necessary to incorporate technology in every single aspect, especially when referring to education.

After interviewing the 6 professors from the observed Intensive courses of English and French of the Bachelor in Modern Language of the Foreign Language Department of the School of Arts and Sciences, the interviews were transcribed then, the information was processed; the professors' main academic reasoning of using ET tools in the classroom were classified into three different categories.

The first category was about the advantages of using ET tools centered in the teaching process which means how ET tools helped professors in the development of the classes. The second one was about the use of ET tools centered on the students' learning process which meant how ET tools helped students in the classroom. And, the third one was a combination of the first category and the second one centered on both processes: teaching and learning. These categories are presented in the following matrix:

Matrix N° 1: Categories about the academic reasons and advantages of the use of ET tools

Professors' opinions	Academic Reasons and Advantages of the use of ET tools.
Centered on the teaching process	To develop deeply topics presented in class.
	Facilitate teaching process
	To experiment with new teaching methods and pedagogies.
	To simplify the preparation of the material for the classes.
	To enhance teachers in the classroom.
	ET tools support professors in their teaching process.
Centered on the students' learning process.	To approach different learning styles
	To call students' attention
	To practice inside the class in order students can be in contact with the language.
	To provide interesting material
	To provide authentic documents that can be useful for the students.

	Students get better engaged in their learning process.
	Students get more enthusiastic whenever they saw you (the professor) arriving with the equipment.
Centered on both processes: Teaching and learning process.	To present a diversity of material to cover different academic needs students might have.
	In the instructional process with the students instead of just saying, I can project them by using ET tools. So, in that way the class was not boring for the students.
	ET tools can facilitate the use of different materials that can be interesting to the students in their learning process.
	Students get real contact with the language. I t mean that they can listen not only the way professors speak but also they can listen to different accents of the language.

Source: Elaboration based on the data collected in the structured interview addressed to professors.

Relationship between the use of ET tools, the students' group and individual-participation.

Professors considered that there is a relationship between the use of Educational Technology tools and the students' participation, either as a group or individually. When the researcher asked one professor "Is there any relationship between the use of ET tools and student' participation, as a group or individually, in class?" he answered:

> **PROFESSOR 3 STATED:**
>
> "Yes, I guess so, I cannot say that it is a definitive relationship because when you put students to work in groups, depending on the topic is the way they are going to react but if you give them something more technology adapted, they will feel more motivated to participate."

When professors used ET tools in the observed classes, it was noticed that there was a nice environment in the class because for students it was entertaining and all of them wanted to participate. They were able to listen to diverse opinions from different point of views and in that way, they could get different kinds of information, so the participation increased and they felt less shy or embarrassed to make mistakes in front of the class.

Use of ET tools for the development of oral and listening activities in class.

Educational Technology tools helped professors to carry out different activities in order to cover different academic needs that students may have.

> **PROFESSOR 4 STATED:**
>
> "I love to do different games in class because the students develop the oral activities more motivated, also, activities related with songs and dialogues to imitate."

Source: Elaboration based on the data collected in the structured interview addressed to professors

These activities had the purpose of covering or developing oral and listening skills which are essential for the students when they are learning a new language. Interviewed professors explained what they used ET tools for during classes, which are detailed below:

- ✓ Listening to songs.

- ✓ Playing videos to make students react with their opinions and they can make a discussion before watching them.
- ✓ Playing dialogues to make students to imitate them
- ✓ Creating role-plays and presentations in order that students can speak in class.
- ✓ Watching a video and splitting the class into two so that one part watched the first part of a video and the other one the second part afterward; they were expressed to the others what they have watched completing the whole story.
- ✓ Debating about topics students had watched in a video or any controversial topic that professors had provided to them.
- ✓ Reproducing audios from the book and completing the exercises that help students to learn.

Even though during the observation stage 30% of the professors showed to follow a traditional teaching approach where ET tools were not used, after interviewing them, researchers discovered that regardless the non-use of ET tools during the observed class, they seemed to be aware of the innumerable advantages and benefits of these devices in the classroom which were to support professors and facilitate the learning process of the students.

Limitations when using ET tools.

Nevertheless, using ET tools in the classroom had limitations for professors too, such as when there in not electricity, when system fails or poor access to internet in specific areas of the FLD, but, regardless these limitations there are more advantages and benefits with the use of Educational Technology tools in the classroom. And the key of using ET tools in will always be the professor-student and student-professor relationship because that is where education process happens. "Educational Technology is not meant to replace the professor. Rather, the idea of using ET tools is to create flexible learning that leads innovation" (Vawn. H, 2018).

PROFESSOR 1 STATED:

"There are some limitations of course, for example when there is not electricity. There is a huge problem because you cannot use technology without electricity so if anything like that happens, you have to be prepared with a plan B. Another limitation is when the system fails. For example, I had some activities online and the system did not work well."

Source: Elaboration based on the data collected in the structured interview addressed to professors.

PROFESSOR 6 STATED:

"I would dare to say the biggest limitations we have is that not all the students have access to internet or technological tools like computers."

Source: Elaboration based on the data collected in the structured interview addressed to professors.

It can be frustrating for the professors based on all the limitations that they have mentioned before but, in the end, Educational Technology tools can open doors to new experiences, new discoveries, new ways of learning process, they support professors and reinforce students' learning, students can also have contact with real life situations having as a result a better teaching and learning process in class development.

7.0 DISCUSSION OF RESULTS.

7.1 TRIANGULATION OF THE INFORMATION.

The three instruments used trough out this research work helped to gather information about professors' academic reasoning behind the use or non-use of Educational Technology tools in the intensive course of French and English of the FLD as well as students' points of view regarding the implementation of these technologies in the classroom. Researchers' observation helped to identify when and how these ET tools were use and to study students' reactions when they were exposed to activities in the classroom using these devices.

- There was approximately 70% of the professors' of the classes observed using ET tools to support their classes and only a 30% of them were stuck to traditional methods, having the book as major instrument during the development of their classes.

- During the class observation, students' academic needs were covered by presenting audio-visual material in the class supported by ET tools; later on professors as well as students reconfirmed these aforementioned needs were covered making use of ET tools.

- According to students' opinions, they preferred to have classes where the professor used ET tools since they felt more motivated; they expressed that the class became more dynamic and it is easier for them to understand the topic presented in the class as observed by the researchers during the observation stage.

- There were different purposes ET tools were used for, among the most common students, professors and researchers agreed with were:

  - ET tools helped not only the professors to better explain topics in class by projecting images, short videos, and any extra material; but, they also helped the students to have a better understanding about the topics developed in class.

  - Different learning styles can be covered when presenting audio visual material supported by technological sources, giving the opportunity to all the students to learn in different ways.

  - The activities performed in the classroom using ET tools raised students' motivation to participate in class, reason why they expressed they prefer to have classes more technology adapted.

- A relationship between the use of ET tools and students participation in the class could be observed during the observation phase. In the classrooms where ET tools were used students were motivated to participate in class activities, and they confirmed they were more likely to participate in the classes where ET tools were used. Finally, professors affirmed: "If you give students something more technology adapted, they will feel more motivated to participate."

8.0 CONCLUSIONS

This final chapter presents an overall of concluding remarks drawn from the findings of this study.

It was found that ET tools helped students to develop students' oral, auditory and visual languages skills. According to the information collected during the observation stage at least three educational technology tools were always found in the classrooms and they were incorporated in all stages of the class development but mostly when presenting the topic and giving examples through a variety of audio-visual material to make explanations clear; this created a stronger learning outcome when professors helped their classes by using Educational technologies for practicing and producing a difference result in more active participation than in those classes where ET tools were not used.

The research team highlights the fact that most of the students were aware of the importance of the use of Educational Technologies in the teaching-learning process which made their languages skills boost, and for most of them ET tools were expected to be used to support classes and made students to be more participant and enthusiastic in classes.

ET tools allowed professors to expose students to real-life situations by presenting different types of audio-visual materials that benefited students to improve their active listening and to focus their attention; students displayed a bigger interest in the topic that was being discussed. Having as evidence professors' opinion, it was also found that they do believe that ET tools can drastically stimulates learning.

Finally, professors' academic reasoning behind the use of Educational Technology tools (ET tools) is centered on the relationship found among students' learning, the teaching processes and the teaching-learning process; A connection that facilitated the development of macro and micro-skills in English and French languages.

9.0 REFLECTIONS

The researchers reflected on the results about the use and non-use of Educational Technology tools in the observed classes.

- It is a positive characteristic that makes the FLD different from the others since professors have access to Educational Technologies such as laptop, projector, CD player and speakers to support their classes; it is observable that they are doing use of them to develop different activities to enhance students' learning and raise their interest and motivation in the class as part of the academic reasons professors have to use these ET tools.

- Audio-visual material presented in the classroom such as videos, songs, news, dialogues and movies, in combination with the activities assigned after presenting them help professors to cover students' academic needs and allow a better understanding of the contents developed during classes.

- ET-tools do not replace professors; they help them to enhance students' learning and the teaching processes.

- There is always a good environment and relationships between professors and students where ET tools are used to develop contents.

- The non-use of ET-tools in the classrooms limits the professors to be attached to no more information source than the book; and topic development explanations are not reinforced with extra material which limits students to the use of the text book and to the teachers' own skills.

- Regardless some limitations the use of ET tools can have such as when there is not electricity, when system fails or poor access to internet in specific areas of the FLD, there are more advantages and benefits with the use of these tools in the classroom for both, professors and students.

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2.0 ANNEXES
2.1. TIMETABLE

N°	ACTIVITIES	February				March				April				May				June				July				August				September				October				November			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	**Statement of the problem** * Research problem * Objectives * Research justification	▓	▓																																						
2	**Theoretical Framework** * Research antecedents * Theoretical bases * Hypothesis * Operationalization of variables			▓	▓																																				
3	**Research Design** * Type and class of research * Study design * Study population * Sample * Sample selection process * Subjects inclusion/exclusion criteria * Techniques and research instruments * Informational analysis plan					▓	▓																																		

78

No.	Task																																													
4	**Piloting the research instruments** * Teacher's interview * Students' questionnaire * Class observation guide						▓	▓																																							
5	**Collecting data** * Collecting data from teachers' interview * Collecting data from students' questionnaire * Collecting data from class observation guide							▓	▓	▓	▓	▓		▓	▓																														
6	**Analyzing data from Teachers' interview, students' questionnaire and class observation guide**																	▓	▓	▓	▓	▓	▓																					
7	**Conclusions and recommendations**																							▓	▓	▓	▓																	
8	**Presentation**																											▓	▓	▓	▓	▓	▓												

2.2 RESEARCH INSTRUMENTS

2.2.1 CLASS OBSERVATION GUIDE

UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGE

DEPARTMENT

Class Observation Guide

Observation number:	Date:
Academic subject:	Time: from To
Topic:	Observer:

Objective: To identify the uses of Educational Technology tools, as well as the moments and the reasons they are used in the intensive academic subjects in French and English of the Bachelor in Modern Languages with specialization in French and English, of the Foreign Language Department of the School of Arts and Sciences of the University of El Salvador during the Semester I-2018.

1) The teacher uses some kind of ET tools to support the development of the observed class.

YES ☐   NO ☐

2) Which ET tools does the professor use to support the development of the observed class?

Device	Check	Device	Check
2.1 Laptop		2. 5 Speakers	
2.2 Projector		2.6 Cellphones	
2.3 Tablet		2.7 CD player	
2.4 Voice Recorder		2.8 Other:	

2.8 Specify:

_____

3) In which moment of the class does the teacher make use of any ET tools?

TIME / MOMENT	CHECK
3.1 Warm up	
3.2 Topic Presentation	
3.4 Practice	
3.5 Wrap up	
3.6 Evaluation	

4) What does the teacher use ET tools in class for?

ACADEMIC REASONING	CHECK
4.1 To motivate students and to get their attention.	
4.2 To present the topic.	
4.3 To give examples through a variety of audio-visual content to make explanations clear.	
4.4 To do exercises related to the topic to put into practice the content learnt in class.	
4.5 To develop learning games.	
4. 6 To focus on students' errors and mistakes to provide them with accurate feedback	
4.7 Other (Explain)	

5) What kind of academic needs are covered through the implementation of ET tools?

Students' academic needs		Check
5.1 Academic auditory needs	5.1.1 Need for input to improve their listening skills	
	5.1.2 Need to be exposed to real life situations that have been recorded to get in contact with daily English.	
5.2 Academic visual needs	5.2.1 Need to visualize images in order to associate them with meaning and previous knowledge.	

	5.2.2 Need to imitate gestures in order to produce the speech sounds correctly.	
	5.2.3 Need to improve and practice through developing activities based on the content presented through videos in class.	
5.3 Academic oral needs	5.3.1 Need to practice English pronunciation.	
	5.3.2 Need to elaborate oral presentations to improve fluency and improvisation.	
	5.3.3 Other Specify:	

6) What kind of academic aids does the professor use through ET tools?

Teachers' academic aids		Check
6.1 Academic auditory aids	6.1.1 Audios of dialogues	
	6.1.2 News	
	6.1.3 Interviews	
	6.1.4 Educative information	
	6.1.5 Audio drills to make students repeat sounds, words, or phrases	
	6.1.6 Assigning tasks related to the listening material presented.	
	6.1.7 Other (Explain)	
6.2 Academic visual aids	6.2.1 Videos	
	6.2.2 Movies	
	6.2.3 Short films	

	6.2.4 Power point presentations	
	6.2.5 Pictures to support explanations	
	6.2.6 Assigning tasks related to the visual material presented.	
6.3 Academic oral aids	6.3.1 Use of audio-visual material to make students elaborate oral presentations	
	6.3.2 Other (Explain)	

7) Comments about the development of the observed class:

_____

_____

_____

_____

2.2.2 STUDENTS' QUESTIONNAIRE

University of El Salvador

School of Arts and Sciences

Foreign Languages Department

Questionnaire for Students of the Bachelor in

Modern Languages with specialization in French

and English, Semester I-2018

Objective: To gather information about the use or non-use of Educational Technology tools in intensive courses of French and English of the bachelor in Modern Languages specialization in French and English of the University of El Salvador.

Instructions: Please mark the box with a check (✓) next to the answer of your choice or write on the space provided as the case may be.

Section I. Generalities

Gender	Semester Completed:	Academic Subject Observed:	Age:
1.Female ☐	**1. Semester I** ☐	_____	_____
☐	**2. Semester III** ☐		
2. Male	**3. Semester V** ☐		

Section II.

1. Does your professor use Educational Technology tools (ET tools) to develop the classes?

1. YES ⬭	2. NO ⬭
(**Go to question No. 4).**	

3. In your opinion, should your professor use ET tools to develop the classes?

1. YES ☐   2. NO ☐

Why?   Explain:
_____
_____
_____

THANKS FOR YOUR OPINION!
END.

4. What kind of ET tools does your professor use to develop the classes?

1. Laptop ☐   4. Voice recorder ☐   7. CD player ☐

2. Projector ☐   5. Cellphones ☐   8. Others: _____

3. Tablet ☐   6. Speakers ☐

5.   How often does your professor use the following ET tools?

Device	Always	Very frequently	Rarely	Very rarely	Never
1.Laptop					
2.Projector					
3.Tablet					
4.Voice recorder					
5.Speakers					
6.Cellphones					

6.   What kind of activities does your professor develop in the class?

6.1 Written activities ☐   6.2 Listening activities ☐

6.3 Reading activities ☐   6.4 Oral activities   ☐

7. Does your professor use ET tools to expose you to real life situations?

1. YES ☐   2. NO ☐

8. What kind of audiovisual material does your professor present in class?

1. Audio-recordings ☐   5. Topic's explanation ☐

2. Videos ☐   6. News ☐

3. Songs ☐   7. Movies / Short Films ☐

4. Images / Pictures ☐   8. Others: _____

9. Does your professor assign activities after presenting audio-visual material in the class?

1.   YES ☐   2.   NO ☐
                              (Go to Section III)

10. What kind of oral activities does your professor assign after presenting audio-visual material in the class?

1. Discussions ☐   4. Simulations ☐

2. Dialogues ☐   5. Debates ☐

3. Role Plays ☐   6. Others: _____

Section III.

11. Please indicate your level of agreement or disagreement with each of these statements

STATEMENTS	STRONGLY AGREE	AGREE	NEITHER AGREE OR DISAGREE	DISAGREE	STRONGLY DISAGREE
1. ET tools helps me to understand the topic better.					
2. Audio-Visual material presented in class helps me to improve my speaking skills.					
3. Audio-Visual material presented in class helps me to improve my listening skills.					
4. ET tools helps me to improve my writing skills.					
5. The presentation of audio-visual material motivates me to participate in class.					
6. Activities presented through ET tools are more interesting than traditional activities					
7. Classes in which ET tools are used are more dynamic.					
8. The use of audio-visual material expose me to real life situations.					
9. I prefer to have my classes with professors who use ET tools.					

11.   Do you have any suggestion for professors who do not use ET tools?

_____

_____

_____

_____

_____

THANKS FOR YOUR HELP!

2.2.3 TEACHERS' INTERVIEW

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

TEACHER'S INTERVIEW

Academic Subject:	
Class Group:	**Date:**
Time: from: _____ **to:** _____	

Objective: to gather information about the professors' academic reasoning behind the use of Educational Technology tools to develop their classes.

Direction: Ask teachers the questions below after introducing ourselves.

"Hello Teacher _____. My name is _____ and we are looking for information to know the academic reasoning behind the use of Educational Technology tools (ET tools) during the development of classes. We were wondering if you could help us with this. We would like to have an interview with you. After having observed your class on: _____. We would like to ask you some questions related to the use of Educational Technology tools."

We observed that you used/ did not use Educational Technology tools to develop your classes.

1. What are the main academic reasons for using/ not using ET tools?
_____
_____
_____

2. Which ET Tools are available for you at the Foreign Language Department?

Device	YES	NO	Device	YES	NO
2.1 Laptop			2.5 Speakers		
2.2 Projector			2.6 Cellphones		
2.3 Tablet			2.7 CD player		
2.4 Voice Recorder			2. 8 Other:		

2.8 Specify:

_____

3. How frequently do you use the following ET tools?

Device	Always	Very frequently	Occasionally	Rarely	Very rarely	Never
3.1 Laptop						
3.2 Projector						
3.3 Tablet						
3.4 Voice Recorder						
3.5 Speakers						
3.6 Cellphones						
3.7 CD player						
3.8 Other:						

4. Could you mention some advantages of using ET Tools in the classroom?

_____

_____

_____

5. Could you mention some disadvantages of using ET Tools in the classroom?

_____

_____

_____

6. What kind of oral activities do you develop using ET tools?

_____

_____

_____

7. What kind of listening activities do you develop using ET tools?

_____

_____

_____

8.In which moment of the class do you use ET tools?

Moments of the class	YES	NO
8.1 Warm up		
8.2 Introduction to the topic		
8.3 Presentation to the topic		
8.4 Practice		
8.5 Wrap up		
Evaluation		

9. What academic effect do you think the use of ET tools promotes in student´s individual participation in class?

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10. Is there any relationship between the use of ET tools and student´s group participation in class?

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THANKS FOR YOUR HELP!

2.3 TRANSCRIPTIONS FROM PROFESSORS' INTERVIEWS.

Matrix N° 1: Transcription of the main academic reasons behind the use or non-use of ET tools, expressed by the interviewed professors.

Professor	Opinions
1	To approach different learning styles and also to call students' attention.
2	To present a diversity of material to cover the different academic needs students might have; for example, speaking, listening, and oral skills throughout the exposure to technology.
3	To deeply develop topics presented during the class, to practice inside the class in order students can be in contact with the language.
4	In one hand, we have that technology helps professors to facilitate teaching process since it supports different activities presented during the class. On the another hand, it technology serves to provide interested material for students like songs, videos, movies from the ones students can be in touch with the second language.
5	Incorporating Educational Technology tools in my classes makes me experiment with new teaching methods and pedagogies; besides, when I use them, the students get better engaged in their learning process and for professors too. It simplifies the preparation of the material for the courses, providing authentic documents that are useful for a significant learning.
6	Students can get distracted by using any source of technology during the class since they associate them with social media.

Source: Elaboration based on the data collected in the structured interview addressed to professors.

Matrix N° 2: Transcription of professors' opinions about academic advantages of using ET tools to develop classes.

Professor	Opinions
1	Nowadays, as we are part of this generation and students are immersed into the technology, there is a lot of information available to enhance teachers in the classroom. There are many advantages to facilitate the instructional process with the students for example, instead of just saying I can project them by using ET tools. So, in that way the class is not boring for the students.
2	Technology can facilitate the use of different materials that can be interesting to the students in their learning process.
3	First, based on my experience, students get more enthusiastic about the class, whenever they see you arriving with the equipment they are like: *"Teacher what we are going to do, are we going to watch a movie? Are we going to watch a video? Are we going to have a karaoke session?"* Which I guess is important to increase motivation and interest on the students. Also, I would say that another advantage is that you can use additional activity not only the one that you have on the traditional book.
4	One of the advantages that Educational Technology tools have is that they can support professors in their teaching process giving them access to plain of authentic material that can be presented to students.
5	In my case, I do not like to use any source of Technology in my classes because I think that students get distracted and they do not pay attention in everything I am trying to explain them.
6	There are many advantages when I use Educational Technology tools, but for me the most important is that students get real contact with the language, I mean they can listen not only the way I speak but also they can listen different accents of the language

Source: Elaboration based on the data collected in the structured interview addressed to professors.

Matrix N° 3: Transcription of limitations that professors find in class at the moment of using Educational Technology Tools.

Professor	Opinions
1	There are some limitations of course, for example when there is not electricity. There is a huge problem because you cannot use Technology without electricity so if anything like that happen, you have to be prepared with a plan B. Another limitation is when the system failed. For example, I had some activities online and the system did not work well.
2	The students do not pay attention. One clear example is that they only take pictures and they after do not do anything. They ask to receive everything on the social media instead of having the information in paper to read it anywhere or anytime.
3	It may be, one limitation I can mention is that students tend to get distracted
4	In the case of cellphones, it can be distracting. When watching a movie or videos, students are passive. Not all teachers know how to use these technologies. Some others use them to reproduce what is on the book.
5	Sometimes, we have problems with the equipment, we have to start the compute and for me that is a waste of time.
6	I would dare to say the biggest limitations we have is that not all the students have access to internet or technological tools like computers.

Source: Elaboration based on the data collected in the structured interview addressed to professors.

Matrix N° 4: Transcription of what kind of oral activities do professors develop using ET tools?

Professor	Opinions
1	Talking about oral activities, I only use videos.
2	The activities I develop are role-plays and presentations, visualization of a video and split the class into two like one part watches the first part of a video and the other one the second par so they will tell the whole story to each other.
3	I'd prefer to work with activities related to watch videos.
4	I love to do different games in class because the students develop the oral activities more motivate. Also, activities related with songs and dialogues to imitate.
5	Some of the oral activities I develop are discussions before watching videos, stating opinions and debating about topics they saw.
6	For oral activities, I project a controversial topic happening in the society and students do a debate about what they think either for or against.

Source: Elaboration based on the data collected in the structured interview addressed to professors.

Matrix N° 5: Transcription of listening activities professors develop in classes using ET tools.

Professor	Opinions
1	Videos
2	Beside the audios in the book, we have songs and dialogues in order for them can fulfill the blanks after listening to the audios.
3	Listening to songs and fill in the blanks, listening to dialogues and ask for student's opinion. Dictations of phrases or words from a recording of a native speaker.
4	Exercise with oral comprehension with the CD player.
5	Some of them are book content, some other information to expand the content
6	Listening activities I use are dialogues and movies.

Source: Elaboration based on the data collected in the structured interview addressed to professors.

Matrix N° 6: Transcription of professors' opinions about the academic effect the use of ET tools promotes in student´s participation in class.

Professor	Opinions
1	Knowledge is transmitted and having access to technology is more beneficial than having a teacher in front of us because the teacher is in charge of giving the guidelines and the student is the responsible of making the research and find answers to identify their own weaknesses and strengths.
2	ET tools are not necessary for students. They are going to understand the topics as an example, better comprehension.
3	Students try to understand the content of a recording or video for example, but tend to be shy and afraid of what other are going to think of him/her, however, when they are at home, ET tools like internet, make them curious to go further and look for complementary information of the topics they study.
4	I think if you can bring interesting material for students in the class you can bring out participation in class in the students while they are watching or listening something students like, they react to participate
5	They get more familiar with the use of the projector and laptop, they are going to learn how to use this kind of technology, based on my experience back in the dates, we did not have access to these kind of things so my generation was not so technology friendly and now we have this technology available I guess students will be able to catch
6	Nowadays, technology surround us so when you as a professor use ET tools, students automatically want to participate in the activity you are developing because for them is interesting and they get more involved in the class.

Source: Elaboration based on the data collected in the structured interview addressed to professors.

Matrix N° 7: Transcription of what professors think about the relationship between the use of ET tools and student´s group participation in class.

Professor	Opinions
1	I think there is, some studies have been conducting about it with the intention students find this motivational.
2	No at all, because having or not technology, the student is in the class and there are so many other techniques to motivate students to participate in the class based on my 23 years as a professor.
3	Yes, I guess so, I cannot say that is a definitive relationship because when you put students to work in groups, depending on the topic is the way they are going to react but if you give them something more technology adapted, they will feel more motivated to participate.
4	Yes. When I use ET tools, there is a nice environment in the class because it is entertaining, and all of the students want to participate, and they are able to listen to their opinions, so the participation increases.
5	Yes, because if you use a presentation with pictures so, they will participate.
6	There is a relationship since students have the opportunity to participate in the different activities the professor present in class thought out ET tools.

Source: Elaboration based on the data collected in the structured interview addressed to professors.