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THE USE OF TECHNOLOGY IN THE CLASSROOM AND ITS INCIDENCE ON ENGLISH LEARNERS' PROFICIENCY AT THE FOREIGN LANGUAGE DEPARTMENT, UNIVERSITY OF EL SALVADOR

IN ORDER TO OBTAIN THE DEGREE OF:

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Abstract

The research work entitled **The use of Technology in the Classroom and its Incidence on English Learner's Proficiency at the Foreign Language Department, University of El Salvador** had as a main goal to demonstrate that the use of technological resources in the classroom may influence in student's daily life when learning English as a second or foreign language and make them more efficient by the time when they have to put them into practice in their real job. For that reason the researchers make a specific emphasis about the great advantages that many teachers and professors have nowadays when they make a good usage of different technological resources when teaching a class. The purpose of the present research is to describe the importance that the use of technology has in the classroom.

Taking into account that the new generations demand, and at the same time require, the use of many technological resources to develop any specific activity, this research has been focused on how essential it is the use of this for many teachers, not only because it makes their life easier but also because by doing that they get better results at the end of a particular class. Also, it is important to state that in order to support the theory of this research project, the researchers administrated a questionnaire that contained thirteen questions which had to do with the use of technology in the classroom. Such questionnaire was administrated to sixty students of Advanced Intensive English II from all the groups offered by the Foreign Language Department in the first semester, year 2011. The sample from each group was made up of ten students.

After having collected all the information needed, and having made the analysis and interpretation of data, the researchers could conclude that it is very important and meaningful to implement instructional technology in the classroom when learning English as a second or foreign language.   The use of this tool can help a lot both teachers and

students because it makes them develop better skills. For instance when teachers play a tape recorder or CD, students are able to listen to a real conversation between native speakers and take advantage of technology in different situations. Besides that, another thing that is essential to say is that communication has become easier than before when using technology.

Justification

The Foreign Language Department at the University of El Salvador, with regard to numerical statistics, is the biggest one at the School of Arts and Sciences in terms of students as well as teachers. All this has an explanation because, as it is known, lately it has had a big demand, due to the fact that the English language has become one of the main tools to get a job. That is why teachers from this Department have implemented new methodologies in the teaching-learning process in order for students to become more proficient and efficient in the language mentioned above.

In addition to that, nowadays teachers from the Foreign Language Department at the University of El Salvador have decided to implement the use of technology in their classes in order to call more the attention of students and get better results from them. The implementation of technology has brought great advantages not only for teachers but also for students. For that reason it is very important to determine how much teachers make use of it in the classrooms.

Since we are in a century in which the usage of technology has become an important tool for the teaching-learning process, the authors of this research project decided to prepare a graduation work related to the use of technology in the classroom at Advanced Intensive English II level.

The importance of this research project lies on the following facts: First, it is very essential to mention that one of the main intentions of this research focuses on how useful the technology has become for teachers as well as for students with regards to the teaching-learning process. Another fact is the use of technological resources as a necessity for the human beings in order to communicate to one another. Moreover, the access to technology has changed the lives to many people, because the facilities to perform the things have become even easier than in the past. And as a result the implementation of technology is everywhere. So basically that is the reason why this research project focuses on how the teachers at the F.L.D. are making use of this resource and the advantages that technology has brought regarding the teaching-learning process.

Introduction

Nowadays, technology has become an important and indispensable tool that has changed the world. When talking about technology, it is essential to make emphasis on new lifestyles that many people all over the world have adopted in this new 21st century. Technology has changed the way on how people work, think, learn and spend their time. That is why every single person must be prepared to cope with the different challenges with regards to this new reality. In addition to that, technology had never had a preponderant role in people's daily life like it is having at the current time because as it is known, technology is being used in many places such as home, office, the market, banks, libraries, schools, and universities.

The use of technology has become a crucial apparatus that has been very useful to the majority of people worldwide. At the present time, technology has been widely integrated in education with the use of desk top computers, laptop, printers, television, DVD players, stereos, and handsets among others. So all these sources previously mentioned are part of Information and Communication Technologies (ICTs) which play an important role in education not only because these make things easier and faster to students and teachers, but also because these help them to develop new skills.

The ICTs in the classroom are a very useful and important tool for teachers because they make their classes more interesting, pleasing and better in different ways. Moreover, they have become significantly and helpful when learning a foreign language because they bring a lot of advantages with regards to the teaching-learning process. When foreign language students make an appropriate use of technology sources, they can have a huge access to real English materials that can help them a lot to get more knowledge about language. For example, when they have access to Internet, or to multimedia, they are able to download the information that is available about the language like: grammar rules, listening play recorder, and others.

There is no doubt that whenever teachers as well as students make a good use of technology sources, they get lots of benefits. First of all, because if they need to communicate to each other, they are able to do it no matter how far they are from each other. For that reason, this research is aimed at describing the importance of the use of technological resources in the classroom in the English teaching learning process at the Foreign Language Department at the University of El Salvador.

Chapter I: Problem

1.1 Statement of the problem

Technology plays an important role in the teaching learning process; and the Foreign Language Department is not absent from this necessity. Nowadays, the use of technological resources makes human life easier than before. New generations of students from the current twenty first century have forgotten the use of physical books, and instead of reading them, they rather go to the Internet in order to search for virtual information. They consider that it is easier and more comfortable to download everything from the Internet than carry out a book. So far traditional schools are still using the whiteboards, markets and teacher's speech. Lately the Foreign Language Department has started making use of different kinds of technological resources, though. Although the use of these sources is still limited, many teachers at this department are trying to implement the use of technology in different tasks.

It is important to state that recently the virtual incursion style has raised the necessity to implement new methodologies to improve the English teaching-learning process so that students can acquire a higher knowledge at the end of the major and have a better performance when applying for a job. For that reason, the topic of this research will be "The use of Technology in the Classroom and its Incidence on English Learner's Listening Proficiency: Case of Advanced Intensive English II Students at the Foreign Language Department, University of El Salvador, Semester I-2011." The main intention of this is to find out how technology influences the Foreign Language Department students' life and which are the results that teachers are getting when they make use of technological resources.

1.2 Historical Background

Historical Views of Integrating Technology into the Classrooms

According to a report in the Washington Post newspaper, (1999) almost everybody thanks to media "now has more processing power than did the North American Air Defense Command in 1965" Indeed we are witnessing "the fastest global diffusion of any technology in human history", said the paper.

A decade ago, the Internet was limited both in what it could do and in who used it. Many people had heard the word but did not have a clue as to what it was. Today, most teachers have not only been exposed to the Internet but also have access to it at home or at school. In fact, a large number of schools are being retrofitted to place the Internet in every classroom. Even more exciting than this is the newest technology: Wireless. A school can purchase a 'Portable Classroom'. This consists of laptops networked together, allowing students to work at their desks without wires. If the laptops are networked to a printer, students can easily print from their personal computer to the classroom printer. (Kelly, 1991).

We as students and teachers had no technology three decades ago as we do nowadays. For instance, in the 1940's the physical technology tied these ideas to microfilm, phonographic recordings, and punch card-style machines. Later in the 1950's and 1960's the most powerful computers occupied entire rooms because no corners or desktops or laptops existed. Benson, D. (1997). Just a short time ago in 1988, the vision of the technological future was the following: "What will happen is that in the universities of the year 2000, students will be given a computer on their first day. Over the years that they will spend at the university, a fixed cost will be assessed each term. This cost will pay for the computer, tuition, access to a myriad of database services, and online textbooks". (Young et al. 1998, p 259).

Technology in El Salvador for English Teaching – Learning.

Without a doubt, there will be challenges to implement technology in the classroom. Even the most fundamental, non-tech lessons have their hiccups. And like anything that is new, there is a learning curve. But the challenges may not be as great as you think, and the easiest way to avoid the hiccups is to spend a little bit of time with these technologies before hitting the classroom floor, in order to manage these obstacles. Researches in second language acquisition have clearly suggested the need of comprehensible input in order for second language learning to take place. Perhaps the most important single role of the second or foreign language teachers is to acts as facilitators in providing this intensive input. Traditionally, teachers have relied heavily on the use of pictures, realia, and gestures to convey meaning to beginning language learners. The computer, with its internet source and hypermedia capabilities, is a powerful addition to second language teachers' resources. Computers utilize a multisensory collection of texts, sound, pictures, video, animation, and hypermedia to provide meaningful contexts to facilitate comprehension on macro – skills such as reading and listening (Krashen, 1989).

As the ex-president of the republic of El Salvador, Elias Antonio Saca expressed on an interview to La Prensa Gráfica, newspaper (2004); "it is an urgent obligation for our country to be part of the global revolution of information while being updated with new technology". Therefore, in El Salvador the focus has been on the elementary and secondary school, in order to carry out projects like "Compite" program whose main purpose was to implement English as a foreign language supported by different technological resources such as video, compact disks, radio, television and printed materials to facilitate English teaching learning process at these levels.

Higher education neither in the past nor nowadays is having less support from the government than the levels mentioned before, since it is facing different constraints such as lack of equipment, inadequate infrastructure, and lack of monetary sources among others. So the majority of higher education institutions are working by themselves to incorporate technology since they have identified its importance as Dusen (1997) stated, "In Latin American it has been recognized that technology is an evident manifestation and a tool for

changing education. Technology is changing the way of teaching". Although the mere existence of technological devices in the classroom provides no guarantee that students learning will improve, they have to be part of a coherent education approach, to support the different methods and techniques teachers incorporate in the classroom for a given wide range of activities that can facilitate and enrich the teaching - learning process.

Technology in the University of El Salvador's Foreign Language Department

It is well known that technology has influenced every single corner of the world, and the University of El Salvador's Foreign Language Department has not been the exception as we can see through its own history.(Salazar and Rodriguez, 1998).Though the difficulties that not only the Department had, but also the entire School of Arts and Sciences and the University as well, that unit refused to disappear and all the time it tried to update itself with technology.

According to Salazar and Rodriguez, "one of the most significant lost that the Foreign Language Department suffered as a result of the military occupation in the 80's was the disappearance of its new Language Laboratory". Before its disappearance the language laboratory manufactured in Japan cost around ₡100,000.00 ($11,430.00) and had been operating for three years when the University was overtaken. Some years later the Foreign Language Department had little by little recovered its place; even though something important was missing, Fortunately, Licenciado Rolando Labrador had began procedures to obtain a donation from Universidad del Sagrado Corazón de Connecticut, EUA which consisted of a language laboratory that had been used by the university mentioned.

The new language laboratory was inaugurated on December 20th, 1995, nominated **Licenciada María Teresa Damas de Arévalo** in honor of her work as a member of the University of El Salvador's Foreign Language Department. Also it is important to mention that it was improved in 1998 by the Sony Company through the government of Japan.

After getting the language laboratory, Licenciado Labrador stopped serving as head of the Foreign Language Department. Due to that, Licenciada Ana Maria Glower de Alvarado was assigned by the teachers to take the duty. She showed from the beginning an interest in

working for the Department and involved all the teachers. So, when she finished Licenciado Labrador`s period, it was necessary to elect a new head of the Foreign Language Department and at that period the majority of teachers and students as well as an award voted for licenciada Ana Maria Glower to continue as the head of the Foreign Language Department.

Among the different aspects that Licenciada Ana Maria Glower improved in the Department was the technological one. Therefore, the Foreign Language Department became one of the best equipped units in the School of Arts and Sciences. Little by little the department invested in computers for the use of secretaries and teachers as well. Moreover, students benefit with the technological improvement, because the money that the Foreign Language Department received in that period was used to buy a considerable lot of tape recorders, television sets and VHSs which were considered a necessary tool to the teaching of languages and a need to the practice of students` listening skill.

Many teachers have experimented by appreciating that the students' aptitude in their classroom's chairs has a different perspective on the world. These teachers have begun to experiment with new ways to connect with the students through these technologies. Moreover, the research is supporting this work, showing that multimedia education improves both comprehension of the lesson material and students' interest in the lesson topic.

1.3 Objectives

General Objective:

To describe how technology is being applied throughout the English language teaching-learning process at the Foreign Language Department of the University of El Salvador in order for its teachers to develop enhanced English skills among their students.

Specific Objectives:

1- To explain how the use of technology can be useful for students of the Foreign Language Department in the teaching learning-process so as for students to acquire a better listening skill.

2- To determine what kind of technological resources are being used by teachers when teaching in the classroom, and how this has an incidence on students in a positive way in order to obtain better results.

3- To determine if the use of technological resources makes students more efficient in the teaching-learning process when they use them with the purpose of learning a foreign language.

1.4 Assumptions

Importance of Technology

Because of the advantages that technology offers, many schools are bringing technology into the classroom. Computers, touch-screen smart boards, projectors, closed-circuit television, special teaching software and online courses are being used to teach technologically-savvy learners. When a teacher uses a smart board or other technology items in a classroom, students' eyes and ears are more concentrated on the activities. Therefore, results on skills such as listening will be higher than in an environment where only the teacher performs the class. (http://www.ehow.com/list advantages-technology-classroom). A majority of today's learners are audio-visual learners, and smart boards take a flat, one-dimensional lesson and turn it into an interactive lesson in which the students can actually see and listen to different, adapted and authentic material.

Besides the aspects mentioned before, the advantages of technology in the classroom and the use of technological tools that today´s students have at their disposal make the task of learning easier and allow learners for the creation of products that would once have been impossible. By integrating technology into their classroom, teachers can allow their students to reap the benefits that these technology tools offer and prepare to use technology in the real world. In fact; there are some aspects that we as researchers have considered important for students to succeed not only in the academic field but also in the labor one.

Motivating Students

Technology is often intriguing students, leading to a higher degree of student motivation. When students look tired of exploring standard written texts or composing essays on paper, their teachers can regain their interest by providing them with technology-rich lessons that allow them to use technology to learn and produce creative and dynamic products, such as digital movies or multi-media presentations. Also, when they are exposed to listening material, obviously with different tone, length and stress from that of the teacher, their listening skill improves considerably. Moreover, students are more interested in creating

their intriguing own works, so that they focus more attention on the completion of the task and, by connection, learn more.

Communicating

Technology tools allow students to efficiently communicate with others across the globe. Through e-mail, chat rooms, discussion boards and other digital communication methods, students can exchange ideas and information with others. This ease of communication allows for the development of an extensive community of learners all working towards the accomplishment of the same goal. As a result, students do both practice and improve their language and social skills. Shortly, computer and presentation technologies are becoming an important tool for teachers to use to effectively communicate with their students.

Accessing Information

Students once had to venture to the library and sort through stacks of books to find information. With the aid of technology, they can gather information almost instantly. Because the Internet allows students to gather information more rapidly, teachers can commonly squeeze more learning into their lessons. Thus, they will have access not just for reading material as in books, because while using media they can get writing exercises and, of course, interchange speaking-listening exercises or have real conversation with peers interested in the same topics.

Providing Supplementary Information

Teachers can easily enhance their lessons with technology. Instead of relying solely on the textbook, teachers can use technology tools to present movies or audio recordings, locate and print out related articles or create slide show presentations to accompany lessons. Since technology makes supplementary material easier to gather and use, teachers are often more likely to provide educationally-rich supplementary materials to their students. Finally, we consider that these aspects listed above, are very important to think on while teaching; therefore, including media on lesson planning will help students to succeed as students and workers.

1.5 Limitations

The task of gathering all the information was not that easy because first of all the researchers had to look for the teachers who were in charge of all the Advanced Intensive English II students at the Foreign Language Department, University of El Salvador, Semester I-2011.

Another limitation that the researchers faced was the fact of collecting the information because there were different schedules that the students of this subject had. In a way this caused an inconvenience because the researchers had to request permission from their jobs in order to have the time administrate the survey.

There was also another restriction that the researchers had to deal with. In order to get theory related to the topic, the investigators had to figure it out how to get information from different places related to the topic in order to support the research project because in spite of the fact that nowadays there is a lot of information about technology, not all the information is focused on the teaching learning-process.

Chapter II: Theoretical Framework

2.1 Technology in education

When talking about the function of technology in education, it is significant to make emphasis on two main important concepts. First of all, the term Education refers to the process of teaching-learning and acquiring information. Education can be divided in two main types: 1-formal, which, is performed through institutions such us schools, academies, and universities; 2-self-taught learning or what is known life experience in which everyday the human beings acquire knowledge by themselves; it can also be made by searching for their own such as reading books, listening an specific material related to a lesson, or going to the Internet. In general, the teaching-learning process is important for leaning basic life skills, as well as learning advanced skills that can make a person more attractive in the job market.

It is important to start mentioning what some experts in education think about the teaching-learning process and how it can be performed by using different sources. In this case, this research will be focused on the use of technological resources that many teachers at current time use at schools, and also lot of professors at the universities when teaching in the classroom. Now, the main question about it is: What is "Educational Technology"? Educational technology historian Paul Saettler (1990) says that "the earliest reference for educational technology seems to have been made by radio instruction pioneer W. W. Charters in 1948, and instructional technology was first used by audiovisual expert James Finn in 1963. Even in those early days, definitions for these terms focused on more than just devices and materials."

Moreover, Saettler (1970) states that the Commission on Instructional Technology defined educational technology as both "the media born of the communication revolution which can be used for instructional purposes" and "a systematic way of designing, carrying, and evaluating the total process of learning and teaching". While today's education tend to think of education or instructional technology as equipment-particularly electronic equipment. Saettler (1990) remind us that such a limited definition would have to change over time as resources change. Only about 20 years ago, Cuban's history of technology in education since 1920 (1986) "placed the emphasis on radio and television, with computers

as an afterthought". If such a description were written now, the focus might be on the internet, while 20 years from now it might be on intelligent computer-assisted instruction or virtual reality or whatever these technologies are called then.

The extraordinary advance that technological resources have in the teaching-learning process has been changing every single day, and many teachers all over the world are being updated with regards to these new methodologies. (Saettler, 1990) presents **four perspectives that define Educational Technology: Media, Instructional systems, Vocational Training, and computer systems.**

1-Educational technology as media and audiovisual communications- "This perspective grew out of the audiovisual (AV) movement in the 1930s when higher education instructors proposed that media such as slides and films delivered information in more concrete and therefore more effective ways than through lectures and books." This movement produced audiovisual communications or the "branch of educational theory and practice concerned primarily with the design and use of messages that control the learning process" (Saettler, 1990)

*2-Educational technology as instructional systems and instructional design- "*This view originated with post-World War II military and industrial trainers who were faced with the problem of preparing large numbers of personnel quickly. Based on efficiency studies and learning theories from educational psychology, their view was based on the belief that both human (teachers) and nonhuman (media) resources could be parts of an efficient system for addressing any instructional need. Therefore, they equated "educational technology" with "educational problem solutions." (Saettler, 1990). In other words what the author is making emphasis is, that educational technology has had influence not only inside of a classroom to teach students a regular class, but also it has been used to develop trainings in others types of teaching-learning process.

3-Educational technology as vocational training- Also known as technology education, this perspective originated with industry trainers and vocational educators in the 1980s. They believe (1) that an important function of school learning is to prepare students for the world of work in which they will use technology, and (2) that vocational training

can be practical means of teaching all content areas such as math, science, and language states (Saettler, 1990). Actually, in this case Saettler tries to focus his idea on how students need to get prepare in advance about the use of technological resources, because when they finish their major, they can perform any kind of job related to the use of technology no matter in which area they will need to put into practice their knowledge.

4-Educational technology as computer system- This view began in the 1950s with advent of computers and gained momentum when they began to be used instructionally in the 1960s. As computers began to transform business and industry practices, both trainers and teachers began to see that computers also had the potential to aid construction. From the time computers came into classrooms in the 1960s until about 1990, this perspective was known as *educational computers*. States (Saettler, 1990)

Nowadays, technology is changing the way of teaching. That is why Newby, and others (1996), present the following statement regarding this issue. They say, "Instructional Technology for teaching and learning will show you how to increase learning by designing lessons that use instructional technology, including computers and other media. We live in an age in which technology, specially the computers and other electronic tools, has made a tremendous impact. From providing quick access to huge amounts of information to performing high-speed, accurate calculations, the computer has changed our lives. This tool has the potential to readily impact how one learns and how one assists others as they learn. Technology can impact the teacher, the learner, the instruction, and the learning experience".

It is significant to say that many people worldwide make use of different resources in order to acquire knowledge about different kind of things. However, they might never have asked themselves about what learning means (Hamachek, Don E, 1975) presents a definition about: *What is learning?* So he states that "Although there is no single definition of learning, most would generally agree that learning is a process by which behavior is either modified or changed through experience or training. In this sense, learning refers not only to that which is manifestly observable, but also to attitudes, feeling states, and intellectual process, any one of those may be difficult to observe at first glance

Newby et al, (1996) in their book **Instructional Technology for teaching and Learning** make a remarkable description regarding *Traditional View of Teaching and Learning* so they affirm that the "traditional" classroom for most, this will conjure up thoughts of a room with rows of desks and chairs. "The traditional view of teaching and learning is one in which the teacher stands and delivers the content, while students sit and receive. This view places the control of all planning, implementation, and evaluation in the hands of the teacher. It assumes only a slight diversity in the manner in which most students assimilate information. For some types of learning, mostly those dealing with basic rote skills, this traditional viewpoint has proven quite efficient"

Newby et al. (1996) say, "Today we live in an age of lightning-fast information transfer. Technology has allowed individuals to obtain, assemble, analyze, and communicate information in more detail and at a much faster pace that ever before possible. One consequence of this is the ever-increasing demand on education to help all learners acquire higher-level skills that allow them to more readily analyze, make decisions, and solve complex "real-world" problems. According to Bruner (1993), "learners must rise above the rote, factual level to begging to think critically and creatively. These increased demands dictate changes in the way teachers interact with students; moreover, these changes must be grounded in an understanding of how a diverse population of individuals learns."

Another author that also that highlighting *What Exactly is Learning?* is Driscoll, (1994).He states that "**Learning** is such a broad concept, and occurs across such a variety of subjects, that defining it concisely is not simple. Learning is a "persisting change in human performance or performance potential about a result of learner's interaction with the environment". Moreover, Woolfolk (1998) says that "learning occurs when experience causes a relatively permanent change in an individual's knowledge or behavior"

Furthermore, Woolfolk says that "the key word of learning is *change*. To learn is to change (or have the capacity to change) one's level of ability or knowledge in a permanent way. Typically, learning is measured by the amount of change that occurs within an individual's level of knowledge, performance, or behavior to qualify as learning, this

change must be brought about by experience- by the interaction of a person with his or her environment. Changes simply caused by maturation, such as growing"

Now, there is another question that Newby, et al (1996) explicates on their book of **Instructional Technology for teaching and Learning**. They say, "***Why is the study of learning important?*** They add that, "the study of learning is important for both those who will be learning and those who will be guiding the learning of others because specific actions, techniques, and technologies can have an impact on the quantity and quality of what is learned. The emphasis is on what learners and teachers can do to positively impact learning. Another related question of the study of learning focuses on the benefits. Are the potential outcomes worth the investment of effort? The positive outcomes listed below can justify the study of learning and the use of strategic instruction".

Besides Newby et al. (1996) also make an emphasis on **instructional effectiveness:** "In this case students actually learn in a better way than they would without the experience. Increased effectiveness includes greater recall accuracy, longer retention, and better transfer and generalization of skills and knowledge to similar or dissimilar situations". Basically, what these authors are explaining is that instructional effectiveness make students more efficient because of the experience that they have about a specific topic. Besides that, they also mention something about instructional ***efficiency.*** "Here the focus is on time. You may get efficiency through reducing the time required to design and develop the instruction, or through better or quicker means of instructional delivery. Efficiency may also relate to the manner in which students acquire skills and knowledge, reducing the amount of time they need to new information" stated (Newby, Timothy J. et al, 1996).

As a final point, Newby et al. (1996) elucidate another description regarding the study of learning, so they talk about ***instructional appeal,*** consequently they say *"*Another outcome often neglected and forgotten, but critical to the success of instruction is its appeal to both teacher and student. Increasing the appeal enhances the possibility that students will devote time energy to the learning task and increase the likelihood they will return to review and work on the material at other times. Appeal is strongly associated with learners' attitudes toward the information and their motivation for studying the subject".

Jeremy Harmer (1998) in his book **How to Teach English, An introduction to the Practice of English Language Teaching** makes some questions with regards to *what makes a good teacher* And he gets many answers about this question. For example, he states that some people answered that "*teachers should make their lesson interesting so you don't fall asleep in them*". Actually, he says that this was told by an adult student at a private language school in England. Harmer states that someone else said, "*A teacher must love her job. If she really enjoys her job, that'll make the lessons more interesting*". This was also said by an adult student in England. Teachers who look fed up or unhappy with what they are doing tend to have a negative effect on their students.

Harmer, (1998) states that "a good teacher is an entertainer in a positive sense, not a negative sense. Students enjoy being entertained and amused. However, a balance has to be struck between entertainment (which often gives teachers enjoyable feedback) and teaching/learning". In addition to that, Harmer adds the following information. "The character and personality of the teacher is a crucial issue in the classroom, by far the greater number of responses to the question". That means that a good teacher must be able to have any specific answer for every single student. Besides that, this author says that a good teacher is somebody who has an affinity with the students that he/she is teaching; in other words successful teachers are those ones who can identify with the hopes, aspirations and difficulties of their students while they are teaching them.

Harmer (1998) also establishes the following statement on how teachers should talk to students. Harmer says that "the way that teachers talk to students, the manner in which they interact with them is one of the crucial teacher skills, but it does not demand technical expertise. It does, however, require teachers to have empathy with the people they are talking to". What Harmer is explaining in the previous statement is that a good teacher actually doesn't need to teach a large vocabulary. However, the way on how he/she expresses the ideas has to do a lot with what students can learn at the end of a lesson.

In addition, Harmer (1998) puts emphasis on this question and asks "Why teach listening? "The answer to this question is that "one of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents rather than just the voice of their teachers with its own idiosyncrasies. In today's world, they need to be

exposed not only to one variety of English (British English, for example) but also to varieties such as American English, Australian English, Caribbean English, Indian English or West African English. When people of different nationalities speak to each other, they often use English too". In fact, what Harmer is explaining in this paragraph is as follows: First of all, it is essential for students to have the opportunity to listen to different kinds of native speakers from different nationalities, because by doing that they will acquire a better listening skill. Secondly, students who have the chance to speak with other people whose mother language is English are able to develop their hearing. So, basically what Harmer is telling us about it is that in order to improve the listening skill, it is important to interact with native speakers of the English language.

In addition to the previous paragraphs, it is also significant to mention the following statement related to this research which has to do with **Culture and Online Education.** According to Branch (1997) "Culture is regarded as the epistemology, philosophy, observed traditions, and patterns of action by individuals and human groups". Nonetheless, culture is constantly changing as well as individuals change every single day. Trompenaars and Turner- Hampden (1998) explain that "the essence of culture is not what is visible on the surface, and Hall (1998) adds that "culture hides much more than it reveals and, strangely enough, what it hides, it hides most effectively from its own participant."

Matsumoto (1996) noted that "culture influences the structure and functional use of language, and as such language can be brought of as the result or manifestation of culture. Language also reinforces our cultural values and worldwide. The cyclical nature of the relationship between culture and language suggest that no complete understanding of culture can be obtained without understanding the language and vice versa". Actually, Matsumoto is providing a strength explanation that culture along to the language has a close relationship. Basically, the author establishes the relationship that both language and culture have. So, in conclusion to this is that culture depends of the language that a specific country or town may have.

Culture and communication in the online environment. This is the title that Hall has established about the use of computers in the environment of communications. In the following statement Hall explains how culture has to do with the communication. Hall

(1998) claimed that culture is communication. He says that "the essence of any culture is primarily a system for creating, sending, storing, and processing information. Communication underlies everything" in the online context that communication takes place through a computer-mediated environment, by which people create, exchange, and perceive information using networked telecommunications system that facilitate encoding, transmitting, and decoding messages.

Educational technology is not a new issue. Technology has taken significance as an integral part of preparing students in a general area overcoming many of the barriers students face when learning. Firstly, one of the barriers that student of ESL face is that they are not exposed to real language in context. Besides that, another problem they have is that most of the time teachers do not use authentic material in their classes. Schank and Cleary (1995) suggest that "focusing attention on the facts, principles or procedures runs the risk of rote learning and learning for short-term gains such as passing impending examinations. There have been long standing and very strong arguments put forth in favor of building and orchestrating learning environments that immerse learners in authentic learning experiences where facts, principles and procedures are embedded in activities, and engagement in this experience leads to the development of desirable competencies."

Learning a foreign language is a very challenging task since the influence of the mother tongue becomes a barrier for EFL students and their exposure to the target language may be very limited. Nowadays, a common belief among teachers and students is that technology is something that has become in a special tool in order to make the teaching learning-learning process easier to become more successfully in terms of getting a better job when finishing a major. In fact, technology has revolutionized the human being's life in many things. Chapelle (2001) says that "after the birth of computer-assisted language learning (CALL) in the late 1970s, foreign language teaching and learning saw the introduction of the use of micro and networked computers and the development of hardware and software designed specifically for language instruction. Since the end of the 1990s, with the popularization of synchronous and asynchronous communications and the Internet, a number of CALL research papers and projects have focused on the use of e-mail for language teaching and the establishment of cross-cultural communication activities."

Rita Marriot and Patricia Lupion Torres (2008) in their **Handbook of Research on E-Learning Methodologies for Language Acquisition** say that "more recently, CALL methodologies have gone a step further, this time to embrace not only the new technology but also methodologies and approaches brought about by the use of the Internet and virtual learning environments. These take into consideration the needs and interests of both students and institutions within the context of a technological and democratic society

More recently, Bax (2003) made an important contribution to the analysis of the history of CALL by proposing the concept of Integrated CALL. According to him, "this refers to the stage when the technology becomes invisible, embedded in everyday practice" In fact, anecdotal evidence indicates that it would not be erroneous to say that teachers who make use of computer technology long for the day when computers are so integrated in all aspects of classroom life that they can go almost unnoticed, vs. the current situation where they are usually relatively obtrusive, involve specialized training, and so on. Bax (2003) sees CALL in relation to other technologies in society and stresses the possibility that computers may only become fully effective in language teaching and learning when they have become normalized. Bax (2003) also highlights the fact that the use of ICT (information and communication technology) in the language classroom would not be enough to normalize ICT in that context. In order for this to happen, teachers and learners would need to feel comfortable enough with the technology and use it as an integral part of the teaching/learning process, "without fear or inhibition, and equally without an exaggerated respect for what it can do" Therefore, before reaching the stage of normalization, teachers and learners need to go through a complex process of technology integration in which they need to adapt themselves to new ways of teaching and learning. This usually involves conflicts and challenges which, if not dealt with, probably might inhibit normalization of new technologies in that specific context."

The incorporation of technology should begin by making teachers aware of the necessity and the benefits that it brings to both of them teachers and students. Teachers should know that the use of instructional technology in class will not make them better or improve the delivery of instruction. Actually, it will provide more opportunities to students to enhance learning when being in the day-to day use of the English language. Teachers may let their students invest time creating and developing technology-.based activities in

ESL settings promoting the desire of sharing the knowledge and expertise in technology they have. Although the benefits obtained from incorporating technology to English class may vary according to teachers' expectation and preparation, it will depend on the accessibility to technological resources that they may have.

Spector and Anderson (2000) state that "technology changes what we do and what we can do. People change on account of technology. Technology in support of learning and instruction is no different. Instructional technology changes what teachers and learners do and can do. This is especially true when the Internet and distributed technologies are taken into consideration. Learning research has also evolved and increased our understanding of how people learn different things in different situations. There has been a trend to apply emerging instructional technologies to support learning and instruction in ever more challenging and complex." Moreover, Alessi, et al (2000) say that "the system dynamics community has focused primarily on learning by creating simulation models, although some researchers are becoming more sophisticated in recognizing a variety of different learning situations and requirements". Basically, these authors are putting a specific emphasis on the instructional technology and how this can increase the knowledge in students' life.

The use of technology in the classroom has become a pretty important tool. Nowadays, a lot of teachers make use of technological resources in their classes in order to have more efficient students, no matter the subject they are teaching or the level at which they are. At present, as it is known, teaching plays a significant role in society. That is why teachers need to be updated regarding technological resources in order to reach their goals with their students when using a specific technological device in their classrooms. Carlton W. H. Erickson (1965) in his book **Fundamental of Teaching with Audiovisual Technology** puts on emphasis on it and says that "in recent years technology has swept through society from the research laboratories into manufacturing, communications, the space age, and, finally now, into education. Educators everywhere, some aided by foundation grants and by financial support wronging out of national legislation, are exhibiting an intense interest in teaching methods employing such new media as television, tape instruction, and teaching machines. Even the older media such as filmstrips, slides, and motion pictures are now acquiring a new technological aura as they appear not only in

conventional classrooms, but also in large-group team-teaching situations, in combination with television programming, in instructional package, and in self-instruction process"

. Taking into account that this research has been focused on the influence of technology and its incidence on the teaching learning process, it is essential to write about the use of media in language teaching. Nowadays, the use of technological resources in the classroom has been increased. Many teachers make use of these kinds of sources in every single class, mostly those ones who teach a foreign or a second language. Bowen, Madsen, and Hilferty (1985) say that "in the second language classroom, the extent to which media are used has varied widely, depending on the methodology selected. In some methods, media have figured prominently as a force that drives the curriculum in the audiovisual method, which was developed primarily for the teaching of French as a foreign language"

As is known by many people at the current time technology has become an important tool for the teaching-learning process. That is why a lot of teachers are making use of this in order to reach their main goals with their students. New methodologies have appeared lately with the use of technology. For example, nowadays, many teachers prefer to teach their classes using a technological resource than do it by themselves. Even in those little activities that teachers perform in their classrooms, technology shows up as an important means due to the fact that it makes their lives easier when teaching a class. Now, it is essential as well to focus on what are the advantages and disadvantages of this, because sometimes teachers can become lazier for the reason that they might probably will just download their classes from the Internet, or just present to their students a video and at the end they don't even bother themselves   to give an explanation about it at the end of a class.

Chapter III: Methodology

3.1 Description of Research Design and Procedures Used

To carry out the research work entitled: **The use of Technology in the Classroom and its Incidence on English Learner's Listening Proficiency: Case of Advanced Intensive English II Students at the Foreign Language Department, University of El Salvador, Semester I-2011,** the researchers had a main goal, which was to describe that the use of technological resources in the classroom may influence the teaching – leaning process. Moreover, the researchers combined qualitative and quantitative paradigms in order to analyzed and interpret the data.

3.2 Sources of Data

The research was conducted with Advanced Intensive English II Students at the Foreign Language Department, University of El Salvador, Semester I-2011. The population that participated was in total sixty six from which sixty were students and the other six were the teachers in charge of the Advanced Intensive English groups.

3.3 Sampling procedures

Among the different procedures that took place while getting the sample, it is remarkable to put them in chronological order as follows. Firstly, the researchers elaborated a survey based on the objectives of the work and after getting the approval of the advisor of the research. Secondly, the researchers asked for permission to the teachers in charge of the Advanced Intensive English II courses and agreed with them to administer the survey to ten volunteer students to submit the document.

3.4 Instruments of Data Gathering

The instrument used to get the information needed to carry out the research was a survey elaborated by the researchers, which was checked by the advisor teacher before using it in the process. The survey was designed with a first part with three questions that intended to get general information based on the knowledge that they have on technology. The second part consisted of ten questions which intended to get information on how both teachers and students applied technology in the teaching – learning process. It is important to mention that teachers' surveys differ a little from the students' one.

3.5 Statistical Treatment

After gathering the data that both teachers and students had thrown through the surveys, the researchers began working in the analysis and interpretation of the information separately (teachers and students) as explained in the previous item. First, the researchers put the answers in grids that contained all the possible options and all the answers followed by percentages. Then, the researchers created a formula to put the data in graphs to perform the analysis and interpretation more accurately based on the results of both teachers and students' answers. Furthermore, the researchers used the average which helped them to assign a percentage for every item. Finally, based on the grids and the graphics, the researchers analyzed the results and gave their own interpretation related to the objectives established at the beginning of the research.

Chapter IV: Analysis and interpretation of data

4.1 Students' questionnaire

After having gathered all the information data from students and teachers of Advanced Intensive English II courses, semester 01/2011, at the Foreign Language Department, University of El Salvador, the researchers performed the following interpretation and analysis based on all the information that was collected from students and teachers. It is essential to clarify that the instrument that the researchers used was a questionnaire that contained thirteen questions divided in three parts: In the first part of the students' questionnaire, which contained three questions, the focus was on **general information** regarding student's access to the use of technology. The second part had six questions related to **the availability and access** that students have regarding technology. In this part the researchers made a specific emphasis on where and how often students are able to use a technological resource. And the last one had to do with **technology application.** This section had only four questions and the main purpose of these ones were about technological resources students use to develop a better skill in the listening part and with which frequency they make use of them.

Taking into account the importance that every single question had in the collection of the data, the researchers determined to make the following interpretation and analysis for each of them.

Objective: This questionnaire was projected to gather information from students about how the use of technology is being applied in the teaching-learning process when learning English as a foreign language.

Technology: It is the technical means people use to improve their surroundings. It is also knowledge of using tools and machines to do tasks efficiency.

One of the main objectives of this research was: To explain how the use of technology can be useful for students of English at the Foreign Language Department in the teaching learning-process so as to get a better listening skill.

The results have been analyzed and interpreted as follows:

Part I: General information

1-Do you have Internet access at home?

| Yes	No	**Total**
49	11	**60**
81,67%	18,33%	**100,00%**
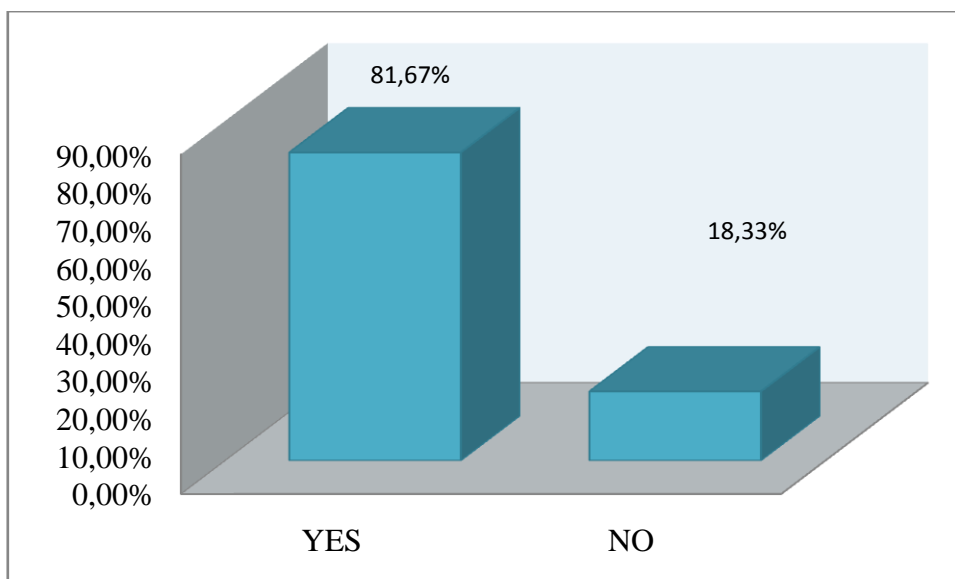
Analysis: There is a big difference between those students who have Internet access and those who do not. Whereas almost 82% of them have Internet at home, only 18% of them do not possess such resource. Therefore, it is important to say that the use of this significant tool has become indispensable for students nowadays.

Interpretation: As observed in the graph, there is a strong tendency on the part of the subjects under study to use the Internet in their homes. A conclusion regarding this matter is that they are exposed in most cases to technology in their family environment, which reveals a considerable level of technological resources for them in their teaching-learning process.

2- Do you have Internet skills in terms of Google, web pages, and others?

| Yes	No	Total
56	4	**60**
93,33%	6,67%	**100,00%**
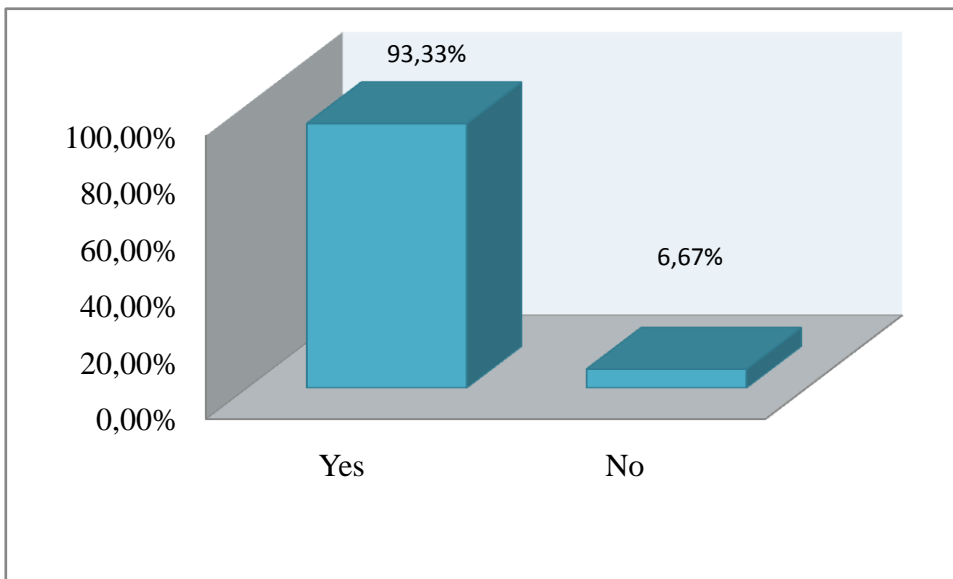
Analysis: More than ninety percent of the subjects under study have skills to use Google, web pages and others whereas only 6.7 percent of them do not possess such skill. That means that the use of this tool has increased lately because many students take the advantage of doing a lot of things such us research, communicate one to each other and other particular things they need.

Interpretation: As observed in the graph, the high majority of subjects under study are skillful in the use of Internet-related programs, which means that they are in most cases strong candidates to use technology for English learning purposes.

3- Do you think that the use of technological resources can help you out in the teaching-learning process of English as a foreign language?

| Yes	No	**Total**
60	0	**60**
100,00%	0,00%	**100,00%**
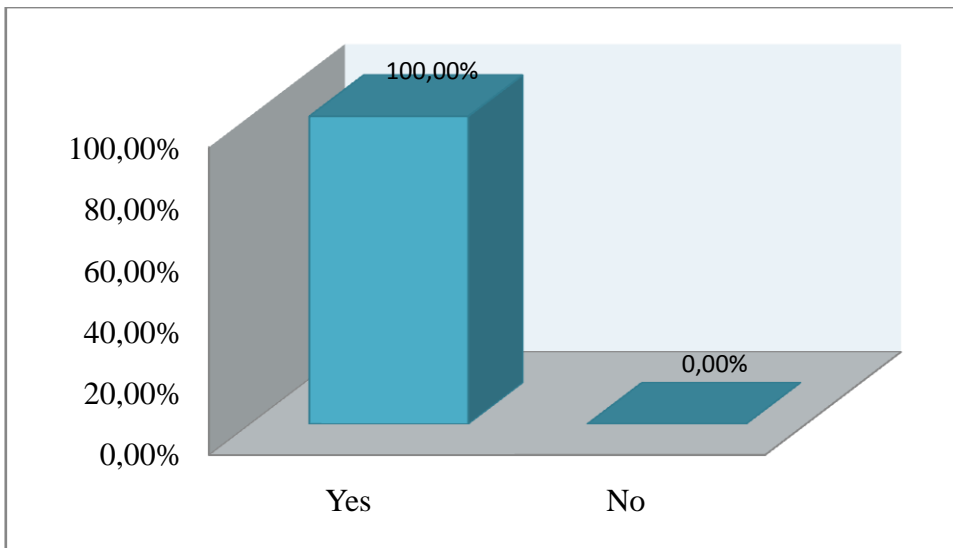
Analysis: As revealed by the answers provided by the students, all of them without exception agree that the use of technological resources can help them learn English as a foreign language. There is no doubt that currently the use of technology is somewhere and besides that the access of this significant tool at the present time is easier to get than before.

Interpretation: There is a total agreement among the students as to the benefit of using technology in their English learning process, which reveals their unanimous viewpoint regarding technology as a useful tool to learn English as a foreign language. In addition to this, the researchers could conclude that this important tool is really essential for students to develop better skills when learning a foreign or second language, which in this case is English.

Part II: Availability and access

1Check the frequency with which you use a computer (check one)

| Always	Usually	Often	Sometimes	Seldom	Never	**Total**
27	21	6	6	0	0	**60**
45,00%	35,00%	10,00%	10,00%	0,00%	0,00%	**100,00%**
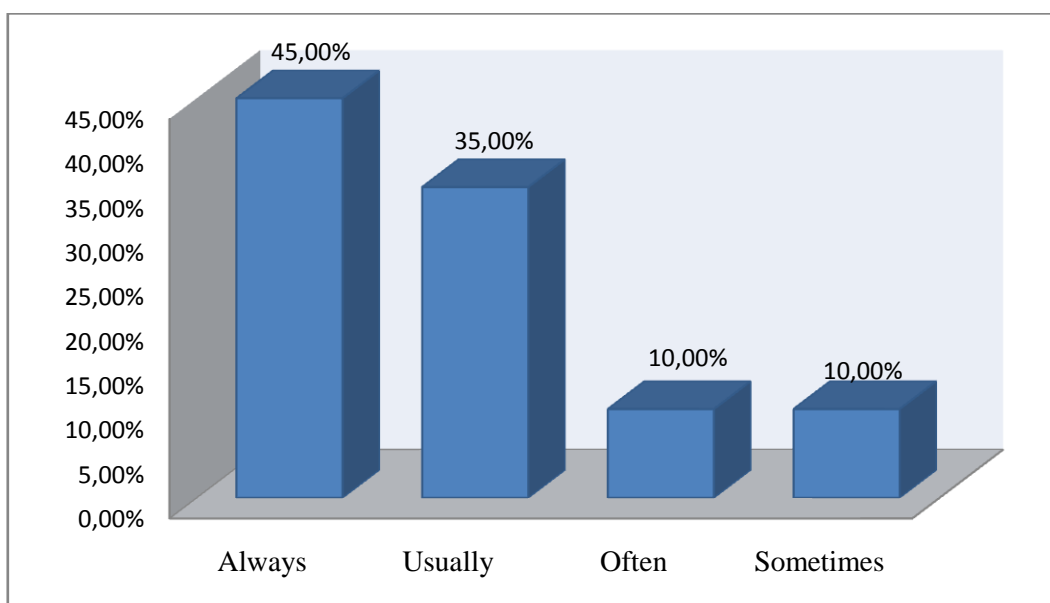
Analysis: Students who use computers for learning English with a high frequency (always and usually) make up eighty percent of the cases. The rest of them (20%) use computers often and sometimes. Nobody admitted having rejected the use of this resource. In other words, no matter the frequency when they use a computer, students said that at least some of them one at a time make use of this important tool.

Interpretation: It is observed that the subjects under study use computers very frequently in four out of six cases and the rest of them show that they resort to competence in seventy-five or fifty percent of situations, which is a sign of a considerable exposure to this resource as a means to reinforce their learning of English as a foreign language.

2- Rank from the most accessible place to the least accessible place where you use computers (choose one)

At home	At university	Others (Specify)	At laboratory	At work	At the library	**Total**
46	4	4	3	2	1	**60**
76,67%	6,67%	6,67%	5,00%	3,33%	1,67%	**100,00%**
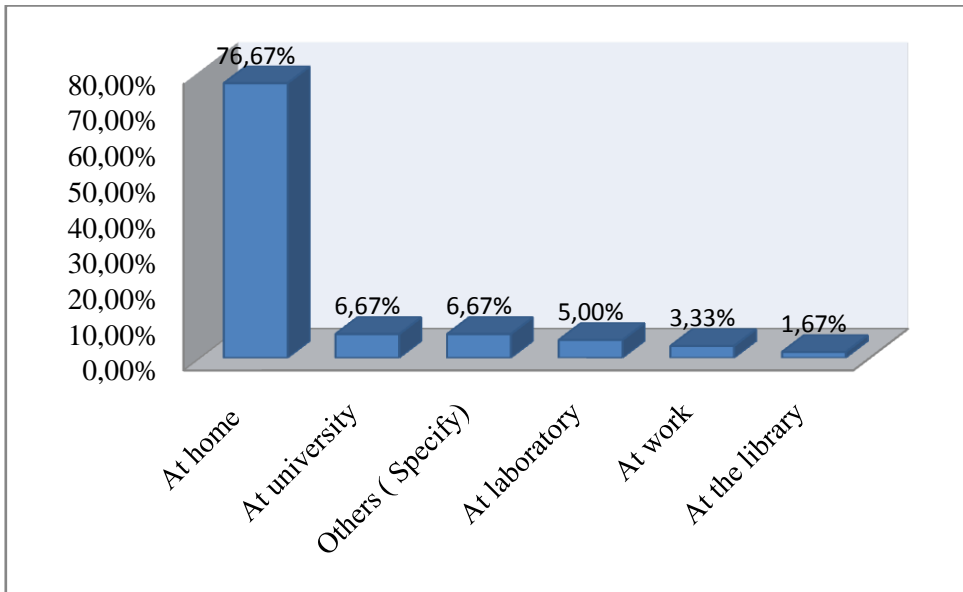
Analysis: The previous graph shows all the results that were obtained for the researchers. There is a big difference regarding the first place and the others. The majority of students who were asked about the accessibility coincide with their answers. The 76.67% of them said that they have access to Internet at their homes, whereas the rest of them, which is the 33.33%, stated that they have access to it but in different places such us laboratory, work, university, library and other places.

Interpretation: There is no doubt that, according to the results revealed in the previous graph, the tendency of students that have access to a computer is at home. Therefore, the researchers could conclude that the use of and access to technology has become more reachable at the present time than before. As the graph shows, the majority of students, that is, almost the 77% of students said that they have access to a computer at their homes, whereas only 33% of them stated that they have to look for it in different places.

3- Rank from the most accessible to the least accessible place where you use the internet to look information about your studies. (Check the most accessible place)

At home	At university	Others (Specify)	At work	At the library	At laboratory	**Total**
43	10	4	2	1	0	**60**
71,67%	16,67%	6,67%	3,33%	1,67%	0,00%	**100,00%**
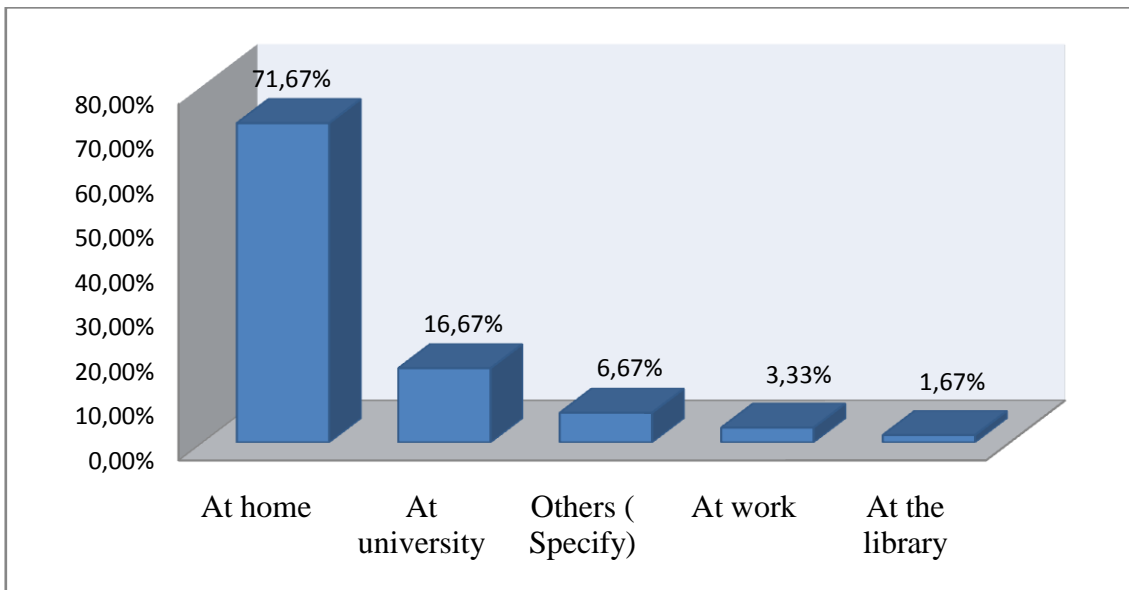
Analysis: The result gathered in this question makes a big difference between those students who are able to use the Internet in their homes from the ones that have to look for places to get information. From the total of sixty students, which was our selected population, forty-three of them (71.67 %) said that they do have access to Internet at their homes. On the other hand, only the 28.33% stated that they do not have access to this relevant tool in their houses.

Interpretation: there was no way for the researchers to negate that recently the use of technology has become more accessible than a few years ago. As it is known, students and other people are able to make use of Internet even from their own cell phones. One of the conclusions that the researchers made about it is that at the current time it is easier to get a computer because the costs are coming down, and it has happened due to the fact that new computer models have appeared lately. Besides that, the demand of this product has increased.

4- Rank the following technological resources from the most available to the least available for you at the University of El Salvador.

Computer	CD player	Television	Overhead projector	Tape recorder	DVD player	Others (specify)	Total
35	7	6	6	5	1	0	**60**
58,33%	11,67%	10,00%	10,00%	8,33%	1,67%	0,00%	**100,00%**
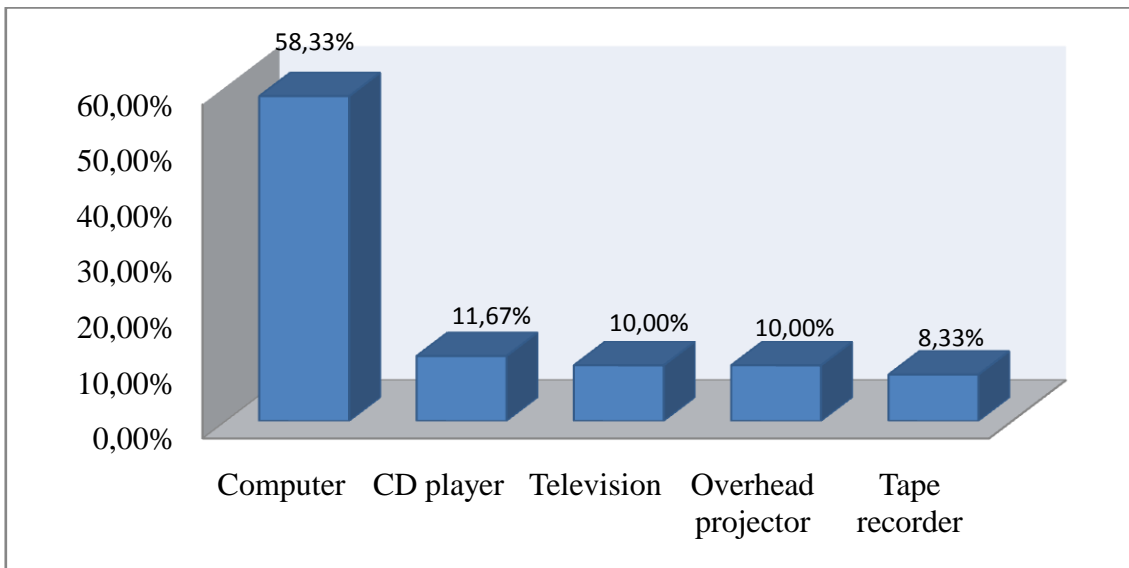
Analysis: according to what the graph shows, the results demonstrated that in most of the cases the students answered that the most available and at the same time the most common resource that they have access to is a computer. The 58.33% of students who were asked about it said that a computer is the main tool that they have access to in order to do their tasks. The other tendency, which is the 41.67% of cases, established that the most available resource for them are: DVD players, CD players, television, tape recorder, and overhead projector.

Interpretation: The purpose of this question was to inquiry which is the most available technological resource that students have. And even though there were different types of technological resources, students revealed a strong tendency to access computers, CD players, overhead projectors,, and television, mainly computers. This fact is in agreement with their possession of computers at home.

5- Check the following technological resources you mainly use (check only one)

| Computer	Television	CD player	Overhead projector	Tape recorder	Others (specify)	DVD player	**Total**
48	4	3	3	1	1	0	**60**
80,00%	6,67%	5,00%	5,00%	1,67%	1,67%	0,00%	**100,00%**
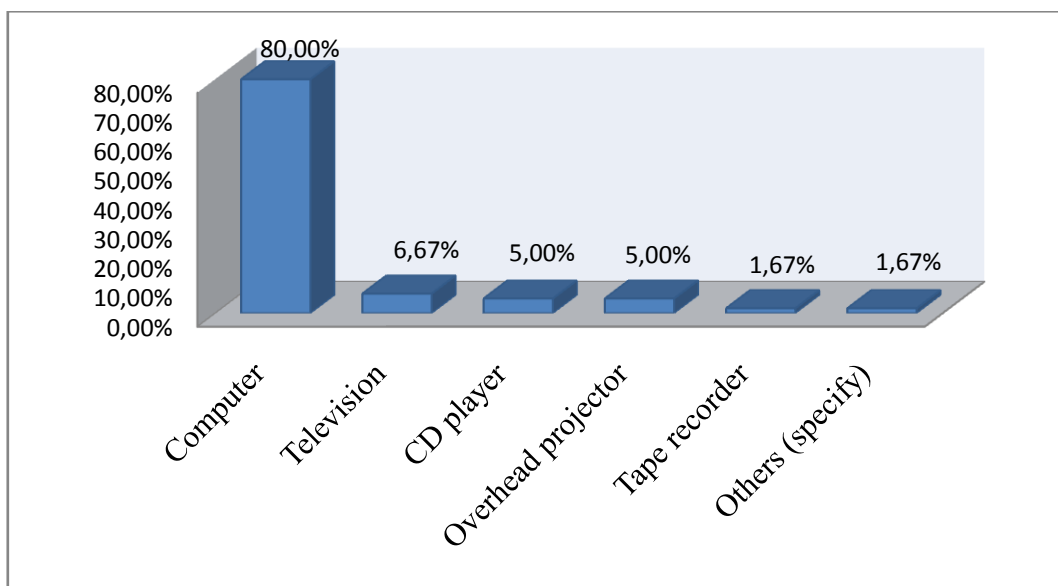
Analysis: The previous graph shows the results obtained with regards to the technological resource that students mainly use to develop better skills in their studies. Most of them affirmed that the computer is one of the essential technological resources that they use to do their tasks. As the graph shows, there is an 80.00% of students who agreed with this while, only the 20.00% said that the technological resources that they mainly use are DVD players CD players, television, tape recorder, overhead projector and others

Interpretation: there is a strong percentage of students who agreed that the main resource that they use in their studies is the computer. The majority of them, which is the eighty percent, coincided with their answers saying that the computer has become the main technological tool for them. On the contrary, there were some others who stated that their main technological resources are DVD players, CD players, television, tape recorder, overhead projector and others. In this case the researches could conclude that nowadays the computer has become a really important resource for most students.

6- Check the frequency with which you use the following resources.

Frequency	Always	Usually	Sometimes	Often	Seldom	Never	Total
Computer	32	20	5	2	1	0	**60**
DVD player	3	10	29	5	9	4	**60**
CD player	6	13	22	4	9	6	**60**
Overhead projector	1	5	11	7	19	17	**60**
Television	28	13	6	5	5	3	**60**
Tape recoder	2	2	17	3	16	20	**60**
Others (specify)	4	2	4	3	4	43	**60**

| Frequency	Always	Usually	Sometimes	Often	Seldom	Never	**Total**
Computer	53.33%	33.33%	8.33%	3.33%	1.67%	0.00%	**100.00%**
DVD player	5.00%	16.67%	48.33%	8.33%	15.00%	6.67%	**100.00%**
CD player	10.00%	21.67%	36.67%	6.67%	15.00%	10.00%	**100.00%**
Overhead projector	1.67%	8.33%	18.33%	11.67%	31.67%	28.33%	**100.00%**
Television	46.67%	21.67%	10.00%	8.33%	8.33%	5.00%	**100.00%**
Tape recoder	3.33%	3.33%	28.33%	5.00%	26.67%	33.33%	**100.00%**
Others (specify)	6.67%	3.33%	6.67%	5.00%	6.67%	71.67%	**100.00%**
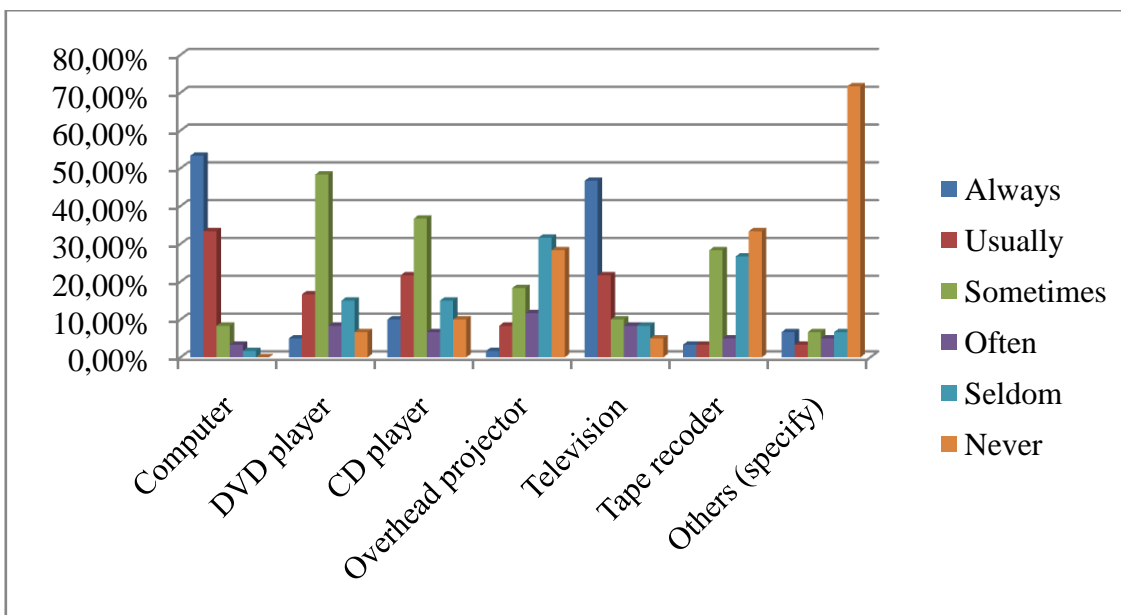
Analysis: According to what the graph reveals, in most of the cases there is a majority of students who stated that they frequently use a computer as a technological resource. The percentage reflected in the graph confirms that a lot of students prefer to use a computer with more frequency than using another type of technological resource.

Interpretation: Despite the fact that getting a computer is more difficult than getting other types of technological resources such us DVD players, CD players, television, and tape recorder, most of the students make use of a computer with more frequency. It means that this tool has overcome other technological resources that many people used in the past.

Part III. Technology application

1- Circle or check the frequency with which you use technology in order to support your learning (please select one)

Always	Usually	Often	Sometimes	Seldom	Never	**Total**
27	21	8	4	0	0	**60**
45.00%	35.00%	13.33%	6.67%	0.00%	0.00%	100.00%
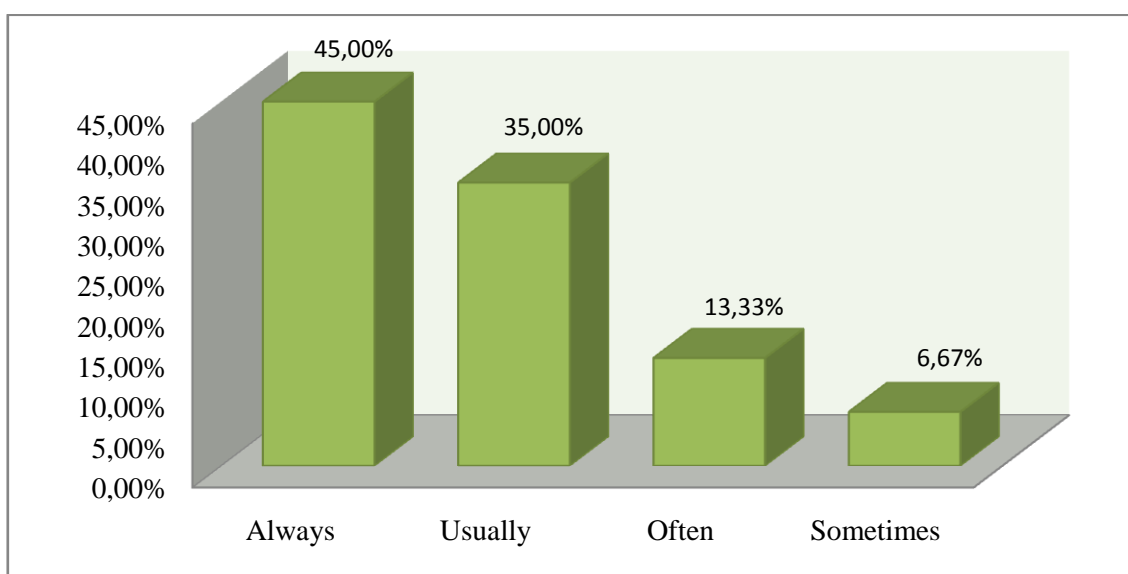
Analysis: Students who use computers to support their learning of English with a high frequency (always and usually) make up eighty percent of the cases whereas the other twenty percent make use of this significant resource often and sometimes.

Interpretation: It is revealed in the previous graph that there is a majority of students who use a computer very frequently to support their learning process. On the other hand, the researchers could notice that the minority of them, which is only the 20%, stated that they only use a computer often or sometimes. Therefore, it was easy for the researchers to discover that in most cases students almost always make use of this essential resource.

2- Which of the following technological resources do you use in order to improve your listening skills?

Computer	Television	CD player	Tape recorder	DVD player	Others (Specify)	**Total**
30	20	6	3	1	0	**60**
50,00%	33,33%	10,00%	5,00%	1,67%	0,00%	**100,00%**
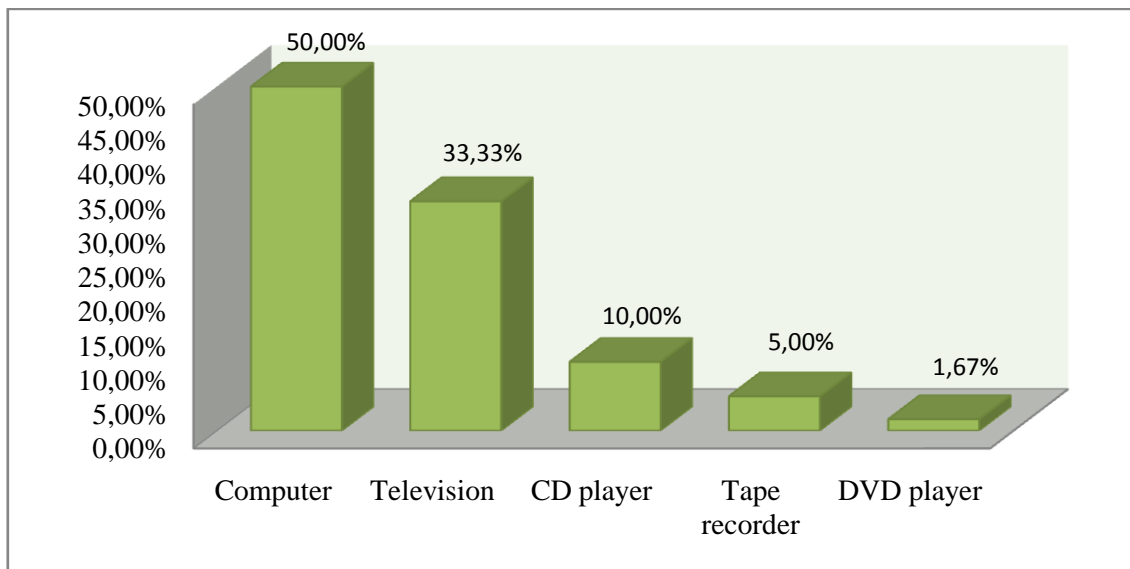
Analysis: As the previous graph revealed by all the answers provided by the students, there is a fifty percent of students who use a computer in order to improve their listening skills, whereas 33.33% of them said that they use the television to develop their listening skill. The rest of them, which is only 16.67%, said that they use tape recorder, CD player, and DVD players in order to increase their listening skills to learn the English language.

Interpretation: there is a strong tendency on the students' part to use computers and television to improve their listening skill. The rest of them resort to other resources such as CD players, tape recorders, and DVD players.

3- Does your teacher use any kind of technological resources in the classroom to improve your listening skill? If so, please specify which of the following he/she uses the most. (Please check only one).

CD player	Tape recorder	Computer	Others (Specify)	DVD player	Television	**Total**
40	13	4	2	1	0	**60**
66,67%	21,67%	6,67%	3,33%	1,67%	0,00%	**100,00%**
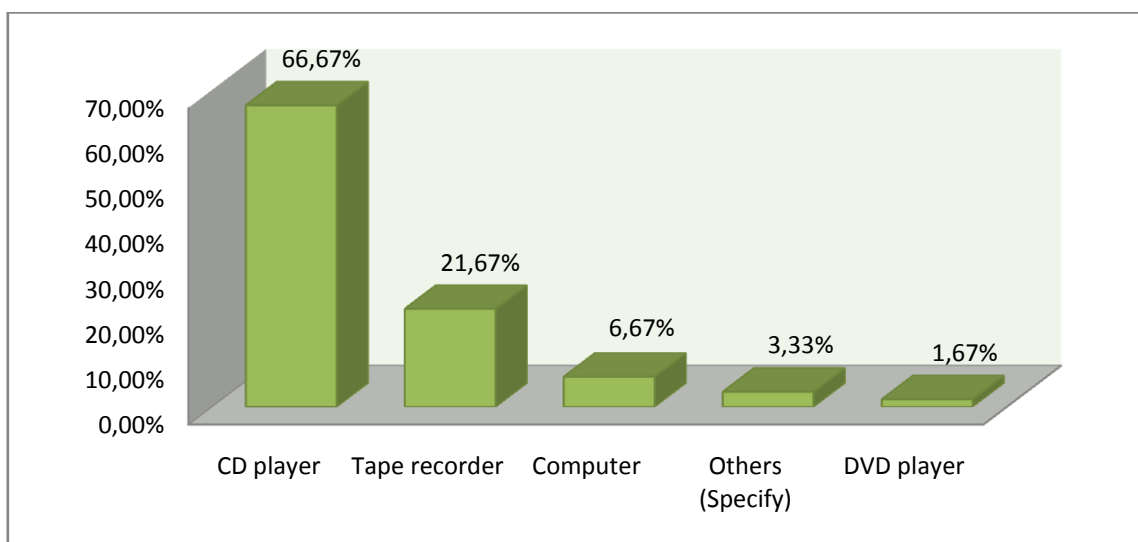
Analysis: In this question the researchers were able to determine that there is a huge difference between those students who said that their professors make use of a CD player in the classroom to improve their listening skills and those who are other type of technological resource. The preceding graph shows that almost 67% of professors make use of a CD player when teaching a class. The other 33% of professors stated that they make use of the following technological resources: computer, tape-recorder, DVD player and others.

Interpretation: As observed in the graph, there is a strong tendency on the part of the subjects under study (the professors who taught Advanced Intensive English II in the last semester) to use a CD player in their classroom to improve their students' listening skills. On the other hand, the researchers could see that the other part of professors stated that they make use of a computer, tape-recorder, DVD players and other kinds of resources. Consequently, the researchers could conclude that in this case the most common resource used in the classroom to improve the students' listening skill is the CD player

4- Check how often the teacher uses technology to develop your skills.

Frequency / Skills	Always	Usually	Often	Sometimes	Seldom	Never	Total
Reading	12	13	9	8	7	11	60
Writing	7	10	7	13	12	11	60
Speaking	19	14	7	8	2	10	60
Listening	31	17	9	3	0	0	60
Grammar	14	7	9	8	10	12	60
Vocabulary	20	10	8	10	4	8	60
Spelling	7	6	10	7	12	18	60
Pronunciation	15	8	12	11	7	7	60

Frequency / Skills	Always	Usually	Often	Sometimes	Seldom	Never	Total
Reading	20,00%	21,67%	15,00%	13,33%	11,67%	18,33%	100,00%
Writing	11,67%	16,67%	11,67%	21,67%	20,00%	18,33%	100,00%
Speaking	31,67%	23,33%	11,67%	13,33%	3,33%	16,67%	100,00%
Listening	51,67%	28,33%	15,00%	5,00%	0,00%	0,00%	100,00%
Grammar	23,33%	11,67%	15,00%	13,33%	16,67%	20,00%	100,00%
Vocabulary	33,33%	16,67%	13,33%	16,67%	6,67%	13,33%	100,00%
Spelling	11,67%	10,00%	16,67%	11,67%	20,00%	30,00%	100,00%
Pronunciation	25,00%	13,33%	20,00%	18,33%	11,67%	11,67%	100,00%
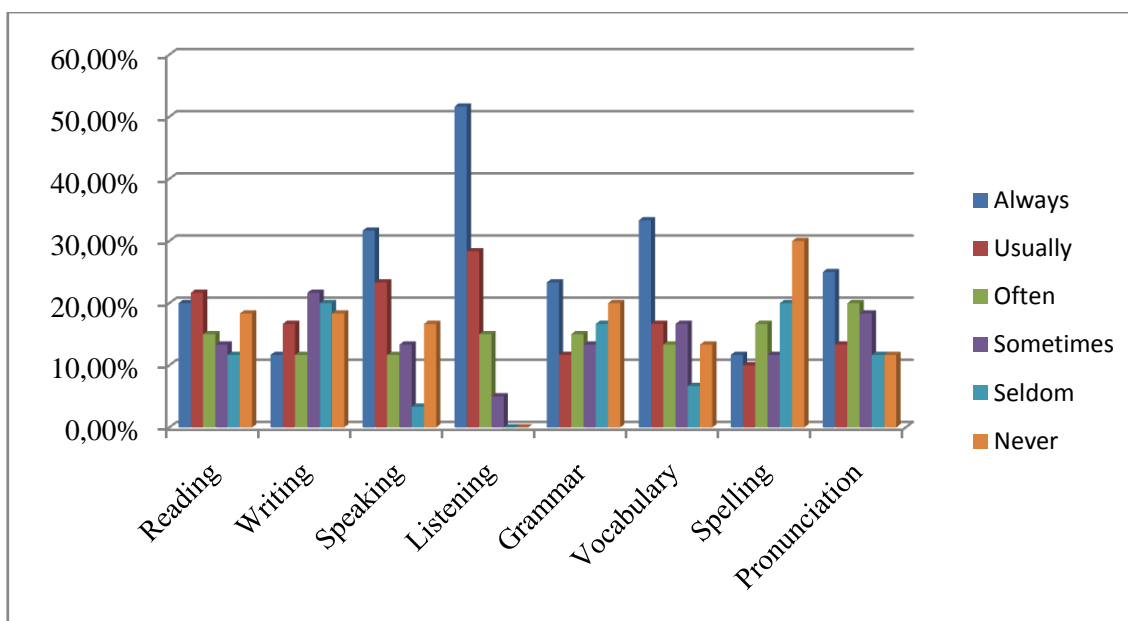
Analysis: The priority of how teachers make use of technological resources is reflected in the previous graph. There is no doubt that most of the teachers in certain time make use of different types of technological resources in order to teach their classes no matter which subject they are teaching or which skill they want to develop in their students. As the tables show, it is easy to determine that the majority of teachers use technological resources more specifically to develop listening, vocabulary and speaking skills. That means that even though the other skills are also important, teachers spend time to make use of technology when teaching some specific skills than the others.

Interpretation: It is observed in the previous graph that in most cases teachers make use of technological resources when they are teaching listening, vocabulary, and speaking skills. Therefore, the researchers could find that teachers use technological resources for some skills, such listening and speaking, more frequently, whereas other skills such as spelling and writing, are not given much attention.

4.2 Professors' questionnaire

Topic: The use of Technology in the Classroom and its Incidence on English Learner's Listening Proficiency: Case of Advanced Intensive English II Students at the Foreign Language Department, University of El Salvador, Semester I-2011.

Objectives:

- ➤ To gather information from the Foreign Language Department professors about how the use of technology is being applied when teaching English as a foreign language.
- ➤ To explain how the use of technology can be useful for students of English at the Foreign Language Department in the teaching learning-process so as to acquire a better listening skill.

Research site, population and sample

The research was conducted in the Foreign Language Department of the University of El Salvador to the teachers in charge of Advanced Intensive English II courses during the academic year 2011, Semester I. Six teachers in total participated in the study.

The most important step to gather data was necessary to submit a set of questions on a form. In others words, the instrument was a questionnaire (see annex) which contained three closed questions in order to collect general information. Also researchers included eleven questions to gather information about what kind, how often, and which technological resources teachers use in the classroom.

Analysis and interpretation

The analysis of the data was done in the following way: first of all, the questionnaire was submitted to the teachers who were the subject of study. Second, the researchers made recognition of the questions which were available to work with. Then, the researchers created a formula to put the data in graphs to perform the analysis and interpretation more accurately based on the results of the teachers' answers.

Part I: General information

1- Do you have access to Internet at home?

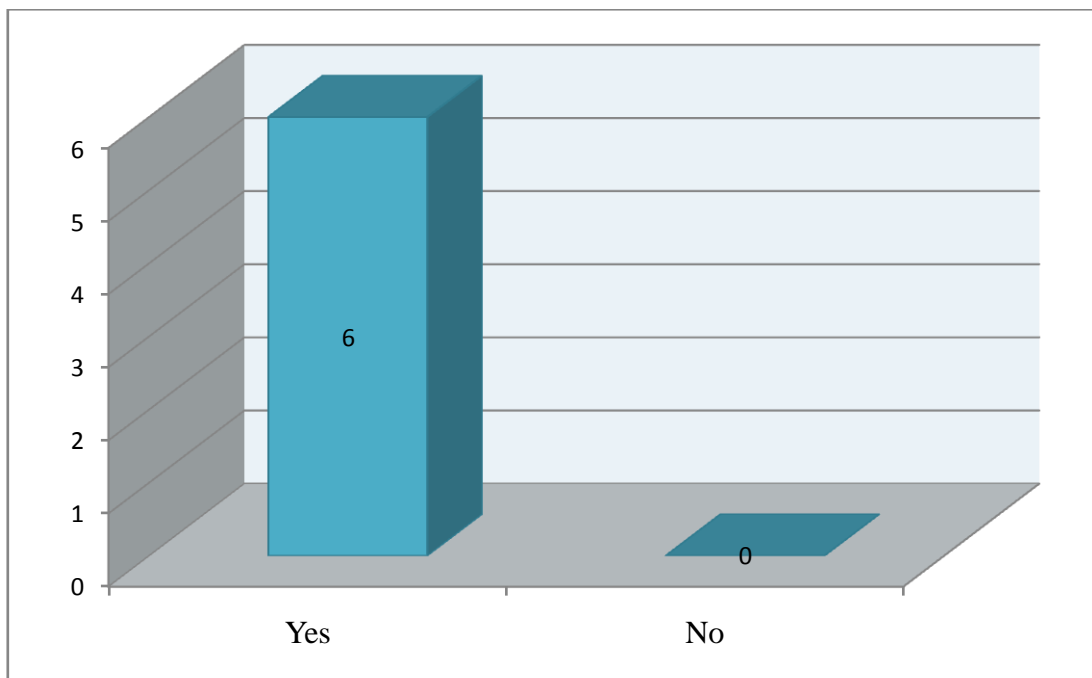| Answers	Yes	No	Total
Teachers	5	1	6
Percentage	83.3%	16.7%	100%
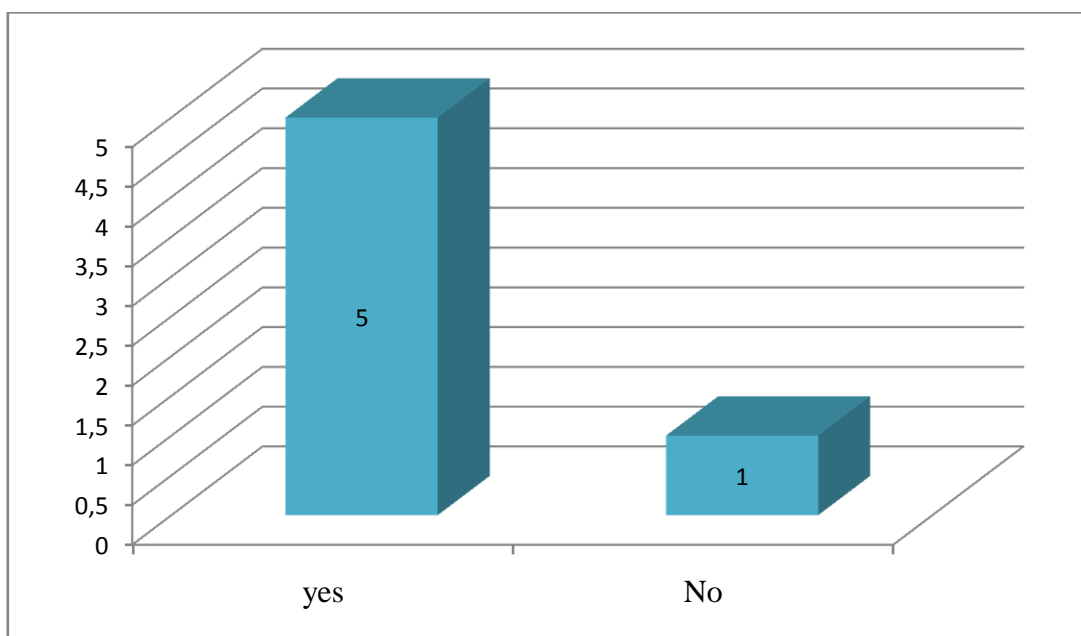
Analysis: The table and graphic present a total of 6 people interviewed, which is 100% of the population of teachers in charge of Advanced Intensive English II courses, Academic year 2011, semester II. Since this part was designed to get general information, teachers provided it through closed answers that could be either yes or no. According to the graphic 83.3% of the population has access to Internet at their homes. On the other hand, 16.7% of the population does not have access to Internet at home.

Interpretation: Most teachers interviewed have access to Internet in their homes. This represents a great advantage for them to prepare their classes at home or contact their bibliographic resources without having to go to the library or bookstore. In fact it is very important to point out that a high percentage of teachers in charge in these academic groups have access to Internet at home, which is an advantage for both teachers and students.

2- Do you have Internet skills in terms of Google, web pages, and others?

Answers	Yes	No	Total
Teachers	6	0	6
Percentage	100.0%	0.0%	100%

Analysis: Since this part was designed to get general information, teachers provided it through closed answers that could be either yes or no. The table and graphic present a total of 6 people interviewed, which is 100% of the population of teachers in charge of Advanced Intensive English II courses, Academic year 2011, semester II. According to the graphic, 100% of teachers have abilities to surf on a computer.

Interpretation: There is no doubt that having Internet skills for teachers of a foreign or second language has become almost an obligation, taking into account that even teachers that do not have Internet access at their homes affirmed that they have Internet skills in terms of Google, web pages and others. The high tendency shows us that all the teachers use Internet as a tool when teaching English.

3- Do you think that the use of technological resources can help you out in the teaching-learning process of English as a foreign language?

| Answers	Yes	No	Total
Teachers	6	0	6
Percentage	100.0	0.0%	100%
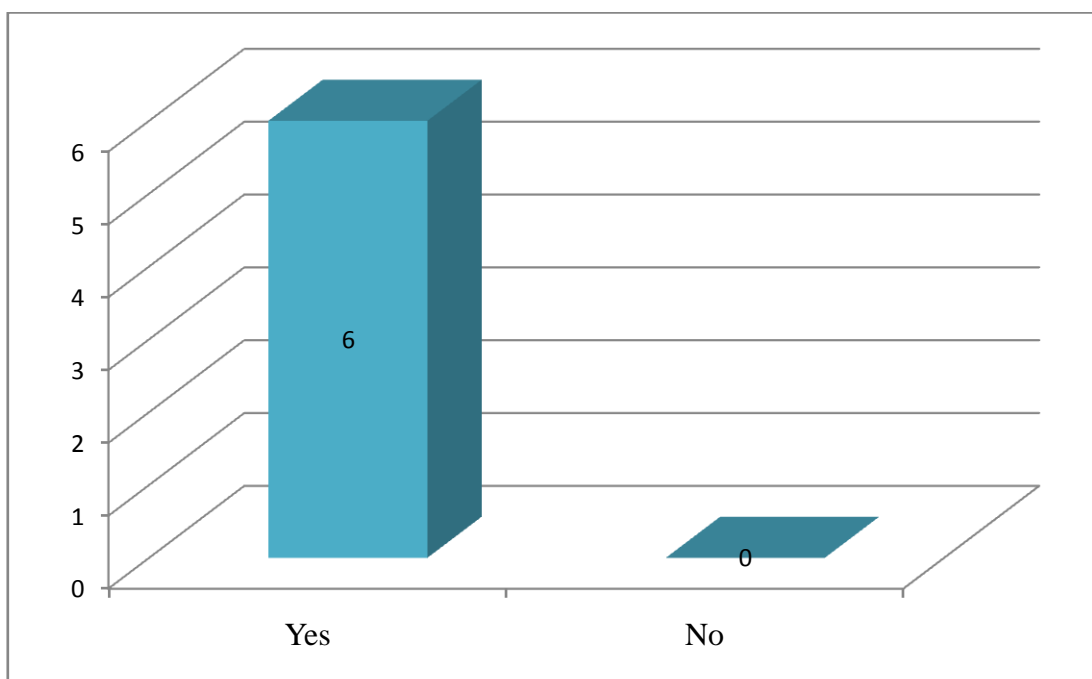
Analysis: The information gathered reveals that 100 % of the teachers in charge of Advanced Intensive English II courses, Academic year 2011, semester II are in agreement that the use of technological resources can help them out in the teaching-learning process of English as a foreign language.

Interpretation: As shown in the previous answers, there is a strong tendency in favor of using technology resources since all the teachers involved in the courses where the data were collected said that the use of technological resources can help them and students as well in the teaching-learning process of English as a foreign or second language.

Part II: Technology application

1. What kind of technological resources do you use when teaching a class? (Please put a check to the one you use the most)

Variable	Frequency	Percentage %
Computer	2	33.3%
Tape recorder	1	16.7%
DVD player	0	00.0%
CD player	3	50.0 %
Overhead projector	0	00.0%
Television	0	00.0%
Other (specify)	0	00.0%
Total	**6**	**100.0%**
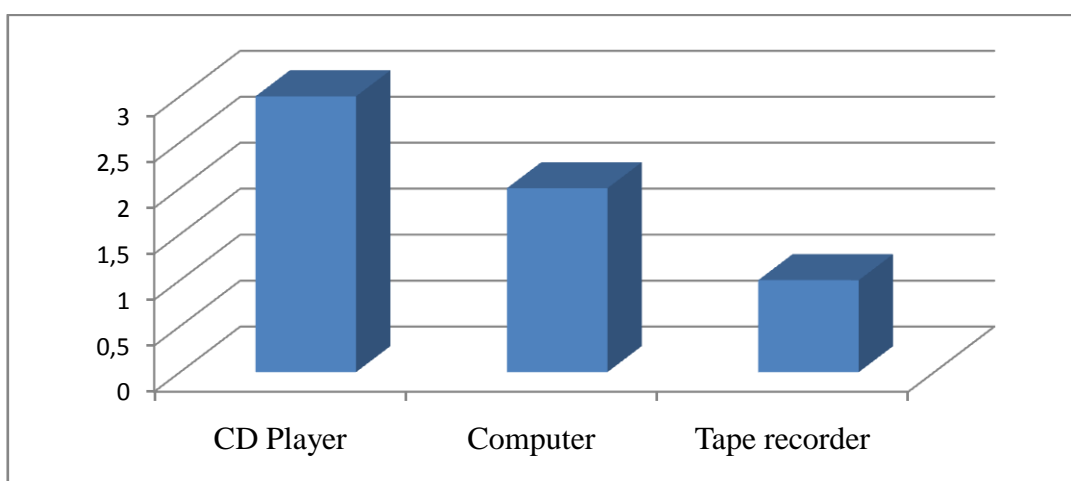
Analysis: The information that the population gave to the researchers reveals that CD player is the tool that teachers use the most since 50.0% of teachers said that they use it while teaching a class. Besides, computer is the tool that follows with a percentage of 33.3%. And, finally, the tape recorder with 16.7 of percentage is another option to take into account.

Interpretation: There is a moderate tendency on the teachers' part to use CD players when conducting their classes. The computer comes next and, finally, the tape recorder is the other resource that the Foreign Language teachers use in their classes. As revealed by the findings, most FLD teachers resort to modern resources (CD players and computer) whereas only one sixth of them prefer the traditional tape recorders.

2. How often do you use technological resources when teaching a class?

| Variable	Frequency	Percentage %
Always	1	16.7%
Usually	2	33.3%
Often	2	33.3%
Sometimes	1	16.7%
Seldom	0	00.0%
Never	0	00.0%
Total	**6**	**100.0%**
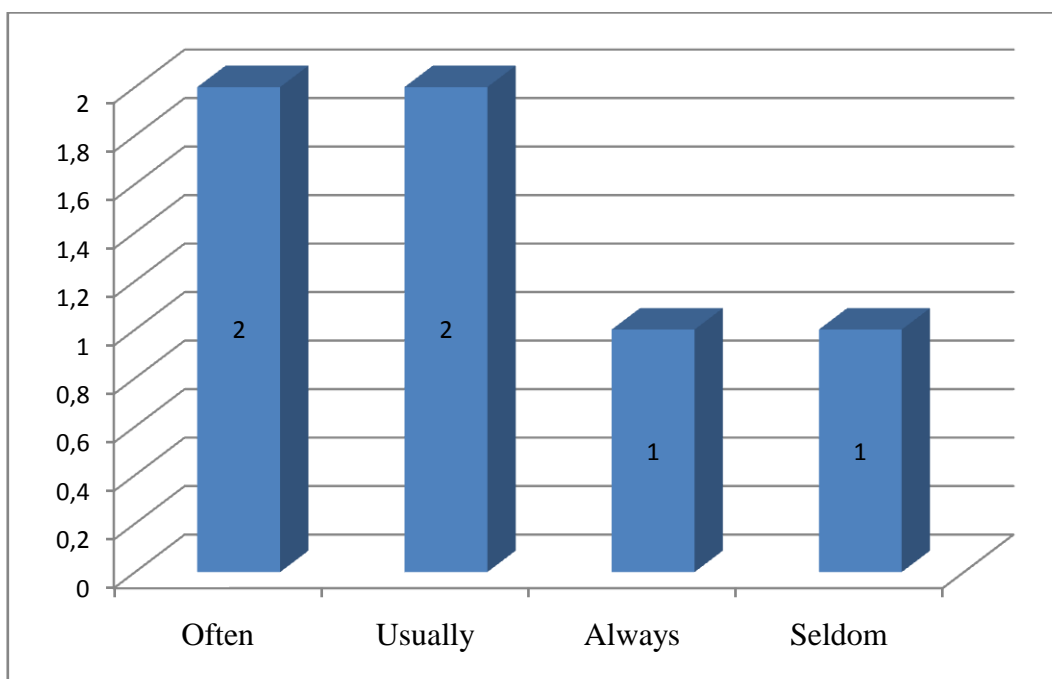
Analysis: The information gathered reveals that only 16.7% of teachers use technology in the classroom. Moreover, it reveals that 33.3% of the teachers in charge of the groups usually used technological resources while teaching. Also the graphic shows that there is a 33.3% that often used technology in the class while teaching. Finally, just 16.7% of the population confirmed that they seldom use technology in the class while teaching.

Interpretation: The data reveals that FLD teachers have a positive attitude towards the use of technological resources in class. In fact 66.6 % of them use these tools usually or often, 16.7 of teachers use such resources in every class (always) whereas only the same rates (16.7 %) of them use technological resources with a limited frequency (seldom).

3. In what kind of activities do you use technological resources?

| Variable	Frequency	Percentage %
Hw. assignments	0	00.0%
Exams	2	33.3%
Tasks	0	00.0%
When teaching	3	50.0%
Quizzes	1	16.7%
Others (specify)	0	00.0%
Total	**6**	**100.0%**
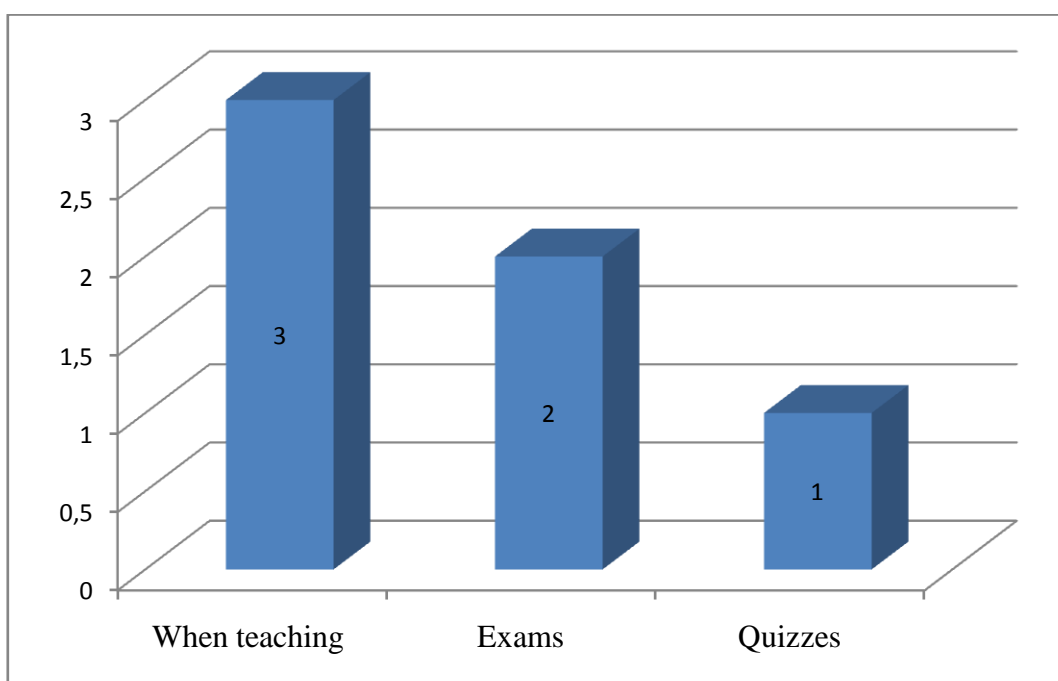
Analysis: Among the different activities that teaching a class involved, 50.0% of teachers agree that the activity in which they use technology resources the most is while teaching the class whereas 33.3% reveals that the activity where they use technology the most is while administrating exams and, finally, a low percentage (16.7%) selected quizzes as the activity for which they use technology.

Interpretation: The graphic reveals a medium tendency of teachers using technology while teaching a class. Furthermore, there are teachers that use technology while students are taking exams or quizzes. Therefore, it is easy to comprehend that technology plays an important role in the teaching-learning process of the listening skill.

4. Which technological resources are the most accessible for you?

Variable	Frequency	Percentage %
Computer	2	33.3%
Tape recorder	1	16.7%
DVD player	0	00.0%
CD player	3	50.0 %
Overhead projector	0	00.0%
Television	0	00.0%
Other (specify)	0	00.0%
Total	**6**	**100.0%**
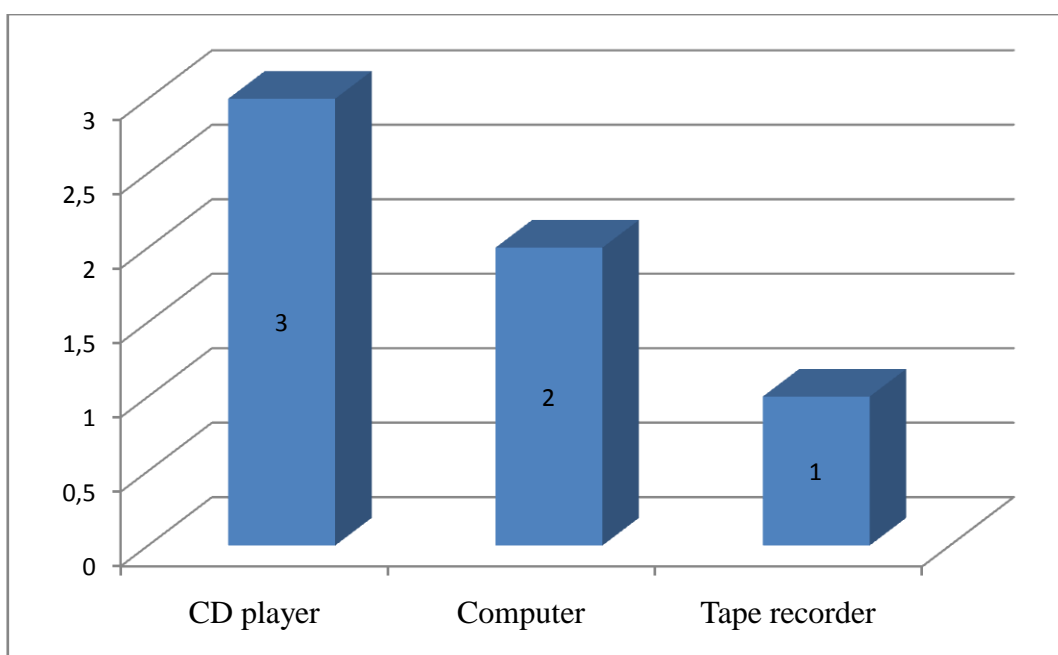
Analysis: The graphic reveals that 50.0% of the population considers that CD players are the most accessible technological resources for them, while 33.3% consider that it is the computer the most accessible tool for them to teach a class. Finally, there is a low percentage (16.7%) of teachers who states that it is the tape recorder the easiest technological resource to find when teaching a class.

Interpretation: CD players are the most accessible resource for teachers to conduct their classes. Computers are used by a third of them and tape recorders are the most accessible resource for the rest. Teachers show no interest in using DVD players, overhead projectors, television or any other resources.

5. Do you have a schedule to go to the English lab with your students?

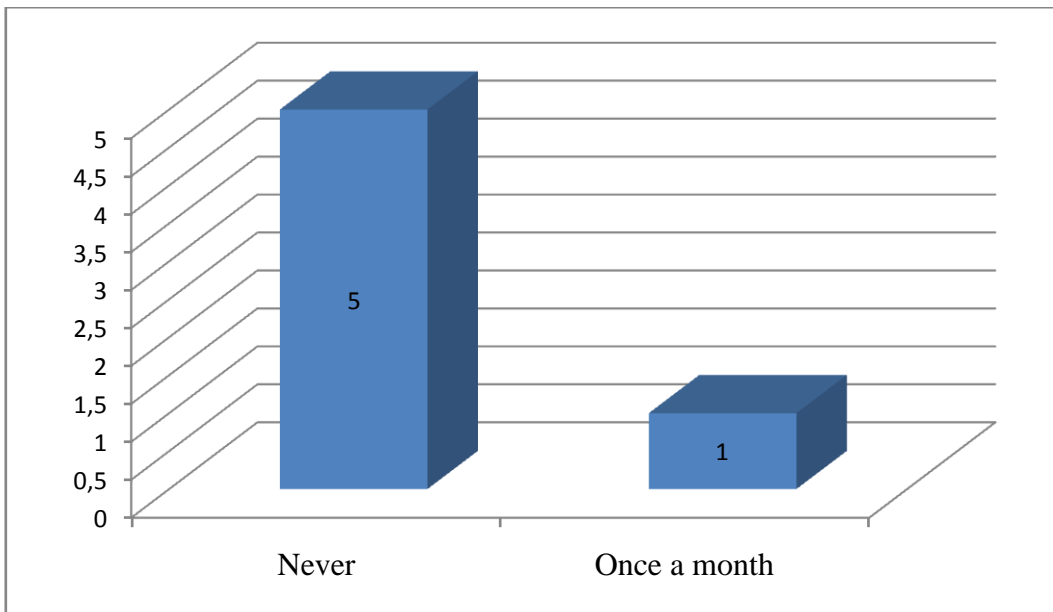| Answers	Yes	No	Total
Teachers	0	6	**6**
Percentage	00.0%	100.0%	**100%**
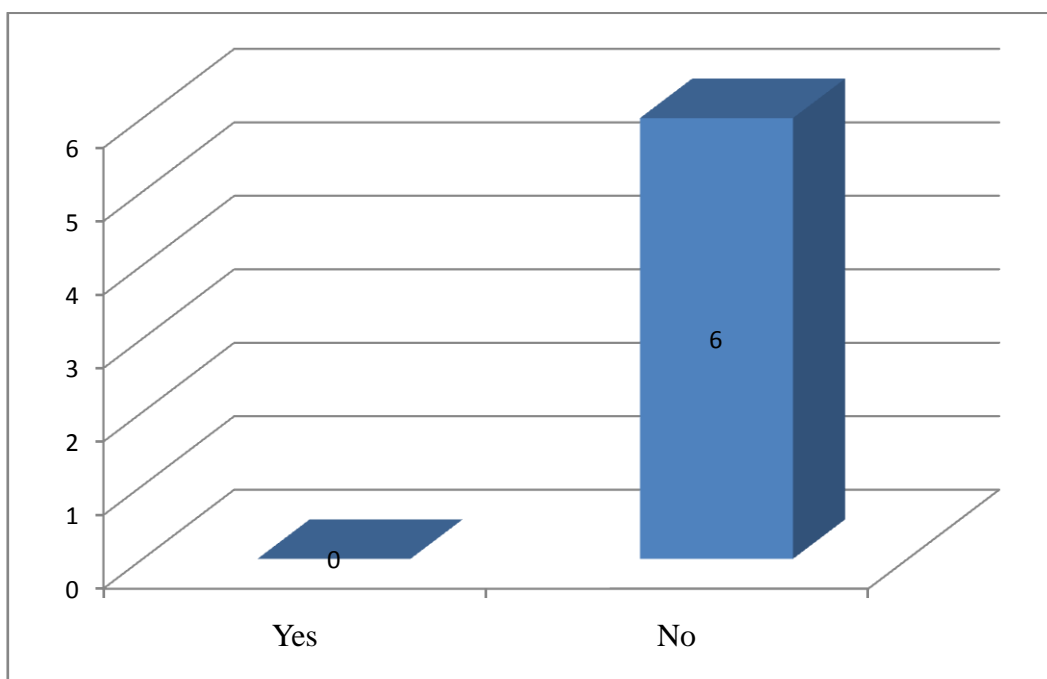
Analysis: The information gathered reveals that 100 % of the teachers in charge of Advanced Intensive English II courses, Academic year 2011 semester II do not have a schedule to go to the English lab with their students unfortunately.

Interpretation: As observed in the graph there is a strong negative tendency on the part of the subjects under study since all the population answer negatively when been asked if they had a schedule to go to the English lab. These results tell us the necessity that students have to attend the English lab in order to practice their language listening skill.

6. How often do you visit the English lab with your students?

| Variable	Frequency	Percentage %
Once a week	0	00.0%
Twice a week	0	00.0%
Every other week	0	00.0%
Once a month	1	16.7%
Never	5	83.3%
Total	**6**	**100.0%**

Analysis: The information gathered reveals that there is a high percentage of teachers (83.3%) that never attended the English lab whereas a small percentage of (16.7%) of them attended the English lab only once a month. As a result of the previous item, all the teachers in charge of Advanced Intensive English II courses, Academic year 2011 semester II do not have a schedule to go to the English lab.

Interpretation: As observed in the graph, there is a strong negative tendency to visit the FLD lab since the answers reveals that the majority of students registered in Advanced Intensive English II courses, Academic year 2011 semester II did not attend the English lab. Also the graphic reveals that only a very low percentage attended the English lab just once a month. In conclusion, we think that the FLD administration must take into account the most effective tools to improve students' language listening skill.

7. Which limitations have you faced when using technological resources while teaching a class? (choose one)

| Variable	Frequency	Percentage %
Not enough resources	5	83.3%
Black out's interruptions	1	16.7%
Not access at all	0	00.0%
Total	**6**	**100.0%**
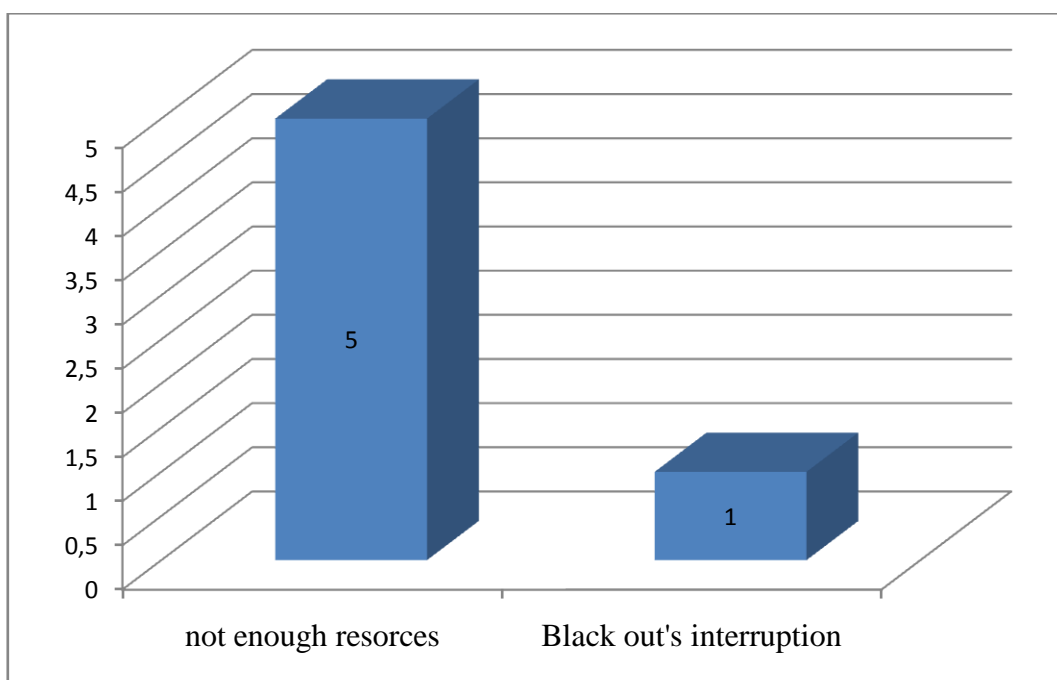
Analysis: The information gathered reveals that 83.3% of teachers consider that there are not enough resources, which limit them to implement or work with technology in the classroom, whereas 16.7% think that black outs' interruptions do not allow them to work with technology in the teaching learning process.

Interpretation: In most cases technological resources are not found in the English teaching learning classrooms as stated by 83.3 percent of the teachers interviewed. Black out's interruptions also affect this process, as stated by one of the teachers under study. According to this, the Foreign Language Department needs to get as many technology resources as possible so its teachers can better conduct their teaching-learning process.

8. What is the influence that technology has on the listening skill in the teaching-learning process? (choose one of the following ranking)

Variable	Frequency	Percentage %
High	3	50.0%
Satisfactory	3	50.0%
Limited	0	00.0%
Low	0	00.0%
Total	**6**	**100.0%**
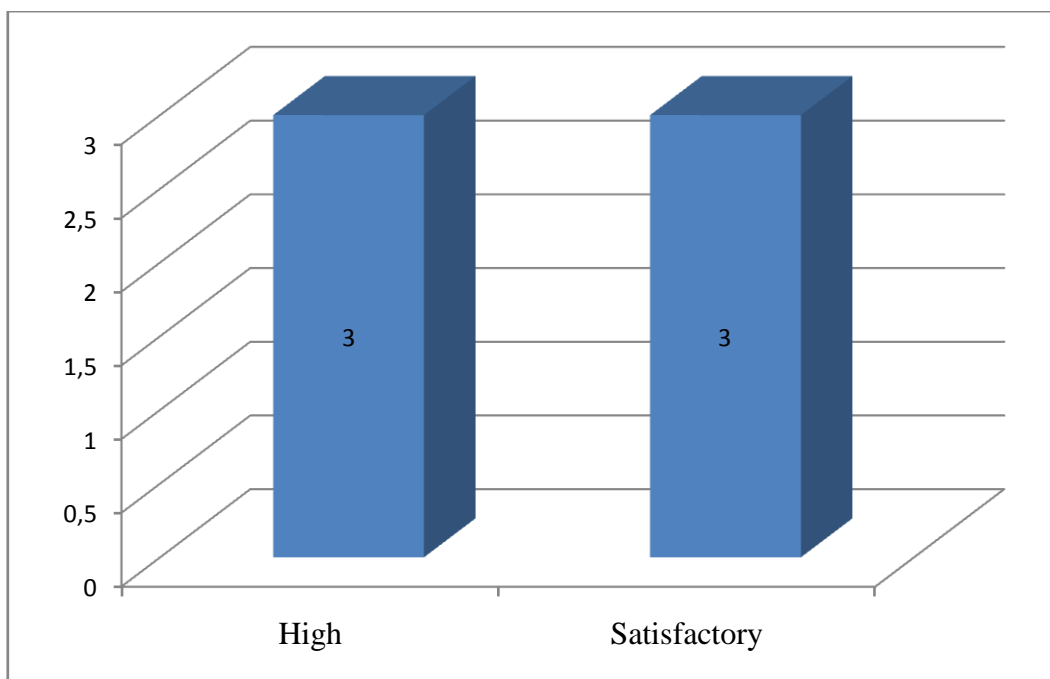
Analysis: Fifty percent of the teachers interviewed termed technology as a high resource and the other half considered it as something satisfactory for the students' listening skill in the teaching learning-process. In conclusion, the data collected reveals that teachers agree, that technology influences positively in their students' listening skill development.

Interpretation: Teachers favor the use of technology to improve their students' listening skill. They consider technology as a high and satisfactory influence for the English teaching-learning process as revealed by their answers.

9. Do you think that the use of technological resources make students more efficient in the listening skill?

| Variable	Frequency	Percentage %
Yes	6	100.0%
Probably	0	00.0%
May be	0	00.0%
I do not know	0	00.0%
No	0	00.0%
Total	**6**	**100.0%**
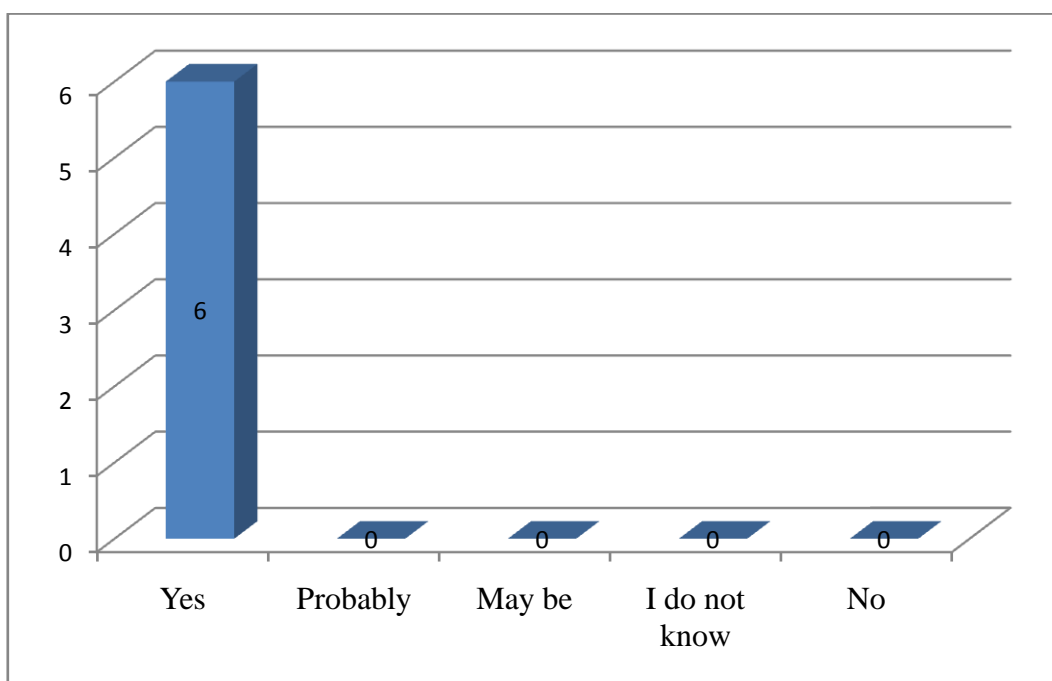
Analysis: The information gathered confirmed the importance of the use of technology in the classrooms of Advanced Intensive English II courses at the Foreign Language Department of the University of El Salvador. The total of the population involved in the research answered in favor of technology. The graphic reveals that 100% of teachers think that the use of technological resources make students more efficient in the listening skill.

Interpretation: In total agreement teachers think that the use of technology makes students more efficient in their language listening skill. Since all the population agree that the use of technology makes students more efficient, we consider that the FLD administration must focus on providing both teachers and students with more technological resources.

10. Which do you think are the most common technological resources that students use nowadays to improve their listening skill?

Variable	Frequency	Percentage %
Computer	0	00.0%
Tape recorder	0	00.0%
DVD player	0	00.0%
CD player	0	00.0%
Overhead projector	0	00.0%
Television	1	16.7%
Internet	3	50.0%
Other (Mp3, cellphones)	2	33.3%
Total	**6**	**100.0%**
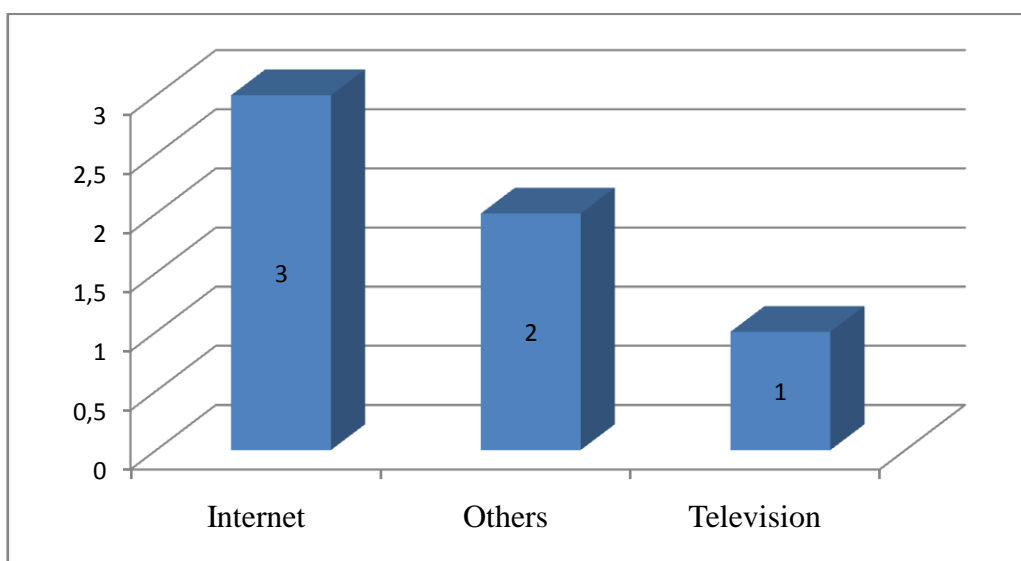
Analysis: The graphic shows that the most common technological resource which students use nowadays to improve their listening skill is Internet with 50% percentage of answers in favor. While television received a 16.7% among others which teachers specified such as mp3 players and cell phones33.3% as the most common technological resources that students use nowadays to improve their listening skill.

Interpretation: The results show a moderate tendency on the use of Internet for students as a tool to improve their language listening skill. Besides that, teachers consider that nowadays mp3 and cell phones play an important role for students to improve their listening skill, followed by television which according to the teachers are the most common technological resources used by students to improve their listening skill.

Chapter V: Conclusions

The analysis of previous research and the literature which is related to the use of technology in the English teaching and learning-process in the Foreign Language Department at the University of El Salvador have shown that there is a range of advantages and benefits that the incorporation of technology provides in the teaching-learning process when teaching a second or foreign language. So that, after finishing the analysis of the data, the researchers arrived to the following conclusions:

➢ There is not a program to train professors regarding technological resources, which can benefit both teachers and students.

➢ There is a variety of technological resources which both students and teachers are familiar with. Therefore, teachers may take an advantage to incorporate them in the teaching learning process to motivate and help students to improve their listening skill.

➢ The administration of the Foreign Language Department does not have enough technological equipment, so that, teachers consider that scarcity of these tools is the most remarkable limitation that they have faced.

➢ As the researchers stated in the objectives, technology makes students more efficient in the teaching-learning process when they use it with academic purposes.

➢ There are few technological resources, and there is not a person in charge of taking care of these tools; as a result, the equipment that is supposed to be use for teachers usually is broken.

➢ The Foreign Language Department's language laboratory is neither modernized nor open to students of Advanced Intensive English II courses. Students are losing the opportunity to improve their listening skill in an important place like this.

Chapter: VI: Recommendations

The importance of using technology for the teaching-learning process at the Foreign Language Department nowadays, has become crucial factor for teachers as well as students. Therefore, this research let the researchers to meeting point the following recommendations:

➢ Teachers should be trained in the use of technological resources in order to use them in their classroom when teaching an English class so they can get better results at the end.

➢ To motivate both teachers and students to aid themselves while using technological tools, since there is a variety of tools which they are familiar with.

➢ The head authorities of the FLD should look for technological support. This is something really essential because by doing this not only teachers but also students may get a better learning process

➢ There should be the equipment required by the teachers' classes such us computers, Internet, overhead projectors, television, and CD players to incorporate them in the academic development.

➢ There should be personnel in charge of the equipment and other people who may take the responsibility for its administration. This is really important because sometimes there are some technical difficulties when specific equipment gets damaged.

➢ The Foreign Language Department language laboratory should be updated in order for students to make a better use of this tool. It is urgent to take care of this important place

➢ The Foreign Language Department computer center should be wider and more spacious. It should have more computers for students as well as teachers

Chapter VII: Reference section

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7.2 Appendices

Appendix I

University of El Salvador

School of Arts and Sciences

Foreign Language Department

Course of Advanced Intensive English II

Student's questionnaire

Topic: The use of Technology in the Classroom and its Incidence on English Learner's Listening Proficiency: Case of Advanced Intensive English II Students at the Foreign Language Department, University of El Salvador, Semester I-2011.

Objective: This questionnaire is projected to gather information from students about how the use of technology is being applied in the teaching-learning process, when learning English as a Foreign Language.

Technology: It is the technical means people use to improve their surroundings. It is also knowledge of using tools and machines to do tasks efficiency.

One of the main objectives of this research is: To explain how the use of technology can be useful for students of English at the Foreign Language Department in the teaching learning-process so as to acquire a better listening skill.

Directions: please provide the information requested below.

I. General information:

1- Do you have Internet access at home?

Yes_____   No_____

2- Do you have Internet skills in terms of Google, web pages, and others?

Yes_____   No_____

3- Do you think that the use of technological resources can help you out in the teaching-learning process of English as a foreign language?

Yes_____   No_____

II. Availability and access

1- Check the frequency with which you use a computer (check one)

Always_____   Usually____   Often_____   Sometimes_____   Seldom_____   Never_____

2- Rank from the most accessible place to the least accessible place where you use computers (choose one)

At home_____   At laboratories_____   At work_____   At the university_____

At the library _____   Others (specify)_____

3- Rank from the most accessible to the least accessible place where you use the internet to look information about your studies. (Check the most accessible place)

At home_____   At laboratories_____   At work_____   At the university_____

At the library _____   Others (specify)_____

4- Rank the following technological resources from the most available to the least available for you at the university.

Computers (laptops) _____   DVD players_____   CD players_____   Television_____

Tape recorder_____   Overhead projector_____   Others (specify)_____

5- Check the following technological resources you mainly use (check only one)

Computers (laptops) _____   DVD players____   CD players_____   Television_____

Tape recorder____   Overhead projector_____ Others (specify)_____

6- Check the frequency with which you use the following resources

Frequency	Always	Usually	Sometimes	Often	seldom	never
Computer	❑	❑	❑	❑	❑	❑
DVD player	❑	❑	❑	❑	❑	❑
CD player	❑	❑	❑	❑	❑	❑
Overhead projector	❑	❑	❑	❑	❑	❑
TV	❑	❑	❑	❑	❑	❑
Tape recorder	❑	❑	❑	❑	❑	❑
Others:	❑	❑	❑	❑	❑	❑

III. Technology application

1- Circle or check the frequency with which you use technology in order to support your learning (please select one)

Always____   Usually____   Often____ Sometimes____   Seldom_____   Never____

2- Which of the following technological resources do you use in order to improve your listening skills?

TV____   computer_____   tape recorder_____   CD player_____   DVD player_____

Others (specify)_____

3- Does your teacher use any kind of technological resources in the classroom to improve your listening skill? If so, please specify which of the following he/she uses the most. (Please check only one).

TV_____   computer_____   tape recorder_____   CD player_____   DVD player_____

Others (specify)_____

4- Check how often the teacher uses technology to develop your skills.

Frequency / Skills	Always	Usually	Often	Sometimes	Seldom	Never
Reading	❑	❑	❑	❑	❑	❑
Writing	❑	❑	❑	❑	❑	❑
Speaking	❑	❑	❑	❑	❑	❑
Listening	❑	❑	❑	❑	❑	❑
Grammar	❑	❑	❑	❑	❑	❑
Vocabulary	❑	❑	❑	❑	❑	❑
Spelling	❑	❑	❑	❑	❑	❑
Pronunciation	❑	❑	❑	❑	❑	❑

Appendix II

University of El Salvador

School of Arts and Sciences

Foreign Language Department

Course of Advanced Intensive English II

Professor's Questionnaire

Topic: The use of Technology in the Classroom and its Incidence on English Learner's Listening Proficiency: Case of Advanced Intensive English II Students at the Foreign Language Department, University of El Salvador, Semester I-2011.

Objective: This questionnaire is projected to gather information from Foreign Language Department professors about how the use of technology is being applied when teaching English as a foreign language.

Technology: It is the technical means people use to improve their surroundings. It is also knowledge of using tools and machines to do tasks efficiency.

One of the main objectives of this research is: To explain how the use of technology can be useful for teachers of English at the Foreign Language Department in the teaching learning-process.

Directions: please provide the information requested below.

I. General information:

1- Do you have Internet access at home?

Yes_____   No_____

2- Do you have Internet skills in terms of Google, web pages, and others?

Yes_____   No_____

3- Do you think that the use of technological resources can help you out in the teaching-learning process of English as a foreign language?

Yes_____   No_____

II. Technology application

1- What kind of technological resources do you use when teaching a class? (Please put a check to the one you use the most)

Computers____   Tape recorder____   DVD Player____   CD Player____

Overhead projector ____   Television_____   others (Specify)_____

2- How often do you use technological resources when teaching a class?

Always____   Usually____   Often____   Sometimes____   Seldom_____   Never____

3- In what kind of activities do you use technological resources?

Homework assignments ____   Exams_____   Tasks_____   When teaching____ Quizzes____   Others(specify)_____

4- Which technological resources are the most accessible to you?

Computer_____   Tape recorder_____   DVD Player____   CD Player____

Overhead projector ____   Television_____   Others (Specify)_____

5- Do you have a schedule to go to the English lab with your students?

Yes_____ No_____

6- How often do you visit the English Lab with your students?

Once a week_____   Twice a week_____   On every other week_____

Once a month____   Never____

7- Which limitations have you faced when using technological resources teaching a class? (choose one)

No access at all_____   The resources that are in the Foreign Language are not enough__

Others (explain)_____

8- What is the influence that technology has on the listening skill in the teaching-learning process? (please choose one of the following ranking)

High_____   Satisfactory_____   Limited_____   Low_____

9- Do you think that the use of technological resources make students more efficient in the listening skill?

Yes_____   Probably _____   May be_____   I don't know_____   No_____

10- Which do you think are the most common technological resources that students use nowadays to improve their listening skill?

Computer____   Tape recorder____   DVD Player____   CD Player_____

Television_____   Internet_____   Others (Specify)_____

FOREIGN LANGUAGE DEPARTMENT'S LANGUAGE LABORATORY

(Lic. Maria Teresa Damas de Arévalo)

FOREIGN LANGUAGE DEPARTMENT'S COMPUTERS' CENTER

COMPUTERS' CENTER (CENTRAL LIBRARY)