UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGE DEPARTMENT

"The application of technology in the English teaching- learning process at the Foreign Language Departments of five universities in El Salvador**"**

ADVISOR'S NAME:

LIC. ALEXANDER SIBRIÁN.

STUDENTS' NAMES:

JHOANNA VERÓNICA BARRERA CAÑADA	**BC98007**
ASTRID LISSETTE CATIVO ALONZO	**CA98012**
GABRIELA ZAÉ CORTEZ LOZANO	**CL98012**
BEATRIZ ELENA GÁLVEZ VELÁSQUEZ	**GV98008**
MORENA GUADALUPE GUZMÁN RUANO	**GR97060**

TO OBTAIN THE DEGREE OF

LICENCIATURA EN IDIOMA INGLES, OPCION ENSEÑANZA

MAIN CAMPUS, FEBRUARY 2005

1

RECTOR OF THE UNIVERSTITY OF EL SALVADOR

Dr. Maria Isabel Rodriguez

GENERAL SECRETARY OF THE UNIVERSITY OF EL SALVADOR

Licda. Alicia Margarita Rivas de Recinos

DEAN OF THE SCHOOL OF ARTS AND SCIENCES

MsD. Ana Maria Glower de Alvarado

HEAD OF THE FOREIGN LANGUAGE DEPARTMENT

Mti. Edgar Nicolás Ayala

COODINATOR OF GRADUATION PREOCESS

Mti. Pedro Antonio Salazar Murcia

ACKNOWLEDGEMENTS

TO GOD ALMIGHTY:

For providing us with His wisdom and strength, patience and persistence for culminating successfully our university studies.

TO OUR DEAR PARENTS:

For their unconditional moral and economic support throughout the enduring of our studies; we thank them for believing in us and for providing us their valuable advices when we most needed.

TO OUR FAMILY, RELATIVES AND FRIENDS:

Who gave us words of encouragement to continue until the end of this path.

TO OUR PROFESSORS:

We appreciate the effort of all those who shared their academic knowledge and the important aspects that have made us grow professionally. Also, to all teachers and different authorities who offered their collaboration in our research.

TABLE OF CONTENTS

INTRODUCTION

At the present time, the world of technology has changed vertiginously in such a way that the technological resources are everywhere in society, and education is not exempted from these advances. Due to the accelerated innovations that technology has had in computer science, telecommunication, and multimedia, it has a great impact in all human activities especially in education, in which new strategies for teaching – learning process have emerged. Therefore, technology brings great challenges as well as it opens interesting possibilities for education as Tickton (1970) states in Priscilla Norton's book that " In 1970 the commission of instructional technology confirmed its conviction that technology can make education more productive, more individual, and powerful, make learning more scientific based and make access to education equal".

Moreover, the use of technological advances in education, specifically in language teaching, has experienced an extraordinary development in the last two decades, as a consequence of the globalization phenomena which demands such requirements in the Education field, it does not mean that technology can do everything, but it makes things easier. Thus, El Salvador is not the exception of using technology in education, and in the case of higher education, teaching a second language is being assisted by technology somehow. At this time, to learn a foreign language is very important, and if while learning a second language technology is applied throughout the whole process, of course, there are going to be better results as Beauvois et al. from Stepp-Greany's web site.(2002) stated: "The use of technology in foreign language learning also appears to influence the development of linguistic skills, several researchers have reported an improvement in student writing skills through the use of networked computers"; subsequently, technology has already gained an important place in the language classroom as a valuable and necessary tool; for that reason, its use is not a luxury, but a need.

Therefore, this research is aimed at describing how technology is being applied and used in the second language teaching-learning process at five universities of El Salvador. Theoretical studies from different authors have been taken in order to carry out this research about technology in education; thus the research team will have a

broader framework for developing this topic in a deep way. Besides a fieldwork will be developed with the purpose of collecting data related to the goal of this research.

I. STATEMENT OF THE PROBLEM

"The application of technology in the English teaching- learning process at the Foreign Language Departments of five universities in El Salvador."

II.OBJECTIVES

General Objective:

- To describe how technology is being used and applied during the English language teaching- learning process at the Foreign Language departments of five universities of El Salvador.

Specific objectives:

- To describe what kind of technological resources the foreign language departments of each university has for teaching and learning English.

- To identify what kind of technological resources teachers use when they teach.

- To determine which of the technological resources students favor.

III. RATIONALE

Technology is changing the ways in which people work, learn, think, spend leisure time and every citizen must be prepared to cope the dramatic transformation characterizing the entry into the 21st century; furthermore, technology had never had such a preponderant role in people's daily life; besides, it constitutes an impressive source of information. Therefore, to talk about computers, videos, internet, cable, CDs, and others, is very common. In view of the fact that technology is used in many places like at home, at work, schools, libraries, markets, banks, enterprises and others, as well as, in different situations such as entertainment and education; since that technology help people to make things easier, faster, funnier, and overall more efficient.

Nowadays, technology has been widely incorporated in education with the use of internet, computers, and their multimedia capacities, which are known as new technologies or Technology of communication and information (TIC), it essentially involves computers, the internet and other electronic devices, although traditional technology is still useful. As Pallof (2001) states " The new technologies provide opportunities for creating learning environments that extent the possibilities of "old"-but still useful- technologies- books, blackboards; and linear one way communication media, such as radio and television". Since new technology does not replace the traditional technology for teaching but it comes out to support the traditional one to have an effective teaching -learning process.

Therefore, it was a great decision for education, the incorporation of revolutionary technology which has given a turn around on the teaching –learning process for helping to solve some problems education was facing; thus, bringing the emergent of new strategies for the teaching-learning process from some decades ago. It shows the use and application of technology in education is not a new idea, since it has been playing a significant role in education. Scharman in Norton's book (2002) wrote, about the new tutorial machines and instructional television in 1960, stated, "It seems uncommonly good fortune that such devices should come into use just at the time when our schools are changing both in quantity and quality".

Because of the outstanding role of United Nations Educational, Scientific and Cultural Organization "UNESCO" (1998), has been playing in education around the world, it has made the following suggestions for higher education. "The use of new technology should be generalized as much as possible in order to help higher education institutions to reinforce the academic development, to enlarge access, to reach universal diffusion, to expand knowledge and facilitate education during life. Governments, higher education institutions and Private Enterprises should procure that computer sciences and communication nets, computer services and human resources should be facilitated in an adequate level"[1]. (El Centro Ínteruniversitario de Desarrollo CINDA, 1998). It is important that governments and higher education institutions must take into account UNESCO's suggestions because including technology in any learning area provides benefits and opportunities, as well as challenges for teachers and students. In order to have professionals able to respond the requested demands by the current society and to contribute to the development of their society / country, governments and higher education institutions in countries like Chile, Costa Rica, etc. are taking into account UNESCO's suggestions mentioned before.

Technology is an important topic in many fields of education and the second language context is not an exception. As Pascoe and Wilburg (2003) mentioned, "The various methods and approaches of second language teaching have, over the last few decades, treated the teaching of speaking skills in very different manners; technology can be used to support a variety of approaches." During the course of the English language teaching history, there have been many successful approaches and techniques in the foreign language classrooms such as repeating drills, reading, grammar, and conversation exercises. From some decades ago, those approaches and techniques have been assisted by technology due to it has allowed developing novel machines or tools, which have changed people's life, their communication and contact among them; since, technology includes devices that can access, manipulate and communicate words, sound, and images. In the present days, there is a wide range of resources that allow people to build meaning in the teaching - learning process.

---

[1] Translation done by the group

Pablo Garcia in Cebrian's book (2000) says, "The use of technology or technological ways for teaching and learning a foreign language has experienced an extraordinary development in the last time. In the field of English teaching in higher education, technology is beginning to be wisely used because it has been recognized that foreign language learners can obtain a lot of benefits and opportunities such as to receive enough and enriched input in the target language for improving student's language skills. In addition, technology is used as teachers´ supplement or enrichment when teaching is seen as means of being in the most recent teaching approaches. (http://avidsrjblake/ucdavis.edu)

Besides, the extraordinary advance that technological resources have in the teaching and learning of languages is very important. As Molnar (1997) states "Powerful technologies are now available to significantly augment the skills that are necessary to convert data into information and transform information into knowledge. In a historical review of computers in education, research shows that educational technology, when properly applied, can provide an effective means for learning." (http://www.thejournal.com/magazine/vault/A1681.cfm).

There are courses that are accompanied by CD-ROM in which images, videos, and others are stored; and programs that help users to carry out all type of exercises oriented to develop the micro and macro skills: from the listening until pronunciation corrections, going by vocabulary learning, phraseology and all the elements that the learning of a language supposes. Therefore, there are many technological resources to improve the teaching – learning process at any level. However, there is one element that must be taken into account and that is the teacher's capacity to work with those resources. On one hand, most teachers see technology as a useful tool that helps them in teaching – learning process so; they are facing Education's challenges by taking advantage of new resources, being aware that technology will not replace them. On the other hand, other teachers think technology is not a necessary tool and they are still avoiding the use of it suggesting either a lack of knowledge about the sources or a lack of access to them. (http://www.unb.ca/slec/publications/lam.html)

However, in the language teaching, technology may have first entered the language classroom in the 1950's and 1960's, in the form of language laboratory in

developed countries like the United States. Afterwards, it arrived to sub-developed countries such as El Salvador, where technology was used in education for the first time in 1968 with the educative reform to strengthen the project of "Television Educativa" - using instruction on TV (teleclases) in the classroom - with the purpose of supporting teachers and students of basic education. It shows that technology in education is not a new idea in our country. Although English language teaching, which was implemented as a foreign language by the Ministry of Education in 1946, used technology until 1980's through giving classes by television, creating material designed to reinforce the subject of English as a foreign language; (taken from an interview with Ing. Sigifredo Portillo, Ministry of Education (MINED) and from http://www.edured.gob.sv). According to Ing. Portillo in El Salvador, the use of technology in higher education exists in the planning stage. Nevertheless, it is important to recognize the effort that the different higher education institutions, which have a degree, are making on their own to be able to incorporate technology in that field.

For all the aspects mentioned before, it has been determined to do a research on how technology is being applied and used in the teaching – learning field of English language, specifically at higher education level. In addition, to show the way teachers and students assimilate and take advantage from these technological resources, for providing new approaches and possible theories to develop future research.

IV. THEORETICAL FRAMEWORK

4.1 Technology

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'. Mainly, it was in the mid 19th century, that technology came to mean 'practical arts'; this was also the period of technologists (OED-Oxford English Dictionary). In the 20th century, however, the linguistic convention has gradually changed. 'Technology' has expanded rapidly in both its denotative and connotative meanings; Now, it is widely used in ordinary and academic speech, to talk about an 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. (Blackhurst, 2000). Technology has changed not only in its concept but also in its components, simplifying tasks and making people's life easier and better in such a way that they can improve their ability to do work, communicate better, to travel in more comfort and speed, to construct better buildings and so on.

The generation that grew up and was educated in the mid of twentieth century has been definitively marked by the technological boom. The vertiginously development of all the instruments, first the mechanical and then the electronics, faced them with an endless display of equipment, systems and mechanism, those which people have established and will establish very different types of relationships: fun and entertainment, communicative, work and learning. Twentieth century adults have to leave behind this past and to carry with this technological baggage. (http://coloquiolenguas.azc.mx)

Moreover, according to Garcia (2000) in Cebrian's book "technology can be classified into two kinds: Traditional Technology, which includes videos, slides, audiotapes, worksheets/handouts; and New Technology that includes computer basic materials, electronic mails, electronic conferencing, World Wide Web, computer presentations. "Although Computers are very important tools in people's daily life,

technology cannot be exclusively related to these particular machines because the use of traditional technology has already gained a key place in society as an available and necessary tool. (http://www.unb.ca/slec/publications/lelien/editorial.html)

For the purpose of this research the definition of technology is the technical means (tape recorder, CD player, VHS or VCR, overhead projector, computer, TV, DVD player, and others) people use to improve their surroundings and to do tasks effectively.

4.2 Technology in education

Technology has been included in many areas, most of the time related to sciences, industry, business, and communication. Nevertheless, it was not until the 1950s that was thought as a means of education. Thus, the necessity of a change in teaching approaches is not a recent idea, since the challenge of assisting with quality and equality in the teaching learning process has always existed. Haymore, Ringstaff and Dwyer (1997) stated "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." Technology has contributed to the development of techniques and programs to expand knowledge and skills. Besides that, it has facilitated teachers' and students' tasks, and at the same time, educators have recognized its ability to create both independent and collaborative learning environment. Bracewell et al (1998) examined the use of computer technology in support of cooperative learning environment. "Relative to traditional individualistic learning approaches, the use of computer technology to facilitate cooperative learning environments resulted in (a) higher quantity of daily achievement, (b) higher quality of daily achievement, (c) greater mastery of factual information, (d) greater ability to apply one's factual knowledge in test questions requiring application of facts, (e) greater ability to use factual information to answer problem-solving questions, and (f) greater succeed in problem-solving."(http://caret.iste.org/index.cfm). The use of technology tends to foster collaboration among students, which in turn may have a positive effect on students' achievement. For instance, using internet today's students have the

opportunity to experience and communicate with people in cultures that are quite different from the ones in which they live.

De La Garza (2003) remarks "technology opens up interesting possibilities in education as well as great challenges and difficulties for teaching. The teachers` role change and they have to carry out new performances and it implies the development of teachers` competencies in order to respond to the demanding requirements of this constantly changing world". Actually if the use of technology has great benefits, it also has some troubles, such as money and time investment, inadequate infrastructure, lack of training and uncertainty of results. Consequently, not all the teachers have the capacity, the access, and training to utilize the possibilities that technology offers.

4.3 Technology in languages

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."   Throughout history, many language educators have been looking for new approaches, techniques, and resources. In fact, the ways of teaching languages have been changing constantly   to move towards a better language teaching and learning process. For instance, one way of teaching languages was to incorporate technology. Among the first technological resources for teaching language was the so-called language laboratory, where the students could listen to recordings on discs or cassettes as they decided to read or not the written text, including its corresponding illustrations. Later on the videotapes came out; however, as the time passed by, the use of audio and video tapes became a monotonous and an old-fashioned activity and the use of computers took their place.

At first, the education and languages resources were presented by computer and centered on writing. Then, the audio cards joined to the computers and with them, the voice synthesizers, and the graphical cards. As a result, the computer becomes multimedia equipment and presently is the paradigm of new technologies or technological means. Computers are very important tools in teaching languages;

nevertheless, technology can not be exclusively related to these particular machines because traditional technology has already gained a key place in the language classroom as an available and necessary tool.

(http://www.unb.ca/slec/publications/lelien/editorial.html)

As time passes by, different technologies have emerged, playing an important role in language teaching. The combination of these different components (tape recorders, VCR, T.V sets, and others.) creates a wider, comfortable, usable, and interesting environment in which the teaching learning tasks become easier. As a matter of fact, the introduction of internet, satellite conferencing and the low price of telephone services have made foreign language teachers to face challenges like to be updated, not just in the way of sharing their knowledge with their students, but also the information they can collect from these resources on the day of classes.

The world rotates around people and everyday they see and learn new things; technology is constantly changing as well as people are involved in it, they should keep going forward because if they are not updated they will be incapable to respond the demands of the current society. Since it is impossible to teach as in the past; however, today we can teach referring to the past in order to change the future for the best. Many authors are in agreement with the use of technology because of the educational opportunities it offers. As Pascoe and Wilburg (2003) stated "technology can aid teachers in creating a supportive, more non-threatening learning environment in which second language learners feel secure enough to practice the target language and to make and correct their own errors without embarrassment or anxiety". It can provide students with language experiences as they move through the various stages of language acquisition; additionally, the use of technology tools allow them to practice their reading and writing skills. Students increase their listening and oral fluency as they discuss computer – based activities that directly engage them within these skills. Besides that, the access to technology can be of a special benefit to teachers in the mainstream classrooms for teachers must help students with a wide variety of instructional needs. In addition, computer software provides a variety of skill –

development programs that students can use for individualized tutorial and practice, as well as, early technology such tape recorders and video cameras can be of great benefits. Coley et al. (1997) found that "computer-based instruction can individualize instruction and give instant feedback to students and even explain the correct answer. Increased motivation of students for learning with computer is related to ease of error correction, semi-private environment, increase self-esteem, active control of their intermediate environment, and ability to work

at their own pace." (http://caret.iste.org/index.cfm). So, the computer can be programmed to present material at different levels with adjustment and speed of delivery according to individual learners' needs.

Even though, it requires some changes from teachers and students as Reigeluth in Jacobsen's book (1998) stated, "In some cases integrating technology into the teaching – learning transaction has been found to transform the teacher's role from being 'sage in stage' to also being 'a guide on the side'. And the students' role also changes from being passive receivers of content to being more active participant and partners in the learning process". Therefore, when students use technology as a tool or a support for communicating with others, they are in an active role rather than a passive one of recipient of information transmitted by the teacher, textbooks or broadcast.

In addition, technology allows students to be actively thinking about information, making choices and achieving skills that are typical in teachers – led lessons. The teacher's roles have changed as well; the teachers are not the sole source of language information but they have become facilitators of learning rather than a font of wisdom and will find, select and offer information in a variety of ways on the bases of what their students must learn in order to meet the different needs. As facilitators, teachers must know in many ways than they would as directed givers of information, facilitators aware of a variety of material available for improving students' language skills. They also need to know how to teach learners to use the material effectively. Therefore, teachers' training is a key element to success in this more flexible language   classroom. (http://www.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents.html)

4.4 Technology in Salvadoran education

In the last fifty years, education has constituted an indispensable element in the plans of development of El Salvador. In 1968, technology was used in the project of "Televisión Educativa" with the purpose of supporting Plan Básico, which is now referred to Tercer Ciclo (seventh, eighth and ninth grades). The teachers were trained to use the "Teleclases" in the classroom supported by didactics guides. Also, they had access to other sources such as photography, cinematography and other techniques available at

that time, like the black camera, projectors and slides, among others to make the treatment of the images and the sound attractive; and students used workbooks for each subject. Later on, at the end of 1990's the called "Infocentros" (they are cyber like places) arrived to El Salvador, because of many proposals from other countries, as a means of incorporating to the Globalization. According to Estrategia para la Creación de una Sociedad de Aprendizaje magazine (1999) "the available technology, -audio-visual, electronic communication- offers new possibilities to support teaching which have not existed before, including the transmission of knowledge and the establishment of the Network inside and outside the country" (http://www.conectando.org.sv/estrategia/). Thus, MINED has contemplated strong investments for secondary and High School in purchasing and installing electronic equipment by means of "Centro de Recursos para el Aprendizaje" (CRA), which was implemented in 2000. Its purpose is to facilitate technology and support the teaching-learning process for both teachers and students; unfortunately, for higher education these kinds of projects are just in the planning stage. (http://www.edured.gob.sv/)

The educational system of El Salvador must overcome the limitations and barriers if it wants to update itself for facing the challenges of globalization, some of these barriers or deficiencies are very old and others are more recent. However, both constitute a complex situation, that can be surpass, only if coordinated and permanent efforts are done in increasing and using technology in education, since El Salvador is one of the Central American countries that have had less success in attracting foreign investment; the contrary is the case of Costa Rica, whose efforts are having excellent

results due to the great investment on technology for education. The Salvadoran government at least has made the first efforts to implement technology in education for an effective teaching- learning process and for giving new opportunities to future generations.

4.5 Technology in El Salvador for English Teaching - Learning

Research in second language acquisition has clearly suggested the need of comprehensible input in order for second language learning to take place. Perhaps the most important single role of the second language teachers is to act as a facilitator in providing this intensive input. Traditionally, teachers have relied heavily on the use of pictures, realia, and gestures to convey meaning to beginning language learners. The computer, with its Internet and hypermedia capabilities is a powerful addition to second language teachers' resources. Computers utilize a multisensory collection of text, sound, pictures, video, animation, and hypermedia to provide meaningful contexts to facilitate comprehension (Krashen, 1989).

As the president of Republic of El Salvador, Elias Antonio Saca in La Prensa Gráfica, newspaper (2004) announced; "Is an urgent obligation for our country to be part of the global revolution of information". Therefore, in El Salvador the focus is on the elementary and secondary school, in order to carry out projects like   "Compite" program which its main purpose is to implement English as a second language supported by different technological resources such as video, compact disks, radio, television and printed materials to facilitate English teaching learning process at these levels. (El Diario de Hoy, newspaper November 2004).

Unfortunately, higher education is not having the same support from the government, since it is facing different constraints such as lack of equipment, inadequate infrastructure, lack of monetary sources and others. So the majority of higher education institutions are working by themselves to incorporate technology since they have identified its importance, as Dusen (1997) stated, "In Latin American has

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

V. METHODOLOGY

To collect the necessary information related to the purpose of this research, there was a field research that included the Foreign Language Departments of five universities in San Salvador area which were Universidad Tecnológica (UTEC); Universidad Francisco Gavidia (UFG); Universidad Pedagógica de El Salvador (UPES); Universidad Don Bosco (UDB); and Universidad de El Salvador (UES).

5.1. Population

The population of the different Foreign Language Departments at each university was the following:

Teachers

UTEC, from a universe of thirty three teachers, a population of seventeen was taken; UFG, from a universe of twenty teachers, a population of eight was taken; UPES, from a universe of eleven teachers, a population of nine was taken; UDB, from a universe of seven people, a population of six was taken; and UES, from a universe of forty one, a population of twenty four was taken.

Students

From a universe of four hundred ninety five students in UTEC, it was taken a population of one hundred forty nine (30%) of them; in UFG from a universe of two hundred twenty five students, it was taken a population of sixty eight (30%); in UPES from a universe of two hundred fifty students it was taken a population of seventy five (30%), in UDB from a population of fifty students, it was also taken a population of fifteen (30%), and in UES from a universe of eight hundred seventy four students, it was taken a population of two hundred sixty two (30%), making in total a population of five hundred sixty nine students.

The population includes the head of Foreign Language Departments of the universities (which are included in the category of teachers), teachers, students, and

laboratory advisors. In the case of teachers, the ones who taught subjects related to the English language major were taken as population, either from the lower area that includes different English levels such as Basic, Intermediate and Advanced English, Composition, Reading and Writing, Grammar; or and the higher area, which covers subjects like Literature, Didactics, and Linguistics.

5.2.   **Sample**

The sample of the different Foreign Language Departments at each university was the following:

Teachers' sample

Teachers				sample	
University				Interview	Observation
	Population	Part-time	Full-time	40 %	50%
UTEC	17	10	7	7	4
UFG	8	7	1	4	3
UPES	9	7	2	4	3
UDB	6	2	4	3	3
UES	24	3	21	10	5
TOTAL	**64**			**28**	**16**

In order to choose the sample of the teachers to be interviewed, a 40% of the population was taken, taking into account two parameters to interview, first, teachers that were part time and full time. Second, the teachers who were in the lower area or in the higher area, although it was not possible to have similar quantity of them due to in both areas the amount of teachers was not the same. Therefore, the sample was taken in the most possible equitable way. In the case of the observation, the 40% of the interviewed teachers served as the total population from which the 50% was chosen for

selecting the sample of the teachers to be observed. Nevertheless, in the case of the UFG, UPES, and UDB one more teacher was added to the 50% already chosen because the sample of these universities was small.

Next, to select the teachers to be observed some cards were elaborated with the teachers' names and the course; in addition if a teacher was in charge of two courses, one card was made for each course in order to select which one was going to be observed. Then these cards were put in different bags: according to the parameters mentioned before. After that, the cards were mixed and taken out one by one for getting the sample. However, in the UTEC and in The UES the procedure was a little bit different, because of the population they had. And instead of putting the cards into two different bags, they were put into four different bags due to the amount of teachers that were in these universities permitted to classify the teachers as follow: part time teachers were divided into lower and higher area and the same happened with the full time teachers. In the first bag were put all part time teachers who were in the lower area; in the second one all part time teachers who were in the higher area; in the third one all full time teachers who were in the lower area; and in the fourth all full time teachers who were in the higher area.

Students' sample

university	Students		Sample 100%
	Universe	Population 30%	
UTEC	495	149	149
UFG	225	68	68
UPES	250	75	75
UDB	50	15	15
UES	874	262	262
Total	**1894**	**569**	**569**

The sample of students was the 30% of the population, which was represented by those students who were in the interviewed teachers groups. Due to the quantity of

students in the sample selected was similar to the quantity of groups; the survey was given to all students from each group.

Laboratory advisors' sample

	Laboratory advisor	
university	Population	Semple 100%
UTEC	1	1
UFG	1	1
UPES	1	1
UDB	1	1
UES	1	1
Total	**5**	**5**

In the case of the laboratory advisor, the 100% was taken as a sample; in order to get some information an informal interview was performed to all of them, because there was only one lab advisor in each university.

5.3. The Research Strategies

It was a descriptive research because the phenomenon has been described recorded and reported; because its aim was to provide an explanation of conditions where the phenomenon took place.

The data collection techniques used to carry out the research were observation, in-depth interview, informal interview, and questionnaire. In addition, the data was recorded in different ways, i.e. pictures, audiotape and written.

In order to collect the information that supported the proposal of the research, different instruments were designed. These instruments were the following:

- Observation checklist, it was the instrument that had the parameters to be used for observing some classes and some lab meetings in order to check the kind of technology that was used in the teaching-learning process. Its objective

was to gather information from teachers, lab advisors, and students about how technology is being applied in the teaching-learning process.

This instrument was constituted of three categories: First, availability and access to technology, which is divided in five parts; second, training, and experience, which is divided in two parts; and third, planning and designing which is divided in two parts, too. In the second part of category one and in the fifth part of category three it was necessary to ask in an informal interview way to the lab advisors for the required information. In its totality, the instrument counted with nine parts. From the five universities, there were seventeen observed groups in total. The groups were observed four class hours each group during a month and a half period, from the beginning of September towards the middle of October 2004.

- Interview Guide, it consisted of a set of open-ended questions that helped to obtain information about the kind of technology each of the Foreign Language Departments count for and how teachers and students use technology. Its aim in this research was to collect information from teachers on technology applications in the teaching – learning process. This instrument was composed of ten questions. It was administered to twenty-four teachers.

- Questionnaire guide, it consisted of a set of closed and open-ended questions. Its objective was to gather information from students about how technology was being applied in the teaching-learning process. Its first part was compound of some general information students had to fill in, such as the name of the university they were in, name of the course, sex, and age. Also it was divided in the three following categories: first, Availability and Access, which consisted of three multiple choice questions and three rank questions; second Technology Applications, which was composed of four multiple choice questions and two rank questions; third Training and Experience, which consisted of two multiple choice questions and six open ended questions. The questionnaire was administered to five hundred twenty four students, distributed in the next way, UTEC: one hundred forty six students; UFG: sixty-eight students; UPES: seventy-five students; UDB: twenty-five students; and UES: two hundred ten students.

5.4 Methodological Process

After collecting the required information, the data was managed and analyzed as follow: organizing the data, gathering categories, themes, and patterns, and searching for an alternate explanation of the data, in other words, to summarize the data. So, three data matrixes were elaborated. First, an interview data matrix was elaborated. The interviews were recorded on tape, were transcribed in written in order to have physical evidence to be analyzed. Second, an observation matrix where all the data gathered was selected and organized by universities and information statements in a more general way. Third, an open-ended questions matrix from the last part of the questionnaire was elaborated to classify the different kinds of answers students gave. Moreover, the closed questions from the questionnaire were   introduced to the SPSS (Statistical Program for Social Sciences) in order to obtain the frequencies of each variable and then to recode them like this, in question number one, in part two of the questionnaire:

"Circle the frequency you use technology in order to support your learning"

Never __   seldom__   sometimes__   often__   always__

The frequencies "never" / "seldom" were recoded as one category and "sometimes" / "often" as another one, while "always" still as a sole category.

In the case of the rank questions about Access to technology, these were classified in two categories: first, access in the university: Lab, libraries, laboratories and other; and the Access outside the university: at home, at work, at cyber, at friend's house and other. Besides that, in the rank questions, only the two higher scores and the lower score were taken into account. All these processes facilitated the crossing of variables to the analysis of the data. Moreover, an analysis from these interviews, observations, and questionnaires was made individually of each university and then, all these analyses were gathered in order to give a general one.

5.5 Limitations

In the case of observation, the only limitation was the data collection had to be postponed one week because students of three of the universities were in midterms and two of the universities had cultural activities.

University	Teachers		
	Population	expected Interview	Obtained interview
UTEC	17	7	6
UFG	8	3	3
UPES	9	4	4
UDB	6	3	3
UES	24	10	8
TOTAL	**64**	**27**	**24**

From a sample of twenty-seven teachers to be interviewed, just twenty-four of them were obtained for the following reasons: first, lack of availability of some teachers therefore two interviews were not performed; second, for lack of time some teachers asked for the possibility of answering the interview in written. Therefore, six interviews were made as written questionnaires but one of them was not given back at the end.

university	Students		
	population	Expected Sample	Obtained Sample
UTEC	495	149	146
UFG	225	68	68
UPES	250	75	75
UDB	50	15	25
UES	874	262	210
Total	**1894**	**569**	**524**

From the sample of five hundred nine students just five hundred twenty four of them were surveyed. There were two limitations for collecting the data. First, no all the students wanted to fill out the survey, since they already did the survey in other course; second, some of them did not attend classes the day that the survey was carried out.

All the activities mentioned above took place from March to November of the year 2004. These activities were programmed in a timetable. The five phases developed were 1) Review of related literature; 2) Design research project profile; 3) Pilot instruments; 4) Gathering and analyzing of data; 5) Report of the result obtained

VI. DATA ANALYSIS AND INTERPRETATION

6.1 Data analysis

INTERVIEW GUIDE

The purpose of this interview was to gather information from teachers who were part of the staff of the foreign language departments of five universities in El Salvador (UTEC, UFG, UDB, UPES and UES) the information collected from these interviews is about technology applications in the teaching- learning process of English language.

- **Universidad Tecnológica (UTEC)**

Location: Escuela de Idiomas: 1ª Calle poniente, y 19 Av. Norte . Edif. Giuseppe Garibaldi. San Salvador.

English Department teachers' population: seventeen.

Interviewed teachers: seven.

Courses taken for this research:

Lower Area: Intermediate English II, Advanced English I, Grammar I.

Higher Area: Phonetics I and II, Specialized English, and Linguistics.

Teachers' interview answers.

UTEC teachers said that the kind of technology they used the most and had access were tape recorder, overhead projector, computers and Internet. These teachers use technology very often, depending on class objectives or for giving students extra material from the internet. When teachers were asked in what kind of activities they implemented technology, one of them said he used it for interactive activities and for developing listening and speaking skills. Another teacher said he used it to reinforce

listening skill, to practice pronunciation and to strengthen understanding; another said that he used it for lectures, pair work, debates, group work and oral presentations.

Three of these interviewed teachers said that they had developed their skills of using technology at the university, through trainings it offered to them. Other two teachers said they learned by themselves and one teacher said he had learned through training private courses. All the interviewed teachers agreed technology offered many advantages. They said that there were on the net many sources for speaking, reading, grammar activities and phonetics exercises that offered students different accents. Teachers also agreed that technology made teaching and learning more effective because students got motivated and it helped teachers to develop their classes, and objectives were reached in a better way; even though , teachers also expressed the disadvantages technology had for teaching. Three teachers said there were many websites but not all of them were free. Two teachers said there were economic and time limitations, and a teacher said that sometimes to take a total advantage of technology was not available for all teachers.

⬤ **Universidad Francisco Gavidia (UFG) Teachers' Interviews.**

Location: Alameda Roosvelt Col. Flor Blanca #3031. San Salvador.

English Department teachers' population: twenty.

Interviewed teachers: eight.

Courses taken for this research:

Lower Area: Advanced English I, Intermediate English II, and Basic English II;

Higher Area: .none.

Teachers' interview answers.

According to the majority of teachers, tape recorder, overhead projector and T.V. set were the technological resources they used the most for teaching, since they were the most accessible for them; the use of technology depends on the subject or topic to be taught. When asked about the frequency they used technology, teachers said that there were flexible schedules to go to the lab. In spite of all teachers had just some training and basic knowledge about working with computers, and other kind of equipment they used these resources to reinforce students' macro skills. Teacher had learned to use technology by them by going to the English labs and through "cursos libres". All teachers agreed that technology helped students to improve their skills, motivated them to practice the English language and facilitated teacher's activities. The teachers also agreed on the limitations presented by technology: lack of knowledge and time for taking advantage from it.

- **Universidad Pedagógica de El Salvador (UPES).**

English Department teachers' population: eleven.

Interviewed teachers: nine.

Courses taken for this research:

Lower Area: Reading and writing.

Higher Area: two groups of Didactics II and Phonetics.

Teachers' interview answers.

All of the teachers were in agreement that the kind of technology they used for teaching mostly was the tape recorder, overhead projector and CD players, due to these were the most accessible to them. Technology was used three, four times a week; it depended on the topic to be taught. Although in the university there was not a language laboratory, and students did not have access to the computer laboratory during semester 01, teachers had to improvise with the one they had at hand to make the teaching –learning process more effective. According to the teachers' experience, technology was an excellent tool for helping students to develop their language skills in a more real context or environment. In order to use technology for teaching, almost all the teachers had received some training about how to use the basic computer capabilities and they had learned by their own to manage technological resources such as overhead projector, tape recorder, CD player, VCR, T.V sets and others. And the most important advantage of using technology according to the teachers, was the opportunity to be closer to the real language context or environment which was a good influence, because technology made the teaching-learning process more vivid as well as it accelerated students' learning.

⚫ **Universidad Don Bosco (UDB).**

Location: Carretera al Pino Km. 1 ½ Colonia San Antonio Res. Ciudadela Don Bosco.

English Department teachers' population: seven.

Interviewed teachers: six.

Courses taken for this research: four.

Lower Area: Intermediate English I and II, Reading and Writing**.**

Higher Area: .none

Teachers' interview answers.

The kind of technology the interviewed teachers from UDB used the most and almost always were, tape recorder, overhead projector , computers, T.V: sets, videos and printed material such as books, handouts, etc., They said this kind of technology is the most accessible to them. One of the teachers said even though he did not have much knowledge about technology, he tried to include it in activities such as conversations, listening, and to teach vocabulary. Other teacher stated he had much more experience for he had worked in the project Television Educativa as a producer. Both of them learned to use technology by studying and practicing it. When they were asked about the advantages teachers and students took from technology, one of them said that students were more motivated, became more critical and updated. The other teacher said that students were exposed to different cultures and it allowed learning through experience and not just by learning from teacher's voice. The two teachers agreed that classes did not become boring; on the contrary, they became livelier. Finally, when they were asked about the limitations technology had in the teaching-learning process, they said that few students had computers at home, also that sometimes there was no electricity, and   they as teachers did not have access to complete materials.

- **Universidad de El Salvador (UES).**

Location: Residencial Universitaria Calle San Antonio Abad y 25 Av. Norte. San Salvador.

English Department teachers' population: forty one

 Interviewed teachers: twenty four

Courses taken for this research:

Lower Area: Reading and Conversation, Grammar and Composition, Grammar I, two groups of Advanced English I and   Literature I.

Higher Area: Didactics I and II, Phonetics I

Teachers' interview answers.

  As the majority of teachers expressed, the most common technological resources they used for teaching were, tape recorder, computers and its applications, and overhead projector because they are the most accessible to them. The teachers who were in the higher area used technology once or twice a month, and the teachers who were in the lower area used technology daily; besides that, they had a schedule to go to the lab.* According to teachers their experience in technology helped them to create environments where students could develop their micro and macro skills: reading, listening, vocabulary, grammar and others.

In order to use technology, most of the teachers had made a personal effort to learn by practicing by themselves and taking advantage of some training courses they had received. Talking about the advantages and disadvantages technology presented, all teachers agreed that students felt more motivated and had the opportunity to listen to authentic English speech; also, they considered that technology is a tool that facilitates the teaching- learning process. Teachers gave their opinions about the limitations they faced using technology. Some of them are the following: There were not computers in

each teacher's offices, the equipment was damaged, and students were not familiarized with these devices.

QUESTIONNAIRE GUIDE

UTEC

1. The students were asked about the amount of access to computers; most of them answered: they had some access to computers (64.4%).

2. The students were asked about the most to the less accessible place to use computer, most of them answered: first, at home (34.9); second, in cyber (30.1); third, at university (26.2); fourth, at laboratory (21.9); fifth, at a friend's house (19.2); sixth, at the library (29.5) and seventh, at work (38.4).

3. The students were asked about the most to the less accessible place to use internet, most of them answered: first, in cyber (38.4); second, at home (28.8); third, at the university (26.0); fourth, at laboratory (26.7); fifth, at a friends' house (24.0%); sixth, at the library (27.4%)and seventh at work (40.4%).

4. The students were asked about the most to the less available technological resources and most of them answered: first, tape recorder (37.9%); second, internet (35.2%); third, computer (31.0%); fourth, CD player (42.1%); and fifth, DVD player (50.3%).

5. The students were asked about the technology they mainly used and most of them answered, computer (47.3%)

6. The students were asked about the frequency that they used the lab equipment: most of them answered very often overhead projector (39.7%) and computer

(25.3%); and almost never DVD player (77.4%), CD player (61.7%), VCR (56.1%), and TV (43.1%), tape recorder (35.6%),

7. The students were asked about the frequency they used technology in order to support their learning, most of them answered: very often (60.3%)

8. The students were asked about the computer application they normally used, and most of them answered: very often internet access (73.3%), w.w.w (57.2%), sometimes, word (64.8%) and power point (39.3%); almost never electronic conferencing (90.4%) and electronic chalkboard (88.3%), content specific software CD rooms (62.0%), CD rooms (55.2%), computer presentations (55.2%), word processing (51.2%), excel (39.3%).

9. The students were asked about the frequency teachers used computer application for teaching, and most of them answered : sometimes internet access (31.5%), almost never electronic conferencing (91.8%) and electronic chalkboard (91.1%), word processing (80.8%), content specific software CD rooms (78.8%), excel (78.0%), CD rooms (75.4%), computer presentations (71.9%), power point (71.9%), word (64.3%). and w.w.w (53.9%).

10. The students were asked about the frequency teachers used technology to develop their skills, and most of them answered: technology was used to develop very often speaking (70.5%), vocabulary (68.5%), pronunciation (67.8%), grammar (66.4%), listening (62.3%), writing (61.7%), spelling (56.9%), and reading (54.7%).

11. The students were asked about the most to the less technological difficulties they faced, and most of them answered: first, limited time and scheduling

(32.2%); second, not enough computers (25.3%), printers, etc; third, inadequate technical support (24.0%); fourth, not enough training (28.8%); fifth, inadequate infrastructure (26.7%); sixth, lack of knowledge (24.7%); seventh, students' attitude toward use of technology (27.4%).

12. The students were asked about the most to the less important reasons for using technology, and most of them answered: first, It teaches me new information seeking, problem solving and analytical concepts and skills (40.4%); second, it provides an exciting and a participatory learning environment (23.3%) ; third, it reinforces and extends books, worksheets, and lesson concepts (25.3%); fourth, it provides me ways to be successful and heighten self-esteem (16.4%); fifth, it can accommodate a variety of levels to my abilities (18.5 %); sixth, . it makes learning more enjoyable (15.1%); seventh; it makes me self independent (281%); eighth, it encourages individuality and diversity (13.0%).

13. The students were asked about the place where they mainly have learned to use technology, and most of them answered: at home (32.2%) and at the university (31.5%)

The students were asked about the way they mainly have learned to use technology and most of them answered: by yourself (60.3%)

UFG

1. The students were asked about the amount of access to computers, and most of them answered they had some access to computers (50.0%).

2. The students were asked about the most to the less accessible place to use computer, and most of them answered: first, at home (38.2%); second, in cyber (23.5%); third, at university (30.9%); fourth, at laboratory (26.5%); fifth, in the library (23.5%); sixth, at a friend's house (17.6%), and seventh, at work (36.8%).

3. The students were asked about the most to the less accessible place to use internet, and most of them answered: first at the university (32.4%); second, in cyber (29.4%); third, at a laboratory (29.4%); fourth, at a friends' house (29.4%); fifth, library (20.6%); sixth, at work (32.4%);and seventh, at home (25.0%).

4. The students were asked about the most to the less available technological resources, and most of them answered: first, computer (38.2%); second, internet (30.9%); third, tape recorder (33.8%); fourth, CD player (41.2%), and fifth, DVD player (50.0%).

5. The students were asked about the technology they mainly used, and most of them answer computer (38.2%) and internet (38.2%).

6. The students were asked about the frequency they used the lab equipment, most of the students answered they very often used computers (69.1%), almost never used DVD player (80.9 %), VCR (79.4%), TV (67.7%) CD player (53.0%), overhead projector (51.4%), tape recorder (44.8%),

7. The students were asked about the frequency they used technology in order to support their learning and most of them answered they sometimes used it (57.3%).

8. The students were asked about the computer application they normally used: most of them answered: very often internet access (75.0%), word (61.8%), w.w.w (54.4%) ; almost never electronic chalkboard (88.2%), electronic

conferencing (86.2%), content specific software CD rooms (60.3%), word processing (60.3%), CD rooms (48.6%), computer presentations (44.1%), power point (36.8%), and excel (36.8%).

9. The students were asked about the frequency teachers used computer application for teaching, most of them answered that teachers almost never used electronic conferencing (86.7%), electronic chalkboard (80.2%), excel (73.5%), content specific software CD rooms (67.7%), power point (64.7%), word (64.7%), presentations (64.2%), computer CD rooms (61.8%), word processing (60.6%), w.w.w (53.0%); and internet access (44.8%).

10. The students were asked about the frequency teachers used technology to develop their skills, most of them answered that teachers very often reinforced pronunciation (80.8%), speaking (73.6%), listening (72.0%), vocabulary (72.0%), writing (66.2%), grammar (64.7%), reading (61.8%), and spelling (52.9%).

11. The students were asked about the most to the less technological difficulties they faced, most of them answered: first, limited time and scheduling (36.8%); second, not enough computers, printers, etc (25.0%); third, not enough training (30.9%); fourth, inadequate technical support (27.9%); fifth, lack of knowledge (27.9%); sixth, inadequate infrastructure (23.5%); seventh, students' attitude toward use of technology (32.4%).

12. The students were asked about the most to the less important reasons for using technology, most of them answered: first, It teaches me new information seeking, problem solving and analytical concepts and skills (47.1%); second, it reinforces and extends books, worksheets, and lesson concepts (22.1%); third, it makes learning more enjoyable (19.1%); fourth, it provides an exciting and a

participatory learning environment (23.1%); fifth, it provides me ways to be successful and heighten self-esteem (27.9%); sixth, it can accommodate a variety of levels to my abilities (25.0%); seventh; it makes me self independent (36.8%) ; eighth, it encourages individuality and diversity (36.8%).

13. The students were asked about the place where they mainly have learned to use technology and most of them answered: at the university (42.6%)

14. The students were asked about the way they mainly have learned to use technology and most of them answered: by yourself (63.2%).

UPES

1. The students were asked about the amount of access to computers; most of them answered: they had some access to computers (70.2%).

2. The students were asked about the most to the less accessible place to use computer, most of them answered: first, in cyber (36.5%); second, at home (33.8%), third, at university (17.6%); fourth, at a friend's house (20.3%); fifth, at laboratory (21.6%); sixth, in the library (24.3%) and seventh at work (24.3%).

3. The students were asked about the most to the less accessible place to use internet, most of them answered: first, in cyber (47.3%); second, at a friends' house (21.6%); third, at the university (21.6%); fourth, at laboratory (21.6%); fifth, at the library (25.7%); sixth, at home (37.8%) and seventh, at work (18.9%).

4. The students were asked about the most to the less available technological resources and most of them answered: first, tape recorder (54.1%); second,

computer (29.7%); third, internet (29.7%); fourth, CD player (33.8%); and fifth, DVD player (53.5%).

5. The students were asked about the technology they mainly used and most of them answered tape recorder (43.2%).

6. The students were asked about the frequency they used the lab equipment and most of them answered they very often used the tape recorder (52.7%), TV (40.5%), CD-player (39.2%) and computers (39.2%) sometimes they used overhead projectors (35.1%); and almost never they used DVD player (71.6%), VCR (50.0%).

7. The students were asked about the frequency they used technology in order to support their learning and most of them answered that they sometimes used it (51.4%).

8. The students were asked about the computer application they normally used and most of them answered that they very often used internet (51.4%), Word (45.9%), almost never used electronic conferencing (87.8%), electronic chalkboard (86.5%), content specific software CD-Rooms (75.6%) computer presentations (64.9%), Word processing (62.2%), World Wide Web (55.4%); CD-Rooms (56.8%), PowerPoint (50.0%), Excel (40.5%).

9. The students were asked about the frequency teachers used computer application they normally used for teaching and most of them answered that teachers almost never used electronic conferencing (90.6%), electronic chalkboard (93.8%), content specific CD-Rooms (79.7%), World Wide Web (78.4%), word processing (77.0%), computer presentations (71.7%), Excel

(70.3%), PowerPoint (66.2%), CD-Rooms (64.8%), internet (54. 0%) and word (53.4%).

10. The students were asked about the frequency teachers used technology to develop their skills and most of them answered that teachers reinforced very often pronunciation (79.7%), listening (74.3%) speaking (72.9%), vocabulary (70.3%), reading (64.8%), students´ writing skills (59.5%) spelling (55.4%), grammar (55.4%).

11. The students were asked about the most to the less technological difficulties they faced most of them answered first, not enough computers, printers, etc (27.0%); second, limited time and scheduling (18.9%); third, not enough training (20.3%); fourth, inadequate technical support (21.6%); fifth, lack of knowledge (17.6%); sixth, inadequate infrastructure (20.3%); seventh, students' attitude toward use of technology (24.3%).

12. The students were asked about the most to the less important reasons for using technology most of them answered first, It teaches me new information seeking, problem solving and analytical concepts and skills (31.1%); second, it provides an exciting and a participatory learning environment (21.6%); third, it makes learning more enjoyable (16.2%); fourth, it reinforces and extends books, worksheets, and lesson concepts (19.9%); fifth, it can accommodate a variety of levels to my abilities (29.7%); sixth, it provides me ways to be successful and heighten self-esteem (18.9%); seventh; it makes me self independent (21.6%); eighth, it encourages individuality and diversity (36.5%).

13. The students were asked about the place where they mainly have learned to use technology and most of them answered at the university (35.1%).

14. The students were asked about the way they mainly have learned to used technology and most of them answered by yourself (48.6%).

UDB

1. The students were asked about the amount of access to computers and most of them answered: they had some access to computers (48%).

2. The students were asked about the most to the less accessible place to use computer, most of them answered: first, at home (60.0%); second, in cyber (24.0%); third, at university (36%); fourth, at laboratory (32.0%); fifth, at a friend's house (24.0%); sixth, in the library (24.0%) and seventh, at work (32.0%).

3. The students were asked about the most to the less accessible place to use internet, most of them answered: first, at home (36.0%); second, in cyber (32.0%); third, at the university (40.0%); fourth, at laboratory (32.0%); fifth, at the library (32.0%); sixth, at a friends' house (28.0%); and seventh at work (28.0%).

4. The students were asked about the most to the less available technological resources and most of them answered: first, tape recorder (60.0%); second, computer (36.0%); third, internet (28.0%); fourth, CD player (28.0%); and fifth, DVD player (40.0%).

5. The students were asked about the technology they mainly used and most of them answered tape recorder (60.0%).

6. The students were asked about the frequency they used the lab equipment most of them answered very often used tape recorder (72.0%), computer (64.0%); sometimes use overhead projectors (36.0%); almost never use DVD player (80.0%), CD-player (56.0%), VCR (52.0%), and TV (48.0%)

7. The students were asked about the frequency they used technology in order to support their learning most of them answered that they very often use it (80.0%).

8. The students were asked about the computer application they normally used and most of them answered that very often used internet access (76.0%), Word (56.0%); sometimes used PowerPoint (36.0%); and never used electronic chalkboard (96.0%), electronic conferencing (96.0%), content specific software CD-Rooms (56.0%), CD-Rooms (56.0%), Word processing (56.0%), computer presentations (52.0%), World Wide Web (48.0%) and Excel (44.0%).

9. The students were asked about the frequency teachers used computer application they normally used for teaching and most of them answered that teachers almost never used electronic chalkboard (100%), electronic conferencing (88.0%), World Wide Web (80.0%), content specific CD-Rooms (76.0%), PowerPoint (72.0%), Excel (72.0%), word processing (68.0%), CD-Rooms (64%), word (60.0%), internet access 60.0%), and computer presentations (60.0%).

10. The students were asked about the frequency teachers used technology to develop their skills: they answered that teachers very often reinforced listening (92.0%), vocabulary (84.0%), pronunciation (84.0%), grammar (80.0%),

speaking (80.0%), and students´ reading (72.0%), spelling (64.0%), and writing (64.0%).

11. The students were asked about the most to the less technological difficulties they faced, most of them gave the following answer: first, limited time and scheduling (40%); second, not enough computers printers, etc (28%); third, inadequate technical support (24%); fourth, not enough training(32%); fifth, lack of knowledge(40%); sixth, students' attitude toward use of technology(32%); seventh, inadequate infrastructure(28%).

12. The students were asked about the most to the less important reasons for using technology, most of them gave the following answers: first, It teaches me new information seeking, problem solving and analytical concepts and skills (48%),; second, it provides an exciting and a participatory learning environment (24%); third, it reinforces and extends books, worksheets, and lesson concepts (24%); fourth, it provides me ways to be successful and heighten self-esteem (36%); fifth, it makes learning more enjoyable (28%); sixth, it encourages individuality and diversity (28%); seventh; it can accommodate a variety of levels to my abilities (16%); eighth, it makes me self independent (24.1%).

13. The students were asked about the place where they mainly have learned to use technology and most of them answered: at the university (32%),

14. The students were asked about the way they mainly have learned to used technology and most of them answered: by yourself. (76%)

UES

1. The students were asked about the amount of access to computers; most of them answered: they had some access to computers (67.3%).

2. The students were asked about the most to the less accessible place to use computer, most of them answered: first, at a home (40.3%); second, in cyber (32.7%); third, at friend's house (19.4%); fourth, at university (22.3%); fifth, at laboratory (21.8%); sixth, in the library (23.7%) and seventh, at work (43.1%).

3. The students were asked about the most to the less accessible place to use internet, most of them answered first, in cyber (57.3%); second, at the university (29.4%); third, at laboratory (22.4%); fourth, at the library (20.9%); fifth, at friends' house (22.3%); sixth, at work (40.8%) and seventh at home (26.1%).

4. The students were asked about the most to the less available technological resources; most of them answered first, tape recorder (59.7%); second, computer (31.8%); third, CD player (35.5%); fourth, internet (27.5%); and fifth, DVD player (58.8%).

5. The students were asked about the technology they mainly used and most of them answered computers (36.0%).

6. The students were asked about the frequency they used the lab equipment: most of them answered: sometimes computer (37.9%), and tape recorder (30.8%); almost never DVD player (83.9%), VCR (74.4%), TV set (71.5%), CD-player (66.9%), and overhead projectors (60.%).

7. The students were asked about the frequency they used technology in order to support their learning: most of them answered (47.4%) that they very often use it.

8. The students were asked about the computer application they normally used: most of them answered that they very often used internet (59.7%), Word (55.5%); almost never, electronic chalkboard (86.7%), electronic conferencing (85.3%) computer presentations (70.2%), content specific software CD-Rooms (64.5%), PowerPoint (62.6%). Excel (59.7%), World Wide Web (39.8%); and Word processing (23.2%).

9. The students were asked about the frequency teachers used computer application they normally used for teaching: most of them answered that teachers almost never used electronic chalkboard (90%) electronic conferencing (87.2%) content specific CD-Rooms (84.9%) word processing (83%), PowerPoint (81.6%), Excel (81.5%), computer presentations (78.7%) World Wide Web (77.8%), CD-Rooms (75.8%). word (71.1%); internet (66.4%).

10. The students were asked about the frequency teachers used technology to develop their skills, most of them answered that teachers very often reinforced pronunciation (61.4%); listening (53.1%), speaking (52.1%), vocabulary (47.8%), grammar (46.9%) writing (41.7%), spelling (41.3%), reading (39.8%)

11. The students were asked about the most to the less technological difficulties they faced, most of them answere, first, not enough computers printers, etc(65.4%), second; limited time and scheduling (41.2%); third, inadequate technical support (23.2%); fourth, not enough training (27.0%); fifth, inadequate infrastructure (24.2%); sixth, lack of knowledge (28.0%); seventh, students' attitude toward use of technology (30.8%).

12. The students were asked about the most to the less important reasons for using technology, most of them answered, first, It teaches me new information

seeking, problem solving and analytical concepts and skills (55.0%); second, it reinforces and extends books, worksheets, and lesson concepts (28.4%); third, it provides an exciting and a participatory learning environment (17.5%); fourth, it makes learning more enjoyable (19.4%); fifth, it can accommodate a variety of levels to my abilities (25.1%); sixth, it makes me self independent; seventh, it provides me ways to be successful and heighten self-esteem eighth (18.0%); eighth it encourages individuality and diversity (37.4%).

13. The students were asked about the place where they mainly have learned to use technology and most of them answered at home (28.0%).

14. The students were asked about the way they mainly have learned to use technology and most of them answered they had done by themselves (61.4%).

ALL UNIVERSITIES

1. The students were asked about the amount of access to computers, and most of them answered that they had some access to computers (63.7%).

2. The students were asked about the most to the less accessible place to use computer, and most of them answered: first, at home (38.5%); second, in cyber (30.9%); third, at university (24.1%); fourth, at laboratory (22.1%); fifth, at friend's house (17.6%); sixth, in the library (24.4%) and seventh, at work (37.8%).

3. The students were asked about the most to the less accessible place to use internet, and most of them answered: first, in cyber (45.8%); second, at the university (27.5%); third, at laboratory (22.7%); fourth, at a friends' house

(22.7%); fifth, at the library (21.8%); sixth, at home (24.0%); and seventh at work (35.7%).

4. The students were asked about the most to the less available technological resources, and most of them answered, first, tape recorder (47.2%); second, computer (31.0%); third, internet (26.2%); fourth, CD player (37.7%); and fifth, DVD player (53.7%).

5. The students were asked about the technology they mainly used, and most of them answered computer (38.9%)

6. The students were asked about the frequency they used the lab equipment, and most of the students answered they used very often computers (41.4%); sometimes overhead projectors (30.9%); and almost never DVD, player (79.8%), VCR (65.6%), CD player (58.8%),TV(56.7%), tape recorder (36.9%).

7. The students were asked about the frequency they used technology in order to support their learning and most of them answered they very often used it (53.6%).

8. The students were asked about the computer application they normally used: most of them answered they very often used internet access (63.0%), w.w.w (40.9%), word (57.6%); almost never electronic chalkboard (87.8%), electronic conferencing (87.8%), content specific software CD rooms (64.4%), word processing (58.8%), computer presentations (57.0%), CD rooms (55.4%), power point (48.7%), excel (37.6%).

9. The students were asked about the frequency teachers used computer application for teaching and most of them answered that teachers almost never used electronic chalkboard (89.9%), electronic conferencing (88.7%), content

specific software CD rooms (79.8%), word processing (79.2%), excel (77.5%), power point (74.0%), computer presentations (73.0%), CD rooms (71.8%), w.w.w (68.9%), word (65.4%), internet access (56.8%).

10. The students were asked about the frequency teachers used technology to develop their skills, most of them answered that teachers very often reinforced pronunciation (69.4%), listening (64.7%), speaking (64.3%), vocabulary (61.6%), grammar (57.5%), writing (54.1%), reading (51.9%), and spelling (50.2%).

11. The students were asked about the most to the less technological difficulties they faced, most of them answered: first, not enough computers, printers, etc (41.2%); second, limited time and scheduling (29.6%); third, inadequate technical support (22.3%); fourth, not enough training (25.6%); fifth, inadequate infrastructure (22.3%); sixth, lack of knowledge (25.8%); seventh, students' attitude toward use of technology (29.2%).

12. The students were asked about the most to the less important reasons for using technology, most of them answered: first, It teaches me new information seeking, problem solving and analytical concepts and skills(46.2%); second, it provides an exiting and a participatory learning environment (20.6%);third, it reinforces and extends books, worksheets, and lesson concepts (21.2%); fourth, it provides me ways to be successful and heighten self-esteem (20.0%); fifth, it can accommodate a variety of levels to my abilities (21.9%); sixth, it makes learning more enjoyable (16.2%); seventh; it encourages individuality and diversity (12.0%).; eighth, it makes me self independent (27.9%).

13. The students were asked about the place where they mainly have learned to use technology and most of them answered: at home (28.0%)

14. The students were asked about the way they mainly have learned to use technology and most of them answered they have done by themselves (61.4%).

According to the observations done at five universities the conclusion is that 100% of these universities had computers, VCR, TV, tape recorder, internet, and multimedia projector. The 80% of teachers of the universities had some computers in the teachers´ office or in a room which was exclusive for teachers; the other 20% of teachers had no computers available for them.

One of the five universities UFG (20%) had three laboratories: a traditional one and two that are equipped with new technology; UTEC (20%) had two language laboratories; UES and UDB (40%) had one language laboratory, and UPES (20%) did not have a lab, it had a cyber to which students could go any time they wanted to, but they had to pay certain quantity every time they made use of it.

In UFG, UTEC, UDB and UES (80%) the language laboratory was exclusively for the language students as well as there was a laboratory advisor, and three (60%) of these advisors managed the lab when students had lab sessions, and two (20%) advisors were helped by the teachers when students had lab sessions.

In UTEC (20%), UES (20%), UFG (20%) there was internet in all computers of the lab; except in UDB (20%); there was internet in one computer only,   and it was for the laboratory advisor. The 60% of teachers and students looked very confident using technology, while 40% of teachers and students looked confident.

In all the universities, teachers of the lower area always used tape recorder, and sometimes the overhead projector; the teachers of the higher area used technology when required.

The most important reasons teachers had for using technology were to give extra material from internet, ask students to look for information in content areas, to have presentations and to assign a project; students also had important reasons for using technology such as: to use information from websites, to have presentations, to do grammar and listening exercises (software or internet), to use the email, to send academic papers, and to clarify doubts.

6.2 Data Interpretation

UTEC

According to the data obtained in UTEC, It counted with both Traditional Technology and Technology of Information and Communication, which most of them were available for students and teachers. The most accessible technological resources was the computer and its applications which sometimes was used by teachers such as Internet , which also was the technological means students mainly used; for instance, when teachers assigned a homework that needed to be handed in typed or teachers asked students to look up some information from the Internet. In addition, students said they used technology to support their learning very often and stated they used the overhead projector for oral presentations very often.

Although UTEC counted with two language laboratories and enough computers, students had a restricted access to them due to the limited schedule for using the language labs this was one of the main reasons why students had more access outside the university, mainly at cyber.

UFG

According to the data obtained in UFG, It counted with both Traditional Technology and Technology of Information and Communication, which most of them were available for students and teachers. The most accessible technological resources were the computer and its applications which sometimes were used by teachers such as Internet, which also were the technological means students mainly used. For instance, when teachers assigned a homework that needed to be handed in typed or teachers asked students to look up some information from the Internet due to technology helped them for seeking information, problem solving, analytical concepts and skills. In addition, students said they used technology to support their learning very often and stated they used the overhead projector for oral presentations very often.

 Although UFG counted with three language laboratories and enough computers, students had a restricted access to them due to the limited schedule for using the language labs; this was one of the main reasons why students had more access outside the university, mainly at home. However, they had mainly Internet access inside of the university in the language laboratory.

UDB

According to the data obtained in UDB, It counted with both Traditional Technology and Technology of Information and Communication, which most of them were available for students and teachers. The most accessible technological resources were, in first place, tape recorder that was used by lower area teachers when they took it to the classrooms to support the development of students' skills. In second place, computer and its applications which sometimes were used by teachers such as Internet , which also was the technological means students mainly used, for instance, when teachers assigned a homework that needed to be handed in typed or teachers asked students to look up some information from the Internet. In addition, students said they used technology to support their learning very often. Students counted with enough computers in the language lab and the computers´ laboratory; nevertheless, due to the limited schedule for using them, they only had a restricted access to them, and this was one of the main reasons students had more access outside the university, mainly at home.

UPES

According to the data obtained in UPES, It counted with both Traditional Technology and Technology of Information and Communication, but just few of them were available for students and teachers. The most accessible technological resources were, in first place, tape recorder that was used by lower and higher area teachers when they took it to the classrooms to support the development of students' skills. In second place, computer and its applications which sometimes were used by teachers such as Internet , which also was the technological mean students mainly used for instance,

when teachers assigned a homework that needed to be handed in typed or teachers asked students to look up some information from the Internet. In addition, students said they used technology to support their learning sometimes. Students count with a computer's laboratory, nevertheless, this laboratory is not exclusive for language students and it was one of the main reasons students had more access outside the university mainly at cyber.

UES

According to the data obtained in UES, It counted with both Traditional Technology and Technology of Information and Communication, which most of them were available for students and teachers. The most accessible technological resources were, the tape recorder and computer and its applications, which sometimes were used by teachers such as Internet, which also was the technological means students mainly used. For instance, when teachers assigned a homework that needed to be handed in typed or teachers asked students to look up some information from the Internet due to technology helped them to seek information, to solve problem, analytical concepts and skills. In addition, the learning process is supported by technology very often;

Although UES counted with a language laboratory most of students complained there were not enough computers, students had a limited schedule for using the language laboratory, this was one of the main reasons why students had more access outside the university, mainly at cyber.

ALL UNIVERSITIES

According to the data obtained from these universities (UTEC, UDB, UFG, UPES, and UES) it was noticed that almost all of them counted with some technology to support the teaching-learning process. They had the following resources: Tape recorder, TV, CD player, VCR, overhead projector, computer and its capabilities multimedia, specific content CD rooms, and multimedia projector. Besides that, most of the universities counted with language laboratories.

 Teachers or laboratory advisors could prepare different kinds of exercises or activities, such as watching movies, listening to songs and to different accents, practicing grammar exercises (whether from a web site or from specific content CD ROMs) in order to have students practice and reinforce their micro and macro skills. The majority of lower area teachers used technology to reinforce the pronunciation skill while higher area teachers used technology just to support specific topics. In addition, technology helped teachers to motivate students because through its use, they got closer to real language situations, it made the teaching-learning process more effective, classes were not monotonous and students were self aware of their own learning.

The most used technological device in the English classrooms by teachers either from the lower or higher area at all the universities was the traditional technology, mainly the tape recorder and the overhead projector; they not often used TIC. For instance, most of the teachers did not have computer in their offices, just at laboratories. But in spite of that, they hardly ever made use of it to teach because the laboratory advisors were the ones who managed the laboratory sessions, preparing materials based on the lessons teachers were teaching; just in one university the teachers made use of the laboratory by taking students to it. Nevertheless, the majority of teachers used internet not just for assigning homework, but sometimes to look for extra information to support the teaching – learning process.

 Students were the ones who used computer more frequently and the most important reasons they had for using it were to look for information from websites, to have presentations, to do grammar and listening exercises, to use the e-mail for sending academic papers, to clarify doubts, to reinforce or extend books, worksheets and lesson concepts.

Although, the universities provided students access to computers, it was not enough for them. Most of the students complained that there were not enough computers at the some universities; also,   the time and schedule they had for making use of this resource inside the universities was restricted; those were the reasons why most of students had more access outside the universities, mainly at home and at cyber. Even though the universities counted with a fair amount of resources in the laboratories, the limited time and schedule they had for attending lab sessions was the main reason students did not take enough advantages from these resources.

Consequently, it was a fact that both teacher and students did not make widely use of technology provided by their English Departments, and it was not necessarily because of their attitude towards technology; in fact, some of the universities did not reach their teachers' and students' needs. For example, one of these universities had a computer laboratory, which was not exclusive for the language students, so they had a limited schedule to use it. In another university, the situation was that the language laboratory resources were not enough for students' skills development; they could not look for any website or to practice with specific content CDs.

The majority of teachers stated they had not received any training in computer sciences, in some cases they had learned to use technology by their own.   For instance, these teachers went to the language laboratories to use the computers and to practice on them without guidance. It is an inconsistency some universities had the most advanced technological resources without offering training opportunities to their teachers, while they look for ways of training by themselves. However, some teachers from one of the universities had taken training in technology applications provided by the university.   Other teachers expressed that the limitation in the teaching learning process they faced in the university was most of the time the lack of money; some higher education institutes did not count with the necessary economic support for purchasing lab equipment; another reason was lack of time because lab sessions schedules overlapped from time to time so lab attendance was affected and less than once a week per group which could affect students academic progress.

In the case of students, the majority of them were trained through "cursos libres" because the ones they received in high school were too basic or they knew nothing about the subject matter. In addition, some of the universities did not offer any kind of

training in computer applications; only one university had three courses about technology included in   the students' academic curricula.

Students favored most the technology for information and communication TIC, which were   computer and its main application Internet, and some programs like Word, Excel and Power Point, The computer application called "Word" was the most utilized mainly because they used it to hand in typed homework assignments like writing papers, research projects, and others; also, this application is one of the easiest to use.

Universities are facing the troubles that the use of technology brings, and they have to search for ways to solve them. It is very important that the English Departments of the five universities take into account the importance of introducing as much as possible the use of technology in the English classrooms. It has been proved that the teaching – learning process is facilitated in many easy by the use of technological devices because they allow wide opportunities for students to have a meaningful input with almost real life situations. Teachers must take advantages of the new technological resources they have at   hand like the language laboratory; although some teachers are trained to use it, they hardly go or take students to it. The universities must provide training to English teachers, specifically in computer sciences. It is fundamental for them to be able to cope with daily situations presented in the classroom.

Students must at least receive a course in computer sciences at the beginning of the major because it is imperative they know how to use technology. They need to be updated for being able to respond the requested demands of the current society. Technology is one of the main requirements enterprises ask for when looking for job candidates, it is higher education institutions' duty to provide students the necessary knowledge in the subject matter. The board of Directors from each of the different universities should make an evaluation about the necessities English Departments have with regard to the technological devices they count. For example, if they are enough for covering students' needs; if   language laboratories have any kind of deficiencies; to inventory all the equipment, to know if all computers have Internet and work efficiently, and so on; all of this to provide students with enough tools for their learning process.

VII. BIBLIOGRAPHY

1. Arauz, Angel Arturo et.al. (1989) "Supervision and administration of ESL basic education at private universities in San Salvador".

2. Blackhurst, A. E., & Edybum, D.L. (2000) "Special Education Technology Practice".

3. Becijos, J. (1997) "Strategies for Teachers and English Learners"

4. Cebrian de la Cerna, Manuel. Ríos Ariza, José Manuel. (2000) "Nuevas tecnologías aplicadas alas didácticas especiales".

5. Centro Inter. universitario de desarrollo – CINDA, Fondo de desarrollo institucional del ministerio de educación – Chile. 1998. "Nuevos recursos docentes y sus implicaciones para la educación superior"

6. Ducan, Gerald (1997) "The virtual campus: technology and reform in Higher Education" ERIC Digest.

7. "El diario de Hoy" Nº 25,101 November, 2004

8. Jacobsen, D.M.(1998) Adoption patterns of faculty who integrate computer technology for teaching and learning in higher education"

9. Krashen, S. (1989) "Language Acquisition and Language Education".

10. Marshall, Catherine. "Designing Qualitative research"

11. Norton, Priscilla et. al, "Teaching With Technology With Infotrac: Designing Opportunities to Learn".2002

12. La prensa grafica, Nº 31,380 November, 2004

13. Pallof, Rena M. – Pratt Keith. (2001)."The realities of online teaching".

14. Pascoe & Wilburg. (2003). "Technology and Teaching English Language Learners".

15. Ramirez, Sandy Yanira et. al. (1999) "Technology in Education. A methodological proposal on how to use Computer Technology":,

16. Ruiz del Castillo, Amparo. (2001) "Educación Superior y Globalización".

17. Sampieri Hernández, Roberto ET. Al. (1998) "Metodología de la Investigación".

18. Sandhoitz Haymore, Judith et al. (1997) "Teaching with Technology: Creating Student –Centered Classrooms"

VIII. WEBLIOGRAPHY

1. Blake, Robert J. "Technology, multimedia and second language learning". Http://avidsrjblake@ucdavis.edu

2. Center for Applied Research in Educational Technology. CARET http://caret.iste.org/index.cfm

3. "Effect of Technology on Classrooms and Students". (http://www.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents.html)

4. "Estrategia para la Creación de una Sociedad de Aprendizaje". http://www.conectando.org.sv/estrategia/

5. Lam Yvonne.2000. Canadien Modern language review, vol. 56 N° 3. http://www.unb.ca/slec/publications/lam.htm

6. Le Lien Vol. X Nº 1 Septiembre, 1997. (http://www.unb.ca/slec/publications/lelien/editorial.html)

7. Molnar, A. (1997) "Computers in Education: A brief History. T.H.E. Journal (Technological Horizons in Education), http://www.thejournal.com/magazine/vault/A1681.cfm

8. Stepp-Greany.2002."Student perceptions on language learning in a technological environment: Implications for the new millennium", *Language Learning & Technology* Vol. 6, No.1 http://llt.msu.edu/vol6num1/STEPPGREANY/default.html

9. http.//www.Psm.org/modulos.Php?name = news file.

10. http//investigation. ILCE.edu.mx/dice/publicaciones/libro 21.

11. http://www.edured.gob.sv

12. ” 4º Coloquio de Lenguas Extranjeras.” (2003)

(http://coloquiolenguas.azc.mx)

APPENDIXES

APPENDIX # 1

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

Topic: **"The application of technology in the teaching-learning process at the Foreign Language Departments of five universities in El Salvador"**

Objective: This observation is intended to gather information from teachers and students about how technology is being applied in teaching-learning process.

Technology: It is the technical means people use to improve their surroundings. It is also knowledge of using tools and machines to do tasks efficiently.
 (In this research technology is considered as: tape recorder, CD player, VCR, projector, computer, TV, DVD player, electronic chalkboard, etc.)

Teacher: _____   Location: _____   Date/time: _____
Course: _____   lesson taught._____   N° of students: _____

I. *Availability and access to technology*

1.   Check the technological resources which **teachers** have available for teaching.

VCR		Scanners	
TV		Computers	
CD player		Language laboratory	
DVD player		Overhead projector	
Tape recorder		Internet	
typewriters		Other	

Specify _____

2.   Complete the following table with the correct information

How many computers are there available for teachers and students?	
Are there computers in the teachers' offices?	
Do all teachers have a computer?	
How many computers are there in the language lab?	
Is there internet in the lab?	
Is there internet in all the computers at the lab?	
Is the language lab exclusive for language students?	
Is there a person in charge of the lab? Who?_____	
Who manages the English lab?	

3. Check the place where *teachers* and *students* mainly have access to computers in the University.

Place	Teachers	Students
1. Classrooms		
2. Libraries		
3. Labs		
4. Office		
5. Teachers' room		
6. Other		

Specify_____

4. Check next to places where *teachers* and *students* have access to internet in the university.

Place	Teachers	Students
1. Classrooms		
2. Libraries		
3. Labs		
4. Office		
5. Teachers' room		
6. Other		

Specify_____

5. Check the major difficulties that *teachers* and *students* face to use technology in the teaching– learning process.

Not enough computers, printers, etc.	teachers	students
Limited time and scheduling		
Inadequate technical support		
Not enough training		
Building/room/lab is not adequate		
lack of knowledge		
Attitude toward use of technology		
Other		

Specify: _____

II. _Training and experience_

1. Check next to the technological resources that *teachers* use the most to support teaching

Other Technology based use		Computer based use	
VCR		e-mail	
TV		World Wide Web (w.w.w.)	
CD player		PowerPoint	
DVD player		Content specific software or CD-ROMs	
Tape recorder		Word	
Overhead projector		Excel	
Microphone		Electronic conferencing	
Language laboratory		Computer based material	
Other		Other	

2. Check how confident **teacher** and **students** use technology.
(T = teachers and S = students) (*Unconfident=1, little confident=2, Quite confident=3, confident=4.*)

Other technology based use	1		2		3		4		Computer based use	1		2		3		4	
	T	S	T	S	T	S	T	S		T	S	T	S	T	S	T	S
VCR									e-mail								
TV									World Wide Web (w.w.w.)								
CD player									PowerPoint								
DVD player									Content specific software or CD- ROMs								
Tape recorder									Word								
Overhead projector									Excel								
Microphone									Electronic conferencing								
Language laboratory									Computer based material								
Other									Other								

Specify: _____   Specify: _____

IV. *Planning and designing*

1. Check how often the following technological resources are used for teaching.

Technological resources	never	Once a week	Twice a week	always
VCR				
TV				
CD player				
DVD player				
Tape recorder				
Overhead projector				
e-mail				
World Wide Web (w.w.w.)				
PowerPoint				
Content specific software or CD- ROMs				
Word				
Excel				
Electronic conferencing				
Computer based material				
Other				

Specify: _____

2. Check the most important reason *teachers* and *students* have for using technology in the teaching-learning process.

		teacher	Students
- use information from websites			
- give extra material from internet			
- ask students to look for information in content areas			
- have presentations			
- do grammar, listening exercises (software or internet)			
- provides links to on-line resources			
- use email to	Assign project.		
	Give examination or quizzes		
	Send academic tasks		
Other			

Specify: _____

APPENDIX # 4

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

Topic: **"The application of technology in the teaching-learning process at the** **Foreign Language Departments of** **five universities in El Salvador"**

Objective:
This interview is intended to gather information from teachers on technology applications in the English language teaching-learning process**.**

Technology: It is the technical means people use to improve their surroundings. It is also knowledge of using tools and machines to do task efficiently.
(In this research, technology is considered as tape recorder, CD player, VCR, projector, computer, TV, DVD player, electronic chalkboard, etc.)

1. What kind of technology do you use when teaching?

2. How often do you use technology for teaching?

3. In what kind of activities do you use technology?

4. Which Technological resources are the most accessible to you?

5. Do you have a schedule to go to the lab? (timetable)

5.1 What is your schedule for taking students to lab sessions?

6. What is your experience in technology?

7. How did you acquire the knowledge and skills to use technology for teaching?

8. What kind of advantages do you and your students get from technology

9. Which limitations have you faced when using technology?

10. What is the influence technology has on the teaching-learning process?

APPENDIX # 3

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

Nº: _____
Code: _____

Topic: "The application of technology in the teaching- learning process at the Foreign Language Departments of five universities in El Salvador"

Objective: This questionnaire is intended to gather information from students about how technology is   being applied in teaching-learning process.

Technology: It is the technical means people use to improve their surroundings. It is also knowledge of using tools and machines to do tasks efficiently.
(In this research technology is considered as: tape recorder, CD player, VCR, projector, computer, TV, DVD player, electronic chalkboard, etc)

University: _____   Course: _____   Sex: _____   Age: _____

Read and complete the following question carefully

I. Availability and access

1. Check (√) the amount of access **you** have to computers. (check only one)

    ☐ None   ☐ Little   ☐ Some   ☐ A lot

2. Rank from the most accessible place (1) to the less accessible place (8) where **you** use computers.

    ☐ At home   ☐ At laboratories   ☐ At a friend's house   ☐ At work

    ☐ At the university   ☐ In Cyber   ☐ In libraries   ☐ Other

    Specify: _____

3. Rank from the most accessible place (1) to the less accessible place (8) where **you** use internet.

    ☐ At home   ☐ At laboratories   ☐ At a friend's house   ☐ At work

    ☐ At the university   ☐ In Cyber   ☐ In libraries   ☐ Other

    Specify: _____

4. Rank the following technological resources from the most available (1) to the least available (6) for **you** in the university.

    ☐ Tape recorder   ☐ Computers   ☐ DVD player

    ☐ Internet   ☐ CD player   ☐ Other

    Specify: _____

5. Check (√) which of the following technology **you** mainly use. (check only one)

    ☐ Tape recorder   ☐ Computers   ☐ DVD player

    ☐ Internet   ☐ CD player   ☐ Other

    Specify: _____

6. Check (√) the frequency **you** use the lab equipment.

Equipment	Frequency				
	Never	Seldom	Sometimes	Often	Always

TV	☐	☐	☐	☐	☐
VCR	☐	☐	☐	☐	☐
Tape Recorder	☐	☐	☐	☐	☐
CD Player	☐	☐	☐	☐	☐
DVD Player	☐	☐	☐	☐	☐
Overhead Projector	☐	☐	☐	☐	☐
Computers	☐	☐	☐	☐	☐
Other Specify:	☐	☐	☐	☐	☐

II. *Technology application*

1. Circle the frequency *you* use technology in order to support your learning.(check only one)

   ☐ Never ☐ seldom ☐ Sometimes ☐ Often ☐ Always

2. Check (√) next to any computer tool/application *you* normally use.

Application	Frequency				
	Never	Seldom	Sometimes	Often	Always
Internet access	☐	☐	☐	☐	☐
Electronic chalkboard	☐	☐	☐	☐	☐
Electronic conferencing	☐	☐	☐	☐	☐
World Wide Web (W.W.W.)	☐	☐	☐	☐	☐
Computer presentations	☐	☐	☐	☐	☐
CD-ROMs	☐	☐	☐	☐	☐
Content specific software CD-ROMs	☐	☐	☐	☐	☐
Word processing	☐	☐	☐	☐	☐
PowerPoint	☐	☐	☐	☐	☐
Excel	☐	☐	☐	☐	☐
Word	☐	☐	☐	☐	☐
Other Specify:	☐	☐	☐	☐	☐

3. Check (√) how often the teacher uses technology to develop *your* skills.

Macro-micro skills	Frequency				
	Never	Seldom	Sometimes	Often	Always
Reading	☐	☐	☐	☐	☐
Writing	☐	☐	☐	☐	☐
Speaking	☐	☐	☐	☐	☐
Listening	☐	☐	☐	☐	☐
Grammar	☐	☐	☐	☐	☐
Vocabulary	☐	☐	☐	☐	☐
Spelling	☐	☐	☐	☐	☐
Pronunciation	☐	☐	☐	☐	☐

4. Check (√) next to any computer tool/application *your teachers* normally use for teaching.

Application	Frequency				
	Never	Seldom	Sometimes	Often	Always
Internet access	☐	☐	☐	☐	☐
Electronic chalkboard	☐	☐	☐	☐	☐
Electronic conferencing	☐	☐	☐	☐	☐

World Wide Web (W.W.W.)	□	□	□	□	□
Computer presentations	□	□	□	□	□
CD-ROMs	□	□	□	□	□
Content specific software CD-ROMs	□	□	□	□	□
Word processing	□	□	□	□	□
PowerPoint	□	□	□	□	□
Excel	□	□	□	□	□
Word	□	□	□	□	□
Other Specify:	□	□	□	□	□

5. Rank the difficulties from the most frequent (1) to the less frequent (8) for using technology in the learning process.

Difficulties	Rank
Not enough computers, printers, etc.	□
Limited time and scheduling	□
Inadequate technical support	□
Not enough training	□
Building/room/lab is not adequate	□
lack of knowledge	□
Students attitude toward use of technology	□
Other Specify:	□

6. Rank from the most important reason (1) to the least important reason *you* have (7) for using technology.

Reasons	Rank
Teaches me new information seeking, problem solving and analytical concepts and skills	□
Provides and exiting and participatory learning environment	□
Reinforce and extends books, worksheets, and lesson concepts	□
Provides me ways to be successful and heighten self-esteem	□
Can accommodate a variety of levels of my abilities	□
Makes learning more enjoyable	□
Makes me self independent	□
Encourages individuality and diversity	□
Other Specify:	□

III. Training and experience

1. Check (√) next to the place where *you* mainly have learned to use technology. (check only one)

2. Check (√) the way *you* mainly have learned to use a computer (check only one)

Place	Check
At work	□
At university	□
At home	□

Academic course	☐
Through friends	☐
Other Specify:	☐

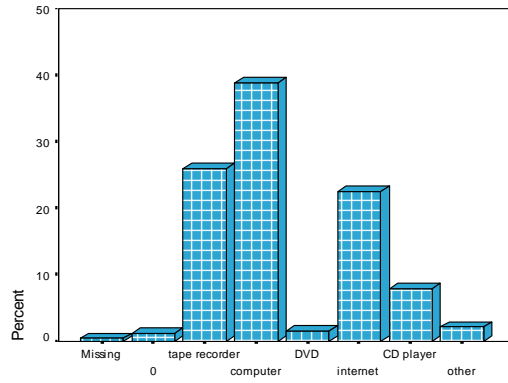| Way	Check
By yourself	☐
Through private tutoring	☐
With computing science books	☐
With an E-learning course	☐
Other Specify:	☐

3. What kind of training have **you** received for using technology? (courses)

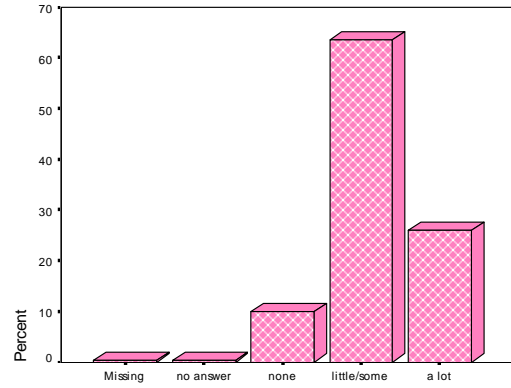4. How long have **you** been using technology?

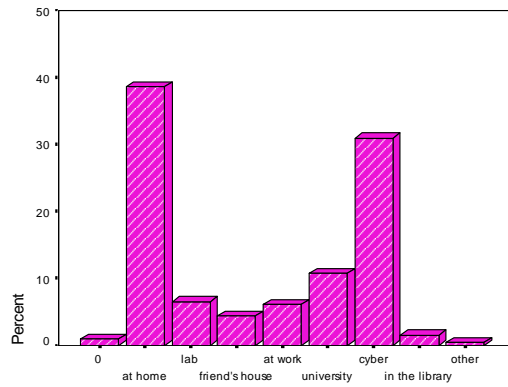5. What computer programs do **you** use?

6. Do **you** have e-mail account? Would **you** mind writing it?

technology mainly use

access to computers

rank 1place for using computers
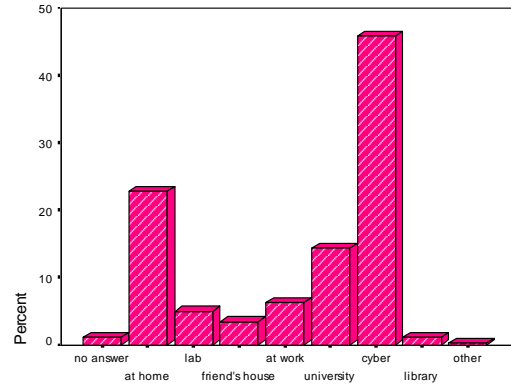
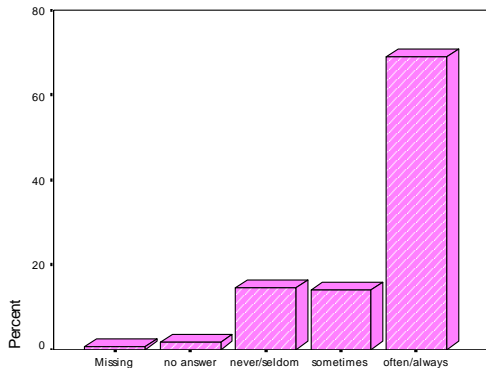rank 1place for using internet
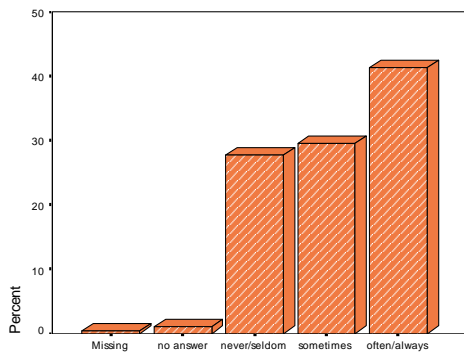
frequency of using computers
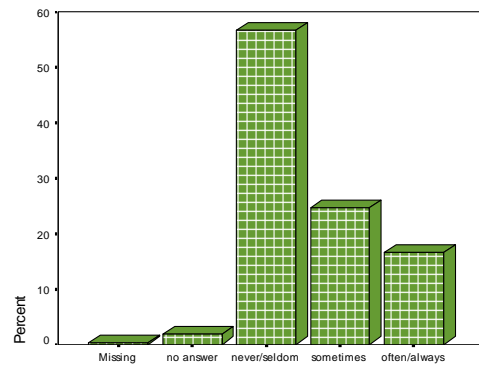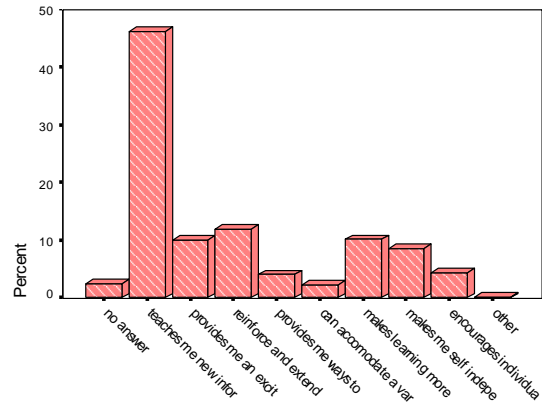

teachers computer application use (internet)
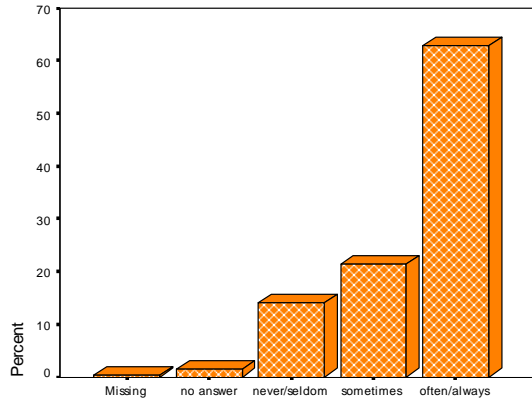
computer application use (internet)
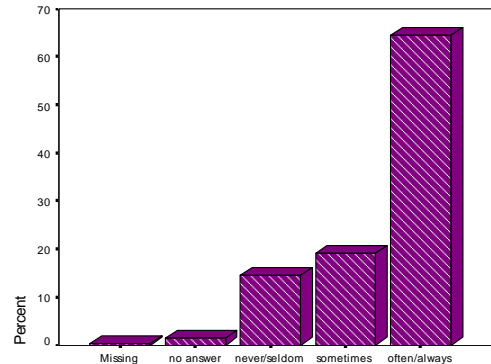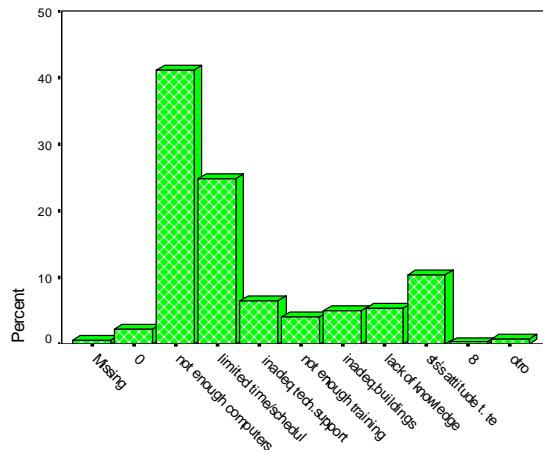

tecnology used for devoloping skills (listening)

tecnology used for devoluping skills (pronuntiation=

rank 1 the most important reason for using technology

72

UTEC Language Laboratories

APPENDIX # 6

UDB Language Laboratory

APPENDIX # 7

UFG Language Laboratories

UPES Computer Laboratories

UES Languages and Computer Laboratory