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SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**



Universidad de El Salvador
Hacia la libertad por la cultura

TOPIC:

**The Importance of ICTs in senior students of the English Teaching Language major
from the Foreign Languages Department at the University of El Salvador, 2010.**

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Introduction

Nowadays, Information and Communication Technologies (ICTs) play an important role in education not only because these make things easier and faster to students but also because these help them to develop new skills. The integration of ICTs in the classroom is a useful and important tool for teachers to make their classes more interesting, appealing, and better in different ways. ICTs are significantly helpful when learning a foreign language because these bring lots of advantages not only to students but also to teachers. When foreign language students make an appropriate use of ICTs, they can have a huge access to real English material that helps students to practice what they just learned in the classroom, they can even learn new things about the language that they won't learn in their English books. Besides that ICTs help students to develop the four macro-skills, for example, for listening they can watch videos, flash news, English programs, or they can listen to music, classes on line, etc., for reading there is a variety of material on Internet such as articles and e-books. For speaking there exists skype an account on Internet in which people can make calls that allows students to talk with native speakers. Finally, writing can be practiced by uploading their opinion to forums or blogs on Internet. ICTs provide a variety of real material to students to promote self-learning.

There is no doubt that teachers are benefited with the integration of ICTs in the classrooms, because they facilitate the English teaching learning process with authentic material, a diversity of resources that makes it easy to deliver many activities that catch students' attention and in that way classes are more effective and interesting. At the Foreign Language Department students and teachers are benefited with the implementation of ICTs in the classroom. Therefore, this research is aimed at describing the importance of ICTs in the English teaching-learning process at the Foreign Language Department. Many experts' opinions on instructional technology have been considered in order to carry out this research about the use of ICTs in the teaching-learning process; structure interviews to teachers and questionnaire to senior students were administered to collect data about the use of ICTs in the teaching-learning process in the Foreign Language Department.

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Topic: The Importance of ICTs in senior students of the English Teaching Language major from the Foreign Language Department at the University of El Salvador, 2010.

Chapter I: Research Design

1.1 Description of the problem

In the Foreign Language Department, technology plays an important role in the teaching-learning process. Nowadays, the use of Technology makes the human life easier than before. Most of the generations of students from the twenty first century have left behind libraries and instead of reading and searching on books it is easier and more comfortable for them to pull out everything from the Internet. So far, the traditional school is based on the practice of whiteboards, markers, and teachers' speech. In the Foreign Language Department, technology is limited to the use of Information and Communication Technologies (ICTs) which include radio and television, as well as newer digital technologies such as multimedia and the Internet as resources in the educational process.

The recent virtual incursion style has raised the necessity to implement new methodologies to improve the English teaching-learning process based on the ICTs, and in that way new models are built in order to transform the educational practice, taking into account the changes that the education field have gone through time. The use of ICTs facilitate the teaching-learning process and takes it to account a more significant and different level of learning.

1.2 Abstract

The research demonstrates that ICTs are relevant in English teaching-learning process at the Foreign Language Department because these provide a variety of advantages for teachers and students. The purpose of the present study is to describe the importance of ICTs in the classroom for students and teachers. Both samples were selected from the FLD to get relevant information concerning the teaching-learning process to the research. The samples were twelve teachers who were interviewed with sixteen open-ended questions and fifty senior students who filled out a questionnaire. Interviews were digitally recorded and then transcribed and organized, using a matrix for their analysis. The results of the interviews and questionnaires show that ICTs play an important role in the English teaching-learning process because these bring a lot of advantages for educators and pupils. ICTs make classes more interesting and appealing, and create accessibility to a variety and authentic English material. ICTs give also the opportunity to improve the four macro skills and practice what they learned in the classroom. Additionally, students improve their technological skills, and their motivation gets higher. All of this can be achieved if ICTs are applied properly.

On the other hand, there can be some disadvantages when ICTs are not well used. For example, teachers and students became dependable of these technologies or they can fall in an overuse. Nevertheless, based on teachers and students' experiences the importance of ICTs in the English teaching-learning process is quite remarkable.

1.3 Objectives:

General Objective:

- To find out the importance of ICTs in the teaching-learning process in senior students from the Foreign Language Department in the University of El Salvador.

Specific Objectives:

- To describe the application of Information and communication technologies (ICTs) in education.
- To demonstrate the advantages of using ICTs in the teaching-learning process at the Foreign Language Department.
- To reveal the feasibility of using ICTs in the Foreign Language Department.
- To suggest the implementation of ICTs in the foreign language classroom.

1.4 Justification

Technology has become an important tool in the development of EFL students' skills and competences. It facilitates the acquisition process when learning English as a foreign language. The Internet has an important and highly relevant incidence in education such as the necessity of new skills, the access to new English teaching-learning processes, and the demand of new educational systems among others. Technology can be included in the classroom by using ICTs; this provides students with more useful tools.

It is important to mention that some teachers include the various tools that technology provides to make their jobs easier with the sole purpose of making students have a better understanding of the language. This is the reason why the present research reveals the importance that ICTs have in the teaching-learning process and the reasons why they have to be applied. Besides that, this study will describe some of the advantages of ICTs and show the effectiveness they have in the students learning process. Furthermore, it will encourage teachers to include technology in the English teaching-learning process. This is the reason why technology should be included in the classroom; due to it not only helps students in the English learning process but also motivate them to keep on working. This study is going to be helpful to promote the use of a variety of ICTs in the Foreign Language Department.

1.5 Research questions:

Research general question:

- 2 What is the importance of ICTs in senior students from the Foreign Language Department?

Research specific questions:

- 3 What is the influence of ICTs on the teaching- learning process in students as a foreign language in the Foreign Language Department?
- 4 How many teachers use ICTs successfully at the Foreign Language Department?
- 5 How useful are ICTs for teachers at the Foreign Language Department?
- 6 How useful are ICTs for students at the Foreign Language Department?
- 7 Which are the most common ICTs' applications used at the Foreign Language Department?
- 8 Are the technical resources available for teachers at the Foreign Language Department to apply ICTs?
- 9 What is the students' opinion about the benefits of ICTs?

Chapter II: Theoretical Framework

2.1 Technology in education

To talk about the role of technology in education it is relevant to mention two important main concepts. First, “Education refers to the process of learning and acquiring information. Education can be divided into two main types: formal learning through an institution such as a school and self-taught learning or what is often termed life experience. Generally, education is important for learning basic life skills, as well as learning advanced skills that can make a person more attractive in the job market”. (<http://www.wisegeek.com/what-is-education.htm>). Second, Technology comes from the Greek “teknologia” and the Latin “tecnologia”, meaning a systematic treatment. The root is the Greek word “tekhne” –an art or craft-. For instance, in the 17th century the term was used to describe a systematic study of the arts or the terminology of a particular art. Then in the early 18th century, a characteristic definition of technology was “a description of arts, specially the mechanical”. It was mainly in the mid 19th century that technology came to mean “practical arts”; this was also the period of technologists (OED-Oxford English Dictionary). Together, these two terms can create a variety of expectations on the results shown by this particular union.

“In education when learning a second language, technology is known as the unbelievably diverse collection of phenomena-tools, instruments, machines, organizations, methods, techniques, systems, and the totality of all these and similar things in people’s experience” (Blackhurts, 2000). It is believed that the implementation of technology in education promises bigger and better results because of the development of new skills. One of the most remarkable technologies that were introduced in education was the computer. At the beginning this one helped teachers a lot because it brought a lot of advantages to their activities. “The use of the computer technology to facilitate cooperative learning environments resulting in (a) higher quantity of daily achievement, (b) greater mastery of factual information, (c) greater ability to apply one’s factual knowledge in test questions requiring application of facts, (d) greater ability to use factual information to answer problem-solving questions, and (e) greater succeed in problem-solving.” (Blackhurts, 2000).

Technology in El Salvador for English Teaching – Learning

The English teaching–learning process in El Salvador has used technology in the classroom in the last years. Some institutions have more resources and opportunities to use it in this process. Its importance has been recognized by the educators so that the institutions have tried to implement ICTs and not only make use of pictures, realia, and body language.

To have success in the implementation of ICTs in the field of Education in El Salvador it is very important to have the support of the government. According to Elias Antonio Saca former President of El Salvador, “is an urgent obligation for our country to be part of the global revolution of information.” (La Prensa Grafica, 2004). He also proposed the program “Compite” with the purpose of implementing English as a second language supported by different technological resources. (El Diario de Hoy, Noviembre, 2004).

The government focused in the implementation of technology in elementary school education but not in higher education. That is the reason why some universities have to look by themselves their own technological resources to have a better result in the English teaching - learning process. Dasen (1997) said that, “Latin American has been recognized that technology is an evident manifestation and a tool for changing education. Technology is changing the way of teaching.” However, the use of technology in the classroom does not guarantee an effective result without the instructions of the teacher, because technology will never replace teachers.

2.2 Information and Communication Technologies in education

There is considered as a selected group of technology called ICTs which stands for, Information and Communication Technologies and they are defined as “the diverse set of technological tools and resources used to communicate, a to create, disseminate, store, and to manage information. These technologies include computers, the internet, broadcasting technologies, etc.” (Tinio, p.4. 2002).

This kind of technology is growing rapidly based on the race of the developed countries for having the updated technology. Education is one of the

main areas that are benefited with the implementation of technology in the classrooms, with the integration of the Information and Communication Technologies, also known as ICTs; education has improved its quality and effectiveness. These technologies have been used in education since the 1950s. Since then the resources and accepted methods of applying them are changing constantly. “This acceleration places a special burden on already overworked teachers to continue learning new resources and changing their teaching methods.” (Roblyer, 2006). This is because the implementation of ICTs in education needs teachers to be receive trained constantly; because trainings are not enough, teachers need to select what ICTs are better to meet students’ needs, the common sense of teachers is essential in the integration of ICTs in the methodology.

“Now that technology is becoming more common in schools, its potential for enhancing teaching and learning is being recognized; Technologies are being described as essential tools of the teaching trade.” (Roblyer, 2006). Even though more and more educators seek to implement ICTs in their classes to cover students’ needs and facilitate the teaching-learning process in the classrooms, some teachers are looking for what has worked in the past to guide their decisions and measure their expectations. It is because education is like a trend. “New” methods sometimes are old methods, but with a new face to be presented. Teachers must not lose sight of what shapes the future are the past experiences combined with the new needs and resources.

In the past, teachers’ experiences helped not to wander from the objective of the implementation of the ICTs. ICTs were integrating as a support in education and not as a substitute teacher; it’s something that teachers must not overlook. But, without a doubt, ICTs are a big help for reaching teachers’ goals and cover students’ needs when learning a second language. “Technology aids teachers to create a supportive, more non-threatening learning environment in which second language learners feel encouraged secure enough to practice the target language and to make and correct their own errors without embarrassment or anxiety”. Pascoe and Wilburg, (2003).

Becijos (1997) stated “ 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." In our days education demands new strategies and ways of teaching and learning skills, because it allows students of any area to be competitive in the language and able to face new technologies and take advantage of this in the future. "Many parents and educators want technology tools in the classroom primarily because they feel these technical skills will give students the technological literacy required to prepare them for workplace" (Roblyer, 2006). Even though this is a real fact, ICTs are not enough because technology not always works as desire, the sense and judgment of a teacher, and his or her experiences in teaching basic skills will never be replaced by technology, however in they can go hand in hand. But this issue is not new in the field of education, according to Roblyer, James, Et al. (2006); there is a recompilation of how technology has been introduced in education over the years.

50's

- First computer used for instruction.
- First computer used with schoolchildren.
- IBM 650 computer teaches binary arithmetic in NYC.

60's

- USA AND SPAIN use the computer as a learning tool binary arithmetic.
- It incorporates the resources of television, radio and telephone.
- Beginning of the Cold War created the first version of the web for military purposes.
- University time/sharing systems.
- Faculty/students in universities across the country use mainframe systems for programming and shared utilities.

70'S

- Computer-assisted instruction (CAI) movement emerges.
- Large- scale, federal founded university projects used mainframe/minicomputers systems with the schools.
- The schools began to introduce computers (mainframes and mini-computers) to support administrative tasks such.
- Apple donates computers to some schools.
- CAI movements decline, computer literacy movement begins.
- Arthur Luehrmann coins term computer literacy for skills in programming and using software tools (e.g. word processing).
- Molnar (1978) warns that non-computer literate students will be an educational disadvantage.
- First micro-computers enter to schools using desktop systems,

classroom teachers begin to take back control of instructional and administrative applications from district data processing offices. According to Roblyer, James, Et al. (2006).

80'S

- Computer Sale TI99, which introduced a new generation of computers for use in schools and offices (desktop models).
- BM made the first mainframe computers entering the PC market with practical programs of questions and answers.
- Reproductive cloning and Apple II.
- Apple Macintosh.
- Develop software tutorials and educational games.
- Microcomputer applications spawn movements.
- Field focuses on software publishing initiatives and teacher authoring software.
- The computer literacy computer's-as-tools approach gives way to Logo's computer-based problem-solving approach.
- Integrated learning systems (ILSs) emerge.
- Schools begin to see ILS net-worked systems as cost-effective solutions for instruction to address required standards; marks movements away from stand-alone systems and toward central server with connected computers. According to Roblyer, James, Et al. (2006).

90'S

- Go to market multimedia computers.
- Complete programs: educational databases, simulation programs and modernize the functionality of the software.
- Programs are developed and Authorware HyperStudio.
- Boom in education with the use of internet and World Wide Web. Newer versions of multimedia software.
- First browser (Mosaic) transforms a formerly text-based Internet into a combination of text and graphics. Teachers enter the Information Superhighway.
- International Society for Technology in Education (ISTE) creates standard.
- ISTE sponsors creation of National Educational Technology Standards (NETS) to guide technology skills, first for students, then for teachers and administrators. According to Roblyer, James, Et al. (2006).

Currently ...

- Have been developing more targeted programs to pedagogy and didactics, oriented to the curriculum needs.
- With the development of telecommunications and ease of World Wide Web, in many countries have implemented the practice of distance education. According to Roblyer, James, Et al. (2006).

The promise of ICTs in education:

How can ICTs help expand access to education?

As it is well known, technology is currently the set of tools that makes human life easier. ICTs are a potentially powerful tool as well, and it is a way to spread educational opportunities also for the population excluded from education due to cultural or social reasons. According to Victoria L. Tinio, (2002) in her book called ICTs in Education one defining feature of ICTs is their ability to transcend time and space. "ICTs make possible asynchronous learning, or learning characterizes by the time lag between the delivery of instruction and its reception by learners." Besides face to face education, now it is also possible to take online courses or even in a face to face class students can get online courses materials, for instance, may be accessed twenty four hours a day, seven days a week, in that way students do not have to worry about time because they can get information. Additionally, certain types of ICTs, such as teleconferencing technologies, enable instruction to be received simultaneously by multiple, geographically dispersed learners.

Moreover, (Tinio, 2002) express that teachers and learners no longer have to solely rely on printed books and other materials in physical media housed in libraries for their educational needs. Nowadays, with the internet and the World Wide Web or www, a wealth of learning materials in almost every subject and in a variety of media can now be accessed from anywhere at any time of the day and by an unlimited number of people because these are not biased anymore. In developed countries this is particularly significant for many schools. "ICTs also facilitate access to resource persons, mentors, experts, researchers, professionals, business leaders, and peers all over the world," Tinio, said.

How can the use of ICTs help improve the quality of education?

Improving the quality of education and training is a critical issue, particularly at a time of educational expansion. ICTs can enhance the quality of education in several ways: by increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training. ICTs are also

transformational tools which, when used appropriately, can promote the shift to a learner-centered environment. (Tinio, 2002).

Motivating to learn.

ICTs such as videos, television and multimedia computer software that combine text, sound, and colorful, moving images can be used to provide challenging and authentic content that will engage the student in the learning process. Interactive radio likewise makes use of sound effects, songs, dramatizations, comic skits, and other performance conventions to compel the students to listen and become involved in the lessons being delivered. More so than any other type of ICT, networked computers with Internet connectivity can increase learner motivation as it combines the media richness and interactivity of other ICTs with the opportunity to connect with real people and to participate in real world events. (Tinio, 2002).

Facilitating the acquisition of basic skills

The transmission of basic skills and concepts that are the foundation of higher order thinking skills and creativity can be facilitated by ICTs through drill and practice. Educational television programs such as *Sesame Street* use repetition and reinforcement to teach the alphabet, numbers, colors, shapes and other basic concepts. Most of the early uses of computers were for computer-based learning (also called computer-assisted instruction) that focused on mastery of skills and content through repetition and reinforcement. (Tinio, 2002).

Advantages and disadvantages of ICTs

Over the past years there has been a deep interest to access a higher and effective education. For many countries Information and Communication Technologies (ICTs) have been important tools and resources to help enhance the quality in education aiding in the teaching-learning process. There are several information and communication technologies (ICTs) such as the television, radio, computer, Internet, and multimedia that means “multiple media or a combination of media. The media can be still pictures, sound, motion video, animation, and / or text items combined in a product whose purpose is to communicate information in multiple ways.” and hypermedia that means “software that connects elements of a computer system (e.g, text movies, pictures and other graphics) to hypertext links.”

(Roblyer, 2006, p 186). Even though, the use of ICTs in the classroom brings not only advantages but also disadvantages.

Tinio (2002) argues that “one of the most commonly cited reason for using ICTs in the classroom has been to better prepare the current generations of students for a workplace where ICTs, particularly computers, the Internet and related technologies, are becoming more and more ubiquitous” (p.6). It means that students should have the “21st century skills”, which includes digital age literacy, “consisting of functional, visual, scientific, technological literacy, inventive thinking, and higher-order thinking...” (Tinio, p. 7, 2002). Therefore, the use of ICTs increase students’ opportunities in getting a higher quality in their English learning process and in their education in general.

It is generally agreed that ICTs are a crucial resource in education. Children use computers from an early age and continue to university level. Children are taught practical ICTs skills that are transferable into the work place. Apart from being a way to engage students, ICTs help them to get the language from the environment they are involved in, because they can transform the learning environment into one that is learner-centered. According to Tinio, (2002) research has shown that the appropriate use of ICTs can catalyze the paradigmatic shift in both content and pedagogy that is at the heart of education reform in the 21st century.

Teachers and students can have updated information rapidly due to Internet access. (Roblyer, 2006), wrote that “the Internet, as it is commonly known, has been called the ultimate network...it is a way for people to communicate with each other.” (p. 226). It brings a lot of advantages from students and teachers such as distance learning which is defined as “the acquisition of knowledge and skills through mediated information and instruction, encompassing all technologies and other forms of learning.” (The United States Distance Learning Association, 2002). In which skilled instructors, plan classes with quality so distance learning can be effective.

The Internet access has become a new source of communication among teachers and students. Nowadays, “teachers can upload course documents so students can have access to this material classes in case of sleeping.” (James et

al., 2000, slide 3). Moreover, there are several resources to communicate through Internet such as *e-mail, blogs, chatrooms, videoconferencing, facebook, bulletin boards, etc.* The ICTs mentioned before are the most commonly used by students and teachers. Roblyer, (2006) reported that “Electronic mail (e-mail) supports a variety of classroom activities.” (p. 237). Teachers decide what kind of activity fits in their classes. Researchers found that “email not only has great potential to improve communication among students, teachers and parents but also it improves students’ writing.” (Boulware and Tao, 2002). Those are just one of many different activities that can be done through email among students and teachers.

Blogs are another important ICT commonly applied in the classroom. “A Blog or Weblog is a web page that contains brief, chronologically arranged items of information. A blog can take the form of a diary, journal, what's new page, or links to other web sites.” (Scott, 2001). The implementation of blogs in classes can be used to communicate between students and teachers in which students can develop the writing skill, share ideas, give opinions, or debrief about a topic or questions uploaded by teachers and all students can participate and express their opinions openly. “Information and Communication Technologies can be found on the Internet or by using specialized software.” (Gomez, 2002). Those are easier to integrate them in the curriculum according to their class objectives and ending up with the ones that fit better to the students’ abilities and class objectives.

Applying ICTs in the classroom create many benefits in the students’ English Learning process according to the web site (www.123HelpMe.com.) Some of the benefits are that ICTs “enables greater learner autonomy.” ICTs make students to search and use multimedia and hypermedia on their own and at the same time they motivate students to use them when doing school work or homework assignments. ICTs bring a lot of advantages in the classroom for students and teachers. However, according to Roblyer (2006) there are many aspects that should be taken into account when applying ICTs in the classes:

“The most important thing a teacher can do in choosing technological supports for students are to be observant, recognize the individual needs of each student and choose technology recourses to meet the needs and language development levels of the individuals.”(p. 311).

Even though, the application of ICTs in the English teaching-learning process have a lot of advantages and benefits, they also bring some disadvantages that can interfere in the results of the teaching-learning process such as less need for schools, teaching the wrong things, distractions, and teachers work load.

ICTs may lead that students do not have outside contact. This can happen if their classes or assignments are delivered in front of a computer not allowing them to ask teachers something that they do not understand. Besides, it is also very important to have a balance and variety in the class because students can get bored due to the fact of using computers for long period of time.

According to Sofia Gomez (2008) "Not every teacher is capable to update his/her knowledge on ICTs when teaching English." This happens if teachers do not have the sponsor and support by the school, also if there is not training courses and even when they are not training themselves.

On the other hand, some students do not have enough skills for using a computer or a software program, it makes them do not want not to use them and in the worse case they give up affecting their learning process when applying ICTs.

James et al (2005) have suggested that "there is a lot incorrect information on the Internet." There is a pile of information, tons of web pages or sites that teachers and students have to choose carefully. For that reason it is very important that students have a responsible instruction on how to choose and look for the correct and reliable sources or information in web. Roblyer, (2006) pointed out that "An essential skill to look for the information critically and look for indications that content is accurate and reliable." (p.234). Consequently, for having a reliable source it is needed to look carefully the web page, the designer, and date among other issues.

Teachers have to check and monitor students when they are using the computer in the case they are in the classroom in order to students do not have a lot distraction such as "porn, games, music, videos, chatrooms, msg, among others." (James et al, 2005, slide 7).

"Wrong things can be taught" (James et al, 2005, slide 5). It means that the network can get hacked into. If it happens, students might lose important

information, research documents or homework assignments. According to the web site (www.HelpMe.com) “viruses can come through the internet damaging the files in your computer.” Students and teachers have to take care of their computers due to these issues. So that it is necessary to install an antivirus.

Enrolling students to use ICTs for the learning process is pretty important, however teachers have to advise them to avoid plagiarism, and teach them to use, work and create their own work.

The use of ICTs have created a big change in the teaching-learning process but computers, Internet, radio, will never replace teachers because “they can’t explain a class as well as teachers can do.” (www.HelpMe.com) and ICTs do not have the capacity to motivate students to keep on in their learning as teachers have.

UNESCO regarded that “Choosing the right technological tools for your school or country’s needs is a vital step in ensuring the effective use of ICTs in education.” The appropriate use of ICTs can help the teaching-learning process in many ways because they make classes more interesting, appealing, and funnier as well as increasing students’ motivation and learning in a different way.

2.3 Issues of ICTs integration in the classroom

Information and Communication Technologies integration bring changes that have to be done in order to have effective results in the English teaching-learning process. When schools decide to use ICTs “to produce improvement in students achievement, teachers must see a direct link between the technology and the curriculum for which they are responsible.” (Roblyer, 2006). There are also other changes that should be taken into account like teachers training, financial cost, technology resources, and technical support.

Integrating ICTs into the curriculum

In the implication of Information and Communication Technologies in the educational planning different phases should be taken into account. Teachers need a planning model and strategies to integrate ICTs into the curriculum in order to have positive results in the students learning process. For that reason teachers can apply “the Technology Integration Planning (TIP) Model that gives teachers a

general approach to addressing challenges involved in integrating technology into teaching.” (Roblyer, 2006, p. 52). Those phases explain different steps that should be followed to succeed in the implementation of ICTs in classes. There are five phases in the TIP Model:

Phase 1: Determine relative advantages

In this phase Everett Rogers, (2004) refers as “... using a new method.” In which teachers use technology based strategy that help and benefit them with good solutions for the new method that they are using. That can be emerged for different kind of difficulties such as “students do not know to use spreadsheet efficiently” or “teachers are not having their students use the internet.” (Roblyer, 2006, p. 55).

Phase 2: Decide on objectives and assessments

Once teachers have decided what technological activities to implement in classes and the objectives students will be able to reach and learn. Teachers have to create assessments to know if the students have learned through the use of ICTs and if they use of ICTs have been carried out effectively. (Roblyer, 2006).

Phase 3: Design integration strategies

In this phase teachers decide different kind of technological activities that are going to be integrated in their classes. Those will be chosen according to the objectives of the topic and students needs and skills to be developed, they decide when and how to apply the strategies in the classroom. In this phase teachers have to give the instructions about how to use technologies in order to the students feel comfortable using them. (Roblyer, 2006).

Phase 4: Prepare the instructional environment

Teachers have to prepare the classroom environment when integrating ICT into teaching. This is something very important to obtain successful results (Roblyer, 2006) pointed out that:

“Since research on effective technology uses shows that teachers can integrate technology successfully *only* when they have adequate hardware,

software, and teaching support available to them.” (p.53). It means that they should be provided with the essential conditions by the head of the department, principal or people in charge of the school or institution. Teachers should count on technology resources in order to have an effective result in the students English learning process like multimedia software and interactive storybooks, learning computer games, language labs, radiobroadcast, presentation aids among others that can help students develop the four macro-skills and subskills. (Roblyer, 2006).

Phase 5: Evaluate and revise integration strategies

In this phase teachers revise integration strategies if the ICTs implemented in class have worked out or if they have to change something, if the objectives have been achieved, strategies and implementation tasks. Teachers in this phase ask students about the activities they have done or if the activities need improvement in order to make them work better. It is important to mention other people have worked in other design like Inciarte, (2004).

objectives	Technological Resources	Integration Strategies	(Teacher) Activities	(Student) Activities
<p>-To determine the advantages that new technologies offer when using in the educational field.</p> <p>-To implement ICTs as a mean of cultural changes in the world.</p> <p>-To innovate methods, techniques, and procedures in the instructional process.</p> <p>-To develop the creative, critical, reflective, and investigative capacity of the educators.</p>	<p>-Chat Rooms</p> <p>-Forums</p> <p>-Discussion Lists</p> <p>-Computer</p> <p>-E-mail</p> <p>-Internet</p> <p>-Video Conference</p> <p>-Audio</p> <p>-CD</p> <p>-Video</p>	<p>-Developing cognitive skills.</p> <p>-Analysis</p> <p>-Synthesis</p> <p>-Critical Thought</p> <p>-Searching of updated information</p> <p>-Exchange Information</p> <p>-Professional Development</p> <p>-Action with common objectives</p> <p>-Problem Solution</p> <p>-Social Development</p> <p>-Interaction</p> <p>-Advising</p> <p>-Communication</p> <p>-Feedback</p> <p>-Documentation Exchange</p>	<p>-Guidance</p> <p>-Assistance to the research process</p> <p>-Control</p> <p>-Monitor</p> <p>-Advisor</p> <p>-Assessment</p> <p>-Facilitator</p>	<p>-Surfing the Internet</p> <p>-Investigate</p> <p>-Process information</p> <p>-Learn to learn</p> <p>-Learn by doing</p> <p>-Apply creativity</p> <p>-Contribute to carry out common assignments</p> <p>-Make decisions in groups</p> <p>-Assess results in groups</p> <p>-Document results</p> <p>-Look for solutions</p> <p>-Interaction with the teachers and classmates</p>

Teachers Training

Integrating ICTs in the classroom requires teachers' training. According to Rodriguez, (2000) "teachers quality is the factor that matters the most for students learning." They need to be trained on how to implement ICTs in classes. They should be knowledgeable about technology in order to incorporate them effectively into teaching. They require ongoing training that promotes the use of technology "because technology resources and applications change so quickly." (Roblyer and Erlanger, 1998. p.65). to have most effectiveness to help teachers according to Rodriguez, (2000) teachers who have taken training "... are more likely to use and rely on digital content for instruction, and to spend more time trying out software

and searching for web sites to use in class.” while teachers are taking the technology training they should think about how ICTs can enhance English student learning and which other manners ICTs can be applied in other content areas. Besides, teachers have to feel comfortable and confident when they are use technology, knowing how to apply them to obtain effectiveness in the teaching-learning process. Therefore, they have to take training from time to time and update themselves about new technologies. Also, these kinds of trainings make teachers be integral and professionals. (Roblyer, 2006) wrote that “It helps them learn how to select digital content based on the needs and learning styles of their students, and infuse it into the curriculum rather than making it an end in itself.”

“ICTs have also been used to improve access to and the quality of teacher training... The government-funded Cyber Teacher Training Center (CTTC), established in 1997, offers self-directed, self-paced Web-based courses for primary and secondary school teachers. Courses include “Computers in the Information Society,”“Education Reform,” and “Future Society and Education.” Online tutorials are also offered, with some courses requiring occasional face-to-face meetings.” (Tinio, p.7-8. 2002). In the way teachers are well trained as well students are going to be because if there are better teachers, there are going to be better students. Trainers are vital in the teacher formation because they have to be updated the latest educational tools to get better results.

Financing the cost of ICT

This is one of the main challenges that institutions have to face when trying to incorporate or integrate ICTs in education. “Some of these costs include professional development, technical support, connectivity, software, replacement costs, and retrofitting”. The cost of using technology to improve teaching and the learning should become a line item in school budgets. These costs are not considering a one time investment but an ongoing expense.” According to, Rodriguez, (2000). This is the reason why some schools do not make use of ICTs as a support in the English teaching and learning process, because it requires a big investment not only at the beginning but also in the ongoing process. This investment is as important as the first one because if costs such as the replacement and retrofitting costs are not covered, the first investment will be lost.

That is why institutions concentrate on the educational goals with the economic realities such as funds or government budget because they want to make an intelligent use of their money to take advantage of it rather than making an investment in the end will be lost. Roblyer, (2006) claimed that, "It is an issue of whether devalue added of ICTs use offset the cost, relative to the cost of alternatives. Put another way, are ICTs based learning the most effective strategy for achieving the desire educational goals, and if so what is the modality and scale of implantation that can be supported given existing financial human and other resources?" the implementation of ICTs in the English learning process is without doubt a project that requires serious investments in technology, structure and other issues that imply a considerate cost.

Luckily, for some schools there are some strategies that can be used to support the finance for the initial investment. Some of those strategies can be a monetary support or ICTs programs. Roblyer, (2006) suggests the follow:

1. Grants
2. Public subsidies
3. Private donations, funds-raising events
4. In-kind support (e.g. equipment, volunteers)
5. Community support (e.g. rent free building)
6. Membership fees
7. Revenues earned from core business:
 - Connectivity (phone, fax, internet, web pages)
 - Direct computer access to users
 - Office services (photocopying, scanning, audiovisual aids)
8. Revenues earned from ancillary activities:
 - Business services (word-processing, spreadsheets, budget preparation, printed, reception services)
 - Educational services (distance education, training courses)

- Community services (meeting rooms, social events, local information, remittances from migrant workers)
- Telework and consulting
- Specialized activities (telemedicine)
- Sales (stationary, stamps, refreshments, etc.)

Some of these strategies have been so successful that more and more schools are making use of these resources for integrating ICTs in English teaching learning process to reach the educational goals and cover students' needs.

Another strategy that is very well used and recommended is partnerships. Nowadays, these are the most used strategy for private and public sectors according to Tinio, (2002.) He said that, "These partnerships take many forms, including private sector grants with government counterpart contributions, donation, of equipment and education related content by corporations to state- run schools and the provision of technical assistance for planning managements, and strengthening human resources at the grassroots levels." In order to be successful with the partnership strategy, it is very important to have a good coordination among the school, any private sector and the government. If these institutions build a good rapport and agreement the result of the project will be positive.

The support of the government is essential in this part because it is the responsible to look for ways and strategies to provide the best options and resources for a better educational condition. The ideal conditions sometimes depend on the commitment that the government has with the schools for providing resources and financing needs, if it is not possible it is its obligation look for alternatives or options that will support in the investments to integrate ICTs in the English teaching learning process.

Technical Resources

But the implementation of ICTs in the teaching learning process not only depends of financing but also of technical support. When integrating ICTs in schools it is important to take into account that the investment goes forward the equipment but, it also implies that teachers will make use of ICTs to have the

technical knowledge in order to make an appropriate implementation of ICTs in their classes. "When teachers are trying to use technologies in their classes and they encounter difficulties they need immediate help and support." (Rodriguez, 2000). Sometimes this help is not available and teachers face the dilemma to suspend or continue with an improvised class. Most of the teachers that have been in this situation, choose not to make use of them and rather work in the traditional methods.

Rodriguez, (2000) pointed out that, "Teachers will return to more traditional ways of teaching if the problems they encounter cannot be solved quickly and efficiently." This is the reason why the schools should provide training to teachers to ensure the technical assistance when needed. This technical assistance will help teachers to develop the class as planning, "Nothing is more frustrating than depending an access to a computer to complete an important student's project only to discover it is broken or malfunctioning." Said, Cuban Kirkpatrick, and Rick, (2001). Schools most provide all the necessary that will support and ensure the appropriate use of ICTs in the classroom and its good conditions.

Chapter III: Research Methodology

To gather information related to the purpose of this research. There was a field research that included the Foreign Language Department of the University of El Salvador.

3.1 Sample

Research participants of the University of El Salvador of the Foreign Language Department were the following:

Teachers

From a population of forty six teachers, of the Foreign Language Department a sample of twelve was taken randomly to take advantage of their teaching experience.

Students

From a population of senior students fifty of them were taken into account at random. In the case of students, only the ones who were in the senior year of the

major were taken. This includes students from different classes of the eight semesters such as Advanced Grammar, Reading and Conversation, Research Method, and Teaching Practice.

In order to choose the sample of the teachers to be interviewed, twelve out of forty six were considered at random. The sample of students was fifty of the population which was represented by senior students. The questionnaire was given to all students from different classes chosen randomly.

3.2 Research Strategy

It was a qualitative and descriptive research because the phenomenon has been widely described before in this report. A qualitative structured interview and a self-administered questionnaire were administered. Qualitative analysis of the typed interviews and analysis on the questionnaires were done. Moreover, the structure-interview data was recorded.

In order to gather the information that supported the research, two different instruments were designed. The first instrument was the structure interview that consisted of a set of open-ended questions that help to obtain information about the application of ICTs in the Foreign Language Department. Questions related to advantages and disadvantages of those, availability of technological resources, how the use of ICTs can enhance the student learning process among others. The aim in the structure interview was to gather information on the implementation of ICTs in terms of English as a foreign language in senior students from the Foreign Language Department at the University of El Salvador. This instrument was made up sixteen questions.

The second was a questionnaire that consisted of a set of fifteen open questions. Its main objective was to gather information on the implementation of Information and Communication Technologies (ICTs) in terms of learning English as a foreign language in senior students from the Foreign Language Department at the University of El Salvador. The first four questions were about general information that students had to fill out, such as Internet, multimedia, and hypermedia skill they have. After that, the remaining eleven questions were open, and its main purpose was to gather information about the use, advantages and

disadvantages of ICTs as well as the availability of technology resources in the FLD, and another important aim of the questions was to find out in what manners those help to improve the macro skills among others.

3.3 Methodology Process

When finishing the process of data collection, the information was organized and analyzed as follows: First at all, the teachers' interviews were digitally recorded. Then, they were transcribed in order to have physical evidence to be analyzed in a better way. After that, the most relevant information from each teachers' answers was selected, and put it on a matrix and organized by numbering them instead of writing names, and questions interview with their responses. On the other hand, students' questionnaires were run on senior' students due to their experiences, and then the gathered information was organized and analyzed in a matrix that containing the most relevant information from the students' answers. The matrix was divided into columns containing the number of students and rows containing the number of questions with their respective answers.

3.4 Limitations

The only limitations faced during the research showed up at the moment of data collection, where some students acted reluctant to fill out the questionnaire. Some students as well took a lot of time filling out the questionnaire or giving a second thought to their answers.

Chapter IV: Data Analysis

Teacher's answers

The use of ICTs in the Foreign Languages Department is very important not only for teachers but also for students' learning. Most of the teachers interviewed have used ICTs such as, computers, projector, Internet, CD player, e-mail, and blogs in their classes and the least ICTs used are the language laboratory, videos, and television.

In order to obtain successful results in the integration of ICTs when teaching a specific process or methodology should be followed. The tendency for most teachers is to introduce the topic first, then, they provide some exercises. Right after that, they give feedback on the topic just studied by using power point presentations. Also, there are some teachers that first explain how a specific application works and what they are going to do with it. The procedures depend on two important sides: the ICTs themselves and class a teacher delivers. According to the results, one of the best examples that prove teachers are following the theory was in one of the pronunciation classes in the FLD. It shows that teacher first, downloaded the video from CNN along with the script; then, he cut the video to be showed later by parts as a presentation. Later on, the role of videos was: used some fill in the blank exercises with the video script. The next step was to have students get familiar with it. Next, he played the video without sound; students had to make predictions trying to guess what the video was about. And they were asked for the main ideas so far. Finally, he played the video again to do the exercise and listen for specific details to complete the task.

There exists a variety of ICTs at the FLD, though not all of them can be used. But whether they use them or not, they depend on the method of the class and purpose. According to the teachers, one of the most common applications are blogs and they are used for different purposes like downloading and uploading information on a specific topic or question in order to facilitate communication between teachers and students. As a result, this confirms that blogs are one of the most remarkable ICTs used by teachers in the classroom followed up by the use of laptops, projectors, and videos. Data shows that blogs play an important role. For example, in the practice teaching class I, the teacher in charge, used blogs to communicate with students, publish information, guidelines, different lists of students groups, and he also uploads and downloads extra material for students.

There is a variety of ICTs applications in classes; the purposes can vary depending on the students' needs. The most remarkable purposes that ICTs contribute to are: that they make the class more interesting and attractive, make students competent and professional and at the same time students learn how to use ICTs themselves. This new methodology that is technological aided not only

catches students' attention but also educate in a more effective way. Using ICTs can help students enhance English learning processes not only inside the classroom but outside of it. Among the most common teachers' opinions were: "by using videoconferencing or skype calls they have the opportunity to be in touch with real English by practicing with native speakers." This can be the new self-learning style in the future.

In the case of developing the macro skills the integration of ICTs is hardly important. It is up to teachers and students' needs. Teacher interview's results showed that the four macro skills can be developed easier specially listening, writing and reading. Speaking can be practiced through carefully selected ICTs.

The advantages of ICTs go beyond when developing the four macro skills. Those can help students to learn in an easier and faster way. They are motivated to learn more than what they have learned in class simply because they are attractive and assignments can be completed later on their own. In addition, students have a variety of activities they can do and a lot of information and material they can use. Fortunately, for teachers ICTs make the whole teaching process easier. The activities that teachers can do when using ICTs are endless and the use of these make a more creative way of teaching.

According to the teachers from the FLD the disadvantages of applying ICTs when teaching are the lack and damaged existing equipment. Not all students have an Internet connection at home or in the worse case not even a computer. And if they do have both they do not take full advantage of it. The fact that Internet is almost absent in the classroom make students improve their skills outside of it and without the appropriate instructions. In some cases they usually slack off, and they cannot put into practice what they learn and finally, due to the information overload it is hard to order or select the right information later.

The limitations in terms of equipment that teachers at the FLD have faced so far are the lack of technological resources such as: projectors, computers, CD players, and the bad condition of the existing items force them to invest on their own private equipment. Also, in some cases they have troubles when

implementing ICTs in the classroom. Teachers stated that there is just one laptop computer available and just one projector to be used for forty-eight teachers. And there are five computers for more than 1,400 students at the FLD. Besides that, when teachers are having troubles when setting up computers and projectors, there is not technical support to solve these issues.

In the case of the language laboratory, teachers said that it is in bad conditions because students do not use it appropriately and it is over used due to the student population in the FLD besides the fact that equipment is not updated. Also, there is nobody in charge of it, someone to take care of the equipment or personnel available to help teachers when working there in case a problem shows up.

Teachers suggested that some of the changes to implement ICTs successfully in the classroom should be: First, the investment on equipment and later on training. All this includes more computers, projectors, broad band Internet, TVs in the classrooms, pedagogically designed classrooms, new laboratory and software programs. But just good equipment is not enough; it is necessary a follow up training programs to have effective results in the implementation of ICTs in the English teaching learning process. There are some strategies to provide equipment to the FLD among this: projects and negotiation of donations. They also argued for technical support, and a technician to be in charge of the equipment and connections. Most teachers said that they do not have the required knowledge necessarily to implement ICTs successfully. Data shows that most of them have an empirical level. And all of them who have some kind of knowledge have acquired it through self-training. Just five teachers out of twelve have taken formal training on technology.

Most of the teachers from the FLD said that in order to implement ICTs successfully: the FLD needs to obtain the latest technology such as a video conference, smart board, touch screens, Ipads, computer lab, language lab, and some of them said that having air conditioning can help the equipments last longer. Additionally, they stated that it is important being careful when using the equipment correctly and adequately.

Teachers in the FLD have decided to use ICTs in their classes because they are easy to use and there is a variety of material and resources that prove to be effective such as ICTs that also help students acquire the knowledge in a better way and motivate them to learn. Moreover, teachers stated that ICTs make classes interesting and appealing. Even though, some of them said that there should be a balance.

Senior Students questionnaire's answers.

Nowadays, ICTs are very helpful in education mostly when learning a foreign language because students have access to a wide world of information and communication concerning the language. In the FLD there have been ICTs implemented in the different classes through the career.

To have a better knowledge about the use of ICTs in the classrooms, a questionnaire was taken by 50 senior students from the FLD and from those participants the following information has been gathered. Thirty students out of fifty have Internet access at home. Most of them said that they have Internet skills to use Google blogs, forums, web pages, etc., eight students expressed they have weak skills and four said that they do not have any skills. The rest of the sample has general knowledge about multimedia and hypermedia skills.

According to the senior students' previous experiences the courses where ICTs were implemented are English courses, translation courses, English didactics courses, pronunciation, and composition and practice teaching courses. Other courses were mentioned but not with the same incidence such as grammar, research methods, reading and conversation, statistics, seminar, history, literature, and pedagogy.

Among the educational benefits of applying ICTs in the classroom students mentioned that one of the major benefits is the easy way to get information and the variety of activities, suitable for different learning styles. Also, students are in real contact with English material and they learn about cultures using updated information; ICTs make classes more interesting and motivating. And, apart from

that, the students improve their technological skills. For students the most successful and common ICTs used in the FLD are projector, laptop computer, Internet, and CD player. There are other applications used like video, blogs, web pages, forum, TV, email, and language laboratory. Although, some students' opinions stated that they preferred teachers who do not use ICTs in the classroom because of the lack of resources and knowledge of how to use them. Some teachers do not use them very often because it depends on the subject.

For senior students in the FLD the most important advantages of the use of ICTs in the classroom are: More dynamic and motivated classes, the exposure to an authentic language contact, and they are time savers because it is easier and faster when searching information on internet. The use of ICTs in the FLD helps students to learn how to use them and how they work. ICTs also help to develop the students' macro skills. According to senior students' opinions, the ICTs in terms of relevance that should be applied permanently at the FLD are: the use of projector, laptop computer, Internet, blogs, audio devices, computer laboratory and language laboratory.

Senior students' responses stated that the availability of technology resources to apply ICTs in the FLD is not good. Most of them said that: there is a lack of equipment and it is in bad conditions because of the overused of the students' population. In order to improve English skills senior students use ICTs on their own, such as Internet which is mainly used to improve listening and pronunciation. They visit especial websites to check blogs, forums, and applications where they can record their voices online. They watch cable TV. The most common used ICTs for students are the audio resources like radio, CD players, CD-ROMs, and iPods.

Students truly believe that ICTs help to enhance students' skills when learning English as a foreign language. They argued that listening to English programs such as videos, flash news and podcasts in the Internet help to develop their listening skill. At the same time they improve pronunciation and learn new vocabulary. Through ICTs they can practice speaking with native people. Being in contact with real language environment, and in that way they practice what they have learned.

According to students' experiences the most important disadvantages of the use of ICTs in the classroom are: lack of equipment, waste of time when looking for specific information, because sometimes they get distracted. Besides that, there are technical problems and overuse of equipment. Most senior students emphasized that there is not any negative aspect of using ICTs in the classroom as long as they are well implemented. The rest of students mentioned that there is a lack of resources and there is not budget to have the adequate equipment for every classroom. In addition, students argued that they become dependent if they overuse them.

Chapter V: Conclusions

The analysis of the previous research and the literature of the use of ICTs in the English teaching and learning process in the Foreign Language Department have shown that there exists a range of advantages and benefits that the integration of ICTs provide in the teaching and learning process.

The adequate application brings effective results in the classroom making lessons more interesting, motivating, and funnier, enhancing the presentations and definitely making classes more diverse. The analysis has shown that in order to improve and integrate ICTs. It is necessary to train teachers, to have technical support in order to the equipment last longer. ICTs make teachers' job easier because they have a variety of activities to do.

Also the results prove that the use of ICTs give the opportunity to teach all the skills when selecting them carefully according to the students' needs and the main objectives of their classes. Therefore, ICTs help students to practice and develop the four macro skills.

Besides, the responses show that it is important to have the adequate technological equipment like computers, projectors, broad band Internet access, CD players, etc. to cover the needs of the whole population of students from the FLD.

Moreover, the analysis has demonstrated that the FLD coordinators should ask for donations to have new equipment such as a technology room as well as qualified personnel in charge of the equipment and language laboratory. In summary, the effective use of ICTs have an important role in the teaching-learning process and in order to obtain high-quality results in these processes there should be wisely applied.

Chapter VI: Recommendations

The importance of using ICTs in the Foreign Language Department shown in this research let the researchers focus on the following recommendations:

- Teachers should be trained in order for them to apply ICTs correctly and have a range of ideas about what kind of activities can be done in the teaching-learning process.
- The head and authorities of the FLD should seek for technological support. This is important because to get better results to apply and use ICTs there should be updated and enough equipment.
- There should be pedagogically designed classrooms: it is necessary to have good classrooms in order to use the ICTs adequately for the good use of the devices.
- Classrooms should be equipped with the necessary supplies according to the course: there should be the equipment required by the teachers' classes such computer, projector, broad band Internet, CD player, smart boards and TVs.
- There should be personnel in charge of taking care of the equipment and in charge of its administration: it is important because sometimes some technical difficulties appear at the moment of the class that requires an immediately solution.

- There should be a broad band Internet connection. In order to take advantage of the range of activities that the Internet offers, it is pretty important to have it in all of the classrooms.
- The language laboratory should be updated. It is necessary to improve and update the language laboratory thus students will have the opportunity to develop and practice the different English language skills.
- There should be a bigger computer laboratory to cover students' population needs. It is necessary that all the students have access to use a computer in order to practice technological skills and browse in the Internet for academic purposes.
- Authorities should negotiate with different countries and representatives from others universities or enterprises to get some donations. The FLD coordinators should ask for donations to get new technological equipment that will benefit teachers and students.
- There should be more equipment available such as CD players, laptop computers, projectors, T.Vs, smart boards, home theaters, etc. it is important to have enough equipment for teachers and students in order to improve the teaching-learning process due to the lack of equipment.
- Teachers should make their students aware of taking care of the equipment too, so it last longer. The effectiveness on ICTs' investment also depends on their appropriate use.

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Chapter VIII: Appendices

University of El Salvador
School of Arts and Sciences
Foreign Language Department

Senior students' questionnaire

ICT Questionnaire

Research objective: to gather information on the implementation of Information and Communication Technologies (ICTs) in terms of learning English as a second language in senior students from English as a second language major in the Foreign Language Department at the University of El Salvador.

Procedure: Answer the questions based on your experience from previous semesters so far in your major in the Foreign Language Department. Thank you for your time! Have a great day! :)

Definition of ICT: ICT stands for, "Information and Communication Technologies" and they are defined as "the diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information. These technologies include computers, the internet, broadcasting technologies (radio, television, web quests, blogs, head projector, etc)

General Information:

Do you have internet access at home?

Do you have internet skills in terms of Google, blogs, forums, web pages, etc.?

Do you have multimedia skills (CD-Rom, interactive books, eBooks, encarta, encyclopedia)?

Do you have hypermedia skills (CD-audio, download images from camera to computer)?

1. From the previous courses, you have taken in which ones were ICTs implemented?
2. In your opinion, what are the educational benefits of applying ICTs in the classroom?
3. In your opinion, what are the most successful ICTs so far in your major?

4. What are the most common ICTs used by teachers in the FLD? If there are not used, why?
5. In your opinion, what are the most important advantages of the use of ICTs in the classroom?
6. In terms of relevance which ICTs should be applied permanently at the Foreign Language Department?
7. What is the availability in terms of technology resources to apply ICTs in the FLD?
8. Do you use ICTs on your own to improve your English as a second language skills? If not, why? If yes, which ones?
9. From your experience, in what manner ICTs help to improve your skills when learning English as a second language as a student of English?
10. From your experience, what are the most important disadvantages of the use of ICTs in the classroom?
11. In your opinion, are there any negative aspects in terms of implementing ICTs in the classroom?

Research objective: to gather information on the implementation of Information and Communication Technologies (ICTs) in terms of teaching English as a second language in senior students from English as a second language major in the Foreign Language Department at the University of El Salvador.

Procedure: professors will answer questions about their teaching experiences when applying ICTs in the teaching learning process of English as a second language.

Definition of ICT: ICT stands for, "Information and Communication Technologies" and they are defined as "the diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information. These technologies include computers, the internet, broadcasting technologies (radio, television, web quests, blogs, head projector, etc)

1. Are you applying the Information and Communication Technologies (ICTs) in your classes?
In which courses?
2. Which are the ICTs you have used when teaching your classes in the Foreign Language Department?
3. What is the methodological procedure you follow when applying an ICT in the classroom?
4. What are the most common applications like blogs, e-mail, wikis, chat, etc that help in the students' learning process in the Foreign Language Department?
5. Can you mention the most remarkable ICTs you have used successfully in your classes in the FLD? Can you mention examples and explain why?
6. Explain the purposes to use ICTs in your classes?
7. In what manner, do you think the use of ICTs improve the students' learning process?
8. What is the macro skill students develop when using ICTs?

9. What are the most important advantages of using ICTs in the classroom when learning English as a second language?
10. In your opinion, are there any disadvantages of applying ICTs when teaching English as a second Language?
11. In your opinion, what are the limitations in terms of equipment you have faced when applying ICTs in the classroom?
12. What is the availability of technology resources to apply ICTs in the FLD?
13. What changes should be done at the Foreign Language Department to have success to implement ICTs in the classroom?
14. Do you think, you have the instructional knowledge to apply ICTs in your classes?
15. In your opinion, in what technological conditions ICTs can be successful?
16. Why did you decide to implement ICTs in your classes?

“Foreign Language Department’s Pictures.”





