

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SOCIAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES**



**“THE USE OF EDUCATIONAL TECHNOLOGY AND ITS EFFECTS ON
ENGLISH LANGUAGE LEARNING OF THE STUDENTS IN THE
INTENSIVE ENGLISH COURSES OF THE BACHELOR IN ENGLISH
TEACHING AT THE DEPARTMENT OF FOREIGN LANGUAGES,
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INTRODUCTION

English teachers are always looking for ways to make their classes more meaningful and interesting for their students, and to help make classes more productive, as there is no unique or perfect method for teaching the English language. Therefore, this investigation aims to investigate various technological tools employed in the teaching and learning process. The heart of this research is to determine the effects of Educational Technology (ET) on English Language Teaching and Learning, specifically, in the intensive courses of the English Bachelor's program at the University of El Salvador's Foreign Languages Department, identifying the advantages and disadvantages encountered when teachers apply technologies in their classrooms. Also, it aims to describe the application of educational technology in the FLD, and to observe at which stage of their daily lessons educators are applying technological tools, and to what purposes. Also, it will be necessary to explore the use of the different technologies that can be employed in the teaching-learning of the English language as well as to look for students and teachers' perceptions about the use of Educational Technology (ET). Finally, the investigation will attempt to determine whether the use of ET is or not a challenge for teachers in the FLD. The goal is to offer a better overview of this issue and a better understanding of the important role of Educational Technology in the teaching and learning process of English as a foreign language, offering more resources for teachers in the development of their lessons.

CHAPTER I

Chapter I provides a view of the topic studied, Educational Technology and its effects on the English teaching and learning process at the foreign language department; thus, this

section presents the reasons why it is important to be familiarized with the influence of different technological tools in the acquisition of the English language. Also, this segment shows the scope of the research as well as what the researchers intend to accomplish by carrying out this investigation.

CHAPTER II

Chapter II presents the key terms definitions from the theoretical framework, evolution and background of Educational Technology. Also, this section describes what technology can do to support foreign language teaching and learning; types of tools; and innovations in technologies used in English Language teaching and learning. It also presents some challenges of using Educational Technologies as well as advantages and disadvantages of using Educational Technology in the teaching and learning process.

CHAPTER III

Chapter III includes the methodology of the research project which describes step by step the elements as the type of research and scope of the study. This section also provides the procedures that the researchers used to gather the information and the instruments used to develop this project.

CHAPTER IV

Chapter IV contains the data analysis and interpretation from the findings obtained of the research project.

Conclusions, recommendations, limitations and references are presented at the end of the document.

CHAPTER I

THE PROBLEM

CHAPTER I THE PROBLEM

1.1. STATEMENT OF THE PROBLEM

As students in an English Teaching major, the researchers believe that it is necessary to highlight the role of Educational Technology (ET) in the teaching and learning process, since it provides tools that allow enhancing the practice of the four macro skills in the language.

Educational Technology affects the teaching-learning process in many ways. For instance, it allows teachers and students to practice writing, reading, listening and speaking, by using different equipment and devices as well as software. These tools enable educators and students to have access to a lot of information that can be easily shared for academic purposes. In addition, technological resources facilitate communication between people; therefore, teachers and students may maintain contact whenever they need to practice the language. On the other hand, ET represents challenges for teachers and students. For example: lack of accessibility, and lack of training in the use of different technologies.

Based on the influence of Educational Technology in the teaching learning process, the research team determined that it is necessary to focus on the effects that educational technology have in the acquisition of a foreign language. Through this research project, the researchers aim to describe the use of ET and its effects at the Foreign Languages Department.

1.2. OBJECTIVES

GENERAL OBJECTIVES:

- To describe the use of educational technology in the English intensive courses in the Foreign Language Department (FLD) of the University of El Salvador.
- To find out the effects of technology on English Language teaching and learning in the intensive courses at the FLD.

SPECIFIC OBJECTIVES:

- To identify the use of the different technologies which can support foreign language teaching and learning at the FLD.
- To observe which technological tools are used by teachers at the FLD to develop each of the four macro skills.
- To understand students and teachers' perceptions about the use of Educational Technology at the FLD.
- To identify the advantages and disadvantages of using educational technology on English Language Teaching-Learning at the FLD.
- To realize if the use of ET is or not a challenge for teachers at the FLD.

1.3. RESEARCH QUESTIONS:

1. How Educational Technology is used in the intensive English courses at the FLD in the University of El Salvador?
2. What are the effects of Educational Technology on English Language teaching and learning in the intensive courses at the FLD?

SUBSIDIARY QUESTIONS:

1. What are the different technologies which can support foreign language teaching and learning at the FLD?
2. Which technological tools are used to develop the four macro skills?
3. What are students and teachers' perceptions about the use of Educational Technology at the FLD?
4. What are the advantages and disadvantages of using Educational Technology on English Language Teaching-learning process at the FLD?
5. Is the use of Educational Technology a challenge for teachers at FLD?

1.4. JUSTIFICATION

Nowadays, technology (tech) is having a major impact around the world. Education is no exception; many activities in the teaching of foreign languages are supported through technology. By means of technology educators are able to provide students with a huge amount of resources to improve the four macro skills: reading, writing, speaking and listening.

Evidently people are immersed into a technological world; young people are interested in all kinds of technological devices that use in everyday life. Therefore educational technology, which according to the Department of Educational Technology ETEC-Connections is “the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources”¹ has arisen because of the near-universal impact of technology in daily life. Due to the influence of technology in today`s society, this project is focused on the use of Educational Technology and its Effects on English Language Teaching and Learning. Thus, this research is worth to carry out in order to have a clearer view of the consequence of teaching English as a foreign language by applying ET in different stages of the English lesson. In that way know the goals to be accomplished by supporting the teaching and learning of English with each specific technological tool.

By accomplishing the goals already mentioned, this research will provide significant data to understand the role of technology in education particularly in the English Teaching and

¹Department of Educational Technology ETEC-Connections <http://etec.hawaii.edu/aboutbackground.html>

learning process. Consequently through this study professors and students at the Foreign Language Department will have the opportunity to think in the influence of technology in El Salvadoran society. Also, it can be a mean to show some of the weaknesses and strengths in this area at the FLD. Besides, through this study, it will be possible to explore many educational tools that can support teaching and learning of the English Language and to expose them to the community of educators and learners at the FLD. Moreover, it will allow to see if the access to digital tool is or is not possible for everyone so that research group can identify the advantages and disadvantages of technology in language teaching and learning.

Therefore this topic has been chosen because it is very interesting, and worth studying in this technological age in order to have a close view of this useful tool in the teaching-learning process in today's global world. With the purpose of looking for positive and negative effects as a result of using educational technology in the foreign language learning classroom environment; turning to be indispensable and convenient to see the acceptance of ET by teachers and students at the FLD. Through the final findings teachers, students, and authorities will have the chance to judge and to take into account the information provided by this research; so that, if it is necessary, they may enhance the use of technological tools in order to make language learning and teaching more enjoyable and helpful. Finally, this research also becomes a valuable resource for future explorers of this issue.

1.5. DELIMITATION

The present study was carried out from March to November covering a total of thirty-nine weeks. The main participants in this research were teachers and students from the Foreign Language Department, specifically seven teachers who were in charge of Intermediate Intensive English Courses II and Advanced Intensive English Courses II, as well as two hundred and twenty four students who were taking those courses in the Foreign Languages Department. This study is focused on the use of Educational Technology and its Effects on English Language Teaching and Learning in the Intensive Courses of the Bachelor in English Teaching at the Department of Foreign Languages at the University of El Salvador, Semester II 2014. Thus, the general objectives of this research are: First, to describe the use of educational technology in the intensive courses at FLD in the University of El Salvador; Second, to discern the effects of technology on English Language learning in the intensive courses at the FLD. Thereby this research aims to discover in which stages of the lesson teachers use Educational Technologies and their purpose in using them; to identify the use of different technologies that can support Foreign Language Teaching and Learning at the FLD; to know students and teachers' perceptions about the use of Educational Technology; to identify the advantages and disadvantages of using educational technology in English Language Teaching-Learning at the FLD; and to determine whether the use of Educational Technology is or is not a challenge for teachers of this department.

In order to support and to study the topic in depth the following points were included in the theoretical framework: Evolution of Educational Technology², Access to Digital tools³,

² The evolution of technology in the classroom. <http://www.phoenix.edu/forward/perspectives/2013/01/the-evolution-of-technology-in-the-classroom.html>

The impact of technology in the English language-learning⁴, What can technology do to Support Foreign Language Teaching and Learning?⁵, New challenges and duties on the modern teachers in the English Language Teaching process⁶. Additionally, fieldwork was carried out in order to gather information. A questionnaire was administered to students and an interview was passed out to teachers to collect both students and teachers' perceptions about the use of educational technology in their English classes; so that the information gathered helped reach the main goals of this research.

This research was planned to last from March to November of the year 2014. First of all, it was necessary to create the research profile that includes: the introduction, objectives, delimitation, justification and schedule of activities. Second, the theoretical framework was written with previous findings of various authors. Third, it was necessary to select the sample, and to build the research strategies, methodology procedure and limitations. Finally, through the data analysis, make c

³Purcell, Kristen et al. (2013). *How Teachers Are Using Technology at Home and in Their Classrooms*. Report February 28, 2013. From <http://www.pewinternet.org/2013/02/28/how-teachers-are-using-technology-at-home-and-in-their-classrooms/>

⁴The impact of Technology in the English language-learning (Online published : February 22, 2013). <http://www.ccsenet.org/journal/index.php/ells/article/view/25002>

⁵ Educational Technologies for English Language Learners (What can technology do to Support Foreign Language Teaching and Learning?)<http://www.aim21.org/ELL.pdf>

⁶ Purcell, Kristen et al. (2013). *How Teachers Are Using Technology at Home and in Their Classrooms* (New challenges and duties on the modern teachers in the English Language Teaching process). Report February 28, 2013. From <http://www.pewinternet.org/2013/02/28/how-teachers-are-using-technology-at-home-and-in-their-classrooms/>

CHAPTER II

THEORETICAL FRAMEWORK

CHAPTER II

THEORETICAL FRAMEWORK

2.1. DEFINITION OF KEY TERMS

The terms below are presented in order to clarify the meanings of the key terms that are mentioned in different sections of the theoretical framework. Thus, the reader is going to have a tool to facilitate the comprehension of the literature of this research.

According to the Association for Educational Communications and Technology (AECT), the term of **Educational Technology (ET)** refers to the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources.

Computer-Assisted Language Learning (CALL) refers to computer applications and approaches for teaching and learning foreign languages (Center for Digital Education, 2010).

Content-based instruction (CBI) is defined by Crandall and Tucker (1990) as “...an approach to language instruction that integrates the presentation of topics or tasks from subject matter classes (e.g., math, social studies) within the context of teaching a second or foreign language”.

Task-based language teaching focuses on the use of authentic language through meaningful tasks such as visiting the doctor or a telephone call. This method encourages meaningful communication and is student-centered (Bilash, 2009).

Cooperative learning (CL) involves more than students working together on a lab or field project. It requires teachers to structure cooperative interdependence among the students (Johnson et al., 2006).

Authentic material refers to materials that have been produced to fulfill some social purpose in the language community Peacock's work, (as cited in Chen, 2003).

2.2. EVOLUTION OF EDUCATIONAL TECHNOLOGY

Throughout history, instruments as means of communications and technologies such as writing, images, printed books, movies, television, computers and Internet have played a significant role in the transmission of experiences and knowledge from individuals to the rest of society. The capacity of storing information and experiences in books and various devices have been a key tool for the development of society (Area Moreira, Gros Salvat, Marzal García-Quismondo, 2008)

After the age of handwritten books, that were one of the first means of sharing wisdom, appeared the printing press in the 15th century. Printing represented a technology that allowed knowledge to be spread to a larger group of people throughout the world. The printed books could be reproduced in editions of hundreds of copies that might be read in the privacy of the home and could easily be transported from one place to another. At the end of the 19th, during 20th, and the beginning of the 21th century, innovations such as radio, photographic and cinematographic media brought society into what is called the technological age. Equipment such as: televisions, CD players, DVDs, computers and devices such as Smartphones, iPods, iPads, and iPhones help to communicate and to obtain information. These advanced technologies have facilitated the storage of enormous quantities of information that can be easily distributed all over the world. (Area Moreira, Gros Salvat, Marzal García-Quismondo, 2008).

2.3. BACKGROUND OF EDUCATIONAL TECHNOLOGY

People have been learning foreign languages for many years to communicate with others. However, globalization increased the necessity to learn a second or foreign language such as English. English does not have the highest number of speakers in the world, but it is the most widely spoken across nations. Thus, it is the language of social, political, and sociocultural context, business, education, industries, media, library, communication across borders, as well as a key subject in curriculum and language of imparting education (Shyamlee & Phil, 2012). Therefore, a person who can speak English has more chances of being successful in this global era. Consequently, the population of English language learners is increasing every year. But how are people learning English nowadays? What technological tools did teachers implement in their classes in the past, and what has changed?

Undoubtedly, the ways people are learning English have changed; a few centuries ago people did not have all the resources that people have nowadays. Tape recorders, television, computers, MP3, MP4, CD players, voice recordings, Smartphones, iPods, iPads (tablet) and interactive whiteboards have become useful tools for teaching and learning English as a foreign language. All these devices are useful aids for teachers and students to fulfill different students' needs during the learning process. For instance, students can easily practice their listening, writing, reading and speaking by making use of these technological devices. For example, by practicing their English grammar using different software provided on the internet, listening to audio conversation, having conversation with native speakers of the language in networking sites. By making use of these tools, students develop their English skills better. In the same way, technology helps teachers to make classes more interesting and

meaningful for students. For decades tape recorders and televisions were the most common tools used by teachers in classrooms. But now, many teachers use computers, which allow them to access to a huge amount of information to plan their classes. Also classes can be more dynamic through the use of blogs, wikis and social networking sites. Since, they create an atmosphere where it is possible for learners and educators to share easily their wisdom, ideas, knowledge, and comments with others. In that way, learning and teaching of a foreign language can be more effective, interesting and enjoyable. (National focus Group on ET).

Educational technology can be very useful for teachers and students. Nevertheless, what is the extent to which technology should be used by teachers and learners of EFL? Certainly teachers have to be clear about the objectives to be reached through the use of ET to improve students' language skills; though, educators have to direct their thought to education, and not as any technology and the logistics of getting it set up, thereby creating a culture of learning. Thus, Educational technology is a great resource to fulfill students' needs. (National Focus Group on ET).

2.4. WHAT CAN TECHNOLOGY DO TO SUPPORT FOREIGN LANGUAGE TEACHING AND LEARNING?

Technology is an important tool to support English language teaching and learning. For instance, among the things this technology can do are the following:

First, technology provides interaction between the teachers and the students, promotes communicative activities, and offers real audiences and authentic materials. Second, it supplies comprehensible input and output. Students can understand easily the information received and transmit it. Third, technology can support cognitive abilities and critical thinking skills. In other words, it helps students to develop the abilities of thinking analytically. Fourth, it utilizes task-based and problem solving. Fifth, it provides sheltering techniques to support language and academic development, making it an essential tool to support the progress in the academic area. Sixth, it can facilitate focused practice for the development of reading, writing, listening, and speaking skills. Seventh, learning and teaching becomes more student-centered. Technology promotes student autonomy, helping students feel more confident and independent. Eighth, it uses multiple modalities to support a variety of learning styles and strategies. Ninth, it increases motivation and self-esteem. Students feel more motivated to learn a foreign language. Tenth, it can provide appropriate feedback and assessment. Eleventh, it can connect to the home and community. Through technology, teachers and students can connect at any hour and anywhere and at the same time with friends and family around the world. Twelfth, it can serve as a resource for content-based ESL and EFL (English as a Foreign Language) instruction. And thirteenth, it can provide professional development

opportunities to teachers as students of foreign languages (Center for Digital Education, 2010).

Some of the main technological tools that support teaching and learning process of English language are: English language learning laboratories, CD player, television, computer and devices (smartphones, iPods, iPads and tablets).

2.4.1. ENGLISH LANGUAGE LEARNING LABORATORIES

In the 1960s and 1970s many educational institutions used English language learning laboratories with the main purpose of practicing speaking and listening skills. A laboratory consisted of a number of small cabinets, each provided with a cassette deck, a microphone and a headphone for each student. Teachers used a central control panel in order to monitor their students' interactions. The advantage of this type of technology was that it helped students to learn a foreign language. In addition, the frequent use of the laboratory enhanced the students' skills through practical drill problems. While this laboratory seemed to be like a positive step in linking technology and education, for learners, it was tedious and boring and there was also minimal interaction between teacher and students or among students (Basheer, 2013).

2.4.2. USING CD PLAYER EQUIPMENT IN ENGLISH TEACHING

CD players can be very useful as tool when learning English as a foreign language, since they allow teachers to present to their students authentic audios in order to support and reinforce the topic that is being delivered. In these days, lessons need to be supplementary interactive and lively but above all, meaningful, for teachers to reach their instructional

objectives and for students to become motivated to learn a different language. With the use of a CD player as a tool for EFL students, different techniques can be introduced naturally and dynamically in the classroom in order to reinforce listening or speaking skills in English. Teachers can, at this time, download popular songs from the Internet for the easy delivery of new vocabulary and facilitate student's engagement with the foreign language. Thus, speeches, interviews and dialogues are presented in order to reinforce students' listening skills (Lauren, Marge, & Cynthia, 2010).

2.4.3. TELEVISION

Televisions are everywhere. Most people have one at home; everyone can take advantage of them. Television is also a useful resource since it provides visual and verbal means for teaching and learning of English as a foreign language. Televisions provide dramatized cultural context and authentic materials as well as exposure to native speaker pronunciation. Valuable and understandable contents through images, motion, sound and sometimes text are portrayed on televisions. There is a well-known saying that highlights how easily comprehension can occur by just seeing an image. It says "a picture is worth a thousand words." Thus, when images, actions, sound, and text are presented together; they provide additional complementary information, facilitating comprehension. Some researches state that seeing is remembering. People remember 10% of what they read, 20% of what they hear 30% of what they see and 50% of what they see and hear together (Center for Children and Technology (CCT), 2004). Television mixes all those factors, offering more chances for comprehension to take place. However, when using television in classrooms, comprehension is also determined by viewer's ability to stay engaged with the medium, likewise on the ability

to process both audio and visual tracks, taken from Anderson's work (as cited in EDC's Center for Children and Technology (CCT), 2004). Similarly, the interactive process between the viewer and the medium allows viewers to bring their own experiences and expectations to their viewing to comprehend different issues shown on TV, EDC's (Center for Children and Technology (CCT), 2004).

The use of televisions in classrooms where English as a Foreign Language is taught must have clear goals to enrich curricular content and reinforce the development of the four macro skills (reading, writing, speaking, listening). There are some strategies worth mentioning that can help teachers reach the objectives established in ESL/Foreign Language classrooms through the use of TV. For example, pausing the video so students can copy down visual information; eliminating the sound track in that way students can practice their oral and written English skills by supplying the missing dialogue; using closed-captioned programs to reinforce vocabulary and reading skills; provide copies of video tapes to parents so that they, too, can improve their English and become "active partners" with their children in the learning of English, per Clovis's experience (as cited in EDC's Center for Children and Technology (CCT), 2004). Additionally, some educators state in some studies that the use of televisions stimulate class discussion, reinforces lectures and reading as well as it helps teachers teach more effectively. Also, educators claim that using televisions in the classroom has enhanced students' comprehension and discussion of contents. Additionally, the use of TV has resulted in better accommodation of diverse learning styles; moreover it has increased students motivation and enthusiasm for learning. Both teachers and learners can share their knowledge through discussion; therefore, teachers should be sure that what is presented on the TV

matches with the class's learning goals; also that it is connected as a reinforcement activity (EDC's Center for Children and Technology).

What is useless, and to be avoided, is letting students spend hours in front of the TV without any purpose or guidance; clearly that is not teaching. Teachers have to know what they are going to accomplish with televisions in their classrooms. It is very important to be clear about the purpose for watching a video, program, segment of news etc. There are many ways to take advantage of this great tool while teaching and learning English as a Foreign Language, so that classes become more helpful in fulfilling students' needs. Through TV, learners have the opportunity to listen to a huge variety of English accents from people of different countries, such as the U.K, United States, and Australia. Teachers can mix videos with different accents in order to provide students a variety of resources so that students do not have trouble understanding people with different accents. Also, teachers can present videos with both soundtracks and subtitles. In that way, by seeing and hearing, students increase their vocabulary faster as well, as it reinforces new English vocabulary. Moreover the use of TV allows students to see and hear people in real life by being exposed to huge amounts of English slang that students do not have the opportunity to learn in a classroom setting. Consequently, movies and TV series introduce EFL students to current-day slang and idioms, which is remarkably helpful when they have to use English in real life. Also it is better to watch only short segments of movies or TV shows at once (not the whole thing at once), and to provide students with a task to be completed while they see the TV show or what they are watching on the TV. It could be a question sheet that students have to answer while the movie is running. Another activity that enhances the learning experience when watching

something from the TV is to have students writing and acting out a scene from the movie. Teachers make groups and let each group choose a scene they liked from the movie, students re-write the scenes and perform it in front of the class. At the end the most important thing when using a TV is to make students become active participants and not passive watchers. By creating complementary tasks, teachers can make them think and answer questions to make learning a more enjoyable and meaningful experience, Cassandra James's article (How to Teach English as a Foreign Language (EFL), Using DVDs of TV Shows and Movies).

2.4.4. COMPUTERS AND DEVICES SUCH AS SMARTPHONES, IPODS, IPADS, AND TABLETS

Computers are everywhere -- cyber cafes, schools, universities, homes. Most schools and universities have computer labs. Undoubtedly, computers facilitate daily life in many ways. People use computers to communicate with others, share ideas, exchange thoughts, listen and watch videos, and to have access to a huge amount of information as readings, audios, and viewings.

In the area of language learning computers provide many advantages for teachers and learners. By making use of various software and hardware, teachers can make classes more amusing and meaningful to students. For instance: Teachers and students can use software such as PowerPoint to make a great presentation; thereby, it is a means to show authentic materials and to share what they have done, particularly if the presentations make use of a computer, projector, and audio speakers. Also, teachers can assign students to create and edit a video to offer them a chance to practice the four macro skills by using Movie Maker, a free software manufactured by Microsoft Windows, which includes time line narration, effects,

audio tracks, transitions, titles and credits. Then, the video can be presented to an audience in order to create a meaningful experience for learners.

Computers offer educators and learners of English as a Foreign Language an invaluable tool in the Internet, defined as “A global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols” (oxford dictionary). This tool provides an innumerable amount of resources that can facilitate the learning and teaching of English. For instance, valuable materials can be downloaded in PDF, Word, Excel, PowerPoint, etc. There are other multimedia tools like images, videos, and audios in mp3 which can be downloaded from different websites such as blogs, wikis, social networking sites (You Tube, Facebook etc). All these sites allow teachers to bring to classrooms authentic materials. Besides, those social networks offer in Internet can be a great resource for teachers to enhance communication, and to share ideas and thoughts with their students. Moreover, educators can easily share their knowledge with others who are working in the same field through the use of the Internet. Therefore, the Internet enables teachers to enhance their English lessons to reach the goals established.

Most of the applications available on the computer can also be accessed through devices such as Smartphones, iPods, iPads (tablets), etc. These advanced gadgets allow people to connect to the Internet; thereby, enter to thousands of websites just as computers do. Such technologies permit people to remain communicated with each other and to exchange knowledge easily as well as to get information from different sources. Besides, people have

the opportunity to use any of these tools for free, send e-mails, create a website, download videos, images, mp3 audios, documents and many other things.

2.4.4.1. TEACHERS' EXPERIENCES IN DEVELOPING ACTIVITIES BY USING COMPUTERS AND INTERNET.

The following activities were developed by an educator from Venezuela, Dafne González, with the intention of presenting activities that enhance students' skills in the language. The activities have been created by means of different websites; which have been taken from the book "Learning Language through Technology" Edited by Elizabeth Hanson-Smith and Sarah Rilling (2006).

Dafne González

Universidad Simón Bolívar

Caracas, Venezuela

González made use of a chat room in Yahoo to develop the following activities which are based on the principle of communicative language learning: content- and task-based activities. Gonzalez argues that she tried to intertwine three main strands in her course: communicative approaches, cooperative learning, and content-based instruction. The activities are also based on the principle that language learning is a social and cognitive phenomenon, Dewey 1916/1966; Piaget 1965; Vygotsky 1978's work (as cited in Learning Language through Technology, 2006). This activities have been used in undergraduate English for architecture Courses; but Gonzalez states that they can be adapted to any English for Specific Purposes (ESP) or even General English (GE) which is designed for students who want to

improve their ability to communicate in English in social and work situations (Institute of Continuing & TESOL Education (ICTE-UQ) The University of Queensland).

ACTIVITIES

❖ IMAGE DESCRIPTION ACTIVITY

To practice descriptive terms and listening-speaking skills in a content area.

	ACTIVITY #1
STEPS	TOPIC
↓	Image Description Activity / Task Based approach
1	Students are assigned a classmate or they can select whom they want to work with.
2	Students open a voice chat
3	One student opens a Web page, blog, or any other Web document that has four to five pictures [I use architectural pictures: buildings, houses, bridges, door knobs, doors, windows, balconies, etc.], and the other student opens a Web document with the descriptions of these elements.
4	The student with the descriptions selects one of them and reads or summarizes it to his or her classmate.
5	The student with the pictures tries to select the one that the other student describes verbally. The student trying to guess the answer can ask questions when something is not clear. Both students can use text chat to clarify doubts.
6	Students take turns describing or selecting images.
7	Students can use online dictionaries to look up unknown words. These words will be added to a class glossary.

❖ JIGSAW READING ACTIVITY

This activity can be used when the reading is too long. Students obtain information from a reading that is too long to be read by each student in a single class. Also the activity can be used just to make the reading process less tedious and more meaningful.

	ACTIVITY #2
STEPS	TOPIC
↓	Jigsaw Reading Activity / Cooperative learning (CL)
1	Students are divided into groups of three to five, depending on the length of the reading, and are assigned the Web page and section to be read individually.
2	While reading, students take notes using a word processor or electronic notebook.
3	They summarize the content; meanwhile they look up words in an online dictionary and write down the vocabulary that is not familiar to them.
4	Once students have finished reading and taking notes, they join with the members of their group for a voice chat conference. One of the members opens the conference and invites the others.
5	The student who has the first part of the text explains his or her reading part to the rest of the group. The others can ask questions when they do not understand something.
6	Once all parts of the reading have been explained, the group discusses questions previously assigned by the teacher.
7	One of the students in the group saves the chat and posts it to the Course Management System (CMS) [part of the group's assessment].
8	Students write individual summaries of the reading on their blog or post them to a specified forum or folder: sometimes they are asked to make an audio recording of the summary, using a desktop tool such as Handybits (2005), for individual assessment.
9	Each student copies new vocabulary found in the reading, with corresponding meanings, to the glossary section of Moodle (2005) or to a folder if using Yahoo Groups (2006).
10	Students are encouraged to read some of their classmates' summaries and to write comments.
11	Students perform follow-up activities, such as answering questions, creating tables, writing or recording a summary, creating timelines, or making drawings, depending on the content and structure of the reading.

❖ EXPERT JIGSAW GROUPS

The main objective of this activity is that the entire group becomes expert on a subtopic, then one member from each group has to join a different group to share experience on the topic.

	ACTIVITY #3
STEPS	TOPIC
↓	Expert Jigsaw Groups / Content-based instruction (CBI) First group creation:
1	Students are divided into groups of three to five.
2	Each group is assigned a different topic.
3	Each member of the group gets one to three links to Web pages corresponding to a subtopic.
4	Each member goes over the Web pages and takes notes to report back to the group.
5	Each group calls a voice chat conference.
6	Each member gives a report, and the group discusses the main points of the subtopic
7	The recording and chat log are saved and posted for others to listen to and read.
↓	Expert Jigsaw Groups / Content-based instruction (CBI) Second group creation:
1	The second groups are made up of one member from each of the previous groups. In that way, each group has an expert in each subtopic.
2	The new groups hold a chat conference.
3	Members present and discuss their specialized information.
4	Group members come to agreement regarding the whole topic.
5	Students complete follow-up activities as in the Jigsaw Reading Activities.

The aforementioned activities are a way to provide learners with a lot of language input and output by having students produce the language. Thus, students improve the four macro skills of the language. Input is provided to learners by listening and reading their classmates' opinions, summaries, conclusions, explanation of subtopics and by conducting research on a specific topic. Also, these activities provide opportunities for output, since students produce the language by speaking and writing their point of views. Additionally, students make deductions using the knowledge and information they have, to form opinions, conclusions, or comments of a particular issue. These activities allow students to develop receptive and productive skills; but also permit them to apply the principle of promoting interaction, collaboration, negotiation of meaning, as well as develop autonomy for self-learning of the language. However, it is important to take into account that teaching and learning using online activities will have more chances to be successful if they are carefully planned to reach the established objective -- of course, by always having students in mind.

2.4.4.2. USING ONLINE ACADEMIC WRITING MODULES IN AN INTENSIVE ENGLISH PROGRAM (IEP)

According to Reppen, writing can become a challenging task for writers; it requires skills such as organization of information, incorporation of various rhetorical and grammatical devices, and intertwining information, according to Bereiter and Scardamalia 1987 (as cited in Learning Language through Technology, 2006). Also the control of basic grammar, sentences, paragraphs, and essay structure are necessary when organizing and synthesizing information in a comprehensible way. Therefore, online writing modules are created, so that students in the intensive English program have a tool to enhance their writing skills by practice. The modules have two aspects: first, each module is a self-contained unit that centers on aspects of composition that represent difficulties for L2 writers. Second, several modules use corpus-based materials or findings from corpus linguistics. All this module includes four phases which are presentation, guidance, practice, and assessment. In total there are ten modules. The first two modules are focused on technology, and the remaining eight on various aspects of academic research and writing.

The first two modules that focus on technology are: first, Word Made Easy, which allows students to focus on skills such as saving documents, changing font size, and cutting and pasting, all of them are aspects of Microsoft Word (2006). This module enables students to review a skill that they are unsure of and to practice new skills. Because each section of the lesson is followed by a quiz, students can know how well they master each skill. The second module is the NAU Scavenger Hunt (web search module). The web search module is incorporated into the writing class during the first week of the semester, and provides a

presentation of tips on how to conduct web research. For instance: taking notes, using keywords, scanning etc. The rest of the modules cover topics such as using citations, adhering to a style sheet and composition issues as selecting and narrowing a topic, paraphrasing, summarizing, developing paragraphs, using linking adverbials, evaluating online sources. Summarizing or using quotes are tasks that often represent a challenge for students; therefore they are addressed in more than one module. To help students with these kinds of tasks, these modules present tips and strategies to improve quoting, paraphrasing, and summarizing skills. In some modules students can work without any interaction with teachers. Other modules are designed in the way in which students receive feedback from teachers after they have worked independently.

Fonts and colors are helpful web features used by teachers and students to provide feedback in the writing modules. Therefore, colors and fonts are useful tools in writing modules to focus students' attention in relevant aspects of a text structure. For example, in the quoting, paraphrasing, and summarizing modules are presented in three texts: the original; an unacceptable paraphrase and an acceptable paraphrase for students to identify the best answer. Later on, the module gives an explanation in detail of the differences between the unacceptable and acceptable paraphrases. Students' attention is focused on the relevant parts of the paraphrase by highlighting those using different colors. Additional modules also use colors to highlight specific text structures, for instance, an introduction or topic sentences.

2.5. INNOVATIONS IN TECHNOLOGIES USED IN ENGLISH LANGUAGE TEACHING AND LEARNING

In these early years of the 21st century, the variety of technologies available for language teaching and learning have become extremely varied, as are the ways that they are being used in classrooms all over the world. Due to the fact that technology is having an impact on the development of pedagogy in many cases, it can be said that the use of technology has enabled teachers to re-think what they are doing. Most teachers prefer to work using technology in the classrooms and they are always looking at ways that these spaces can be improved with digital technologies. (Motteram, 2013).

Technology can be used to support teaching and learning process improving the four macro skills of students.

2.5.1. TECHNOLOGIES TO SUPPORT SPEAKING AND LISTENING SKILLS

For foreign language learners effective classroom strategies have traditionally involved use of songs, rhymes and traditional stories with repeated language structures. The Internet can be a rich source of authentic oral and listening models through songs, electronic books, podcasts, and video clips that help learners with pronunciation as well as the acquisition and reinforcement of new vocabulary. For learners the ability to listen and play back recordings helps them in the identification of grammatical errors and inaccuracy in pronunciation, encouraging self-improvement.

A way to motivate students to speak English language is listening to native speakers through:

VIDEO CONFERENCING

Video conferencing (VC) continues to be a highly efficient way of inviting visitors into classrooms and for enabling learners to collaborate with each other at distance. Certainly, this can be one of the few methods available for exposing learners to native English speakers and for facilitating cultural exchanges. There are many free solutions available, such as Skype and Facebook that can be used to practice listening and speaking skills.

2.5.2. TECHNOLOGIES TO SUPPORT READING AND WRITING SKILLS

The interdependence of reading and writing cannot be exaggerated; ‘reading makes the writer’ as cited by Pim (Corbett, 2008: 1). The teaching of reading, in many cases, can lead learners to be able to decode, but are unable to comprehend the full point of a piece of text. This might happen when there are few attractive texts and where there is a lack of exposure to authentic oral models.

Reading can be led by limited access to appropriate texts and the Internet itself offers texts that are often too sophisticated for many learners of English. However, there are places on the web where more accessible English can be found, for example, Simple English Wikipedia (<http://simple.wikipedia.org/>) that supports texts with a high content level, but reduced literacy demand.

The different devices that help to develop the reading and writing skills are mentioned in the next paragraphs:

DIGITAL TEXTS AND ELECTRONIC BOOKS (E-BOOKS)

Particularly when access on portable technologies, E-books can inspire learners to read more. Many offer effective oral modeling via text-to-speech and access to other tools like electronic dictionaries that allow a reader to learn the meaning of a word quickly while continuing to read.

TALKING TEXTS

Books are the starting point for language learning at whatever age of the process. Oral versions of a text can increase access for those students whose reading skill lags their ability to read. Moreover, well-produced talking books bring texts alive through the quality of voice characterization, intonation and expression, and in many cases can be one of the few ways of modeling authentic oral language to an English language learner. Digital texts can also be imported into e-book readers that can deliver text orally through text-to-speech. Using software screen-readers and individual text-to-speech applications can also be an option to motivate learners.

The following mobile devices presented below are some of the many technological tools that provide learners a lot of applications to enhance their English skills and the opportunity to practice the language at any time and from anywhere.

MOBILE TECHNOLOGIES

Portable devices such as tablet computers, smart and feature phones and Mp3 players have particular significance for English teaching in situations where practitioners move between different locations and where learning occurs in isolated contexts. These technologies have the potential to deliver high-quality multimedia stored on internal drives or removable memory cards that can be accessed over wireless and telecommunication networks. Touch-sensitive screens and simple menu systems may also be of particular benefit in situations where a lack of familiarity with mice, keyboards and operating systems might reduce learning. Mobile phones and other smart devices are perfect for developing Mobile Assisted Language Learning (MALL) activities.

MOBILE APPS

Smart devices (both phones and tablets) feature dedicated Software Applications (apps) that can be used to assist language learning. Certain apps help promote learners creativity: ‘*Toontastic*’ and ‘*Puppet Pals*’ facilitate learners to create stories using animated characters and recorded speech, as well providing opportunity for them to share their creations online. More sophisticated apps like ‘*Comic Life*’ enable learners to take photographs with the mobile

device's in-built camera and incorporate them into cartoon-style templates, or written narrative. Others like '*Phoster*' provide a framework for developing posters so that learners can play around with text and images in order to evaluate their visual impact on an audience.

Many apps have a more specific purpose for helping to develop reading and writing. In-built text to speech synthesis can open up access to texts for English language learners and can also serve as an effective model of oral language. There are a huge number of dictionary apps available to support users in their acquisition of new vocabulary. Translation apps also have a role to play in enabling users to transfer knowledge and skills across from a stronger first language to their learning of English as a foreign or second language. In addition, there are numerous apps that support the development of vocabulary, grammar and colloquial language, as well as contextualizing language through cultural contexts that make meaning clear. (Pim, 2013).

In the present section are presented two case studies from some researchers from Spain, Canada and Turkey by using different tools to improve different English skills.

2.5.3. CASE STUDY #1

TOPIC: TRAVELLING THROUGH ARTS /LISTENING-SPEAKING

At the Faculty of Education, Universitat Autònoma de Barcelona, Researchers Melinda Dooly and Dolors Masats for the School of Education at the Universitat Autònoma de Barcelona have been working with trainee teachers to investigate how Computer- Mediated Communication (CMC) can facilitate English language learning in children based in two different countries like Spain and Canada. The research has been developed through a close partnership with an internship school (CEIP Sant Jordi) and the specialist teacher, Maria Mont. Randall Sadler, from the University of Illinois Urbana Champaign (USA) who collaborated in the materials development. The project is financed by the Spanish Ministry of Science and Innovation (EDU2012 17859). In the first year of the project, six-year old Catalan speakers were linked with peers in a Canadian school in order to work collaboratively on a cross-curricular project integrating art, social science and language learning. Children in each school worked independently to research the life of a local artist by visiting galleries and examining the artist's work firsthand. Each school was subsequently able to share their findings asynchronously via blogs and wikis as well as through the more immediate 'face-to-face' context of a virtual world. An ingenious method was chosen to bring children together in order to discuss the work of both local artists, as well as share each school's independent research. A virtual exhibition of artwork was created on a secure island in a virtual world

called Second Life. Using a non-threatening ‘Snoopy’ avatar controlled by the teacher, the children were encouraged to use simple English commands to direct their virtual guide around the gallery, to inspect the exhibits and answer their questions. This proved to be an extremely successful way of teaching English, particularly instructional and descriptive language. In order to bind the learning together in a suitable finished format, both schools worked together to produce an e-book based on an imaginary meeting between the two artists from each country. This e-book and other details about the project were showcased via a Glogster exhibit entitled ‘Travelling through Art’.<http://teachertefl.edu.glogster.com/travellingthruart/>.

This type of work shows how ‘blended learning’ can be particularly successful as it enables flexible working, where students can pursue projects through more traditional approaches that can subsequently be shared more widely with peers via communicative e-tools. Exploring common themes provides a natural context in which the target language is developed through the sharing and co-creation of content. This case study also illustrates the benefits of students acting as digital collaborators. They need to pay particular attention to the function and form of their oral and written contributions as well as ensuring that it fits the purpose. Working with peers, particularly those from another cultural background, requires students to carefully consider the sophistication of their contributions as well as the socio-cultural nature of the content, in order to ensure that they, along with the recipients, get the most from the experience. (Pim, 2013) “Emerging technologies, emerging minds”(pag. 24-25).

2.5.4. CASE STUDY #2

TOPIC: CROSS CURRICULAR STORY WRITING /WRITING-READING

At Terakki Foundation School, Istanbul, a class of five- and six-year old children worked on a year-long cross-curricular story writing project. Although this project was created and continued by teacher Özge Karaoğlu, practitioners from the art department and Information and Communications Technology (ICT) department were also involved. The collaboration built upon a strong tradition at the school of using (ICT) to promote creativity, particularly using children's artwork to produce digital animations. As in many early language learning contexts, Özge teaches English through fun based activities centered on common themes, such as colors, numbers, and food. The children decided to consolidate their learning of new vocabulary by creating an audio-enabled talking book based on the characters of two imaginary children, 'Bubble' and 'Pebble'. The children were particularly motivated by the notion of becoming digital publishers and authoring an e-book to share with friends, family and the wider world. Özge gave her children free rein to develop their own collaborative story, providing them with storyboards to support the flow of their ideas. During English lessons, teaching was always conducted in the target language, whilst the majority of the dialogues between children took place in Turkish. Alongside this work, during art classes, the children were provided with a number of different character models and other assets upon which to design their animations for the story.

Özge supported the children to develop a written narrative, ensuring that they were mindful of the need to integrate ‘learned’ vocabulary repetitively throughout the story. The narrative was subsequently recorded by a few of the more confident speakers in the class using a ‘sound recorder’ on the computer. Finally, Demet Küyük created the book using Adobe Creative Suite 5.5 and then published it as an e-book ready for reading via iBooks (for example on a mobile device such as an iPad). Bubble and Pebble e-book.

The successful creation of an electronic talking book not only helped to consolidate new language for the children but also proved to be effective in terms of extending learning through a follow-up project. With teacher support, the class produced a website of language games to help other children learn English. Based upon the characters of Bubble and Pebble who ‘introduce’ the activities, the games were designed to teach familiar topic vocabulary like colors, shapes, food, numbers and animals. The children imaginatively designed each game with a different concept in mind, such as learning the names of food by concocting a recipe to make popcorn. ‘Bubble and Pebble’ illustrates well how technology can be attached to different elements of the project presented above. It is also illustrative of the ideas that underpin content and language integrated learning (CLIL), in which a number of departments within a school work together to support language development. In addition, it gives the opportunity for children to become digital publishers, thus developing their digital literacy. Authoring for a specific audience encourages children to think carefully about the suitability of the language they are using as well as ensuring that the activities make sense, are culturally appropriate and will be engaging enough to sustain interest (Pim 2013) “Emerging technologies, emerging minds” (pp 29-30).

2.6. CHALLENGES IN THE USE OF EDUCATIONAL TECHNOLOGY

The learning activities that teachers develop within institutions are coming under increasing pressure from the developments of digital technologies and the capacities to access and manipulate information.

It is time to reflect upon in the development and the use of these digital tools in the area of education. During the past few decades there have been many significant advances in technology. Personal computers (PCs) are not the exception, as these have become increasingly powerful with fast processors and sophisticated software. In addition, they have become cheaper and more portable. Devices such CD-ROMs, DVDs and USB sticks simplify the organization, the planning of the classes, and backing up information. However, more significant transformations are expected to arise because of the networking capacities in the future (Castells, 1996 as cited in Saljo, 2010).

On the other hand, The Horizon Report identified six great challenges that some teachers face with the implementation of new technologies in educational institutions. It is important to recognize that there are numerous barriers that present their own challenges. However, when the technology is applied, it must have a purpose for both teachers and students, and needs to be the right choice for the institutions (Lepi, 2013).

First, faculty training still does not acknowledge the fact that digital media literacy continues its rise in importance as a key skill in every discipline and profession. This challenge refers to the fact that teachers need to learn how to use the technology. In many

cases, teachers lack formal training, while professional development requires stepping in; in that way, they can integrate the use of technology with the teaching and learning process (Lepi, 2013).

Second, the emergence of new scholarly forms of authoring, publishing, and researching outpace sufficient and scalable modes of assessment. The traditional methods of academic evaluation don't always coincide with the forms of modern methods of research (the things that include the use of social media, online collaborations, etc). Although these things happen frequently in the real world, the academic decisions are taken considering what is acceptable and what is not (Lepi, 2013).

Third, too often it is education's own processes and practices that limit broader uptake of new technologies. Some teachers refuse to integrate technology in the teaching and learning process. They are not willing to change the traditional methodology of teaching (Lepi, 2013).

Fourth, the demand for personalized learning is not adequately supported by current technology or practices. Technology doesn't always fit in all learning styles. However, it can help each student acquire exactly what they need; but many of the technologies just beginning to develop (Lepi, 2013).

Fifth, new models of education are bringing unprecedented competition to the traditional models of higher education. Educators need to evaluate both the pros and cons of

new learning models and look at how they fit in with existing models of learning and assessment (Lepi, 2013).

Sixth, most academics are not using new technologies for teaching and learning, nor for organizing their own research. How can teachers teach using educational tools and expect students to use them if they don't bother to try? The negative attitude in higher education (according to the report) seems to be that these types of incursions into technology are not expected. It is for that reason that a change in attitude and willingness to adapt the existing processes to permit teachers to integrate new technologies in their classrooms and better methods of teaching are necessary (Lepi, 2013).

2.7. ADVANTAGES AND DISADVANTAGES IN THE USE OF EDUCATIONAL TECHNOLOGY

Technology has been an important resource to improve the quality of education in many countries around the world. A variety of educational technology such as television, CD player, computer, Internet, Smartphones, and tablets enable educators to obtain information in different multimedia formats while the main purposes of communicating and accessing to information. However, technology brings some advantages and disadvantages.

ADVANTAGES

First, tech provides interaction and communicative activities of specific academic environments and specific levels. Second, it fosters understanding of the socio-cultural aspects of the language as practiced in various fields. Third, it provides comprehensible language input and facilitates student production. After that, it supports cognitive abilities and critical thinking skills. It also promotes collaborative learning and facilitates focused practice for the development of the four macro skills: reading, writing, listening, and speaking, across the curriculum. It is student-centered and addresses specific needs of students. It is also necessary to mention that through technology teachers can supply affective needs of their students such as: motivation, self-esteem, and autonomy adding up, they are capable to provide appropriate feedback and assessment of content knowledge. After all that, technology provides sheltering strategies for language development and understanding of content; for example: modeling, bridging to students' background experiences, contextualizing, metacognitive activities, etc. (Nergiz Kern, 2013) Cited at Pascoe (2009: 2–3).

Furthermore, through technology, teachers and students can see pictures, listen to sounds, watch videos, texts, access to internet, can upload course documents so students can

have access to this material, and send E-mails. The implementation of blogs, videoconferencing, Facebook, and chat rooms in classes can be used to communicate between students where they can develop the writing skill, share ideas, give points of view, or comment about a topic or questions uploaded by teachers. Furthermore, the use of technology engages students in the learning process. (Tinio, 2002 and Roblyer, 2006 as cited in thesis of Alberto Martinez and others, 2011).

DISADVANTAGES

According to work by James et al, 2005 (as cited in thesis of Alberto Martinez and others, 2011), among the disadvantages of the use of educational technology is teaching the wrong things. In addition, when classes are too long students can get bored using computers for a long period of time. Also, these points mentioned in this study argue that many institutions do not provide training to teachers and students on how to use educational technology. On the other hand, some students do not have enough skills for using a computer or a software program, it makes them do not want to use them. In addition, there is a lot of incorrect information on the Internet. Therefore, teachers and students must choose carefully and select reliable sources. Choosing the right technological tools for the institution or country's needs is a vital step in ensuring the effective use of Information and Communication Technologies (ICTs) in education (UNESCO states as cited in thesis of Alberto Martinez and others, 2011).The appropriate use of these tools can help the teaching-learning process in many ways by making classes more interesting and increment students' motivation and learning (James et al, 2005 as cited in thesis of Alberto Martinez and others, 2011).

CHAPTER III

METHODOLOGY

CHAPTER III

METHODOLOGY

3.1. METHODOLOGY OF THE RESEARCH

Having identified the topic for this research; it became essential to collect information from previous research in this area in order to understand the issue in-depth; setting up a theoretical framework being its main goal to present prior outcomes from different authors. It was also necessary to know the environment where this topic took place, which was in the Intensive English language courses at the Foreign Language Department semester II-2014; as well as to look for opinions of the population, who were students and teachers to show and to describe facts related to the practice of various technologies in English Language Learning. Thus, the general and specific objectives got easily accomplished.

In addition, this study describes step by step how the research was developed with the purpose to arrive to the conclusions and recommendations based on the outcomes obtained through this research.

3.2. TYPE OF RESEARCH

DESCRIPTIVE RESEARCH

The type of study was descriptive because it aimed to describe how Educational Technology influences in positive and negative ways in the teaching-learning process of the Intensive English courses.

The method of this research is mixed, since the research team used both qualitative and quantitative approaches. For example, it was qualitative because the findings gathered from the interview administered to teachers were presented in a descriptive way, as well as the observation phase was interpreted by using narrative descriptions. Therefore, the research group describes how ET is being used in the classrooms by teachers and students at the FLD. On the other hand, it is quantitative because the researchers used a questionnaire which was interpreted by using graphics and numbers. Subsequently, the data collection techniques mentioned before as an interview and observation which are commonly used in a qualitative research and as a questionnaire which is used in quantitative research, will help the research group to know the point of views from the population being studied in this research. Finally, these data collection techniques were created with the aims of achieving the main goals of this research supported by a well written theoretical framework.

3.3. FIELD OF RESEARCH

This research was developed at the Foreign Language Department in the University of El Salvador. Therefore, the target population was students taking intensive intermediate and advanced English courses and teachers who were in charge of those courses. Thus, they were administered questionnaires and interviews as well as an observation were carried out to obtain the information from the population in order to accomplish the goals of this research.

3.4. RESEARCH DESIGN

The research design is non- experimental because it was based on observation, interaction phase and interpretation of findings. The researchers observed the use of Educational Technology in different classrooms. Also, they interacted with people who were involved in this study. Finally, the researchers interpreted data gathered through the instruments administered to the population studied.

3.5. UNIVERSE OF STUDY

The population was taken from the English Teaching major. Specifically, 224 students who were taking Intermediated Intensive and Advanced Intensive English courses and 7 teachers assigned for those courses from the Department of Foreign Language, University of El Salvador.

3.6. SAMPLE OF STUDY

SAMPLE I. OBSERVATION

In order to obtain the information through the observation, the seven classrooms where Intermediate Intensive and Advanced Intensive English courses were being taught were observed. This observation provided valuable information to accomplish one of the research objectives which was: To observe which technological tools were used by teachers at the FLD to develop each of the four macro skills.

SAMPLE II. STUDENTS

The sample for this study was 67 students from a total universe of 224; to obtain the sample the following formula called probabilistic sample was used:

$$n = \frac{Z^2 \cdot P \cdot Q \cdot N}{(N-1)E^2 + Z^2 \cdot P \cdot Q}$$

Where:

n= Sample size=?

N= total of population

P and Q= probabilities

E= the margin of error

Z=Reliability degree

n=?

N= 224

P= 0.5

Q=0.5

E=0.1

Z= 1.96

$$n = \frac{Z^2 \cdot P \cdot Q \cdot N}{(N-1)E^2 + Z^2 \cdot P \cdot Q}$$

$$n = \frac{(1.96)^2 (0.50) (0.50) (224)}{(224-1) (0.1)^2 + (1.96)^2 (0.50) (0.50)}$$

$$n = \frac{(3.8416) (0.25) (224)}{(224-1) (0.1)^2 + (1.96)^2 (0.50) (0.50)}$$

$$(223) (0.01) + (3.8416) (0.25)$$

$$n = \frac{(0.9604) (224)}{(2.23) + (0.9604)}$$

$$n = \frac{215.12}{3.19}$$

$$n = 67$$

SAMPLE III. TEACHERS

The total population of these courses was 7 teachers, in which 3 were from Intermediate Intensive English and 4 from Advanced Intensive courses. Since the population was small, all the teachers were interviewed in order to gather more reliable information.

3.7. INSTRUMENTS OF THE RESEARCH

DATA COLLECTION

The data collection was conducted in three ways; through an observation phase, by passing out a questionnaire to students and by interviewing teachers.

3.7.1. OBSERVATION

The observation phase took place in seven classrooms where Intermediate Intensive and Advanced Intensive English courses were being taught, three weeks of the research period,

one week per classroom from August 25th to September 12th. In that way, the researchers observed which technological tools were used by teachers and students at FLD to develop each of the four macro skills. The research team took notes and used a checklist to get the necessary information for this study.

First of all, the research group observed the three Intermediate Intensive English courses. The daily schedule for each class was the following from: 6:15 to 8:00 am, from 10:00 to 12:00n, from 1:00 to 3:00 pm, from 5:00 to 7:00 pm which were observed in the week of August 25th, 2014. Then the researchers observed the four Advanced Intensive English courses with the same daily schedule from 6:15 to 8:00 am, from 10:00 to 12:00 n, from 1:00 to 3:00 pm, from 5:00 to 7:00 pm, beginning on September 1st ending on September 12th, 2014.

3.7.2. QUESTIONNAIRE

The questionnaire was closed-ended because a number of options were given where the respondents had to choose their answers. Many of the statements in this questionnaire were taken from the survey of Advanced Placement and National Writing Project in a research about “How Teachers Are Using Technology at Home and in Their Classrooms”.

This questionnaire was administered to students who were taking Intermediate Intensive English and Advanced Intensive English courses. The quota sampling method was used to select the sample. The 67 students which were divided in thirty three women and thirty four men of the whole population taken from seven groups of 32 students per group of a total of 224 participants who were chosen randomly, so that the sample became less biased

and each participant had an equal chance to be chosen. Through the survey the researchers expected to know student's point of views of the effects of different technologies in their learning process. For instance, how the Internet, search engines, social media as well as various advanced devices such as mp3, iPad, tablet, computers, television, CD players influence in the English learning. Lastly, the questionnaire was passed out from August 25th to September 12th the last day of classroom observation.

3.7.3. THE INTERVIEW

As previously mentioned, the third data collection technique for this research was an interview that aimed to know teachers' opinions about the use of educational technology. In that way, the research team observed teachers' experiences of employing different technologies and how they incorporate digital technologies into their classrooms. The interview was passed out from September 3rd to September 23rd.

3.8. PILOT TEST

Also, it was necessary to pilot the instruments in order to identify possible problems that participants might face to answer the items, to get feedback in order to construct a final version of the instruments. This pilot test was administered from August 11th to 22nd of the same month. Thus, the sample was taken selecting ten students from the population that was being studied.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

4.1. ANALYSIS AND INTERPRETATION OF DATA

For the analysis and interpretation of data, researchers used a mixed method: quantitative and qualitative. So, for processing the questionnaire was used a statistical procedure using graphics and numbers. While, for the interviews was used an analytical process, summarizing all the interviews as well the researchers used this same method for the observations.

This research is organized in the following way; first of all, it presents the data analysis and interpretation of the observation phase then the questionnaire. Thirdly, it presents a summary of the interviews.

4.1.1. OBSERVATION

The observation phase was developed with seven groups of students; where three groups of Intermediate Intensive English I and four groups of Advanced Intensive English were observed. It was carried out from August 25th to September 12th, 2014. The objective of this observation was to observe which technological tools are used by teachers and students at the foreign Language Department to develop each of the four macro skills.

INTERMEDIATE INTENSIVE ENGLISH I GROUP 01

This observation was carried out for three days in the Intermediate Intensive English I, with schedule from 6:15 am. to 8:00 am.

Interpretation

The observation phase in this group showed that the teacher was aided in many ways during the class by the use of Educational Technology. The most common tools that the teacher used in the classroom were a laptop, digital projector and speakers in this week of observation. Also, he made use of software such as: Microsoft Power Point to display presentations through slides as well as he used Windows Media Player to present videos and songs. Therefore, he used these resources to reinforce speaking and listening skills. In

conclusion, it was evident, how the teacher applied technology to catch student's attention and to introduce new topics with a more interactive method.

INTERMEDIATE INTENSIVE ENGLISH I

GROUP 02

This observation was carried out for four days, in the Intermediate Intensive English I, with Schedule from 10 am to 12 n.

Interpretation

The observation phase in this group revealed that the teacher used a variety of Educational Technology such as: CD player, CD, Smartphone, USB, Printer and Internet. Through these resources, the teacher developed diverse activities as conversations from the book, practice some vowel sounds, recorded students' voices and listened to songs in English. Also, he often suggested students to use the Internet to get extra information related to the topic studied and download videos. Besides, the teacher provided students with printed pages to develop the class. In summary, all these activities helped students to reinforce the skills of speaking and reading, listening. Thus, the teacher keeps on track of emerging technologies and its importance in the classroom. Likewise, he encouraged his students to use them at home.

INTERMEDIATE INTENSIVE ENGLISH I

GROUP 03

This observation was carried out for four days, in the Intermediate Intensive English I, with Schedule from 1:00 pm to 3:00 pm.

Interpretation

The observation phase in this group showed that the teacher applied Educational Technology such as a laptop computer, CD player, USB, digital projector and Printer. The teacher used software's such as: Microsoft Power Point and Windows Media Player. The teacher used these resources to present images, videos and printed pages. Summing up, those activities allowed the teacher to reinforce speaking, listening and reading skills.

ADVANCED INTENSIVE ENGLISH I

GROUP 01

This observation was carried out for four days, in the intensive advanced English I, with Schedule from 6:15 am to 8:00 am.

Interpretation

The observation phase in this group showed that the teacher in this week used a laptop, projector, and CD player. As software, she used a Power Point presentation to show pictures and to develop a game. Also, she played an audio conversation from the book. Consequently, it was significant how these resources reinforced the skills of speaking, listening and writing on students. However, it is important to mention that she presented some difficulties with the equipment in one of the classes observed.

INTENSIVE ADVANCED ENGLISH I GROUP 02

This observation was carried out for three days, in the Advanced Intensive English I, with Schedule from 10 am. to 12 n.

Interpretation

The observation phase showed how the teacher used Educational Technology as: CD player, USB, Speakers, and Printer in order to build up many activities. For instance: she played an audio conversation to pass out a quiz; also, she provided printed pages to students. Furthermore, in one of the class observed she used Educational tools to develop a warm up. Besides, sometimes the teacher suggested using the Internet to practice the four macro skills. In conclusion, those activities helped students in the development reading, speaking and listening skills. On the other hand, the teacher faced some problems while she attempted to use Educational Technology in the class. For example, the speakers did not work properly and the audio was not very clear.

ADVANCED INTENSIVE ENGLISH I

GROUP 03

This observation was carried out for four days, in the Advanced Intensive English I, with Schedule from 1:00 pm to 3:00 pm.

Interpretation

In this group the teacher only used the Internet and cell phone in one of the days of the observation phase: Cellphones were used to make a scanning activity and the Internet was used to assign homework through Facebook. He did not use any additional educational tools to develop his classes. In summary, the only two skills reinforced during the observation phase were reading and writing. The outcome of this observation shows that the teacher is not predisposed to use Educational Technology in class. However, he used to encourage students to use it at home through the assignment of tasks using social networks.

ADVANCED INTENSIVE ENGLISH I

GROUP 07

This observation was carried out for four days, in the Advanced Intensive English I, with Schedule from 5:00 pm to 7:00 pm.

Interpretation

In this group the teacher hardly ever used educational technology: the teacher only used a CD player to develop a pronunciation exercise from the book. To conclude, the only two skills that were reinforced were listening and speaking. It can be inferred that the teacher is not likely to use ET in the classroom.

OUTCOMES

As a final outcome, this observation phase shows that the majority of teachers make use of educational technology such as a laptop, projector, CD players, CD, speakers, USB, and Internet. Also, it can be seen how the teachers used softwares such as: Microsoft Power Point and Window Media Player. Thus, these resources allowed teachers to provide authentic English material making classes more dynamic. In short, the findings confirm what has been presented in the literature chapter where it states how Educational Technology enables teachers to offer real English resources (Center for Digital Education, 2010); since teachers provided a variety of activities by using technological tools to practice and reinforce the four macro skills.

Very often teachers created activities through Educational Technology in which they matched two or more activities at the same time. Therefore, these technological tools enhance students' practice in their skills. Likewise, teachers can combine different tools to catch students' attention; by encouraging student's participation, collaboration, interaction, motivation and promoted students' learning autonomy by suggesting them to look for extra material. Consequently, these findings were supported by the theory based on how technology supports foreign language teaching and learning (Center for Digital Education, 2010).

On the other hand, this observation allowed the researchers to realize about the difficulties that teachers face while applying technological tools into the classrooms. As can be seen, teachers dealt with problems with the equipment when they wanted to make use of

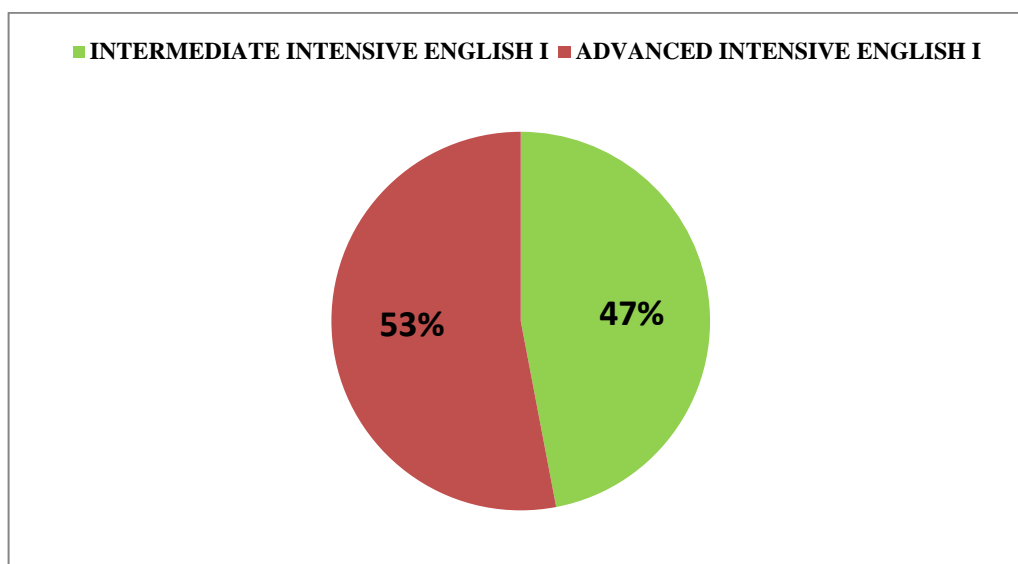
them. Occasionally, these technological tools did not work or present the information in the right way.

4.1.2. QUESTIONNAIRE

INTERPRETATION

Graph 1
What courses students are studying?

COURSES	FREQUENCY	%
INTERMEDIATE INTENSIVE ENGLISH I	31	47%
ADVANCED INTENSIVE ENGLISH I	36	53%
TOTAL	67	100%



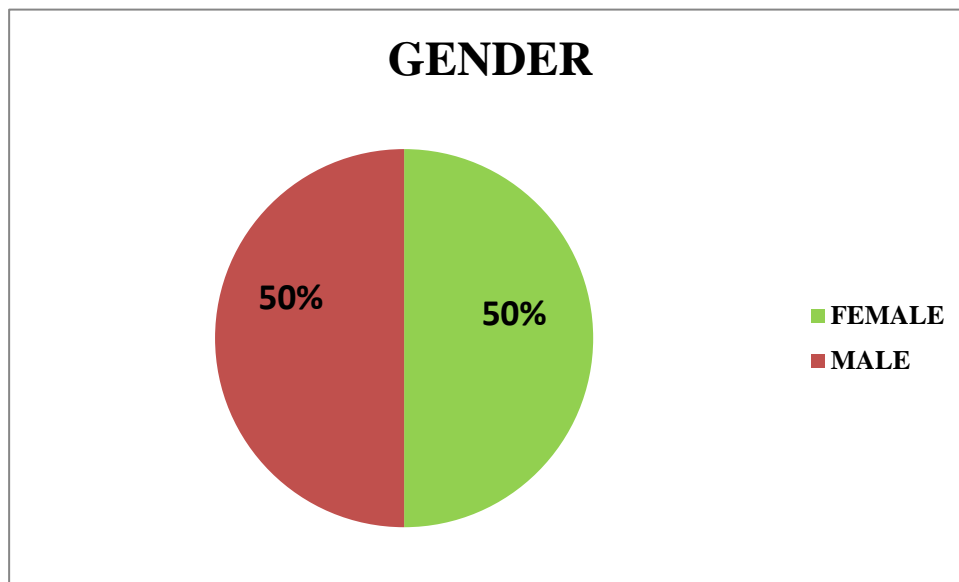
Interpretation:

According to the results, 53% of students who answered the questionnaire were taking Advanced Intensive English course; and other 47% were taking an Intermediate Intensive English course. The outcomes indicate that more than half of the students are taking the Advanced Intensive English course; meanwhile, nearly of half of participants are taking Intermediate Intensive English course. With this population researchers expect to know from students different perceptions about the issue being studied.

Graph 2

What is students' gender?

GENDER	FREQUENCY	%
FEMALE	33	50%
MALE	34	50%
TOTAL	67	100%

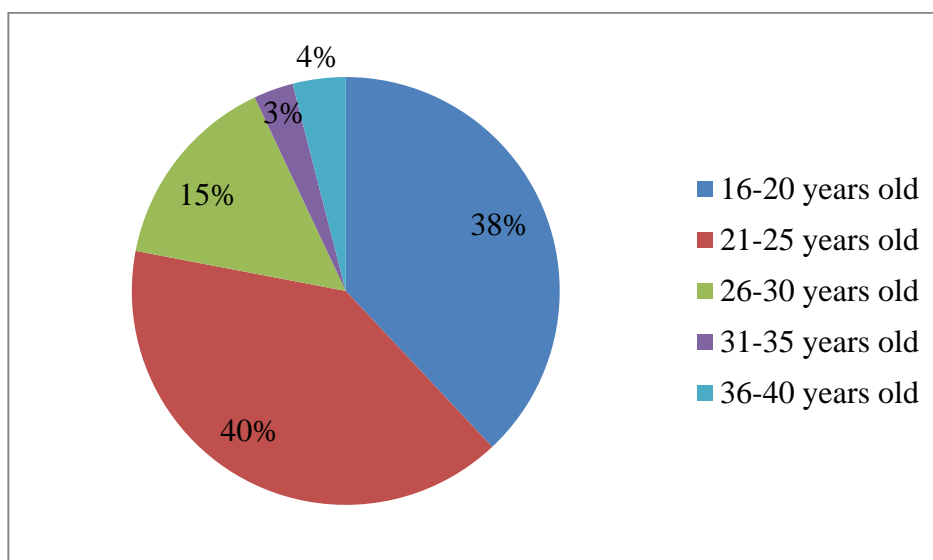


Interpretation:

According to the results obtained in the questionnaire, the gender of the population was 50% female and 50% male. Therefore, the gender was divided half and half. Thus, the researchers took into account both genders equally. In that way, the researchers are going to know opinions from women and men.

Graph 3**What are students' ages?**

AGE	FREQUENCY	%
16-20 years old	25	38%
21-25 years old	27	40%
26-30 years old	10	15%
31-35 years old	2	3%
36-40 years old	3	4%
TOTAL	67	100%

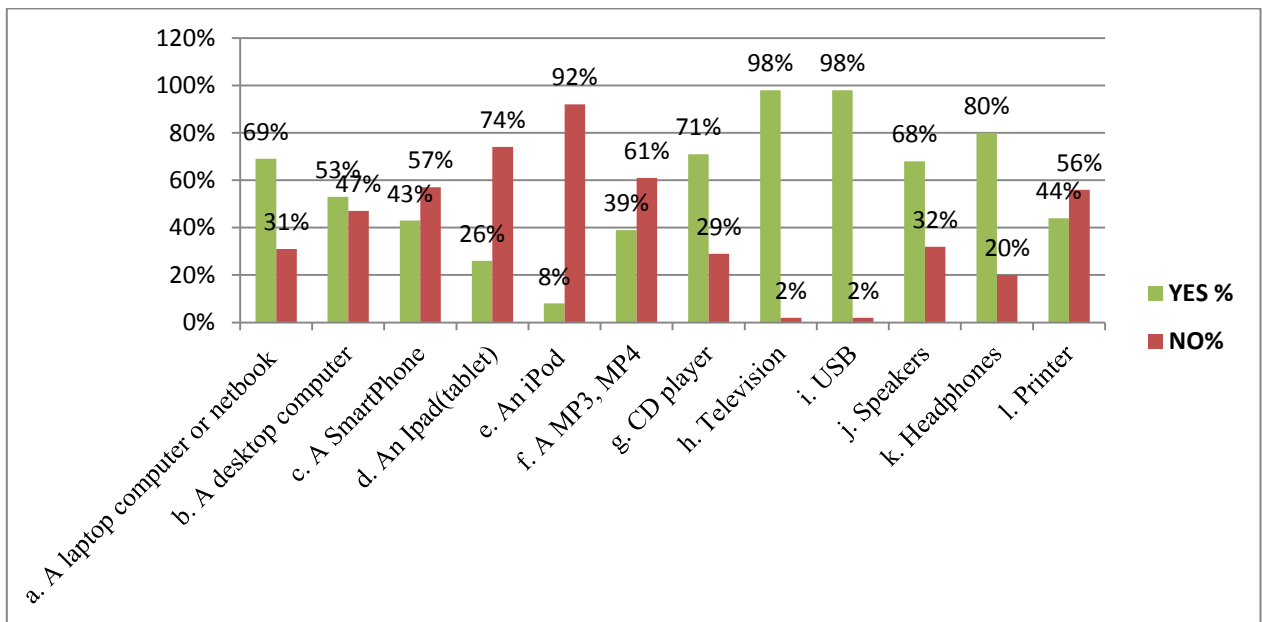
**Interpretation:**

The graphic shows that 40% of the students who were administered the questionnaire are between 21 and 25 years old. At the same time, it demonstrates that 38% of students are between 16 and 20 years old. Additionally, 15% of the students are between 26 and 30 years old, and 4% of students are between 36 and 40 years old. Thus, the last 3% belongs to students in ages between 31 and 35 years old. Therefore, the majority of students who were passed up the questionnaire were in an interval of 16 to 25 years old. On the other hand, the minority of students who took the questionnaire were between 26 and 40 years old.

QUESTION 1. Which of the following items do you have? Circle YES or NO.

ITEMS	YES	%	NO	%	TOTAL
a. A laptop computer or netbook	46	69%	21	31%	67
b. A desktop computer	36	53%	31	47%	67
c. A SmartPhone	29	43%	38	57%	67
d. An Ipad(tablet)	17	26%	50	74%	67
e. An iPod	5	8%	62	92%	67
f. A MP3, MP4	26	39%	41	61%	67
g. CD player	48	71%	19	29%	67
h. Television	65	98%	2	2%	67
i. USB	65	98%	2	2%	67
j. Speakers	45	68%	22	32%	67
k. Headphones	53	80%	14	20%	67
l. Printer	30	44%	37	56%	67

Graph 4



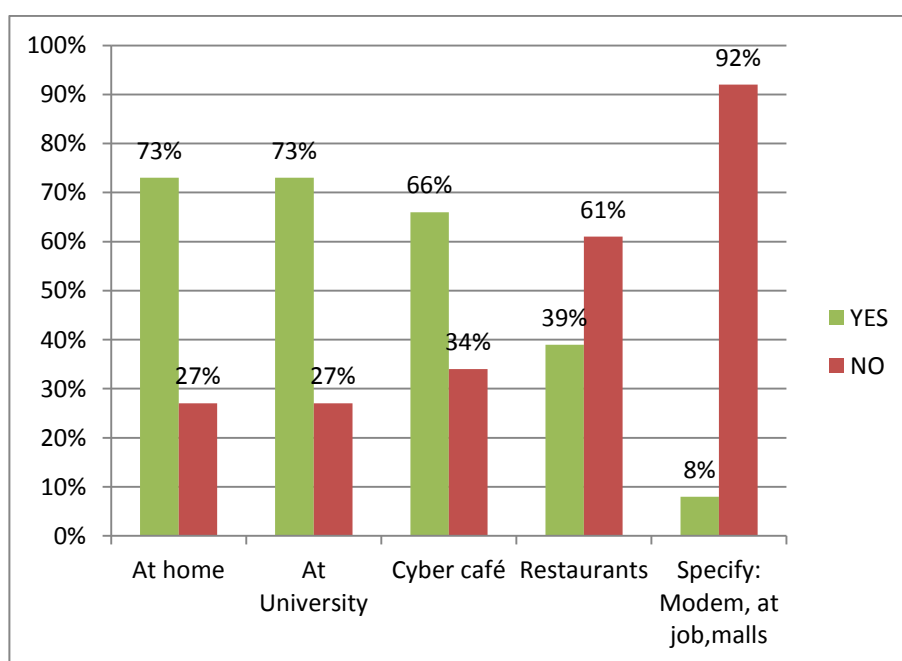
Interpretation

The findings show that almost every respondent has a CD player, television, USB and headphones. Therefore, if they have these tools they can use them to develop the English tasks. Moreover, more than half of the students expressed that they do have a laptop computer, desktop computer, speakers and printers. Meanwhile, the minority of the students said that they have a smartphone, Ipod, Ipad (tablet), Mp3 and Mp4. On the contrary, a significant amount of students expressed that they do not possess these tools; thus, this fact represents a limitation in their English learning process because they cannot practice the four macro skills.

QUESTION 2. Where do you have Access to Internet? Circle YES or NO.

PLACES	YES	%	NO	%	TOTAL
At home	49	73%	18	27%	67
At University	49	73%	18	27%	67
Cyber café	44	66%	23	34%	67
Restaurants	26	39%	41	61%	67
Specify: Modem, at job,malls	5	8%	62	92%	67

Graph 5



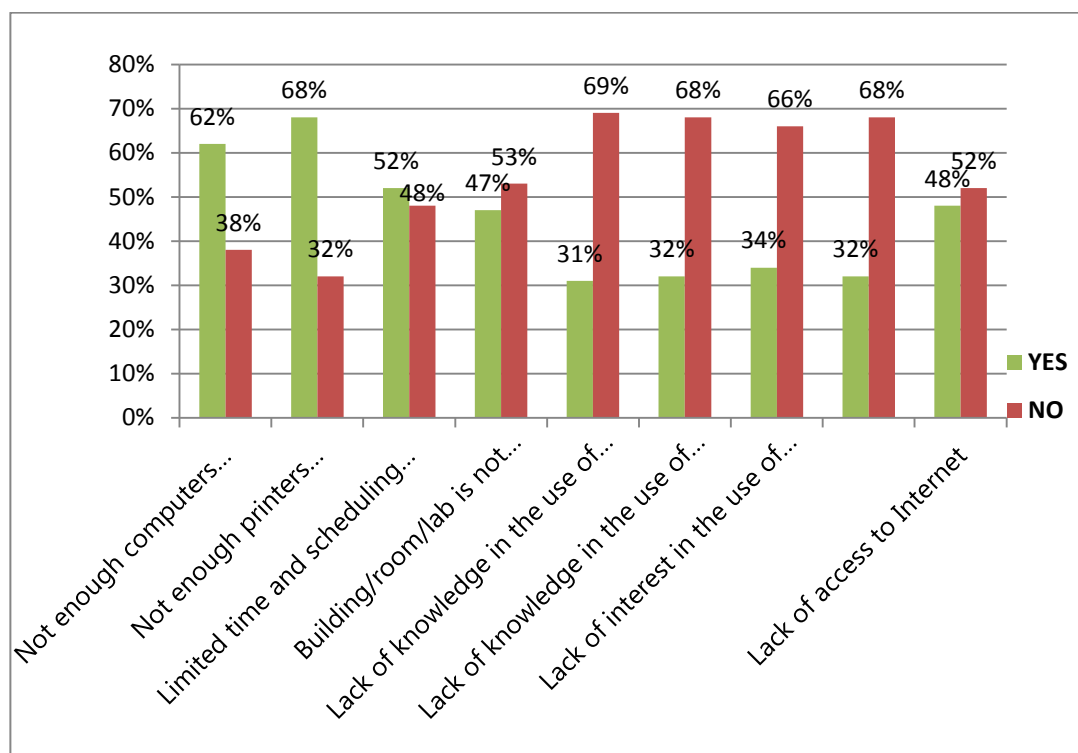
Interpretation

As it is observed, the majority of students can access to Internet from their houses, the University, and cybercafés. However, the minority of students revealed that they only have access to Internet from restaurants, jobs, malls and through a modem. A representative group of students manifested that they do not have access to Internet through these places.

QUESTION 3. Check the major difficulties that you face to use technology in the learning process.

DIFFICULTIES	YES	%	NO	%	TOTAL
Not enough computers at the computer center at the Foreign Language Department.	42	62%	25	38%	67
Not enough printers at the computer center at the Foreign Language Department.	45	68%	22	32%	67
Limited time and scheduling at the computer center at the Foreign Language Department.	35	52%	32	48%	67
Building/room/lab is not adequate at the Foreign Language Department.	31	47%	36	53%	67
Lack of knowledge in the use of the different technologies.	21	31%	46	69%	67
Lack of knowledge in the use of softwares.	22	32%	45	68%	67
Lack of interest in the use of technologies.	23	34%	44	66%	67
Lack of your own equipment or devices.	22	32%	45	68%	67
Lack of access to Internet	32	48%	35	52%	67

Graph 6



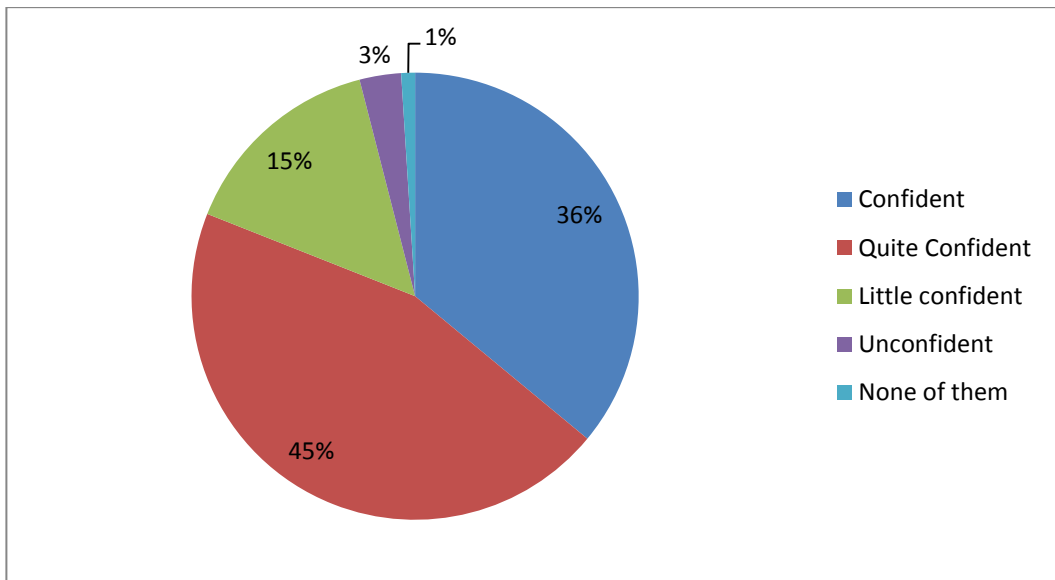
Interpretation

The results show that the following statements such as: building / room / lab is not adequate at the FLD, lack of knowledge in the use of different technologies and in the use of software; lack of interest in the use of technologies; lack of their own equipment or devices and lack of access to Internet; do not represent difficulties for a significant amount of participants surveyed. On the other hand, the limited number of computers, printers at the FLD and limited scheduling do represent challenges for students to use technology in their English learning process since more than half of the population considers those facts as a problem.

QUESTION 4. First, overall, how confident are you in your ability to learn how to use new digital technologies? Would you say you are...Circle the letter.

ALTERNATIVES	FREQUENCY	PERCENTAGE %
Confident	24	36%
Quite Confident	30	45%
Little confident	10	15%
Unconfident	2	3%
None of them	1	1%
TOTAL	67	100%

Graph 7



Interpretation

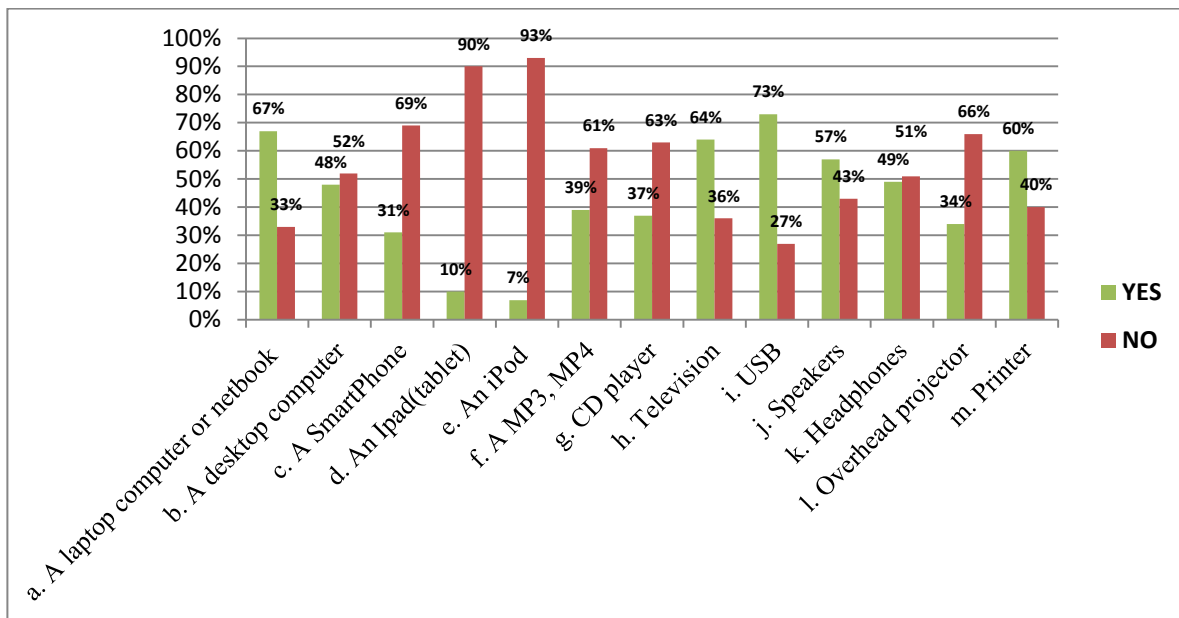
In this graph, it can be inferred that most of the students have a positive attitude toward the idea of improving their skills of acquiring knowledge on how to use new digital technology. Moreover, a minority of the population surveyed show to have a negative attitude toward the improvement of their skills in this area.

QUESTION 5. Which technological tools do you use to develop your English tasks?

Circle YES or NO.

EQUIPMENT AND DEVICES	YES	%	NO	%	TOTAL
a. A laptop computer or netbook	45	67%	22	33%	67
b. A desktop computer	32	48%	35	52%	67
c. A SmartPhone	21	31%	46	69%	67
d. An Ipad(tablet)	7	10%	60	90%	67
e. An iPod	5	7%	62	93%	67
f. A MP3, MP4	26	39%	41	61%	67
g. CD player	25	37%	42	63%	67
h. Television	43	64%	24	36%	67
i. USB	49	73%	18	27%	67
j. Speakers	38	57%	29	43%	67
k. Headphones	33	49%	34	51%	67
l. Digital projector	23	34%	44	66%	67
m. Printer	40	60%	27	40%	67

Graph 8



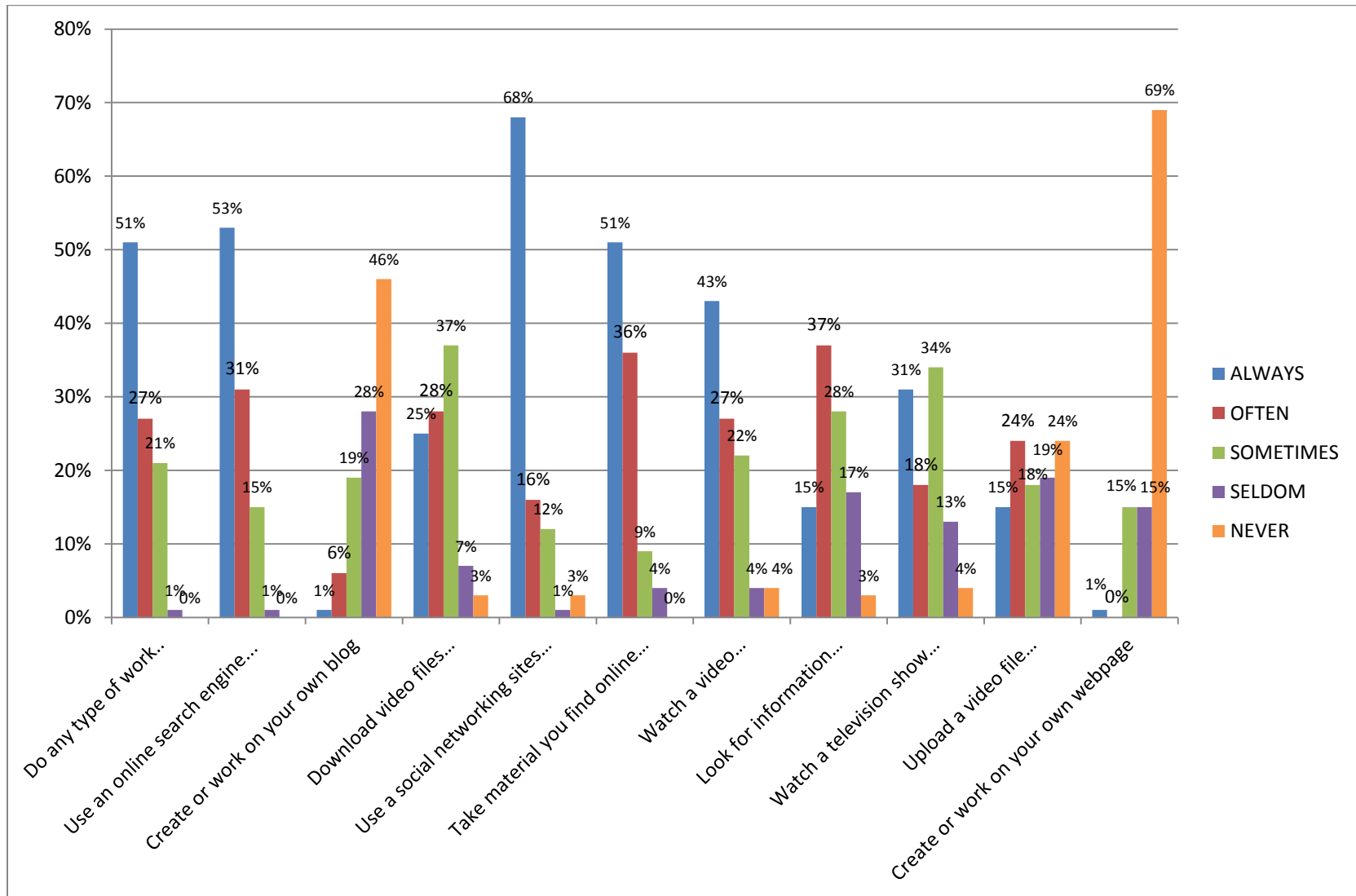
Interpretation

The outcomes from this question indicate that the tools most used by students are: USBs, laptops, televisions, printers, speakers, a desktop computer, and headphones. Also, a considerable quantity of the respondents reported that they use other tools as MP3 and MP4, CD players, Digital projectors, Smartphones, iPads and iPods. The majority of students expressed that they do not use some of these types of resources to develop their English tasks. This coincides with the respondents who reported that they do not possess the aforementioned resources. In this sense, it explains that some students do not use these resources because they do not have them as it is shown in question.

QUESTION 6. How often do you use the Internet to do any of the following things? Check (✓) the activities that you usually do.

ITEMS	ALWAYS	%	OFTEN	%	SOMETIMES	%	SELDOM	%	NEVER	%	TOTAL
Do any type of work or research online	34	51%	18	27%	14	21%	1	1%	0	0%	67
Use an online search engine to help you find information on the Web	35	53%	21	31%	10	15%	1	1%	0	0%	67
Create or work on your own blog	1	1%	4	6%	12	19%	19	28%	31	46%	67
Download video files onto your computer so you can watch them at any time	17	25%	19	28%	24	37%	5	7%	2	3%	67
Use a social networking site (for example, Facebook, Twitter, LinkedIn or Skype) to communicate with your teacher and classmates	45	68%	11	16%	8	12%	1	1%	2	3%	67
Take material you find online - like songs, texts or images	34	51%	24	36%	6	9%	3	4%	0	0%	67
Watch a video on a video-sharing site (for example, YouTube or GoogleVideo)	28	43%	18	27%	15	22%	3	4%	3	4%	67
Look for information on Wikipedia	10	15%	25	37%	19	28%	11	17%	2	3%	67
Watch a television show or movie online in English	20	31%	12	18%	23	34%	9	13%	3	4%	67
Upload a video file so others can watch or download it	10	15%	16	24%	12	18%	13	19%	16	24%	67
Create or work on your own webpage	1	1%	0	0%	10	15%	10	15%	46	69%	67

Graph 9



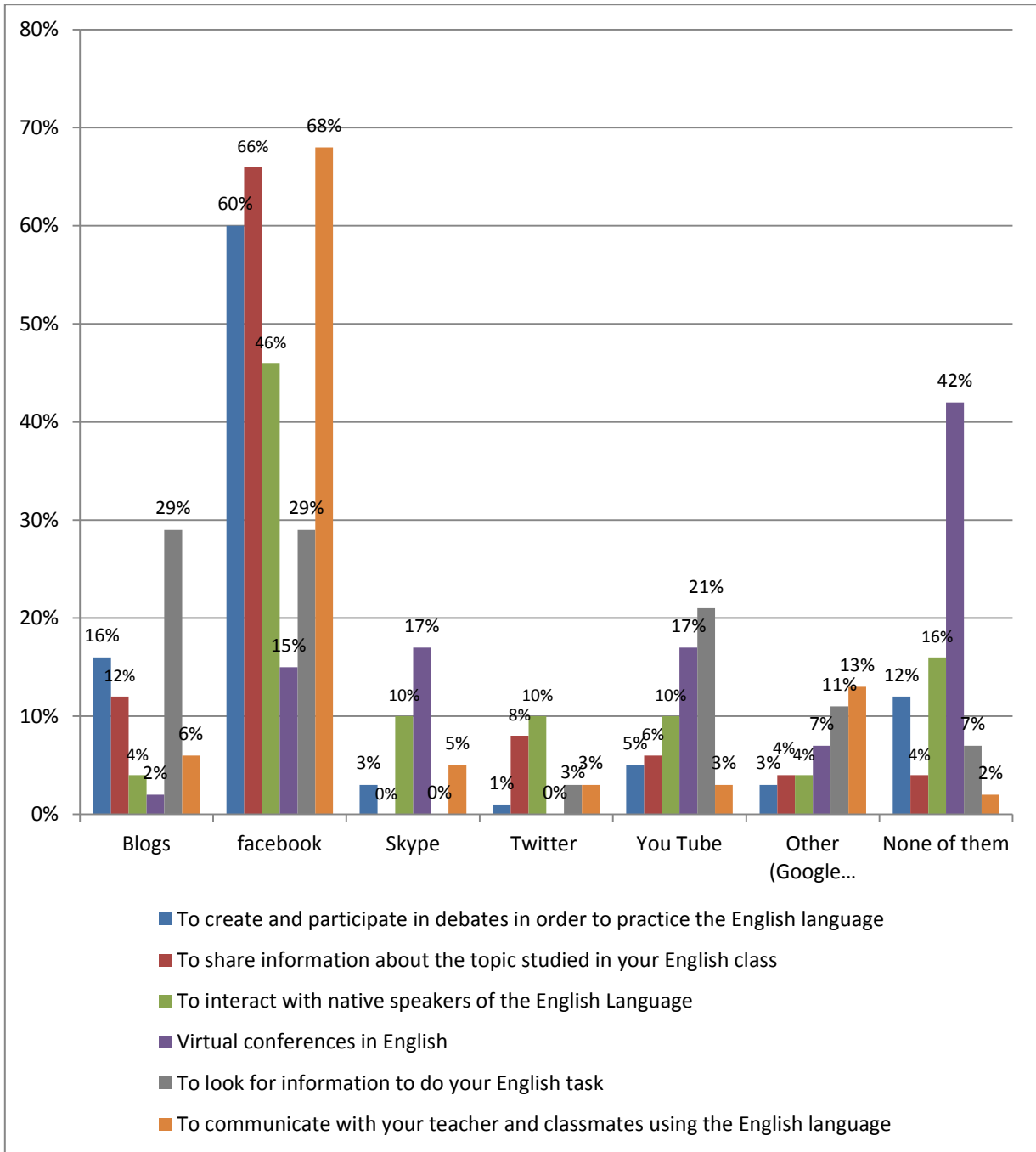
Interpretation

The findings show that the majority of participants expressed they use an online search engine to help them find information and take material as: texts, images, audios in order to do any type of research online; to download video files into their computer so they can watch them at any time. Likewise, most students watch television shows or movies online in English. In addition, more than half of the students said that they frequently upload video files for others to watch or download. They specified they had access to the Internet to make use of social networking sites and to communicate with teachers and classmates. It can be inferred that most of the students that answered the questionnaire were exposed to authentic material and at the same time these type of activities helped them develop autonomy in their English learning process.

QUESTION 7. Have you ever used a blog or social networking sites to develop the following activities? Put a check (✓) in the means given.

Activities developed	Social networking sites														Total
	Blogs	%	Facebook	%	Sky pe	%	Twitter	%	YouTube	%	Other (%	None of them	%	
To create and participate in debates in order to practice the English language	12	16%	46	60%	2	3%	1	1%	4	5%	2	3%	9	12%	76
To share information about the topic studied in your English class	9	12%	51	66%	0	0%	6	8%	5	6%	3	4%	3	4%	77
To interact with native speakers of the English language	3	4%	35	46%	8	10%	8	10%	8	10%	3	4%	12	16%	77
Virtual conferences in English	1	2%	8	15%	9	17%	0	0%	9	17%	4	7%	23	42%	54
To look for information to do your English tasks	22	29%	22	29%	0	0%	2	3%	16	21%	8	11%	5	7%	75
To communicate with your teacher and classmates using the English language	5	6%	53	68%	4	5%	2	3%	2	3%	10	13%	2	2%	78

Graph 10



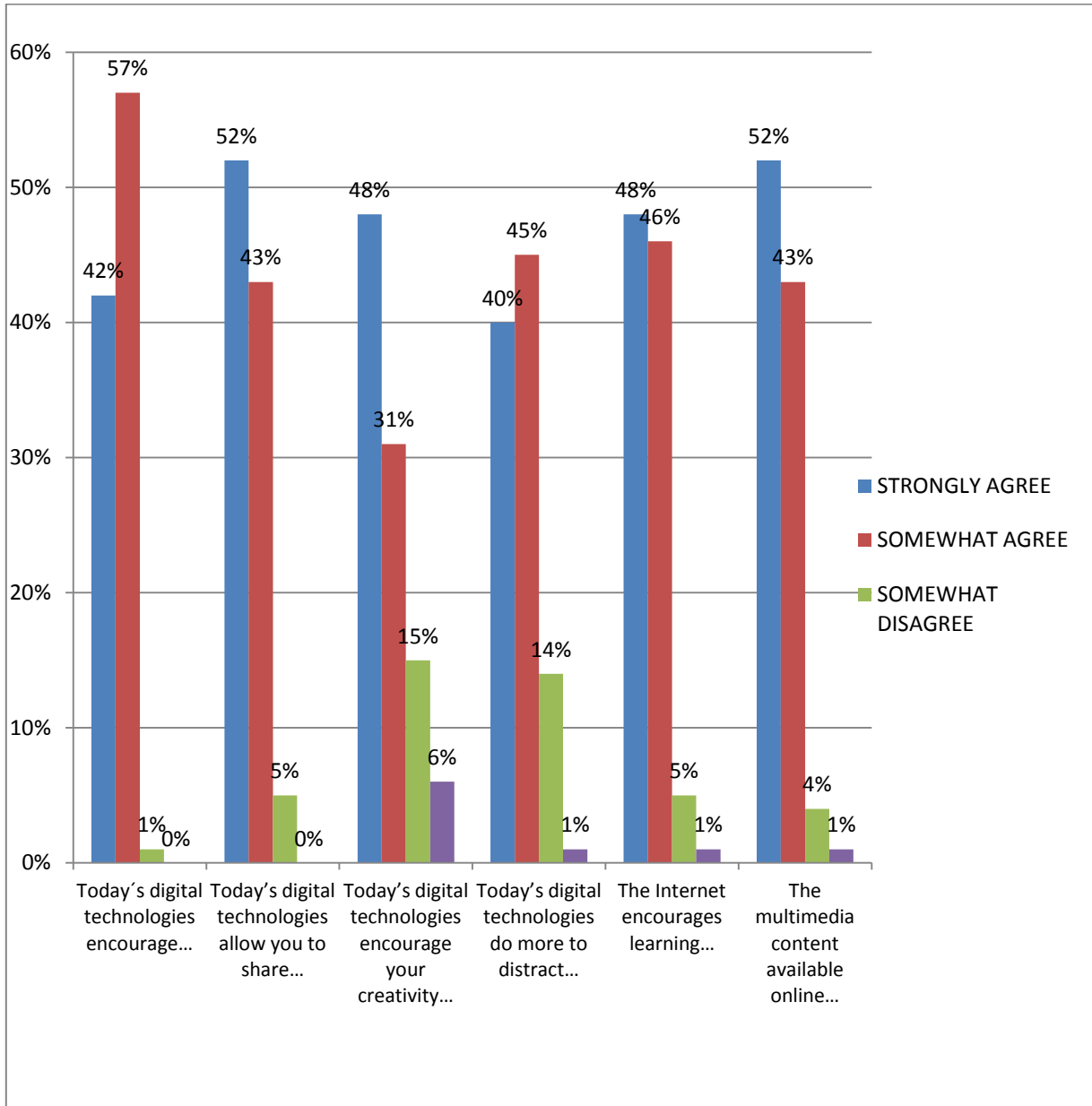
Interpretation

The final outcomes provided by this statement demonstrate that blogs and social networking sites allow students to develop a lot of activities to practice and improve the English language, since most of the students surveyed indicated that they use a least one of the tools provided. Meanwhile, a small percentage expressed that they do not use any of those resources to perform the activities given. Also, these results enable to see which tools are the most used for students to create debates, to share information, to interact with people, to make virtual conferences, to look for information and to communicate with others. Here, it is evident that Facebook is the most common and useful social networking sites to perform such activities; since, it was the most chosen by students for all the items given. In addition, this result matches with the information presented in the chapter of the literature that stated how the technological tools facilitate communication, and offer a great amount of information that can be used to enhance the learning of English.

QUESTION 8 Do you agree or disagree with each of the following statements about the overall impact of today’s digital technologies on English language learning? How agree you are. check (✓) the option according to your opinion.

STATEMENTS	STRONGLY AGREE	%	SOMEWHAT AGREE	%	SOMEWHAT DISAGREE	%	STRONGLY DISAGREE	%	TOTAL
Today’s digital technologies encourage greater collaboration among you and your classmates.	28	42%	38	57%	1	1%	0	0%	67
Today’s digital technologies allow you to share your work with a wider and more varied audience.	35	52%	29	43%	3	5%	0	0%	67
Today’s digital technologies encourage your creativity and personal expression.	32	48%	21	31%	10	15%	4	6%	67
Today’s digital technologies do more to distract you from your learning than to help you academically.	27	40%	30	45%	9	14%	1	1%	67
The Internet encourages learning by connecting you to resources about topics of interest to you.	32	48%	31	46%	3	5%	1	1%	67
The multimedia content available online today immerses you more fully in topics you study.	35	52%	29	43%	2	4%	1	1%	67

Graph 11



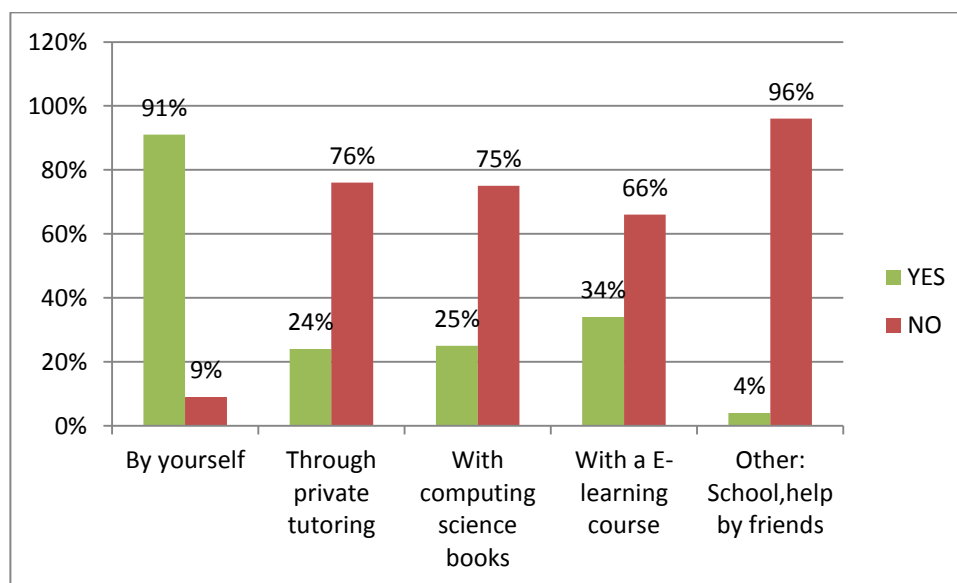
Interpretation

The results show that most students agree that modern digital technology is having a positive impact in English language learning. Thus, the majority of the students surveyed coincide that digital technology encourages greater collaboration among them and their classmates; it allows them to share their work with a wider and more varied audience; it encourages their creativity and personal expression; it encourages learning by connecting them to resources about topics of interest to them. Thus, the point of view of the population surveyed reflects that technology supports foreign language teaching and learning in many ways. However, a considerable amount of students surveyed expressed that technology can distract them from their learning rather than help them academically.

QUESTION 9. Check (✓) the way in which you have learned to use a computer.

WAYS	YES	%	NO	%	TOTAL
By yourself	61	91%	6	9%	67
Through private tutoring	16	24%	51	76%	67
With computing science books	17	25%	50	75%	67
With a E-learning course	23	34%	44	66%	67
Other: School,help by friends	3	4%	64	96%	67

Graph 12



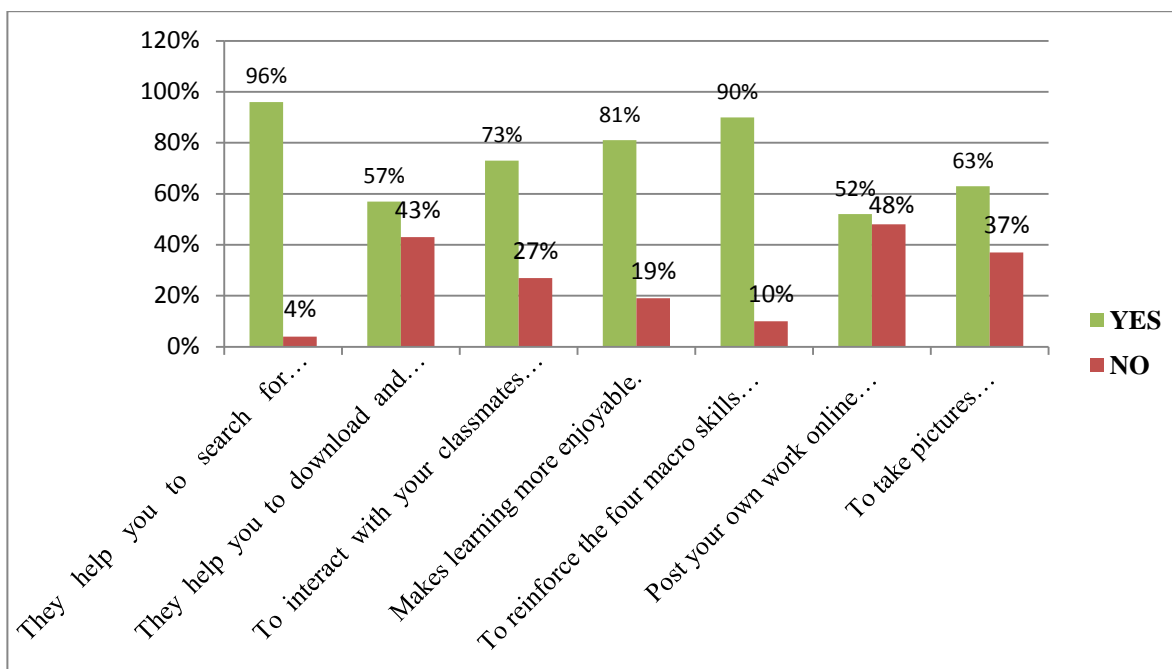
Interpretation

When students were asked about the way they have learned to use a computer, the majority of them stated that they have learned to use a computer by themselves at home; however, some of them also said that they learned to use it at school or through help from their friends. Meanwhile, a minority of the respondents said they had learned to use a computer by attending private tutoring; reading books and through E-learning courses.

QUESTION 10. Check the benefits that you obtain from using the technological tools to improve your English.

BENEFITS	YES	%	NO	%	TOTAL
They help you to search for information online.	64	96%	3	4%	67
They help you to download and watch videos in English related to the topic studied.	38	57%	29	43%	67
To interact with your classmates and teachers using the English language through the Internet.	49	73%	18	27%	67
Makes learning more enjoyable.	54	81%	13	19%	67
To reinforce the four macro skills by practicing the English language on the Internet by listening music, by doing in English grammar exercises, by watching movies, by reading news , etc	60	90%	7	10%	67
Post your own work online where people other than your classmates or teachers can see it.	35	52%	32	48%	67
To take pictures or record videos for assignments.	42	63%	25	37%	67

Graph 13



Interpretation

The outcomes show how most of the items provided as benefits are also considered for the majority of students as advantages obtained from using technological tools to improve their English language. A higher percentage of the students surveyed indicated that technological tools allow them to search for information online. They added that they can download and watch videos in English related to the topic studied; they can take pictures or record videos for assignments then post their work online where other people than their classmates or teachers can see it, making learning of a foreign language more enjoyable. Thus, they can reinforce the four macro skills.

4.1.3. INTERVIEW

ANALYSIS FROM INTERVIEWS

In order to gather information about the teachers' perceptions on the use of Educational technology at the Foreign Language Department in the Intensive courses from University of El Salvador; the researchers interviewed teachers in charge of those courses. Each teacher was requested to respond to the following questions:

- Do you think that Educational technology supports the teaching-learning process of a foreign language, specifically, English? If your answer is yes, how?
- Which technological tools are available to you at the Foreign Language Department?
- Which technological tools do you use more frequently? What is the purpose of using them?
- What kind of technological tools do you use to reinforce the four macro skills?
- Could you mention some advantages of using Educational Technology in the teaching and learning process of the English language?
- Which are the disadvantages of the use of Educational Technology?

- Have you ever received training on how to use technological tools for teaching?

- Do you consider that the use of Educational Technology is a challenge?

Yes ____

No ____

Why?

- Which are some of the challenges that you face when you use educational technology in your English classes?

MASTER RICARDO GARAY

Researchers interviewed Lic. Ricardo Garay, who teaches Intermediate Intensive English I, group 01 for the question “Do you think that Educational Technology support the teaching-learning process of the foreign language specifically English?; He agreed that Educational technology does support teaching and learning of English; even though, these tools have not been designed for teaching. Also, he stated that technology is not the answer to make students learn English, but it is a tool that teachers can take advantages of it in different ways: some students prefer to practice different things; some of them learn when they see people talking, in addition, other students learn by doing; for example recording their voice and listening to it. Therefore, he stated that teachers should use what is available for them, making an appropriate use of technological advances that we have nowadays. As the same time, he reflected by himself how? How to use it? Then, he expressed that there is not a single specific way to use these technological tools in the classroom; it depends in different situations such as the topic, the students, and the level of students. But also, there are some others tools that can be use in the classroom and some others outside the classrooms. To conclude, he expressed that these tools can help teachers to integrate their students to work and collaborate each other.

Moreover, he was addressed to answer about the accessibility of technological tools that they have in the Foreign Language Department; and the frequency they use them as well as the purpose of applying these resources. Related to the availability of these tools, he mentioned that they have projectors, laptops, audio players, voice recorder, and Internet access. Then, he expressed that he was sick and tired of asking to his students to fill out

textbooks. Therefore, he highlighted that the use of technological tools is fundamental in the teaching-learning process. Thus, he said that he uses the most resources such as: laptop, projector, and speakers, which allow him to present wonderful videos with a great sound. In addition, he emphasized when the sound is loudly students get to enjoy more the videos. Besides, he said he used the Internet expressing that he had created a group in Facebook, where he argued that at the very beginning students did not want to get involved with this because they thought it is going to be another Facebook page where they were going to publish photos, etc. But, when they see they have things to do! They were doing better.

Furthermore, when he was asked to answer about what kind of technological tools he uses to reinforce the four macro skills. He responded that he uses laptops, and speakers to reinforce the four macro skills, which he considered that these cannot be taught in isolation. Therefore, he makes students to get exposed to videos, sometimes listening to something as an input. Then, he asks about what they have seen on the video; in that way, they have to speak. Finally, he expressed that he uses it for writing too.

Additionally, he was requested to mention advantages and disadvantages of using Educational technologies in the teaching and learning process of the English language. He considered that the biggest advantage of using Educational Technology into the classroom is that teachers can expose students to authentic English materials, since the very beginning. It can be done through videos in English by people in their natural context. On the other hand, as disadvantages he mentioned: lack of technological tools, equipment non-working properly,

and problems with electricity power because of these problems teachers need to improvise to develop the class.

Besides, he was asked if he had received training on how to use technological tools for teaching. In which he said that he was taught about E- learning through distance education; and those courses were related on how to connect to the Internet. Also, he expressed he had learned from others colleagues about how to use technological resources. Moreover, he had received training on how to use the tape recorder for activities such as: pre- listening, durant- listening and post-listening. Adding up, he mentioned he also took a course when he was studying his major about “Audiovisual Aid” which helped him to learn how to use the projector.

Finally, he was asked if he considers Educational technology a challenge. Following, he was asked about the challenges he faces when he uses it in his English classes. For the first question, he agreed that it is a challenge for him. Argued that someone can have computer, projector and speakers or the resources that he/she needs to develop the class; but he/she may face some problems such as to select the right material. For instance: he mentioned that in YouTube there are thousands of videos but someone spent time selecting the most appropriate one, making it short, in other words editing them. Then, there the problem may arise when people may not know how to do that. He manifested this is the problem he faced because he started using tech around three years ago and he often asks for suggestions to their colleagues about the topic. In short, he expressed that he lack of knowledge in the subject. The second question was inquiring about the challenges that he faced when he uses technological tools.

Where, he expressed that the election of the material and then to create the guidelines are the most common problems that he faces, stressing that the guidelines designing is the most difficult thing to do because anybody can take a video to the classroom, a laptop and a projector but then what is the purpose of using those resources that is the real challenge.

LIC. ROLANDO GUZMAN

Researchers also interviewed Lic. Rolando Guzmán who is in charge of the Intermediated Intensive English I, group 02. He was requested if Educational Technology supports the teaching-learning process of English as a foreign language. In his opinion, Educational Technology supports mainly reading, writing and listening skills. However, few technological tools address developing speaking skills. He emphasized that ET tools do help the other three macro skills.

Also, the teacher was asked which technological tools are available to him at the foreign language department and which technological tool he uses most frequently, and why. He said that in the department they have equipment such as laptops, projectors, tape recorders and CD players and CD audio. He mentioned also that students can have access to the lab for self-study and practicing grammar, pronunciation and vocabulary. But for him it is not enough since, he believes, there should be a multimedia classroom where students can go and have access to computer connect to the Internet and see videos. Teachers will save time and effort if they only take the students and everything is already done and installed, he said, because when teachers go and take their technological tools is time-consuming and sometimes it does not work because of some technological aspects. It is complicated for teachers to carry equipment such as laptop, computer, and projector at the classroom at the same time it is time consuming and extra effort for teachers.

As far as which tools he uses most, he said he often uses audio technological tools so students can be exposed to the language by listening and pronunciation exercises. Also, he mentioned that he uses the Internet. Likewise, he explained he uses the textbooks which bring

a code that is provided in the textbook where students can go to some links they can consult and reinforce the topics on the book through Internet. It is a web company, and at the beginning of the semester the teacher provides the students with this code if they buy an original book. Students and teachers can have access to these links but the problem is that sometimes students buy photocopies, so cannot access to the resources. He also expressed that he frequently uses the Internet he goes to Google and look for extra materials for grammar, vocabulary and reading. If he finds something that can be useful for his students he downloaded and printed and gives it to them. He often assigns tasks where students need to look for information on the Internet so they can take advantage of this tool. At the same time, he expressed he does not use social networks because it is time consuming and he stressed that he does not have time for them.

Moreover, he was required to answer about what kind of technological tools he uses to reinforce the four macro skills. He said, he mainly uses the Internet to download audios and materials, but in the classroom he does not spend time to use technological tools. Also, he encourages students to develop self-learning, so they can learn and practice by themselves through different tools such as devices and the Internet.

Furthermore, he was asked about advantages and disadvantages of using Educational Technology in the teaching-learning process of the English language. As advantages, he mentioned that teachers can catch students' attention through visual aids and sounds. Since students do not learn in the same way, technology allows teachers to be creative and make the learning of the language more enjoyable for students. He expressed that teachers may combine

high tech with some learning and teaching strategies activities in classroom. For instance, he said you have a video, but the video is just for listening then you have to complement by creating interactive communicative activities, so students can really express what they have seen and have learned, and give their opinions. On the other hand, as disadvantages, he mentioned lack of equipment, equipment not working properly, and being time consuming to access and use. For instance, if he wants to use the projector and the laptop he needs to ask for reserving them three or four days in advance. Then if the equipment does not work or the equipment is being used, it will be a waste of time and you will have to continue with your traditional class. Besides, he said that if students do not have time, money, and motivation to use those technological tools the effects will not be the desired one. Therefore, he stated that if teachers want to use technology there should be a balance. Both students and teachers must have access in order to make it work. Since teachers cannot demand the use of these resources if students do not have access to them.

In addition, he was requested if he had received training on how to use technological tools for teaching. He said that he took a master degree and some other extracurricular courses. Where he learned how to use technology, how to use technological equipment, how to use web pages, how to use social network, and high tech tools.

Finally, he was asked about if he considers that the use of educational technology is a challenge. He said that the use of Educational Technology represents a challenge for teachers and for students, teachers can have the right equipment but if they do not know how to use them they cannot optimize learning. On the other side, if teachers know how to use those

resources in appropriate way students will get the most of the benefits. Therefore, he stressed that teachers can combine visual learning, audio learning, linguistic learning, syntactic learning depending on the kind of learning styles students have. So teachers can go and have a variety of tools and make classes more meaningful for students. But, he emphasizes that teachers have to be careful in not to overuse technological tools because students may get bored and lose motivation. Thus, teachers have to vary different kind of technological tools and instruction.

LICDA. CLAUDIA VIDES DE GUZMAN

In the interview with Licda. Claudia Vides de Guzmán, in charge of Intensive Intermediate Intensive English I, group 05; researchers asked her nine questions about the use of Educational Technology as a resource in the teaching of English at the FLD. For the first statement, she was asked if Educational technology supports the teaching-learning process of a foreign language, specifically, English. In which, she stated that Educational Technology does support the teaching learning process, stressing that it is helpful to develop listening skill. In addition, she said that often teachers use it to get extra materials.

Also, the researchers asked her about the availability of technological tools at the Foreign Language Department; in which, she expressed that for teachers there are laptops, CD players, and projectors available. Then, she was requested to specify which Technological tools does she use more frequently and what is the purpose of using them. She stated that she often uses the CD player, the laptop and the projector, but it depends if she has enough time to prepare material because sometimes, she does not have any time to look for materials.

Furthermore, the teacher was asked about which technological tools does she use to reinforce the four macro skills. She expressed that she uses only the resources that are available for her at the FLD. Therefore, she mentioned that she uses a CD player to working listening. Besides, she said that she uses the projector and the laptop to develop speaking skills as well as to explain grammar and to introduce a topic. Thus, she highlight that Educational Technology allows her to reinforce almost all the skills.

At the same time, she was requested to mention some advantages and disadvantages of using Educational Technology in the teaching and learning process of the English language. She considered that some advantages are that this generation of students work on technology; as well as, technology seems to be attractive for them because students look more motivated using it; and the material available in the web is very attractive and useful for them. On the other hand, when she was asked for disadvantages she answered that problems can happen such as electricity issues, lack of equipment, equipment non-working properly, unavailability of equipment at the desired time and lack of training, since there are a huge amount of resources that can be very helpful for the teaching and learning of English, but she cannot use it due to lack of knowledge on how to use it.

In addition, she was asked about if she had received some training on how to use technological tools for teaching. She commented that she had only received training related to the use of a Moodle Classroom. Also, she mentioned that the resources to use it are the computer and the internet.

Finally, she was requested if she considered that the use of Educational Technology is a challenge. For this question, she answered that the use of technology is a challenge for her, expressing that technology is not one of her strength. Even though, she try to do the best for students feel more motivated in the classroom. At the same time, she was asked about which were some of the challenges that she had faced when using Educational technology in the classroom. She stated, for example, when a program does not open or does not show a video, when the computer does not start, when she cannot access to Internet in the classroom, she

had to requested students for help. She also expressed that she does not have at least the basic technological resources for teaching in the Department.

LIC. YVETH HERNANDEZ

Researchers also interviewed Lida. Yveth Hernández, who is in charge of the Advanced Intensive English I, group 01. She was requested about if Educational technology supports the English teaching-learning process. She responded that Educational Technology does supports this process because students can be exposed to authentic English material and familiarized with the language.

Furthermore, she was asked about which technological tools are available at the Foreign Language Department. She said that in the department they have computers, projectors, CD players and Internet access. Also, she mentioned that there is a Moodle platform which has to do with technology.

She was asked which the tools that she uses most frequently and what is the purpose of using them. She expressed that for visual learners she uses Power Point so that videos and images can be presented and it will be easier for them to understand. Also, the purpose of this is to reinforce grammar points studied in class. Second, she uses the CD player in order to expose students to authentic English material.

Furthermore, she was asked about what kind of technological tools she uses to reinforce the four macro skills. For this question, she answered that she provides links for students to go to YouTube and search for interactive grammar exercises and

vocabulary exercises, which ones can be presented in a Power Point presentation and later on are resolved in class.

Likewise, she was asked to mention some advantages and disadvantages of using Educational Technology in the teaching and learning process. She mentioned that for teachers, technology can make their lives easier if the teachers know how to use it. Meanwhile, for students it makes English more familiar because they were born into Internet technology. On the other hand, she mentioned that as a disadvantage is that teachers can become lazy and just recycle material that they have used years ago. Another disadvantage she mentioned was about electricity issues; for example, if the electricity goes off or the equipment does not work. teachers have to prepare a plan B in order to save time and develop the class.

Additionally, she was asked if she had received training on how to use technological tools for teaching. She said that she had not received any kind of training. When she does not know what to do, she asks for help to other colleagues.

Finally, she was asked if Educational Technology represents a challenge for her and which are the challenges that she has faced when using it in English classes. She answered that the use of Educational Technology is a challenge since everything that is new takes teachers out of their comfort zone. When she was asked about the challenges that she has faced when using technology, she answered that all of them are related to infrastructure -- for example, there are not enough electrical outlets that allow her to

project from a comfortable place in the classroom. Another challenge she mentioned was unavailability of equipment.

LIC. BALMORE LIPE

Researchers also interviewed Lic. Balmore Lipe who is in charge of the Advanced Intensive English I, group 03. He was asked whether educational technology supports the English teaching-learning process. In relation to this question, he expressed that it does support the teaching-learning process of a foreign language like English because it encourages being in contact with real content. Besides that, he commented that Educational technology is an accessible tool for students.

Furthermore, he was asked about which technological tools are available at the Foreign Language Department, and also asked about which technological tools he uses most frequently and what is the purpose of using them. In answer to these questions, he expressed that the department has laptops, projectors and CD players. Likewise, when he was asked which of these technological tools he uses most often; he said he uses a laptop, projector and CD player to develop the four macro skills.

Moreover, when he was queried about what kind of technological tools he uses to reinforce the four macro skills. He responded that he uses videos and Internet. In addition, researchers asked him about the advantages and disadvantages of using ET in the teaching and learning process of the English language. As advantages he mentioned the accessibility, flexibility; additionally, he spoke about the disadvantages that these tools have in the English teaching-learning process, which are lack of control from the teacher; when using Internet as a tool and lack of resources.

He was asked about if he had received some training on how to use technological tools for teaching the English language. He mentioned he had received courses of Moodle classroom and Power Point.

Finally, he was requested if Educational Technology represents a challenge for him and which are the challenges that he has faced when using it in his English classes. He answered that it is a challenge for him because teachers need to keep updated and informed about the benefits and threads of this resource. Therefore, he mentioned that the most important challenge is probably themselves; Also, the willingness to prepare the material; other thing is the time of searching. Moreover, creating presentations as well updating their resources and learning how to get to students represent challenges for him.

INTERPRETATION

After gathering the teachers' perceptions about the use of Educational technology at the Foreign Language Department in the English Intensive courses from the University of El Salvador; the researchers concluded that:

All of the teachers interviewed agreed that Educational Technology supports the teaching-learning process of English in the classroom. Teachers believe that the use of technological tools help them to offer activities based on authentic English materials and get students exposed to real language use. Therefore, these resources allow students to reinforce the four macro-skills. In addition, these tools help them to integrate their students to work and collaborate with one another.

Further, the interviewees coincided that the only technological equipment available at the Foreign Language Department are laptops, overhead projectors, speakers, CD players, CD audios, tape recorders and Internet access. A majority expressed that they frequently make use of these resources, and the grand majority concurred that they make use of laptops and overhead projectors to present videos and listening to the students. Thus, all try to get students exposed to listening and pronunciation. Likewise, they use CD players and CD audios to develop the four macro-skills in general. In addition, they use the Internet to download authentic materials for extra practice and also for homework assignments by making use of social networking sites. The answers given by the teachers match the information stated in the theoretical framework about the fact that computers offer educators and learners of English as

a Foreign Language a great tool to expose students to a huge amount of information and to facilitate communication (Oxford Dictionary). Therefore, the outcomes show that most of the teachers are aware of the importance of Internet use which they are already applying this great tool in order to improve the teaching- learning process of English.

Also, the majority of the teachers agreed that they use CD players and CD audio to develop listening skills. Adding up, they stated that they use laptops and projectors to develop speaking. At the same time, all of them use the Internet to download authentic material used for the development of the four macro skills as a whole. The results show an agreement with the information cited in the theory. Nowadays, most teachers prefer to work using technology in the classrooms and they are always looking at ways that these spaces can be improved with digital technologies, since technology can be used to support teaching and learning process improving the four macro skills of students in general. (Motteram, 2013).

Afterwards, the majority showed a total agreement about the advantages that Educational Technology offers; where most of them expressed accessibility and flexibility. Teachers also mentioned that technology appears to be attractive for students and they seem more motivated when using it. All the subjects interviewed concurred that the big advantage of technology is the opportunity to expose students to authentic English materials; at the same time it is easier for teachers to get students' attention through a diversity of visual aids and sounds. Furthermore, they expressed that it allows them to be creative and make the learning of the language more interactive since, teachers can combine high tech with some learning and teaching strategies activities in class. In that way, as it is stated in the literature: learning and

teaching of a foreign language can be more effective, interesting and enjoyable. (National focus Group on ET). Also, they consider that technology itself makes teachers' life easier if they know how to make use of it. The outcomes verified what has been confirmed in this research framework. Thus, these advanced technologies have facilitated the storage of enormous quantity of information which can be easily distributed all over the world. (Area Moreira, Gros Salvat, Marzal García-Quismondo,2008).

On the contrary, they also concurred and listed a number of disadvantages of using Educational Technology in the teaching and learning process. Consequently, the majority concluded that the most common problems are electricity issues, lack of equipment, equipment not working properly, unavailability of equipment at the desired time and lack of training in using the equipment.

After that, the grand majority exposed that just a few of them have received extracurricular courses like obtaining a master degree and in studying an E- learning course through distance education; where, they have learned how to use technology, how to use technological equipment, how to use web pages, how to use social networking sites, and high tech tools. In addition, a small amount of them have received training about "Moodle classroom" and Power Point presentations. Meanwhile, the grand majority expressed they have learned by receiving help from other colleagues.

In addition, the majority consider that the use of ET in the classroom represents a challenge. Everything that is new takes them out of their comfort zone, and teachers need to keep updated and informed about these resources. They also agreed that Educational Technology represents a challenge for teachers since even with the right equipment, without knowing how to use it they cannot optimize learning.

Finally, all the teachers exposed the major challenges they have faced with the use of Educational Technology in the classroom. They agreed that most of the challenges arise from the technological equipment not working properly. They added that the selection of the material in relation to the guidelines design is also a challenge. Along with this, the infrastructure issues such as a lack of electrical outlets which do not allow them to project from a comfortable place in the classroom; and general scarcity of equipment.

4.2. ANSWERS FOR QUESTIONS

- **How Educational Technology is used in the intensive English courses at the FLD in the University of El Salvador?**

The results achieved to this question showed that the most common technologies applied by teachers in the classroom at the FLD are: laptops, projectors, CD players, CD, speakers, USB, and Internet. Also, it was perceived that the teachers make use of software's such as: Microsoft Power Point and Window Media Player. Therefore, these resources mentioned before are applied to offer the learners community various materials in order that they can enhance their skills in the language. For instance, as the researchers observed the teachers develop activities as conversations from the books, practice vowel sounds in order to improve the pronunciation, and recorder students' voice. Besides, some teachers make attractive presentations using different software. Thus, the teachers endeavor to combine different tools on hand to catch out students' attention and to increase students' motivation. Additionally, the teachers use technology in order to promote students' autonomy in the learning by suggesting them to investigate for extra material.

The findings to this question also showed that the students at the FLD make use all kind of technology available for them, such as: laptops, Smartphones, iPods, iPads (tablets), Mp3, Mp4, USB, Internet access with the aim to get extra materials related to the topic studied, as well as to keep in contact and enhancing communication between teachers and classmates, Since they said that they use blogs and social networking sites for that purpose. In addition, these tools facilitate the students to acquire more knowledge developing homework and tasks but also they improve their skills through self-learning.

- **What are the effects of Educational Technology on English Language teaching and learning in the intensive courses at the FLD?**

According to the results gathered, it showed that Educational technology supports the teaching and learning of English. For instance, teachers expressed that they use tools such as the Internet to get extra material, and equipment to present contents as: texts, images, and videos to facilitate the practice of the four macro skills. This statement was confirmed by the researchers in the observation phase where teachers at FLD applied technology to provide students with useful contents to enrich learning. It can be seen how teachers gave them printer pages, showed power point presentations, played videos, and songs; thus, they practiced reading, writing, listening and speaking skills. In addition, technological tools allow students to create debates; as it was seen, teachers often presented contents using technological resources in order to make discussions in class; consequently, as it is already mentioned in the literature chapter; it confirms the theory that stated the technological tools support cognitive abilities and critical thinking skills.

On the other hand, technological tools represent challenges for teachers at FLD. Firstable, for some teachers it is hard to apply technology because, not all the teachers and the students have access to these tools. After that, the use of technology represents a big disadvantage if the teachers have not received proper training on the management of these devices and software and do not know how to apply them. Another thing is that, in some cases the teachers might overuse these tools and just recycle previous materials, and then the students lose motivation, since the class gets boring and monotonous. Furthermore, the

teachers commented that using technology in the classroom problems can happen, for example: equipment non-working, electricity issues and equipment unavailability; which may conclude in a waste of time even for teachers and for students.

SUBSIDIARY QUESTIONS:

What are the different technologies which can support foreign language teaching and learning at the FLD?

The students and teachers' responses were gathered through the instruments administered in the Intensive English groups from The Foreign Language Department at the University of El Salvador. Therefore, the outcomes for this question revealed that the Foreign Language Department has different technologies which allow teachers to support and to develop the teaching and learning process. Between the most common technologies employed for teaching at the Foreign Language Department are: laptops, Digital projectors, CD players, CD audios, tape recorders, speakers, printers and Internet access. In addition to this, students apply different devices either; inside and outside of the Foreign Language Department with the aim of reinforcing the skills on the English language, to develop activities and to do homework; likewise: Smartphones, iPods, iPads (tablets), Mp3, Mp4 and USB.

Which technological tools are used to develop the four macro skills?

The students and teachers' responses were gathered through the instruments administered in the Intensive English groups from The Foreign Language Department at the University of El Salvador. The results obtained to this question showed that the teachers make use of CD players and CD audios, and USB to present sounds and dialogues, in order to develop the listening skill in class. Besides, they make use of laptops and projectors to present video clips and images, through different software's for example: Windows Media Player and Microsoft Power Point with the purpose to develop the speaking skill. As well as, the teachers employ

the Internet for homework assignment through social networking sites, in order to develop reading and writing; and also to download authentic English material which is employed for the development of the four macro-skills incorporated. In addition, students make use of the different kinds of technologies they mentioned they have available such as: laptops, desktops computers, CD players, Mp3, Mp4, Smart phones, iPods, Ipads, and Internet access. Therefore, the access to these resources allows them to reinforce their skills through self-learning at any time and everywhere.

What are students and teachers' perceptions about the use of Educational Technology at the FLD?

The students and teachers' perceptions were gathered through the instruments administered in the Intensive English groups from The Foreign Language Department at the University of El Salvador. Through these, they expressed that they used at least the most basic technological resources and the accessibility to these resources allows the teachers develop a more dynamic class: presenting images, videos, listening audios and so on. At the same time, Educational technology allows the students develop their English tasks doing these more enjoyable and promoting the self-learning; in other words, students become more independent in their English learning. Another thing that they mentioned is the use of Facebook; this social networking is becoming useful for teachers; through it they assign homework doing them more attractive for students. Moreover, the students and teachers manifested that they have some abilities on how to use these tools; the students have earned by themselves; meanwhile, some teachers have received training about the management of these. Also, the teachers

mentioned some advantages and disadvantages of using these types of tools. And finally, both teachers and students exposed some difficulties on the use of Educational technology.

What are the advantages and disadvantages of using Educational Technology on English Language Teaching-learning process at the FLD?

Undoubtedly, Educational Technology is a tool that provides many advantages to teachers and students at the Foreign Language Department. As the outcomes of the three instruments show: technological tools allow educators and learners to obtain materials as text, sound, and audiovisual content easily. Likewise, it can be stressed how technology facilitates communication in the learning and teaching environment.

Teachers use various equipment and devices to make classes more appealing and meaningful for students; consequently, they expressed how useful is to combine high-tech with some learning and teaching strategies in their classes. Thus, it can be seen in the observation how teachers used Educational Technology to combine two or more skills, in that way, English classes catch students' attention increasing their motivation. Also, according to the teachers interviewed, another great advantage offered by technology is that they can obtain authentic English materials and adapt them to reinforce the teaching and learning process. Moreover, technological tools permit teachers to present contents in a creative way that also appear attractive for students by using the right equipment and software. In addition, among other advantages provided by Educational Technology to students at the FLD, ET allows students to search and find information they need as well as provide a helpful tool to make and

present their English tasks assigned by the teachers. For instance, students surveyed expressed that they frequently use the Internet to conduct research. At the same time, they read texts, listen, and watch English videos in order to practice the four macro skills.

Additionally, students and teachers expressed that technological tools help them to stay in communication, either by using a gadget or a popular social networking site on the Internet as Facebook. Therefore, students and teachers can be connected when it is necessary, enhancing contact with the language.

On the other hand, according to the outcomes thrown by the instruments distributed, the disadvantages of using Educational Technology for teachers and students are: first, teachers noted that equipment does not always work when they want to use it. Therefore, teachers need to invest more time in preparing a plan B in case technology fails. Second, teachers expressed that sometime they can overuse technology making their class boring for students as well as making them lose their motivation. Third, students manifested that they often get distracted by technology; consequently, they may lose concentration on the content being taught.

Is the use of Educational Technology a challenge for teachers at FLD?

Teachers at FLD expressed that ET does represent challenges for them. Certainly, technology is constantly being updated; therefore, teachers commented that they have to continually adapt to the new times, which signifies challenges for them. As can be seen in the questionnaire distributed to the teachers, they sometimes ask for help to their students when

they have difficulties using technology; from this it can be inferred that sometimes students know more about technology than teachers, since students were born in a technological age. Thus the duty of teachers is to be at the vanguard to enhance students' learning experiences with the use of Educational Technology. This was also expressed by teachers who said that though they may have ET resources, if they do not know how to use them in the right way, they are useless.

Also, according to the final outcomes, teachers consider that the building infrastructure is not the most appropriate for the use of technological resources, since there are not enough electrical outlets which allow them to project from a comfortable place in the classroom.

In addition, the lack of equipment also represents a challenge for teachers and students. According to what they manifested, not all the teachers have their own equipment; that represents a difficulty for them, since they have to share these tools and that makes them waste their time. In the same way, students expressed that they do not have access to some Educational tools; for instance: most of them expressed that they do not have access to Internet at home; only in other places, as, restaurants, cyber café, university, jobs, and so on, it is difficult for them to take advantages of these technological resources if they do not have access to them.

CONCLUSIONS

The researchers conclude that the use of Educational Technology certainly offers benefits when learning a foreign language; since, the outcomes launched by the instruments show that a significant number of students agreed that they use Technological tools to develop their English tasks or activities. Thanks to it, learners of English benefit from a variety of activities based on diverse materials that allow students to acquire knowledge of the language they are learning as well, it facilitates the delivery of their work and the sharing of information to their classmates and to a wider audience. In the same way, Teachers indicated that the use of different devices such as USB, CD, DVD, speakers and the equipment such as computers, projectors, CD players, and printers allow them to provide all kinds of information to students. Therefore, teachers may select the most convenient contents and technological tools to adapt them to their guidelines in order to present it in different ways; for example: by means of texts, audios, images, videos and printed pages as well as different hardware and software. Thus, these activities allow teachers to make the teaching and learning experience significant and enjoyable for learners.

Moreover, according to the results; it can be stressed that the Internet is a technological tool that provides students with many resources to developed their English skills; since, students stated that this tool encourages them to learn the language by connecting them to resources about topics of their own interest. For instance, they expressed that they frequently use the Internet to do any type of work or research online by using materials as texts, images and audios (videos). Also, the Internet provided them the opportunity to make use of blogs and social networking sites, which they often use to gather information, to share it, as well as

to create and participate on debates. In addition, it can be seen that these social networking sites enhance communication between students and teachers, since they argue that these tools allow them to keep in contact at anytime and anywhere.

On the contrary, it has also been concluded that the use of Educational Technology presents disadvantages and challenges. For instance; the community studied argued that the lack of access to technology is a challenge for students and teachers at the FLD to apply technology in the teaching and learning process, since an important amount of students expressed that they do not have access to some technological resources. Consequently, it represents a difficulty for learners because if they do not have access to a computer they cannot develop tasks and activities to improve their English skills as gathering information, creating presentation and displaying these contents to their fellow student. Thus, they cannot take advantages of the different hardware and software to enhance their language competencies. Therefore, it is difficult to use different kinds of technologies because not everyone has access to these resources. As an interviewed teacher said, “If people want to use technology in the English classroom, everyone needs to have access to these technologies”. Some of them also expressed that if teachers do not use them they cannot demand students to use technology. In addition, according to the results launched by the instruments; it is confirmed that problems can arise when applying technology in the classroom for the teaching and learning of English, such as: equipment not-working properly, electricity issues and equipment unavailability. Then, if teachers want to achieve the goals established; they need to be aware and ready to manage the situation above mentioned.

Finally, the teachers manifested they have received training, but they also expressed they still face some problems when they want to apply ET in the English classrooms. Therefore, the researchers conclude that teachers need to keep updated to use innovative technologies in this technological age. Thus, they can implement these technologies in an efficient way in the teaching and learning of English.

RECOMENDATIONS

Considering the outcomes obtained, the research team suggest the following recommendations to reinforce the four macro skills when considering the use of Educational Technology:

To the authorities of the University of El Salvador:

- Support teachers and students by providing them with appropriate equipment they need to develop activities and to make presentations related to the contents that are being studied in their class.
- Create a screening room with all the equipment required to make presentations, to project texts, images, sounds and videos in an appropriate way. Thus, teachers and students can have the opportunity to use these technological resources anytime they need.
- To provide a high quality Internet service where teachers and students can obtain all types of material required in order to develop a more meaningful and motivating class that will allow more participation from the students.

To the teachers of the Foreign Languages Department:

- Be updated in the use of Educational technology for its application in their classes.
- Become aware of the benefits that ET offers in language teaching and learning.
- Present a variety of activities making use of Educational Technologies to reinforce the four macro skills of the language.

To Students of the Foreign Languages Department:

- Students must be aware that Educational Technology offers them more opportunities to have more contact with the language they are learning.
- Students must also be informed that Educational Technology enables them to gain autonomy in their teaching and learning process becoming a powerful factor in developing their language competencies.

LIMITATIONS

The only limitations that researchers faced during the research process were the following:

In some cases, researchers could not administer the instruments to teachers due to the lack of teacher availability or health problem.

Researchers could not develop the four days programmed of observation in the English classrooms because teachers expressed that they were doing many things at that moment, such as administering exams.

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ANNEXES

ANNEX 1

**(INSTRUMENTS: OBSERVATION, QUESTIONNAIRE,
AND INTERVIEW)**

OBSERVATION

Objective: To observe which technological tools are used by teachers and students at the Foreign Language Department to develop each of the four macro skills.

Course:	Date:
Number:	Observer:

I. Developing skills. Reading **(R)** Writing **(W)** Speaking **(S)**
 Listening**(L)** Time **(T)**

TOOLS	R	ACTIVITY	T	W	ACTIVITY	T	S	ACTIVITY	T	L	ACTIVITY	T
A laptop computer or netbook												
A desktop computer												
A Smartphone												
An Ipad(tablet)												
An iPod												
A MP3, MP4												
CD player												
Television												
USB												
Speakers												
Headphones												
Digital projector												
Printer												
Others												

Comments: _____

II. Softwares used by teachers and students to present information.

SOFTWARES	R	ACTIVITY	T	W	ACTIVITY	T	S	ACTIVITY	T	L	ACTIVITY	T
Microsoft Word												
Microsoft Excel												
Microsoft Power Point												
Windows Media Player												
Windows Movie Maker												
Prize												
VLC												
Others:												



**University of El Salvador
School of arts and sciences
Foreign Language Department
Undergraduate project**

QUESTIONNAIRE

N° _____

Code _____

Topic: “The use of Educational Technology and its Effects on English Language Teaching and Learning in the Intensive Courses of the Bachelor in English Teaching at the Department of Foreign Language, University of El Salvador, Semester II 2014”.

Objective: To know students’ perceptions about the use of Educational Technology and its effects in their English learning process.

Educational Technology (ET) refers to the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources.

Course: _____ Sex: _____ Age: _____

Instruction: Read and complete the following questions carefully.

SECTION I. Availability and access.

The questions in this section are related to availability and access to technology.

1. Which of the following items do you have? Circle yes or no.

a. A laptop computer or netbook	YES NO
b. A desktop computer	YES NO
c. A SmartPhone	YES NO
d. An iPad(tablet)	YES NO
e. An iPod	YES NO
f. A MP3, MP4	YES NO
g. CD player	YES NO
h. Television	YES NO
i. USB	YES NO
j. Speakers	YES NO
k. Headphones	YES NO
l. Printer	YES NO

2. Where do you have Access to Internet? Circle YES or NO.

PLACES		
At home	YES	NO
At University	YES	NO
Cyber café	YES	NO
Restaurants	YES	NO
Others: Specify		

3. Check (✓) the major difficulties that you face to use technology in the learning process.

Difficulties	Check (✓)
Not enough computers at the computer center at the Foreign Language Department.	
Not enough printers at the computer center at the Foreign Language Department.	
Limited time and scheduling at the computer center at the Foreign Language Department.	
Building/room/lab is not adequate at the Foreign Language Department.	
Lack of knowledge in the use of the different technologies.	
Lack of knowledge in the use of softwares.	
Lack of interest in the use of technologies.	
Lack of your own equipment or devices.	
Lack of access to Internet	
Other Specify:	

SECTION II. Technology use and attitudes.

The questions in this section are about your own use of digital technologies, including the internet and email, online activities such as social media use or social networking, technological devices such as tablet computers, smartphones and any application (app) you might download or use on mobile gadgets.

4. First, overall, how confident are you in your ability to learn how to use new digital technologies?

Would you say you are... Circle the letter.

a) Confident

b) Quite Confident

c) Little confident

d) Unconfident

5. Which technological tools do you use to develop your English tasks? Circle YES or NO.

EQUIPMENT AND DEVICES	
a. A laptop computer or netbook	YES NO
b. A desktop computer	YES NO
c. A Smartphone	YES NO
d. An Ipad(tablet)	YES NO
e. An iPod	YES NO
f. A MP3, MP4	YES NO
g. CD player	YES NO
h. Television	YES NO
i. USB	YES NO
j. Speakers	YES NO
k. Headphones	YES NO
l. Digital projector	YES NO
m. Printer	YES NO
n. Other	

6. How often do you use the Internet to do any of the following things? Check (✓) the activities that you usually do.

ITEMS	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
Do any type of work or research online					
Use an online search engine to help you find information on the Web					
Create or work on your own blog					
Download video files onto your computer so you can watch them at any time					
Use a social networking site (for example, Facebook, Twitter, LinkedIn or Skype) to communicate with your teacher and classmates					
Take material you find online - like songs, texts or images					
Watch a video on a video-sharing site (for example, YouTube or GoogleVideo)					
Look for information on Wikipedia					
Watch a television show or movie online in English					
Upload a video file so others can watch or download it					
Create or work on your own webpage					

7. Have you ever used a blog or social networking sites to develop the following activities? Put a check (✓) in the means given.

Activities developed	Blogs	Social networking sites					None of them
		Facebook	Skype	Twitter	YouTube	Other Specify:	
To create and participate in debates in order to practice the English language							
To share information about the topic studied in your English class							
To interact with native speakers of the English language							
Virtual conferences in English							
To look for information to do your English tasks							
To communicate with your teacher and classmates using the English language							

8. Do you agree or disagree with each of the following statements about the overall impact of today's digital technologies on English language learning? Check (✓) how agree you are.

STATEMENTS	STRONGLY AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE	STRONGLY DISAGREE
Today's digital technologies encourage greater collaboration among you and your classmates.				
Today's digital technologies allow you to share your work with a wider and more varied audience.				
Today's digital technologies encourage your creativity and personal expression.				
Today's digital technologies do more to distract you from your learning than to help you academically.				
The Internet encourages learning by connecting you to resources about topics of interest to you.				
The multimedia content available online today immerses you more fully in topics you study.				

SECTION III. Training and experience.

This section is related to the training and experience that students have received about the use of technology.

9. Check (✓) the way in which you have learned to use a computer.

WAYS	CHECK(✓)
By yourself	
Through private tutoring	
With computing science books	
With a E-learning course	
Other: Specify	

10. Check (✓) the benefits that you obtain from using the technological tools to improve your English language.

BENEFITS	CHECK(✓)
They help you to search for information online.	
They help you to download and watch videos in English related to the topic studied.	
To interact with your classmates and teachers using the English language through the Internet.	
Makes learning more enjoyable.	
To reinforce the four macro skills by practicing the English language on the Internet by listening music, by doing grammar exercises, by watching movies, by reading news in English, etc.	
Post your own work online where people other than your classmates or teachers can see it.	
To take pictures or record videos for assignments.	



**University of El Salvador
School of arts and sciences
Foreign Language Department
Undergraduate project**

N° _____

Code _____

Course _____

Topic: “The use of Educational Technology and its Effects on English Language Teaching and Learning in the Intensive Courses of the Bachelor in English Teaching at the Department of Foreign Language, University of El Salvador, Semester II 2014”.

- ✓ **Objective:** This interview pretends to gather teachers’ perceptions about the use of Educational Technology (ET) at the FLD from University of El Salvador.

INTERVIEW

1. Do you think that Educational technology supports the teaching-learning process of a foreign language, specifically, English? If your answer is yes, how?
2. Which technological tools are available to you at the Foreign Language Department?
3. Which technological tools do you use more frequently? What is the purpose of using them?
4. What kind of technological tools do you use to reinforce the four macro skills?
5. Could you mention some advantages of using Educational Technology in the teaching and learning process of the English language?

6. Which are the disadvantages of the use of Educational Technology?

7. Have you ever received training on how to use technological tools for teaching?

8. Do you consider that the use of Educational Technology is a challenge?
Yes ____ No ____ Why?

9. Which are some of the challenges that you face when you use educational technology in your English classes?

ANNEX 2

(OBSERVATION PHASE)

Intermediate Intensive English I

Group 01

Day 1

The technological tools that the teacher used to reinforce the language skills in the first day of the observation were: a laptop, projector and speakers. To start, he projected a Power Point slide presentation with a list of new adjectives. Students were asked repeat and memorize them. This activity lasted fifteen minutes. After that, the teacher presented a new slide for “The 20th best paintings from the artist Salvador’s Dali”. Students were requested to give their opinion about the paintings orally using adjectives. This activity took around twenty minutes. Following, this the teacher projected various trailers from diverse scenarios between them; a horror movie, an opera concert and some others pictures where, students were required to give their judgment using more adjectives. This activity took around twenty minutes. In conclusion, it was evident to see how the use of Educational Technology supported the teacher’ work in the class as this was applied according to the topic; student’s needs and to the different students learning styles.

Day 2

For this class, the teacher used a laptop, projector and speakers. To initiate the class, the teacher played an old song meanwhile asking students about what could be the best title for this song and why. Students listened to it and started guessing based on the lyrics. After, that when the song ended he revealed the correct title. This activity lasted five minutes. Later, the teacher projected a clip where native speakers of English were giving their opinion about different questions using “Comparatives and Superlatives”. When the clip ended, students

were requested to answer the same questions orally and also, to give more examples using comparatives and superlatives. This activity took twenty minutes. In summary, it was clear to see how Educational Technology aided the teacher in the classroom in order to easily capture the student's attention and to introduce a singular topic in a more attractive way for students.

Day 3

In this class the teacher did not apply any type of Educational Technology. Alternative activities were implemented in the class.

Intermediate Intensive English I

Group 02

Day 1

The teacher brought a CD player to the classroom. The teacher gave three minutes to students to read a conversation on the book. Then, students listened to it for three minutes. After listening, they made a kind of debate of the conversation. Therefore, this dialogue on the book was read, listened, and debated. When students were working in groups; a member of the group recorded their classmate's voice using his Smartphone; then, they listened to each of the conversations; however, the teacher did not ask students to record their voices. In addition, at the end of the class, the teacher assigned homework to students; which consisted to look for the lyrics of their favorite songs on the internet and bring it for the next class.

Day 2

The second day of observation in this group, the teacher brought a CD player and a USB. The students brought the assignment which consisted in looking for the lyrics of their favorite songs. The teacher asked them to play the songs using their cellphone. Some of them got very excited when they started to listen and read the lyrics of the song. They spent three minutes reading the song, five minutes discussing if the song had a positive or negative message. Then, they played the song in their group. Also, the teacher played a three minutes' conversation after they read it. In addition, students brought their songs in a CD or in an MP3.

Day 3

The teacher brought the CD player. He used it to practice some sounds of the English language. The CD player was used for three minutes. After, that students listened to the sounds; they tried to imitate each sound by repeating them. At the end of the class, the teacher asked students to read and look for extra information on the internet about the topic studied.

Day 4

The last day of observation in this group, the teacher brought the CD player. The teacher gave students some printed pages. Then, he gave three minutes to read it, and ten minutes to order it. The teacher played the song to help students to order it. He stopped it so that students could listen to it carefully; students looked motivated. He used the CD player for around twelve minutes. Finally, he told students that if they liked the song; they could download it from the internet at home. Besides, he told students to keep looking for information on the Internet for “Modals of Advice”.

Intermediate Intensive English 1

Group 03

Day 1

On the first day, a researcher of the group observed the group 03, which belongs to Intensive Intermediate English I. This observation was executed from August 25th to September, 1st. On this day, the researcher could observe that teacher utilized the Educational tools such as: laptop computer, CD player, USB, and Digital projector; these resources were used simultaneously. The activities that she did in the class were the following: students watched two videos. Then, they commented about these videos using the linking words: so and because. Thus, she used these tools to develop speaking and listening activities. The software employed for the teacher was Windows Media Player. It allowed displaying amazing images from some countries. The duration of the videos was: the first one around 10 minutes and the second one 5 minutes. These technologies allowed the participation of all the students and at the same time, they enjoyed the class.

Day 2

On the second day of observation, August 27th, the teacher used the same tools as: laptop, digital projector, and a USB. Among the activities that she developed were: the presentation of a video related to wonderful places around the world. In this activity, the teacher asked the students to make groups of four. She provided to each group a page about an interesting place from different countries with information related to it in order to discuss in class. After that, each group made a presentation of the places. The purpose of this activity was to develop the speaking and listening skills. The software used to present these places was

Microsoft Power Point and the period of time was 30 minutes. Therefore, while a group was giving the explanation about their topics, the rest of students were listening to the presentations and finally, the class turned out more dynamic.

Days 3 and 4

The third and fourth day of the observation, August 28 and September, 1st, the teacher did not use any kind of Educational technology to develop her classes. Thus, the researcher did not observe the use of some other tools.

Advanced Intensive English I

Group 01

Day 1

In this class, the teacher used a laptop and a projector. First, she presented a Power Point slide with pictures of celebrities from the industry of music, movies and sports. She asked students to guess their names. They started giving the correct name for each picture that was shown in the slide. This activity took around five minutes. Second, she presented a game where, she projected a slide with a list in blank containing different titles on it such as, “American male singer”, “American female singer”, “Spanish football player”. Etc. Thus, the class was divided into two teams, so everybody had the same opportunity to stand up and write down in the list projected on the board the celebrity’s name. This activity took around twenty minutes. At the end, students were asked if they had ever seen or met a “Celebrity”, students expressed their opinions. In conclusion, it was easy to identify how the use of Educational Technology helped the teacher to provide material from the student’s interest. And these activities allowed the students play a game that integrates the students and makes them to collaborate each other.

Day 2

For this class the teacher have had planned to show a video about “Direct speech”, but the equipment did not work properly. The video could not be presented and alternative activities were developed in class. In summary, teachers can be supported by technology in many ways but, cannot totally depend on it; because, issues with equipment can happen all the time. It is always indispensable to have a “B plan” on mind.

Day 3

In this class, the teacher used a CD player. Students were requested to listen carefully to the conversation and later they were required to complete exercises B-C from the “Master Mind Book I”. This activity lasted around twenty minutes. Following this, students were commanded to give opinions about famous people and the reasons why these people became famous. In summary, it is clear to see how Educational Technology can be a great tool to provide students with authentic listening English material in the classroom. Therefore, they can be familiarized with the language in different context and be able to recognize varied accents.

Day 4

In this class the teacher did not apply any type of Educational Technology. Alternative activities were implemented in the class.

Advanced Intensive English I

Group 02

Day 1

The first observation was carried out on Tuesday, September 2nd, 2014. The teacher in charge of this class brought to the classroom a CD player and a USB. She used these resources for a twenty five minute listening quiz. First of all, the teacher delivered printed paper to students. Students read the quiz; then they listened to an audio conversation twice for thirteen minutes. The audio conversation presented some problems: sometimes, it did not work well; and it was not clear. In addition, some students used their cell phone; but it was not as a tool to make a task related to the class. It was used to do other things out of the class; so it was distracting them. For instance, they were chatting and watching their Facebook profile.

Day 2

The second day of observation, the teacher did not bring any technological tools. Therefore, she did not use any technological tools to develop her class. During the class a student asked the teacher about how they can practice the English on the Internet. She gave them a link where they can go and practice ([English center.com](http://Englishcenter.com)). Also, she suggested them to watch movies, videos, and listen to music on the Internet. Besides, for a short period of time the class talks about social network; it seems that most of the students have Facebook.

Day 3

The third day of observation, the teacher brought some speakers to the class. She tried to use them with her Smartphone; unfortunately they did not work. Therefore, she only used her Smartphone, but the sound was very low. The activity was not related to another activity or something that they were studying in class; it seemed that it was just to wake students up. She played songs and students tried to guess the song. This activity was before starting the class and it was 6 minutes long.

Advanced Intensive English I

Group 03

Day 1

On the first day, the teacher did not use any type of Educational technology. However, at the end of the class, he assigned two tasks to do through Facebook. In one of these assignments, students had to do a comment about some questions and in the other one; students had to rewrite some sentences using reported speech.

Day 2

On the second day, the teacher did not use any tool neither did he leave a task. Therefore, the researcher did not observe any use of technological resource.

Day 3

On the third day, the researcher observed in the class the use of cellphones. The activity consisted in students had to look for the first name with the letter “M” in their contacts. They had a second to do that. The person that finished this activity first was the winner. The topic was “Scanning” and the purpose was applying the reading skill. Besides, the teacher assigned a task to do through Facebook at the end of the class. Students had to write a paragraph about a hero. In this activity they had to write the name of the hero, general information, achievements and qualities. The purpose of this was that students practice the reading and writing skills.

Day 4

On the fourth day, the teacher did not use any kind of technology.

Advanced Intensive English I

Group 07

Day 1

For this class, the teacher used a CD player. Students listened to exercises A-B from the “Master Mind Book 1”. The exercise was related to the pronunciation about silent letters and consonants. This exercise development took five minutes. Next, students repeated the consonant sounds from the exercises A-B. Following, students were commanded to listen to another group of words and were required to underline the silent letter on each one. This exercise took five minutes. At the end, students were advised to practice the pronunciation with the words with a partner. This activity took around ten minutes. Summing up, Educational technology gives the teachers the opportunity to provide authentic material to their students. Furthermore, it facilitates the supporting of the four macro skills; as it was observed in this class where students reinforced: listening and pronunciation at the same time.

Day 2

In this class the teacher did not apply any type of Educational Technology. Alternative activities were implemented in the class.

Day 3

In this class the teacher did not apply any type of Educational Technology. Alternative activities were implemented in the class.

Day 4

No Educational Technology was applied; since, classes were suspended on that day.

ANNEX 3

(TIMETABLE)

