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Identifying the Technology Training Needs of EFL Teachers When Developing Oral
Speaking Tasks in Two Groups of the Outreach CEIC Program–UNA, Heredia

MARCONDA RIVERA OTT

Cédula: 1-0519-0959

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APPROVAL BOARD FORM

M.A. Lelia Yolanda Villalobos Rodríguez

Chair of the Master's Program in Second Languages and Cultures with Emphasis on English
as a Foreign Language for Adult Learners

M.A. Ana Isabel Campos Centeno

Professor of the Course: Research on Second Languages and Cultures

M.A. Vivian Vargas Barquero

Tutor

Dedication

To my Heavenly Father who gave me the opportunity to experience this academic process
and to my loving father and mother.

Acknowledgment

I wish to express my sincere gratitude to the coordinator and professors at the CEIC Program who gave the opportunity to carry out this research.

I genuinely thank to M.A. Ana Isabel Campos and M.A. Vivian Vargas who were not only my professor and my academic advisor but also they were like angels who guided me during this process.

Resumen

El rápido desarrollo de las Tecnologías de la información y la comunicación (TICs) ha producido notables cambios en el siglo veintiuno, además de haber afectado las demandas de las sociedades modernas. Reconociendo el impacto de estas nuevas tecnologías en las instituciones educativas de hoy en día, es relevante hacer cambios en los programas de enseñanza y en la infraestructura de las aulas con la finalidad de minimizar brechas en la enseñanza y el aprendizaje de la tecnología. La investigación fue llevada a cabo en el *Centro de Estudios en Inglés Conversacional (CEIC)*, un programa de extensión de la *Universidad Nacional*, en Heredia, durante el cuarto bimestre del 2015 con dos grupos de nivel intermedio. Este estudio analiza las herramientas tecnológicas utilizadas por los profesores en actividades de expresión oral con la intención de determinar si existen algunos vacíos sobre este tema. Adicionalmente fueron examinados en este estudio, la actitud de los profesores y estudiantes en torno al uso de la tecnología para la enseñanza y el aprendizaje del inglés. Para recolectar la información necesaria fueron aplicados varios instrumentos tales como observaciones, cuestionarios para profesores y estudiantes y entrevistas con dos profesores. Los resultados evidenciaron que aunque las herramientas tecnológicas son frecuentemente utilizadas en actividades de expresión oral por los profesores en el CEIC, existe una falta de entrenamiento en términos de su uso y su implementación. Con base en los resultados de este estudio, la expectativa es que este conocimiento sea compartido con la coordinación y los profesores para brindar talleres y sesiones de entrenamiento.

Palabras claves: Tecnologías de la información y la comunicación (TICs), tecnología, herramientas tecnológicas, actividades de expresión oral, enseñanza y aprendizaje y adiestramiento.

Este estudio de investigación es presentado como un requerimiento para obtener al grado de *Maestría Profesional en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extranjera para Alumnado Adulto*, en cumplimiento de las leyes y reglamentos establecidos por el *Sistema de Estudios de Posgrado* de la Universidad Nacional, Heredia, Costa Rica.

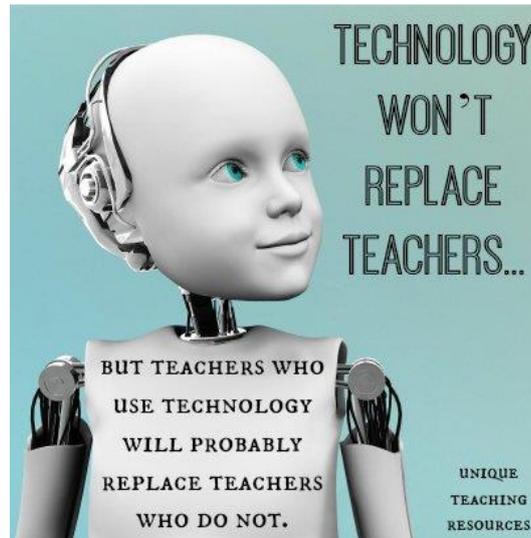
Abstract

The rapid development in Information Communication and Technologies (ICTs) has made remarkable changes in the twenty-first century, as well as affected the demands of modern societies. Recognizing the impact of new technologies on today's educational institutions, it is relevant to make changes in the educational programs and classroom facilities in order to minimize the teaching and learning technology gaps. The investigation was carried out in the *Centro de Estudios en Inglés Conversacional* (CEIC), outreach program at the *Universidad Nacional*, Heredia Site, in the fourth two month period course in 2015 with two intermediate level groups. This study analyses the technological tools used by teachers in speaking activities and intends to determine if there are some training gaps on this topic. Additionally, the teachers and students attitude toward the use of technology for teaching and learning English were examined in the present study. To gather the necessary information, data collection instruments such as observation, teachers and students questionnaires, and teachers' interviews were administered. The results showed that although technological tools are frequently used by teachers at CEIC in speaking activities, there is a lack of training in terms of its use and in its implementation. On the basis of the results of this study, it is expected that this knowledge be shared with the coordination and teachers staff to provide workshops and training sessions.

Key words: Information Communication and Technologies (ICTs), technology, technological tools, speaking activities, teaching and learning and training.

Research study presented as a requirement to obtain the degree of *Maestría Profesional en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extranjera para Alumnado Adulto*, in fulfillment of the laws and regulations established by the *Sistema de Estudios de Posgrado* at Universidad Nacional, Heredia, Costa Rica.

Motto



Hari Krishna Arya, India

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1. Introduction

1.1. General Background

Before the late nineteenth century, the traditional process of learning a foreign language such Latin and Greek was based on drills as well as readings and translations of ancient texts (Taber 1). However, in the last decades teachers and pedagogical experts have been given more emphasis on the importance of oral communication and how to prepare learners to use the language meaningfully in real contexts. Since the aim of language is communication; speaking plays an indispensable role in the foreign language classroom. Every learner who is looking forward becoming orally proficient should have the capability to express thoughts, opinions and feelings in the form of words in a meaningful way and in a spontaneous interaction (Stein 1). A high degree of oral proficiency implies having the capability to apply the linguistic knowledge to new contexts and situations (Omaggio, qted. in Stein 1). Although to become an outstanding communicator one should be skilled in each of the four language skills: listening, speaking, reading and writing, the ability to speak competently, “provides the speaker with several distinct advantages” (Aamer 3). Based on this perspective, the researcher considers significant focusing this study on gaining knowledge about the use of technology as a tool that can enhance the development of this skill taking into consideration the communicative nature of the Centro De Estudios de Idiomas Conversacionales (CEIC).

The CEIC is an outreach program of the Universidad Nacional and it is set up in twelve courses: Intro A and Intro B and ten more courses ranging from level 1 to level 10. Each course lasts two months.

Another aspect that has had a great impact on teaching and learning a foreign language in the last decades is the use of technology. With the creation of the computer and the expansion of the Internet, the nature of communication and the access of information were transformed. New technological trends have permeated all areas and education is not the

exception; as a result pedagogical changes come out to revolutionize the way of teaching and learning. Hence, it is likely that very soon these technologies will transform the educational process and will improve learning outcomes (Cuarto Informe del Estado de la Nación 4). Since the Centro de Estudios en Idiomas Conversacionales (CEIC) program has the support of the School of Literature and Sciences of Language of the Universidad Nacional, studies carried out by experts in the National University about technology and its benefits should be extensive to outreach programs such CEIC.

Taking into consideration the value of developing oral skills in the learning process and the widespread use of technology all over the world, the purpose of this study is to identify the CEIC teachers' technology training needs as well as to examine how teachers and students are using technology to enhance oral skills. Certainly professors have access to technology in the language laboratory and into the classrooms such as computers, multimedia projector and CD players; though, an examination of the use of technology in oral activities may discover whether training integration is required to maximize its use. The inclusion of technology in EFL classrooms offers students innovating learning experiences, strategies for collaborative knowledge building focused on obtaining quality results.

The integration of technology in teaching and learning entails a disruption of the traditional practices into new strategies and methodologies, to adjust them to technology as an element of major impact for economic and social development of communities (UNESCO 17). A significant aspect regarding the inclusion of technology into the classroom is the teachers' attitude towards its use and their willingness to improve their knowledge of how to use technology since they are the key actors in changing the educational models. Another essential factor is how to integrate technology successfully in the classroom; for instance, Bitner and Bitner consider that there is a "lack of good models to emulate for effective integration of technology into the curriculum" (95). The Dell Company conducted a study

with 1,575 participants (students, teachers, and parents) who were surveyed in the United States, China, and Germany. Although the participants of the three nations agree on the importance of technology in education, the 82% noted that technology needs to play a bigger role in classrooms. The study showed that 53 percent of the Chinese students reported that devices are integrated throughout their curriculum, compared with only 29 percent of U.S. students and 27 percent of German students. Caleb Clark, the director of the educational technology program at the Marlboro College Graduate School, considers that the difference in the United States may be the lack of technology training. He declares that "The big picture is that teachers aren't trained well enough in how to integrate technology effectively into their classroom" (qtd. in Lytle 1). This study aims to provide explicit information about the use of technological tools available to the teachers and the students in the development of the different speaking activities in the classroom at CEIC. It also intends to identify teachers' training needs as a key element for the success of any education program where technology is incorporated.

Due to the fact that CEIC Program was created to answer some necessities of the student population in terms of learning English as a tool to obtain better job opportunities, the program should also be adapted to the current technological requirements. The program admits students of thirteen and up, who can be divided in two categories: students who attend high school and students from the community who want to improve their level of English to apply for better job opportunities. The inclusion of new educational trends will maintain the program's pertinence according to the societal demands. Because of the nature of the program that is based mainly in the development of oral and listening skills, the appropriate use of technology could improve the learning process fostering more active and motivating lessons.

Regarding the methodology applied at CEIC, each teacher designs her/his lessons with some freedom, but within certain guidelines established by the program to follow the textbook. However, over the past two years, no training was performed to communicate and get feedback about the use of technology in teaching and learning a foreign language. Cutrim affirms that “Surveys have shown that language teachers are often reluctant to use computers in their lessons because they lack training or hands-on experience of how to use information and communication technologies (ICT)”. Considering the value to integrate effective technology to support curricular goals, the researcher considers that it is imperative to provide opportunities to gain knowledge regarding the use of technology in teaching the speaking skills as well as to share knowledge about practical and creative tools to enrich the program. This study attempts to explore the ability of EFL teachers in the use of technological tools in the development of oral speaking tasks in two intermediate groups at CEIC Program to determine if there are needs in terms of training in this subject.

1.2. The Problem and its Importance

The fast spread of the globalization phenomenon has generated many changes in societies and the world economy that results in a fundamental increase of the international commerce and cultural interchange, where English has become more a world language. The wide use of English has brought pedagogical, political, technological, economical and social changes in most nations (Wu and Ben-Canaan 1). The English language has turn into a requirement in many professions and it is used in almost all the academic fields; for instance, it is needed when researching for accessing specialized books on the Internet.

In our country, globalization has brought the opening of new markets, the implementation of free trade agreements and the establishment of multinational companies. Because of this phenomenon, speaking a foreign language has become a requirement that has generated adjustments in the national education policies in terms of the teaching and learning

of English. According to the data collected by The Coalición de Iniciativas de Desarrollo (CINDE), over 121 multinational service companies operate in Costa Rica where the 33% of these are companies of outsourced services (El Financiero). Additionally, Vanessa Gibson of CINDE affirms that “the need for people to be bilingual applies for all enterprises: nationals, Pymes (Small and Medium Sized Enterprises) and internationals. Every company requires bilingual staff. It is not an extra anymore, is a request in their job profile” (CRHoy). From this perspective, the significance of English today is not anymore considered as an option or a tool, it has become a prerequisite training on a personal level to achieve growth in many areas of life as professional and academic.

Globalization has led to a professional specialization that has affected teaching and learning processes. Increasingly educational institutions have been making changes related to curriculum requirements offering English for specific purposes as well as conversational courses to meet national requirements in terms of work labor market. For instance, the Centro Cultural Costarricense-Norteamericano is offering new conversational courses called “Practice Pack” for those who have an intermediate level and want to reinforce their language knowledge in specific topics (English as Specific Purposes).

To satisfy that need the Universidad Nacional started with the conversational English courses through the program called CEIC since 1993 in Omar Dengo Campus, Heredia. Moreover, CEIC opens its doors in the Inter Universitaria Alajuela, in 2010. It is an outreach project that aims to integrate population in learning a second language as an alternative to achieve better performance in the workplace in the country. The main objective of the CEIC program is to present an adequate students training to acquire abilities and basic tools of the target language, and learn how to communicate according to the Common European Framework of References for Languages (CEFR). CEIC focuses on communication,

developing mainly the oral and listening skills where the student will be able to develop communicative skills.

The majority of students enrolled in the program instigate in the beginner courses although they are studying English at high school or they already finished their secondary studies. This research attempts to consider two intermediate groups in order to analyze the dynamic of the classrooms regarding the use of technological tools by teachers to teach speaking skills. The researcher considers that it is worthy to study intermediate learners because they have been exposed to most of the basic grammatical structures in English and will be familiar with simple past, present and future tenses. Furthermore, intermediate students can manage certain level of vocabulary thus they are able to put in practice general functions as well as to discuss a wider range of topics in more precise ways. The program has established that the output profile of the student at the end of the program is a B2 level, as an independent user according to the CEFR.

The emergence of English as a global language requires that the language teaching and learning processes are carried out by more participative methodologies and techniques that lead to the development of fluent and effective oral communication (Domian Et. Al 14). It is a fact that in the classroom, both teachers and students execute a variety of actions to complete classroom activities; and participation is a basic interactional and pedagogical task where students demonstrate their level of engagement.

Due to the nature by which the CEIC was created, the program must keep up with new trends and societal needs. Since the speaking skill is required in academic and professional settings, the lack of oral production skills could become a serious disadvantage (Gutierrez, 1). Owing to the fact that didactic activities in high school focus on the reading comprehension and grammar instead of the development of oral skills (Brenes 5), some students who come from public institutions and are enrolled at CEIC may have lack of communicative skills that

could affect their chances in the labor market and its college opportunities. The researcher, who is currently working at CEIC program, has witnessed during the last two years the difficulties that some students face when they have to communicate orally in the classroom, especially in beginners groups. Among the difficulties observed is the concern about making mistakes and sometimes they do not want to talk. Because students difficulty to express, there is a tendency to speak in their mother tongue or to translate the unknown words. Considering today's relevance of learning a foreign language and particularly the development of speaking skills; the foundation of this research is to analyze in which way the use of technology could assist teachers in the implementation of speaking activities to help students in two courses at CEIC. Because of the students profile at CEIC, it is recommendable to provide students with practical experiences where they can practice the use of technology as a tool to face the challenges of our society.

In relation to the use of technology at the program, some technological tools such as CD players, computers and multimedia projectors are available at CEIC. Depending on the quantity of students in a course period of two months, each group can use the language laboratory and multimedia projector one hour every other week. For the study purposes, the EFL classrooms will include also the language laboratory sessions. The CD players are always accessible and the computers with the projectors can be previously reserved for using in the classroom. The researcher considers that the use of labs should be optimized, but some other technological tools could be included to enrich the program and benefit students. However, the effectiveness of technology integration depends largely on the skill and attitude of the teacher (Bitner and Bitner 1). The incorporation of technology into the classroom not only entails modifications in the previous way of teaching, but teachers also need to learn how to use technology in the classroom. Therefore, it is not only the correct use of the technological tools, but also the didactic and methodological aspects in the implementation of

the technologies of information and the communication (ICT) should be taken into consideration. Consequently, because no studies have been done on the use of technology to teach speaking skills at CEIC, there is a real need to conduct research in this area to identify existing gaps in terms of its implementation.

1.3. Theoretical and Contextual Antecedents

Regarding teachers training in innovative technological tools, a study titled “ICT`s as Innovative Tools in the University Teaching” was carried out in the Escuela de Literatura y Ciencias del Lenguaje at the Universidad Nacional, in our country, with the objective to analyze how professors of this school integrated ICT in their learning processes. For this purpose, a questionnaire was applied to the academic staff (eighteen professors) to know about their experiences in the use or lack of use of ICT. The study determined that even though the ICTs were incorporated in the academic teaching since 2002, most of the interviewed professors do not know about basic programs (Windows 98, 2000, XP, Vista, Windows 7, Linux, among others) and for this reason they do not incorporate them in their lesson planning. Another aspect that the study showed was the fact that those teachers who are trained do not transmit their knowledge about the use of technology to their coworkers (Pizarro and Cordero 352). This fact confirms that some gaps exist in terms of training in these new technological trends and some professional development actions may be required at the university context.

Although to insert technological tools successfully it is required to take into account many elements, it is a fact that studies have often ended on recommending the use of technology in foreign language classrooms because of the several advantages that its use provides for both the EFL teachers and learners. Some studies have been conducted to support how technology can benefit in particular the development of the speaking skill. For instance, chatting may be employed to enhance oral production (Okuyama, 2005; Payne and

Whitney, qtd. in Levy 775). Payne et al. have carried out some studies that demonstrate that real-time spoken exchange via text may indirectly develop the L2 speaking ability (Payne and Ross, qtd. in Levy 775). Levelt's (1989) model of cognitive processing brings significant principles for explaining the correlation between oral and written production (qtd. in Levy). Sykes continued further studies based on Levelt's model, in a investigation for measuring the effects of three types of discussions (text chat, oral chat, and face-to-face discussion) in the context of realistic development (qtd. in Levy 775). Almeida defines chat as a form of synchronous communication with three basic computer-based chat modes: text, audio and video. For this study, three groups of students were chosen for text chat (WC), three for oral chat (OC) and three groups for traditional face to face (FF) discussion where learners have to develop the same tasks about an instructed speech act (refusal of an invitation). Although all groups showed improvement, the WC group outperformed the other two groups in terms of complexity and variety. On the other hand, the OC group added more complex and a greater variety of head act strategies. The FF group used more supporting strategies with movement such intonation and body language. Sykes concluded that Synchronous Computer-Mediated Communication (SCMC) is a valuable tool for practical instruction and should be used in the foreign language curriculum. Almeida considers that chat can be used to extend the learning process "beyond the traditional four walls, because it is a powerful and effective communication tool that fosters a fascinating, authentic and enriching learning experience". Even if technology could overwhelm teachers because of the enormous possibilities of tools, these studies confirm and provide some initiatives that can be implemented at CEIC by using computers or smart phones inside and even outside the class.

Other applications can ease learners to develop their oral skills even outside the classroom making possible real time verbal communication to be handled constantly; for example, the virtual learning environments (VLEs) that employ audio and video conferencing

(Hampel and Hauck, qtd. in Levy 776). Another example is the Collaborative Cyber Community (3C), a combination of synchronous computer-mediated communication (SCMC) technologies that link a common interactive whiteboard and audio, video, and text chat for developing oral skills in Mandarin language (Levy, Wang, and Chen, qtd. in Levy 776). Speech recognition and synthesis technologies are emerging gradually in complexity and use, including talking dictionaries and texts, developed in various kinds of ICALL systems (include broadband and mobile networks). Another current example is a dialogue system called Let's Chat for social conversations that employs recognition and text-speech technologies (Stewart and File, qtd. in Levy 776). The Candle Talk is also a conversational environment with an automatic speech recognition that provides opportunities for speaking interactions (Chiu, Liou, and Yeh, qtd. in Levy 776).

In addition, the application of podcasting can benefit the learners listening and speaking skills. A podcast is audio programs on the Web that can be listened to on the computer, or downloaded to an MP3 player or iPod with a subscription through an RDD (Really Simple Syndication). Man-Man considers that podcasting has a huge potential to engage students in real time interactions; moreover the easiness for downloading or creating the podcasts make them a useful tool for foreign language learning (126). Any speaking activity can be presented as a podcast such as picture description, storytelling, role play, debates, radio drama, and students giving their opinions on topics assigned by the teacher, among others. The above studies illustrate a few examples of the vast variety of sophisticated technology applications that may be used to develop the skill of speaking; from this perspective it is suitable to expand the teachers knowledge about the technological advances related to teaching and learning a foreign language.

One of the main goals of the program is that the students develop communicative skills, thus it is essential that professors provide enough opportunities for increasing oral

participation in an optimal setting. In this regard, using technology into the classroom may activate students' motivation to communicate effectively during the lesson activities. Most young people find this new world of digital learning very encouraging; for instance, images, music, games, simulations, wikis, and many others and that can be accessed at any time, any place, on laptops, desktops, and smart phones. The social interaction through the Web, for instance, may "provide an opportunity for the learner to experience an active, social, and creative learning environment in a meaningful context. This allows the learner to take on a participatory role rather than a passive one" (Straub 5). For instance, using a video as a listening tool the students can experience social and cultural facts in real life material. The video captures the whole dimension of the setting through visual and sound stimulus that may activate the students' participation. Besides the multiple benefits that technology may bring in a learning setting today's students find attractive the use of technological devices and applications, as a result they may be interested in learning how to use these sort of tools. It appears that it is the inevitable future of education and teachers should be aware of the technological advances in order to be updated.

Taking into account the importance of the development of oral communication, the research attempts to explore how technological tools are implemented in the language classroom. Due to the fact that the students' generation has changed in terms of a wider use of electronic devices and the Internet, teaching methodologies should be tailored to learners' needs and expectations. The finding information may contribute in facilitating the academic decision making process to improve the program by bringing a space for socialization. The reinforcement of this knowledge area will help teachers to reflect on the didactic value of technological resources as well as to develop skills and practical guidelines to employ technology in the classroom.

1.4. Purpose of the Study

The purpose of this study is to identify the technological tools that teachers at CEIC are using when they develop speaking activities in the classroom as well as to determine the possible training needs that teachers may require as a way of contributing to the program.

II. Objectives and Research Questions

2.1. General Objective:

To examine what kind and how technological tools are being used by CEIC teachers at UNA when performing speaking activities a two intermediate level groups in order to identify some possible training needs in the integration of technology in the classrooms.

2.2 Specific Objectives:

1. To identify what technological tools CEIC teachers are currently using during speaking activities.
2. To examine what oral activities are developed when CEIC teachers use technology in the classroom.
3. To analyze the teachers' training needs in professional development using technology in their teaching practices.
4. To identify the students' opinions towards the use of technology in learning a foreign language and in which speaking activities professors use it during the class.

2.3. Research Questions:

1. What technological tools are CEIC teachers currently using during speaking activities?
2. What oral activities do the teachers develop through the use of technology in the classroom?
3. How do teachers perceive their professional development using technology in their teaching practices?
4. What is the students` opinion about the use of technology in learning a foreign language?

2.4. Definition of Terms

Before establishing the principles that will support this study it is appropriate that some key concepts are framed below:

- *CALL*. Means learners learning language in any context with, through, and around computer technologies. (Egbert, qted. in Kern 184)
- *CEFR*. Common European Framework of Reference for Languages.
- *Educational Technology*. It is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources (Department of Educational Technology (ETEC) at the University of Hawaii).
- *EFL*. Abbreviation for English as a Foreign Language: the teaching of English to students whose first language is not English (Cambridge Dictionary).
- *ICT or CIT*. Information and communications technology
- *Oral Communication*. The effective interpretation, composition, and presentation of information, ideas, and values to a specific audience (Maguire 1).
- *Oral Production*. Bylgates (1991) says “Oral production is the ability to make sentences, produce in every situation” (qted. in Reyes 593).

- *Oral Skill*: It involves speaking and listening as a two-way process where responding is expected (Peña and Onatra 12).
- *Oral task*: A task is (1) a classroom activity or exercise that has (a) an objective attainable only by the interaction among participants, (b) a mechanism for structuring and sequencing interaction, and (c) a focus on meaning exchange; (2) a language learning endeavor that requires learners to comprehend, manipulate, and/or produce the target language as they perform some set of work plans. (Lee 32).
- *Technology*. The term technology shall represent relatively new electronic media such as computers, video, and the associated hardware, networks, and software that enable them to function (Baek et. al. 225). Technology enhanced learning has become the mainstream of educational innovation. Based on these fundamentals teacher will be able to develop new and innovative approaches for the foreign language learners (Chanthiramathi 2). Technology is the usage and knowledge of tools, techniques, systems or methods (Chanthiramathi 1). For instance, using smart phones inside the classroom could be beneficial for students because they can write texts, send videos and recordings by WhatsApp application for practicing grammar or pronunciation tasks.
- *Technology Integration*. It is using computers effectively and efficiently in the general content areas to allow students to learn how to apply computer skills in meaningful ways. It is the planned incorporation of technology in the curriculum goals in a manner that enhances student learning in a flexible, creatively and purposely manner (Dockstade 2).
- *Technological Tools*. An item or tool used for a specific purpose. A tool can be a physical object such as a computer, technical as multimedia equipment or a software program (Business Dictionary).

- *Training Needs Analysis*. It is the training requirements of a target group in terms of:
1) number of trainees, (2) their educational and professional background, (3) their present level of competence, and (4) the desired behavior or skill level acquired at the completion of training (Business Dictionary).

III. Framework of Reference

In order to frame the topics of this study, some theoretical principles and concepts will be discussed to throw light upon how the implementation of technology can benefit the teaching and learning process specifically the oral communication skills. The examination of terms might result exhaustive because of the different viewpoints of experts; thus the investigator will summarize some concepts to enclose the phenomenon of this study. Even though oral communication is an “interactive process in which an individual alternately takes the roles of speaker and listener with verbal and not verbal components” (Mead and Donald); and the CEIC program is based on the development mainly of the listening and speaking skills, the study will be focused on the speaking skill. With this intention, this framework is divided into four sections. The first section analyzes the concept of speaking and some other terms such as accuracy, fluency and communicative competence to establish some theoretical foundation about approaches related to the term and its role in learning a foreign language. The second section provides some insights and studies in the field about how technology may benefit the teaching and learning in EFL classrooms. Then, the third section analyses some aspects related to the use of technological tools in the development of the speaking skills and refers to some studies regarding the advantages of the use of technology. Finally, the last section explores some principles about the significance of teachers` training in technology and some practical ideas to implement technology to develop and improve the speaking activities.

3.1. The Speaking Skills

First of all it is essential to define the meaning of speaking and what it is required for its development. Chaney defines speaking as "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (13). Also, the concept of speaking refers to an interactive process of constructing meaning that involves producing, receiving and processing information (Burns and Joyce, qted. in Abd El Fattah 30). Although the speaking skill is a crucial part of second language acquisition, it was for a long time undervalued because teachers tended to teach speaking through traditional practices such as a repetition of drills or memorization of dialogues. However, the goal of teaching speaking, nowadays has been changed to improve students' communicative skills, because, through interaction students can express themselves and learn how to follow appropriate social and cultural rules according to different communicative circumstances.

Typically, when researchers and educators refer to the goals of speaking a foreign language two sub skills that could determine its success emerge: accuracy versus fluency. Ellis and Barkhuizen define fluency as "the production of language in real time without undue pausing or hesitation" (qted. in Shazni 1). On the other hand, Shazni defines accuracy as the ability to speak without making any grammatical, vocabulary, punctuation and other errors. Some debates among experts have tried to determine in which of the two, accuracy or fluency, the teaching process should focus more. In this regard, the researcher agrees with the recommendation by Hermmens and Cotter that "accuracy should be introduced first in the beginner level and fluency comes along as the learners progress" (qted. in Shazni 3). Due to the fact that the groups under study are beginners and intermediate levels, these concepts provide a light on the approach that should be given to students of the different levels to develop oral skills.

Experts in applied linguistics have also argued that approaches to promote speaking in communicative settings should be based on some model of communicative competence (Hymes, qted. in Celce-Murcia 5). In order to understand what communicative competence is, Hymes defines “communicative competence is not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations” (qted. in Bagarić 96). Canale conceptualizes communicative competence as “a synthesis of an underlying system of knowledge and skill needed for communication” (qted. in Bagarić 96). From this perspective, in order to master the speaking skills students should develop linguistic competence, discourse competence, pragmatic competence and fluency (Abd El Fattah 30). It is not only to have the knowledge about grammar rules, but also to structure a logical and a reasonable speed conversation in a specific context.

Teachers should bring learners a language rich environment in which they can practice the use of the language frequently. Students need to be able to interact with each other so that learning through communication can occur. A successful speaking activity is characterized because learners have many opportunities to talk and their participation is equal. Tuyet establishes three stages in a simple speaking activity. The first stage is setting up that refers when the teacher introduces a topic, for instance explaining the instructions, practice the language with the whole class and practicing pronunciation. The second and the most important stage is the speaking practice and where the students perform the activity; and the third one is the feedback (7). In this regard, technological tools can facilitate this type of environment increasing verbal exchange. Liaw conducted a study with electronic books that showed how this kind of tool can increase verbal interaction and the use of language functions between students. These books are interactive stories that appear on the screen and contain text and illustrations. There is also a variety of interactive choices where students can

experience: real voices, music, and sound effects. Even though speaking skills are seen as difficult to develop, this previous study is an example of how technological tools can facilitate the eye-catching material and a motivating environment to engage students in speaking activities.

3.2. Technological Tools in the EFL Classrooms

It is a fact that pedagogical practices benefitted from technological enrichment. For instance, learners have the opportunity to interact in real time with people from the target language through e-mail and chat; thus permitting authentic language encounters. Additionally, the World Wide Web allows for an instantaneous exchange of information to and from sites and between individuals.

Even though, it is impossible and complex to try to incorporate all the existing technologies into practice, the initiative is to adjust some tools that could meet existing needs at CEIC. Technology can bring mediums or environments in which a wide variety of methods may be implemented. Although there are sophisticated technologies, there are also some inexpensive initiatives that can support students' interaction and provide meaningful, authentic and purposeful contexts for learning. Garrett believes that technology offers the potential for enormous enhancement of foreign language learning, but that potential cannot be easily comprehended (717). She affirms that the most important potential of technology is the facility for integrating skills; for instance, using a video to teach language in its cultural context or using visual options of screen presentation to help students in reading or listening techniques.

In the book *Blended Learning*, the author summarizes various domains of information and communication technologies (ICTs), such as web materials (both authentic and ELT materials), electronic dictionaries, office software, interactive whiteboards (IWBs), portable electronics and wireless devices, and computer mediated communication. Moreover the use

of email, chat, text messaging, and social software such as blogs, wikis and podcasts may be very useful to enhance students into the learning process.

Many studies have been done about teaching with technology, but not too much about how to integrate it in English language teaching context. Dudeney and Ed. Al. adopted the fundamental principles of two books; *Blended Learning* and *How to Teach with Technology*, in a CALL course. The course was intended for teachers who demonstrated enthusiasm because they could demonstrate their learning advances through some publications. The authors consider that well trained teachers can “teach students not only language by also valuable skills and strategies in using computer technology that can help them to cope with the requirements of the information technology society”. Dudeney and Ed. Al. believe that “technology use should be an integral part of the teaching and learning process and not a discrete activity to be undertaken in isolation of the rest of the learning.” The conclusion is that the implementation of technology should be part of the overall CEIC program as a result of a previous needs analysis.

Regarding the use of technology in the learning process, Cutrim quotes Lewis, the author of *Bringing Technology into the Classroom* book, who said that “New technologies open up possibilities unheard of in previous eras. But these technologies will have only limited impact if the pedagogy behind their application does not keep pace”. Therefore, it is not the technology by itself, but planning carefully taking into consideration the course objectives and students` needs.

Although the benefits of using technology in a foreign language setting are convincing, teachers should take into account the students training requirements to avoid possible problems while using technology. Conole considers that in spite of the widespread acceptance and use of new communication technologies teachers may have prudence in terms of their effectiveness in the educational domain. Learners` training is crucial in terms of

goals, outcomes, and levels of commitment. Conole also says that when technologies for social purposes are introduced for learning, teachers should adjust the activities to the educational purposes (qted. in Levy 778). Not only the teacher`s training is indispensable to integrate technology in teaching and learning a foreign language, but in order to avoid learners frustration it is mandatory to provide them with technology instruction.

Zhao recognizes three aspects with assessing the effectiveness of technology. First is the definition of what counts as technology (videos, CALL tutorials, and chat rooms, for example, are very different). The second aspect is separating a technology from its particular uses because it is difficult to generalize about its effectiveness. The third aspect has to do with the effects of other aspects, such as the learners, the setting, the task(s), and the type of assessment (qted. in Kern 188). Many aspects may affect the efficacy of technology; however, the great benefits that it has, as educational tool; it is valuable taking it into account.

3.3. Speaking and Technology

In foreign language teaching and learning the ability to speak is an essential skill since it is the basis for communication. Sometimes there is a lack of exposure to real English language settings that permits the students to use the language for communication. Because speaking is a noticeable and dynamic skill, to master it entails great motivation among students. However, many learners feel that speaking in a foreign language is more difficult than the other skills because its spontaneous nature, thus the learner cannot revise or edit as in the written skill. Since speaking is created by the learner and the channel of the message is oral, speaking is a productive oral skill that consists of “producing systematic verbal utterances to convey meaning” (Bailey 48).

The conception of teaching and learning speaking in a foreign language, and the integration of technological tools during the process, have been changing throughout the years. The main rationale for these changes is the search for the most effective and efficient

ways to teach languages, the different perspectives about what a language and the best way to teach it.

During the first half of the twentieth century, some new approaches came out to transform the way to teach a second language. For instance, the Audio Lingual Method became an innovative approach in terms of the procedure used and the introduction of technology with the magnetic tape recorder as part of the language laboratory concept. Another novelty of this method was the priority of oral skills because they were considered the starting point in the learning process of a language.

In the late of the twentieth century language acquisition studies took place to reconsider over some fundamentals about how people learn to speak. The constant repetition and memorization of speech parts did not sound like a real conversation. As a result, new approaches emerged redirecting the language teaching on communicative proficiency and developing the oral communication as part of its methodology. Therefore, more communicative approaches came out to recognize the value of interaction giving students opportunities to communicate (Bailey 50).

From this new perspective additional and more compound aspects, regarding communication, were taken into consideration. For instance, Bygate (3) considers that in order to achieve a communicative goal through speaking, there are two aspects to be considered: knowledge of the language, and the skill in using this knowledge. Hence, communication is not just grouping the sentences in the abstract, but to structure them according to the context. Chastain goes forward affirming that to speak the learner “is using background and linguistic knowledge to create an oral message that will be meaningful for the intended audience” (qtd. in Arnold 1). This concept is significant to this research in order to understand that developing speaking skills is a complex task which involves the

management of many conversational strategies such as non verbal communication language, pronunciation, negotiation of meaning, among others.

Regarding the use of technology in the learning speaking skills, the set of instructions stored in a computer that allows the user to do just drills and practices changed because now “the students’ choice, control and interaction play a more important role” (Warschauer, qted. in Murphy). According to Warschauer “the purpose of the Computer-Assisted Language Learning (CALL) activity is not so much to have students discover the right answer, but rather to stimulate students' discussion, writing, or critical thinking" (qted. in Murphy). Hence, the computer educational programs are seen as a bridge to develop language competence. Afterwards the computer concept began to change when it was complemented with the media of communication and the Internet. Murphy affirms that “whereas in CALL, the computer assisted learning, it might be said that in Technology- Enhanced Language Learning (TELL), the computer supports learning” (1). The researcher considers that implementing technology in speaking activities may encourage students to change their role by one more active; for example in participating more actively in discussions and taking more compromise for their learning.

One of the major principles of the Communicative Language Teaching (CLT) approach is the use of real life situations based on students` life and experiences as a means to promote language learning. Then, teachers should create an environment, in class or in materials, in which students can work on acquiring abilities. Because the CEIC program is based on the Communicative Approach, technology can be an effective tool that provides a diverse and unique way to bring the real world language situations and authentic material to the classroom. Pusak and Otto consider that “multimedia's capacity for the integration of image, sound, audio and video represents what can be characterized as a fundamental challenge to the textbook as the "font of knowledge" as well as a challenge to the "dynamics of the

textbook/classroom model of instruction" (qted. in Murphy). Even though, the Touchstone textbook is used as a guide at CEIC, the technology could offer a range of innovative options to implement in the classroom to support the teaching and learning process. For instance, some free websites pages can be accessed through internet as *Many Things*, *Dave's ESL Café*, *The California Distance Learning Project*, *BBC Learning English*, *Activities for ESL Students*, among others; and where the students can find matching quizzes, word games, word puzzles, proverbs, slang expressions, MP3 files, pronunciation exercises other computer-assisted language learning activities.

There are a wide variety of technological tools available; however, teachers should analyze which one is suitable for the lesson objectives and students' needs. Some other aspects have to be considered as the accessibility of the equipment or the availability of the multimedia laboratory. Technological tools may help students to create opportunities for authentic and meaningful interaction in the classroom as well as to provide the tools for their own social, cultural, and linguistic exploration. This wealth of possibilities that technology brings may go further in training up learners in international cross-cultural interactions which are more necessary for success in academic, vocational, or personal life (Warschauer 1). Therefore, technology can support the teaching and learning process because it provides a variety of possibilities and benefits but it should be tailored according to the course objectives and students' needs.

3.4. Implementing Technology in EFL Classrooms

Bonilla and Espinoza carried out a study to determine the similarities and differences of language teaching and learning processes between a traditional classroom versus a technology classroom. A questionnaire was administered to 20 professors of the English department of UNA as a way to find out the ways they use the technological tools in their classes, the advantages and limitations of using technology and the results of using

technological components in their lessons. The investigation demonstrated that teachers use technology in their lessons at least once a week where some of them use more complex tools such specific software and online tools. Most of the professors (81,82%) said that technology has changed the teaching and learning processes in a positive way because the lessons are more interactive and motivating for the students. They also consider that “well-trained instructors are necessary in order to have classes that are appealing and worth for the learners” (433). In this regard, studies have shown that “when teachers attend educational technology courses that emphasize technology use skills as part of the curriculum, the teachers’ computer self-efficacy improves (Koh and Frick, qted. in Bonilla and Espinoza 429).

Concerning the English teachers’ attitude towards the use of technology at the university level, Akram and Haddad carried out a research on the use of technology in the Azad and The Bahonnar Universities, in Iran. A questionnaire and a semi-structured interview were applied to 30 university teachers. The findings of the study revealed that a great majority of university teachers attributes positive observations for integrating technology in language teaching. However, they have difficulties in integrating technology into their lesson plans effectively. The researchers examined six specific variables that affect the perceptions and behaviors of teachers which make them avoid using technology in their teaching process: The six variables are the following:: 1.English language professors’ computers literacy, 2. Professors’ interest in technology, 3. Professors’ self-confidence in technology, 4. Teachers’ attitudes towards CALL and whether using computers is a waste of time, 5. The teachers’ fear of using computers in educational settings; 6. and The teachers’ attitude towards the available facilities and if they have received any training.

Regarding the first variable, the results shown that the professors use computers and Internet at low levels and especially for personal purposes; as a result, they “could not make

use of computers effectively for the tasks which included the students and classroom activities” (Akram and Haddad 65). In relation to the second variable, it was found that although the majority of the professors were interested in using computer technologies they expressed different levels of interest. According to the statistics, with reference to the third variable, the data showed that English teachers used computers rarely in their classroom. The participants considered that they do not have the required self-confidence to use technology in the classroom and as a result; they may face problems that they cannot correct. Some of the teachers thought they knew less than their learners, and consequently they will lose their self-confidence about failing technology or doing something wrong. Because the professors believed that they do not have the required skills in implementing CALL in the classroom curriculum, they considered that making them strong in technical skills, their self-confidence will improve after having some sessions of training. Although, through computers the access of information for any subject as well as in the preparation of presentations, charts or written materials help teachers to save time; referring to the fourth variable, a considerable number of professors believed that using computers in the classroom and preparing materials is time consuming, hence they prefer to use textbooks instead of technology. Related to the fifth variable, the results showed that the professors had a positive attitude toward computer technologies and they did not have technophobia (fear of technology) although they recognize that some technical fails can occur and it is recommendable to have ready alternative activities. In relation to the sixth and the last variable, a considerable number of the participants believed that they do not have facilities and no training. Although there are language laboratories in both universities, the professors do not use these facilities properly as well. According to the data obtained from the students` questionnaires, although there is a DVD player available, professors do not use it frequently. Some professors use projectors to present the course content to their students, but they have to share the limited equipment to

their colleagues. The results showed that even when the professors have a positive attitude toward computers and technology, the adoption of computers and their use of technology in their language teaching practices do not correlate with their positive attitudes. They use technology at low levels which do not require complex applications and their use of technology cannot enhance interactive student participation in language learning and teaching process. This study demonstrates that although the use of technology can benefit the teaching and learning of a foreign language, there is a lack of adequate training in how to use technology.

After discussing some critical variables in terms of teachers' attitudes for integrating technology in language teaching, Wees analyses another relevant aspects such as the context in which technology is applied. Cradler et al. propose that when training teachers to use technology in the classroom, the focus should be on how the technology is useful, rather than which technology is most useful (qted. in Wees). Thus, they suggest that "training sessions should be used for a balance between practical hands-on examples and the theory behind the use of technology". For his purpose, Wees recommends the execution of a technology training plan within a learning community environment. Wees proposes that instead of having a top-down control that hinders collaboration and professional learning", the educational institutions should make technology enriched learning communities where technology can be used as an effective tool that is related to content and integrated into ongoing classroom instruction. (Williams et al. qted. in Wees). In this learning community, teachers work collaboratively to decide on technology policy and learn how to implement it. Contextualizing the concept of learning communities to the CEIC, the coordination staff may create spaces to share teachers' experiences regarding the use of technology in teaching and learning a foreign language. Taking into consideration that the successful implementation of educational technologies depends largely on the attitudes of educators (Goverder and

Majarah 79), the learning communities' model may encourage teachers at CEIC in modifying their attitudes toward technology, so they would feel more comfortable when using it and incorporate it into their teaching.

From another perspective, Kosma carried out an international study about Technology and Classroom Practices to examine 174 case studies of innovative pedagogical practices using technology from 28 participating countries. The study aims to analyze how classrooms are using technology to change the practices of teachers and students. In many classrooms, technological tools and resources support students in searching information, design products, and publishing results. For this study, the researchers established a set of criteria related to innovative practices to select the countries and later the researcher team used standard instruments and protocols that were field tested in 17 of the countries and revised based on these tryouts. The data were collected from a variety of sources that included interviews of administrators, teachers, students, and parents; classroom observations; and the analysis of documents, such as teacher lesson plans and samples of student work. The researchers concluded that technology supported innovative classroom practices in many countries have some characteristics in common; for example, teachers are beginning to integrate technology into the curriculum to change “their role from that of primary source of information to one who provides students with structure and advice, monitors their progress, and assesses their accomplishments” (13). These kinds of studies provide an international view about how the technology has been implemented in the educational field in many countries and add details about the benefits of technology in terms of the acquisition of skills and knowledge, the development of positive attitudes toward learning and the acquisition of collaborative skills.

At Bangkok University, a study investigated 198 students' attitudes toward using the Internet as a learning tool in the Fundamental English course by the use of a questionnaire. The study results revealed that the students had a positive attitude toward using the Internet

as a learning tool and at the same time the Internet was viewed as the best method to communicate (Srichanyachon 326). The positive attitudes toward the Internet would contribute to foreign language learning because students may be enthusiastic to accept and use it for educational purposes. Students can reach knowledge by accessing a variety of interactive web pages to practice grammar structures, games, pronunciation exercises, and tutorials, among other resources. Yang and Chen consider that the Internet “provides students with an opportunity to access useful language resources and communicate directly with native English speakers; they can learn listening, speaking, reading and writing English through real world situations” (qtd. in Srichanyachon 320). Hence, the Internet provides a huge quantity of educational pages that can support not only the teachers during the classroom activities but also the students in their learning process.

On May 27th of the current year, the researcher of this study participated in a workshop at the Universidad Latinoamericana de Ciencia y Tecnología (ULACIT) in Escazú, by Doctor Gilberto Hernandez, called “Using Mobile Phones in Language Learning”. The objective was to provide some innovative ideas and how to use the cell phones in the classroom. A new paradigm in education was positioned where technology permeates all the learning domains because of creativeness. In this regard, mobile learning (M-learning) is an innovative concept of delivering knowledge or information through mobile devices such as: smart phones, tablet PCs, iPads, iPhones or other handheld devices. It is a fact that most of the students have smart phones and teachers may use them to learn in the classroom. Some examples of educational and practical websites were provided; for instance, there is a pronunciation site of the University of Iowa where some videos explain the pronunciation of each sound of the English language. Another example is a page called Storycorps where provides many real stories to improve listening skills. The researcher has experienced the use of Whatsapping (communication using the social media app) messages where students record dialogues to

review specific aspects of pronunciation. These could be some practical manners where free websites can be accessed and other activities developed using a smart phone to achieve specific didactic objectives at CEIC.

Mobile phones are very useful for learning because they include Internet access, voice-messaging, SMS, cameras, and video-recording. In language learning, all of these facilities enable communicative language practice, access to authentic content, and task completion (Nazari 6). Prensky states that among the benefits of using cell phones are the potential functions of the phones: listening, observing, imitating, questioning, reflecting, trying, estimating, predicting, speculating and practicing (qted. in Nazari 5). Levy and Kennedy created a program for Italian learners in Australia, for sending vocabulary words and idioms, definitions, and example sentences via SMS in a spaced and programmed guide of delivery, and requesting feedback in the form of quizzes and follow up questions. They concluded that another important benefit of the cell phone is the practical and administrative use because permits a flexible student-teacher communication. Because nowadays most of the students manage intelligent cell phones, teachers could take advantage of the benefits of using these kinds of devices to support and improve the teaching and learning practices of the foreign language.

Additionally, Kiernan and Aizawa carried out a classroom research project with the intention of evaluating the use of mobile phones as tools for classroom learning with elementary and intermediate students at Freshman University. First, the population was surveyed and next they were subdivided in three groups: (a) using cell phone text messages, (b) using computer e-mail, and (c) speaking. The learners had to accomplish some sets of tasks and at the end; they took a post test to evaluate short-term learning gains. The project portrays the potential advantages of mobile phones as well as weight some limitations, but

overall suggested that mobile phones represent a language learning resource worthy of further investigation.

The integration of technology in teaching and learning is a multifaceted process where some difficulties may come across. Researchers have attempted to categorize these difficulties or barriers in technology implementation through a factor analysis. Hadley and Sheingold (qtd. in Schoepp 3) conducted a study concerning known technology integrators at the 4-12 grade level, their factor analysis identified the following seven subjects (ranked here from the most to least) which accounted for over 50% of the variance. The most cited barriers to technology integration were: 1. Poor administrative support, 2. Problems with time, access, space, supervision, and operations, 3. Poor software, 4. Curriculum integration difficulties, 5. Teacher's attitudes and knowledge towards computers, 6. Computer limitations and inadequate numbers of computers; and 7. Lack of technical support. The knowledge of the possible barriers in technology implementation may give guidance to approach the theme at the CEIC program and to fill some possible gaps in terms of lack training. Moreover, through the reflective analysis of teaching practices and the examination of beliefs and principles, as well as keeping updated with new trends and theories, teachers may engage in a professional development.

IV. Methodology

4.1 Type of Research

In general terms, the type of research of this study is qualitative because it aims at discovering and understanding a pedagogical event that is related to the way professors at CEIC use technology to teach speaking skills in the classroom. The underlying principle of qualitative research is not to apply treatments or manipulate variables, but to observe and describe the speaking tasks in which a technological tool is used in order to identify CEIC`s teachers training needs in this filed. Sherman and Webb add that “qualitative implies a direct concern with experience as it is `lived' or `felt' or `undergone’. Qualitative research, then, has the goal of understanding the experience, as nearly as possible, the same as its participants feel it or live it” (qted. in Forrester and Parkinson 7). A qualitative study design results appropriated because it facilitates a deeper understanding of the participants’ perceptions about the use of technology in a specific context (Ospina 2). To understand the significance of the phenomenon on the participants; the researcher “builds towards theory from observations and intuitive understandings gleaned from being in the field” (Merriam 15). In this regard, the fieldwork is the fundamental element that will support the rest of the study because the phenomenon emerges from the participants and a specific context.

In order to focus the study, a mixed-method approach was selected. Creswell states that the mixed methods procedures include “multiple forms of data drawing on all possibilities statistical and text analysis” (17). Due to the fact that the researcher identified a problematic situation concerning the lack of teachers’ training in technology, thus it is considered valuable to address the issue in a deeper and more systematic way. Through a systematic process, the researcher of this study is seeking for the general construction of the professional knowledge as well as the contribution of empowering the teachers’ staff of CEIC by reporting the results of the investigation; hence, teachers may be able to reflect on their

practical knowledge and take action to improve it. More specifically, the type of research of this study is the practitioner action research since the researcher has been working for more than two years at CEIC and as an insider, she has information about the context and practices of the program. Appleby defines practitioner action research as the “research that is carried out by someone who has expertise and insight into the people and the settings being researched” (11). This study is that it attempts to appeal teachers` perception and attitude towards technology that will eventually result in particular changes (Check and Schutt 264).

The investigator will look at the technological tools used and how teachers integrate these tools for teaching the speaking skills, the students` attitudes about the use of technology for learning and to what extend these tools could be useful for the development of the oral communicative competence. The researcher will have a passive participation at the scene of action keeping detailed reports of what occurs to achieve a rich and holistic description of the performance of the groups under study.

A descriptive research will be carried out to describe and interpret a phenomenon that is taking place at a specific place and time. It involves “gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection” (Glass and Hopkins, qtd. in Nelson and Mclellan 1197).

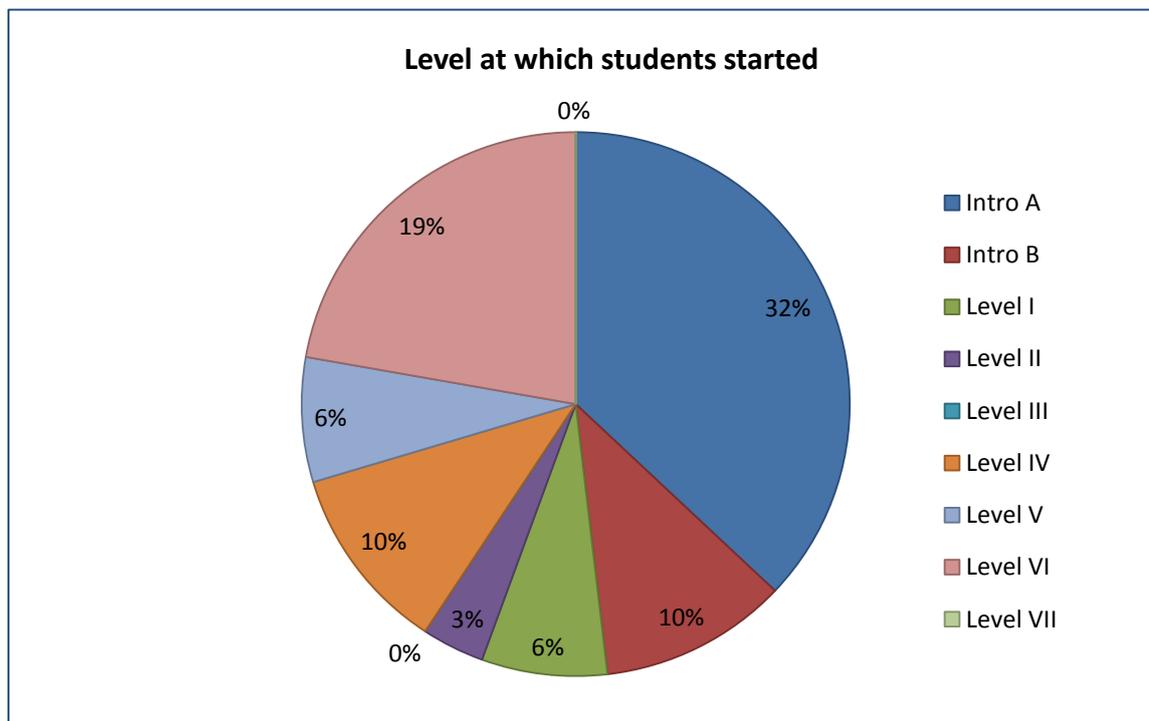
4.2 The Subjects of the Study

Students

For this research paper two groups at CEIC were chosen: a Level VI and a Level VIII. The method for carrying out the choice of the sample population was a non-probability sampling, specifically the convenience sample. This type of method relies on data collection from population members who are conveniently available to participate in the study (Eberly College of Science 1). Three factors were taken into consideration to choose the two groups: the teachers` willingness to collaborate in the investigation, the schedule availability of the

teachers and the researcher; and students` level of English proficiency. According to CEFR, learners have already learned the basic grammar structures and managed certain level of functions and vocabulary; as a result, they can speak with some fluency and this feature is important for this study. During the IV two month period, there were 517 students at CEIC in Heredia and 100 students in Alajuela, for a total of 617 enrolled students in the program, according to data from the program secretary.

The Level VI, group 2, attended classes on Tuesdays and Thursdays in the schedule from 16:00 to 18:30. There were 16 students: 7 females and 9 males. The Level VIII, group 3, attended classes on Saturdays in the schedule from 8:00 to 12:30. There were 15 students: 11 females and 4 males. The population at CEIC is characterized by being comprised of multi-age classroom and these two groups were not the exception; although most of the students were teenagers there were also mature people.



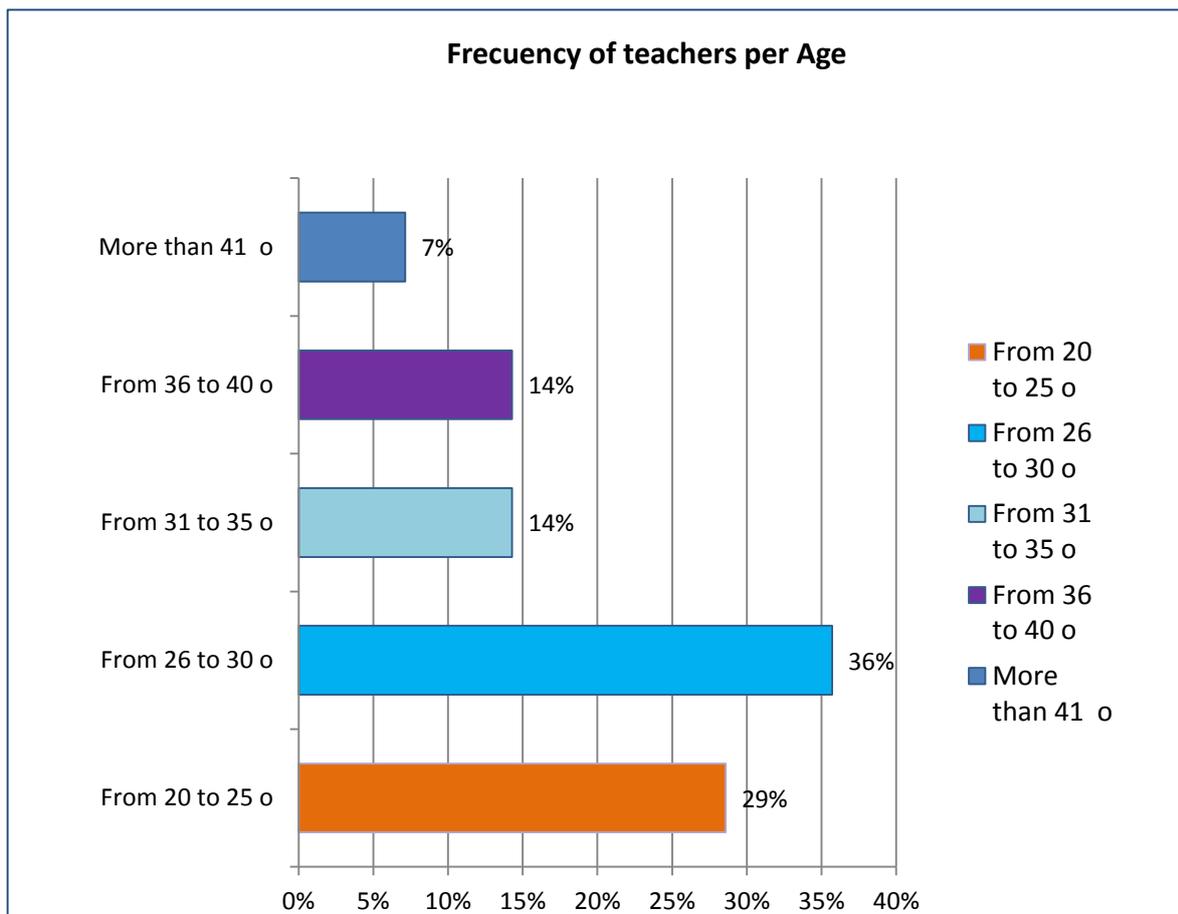
This graphic shows the percentage of students of the sample population enrolled in a determined level. The 32% (10) of the students started from the beginning of the program, that is in the Intro A course. However, there are some students that took the placement test,

then, they started the program in other levels. In the sample population of 31 participants, the graphic displays other percentages such as the students that started in Intro B (10%), in Level IV (10%) and in Level VIII (19%).

Teachers

The CEIC staff is integrated by thirty two professors: twenty seven in Heredia and five in Alajuela. According to Ramírez, the former coordinator of the CEIC program, only one is a nationalized citizen and the rest are native Spanish speakers (file from the list of eligible). Their ages range from twenty two to thirty five years old. It comprises 60% of women and 40% of men. The personnel has, as a minimum, a bachelor`s degree in Teaching English; 40% has a licentiate or master degree in EFL.

Other important information about professors is that they have at least four years receiving English courses in linguistics. 40%, approximately, have traveled to English speaking countries or they have lived in the USA; mainly during three month periods or more as part of exchange programs, scholarships, among others. 60% of the professors have two years of experience teaching English in the program, in the Literature and Language Sciences School or in other public or private teaching institutions. A questionnaire was applied to the professors to gather general information about the technological tools that are used in their speaking activities and the frequency of use.



This graphic shows the frequency of teachers per age from the fourteen professors who filled out the questionnaire. The highest percentage represents the range of teachers from 26 to 30 years old (36%). The next percentage represents the range of professors from 20 to 25 years old (29%). The ranges from 31 to 35 and from 36 to 40 years old have the same percentage (14% each one). And the lowest percentage is the range of the professors with more than 41 years of age (7%). It would be worth of future investigations to determine if there is a correlation between the teachers' age and the willingness to integrate technology in the teaching practices.

4.3. Context of the Study

The CEIC is an outreach project of the Universidad Nacional that was created in 1993 with the finality to fulfill students' needs in terms of current demands of a job market. The criterion for selecting the CEIC as the research setting was mainly its methodology because it

is based on the CLT Approach. Because this approach has the emphasis on communication, the scenery is adequate to scrutinize about the potential improvement of the speaking skills through the use of technology. Another aspect that was taken into account is that the researcher has participated in the program as a teacher for more than two years.

The following section describes some relevant aspects about the program:

Methodology: According to the description in the course syllabi, the teacher has a facilitator role and has the responsibility to provide an adequate environment and conditions for using extensively the target language, through individual, pair and group activities. Meanwhile, the learner has the responsibility to take advantage of the course, as well as his/her individual progress in the improvement of the language skills.

Skills: The language skills that the program mostly focuses on are listening and speaking, as indicated in the course syllabi; even though, reading and writing along with cultural components are tackled to complement the above mentioned skills which effectively integrate other language areas like grammar, vocabulary and pronunciation.

Levels: The program consists of twelve courses; each of them is taught in a two-month period. There are two introductory courses: Intro A and Intro B and ten regular courses ranging from 1 to 10. Each course lasts forty hours, with students meet twice a week during the week or once on Saturdays schedule, for a period of eight weeks.

Population: The minimum age required to enroll in the program is 13 years old for any course or through the participating in the placement test.

Evaluation: The learners are constantly assessed, evaluated and monitored in terms of the skills above mentioned. The final grade is the sum of class participation (10%); short tests (45%) that can be comprised in listening comprehension and pronunciation activities, grammar quizzes, dialogs, debates, interviews and records; the ongoing evaluation (10%) that is related to the individual progress throughout the course; and the final test that is divided in

listening, grammar and vocabulary (15%) and oral production (20%). This distribution of the final percentage is specifically from level 3 up until level 10.

4.4. Data Collection Instruments

Observations, questionnaires, and interviews were used as instruments to collect data from the group activities through the use of technology during the classroom. The instruments played an essential role to provide systematic and useful information to understand the phenomenon under study. These data were used to determine the technological tools teachers and student were currently using as well as frequency, the kind of speaking activities and the teachers' competences in the use of technological tools. The researcher considered two intermediate groups enrolled in the program to select the sample population in order to "map out and describe the characteristics and boundaries of groups of people, bodies of information, or collections of documents and artifacts" (qted. in Le Compte and Preissle 160).

Class Observations

The main characteristic of the observation is that it permits to collect data from a natural setting. In this approach, the researcher "looked directly at what was taking place *in situ* rather than relying on second-hand accounts"(Cohen, Manion and Morrison 396) . Robson considers that what people do may differ from what they say they do and observation brings a reality of the facts (qted. in Cohen, Manion and Morrison 396), for instance the number of students in the classroom and the kind of technological tools used in speaking activities. The observation as well is focused on events that happen in the classroom such as the kind and frequency of speaking activities that were developed through technology. Moreover, the observation captures the participants` social behaviors in the setting providing data for a rich detailed description of the situation under study.

Because of the nature of the study, field notes were taken throughout the observations with descriptions about classroom events. The base was to observe carefully the things and trying to understand them in depth with the finality to get some information about them. For this purpose, an observation guide was designed that included a checklist with items about general information such as day, hour, group` level; and others, that required a narrative description of activities and specific participants´ behaviors. The use of the observation guide helped the researcher to focus on gathering the pertinent information in order to answer the research questions. The investigator made four observations of five hours each one, one per week to each group, corresponding to approximate 40 hours of observations (20 hours per group). This period of time corresponded to the half of the course.

The observer kept some distance of the participants and avoided being involved in order to achieve a passive role. The observations are an essential part of gaining an understanding of a naturalistic setting and the participants' ways of seeing. While in the field, the researcher could identify certain phenomena as interesting, because of the object of study, that was worthy of annotation. The notes supported the information about what the observed events might mean regarding the objectives of the study and to assist the data analysis process. The events that have been observed served to correlate information from the other sources.

Questionnaires

The questionnaire is a useful and common structured instrument for gathering primary data. It includes generally a series of written questions for which the respondents have to provide the answers (Beiske 1). For this purpose, the researcher designed a paper-pencil questionnaire considering that participants are more truthful while responding some issues in particular due to the fact that sometimes their responses can be anonymous. Questionnaires

are very useful in research to collect factual information of characteristics, attitudes, opinions or beliefs of a population about a particular issue.

The researcher applied a questionnaire to CEIC professors during the IV course, to draw out information about what technological tools they use, how and how often they implemented them during speaking activities. The questionnaire contained ten items where five of them were closed questions with the purpose of structuring the answers to fit into categories. In this part, the responses were restricted, providing a list of alternatives from which the respondent can choose, for instance the kind of technological tools teachers use, the frequency, the use of online resources, and aspects that enhance the teaching process. The others questionnaire items were opened ended questions that enable teachers to answer in detail their points of view about the benefits of technology in the learning process, examples of the speaking activities through technology and their training experience in the topic.

The investigator applied, at the end of the course, a questionnaire to the students to gather general information about the learner and his or her interest in the use of technology through a combination of open and closed questions; and their opinion about how the incorporation of technology in the classroom could motivate them to participate orally giving the opportunity for comments.

Interview with Teachers

The interview is another method of data collection that specifically involves asking a series of questions. Kvale defines the qualitative research interview as "an interview, whose purpose is to gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena" (174). Another point of view is given by McNamara who affirms that interviews are particularly useful for getting the story behind a participant's experiences (1). Because the teachers are part of the CEIC program the

information obtained regarding the use of technology at CEIC is crucial for the study purposes.

The semi-structured interviews consist of a set of predefined open-ended questions based on the topic. The process involves a face to face dialogue where those questions are made verbally and record it. By the end of the two months course the teachers in charge of the two groups selected were interviewed. This kind of tool served to gather precise and in-depth information about the teachers' behaviors, opinions and knowledge related to the use of technology in the classroom and how they think students can be encouraged to speak.

4.5. Data Analysis: Description of Procedures

Because of the qualitative nature of the study, the focus was on the analysis of the written documents such as transcripts of interviews of the two professors observed, teachers and students' questionnaires; and observation sessions with a detailed description of speaking activities developed through technology. The process of evaluating data entails a systematic and logical examination of every detail from the data collected to ultimately arrive to some findings and conclusions. Data analysis sought to capture the setting and the people's own actions rather than a predefined hypothesis.

The qualitative data analysis methodology embraced the Grounded Theory principles because of its descriptive nature and because the process of analysis started since the data begins to be collected and continued until the study is finished. Glazer states that "the goal of grounded theory is to generate a conceptual theory that accounts for a pattern of behavior which is relevant and problematic for those involved. The goal is not voluminous description, nor clever verification." (93). Corbin and Strauss add that "a grounded theory is one that is inductively derived from the study of the phenomenon it represents" (23). Bound also says that the process of grounded theory is dependent on the data enlightening the researcher to the existence of a theory embedded within the data collected (2). Consequently, the analysis was

a reflective process since the data collected of the written documents trying to connect some ideas with other relevant issues and where the procedure of reading and interpreting data continued throughout the process. In the analysis phase the collected data was filtered, mapped and classified in accordance with categories of analysis related to the technical tools used in speaking activities and the teachers' skills to use technology to finally discover a theory.

In order to organize the data and then answer the research questions, the following charts present a description of the variables of this research:

1. What technological tools are CEIC teachers currently using during speaking activities?		
Conceptual definition	Instrumental definition	Operational definition
<i>Technological Tools</i> . An item or tool used for a specific purpose. A tool can be a physical object such as a computer, technical as a multimedia equipment or a software program	Qualitative ordinal scales Teachers' opinions Researcher`s observations Students` opinions	List, frequency and number of technological tools used during speaking activities. The data will be showed in graphics, bars, charts, pie charts, tables with descriptions
2. What oral activities do the teachers develop through the use of technology in the classroom?		
Conceptual definition	Instrumental definition	Operational definition
Oral activity: All the class activities that entail performance such as a speech or oral participation by the students	Qualitative ordinal scales Teachers' opinions and interviews Researcher`s observations	Number and types of oral activities mediated with technology used by teachers. The data will be showed in graphics, bars, charts, pie charts, tables with descriptions

3. How do teachers perceive their professional development using technology in their teaching practices?		
Conceptual definition	Instrumental definition	Operational definition
<i>Training Needs Analysis</i> . It is the training requirements of a target group in terms of: 1) number of trainees, (2) their educational and professional background, (3) their present level of competence, and (4) the desired behavior or skill level acquired at the completion of training	Qualitative ordinal scales Teachers' opinions and interviews	Types of technological problems presented during CEIC classes and quantity of technology courses received by teachers The data will be showed in graphics, bars, charts, pie charts, tables with descriptions
4. What is the students' opinion about the use of technology in learning a foreign language?		
Conceptual definition	Instrumental definition	Operational definition
A belief, judgment, or way of thinking of the students about technology	Qualitative ordinal scales Students' opinions	Types and number of technological tools useful for improving speaking skills. Frequency of technological tools used in the classroom The data will be showed in graphics, bars, charts, pie charts, tables with descriptions

The researcher implemented the following techniques (Russell 325):

1. Documentation of the data and the process of data collection: The analysis of annotations started in the field identifying problems and concepts that could help to understand the phenomenon. The original people's comments, observations and feelings were reproduced

immediately in order to avoid the loss of important details. The investigator checked the data to make sure everything was together and corrected and if the data were of sufficient quality.

2. Organization/categorization of the data into concepts: The researcher maintained an organized record of the documentation of the events, saved and listed. A category is a group of incidents/concepts which are grouped together (Campbell, qtd. in Bound 9). Bound states that categories are created by the identification of reoccurring data or themes that are relevant and significant to the development of the theory (11). A system of coding was identified for each important task in order to create files. This aspect provided an outline of the analytic process and to keep track of the stages of the study. Through the data obtained, some concepts were identified to organize and interpret ideas. The purpose of the conceptualization is to provide a meticulous description of what is observed and a sense of why that is important. Concepts were redefined according to the observed significance. The transcription of interviews is an essential step in preparing data for analysis.

3. Connection of the data to show how one concept may influence another: The examination of the relationships permitted to identify how different concepts were connected. Through reading the documents, the investigator looked for key ideas for writing notes. The organization and combination of themes into major categories were labeled to create files keeping track of the source of the data.

4. Corroboration/legitimizing, by evaluating alternative explanations and confirming evidence. The corroborating argument could support or refute the original argument, then, some other explanations could emerge. In order to strengthen the arguments the researcher closed up other possible explanations supporting with the testimonial and circumstantial evidences.

5. Representing the accounts. The findings were reported and transmitted in clear and proper language where the data is accessible and displayed to understand the relationship between information and research.

4.6. Steps to Elaborate the Study

Research Schedule

Research tasks related to the administration of instruments for data collection purposes was done during the IV two month period course that moved toward August, September, and October months. However, the first task (the review of the research proposal) was completed before the two month period agenda. The following table outlines the different tasks that were carried out.

Week	Schedule A: Tuesday and Thursday	Schedule B: Saturday
1: August 22 th	Review of research proposal and instruments	Application of professors' questionnaires during a meeting
2: August 31 st –September 5 th	Group A: Observation 1	
3: September 7 th -September12 th	Group A: Observation 2	Group B: Observation 1
7: September 14 th -September 19 th	Group A: Observation 3	Group B: Observation 2
8: September 21 th -September 26 th	Application of students' questionnaires	Application of students' questionnaires
9: September 28 th -October 3 rd	Application of teachers' questionnaires Group A Teacher`s interview	Application of teachers ' questionnaires Group B Teacher`s interview

4.7. Scope

This study mainly focused on identifying the technology training needs of teachers when developing oral speaking activities in two intermediate level groups at CEIC program in Heredia Site. The results of this study served to detect if there is a need in terms of training and to provide a space for sharing the results and to encourage possible improvements at the program level.

4.8. Projections

The results might evidence about how the incorporation of technological tools can motivate students to participate orally in the EFL classrooms. Due to the fact that the program is focused on speaking and listening skills it is crucial that learners be engaged dynamically in class activities. The identification of tools and their integration could permit teachers to expand their knowledge in the use of technology to enrich the process. Moreover, technology may elicit students' oral production as well as to promote students' commitment in their own learning.

The professional knowledge may empower teachers to make choices and improve the quality of the teaching methodologies and techniques. For this reason, a socialization space among professors will be supportive to the CEIC program. For a successful learning process it is required to address students' needs and opinions to tailor the activities in class; in this regard, the contributions that the learner can bring are crucial. At the end, the most important goal is that students could learn and every effort to help them is worthy.

4.9. Limitations

Some circumstances and situations affected or restricted the methods and analysis during the development of the research. These limitations were influences which were out of the researcher's control and it is suitable to recognize and describe the possible problems the researcher could face.

Since a qualitative study is concerned with meaning and how people make sense of the world and how participants experience events from their perspective, to control bias the researcher will consider threads of validity. The detailed description of the data collection must be congruent with the results and must represent the reality. Moreover, the different types of data sources such as observations, interviews and questionnaires permit that the phenomenon can be addressed from multiple perspectives as well as to enrich the understanding by allowing for new or deeper dimensions that emerge.

Even though most of the time an outsider observing a classroom can inhibit the students' performance, the observer tried to have a non participation presence to minimize the effects. Because the nature of the study, the process was time-consuming. Thus, time is another limitation because the study is conducted over a certain interval of time and depended on conditions occurring during that time. Because the teacher of the Group A had to attend a job meeting on September 3rd and on September 15th was a holiday, the schedule proposed for the observations and tasks for collecting data has to be extended for one more week. The researcher had to take into account that each course lasts two months, it means that the data collection took place during this period because the participants may vary from one group to another.

4.10. Validity

The final goal of a research project is to convince how valid and trustworthy the results are. The findings must be congruent with the data and they must represent the reality of the phenomenon under study. Because validity is one of the main concerns in a research because any research can be affected by different factors, controlling all possible factors that threaten the research's validity is a primary responsibility of every good researcher. In order to avoid bias and subjectivity, the researcher took into account the triangulation methodology to obtain more assurance with the final arguments. The combination of methodologies to collect

data could generate different information that complements one another. This methodology validated the data and research by cross verifying the same information to measure what it was intended to measure.

With the finality of applying internal validity, the investigator took into consideration the two months schedule of the course to maintain the continuity of the study and with the same sample population. Because the teachers and students questionnaires were anonymous this fact gave participants freedom to respond the items with more transparency without manipulating the information or trying to benefit their group teachers.

The purpose of any research is to be a kind of platform for future studies, for this reason some considerations were taken to keep the objectivity. To sustain the results, the researcher used quotations with the finality of transmitting the participants' feelings. Questionnaires and interview allowed of reinforcing the meaning of the constructs according to participants points of view. During the process, the researcher received the peer scrutiny by two colleagues from the Investigation Course of the Master Program; as well as the constant feedback by the advisor and course professor. The possibility of having different perspectives allow the researcher to challenge assumptions made as well as though questions and corrections to refine methods, strengthen arguments and explanations.

V. Data Analysis

The analysis of qualitative research data seeks to discover and/or understand the big picture by using the data to describe the phenomenon and what it means. During the research process, the investigator was in search of understanding how the teachers perform speaking activities using technological tools and if during the development of these activities they faced any difficulty in terms of the manipulation of the devices or its implementation. The purpose of this study was to describe and explain variations that occur naturally in the classroom setting. Because of the nature of the investigation, the variables were observed in the way they took place avoiding any manipulation. The main variable involved was the use of technology as the independent variable, able to influence the others. The dependent variables implicated were the speaking activities, the teachers training needs and the students' opinions.

Once with all the data together, the researcher started to read it for having a holistic view and for later, to analyze it in sections. The process involves labeling and coding all the data to create a database in order to detect similar and different patterns. Consequently, an analytic process was carried out during this phase to transform the raw data into new knowledge. The researcher analyzed the data for later to organize it with the purpose of answering the research questions. This chapter presents how students and teachers perceive the use of technology in teaching and learning English, specifically in speaking activities showing the information by means of tables and graphics.

Group A attended classes on Tuesdays and Thursdays from 6:00 p.m. to 8:30 p.m. The observation period was extended for one more week due to the following events: the teacher had to attend a meeting of another job on September 3rd (week 1) and on September 15th was a holiday (week 3), the schedule proposed for the observations had to be extended for one more week (week 5). The group B attended classes on Saturdays from 8:00 a.m. to

12: 40. However, because of school activities the schedule of two Saturdays was from 1 p.m. to 5:40 p.m.

5.1. Technological Tools used by Teachers at CEIC

Technology has become an important learning and teaching resource in most language classrooms around the world. This research was particularly interested in identifying the preferred technological tools used by teachers when developing oral skills in the classroom. In order to get this information three instruments of data collection were used: observations, teachers and students` questionnaires.

The chart below shows data obtained from the observations in regards to the types of technological tools used in speaking activities

Table N°1. Technological Tools in the Observations

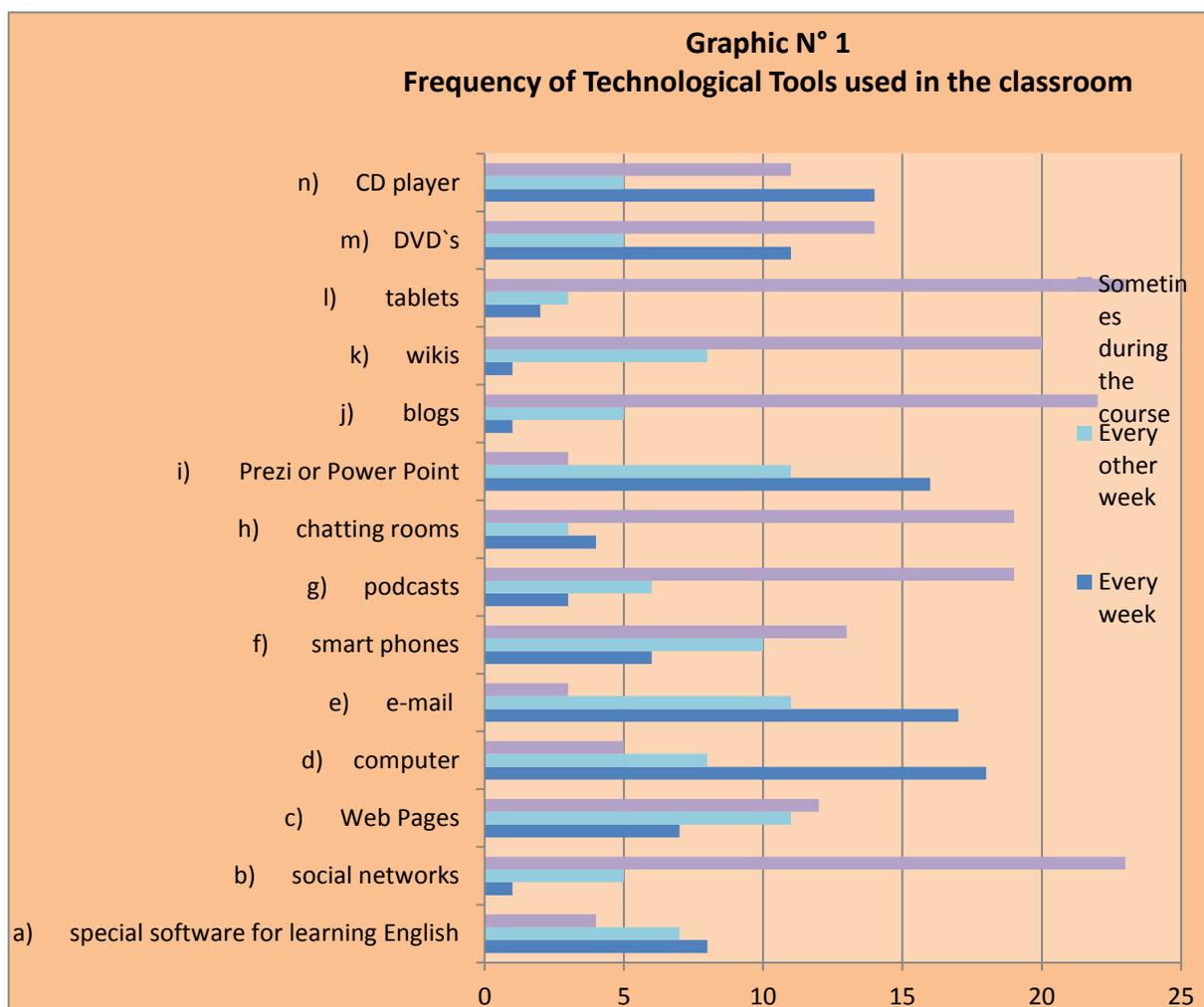
Tool	Week 1		Week 2		Week 3		Week 4	
	A	B	A	B	A	B	A	B
Multimedia projector and laptop/computer	✓	✓	✓	✓	✓	✓	✓	
Internet-Web pages			✓					
Power Point	✓	✓	✓	✓		✓	✓	
Internet-YouTube		✓	✓		✓	✓		
Laboratory equipment and headphones							✓	✓
CD payer						✓		
Cell phones								✓

Table N1° presents the results obtained from the four observations carried out during the study. It shows that the computer along with the multimedia projector was the

technological tools most frequently used; the Power Point program for oral presentations and explanations, the Internet for accessing videos. Although the multimedia equipment in the laboratory is used frequently, the equipment for recording is not used too much.

In relation to the same variable, the following graphic displays data obtained from the students questionnaires related to the most frequently technological tools used by teachers in the classroom.

Graphic N° 1. Technological Tools Used in the Classroom



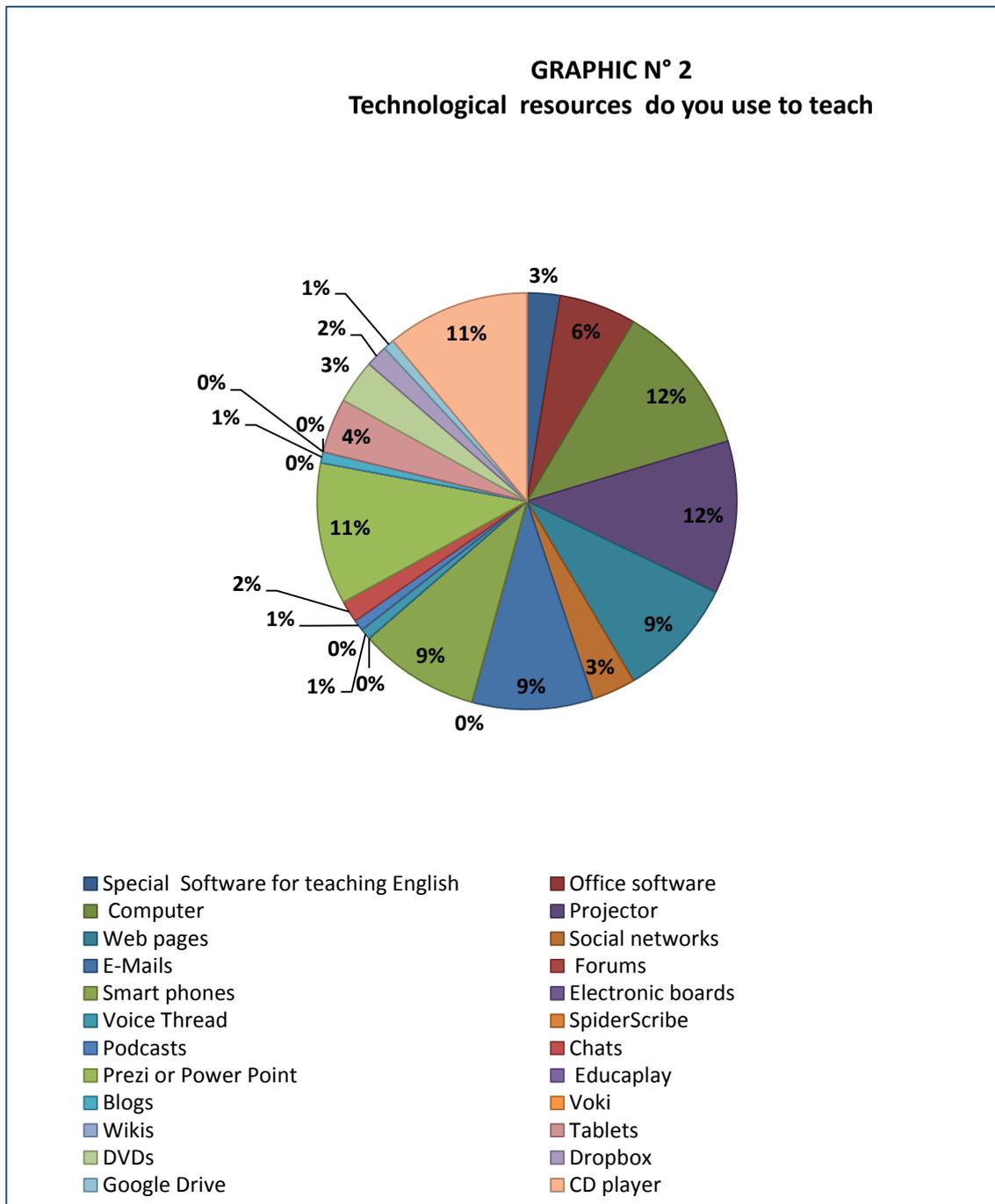
Graphic N°1 represents the most frequently used tools in the classroom. According to the students` opinions they were: computer (58%), e-mails (54.8%), Prezi or Power Point (51.6%), CD player (45%); and DVD (35.5%). The computer in conjunction with the

projector, represent the main tools at CEIC for developing a variety of activities. In addition, through the connection to the Internet, a window of teaching possibilities is opened with web pages and videos as well. Although the use of e-mails is not related to speaking activities, they are commonly used by the teachers to provide a context for communicating in real situations. This communicative interaction by e-mails is much like spoken language because of its informal and interactive nature. Moreover, the oral presentations were frequent during the class observations as part of the oral tasks, where students had to use the Power Point software as a digital aid. The language laboratory is equipped with 25 CDs player and because is easy to carry, it is frequently used by CEIC teachers. As a part of the laboratory facilities, teachers can use with certain frequency the equipment with the Touchstone DVD as a dynamic teaching resource for supporting the program. In general, the graphic demonstrates that both teachers of observed groups generally used technology in their teaching practices and specifically it was employed for supporting speaking activities.

With regards to the independent variable, the next graphic represents data obtained from the teachers' questionnaires related to the technological resources they use for teaching.

Teachers' Questionnaires

Graphic N° 2. Technological Resources used by the Teachers



Graphic N° 2 shows the technological tools mainly used by teachers. The seven most uses technological tools are the following: computer (12%), projector (12%), Prezi or Power Point (11%), CD player (11%), web pages (9%), e-mails (9%) and smart phones (9%).

The next table displays an outline of the data in section 5.1. about the most utilized technological tools in speaking activities in order to cross verifying information from different instruments.

Table N° 2. Technological Tools Used by Teachers

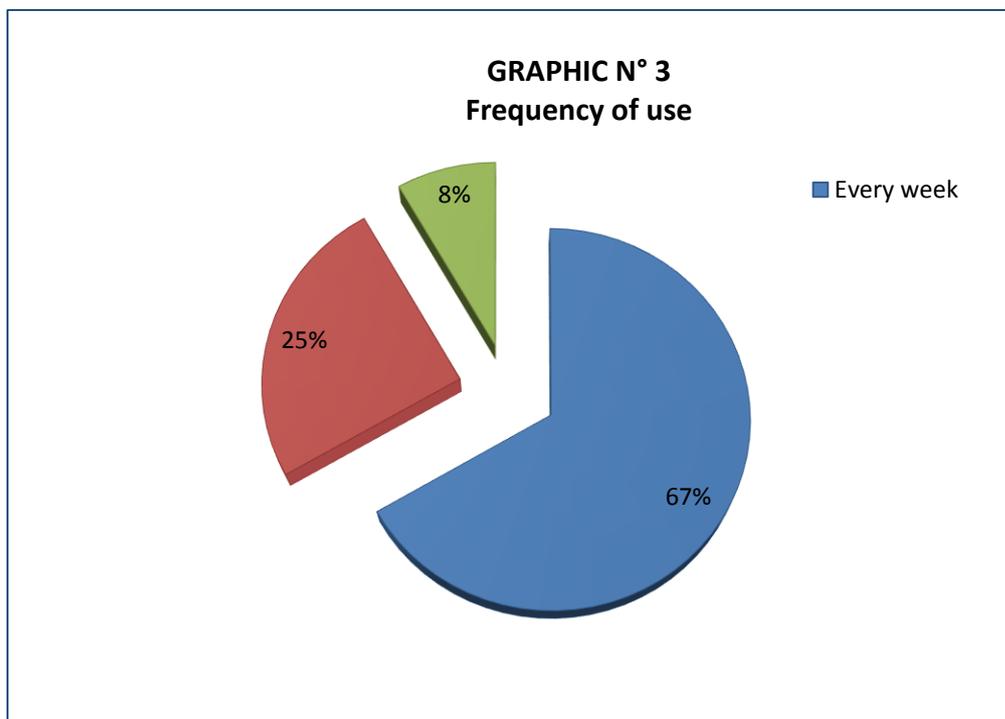
Observations	Students' questionnaires	Teachers' questionnaires
1. Computer/laptop	1. Computer	1. Computer
2. Multimedia projector	2. E-mails	2. Projector
3. Power Point program	3. Prezi or Power Point program	3. Prezi or Power Point
4. Web pages-videos	4. CD player	4. CD player
5. CD player	5. DVD	5. Web pages
		6. E-mails
		7. Smart phones

Table N°2 presents the most utilized tools by teachers when developing speaking activities. The technological tools mostly used (in the color pink and green) were the combination of the computer with the multimedia projector. Many scholars agree that the computer has changed the way students learn (Amenyedzi et al. 151). The computer, along with the multimedia equipment and the Internet, permits to access an enormous quantity of material to support the teaching and learning process. The Microsoft software contains many applications and programs such as Power Point. The Power Point brings a lot of learning advantages because the user can present information, diagrams, images, in an organized and colorful way. The CD player is still widely used by professors because it is easy to use and its

portability. In addition, the smart phone is considered as a tool for developing speaking activities. Students also mentioned that the DVD is regularly utilized with video resources for teaching. This information is validated by the data obtained from the observations because both teachers made use of these technological tools during the classes. The e-mail is a regular tool used as a means of communication between the teacher and students to get messages and documents to each other.

A remarkable feature that was noticed during the analysis of the data is that although cell phones are considered an important technological tool in learning by the teachers and students, they are not in the list of the most frequently tools used in the classroom. This fact is worth for future studies.

The above graphic provides data obtained from the teachers` questionnaires in relation to the frequency of use of the technological tools.



Graphic N° 3. Frequency of Use of the Technological Tools by Teachers

Graphic N°3 shows the frequency of use the technological tools by teachers. A fundamental aspect is the frequency in which these tools are used in class and in this regard,

more than a half of professors (67%) affirmed that they employ technology in their classrooms every week. This fact is also confirmed from the observations because both teachers used technology during the four observation sessions (except the last week of teacher A). Technological tools are not only useful for activities in the classroom but also many professors (77%) stated that they always plan their lessons using web resources. Most of the educators (93%) considered useful to use online resources to teach speaking skills mainly as support material for implementing activities in the classroom.

Related to the frequency that professors make use the web to obtain resources for complementing their classes, the data demonstrated that 77% of them affirm that always plan their lessons using web resources and 23% expressed that sometimes they use web resources. Although one teacher did not answer, the 93% considered that online resources are useful to teach speaking.

5.2. Speaking Activities through the Use of Technology in the Classroom

Certainly, technological tools can increase verbal interaction and the use of verbal functions because of the variety of interactive choices where students can experience real voices, music, and sound effects. In relation to the kind of activities that can be performed, Haddad et al identify at least five levels of ICT use in education: presentation, demonstration, drill and practice, interaction, and collaboration (qted. in Amenyedzi 152). Additionally, technology tools can facilitate the eye-catching material and a motivating environment to engage students in speaking activities.

The table below shows data obtained from the observations about the variable of the types of speaking activities developed through the use of technology.

Table N° 3. Speaking Activities Using Technology

Technological tool	Activity	Teacher A	Teacher B
Multimedia projector and laptop or computer	Oral presentations	✓	✓
	Games	✓	
Internet- Web pages	Oral practices	✓	
Internet- YouTube	Songs	✓	
	Games	✓	
	Pronunciation practice	✓	
	Talking about a subject		✓
	Taking notes and Question/Answer		✓
	Retelling the story using a grammar structure		✓
	Pair work		✓
Laboratory equipment and headphones	Pair work with dialogues	✓	
	Touchstone 4 DVD practices		✓
CD player	Talking notes and retelling the story		✓
Cell phones	Searching the meaning of phrasal verbs and group work		✓

Table N° 3 displays the speaking activities that were performed by the two teachers using technology. Both professors asked the students to prepare an oral presentation as a requirement for the percentage corresponding to the quizzes. Most of the students made use of the multimedia projector as well the computer or laptop for presenting the oral task. The teacher A used the multimedia projector and the computer/laptop for oral explanations in

Power Point to support visually her lessons and to generate oral practices with the students. In addition, she utilized the Internet to access grammar pages such as <http://www.perfect-english-grammar.com> with question/answer activity.

Both teachers employed the same technological equipment to access YouTube videos for developing activities such as songs, pronunciation practice, games, talking about the subject, talking notes for answering questions, retelling a the story and doing pair work. Equally, teachers utilized the Sanako equipment that is a digital hardware language laboratory with mounted desks where there is a PC with a software control interface for the teacher and a hardware user panel for the students. This equipment is an ideal tool to use for drill techniques, listening comprehension activities, recording conversations and random pairing routines, among others. The observed teachers encouraged students to perform different activities such as making dialogues. Touchstone DVD provided a video with pre, while and post written and oral activities during the laboratory session.

Although teacher A did not use the CD player, teacher B did. She used it with an audio, and then the students had to take notes for later retell the story orally. Teacher B also used cell phones for group work to search some phrasal verbs meanings; then the students had to create a sentence and next, one member of the group had to explain orally the verbs meanings to the other groups.

According to the observation sessions, both English professors used frequently technological tools to support their classes and to provide speaking activities. The technological tools most repeatedly used were the multimedia projector with the computer/laptop and the use of Internet to access Web pages and videos. The most common speaking activity in both groups through technological tools was the oral presentation with a Power Point.

Related to the same variable, the next table presents data obtained from the teachers' interview about the types of speaking activities that professors develop using technology.

Table N° 4. Speaking Activities Using Technology

Inductive Categories	Participant Responses
Activities	<p>Teacher A</p> <p>-By watching videos and also in the pronunciation class, so they can watch them and also the use of Skype.</p> <p>Teacher B</p> <p>-Basically, when I ask the students to put together a power point presentation.</p> <p>- When I show them videos, so nothing is said, so they just have to see it and I ask them tell me what is he doing, what was happening in the video.</p>

Table N° 4 confirms that teachers used videos to generate a variety of activities such as pronunciation practices, retelling a story, inferring, questions/answers and group work. Teacher A likes to use Skype. Native speakers can interact with the students providing an opportunity for a more real target language exposure, the experience of observing gestures and paying attention to the pronunciation is another benefit. She considers that these kinds of activities are very useful because students create empathy and feel more confident during the oral activity. Teacher B likes to ask students to prepare a Power Point presentation as part of an oral task.

In connection to the same variable, the following table exhibits data obtained from the teachers' questionnaires about the types of speaking activities developed through a specific technological tool.

Table N°5. Speaking Activities Using Technology

Technological tools	Activities
Prezi or Power Point	Anecdotes and stories Jeopardy Oral presentations (3 teachers)
Videos	Videos to have group discussions Songs to answer questions about social problems Sitcoms for role playing Videos for pronunciation and other topics The students listened to conversations related to the topics and had discussions Chatting-debates Discussions
Web pages/internet	Questions (interviews) On line games Practice phonemes Busyteacher.com= fill in the blanks Touchstone arcade= hangman
Cell phones	Recordings (2 teachers) Podcasts, speeches and conversations
Laboratory equipment	DVD`s videos from the textbook/video activities, books, review units Listening activities Videos, parts of the movies for completing and retelling Practice dialogues/conversations In the laboratory they can use headsets and record their conversations, dialogues Pools= Ss interview each other Simulations= Ss play different roles
Projector or video beam	Songs Video analysis Games of memory, questions Images like maps, pictures of people
Computer	Songs Video analysis Games of memory, questions

CD player	Drills, practice dialogues/conversations Listening activities
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Table N° 5 illustrates the kind of speaking activities teachers develop using technology. The computer itself is not useful, but instead the combination of the projector that unlocks the opportunity for using Prezi or a Power Point presentations, a very widespread activity at CEIC. Added to this, with the Internet connection many Web pages can be accessed; then, professors perform activities like games or practices in pages such as busyteacher.com. Furthermore, with the Internet, teachers can enter in a free site like YouTube that is one of the most popular sites on the Web, to watch videos that can generate plenty of activities, for instance group discussions, pronunciation practices, role play, debates, and listen to songs, among others. The cell phone has been incorporated lately in the classrooms and some teachers at CEIC use this device for recording students` conversations and to create other kinds of activities that require the use of the Internet. During the laboratory sessions, professors not only took advantage of the lab equipment facilities: computer, video beam, the Internet; but also the Sanako equipment that includes individual headphones and equipment to record the learners. As a result, students could practice conversations, dialogues, interviews, simulations and DVD practices. Finally, the CD player was still utilized for speaking activities such as drills, practicing dialogues and conversations and for listening activities.

The chart below presents an outline of the data in section **5.2.** about the types of speaking activities using technology developed by the teachers with the purpose to cross verifying information from different instruments.

Table N° 6. Speaking Activities Using Technology

Observations	Teachers' interview	Teachers' questionnaires
<ol style="list-style-type: none"> 1. Oral presentation 2. Games 3. Oral practice 4. Songs 5. Watching videos 6. Pronunciation practice 7. Talking about a subject 8. Taking notes and Q/A 9. Retelling the story 10. Pair work 11. Group work 12. DVD practices 	<ol style="list-style-type: none"> 1. Watching videos 2. Pronunciation practice 3. Oral presentation 4. Talking about a subject 5. Interacting with Skype 	<ol style="list-style-type: none"> 1. Stories 2. Games 3. Oral presentation 4. Group discussion 5. Songs 6. Role playing 7. Pronunciation practice 8. Debates 9. Interviews 10. Recordings 11. Conversations 12. Watching videos

Table N° 6 demonstrates what kind of speaking activities teachers develop through the use of technological tools.(in the color pink and green). As it is shown, professors use mainly the computer and the projector for a variety of speaking activities like the Power Point presentations, moreover, it is also used as supporting material and for performing games like jeopardy. Additionally, it is very common that teachers suggest students to prepare previously presentations about content of the lesson units during the course as part of the oral tasks. There are a lot of benefits of using Power Point presentation. They allow users to show colored text and images that can help create audio visual effects in the classroom, effective to attract and hold the attention of the audience. In this regard, a study was carried out in Sebha University in Libya among English teachers, with the purpose of confirming that the use of Power Point presentation helps significantly to improve teaching and learning methods and strategies at the university level. Although the use of Power Point presentation was not widely used in the classrooms, its use was felt and demanded by the Libyan EFL learners (Alkash and Al-Dersi 14). Definitely, the Power Point presentation is an ideal tool for

teaching and learning English and it is widely used by teachers and students at CEIC due to its easy use and availability.

The videos are commonly used at CEIC as a practical tool to encourage students to learn. Through video students can experience the target language in a more natural context through a great diversity of activities such as pronunciation practices, questions and answers, group work, discussions, debates, listening to songs, games, listening activities and interviews, among others. Williams and Lutes affirm that video can be a powerful tool when used as part of an active learning approach (12). They conducted two studies, a quantitative and a qualitative, to assess the impact of video materials upon the student attitudes and specifically how it affected motivation. The results of the both classroom studies strongly support that video have a significant and positive impact on student motivation and interest (12). As a result, using videos is a useful tool for teaching because students can improve comprehension skills, improve pronunciation and experience varieties in pronunciation; and encourage cultural interest.

The CD player is a practical audio resource that can generate a variety of speaking activities. Although the CD player can be seen as a traditional tool, studies validate the classroom audio as a powerful and cost-effective tool that provides students with enhanced speech recognition (Bebb 1). Teachers at CEIC mentioned that they widely utilize the CD player to perform activities such as retelling stories, drills, conversations and practice of dialogues. Although the teacher A did not use this tool during the observations, teacher B used it pretty much.

The broadly use of cell phones nowadays can be a powerful teaching and learning tool because it likely functions for listening, observing, imitating, questioning, reflecting, trying, estimating, predicting, speculating and practicing (qted. in Nazari 5). According to the observations and teachers` questionnaires, professors have been using this kind of devices in

the classroom in speaking activities such as recordings dialogues and speeches; and for searching web pages as dictionaries.

Although the language laboratory has multiple functions and can be used for multiple activities the researcher considers that its use could be maximized. During the observations, apart from the multimedia equipment, the professors employed it little for dialogues and with the DVD activities. The educators said that they utilize the equipment for generating pair work activities like dialogues, recordings and Touchstone DVD activities.

5.3. Teachers Training in Technology

Although the use of technological tools in education has a potential value, the manner in which tools are implemented can considerably impact their actual value in the classroom. For potentiating its implementation it is required that teachers have a certain set of knowledge and skills to recognize how and when a specific tool can best support the objective of the lesson. Another key factor to be considered in teachers' training is the administrative support that should promote and encourage change. In this regard, the coordinator of CEIC has showed interest on this topic and in making room for sharing teachers' knowledge and experiences. The administrative support also includes the participation of the rest of the members of the program staff such as the secretary and the language laboratory manager who can join forces in providing a collaborative environment.

The data obtained from the observation revealed two aspects to take into account. First, both teachers seemed to be at ease and skillful using technology. However, teacher A during a lab session had to ask for help twice to the person in charge of the laboratory to set the equipment for the activity. On the other hand, a pair of students of group B had to make an oral presentation and tried to access it from the Outlook. Although the teacher tried to help them she could not. The second aspect is related to students training in the use of technology, but this variable was not part of this study.

The table above shows data obtained from the teachers` interview in relation to their abilities to utilize and incorporate technological tools in teaching English.

Table N° 7. Teachers` Abilities for Using and Incorporating the Technology in Teaching English

Inductive Categories	Participant Responses
Attitudes	<p>Teacher A</p> <ul style="list-style-type: none"> -At the beginning, it was a little bit difficult because you want to do so many things. -I think we need to be updated in using some different things for them to improve their English skills and I think I am going on my way. -I am more willing to learn more, to be more willing to incorporate new techniques in my classroom for them. <p>Teacher B</p> <ul style="list-style-type: none"> -Even though I am not a digital native, because I am a digital immigrant, I feel that I am not afraid of like using technology in the class. -I am not afraid to try new things out.
Personal initiatives	<p>Teacher A</p> <ul style="list-style-type: none"> -I have been reading too much and incorporating different systems in my classroom. -I am trying to look for different methods <p>Teacher B</p> <ul style="list-style-type: none"> -I do not know everything but in the case that I face difficulties in a system or because I do not know to deal with something I just find the way and I just ask. -Even though I may not have as much, about the use of certain tools I just manage to get around knowing them.

Table N° 7 presents the teachers` insights about their abilities for using and incorporating the technology in teaching English. Although teachers recognize that they had faced problems, because “I am not a digital native” Teacher B said; they are willing to learn and to incorporate new things in the class. A significant aspect, in relation to the training needs, is that professors are interested and are trying to broaden their knowledge in this topic.

In relation to the training needs, the next table presents data obtained from the teachers` interview regarding the issues faces when using technology in the classroom.

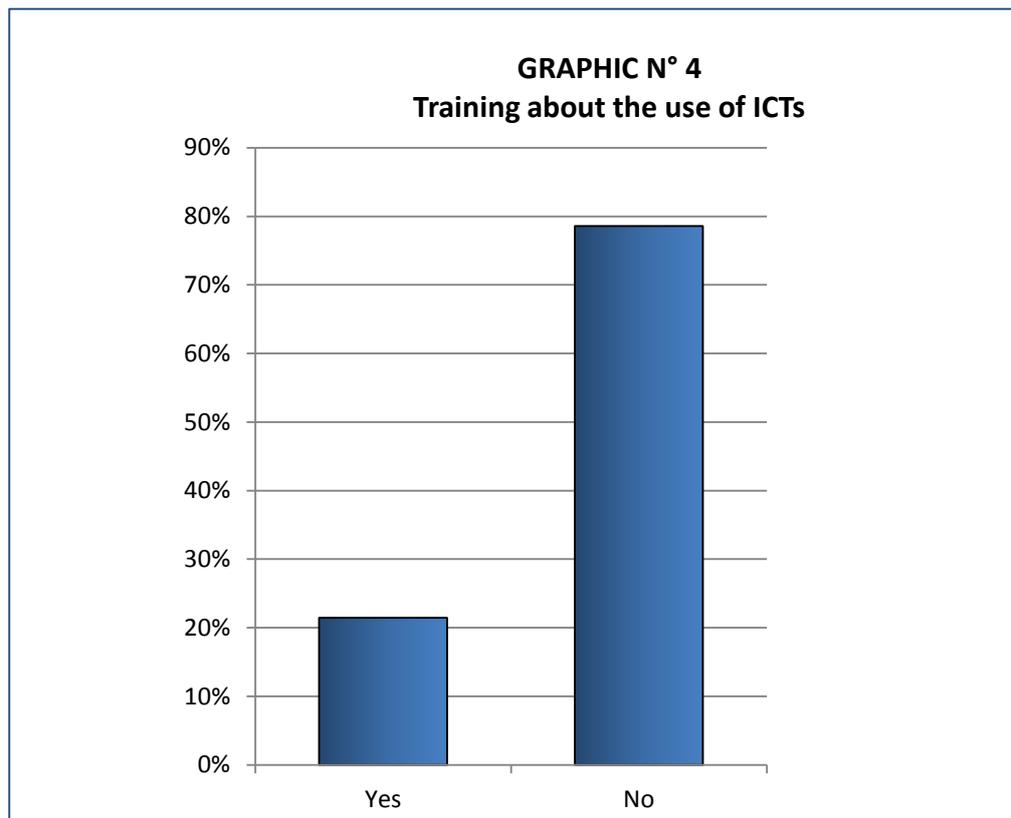
Table N° 8. Issues Faced when Using Technology in the Classroom

Inductive Categories	Participant Responses
Administrative issues	<p>Teacher A</p> <p>-Or maybe the place doesn't have the availability for you to use all the things that you want to use.</p> <p>Teacher B</p> <p>-It is more administrative.</p> <p>-Sometimes when you need like equipment it is not available.</p> <p>-Maybe the person in charge of these different devices is not available.</p> <p>-Or maybe there is a restriction in the use of certain devices like the tape recorder.</p>
Suggestions	<p>Teacher B</p> <p>-I would like to have a video beam in the classroom, so we don't have to walk around to all the faculty trying to look for the video beam.</p> <p>-For me, every classroom here at the university, as in many schools right now, should have a video beam available.</p>

Table N° 8 provides evidence about the issues faced when using technology at CEIC. The teachers pointed out that the availability of the technological equipment represents a limitation for using technology in their classroom. Teacher B goes further recommending that in order to avoid restrictions of the equipment and waste of time, the ideal teaching scenery will be installing a video beam in every classroom.

With regards to the same variable, the following graphic illustrates data obtained from the teachers` questionnaires about the percentage of professor who have received training about the use of ICTs at the CEIC Program.

Graphic N° 4. Teachers' Training



Graphic N° 4 represents the percentages of professors who have received training about the use of ICTs at the CEIC Program. 79% of the professors at CEIC expressed that they have not received any training about the use of ICTs. Three teachers (21%) affirmed that they received training in: about Cambridge material, the use of the laboratory and a course that the professor did not remember the name.

Only three professors confirmed that they had received training about the use of ICTs in other institutions, for instance in courses about virtual classrooms-video conference, in institutions such as Colopro and UNA, and during the Master Program.

Summary

Data obtained from the professors' questionnaire corroborate that a high percentage of them (79%) have not received any training about the use of ICTs at the CEIC Program. The 21% said that they had attended courses from the Cambridge personnel and on use of the language laboratory. A study carried out by Akram and Haddad demonstrated that although

most of the teachers attributed positive observations for integrating technology into their lesson plans, they avoided using technology mainly because the lack of knowledge about the topic that affect their confidence in using ICTs.

Certainly, teachers have received explanations such as the Test Maker facility on the Web, from the Cambridge staff because the program utilizes the textbooks and supporting material from this company. In addition, new teachers at CEIC receive general explanations on using the laboratory equipment, but is not a workshop. During an observation, the teacher A had to ask for help twice to the person in charge of the laboratory to set the equipment for the activity. Another event that happened with the teacher B was when two students tried to access a Power Point presentation from the Outlook and they had problems. Although the teacher tried to help them she could not

On the other hand, both teachers interviewed expressed that at some point they have faced some difficulties related to the use of technology; for instance when teacher A said that “At the beginning it was a little bite difficult because you want to do so many things” and when teacher B declared that “I am a digital immigrant”. However, both professors recognized the importance of being updated on this topic not only for facilitating teaching but also for the students benefit. Teacher A and teacher B were aware that even if they do not know everything they are willing to learn. An outstanding aspect is that both professors have implemented personal initiatives to overcome possible gaps on this topic; for example teacher A said that she has been reading too much and incorporating different systems in her classroom. Regarding to this, teacher B also said that even though she does not know much about the use of certain tools she just manages to get around to knowing them”.

Another factor that professors commented that can affect their professional development in the use of technology is related to the administration of the equipment.

Actually, during one observation professor B had to go several times to the laboratory office because the person who was in charged was late.

An additional aspect related to training needs is the teachers' attitude toward the topic. The follow table presents data obtained from the teachers` interview about their opinion toward the use of technology in their classrooms.

Table N° 9. Teachers' Opinions about the Use of Technology in their Classrooms.

Inductive Categories	Participant Responses
Attitudes	<p>Teacher A</p> <p>-For me the use of technology is something like a book that you really need to take with you and manage it in the best way.</p> <p>Teacher B</p> <p>-For me it is a challenge to use technology.</p> <p>-We as a teacher have a challenge to embrace that.</p> <p>-I like to use technology in the classroom as much as I can and as much as I know and to take the risk of incorporating little by little technology in the classroom.</p>
Benefits of technology	<p>Teacher A</p> <p>-It is essential for teachers to be updated with the new system of using technology.</p> <p>-It is going to be more interactive for the students.</p> <p>-They are going to be able to go ahead in their develop their English skills either by watching videos...</p> <p>-It is very important because you can be using the labs.</p> <p>Teacher B</p> <p>-No more as enemy but as ally towards language teaching.</p>
Students` characteristics	<p>Teacher A</p> <p>-Try to teach in different ways because of the multiple intelligences that your students have.</p> <p>Teacher B</p> <p>-We have digital native students in our classrooms.</p> <p>-Students love to play games.</p>
Examples of activities	<p>Teacher A</p> <p>-...by watching videos, by listening to the pronunciation, by observing the movements of the mouth when a native speaker is speaking.</p>

-They can also go ahead in reviewing the virtual classrooms that we create for them so they can interact with other people.

-I do like to go ahead and record one of my native friends, use this kind of technique in the highest levels.

-To create a video with a native speaker so that would be like in the same moment, so they are going to be observing the person like through Skype for example so they can share the video and they can be speaking with my friend.

Teacher B

-There are tons of activities that can be used on the Web.

-If you have like as a smart board in your school there are a lot of interactive games.

Table N° 9 displays the distribution and the categorization of the data obtained from the first open ended question of the interview in relation to the teachers' opinion about technology. Both teachers showed a positive attitude toward the use of technology in their classes; it is seen as a challenge and the need of taking the risk of incorporating it little by little. Moreover, the professors interviewed pointed out the importance to be updated on this topic and the need to approach technology "no more an enemy but as ally towards language teaching" (Teacher B). One of the aspects why the teachers considered important to incorporate technology in their classes is the students' needs, taking into consideration the multiple intelligences and their currently learners digital level of knowledge. Equally, teachers used technology frequently in their classrooms to develop speaking activities and during the interview they mentioned some of the activities; for example: watching videos, pronunciation practices, activities and games online.

In relation to the same variable, the next chart shows data obtained from the teachers' questionnaires related to their opinion about the use of online resources in teaching and learning.

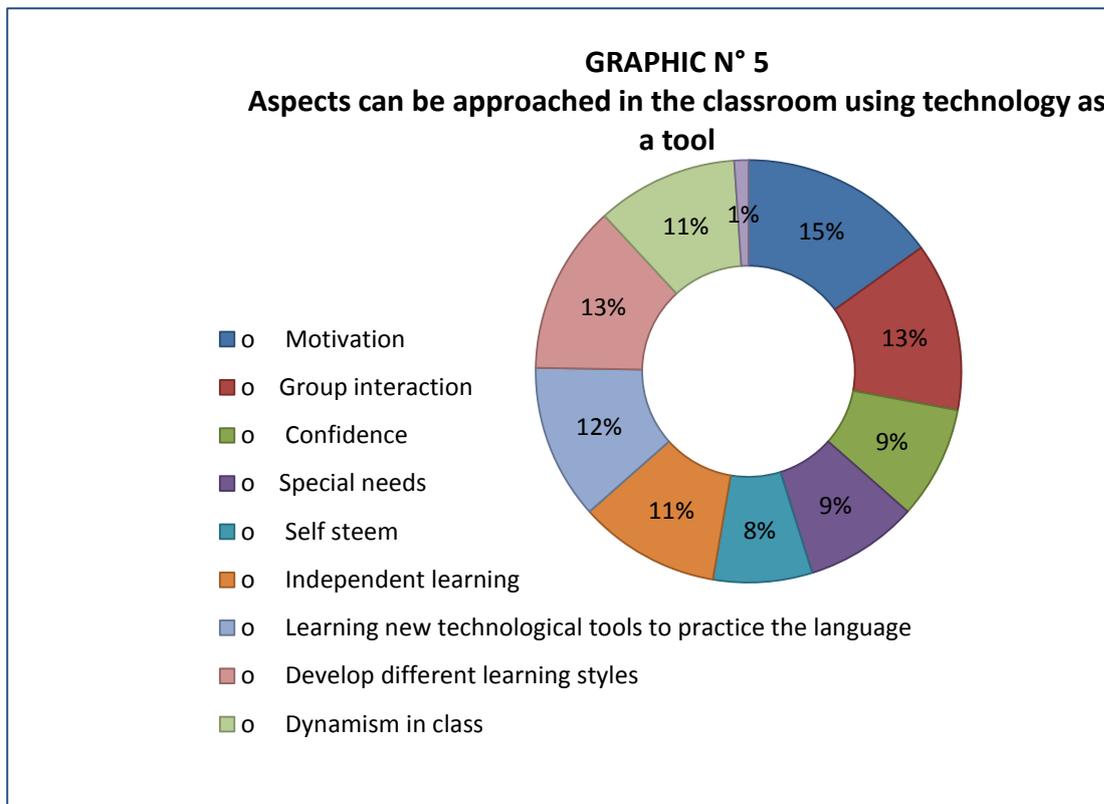
Table N° 10. Teachers' Opinion about the Online Resources

Inductive Categories	Participant Responses
Supporting material	Because you have more options and you get a lot of ideas. Because you can find a great variety of sources. To provide more examples. Sometimes you find better contexts in the materials. It is important to bring different examples from the web to learn different subjects. Because it gives you a more real way to see what is happening in the real world. Plus it gives you more ideas other people or teachers have already used. There are several material which is not included on the books. There are so many things we as teachers can apply in the class. It provides ideas.
For improving skills	Because Ss can have a better understanding or realia to develop their listening skills and then improve their speaking one. Students can have experience real context and listen to native speakers.
Other benefits	They are interactive and I get the attention of the people. They encourage students to make a good use of technology

Table N° 10 illustrates that most of the professors believed that online resources are useful as a supportive material for teaching because it provides a great variety of educational resources. They obtain new ideas to implement in class. Some of the teachers also highlighted that online resources are functional to enhance speaking skills. The interactive nature of the online resources can catch students' attention and motivate them to use technology in learning.

Another aspect that is connected to the training needs is the teachers' opinions about the positive effects that the use of technology has in learning. The next graphic illustrates data obtained from the teachers' questionnaires regarding other positives aspects that can be approached in the classroom using technology as a tool for enhancing learning.

Graphic N° 5. Aspects that Can Be Approached in the Classroom Using Technology as a Tool for Enhancing Learning.



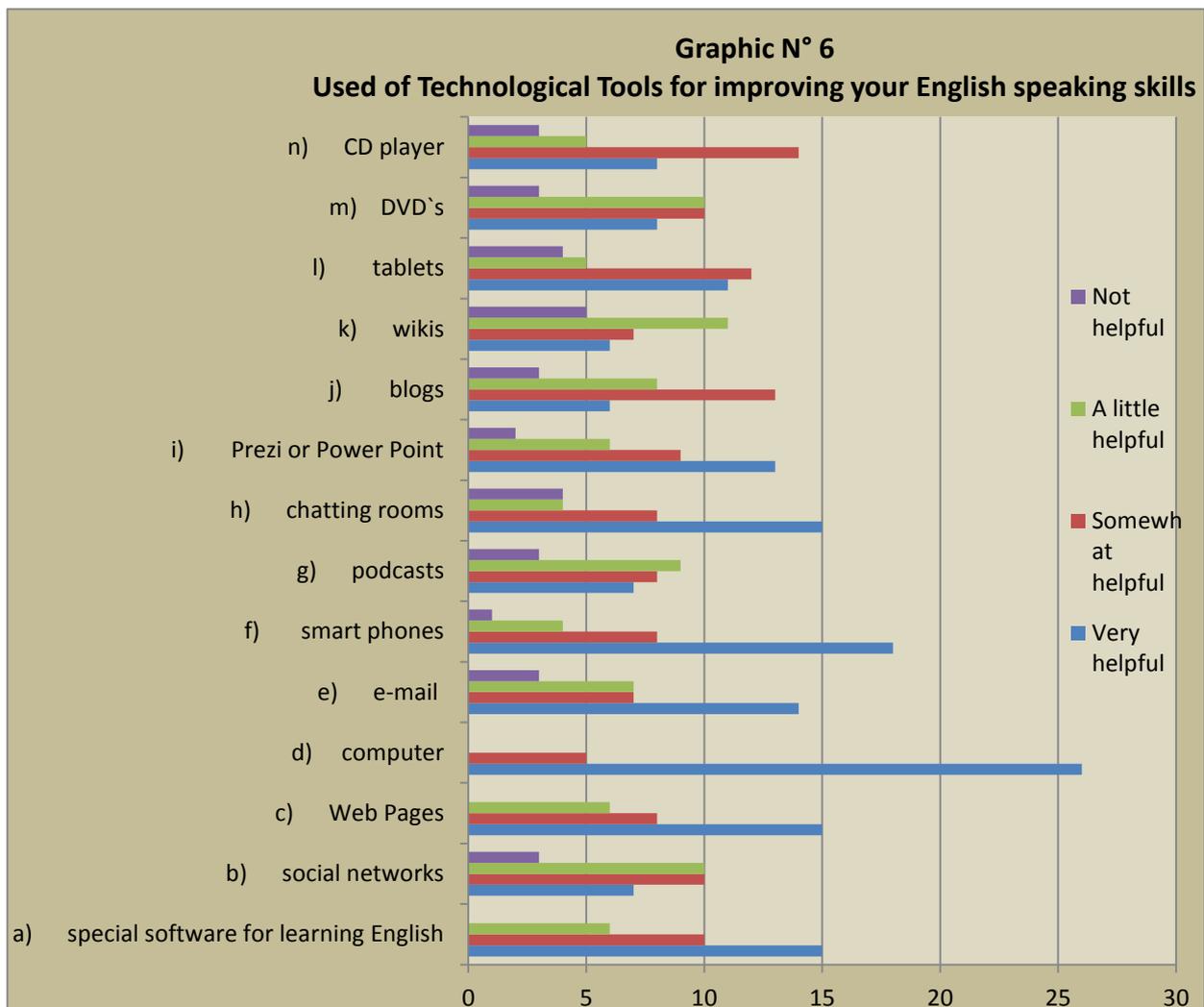
Graphic N° 5 provides information about some other aspects that can be approached in the classroom using technology as a tool. According to the professors' opinions, the six most relevant aspects that technology can approach (besides those mentioned previously) are: motivation (15%), group interaction (13%), developing different learning styles (13%), learning new technological tools to practice the language (12%), independent learning (11%) and dynamism (11%). Undoubtedly, professors believed that apart from supporting teaching and learning processes, the integration of the technological tools can be beneficial for the students. This matter could be valued for further investigation in the future.

5.4. Students` Opinions

In an English learning program in which the student is the reason for being, the exploration of the perceptions of learners is significant because they are the ones who experience directly the benefits and problems of the new educational modalities. The analysis of students' opinions allows a broader view about the phenomenon under study for evaluating the teaching practices.

The graphic above shows data obtained from the students` questionnaires regarding to their opinion about the usefulness of some specific technological tools for improving their English speaking skills.

Graphic N° 6. Usefulness of the Technological Tools for Improving the Speaking Skills



Graphic N° 6 demonstrates the usefulness of 14 technological tools provided by the researcher, for improving the speaking skills according to the students' opinions. The data obtained from the students' questionnaires, the first five technological tools that the participants considered very useful (in the color blue) were: computers (83%), smart phones (58%), Web pages (48%), chatting rooms (48%); and special software for learning English (48%). The first five technological tools that the learners believed as somewhat helpful (in the color red) are: CD player (45%), blogs (42%), tablets (38.7%), special software for learning English (32%); and social networks (32%). In addition, the first five technological tools that they judged with a little helpful (in the color green) were: wikis (35.5%), social networks (32%), DVD (32%), podcasts (29%); and blogs (25.8%). The three technological tools less helpful (in the color purple) were: wikis (16%), chatting (12.9%); and tablets (12.9%). In general terms, the students considered somehow technology as a helpful tool for developing the speaking skills.

The follow table presents data obtained from the students' questionnaires organized in categories related to their opinion about the benefits of using technology in learning English.

Table N° 11. Benefits of Using Technology in Learning English

Inductive Categories	Participant Responses
Pronunciation	VI-7. Si ya que se nos facilita escuchar una pronunciación más óptima y le da un mayor énfasis al área de la conversación. VI-8. Using the computer and tablets for listening pronunciation of words and examples of grammar. VI-11. You can practice the pronunciation on a video, or read and learn about a specific theme. VI-14. I think it's very important to use it to learn English because we follow the English alternatives, for example the use of the mouth. VIII-5. Si, ayuda a mejorar la pronunciación si hablamos del uso del "speech", por ejemplo y en canciones. VIII-11. Yes, I use YouTube for explanations, pronunciation and vocabulary.

Supporting material	<p>VIII-13. For practice phonetics</p> <p>VI-2. Si, ya que es más fácil acceder a las presentaciones, la materia y buscar si es necesario.</p> <p>VI-13. Yes, when we watch videos on YouTube in English.</p> <p>VIII-4. When I do the homework, technology is very important to learn vocabulary, to find information about the topic.</p> <p>VIII-7. Yes, it is benefited to play videos, songs and dialogues and in class is very helpful.</p> <p>VIII-8. Yes, because I can practice for searching in the Internet.</p> <p>VIII-9. To practice the things that we learn in class, games, read the topics a lot of times, you can find many information with technology, nowadays.</p> <p>VIII-11. Yes, I use YouTube for explanations, pronunciation and vocabulary.</p> <p>VIII-12. Yes, we can access to a lot of pages with full information about how to improve your English and practice it.</p>
Listening	<p>VI-10. It's depend, because listening to music (smart phone) helps me to develop the ear and to learn listening skills. Watch movies and videos in English too and watch presentations for learning more.</p> <p>VIII-2. Because with the CD player, you can improve your ability for listening.</p> <p>VIII-13. Translate words, listening audios, conversations for practice...</p>
Vocabulary	<p>VI-6...Other example is when I watch programs, because they provide a lot of vocabulary and expressions.</p> <p>VI-9. Cell phones because several times people need a translator in internet to search world or phrases</p> <p>VIII-4. When I make the homework technology is very important to learn vocabulary...</p> <p>VIII.6. Yes, because if you don't know any word you can search on your cell phone or tablet and computer.</p>
Technology/English/Society	<p>VI-3. Yes because now almost all the technology comes in English and every year we see how in the companies, they use a lot English for speaking with people of other countries in the jobs.</p> <p>VI-4. Actualmente, el desarrollo tanto comercial como económico se basa en la productividad de un país, entre más tecnológico sea mayor calidad tendrán sus habitantes. Por lo tanto el dominio del inglés favorece plenamente la aplicación de la tecnología.</p>

Other advantages	<p>VIII-14. Because the technology is an advantage nowadays, so is normal to use it always in each situation.</p> <p>VI-16. We can practice the language in real life situations. The knowledge can be more interactive and funny.</p> <p>VIII-3. It's more dynamic and visual, keep your attention.</p> <p>VIII-10. Yes, because is easier to learn with examples and it is more interactive.</p>
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Table N° 11 provides evidence that students consider beneficial for the use of technology in learning English. Although one participant did not answer (VI-1) and another one responded: “No, it’s more about practicing” (VIII-15), the rest of the learners affirmed that the use of technology can support the learning process in different ways. Seven students asserted that with technology; for instance a computer or a tablet, and the Internet connectivity, a variety of videos can be accessed for practicing pronunciation. One student of the group A said: “Using the computer and tablets for listening to pronunciation of words and examples of grammar” (VI-8). Another student of the group B stated that “I use YouTube for explanations, pronunciation and vocabulary” (VIII-11).

Another benefit of using technology in learning English was the easy access to obtain supporting material for homework, class content, and extra practices, among others. For example, a student of the group B declared that “Yes, we can access to a lot of pages with full information about how to improve our English and practice it” (VIII-12). “When I do the homework, technology is very important to learn vocabulary, find information about the topic” (VIII-4). Nowadays, the portability of devices such as smart phones with the Internet can be a useful tool to support students by accessing a vast amount of grammar exercises, pronunciation practices, dictionaries, videos, explanations, songs, games, among others.

Moreover, some students stated that technology is useful to improve and develop listening skills. For instance, a student of the group A said that “It depends, because listening to music (smart phone) helps me to develop the ear and learn listening skills, and watch

movies and videos in English too, and presentations for learning more” (VI-10). The facilities that videos provide are many because it is not only the visual element where the learner can observe facial expressions and body language, but also the auditory factor.

Some participants also said that through devices and the Internet, they can access dictionaries for searching words and expressions to broaden their vocabulary. A student of the group B said: “Yes, because if you don’t know a word you can search on your cell phone or tablet and computer” (VIII-6). Another student considered that watching programs can serve to extend the vocabulary as well as to experience real life expressions (VI-6).

From another perspective, the use of technology along with the use of English was seen as an advantage nowadays to face job and society requirements. A student affirmed that “Yes because now almost all the technology comes in English and every year we see how in the companies, they use a lot English for speaking with people of other countries in the jobs” (VI-3). Finally, some students pointed out that the use of technology can bring dynamism to the learning process and the opportunity to access real life material; then material from the Internet can be fascinating to keep students` attention and it could even be fun.

The following table presents data obtained from students` questionnaires about the most preferred technological tools by students in learning English.

Table N° 12. Technological Tools Preferred by Students in Learning English

Technological Tool	Number of students that prefer to use it	Percentage
Computer	17	54.8%
Cell phone	13	42%
Videos	11	35.5%
Power point or Prezi	6	19.35%
Web pages	5	16%

Blogs	3	9.67%
Recording	3	9.67%
DVD	3	9.67%
Chatting	3	9.67%
Audios	3	9.67%
E-mail	2	6.45%
Social networks	2	6.45%
CD player	2	6.45%
Movies	2	6.45%
Special software	2	6.45%
Video beam	2	6.45%

Table N° 12 illustrates the technology preferences students have when learning English. The preferred tools by students to learn English were: computer (54.8%), cell phone (42%), videos (35.5%), Power Point (19.35%) and Web pages (16%).

The computer is the most common piece of equipment through which one can access the office software and the Internet that allows spread information around the world instantly. Currently, most of the students have access to a computer at home, in an Internet Cafe, in educational institutions, and even in small versions like laptops. For this reason, many students considered the computer as the main and more used technological tool to support the English learning process because of its accessibility. Besides, the smart phone has achieved relevance and it can be a useful tool in learning because today most of the learners carry this kind of device. Using videos in the classrooms can be beneficial because they combine visual and audio stimuli and provide real language and cultural information; as a result, some students preferred videos as a supporting material for learning.

The next chart lists the most used tools by teachers in the classroom versus the most preferred tools by students.

The most used tools in the classroom	%	Technological tools preferred by students	%
Computer	58	Computer	54.8
E-mail	54.8	Cell phone	43
Power point	51.6	Videos	35.5
CD player	45	Power point	19.35
DVD	35.5	Web pages	16

Comparing the most used technological tools by teachers in the classrooms and the technological tools that students preferred from the students questionnaires, only the computer has the first place in both lists. It seems that although the Power Point is highly used in the class, students preferred another kind of tools for learning. Based on the students' opinions, cell phones and videos should be more used to develop classroom activities

Summary

Data obtained from the students questionnaires corroborated that all the students believed that the use of technology, in general terms, is helpful in learning a foreign language. The most useful technological tools, according to the students' opinion, were: computer (83%), smart phones (58%), Web pages (48%), chatting rooms (48%); and special software for learning English (48%). The first five technological tools that the learners believed as somewhat helpful were: CD player (45%), blogs (42%), tablets (38.7%), special software for learning English (32%); and social networks (32%).

The 93.5 % of the students considered that their knowledge and skills in learning English have been improved as a result of the use of technology in different areas such as pronunciation, listening, vocabulary and as a source for new information. Besides these

benefits, some students remarked the goodness of using technology because learning can be interactive and funny with visual elements and real like situations. Other students went beyond of the immediate benefits of learning English by making a correlation with learning a foreign language and the use of technology as job advantages. The preferred tools by students to learn English were: computer (54.8%), cell phone (42%), videos (35.5%), Power Point (19.35%) and Web pages (16%).

The use of Power Point presentations in oral tasks is frequently utilized at CEIC to assess the students` oral production. However, not all the learners use the equipment to support their presentation because some of them use posters. Teacher A also believes that although students make use of technology in personal activities such as participating in chatting rooms or accessing the Internet, it is significant to provide them guidance about how to perform the task. Finally, teacher B recognized that she would like to “explore more, to try to find out activities for the development of the speaking skill through the use of technology”.

It is generally recognized and accepted that learners should be provided with a diversity of learning experiences based on a variety of methodologies and resources in order to maximize the acquisition of the communicative competence. Through the use of technology students can have many opportunities to interact with real like material. In addition, the use of multimedia video material permits learners to experience native speakers` conversations and cultural components in natural settings.

VI. Conclusions

Certainly the use of technology has had a big impact on teaching and learning a foreign language. Although the effectively use of technology does not add learning by itself, there is correlation between teaching and learning with better results. However, the main role in the integration of technology is performed by teachers as agents of change because by this action they provoke a disruption with the traditional methods. Consequently, the teachers` attitude towards the use of technology and their willingness to expand their knowledge is crucial. Particularly, in relation to the use of technology by teachers at CEIC during speaking activities in two intermediate levels, the following conclusions are drawn.

Research Question N°1. What technological tools are CEIC teachers currently using during speaking activities?

The purpose of this study was to identify the foremost technological tools CEIC teachers use during speaking activities. The findings from the data analysis of the observations, teachers and students` questionnaires support the evidence to answer the first research question. According to the data, the most utilized tools by teachers are the combination of the computer with the multimedia projector as well the Power Point program to create presentations. Additionally, the CD player is still widely used by professors because it is easy to use and its portability. In addition the connection to the Internet is a common tool to access Web pages and videos. The e-mail is also a regular tool used as a means of communication between the teacher and students. Besides these tools, students also mentioned that the DVD is regularly utilized with video resources for teaching.

A remarkable feature that was noticed during the analysis of the data is that although cell phones are considered an important technological tool in learning by the teachers and students, they are not in the list of the most frequently tools used in the classroom. Because of

the relevance of this device, nowadays, in learning a foreign language this topic is valuable for future studies.

Additionally, another fundamental aspect is the frequency of use of these tools in class. In this regard, more than a half of the professors (67%) affirmed that they employ technology in their classrooms every week. This fact is also confirmed from the observations because both teachers used technology during the four observation sessions (except teacher A during the last week). However, the researcher considers that using just a computer and multimedia equipment is not enough because there are a variety of tools that could be used. Technological tools are not only useful for activities in the classroom, but also many professors (77%) stated that they always plan their lessons using web resources. Most of the educators (93%) considered useful to use online resources to teach speaking skills mainly as supplementary material for implementing activities in the classroom.

Teachers at CEIC make use of technology in their classrooms quite often, nevertheless the tools utilized are mainly the most common and traditional. Although certainly there is not incorrect, the use of technological tools may be optimized to advance and implement more and different activities. There is a broad range of technological tools free and accessible enough to supplement the teaching practices. In this regard, technology needs to play a bigger role in classrooms because the process of learning a foreign language should respond to students and societal needs.

Research Question N°2. What oral activities do the teachers develop through the use of technology in the classroom?

Taking into account the advantages of developing the speaking skills in a foreign language communication, the use of technology could be an ally to open a range of different and creative possibilities. Because most of the students have limited opportunities to practice English outside the classroom, teachers should provide more situations and activities for

students to strengthen their speaking competence. Additionally, most of the students consider the use of technology beneficial for learning a foreign language because they feel generally attracted by it for its interactive nature; with visual and auditory attributes in real contexts. Purposely, its use can be optimized to promote students motivation and learning interest as a practical way to get them involved in the language learning process.

Regarding to the kind of activities that can be developed using technological tools, there were identified five categories of ICTs use in education: presentation, demonstration, drill and practice, interaction, and collaboration (Haddad et al qted. in Amenyedzi 152). Certainly, professors use the computer and the projector for a variety of speaking activities and the Power Point presentations is generally used not only by the professor to support his or her lessons but also by students to support their oral presentations. Girard et al. state that “using oral presentations in the classroom lead to greater class interaction and participation, an increased interest in learning, and noticeable improvements in their students’ communication and presentation skills” (qted. in Brooks and Wilson 202). Because the communicative nature of the CEIC program, the use of a technological tool such as the Power Point presentation provides students with the opportunities to interact with others in a natural way.

The videos are commonly used by teachers as a practical tool to develop a vast variety of speaking activities. Using videos, students could experience the target language in a more natural context in activities such as pronunciation practices, questions and answers, group work, discussions, debates, listen to songs, games, listen to interviews, among others. As a result, the video is a useful tool for teaching because students can improve comprehension skills, improve pronunciation and experience varieties in pronunciation; and encourage cultural interest.

The CD player is a practical audio resource that can generate a variety of speaking activities. Teachers at CEIC mentioned that they widely utilize the CD player to perform activities such as retelling stories, drills, conversations and practice of dialogues. As well, because the portability and the effortless use of cell phones today, they can be a powerful teaching and learning tool because they can be used for listening, observing, imitating, questioning, reflecting, trying, estimating, predicting, speculating and practicing (qted. in Nazari 5). According the observations and teachers` questionnaires, professors have been using this kind of devices in the classroom in speaking activities such as recordings, dialogues and speeches; and for searching web pages as dictionaries.

Although the language laboratory has multiple functions and can be used for a multiple activities the researcher considers that its use could be maximized. During the observations, apart from the multimedia equipment, the professors employed it little for pair work with dialogues and with the DVD activities. The educators said that they utilized the equipment for generating pair work activities like dialogues, recordings and Touchstone DVD activities.

Research Question N° 3. How do teachers perceive their professional development using technology in their teaching practices?

There is another critical aspect that is related to how to integrate technology successfully in the classroom. According to Amenyedzi et al. conclusion, one fourth of teachers have received some form of training in the use of computers, with quite minimal training in the pedagogical integration of ICT (151). Certainly teachers at CEIC have not had enough training in the acquisition of both technology skills and academic competences on this topic. Specifically the 79% of the professors said they have no training. There is not only having the knowledge about the ICTs but also how to integrate technology effectively in their

classrooms. Although a few of the professors participated in a course related to technology, there is a lack of training on this topic.

In spite of the lack of training, there is one more factor in relation to the use of technology and it is the professors' attitude. In this regard, the interviewed teachers showed a positive attitude toward the use of technology in their classes, seen as a challenge and the need of taking the risk to incorporate it little by little. They also pointed out the importance to be updated in this topic and the need to approach technology "no more as enemy but as ally" (Teacher B). Most of the professors believed that online resources are useful as a supporting material for teaching because it provides a great variety of educational sources and to obtain new ideas to implement in class. Concerning to this, a study demonstrated that although most of the teachers attributed positive observations for integrating technology into their lesson plans, they avoided using technology mainly because the lack of knowledge about the topic that affect their confidence in using ICTs (Akram and Haddad).

A remarkable fact is that both interviewed teachers expressed their willingness and interest to learn more about the use of technology in teaching and learning so they have taken personal initiatives to fill those gaps. Regarding to this, the coordination of the program could promote some training session or workshops for teachers to have the opportunity for sharing experiences.

4. What is the students' opinion about the use of technology in learning a foreign language?

Taking into account the advantages of developing the speaking skills in a foreign language classroom, the use of technology could be an ally to open a range of different and creative possibilities. Most of the students considered the use of technology beneficial for learning a foreign language in many aspects such as pronunciation, vocabulary, listening, and to access support material. In addition, they are generally attracted to it for its interactive

nature; with visual and auditory attributes in real contexts. Purposely, its use can be optimized to promote students motivation and learning interest as a practical way to get them involved in the language learning process. Most of the students seem comfortable using technological tools such as the computer and multimedia equipment for the Power Point presentations, however, to maximize the use of the tool it is recommendable to give them instructions and guideless.

VII. Recommendations

Because the main objective of the CEIC program is to develop students communicative competence in English in order to achieve better job and personal opportunities, it is fundamental that CEIC remains in searching of new trends in terms of technology. Taking into account that a high level of oral proficiency entails to have the ability to interact in new contexts and situations (Omaggio, qted. in Stein 1); and that the majority of the student population comes from public schools with some English communication deficiencies, the development of the speaking skills should be reinforced using technology to assist teachers, as a practical tool.

In pursuit of quality improvement of the CEIC program and specifically in relation to teachers' training conditions, some recommendations are presented on this written section. Even though the program has been characterized by its high quality and the number of students enrolled is a sign of this, the researcher's intention is to propose some practical and viable solutions to fill the training gaps that professors might have in the use of technologies. In order to give a feasible proposal, it was necessary to value as well the strengths and weaknesses about how professors at CEIC use the technology for developing the speaking skills.

Although CEIC is an outreach program of the university, it is suggested that some training in ICTs that is offered to teachers in the Literature and Language Sciences School could be extensive to CEIC teachers as well. Actually, many professors make use of technology in their classes based on their personal efforts to know more about the topic, but some training or workshops can be promoted to standardize and improve the knowledge about technology in teaching and learning English. It is not only instruction about the practical use of the technological tools, but also about the didactic and methodological aspects during the implementation process.

A new program policy is to provide spaces for teachers to share knowledge on some specific topics related to teaching and learning; as a result the coordinator has been organizing workshops each two months. The initial proposal is to make room to share the principal findings of this research to the professors at CEIC. Additionally, a workshop can be developed for presenting some innovative ideas using ICTs and give to the participants an opportunity to experience technology and activities. Some professors could share personal experiences in the use of technology to enrich the professional knowledge of their colleagues.

The ideal technological classroom setting should have more sophisticated equipment such as interactive boards and inclusive multimedia equipment in each classroom; however, the use of existing equipment and the use of cell phones in the classrooms can be maximized. In order to avoid delays with the delivery of technological equipment in the laboratory office it is recommendable to review personnel schedules and pay attention about the laboratory organization. In addition, the researcher suggests training for using properly the language laboratory with all the advantages that it offers.

Hari Krishna Arya quoted: "Technology won't replace teachers but teachers who use technology will probably replace teachers who do not". Therefore it is crucial for teachers to be updated in new advances in the education field as well as in the use of technology in learning and teaching a foreign language in order to assist learners, in the best way, in the acquisition process.

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Appendices

Course Syllabi



UNIVERSIDAD NACIONAL
FACULTAD DE FILOSOFÍA Y LETRAS
ESCUELA DE LITERATURA Y CIENCIAS DEL LENGUAJE
CENTRO DE ESTUDIOS EN INGLÉS CONVERSACIONAL / C.E.I.C.



PROGRAMA DEL NIVEL VI SECUENCIA DE CURSOS DE INGLÉS CONVERSACIONAL *PRESENTACIÓN*

Este es el sexto curso de la secuencia de diez, el cual le permite al usuario ampliar y reforzar sus conocimientos del idioma inglés. Desde un enfoque comunicativo, el curso pretende que el usuario desarrolle la competencia lingüística: la habilidad de comunicarse en inglés de acuerdo con una situación y propósito determinado. El énfasis del curso se basa en desarrollar la comprensión auditiva y la expresión oral. En este curso, el usuario tendrá la oportunidad de desarrollar la habilidad de la expresión oral de una manera más fluida y coherente. La comprensión de lectura y la escritura serán complementos de los objetivos generales del curso.

PERFIL DE ENTRADA DEL USUARIO

El perfil de entrada del usuario se refiere al conocimiento adquirido de la lengua inglesa (sea en otra institución o de manera autodidacta) que el usuario posea y que cumpla con los requisitos para poder ingresar al nivel VI. Este perfil de entrada se basa en el Cuadro Común Europeo (CEFR), el cual procura dar al usuario una idea de las funciones que es capaz de cumplir de acuerdo con libro que utiliza y el nivel que está cursando. El ingreso a éste nivel se aprueba de dos maneras: por medio del examen de ubicación o por haber aprobado el nivel anterior. Los usuarios que ingresen al nivel VI deben contar con un nivel B1 intermedio.

OBJETIVOS GENERALES

Al finalizar el curso, el usuario:

1. Ampliará sus conocimientos del idioma inglés.
2. Desarrollará estrategias para comunicarse oralmente en inglés con mayor fluidez y coherencia, en situaciones comunicativas reales de carácter formal e informal.

OBJETIVOS ESPECÍFICOS

Al finalizar el curso, el usuario estará en capacidad de:

1. Comprender material auditivo
2. Desarrollar los siguientes parámetros fonéticos:
 - a. Unión de consonantes en posición final con vocales en posición inicial
 - b. Reducción de *have*
 - c. Unión y omisión de sonidos con el verbo auxiliar *must*
 - d. Ritmo en grupos de ideas
 - e. Pronunciación de los fonemas /α/, /ow/ y /f/
3. Utilizar las formas lingüísticas apropiadas para expresar las siguientes funciones del lenguaje:
 - a. Hablar sobre tecnología
 - b. Solicitar y brindar ayuda con problemas con tecnología
 - c. Hablar sobre actividades recientes y la vida social.
 - d. Opinar y recomendar películas, libros, CD's y programas de televisión
 - e. Especular acerca de personas y situaciones diversas
 - f. Hablar sobre sentimientos y reacciones
 - g. Discutir eventos en las noticias
 - h. Hablar sobre condiciones extremas del clima
 - i. Hablar sobre desastres naturales

PERFIL DE SALIDA DEL USUARIO

Para finalizar, el perfil de entrada del usuario se habrá reforzado con mayor profundidad en el nivel VI, con dicho refuerzo ingresará al nivel VII, de acuerdo con la guía del CEFR. Finalmente los usuarios que egresen del nivel VI contarán con las mismas habilidades del nivel B1 aunque de manera bastante reforzada. Dichas habilidades son las siguientes:

- Comprende y expresa clara y fluidamente el uso de expresiones y oraciones de uso frecuente relacionadas a área de importancia tales como familia, empleo, estudio, compras, planes, deportes, salud, entretenimiento, industrias etc.
- Puede expresarse con mayor soltura ante temas de conversación conocidos y relacionados con su vida, así como temas un poco más complejos como el uso de tecnologías y otros. Así mismo es capaz de poder comunicarse adecuadamente en países donde se hable la lengua inglesa, siendo comprendido con gran facilidad.
- Puede describir diversos aspectos de su entorno, tales como eventos, sueños, esperanzas, ambiciones y otros.
- Es capaz de mantener conversaciones a un nivel que le brinde suficiente confianza en sí mismo.
- Puede dar razones y explicaciones acerca de sus opiniones y planes.

METODOLOGÍA

El profesor, en su papel de facilitador, será el encargado de propiciar el ambiente adecuado y las condiciones necesarias para el uso intensivo del idioma, a través de actividades individuales, en parejas o en grupos. El usuario por su parte es responsable del aprovechamiento del curso, así como de su progreso individual en el mejoramiento de su competencia lingüística. El profesor podrá diagnosticar el nivel de conocimientos de los usuarios durante la primera semana y recomendar la reubicación del usuario si lo considera necesario.

EVALUACIÓN

Participación: 10% (Uso de la lengua meta, seguimiento de instrucciones, actitud, interés, esfuerzo, etc.)

Pruebas cortas: 45% (Actividades de comprensión auditiva, gramática y pronunciación, diálogos, debates, entrevistas, grabaciones en el laboratorio, etc.)

Evaluación continua: 10% (*Workbook, Video Activity Book*, tareas complementarias, progreso individual, ejercicios de escritura, lectura y vocabulario, etc.)

Examen final: 35% Comprensión auditiva, gramática y vocabulario (15%)*

Producción oral (20%)*

**En estas dos pruebas finales se incluirán contenidos de los niveles anteriores, enfatizando y con el propósito de evaluar el desempeño lingüístico del usuario en el nivel B1 del Cuadro Común Europeo.*

La nota mínima para aprobar el curso del NIVEL VI es 80

NOTAS:

- La nota final será redondeada a unidad entera.
- Los profesores son libres de decidir de qué manera distribuir la evaluación de acuerdo a cada rubro, respetando siempre los porcentajes. Igualmente queda a criterio de cada docente si realiza o no repeticiones de pruebas cortas o trabajos a cualquier usuario que por algún motivo no las haya podido realizar.
- Este curso no tiene créditos universitarios.
- Debido a la naturaleza del curso, la **asistencia** es obligatoria, y se especifica que:
 - ✓ Para aquellos estudiantes que reciben lecciones dos días por semana, sólo podrían ausentarse dos días; es decir, cinco horas de clase. De lo contrario, se perderá el curso.
 - ✓ Para quienes reciben lecciones un día por semana, sólo podrían ausentarse un día; es decir, cinco horas de clase. De lo contrario, se perderá el curso.
- El CEIC no permite el uso de fotocopias del libro de texto.
- Todo aparato electrónico deberá permanecer apagado durante las lecciones.

BIBLIOGRAFÍA

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Diccionario Español/Inglés - Inglés/Español

Material audiovisual del laboratorio de idiomas y adicional suministrado por cada docente

PROGRAMA DEL NIVEL VIII SECUENCIA DE CURSOS DE INGLÉS CONVERSACIONAL PRESENTACIÓN

Este es el octavo curso de la secuencia de diez, el cual le permite al usuario ampliar y reforzar sus conocimientos del idioma inglés. Desde un enfoque comunicativo, el curso pretende que el usuario desarrolle la competencia lingüística: la habilidad de comunicarse en inglés de acuerdo con una situación y propósito determinado. El énfasis del curso se basa en desarrollar la comprensión auditiva y la expresión oral. En este curso, el usuario tendrá la oportunidad de desarrollar la habilidad de la expresión oral de una manera más fluida y coherente. La comprensión de lectura y la escritura serán complementos de los objetivos generales del curso.

PERFIL DE ENTRADA DEL USUARIO

El perfil de entrada del usuario se refiere al conocimiento adquirido de la lengua inglesa (sea en otra institución o de manera autodidacta) que el usuario posea y que cumpla con los requisitos para poder ingresar al nivel VIII. Este perfil de entrada se basa en el Cuadro Común Europeo (CEFR), el cual procura dar al usuario una idea de las funciones que es capaz de cumplir de acuerdo con el libro que utiliza y el nivel que está cursando. El ingreso a éste nivel se aprueba de dos maneras: por medio del examen de ubicación o por haber aprobado el nivel anterior. Los usuarios que ingresen al nivel VIII deben contar con un nivel B1 avanzado.

OBJETIVOS GENERALES

Al finalizar el curso, el usuario:

1. Ampliará sus conocimientos del idioma inglés.
2. Desarrollará estrategias para comunicarse oralmente en inglés con mayor fluidez y coherencia, en situaciones comunicativas reales de carácter formal e informal.

OBJETIVOS ESPECÍFICOS

Al finalizar el curso, el usuario estará en capacidad de:

1. Comprender material auditivo.
2. Desarrollar los siguientes parámetros fonéticos:
 - a. Reducción de verbos auxiliares y el pronombre *you* en preguntas
 - b. Unión de palabras con el mismo sonido consonante
 - c. Omisión de vocales en sílabas no acentuadas
 - d. Entonación de oraciones para demostrar seguridad o duda
 - e. Pronunciación de los fonemas /ʃ/, /ʒ/, /tʃ/ y /dʒ/
3. Utilizar las formas lingüísticas apropiadas para expresar las siguientes funciones del lenguaje:
 - a. Solicitar información acerca de intereses y aspectos pasados
 - b. Contar historias o anécdotas
 - c. Hablar sobre la moda
 - d. Compartir preferencias en música
 - e. Hablar sobre aspectos culturales, tradiciones y comportamientos de diferentes lugares
 - f. Hablar acerca de situaciones que se espera que sucedan o que se deban realizar
 - g. Discutir maneras de socializar

PERFIL DE SALIDA DEL USUARIO

Para finalizar, el perfil de entrada del usuario se habrá reforzado con mayor profundidad en el nivel VIII, con dicho refuerzo ingresará al nivel IX, de acuerdo con la guía del CEFR. Finalmente los usuarios que egresen del nivel VIII contarán con las habilidades del nivel B1 más las nuevas habilidades del nivel B2. Dichas habilidades son las siguientes:

- Puede entender las ideas principales de textos complejos tanto de temas concretos como abstractos incluyendo discusiones técnicas en su área de especialización.
- Puede expresarse con gran fluidez ante temas de conversación conocidos y relacionados con su vida, así como temas complejos. Así mismo es capaz de interactuar con un grado de fluidez y espontaneidad que le permita una interacción regular con nativo-hablantes de la lengua inglesa.
- Puede explicar su punto de vista en situaciones diversas presentando ventajas y desventajas.
- Es capaz de mantener conversaciones a un nivel que le brinde bastante confianza en sí mismo.
- Puede hablar a una velocidad normal y rápida y entender si le hablan a una velocidad rápida.

METODOLOGÍA

El profesor, en su papel de facilitador, será el encargado de propiciar el ambiente adecuado y las condiciones necesarias para el uso intensivo del idioma, a través de actividades individuales, en parejas o en grupos. El usuario por su parte es responsable del aprovechamiento del curso, así como de su progreso individual en el mejoramiento de su competencia lingüística. El profesor podrá diagnosticar el nivel de conocimientos de los usuarios durante la primera semana y recomendar la reubicación del usuario si lo considera necesario.

EVALUACIÓN

Participación: 10% (Uso de la lengua meta, seguimiento de instrucciones, actitud, interés, esfuerzo, etc.)

Pruebas cortas: 50% (Actividades de comprensión auditiva, gramática y pronunciación, diálogos, debates, entrevistas, grabaciones en el laboratorio, etc.)

Evaluación continua: 10% (*Workbook, Video Activity Book*, tareas complementarias, progreso individual, ejercicios de escritura, lectura y vocabulario, etc.)

Examen final: 30% Comprensión auditiva (10%)

Producción oral (20%)

La nota mínima para aprobar el curso del NIVEL VII es 80

NOTAS:

- La nota final será redondeada a unidad entera.
- Los profesores son libres de decidir de qué manera distribuir la evaluación de acuerdo a cada rubro, respetando siempre los porcentajes. Igualmente queda a criterio de cada docente si realiza o no repeticiones de pruebas cortas o trabajos a cualquier usuario que por algún motivo no las haya podido realizar.
- Este curso no tiene créditos universitarios.
- Debido a la naturaleza del curso, la **asistencia** es obligatoria, y se especifica que:
 - ✓ Para aquellos estudiantes que reciben lecciones dos días por semana, sólo podrían ausentarse dos días; es decir, cinco horas de clase. De lo contrario, se perderá el curso.
 - ✓ Para quienes reciben lecciones un día por semana, sólo podrían ausentarse un día; es decir, cinco horas de clase. De lo contrario, se perderá el curso.
- El CEIC no permite el uso de fotocopias del libro de texto.
- Todo aparato electrónico deberá permanecer apagado durante las lecciones.

BIBLIOGRAFÍA

McCarthy, M., McCarten, J., y Sandiford, H. **Touchstone 4 (Full Contact Edition)**. New York: Cambridge University Press.

Diccionario Español/Inglés - Inglés/Español

Material audiovisual del laboratorio de idiomas y adicional suministrado por cada docen

Observation Guideline



UNIVERSIDAD NACIONAL

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Escuela de Literatura y Ciencias del Lenguaje
Maestría en Segundas Lenguas y Culturas
Curso: Investigación en Segundas Lenguas
Student: Marconda Rivera Ott

The following guide is part of a study being conducted by a student of the Master's Program in Second Languages and Cultures at National University. It has the purpose of collecting data about the use of the Information and Communication Technologies (ICTs) in teaching speaking skills.

Research question:

1. What technological tools are CEIC teachers currently using during speaking activities?
2. What oral activities do the teachers develop through the use of technology in the classroom?

1. Class information

1.Date: _____

Setting: _____

Lapse

of time: _____

2. Number of students
observed: _____

3.1.Level:

3.2. Observation N°:

- Group A
(Level VI)
- Group B
(Level VIII)

- 1 2 3 4

4. Variables to observe:

- Technological tools: Name of the tool and/or software used.
- Activity: Brief description of the activity developed.
- Frequency of participation: The population will be identified by fictitious names and will be counted the students' oral length of participation.

- Remarks: Brief description of what happened during the activities and the students' and teachers' behavior.

Tool	Purpose/Activity	Who use it?		Remarks	
		Students	Teacher	Student's behavior toward the activity	Teacher's reaction
Observer's reactions and comments:					

Teachers Questionnaire



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The following questionnaire is part of a study being conducted by a student of the Master's Program in Second Languages and Cultures at National University. It has the purpose of collecting information about the use of the Information and Communication Technologies (ICTs) in teaching speaking skills. Therefore, I respectfully request to answer this questionnaire based on your experience in the classroom. The information will be handled confidentially. Thank you for your help.

Research question:

1. What technological tools are CEIC teachers currently using during speaking activities?
2. What oral activities do the teachers develop through the use of technology in the classroom?

Instruction: Check (✓) the corresponding box or answer according to the request. Check all the items that apply

1. Which of the following technological resources do you use to teach at the CEIC?

Check all the items that apply

- | | |
|--|---|
| <input type="checkbox"/> Special Software for teaching English | <input type="checkbox"/> Podcasts |
| <input type="checkbox"/> Office software | <input type="checkbox"/> Chats |
| <input type="checkbox"/> Computer | <input type="checkbox"/> Prezi or Power Point |
| <input type="checkbox"/> Proyector | <input type="checkbox"/> Educaplay |
| <input type="checkbox"/> Web pages | <input type="checkbox"/> Blogs |
| <input type="checkbox"/> Social networks | <input type="checkbox"/> Voki |
| <input type="checkbox"/> E-Mails | <input type="checkbox"/> Wikis |
| <input type="checkbox"/> Forums | <input type="checkbox"/> Tablets |
| <input type="checkbox"/> Smart phones | <input type="checkbox"/> DVDs |
| <input type="checkbox"/> Electronic boards | <input type="checkbox"/> Dropbox |
| <input type="checkbox"/> Voice Thread | <input type="checkbox"/> Google Drive |

- SpiderScribe CD player

2. Do you use other technological resources to teach apart from those mentioned above? If yes, specify.

3. How often do you use the ICTs in your classroom?

- Every week
- Every other week
- Sometimes during the bimester

4. How often do you use the web to obtain resources for complementing your classes?

- I always plan my lessons using web resources.
- I sometimes use the web for planning, but I prefer to use books for this
- I hardly ever use the web; the books and my experience help me.

5. Do you consider useful to use online resources to teach the speaking skill? Why?

- Yes No

6. What kind of activities do you perform in class for improving the speaking skill using the technological tools?

Activity	Technological Tool

7. Which of the following aspects can be approached in the classroom using technology as a tool for enhancing learning? Check all that apply.

- Motivation

- Group interaction
- Confidence
- Special needs
- Self steem
- Independent learning
- Learning new technological tools to practice the language
- Develop different learning styles
- Dynamism in class
- Others (specify)_____

8. Have you received any training about the use of ICTs at the CEIC Program?

- Yes
- No

Mention the courses:_____

9. Have you received any training about the use of ICTs in other academic institution?

Mention the courses and the institutions

10. How old are you?

- From 20 to 25
- From 26 to 30
- From 31 to 35
- From 36 to 40
- More than 41

Students` Questionnaire



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 Student: Marconda Rivera Ott

The following questionnaire is part of a study being conducted by a student of the Master’s Program in Second Languages and Cultures at National University. It has the purpose to collect the students’ opinions about the use of technology in learning speaking skills. The data provided will be handled anonymously. Your kind help will be greatly appreciated.

Research question:

1. What is the students` opinion about the use of technology in learning a foreign language?
2. What oral activities do the teachers develop through the use of technology in the classroom?

Instruction: Please check (✓) if applicable or provide a written answer accordingly.

1. In what level did you start this English program?

- | | | |
|----------------------------------|------------------------------------|------------------------------------|
| <input type="checkbox"/> Intro A | <input type="checkbox"/> Level II | <input type="checkbox"/> Level V |
| <input type="checkbox"/> Intro B | <input type="checkbox"/> Level III | <input type="checkbox"/> Level VI |
| <input type="checkbox"/> Level I | <input type="checkbox"/> Level IV | <input type="checkbox"/> Level VII |

2. What level are you currently enrolled in?_____

3. To what extent do you think the following technologies are helpful for improving your English **speaking** skills? Check all the alternatives that apply.

Technological tools	Very helpful	Somewhat helpful	A little helpful	Not helpful
a) special software for learning English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) social networks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Web Pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) e-mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) smart phones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) podcasts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) chatting rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

i) Prezi or Power Point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) blogs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) wikis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) tablets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) DVD`s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) CD player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Other suggestions:				

4. How often does your EFL teacher **use or ask** you to use the following technologies in the classroom? Check all the alternatives that apply.

Technology tools	Every week	Every other week	Sometimes during the course
a) special software for learning English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) social networks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Web Pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) e-mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) smart phones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) podcasts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) chatting rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Prezi or Power Point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) blogs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) wikis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) tablets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) DVD`s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) CD player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Have your knowledge and skills in learning English benefited from the use of technology?

a.

If Yes, in what ways? (Please provide examples):

b.

If Not, why? (Please write what kind of difficulties you have experienced):

6. What specific technological tools do you prefer to use when learning English?

Teachers` Interview



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Student: Marconda Rivera Ott

The following interview is part of a study being conducted by a student of the Master's Program in Second Languages and Cultures at National University. This interview has the purpose to collect information about your experience at CEIC Program in teaching the speaking skills using Information and Communication Technologies (ICTs). I respectfully to answer this questionnaire based on your experience in the classroom. The information will be handling confidentially. Thank you for your help.

Research question:

1. How do teachers perceive their professional development using technology in their teaching practices?

Teachers' interview

Instructions: I would like to get your opinion about the following issues related to the use of technology in the teaching of English, specifically for the development of the speaking skill.

1. How do you perceive your capabilities in integrating technology in teaching English?
2. Have you faced any kind of barrier when integrating technology in your class at CEIC?
3. What is your perception about the students' use of technology in the classroom to enhance the speaking skills?
4. How do you make use of technology for teaching the speaking skills?
5. What is your perception about the use of technology in enhancing language teaching and learning the speaking skills?

Informed Consent Forms

Heredia, 10 de setiembre del 2015

M.A. Didier Rojas Cerdas

Coordinador Académico
Centro de Estudios en Inglés Conversacional, CEIC
Escuela de Literatura y Ciencias del Lenguaje
Universidad Nacional

Estimado señor:

Aprovecho la oportunidad para enviarle un saludo por este medio y a la vez hacerle de su conocimiento el motivo de la presente. La suscrita, estudiante del Programa de Maestría Profesional en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extranjera de la Universidad de Universidad Nacional, solicita autorización para realizar el trabajo final de graduación en el CEIC, Sede Omar Dengo de Heredia, con dos grupos proyectados para el Bimestre IV, según calendario académico del CEIC. Los grupos serían los correspondientes al Nivel VI en el horario de martes y jueves y el Nivel VIII en el horario de sábados.

Este tema de la investigación es:

Identifying the Technology Training Needs of EFL Teachers When Developing Oral Speaking Tasks in Two Groups of the Outreach CEIC Program–UNA, Heredia

Las actividades planteadas para recolectar información en esta investigación comprenden desarrollo de observaciones de clase, encuestas a los estudiantes y entrevistas a los docentes.

Cordialmente,

Bach. Marconda Rivera Ott
Cédula 105190959

San José, 28 de agosto del 2015

Profesora

María Gabriela Chaves Delgado
Estudiantes del **Nivel 6, Grupo 2**
Centro de Estudios en Idiomas Conversacionales (CEIC)
Universidad Nacional
Presente

Estimado profesor y alumnos:

Mediante la presente se les informa que durante el IV Bimestre del presente año, se estará realizando en su grupo un trabajo final de graduación (TFG), perteneciente al programa Maestría Profesional en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extranjera para Alumnado Adulto, de la Universidad Nacional. El tema del estudio es:

Identifying the Technology Training Needs of EFL Teachers When Developing Oral Speaking Tasks in Two Groups of the Outreach CEIC Program–UNA, Heredia

La información recolectada a través de observaciones de clase, cuestionarios al alumnado y al profesorado se llevará a cabo en un marco de confidencialidad y anonimato. Las dinámicas investigativas no representarán una carga académica extra en el avance de las lecciones. Por el contrario, se ha diseñado un plan de investigación el cual no afecte el avance de los estudiantes o docentes.

Finalmente, cabe destacar, que el CEIC promueve la investigación por parte de su equipo docente para brindar fuentes de información que permitan mejorar prácticas en el ámbito del aprendizaje del inglés como lengua extranjera. El estudio a realizarse en su grupo cumple con estas características.

Favor firmar el acta adjunto de recibido como forma de consentimiento a participar en el estudio.

Cordialmente,

Bach. Marconda Rivera Ott

San José, 12 de setiembre del 2015

Profesora

Paula Martínez
Estudiantes del **Nivel 8, Grupo 3**
Centro de Estudios en Idiomas Conversacionales (CEIC)
Universidad Nacional
Presente

Estimado profesor y alumnos:

Mediante la presente se les informa que durante el IV Bimestre del presente año, se estará realizando en su grupo un trabajo final de graduación (TFG), perteneciente al programa Maestría Profesional en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extranjera para Alumnado Adulto, de la Universidad Nacional. El tema del estudio es:

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Cordialmente,

Bach. Marconda Rivera Ott