

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



TÍTULO:

“The use of ICT tools in the Teaching-Learning process of English and French in the fifth-year students of the B.A in Modern Languages: specialty in French and English at the Foreign Language Department, School of Arts and Sciences, University of El Salvador in the year 2019.”

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Maria Fernanda Blanco Martinez

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ABSTRACT

“The use of ICT tools in the Teaching-Learning process of English and French in the fifth-year students of the B.A in Modern Languages: specialty in French and English at the Foreign Language Department, School of Arts and Sciences, University of El Salvador in the year 2019.”

Technology facilitates daily events for individuals; educational field is not the exception. The aim of this research is to detect the most common ICT tools used in the teaching-learning process of English and French in the fifth-year students of Modern Languages B.A, its benefits and to discover how teachers and students implement them. To gather data, a questionnaire was distributed to students on the fifth-year of Modern Languages bachelor in the 2019 year. In addition, a structured interview was addressed to the English and French teachers of the Foreign Language Department. The data was analyzed using descriptive analysis and mixed methods were applied in this research. The results reveal the most common tools used and how teachers have reinvented themselves and play new virtual strategies that emphasized on catching learners' attention keeps students focused on the information transmitted. To nurture the Teaching-Learning process of English and French in the fifth-year students of Modern Languages the FLD of the University of El Salvador can use this research in everyday courses.

Key words: ICT, Teaching-Learning process, education, eLearning, advanced technology, innovative, interactive material, traditional teaching methods, effectiveness, social networks, Apps, platforms, macro skills, budgets, internet connection, physical environment, new reality, training, equipment.

INTRODUCTION

Whenever a language learner exists, there is a facilitator intending to teach. Therefore, the learner interprets the information to understand it. This process is called “perception of the information.” Teachers and students do not have the same perception at the classroom events. The communication between teachers and students inside the classrooms can have ambiguities in the classroom events, the reason why the kind of perception that a student has about his teachers tends to influence the self-consent towards the teacher and the subject taught.

Teachers must ensure their students are engaged in the learning process; for instance, teacher’s actions such as the way they teach, the strategies and tools they use to develop a subject in the classroom have an impact on the teaching-learning process. For this reason, the improvement of new teaching methodologies is essential to ensure a better understanding of the information.

Information and Communication Technologies seems to facilitate not only informational perception but also access to multiple tools as a way to improve the teaching process. The presence of ICT in the interactive educational environment helps develop thinking skills and makes classrooms an environment for academic growth. It is imperative to examine the scale and impact of ICT use in the teaching-learning process of a new language in the students of the B.A in modern languages of the school of arts and sciences at the University of El Salvador.

For this research project, a mixed research method will be implemented to take into account measurable and immeasurable data (objective and subjective data). Including the observation of the classes likewise, the researcher will discuss the study's objectives, the target population and sample, and the reasons for selection of specific data collection tools.

It is important to have the student's perception of the innovative technologies to promote their usage. The following research purpose is discover which of the sources are more relevant in the population chosen. Students are aimed through a questionnaire with multiple-choice options to find out the general background and an interview with open question was carried out for teachers of the FLD students that is meaningful to measure the use of ICT tools at the FLD. A descriptive study is going to be applied to analyze the variables that interact in this research.

CHAPTER I

PROBLEM

1.1 STATEMENT OF THE PROBLEM

In the last centuries, technology has developed facilitations in daily events for individuals, and the educational area is not the exception. A survey made by The Advanced Placement and National Writing Project (How Teachers Are Using Technology at Home and in Their Classrooms, 2013) revealed that teachers find that ICTs are great resources for teaching their middle school and high school students in many ways. In addition, the internet is a source that is considered a great technological invention of this period. The exposure of ICT tools can help teachers to improve the traditional textbook teaching method.

According to “The application of technology in the English teaching-learning process at the FLD of five universities in El Salvador” (2005), the universities that participated in the investigation had already included multimedia projector, CD rooms, CD players, and language laboratories technology to support the teaching-learning process in their Foreign Language Departments. In this way, teachers had been motivated by technology, and they had embraced information and communication technologies in their teaching methodologies.

By considering the impact technologies and communications can have to overcome overpopulation, limited resources, and expectations of students from this era, it is a challenge for teachers and an improvement in the learning process. It provides advantages such as flexibility, convenience, accessibility, and reliability. ICT tools can be used differently; it depends on the user to bring up all their benefits. It is important to emphasize the usage of the ICT tools can be

implemented in a continuous way for the ones that have not adopted this methodology in their teaching-learning process when acquiring a new language.

1.2 TOPIC

“The use of ICT tools in the Teaching-Learning process of English and French in the fifth-year students of the B.A in modern languages: specialty in French and English at the Foreign Language Department, school of arts and sciences, University of El Salvador in the year 2019.”

1.3 OBJECTIVES

1.3.1 General

To identify the use of ICT tools in the Teaching-Learning process of English and French in the fifth-year students of the B.A in modern languages: specialty in French and English at the Foreign Language Department, School of Arts and Sciences, University of El Salvador in 2019.”

1.3.2 Specifics

- To detect the most common ICT tools used in the teaching-learning process of English and French in the fifth-year students of Modern Languages B.A.
- To find out how teachers and students implement the ICT tools in the teaching-learning process at the Foreign Language Department.
- To understand the student’s perception of being exposed to the ICT teaching-learning methodology.
- To identify the benefits of the use of ICT tools to acquire language knowledge.

1.4 RESEARCH QUESTIONS

What is the use of the ICT tools in the Teaching-Learning process of English and French in the fifth-year students of the B.A in modern languages: specialty in French and English at the Foreign Language Department?

1.5 JUSTIFICATION

The research group intended to find out the use of ICT tools in the Foreign Language Department at the University of El Salvador as they have become necessary for student's skills and competencies. In addition, the researchers' purpose was to encourage teachers to implement the ICT tools so students can obtain better results in language acquisition. This research also proposed possible activities to be used by new generations of English and French teachers to promote ICT use since they provide tools for the teaching-learning process, making learning more attractive and engaging for students. For instance, it will help to build technology-based skills.

Since people always need to communicate and interact with others in different moments or situations daily, it is necessary to apply innovative technologies as ICT tools to accomplish better results in the teaching and learning process. Nowadays, students are familiar with technologies so they will learn better within a technology-based environment. ICT can be used in various ways that help teachers and students, making the teaching-learning process more fun and enjoyable, concerning teaching the same subjects in new ways. The ICTs encourage active participation in classes that help to increase knowledge retention. It is fundamental to mention that some teachers at the FLD already apply innovative technologies in their courses to have the students' attention and improve their comprehension and understanding of the language.

This research will point out the most common technologies of the information and communication implemented at the FLD. Moreover, students' perception of being exposed to ICT and how teachers develop their classes. From that, the researchers showed the need to reinforce the techniques they are using in the teaching-learning process as a way of helping

learners to understand the language system and develop their ability by using it to communicate successfully.

Furthermore, the investigation points to the importance of ICT on the teaching-learning process by describing some advantages and effectiveness of technological tools in students' learning. In that way, the study will be helpful to encourage teachers to include a variety of ICT tools in the teaching process. It will also facilitate work for them in the future for those that still have not used them up to now and for the ones that already use them to keep on working; even more, for students to have a better perception of the usage. The use of ICT can become a habit in the teaching-learning process at the Foreign Language Department at the University of El Salvador.

CHAPTER II

2. THEORETICAL FRAMEWORK

Information and communication technologies are evolving the teaching and learning process as those tools contribute to high-quality lessons. Virtual learning environments are one of the most common technologies that universities are adopting nowadays. This new information and communication technology is greatly supporting teaching and learning processes. Although technology has digitized classrooms through digital learning tools such as computers, iPods, smartphones, projectors, it has increased student engagement and motivation towards learning.

This chapter contains all the relevant information that researchers have used to develop this investigation, such as e-sources mainly found in academic articles, studies, or blogs that helped to understand the aim of the research.

2.1 DEFINITION AND KEY TERMS

E-learning: A learning system based on formalized teaching but with the help of electronic resources. e-learning, also referred to as online learning or electronic learning is the acquisition of knowledge which takes place through electronic technologies and media. In simple language, e-learning best known as “learning that is enabled electronically”.

Education: It is defined as the process of training a man to fulfill his aim by exercising all the faculties to the fullest extent as a member of society (Aristotle). Another definition states that is the learning process for the individual to attain knowledge and understanding of the higher specific objects. The knowledge gained formally resulting in an individual has a pattern of

thought of behavior in accordance with the education they have gained. (Big Indonesian dictionary (1991).

Technology: Application of knowledge to the practical aims of human life or to changing and manipulating the human environment. Technology includes the use of materials, tools, techniques, and sources of power to make life easier or more pleasant and work more productive. Whereas science is concerned with how and why things happen, technology focuses on making things happen.”(Waddel 2013).

The word technology is a combination of two Greek words, *techne* and *logos*. *Techne* means art, craft, or skill. *Logos* means, “to speak of”. Some have since taken the word *logos* to imply the practical application of *techne*, but others say that is stretching its etymological roots.

Educational technology: It is also called learning technology and is the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources.

Educational technology includes other systems used in the process of developing human capability. Educational Technology includes, but is not limited to, software, hardware, as well as Internet applications and activities. Whereas Information and Communication Technologies are only a part of a continuum of technologies, starting with chalk and books, all of which can support and enrich learning. The purpose of ICT in education is generally to familiarize students with the use and workings of computers and software.

ICT: The information and communication technologies refers to technologies that provide access to information through telecommunications. It is similar to Information

Technology (IT) but focuses on communication technologies. This includes the internet, wireless networks, cell phones, and other communication mediums.

Information and communications technologies (ICT) are a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information. Communication and information are at the very heart of the educational process, consequently ICT-use in education has a long history.

Moodle: The acronym MOODLE stands for Modular Object-Oriented Dynamic Learning Environment. Moodle is an Open Source Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE). It has become very popular among educators around the world as a tool for creating online dynamic web sites for their students. To work, it needs to be installed on a web server somewhere, either on one personal computer or one at a web hosting company. (moodle.org)

It is a course management and delivery system. As such, Moodle has great potential to create a successful e-learning experience by providing a plethora of excellent tools that can be used to enhance conventional classroom instruction, in hybrid courses, or any distance learning arrangements. In whatever form of instruction Moodle is used, the design of the learning tasks must be grounded in theories of second language acquisition" (Brandl, 2005).

Moodle has already become a term of its own synonymous with a software package designed to help educators create quality online instruction. First version of Moodle appeared on august 20th, 2002. Since then other versions have appeared.

2.2 EI SALVADOR AND THE ICT

Based on the Official Website of the International Trade Administration “El Salvador, country commercial guide” There is no significant local production of information and communication technology, and the United States is the main source of imports in El Salvador, leading about 30% of the imports market share in 2019, followed by China with 14% of market share.

In El Salvador, the ICT sector has operated under a privatized legal and institutional framework since 1997. The regulatory authority with responsibility for spectrum development is the General Superintendence of Electricity and Telecommunications (SIGET). It emphasizes the importance of digitalization in modern societies and its four pillars: 1. digital identity; 2. innovation, education, and competitiveness; 3. modernization of the government; 4. digital governance.

Even though information and communication technologies have been a challenge in our country, high efforts to implement those new technologies within a learning field lacking resources and equipment. Back in 2019, El Salvador began the efforts to integrate ICT in the educational field with the program “CONNECTATE” included in the “Plan Nacional 2021”. This program was aimed at the educational system with technological tools that improve academic quality levels and develop the technical skills in students required by the current workplace to raise the country's competitiveness level.

In addition, the program aimed to improve the quality of the electronic and connectivity services already being used by Ministerio de Education.

This implementation was crucial, as only 15 out of 100 students in the public sector had access to ICT; computer availability was one computer per every 200 students and, only 5 out of 100 public schools had internet access for students (MINEDUCYT).

In 2014, an attempt to integrate the ICTs in the educational system through the ENSANCHE program improved the high school education of the Salvadoran public educational system. Focusing on teacher training and professional enhancement by providing technological resources, tutoring courses and, giving advice on the use of the ICT were some of the main purposes of this program. Besides, ENSANCHE, intended that high school students get benefits through innovative pedagogical practices that facilitate scientific learning, technological and economic development.

Furthermore, the government has implemented more programs such as “Una niña, un niño, una computadora” in 2015, where 84,398 students and more than 1000 public schools got a computer, with the objective of improving the teaching-learning process of the students by providing them a useful ICT tool.

Another program “Cerrando la brecha del conocimiento. Programa de introducción y uso de las TIC por medio de laptops OLPC XO, para estudiantes y docentes del sistema educativo público de El Salvador”. From March 2010 to March 2014, where ICT tools were used in different areas in general, but in the educational environment, it was considered a challenge as the traditional teaching method is the most used for academic purposes.

To keep investing in the educational environment, in 2021, the president of El Salvador, Nayib Bukele, made official the delivery of Lenovo, HP, and Dell computers so high school students of the public system can access the internet. In addition, fourth-grade students would receive a tablet and five-year students would get a laptop as a compromise with the improvement of the educational system.

2.3 TECHNOLOGY OF INFORMATION AND COMMUNICATION IN EDUCATION

There are many theories about how to implement a process to adapt the community to the new system. The Information and communication technology in the teaching-learning process can be divided into four main stages" (Kumar 2008).

Discovering

This stage focuses on the discovery of new ICT tools by teachers and students. This is linked with the emerging approach in ICT development. At this stage, emphasis is on ICT literacy and basic skills. This stage of discovering ICT tools is related to the emerging approach in ICT development.

Learning how to use ICT tools:

This stage emphasizes learning the use of new ICT tools. It involves the use of general or particular applications of ICT. In this stage, learners and teachers can implement its use in different disciplines and adapt ICT to the curricula in the teaching-learning process.

Understanding how and when to use ICT tools:

It focuses on understanding how and when to use ICT tools to achieve a particular purpose when needed. This stage focuses on the capability of recognizing situations where ICT will be helpful so that students get prepared for an integrated society dominated by ICT developments. Additionally, choosing the most appropriate tools for a specific assignment and using these tools in combination to solve real problems.

Specializing in the use of ICT tools:

The fourth and last stage involves specializing in the use of ICT tools. It requires deep knowledge about using ICT tools. In this stage, students study ICT as a subject to become specialists. Such study concerns vocational or professional education rather than general education.

2.4 IMPORTANCE OF ICT IMPLEMENTATION

Information and communication technologies have become an important tool in education. “Both teachers and students have benefited from various educational technologies; teachers have learned how to integrate technology in their classrooms and students are getting more interested in learning with technology” (Ramey, 2013).

The following are listed the main advantages of the use of the technologies of information and communication:

The motivation of the students:

The students will be much more motivated when ICT tools are used in their classrooms, as it connects them to many information sources, supporting active in-class and out-class learning environments.

Generation of interest:

Allows students to expand knowledge about those subjects that interest them most, having real-time information and communication. In the same way, they increase the knowledge about the different learning methods such as visual, video, audio, kinesthetic, and read/write.

Greater level of cooperation:

Virtual environments offer tools to create forums or workgroups where students can share knowledge (social networks, blogs, Diigo) and create workspaces to interact with documents simultaneously (google drive, one drive, Dropbox, Facebook). These tools allowed students to collaborate inside and outside the classroom and for teachers, facilitates the organization of classes and sharing content with students.

Power creativity:

The virtual world offers many learning tools that stimulate student creativity: slide shows, infographics, video creation, etc.

Improved communication:

Notably, they are made for making life easier, allowing students and teachers to communicate in and out-class by creating groups in applications such as WhatsApp, Facebook, and forums, email, blogs.

Critical thinking:

By having various sources with different points of view on a subject, a more complete thought of it will be found.

Multiculturalism:

One of the most remarkable advantages posed by ICT is that the space-time barriers are broken since it allows asynchronous (not instantaneous) communication with people of different cultures. Undoubtedly, an excellent option from an educational point of view. They offer the possibility of creating content adapted to the needs and interests of each student. Besides, it is supposed to adapt also to the students with special needs. They make it possible to learn more attractively and entertainingly, more active than traditional methods.

Students' comprehension and interest are encouraged by having a wide range of resources such as animations, audiovisual material, graphics, interactive programs, multimedia tools that reinforce students' understanding. They increase the dynamism of the class because the student can interact, create resources, communicate and exchange experiences, going from being a mere receiver to an active participant in the dynamics of the classroom.

2.5 OPPORTUNITIES OF INTEGRATING ICTS IN EDUCATION

Modern universities and institutes have a mission to make the teaching-learning process effective and captivating. The study of the use of ICTs in education reveals the following opportunities:

A. Improved Teaching-Learning Process

The traditional way of teaching-learning process can be more effective and interesting by using information and communication technologies. For example, when a teacher uses audio, video, or PowerPoint presentations in his/her lecture, the whole class becomes more attentive about the lecture. Such activities also help students to understand things easily.

B. Increased Availability of Study Material

In the traditional learning system, students and teachers are limited to get knowledge on a particular topic through printed materials only. Therefore, using ICT facilitates them to collect materials about a specific subject by using the internet from anywhere and anytime.

C. Support for Distance Education and E-Learning

The use of ICT supports distance education and e-learning. Each of the different ICTs - prints, audio/video cassettes, radio and TV broadcasts, computers, or the Internet may be used for this purpose. There is a minor difference between distance education and e-learning. The use of ICTs is higher in e-learning than distance learning. For example, teachers used to spend hours presenting videos in the classroom, however, it gets easier to share the video as an extracurricular assignment in order to take advantage of the class time discussing and practicing.

D. Improved Admission and Examination Process Using ICTs

Universities and institutes can improve the admission process by putting admission forms online and receiving completed forms online. In addition, they can generate cards for entrance examinations online. They can even conduct entrance and semester-annual examinations online and will speed up the admission and examination process. It also helps in faster result declaration.

E. Help in Research Activities Application

ICT in education enriches research activities. Researchers can get information about recent developments in different segments, collect a bunch of material and information on a particular topic, and generate innovative ideas and new findings. Using appropriate software, investigators can easily quantify complex calculations and create a variety of graphs.

Technology is having a great impact on society as a whole, although with its pros and cons as detailed. Undoubtedly, being well used will generate many more benefits than disadvantages and this is what is needed to be focus on, trying to improve the benefits and reduce the cons by training people to use it efficiently.”(Thomas 2019).

F. Challenges of the use of the ICT

Applying ICT into the teaching and learning process may incur a variety of difficulties as challenges. A challenge is defined as “any condition that makes it difficult to make progress or to achieve an objective” (WordNet, 1997, as cited in Schoepp, 2005, p. 2).

The following are some of the key challenges found in the use of ICT tools in the classroom.

Limited accessibility and network connection: The challenges of applying new technologies to teachers are widespread and vary from country to country. These complex challenges can prevent teachers from using new technologies in the Teaching-Learning process. Lack of computers, lack of equipment, limits on the number of software available for the students and teachers, limits on internet access are considered some of these challenges.

According to BECTA (2004), the unavailability of ICT resources is not due to the non-availability of the hardware and software or other ICT materials within the school. It may be the result of one of several factors such as poor resource organization, poor quality hardware, inappropriate software, or lack of personal access for teachers.

School with limited technical support: These technical barriers include failing to connect to the Internet, printers not printing, computers not working, and teachers having to work on old computers waiting for websites to open. Technical barriers can directly affect the natural flow of classroom activity. ICT implementation in teaching needs a technician because the lack of technical support can be an obstacle when teachers do not receive training.

Limited time: Planning technology lessons, trying to figure out educational software, or exploring the different online sites, are limitations for the majority of teachers in comparison with the traditional methods in which they already have specific lesson plans for the class.

Lack of teachers' competency: Teachers' competence in integrating ICT varies from country to country. Many teachers still prefer not to use ICT in the teaching process because of

their lack of ICT skills rather than pedagogical/didactic reasons. Sometimes it is because they are in their comfort zone to avoid change.

Lack of effective training: Rather than know how to use a tool, it is to use them efficiently. One finding of Pelgrum's (2001) study was that there were not enough training opportunities for teachers in using ICTs in a classroom environment. Similarly, research in Turkey found that the main problem with implementing new ICT in education was the insufficient amount of in-service training for teachers (Özden, 2007). Fundamentally, when there are new tools and approaches to teaching, teacher training is essential. Fundamentally, when there are new tools and approaches to teaching, teacher training is essential.

According to some interviewed teachers of the FLD, it was possible to assert that training programs do not focus on teachers' pedagogical practices about ICT but on developing ICT skills. Some teachers might have competence and confidence about computer usage in the classroom, but they still make little use of technologies because they lack time to practice digital program manipulation. The lack of available time affects their ability to complete tasks, with some of the participant teachers specifically stating which aspects of ICT require more time. These include the time needed to locate Internet advice, prepare lessons, explore and practice using the technology, deal with technical problems, and receive adequate training.

CHAPTER III

3. METHODOLOGY

In this chapter, the research group presents the methodology process followed in the research by describing the type of research chosen, data collection, and the analysis of the findings.

3.1 Research approach

The researchers used the quantitative and qualitative approach by gathering all necessary information about the uses of ICT's in the learning process of English and French in the 5th year students of Modern Languages at the Foreign Language Department at the University of El Salvador.

3.2 Type of research

The researchers have used the descriptive method; since this type of study has to do with describing, explaining, and validating findings. The researchers focused on finding out the use of the tools in the target students of the fifth-year of the Modern Language Department to show and point the importance of reinforcing the use of the ICT at the Foreign Language Department.

3.3 Population

Participants for this research were selected randomly from the students registered in the fifth-year of Modern Language bachelor at the FLD at the University of El Salvador in the 2019 year, Main Campus, San Salvador.

3.4 Sample:

From a universe of 420 fifth-year students enrolled in the second semester, a sample of 98 students was chosen randomly. The students were selected within the 12 courses of the fifth-year of Modern Language bachelor at the FLD at the University of El Salvador in the 2019 year. The participants were aimed to take a survey that included multiple choices and open questions in order to get a better idea of their opinion about ICT. The researchers have also required the teacher's experiences in the learning and teaching process to reinforce the investigation.

3.5 Data collection

Techniques:

The researchers used surveys and interviews as quantitative and qualitative techniques in order to gather valued information to support the aim of the study.

Survey:

The research workers passed out a survey with multiple-choice questions addressed to the selected students in the fifth-year of Modern Languages. The survey had specific questions about the topic, allowing investigators to detect the most common ITCs tools used in the learning process of English and French in the Foreign Language Department at the University of El Salvador.

To present accurate information in the research, it was necessary to know students' perceptions to be exposed to the ITC's teaching-learning methodology and to recognize their benefits. The researchers prepared a structured interview with a set of open questions chosen by

them. This interview was addressed to the English and French teachers of the Foreign Language Department.

Interview:

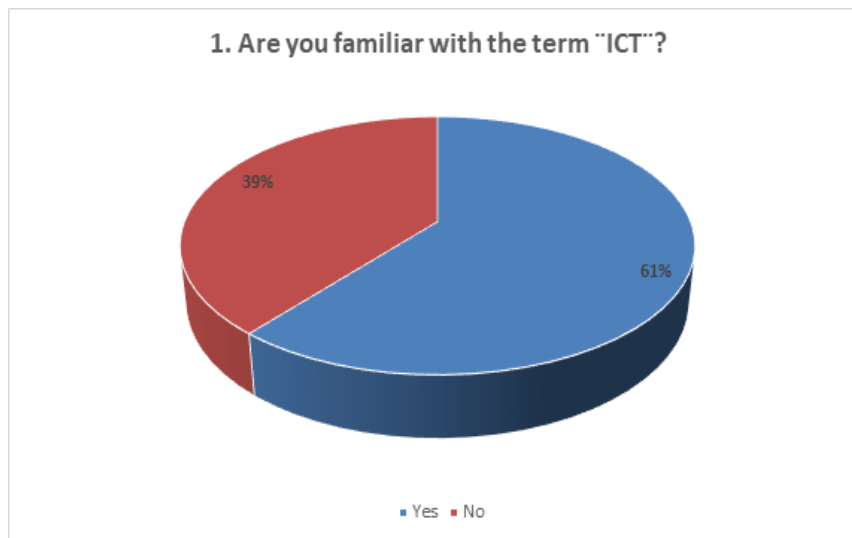
The researchers prepared a structured interview with a set of open questions addressed to the English and French teachers of the Foreign Language Department. The interview had specific questions about the topic allowing investigators to detect the most common ITCs tools used in the teaching process of English and French.

CHAPTER IV

ANALYSIS OF THE RESULTS

4.1 SURVEY RESULTS

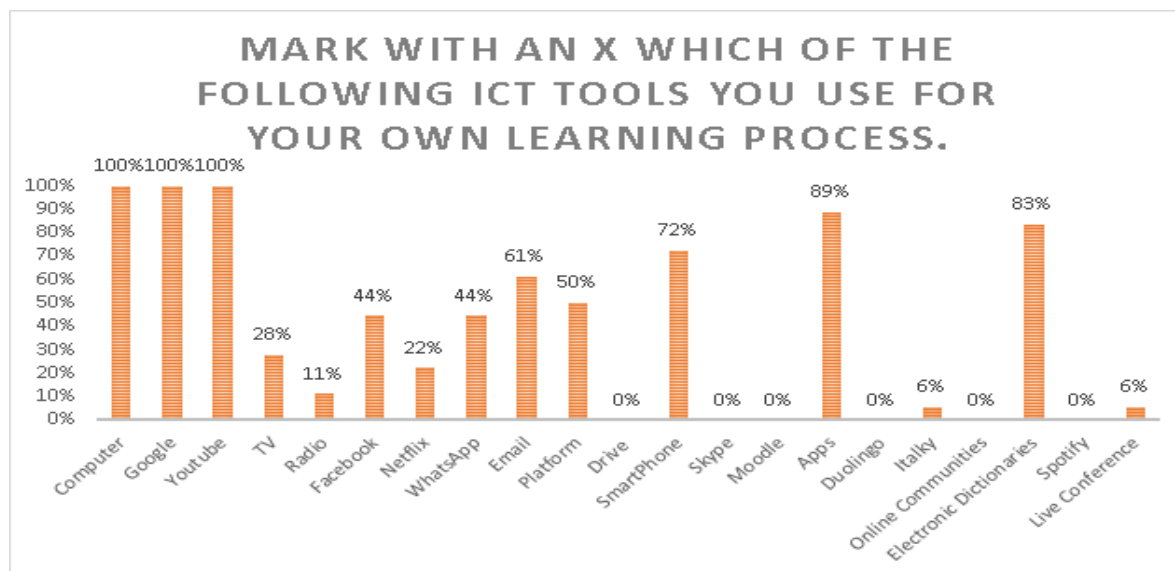
STUDENTS' KNOWLEDGE ABOUT THE TERM "ICT"



61% of students from the fifth-year of B.A. in Modern Languages are familiar with the "ICT" term and 39% of responded they are not.

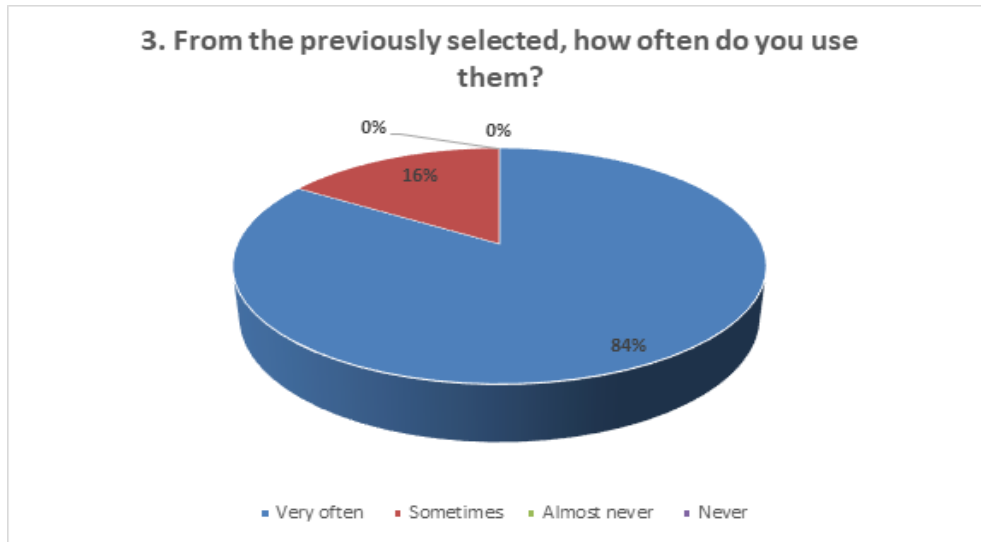
MOST COMMONS TOOLS USED BY STUDENTS FOR THE LEARNING PROCESS

Computer	WhatsApp	Apps
Google	Email	Duolingo
YouTube	Platform	Italky
TV	Drive	Online communities
Radio	Smartphone	Electronic Dictionaries
Facebook	Skype	Spotify
Netflix	Moodle	Live conference



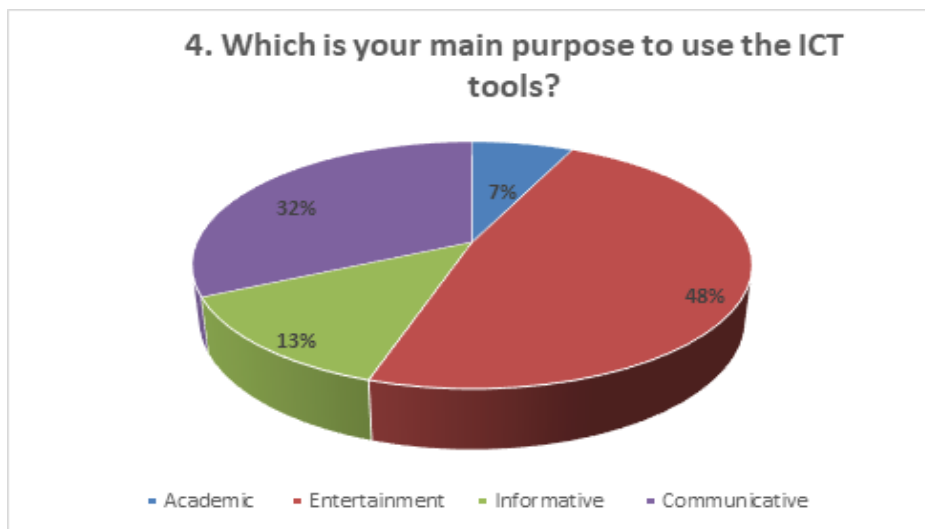
6% of students from the fifth-year of B.A. in Modern Languages use live conferences as a tool for their learning process. Another 6% use Italy, 11% use radio as a tool, 22% use Netflix, 28% use TV, 44% use WhatsApp, another 44% use Facebook, 50% use platforms, 81% use email, 72% use smartphones, 83% use electronic dictionaries, 89% use apps, and 100% use Computer, Google and YouTube as tools for their learning process.

CONSTANT USAGE



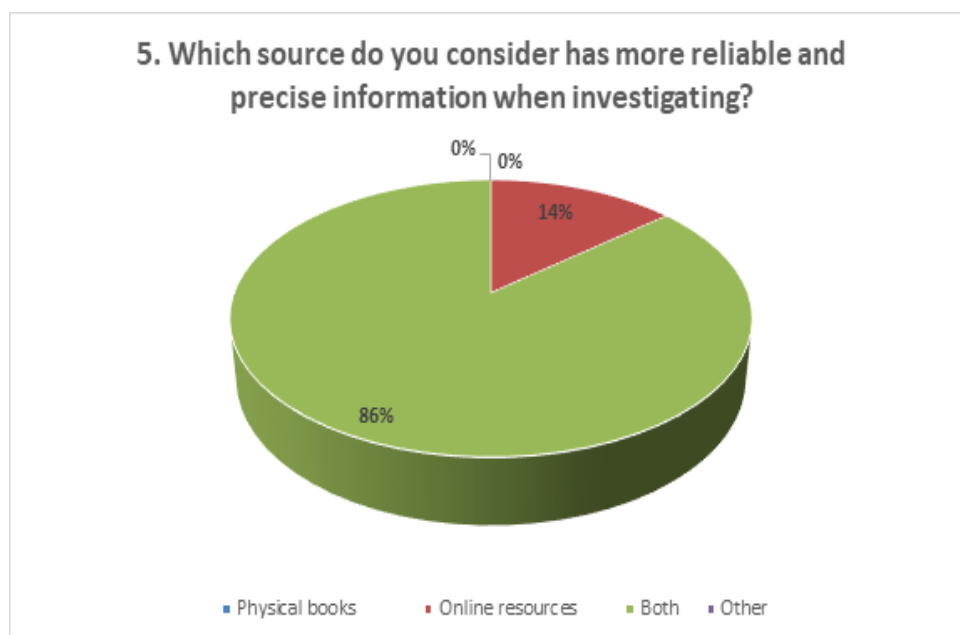
On this graphic, it shows that 16% of students from the fifth-year of B.A. in Modern Languages use the previously selected tools just sometimes while 84% of students from the fifth-year of B.A. in Modern Languages use them very often.

MAIN PURPOSE OF ICT



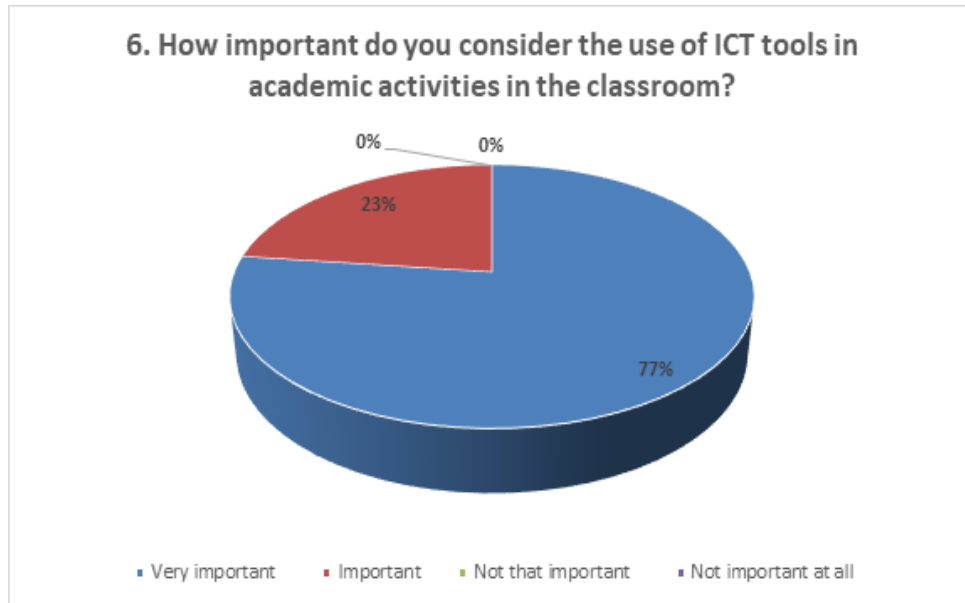
As shown in this graphic, only 7% of the students responded in favor of ICT use for academic purposes, 13% of them use ICT to be informed, 32% resulted in usage for communication, 48% of the sample use these tools for entertainment.

SOURCES WITH MORE RELIABLE AND PRECISE INFORMATION



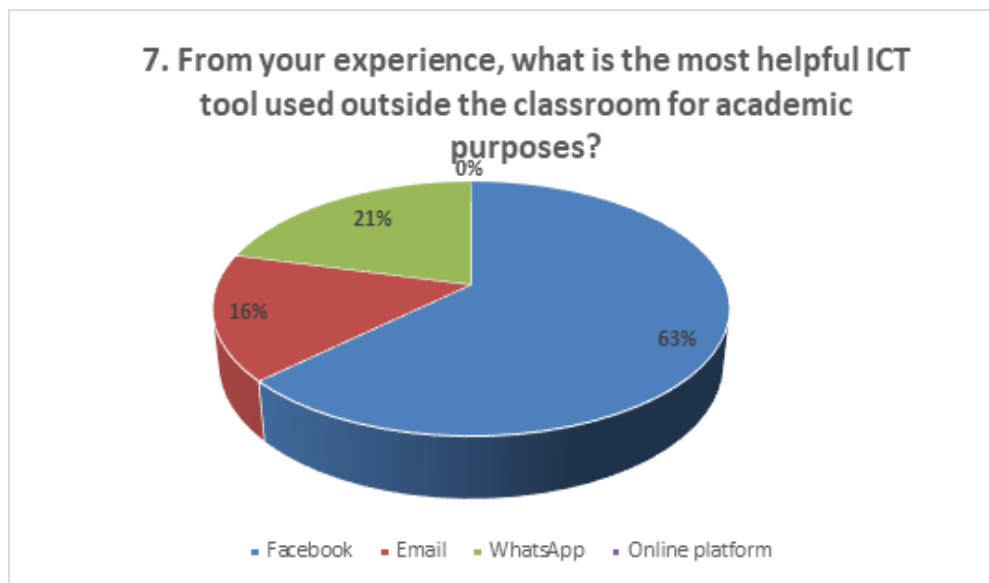
In this question, 14 % of students from the fifth-year of B.A. in Modern Languages consider that online resources have more reliable and precise information. On the other hand, 83% of students from the fifth year of B.A. in Modern Languages think that physical books and online sources, meaning both of them, are reliable and precise.

IMPORTANCE OF THE USE



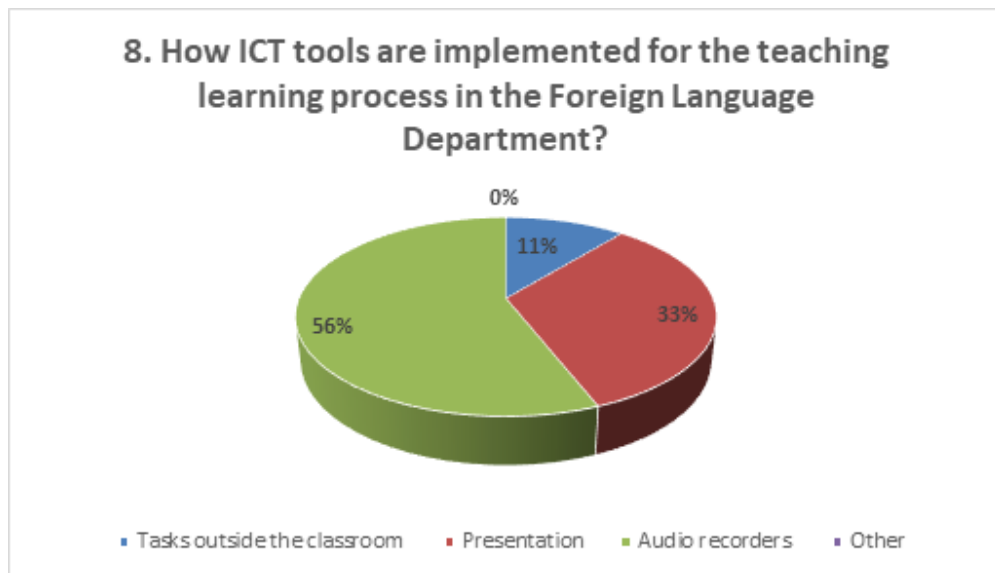
For activities in the classroom, 23% of the interviewed consider ICT tools are important in academic activities in the classroom and, 77% of students from the fifth-year of B.A. in Modern Languages suppose it is very important.

MOST HELPFUL TOOLS



According to the findings, 63% of the surveyed students consider that based on their experience, Facebook is the most helpful ICT tool used outside the classroom for academic purposes. Followed by WhatsApp with 21% of acceptance. Finally, 16% think that email is practical. None of the students selected the online platform as functional.

IMPLEMENTATION OF ICT FOR THE TEACHING AND LEARNING PROCESS IN THE FDL.



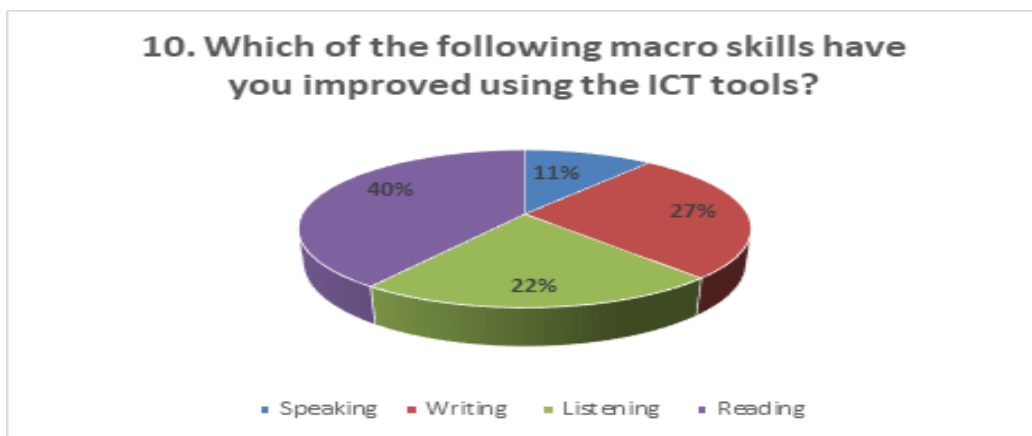
In this section, 33% of the survey respondents said that Information and Communication Technologies are implemented for the teaching-learning process of English and French in the FLD via presentations in the classroom and 56% said that they are exposed to audio recorders while receiving their classes and only 11% mentioned that they use ICT while doing tasks outside the classroom.

***EXPERIENCE OF IMPROVEMENTS IN THE LEARNING PROCESS AS RESULT OF
ICT TOOLS***



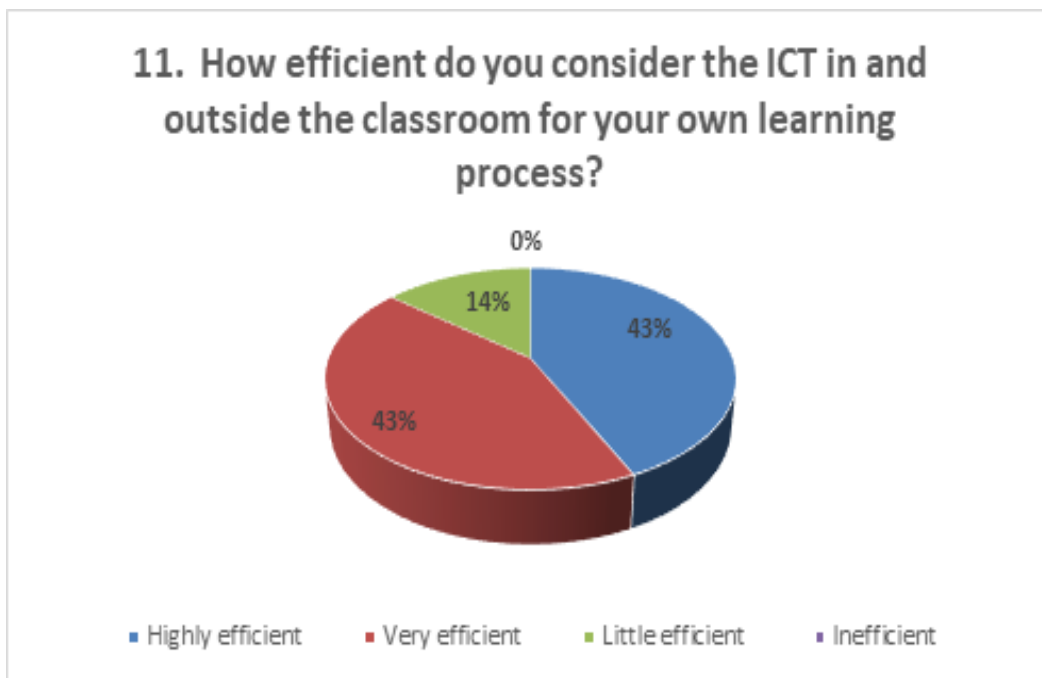
In this question, 100% of the population said they have experienced an improvement in the learning process by using the technologies of information and communication mentioning that it has helped them to develop their knowledge in a good way in the classroom. In addition, based on their experience, their listening skills were improved by watching online videos or TV shows.

MACRO SKILLS IMPROVED BY ICT TOOLS



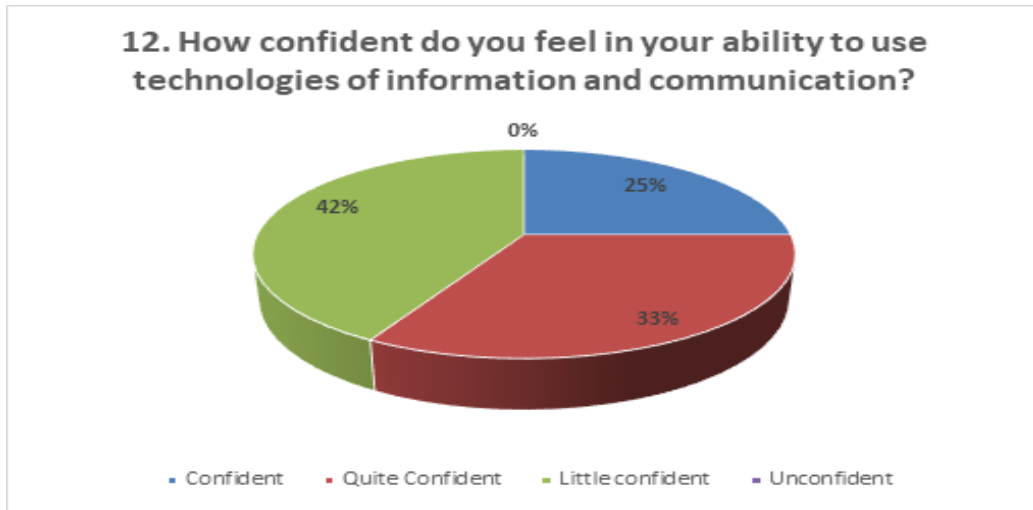
The research group found that 40% of the surveyed students mentioned they improved their reading because of the use of ICT tools. Followed by 27% of them that confirm they have improved their writing skills. 22% consider they have increased their efficiency in listening thanks to the ICTs. Finally, only 11% said that their macro skill improved was their reading.

EFFICIENCY OF ICT



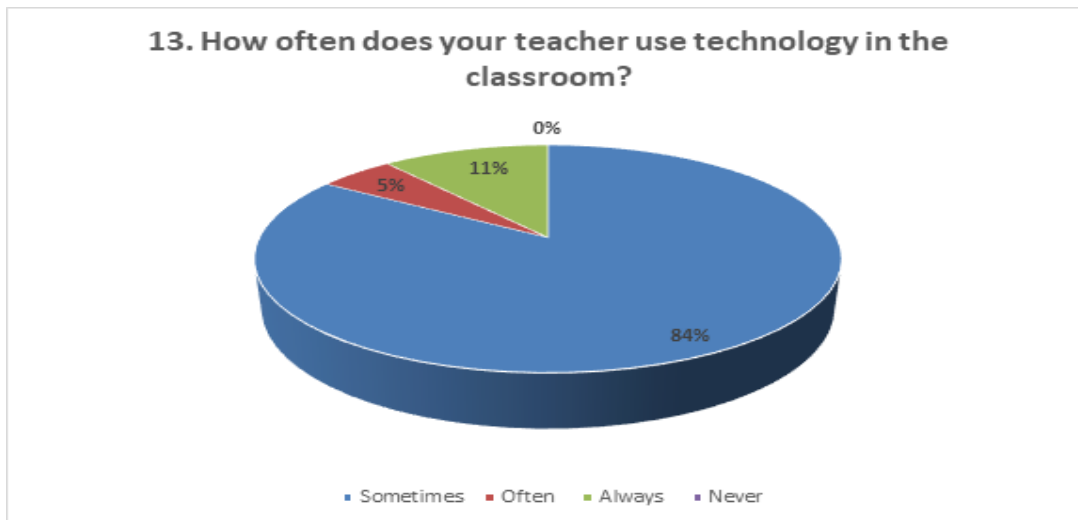
For this question 43% of the interviewees, think that the usage of ICT is highly efficient for the learning process. Very efficient was considered by 43% and the rest, 14% think it is a little efficient.

CONFIDENCE IN THE ABILITY TO USE THE ICTS



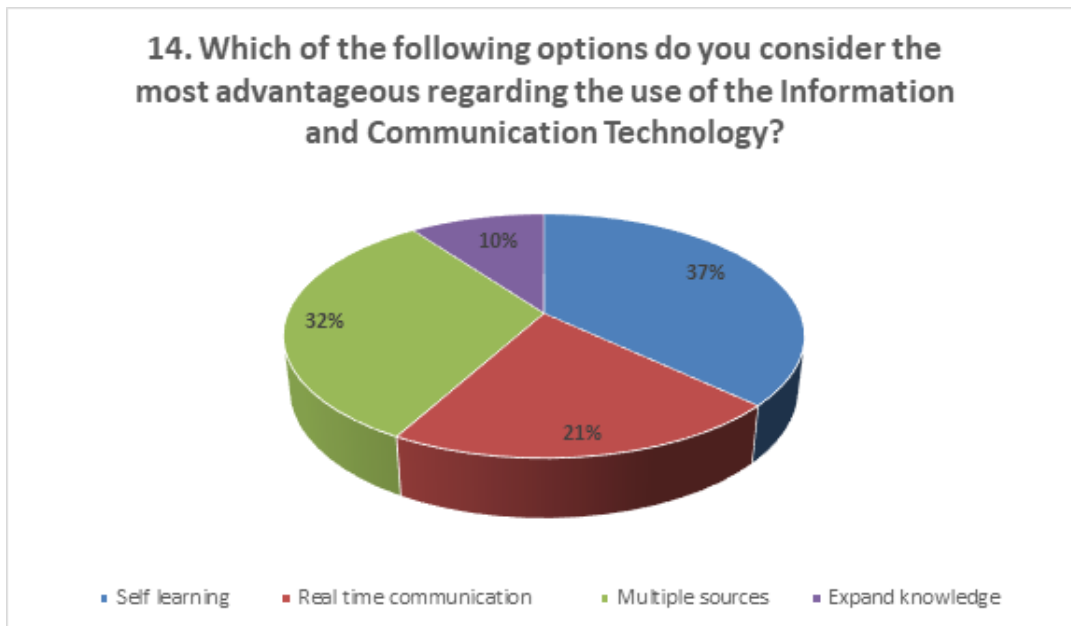
About confidence, 25% of the interviewed feel confident using ITC because they were exposed to them previously, 33% feel quite confident as they can figure out their usage without complications and 42% feel little confident as they have used them in the past for social purposes only.

FREQUENCY OF TEACHERS USAGE



About the frequency that teachers use ICT in the classroom, 5% of students stated that they often have classes where ICT is applied. Only 11% of the students was always exposed to information and communication tools and 84% of them confirmed teachers sometimes use ICT on courses. Anyone chose the "never" option, meaning that all of them are involved with technology at least in one class.

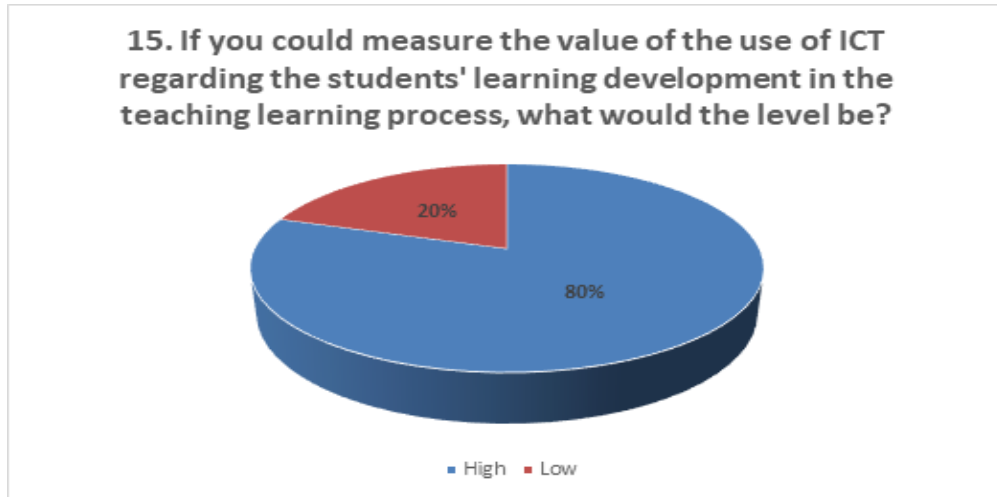
BENEFITS OF THE USE OF ICT TOOLS



From the most common and beneficial tools, 37% of students selected self-learning as the best benefit of ICT tools use. 32% of the people involved in the study believe that the use of these tools allows them not only to use it for academic purposes but also for gathering lots of information from multiple sources, 21% of the students assured that real-time communication is

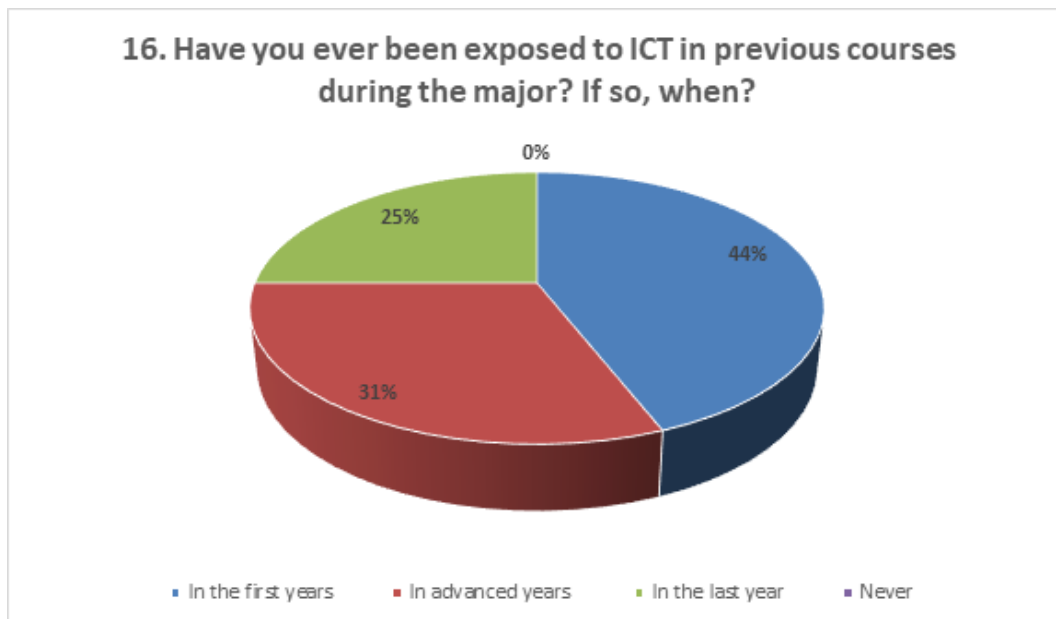
one of the most beneficial aspects for the students. Only 10% believe that expanding knowledge is the most remarkable benefit.

MEASURE OF THE ICT VALUE



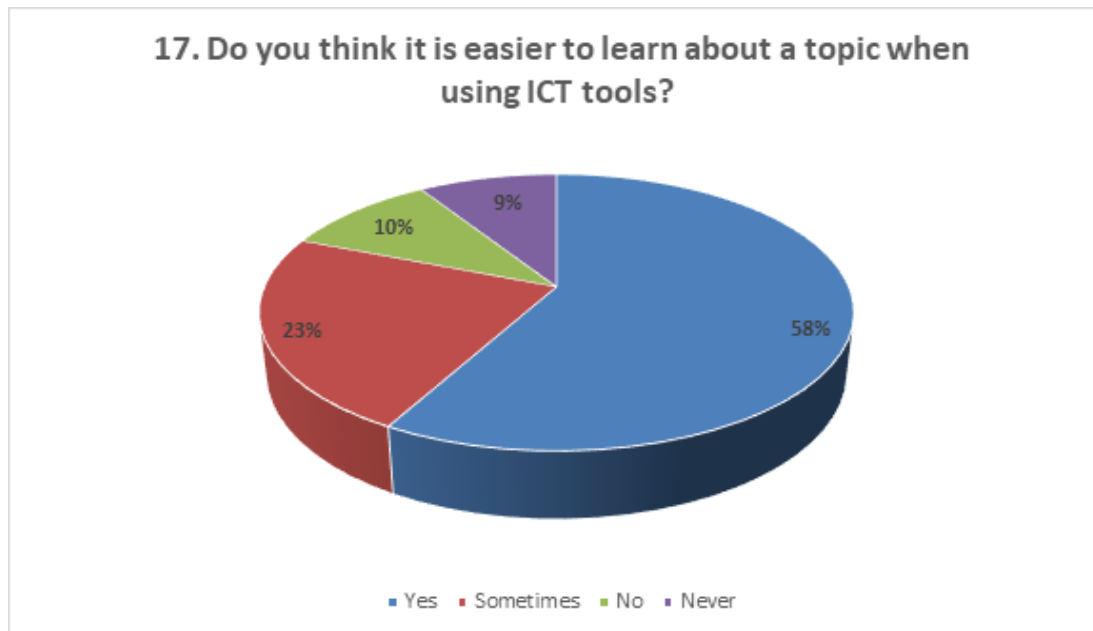
Students from the fifth-year were questioned about the motivation from the value of the use of ICT regarding the student's learning development. Results showed that 80% of them would measure the value as high while 20% would measure the value of the use of ICT as low.

MOTIVATION USING ICT



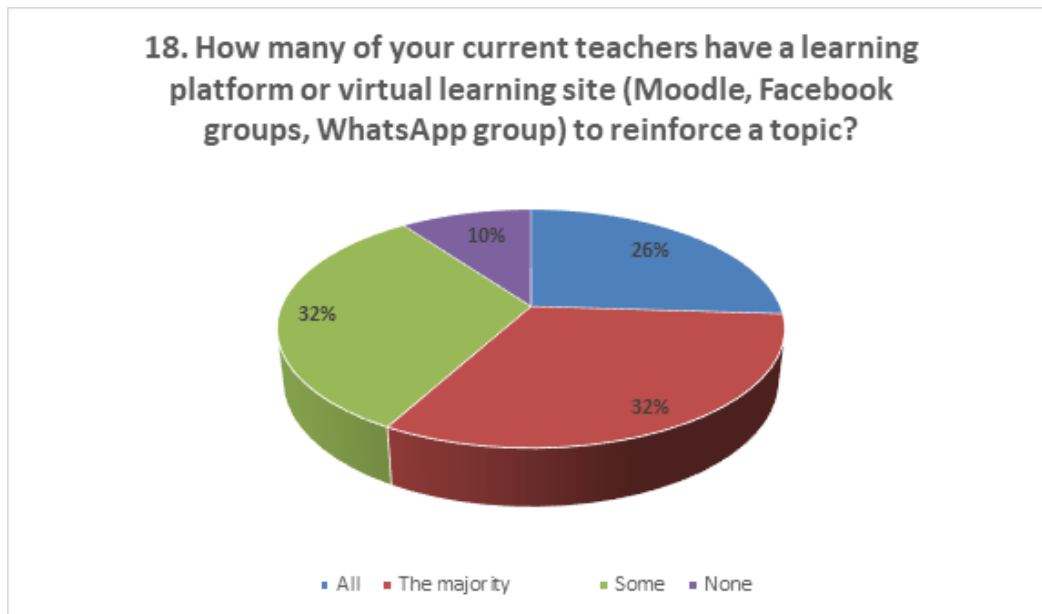
Results showed that 44% of students were encouraged to use ICT in the first years of the major. On the other hand, 31% assured they started using ICT in advanced years. 25% said that in the last few years. Finally, anyone replied that were never motivated in ICT use, which gives us the notion that most of the teachers in the department have support on the ICT tools.

DIFFICULTY OF USING TOOLS



For this question, 58% of the interviewees think it is easier to learn about a subject using ICT tools in their courses, while 23% selected that they find it easier in some cases. However, 10% of the students say that it is not easy at all. Finally, 9% said it is never easy for them to learn by using them.

USE OF ICT BY TEACHERS



The graphic shows a tie between “Some” and “The majority” of teachers using platforms or virtual learning sites with a 32% that represents a positive use of this tools. However, 26% of the interviewed said all, while 10% assured none of their teachers has virtual learning sites nor learning platforms.

OPEN QUESTIONS

1

In your opinion, what is the importance of the implementation of ICT tools in English and French courses?

In this question, all the students of the fifth-year of the B.A. in the Modern Languages: specialty in French and English at the Foreign Language Department consider the implementation of ICT tools is necessary since they get extra information and a variety of material to improve their skills.

2

Do you consider the use of technologies of information and communication highly involved in the students' learning process of English and French in the Foreign Language Department?

On this question, half of the students in the fifth-year of the B.A. in the Modern Languages: specialty in French and English at the Foreign Language Department agreed that the ICT is very involved in their learning process. The other half of students consider these tools are not involved since the teachers do not implement technology and prefer to use the traditional way to teach.

3

Do you think that social media has a negative or positive impact on the student learning process? Justify your answer.

The majority of the students interviewed considered that social media has a positive impact on the learning process due to the facility to obtain accurate information, the access to different resources through the internet, and the easy way to connect with the other students regarding course inquiries outside the classroom. On the other hand, some students consider social media a distraction for the students due to social purposes.

4 Why do you consider that teachers must implement the ICT tools for the teaching process more often than up to now?

All the students agree that the teachers must increase their ICT tools usage, as they feel more comfortable by watching videos or listening to audios as they catch their attention, in contrast with the traditional process in which they mentioned they get distracted easily.

5 Do you prefer using technological or traditional methods for homework?

The majority of the interviewed students responded that they would prefer technological sources to search for information for tasks. Some of them believe that it becomes easier to get accurate information from digitized books, so they are sure of the sources they look for on the internet; another point remarkable in the students.

6 Do you consider that being exposed to ICT tools in classes is an advantage or disadvantage?

All the students agreed that using ICT in the classroom these days represents a powerful tool for the learning process as the instant communication that they can have with the teacher and peers.

4.2 INTERVIEW RESULTS

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

Objective: To analyze facilitators' regarding the ICT tools in the teaching process at the University of El Salvador.

1. Do you think that the ICT tools support the teaching-learning process of a foreign language? How?		
Teacher 1	Teacher 2	Teacher 3
<p>The professor affirms that ICT tools do help in the Teaching-Learning process because he uses the tools to create materials for his students, so each part involved can practice and improve through the process of learning a specific language.</p>	<p>He said that ICT tools are highly useful, but it is important to realize that we are in a country where there are lacking many things, there are lacking sources, budgets, training, and knowledge. He assumes that the problem is not the ICT tools, the problem is "US" (teachers and students) and the resources that the country has.</p>	<p>She strongly believes that the ICT tools support the teaching and learning process. In her personal experience, it helps teachers and students to have a better interaction and facilitates communication. In addition, the ICT changes the traditional way of teaching, as it is certainly an innovative way of teaching.</p>
<p>Conclusion: All teachers interviewed agreed the ICT tools support the teaching-learning process because they help to create interactive material and that changes the traditional way of teaching.</p>		
2. What is your global perception about the use of ICT tools in the Foreign Language Department?		
Teacher 1	Teacher 2	Teacher 3
<p>From his experience as a professor at FLD, he noticed that ICT tools were barely used. There were no projectors, there were no computers in the classroom, and there were no virtual</p>	<p>Professor emphasized in this question that the ICT tools exist, but the problem is the people involved (Teachers-Learners), and something the pandemic has revealed is the lack of training that all of us have had. This pandemic has</p>	<p>She finds it has a positive impact because it increases the interest of teachers to introduce these technologies to their courses, especially because the students are always involved in the technologies. She notices that professors are</p>

classrooms to use or like a platform to share information. He only used a Facebook group and he had to improvise, learn the process and find his own way to share material with the students.	been good, but also bad. It has been bad because the health field has contaminated many people, but it is also good because in the teaching fields it has provided us the necessity to use technological tools. He ends his response by saying "once again, they are useful, but we haven't been well trained"	very interested in incorporating them in the classroom.
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Conclusion: as a general perception, facilitators consider that ICT tools were barely used before the pandemic. There is a lack of material and support for education in general in the Foreign Language Department. Teachers are interested in implementing the technological tools, but they do it in their own way because they are missing information about the use.

3. What kind of technological tools do you use to reinforce the teaching skills?

Teacher 1	Teacher 2	Teacher 3
-Email -Platforms -PDF files and videos	Laptop Projector Platforms Earphones Microphones.	-French Easy app -YouTube videos -UES platform

Conclusion: they all agreed to use videos and platforms as technology led them to start using more tools like interactive material, laptop, and video Apps as part of their classes. This was because not only they wanted to involve more technology in their classes, but also due to the Covid-19 pandemic, which forced the online classes.

4. Which of the ICT tools do you use more frequently in your class? What is the purpose of using it?

Teacher 1	Teacher 2	Teacher 3
He mentioned that he uses several tools; for any question or any concern, an institutional email is provided. Then, blogs	He advised that, Laptop is necessary, Google Meet, Facebook groups to post	She listed: Facebook groups. Internet resource. Multimedia apps such as

or videos and all the theory about a topic is there. He also uses online boards to post some pictures and go live, so the students can see what is being done online. I also use online games.	some materials, He emphasized that before the pandemic he did not even manage the groups because he had an assistant so he barely used the ICT tools. Now he knows how to properly use them.	online dictionaries and online platforms. The objective is to put the student in contact with the authentic documents and make the learning process more realistic than following just instructions on the books or guides.
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Conclusion: They all agreed that the most frequently used tools are, Laptop, institutional emails, Facebook groups, online games and platforms. They consider these tools as the ones that help them to be in touch with students, which is the objective of the programs to transmit information that sums up their knowledge. Mostly, the ones that create real time communication.

5. In your opinion, what are the most successful and relevant strategies for using ICT to change pedagogical practices?

Teacher 1	Teacher 2	Teacher 3
<p>He holds that the most successful tools are the ones that allow the creation of interactive material.</p> <p>Anything that can create an environment as if we were in the classroom as in real life is helpful and successful.</p>	<p>He gathered the following tools as the most successful: laptops, desktops, platforms, and some gadgets such as digital cameras.</p> <p>However, he stated that in his other job (not UES) where he teaches, he uses my camera, YouTube, Google and upload information.</p>	<p>The implementation of projects with the help of the ICT tools. For example, some applications are used to create videos, so their creativity is improved.</p>

Conclusion: according to the people interviewed, the most successful tools are the ones that help teachers to create more realistic and interactive classes by assigning projects and distributing information so that students can make an appropriate use of them as well.

6. Could you mention some benefits by using ICT tools in the teaching and learning process of the English or French language?

Teacher 1	Teacher 2	Teacher 3
He added that the benefit is	It has many benefits; they	The speed, the access and the innovation, as it is more

<p>that it allows students to learn and practice at any moment. It is recommendable to keep practicing at home with the phone, laptop or computer.</p> <p>The use of apps to practice with native speakers, so to learn a specific language it only has benefits.</p>	<p>only have benefits because it facilitates the distribution of information.</p>	<p>interactive.</p>
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Conclusion: some benefits mentioned are the interactions that teachers and students are capable of having at any time. It facilitates the learning process as students are also exposed to use the tools. There are so many ways to profit from the information as apps, and web charts to make the courses more interactive.

7. Do you consider there are disadvantages to the use of information and communication Technology?

Teacher 1	Teacher 2	Teacher 3
<p>Yes, technical issues using Apps or the platform to present the class.</p>	<p>He considered that neither the tools, nor the ICT have disadvantages. He thinks instead the problem is us (Teachers and Students), he also said; the lack of quality on the internet (sometimes the internet may fail) or the lack of training but not the ICT, they have only advantages.</p> <p>He concluded that the human factor had the most disadvantages.</p>	<p>Yes, some of them (online websites) can present invalid or inaccurate information, so it has to be a good source to be sure the information found is helpful or not.</p>

Conclusion: all the interviewed consider the ICT tools can present a disadvantage as the technology is not 100% legit, but also the neglected usage of the ICT tools that people can perform affects the purpose they were created for.

8. Have you ever received training on how to use ICT tools for teaching?

Teacher 1	Teacher 2	Teacher 3
<p>He said he never received training on how to use the ICT tools. Now, because of the pandemic he does not know if teachers received any guidelines or instructions because back in 2016 when he started to teach at UES he did not receive any.</p>	<p>He stated that pandemic has been his instructor. If the lockdown had not occurred, he would be teaching in the same traditional way. Currently, he prefers to be sitting and using the laptop and taking advantage of the ICT tools, and the platforms, and he feels comfortable.</p>	<p>She said she received training about ICT tools at Alliance Française. In addition, at UES she attended some sessions at some French Teacher's Associations. We received training about how to use some tools from the different websites to create presentations and some apps to work with the audio edition, but mostly they focused on how to use the UES platform.</p>

Conclusion: Based on the information, the majority of teachers have not been trained about how to use the ICT tools for teaching and only a few were trained.

**9. Do you consider that the use of ICT is a challenge in our educational environment?
Yes_No_ Why?**

Teacher 1	Teacher 2	Teacher 3
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<p>Considering that, it would be different if he was trained, and not knowing how to create online material for virtual classes, it required extra effort to teach. It was frustrating because all the teachers had to learn how to use all the platforms first, and senior teachers tend to refuse to learn how to use them. Part of the challenge is to learn how to use ICT.</p>	<p>Everything in life is a challenge. At first, teaching was a big challenge when the University authorities announced virtual teaching. He got worried and concerned in the first semester because he uses his cellphone as a tool to use WhatsApp and institutional email. He was curious about how other teachers were doing. When they had meetings with the coworkers, he heard about the different platforms and websites they used, so he decided to use them next semester. Despite his age, he had to manage himself to catch up.</p>	<p>She considered it a challenge due to the constant learning needed. The teaching-learning process changes alongside the time, so the only option is to adapt to the technological environment. Old school teachers have to accommodate new teaching modalities.</p>
<p>Conclusion: the interviewees considered that it was a challenge for them to use the ICT tools. They had to figure out how to use the tools, which were not that simple. It was different in comparison with the traditional teaching process.</p>		
<p>10. What are some of the challenges that you face when you involve ICT tool technology in your classes? How do students respond?</p>		

Teacher 1	Teacher 2	Teacher 3
<p>Sharing a personal experience with a default projector during a course and naming it: embarrassing. Teacher 1 explained faced challenges when trying to use technology in his classes.</p> <p>In addition, working by using Google meet for virtual classes, it was challenging to be on time as personal equipment (computer) was old and slow, so the cellphone was a recurrent alternative to give courses.</p> <p>However, students were comprehensive when facing any difficulty joining the class.</p>	<p>It was challenging to use the computer for the meetings with the students. Students responded very well. They think that he already knows how to use the ICT tools, but they do not know his background. Finally, he said he changed the way he teaches.</p>	<p>In her experience, she struggled at the beginning with the projectors and computers. When she tried to show an image, this one did not appear, so she tried to fix it herself trying some functions, by restarting the tools, but nothing worked so she was not aware what else to do so students as they are much more familiarized with technology helped her to solve the issue and they learned as well.</p>

Conclusion: all of the interviewed people was challenged when using the ICT tools. They all faced complications of using ICT tools but the students' reactions were kind and polite.

4.3 ANALYSIS AND INTERPRETATION OF DATA

4.3.1 ANALYSIS OF THE INTERVIEWS

Interviewed: Lic. Edwin Bonifacio Ayala, Pedro Antonio Salazar and Evelyn Margarita Ramirez.

Nowadays, ICT has become a support in the teaching-learning process; teachers included in this research believe that even though these tools allow better interaction between students and teachers, there is a lack of resources in the education system. Therefore, the FLD in the University of Salvador does not allow teachers to move along from the traditional teaching method to a modern one. Moreover, teachers recognized the constant struggle at the FLD towards the use of ICT tools.

The FLD department created a platform named Moodle with the purpose of improving interactions by allowing teachers to upload documents, videos, and presentations. However, that was not enough for this important process. Even if they received basic training about how to use the tool. The teachers pointed out the need for having good material, instruments, and tools that are important as well. They pointed out some experiences during the class using the projector due to equipment in bad condition or internet connectivity issues. To this situation, students responded very well, understanding the circumstances and some of them tried to help to solve the problem. After using different kinds of tools, educators realized that the most successful tools are the ones that allow them to create interactive material as well as to interact with the students in real-time.

Another specific situation pointed by the teachers was the pandemic Covid19, they were forced to use technological tools like laptops, interactive material, and video Apps to implement the class even if they were not trained to use them. This special situation affected them because they had issues at the beginning learning how to use each tool so that they could implement it in the class since most of them had never used an Apps for meetings or to teach, being those factors were limitations in the teaching field that ended up becoming a challenge.

The pandemic, Covid19, affected everyone. As no advertisement about the incoming situation, the teachers at the University of El Salvador self-learned to teach virtually. Professors interviewed confirmed they faced problems about ICT use, not knowing what to do at the beginning, and recurring to their relatives for assistance.

4.3.2 ANALYSIS OF SURVEY RESULTS

Terminology is a way to understand the perception and awareness people have regarding a specific subject. Based on the information collected, it was possible to determine that the majority of the students are aware of the existence of the ICT, for instance, its meaning and the impact it has on their daily routine. Even though some students are not familiar with those acronyms, that does not mean they are not aware of the ICT.

It was possible to identify that as free users of ICT, the students addressed to use those tools for entertainment and communication purposes quite used for information purposes and, the latest reason is academic. However, students use ICT tools to acquire information for their

learning process. They use ICT tools, such as Facebook, WhatsApp, Email, and online platforms to communicate and stay connected with their classmates outside of the classroom.

Based on their experience, students are likely to be exposed to audio recorders during the classes to facilitate information acquisition. Other tools such as video, written presentation, and online tasks enabled them to improve their listening, reading, writing, and speaking of English and French.

When supporting a class with ICT tools, students are extra confident of the data acquired as it helps them retain information and better understand. Physical and electronic books have reliable information, but students are most interested in online sources, as tools are facilitators to get data.

4.3.3 ANALYSIS OF OPEN QUESTIONS

The implementation of ICT tools allows students to get extra information and material to improve their learning skills. Only a little part of the students receive their courses supported by ICT tools and some of their teachers prefer the traditional teaching method, making feel some of them that the FLD needs to innovate and invest in the ICT implementation in their learning process.

As part of a society, people tend to interact with other people all the time. Previously, face-to-face communication was the most common way to interact, but now communication has changed. The ease to get in contact with classmates outside the classroom makes social media

one of the most used tools by the students. However, it can easily become a distractor when used for entertainment, making this tool very efficient learning support when properly used.

By wanting their teachers to increase the ICT tools use to support the teaching process, students manifest their desire to implement technology to reinforce classes. Being exposed to videos or audio recorders during the classes makes students focus on the information provided by teachers so they catch the data easily.

Technological sources to search information when needed for academic purposes make students feel comfortable as they get accurate information from books that have been digitized and uploaded on the internet rather than looking for libraries to get physical books. All the students agreed that using ICT in the classroom represents a powerful tool for the learning process.

CHAPTER V

5.1 CONCLUSIONS

To begin with, the most common tools detected by the researchers that are used in the teaching-learning process of English and French in the fifth-year students of Modern Languages were listed as, projectors, audio recorders, computers, and smartphones to ease access to video and audio sources, online platforms, social network, emails, and Apps. Thus, they play an important role that allows students to improve their listening, writing, reading, speaking skills as well as knowledge and new vocabulary. All those tools also help teachers to facilitate the teaching process being important to support the implementation of the class.

Despite the minimum use, it was discovered that the use of ICT tools has hugely increased as well as the way of implementation. Teachers have been able to reinvent themselves and play new virtual strategies emphasized on catching learners' attention and keeping students focused on the information transmitted by video presentations, interactive classrooms for a real-time relationship. Also, by assigning tasks outside the classroom promoting activities with technological instruments. The newest implementation involves social media; Facebook and Whatsapp groups facilitate knowledge acquisition as teachers and students have easier communication where information related to courses arrives faster to addresses.

On the other hand, students implement ICT by using some apps like Netflix and YouTube in order to improve their listening skill. In addition, they use online dictionaries to support their knowledge as well as social networks to share information.

Both, teachers and students, recognized that they are fully exposed to the use of technology in everyday life such as education, entertainment, job, etc. and that is the importance of promoting ICT tools and technology implementation.

The student's perception of being exposed to ICT in their learning methodology is really positive due to the fact that they are motivated; it generates interest, critical thinking, cooperation, improvement, and communication as well as multiculturalism. Being daily technology users, students feel comfortable when facing situations that involve technology; their confidence on social media demonstrates their acceptance when teachers create social groups including all classmates so they interact, share information, participate and they are informed about class activities. All this facilitates and improves their knowledge acquisition, emphasizing the importance of the ICT in the teaching-learning process and the necessity to use the technology continuously in order to have a better result in teaching-learning.

The collected data showed that the most prominent and important benefits of ICT tools are interactions at any time; this promotes communication between teacher and students, exchange of content material, the use of apps and web charts to create more interactive environments supporting a higher level where both parties involved are benefited. Those are important points to have a friendly environment between teachers and students that help them to feel comfortable and hence to have a better result in the teaching-learning thanks to the participation during the class and inquiring about any unclear point or doubt.

A specific and important situation found during the research was the pandemic Covid 19; teachers and students were forced to use technological tools like laptops, interactive material, and video Apps to implement the class even if they were not trained to use them. This special situation affected teachers because they had issues learning how to use each tool and some students had problems with the internet because not all of them have residential internet, some of them had never used an Apps for meetings, all those factors ended up becoming a challenge for both.

5.2 RECOMMENDATIONS

Information and communication technologies have affected the education system in our country, so researchers have a huge interest in discovering the uses of these tools in the teaching learning process. Throughout this study, some limitations were found and are considered to be improved for the successful appliance of ICT at the Foreign Language Department. These limitations involve students, teachers and the FLD authorities so researchers want to give some recommendations as follows.

a. To the FDL department authorities:

The implementation of ICT tools is fundamental to enable students and teachers to create spaces to align pedagogical methods via technology. The researchers recommend the authorities to provide the necessary material to implement the use of ICT in the classroom, improve the internet connection at the FLD so that it would support the teaching-learning process in the Foreign Language Department. By improving the current teaching modalities, it is necessary to innovate not only the infrastructure of the university, but also the teachers' support tools through a capacitation in technologies. Finally, it would be necessary to have a team in charge of the technological sources giving maintenance so that they will work in an appropriate way, avoiding the technological issues while implementing the class and using technological tools.

b. To the teachers:

Stay constant with self-learning and keep using the ICT tools to implement the class. It is noticeable that is not easy to find a balance between the traditional way and the ICT tools when there is not a high support but they will make it easy in the future.

It is important to take advantage of every material the FLD provides but also find out more sources that can support the teaching process, this way they can apply the technological use in every subject.

It is important to discuss with the students the best tool or method to have communication with them, the best way to implement the technological usage in the teaching- learning process and also what they consider the easiest tool. That would help to give an idea about the tools that can be implemented inside but also outside the class to have better communication.

c. To the students:

Students must be open to the use and implementation of ICT tools in the teaching- learning process, this will help to have good communication with the teacher but also learn and improve their skills by using technological tools.

They must also implement self-learning because it is important to keep in mind that students are responsible for their own learning. They can investigate from their own general topics implemented in the class to have a better perception of the topic or solve any inquiry.

Use as many tools as possible that can support the self-learning and that helps to improve the skills. For example, usage of online dictionaries, tools to practice speaking, listening and grammar or any program where they can share their knowledge with others. Any technological tool will have an impact in the learning process.

CHAPTER VI

BIBLIOGRAPHY AND APPENDICES

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6.2 APPENDICES

6.2.1 APPENDIX 1

SURVEY



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

Topic: the use of ICT tools in the Teaching-Learning process of English and French in the fifth-year students of the B.A in Modern Languages: specialty in French and English at the Foreign Language Department, School of Arts and Sciences, University of El Salvador in the year 2019.”

Objective: The following survey will allow researchers to identify the use of ICT tools in the Learning process of English and French in the fifth-year students of the B.A in Modern Languages: Specialty in French and English at the Foreign Language Department.

I- Multiple-choice questions.

Instructions: Select the option that most represents your opinion about the topic.

1. Are you familiar with the term “ICT”?

- a) Yes b) No**

2. Mark with an X which of the following ICT tools do you use for your learning process?

Computer		WhatsApp		Apps	
Google		email		Duolingo	
Youtube		Platforms		italki	
TV		Drive		Online communities	
Radio		Smartphones		Electronic dictionaries	
Facebook		Skype		Spotify	
Netflix		moodle		Live conference	

3. From the previously selected, how often do you use them?

A) Very often b) Sometimes c) Almost never d) Never

4. Which is the main reason for you to use the ICT tools?

A) Academic b) Entertainment c) Informative c) Communicative

5. Which source do you consider has more reliable and precise information when investigating?

a) Physical books b) Online resources c) Both d) Other

6. How important do you consider the use of ICT tools in academic activities in the classroom?

a) Very important b) Important c) Not that important d) Not important at all

7. From your experience, what is the most helpful ICT tool used outside the classroom for academic purposes?

a) Facebook b) Email c) WhatsApp d) Online platform

8. How are ICT tools used in the teaching-learning process at the Foreign Language Department?

a) Tasks outside the classroom b) Presentation c) Audio recorders d) Other_____

9. Have you experienced an improvement in your learning process by using the Information and Communication Technologies (ICT)?

- a) Yes
- b) No

10. Which of the following macro skills have you improved using the ICT tools?

- a) Speaking
- b) Writing
- c) Listening
- d) Reading

11. How efficient do you consider ICTs inside and outside the classroom for your own learning process?

- a) Highly efficient
- b) Very efficient
- c) Little efficient
- d) Inefficient

12. How confident do you feel in your ability to use technologies of information and communication?

- a) Confident
- b) Quite Confident
- c) Little confident
- d) Unconfident

13. How often does your teacher use technology in the classroom?

- a) Sometimes
- b) Often
- c) Always
- d) Never

14. Which of the following options do you consider the most advantageous regarding the use of the Information and Communication Technology?

a) Self learning b) Real time communication c) Multiple sources d) Expand knowledge

15. From your perception, what is the value of ICT regarding the students' learning development in the educational process?

- a) High value
- b) Middle value
- c) Low value
- d) No value

16. Have you ever been exposed to ICT in previous courses during the major? If so, when?

- a) In the first years
- b) In advanced years
- c) In the last year
- d) Never

17. Do you think it is easier to learn about a topic when using ICT tools?

- a) Yes b) Sometimes c) No d) Never

18. How many of your current teachers have a learning platform or virtual learning site (Moodle, Facebook groups, WhatsApp group) to reinforce a topic?

- a) All b) The majority c) Some d) None

II. Open questions

- 1. In your opinion, what is the importance of the implementation of ICT tools in English and French courses?**
- 2. Do you consider the use of technologies of information and communication impacts on the students' learning process of English and French in the Foreign Language Department?**
- 3. Do you think that social media has a negative or positive impact on the student learning process? Justify your answer.**
- 4. Do you think that teachers must implement the ICT tools in the teaching process more often than up to now?**
- 5. Do you prefer using technological or traditional methods for homework?**
- 6. Do you consider that being exposed to ICT tools in classes is an advantage or disadvantage ?**

APPENDIX 2

6.2.2 APPENDIX 2

Interview



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

Topic: the use of ICT tools in the Teaching-Learning process of English and French in the fifth-year students of the B.A in Modern Languages: specialty in French and English at the Foreign Language Department, School of Arts and Sciences, University of El Salvador in the year 2019.”

Objective: This interview will help researchers to identify the use of ICT tools in the Teaching process of English and French in the fifth-year students of the B.A in Modern Languages: specialty in French and English at the Foreign Language Department, School of Arts and Sciences, University of El Salvador in the year 2019.

Questions

1. Do you think that the ICT tools support the teaching-learning process of a foreign language? How?
2. What is your global perception about the use of ICT tools in the Foreign Language Department?
3. What kind of technological tools do you use to reinforce teaching skills?
4. Which of the ICT tools do you use more frequently in your class? What is the purpose of using it?
5. In your opinion, what are the most successful and relevant strategies for using ICT to change pedagogical practices?

- 6. Could you mention some benefits of using ICT tools in the teaching and learning process of the English or French language?**
- 7. Do you consider there are disadvantages to the use of information and communication technology?**
- 8. Have you ever received training on how to use ICT tools for teaching?**
- 9. Do you consider that the use of ICT is a challenge in our educational environment?
Yes _ No_ Why?**
- 10. What are some of the challenges that you face when you involve ICT tool technology in your classes? How do students respond?**