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SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT

UNDERGRADUATE RESEARCH

DIAGNOSTIC STUDY ON THE USE OF SMARTPHONE AS A TECHNOLOGICAL RESOURCE TO IMPROVE ENGLISH PRONUNCIATION ON SOPHOMORE STUDENTS FROM THE ENGLISH TEACHING MAJOR, SEMESTER I 2016, FOREIGN LANGUAGE DEPARTMENT, UNIVERSITY OF EL SALVADOR.

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INTRODUCTION

The use of smartphones has become part of our daily basis. Not too long ago cellphones were basic devices to make phone calls, send text messages and some other basic tasks. Nowadays, with the advent of the technology of smartphones and its easiness, new applications have been developed to make communication faster and cheaper than ever before.And also, the education has taken advantage of these devices. For example, mobile learning allows students to study everywhere at any time.Therefore, learning is a process through technology where students have access to valuable information for them to increase their knowledge. Hence, education is not just being seated inside of four walls in a classroom. But rather, wherever the students have access to information from any source such as smartphones.

Nowadays, smartphones are used in most schools, academies, and universities for the learning process, and the National University of El Salvador is not an exception. Therefore, it is important to determine whether or not students use their smartphones for educational and learning purposes so that professors from the Foreign Language Department may consider including this technology in their programs to practiceEnglish pronunciation.

By using the quantitative method, very important results were found.First, the research was carried out with the collaboration of sophomore students from the teaching major that provided information about how they use their smartphones to improve their English pronunciation.The second important finding in this research

came out with is the huge number of applications that can be found online to practice pronunciation.

The following chapters reveal how the use of smartphones has become part of daily basis. The research was aimed to deliver the most accurate information regarding the use of smartphones in pronunciation by dividing the study into different areas. For example, the study was performed to three range of ages 16-20, 21-25 and 26 or more. Then, the research was divided into three stages, as follow; General information about smartphones, Types of smartphones and specifications, and Educational purposes. After gathering all he information, the analysis of the findings was made to present the final results to bring evidence that indeed the smartphones can be considered a technological resource to practice pronunciation in the Foreign Language Department.

Topic: Diagnostic study on the use of smartphone as a technological resource to improve English pronunciation on sophomore students from the English teaching major, Semester I 2016, Foreign Language Department, University of El Salvador.

CHAPTER I: RESEARCH DESIGN

1.1 Description of the problem

Having a good pronunciation is one of the main goals for many students. Pronunciation, when speaking English, can be a challenge because there are sounds in English that are different from Spanish. Learning a second language is very difficult taking into account the factors that Douglas Brown mentions in his book “Teaching by Principle” (2001) such as native language influence, age, lack of exposure to practice pronunciation, innate phonetic ability, identity and language ego, motivation and concern for good pronunciation. Besides, these barriers among others for instance, the fear of not being understood by others and feeling ashamed of not pronouncing correctly.

With the advent of smartphones as a new method of teaching as the mobile learning, students can easily work on issues such as the pronunciation, for example to practice the schwa sound, vowel sounds, consonant sounds to improve it anywhere either at home or at the university, anytime in a comfortable and in a safe way and even more accurate which means that the students will have a better improvement with the English pronunciation taking into account that they are going

to listen natural recorded English sounds. Today's technology allows students to have access to devices such as the smartphones not only to communicate but also to consult information to do homework. And in this descriptive research one of the objectives is to find out the usage of smartphone among students to practice pronunciation and bring up the routine time spent that they have to improve it, and also the applications and exercises that they enjoy the most. All of these issues lead the idea of making a research about this topic and finding out if students use their smartphones as technological resources to improve pronunciation

1.2 Abstract

This research is performed to demonstrate how students from sophomore in the Foreign Language Department use their smartphones with means of education. Nowadays, smartphones can be used to improve their English pronunciation in a significant way because students can communicate with peer groups and teachers and also they can share audio and video files as well as to install useful applications to practice pronunciation joyfully. Students can also record and listen to themselves to check their pronunciation. Another reason why this is significant is that students can take advantage of mobile learning. Some researchers say mobile learning refers to learning while moving around or using devices. In this case, it is the smartphone what the students can use to practice pronunciation and can study ubiquitously which means they can study inside or outside the classroom without any limitations.

This research started from great possibilities that nowadays technological devices such as smartphones or tablets offer to improve many aspects in English teaching, especially when it comes to pronunciation. Therefore, the research was conducted to gather information on how students use their smartphones to improve their pronunciation.

The method used to reach this purpose was a descriptive method. The descriptive method is the one that best fits this research because it provides the instruments and tools to develop this descriptive research. It is expected, with this research, to describe how students integrate technological resources such as smartphones to enhance pronunciation. As this descriptive method suggests, an instrument has been created with the main purpose of gathering as much information as possible to write this project and then, present the results with awesome graphics. Finally, this research method will contribute to a higher development of education in our campus. For example, all the students should be able to use the smartphone in class for learning purposes, and wifi connections should be available at anytime. And also, will contribute to bring evidence to the teachers that smartphones can be adopted along with applications as technological tools to practice pronunciation like never before, taking into account that almost every student owns a smartphone.

1.3 Objectives

General objective

- To determine if smartphones are used as technological resource to improve English pronunciation on sophomore students from English teaching major, semester I, 2016.

Specific objectives

- To find out how often students use smartphones to improve their pronunciation.
- To find out which applications are more popular in the development of the pronunciation skill among students.
- To provide the faculty of the Foreign Language Department the current use of smartphones among students.
- To suggest most common applications to improve pronunciation.

1.4 Justification

Since English is not the mother tongue in El Salvador, people need to find specialized institutions to learn English. One of those institutions is the Foreign Language Department (FLD) of the University of El Salvador, which offers three majors divided into English and French. However, Classes at the FLD, have increased in a considerable number; that fact seems to have influenced the way professors teach their classes and probably the results that learners may have at the end of their studies taking into account that their pronunciation lack accuracy.

Hence, students loose the opportunity to practice pronunciation in classes and the only way of knowing the correct pronunciation of a word and realizing that it is being pronounced correctly, is through a reliable source, such as; teachers, people who have mastered the pronunciation skill, and even a technological resource such as a smartphone and multimedia. Therefore, it is necessary to know whether or not sophomore students use these kind of methods to improve pronunciation, taking also into account the tendency smartphones have in the education in Mobile learning. For that reason, researchers will study the use students give to smartphone to enhance pronunciation as another method apart from the ones the teacher use in pronunciation classes.

Therefore, we have decided to carry out a diagnosis in order to find out the use students give to the smartphone to deal difficulties in the pronunciation skill. Innovative speaking techniques are necessary to effectively learn English. And a good method can be given by the smartphones´ applications that can improve this skill. Developing this diagnosis, the researcher expects to find out if the learning process to enhance pronunciation, it is been done by another source such as the smartphone. To do that, it is necessary to deliver a survey to get necessary info related to applications used by students and the way students spend their time in smartphones. In that way, the researcher could have evidence of the use of smartphone to improve pronunciation. This research we will be carried out on sophomore students at the Foreign Language Department.

It is expected, with this research, to have information that can show how students at the FLD use smartphones in their learning process, the kind of application used with these groups of sophomore students. The importance of this research lines on the fact that future generations of professors can have an insight on how to deal with this technological resource in order to implement new methods in their programs to improve pronunciation skill on students because students can be more conscious on how to participate actively in their classes without being afraid of their pronunciation and because they can take advantage of this technology as a learning method for this area.

1.5 Research Questions

Research general question:

- Are smartphones technological resources used to improve pronunciation in sophomores' students from the English language Department, at the University of El Salvador?

Research specific questions:

- What applications are popular to develop pronunciation skill?
- What is the average time students devote on the use of applications that enhance their pronunciation?

1.6 Special Terms

Smartphone:	**Intelligent cell phone with an operating system.**
APP:	**Application or software programs for a computer or cellphone**
Internet:	**An interconnected system of networks that connects computers around the world via the TCP/IP protocol.**
FLD:	**Foreign Language Department**
M-Learning:	**Mobil Learning**
ROM:	**Read only memory**
RAM:	**Random access memory**

CHAPERT II: THEORETICAL FRAMEWORK

2.1 Historical Background

At the beginning of telephone telecommunication in the year 1876, the inventor of the first telephone was Graham bell. Later in 1973, Martin Cooper made the first phone call from a mobile making true that this new technology would allow people to communicate anywhere in the world. Twenty years after in 1992, the company IBM released the first smartphone officially recognized under the name "Simon". It was a brick-like huge and heavy device that contained a calendar, phonebook, world clock calculator, even allowing the reception of text messages and faxing. During the later years of the 90s and early 2000s more manufacturers launched to a mass consumer market several brands of smartphones, for instance Sony, Samsung, Blackberry and many others.

2.2 The Smartphones

A smartphone is a mobile device with an integrated computer and other features. Those features are the operating system, web browsing and the ability to run software applications known also as apps. As mentioned before the first smartphone was the IBM´s in 1992. A smartphone is also designed with appealing features such as a screen display of less than 7 inch width. This devise supports touch screen-based navigation. Its virtual keyboard is amazing and its battery life may be up to ten hours long. There are more affordances that can be listed when choosing a smartphone for a school-based activities. These affordances include according to Looi 2010: platform operating system, form factor (weight, size, and screen resolution), mobility (pocket size mobility), connectivity (Wi-Fi, Bluetooth, 3G/4G broadband, applications, telephony support, enough battery durability, cost support by the suppliers, features (camera, touch keyboard, user friendly interface, voice or audio) and memory storage that can be expanded up to 64 gigas or even more.

There is a wealth of creative activities that an owner of a smartphone can take advantage of, for example, to have internet access, to research, to access to e-mail, to download apps, to record classes, to keep track of schedules, to read books, to take pictures, to record audio and video and many other activities and the most important one in this descriptive research to practice pronunciation.

In this descriptive research, it is expected to find out the activities for students for using smartphones as a primary device to practice pronunciation because this

device is not only for communicating but also considered as a personal computer with lots of applications. Smartphones can be also used to access the Internet everywhere. It is also used to learn and practice another language for the L2. Therefore, it is the best tool to practice pronunciation because it is light enough to be carried anywhere and the majority of students for the Foreign Language Department own one. This is a starting point to incorporate technology using smartphones to practice pronunciation in the classroom because the old days for looking information in paper texts are long gone. This is a new age of mobile learning described also in this research.

2.3 A brief history of smartphone generations

In this descriptive research, it is needed to mention the history of mobile technology. This started at the beginning of the Second World War. In those days it was already a reality to have a long distance communication. These new devices were huge and heavy, moreover they were destined to be carried in vehicles and there was no wireless connection. They also consumed lots of energy. With the need to improve this technology, there has been an evolution during the years. And the generations of the devices are the following: First generation (1G), second Generation (2G), third Generation (3G), however the most important one in this research is the fourth generation (4G).

Fourth Generation (4G)

This is the newest generation that was implemented in the market in 2010 which let every user access to a wider band. It has a better access to applications

with a fast and easy connectivity. Nowadays a lot of applications to practice pronunciation are at hand with the 4G and any interaction to practice pronunciation will be a common and an easy experience for the learners.

2.4 Pronunciation

Pronunciation instruction became to a means of study by the mid of 1980 with a wide attention to grammatical structures as important elements in discourse to a balance between fluency and accuracy and it turned out clear that pronunciation was a key to gaining final communication competence according to Brown, Douglas chapter 17, 283 2001. And it is really important for a student to communicate with an acceptable and good pronunciation where English is spoken in a daily basis.

Pronunciation is a key factor to be evaluated when applying for a job or even if someone needs to study in another country or just for the sense of accomplishment of speaking correctly. Speaking a second language has often been viewed as the most demanding of the four skills (Bailey and Savage 1994, p.7). Even so, Murphy´s work (as cited in Lazaraton, 2001) states that the four macro skills should be integrated. This integration of the four macro skills can also lead to improve pronunciation with the use of smartphones because a student can listen, record and practice new words to be pronounced correctly besides knowing the correct spelling and intonation.

For a student to be able to speak a foreign language with a standard pronunciation, the learner needs to take some criteria into account; that is,

pronunciation, phonetics and phonology. According to a dictionary definition, pronunciation is the way in which a word or language is pronounced or the way in which someone speaks a foreign language. Phonetics is defined as the study of the sounds used in speech and. Phonology focuses on the manner, place and voice of articulation.

Learning how to pronounce the sounds of English is now easier than ever before. Because with the new technology, a student can download, install and run any application available either from Google play or App store. These applications are mostly free. Once they are installed, some of them can be run without Internet access since the majority of audio and video files can be downloaded and store for future practice because there is a wealth of advantages for everyone who needs to practice pronunciation in the Internet.

Why is English pronunciation important?

An acceptable and good English pronunciation is an essential part of a good communication. If the students do not have clear English pronunciation, other listeners may not understand what they are saying. Mistakes in pronouncing words or even sentences can cause major misunderstanding, for example, the following two words do not have the same pronunciation; still and steel or even pronouncing the past tense of regular verbs with ed, or d, .and that is why the students´ pronunciation is important and it is the first impression other people get when speaking.

According to Judy R. Gilbert (2005), we all have learnt the rhythm and melody of the mother language. However the learner of a new language tend to transfer the same rhythm to the new language and make them sound not very clear so students should practice pronunciation with short sentences and words. The more they practice the new language, the more efficient they will sound with the right rhythm and melody. This can help them sound clear and practice makes it perfect by repeating pronunciation exercises with the use of a smartphone.

Hopefully in the near future the culture of using technology to practice English pronunciation may become a rewarding activity either inside or outside the classroom in the Foreign Language Department and there are several pronunciation practices patterns to improve rhythm, stress and intonation with the help of a smartphone and some examples are shown in the following chart:

TYPES OF EXERCISES	EXAMPLES
A) Word stress and vowel length sounds	energy, sofa , Canada, China
B) Vowel sounds	blue, house, book, feet, cake
C) Consonant sounds	safe, home, load, man
D) Silent letters	walked, business chocolate
E) Schwa soundə	travel, pilot, ticket pencil
F) Pair work sounds	can and can´t, object & object
G) Linking sounds	cream and sugar, call him
H) Voiced and voiceless sounds	teeth, bath; teethe, bathe
I) Minimal pairs	race & lace berry & belly

- Gilbert J. (2005) Clear Speech third edition, New York N.Y USA Cambridge University Press.

The use of smartphones is constantly involving people to a new age of technology, and there is a demand of the current student population to put into practice the English pronunciation. Moreover, this technology will allow students to be actively thinking in achieving several skills to be improved especially pronunciation and this can be with the help of teachers as facilitators and as facilitators, teachers should be aware of a variety of material available in the Internet to improve students 'English pronunciation. They also need to know and lead learners to use this resource effectively; therefore, teachers´ training in the use of technology can be a key element to succeed as a suggestion to have a better outcome in this research.

2.5Factors that affect pronunciation

On the road of practicing pronunciation we need to know some factors that may affect pronunciation practice. Even though students have access to a device to practice it, there are certain factors that need to be taken into account (Brown) 2001. Those principals or factors are a challenge to those students practicing pronunciation. And those are the following:

2.5.1 Native Language

We all as students have a native language and in our case it is Spanish, therefore, it affects and influences the student's pronunciation of English. Students should be accustomed to challenging this factor since their articulation and production of sound through utterances are more different from a native English

speaker. The positions of the lips, tongue, mouth and vocal cords movement need to be adapted for English pronunciation, otherwise the mother tongue can influence the pronunciation of the target language and cause errors in aspiration, stress, and intonation of English pronunciation, for example, when a student begins to acquire a new language, the student generally tries to employ his or her existing phonological categories from the mother language and the manners of articulation of the sound are quite different between the two languages. That is to say, when a particular sound does not exist in the mother language, the learner has difficulty in finding a similar sound and English has different sounds from Spanish.

In the other hand, It would be easy for the students if the mother language has the similar sounds with the target language, but it is not like that, therefore plenty of practice is needed until the sounds of the target language is mastered successfully. (Brown) 2001

2.5.2 Age

This factor is really crucial since there might be myths or taboos that a young student who practices pronunciation has more advantages to reach a better level or pronunciation almost like a native than an old student. It is also believed that children under the age of puberty have an acceptable chance of sounding better than an adult because a child has not developed the physical parts of the mouth; however an adult is more accustomed to pronouncing words or sounds almost in his native language with a strong accent. Conversely what if an adult has daily contact with the language or an outstanding effort to improve the pronunciation and

overcome the age barrier. Those efforts of course are going to be rewarding enough. And age should not be an obstacle for using also a gadget or device such as the smartphone to practice pronunciation in order to overcome this general belief, the younger the better when acquiring a new language and more accurate the students ´pronunciation will be in the target language. (Brown) 2001

2.5.3 Exposure

Is it exposure a factor that affects pronunciation? The answer may be the less exposure the less chance to practice pronunciation. In a certain way, it is believed the more the students are exposed to the real world of speaking and pronunciation the better pronunciation they have; however, an individual can be in a foreign country where English is spoken and heard every day and not take advantage of the pronunciation practice and as a result with a low proficiency is achieved. Nowadays, it is not necessary to go abroad to practice pronunciation. Students are invited anytime and everywhere to access a mobile device to have plenty of practice and it will be a matter of dedication and desire. Because the more they spend their time listening and speaking English the better their pronunciation will be and according to Krashen (1982) learners of a new language acquire it primarily from input. That is to say, the student receives a large amount of comprehensive input before speaking and pronouncing accurately. (Brown) 2001

2.5.4 Innate Phonetic Ability

This can be also known as the ability to have an ear for the language. It is believed that this is an innate ability for some learners or a gift; however, this should not discourage the students because if they have the willingness and effort, this factor will be controlled to practice and improve pronunciation and those who are not gifted with this ability can be more successful after practicing pronunciation And the use of the smartphone to practice pronunciation is a key point for anyone who wishes to speak fluent English in this research (Brown) 2001.

2.5.5 Identity and language Ego

Some students are eager to speak English naturally and fluently. Therefore, they have a positive attitude toward the people who speak the language and anyone can become proficient enough with pronunciation. If the students improve pronunciation with the help of a mobile device they will have the capability of encouraging and sharing the experience with other peers. (Brown) 2001

2.5.6 Motivation and Concern for good pronunciation

This happens with any skill to be practiced and some learners are not entirely motivated about their pronunciation because only a few students feel motivated. Motivation is a key point and should be encouraged in the classroom so that pronunciation practice outside the classroom will be enjoyable. The accuracy of speech has to be a significant goal for all the students as a motivation in a daily

basis like practicing a sport to become a winner in the Olympic Games. (Brown) 2001

2.6 M-learning for English language learning

M-learning also known as mobile learning has emerged in the late 80´s and in the 90´s. Since then, students have increased the use of portable and wireless devices. In this case the smartphone has become more common. This has changed the landscape of technology-supported learning according to (Hashem) 2011. M-learning can also be defined as the exploiting of ubiquitous handheld technology together with wireless and mobile phone networks to facilitate teaching and learning at the same time. And smartphones can be used either inside or outside the classroom for learning purposes. For instance, in this descriptive research pronunciation practice is the main purpose for mobile learning.

It has been observed that the growing population of students now has a potential need to learn a new language and with the mobile technology. Now it has become achievable because smartphones are easy for mobility and portability, moreover, they make learning on the move anytime, anyplace. And according to Kukulsa-Holme (2001) there is a description that mobile devices are more spontaneous, portable. When talking to spontaneous and portable, it is understood that these devices can be used anyplace with or without Internet connection to practice pronunciation. This means that there is no excuse for students and teachers to have extracurricular assignments for the oral practice.

According to Cheung (2012) “mobile learning essentially enhances the learning effectiveness and allows more flexibility in time and physical location for learning in an active and collaborative way because the more the students use a mobile device for training and practice purposes the more they take advantage to improve their pronunciation. Together they can download applications from their favorite stores for free. They can record themselves and test how they have pronounced the exercises, drills, dialogues so that they can have a better improvement.

Mobile learning can be more useful outside the classroom with activities such as pronunciation practice. It will enable learning to be more significant because the students will have a chance to practice pronunciation not only inside the classroom but also at home in their free time. It is expected that the students of FLD have more access to their smartphones in their free time to practice pronunciation as much time as possible outside the classroom even in the green areas of the University. This, of course, can be possible because most of them have plenty of time to do something else with this device instead of practicing pronunciation.

2.7 Applications for smartphones to practice pronunciation

It is a reality that many students now own at least a smartphone and have the slightest idea of what exactly an application is. And also almost every business on the market offers an application to be downloaded to call people´s attention in the media; therefore, in this descriptive research, enough information about an application will be described specifically for pronunciation practice. An app or

application is basically a simple program that can be downloaded onto the phone. There are several kinds of different apps, including social media applications such as Facebook, and Twitter, apps that allow people to chat with friends such as Skype, apps which help them get around such as Google Maps, apps that play music and video such as Spotify and Youtube and so on; nevertheless, this descriptive research advocates mainly in the pronunciation practice apps, for example, Sounds, Duolingo, etc..

- For iOS devices there are apps that can be downloaded from online stores, for instance there are apps available for iPhone and iPad use from the Apple Store. Some of them are free, while others cost an accessible fee.
- For Android devices, smartphone users can download the Google Play apps which mostly come preinstalled from Google´s online store.
- For Windows based smartphones, the consumer can tap the Market app on the Windows Market also known the Microsoft ´s Online store which gives also access to a large range of apps separated into a variety of categories

Pronunciation apps for smartphones.

Students can have lots of advantages with the applications for pronunciation. They can drill ready–made lists of word, engage in activities such as dictation, games, and quizzes. Students can also record their pronunciation until they get a reasonable high accuracy. It is just like having fun; therefore, those applications are an excellent way to practice pronunciation inside and outside the classroom.

Here are some applications available that can be mentioned:

The Pronunciation APP Sounds

This one has been published by Macmillan Publishers and it is known as the most popular pronunciation app in the market. This app features both American and British English pronunciation with over 650 words in the wordlist. It has an interactive phonetic chart. The chart shows all the sounds of English, divided into three sections: vowels, diphthongs and consonants. The students can tap on a symbol to hear the sound, or tap and hold to hear the sound plus an example word. They can listen, then record and listen to their own pronunciation for testing purposes. This is brilliant and is available for iPod, iPad touch, iPhone and Android devices and it provides free download as well.

Merriam-Webster Dictionary Application

This application is free and no internet connection is required to view the definition of a word, however, internet connection is needed to check audio pronunciation and voice search. The students can take advantage of several features, for example, fast quizzes to learn new words or test vocabulary, voice search to look up a word without having to spell it, word of the day to learn a new word every day, sample sentences to understand how a word is used in context, audio pronunciation voiced by real English speakers with no text-to-speech robots. The students can also keep track of the words that are most important to them. This application is available for smartphones and tablets from Google Play.

English File Pronunciation

This one has been developed by Oxford University Press. This app lets students practice their pronunciation either in American or British English. It gives the students the option to record and playback their own voice. It is available for Android, iPhone, iPod Touch and iPad.

Pronunciation Clear Speech

This application was developed by Cambridge University Press. It includes games so that students can have fun from an intermediate level. It is available for iPad, iPod Touch and iPhone.

Howjsay Pronunciation Dictionary

This application features more than 150,000 entries and it is considered the largest English pronunciation dictionary ever. Available for downloading from iTunes and Google Play.

Duolingo

This worldwide application is free for everyone who wants to learn a new language, for example, Spanish, German, Italian, French, Portuguese and even English. The students not only learn but also have fun because it has levels to earn points to reach to more advanced lessons. It has also a wealth of pronunciation practice.

YouTube app

This free application for Android phones and tablets can be used for exploring and having fun with music videos that the students love with a quick access, students can also edit and upload videos for entertainment. They can subscribe to channels they love, share with friends, and watch on any device and even they can create an account and share any pronunciation video with lots of people besides practicing English pronunciation amazingly.

CHAPTER III: RESEARCH METHODOLOGY

The approach carried out in this investigation is quantitative type of study which aims to collect information about concepts in a descriptive way to find out through a non-experimental transactional design if sophomore students from the teaching major semester 1 use smartphones to improve pronunciation. Therefore, since this investigation is transactional we will gather the data in just one time using a survey as the technique for this methodology where questionnaires are going to be the instruments to obtain the required information to fulfill the objectives. In order to carry out this research the following participants, strategies and processes are going to be taken into account:

3.1 Population

Sophomore students from the English teaching major, Foreign Language Department at the University of El Salvador.

3.2 Sample Population

Students from a population of 500 students from semester I, 169 students were going to be selected in a simple random sample method to respond a survey. The formula used to obtain the sample was the one that is online at Decision Analyst STATS.

3.3 Research Strategy

In this descriptive research, the instrument that fits the expectations is a survey; hence, a structured survey was going to be administered. This survey included a certain number of questions about the usage of smartphones, devoted time spent, specifications, as well as their experience about it, for instance, how much time they spend, how much they have learnt practicing, what application they have downloaded, what type of pronunciation exercises they have practiced the most, and what they expect to recommend for any application and pronunciation exercise.

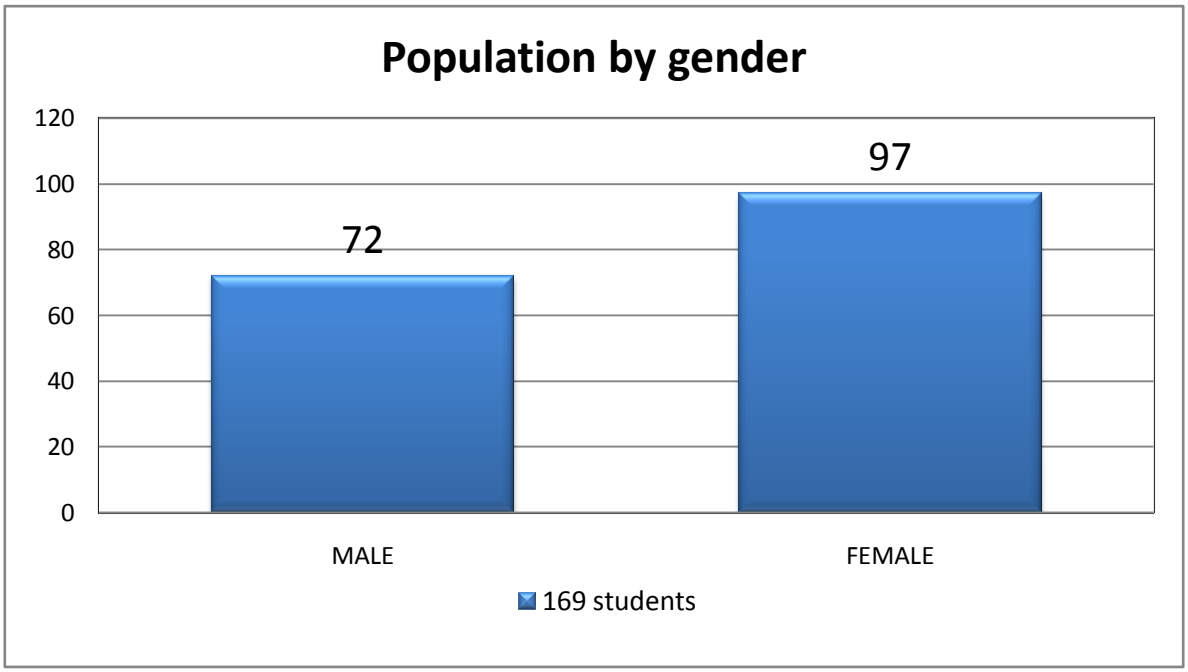
The purpose of applying this instrument will be to demonstrate that a smartphone can be used not only to communicate but also to practice pronunciation. Another purpose is to bring evidence that the majority of students can run an application for practicing pronunciation.

3.4 Limitations

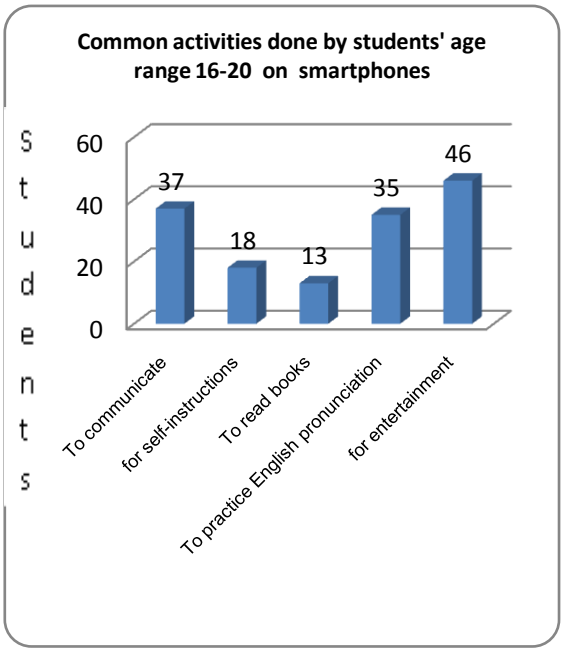
The only limitation encountered was collecting the sample students who would answer the survey. There was no access to gather names, and it was also too risky to have personal information such as cell phone numbers, Facebook or e-mail addresses since nowadays personal information cannot be shared easily. It was expected to contact students in classes while having our instrument at hand to collect only the data needed for the analysis. Luckily, there were no more limitations. On and on everything turned out pretty well.

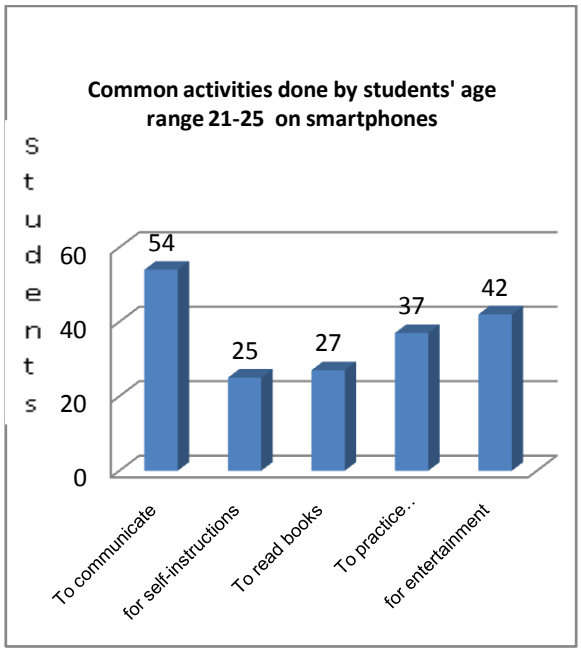
CHAPTER IV: DATA ANALYSIS

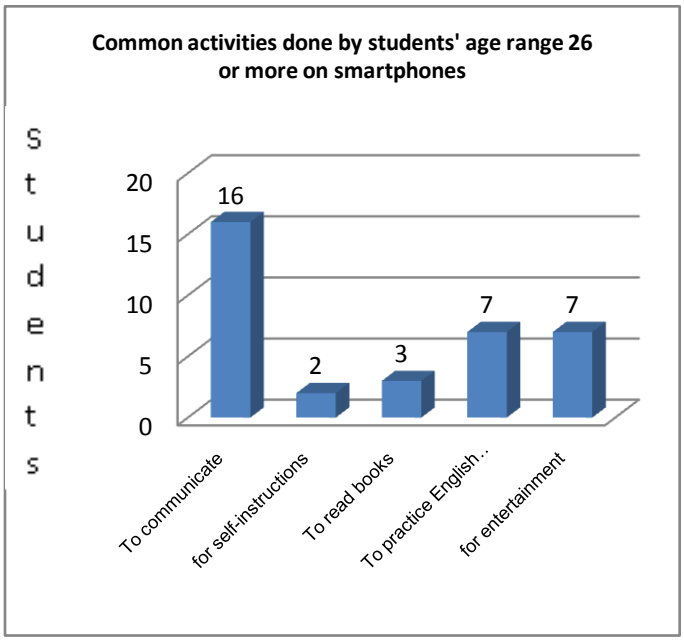
Students´ general information and smartphones specifications



It can be observed in the graphic above that our sample recollected has a tendency for more female than male students. And both male and female students can be considered to be interested in moving forward to adopting smartphones to practice pronunciation.

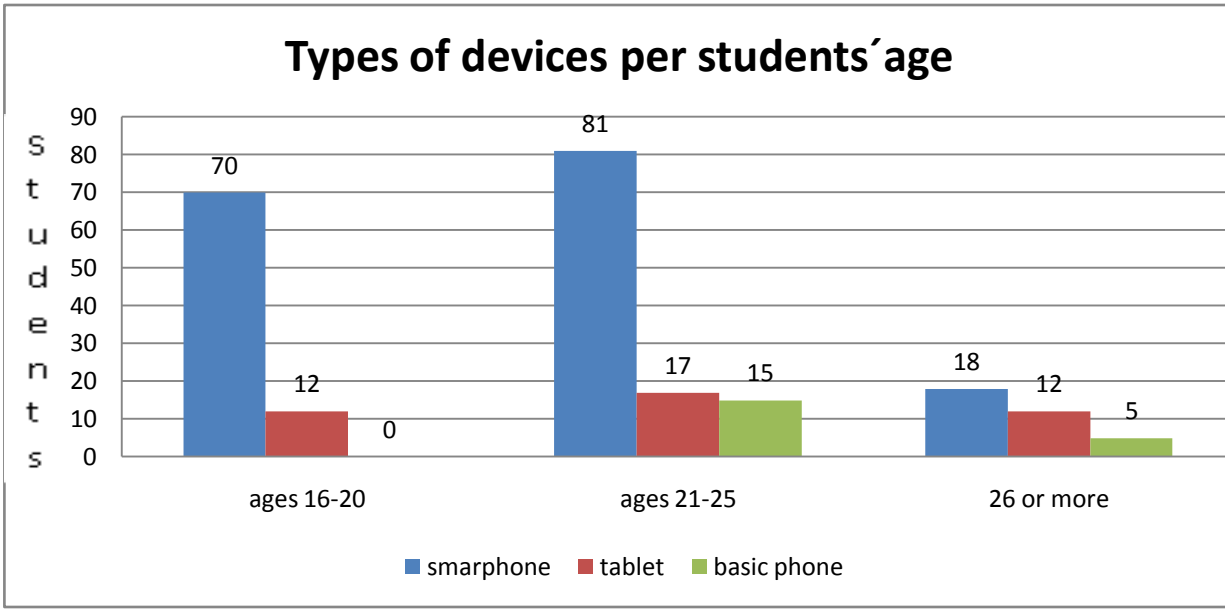




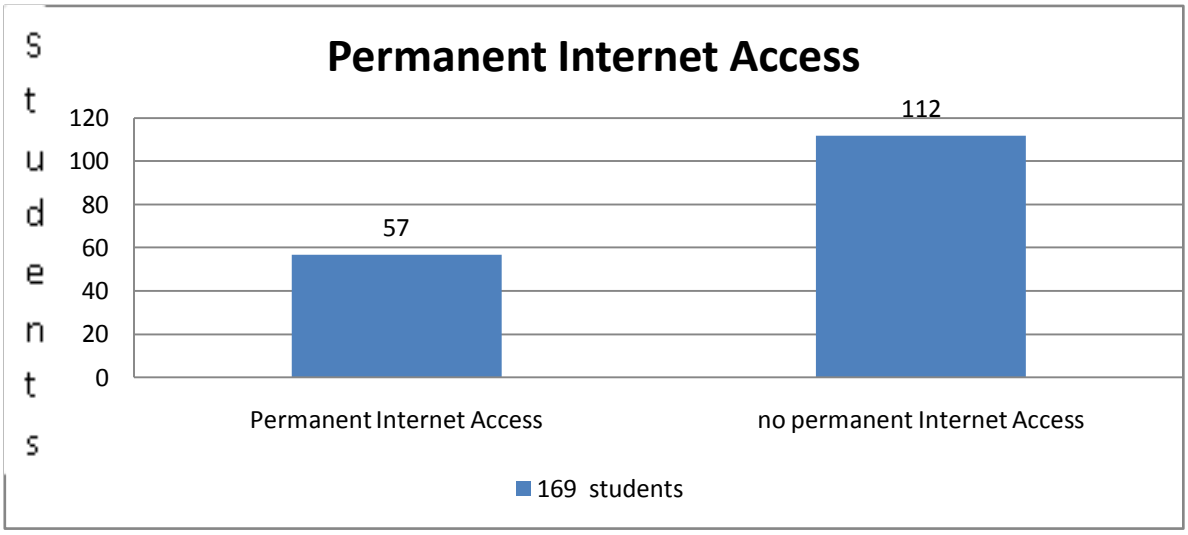


As it can be seen in these3 graphics per student´s ages most of the student use their smartphone for communicating and entertainment. Some possible factors are that the students are accustomed to calling and sending messages to keep in touch with someone. Another one is that they are not enough encouraged to practice

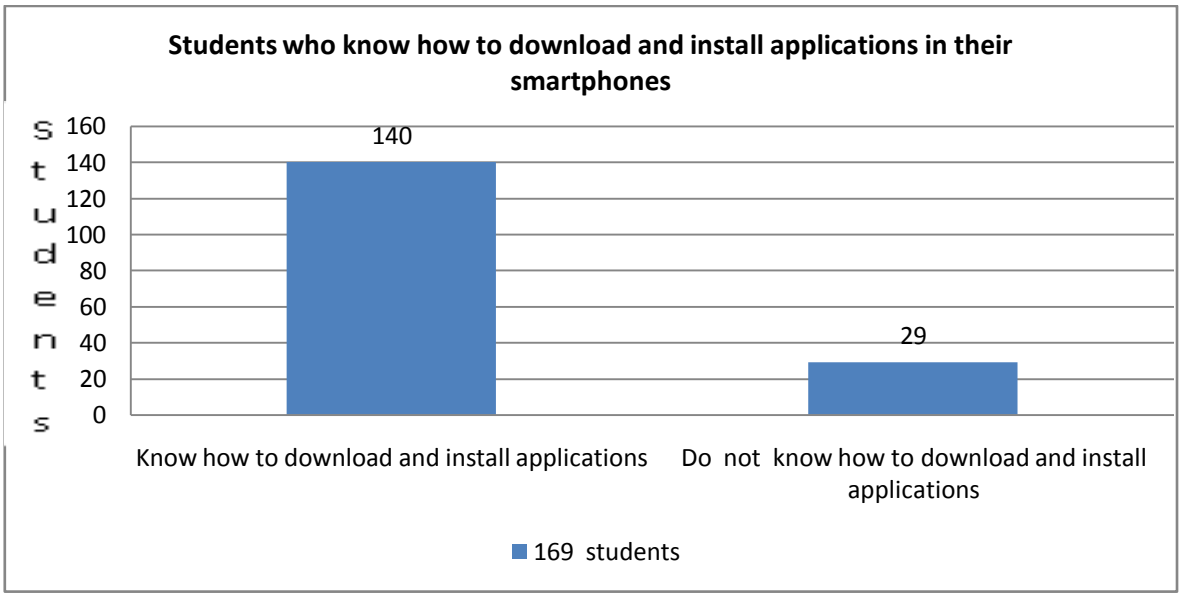
pronunciation since this device should be used to do so instead of communicating. And the lowest results found are to read and for self-instruction; but the main purpose of these graphics is to find out if they use their smartphones to practice pronunciation and in conclusion they do on both ages 16-20 and 21-25 the most. It is good to mention that the older ones from 26 to more tend to practice pronunciation the least because the older they are the less interested in using it to practice pronunciation.



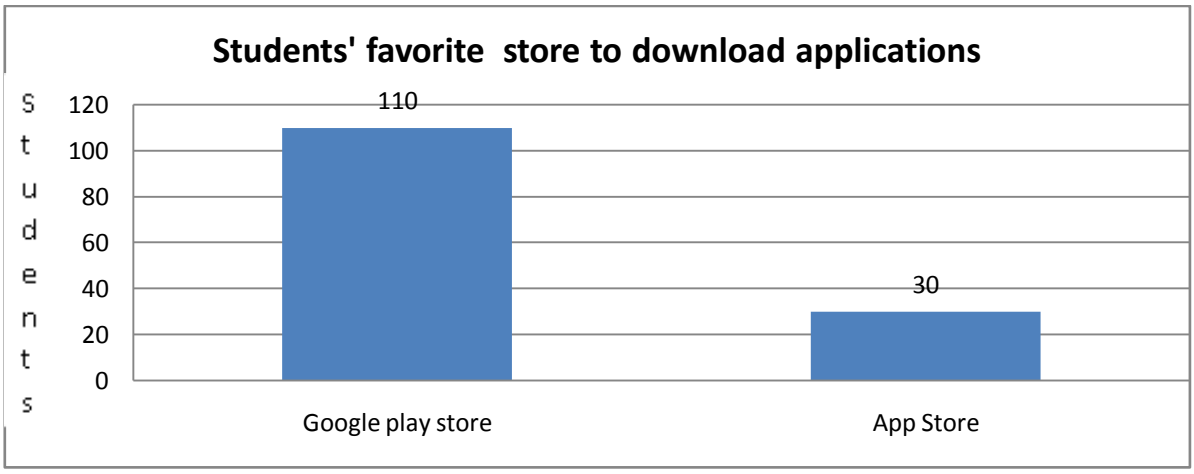
The picture above shows what type of devices people use the most per ages. As we see the device used the most is the smartphone especially for student's ages from 21-25. And the lowest result was found for basic phones. This result leads us to conclude that smartphones can be used for many different educational purposes. It will be a success to assign extracurricular activities to the students taking advantage of the m-learning and the students of the Foreign Language Department will practice the pronunciation inside and outside the classroom.



As shown in the graphic above students from the Foreign Language Department do not have permanent access to internet. According to some documentation recollected on the surveys, some students do not have enough income to pay for permanent access and that is why they look for places with WI-FI connection. There should be more areas with Internet access in the Foreign Language Department because the majority of students are not able to afford permanent Internet access and only a small population has a job to afford expenses.

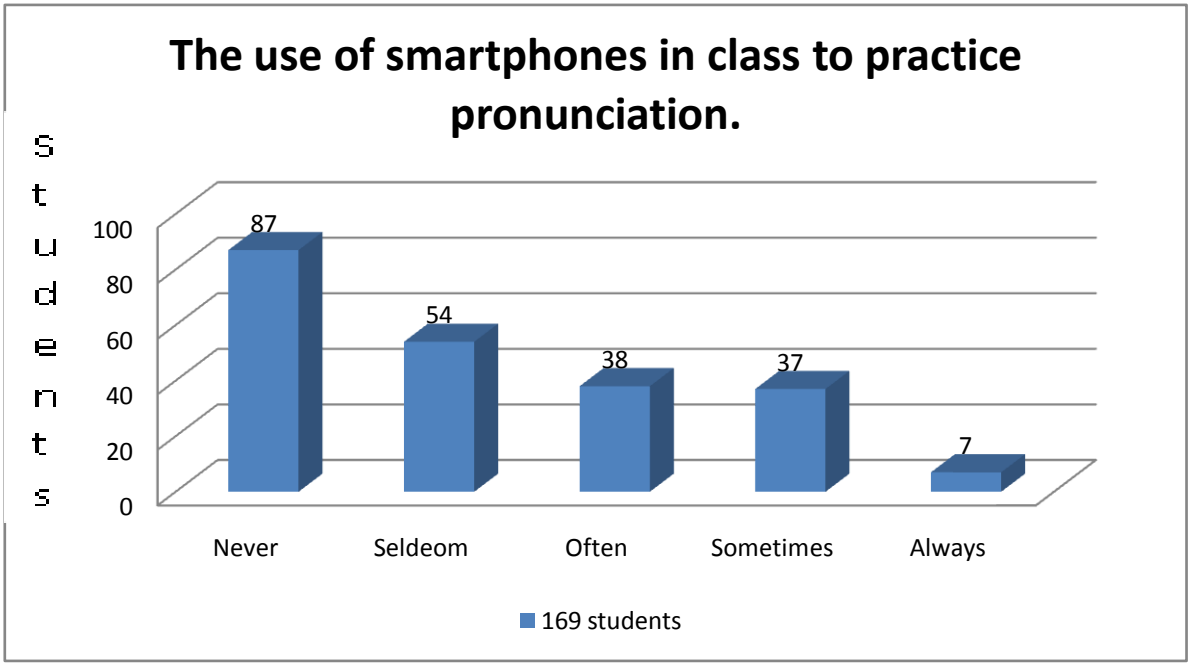


According to the graphic above, most of students from the Foreign Language Department know how to download applications to their smartphones. We might think that all students that have smartphones know how to download apps but only a small amount of students do not know how to do so. This is very interesting since the majority of students can be involved in downloading and installing an application to practice pronunciation and also these results are really promising to the teachers to feel confident to assign activities to use the smartphone for learning purposes.

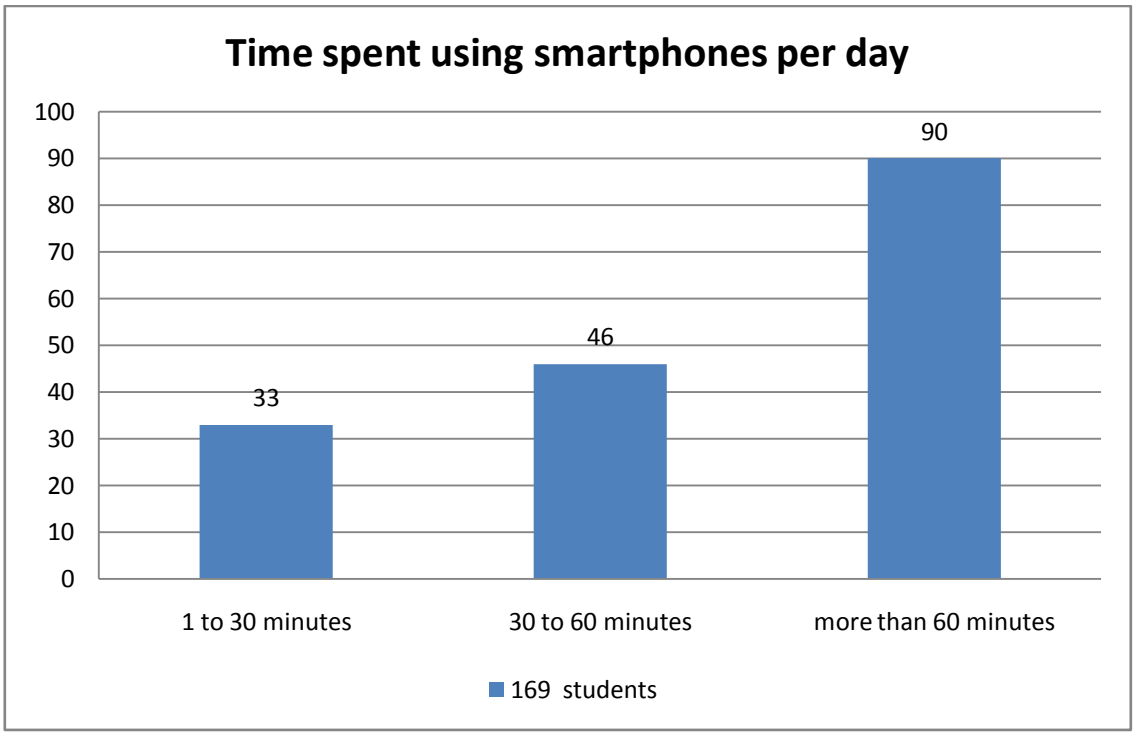


According to students´ opinion from Foreign Language Department, the store most used is the Google play store in contrast with the App store. This tendency might be because they offered free applications for android phones and it is friendlier to be use. All students can be led to download applications to practice pronunciation from Google play store because most of them are free and easy to install. And teacher can take advantage of this resource for practicing purposes.

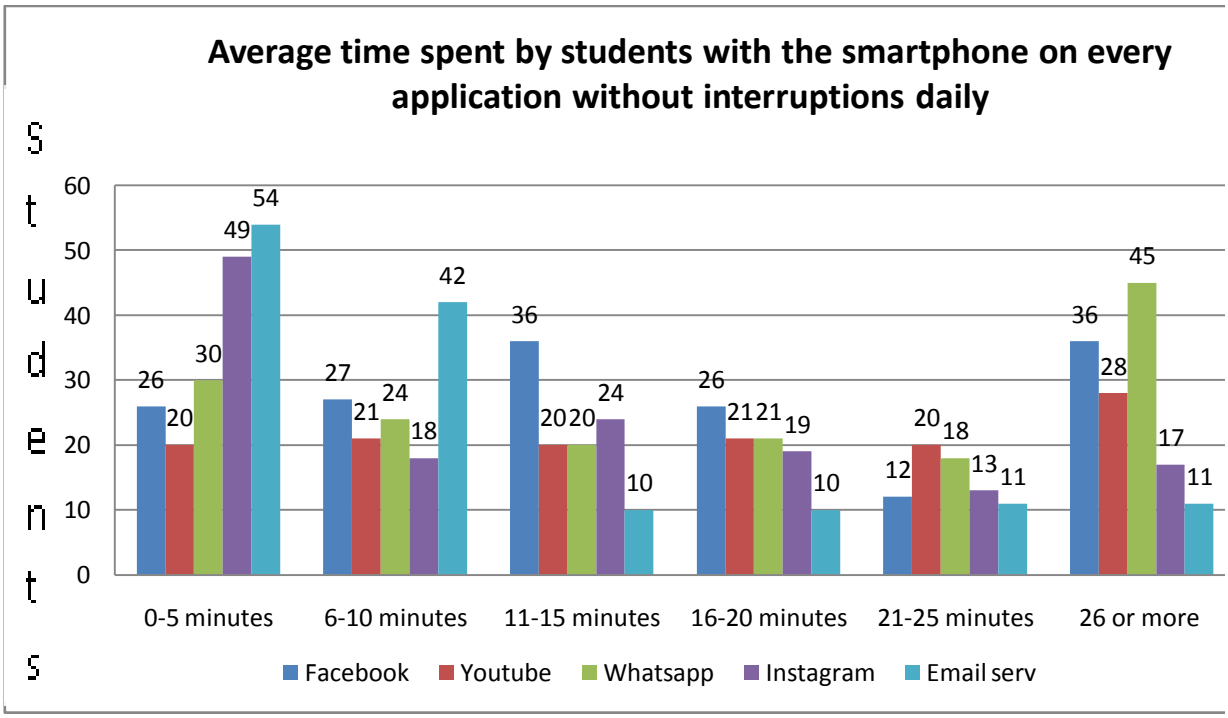
Educational purposes



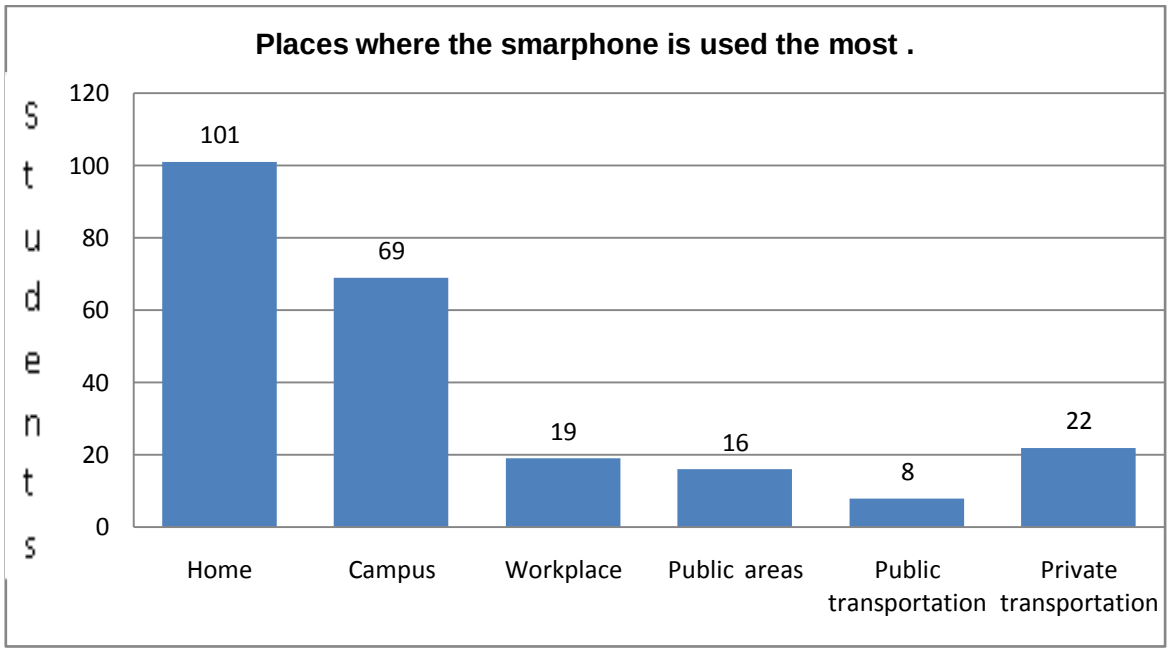
It can be observed that the frequency that students from the Foreign Language Department, of the Semester II year 2016, uses the smartphone to practice pronunciation in class is mostly never with 87 students. It is a pity that they are not taking advantage of such a tool and resources from the Internet to practice pronunciation; therefore, it is suggested to add activities in the lessons planning to practice pronunciation or at least to have the students copy the audio files from their pronunciation textbook to listen and repeat words, sentences and different exercises to improve pronunciation: moreover, students and teachers should be encouraged to bring this into a reality and to decrease the lack of interest to use the smartphones to practice pronunciation not only inside the classroom but also anywhere else. One of the reasons why students do not use the smartphone in class might be that they do not feel confident or they are not encouraged to do so; therefore, there should be more activities for them to practice pronunciation.



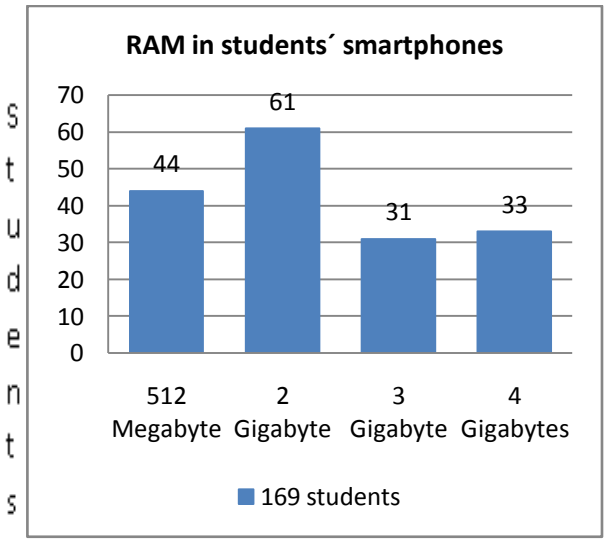
The majority of sophomore students, specifically 90, spend more than 60 minutes per day using their smartphone and only 33 students use theirs smartphone from 1 to 30 minutes which is a suitable time for them to use it to practice a skill in this case, pronunciation and have good results of improvements. From this finding, there is a proof for teachers of the Foreign Language Department that it can be possible to bring this technology into class for the students to practice pronunciation with exercises from the most popular applications the students use instead of using this device to communicate or to play in class.

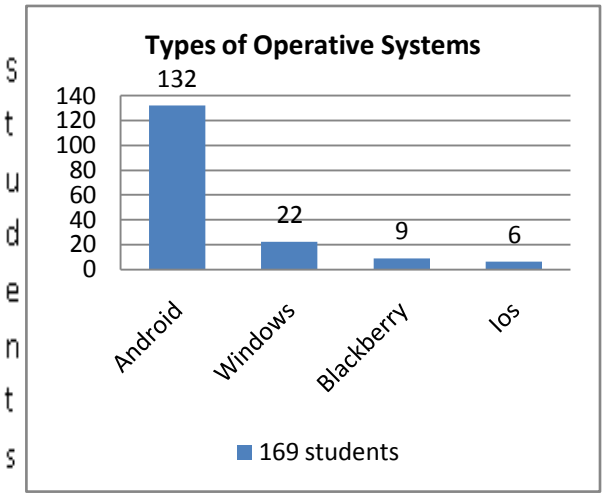


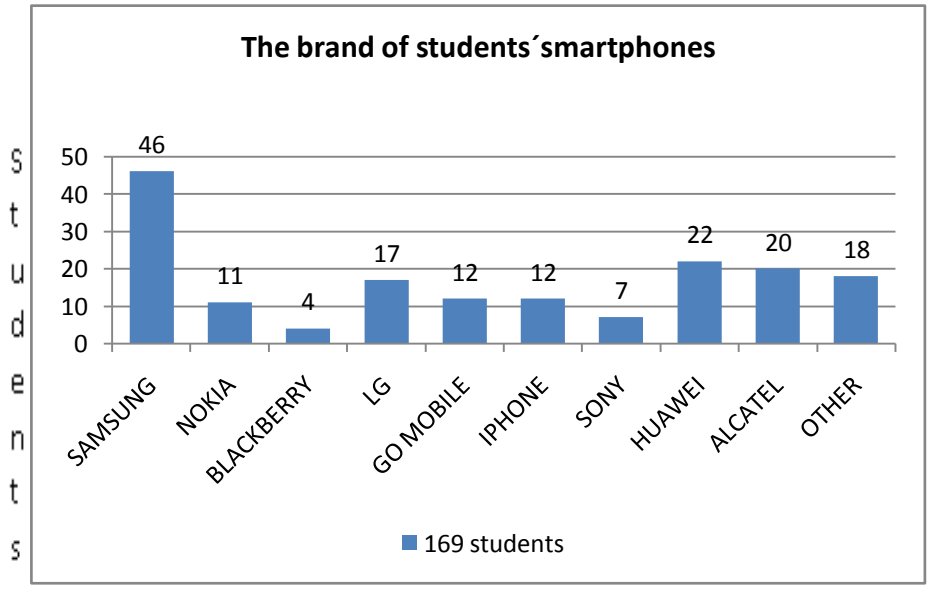
The majority of students mentioned that the Facebook application is used only 5 minutes, while whatsapp has a major number of students that use it for more than 26 minutes. Instagram which is an application for them to upload pictures is only used 5 minutes per day by the majority and Youtube time range spent by the students is more 26 minutes or more. And finally, the email services have the majority of students on the first five minutes in the sample of 169 students from this research and that is how the student pointed the average time they spent in every application. These findings shows that students devote more time using Youtube; therefore, Youtube can be a good source because it has a wealth of appealing videos for pronunciation practice and with a help of good wifi connection this can become a promising reality and this sounds beneficial for the students to improve English pronunciation with extracurricular activities and even inside the classroom at no extra cost. This is amazing!



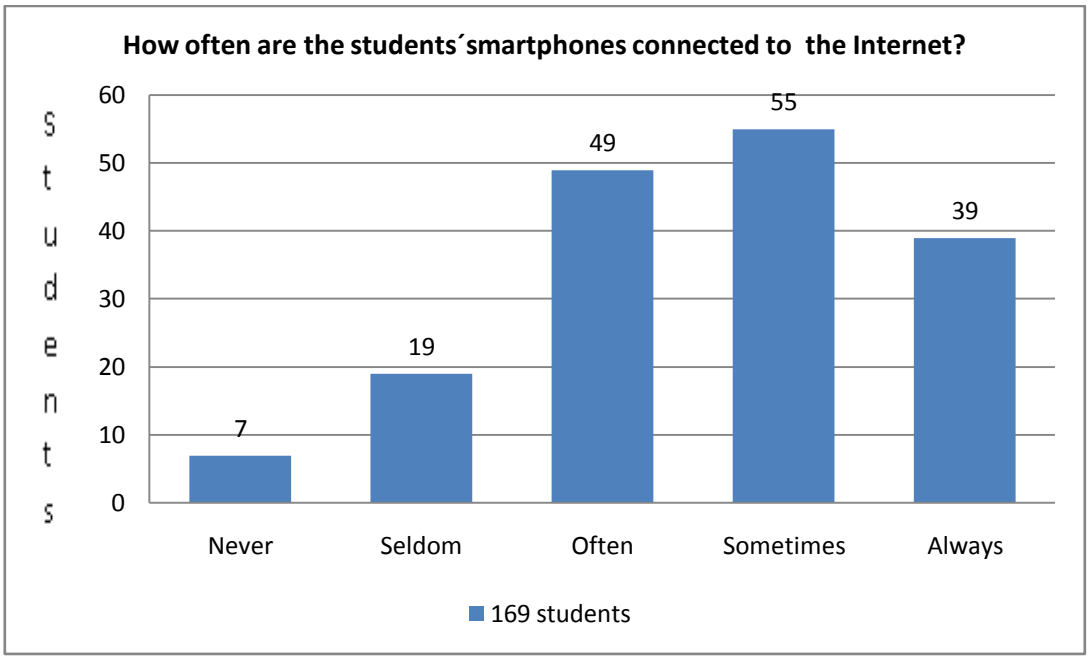
In this part more than 100 of students stated that the place where they use the Smartphone the most is at home. While the campus, is the second place. Hence, home is the place with more frequency for them to use the smartphone and this is because it is safer, according to the results in the survey where they were asked “where do you feel safer to use the smartphone?” And it is really true that the campus is the most secure place after home so that it represents a good chance to incorporate the smartphones as a convenient tool for extracurricular activities to practice pronunciation and a the same time to exploit ubiquitous handheld technology


RAM in students´ smartphones
Students
70
60
50
40
30
20
10
0
44
61
31
33
512 Megabyte
2 Gigabyte
3 Gigabyte
4 Gigabytes
169 students


Types of Operative Systems
Students
140
120
100
80
60
40
20
0
132
22
9
6
Android
Windows
Blackberry
Ios
169 students

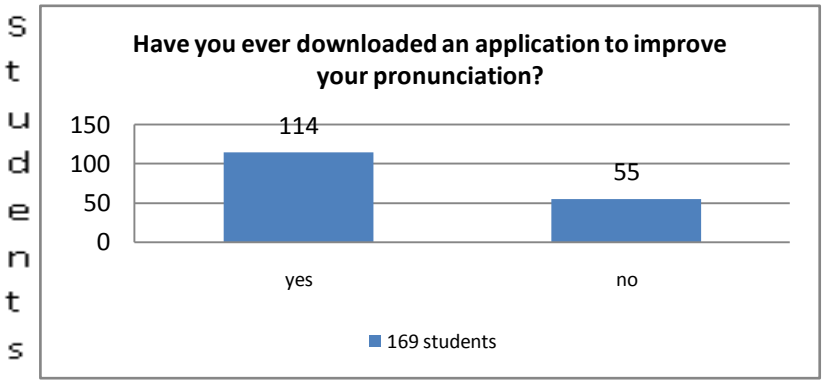

The brand of students´smartphones
Students
50
40
30
20
10
0
46
11
4
17
12
12
7
22
20
18
SAMSUNG
NOKIA
BLACKBERRY
LG
GO MOBILE
IPHONE
SONY
HUAWEI
ALCATEL
OTHER
169 students

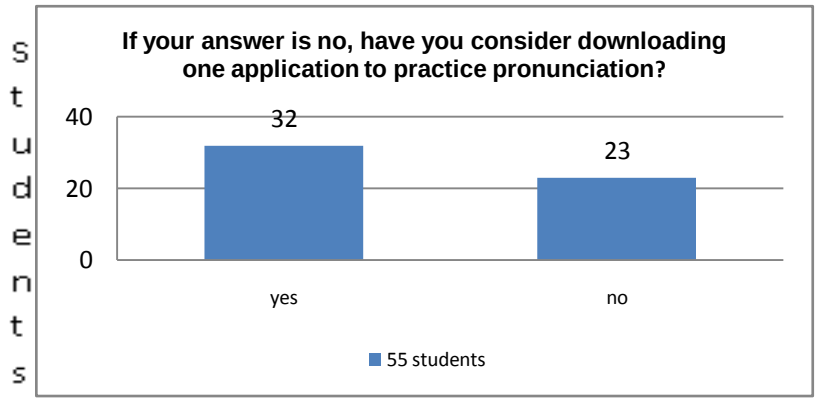
On the first graphic, the RAM for the majority of student´s devices has 2 gigabytes. Even though, there are students whose ram is with major capacity up to 4 gigabytes, which mean that students´ smartphones have a memory access capable of running as many application at the same time in a high speed. As it can be observed on the second graphic, 132 students have android in their smartphone as Operative system, followed by windows with 22 students, blackberry with 9 and iOS with 6 students. Having an android as operative system, means that students can download useful applications for academic purposes such as to practice pronunciation for instance. And according to the third graphic, 46 students have Samsung smartphones, 11 have Nokia, 4 have Blackberry, 17 have LG, 12 have GoMobile, 12 have iPhone, 7 have Sony, 22 have Huawei, 20 have Alcatel and 18 have other brand. Therefore the majority of students have Samsung which is a well-known brand among the students. With all these findings, the majority of students are capable of installing and running applications to practice pronunciation; therefore, the Foreign Language Department can be suggested to make smartphones a valuable tool to practice pronunciation taking advantage that the students have enough RAM and Android system to install the applications to practice pronunciation and also mobile learning can be implemented.



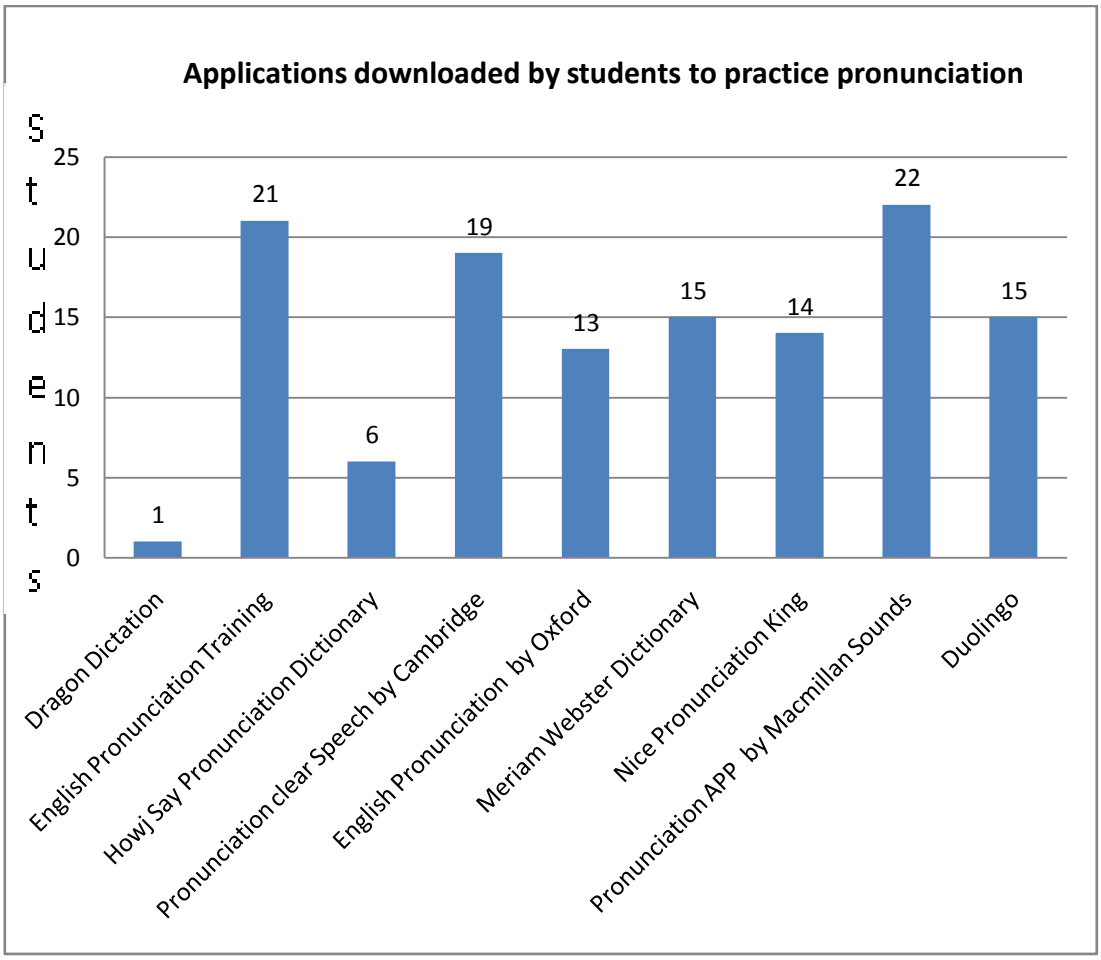
The information in the graphic shows that 7 students' smartphones are never connected to the internet- 19 are seldom connected, 49 are often connected, 55 are sometimes connected and 59 are always connected. Therefore the majority of them are sometimes connected. With these findings, there is real evidence that the students from the Foreign Language Department have the chance to use their smartphones to practice pronunciation since the majority are sometimes connected to the internet which means that they can have access to any application for learning purposes; therefore mobile, learning can be implemented in the campus to take advantage of the use of smartphones for learning purposes and go paperless by uploading pdf and mp3 files or downloading applications to practice pronunciation as well as to have an exam on line. All this with the help of smartphones for a successful mobile learning.

Educational purposes



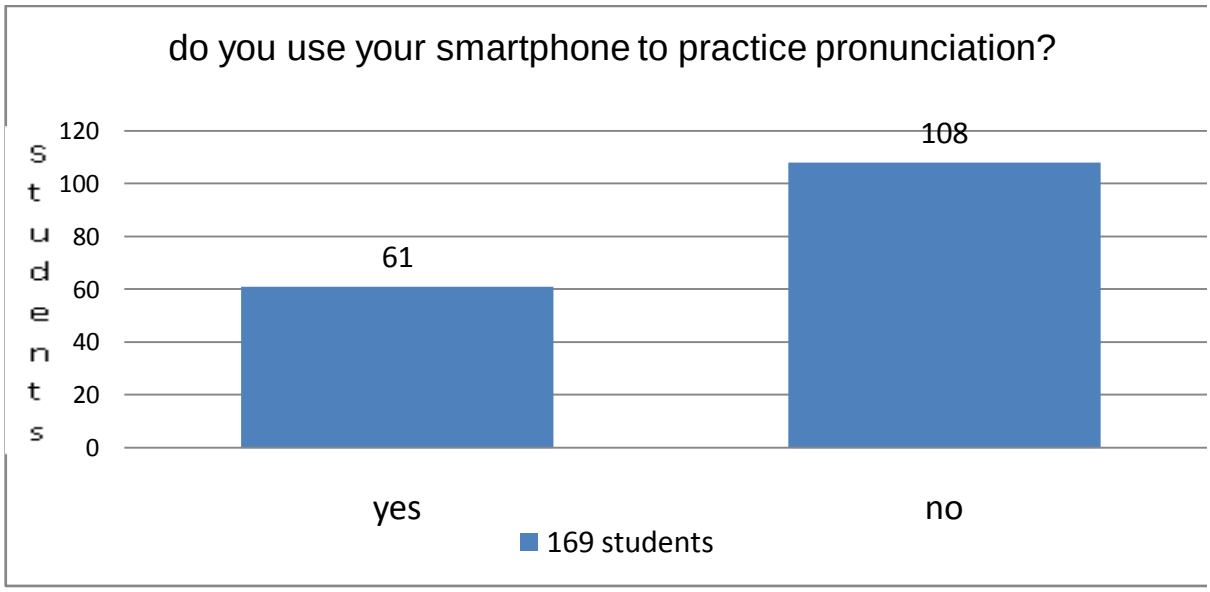


The information in the first graphic shows that 114 students have already downloaded an application to practice pronunciation, but 55 students responded no. this result tells that the majority of students use smartphones to practice pronunciation as a technological resource. According to the second chart 55 students who have never downloaded an application to practice pronunciation, only 32 have considered downloading one and 23 of them do not consider doing so; therefore, 23 students do not use the smartphone to practice pronunciation Most likely that small amount of students are the ones who are more than 26 years old and those ones are not interested in technology for learning purposes; hence, it is worth trying the best to involve the older students with technology by giving them extracurricular activities to overcome the fear of technology and they will also be on the go with the youngest ones.

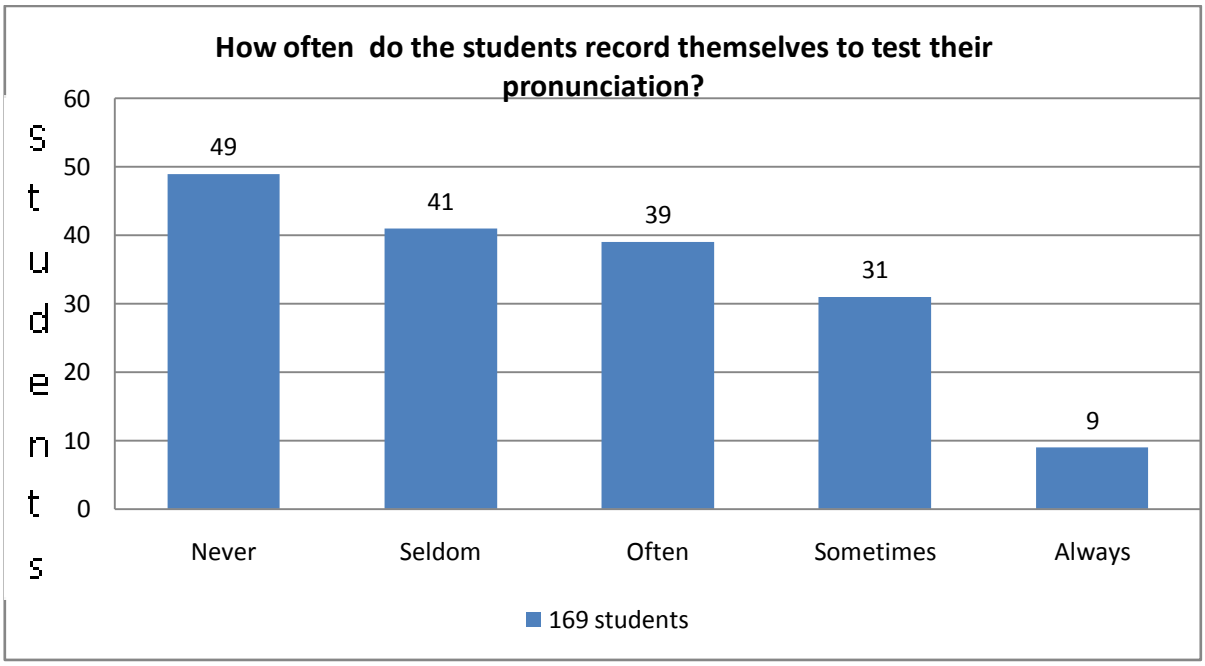


In the above chart, the application English Pronunciation Training and Sounds are the most used by the students according to the findings in the surveys. This means that teachers can adopt the most favorite applications, for example

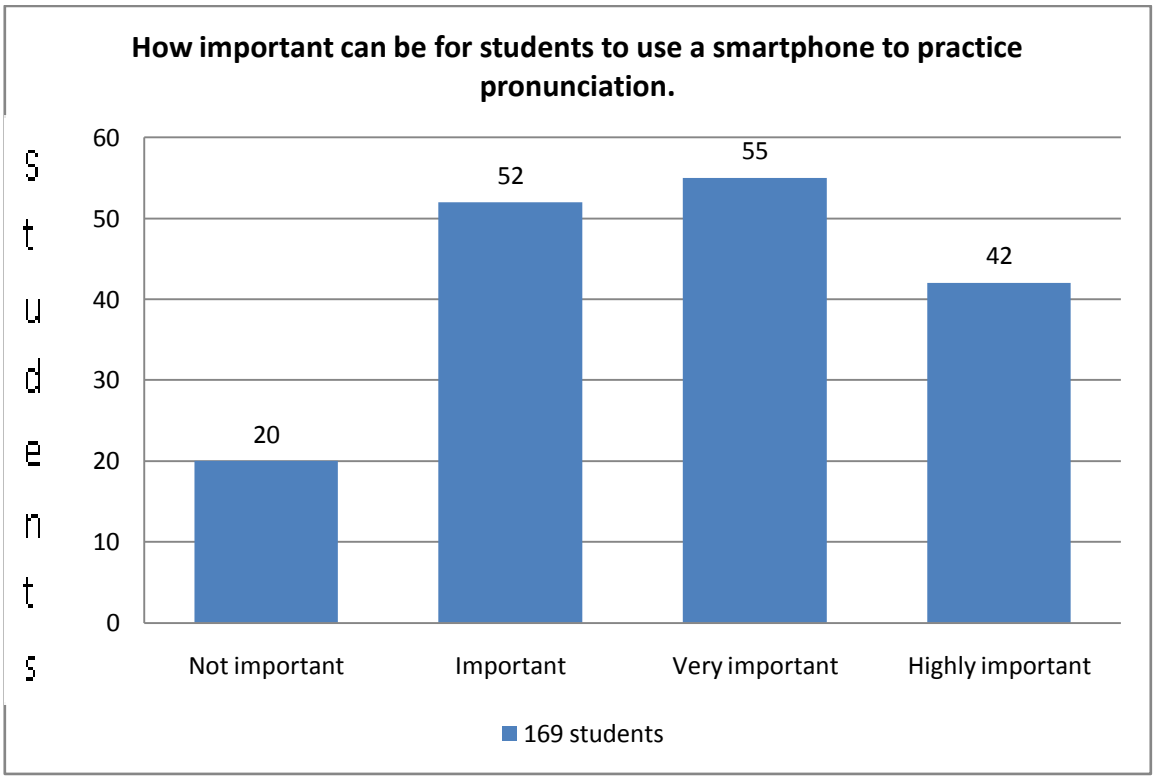
- Sounds, this application has plenty of pronunciation practice exercises such as vocabulary wordlists and an interactive phonemic chart.
- English Pronunciation Training. With this application the students can learn some important topics about speaking English properly such as. Pronouncing the R sound, mouth and tongue positions when pronouncing words, voiced and unvoiced sounds and besides that, the students can view their progress.
- Pronunciation Clear Speech by Cambridge
- Merriam Webster Dictionary
- Others such as Doulingo.



According to the above findings, only 61 students use their smartphones to practice pronunciation and 108 students do not use it to do so, therefore there is a tendency that the majority does not use this technological resource to practice pronunciation. And it is recommended that the Foreign Language Department should give extra curricula activities to the students to practice pronunciation inside and outside the classroom for example; to record themselves or practicing minimal pairs, the Schwa sound among other pronunciation exercises.

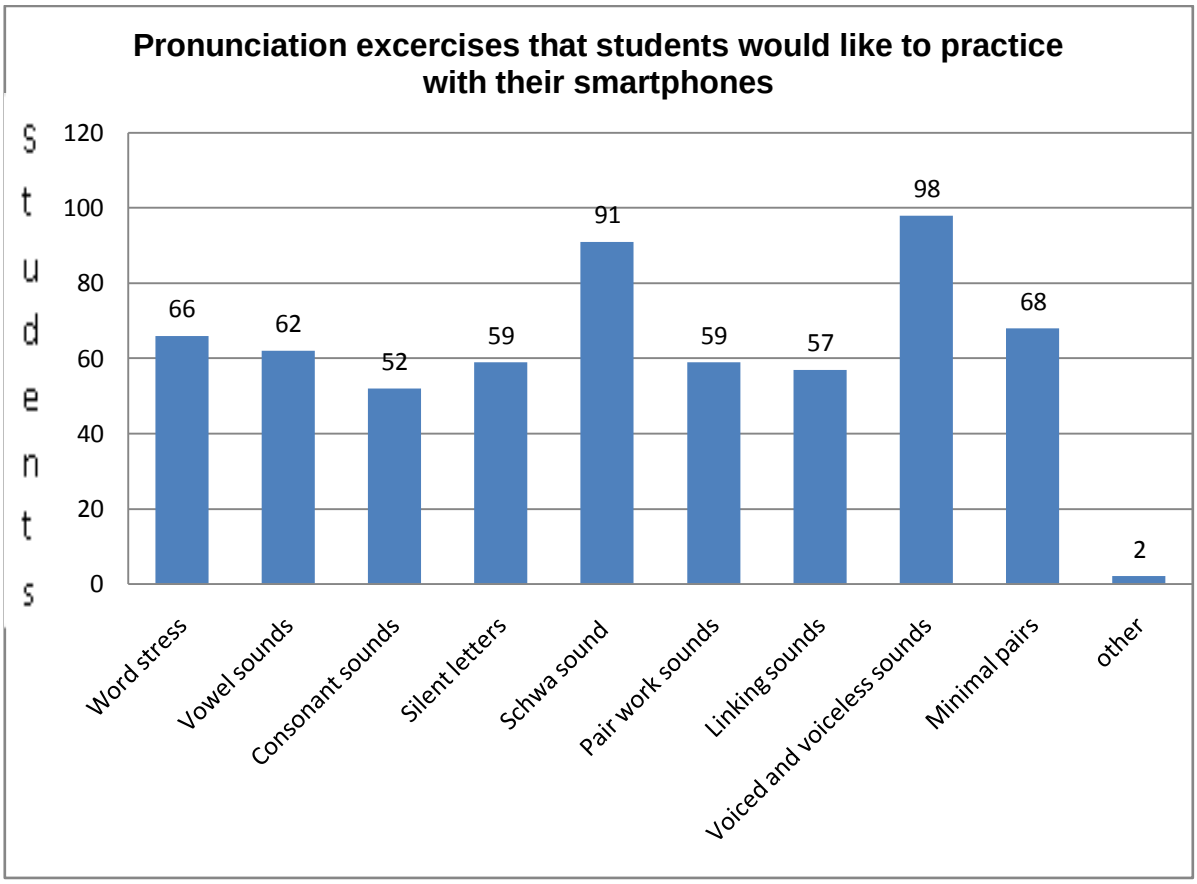


Here can be observed the frequency that students record themselves to test their pronunciation as it follows, 49 of them never do it, 41 of them seldom do it, 39 of them often do it, 31 of them sometimes do it and only 9 of them do it. This means that the majority of them never record themselves to test their pronunciation. This means students are not using technology to record themselves in order to check their pronunciation. Students should be encouraged to use the smartphones to practice pronunciation and teachers should make sure that students do not get distracted by social media and set clear learning objectives by finding creative ways to use social media and apps within lesson plans. For example a good exercise is to let students find a video or a scene from a movie and make them choose at least two sentences and record themselves to match the stress, tone and pronunciation of the listening, then they can compare the two and see what they did differently, and try again until the pronunciation is improved in a serious and funny way with the help of smartphones.



The information in the graphic shows the importance that students have to use a smartphone to practice pronunciation. 20 of them answered not important, 52 answered important, 55 answered very important and 42 answered highly important.

With these findings the adoption of smartphones to practice pronunciation at the Foreign Language Department can be a promising success and mobile learning will encourage students for self-learning because m-learning will help students improve their pronunciation anytime and anywhere.



It is observed in the chart above voiced and voiceless sounds along with the schwa sound are the more appealing pronunciation exercises that students would like to practice with their smartphones. This means that students should be given extracurricular activities for pronunciation practice and reinforces the weaknesses by adding more interesting exercises in the lesson plans so that pronunciation can be practiced inside and outside the classroom.

CHAPTER V: CONCLUSION

Smartphones are highly attractive among the students from the Foreign Language Department because they provide different options to spend time, to communicate, to entertain, to have educational purposes, for self-instructions, to read books and to practice English pronunciation.

This study described whether or not smartphones are used to practice pronunciation in order to enhance that skill on sophomore students of the Foreign Language Department at the University of El Salvador from semester 1, 2016. The expected results demonstrated that the real use of smartphones in an academic context is not good enough to exploit this tool as a technological resource in the preliminary results. We analyzed the questions in the survey given to the students to describe whether or not they can download applications and what applications are popular for them to be used for mobile learning purposes since there are plenty of educational applications to practice English pronunciation in the Internet from Google Store and Apple Store and most of them are at no cost whatsoever.

There was also described how much time they spend on them, the brands, how much time are connected to the Internet, the capacity of the random access memory to run those applications. The results confirmed that the majority of students own this technological resource; moreover It is remarkable the time the majority of students spend in their smartphones; hence, the teachers can realize that the applications in which their time is spent the most are not related with educational purposes. Even though 114 students stated that they have downloaded applications

to enhance pronunciation, and that it is highly important for them to practice pronunciation in their smartphones, but there is still a small amount of older students who are not interested in practicing that skill, therefore extracurricular activities should be given to those students.

The analysis of this descriptive research reflects that despite the fact that students spend a great amount of time in their smartphones and the impact in the development of educative activities is the least among the students, for example, the improvement of English pronunciation is not the most effective, taking into account the time spent on other applications such as Whatsapp, YouTube, email service rather than the ones to enhance the pronunciation skill; therefore, the smartphones need to be considered a technological resource to practice English pronunciation in the Foreign Language Department of the University of El Salvador.

CHAPTER VI: RECOMMENDATIONS

This descriptive research gives the following recommendations based on the results of the survey answered by the students.

1. The use of smartphones everywhere is nowadays a reality, and according to the data collected it can be a powerful tool for learning purposes. That is the reason why it is recommended to be used for educational purposes especially in pronunciation practice at the Foreign Language Department.

2. Considering that a high percentage of students who have smartphones know how to download applications, it is recommended that the Foreign Language Department should give extra curricula activities to the students to practice pronunciation inside and outside the classroom for example; to record themselves or practicing minimal pairs, the Schwa sound among other pronunciation exercises.

3. It is suggested to encourage students to devote more time in their smartphones to enhance pronunciation by providing them more pronunciation tasks as well as homework assignments that require the usage of smartphones as technological tools to enhance pronunciation.

4. Taking into account the operative system and the random access memory from the students´ smartphones. It is recommended that the Foreign Language Department should take advantage by adding the use of smartphones to the curricula or lesson plans and by doing that, students can even have a paperless

environment to promote mobile learning to practice pronunciation.

5. It is recommended to encourage students to record themselves so that they can check their pronunciation. There is a small amount of students who do so; therefore, students should use more often the technology of smartphones for pronunciation practice like any other activity the do.

6. Due to the fact that a great amount of students are connected to the Internet, it would be a good recommendation for them to keep downloading applications to practice pronunciation besides to check the meaning or pronunciation of a new word instead of accessing to non-educational websites.

7. It is recommended to have more extracurricular activities for the students to practice pronunciation with the help of the applications that the students prefer the most, for example, Youtube. This one can be a good source because the majority of students, access to it with no cost and it has a wealth of appealing videos for practicing English pronunciation.

8. The Foreign Language Department should ask students which application they have already downloaded and come into an agreement to use the ones they prefer, for example, Sounds, English pronunciation training, Pronunciation clear speech by Cambridge and others mentioned by them such as Duolingo.

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APPENDIXES

CHAPTER VIII: APPENDIXES

Appendix 1

UNIVERSITY OF EL SALVADOR
School of Sciences and Humanities
Foreign Language Department

Instructions: Please feel candid to answer the following questions about you by ticking in the squares.

A) PERSONAL INFORMATION.

1. *Gender:* *A. Male* ☐ *B. female* ☐

2. *Age Range:* *A) 16 – 20* *B) 21 – 25* *C) 26 - or more*

3. *Marital Status:*

   A.. Married ☐ *B. Domestic Partnership* ☐ *C. Divorced* ☐

   D. Single ☐ *E. Separated* ☐ *F. Widow(er)* ☐

4. *Are you employed?* *A. yes* ☐ *B. no* ☐

5. *If yes, what is your monthly income range?*

   A) Less than $100 *B) $100-$350* *C) $350-$500* *D) More than $500*

B) GENERAL INFORMATION ABOUT SMARTPHONES.

1. *What type of mobile devices do you have?(You may tick more than one)*

   A. TABLET ☐
   B. SMARTPHONE ☐
   C. BASIC PHONE ☐

2. *Do you have a permanent Internet access on your mobile device?*

   A. Yes ☐ *B. No* ☐

3. *How much time do you spend using your smartphone per day?*

   A) 1 to 30 minutes ☐ *B) 30 to 60 minutes* ☐ *C) More than 60 minutes.* ☐

4. *From the following application list, tick the average time you spend on each, once you start Using them without any interruptions.*

Time / *applications*	*A. 0-5 minutes*	*B. 6-10 minutes*	*C. 11-15 minutes*	*D. 16-20 minutes*	*E. 21-25 minutes*	*F. 26- or more*
1.Facebook						
2.WhatsApp						
3. Instagram						
4.Youtube						
5.Email services						

5. From the following list, tick the common activities you do on your cell phone? (You may tick more than one)

A.To devote time ☐ *B. to communicate* ☐ *C. for self-instruction* ☐

D. To read books ☐ *E. to practice English Pronunciation* ☐ *D.for entertainment* ☐

6. From the following activities, which is the one you use the most in a daily basis?

A. Communication ☐ *B. Information access* ☐ *C. Organization* ☐

Then, tick (√) the importance of the category you selected as follows. Taking into account that:

NI = Not Important I=Important VI = Very Important HI= Highly Important

A. Communication

1. Simple call	*A) N I*	*B) I*	*C) V I*	*D) H I*
2.Team work	*A) N I*	*B) I*	*C) V I*	*D) H I*
3. Homework Planning	*A) N I*	*B) I*	*C) V I*	*D) H I*
4. To communicate with peers	*A) N I*	*B) I*	*C) V I*	*D) H I*
5. To share data information	*A) N I*	*B) I*	*C) V I*	*D) H I*

B. Information access

1. Downloads	*A) N I*	*B) I*	*C) V I*	*D) H I*
2. Searching	*A) N I*	*B) I*	*C) V I*	*D) H I*

C. Organization

Notes Elaboration	*A) N I*	*B) I*	*C) V I*	*D) H I*
Phonebook Managing	*A) N I*	*B) I*	*C) V I*	*D) H I*
Schedule Reminder	*A) N I*	*B) I*	*C) V I*	*D) H I*

7. Do you know how to download and install applications in your smartphone?

A.yes ☐ *B. No* ☐

8. If your answer is yes, what is your favorite store to download applications?

A. Google play store ☐ *B. App store* ☐

9. Where do you usually use your smartphone the most? (You may tick more than one)

A.Home ☐ *B.Campus* ☐ *C. workplace* ☐ *D. public areas* ☐

E. public transportation ☐ *F. private transportation* ☐

10. Where do you feel safer to use your smartphone? (You may tick more than one)

A. Home ☐ *B. Campus* ☐ *C. workplace* ☐ *D. public areas* ☐

E. public transportation ☐ *F. private transportation* ☐

C) TYPES OF SMARTPHONES OR SPECIFICATIONS

1. *What are the specifications you look for on a cell phone? (You may tick more than one)*

A. Resolution ☐ *B.Ram* ☐ *C.Long lasting battery* ☐ *D.Screen size* ☐

E. Memory ☐ *F.All of them* ☐

2. *From the following specifications list select the ones your smartphone has*

A. MEMORY ACCES OR RAM	***B.BATTERY***	***C. SCREEN SIZE***
A. 512 Megabyte ☐	*A. 12 hours* ☐	*A. 3 inches* ☐
B. 2 Gigabyte ☐	*B. 24 hours* ☐	*B. 4 inches* ☐
C. 3 Gigabyte ☐	*C. 48 hours* ☐	*C. 5 inches* ☐
D. 4 Gigabyte ☐		*D. 6 inches* ☐

D. INTERNAL MEMORY OR ROM	***E.SCREEN RESOLUTION***
A. 512 Megabyte ☐	*A. Between 320 to 480 pixels* ☐
B. 1-2 Gigabytes ☐	*B.Between960 to 1136 pixels* ☐
C 2-16 Gigabyte ☐	

3. *What type of operative system does your smartphone have?*

A. ANDROID ☐ *B. WINDOWS* ☐

C. BLACKBERRY ☐ *D. iOS* ☐

4. *Please specify the version of your operative System.*

_____

5. *What type of data plan does your mobile have?*

A. Prepaid ☐ *B. Post-paid* ☐ *C. None of them* ☐

6. *Do you try to find open Wi-Fi connection to get access to Internet?*

A. Never ☐ *B. Seldom* ☐ *C Often* ☐ *D. Sometimes* ☐ *E. Always* ☐

7. *How often is your smartphone connected to Internet?*

. A. Never ☐ B. Seldom ☐ C. Often ☐ D. Sometimes ☐ E. Always ☐

8. *Please select from the list below, the brand of your smartphone.*

A.SAMSUNG ☐	*F. IPHONE ☐*
B. NOKIA ☐	*G. SONY ☐*
C. BLACKBERRY ☐	*H. HUAWEI ☐*
D. LG ☐	*I. ALCATEL ☐*
E. GO MOBILE ☐	*J. OTHER ☐*

D) EDUCATIONAL PURPOSES

1. *How often do you use your smartphone in class?*

A. Never ☐ B. Seldom ☐ C. Often ☐ D. Sometimes ☐ E. Always ☐

2. Do you use your Smartphone to check the pronunciation of a new word?

A. Never ☐ B. Seldom ☐ C. Often ☐ D. Sometimes ☐ E. Always ☐

3. *Have you ever downloaded an application to improve your pronunciation?*

A. Yes ☐ B. No ☐

4. *If the above answer is yes, have you ever downloaded one of the following applications to practice pronunciation? (Please tick the ones you already know)*

A) Dragon dictation	
B) English Pronunciation Training	
C) Howj Say Pronunciation Dictionary	
D) Pronunciation clear Speech by Cambridge University Press	
E) English Pronunciation by Oxford University Press	
H) Merriam Webster Dictionary	
I) the pronunciation APP Sounds by Macmillan	

J) Nice Pronunciation King	
L) Other: _____	

5. *If your answer is no, have you consider downloading one application to practice pronunciation?*

   A. Yes ☐ *B. No* ☐

6. *Besides the pronunciation classes attended at the University, do you use your smartphone to practice English pronunciation?*

   A. Yes ☐ *B. No* ☐

7. *How often do you record yourself to test your pronunciation using your smartphone?*

   A. Never ☐ *B. Seldom* ☐ *C. Often* ☐ *D. Sometimes* ☐ *E. Always* ☐

8. *How important can be for you to use a smartphone to practice pronunciation?*

   A. Not important ☐ *B. Important* ☐ *C. Very important* ☐ *D. Highly important* ☐

9. *Do you consider buying a new or better smartphone to practice pronunciation?*

   A. Not important ☐ *B. Important* ☐ *C. Very important* ☐ *D. Highly important* ☐

10. *How important can be a smartphone to be used in any place to practice pronunciation?*

    A. Not important ☐ *B. Important* ☐ *C. Very important* ☐ *D. Highly important* ☐

11. *How convenient is to use a smartphone to practice pronunciation?*

    A. Not important ☐ *B. Important* ☐ *C. Very important* ☐ *D. Highly important* ☐

12. *From the following list of pronunciation exercises, which ones would you like to practice using a smartphone? (you may tick more than one)*

TYPES OF EXERCISES	*EXAMPLES*	
A) Word stress and vowel length sounds	*energy, sofa , Canada, China*	
B) Vowel sounds	*blue, house, book, feet, cake*	
C) Consonant sounds	*safe, home, load, man*	
D) Silent letters	*walked, business chocolate*	
E) Schwa sound ə	*travel, pilot, ticket pencil*	
F) Pair work sounds	*can and can´t, object & object*	
G) Linking sounds	*cream and sugar, call him*	
H) Voiced and voiceless sounds	*teeth, bath; teethe, bathe*	
I) Minimal pairs	*race & lace berry & belly*	
J) Other: _____		

13. Do you recommend any application you have already used to practice pronunciation?

_____

APPENDIX 2

ANSWER SHEET 1. AGES 16-20 70 STUDENTS

Instructions: Please tick the choice you have chosen to answer the suervey (√)

A) PERSONAL INFORMATION.

1	A	72	B	97								169
2	A	70	B	81	C	18						169
3	A	3	B	0	C	0	D	67	E	0	F	0	70
4	A	5	B	65								70
5	A	0	B	2	C	2	D	1				5

B) GENERAL INFORMATION ABOUT SMARTPHONES

1	A	0	B	70	C	0						70
2	A	26	B	44								70
3	A	12	B	19	C	39						70

4	1 Facebook	A	13	B	13	C	13	D	5	E	7	F	15	66
	2 Whatapp	A	12	B	10	C	9	D	11	E	7	F	17	66
	3 Insagram	A	15	B	10	C	12	D	11	E	5	F	4	57
	4 Youtube	A	10	B	8	C	7	D	9	E	11	F	21	66
	5 Email service	A	24	B	15	C	3	D	6	E	5	F	5	58

5	A	14	B	37	C	18	D	13	E	35	F	46	149
6	A	44	B	23	C	3						70

A. Communication

1. Simple call	A	7	B	33	C	12	D	10	62
2. Team work	A	9	B	21	C	22	D	10	62
3. Homework Planning	A	4	B	16	C	20	D	17	57
4. To communicate with peers	A	7	B	22	C	20	D	17	66
5. To share data information	A	7	B	21	C	18	D	16	62

B. Information access

1. Downloads	A	3	B	9	C	5	D	6	23
2. Searching	A	8	B	4	C	11	D	0	23

C. Organization

Notes Elaboration	A	1	B	1	C	1	D	0	3
Phonebook Managing	A	0	B	1	C	2	D	0	3
Schedule Reminder	A	2	B	0	C	1	D	0	3

7	A	57	B	13								70
8	A	45	B	12								57
9	A	52	B	32	C	8	D	2	E	4	F	12	110
10	A	62	B	24	C	17	D	1	E	3	F	17	124
													60

ANSWER SHEET 2. AGES 16-20 70 STUDENTS

C) TYPES OF SMARTPHONES OR SPECIFICATIONS

1	A	17	B	19	C	16	D	14	E	25	F	32	123

2	A RAM	A	15	B	30	C	17	D	8	70
	B Battery	A	32	B	28	C	10			70
	C SCEEN S	A	14	B	29	C	19	D	8	70
	D ROM	A	13	B	38	C	19			70
	E SCREEN	A	29	B	41					70

3	A	51	B	12	C	5	D	2	70

4 _____

5	A	45	B	17	C	8													70
6	A	6	B	15	C	15	D	15	E	19									70
7	A	2	B	9	C	21	D	19	E	19									70
8	A	17	B	3	C	12	D	8	E	3	F	3	G	6	H	9	I	10	J	9	80

D) EDUCATIONAL PURPOSES

1	A	12	B	21	C	18	D	15	E	4									70
2	A	12	B	11	C	9	D	21	E	17									70
3	A	48	B	22															70
4	A	0	B	7	C	2	D	7	E	6	F	1	G	1	H	10	I	8	42

J .OTHER _____

5	A	12	B	10															22
6	A	25	B	45															70
7	A	18	B	21	C	15	D	12	E	4									70
8	A	5	B	20	C	25	D	20											70
9	A	21	B	23	C	18	D	8											70
10	A	7	B	25	C	28	D	10											70
11	A	7	B	19	C	31	D	13											70

12	A	26	B	21	C	20	D	26	E	36	F	27	G	18	H	43	I	27	J		244

J .OTHER _____

13 Duolingo _____

_____

61

ANSWER SHEET 1. **AGES 21-25 81 STUDENTS**

Instructions: Please tick the choice you have chosen to answer the suervey (√)

A) PERSONAL INFORMATION.

1	A	33	B	48								81
2	A	70	B	81	C	18						169
3	A	6	B	0	C	0	D	75	E	0	F	0	81
4	A	22	B	59								81
5	A	4	B	8	C	6	D	4				22

B) GENERAL INFORMATION ABOUT SMARTPHONES

1	A	17	B	81	C	15						113
2	A	25	B	56								81
3	A	17	B	21	C	43						81

4	1 Facebook	A	11	B	11	C	20	D	18	E	5	F	15	80
	2 Whatapp	A	11	B	10	C	11	D	10	E	10	F	26	78
	3 Insagram	A	27	B	8	C	11	D	8	E	7	F	9	70
	4 Youtube	A	7	B	8	C	12	D	11	E	9	F	3	50
	5 Email service	A	26	B	23	C	6	D	3	E	3	F	5	66

5	A	11	B	54	C	25	D	27	E	37	F	42	185
6	A	50	B	29	C	2						81

A. Communication

1. Simple call	A	11	B	26	C	7	D	6	50
2. Team work	A	9	B	16	C	11	D	14	50
3. Homework Planning	A	3	B	13	C	16	D	18	50
4. To communicate with peers	A	10	B	17	C	15	D	8	50
5. To share data information	A	5	B	17	C	18	D	10	50

B. Information access

1. Downloads	A	3	B	8	C	7	D	11	29
2. Searching	A	2	B	2	C	10	D	15	29

C. Organization

Notes Elaboration	A	0	B	1	C	0	D	1	2
Phonebook Managing	A	1	B	0	C	1	D	0	2
Schedule Reminder	A	2	B	0	C	0	D	0	2

7	A	71	B	10								81
8	A	56	B	15								71
9	A	66	B	32	C	10	D	11	E	3	F	9	131
10	A	70	B	37	C	10	D	0	E	0	F	17	134
												62

ANSWER SHEET 2. AGES 21-25 81 STUDENTS

C) TYPES OF SMARTPHONES OR SPECIFICATIONS

1	A	25	B	23	C	11	D	9	E	30	F	40	138

2	A RAM	A	21	B	27	C	11	D	22	81
	B Battery	A	43	B	24	C	14			81
	C SCEEN S	A	15	B	29	C	24	D	13	81
	D ROM	A	25	B	31	C	25			81
	E SCREEN	A	44	B	37					81

3	A	65	B	8	C	4	D	4	81

4 _____

5	A	47	B	15	C	19													81
6	A	14	B	16	C	8	D	19	E	24									81
7	A	4	B	8	C	23	D	29	E	17									81
8	A	23	B	8	C	1	D	6	E	8	F	8	G	1	H	8	I	9	J	9	81

D) EDUCATIONAL PURPOSES

1	A	17	B	25	C	18	D	18	E	3									81
2	A	16	B	8	C	16	D	17	E	24									81
3	A	54	B	27															81
4	A	1	B	9	C	2	D	10	E	7	F	10	G	8	H	0	I	12	59

J .OTHER _____

5	A	16	B	11						27
6	A	29	B	52						81
7	A	24	B	16	C	19	D	17	E	5	81
8	A	14	B	26	C	22	D	19			81
9	A	24	B	20	C	27	D	10			81
10	A	15	B	37	C	21	D	8			81
11	A	10	B	25	C	27	D	19			81

12	A	34	B	31	C	23	D	29	E	44	F	29	G	33	H	46	I	36	J	0	305

J .OTHER _____

13 Duolingo _____

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ANSWER SHEET 1. **AGES 26 OR MORE 18 STUDENTS**

Instructions: Please tick the choice you have chosen to answer the suervey (√)

A) PERSONAL INFORMATION.

1	A	72	B	97								169
2	A	70	B	81	C	18						169
3	A	7	B	0	C	0	D	11	E	0	F	0	18
4	A	8	B	10								18
5	A	0	B	2	C	4	D	1				7

B) GENERAL INFORMATION ABOUT SMARTPHONES

1	A	12	B	18	C	5						18
2	A	6	B	12								18
3	A	4	B	6	C	8						18

4	1 Facebook	A	2	B	3	C	3	D	3	E	0	F	6	17
	2 Whatapp	A	7	B	4	C	0	D	0	E	1	F	2	14
	3 Insagram	A	7	B	0	C	1	D	0	E	1	F	4	13
	4 Youtube	A	3	B	5	C	1	D	1	E	0	F	4	14
	5 Email service	A	4	B	4	C	1	D	1	E	3	F	1	14

5	A	0	B	16	C	2	D	3	E	7	F	7	35
6	A	14	B	3	C	1						18

A. Communication

1. Simple call	A	1	B	3	C	2	D	8	14
2. Team work	A	1	B	2	C	4	D	7	14
3. Homework Planning	A	0	B	8	C	5	D	1	14
4. To communicate with peers	A	0	B	4	C	3	D	7	14
5. To share data information	A	0	B	4	C	4	D	6	14

B. Information access

1. Downloads	A	0	B	2	C	0	D	1	3
2. Searching	A	0	B	0	C	1	D	2	3

C. Organization

Notes Elaboration	A	0	B	0	C	1	D	0	1
Phonebook Managing	A	0	B	1	C	0	D	0	1
Schedule Reminder	A	0	B	0	C	1	D	0	1

7	A	12	B	6								18
8	A	9	B	3								12
9	A	16	B	5	C	1	D	3	E	1	F	1	27
10	A	17	B	16	C	1	D	0	E	0	F	1	35
												64

ANSWER SHEET 2. AGES 26 OR MORE 18 STUDENTS

C) TYPES OF SMARTPHONES OR SPECIFICATIONS

1	A	3	B	3	C	5	D	4	E	5	F	8	28

2	A RAM	A	8	B	4	C	3	D	3	18
	B Battery	A	10	B	5	C	3			18
	C SCEEN S	A	6	B	4	C	4	D	4	18
	D ROM	A	6	B	4	C	8			18
	E SCREEN	A	8	B	10					18

3	A	16	B	2	C	0	D	0	18

4 _____

5	A	9	B	3	C	6													18
6	A	1	B	3	C	5	D	5	E	4									18
7	A	1	B	2	C	5	D	7	E	3									18
8	A	6	B	0	C	1	D	3	E	1	F	1	G	0	H	5	I	1	J	0	18

D) EDUCATIONAL PURPOSES

1	A	4	B	8	C	2	D	4	E	0									18
2	A	3	B	4	C	5	D	5	E	1									18
3	A	12	B	6															18
4	A	0	B	5	C	2	D	2	E	0	F	4	G	1	H	4	I	2	20

J .OTHER _____

5	A	4	B	2						6
6	A	7	B	11						18
7	A	7	B	4	C	5	D	2	E	0	18
8	A	1	B	6	C	8	D	3			18
9	A	7	B	6	C	4	D	1			18
10	A	2	B	9	C	5	D	2			18
11	A	1	B	8	C	8	D	1			18

12	A	6	B	10	C	9	D	4	E	11	F	3	G	6	H	9	I	5	J	0	63

J .OTHER _____

13 Duolingo _____

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TIMETABLE 2016

APPENDIX 3

N°	ACTIVITIES/MONTH	MARCH				APRIL				MAY				JUNE				JULY				AUGUST			
		Weeks				Weeks				Weeks				Weeks				Weeks				Weeks			
		1	2	3	4	1	1	2	3	4	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Advisor`s assignation																								
2	Tutoring																								
3	Elaboration of the research profile																								
4	Elaboration of thestatement of the problem.																								
5	Elaboration of historical background and theoretical framework																								
6	Elaboration of type of study																								
7	Elaboration of research study																								
8	Elaboration of research desing																								
9	Elaboration of population and simple																								
10	Documentation of students																								
11	Data gathering process																								
12	Elaboration of data analysis																								
13	Presentation of major findings																								