

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



UNDERGRADUATE RESEARCH

**“THE APPLICATION OF TECHNOLOGY AT THE FOREIGN LANGUAGE
DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR AND ITS EFFECTS
ON SUPPORTING ENGLISH AND FRENCH LEARNING OF SECOND YEAR
STUDENTS MAJORING IN MODERN LANGUAGES DURING SEMESTER II-
2019”**

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ABSTRACT

The following investigation named ‘‘The application of technology at the Foreign Language Department of the University of El Salvador and its effects on supporting English and French learning of second year students majoring in Modern Languages during semester II-2019’’ aimed to search the amount of technology available nowadays at the Language Department to update the information as technology continues evolving every day as well as the way to learn foreign languages. In that way researchers and lectures will know through this search how teachers and students use technology at the FLD, and if the application of technology has any advantage or disadvantage in the English and French learning of Modern Language students.

To carry out the investigation, researchers took specifically as sample 60 second year students majoring in Modern Languages who registered the Intensive Advanced English I and the Advanced French courses to make a deep description of the possible effects that technology had when the English and French teachers in charge of each group applied technology in the classroom to support their English and French language learning and also when these teachers assigned homework to make students to be even more engaged to practice both languages out the classroom.

In this research project, researchers described by making use of instruments every detail obtained from teachers, students or any other entity selected as the sample to determine according to their opinions and then analyze if technology had a positive or negative influence on their English and French learning; and if its application was enough at the FLD or if it needed to be improved and in what way.

Researchers suggest through this investigation to keep in interest about the application of technology and its effects on the English and French learning of students due to the importance to implement appropriately good methodology strategies that could be useful to prepare better Modern Language professionals at the Foreign Language Department who could achieve in the labor world with a very good level of English and French.

I. THE PROBLEM

1.1 DELIMITATION OF THE PROBLEM

The present research was carried out at the Foreign Language Department of the School of Arts and Sciences at the University of El Salvador, in the main campus, to know the application of technology and its effects on supporting English and French learning of second year students majoring in Modern Languages during semester II in the year 2019.

1.2 STATEMENT OF THE PROBLEM

Technology continues growing in importance around the world when it comes to learning foreign languages, because it provides access to authentic materials with native speaker outputs and cultures that make students practice their language skills.

Applying different types of technology in the classrooms, such as electronic devices, internet and tools, should have a good pedagogic outcome as they should not be used as ‘‘fillers’’ but rather be used with a good purpose, which is to help the students to be engaged with their learning and make them active communicators in the target languages.

Nevertheless, according to researchers’ witness and previous investigations about the use of technology at the Foreign Language Department of the University of El Salvador, it has until nowadays existed at the Department a limited use of technology to support the English and French learning of students; that is not stating technology is not being used at all, but perhaps its use has not been enough. As technology increases, it could be included in learning language classroom methodology so that more and more students are going to demand it.

At the Foreign Language Department, there have been some difficulties to afford technology because technology represents a great investment of money and time for buying and maintaining it in good conditions, and also, for training teachers who are the ones in

charge to incorporate technology to the language methodology system in classrooms to facilitate students' learning.

In the FLD classrooms, it can be observed that the traditional language learning, meaning the use of whiteboards, markers, books, workbooks, and teacher's speech, is still being used and it is sometimes combined with technology; but, even with the technology the Language Department affords, some professors seem to be reluctant to incorporate technology in their classes, as well as some students who avoid the use of technology, they probably feel overwhelmed on how to use the electronic devices or may doubt that the application of technology can have a good impact on the learning of English and French, or because the equipment continues being limited.

It is important to mention that the goal of implementing technology is not only to have it accessible at the language department but rather to take advantage of it and to use it as a tool to support the English and French learning of students.

1.3 RESEARCH QUESTION:

- Is the English and French learning of students majoring in Modern Languages influenced by the amount of technology implemented at the Foreign Language Department of the University of El Salvador?

1.3.1 SUBSIDIARY QUESTIONS:

- Is technology an effective tool to be applied at the Foreign Language Department methodology to make modern languages students to have practice of the target language?
- What are the difficulties the Foreign Language Department faces to afford technology to the students?

- What are the effects of technology in the English and French learning of second year students majoring in Modern Languages at the University of El Salvador during semester II-2019?
- What are the possibilities the Foreign Language Department has to improve the application of technology?

1.4 JUSTIFICATION

The University of El Salvador is a recognized institution that offers among its university degrees, the major in Modern Languages and the major in English Teaching, and both majors are in great demand by the student population; due to the fact that learning English and French as foreign languages has become a vital matter in our county because it brings better work and academic opportunities.

Although there are many opportunities speaking other languages, the learning is not an easy task; it requires lots of effort and practice. Therefore, the way to learn foreign languages implies the application of methods and strategies which change according to current times and students' needs; hence the role of technology in or out the classroom plays a valuable integration in this type of learning.

Researchers, as being part of Modern Languages alumni, were interested in carrying out this study that sought to know, describe and analyze how the Foreign Language Department applies technology to support English and French learning of second year students majoring in Modern Languages, to have a clearer point of view of its effects in developing students' communicative skills.

The importance of this research is to share significant information about the current application of technology as a tool in the process of learning English and French in the major of Modern Languages at the Foreign Language Department during the second semester of the year 2019; thus, researchers could ascertain the advantages and disadvantages of

technology application and describe if it benefits or not to the actual English and French practice. Additionally, researchers attempted to find any possible solution to have a better implementation and use of technology at the Department.

Through this investigation, researchers could update the information there is in previous studies related to the use of technology at the Language Department to support the language learning so that researchers would leave a historical contribution for future professors and students interested in this type of field.

1.5 OBJECTIVES:

1.5.1 GENERAL OBJECTIVE:

- To describe the application of technology at the Foreign Language Department of the University of El Salvador and its effects on supporting English and French learning of second year students majoring in Modern Languages during semester II-2019.

1.5.2 SPECIFIC OBJECTIVES:

- To determine how much technology is available for teachers and students at the Foreign Language Department to support the English and French learning.
- To find out the advantages and disadvantages of applying technology on the English and French learning at the Foreign Language Department.
- To analyze the effects of technology in the English and French learning of second year students majoring in modern languages.

II. THEORETICAL FRAMEWORK

2.1 THEORY

Technology has been evolving, adapting and overall changing lives of millions of people around the world. *Technology*, according to Webster Dictionary, is “a manner of accomplishing a task especially using technical processes, methods, or knowledge”. Every single aspect of human life has been altered or completely affected either in a positive or negative way, all thanks to technology; and the education has not been the exception.

The revolutionary “boom” of technological weapons, approaches and applications has changed the way teaching had been developed in the previous century. It is important to define that *education* (according to Webster Dictionary) is “the field of study that deals mainly with methods of teaching and learning in schools”.

While doing this research, the investigators found other interesting and important concepts to consider. Such as: *educational resources*, which are; according to Webster Dictionary, the knowledge and development resulting from the process of education by using technological tools or equipment. Also, the *teaching-learning process*, which separately are defined as *teaching*: the act or profession of a teacher to ensure students to acquire certain knowledge about a topic, and *learning*: knowledge or skill acquired by instruction or study; these two concepts go hand in hand in the development and understanding on the impact of technology in learning a foreign language. Put together the *teaching-learning process* can be defined as the process of a professor encounters to provide knowledge about a certain topic and the process of a student to acquire that knowledge, in this case a language; it can be implied that both parties, students and professors, benefit from this process.

Contrary to the traditional system of education, technology is designed to make learning easier for all students. Not only are the digital textbooks more attractive and easier to get, they are also more frequently updated. Creative educational videos and games have made it easier for students to take subjects in the educational field as the ones that are related to

languages. Since learning imparted through technology is quite intuitive and fun, educators worldwide are making it better and more convenient for the students.

With advanced technological applications, students and professors can reach each other more easily than before. The flexibility in interaction has proved greatly helpful for students who find it difficult to interact with their teachers in an open and full classroom.

Besides, it makes students feel less worried for an upcoming test, instead of feeling they are being measured by the knowledge they have, they could see the learning process as a game since there are some online pages to take quizzes in an interactive way such as “quizzes.com” that offers a variety of options to educators that want to be creative.

Through tools such as the internet and devices such as smartphones or computers, technology has enabled students to learn by themselves. Educational games and interactive videos help them develop academic skills in a more interesting manner. Now, students download podcasts on their cell phones and listen to them and learn while at home. Technology helps students discover new methods of mastering tasks and do better in their studies (<https://api.equinoxpub.com/articles/fulltext/23737>).

2.2 TECHNOLOGY AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR

Coming back to more recent times, Technology in the language teaching process was first used in a language classroom around the 1950s and 1960s, by implementing language laboratories in developed countries like the United States. Then, technology in education started being used in sub-developed countries in Central America. In El Salvador, one of the first encounters of technology in a classroom dates from 1968 with the educative reform to strengthen the project of “Television Educativa” using instruction on TV (teleclases) in the classroom with the purpose of supporting teachers and students of basic education. This project showed that technology in education was an innovative idea in our country and if combined the results would be good. However, technology in education was not “brand new” when English teaching applied technology until the end of the 80s, despite English as a

foreign language was implemented in schools by the Ministry of Education in 1946; technology in the language teaching was almost 30 years behind in our country, and it needed to create new materials that were designed to reinforce the subject of English as a foreign language. So that, it is important to recognize the effort that different higher education institutions made on their own to incorporate technology in the teaching-learning field because at the FLD even achieving great success in the teaching-learning field, the Department faced great difficulties. Lack of budget, personnel, and classroom materials have been a daily struggle at the Department, as well as other incidents. The FLD has tried to update itself with technology in every way possible ever since its creation (Salazar and Rodriguez, 1998).

The Foreign Language Department was created in 1948, two years after the implementation of English language teaching by the Ministry of Education. This Department emerged as an academy that supported the University of El Salvador with the teaching of English, French and other languages due to the necessity that globalization brought about having people who could communicate with other language speakers. In 1956, it was officially recognized as the Foreign Language Department and it began offering the Technician in English-Spanish Translation, which was offered for 12 years. In 1973, the ‘‘Consejo Superior Universitario’’ broke new grounds when it approved both the curricula of the English Language Teaching for High School and the Major in English Teaching, which were ratified in 1977 and modified in 1993 and 1999 (<http://idiomas.ues.edu.sv/index.php/quienes-somos>).

The way the department started using technology in the language teaching was by implementing a language laboratory too which was previously manufactured in Japan. This Laboratory had 70 cabins, and it was used from October 1977 until 1980 because during the 80s, the country had a political conflict so that the University was taken by the military and the lab was destroyed.

The University was finally recovered until 1990, and, the activities at the Language Department were readjusted according to the possibilities offered by the physical state. By

then, the FLD was under the responsibility of Licenciado Rolando Labrador, and some modifications and improvements were made. From then on, the Department looked for an effective way to work on the students' four macro-skills, listening, speaking, reading and writing, and that is why a language Lab was one of the main needs. Licenciado Labrador started some procedures to obtain a donation from the University of "Sagrado Corazón de Connecticut", US; the donation consisted specifically of a language laboratory that had been used by the university mentioned above. The FLD got this donation and the Language Lab was located in the lower right part of the building of the Old Central Library. That new language laboratory which was named "María Teresa Damas de Arévalo" was inaugurated on December 20th 1995, and from that moment it was already available for the needs of the language students and teachers.

At the end of 1995, Licenciada Glower de Alvarado got the responsibility of the Foreign Language Department, and from that moment she was concerned with improving the conditions of the department. The physical conditions of the classrooms were improved as well as the technological aspect. Then, the department invested in computer equipment for secretaries and teachers. Also, some money was used to buy a considerable number of tape recorders and Video themes (televisions and VHS's) which were a necessary tool for the language teaching to develop and practice of the students' listening skills. Additionally, one of the most technological improvements at that time was the access to the Internet Network thanks to the cooperation of the authorities of the School of Art and Sciences and the Central Library. After that achievement, the department became one of the best equipped academic units in the School of Art and Sciences and the work was highly encouraged. Teachers found it easier to prepare didactic material and to do other work (Salazar and Rodríguez, 1998). Besides that, in 1998, the Foreign Language Department obtained another donation thanks to the SONY COMPANY in Japan; this donation consisted about a new and modern Language Laboratory which came from a project designed by Licenciado Ricardo Gamero and Licenciado Peter Salazar. All these aspects came to create better conditions for the Department to grow academically. Therefore, in 2002 the Foreign Languages Department began to offer the major in Modern Languages: Specialization in French and English (<http://idiomas.ues.edu.sv/index.php/quienes-somos>).

According to a study made in 2005 about the application of technology at the Foreign Language Department, teachers and students had commonly available the following resources: computers, internet, overhead projector and CD players. Besides that, the university counted with the language laboratory exclusively for the language teachers and students. The most important reasons why teachers had for using technology in classrooms were to get extra material from internet, to look for information in content areas, to have presentations and to assign projects. Most of the time, students used computers and internet, and the most important reasons they had for using it were to look for information from websites, to have presentations, to do grammar and listening exercises, to use the e-mail for sending academic papers, and to clarify doubts. Also, students used some programs like Word and Power Point. The computer application called “Word” was the most utilized mainly because they used it to type homework assignments like writing papers, research projects, and others; also, this application is one of the easiest to use. However, although the FLD counted with the language laboratory, most of the students expressed there were not enough computers, some of the equipment was damaged, and they could not take a lot of advantages of it because there was a limited schedule for using the language laboratory, that is why students had more access to internet and computers outside the university, mainly at cyber. Also, not all the teachers had computer in their offices, only at laboratory; teachers expressed that the limitation of technology in the teaching learning process they faced in the university was most of the time the lack of money for purchasing lab equipment; another reason was lack of time because lab sessions schedules overlapped from time to time so lab attendance was affected. In addition, in that investigation was showed that not all the students were familiarized with the technological devices and the language learning was supported by technology very often but not all the time, only when teachers considered necessary to prepare different kinds of exercises or activities to reinforce the students’ communicative skills. The majority of teachers stated they had not received any training to use technology, in some cases they had learnt to use technology by themselves. In the case of students, the majority of them were trained through “cursos libres” because the ones they received in high school were too basic or they knew nothing about the subject matter (Barrera Joanna, (2005)).

In 2010, an investigation, about the advantages of using the language laboratory at the University of El Salvador to improve the French language, was carried out and researchers showed, through some interviews made to teachers, that the FLD counted with different technology such as the computer center with internet, the language laboratory, and a multimedia room where there were CD Players, computers, laptops and overhead projectors; in addition there were the teaching methods of English and French which contained CDs and videos considered as technology too. In that research, French professors explained there were lots of benefits students could get using the language laboratory as students could use it to improve the listening and pronunciation because they could do repetition practices. One professor explained that the language laboratory is an important tool professors could use to make students more efficient having access to the target language because most of the teachers at the FLD were not native speakers. Nevertheless, according to the results not all teachers benefit from the language laboratory; some of them stated there was a program to be used by the beginner levels but there was not a control of assistance. It was explained that professors preferred not to go as the equipment was not in good conditions, students did not know how to use the equipment, it took much time to prepare the pedagogical activities and it required an investment of time, and sometimes the language lab was not open or it was unable. According to one of the professor interviewed, the use of the language laboratory had many benefits but there were some disadvantages in its use as there was not a good internet access neither a person in charge all the time to help the students to use the devices, he considered that with internet, which was available at the computer center, students had more advantages to access more easily to many language exercises and material of the target languages than going to the language laboratory (Briones, Jacqueline (2010)).

By 2011, another study, which was about technology and its incidence on the English learning at the FLD, highlighted some advantages that technology offered to language students because the new technologies increase students' motivation, facilitate communication and the access to information instantly thanks to internet. By that time researchers described students and teachers had more access to computers and internet mainly at home and then at the university to support the English teaching-learning process; also, some students said they often used television at home to have contact with the target language. At the university they also had access to a variety of technology resources being

the most used CD players, the computers and the different tools in internet like Google, different Web pages, email, among others, and then the projector; it was described that students and teachers were more familiarize with the equipment. By that time, teacher often used technological resources when teaching, therefore, teachers considered technology had a satisfactory influence when they incorporated it with a purpose; for example, they usually used CD Player to motivate and help the students to improve mainly their listening skill. However, there were still some limitations at the FLD. For instance, there was not yet a program to train professors regarding technological resources and the most remarkable limitation is that the administration of the FLD had not enough technological equipment or some of it was broken. Researchers considered that students were losing the opportunity to practice the language skills in the language laboratory because it was not modernized, the time and schedule to use it was still limited and there was not yet a person in charge all the time; none of the teachers interviewed in this investigation had a schedule to go to the language lab. Otherwise, with this study, it was revealed students had more technology influence in the process of learning English than some previous years (Méndez, Sergio (2011)).

In 2015, the outcomes of an investigation about the use of educational technology and its effects on English language learning at the FLD showed a wide variety of technology resources as the majority of teachers used some kind of technology combining different tools to perform different activities in order to catch student' attention and to introduce new topics with a more interactive method reinforcing the English skills: listening, speaking, reading and writing. Teachers may select the most convenient contents and technological tools to adapt them to their guidelines in order to present it in different ways. The most commonly technological tools used in classrooms by that time were laptops, digital projectors, CD players and CDs to play conversations from the books, additionally, they use speakers, USB, printer, Smartphone, Internet and its tools: the Word Wide Web, Google and YouTube, etc; and also, some software such as Microsoft Word, and Power Point to display presentations or images through slides, as well as Window Media Player to present videos and songs. Some teacher provided printer pages to develop the class with different exercises. Some social Networks such as Facebook were being used to share important information or to have more contact online with teachers and classmates outside the University, but not all the teachers

agreed with the use of Social Networks. Some professors stated that when using technological resources, teachers need to be prepared for any technical problem. According to one professor, there is no a specific way to use technology as its use depends in different situations such as the topic, the students, and the learning level of students; he explained that there are some others tools that can be used in the classroom and some others outside the classrooms such as television, and other devices students owned, consequently these tools can help teachers to integrate their students to work and collaborate each other. Another opinion from a teacher of the FLD was that “if people want to use technology in the English classroom, everyone needs to have access to these technologies to develop tasks and activities”. In addition, in 2015, some teachers expressed they had already received training to use some equipment or they had looked for ways to learn how to use it, which was easier at that moment having internet access; however, researchers considered teachers need to keep updated to use innovative technologies. The researchers also described in their work that both teachers and students agreed there was still some difficulties to face like the lack of technological resources to be used in the teaching-learning field at the FLD (Choto, Alma (2015)).

2.3 EXPERTS’ OPINIONS

It is interesting how technology advanced, for example, Benson (1997) explained that in the 1950’s and 1960’s the most powerful computers occupied entire rooms because no corners, desktops or laptops existed. According to Kelly (1991) a decade ago, not all people knew what Internet was, and there were not many things to do with it. Then, some teachers have not only been exposed to the Internet but also have access to it at home or at schools. However the newest technology was then: Wireless. Kelly referred to a ‘‘Portable Classroom’’ which consisted of laptops networked together, allowing students to work at their desks without wires (Méndez, Sergio (2011)).

The effectiveness of technology on the foreign language learning has some critical reviews of the pedagogical uses. On one hand, a study made in 2002 by Stepp-Greany indicates that technology can be beneficial because it has two benefits on language students: affective

benefits and linguistic benefits. *Affective benefits* such as the increase of motivation, low anxiety, and more active participation and interaction among students. *Linguistic benefits* such as the improvement of their language skills (reading, writing, listening and speaking).

According to Chapelle (2003), the use of Internet can provide language learners many opportunities to practice the target language skills as they have the opportunity to interact with native speakers face to face online or to communicate with other language learners with different backgrounds and accents. In addition to that, it has been suggested that the use of materials on different web pages and video sharing pages on internet can help the students to get the knowledge of native speakers' cultures and accents (Osuna & Meskill, 1998; Rogers, 2002, <https://api.equinoxpub.com/articles/fulltext/23737>).

On the other hand, some researchers have found out some negative effects of technology on language students. Ushida discovered in a study made in 2005 that language learners in the beginning levels who take classes online have high levels of anxiety at the beginning of the course as having access to electronic devices and an exposure to the target language at the same time sometimes makes students feel anxious, frustrated or nervous so that learners in this level usually drop during the semester. Technology also demands access to resources for both the teacher and students and adds another level of complexity to lesson plans. Therefore, it is necessary to investigate how technology should be applied in language classrooms so that it makes language teaching and learning most effective and efficient (Chapelle, 2003, <https://api.equinoxpub.com/articles/fulltext/23737>).

The role of foreign language teachers is to facilitate the intensive input to language students, and the use of computer, internet source and multimedia capabilities is a powerful use of resources to help the students to develop their macro skills. Nevertheless, to use technology in the classroom is not a guarantee that students will improve, all depends on the education approach when teachers incorporate the different methods and techniques in the language learning process (Méndez, Sergio (2011)).

III. RESEARCH METHODOLOGY

3.1 TYPE OF RESEARCH

The type of research that was implemented to study “The application of Technology at the Foreign Language Department of the University of El Salvador and its effects on supporting English and French learning of second year students majoring in Modern Languages during semester II-2019” was “*non-experimental*” as it is the type of research that focuses mainly on observing the subject to be investigated with no manipulation. The results were "raw" and "natural" and that was what the researchers were looking for.

3.2 RESEARCH METHOD

The descriptive method was considered the most appropriate by the group of research in order to describe each detail that is going to be found out about the current application of technology at the Foreign Language Department and its effects on second year students majoring in Modern Languages during the semester II-2019. Researchers took into account that there are already previous studies related to this topic which have been useful to realize how technology has been evolving in supporting the English and French learning at the FLD until now and to show how professors and students have become more used to it through time.

3.3 RESEARCH DESIGN

The qualitative approach was the most convenient in this research to collect, analyze, and describe the information about the current application of technology at the FLD and its effects on supporting English and French learning of second year student majoring in Modern Languages during semester II-2019. In this way, researchers were allowed to collect various information from different points of view of professors, students or any other entity with the

purpose to make a deeply description of the problem being studied through qualitative data. In order to obtain the data, researchers included close-ended questions and open questions in the different instruments.

3.4 POPULATION

The population for this research was 180 second-year students majoring in Modern Languages during semester II-2019 who registered the English and French subjects respectively, specifically those students who have registered in the Intensive Advanced English I and the Advanced French courses, which are around 6 groups, around 30 students each; as well as 12 professors in charge of those subjects, 6 of them teaching the Intensive Advanced English I course and other 6 professors teaching the Advanced French course.

3.5 SAMPLE

Out of the 180 second-year students registered in both subjects and 12 professors in charge, the research team considered 60 Modern Languages students who were attending the Intensive Advanced English I and the Advanced French courses, divided into 2 groups of the Intensive Advanced English I course and 2 groups of the Advanced French course, 15 students per group; researchers also considered as sample the four teachers in charge of those courses. The purpose was to accomplish the objectives previously listed and to determine if the technology helps them in the teaching-learning of English and French.

3.6 SAMPLING TECHNIQUE

The researchers used the *Simple Random Sampling technique* as it would be the technique that met our research better. The reason being because it suggests that from a large population, a smaller group has the same probability of being chosen for the research as any other random group chosen. Besides, this same chosen group has the same probability to be

chosen again in a different stage of the investigation if needed. The Simple Random Sampling also allowed the research group to choose a more accurate group with more accurate data for the purpose of the objectives.

3.7 TECHNIQUES AND RESEARCH INSTRUMENTS

To carry out this investigation, researchers used the following techniques and instruments to gather all the required information:

Techniques	Instruments
<p>Observation: was used to help researchers observe the technology implementation in the English and French courses while second year students were being taught.</p>	<p>Observation: a list of different devices and tools were elaborated to check the exposure of technology professors and students had as well as some important items that could help researchers to study the effects on students while they were exposed to technology.</p> <p>Observation notes: to write any important aspect observed about the use of technology and its effects.</p>
<p>Interview: was used to get professors and students' perceptions about the implementation of technology to support the English and French learning.</p>	<p>Questionnaire: was elaborated with the most relevant questions to be asked to students who were part of this investigation.</p> <p>Interview: researchers elaborated more in-depth questions to be asked to professors. They were asked in order to get opinions about the use of technology implemented in the process of learning English and French.</p>

3.8 INFORMATION ANALYSIS PLAN

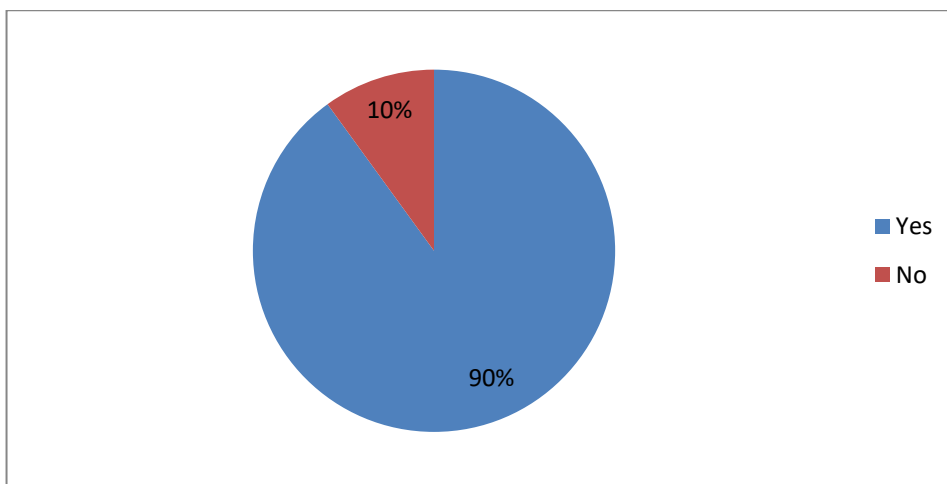
To analyze the information gathered from the techniques and instruments passed to the sample, researchers gave a different treatment. *Close-ended answers* were organized in tables and then graphed to help researcher to analyze, interpret and describe more objective and accurate; while, *open answers* were organized by presenting the variety of ideas gathered during the collection of the data and then all the relevant ideas were analyzed in a more deeply way by researchers. By doing this, researchers hoped to achieve the investigation by describing each aspect that need to be answered, understood, and corroborated in the research question and each of its subsidiary questions which are related to the current application of technology at the FLD and its effects on the English and French learning process of the sample selected.

IV. DATA COLLECTION, ANALYSIS AND INTERPRETATION

4.1 DATA ANALYSIS AND INTERPRETATION OF STUDENTS' QUESTIONNAIRE

- Students attending the Intensive Advanced English I and the Advanced French course at the same time

Yes	No	Total
54	6	60
90%	10%	100%

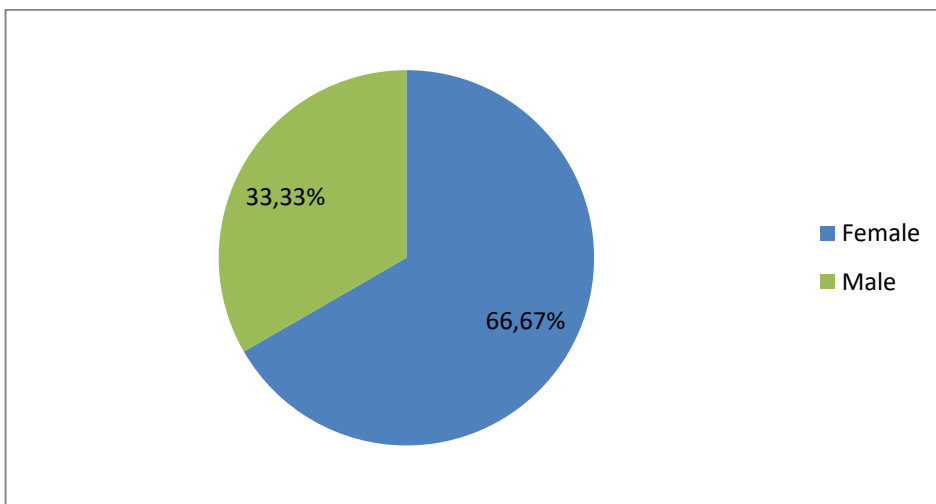


Analysis:

The outcomes indicate that the 90% of the students taken in the investigation are attending both the Intensive Advanced English I and the Advanced French courses at the same time. The remaining 10%, which is a total of 6 students, are only attending one course; 4 of these students are only in the Intensive Advanced English I class and 2 of them are only in the Advanced French class.

▪ Students' gender

Gender	Students	Percentage
Female	40	66.67%
Male	20	33.33%
Total	60	100%

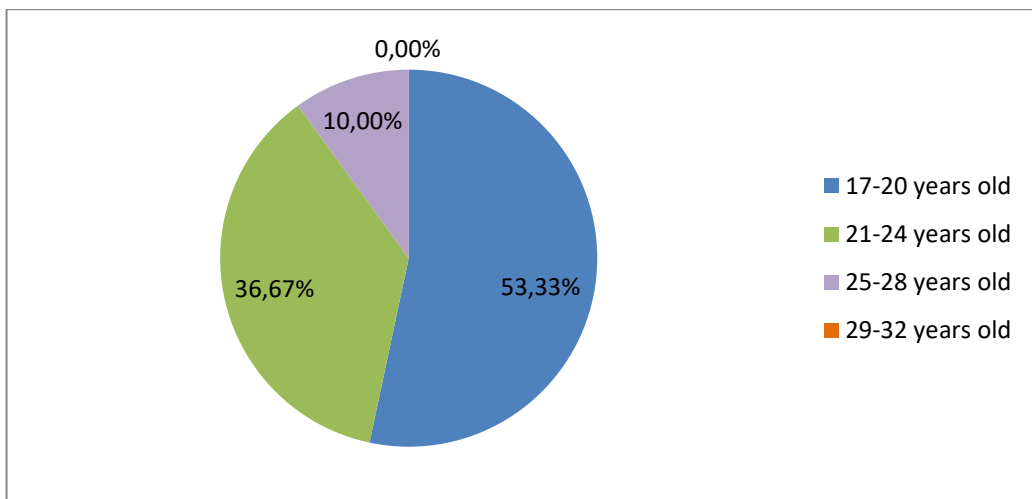


Analysis:

According to the results obtained, the 66.67% corresponds to female students and the 33.33% to male students. There are more female than male students since they were chosen randomly, and researchers are looking for the effects of technology on the students without taking into account the gender.

▪ **Students' ages**

Age	Frequency	Percentage
17-20 years old	32	53.33%
21-24 years old	22	36.67%
25-28 years old	6	10%
29-32 years old	0	0%
Total	60	100%

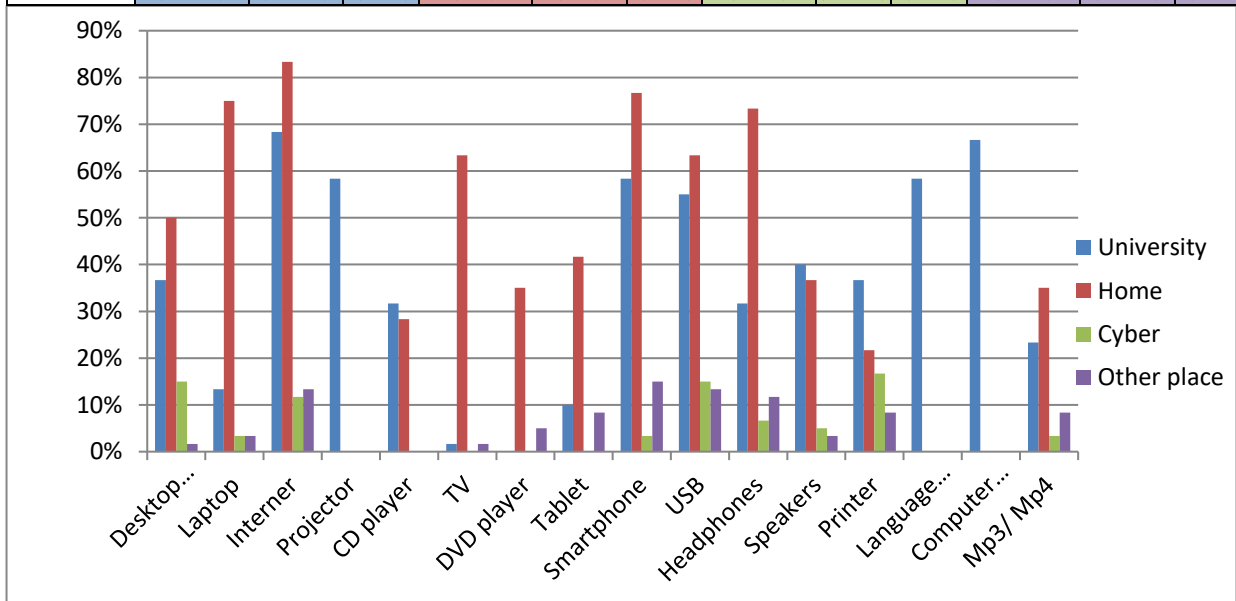


Analysis:

The graphic shows that the majority of the students who were passed up the questionnaire were in the interval of 17 to 20 years old which represents the 53.33% of the sample; the ones in the interval of 21 to 24 years old represents the 36.67%; and the minority of them were in an interval of 25 to 28 years old that represents the 10% of the sample. None of the students was more than 29 years old, which means that all the students taken into account for this research were young students who have probably grown up having contact with some kind of technology.

1. Check only the technology you mainly use to support your English and French learning and the place where you can have the access to it (more than one place could be chosen in each item).

Equipment	University			Home			Cyber			Other place		
	Access	No access	Total	Access	No access	Total	Access	No access	Total	Access	No Access	Total
Desktop computer	22 (36.67%)	38 (63.33%)	60 (100%)	30 (50%)	30 (50%)	60 (100%)	9 (15%)	51 (85%)	60 (100%)	1 (1.67%)	59 (98.33%)	60 (100%)
Laptop	8 (13.33%)	52 (86.67%)	60 (100%)	45 (75%)	15 (25%)	60 (100%)	2 (3.33%)	58 (96.67%)	60 (100%)	2 (3.33%)	58 (96.67%)	60 (100%)
Internet	41 (68.33%)	19 (31.67)	60 (100%)	50 (83.33%)	10 (16.67%)	60 (100%)	7 (11.67%)	53 (88.33%)	60 (100%)	8 (13.33%)	52 (86.67%)	60 (100%)
Overhead projector	35 (58.33)	25 (41.67)	60 (100%)	0 (0%)	60 (100%)	60 (100%)	0 (0%)	60 (100%)	60 (100%)	0 (0%)	60 (100%)	60 (100%)
CD player	19 (31.67%)	41 (68.33)	60 (100%)	17 (28.33%)	43 (71.67%)	60 (100%)	0 (0%)	60 (100%)	60 (100%)	0 (0%)	60 (100%)	60 (100%)
TV	1 (1.67)	59 (98.33)	60 (100%)	38 (63.33%)	22 (36.67%)	60 (100%)	0 (0%)	60 (100%)	60 (100%)	1 (1.67%)	59 (98.33%)	60 (100%)
DVD player	0 (0%)	60 (100%)	60 (100%)	21 (35%)	39 (65%)	60 (100%)	0 (0%)	60 (100%)	60 (100%)	3 (5%)	57 (95%)	60 (100%)
Tablet	6 (10%)	54 (90%)	60 (100%)	25 (41.67%)	35 (58.33)	60 (100%)	0 (0%)	60 (100%)	60 (100%)	5 (8.33%)	55 (91.67%)	60 (100%)
Smartphone	35 (58.33%)	25 (41.67%)	60 (100%)	46 (76.67%)	14 (23.33%)	60 (100%)	2 (3.33%)	58 (96.97%)	60 (100%)	9 (15%)	51 (85%)	60 (100%)
USB	33 (55%)	27 (45%)	60 (100%)	38 (63.33%)	22 (36.67%)	60 (100%)	9 (15%)	51 (85%)	60 (100%)	8 (13.33%)	52 (86.67%)	60 (100%)
Headphones	19 (31.67)	41 (68.33%)	60 (100%)	44 (73.33%)	16 (26.67%)	60 (100%)	4 (6.67%)	56 (93.33)	60 (100%)	7 (11.67%)	53 (88.33%)	60 (100%)
Speakers	24 (40%)	36 (60%)	60 (100%)	22 (36.67)	38 (63.33%)	60 (100%)	3 (5%)	57 (95%)	60 (100%)	2 (3.33%)	58 (96.67%)	60 (100%)
Printer	22 (36.67%)	38 (63.33%)	60 (100%)	13 (21.67%)	47 (78.33%)	60 (100%)	10 (16.67%)	50 (83.33%)	60 (100%)	5 (8.33%)	55 (91.67)	60 (100%)
Language laboratory	35 (58.33%)	25 (41.67%)	60 (100%)	0 (0%)	60 (100%)	60 (100%)	0 (0%)	60 (100%)	60 (100%)	0 (0%)	60 (100%)	60 (100%)
Computer Center	40 (66.67%)	20 (33.33%)	60 (100%)	0 (0%)	60 (100%)	60 (100%)	0 (0%)	60 (100%)	60 (100%)	0 (0%)	60 (100%)	60 (100%)
Mp3/ Mp4	14 (23.33%)	46 (76.67%)	60 (100%)	21 (35%)	39 (65%)	60 (100%)	2 (3.33%)	58 (96.67%)	60 (100%)	5 (8.33%)	55 (91.67%)	60 (100%)



Analysis and interpretation:

According to the results, more than the 50% of the students uses internet, projector, smartphone, USB, the computer center and the language laboratory at the university, the rest of the technological equipment is accessed by them but with a lower percentage, less than the 50%; there is not access to DVD player at the University. The overhead projector, the computer center and the language laboratories are accessible only at the university.

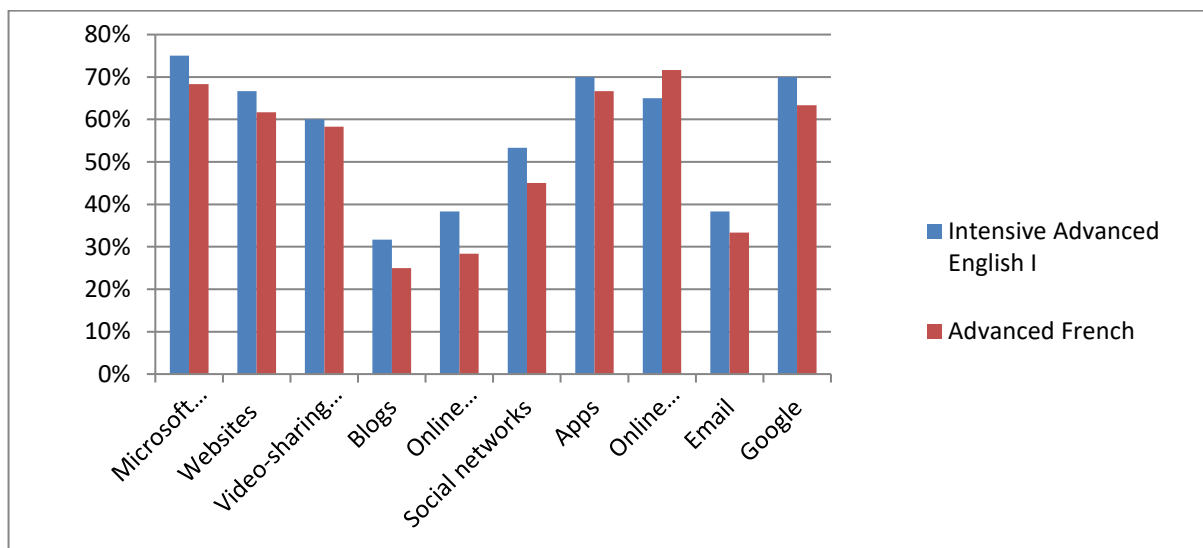
At home, more than the 50% of the students have access to desktop computer, Laptop, internet, TV, smartphone, USB, and headphones; the rest of the equipment is less used but most of the time, they use technology at home with the equipment they owned.

Few students use technology at cyber or at any other place.

As it is observed, all the students have contact to technology in order to support their English and French learning whether at the university, at home or at any other place. Nowadays, internet plays a very valuable role to practice both languages being the technology most selected at the University and at home, and if students do not have the access to it, they probably go to a cyber or any other place to be connected to the web. Thanks to the development of technology, now students can connect easier more than one device to internet, a desktop computer with a cable; while tablets, laptops and smartphones with wireless connection of Wi-Fi; and the other devices like the projector, speakers, headsets, USB, printer can be attached to a computer or to a smartphone. At the university, students can go to the computer center where they have access to computers and internet to study by themselves. During classes, teachers and students are allowed to borrow the department equipment, a laptop, projector, CD player and speakers; or they could go to the computer center or to the language lab to receive the classes; in one of the lab, there is a TV and laptops with headsets each one. Also, students can use their own devices at the University to support their learning during classes or during their breaks, for example the smartphone to access to internet with their data or with the Wi-Fi connection the Department affords, they can also use their USB, tablet, headsets, Mp3 or Mp4. At the FLD, there is not a printer accessible for free to the students but there are photocopiers inside the university where students can go to print or copy any educational material.

2. Select the tools you are using to support your English and French learning.

Tools	Intensive Advanced English I			Advanced French		
	Yes	No	Total	Yes	No	Total
Microsoft Software: Word Power point Excel	45 (75%)	15 (25%)	60 (100%)	41 (68.33%)	19 (31.67%)	60 (100%)
Websites	40 (66.67%)	20 (33.33%)	60 (100%)	37 (61.67%)	23 (38.33%)	60 (100%)
Video-sharing websites	36 (60%)	24 (40%)	60 (100%)	35 (58.33%)	25 (41.67%)	60 (100%)
Blogs	19 (31.67%)	41 (68.33%)	60 (100%)	15 (25%)	45 (75%)	60 (100%)
Online educational Platforms o Edmodo o Schoology o Moodle o Others	23 (38.33%)	37 (61.67%)	60 (100%)	17 (28.33%)	43 (71.67%)	60 (100%)
Social networks	32 (53.33%)	28 (46.67%)	60 (100%)	27 (45%)	33 (55%)	60 (100%)
Apps	42 (70%)	18 (30%)	60 (100%)	40 (66.67%)	20 (33.33%)	60 (100%)
Online dictionaries	39 (65%)	21 (35%)	60 (100%)	43 (71.67%)	17 (28.33%)	60 (100%)
Email	23 (38.33%)	37 (61.67%)	60 (100%)	20 (33.33%)	40 (66.67%)	60 (100%)
Google	42 (70%)	18 (30%)	60 (100%)	38 (63.33%)	22 (36.67%)	60 (100%)
Others:	2 (3.33%)	58 (96.67%)	60 (100%)	1 (1.67%)	59 (98.33%)	60 (100%)



Analysis and interpretation:

The outcomes from this question indicate that in the Intensive Advanced English I class, the tool most used is the Microsoft Software, as well as Apps and Google, then Websites, Video Sharing Websites and online dictionaries. Blogs, Platforms and Email are used but only for few students, less than the 50%.

In the Advanced French class, the majority of the students uses online dictionaries, as well as Microsoft Software, Apps, Google, Websites and Video Sharing Websites. Blogs, Platforms, Social Networks and Email are used for less than the 50% of the students.

Different tools are being used in both courses to facilitate the learning and practice of both languages. Probably the most used are Microsoft Software because it provides programs like Microsoft Word which is one of the most commonly tools to type or edit on worksheets; also the Power Point tool which is suitable to make presentation with slides shares in the class to explain any topic.

In addition to that, online dictionaries are also very used because of the facility to look for the meaning of a word easier and faster using internet on their phone instead of looking for it on a physic dictionary that takes longer and also it must be carried in the backpack.

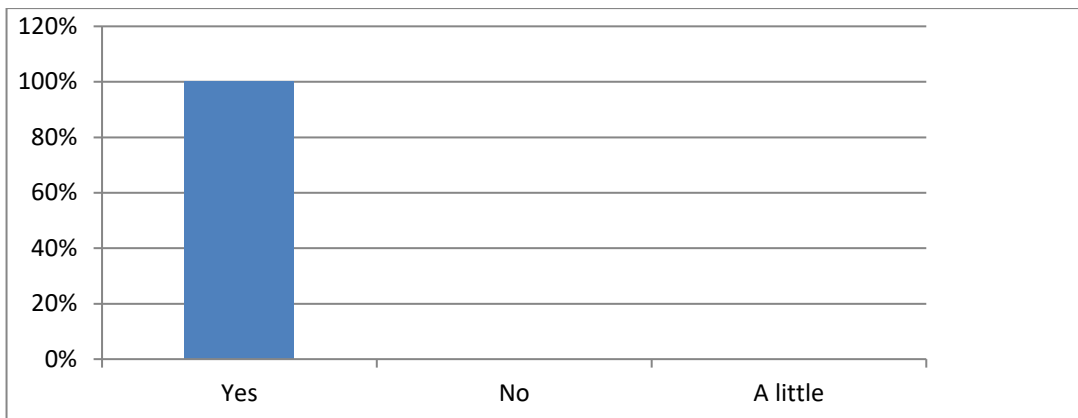
The use of apps, which can be download easily through internet on a smartphone or on a computer, are also very attractive nowadays. There are many different apps that can be used with the purpose to have dictionaries, Social Medias, to learn other languages, to play language games, to watch cartoons or series, etc.

Furthermore, with Google, a search engine, students can browse to use different language websites or video sharing websites like YouTube to practice their skills. Blogs also can be reached through Google; however, students use Blogs less than websites to support their language learning.

Moreover, students use more the Social Medias to interact with classmates or with teachers; Emails and Platforms are less used now.

3. Is technology useful to help you in your learning process of English and French as a foreign language? Why?

Yes	No	A little	Total
60	0	0	60
100%	0%	0%	100%

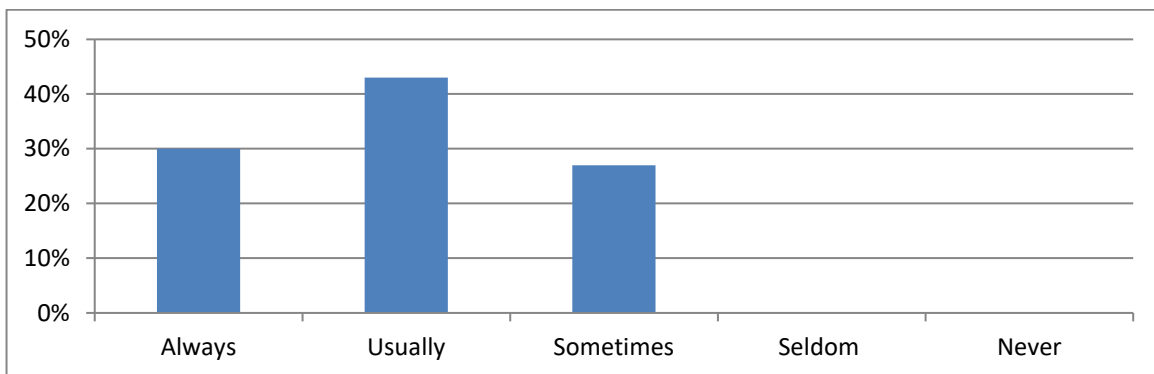


Analysis and interpretation:

The 100% of the students agreed that technology is useful to help them in their learning process of English and French as foreign languages; and when they were asked for the reasons they stated that technology provides them lots of information and authentic material which is online and accessible all the time while they have internet; so it is good for them to support their language learning even though they are in a country where the language is not spoken by everyone. Also, the information accessible on internet is good for them to solve and clarify doubts about a certain topic studied in the class or to support their homework looking for tips. Additionally, technology provides many tools that are very helpful to practice the different skills, to search vocabulary or the meaning of a word quickly, and to find people with whom they could communicate and practice with the access of Social Medias. In a general way, technology helps them to acquire more knowledge, to be updated with information and to be exposed to the foreign languages.

4. How often do you use Internet to practice the English and French language?

Frequency	Students	Percentage
Always	18	30%
Usually	26	43.33%
Sometimes	16	26.67%
Seldom	0	0%
Never	0	0%
Total	60	100%

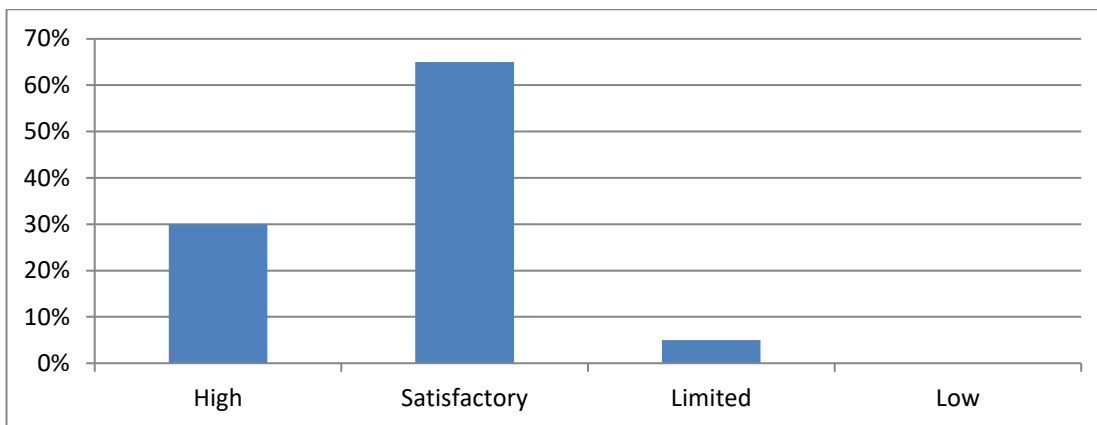


Analysis and interpretation:

The results show that the 43.33% which is the majority of the students usually use Internet to practice the English and French languages, the 30% always uses it and the 26.67% sometimes uses it; no one checked the seldom or never option, that means that students are exposed to both languages through the internet. Students explained they use Internet to search information or to investigate about something, to search vocabulary or to translate words, to study grammar and pronunciation of words, to do exercises online or to take quizzes to measure their level, to watch videos on YouTube or to watch movies, series and tutorials, to listen to music or the radio online, to download music and PDF books, to read books or news online, to use the social medias, to share or check material or information on the social medias, to play language games, and to chat or talk with other learner or native speakers. Due to all those activities previously listed, it can be inferred that Internet has become so indispensable that students really need its access to practice both languages and it has a huge impact on students' learning.

5. What is the influence that technology has on your English and French learning process?

High	Satisfactory	Limited	Low	Total
18	39	3	0	60
30%	65%	5%	0%	100%



Analysis and interpretation:

The 65% of the students consider that technology has a satisfactory influence on their English and French learning process, a 30% of them state they have a high influence and the 5% of them admitted to have a limited influence. No student has low influence. Technology has become so important to be applied on the language learning process, and in any way students have contact to it in this modern world but the influence depends on the amount of technology they have access and how they use it. In this case, most of the second year students majoring in Modern Languages are satisfied with the technological resources they have and the effects technology has on their learning process. The ones who explained they have limited influence could probably depend on two things, limited access to technology or technology is not used to study both languages but with another purpose.

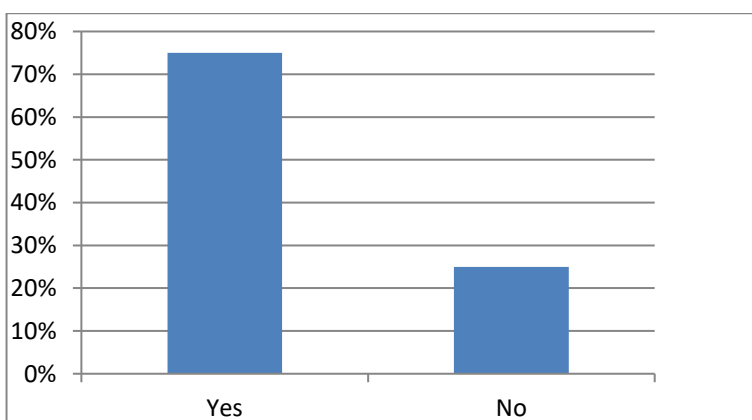
6. What are the benefits of using technology in the language classroom?

Analysis and interpretation

According to the students' opinions the use of technology has many benefits. They affirmed the following: technology is beneficial to ease communication with their teachers, classmates, learners, and native speakers, to practice and improve the language skills, to make classes more professional and interactive, to facilitate the teaching-learning process of the languages, to reinforce the students' knowledge, to provide the accessibility to authentic material, to share information and material easier and faster, to download material, to know about other cultures, and sometimes to make the student more self-taught. Based on all those benefits students mentioned, researchers can infer that they agree that technology has a very positive effect if it is included in the learning process of both English and French languages.

7. Is there any disadvantage for you when using technology in the classroom or to make homework assignments?

Yes	No	Total
45	15	60
75%	25%	100%



Analysis and interpretation:

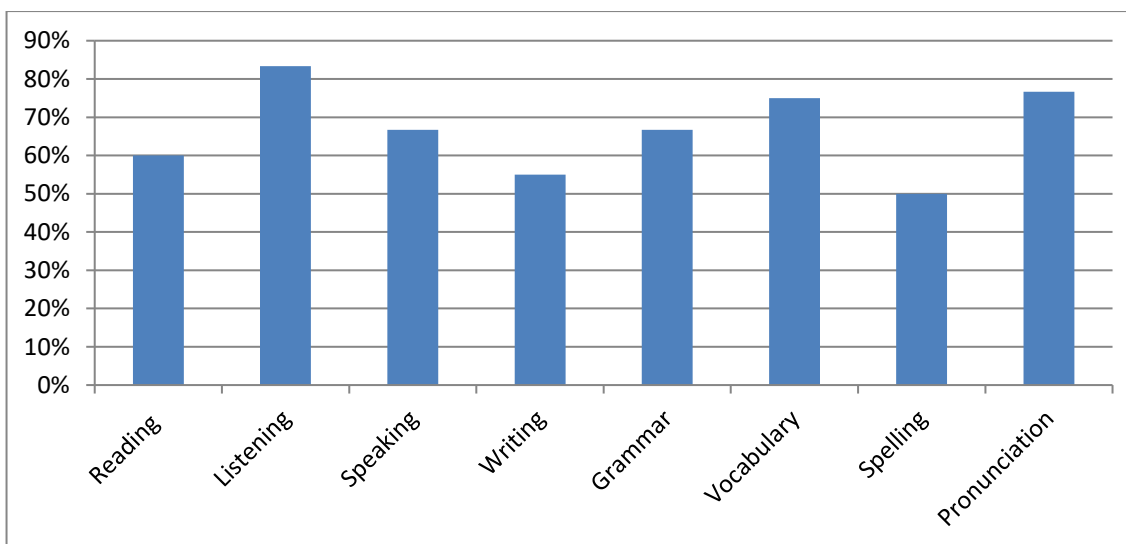
It is showed that the 75% which is the majority of the students stated the use of technology also has some disadvantages in the classroom or to make homework assignments. In the classroom, if teachers allow the use of smartphones with educational purpose, it is difficult for them to control what students do on their phone one by one during the class; some of them also explained they sometimes use their phone to look for vocabulary or any other information but easily they get distracted with the social medias so they pay more attention to the phone than to the class. Besides that, if an activity has been planned using any type of technology and there is not electricity, teachers or students have to improvise and probably the effects are not going to be the same. Also, when teachers use technology to present material from native speakers with the purpose to work on the students' skills but if the material is not suitable for the right level, it could be complex for the students to understand and they could get frustrated.

In the case to do homework assignments, students explained they spend too much time checking the social medias so they cannot focus on the homework or leave it at the last time. Others explained they use technology to entertain themselves with things of their own interest but not specifically with material of the target languages. If teachers assign any homework that requires the use of technology, students that do not have technology are affected, as the implementation of technology needs economical resources; or with the use of internet, they can get wrong information. Moreover, another disadvantage is that students can copy and paste information easily.

Nowadays, students depend too much on technology and it is sometimes difficult to do homework by their own as they are used to internet and technical devices so it could turn difficult to stop using technology and have the same effects on their learning without it.

8. Check only the skills the Intensive Advanced English I professor usually works in the class.

Skills	Students who checked it	Students who did not check it	Total
Reading	36 (60%)	24 (40%)	60 (100%)
Listening	50 (83.33%)	10 (16.67%)	60 (100%)
Speaking	40 (66.67%)	20 (33.33%)	60 (100%)
Writing	33 (55%)	27 (45%)	60 (100%)
Grammar	40 (66.67%)	20 (33.33%)	60 (100%)
Vocabulary	45 (75%)	15 (25%)	60 (100%)
Spelling	30 (50%)	30 (50%)	60 (100%)
Pronunciation	46 (76.66%)	14 (23.33%)	60 (100%)

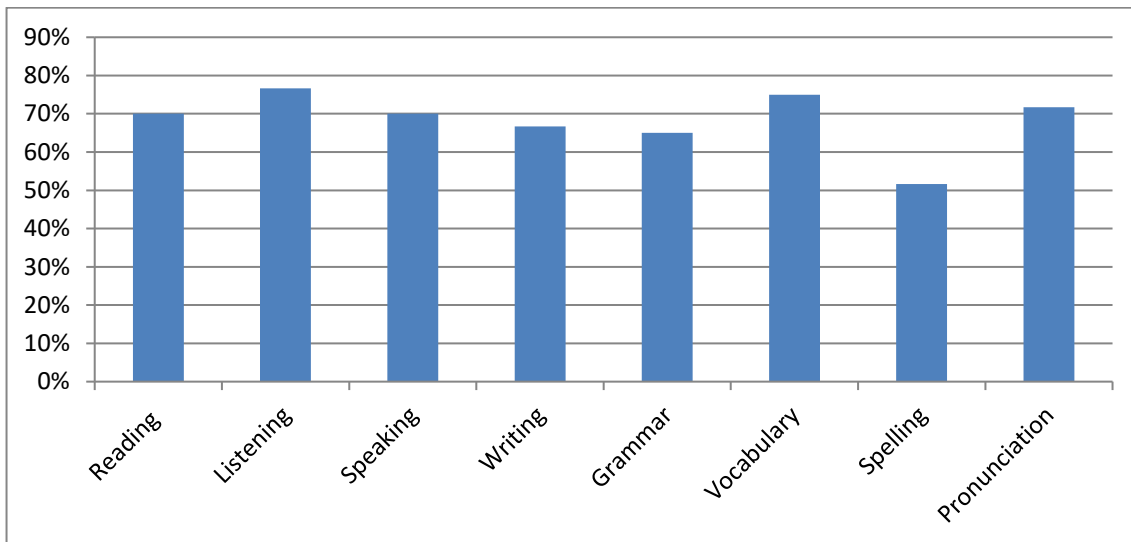


Analysis and Interpretation:

The graphic reflected the students' opinion about how the Intensive Advanced English I professor makes use of technology to develop students' skills and it could be observed that even though the other skills are also important, the Intensive Advanced English I professor uses technology to make students to work mainly on their listening skill, and with a significant percentage pronunciation and vocabulary.

9. Check only the skills the Advanced French professor usually works in the class.

Skills	Students who checked it	Students who did not check it	Total
Reading	42 (70%)	18 (30%)	60 (100%)
Listening	46 (76.67%)	14 (23.33%)	60 (100%)
Speaking	42 (70%)	18 (30%)	60 (100%)
Writing	40 (66.67%)	20 (33.33%)	60 (100%)
Grammar	39 (65%)	21 (35%)	60 (100%)
Vocabulary	45 (75%)	15 (25%)	60 (100%)
Spelling	31 (51.67%)	29 (48.33%)	60 (100%)
Pronunciation	43 (71.67%)	17 (28.33%)	60 (100%)

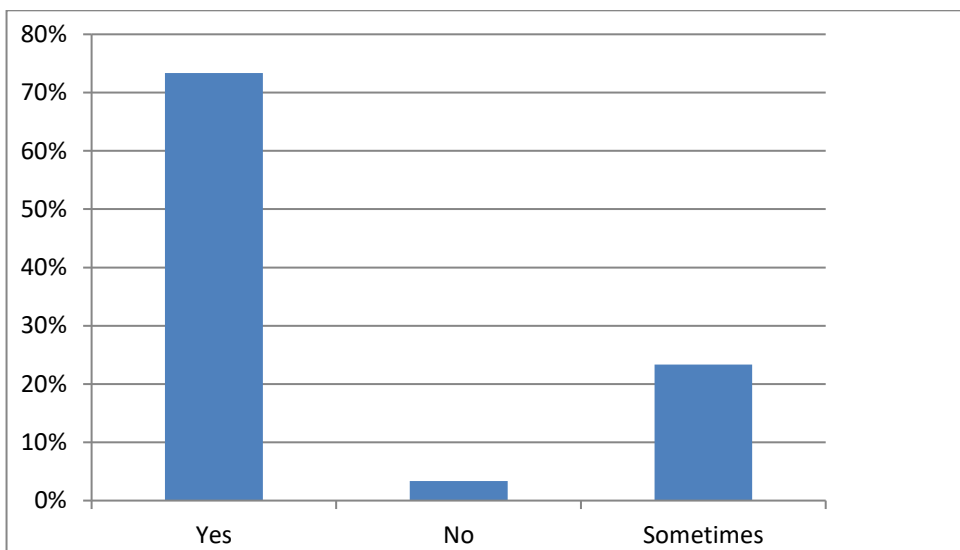


Analysis and interpretation:

In this graphic, it can be observed that the Advanced French professor makes use of technology to develop all the students' skills; however, according to the results, researchers can infer, they focus more on the listening and vocabulary skills, as well as on pronunciation and reading. Therefore, taking also into account the results from question eight, teachers from both courses are reinforcing more on students the listening skill.

10. Do you like to use technology in the English and French courses or to make homework assignments?

Yes	No	Sometimes	Total
44	2	14	60
73.34%	3.33%	23.33%	100%



Analysis and interpretation:

This graphic shows that 73.34% of the students like to use technology in the English and French courses or to make homework assignments because they are used to technology and they consider technology makes the courses more interactive, enjoyable and entertaining so it makes them feel more interested to continue learning and practicing; and they also consider that the results are better on their learning process as they can improve their skills. They explain they understand better a topic using technology and also they can do homework easier and quickly. Thus, technology is a dynamic way to learn; now it is important on their learning process, and it supports their knowledge in a more enjoyable and positive manner.

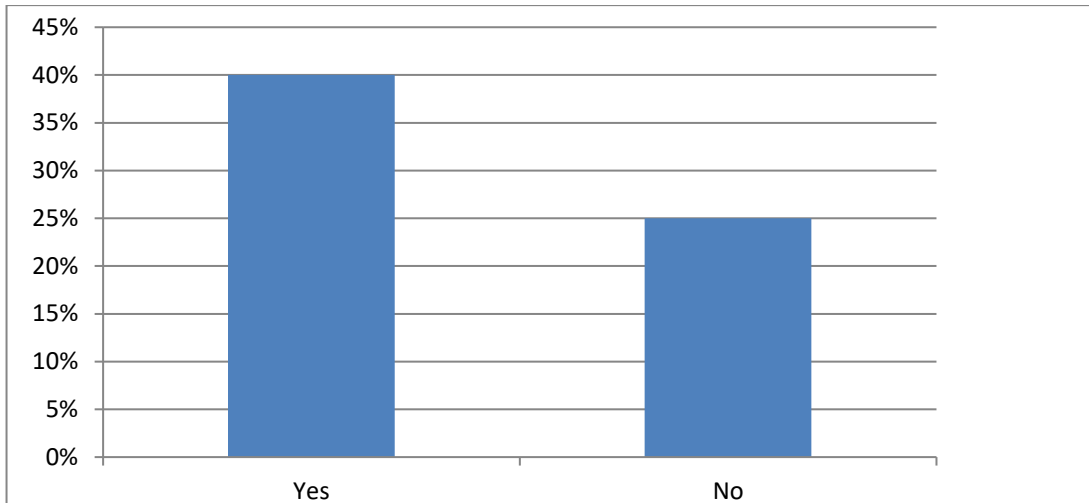
The 23.33% of the students sometimes like to use technology during class or to make homework, because they stated the use of technology is not as boring as just using the books or dictionaries, but they use it only when it is necessary; for example when they have to find out something on internet or when they look for the meaning of words in online dictionaries. They admit the use of technology does not always have good effects on their life or sometimes they are not on the mood to use technology that is why they do not like it completely.

Only 2 students, which is the 3.33% of the sample, do not like the use of technology in the classroom or to do homework. They explain they sometimes find the use of technology boring in the class and to make homework. Additionally, they explained that when they do homework it takes more time because they are not focused on it since there are many distractions using Internet; another reason is because they prefer to use the book in classes, and to handwrite any homework instead to type it on the computer.

According to these outcomes, it can be deduce that most of the students like the use of technology to support their English and French learning because it has a good effect on them; however, a minority of students explain some negative effects on them so that it is important how teachers apply technology to perform activities using technological resources as well as the students' attitude toward technology and their discipline on the learning process.

11. Is technology available enough at the FLD to support your English and French learning?

Yes	No	Total
24	36	60
40%	60%	100%



Analysis and interpretation

The 60% of the sample considers the technology available at the language department is not enough to support their English and French learning. However, the 40% of the students thinks that the technology available is enough. Researchers deduce that the students' opinions depend on the experience they have had using the technological equipment during the time they have been studying English and French in the major of Modern Languages.

12. What are the difficulties you face when using technology at the Foreign Language Department in order to support your English and French learning?

Analysis and interpretation

The students have remarked some difficulties at the Foreign Language Department that possibly influence in some way the language learning process of the students.

They explained that one of these difficulties is related to the poor Wi-Fi signal in the two buildings; even if the teachers allow the use of smartphones with educational reasons but without Wi-Fi students cannot use the mobile Apps or tools they have.

Another difficulty is related to the equipment available at the department which they consider is limited for the amount of the students. The equipment needs to be reserved in

advance and sometimes it is not available; also, it takes time to install the technology in the classroom. Additionally, they complain there are not enough computers in the computer center for distance education, which is also used as a language lab, so that when the group of class is big, students have to work in pairs; besides that, when the computer center is reserved for a class, it is closed for the rest of the students.

A third difficulty students consider is that they do not have enough time to go to the language laboratory as they spend most of the time in classes when they are at the university and the language laboratory is not often used for classes and they probably needs like an instructor or the help of their professor to show them what type of material is more suitable for them.

The last difficulty is related to the lack of knowledge to install the equipment in the classroom when they have to do it and they spend too much time of the class to set it up.

13. In which way do you consider the Foreign Language Department could improve the availability of technology?

Analysis and interpretation

This question was asked with the intention students could share ideas to have more accessibility of technology at the department. They suggest that a better Wi-Fi connection in the buildings could be improved, to install a projector or a screen in every classroom, to create more pedagogical material that teachers could use to include technology and expose more the students to the native speaker accent, to afford more computers in the language laboratory with headsets and to enable the other language laboratories. With all these recommendation perhaps students will be completely satisfied with the technology the department could offer them to have good results on their English and French language learning process.

3.2 OBSERVATION

DATA ANALYSIS AND INTERPRETATION

The Advanced English I and the Advanced French courses were observed for 3 weeks in order to notice how students and teachers interacted with technology. For each course observed, an observation instrument was used so that any relevant aspect of the class could be included. Each item was shown and analyzed. Here are the results:

In question 1, that read: *“What technological resources are available to professors and students at the FLD”?*, a list of items was presented and they had to be marked according to what the professors and students have available.

For *Desktop computer* both students and professors have access to one, professors at their office and students and professors by hour at the language laboratory. For *Laptop*, both professors and students can ask for one at the Language Secretary to use it in the classroom. Both teachers and students have access to an *internet* connection, although some mentioned that the speed was sometimes too low and there were some classrooms that are far from the building that do not have any connection at all (H classrooms). When it comes to a *CD Player or speakers* professors can ask for one also at the Language Department Secretary. Neither professors nor students have access to TVs, DVD players, tablets, cell phones, printers, nor USBs unless that equipment is their own; however, only full time professors have access to printers at the FLD, hour teachers and students have to go to a copy center if needed. *Overhead Projectors* are available as well for both professors and students if they ask for them at the Language Secretary. Some of the full time professors have their own equipment in their offices. The *new Language Lab*, which is actually named “Centro de Computo para Educación a Distancia”, is available for the both students and professors to work by their own; nevertheless that computer center can be used to receive classes as well. The other language laboratory located in the third floor of the Language and Philosophy building is used to receive classes but professors needs to make the reservation. The oldest language laboratory named “Licenciada Maria Teresea Damas de Arevalo” which is located in the

third floor of the central library has been modernized, *laptops* and *headsets* are available there; if professors needs to use it with the students, they have to reserve it in advance too.

Question 2 read: “*What technological resources does the professor use when teaching?*”, a list of items was presented and they had to be marked according to what the professors used during class.

The Desktop Computer was used by the full time professors at their office. The 4 professors utilized a *Laptop* in the classroom and they connected the *projector* and *speakers*. Neither professors utilized *Internet* in the classroom but they use it to plan classes. The *CD player* was utilized by the 2 professors. Neither utilized a *TV*, a *DVD player* or a *Tablet*. 2 professors utilized their *cellphones*. 1 professor used the *Printer*, 3 professors went to the copy center to print material, and then students copied it. 3 out of 4 professors used a *USB*. *The Headphones* were not utilized. At the time of the observation, no professors utilized the *Language Laboratory* or *Computer Center*.

Question 3 read: “*How often does the teacher use technology in the classroom?*”, here were the results obtained:

Out of 4 professors, 3 *usually* utilized technology in the classroom, while the other would *sometimes* use it.

Question 4 read: “*What are the tools used by teachers and students?*” a list of possible technological tools available was presented and they had to be marked according to what professors and students used.

When it came to *Microsoft Software*, only one professor utilized *Microsoft Word*, 4 professors utilized *Power Point*. When it came to *Websites*, 2 professors and their students preferred to utilize other sites for additional contents or tasks. No professors nor students utilized *blogs*. 3 professors used *Social media networks* for extra topics and assignments. For

some additional *platforms* listed such as: *Edmodo, Schoology, Moodle, others*; no professors nor students utilized one of them while the observation. Out of 4 groups of students, only one group used *apps* for their practice. The 4 groups of students utilized *online dictionaries*, and only one professor also used it. Only 1 professor and the group used *Email*. 2 professors and their groups used *Google* for extra tasks. Nobody mentioned *other* tools used for the class.

Question 5 read: “*Where is the Internet available to teachers and students at the FLD?*”, some places where listed:

2 professors and their groups mentioned that they have access to the *Internet* in the *classroom as there is Wi-Fi connection in the Language and philosophy building and in the Dagoberto Marroquín building*, although the connection is too poor and slow; however, the other 2 professors and his groups mentioned that they do not have access to the *Internet* at all in the H classrooms. Full time professors have access to the *internet* in their *offices*. All students have also access to the *internet* at the *Computer Center and Language laboratories*. The 4 student groups have access to the *Internet* at the *Main Library*, although the connection is slow. Nobody mentioned if *other* place was accessible to the *internet*.

Question 6 read: “*Does the teacher assign tasks in which students will use technology to commit them to continue practicing the language?*” Out of the answers YES and NO, the 4 professors engaged their students to extra tasks and activities. One professor made the students to see a Power Point Presentation and then orally said some sentences to the rest of the class. Another professor played some songs on a laptop and her students listened to specific words. The third professor decided to upload some videos and a Power Point Presentation to the Facebook page group so students could study and complete some exercises about the topic studied in class.

Question 7 read: “*What language skills does the teacher work on the students in the classroom?*”, during the days observed, 3 out 4 professors worked on *Listening* skills, 3 out

4 on *Speaking*, 4 out 4 on *Reading*, 3 out 4 on *Grammar*, 2 out 4 on *Vocabulary* and 1 out 4 on *Writing*.

Among some of the activities the professors did were: listening to some songs and write the feelings they felt when listening to them, introducing some writers and their biographies, discussing some sentences presented by the professors, completing exercises on their workbooks, showing a video presentation about different topics, reviewing some Passive Voice rules and completing some exercises, filling out some exercised provided by the professors, among others.

Question 8 read: “*What are the reasons teachers and students use technology to support language learning?*”, some of the main reasons for the use of technology were: to improve listening and speaking skills, to introduce new complex topics, to learn grammar rules, to provide extra material, to provide more vocabulary and to practice outside of the classroom.

Question 9 read: “*What are the difficulties teachers and students face when using technology at the DFLD to support the language learning?*”, a constant observation was the internet connection was too slow or nonexistent, there are no functional electricity outlets in the classrooms specially in the H classrooms, power may be out, laptops or projectors may not work, problems showing videos, among others.

Question 10 read: “*What is the student’s attitude when the professor uses technology?*”, 3 out of 4 groups of students looked *motivated* when the professors used technology in the classroom, the 4 groups looked *concentrated* on the activities at hand however some of the students showed *disinterest*. No group showed any aspect of *frustration* or *anxiety* when having technology-activities. There was more active participation from the class when the activities were centered on technology application. However, a small percentage of students showed some fear when asked for participation.

As some additional comments and observations, it could be seen some students using their cellphone cameras and take pictures of some slides so they could complete some exercises as some were far away from the board. A great number of students used their cellphones to look up some definitions online. One professor asked students to bring headsets or headphones for next class as they would practice some listening exercises at the Computer Center. Most of the equipment such as laptops and projectors were available for professors. The 4 professors were very active when using laptops although one in particular decided to show each topic directly from the front of the classroom instead of going around the classroom. Although the 4 professors utilized a technology-based activity at some point of the class, they also used some more traditional activities such as repeating some words out loud. The 4 professors used Video presentations and Power Point Presentations during class than any other tool or program. While some activities were taking place, some students used their phones; some to look up some words online but some others to interact on the Social Media accounts. There were some other students that instead of looking up the words by themselves decided to ask the professor directly. There was a lot of positive feedback when students participated; the professors provided accurate corrections when students made minimal mistakes. The 4 professors also prepared other activities that did not include technology.

4.3 PROFESSORS' INTERVIEW

DATA ANALYSIS OF PROFESSORS' INTERVIEW

1. What technological resources do you use when teaching?

Professors explained they use computers and internet to prepare the class and the material. Full time professors had computers, printers, CD players and speakers at their offices; however, teachers by hours do not have an office at the Department, and to prepare the classes they have to use the internet and computer at home.

Professors mentioned there is access to Wi-Fi connection for teachers and students in the building but the signal is irregular so they sometimes need to use the data on their phones or to go to the Computer Center.

During the class, teachers said they use laptops, projectors, CD players, Speakers, internet and sometimes their cell phones.

To communicate with the students or to share with them any important information, 3 of the 4 professors created Facebook groups; even Facebook is not the best option but they prefer to use it because they can get the information faster. The email address is provided because it is more formal but actually it is used only if the student does not have Facebook. The other professor explained, he agreed with the use of Facebook or other Social Media, he used it before but it is considered not too ethical; at present, he prefers to use the email as now the students have the institutional email and he thinks it is more formal to communicate with students and for sending any educational material.

In addition, 3 teachers commented they use online platforms such as "Schoology" or "McMillan mind.net" to support the students' language learning; nevertheless, they mentioned that the platform needs a password which is on the original book, but the problem is that the students do not buy the book instead they copy it, as a result, only few students have the password and they usually forget to check it; and the rest of the students cannot have access to the platform.

Also, one teacher explained that for him, it is practically impossible to do the work without internet because he usually downloads material or videos from internet.

2. How often do you use technology in the classroom?

Three professors said they used technology once or twice a week because if they use technology, it takes more time to prepare the material. One of the four professors said he uses technology 80% of the time.

3. What are the activities you perform using technology to develop the students' skills?

Teachers explained that they prepare listening, songs, podcast, videos, and movies with the purpose to make the students to answer a guide of questions, and in that way they promote the development of the listening comprehension.

Professors also said they play songs to work vocabulary and grammar.

They make power point presentations to study grammar or to explain a specific topic.

Also, teachers sometimes share with students videos, or show presentations about a topic and then they discuss their ideas and opinions in the class; so they could promote speaking activities.

For reading, they send the students a particular reading or a website link that has some questions.

In the case of writing, one teacher recommends to the students to install an application which is named: “*Grammarly*” which detects grammar, spelling, punctuation, word choice and style mistakes in the writing.

One teacher explained, she downloads PDF material, videos or tutorials from YouTube, or sometimes grammar Websites, and then she shares that educational material with the students during the class or on the Facebook group.

4. What is the influence technology has on your students?

One teacher considered technology has a good influence on her students because when she uses technology in the classroom with the purpose to change the routine like watching a movie and then discusses it, students seem to like that kind of activities and they participate more sharing their opinions.

The other 3 teachers explained technology has a big influence on students. 1 of these professors said it is because the technological resources call students' attention and interest. The second one explained students are nowadays influenced by technology because they are usually connected to it and if they focus only on the book they get bored, so technology changes the way to learn. Besides, the third professor explained technology has a big influence on students but most of the time for entertaining; he thinks students like technology, the problem is that the level and connection they have with educational technology is not the same they have with entertainment. Students can spend hours in social networks, on YouTube or using technology but they study the lessons because they have to do it. Technology is good in lots of things, students and teachers save time, they focus more in everything but there are some challenges to make educational technology as a practice than entertainment. On YouTube, students can watch many videos but not in the right way, he says it is better to watch the same video around 10 times until to understand it than to watch 10 different videos. Technology is good but unfortunately students get distracted easily, for example they have to watch something as a homework assignment, but sometimes students can spend many hours on YouTube until they realize they have homework and then they have little time.

5. What is the students' attitude when you make use of technology in the classroom?

Teachers explained they have noticed that when they use technology to explain a topic or to develop an activity, students pay more attention and their attitude is more positive.

In addition, teachers mentioned that when they create Facebook groups, students seem to like it because they can share information and material; and students have more access to check it very fast and they pay more attention to the information.

On the other hand, they also explained, students can get distracted easily, for example: if they use the cell phone to verify something related to the class, suddenly they get distracted with their Social Medias. The teachers interviewed allow the use of smartphones but only for academically purposes, not for exams; however, it is difficult for teachers to control the use students make with their cell phones in the class because students can look for a word in online dictionaries and then continue checking the Social Media.

One teacher explained that nowadays, it is normal for students to include technology in their learning that is why they seem to be used to it; sometimes to include technology to perform an activity in the classroom keeps the students' attention; however, it is not like in the past when students were amazed when the teachers used any type of technology and they liked it, students asked to watch videos or to play a song in the classroom; but now, it is for granted to include technology. For example, before when a teacher played a song, students liked it as not all of them knew it; now if a teacher plays a song, most of the students know it or most of them have already listen it.

6. Do you use the Language Laboratory or computer center with your students?

One teacher stated there is not a schedule to use the language lab or computer center, it is necessary a reservation in advance and sometimes it is difficult to put all of them in agreement to reserve it, and it takes time to move from the classroom to the lab.

The second one said he has not used the language lab during that semester, instead, he prefers that students use a platform so that they could work at home.

The third teacher explained, she has not used the lab or the computer with her students because she prefers to play the videos or to make the Power Point presentations in the classroom instead to move from the classroom to the lab; once she went to the lab but unfortunately the computer she used had a virus and she lost all the files she had in her USB so she could not be able to perform the activity; also, she explained there are not headsets to make the students practice listening or speaking in the new lab which is actually the computer center, and there are not enough computers so that some students have to work in pair.

The fourth teacher said he has not used the lab during that semester but he had planned to use it with that group of students because he wanted to make them practice and improve their listening, speaking and pronunciation; they would do some listening exercises and to record their voice. Teacher asked the students to bring their own headsets. That teacher also mentioned he seldom uses the laboratory with his students; he said in the lab he could do the same than in the classroom if they could have a better internet access. The internet in the classroom is for the whole department and students can connect to the network on their phones but the signal is not good.

7. Is there any difficulty to perform some activities with technology?

Teachers stated there are some difficulties using technology to perform some activities in the classroom. For example:

- Teachers explained that sometimes the internet at the building for teachers and students cannot be accessed because the signal is very slow.
- One professor said he feels like if he goes camping from his office to the classroom when he uses technology as he has to carry the backpack with the projector, another backpack for the computer, and also the backpack with the books; even though it is part of his job but he found it difficult and it takes time.
- Another teacher said there are not enough electronic outlets to connect the equipment in the H classrooms or there is not internet because the Wi-Fi allowed at the building does not cover that area.
- Moreover, they explained that sometimes the computers available at the language office have virus or are very slow, or sometimes, there is no equipment available because of the limitations.
- Sometimes the format of the videos does not work on the computer.
- Teachers also mentioned that sometimes there is not electricity, so if teachers have planned to use technology in the class, they have to prepare a second option like to use the whiteboard.

-When playing videos, teachers need to have speakers; the projector has two inputs, if the projector is connected with a cable on the VGA input, the sound is good; but if the projector is connected with a cable on the HDMI input the sound is lower and not enough to be listened.

8. *Have you received any training to use technology?*

The 4 teachers have received training at the Department about the use of a platform named Moodle and how to generate exams.

One professor said she has also received another workshop to learn how to edit videos and sounds. Likewise, she went to a conference about technical tools; all was provided for the department.

Also, another professor explained that before to enter to work at the Department, he has already taken computer classes. Now, through the online major of English teaching, he learnt to use a platform to give the classes online.

9. *What are the benefits do you and your students have using technology?*

Teachers considered that technology benefits the students in the following ways:

-Technology helps the students to practice the language skills accessing to authentic material and students are able to listen to different accents.

-Technology also helps to get information faster, and thanks to internet the information is accessible at any time.

-Furthermore, the communication is faster and better between teachers and students or between the students with native speakers or other language learners.

10. *Is there any disadvantage to use technology on the language learning process?*

Teachers mentioned the following disadvantages:

-Both teachers and students have become too dependent on technology; so they usually need internet to look for information; people do not like read books anymore; they look for the most immediate information.

-Also, students do not like to take notes when technology is used in the classroom, for example when they make Power Point presentations, no one takes note so the teacher does not know if they are focused on the topic; the way students could remember the information is when the presentation is sent to them.

-Students can get wrong information on internet.

-Students can get distracted easily.

-The limited economical resources represent a disadvantage to afford more technology at the Language Department; as well as some students have not accessible an internet connection, data or other type of technology at home to work on their language skills.

-Plagiarism is a risk because information is easy to get. But information can be detected on Google, they detect plagiarism when students write something so sophisticated and it is suspicious.

11. Do you think there is any possibility to improve technology at the FLD?

Teachers considered the way to improve the application of technology at the FLD could be:

-Having more training for teachers about how to apply technology on the teaching-learning process of language students.

-Getting more equipment such as computers or projectors to have them more accessible to be used in classrooms. Two teachers commented it could be a good idea to put a projector or a screen, and speakers in every classroom as well as to have a better internet connection.

-Including more authentic material using technology in the language learning methodology.

-Putting in more or enough electrical outlets in the classrooms.

INTERPRETATION OF PROFESSORS' INTERVIEW

Based on the information gathered through the interview of four professors, researchers conclude:

All of them know the importance of using technology in the teaching- learning process since it makes the learning process easier and meaningful: students get in touch with different accents, they improve their listening skills and vocabulary but for all of them is really difficult to schedule the laboratory for a class and to move from the classroom to there.

There are so many disadvantages like: the classrooms are not well equipped, there should be a projector installed in every classroom; in the computer center there are no headsets, and sometimes there is no space for all the students.

The four interviewed professors are in agreement that they need internet to do their lesson plans and to design the different activities that they develop in classes; the only problem is that at the Foreign Language Department, the access to internet is slow and irregular and mostly they have to use their personal data or implement some other activities that may not center around technology.

Besides the problems before mentioned: they all concluded that students prefer using technology to amuse themselves instead of profit the educational benefits, as they are not completely engaged in their learning process .

Based on the answers and the personal experience from the research group, it can be stated:

In the Foreign Language Department at UES, it should be mandatory to have a complete access to internet and all the equipment that allows a good development of the macro and micro skills since it improves the performance of students during real practice, and it should be requested to have a budget to planning the acquisition of the equipment and data for the language laboratory.

4.4 INTERVIEW MADE TO SOME OFFICIALS AT THE FOREIGN LANGUAGE DEPARTMENT

When it came to the collection of data at some of the facilities available at the Foreign Language Department, such as the Computer Center, and the two Labs, an interview was held with the person in charge of the Language Labs and with some of the authorities of the FLD. The interviews were carried out in order to know some of the equipment available at the FLD. Also, an observation session was held to see the equipment.

- **INTERVIEW TO PERSON IN CHARGE OF THE LANGUAGE LABS**

5 questions were asked to the person in charge of the Language Labs about the equipment at the Computer Center which is also known as language laboratory: It is located in the basement of the Language and Philosophy building, there are 30 desktop computers and they are fully equipped with all their software programs (Microsoft, Internet Explorer, Mozilla, among others) and appropriate hardware such as mouse and keyboards. The internet connection is very good to educational websites such as Wikipedia; however the access is blocked when the user tries to enter any social media outlet. All desktop computers are protected with an Antivirus. It is possible for the room to be used by students and to have the classes, although it has to be booked in advance with the person in charge of the Language Labs. There is a printer as well although it is exclusively used for office related matters. The schedule normally works from Monday to Friday, from 7:00 AM to 12:00 PM and from 1:00 to 4:00 PM. There is also an overhead projector used especially if a class is being held. The Computer Center was originally conceived from a project for online education that started 3 years ago; actually, some students are currently majoring in the Online Teaching English Major (Licenciatura en Idioma Ingles, Opcion en Enseñanza).

The María Teresa Damas de Arevalo Lab was modernized with new equipment receive from a donation; it was observed that it has 48 laptops and each laptop has headsets. There is also an overhead projector and a special screen. There is a TV available at this lab as well. This lab is available from 6:00 AM to 6:00 PM and it can be used for classes as long as it is

scheduled in advance at the language secretary; scheduling can be done from 7:00 AM to 2:00 PM.

The Lab located in the 3rd floor of the Language and Philosophy building at Department was accessible for any student for doing their assignments, however, it is now used exclusively for classes and they have to be scheduled in advance at the language secretary too. The lab has 20 computers and they also have the appropriate software and hardware. There is a printer and an overhead projector. The lab is mostly available during afternoons and sometimes especial projects are held such as Thesis Profile Presentations, the secretary schedules these important sessions.

- **INTERVIEW TO SOME AUTHORITIES OF THE FOREING LANGUAGE DEPARTMENT**

When gathering the information, the Language Department secretaries mentioned some of the available equipment for professors for a class session. The secretaries mentioned that there are 6 fully working laptops and 2 currently under maintenance. There are also 8 projectors and a Xerox Machine. There are also 8 CD players and 5 speakers. Professors and students could have the access to this equipment to use it in the classroom, however only professors are able to make the reservation of the equipment and take it to their respective class.

In the interview with one of the heads of the department, he mentioned that just one person is in charge of supervising the technological equipment; if necessary, there are some more technicians they could hire to repair the equipment. They mentioned that all the equipment that the FLD has now is because of donations from other countries, more specifically Korea. They also mentioned that besides the current equipment, there are 19 new CD players that were donated by Korea. They also pointed out that there are not current projects to fund more technological tools in the Department but rather the Department is focusing on infrastructure.

4.5 ANSWERS FOR RESEARCH QUESTION AND SUBSIDIARIES QUESTIONS

After collecting the data, which was gathered by interviewing professors, students and having observation sessions; the research team was now able to answer the questions presented at the beginning of this investigation.

First, the research question entitled: *“Is the English and French learning of students majoring in Modern Languages influenced by the amount of Technology implemented at the Foreign Language Department of the University of El Salvador?”* was verified by the observation sessions. The English and French learning of all students is in many ways influenced by the Technology afford by the Department; in the classroom, professors presented videos and songs for students to do certain tasks and mostly interact with other partners. The usage technology had in the classroom was very important and it showed to have a positive impact on students as they seemed more engaged and committed to the topics. However, technology had a downside when it came to more complex grammar topics. Some professors would use a laptop to only show grammar rules, turning the class into a more traditional one where the professor would be the center of the learning. Some students seemed less interested when the professors would only read off the screen. It is safe to mention that how professors address the topics is vital to students’ learning, as the very minimal change could interrupt the ongoing flow. Without a doubt, the influence of technology is grand. Even outside of the classrooms, the professors assigned tasks that required technology; such as looking information up online or watch videos that would be discuss the next day in class. Students had the choose of going to their houses and do the tasks or go to the Department labs. Despite what students chose, technology was accessible to them.

When it came to the subsidiary questions, the first was entitled: *“Is technology an effective tool to be applied in the FLD methodology to make Modern Language students practice their target language?”*, the answers were mostly collected during the observation sessions and the 1 on 1 interviews with the professors. It was demonstrated that technology

is very effective when used correctly and efficiently. The 4 professors showed no problems when using the technology, although they mentioned that it could always go wrong if either the laptop does not work or there is no electricity. When using a laptop to show a video or playing an audio, the students were more engaged and even gladder to be in the classroom. They were more active to participate when their professors asked any questions. By having more active participation, the tasks become more fascinating to the students and therefore, the target language improves. Of course, there are some differences between how an English class is taught and how a French class is, however they seemed more active when technology was implemented. When technological tools were used during class, the tasks at hand became easier to perform. It was also easier for the professors to develop all the activities they had as there were few to none constraints of time. The target languages were highly practiced in the classrooms and after being motivated by their professors, there was a higher possibility for students to do their homework and enjoy it.

The next subsidiary question read: *“What are the difficulties the Foreign Language Department faces to afford technology to the students?”* it was corroborated through the observation sessions and the 1 on 1 interviews as well as the previous question. The authorities mentioned that when it came to technology being implemented in the FLD, there are no projects currently being developed in the department because the main concern for the authorities now is the infrastructure. This provides a clear idea, that despite the efforts and donations to have every single classroom equipped with technological tools, the budget is not enough. There is not an actual support from the main authorities and the FLD has had to do what they can to improve their conditions for their active students. The FLD has come a great way and it has been able to have a very efficient Lab for students, as well as many laptops, projectors and CD players for the professors to use. However, the infrastructure is a gran problem for the department as the number of students of even bigger than the FLD has the capacity for. Unfortunately, it is unclear if there are incoming projects to have more funds or donations, although the FLD directors can always count with the help of other entities or countries such as North Korea that help our department.

The following question read: ***“What are the effects of technology in the English and French learning of second year students majoring in Modern Languages at the University of El Salvador during semester II 2019?”*** the results showed that the effects were big and inevitable. The Modern Languages major has been evolving ever since it was first created, and thus, the use of technology has also been altered to fit the classrooms. Technology has proven to be a key factor for both professors and students. With new trends on technology and how accessible is nowadays, learning a new language has become easier and easier. Technology has made learning English and French easier than it was 10 years ago. Students can now watch a video of a topic they want to learn and master it in half the time it used to take in the past. However, some students mentioned in the questionnaires that they sometimes prefer a more traditional class rather than a technology-based class because they believe the learning would be more direct and would make them put on an extra effort to learn. Despite that, it cannot be denied that technology is now a massive player in all classrooms not only in the FLD but all around the globe.

And last but not least, this subsidiary question read: ***“What are the possibilities the FLD has to improve the application of technology?”*** and it revealed through the 1 on 1 interview that chances of technology being improved at the FLD are mixed. As it was mentioned on the previous question, there are no projects currently taking place to increase the funds and the support from higher authorities is less to none. One of the heads of the FLD mentioned to the researchers that despite the poor support they have received, they have been able to manage and increase their budget and improve the current conditions. However, it would take some time to focus on getting more technology as the main concern now is to repair the buildings, bathrooms and classrooms for the students to be comfortable and safe. It is important to mention that the FLD and its conditions have improved since the research team was also in the second year of the major; as there is more access to technology and labs. Therefore, the research team can only hope that more benefits will come for new students. The FLD authorities are doing what they can to have a high-quality education for all their staff, professors and students so they have a significant impact on today’s world. After all, these new professionals come from the most prestigious institution in El Salvador: The University of El Salvador.

V. CONCLUSIONS

After carrying out the data collection, analysis and interpretation of this investigation, researchers have reached to the following conclusions:

At the Foreign Language Department, the authorities have worked to implement the required technology they have been able looking for support and donations from other countries, as there is not a budget from the University that could cover all the Department's needs; besides, the equipment is still limited for the amount of students in this department so in consequence teachers and students need to manage how to include technology in the teaching-learning process.

Although there is some equipment available at the Department for a language class, technology is not yet accessible because teachers and students require to have more access in the classroom almost all the time. For instance, most of the professors take more time and effort to reserve the equipment, then take it from the language office to the classroom and then install it, and sometimes some minutes of the class are spent on the equipment to set it up. In addition to that, some students consider that, installing the equipment in the classroom is overwhelming and sometimes consumes time.

One grand benefit the researchers found out was that teachers are already used to manage the available equipment and they sometimes take advantage of it to develop different activities that help students gain more knowledge and practice the communication skills and the effects are indeed positive. Technology is beneficial for second year students as the class is more effective, interactive, and enjoyable when using technology; also, teachers sometimes assign homework that requires the use of the technology to ensure the learners practice their language skills out of the classroom.

The three language laboratories are not often used as there is not an attending schedule, so teachers and students are losing the advantage to receive classes with more accessibility to technology to work on the students' skills. In two language laboratories the computers are not enough for big groups and there are not headsets, however, the Maria Teresa Damas de Arévalo laboratory, which is well equipped now, is not being used as efficiently as it could

be. Students demand more opportunities to receive classes with more exposition to technology.

The Internet has become so indispensable for teachers and students to support their teaching-learning process. Most of the times, because it has a positive use, such as: students being exposed to authentic material, practicing the skills, communicating better, and acquiring more knowledge. However, it has to be pointed out that a negative impact is when students are not entirely committed to their own learning, they could be quickly distracted by other type of materials not related to the target languages, or they could encounter and use it as their homework.

Not having a budget dedicated entirely to technology use in the classroom is still the grand difficulty in the Foreign Language Department. The department has had several important donations and some improvements have been made in some classrooms and in the language laboratories. However, there are still many things to accomplish; such as having fully-working classrooms that are properly equipped with technology. The FLD has done a lot to improve the classrooms' conditions but there is still more to do to benefit all students.

Even with the limitations of technology implementation at the Foreign Language Department, all the students who were part of this investigation have been satisfactory influenced by technology using electronic devices, Internet and tools to support their English and French learning process. Therefore, to continue using technology as a tool to support their learning can be beneficial for students to focus in the improvement of their communicative competences in both languages so that they could become better professionals.

VI. RECOMMENDATIONS

Through this investigation, the researchers were able to identify the strengths and weaknesses of the implementation of technology in the English and French learning courses, and there are recommendations based on the results:

For authorities:

- The researchers recommend to re-evaluate some of the pedagogical methods, approached and techniques applied in the English and French courses so that, technology can be included easier.
- Authorities can include professors and students their opinions on how to improve the existing courses at the Foreign Language Department. By doing this, new ideas, and solutions can be implemented and they can benefit the student community.
- A good planning of a budget is important in every institution. Authorities can invest in new technological tools, software or programs for students to develop their skills in the best way possible. In addition to that, it is a very good idea to create a new language department's own platform to facilitate students and professors to interact out the classrooms.
- Classrooms can be installed with new technological equipment for the use of professors and students as well as a better Wi-Fi connection. The existing conditions are not suitable to cover all of the professors and students' needs. Therefore, these conditions must be reviewed and changed for the better. The researchers comprehend the fact that the main authorities of the Department of the Foreign Languages have little to non-opinion when it comes to deciding how much income the department should receive to invest in technology; however, they can have special activities to collect money such as donations that can be sponsored by another entity.

- The availability of the three language laboratories at the department is necessary along with a person in charge of each one in order to assist professors and students when they need help to use the equipment or in case the equipment does not work properly.
- As mentioned previously in this research, technology may provide a native point of view to students. By having a program where students can interact with native people, they will be able to develop their skills even better. The interaction with native speakers can be done by using the internet or even having special guests visit the students.

For professors:

- Even if professors have the necessary knowledge to use technology, they can ask to the University to offer them special courses to know how to implement technology in the classroom as efficiently as possible. Once again, the researchers comprehend money may be available for an activity like this one, however, if professors improve their skills, so will students.
- Suggestions, ideas, and activities can be discussed with students to upgrade the current courses. By doing so, the teaching-learning process can become easier to follow.
- Professors should schedule more classes in the language laboratory to make students work on their communicative skills in which they need more practice.
- Professors can "break some rules" when it comes to cover all the topics in the Modern Language major. Sometimes, while trying to cover every single topic on a course book or sticking to certain dates, some skills may be left out or were not provided much time. A program is a guide and it is very useful in a classroom but more often than not, it tends to be hard to follow step by step.

For students:

The researchers acknowledge the fact that if no effort is given by students, then all technology implemented at the Foreign Language Department would be useless. How much does a student improve his or her skills depend on how much time he or she dedicated to practicing said skills. At least 50% of a students' improvement falls in their own responsibility. By taking this into account, the researchers suggest the following:

- Students should be more active in each activity proposed in class as they have been carefully planned to have their skills improved.
- Students who do not have access to internet or to a computer at home could go to the Foreign Language laboratory to practice English and French or to do homework.
- Students can download apps to practice wherever they are. These apps can be online dictionaries, blogs, videos, etc.
- Students must control the use of social medias and take more advantage of the facility they have to communicate with their classmates or with other people in the target language.
- They can be part of clubs or interact with other students so they can help each other.

These suggestions have been discussed and provided in order to have benefits to all parties involved. Authorities at the Foreign Language Department, professors and students should work in conjunction so the learning-teaching process improves and therefore their abilities and skills as well. By following the suggestions listed above, the Department will guarantee to have a high-quality major, competent professors and competitive graduates who will conquer the labor world.

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VIII. ANNEXES



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

STUDENTS' QUESTIONNAIRE

Intensive Advanced English I and Advanced French

Topic: "The application of Technology at the Foreign Language Department of the University of El Salvador and its effects on supporting English and French learning of second year students majoring in Modern Languages during semester II-2019"

Objective: To collect information from students about the application of technology at the Foreign Language Department and its effects on them in the English and French learning process.

Are you attending the Intensive Advanced English I and the Advanced French course at the same time?
Yes ____ No ____

Course: Intensive Advanced English I **Group:** ____

Course: Advanced French **Group:** ____

F: ____ **M:** ____ **Age:** 17 – 20 years old ____ 25 – 28 years old ____
21– 24 years old ____ 29 – 32 years old ____

Instruction: please read and provide the information requested below.

1. **Check only the technology you mainly use to support your English and French learning and the place where you can have the access to it (more than one place could be chosen in each item).**

Equipment	At university	At home	At cyber	At work	Other place
Desktop computer					
Laptop					
Internet					
Overhead projector					
CD player					
TV					
DVD player					
Tablet					
Smartphone					
USB					
Headphones					
Speakers					
Printer					
Language laboratory					
Computer center					
Mp3/ Mp4					
Others					

2. Select the tools you are using to support your English and French learning.

	Intensive Advanced English I	Advanced French		Intensive Advanced English I	Advanced French
Microsoft Software Word Power point Excel			Apps		
Websites			Online dictionaries		
Video-sharing websites			Email		
Blogs			Google		
Online educational Platforms <ul style="list-style-type: none"> ○ Edmodo ○ Schoology ○ Moodle ○ Other 			Other (specify)		
Social networks					

3. Is technology useful to help you in your learning process of English and French as a foreign language?

Yes_____ No_____ A little_____

Why?

4. How often do you use Internet to practice the English and French language?

Always___ Usually___ Sometimes ___ Seldom___ Never___

5. What is the influence that technology has on your English and French learning process?

High___ Satisfactory___ Limited___ Low___

6. What are the benefits of using technology in the language classroom?

7. Is there any disadvantage for you when using technology in the classroom or to make homework assignments?

Yes _____ No _____

Which ones?

8. Check only the skills the Intensive Advanced English I professor usually works in the class?

Skill	
Reading	
Listening	
Speaking	
Writing	
Grammar	
Vocabulary	
Spelling	
Pronunciation	

9. Check only the skills the Advanced French professor usually works in the class.

Skill	
Reading	
Listening	
Speaking	
Writing	
Grammar	
Vocabulary	
Spelling	
Pronunciation	

10. Do you like to use technology in the English and French courses or to make homework assignments?

Yes _____ No _____ Sometimes _____

Why?

11. Is technology available enough at the FLD to support your English and French learning?

Yes _____ No _____

12. What are the difficulties you face when using technology at the Foreign Language Department in order to support your English and French learning?

13. In which way do you consider the Foreign Language Department could improve the availability of technology?



**UNIVERSITY OF EL SALVADOR
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FOREIGN LANGUAGE DEPARTMENT**

OBSERVATION

Topic: “The application of technology at the Foreign Language Department of the University of El Salvador and its effects on supporting English and French learning of second year students majoring in Modern Languages during semester II-2019”

Objective: To gather information from teachers and students about how technology is being applied in both the Intensive Advanced English I course and the Advanced French course during semester II-2019, through observation.

Group: _____ Location: _____

Date: _____

1. What technological resources are available to professors and students at the FLD?

	Teachers	Students		Teachers	Students
Desktop computer			Cell phone		
Laptop			Printer		
Internet			USB		
CD player			Headphones		
TV			Overhead projector		
DVD player			Language laboratory		
Tablet			Computer center		

Other: _____

2. What technological resources does the professor use when teaching?

Desktop computer		Cell phone	
Laptop		Printer	
Internet		USB	
CD player		Headphones	
TV		Overhead projector	
DVD player		Language laboratory	
Tablet		Computer center	

Other: _____

3. How often does the teacher use technology in the classroom?

Always _____ Often _____ Sometimes _____ Seldom _____ Never _____

4. What are the tools used by teachers and students?

	Teacher	Students		Teacher	Students
Microsoft Software: Word Power point Excel			Apps		
Websites			Online dictionaries		
Blogs			Email		
Social networks			Google		
Online educational Platforms <ul style="list-style-type: none"> ○ Edmodo ○ Schoology ○ Moodle ○ Others 			Others:		

5. Where is Internet available to teachers and students at the FLD?

Place	Teacher	Students
1. In the classroom		
2. at the office		
3. at the computer center		
4. at the language laboratory		
5. Library		
6. other		

6. Does the teacher assign tasks in which students will use technology to commit them to continue practicing the language?

Yes _____ No _____

What kind of tasks:

10. What is the students' attitude when the teacher uses technology?

_____ Motivation

_____ Confidence

_____ Concentration

_____ Frustration

_____ Anxiety

_____ Disinterest

Others _____

Additional Comments:



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PROFESSOR'S INTERVIEW

Topic: *“The application of Technology at the Foreign Language Department of the University of El Salvador and its effects on supporting English and French learning of second year students majoring in Modern Languages during semester II-2019”*

Objective: To collect information from professors about how the use of educational technology is being applied in the English and French learning process.

Course: _____ F: _____ Age: 26 – 35 years old _____
Group: _____ M: _____ 36 – 45 years old _____
46– 55 years old _____

1. What technological resources do you use when teaching?
2. How often do you use technology in the classroom?
3. What are the activities you perform using technology to develop the students' skills?
4. What is the influence technology has on your students?
5. What is the students' attitude when you make use of technology in the classroom?
6. Do you use the Language laboratory or computer center with your students?
7. Is there any difficulty to perform some activities with technology?
8. Have you received any training to use technology?
9. What are the benefits do you and your students have using technology?
10. Is there any disadvantage to use technology on the language learning process?
11. Do you think there is any possibility to improve technology at the FLD?



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

**INTERVIEW FOR THE PERSON IN CHARGE OF THE LANGUAGE LABS AND
FOR SOME AUTHORITIES AT THE FOREIGN LANGUAGE DEPARTMENT**

Topic: *“The application of technology at the Foreign Language Department of the University of El Salvador and its effects on supporting English and French learning of second year students majoring in Modern Languages during semester II-2019”*

Objective: To gather information about what resources are available in the computer lab at the Foreign Language Department for students currently taking the Intensive Advanced English I and the Advanced French Courses.

Questions:

1. What kind of equipment does the Language lab have for students?
2. How many computers are available? How many of them work properly?
3. How many computers have access to the Internet connection?
4. How fast does it run?
5. What is the schedule to use the Lab?

Laboratory located on the third floor of the Philosophy and Language building



“María Teresa Damas de Arevalo laboratory” located on the third floor of the Central Library



“Computer Center for Distance Education”

It is available to the entire student community of the Foreign Language Department.

