

## I. STATEMENT OF THE PROBLEM

This study is aimed at describing the frequency with which teachers make use of technological audiovisual aids in the subject: Advanced Intensive English II of 3rd year of the Foreign Languages Department in the University of El Salvador, semester I 2012. We are living in a technological world where everything is related to technology. Even in education, it is necessary to introduce it in classrooms to make students interact in a different way. Through technological tools students might be able to put in practice what they have learned through the first three years of the major in an easier way. This fact might help them to improve their professional profile but first it is important to know if the TAAs are being used.

This topic is really important because researchers were students in the Foreign Languages Department and it was noticed the lack of these tools as well as their limited use by teachers. For example, one of the most important technological equipment with which the Department counts on is the laboratory. This laboratory is located in the Central Library of the University of El Salvador but it had been unable to use for a long time and this affected lots of students who wanted to have access to that technological audiovisual aid. Technological Audiovisual Aids are important tools to improve students' skills in the language learning process so that it is necessary to know the use that teachers make of TAAs to create a competitive level of education. Also, it is important to verify if the FLD has enough equipment available for its teachers.

Considering these facts, it was necessary to make inquiries to find out if the Foreign Language Department counts on research papers about this topic unfortunately there are not investigations available to back up the information about the use of technological audiovisual aids.

Consequently, it has been considered necessary to investigate the current use of these aids in the previous subject mentioned.

## **A. OBJECTIVES**

### **1. General**

-To present the frequency with which teachers make use of technological audiovisual aids and their students' reaction in the subject: Advanced Intensive English II of 3rd year of the Foreign Languages Department in the University of El Salvador, Semester I 2012

### **2. Specific**

-To determine the frequency with which teachers make use of technological audiovisual aids.

-To discover the access that teachers have to technological audiovisual aids.

-To identify the role of technological audiovisual aids within English teaching learning process of students of the subject: Advanced Intensive English II.

-To present students' opinion about technological audiovisual aids in their classes.

-To present teachers' opinion about the use and the impact of these technological audiovisual aids in students skills.

## **B. RESEARCH QUESTIONS**

- 1- Does the Foreign Languages Department have enough technological equipment to fulfill teachers' demand?
- 2- What is the students' opinion about the use of technological audiovisual aids in classes?
- 3- Do technological audiovisual aids have an impact on the students' macro- skills?
- 4- If so, to what extent?
- 5- What is the role of technological audiovisual aids in the English teaching learning process in the subject: Advanced Intensive English t the Foreign Languages Department?
- 6- What is the frequency with which teachers apply TAAs in classes?

## **B. JUSTIFICATION**

Technology has changed the world through the years, especially in this 21<sup>st</sup> century when everything is related to technology. People behave, learn, work, think and communicate making use of any of the technological devices of nowadays. Therefore, to talk about computers, internet, CDs, projectors and power point presentations is very common among the people who like to have technology as a tool in the classes, in order to make their jobs easier and faster.

At present, it has been introduced in education the use of many technological devices, such as: CD players, projectors and computers which provide the opportunity of creating a good learning environment.

The decision of introducing technological audiovisual aids in education was the opportunity to solve some problems that students used to face in the past. Furthermore, the help that technological audiovisual aids provide to teachers is important. These tools are just the beginning of the evolution in the foreign language teaching-learning process and the improvement of students' skills in the Foreign Languages Department. At present, students rely on the opportunity to have access to videos, audios, readings and grammar exercises but sometimes they do not make the correct use of them. So, it is important to have a teacher's guidance in this field.

Even though this topic is really important in the development of students' skills, this is not being seen with the real importance as it should be taken. That is the reason why it is important to make this research and present the results to have a source about the frequency with which teachers make use of TAAs.

The importance of this research lies on the following facts:

- 1- The research will help to promote the use of technological audiovisual aids in classes in order to have positive results in the classroom, especially in the learning process of foreign languages.
  
- 2- The authorities of the Foreign Languages Department will have the opportunity to know the students' opinion about the use of technological audiovisual aids and the importance of having enough equipment.
  
- 3- The students of the Foreign Languages Department will be benefited with the development of this important topic and the possible actions to be done by the authorities of the academic unit.

Technological audiovisual aids are helpful in the teaching learning process. The Foreign Languages Department represents one of the most important sources of foreign languages in our country. Consequently, teachers of this institution can take advantage of these important tools to create professionals able to respond to the demand of this technological society.

## CHAPTER II

### II. THEORETICAL FRAMEWORK

The use of audiovisual aids in classes is considered an important strategy in the teaching learning process of English in the Foreign Languages Department at the University of El Salvador.

The definition of audiovisual aids comes from Audio- "sound, hearing," from classical Latin "audire " (hear) and Visual- coming from the eye (to see), so audiovisual can be understood as designed to aid in learning or teaching by making use of both hearing and sight ([www.etymonline.com](http://www.etymonline.com)). What is more, to materialize thoughts in the form of graphic or sonorous images or to give thoughts a concrete frame of reference.

According to Kinder S. James (1953) the definition of audiovisual aids is "Any devices which can be used to make the learning experience more concrete, more realistic and more dynamic". At the same time Carter.V. Good (1945) said that "audiovisual aids are those aids which help in completing the triangular process of learning that is motivation, classification and stimulation".

Knowing the importance of audiovisual aids in this research, it is necessary to remark a little bit of history. It is interesting to know that audiovisual aids do not have an official start and through the years audiovisual aids have been used, even Mayan used illustrations to express their ideas.

However, a Dutch humanist theologian and writer, Desretrious Erasmus (1511) disclosed memorization as a technique of learning and advocated that the children should learn through the aids of pictures or other visuals. While John

Amos Comenius (1658) prepared a book known as *Orbis Sensilium Pictis*, (“the word of sense objects”) which contained nearly about 150 pictures on aspects of everyday life. This was considered as an illustrated book for the children’s education, and then these facts reveal that audiovisual aids have been known from ancient times.

Apart from that, Audiovisual aids did not easily fit into the educational matters of libraries, files and museums, and its cultural value was generally ignored ([www.unesco.org](http://www.unesco.org)) but audiovisual aid emerged in the 1920s, it was used to the best discipline of Education, due to advances in cinematography, teachers and educators began to use audiovisual aids as a tool to teach students. But it was not until the end of 1940 that UNESCO (United Nations Educational Scientific and Cultural Organization) decided to boost the audiovisual education worldwide.

Finally, in the twentieth century, powerful means of reproduction, associated with radio, cinema and television, have changed the idea of audiovisual aids sound and visual ‘illustrations’ are no longer mere minor complements to thought. ([www.unesco.org](http://www.unesco.org))

## **A. HOW ARE AUDIOVISUAL AIDS CLASSIFIED?**

Audiovisual aids are classified in two types handmade and technological those can be used by teachers depending in their preference, so it is described in the following way-

### **1. Handmade**

Charts, pictures, draws, handouts, flash cards, books, cartoons, and the like these are examples of handmade which means made by hand rather than a machine. According to Jerrold Kemp (1963) handmade audiovisual aids is the creation of these types of tools. It will depend on the teachers' imagination how to manipulate them doing their own visual aids. Teachers are able to express and share with students specific topics, making the classes more interesting and participative

### **2. Technological**

Technological means the application of scientific knowledge for practical purposes as example of technological equipment we have: power points presentations, tape recorders, CDs, films, DVD players, videotapes, projectors, computers, laptops, and the like. Some of these aids have been developed, like the video projector, the cassette which was one of the most common formats, also the VHS. These two last of them were replaced by the compact disc (CD) in 1979, as well the digital computer was replaced for the first laptop in 1981. Since then, digital technology, media and others have become increasingly popular in classes.



### **C. DESCRIPTION OF TECHNOLOGICAL AUDIOVISUAL AIDS**

Audio visual aids are an important tool of communication that has been used for a long time. It can help to reinforce teachers' verbal message because it stimulates the brain of students and work at the same time different learning modalities. Kolb, David (1984) expresses a model which is based on the Experiential Learning Theory (ELT); it outlines some approaches toward experience and two others toward transforming experience in student's learning style. It is clear that individuals learn in different ways, they have different strengths; different things seem more difficult for some of them and some others too easy.

Taking as a reference, Neil Fleming's VAK model which is explained by Leite Walter L, SvinickiMarilla&ShiYuying (2009), there are different kinds of learners: Visual learners, Auditory learners, Kinaesthetic learners or Tactile learners. Some students seem to learn better with pictures while others learn better with tapes and some others learn though active exploration of the world. However, it is important to remember that learning styles will inevitably differ among students in the classroom.

There are various kinds of technological audio visual aids that are used by people. Some of these, which are being developed, are much more sophisticated and easier to use by any person. It is necessary to remember that these tools are only resources to help the teacher to communicate with his/her students. It can be stated that training aids that make use primarily into the auditory and visual learning modalities fall into the technological audio-visual category.

Support materials like an electronic projection or a playback system such as MP3, laptop computer, cassette player and nowadays DVDs and USBs are just a few of technological audiovisual aids used in classes.

Knowing the benefit of using these tools, it is listed some of them which can be used in classes to obtain better results:

**Computer generated slides/ Power points:** Computer generates slides and power point presentations which are important audiovisual aids that are being used all over the world. A person using this method of presentation can use animations and even other multimedia material to make sure that the message conveyed by the teacher to the audience is more effective. It is important to take into account that slides should include key topics and not have an entire outline written in a small print.

**Digital visual projectors:** The digital projector is a modern updated of the old projector that showed images of a book or document page onto a screen. Nowadays with it, three-dimensional objects can be projected. Most models allow to transmit the images into a computer or store them on a secure digital (SD) flash memory card or a universal serial bus (USB) and the like.

**Audio-recordings:** Those are audio-taped components that supplement and add content, depending on teachers' session topic. Also, music and tape-recorded role-play scenarios are used as an activity.

**Videotape/ DVDs:** Segments of a video, a film or a TV show can be shown according teachers' content in his/ her class. It is important to take into account that some learners have a limited attention span, so short segments of the video are needed.

**Multimedia:** It is any learning medium such as a website or slideshow that includes several sources for communicating information or concepts. Like: Text, pictures, video and sound. These types of media might be used to offer a chronology of events related to teachers' workshop topic.

**Animation and graphics:** These are the latest methods that are used in the communication of important message to target groups. This is gaining more popularity as one the best audio visual aids at present. This is especially useful when they are used to present important facts to the children and youngsters because they are more attentive to such aids when they are used.

**Other media used as technological audio visual aids are:** Cd's players / videotapes/ animation and graphics/internet /microphones/ pictures/ laptop / television / blogs / blue-ray/ sound recording/ LCD projector / smart boards.

These are some advances in the technology that have developed the audio visual aids to help communication of various things to different groups of people.

## 1. Technological audiovisual aids available in the Foreign Languages Department

For the production of technological audiovisual aids, the Foreign Languages Department counts on the following equipment:

70 desktop computers	22 tape-recorders
1 home theater	2 DVDs
2 televisions	3 laptops
4 projectors	

Next, it is presented the new acquisition of technological audiovisual aids, in January 2012 donated by the American Embassy to the Foreign Language Department in the University of El Salvador:

1 desktop computer	2 printer-scanner-photocopiers
4 mini laptops	7 multimedia projectors
1 video camera	1 photographic camera
4 digital voice recorders	10 tape recorders

## **C. THE FOUR MACROSKILLS OF THE LANGUAGE LEARNING PROCESS.**

There are four skills that people have to develop in their lives in order to communicate with other people, and especially for those who are learning a second language.

### **1. Listening**

This is really important because students pay attention to what they hear and retain a percentage of the information heard. This skill is worked with audios at the moment of studying a second language, because it helps students to listen to the correct pronunciation of the words and also students are able to hear different accents. These audios encourage students to pay attention to details and produce the same information they hear. Some of the TAAs used to improve this skill are: videos, CD player, TV, audios (English conversations or songs).

### **2. Speaking**

To improve this skill can be an intimidating experience, even in a native tongue, let alone when learning a new language. This skill is the result of the listening skill, the person produces the sounds listened in previous moments. The best way to learn how to speak is by practicing, so it is important to put the inhibitions aside and strike up a conversation whenever an opportunity is given. The best way to enrich a conversation is using enough vocabulary according to the topic in the conversation and trying to keep in calm. So that, the listener will be interested in continue with the conversation. Some of the TAAs used to improve this skill are: audios, tape recorder, films or video conference.

### **3. Reading**

Reading is very important because it is a receptive skill in the written mode. Being a receptive skill means the direction of communication. That is why it can be stated that it is an important skill to gain information in language learning because basically is written comprehension. Reading contributes significantly to the development of a target language. Generally, reading develops one's vocabulary through literature. This literature shows to learners authentic materials in the target language and provides them an insight into cultural beliefs and values. Reading can build vocabulary that helps listening comprehension in later stages of the learning process. When reading a lot, one can easily recognize grammatical words, vocabulary, distinguish the main idea from supporting details and develops the strategies of reading. Some of the TAAs used to improve this skill are: power point presentations, computers in order to read, blogs, histories and news.

### **4. Writing**

This is a productive skill in the written mode and it seems to be the hardest skill to manage, even for native speakers, since it involves a presentation of thoughts in a structured way. Writing is a manner for students to practice their language skills providing them a physical evidence of their achievements. Learners' improvement can be measured through the correct use of vocabulary, also by making a text coherent so that people can follow the development of ideas, through the background knowledge shown in a written production and by the correct use of orthography. Writing helps to complement the other language skills. These four skills cannot be separated. These skills do not exist independently, they are interrelated; improving one will result in improvements in the others. Some of the TAAs used to improve this skill are: smart boards, computer in order to get grammar activities, blogs and chats.

#### **D. TECHNOLOGICAL AUDIOVISUAL AIDS IN EDUCATION**

We are living in a technological world where the use of technology has played an important role in education and especially in languages. Teachers are becoming more interested in applying new methods to catch students' attention. That is the reason why the use of technological audiovisual aids in classes has increased in the last years.

Becijos (1997) expresses "with the focus on language, communication, and culture, foreign language teachers are continually searching for better ways of accessing authentic materials and providing experiences that will improve their students' knowledge and skills in the target areas".

Technological audiovisual aids not only facilitate teachers' work, but also help students in the learning process. Theodore Huebener (1960) states "As students become more familiar with technology, audiovisual methods in teaching play a more important role in the classroom. Students learn in different ways, the use of audiovisual components help to improve the learning environment".

Considering this idea, education has been changing through the years and now it can be listed some of the technological audiovisual aids that were used in the past for teaching. At the beginning, the first technological resource for teaching languages was the so called language laboratory. Here the students could listen to some recordings using discs or cassettes. Soon, the videotapes came out where the use of audio and video became very common. That finally was replaced by the use of computers.

Taking into account that audiovisual aids are used to improve students' skills, it is important to say that teachers have to select the best audiovisual aid depending on the kind of learner they have in the classroom. If students are auditory learners, they are more focused on listening and speaking than writing, so recordings are really important to improve their skills. On the other side, students who are visual learners show their main interest in images, power point presentations and videos that can be produced using a computer and a projector or simply using a TV.

All these tools are becoming more popular in classes and especially in those classes where learning foreign languages is the main purpose. Teachers are having a better and easier way to teach classes. At the same time, students are increasing their attention during the classes and participating more.



## **E. THE ADVANTAGES OF USING TECHNOLOGICAL AUDIOVISUAL AIDS IN EDUCATION**

According to Riley, Richard (1993) stated that there are some advantages when using technological audiovisual aids in education:

- Have a positive effect on learners' motivation:

When students' are exposed to TAAs they change their attitude towards the class. There is a positive increase of participation. They talk even more when they are ask to and they feel closer to the language giving them enough confidence to talk in English even if their pronunciation is not correct.

- Provide exposure to the real language:

Students get new vocabulary, develop listening skill by listening different accents in English and also they are able to recognize daily situations because they are exposed to everyday situations in video, songs, audios and the like.

- Provide and support a creative approach to teaching:

It allows teachers to go beyond spoken words when using images, videos and audios. It stimulates students' minds to create new activities, participate and create a good learning environment. It also helps teachers to reinforce their objectives depending on the topic.

## **F. INTRODUCTION OF TECHNOLOGICAL AUDIOVISUAL AIDS IN CLASSES IN EL SALVADOR**

El Salvador, being a small country has tried during several years to develop a program that can make students and teachers have a contact with technology during the classes. But it was not until 2004 that the President of the Republic Elias Antonio Saca in La Prensa Grafica newspaper (2004) announced, "It is an urgent obligation for our country to be part of the global revolution of information". It was the beginning of a new plan in education that would benefit millions of students in our country. The first step was to introduce computer labs at schools with access to internet. In that way teacher and student would feel familiar with technology.

The educational system in El Salvador must overcome some difficult situations to update the educational programs. The biggest limitation that El Salvador has is the lack of money to support and continue with a program that would allow our country to be a competitive country in the Central America region.

Big efforts have been made to increase the use of technology in classes, but the moment of investing more money in this important tool depends not only on our country but also on help received from different countries that believe in the educational development in El Salvador.

## **CHAPTER III**

### **III. METHODOLOGY**

To carry out the investigation, it was necessary to include some important aspects: First, the type of research that was used during the investigation is presented. Then, the population and the sample are explained in details. After that, the different instruments to gather the data are presented. Finally, it is described the process that was used to analyzed the data.

#### **A. TYPE OF RESEARCH**

The type of research used was the quantitative due to the idea of measuring students and teachers' opinion about the topic under study. It normally describes phenomena as they exist. It also serves to identify and obtain information on a particular problem or issue, this kind of research does not manipulate the variables it just describes them. It is important to know that in the descriptive study data is often quantitative and statistically applied. Consequently, this research was based on the descriptive study because the problematic presented cannot be manipulated it just can be described as it is.

## B. POPULATION AND SAMPLE

To carry out this research, it was necessary first to determine the population. The population was composed of 230 students, who were divided in six groups of the course Advanced Intensive English II, in the Foreign Languages Department. Having the population, it was necessary to determine the sample which was obtained following formula presented by Roberto Sampieri in his book Metodología de la Investigación.

$$n = \frac{Z^2 PQN}{E^2 (N-1) + Z^2 PQ}$$

$$n = \frac{(1.96)^2 (0.5) (0.5) 230}{(0.05)^2 (229) + (1.96)^2 (0.5) (0.5)}$$

$$144 \text{ students} / 6 \text{ groups} = 24 \text{ students per group}$$

$$n = \frac{220.892}{0.5725 + 0.9604}$$

$$n = \frac{220.892}{1.5329}$$

$$n = 144$$

Where: **n**= sample; **N**= population; **Z**= score; **PQ**= percentage to be included or excluded; **E**= standard error.

Having the sample, the total of the sample was divided into six to determine the quantity of students that would be taken of each group, summing up a total of 24 per group.

In the same way the population and the sample of students was determined, it was necessary to identify the population of the teachers, who were six taking into account that there were six groups and there is a teacher for each group. So that six teachers were the sample to obtain a real result in the research.

## **1. Instruments**

To collect all the data that was needed to carry out the research, it was necessary to create instruments that would help the researchers to obtain the information they need.

### **1.1 Questionnaires:**

In order to collect the data it was important the creation of two questionnaires. One of them used to collect students' opinion about the topic that was composed of five closed questions. And the other questionnaire was created for the teachers of the same course (Intensive Advanced English I). The teachers' questionnaire was composed of six closed questions that would help to obtained important opinion.

### **1.2 Personal interview:**

The same way questionnaires were created, an interview was necessary to hear teachers' opinion in a different way because the questions were opened and they were able to answer with freedom their thoughts.

### **1.3 Checklist:**

Finally, the last instrument was created, it was the checklist, this would help to collect important information about the use that teachers make of technological audiovisual aids and observe if the students' opinion in the questionnaire was true.

## **2. Process to validate the instruments**

After the instruments needed to collect the data were finished, it was necessary to validate the instruments. To start this process, the first to be validated was the questionnaire created for students. It was possible with the help of ten students to start a pilot test and evaluate if the questionnaire was well structured and if the students have doubts about the questions in the questionnaire.

The second instrument was the teachers' questionnaire. For doing this it was necessary the help of two teachers to answer the questionnaire and prove if it was clear for them the way the questions were structured.

The next instrument was the interview created for teachers. In this interview the help of two teachers was needed so that to verify the comprehension at the moment of asking the questions in the interview and receive teachers' opinion about the instrument.

The last instrument was the checklist, in this part the researchers entered into a classroom of the subject Advanced Intensive English II and observed the use of TAAs, as well as the students' reaction at being exposed.

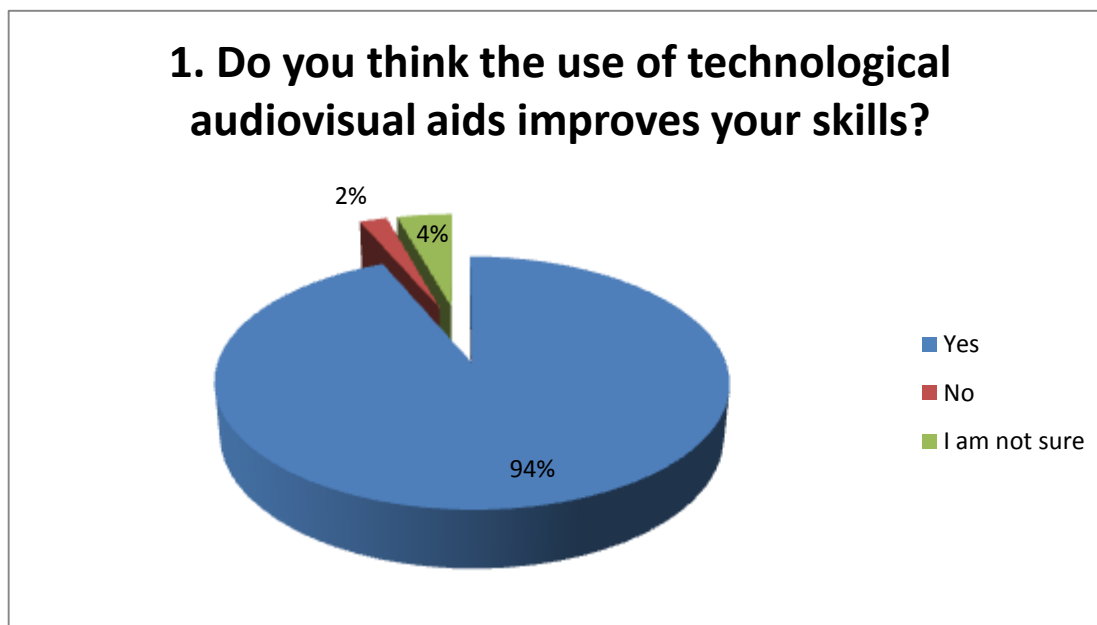
Finally, after the pilot test some pieces of advice were received and put them into practice to improve the instruments that finally would be used in the research and answered by teachers and students of the subject Advanced Intensive English II in the Foreign Languages Department.

## CHAPTER IV

### IV. DATA ANALYSIS

#### A. QUESTIONNAIRES

##### 1. Student's graphics

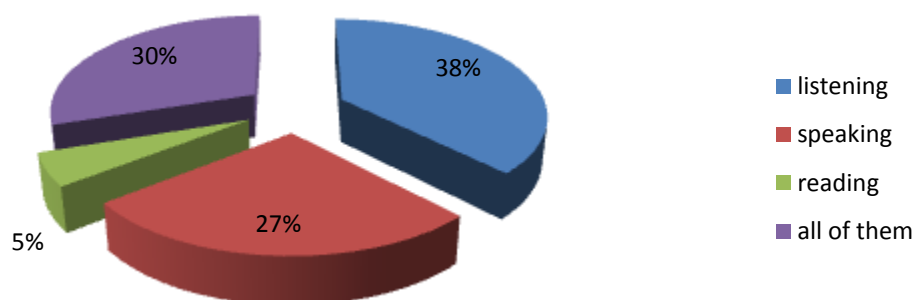


Resource: questionnaire administrated to students of Advanced Intensive English II in the FLD.

This graph reveals that 94% of students selected yes, 4% said no, and finally, 2% expressed they are not sure.

According to those results shown, there is a marked trend towards the use of TAAs to improve the four macro-skills. Therefore, a 94% of students' population is in agreement with the implementation of TAAs so that there is a strong connection between TAAs and Macro-skills. It can be stated that this union helps the learning process to cut down the barriers for students to learn easier and faster. On the other hand, there is a few percentage of students' population, 4%, that did not consider their skills are worked as it should be. Consequently, there is no relevance for them to have these tools. These do not strengthen and benefit their knowledge, practice and fluency. Finally, there is a minority of students' population that was not sure about what benefits they can take or not from TAAs. Therefore, it can be stated that for this 2% of the students' population TAAs are not used according to their needs.

**2.If your answer was yes, what is the skill that you believe technological audiovisual aids improve the most?**



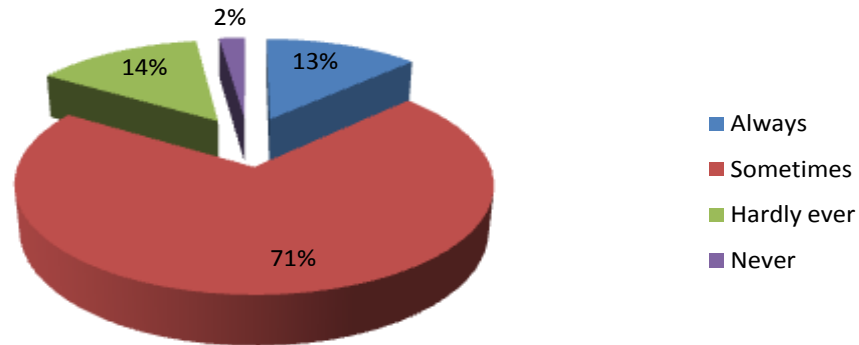
Resource: questionnaire administrated to students of Advanced Intensive English II in the FLD.

This graph reveals that 38% of students selected listening, 30% chose all of them, then 27% of them marked speaking, and finally, 5% said reading.

Generally taking this graph as a reference, it can be noticed that students obtain an improvement in their skills when they are exposed to TAAs. Although there are 4 options, only 2 skills were the most favored: listening and speaking. However, those options have gotten almost the same number of preference by students. There is not an option that outstands among them. Since listening skill has a higher percentage above the others, it can be concluded that 38% of students felt that listening skill is improved when being exposed to TAAs. In contrast, there is a 30% of students' population who believed that TAAs improve the four macro-skills equally. Besides that, almost one third of them considered speaking is favored with the implementation of these tools because they have perceived an improvement in this skill. Also, there is a small number 5% that stated that reading is the one they improve the most when using TAAs in classes. Besides that, those skills are important to be developed so that students increase their perception about the acquisition of the language



### 3. How often does your teacher make use of technological audiovisual aids in classes?

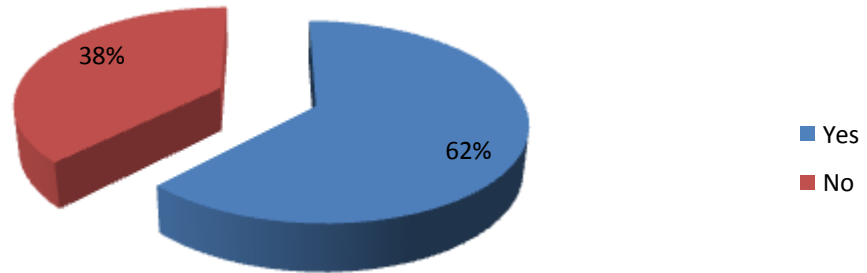


Resource: questionnaire administrated to students of Advanced Intensive English II in the FLD.

A big percentage of students 71% said that teachers sometimes introduce TAAs in classes, whereas 13% of them expressed that their teachers always use them in classes, 14% of the students under study stated that teachers hardly ever introduce these kinds of tools in their courses and the rest 2% believed that teachers never use TAAs.

Taking this graph as a reference, it can be noticed that there is a strong tendency on the students' part to consider that their teachers sometimes introduce TAAs in classes, although the use of these tools is not always in most classes. On the other hand, almost a fifth of the students under study expressed the opposite because they hardly ever had the opportunity to see their teachers using these important tools during the classes.

#### 4. Do you know the kinds of technological audiovisual aids that are available in the Foreign Languages Department?

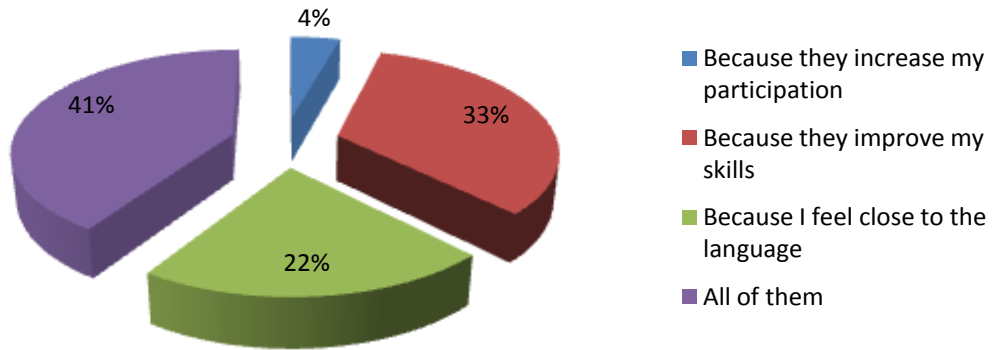


Resource: questionnaire administrated to students of Advanced Intensive English II in the FLD.

When being asked about the kinds of technological audiovisual aids in the FLD 62% of students admitted that they knew about the existence and availability of these tools whereas the rest 38% said that they did not exactly know what types of tools are available in the FLD.

As shown above, six out of ten students interviewed knew the different types of TAAs that are available for their use and the use of their teachers at the FLD. On the contrary, the rest of students admitted that they did not exactly know or they were not well informed about the kinds of TAAs the FLD has. As a conclusion, it can be stated that there is a divided opinion among the students regarding the availability of TAAs in the FLD.

### 5. Why do you believe technological audiovisual aids are important in your learning process?

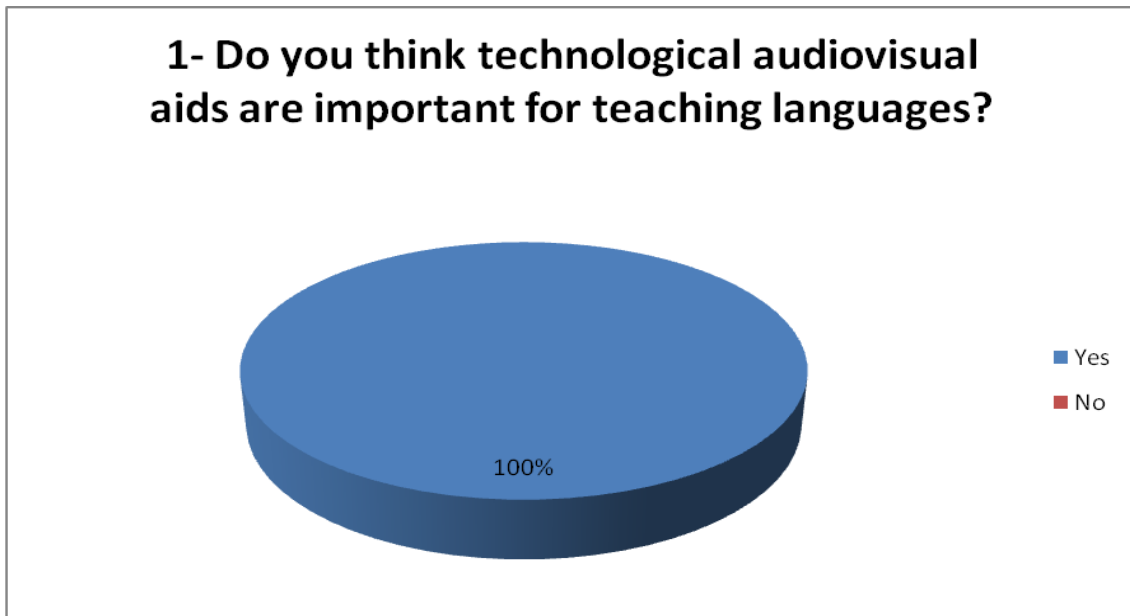


Resource: questionnaire administrated to students of Advanced Intensive English II in the FLD.

These results display the students' belief of how TAAs can become a considerable help in their learning process. The first one showed that almost half of the students interviewed 41% believe that TAAs have the characteristics of making them feel close to English, increase their participation and improve their skills, whereas 33% of them believed TAAs just improve their skills. 22% of them admitted that they feel close to the target language and the rest 4% said that TAAs increase their participation in their learning process.

As revealed by the graph above, one third of the students interviewed admitted that TAAs are good tools to improve their skills, one fifth of them favored the idea that TAAs make them feel close to the target language and a reduced number of them think that these tools increase their participation. It is curious that almost half of them admitted that they receive the three benefits of TAAs in their learning process.

## 2. Teachers' Graphics

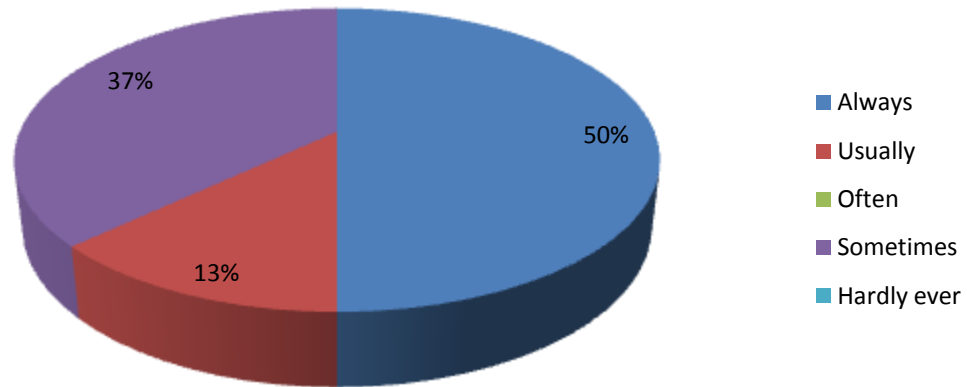


Resource: questionnaire administrated to teachers of Advanced Intensive English II in the FLD.

100% of teachers thought that technological audiovisual aids are important for teaching languages.

According to this graph, all teachers interviewed were in agreement with the fact that technological audiovisual aids are important for teaching languages. This shows that these tools are really important for teachers to include them in classes because they make their job easier and facilitate a good students' language learning process. The main fact why teachers believe TAAs are an important tool for teaching lays in the experience of working with these kinds of tools and their positive effect on students.

## 2-How often do you use technological audiovisual aids in classes?

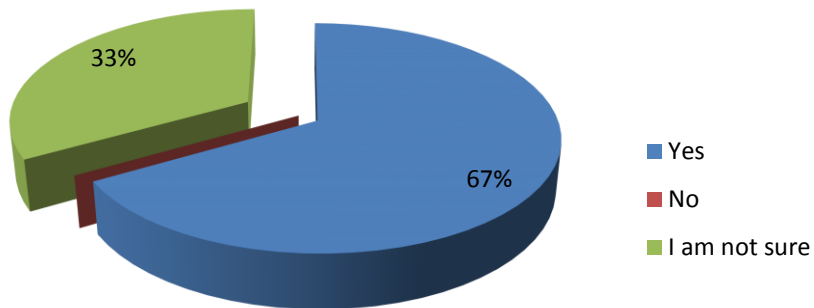


Resource: questionnaire administrated to teachers of Advanced Intensive English II in the FLD.

According to this graph a 50% of the teachers said they always use TAAs in classes. The 37% of them stated that they sometimes make use of these tools for teaching, whereas a 13% of the interviewed usually work with TAAs in classes.

This graph reflects the times that teachers in the Foreign Language Department make use of TAAs in order to include them into their classes. As it is shown, these kinds of tools are used by half of the teachers interviewed in every single class as a component to make their classes more interactive and catch students' attention. On the other hand, the rest of the teachers use TAAs in classes but just in some periods of time or according to the activity they are going to present to students.

### 3. Do you think the use of audiovisual aids improves students' skills?

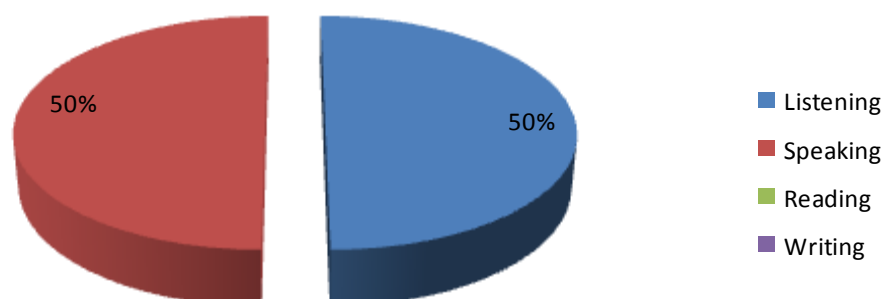


Resource: questionnaire administrated to teachers of Advanced Intensive English II in the FLD.

This result shows that a 67% of teachers interviewed considered that TAAs improve students' skills. Whereas a 33% of the teachers asked, thought they are not sure if the use of TAAs improves students' skills or not.

As shown in the graph above, it can be stated that the majority of teachers interviewed use TAAs as a helpful tool in their classes, they use regularly TAAs to develop some activities, and consequently their answer in the question number two can be reliable. On the other hand, two out of six teachers expressed that they are not sure about the improvement of students' skills by using TAAs in classes.

#### 4. If your answer was YES, which skill is improved the most?

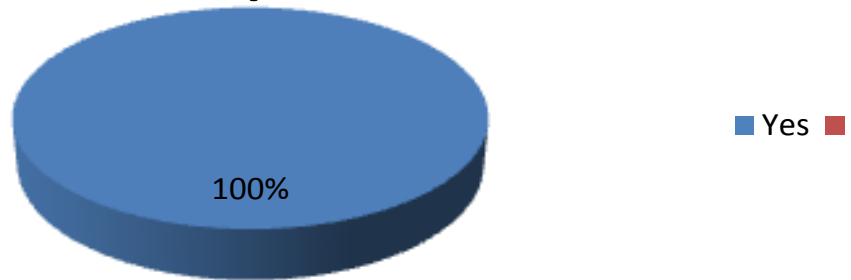


Resource: questionnaire administrated to teachers of Advanced Intensive English II in the FLD.

As shown in the graph above, 50% of teachers think that between the four macro-skills listening is really improved while the other 50% consider that is speaking the skill students improve the most.

According to the results displayed in the graph, 50% of the teachers asked, think that the skill which students improve the most when being exposed to TAAs in classes is listening. Also, 50% of the teachers interviewed think that the skill students develop the most is speaking. A 0% is also shown in the graph because reading and writing did not achieve any “vote/ point” among the teachers interviewed. It is interesting because reading is a receptive skill as listening is. Writing is a productive skill such as speaking. So, it seems interesting why reading and writing were isolated from the other two skills.

## 5. Do you know what kinds of technological audiovisual aids are available in the Foreign Languages Department?

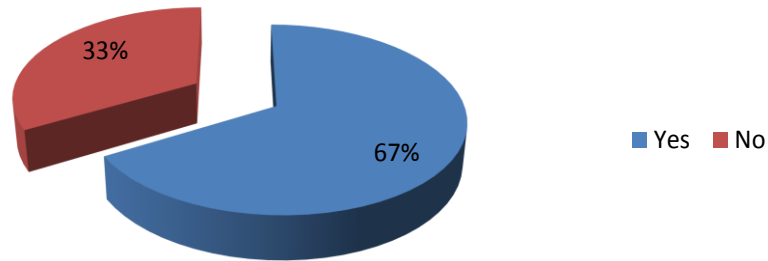


Resource: questionnaire administrated to teachers of Advanced Intensive English II in the FLD.

This graph reveals that a 100% of professors of the FLD consider that they know which TAAs are available for them. For this reason teachers are aware of these tools; they can take advantage of and use them whenever it is needed. It can be stated that these tools are important and relevant for teachers to be applied in the students learning process.



## 6. Are the technological audiovisual aids available in the Foreign Languages enough for the professors ?

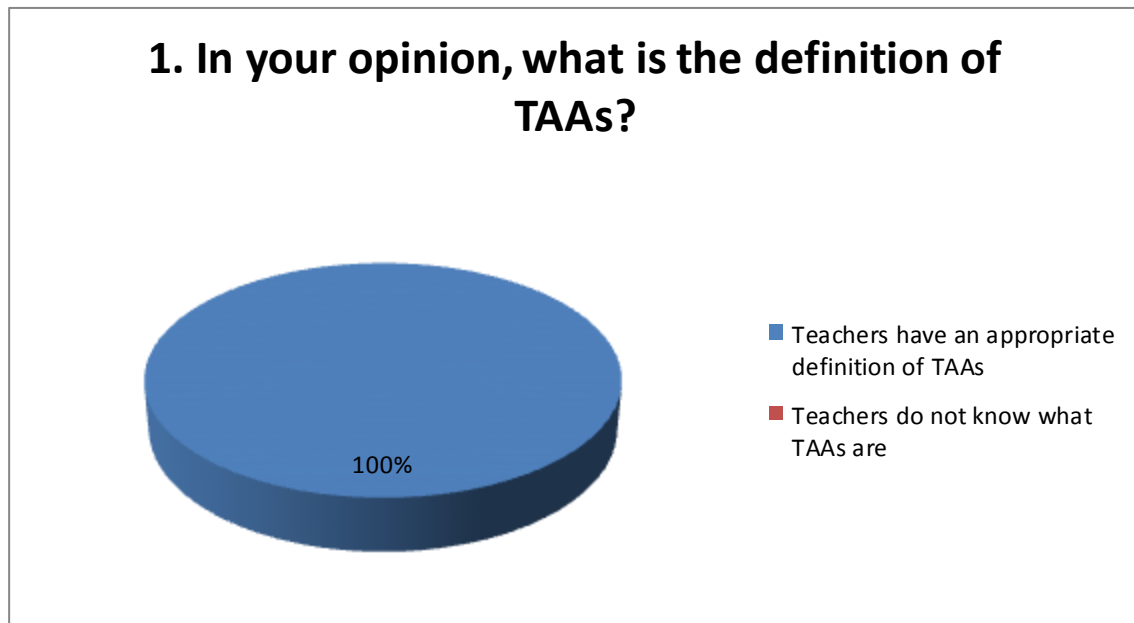


Resource: questionnaire administrated to teachers of Advanced Intensive English II in the FLD.

This graph reveals that 67% of teachers selected Yes, which is an affirmative tendency about the coverage of TAAs towards the professors of the FLD which means that whenever they want to use TAA is easily accessible. Nevertheless, there is a considerable percentage, 33% that stated that there are not enough TAAs, to cover every teacher necessity. For this reason, it can be stated that some teachers do not use TAAs because they are not sufficient and they stop themselves for using. This reflects the value that professors have for these tools.

## B. TEACHERS' INTERVIEWS

### 1. Partial conclusions

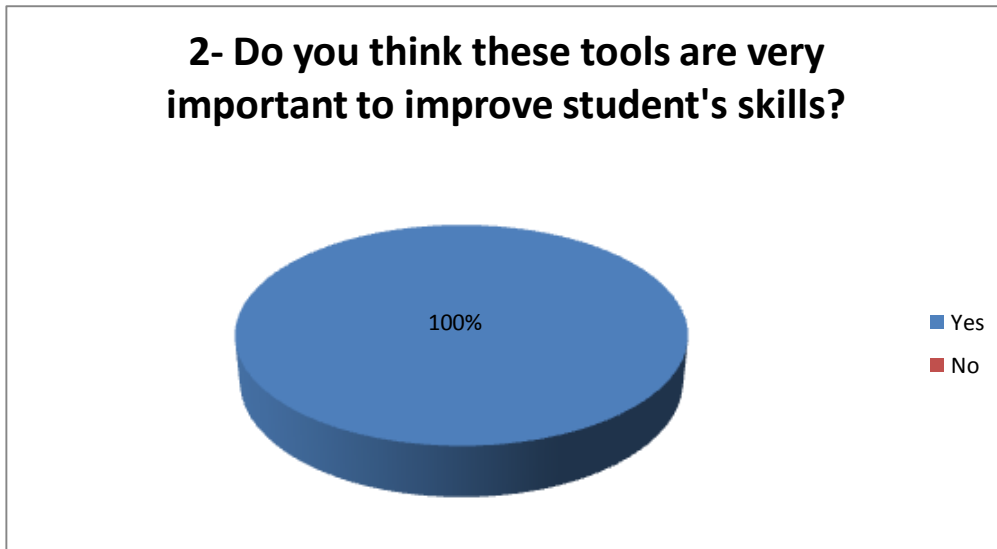


Resource: questionnaire administrated to teachers of Advanced Intensive English II in the FLD.

These results display a proper definition of TAAs expressed from all the teachers while they were interviewed 100 %. There was no negative answer.

As shown in the graph above, all of teachers interviewed know what technological audiovisual aids are. This is an important fact, because every teacher is aware of the importance of TAAs in the learning process. They are aware that TAAs enhance the learning process, being also so much more than a powerful tool for a teacher during a class.

## 2- Do you think these tools are very important to improve student's skills?

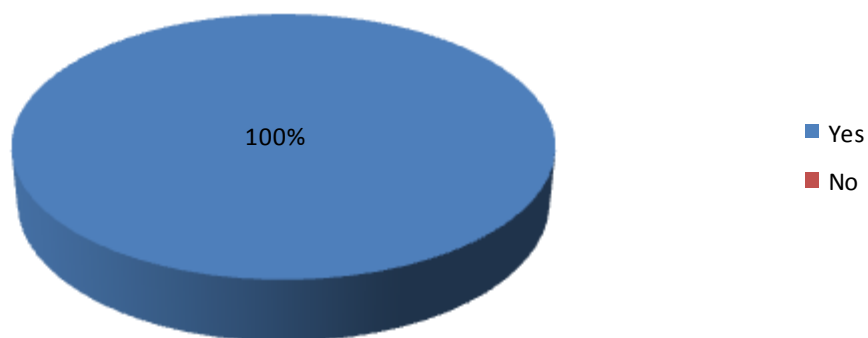


Resource: questionnaire administrated to teachers of Advanced Intensive English II in the FLD.

This graph reveals that 100% of teachers agree in accepting the fact that TAAs are important tools to improve student's skills. So, it can be stated that there is a very strong tendency to use TAAs by teachers.

Besides that, they have pointed out that it is really important to know how to guide students when using TAAs and teachers have noticed the reaction that their students present, so it is valid to say that there is a remarkable improvement by students when using these tools.

### 3- Do you know the kinds of TAAs available in the FLD?

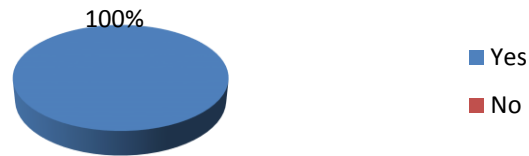


Resource: questionnaire administrated to teachers of Advanced Intensive English II in the FLD.

The 100 % of teachers know the kinds of technological audio-visual aids in the FLD.

All the interviewed teachers are well informed about the TAAs that the FLD has. They have used some of the technological equipments like projectors and tape recorders, even though they expressed that these equipments are not enough for all teachers, and in some cases they have to use their own TAAs in classes.

**4- Are these kinds of tools available whenever you want to use them?**

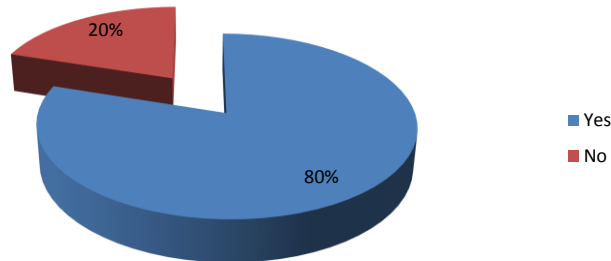


Resource: questionnaire administrated to teachers of Advanced Intensive English II in the FLD.

These results display that 100% of teachers accepted the fact that TAAs are available in the FLD whenever they want to use them.

As revealed by the graph above, every teacher agrees that TAAs are available for them to use in classes whenever they want to. This fact reflects a positive point regarding the education in the FLD. The easiness with which one teacher can have access to them is remarkable. However, a teacher expressed that the FLD lacks equipment maintenance. He also stated that some computers usually have viruses, but did not tell the researchers that he had warned the head of the FLD about this problem.

**5- In your opinion are the new audiovisual aids better than the ones used in the past?**

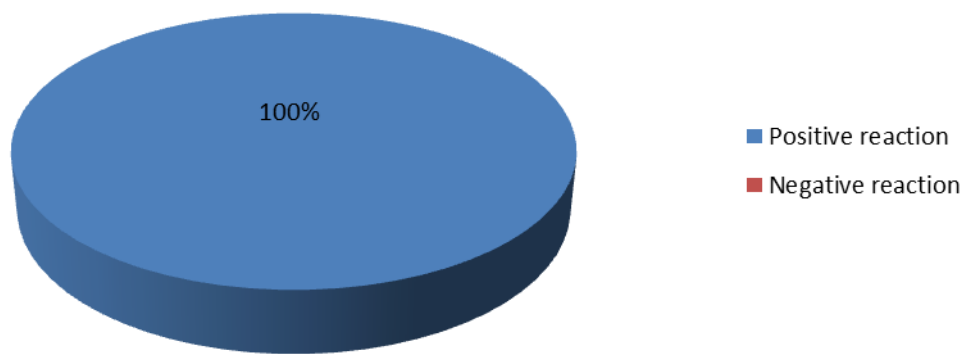


Resource: questionnaire administrated to teachers of Advanced Intensive English II in the FLD.

This graph shows that 80% of teachers believe that the new TAAs are better than the ones used in the past whereas the rest stated the new audiovisual aids are not better, but the difference lies on the way these tools are used.

Taking this graph as a reference, it can be noticed that a big percentage of teachers have realized that the new TAAs have a good impact on their classes so that makes learning more interesting and students can take advantages of those tools on their own whereas the rest of subjects under study highlighted the way these audiovisual aids are used by both the teacher and his/her students.

## 6- What is the reaction that students present when they are exposed to TAAs?



Resource: questionnaire administrated to teachers of Advanced Intensive English II in the FLD.

The 100% of the teachers interviewed express their students present a positive reaction when being exposed to TAAs. According to this graph, it can be noticed that all teachers believe their students react in a positive way when TAAs are used in classes. Teachers consider that students feel more motivated to participate and pay attention to different details when they are exposed to these kinds of tools. This fact is because students are accustomed to deal with technology every day and it catches students' attention that is motivated to learn in a different way.







## **2. Partial conclusions**

At the moment of introducing TAAs teachers looked for an appropriate material to teach the class they were able to express their ideas clearly and were able to manipulate the kinds of TAAs they were using like the tape recorder and projector, but one of the teachers had an inconvenient at the moment of reproducing a video in the lap top computer, it was due to the equipment that was not updated.

On the other hand, students' attitude toward TAAs was positive; they were motivated to express their ideas with their classmates. Also they learned new vocabulary and practiced making use of TAAs.

Even though the majority of students were taking advantages of these tools, the minority of them presented a low level of distraction and boredom. One of the causes related to this negative attitude was that few students did not have the book to follow the class properly.

## CHAPTER V

### V. FINDINGS

#### A. ANSWERS FOR RESEARCH QUESTION

**1- Does the Foreign Language Department have enough technological equipment to fulfill students and teachers 'needs?**

Even though there is a big amount of TAAs in the FLD, this is not enough for all the teachers working in this academic unit as well as their students

**2- What is the students' opinion about the use of technological audiovisual aids in classes?**

Students believe that TAAs are really important in their language learning process because those help them to improve their skills.

**3- Do technological audiovisual aids have an impact on the students' skills?**

Yes, they do have a positive impact in students' skills.

**4- If so, to what to extent?**

It can be noticed that with these tools students feel more motivated to participate, speak and improve their proficiency in listening with different audios.

**5- What is the role of technological audiovisual aids in the English teaching learning process at the Foreign Languages Department?**

From teachers' perspective to make their job easier and improve students' skills and from students' perspective improve their skills and learn in a different way.

**6- What is the frequency in which teachers apply TAAs in classes?**

TAAs are applied regularly by teachers with an average between sometimes and always.

## CHAPTER VI

### VI. CONCLUSIONS

Through this research, using graphics as reference, it is concluded that:

Through the study entitled “The use that teachers make of technological audiovisual aids in the subject: Advanced Intensive English II of 3rd year of the Foreign Languages Department in the University of El Salvador, semester I 2012” can be stated the following conclusions:

- 1- Students presented a positive reaction when they were exposed to TAAs in classes. This result is really representative because it shows the fact that TAAs enhances ESL students in their learning process. Students' motivation was shown in a classroom through their interest in the class. They paid more attention than usual, they participated and they stated that they felt closer to the language. Besides that, teachers supported students' opinion according their experience acquired through the use of TAAs in their classes.
  
- 2- Among the variety of TAAs available in the Foreign Languages Department projectors, tape recorders laptops and internet are the most used by teachers with frequency.

- 3- Between the four macro skills listening and speaking are improved better than writing and reading. Indeed this fact is supported by students' opinions who believe that in their academic process they have seen an improvement in these two skills. Moreover, this is not only students' perception but also teachers who have noticed the same result in the two mentioned skills when they apply TAAs in their classes. As well as with the observation made in the classrooms.
  
- 4- Teachers make a good use of TAAs in their classes, they use them to develop specific topics and the result is pleasant and as it was mentioned before with a better motivation and improvement of the skills in students. Besides that, in order to teachers make their job, the teaching learning process effective and improve students' skills, they need to make use of TAAs, and as it has been noticed they are really important tools.
  
- 5- Even though there are some TAAs available in the Foreign Languages Department, they are not enough to cover all teachers' demand. However the authorities are working hard to collect more equipment and satisfy teachers' needs.

## **CHAPTER VII**

### **VII. RECOMMENDATIONS AND LIMITATIONS**

After the research and its results in order to improve the quality of teacher and students of the FLD, there are some points that can be recommended:

- 1- For those teachers who have not used TAAs in their classes to start applying them. So that, those tools not only make their classes more interactive but also they are really important to improve students' skills and create good professionals for the future.
- 2- It is important that teachers in the FLD can be willing to help students in the graduation work so that, it facilitates a better development of the research and maintains the stipulated timeframe for its realization.
- 3- For the head of the FLD to request new TAAs and invest in maintenance of the equipment that is available in order for teachers and students to have more access to those tools and fulfill their needs.
- 4- To have a good use of TAAs it is recommended for the head of the FLD to create workshops for teachers in order for them to acquire knowledge about the new TAAs and how to use them.
- 5- Students should take advantage of all kinds of TAAs they have access to, as a way to improve their skills and become better professionals able to work in this competitive world.

## **LIMITATIONS**

1. There was not enough interest from teachers' behalf to cooperate with this graduation work at the moment of the interviews and administration of the questionnaires.
2. Unfortunately the advisor suffered an accident that did not allow him to return to the campus for a couple of days.

## CHAPTER VIII

### VIII. BIBLIOGRAPHICAL REFERENCES

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