UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREING LANGUAGE DEPARTMENT

RESEARCH PROJECT:
THE IMPACT OF USING BLOGS AND VLOGS AS AN INTERCULTURAL RESOURCE FOCUSED ON THE ORAL SKILLS IN ENGLISH CLASSES FOR ADULTS IN A COMMUNITY SERVICE HOURS OF THE SUPS IN THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR IN THE YEAR 2017.

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INTRODUCTION

The present research work is based on the study of the impact of using blogs and vlogs as an intercultural resource focused on the oral skills in English classes for adults in a community service hours of the SUPS in the Foreign Language Department of the University of El Salvador in the year 2017.

The main objective of this research is to show the impact of the use of blogs and video blogs in the process of learning English as a second language, more than anything by applying these intercultural resources in adult students. Also, to explain what the advantages and disadvantages are when there is no adequate equipment in the classroom. In addition, the methodology selected for this study was qualitative and descriptive method, which means that the research group worked with non-numerical data. Furthermore, it is important to mention that the investigation was carried out with the non-experimental research design, where researchers have complete control over the extraneous variables and can predict confidently that the observed effect on the dependable variable is only due to the manipulation of the independent variable. For the development of this research it was necessary to use instruments such as observation, checklist and questionnaires, which were very helpful at the time of collecting the information and obtaining the necessary results, and completing the investigation.

The research work contains nine chapters, in which the specific aspects of it are structured. First of all, it has the chapter one, statement of the problem, about using blogs and vlogs in the classroom for a better way to learn English, for adult students from the SUPS project; it contains also the objectives, general and specific, justification and assumptions. Subsequently, in chapter two, it is presented the theoretical framework, which contains the theories and approaches that supported the research work.

Chapter three consists of the research methodology that makes a perfect description of how the process of obtaining results was carried out, the methodological design

applied, the instruments used, the stipulated time, description of population and sample. Chapter four includes the answers to the research questions that were provided by applying the information in the theoretical framework, the expert's opinion and the experience lived in the four sessions given in the adult learner's classroom.

Then, chapter five consists of the analysis of the results, which contains the unified points of view of the students regarding the use of blogs and vlogs for their English learning processes, which could be obtained thanks to the four sessions worked in the classroom with the research team. Also, it is important to remark aspects such as motivation, acquisition of new vocabulary, knowledge of new cultures and oral expression.

Finally, the research work closed up with chapter six, the conclusions and the chapter seven; the recommendations, which were reached thanks to the whole investigation process. Moreover, in chapter eight, it can be found the limitations where the investigators explain some difficulties that happened in the research project process. Then chapter nine: references that the research required to be supported. At the end of the work chapter ten includes the appendices, the attachments and the instruments that were used in the research.

CHAPTER I: STATEMENT OF THE PROBLEM

The Foreign Language Department of the University of El Salvador has different English courses adapted as community service hours of the SUPS, in which English classes for adults are mentioned. These courses have two different schedules in which there are adult students who are learning English while they are waiting for their children who are also in English classes.

English classes for adults are meant to prepare students who develop a high level of language skills. After having passed this course, they are expected to reach an intermediate or high level. However, this is not what really happens at the end of the course with all of the students, due to the few time of the students, since the majority of them are professionals and they already have a stable job and a family and also the lack of motivation from some of them since aging does affect learning in that as adults become older their physical functions such as sight and hearing begin to degrade. However, their capability to learning does not degrade. If adult learners are allowed to pace the speed of learning, the adult students are as proficient as younger learners and are more visual and they like to build on prior learning experiences and to bring their experiences into the classroom to share. That is why it emerged the necessity to test the impact of the application of these two technological tools such as "blogs" and "video blogs" to get the attention of the students and at the same time to help them to improve their language skills mainly the oral skills.

It is known that is necessary to use different tools to reach the levels required for English. Nowadays, technology plays an important role in the teaching-learning process. These technological tools are called Blogs and video blogs, these resources are very useful for the learning process of the students. However, it can be the lack of these resources in the classrooms of the Foreign Language Department of the University of El Salvador, this absence of tools leads most of the students not to be competent in the English language, since this helps the vocabulary and the enrichment of knowing different cultures, for that

reason researchers consider highly important to analyze the impact of using blogs and video blogs on students of Basic English in adults' classes. This new educational technology is supporting both teaching and learning processes; technology has digitized classrooms through digital learning tools like, computers, iPads and cellphones, among others. Nevertheless, not everyone has access to them.

1.1 RESEARCH QUESTIONS

Research general question:

What is the impact of using blogs and vlogs as intercultural resources focused on the oral skills in English classes for adults in a community service hours of the SUPS in the Foreign Language Department of the University of El Salvador in the year 2017?

Research specific questions:

1- How can do blogs and vlogs be used in the learning process for adult English classes?

2- What are the advantages and disadvantages of using blogs and vlogs in English classes?

3- What knowledge and cultural information do adult English students acquire by using blogs and vlogs?

1.2 OBJECTIVES

General Objective

- To describe the impact of using blogs and vlogs as an intercultural resource focused on the oral skills in English classes for adults in a community service hours of the SUPS in the Foreign Language Department of the University of El Salvador in the year 2017.

Specifics Objectives

- To demonstrate the use of blogs and vlogs in the learning process of students from the group "English classes for adults" from the SUPS project.

- To show the advantages and disadvantages of using blogs and vlogs in English classes.

- To determine the acquired knowledge and cultural information of using blogs and vlogs in English classes for adults.

1.3 JUSTIFICATION

To begin with, this research project is focused on evaluating the impact of using blogs and vlogs as an intercultural resource focused on the oral skills in English classes for adults in a community service hours of the SUPS in the Foreign Language Department of the University of El Salvador. The researchers decided to carry out this study since the students from this program start this course without any knowledge of English, therefore it would be more viable for the researchers to determine if there is a progress or not in their competences in the language aforementioned.

Since English became a worldwide language, people around the world study this language as major or as a way to communicate to have better job opportunities in the future and the technology is a tool to reach those objectives. So, the research team decided to study the impact of using blogs and vlogs in the English classes. As a consequence the researchers have focused this study in a project from the SUPS that was created as a necessity for helping students to do the social service and also for helping people who are interested in learning a new language.

During recent years, using blogs and video blogs have emerged as a language learning tool; this technique has come to constitute an important place within the context of EFL. On the other hand, there still remain unsolved issues as to how EFL teachers can effectively incorporate blogs into their teaching activities within their existing curricula and what the research shows about using blogs as an instructional strategy.

The aim of this research is to discover the importance of using blogs and video blogs for oral learning process in the English classes for adults. Taking into account the cultural acquisition. The use of blogs in language learning contributes to gaining cultural knowledge, provides opportunities to explore the target culture, and increases cultural awareness. Research shows that learners gain cultural knowledge via blogs and video blogs and have opportunities to explore the target language and culture. This study is

going to be helpful to promote the use of a variety of blogs and video blogs in the Foreign Language Department

1.4 ASSUMPTIONS

The assumptions in this investigation are the following:

- First, it is assumed that students from the English classes for adults start studying English without any knowledge of that language.

- Second, students are not provided with necessary technological resources to improve their English performance level.

- Students do not know what blogs and vlogs mean.

- Adult English students do not watch videos about the culture of other countries

- Students do not know any other way to learn English inside the classroom besides textbooks.

CHAPTER II: THEORETICAL FRAMEWORK

2.1 DUAL CODING THEORY

Dual coding theory (DCT) explains human behavior and experience in terms of dynamic associative processes that operate on a rich network of modality-specific verbal and nonverbal (or imagery) representations. We first describe the underlying premises of the theory and then show how the basic DCT mechanisms can be used to model diverse educational phenomena. The research demonstrates that concreteness, imagery, and verbal associative processes play major roles in various educational domains: the representation and comprehension of knowledge, learning and memory of school material, effective instruction, individual differences, achievement motivation and test anxiety, and the learning of motor skills. DCT also has important implications for the science and practice of educational psychology — specifically, for educational research and teacher education. It is shown not only that DCT provides a unified explanation for diverse topics in education, but also that its mechanistic framework accommodates theories cast in terms of strategies and other high-level psychological processes. Although much additional research needs to be done, the concrete models that DCT offers for the behavior and experience of students, teachers, and educational psychologists further the understanding of educational phenomena and strengthen related pedagogical practices.

According to Paivio[1]; the use of multimedia-driven instruction (e.g., projected text and images, video, computer animations) in college courses is an evergrowing practice designed to facilitate student learning and motivation (Bartlett &Strough, 2003). Theory suggests that multimedia facilitates learning because students process audio and visual information simultaneously, and this multimodal processing leading to better retention (Mayer & Moreno, 2003), in accordance with Paivio's dual-coding theory (Clark &Paivio, 1991).

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[1] **Allan Paivio** has published approximately two hundred articles and is most known for his dual-coding theory that posits that nonverbal and verbal information are stored separately in long term memory

2.2 THE USE OF TECHNOLOGY AND TECHNOLOGICAL RESOURCES IN THE TEACHING AND LEARNING FIELD OF FOREIGN LANGUAGES.

To talk about the role of technology in education it is relevant to mention two important main concepts. First, "Education refers to the process of learning and acquiring information. Education can be divided into two main types: *formal learning* through an institution such as a school and *self-taught learning* or what is often termed life experience. Generally, education is important for learning basic life skills, as well as learning advanced skills that can make a person more attractive in the job market". (Wisegeek, 2011) Contrasting the information we have another education field, which is Adult Education, which means teaching adults.

"During recent years, using blogs and video-blogs has emerged as a language learning tool, and accordingly, this technique has come to constitute an important place within the context of EFL."(Selami Aydin, 2014) On the other hand, there still remain unsolved issues as to how EFL teachers can effectively incorporate blogs and video-blogs into their teaching activities within their existing curricula and what the research shows about using them as an instructional strategy. Blogs and Video-blogs can be used in a variety of instructional settings-in classrooms, in distance-learning sites where information is broadcast from a central point to learners who interact with a facilitator via video or computer, and in self-study situations. It can be used in teachers' professional development or with students as ways of presenting content, starting conversations, and providing illustration for concepts. Teachers or students can create their own video-blogs as content for the class or as a means to assess learner's performance.

As it is well known, the term *blogger* belongs to a person who keeps a Web log (*blog*) or publish an online diary. It is like a personal chronological log of thoughts published on a Web page, the same goes for vlogger but in the video format of the matter, it means an updated personal diary in a video content.

Blogs are themed around certain topics (Kajder & Bull, 2004), and they allow bloggers and vloggers to create social relations with their readers and viewers (Gaudeul & Peroni, 2010), to use unrestricted time and place (Dyrud et al.,2005), and to give personal responses to articles (Jacobs, 2003). While most blogs are textual, a blog typically combines texts, images, videos and links to other blogs and focuses on specific areas such as art (artblogs), photographs (photoblogs), videos (videoblog or vblog). According to (Fazey, 1999; Johnston, 1999), there are a number of good reasons to use blogs and video blogs in adult classrooms.

2.2.1 THE USE OF TECHNOLOGY AS A TOOL FOR ENGLISH LEARNERS

It is a well-known fact that technology has changed the way English has been taught during the last years, as it provides teachers and learners with many advantages like the development, assessment and testing of the EFL learners' language skills, as well as it serves for educational purposes (Alsied & Pathan, 2013, Aydin, 2013).

In addition, researchers found that by using multimedia technology to incorporate pictures or video into the lesson, the teacher can provide students with the necessary contextual cues to understand new concepts. Visual information can provide the necessary bridge or scaffold between everyday language and more difficult academic language (Cruz, 2004). Moreover, technology allows students to show what they have learned in multiple ways offering a more accurate assessment of their growth.

Researchers also pointed out that English language learners in particular benefit from the reinforcement of vocabulary and concepts through pictures, graphics and video. They also benefit from being able to use technology to express themselves. Technology helps English language learners find a voice, easing the transition to a new language. In order to help students learn as much as possible and to demonstrate that knowledge, it is needed a fully and creatively use what advances in technology have to offer.

On the other hand, due to the lack of knowledge that teachers have on how to use this important device its use has been very limited. As Aydin (2013) also pointed out, if teachers received the suitable knowledge about the use of technology in the EFL teaching and learning process, they would be able to implement the use of computers effectively in the classrooms. Then, there are many factors that should be considered before using computer technology in the EFL teaching and learning process such the advantages that it offers, the limitations that it could have if teachers do not have the adequate knowledge and the effectiveness that teachers would accomplish if they received the necessary training.

To begin with, according to some researchers teachers and learners have strong arguments to support the implementation of computers technology in the EFL domain for the reason that it brings many benefits like the development, assessment, and testing of the four macro English skills. First of all, this tool can contribute a lot in the development of the listening, speaking, reading and writing skills as "it lets students to learn independently and enables them to interact with real world situations"(Hoven, 1999, as cited in Alsied & Pathan, 2013, p.63). The use of computer technology, with internet, provides websites which contain authentic materials, feedback, audios, videos, exercises, and activities to improve these skills. Second of all, the use of computer technology is effective for the assessment and testing of EFL learners, as it ensures correct assessment of their language ability. Scholars like Chapelle & Douglas 2006; Dandonoli 1986; and Stansfield 1990 as cited in Alsied & Pathan 2013 have advocated this use of computer technology in the field of foreign language assessment and testing. Students can find a variety of websites which contain online tests to assess their language abilities and proficiency.

2.2.2 THE USE OF BLOGS AS A TOOL FOR ENGLISH TEACHING AND LEARNING AREAS

A blog is an online personal journal or diary. It is a place to express yourself to the world and a place to share your thoughts and your passions. But how do blogs work on the internet? Blogs are updated frequently. It can be a food blog for sharing new recipes,

a business providing updates to its services or learning a new language blog that shares grammatical, reading, visual information. Blogs have to have new content added several times a week. They also allow reader engagement and are often included in social media because of the ability for readers to comment and have a discussion with the blogger and others who read the blog makes it social.

What about their usage as an EFL tool? The use of blogs in EFL learning is mainly supported by the constructivist approach, as their use underscores learner interactions (Kern, 2006), learner-centered and constructivist environments, social interactions, and active and social learning (Ferdig, 2007). Accordingly, the constructivist approach emphasizes the cognitive development of the learner to the extent that it is influenced by society and culture (Driscoll, 2005; Vygotsky, 1978). As blogging helps learners to construct knowledge, which refers to the process of constructing meaning from past experiences, it serves as a valuable tool for developing ideas collaboratively with peers and teachers (Jones & Brader–Araje, 2002). More specifically, with respect to EFL learning, learners can use their language knowledge in various situations, discuss their opinions with their peers, transfer their knowledge from one basic skill to another, and create a social learning environment that facilitates collaborative learning.

2.2.3 THE USE OF VIDEO-BLOGS AS A TOOL FOR ADULT ENGLISH LEARNERS

According to a report about using videos for adult English learners a video can be used in a variety of instructional settings-in classrooms, in distance-learning sites where information is broadcast from a central point to learners who interact with a facilitator via video or computer, and in self-study situations. It can be used in teachers' professional development (see, for example, Savage & Howard, 1992) or with students as ways of presenting content, starting conversations, and providing illustration for concepts.

The author also points out some advantages; there are a number of good reasons to use video in adult classrooms. Video combines visual and audio stimuli, is accessible to

those who have not yet learned to read and write well, and provides context for learning (Fazey, 1999; Johnston, 1999). For English language learners, video has the added benefit of providing real language and cultural information (Bello, 1999; Stempleski, 1992). As (Bello, 1999) explains, videos can be controlled (stopped, paused, repeated), and it can be presented to a group of students, to individuals, or for self-study. It also allows learners to see facial expressions and body language at the same time as they hear the stress, intonation, and rhythm of the language.

The report talks about use the term of "Authentic Videos" describing that there are many excellent videos that are produced as entertainment for native English speakers; they generally present real language that is not simplified and is spoken at a normal speed with genuine accents. These videos include movies, television programs, and news broadcasts; they can provide a realistic view of American culture, and their compelling story lines can motivate learners to stretch their comprehension. Additionally, using authentic videos in the classroom can provide opportunities for learners to evaluate a medium that they use in their daily life (Stempleski, 1992). This is important because, just as learners need to develop critical literacy skills in order to analyze what they read to distinguish fact from fiction or to identify an author's position on a topic and compare it to their own (Florez, 1998), they also need to be able to do this with what they see and hear, i.e., with films and television programs. As it can be read, the essence of this term is really close from the definition of a video blog nowadays.

2.2.4 YOUTUBE AS A PLATAFORM TO ACCESS VIDEOBLOGS AS A TEACHING MATERIAL

Some studies have shown the remarkable use of the YouTube website because of its free-of charge availability, and ease of use. Thus, many language tutors can use the website's videos to teach English. YouTube has become one of the most-popular websites in the world. Many students around the world like language videos, and many clips have been viewed millions of times. There is a wide selection of content for teachers to choose according to their purposes. Another reason that the author of *The Effective Use of*

YouTube Videos for Teaching English Language in Classroom as Supplementary Material, Wael Almurashi explains it is because of the negative concerns that learners face when studying in the traditional way. As an illustration, teaching English courses might be complicated for some students, and they need a method to simplify the lessons and better understand them. Moreover, learners may feel uninterested in the class since there is no enjoyment. Additionally, some students are likely to face difficulty with teaching that follows the traditional teaching routine; they may prefer another mode of learning English.

2.3 ADVANTAGES AND DISADVANTAGES OF USING VLOGS IN ENGLISH CLASSES

2.3.1 ADVANTAGES.

Facilitating thinking and comprehension

Shepard and Cooper (1982) and Mayer and Gallini (1990) made the connection between visual clues, the memory process, and the recall of new knowledge. Allam (2006) observes that the creative challenge of using moving images and sound to communicate a topic indeed engaging and insightful, but adds that it also enables students to acquire a range of transferable skills in addition to film making itself. These include research skills, collaborative working, problem solving, technology, and organizational skills. (Bijnens, N.D.)

Inspiring and engaging students

More recently, Willmot et al (2012) show that there is strong evidence that digital video reporting can inspire and engage students when incorporated into student-centered learning activities through:

- Increase student motivation
- Enhanced learning experience
- Development potential for deeper learning of the subject

- Development of learner autonomy

- Enhanced team working and communication skills

- A source of evidence relating to skills for interviews

2.3.2 DISADVANTAGES

Selecting a blog and video-blog is challenging

The use of authentic blogs and videos is challenging. Comas-Quinn et al. (2009) discussed the pedagogical challenges related to mobile blogs and video-blogs as language learning tools and claim that blogging provides a supportive environment for learners to engage creatively and to concentrate on their interests.

It takes time for the teacher to preview and select authentic videos and then to prepare activities for learners. As the language use and the context of authentic videos are not controlled, teachers will need to take time to explain these.

The author of the article *Using Videos with Adult English Language Learners,* also explains that the use of videos is challenging because it takes time for the teacher to preview and select videos and then to prepare activities for learners. As the language use and the context of authentic videos are not controlled, teachers will need to take time to explain these. Authentic videos may contain language, content, or themes that are controversial, or even inappropriate in the adult ESL classroom. The report makes clear that it takes time, thought, and careful planning on the part of the teacher to prepare learners to watch and discuss these videos. On the other hand, selecting only G rated films (General Audiences) or family programs may not be advisable, as their content and language may be of little interest and relevance to adult learners. Furthermore, if an authentic video meets instructional objectives and is motivating to the learners, it may serve as a springboard for discussing differing cultural norms as well as the issue of

censorship. These discussions can serve to enhance learners' critical thinking skills while increasing their acquisition of language and cultural information (Gareis, 1997).

Doerr and Sato (2011) concluded that there are different kinds of spaces created in blogs and video-blogs such as a language education environment where native speakers dominate non-native speakers and a place for the exchange of information. Regarding learning space, Absalom and De Saint Léger (2011) compared an online blog or a video-blog and a traditional pen-and-paper learning journal with respect to reflective tasks for enhancing learning and find that reflective tasks within blogs and video-blogs facilitate working habits and offer a space for the use of language.

2.3.3 SELECTING VIDEOS

When selecting the right content for vlogs, there are criteria to be followed in their selection. Arcario (1992), Johnston (1999), and Stempleski (1992) suggest that teachers ask themselves the following questions before choosing a video or video series:

➢ Inspiration/Motivation/Interest: Will the video appeal to my students? Will it make them want to learn?

➢ Content: Does the content match my instructional goals? Is it culturally appropriate for my learners?

➢ Clarity of message: Is the instructional message clear to my students? Here the teacher is vital. Preparing the learners to understand what they are going to watch makes the difference between time wasted and time well spent.

➢ Pacing: Is the rate of the language or instruction too fast for my students? Many authentic videos move at a pace difficult for a nonnative speaker to follow. Even an instructional video may be too fast paced and dense for adults new to English.

➢ Use of videos: How will I use the video? In the classroom, a teacher can help students tackle video presentations that are linguistically more complex and in which the story line and characters are more ambiguous. Videos of this type should probably be avoided when assigned for self-study.

2.4 FACTORS TO CONSIDER WHEN WORKING ON EFL STUDENTS' SPEAKING ABILITIES THROUGH VIDEOS

Learning how to speak a foreign language needs more than knowing its grammatical and semantic rules. The book *Methodology in Language Teaching: An Anthology of Current Practice* explains that students need to learn how native speakers use the language in the context of interpersonal conversations and this is where adult learners face a challenge

Since most EFL learners learn the target language in their own culture, practice is available only in the classroom. So, a key factor in a foreign language development is the opportunity given to learners to speak in the language-promoting interaction. Teachers must provoke in the learners a willingness and need or reason to speak.

A possible way of stimulating learners to talk might be to provide them with extensive exposure to authentic language through audiovisual stimuli and with opportunities to use the language. Also, teachers should integrate strategy instruction into interactive activities, providing a wealth of information about communicative strategies to raise learners' awareness about their own learning styles so that they can modify their strategies to the requirements of learning tasks.

Visual: oral activities. Experts point out that due to the lack of opportunity in foreign language settings to interact with native speakers, the need for exposure to many kinds of scenes, situations, and accents as well as voices is particularly critical. This need can be met by audiovisual materials such as appropriate films, videotapes, and soap operas. They can provide (a) "the motivation achieved by basing lessons on attractively informative content material; (b) the exposure to a varied range of authentic speech, with different registers, accents, intonation, rhythms, and stresses; and (c) language used in the context of real situations, which adds relevance and interest to the learning process" (Carrasquillo, 1994). While watching, students can observe what levels of formality are appropriate or inappropriate on given occasions.

According to the researcher in the matter is considered that visual stimuli can be utilized in several ways as starter material for interaction. Short pieces of films can be used to give "eyewitness" accounts. While watching, students can focus on the content and imitate the "model's" body language. In this way students will be placed in a variety of experiences with accompanying language. Gradually, they will assimilate the verbal and nonverbal messages and communicate naturally.

Culture awareness: oral activities. It is known that culture plays an instrumental role in shaping speakers' communicative abilities, which is related to the appropriate use of language. It is essential to recognize different sets of culturally determined rules in communication. Just as Brown and Yule (1983, p. 40) say, "a great number of cultural assumptions which would be normally presupposed, and not made explicit by native speakers, may need to be drawn explicitly to the attention of speakers from other cultures."

With the limited time available in class, it is necessary to follow open language experiences with more intensive structured situations, dialogues, and role-playing activities. These will give students both the chance and the confidence actually to use the language.

CHAPTER III: METHODOLOGY

This section of the study was designed with the main purpose to show the stages followed in this investigation. The methodology chapter was divided in three different sections such as: research approach, type of study and research design.

3.1 RESEARCH APPROACH

The data in this study was analyzed with a qualitative and descriptive approach for the reason that the main purpose of the research team was to collect and work with non-numerical data and also because this approach helped the team to understand social life given that, it is used to gain an understanding of underlying reasons, opinions, and motivations. The team exposed four video blogs and some blogs to the test group. Those video blogs and blogs provided by Internet or the independent variable, the researchers wanted to determine whether they improve or not their English performance level, vocabulary and speaking skills as well as their motivation. One of the dependent variable was measured with a closed-ended questionnaire about the video blogs presented in the classroom and a blog that we assign as a homework for the students. Besides, the other dependent variable which was motivation, it was evaluated through a survey. At the end, the data gathered was analyzed by observations, descriptions and interpretations of the questionnaires.

3.2 TYPE OF STUDY

The type of study that was applied in this research is the ***quasi-experimental study***. It provides necessary and valuable information that cannot be obtained by experimental methods alone. Moreover, this study is commonly used in education the criterion for assignment is selected by the researchers, whom played an active role in using those technological tools.

3.3 RESEARCH DESIGN

To develop this part of the investigation the research team took into account the following elements: setting, population, instruments and data analysis.

3.3.1 SETTING

This research took place in the main campus of the University of El Salvador in San Salvador. The questionnaires were conducted in the classroom IF4 of the Foreign Language Department, where the students of English classes for adults attend classes every Saturday afternoons as part of a group created by the SUPS. The implementations of video blogs were done inside the classroom as well the questionnaires and observation.

3.3.2 POPULATION

The population taken into account for this research was students of English classes for adults in a social service hours in the year 2017. The ages of the students were between 20 and 50 years old. Most of them only started with the bases of the English language. Their past knowledge was only achieved on what they studied at high school and some of them at the University. The sampling procedure was non-random. This group of students was selected based on the results obtained from the administration of a pilot questionnaire. The research team saw the necessity to help the students to improve their oral skills by using video blogs and video blogs.

3.3.3 INSTRUMENTS

The measurement instruments that were used for this study were some proficiency questionnaires, a pilot test at the beginning of the research. First of all, the research team administered a pilot test in order to identify possible problems that students could have concerning to the general culture, vocabulary and oral skills. After that, four questionnaires were administrated, one each Saturday afternoon for a month. Each video blog was shown to the students, after that a questionnaire with several questions was passed, which contained information about some countries like United States, England, and Canada. It helped the researches discover if the students had

improved their oral skills. Finally, a check list was needed for observational purposes in the classroom.

3.3.4 METHODOLOGY PROCESS

When finishing the process of data collection, the information was organized and analyzed as follows: First at all, the students' answers were gathered to obtain the information. Then, they were transcribed in order to have physical evidence to be analyzed in a better way. The first three questionnaires had the purpose to collect information about the vlogs exposed in the sessions and the remaining questionnaire gathered the thoughts and the students' opinions about the usage of these resources in the class. On the other hand, the research questions were answered by applying the information in the theoretical framework, the expert's opinion and the experience lived in the four sessions given.

CHAPTER IV: ANSWERS TO THE RESEARCH QUESTIONS

Research specific questions:

1- **How can blogs and vlogs be used in the learning process for adult English classes?**

According to Miriam Burt in "*Using Videos with Adult English Language Learners.*", she describes that blogs and video blogs plays a very important role in the English learning process, students learn in a best way, when teachers vary their instructional delivery and teach using as many senses as possible to give the student the ability to master the information that they are being given in a way that is most tangible for them. For students who are visual learners video blogs can be beneficial for them to relate and comprehend the information. These kinds of tools give people the opportunity to share their ideas with a wide audience. Students can benefit from blogs and video blogs from other professionals or their peers; they can also be the ones to upload vlogs to share with others.

Figure 1. ***Easy Languages, YouTube Channel***

Milli Fazey, in "*Guidelines to help instructors help their learners get the most out of video lessons*." His unpublished manuscript, says that there are a number of good reasons to use video blogs in adult classrooms. Many excellent videos are produced as entertainment for native English speakers, they generally present real language that is not simplified and is spoken at a normal speed with genuine accent; they can provide a realistic view of American culture, and their compelling story lines can motivate learners to stretch their comprehension.

The carried out investigation showed that adult students can learn faster if they are really interested, also let say that the way in which adults learn is different from the teenager, maybe teenager learn in a short time, but the big difference is that adults pay more attentions to what they learn.

Johnston, J. in "Enhancing adult literacy instruction with video", states that the use of authentic videos is challenging. Often they do not provide the best means of explaining complex concepts or practicing particular grammar or writing skills. It takes time for the teacher to preview and select authentic videos and then to prepare activities for learners. As the language use and the context of authentic videos are not controlled, teachers will need to take time to explain these.

Gareis, E. in her work, *"Movies in the language classroom: Dealing with problematic content"* assured that it takes time, thought, and careful planning on the part of the teacher to prepare learners to watch and discuss these videos. Furthermore, if an authentic video meets instructional objectives and is motivating to the learners, it may serve as a springboard for discussing differing cultural norms as well as the issue of censorship. These discussions can serve to enhance learners' critical thinking skills while increasing their acquisition of language and cultural information.

Emmanuel R. Cruz in his aport "*Video blogging, ¿una nueva forma de difusión de cultura?",* Blogs and Vlogs is a genre used throughout the world. The general context in which it is inserted is that of the information and knowledge society, which is the one that presents an adequate paradigm of studies for the phenomena registered in the new media.
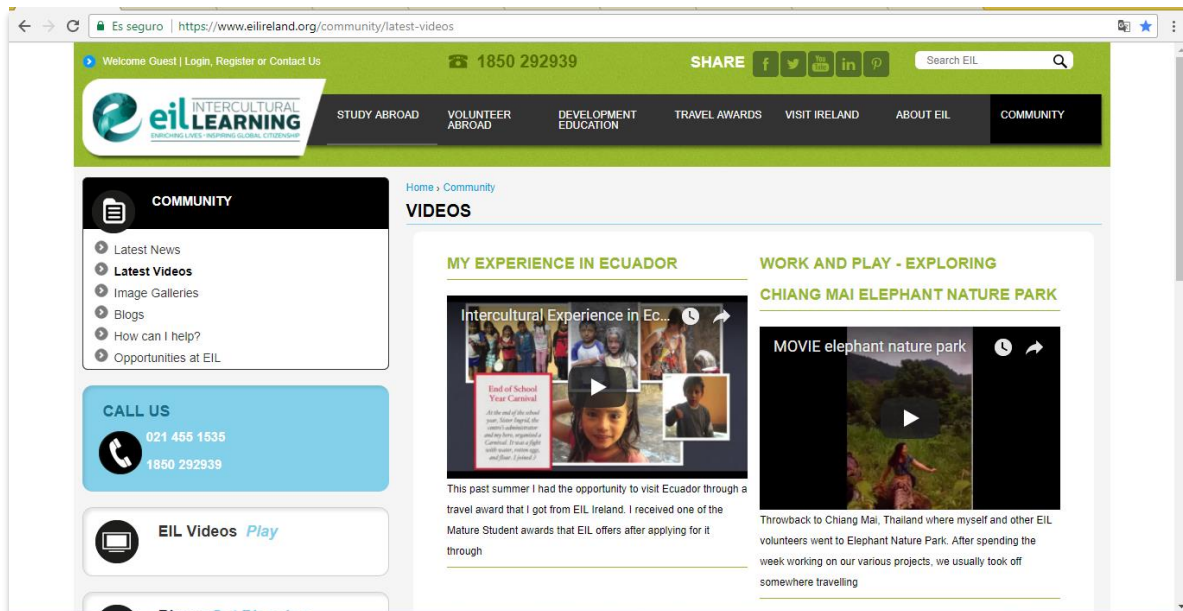

*Figure 2. **Intercultural Eil Learning Blog***

The Website "*web designer pot"* affirms that it is generally recognized that the first blog was **Links.net**, created by Justin Hall, while he was a Swarthmore College student in 1994. Of course, at that time they weren't called blogs, and he just referred to it as his personal homepage.

Briefly, it wasn't until 1997 that the term "weblog" was coined. The word's creation has been attributed to **Jorn Barger**, of the influential early blog *Robot Wisdom*. The term was created to reflect the process of "logging the web" as he browsed.

*Figure 3. **Jorn Barger***

However video blogs are perhaps the most interesting feature of the so-called web 2.0, due to the development it has had in such a short time. Its term is not so complicated, it can be simplified that it is a gallery of video videos, which, like a written blog, are arranged chronologically.

It all started on January 2, 2000, when Adam Kontras created the first video blog proper called *The Journey*. But it was too fast, the use of broadband in homes was not common, and the time needed to download an era of video REASON AND WORD First Electronic Journal in Latin America Specialized in Communication very high, and expensive on the other hand.

Figure 4. **Adam Kontras**

2- What are the advantages and disadvantages of using blogs and vlogs in English classes?

Advantages

According to the research for adults students in English classes the most important advantages of the use of blogs and video blogs in the classroom are: More dynamic and motivated classes, since the researchers could verify this, when they presented the videos in front of the class, they noticed the interest of watching the video because the students knew that they were going to learn about a new culture of any country. They showed a motivation to listen the pronunciation and learning new vocabulary.

The exposure to an authentic language contact helps students to learn how to use them and how they work. Blogs and video blog also help to develop the students' English skills. According to the final evaluation and students' opinion.

For English language learners, video has the added benefit of providing real language and cultural information Bello explains, videos can be controlled (stopped, paused, repeated), and it can be presented to a group of students, to individuals, or for self-study. It also allows learners to see facial expressions and body language at the same time as they hear the stress, intonation, and rhythm of the language.

According to the students' opinion and what the researchers observed, adults' students are more visual and they like to learn with images and lived experiences. There are visual learners who better understand and retain information when ideas, words and concepts are associated with images and videos. These learners learn best through what they see, and videos. Video blogs are an ideal recipe for visual learning since the students were fascinated with these kinds of resources.

Another advantage is that videos could be made accessible on all devices with varying internet speeds. Multi-device delivery of videos enable learners to access the videos on a desktop or a laptop, at home or at the office, and through smartphones and other handhelds when they're travelling. However, in the case of the adults learners specifically the students involved in this research preferred to watch the videos in the classroom, since some of them do not have access to internet and do not have any of the advices before mentioned and also do not have too much time to watch the videos at home neither in their work places so, they prefer to watch them in the classroom and worked them with the teacher.

Moreover, inspire and engage students; more recently, Willmot show that there is strong evidence that digital video reporting can inspire and engage students when incorporated into student-centered learning activities through: Increase student motivation, enhanced learning experience, development of learner autonomy and also enhanced team working and communication skills.

Disadvantages

Many assignments are now online and the internet is often the go to place for research. One of the disadvantages that exist is the lack of internet access it can be a difficult hurdle for some students.

Another disadvantage of the use of blogs and vlogs, can be the difficult to select a blog and video-blog according to the level of English for each person. The use of authentic blogs and videos is challenging.

Comas-Quinn discussed the pedagogical challenges related to blogs and video-blogs as language learning tools and claims that blogging provides a supportive environment for learners to engage creatively and to concentrate on their interests.

Moreover, it takes time for the teacher to preview and select authentic videos and then to prepare activities for learners. As the language use and the context of authentic videos are not controlled, teachers will need to take time to explain these. Videos may contain language, content, or themes that are controversial, or even inappropriate in the adult ESL classroom.

According to the expert Cristina Velasquez one disadvantage can be the bad use of video blogs. Teachers have to analyze the information inside the videos blogs because it cannot be according to level of the students and they can get frustrated by not understanding anything.

3-What knowledge and cultural information do adult English students acquire by using blogs and vlogs?

It is well known that the use of blogs and vlogs in adult English students can improve and develop abilities. The adult learners were able to learn new vocabulary and develop their oral competences. Throughout the four sessions the students were exposed to video blogs that showed cultural information and different accents, for example they were able to make the difference between American and British accent. They also learned how to pronounce correctly the vocabulary given by the research team through different interactive activities that made the experience more enjoyable and interesting to learn the language.

Although the use of blogs as a learning tool did not work out in this adult English course (the reason why is explained in a detailed way in the Data Analysis chapter); the acceptance of using vlogs was greatly noticeable. First, the questionnaires that were carried out throughout the sessions showed impressive results at the time of analyzing the collected data. The outcomes showed that the student added new words and vocabulary to their knowledge and were able to recognize many words and make association with the English-speaking country cultures portrayed in the sessions; vocabulary varied from objects and clothes to wear in an American beach or vocabulary about different well-known places in London to Canadian sport activities and famous dishes.

Figure 5. ***La Poutine, Famous Canadian Dish***

Second, the adult learners could develop and make an improvement in their English skills such as listening and comprehension and therefore speaking abilities were

develop as well. Activities were made before and after each video blog exposed in class, making a brainstorming game with the student to get more words to their knowledge and make an association with the country to develop in class. A wrap up game to check and confirm the students remember the words and correct their pronunciation. Finally, students got motivated with a new way of teaching and learning English. Using this tool was enjoyable for them, they express in the questionnaires about their opinions and express that it was interesting to learn in a unique way beside the textbooks. The also shared that they felt motivated to keep learning with this method and that the teachers' instructions were helpful.

In addition, in the book *Methodology in Language Teaching: An Anthology of Current Practice*" the expert Carrasquillo, A. L. points out in chapter 18, p.209 that "due to the lack of opportunity in foreign language settings to interact with native speakers, the need for exposure to many kinds of scenes, situations, and accents as well as voices is particularly critical. The exposure to a varied range of authentic speech, with different registers, accents, intonation, rhythms, and stresses; and language used in the context of real situations, which adds relevance and interest to the learning process".

Figure 6. **London, England.**

While watching, students can observe what levels of formality are appropriate or inappropriate on given occasions. According to this research, it is considered that visual stimuli can be utilized in several ways as starter material for interaction. Short pieces of

films can be used to give "eyewitness" accounts and finally do interactive activities and make evaluations to check students' progress.

Furthermore, vlogs can also help students to acquire cultural information. As stated in *The use of blogs and video blogs in language learning* these tools contributes to gaining cultural knowledge, provides opportunities to explore the target culture, and increases cultural awareness. Research shows that learners gain cultural knowledge via blogs and video blogs too (Hauck, 2007, p.245) and have opportunities to explore the target language and culture.

As reported by Brown and Yule in p.210, explained that "a great number of culture assumptions which would be normally presupposed, and not made explicit by native speakers, may need to be drawn explicitly to the attention of speakers from other cultures." The authors mean that culture plays an instrumental role in shaping speakers' communicative abilities, which is related to the appropriate use of language and that is also essential to recognize different sets of culturally determined rules in communication.

Finally, during these sessions adult learners were able to acquire cultural information about three different English speaking countries such as United States, England and Canada. They also learned how people from these countries are considered to be around the world and which famous dishes they are known for. The consulted expert in this research was the coordinator of the Language School from Universidad Don Bosco. Thanks to her experience the research group could carried out the selection of blogs and vlogs, to the correct level.

*Figure 7. **Margate Beach, New Jersey, US.***

CHAPTER V: DATA ANALYSIS

5.1 SUMMARY ANALYSIS

The results of this research were obtained through an analysis of the questionnaires carried out by the researchers. The students that participated in this research provided essential information that will be detailed next. Also, in order to collect the data, fifteen students from an English adult group in a community service hours of the SUPS in the Foreign Language Department of the University of El Salvador.

Initially, the researchers gathered information through four questionnaires, in which three had the purpose to collect information about the vlogs exposed in the sessions and the remaining questionnaire gathered the thoughts and the students' opinions about the usage of these resources in the class. In this last one mentioned, it was necessary to translate the questionnaires from Spanish to English, due to the students' basic level in the language.

Concerning to the use of blogs, during the first two sessions the students were asked to check a link of a blog that they were given but they said in the following sessions that they did not have internet connection at their home and that they did not have enough time to check the blog due to their jobs and family time. That is why unfortunately the research group was forced to not to implement this resource anymore due to these limitations in the adult English class. However, this just explains that the use of blogs is not suitable for Adult English Learners and those can be implemented effectively in other levels of English classes.

On the other hand, the use of new technological resources like vlogs are considered to be implemented more and more in English classrooms nowadays. Since technology is now handy for almost all people, it is possible to take advantage of it and use it with a specific purpose: to take the student closer to native speakers and the English culture so that they can get motivated to know the language through culture and develop their English skills in the process.

According to the results, the students expressed their likability of the usage of this teaching method they considered that the videos were really helpful because they were able to understand some aspects of some speaking English countries that they did not know, for example some students said that they have never noticed the difference between American and British accents. It is a noticeable difference between cultures that they now know.

Throughout the questionnaires, the students shared their thoughts about the method implemented. It caught their attention and said that it was a new and entertained way of learning. Some of the advantages point out that they got motivated by learning through videos about the culture of different countries like England and Canada. Cultural awareness was one of our main goals in this research and the results showed up that they learned some aspects through the sessions. Some students detailed that they did not know about the Canadian cuisine and their famous dishes or the fact that Canadians were considered to be one of the friendliest people around the world.

Some other of the advantages accomplished were the enrichment of vocabulary. Learners described that they gained new vocabulary throughout the session. They explained that they liked and enjoyed the interactive activities that the research team implemented like, brainstorming about the new vocabulary they were about to learn through the activities to check if they remember the words learned in a wrap up game. Repetition was also another way to acquire the correct pronunciation of new vocabulary.

Therefore, oral skills were developed through the interactive activities just mentioned. Listening and comprehension skills go along and precede the speaking ones. According to the four questionnaires passed about the videos, the results showed that the majority of the students were able to improve their listening skills by choosing the correct answers. So, it is proved that vocabulary can increase efficiently by using vlogs.

At the time of asking if they considered the vlogs according to their level they mentioned that the British accent was different and a bit difficult to understand but the

English subtitles were helpful in that matter. But besides the different accent they considered that the vlogs were understandable for their level.

The disadvantage obtained through observation was the lack of equipment in the department. The projector was not difficult to get because the sessions were taken place Saturday afternoons but this just indicates that there is no equipment enough for all of the English groups that will be available in the future and that all of the courses in the FLD have to manage with borrowing the equipment during the week.

One more disadvantage was the lack of internet connection in the FLD building. This is a boundary to have access to online vlogs. The FLD authorities should invest in an internet connection for the whole building so that would be helpful at the moment of using these kinds of resources. It was not possible to have access to an online connection the teachers had to download the vlogs before the classes making it difficult for some of them. But just the equipment is not enough in this case it is necessary a follow up training sessions for the teachers to know how to install a set up the projectors in the classroom or to know how to fix a technical trouble shooting.

Another drawback is the selection of the vlogs. This can be a little bit difficult because it is a necessary criterion a teacher have to follow when selecting a vlog and also time is required to follow the selection. There are plenty of online videos about different content, but a previous research for the teacher is necessary in order to select the right content for the English level of the students.

Finally, this analysis shows that the use of these technological resources are highly recommended and can be very useful in order to enhance students' motivation to learn English in a different way and just not the textbooks. They can increase their vocabulary and comprehension and they can also acquire language and cultural information in the process. Oral abilities are necessary after a video exposed by a teacher in order to improve competence, fluency and confidence in the students. A video vlog can show and tell more than a picture in a book. That is why this research promotes teacher to expand their minds and embrace these resources for their English classes.

5.2 CHECK LIST ANALYSIS

This observation was carried out in four Saturdays, starting on September 3rd and finishing on September 23rd, 2017, with 15 students from English classes for adults in a community service hours of the SUPS in the Foreign Language Department of the University of El Salvador, with a schedule from 3pm to 4pm.

The observation phase in this group showed that there was a good environment of respect between the students. Moreover, at the time of the sessions the research team observed that, almost all the students were excited and they wanted to participate at the warm up, that was a brainstorming of vocabulary about the video blog of the day. Unfortunately, not all the students attended to the four sessions.
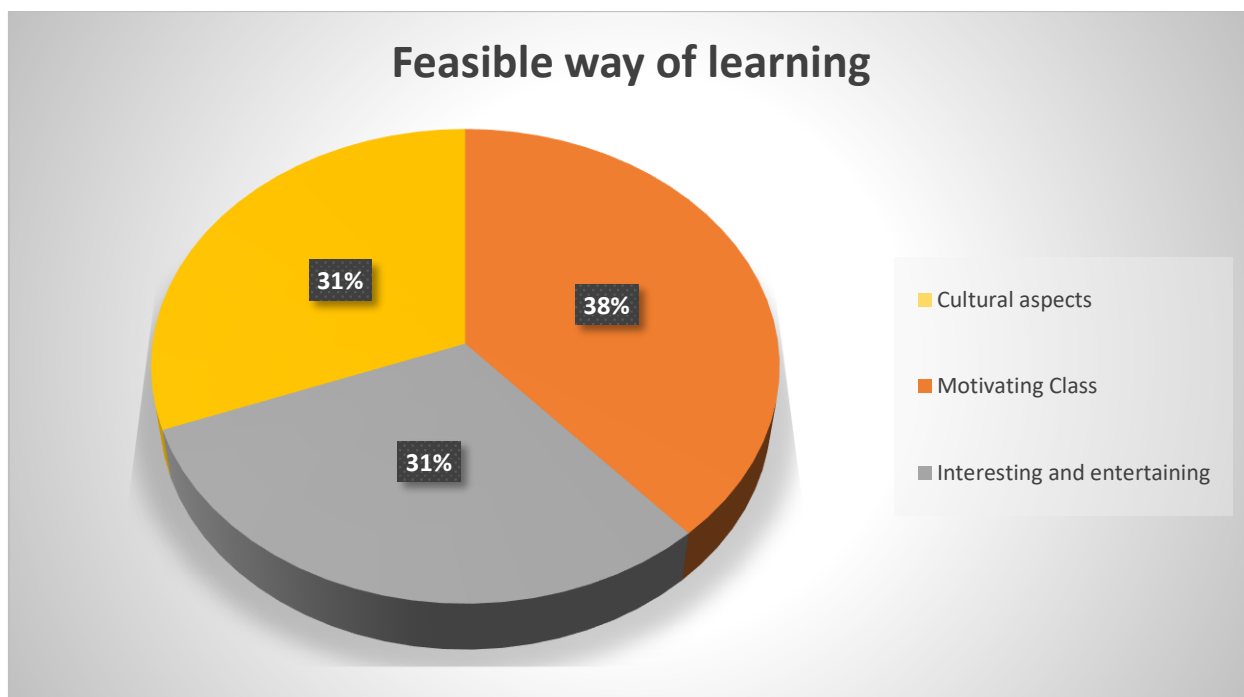
At the beginning of every session the research team verified if the technological resources like computer and overhead projector, worked correctly in the classroom, and hopefully these resources worked as the investigators expected. However, the research team had to download the videos blogs before presenting them to the class, because there was not internet in the classroom.

Before presenting the video blogs to the class, the research team asked to an expert who has knowledge on the matter to check if the videos blogs had the right level for students thus be able to develop them in the class. Once the research group had the four videos, a short lesson plan was made to plan how videos blogs were going to present and verify the time for each activity (warm up, presentation and wrap up or production).

At the end of the sessions, the research team could observe that the students had an improvement in the vocabulary as well in their oral skills. This was verified in the final wrap up, the students could identify the vocabulary in the speaking activity and also in the final evaluation, the questionnaires were filled correctly.

5.3 QUESTIONS ANALYSIS

1. **Based on your own experience during your learning process, do you consider valuable the use of vlogs and blogs in your English classes?**

Feasible way of learning

- Cultural aspects — 31%
- Motivating Class — 38%
- Interesting and entertaining — 31%

Analysis

English as any other language is a complex language to acquire, nonetheless the process can be facilitated in order for the learners to gather as much as possible from the language, but more than gather it, students need to apply the knowledge they get during the learning process in everyday situations. Now, if we focus on the word "facilitate", it comes to determine what that word implies in the English learning process. In this research facilitate means make the process of learning English as a foreign language in an easier, faster and effective way.

Since technology is now handy for almost all people, it is possible to take advantage of it and use it with a specific purpose: to take the student closer to native speakers and the English culture so that they can get motivated to know the language through culture. Does

this technique or approach work? According to the dual coding theory, a learner can gather information provided by audiovisual stimuli and save it for themselves in order to practice what was learned before. As the graphic reflects, students showed their content with this way of learning, expressing that it was an interesting and entertained way of learning. The improvement of cultural knowledge follow up in the graphic as the second most answers obtained about the subject. Last but not least, the increasing motivation obtained thank to this way of improving their English skills.

2. **Did you notice an improvement on your English skills after being exposed to the vlogs and blogs shown in the sessions? Choose the ones that apply from the following:**
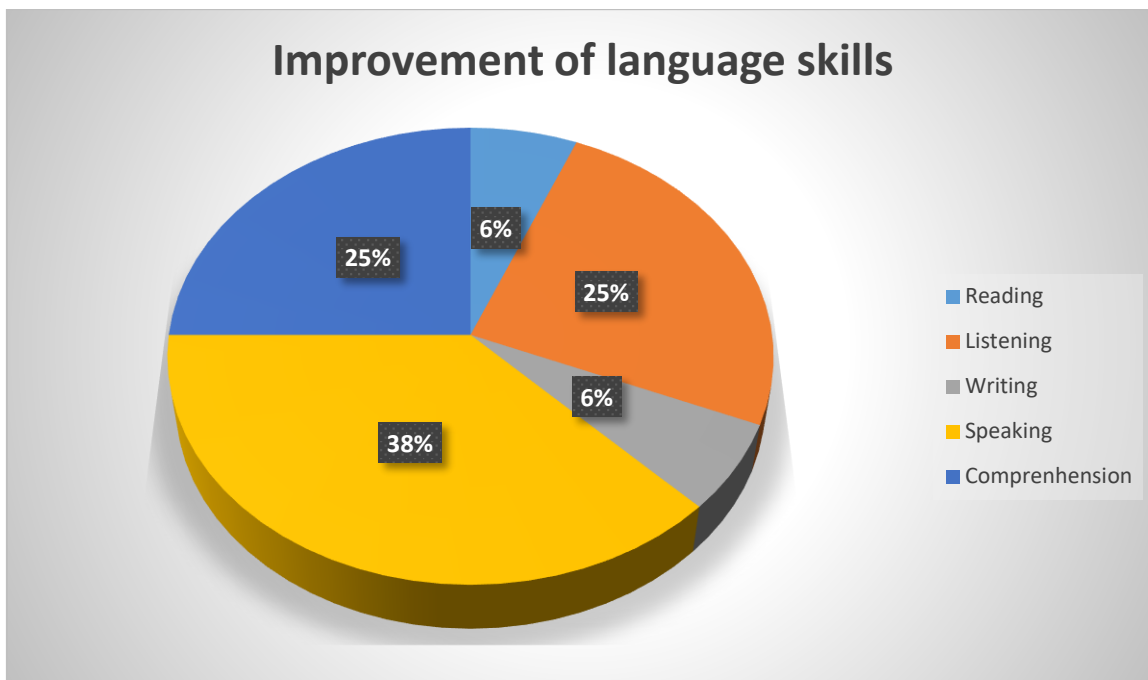
Analysis

On this specific question we can see in which areas this method worked the most. As can be deducted from the previous graphic we can state that students in fact learn something new through the exposition to this materials, vlogs and blogs. Their answers vary as all the time but the curious thing is that not all of them improve on a specific area at the same time. Experts and studies explained that learners need to be exposed to many kind of scenarios, situations and accents. The improvement is based on the student's capacities and own abilities. For example, the majority of students showed they improved their speaking abilities the most while the listening and comprehension skills were second in percentage.

3. Do you think that all the videos presented in the sessions were according to your English Level? Yes/No. Choose the ones that apply from the following:
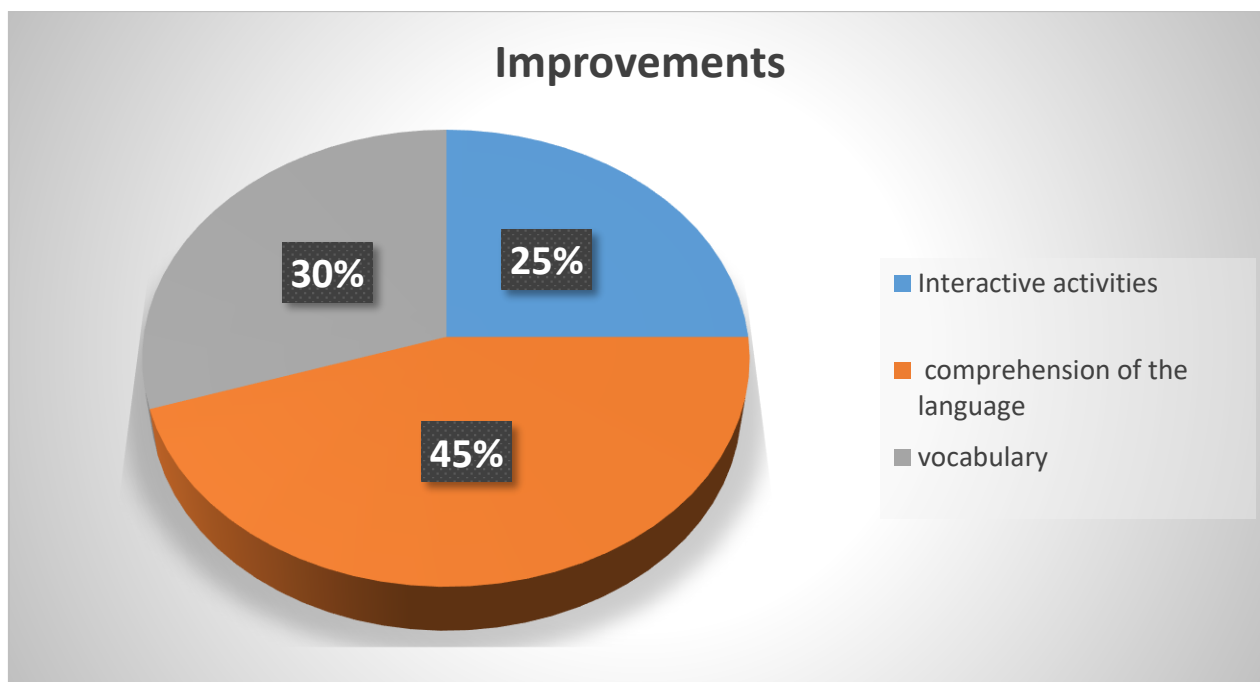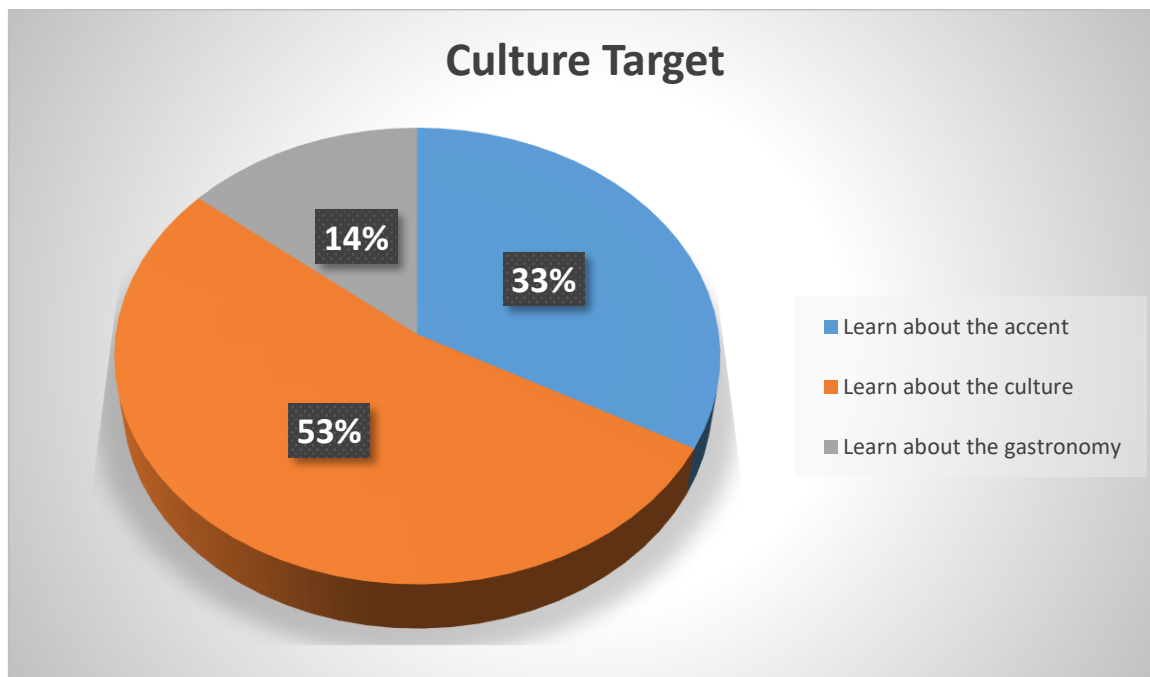

Analysis

The results of the questionnaires were quite positives, according to the comments about whether the videos were adequate at the level of the adult students, having a previous vocabulary and doing interactive activities such as brain storming and slides also helped to understand . Video blogs largely helped improve pronunciation and acquire new vocabulary in English for adult students, contrasting these results with the Dual Coding Theory (DCT) it can be said that students experienced an associative dynamic in the learning process thanks to that, they could advance to other important areas as is the understanding to a large extent of what was spoken in the video. According to Pavio and Clark, in their theory, they explain that the human being when receiving an information works with associative networks in order to group the knowledge in two parts; objects and relations between objects, in this case the students grouped words and images and

relation the words with the images or the video exposed in class. Besides that, the human being uses cognitive mechanisms which means that he develops an ability to assimilate and process data from experience, perception or other ways, in a few words he makes use of his empirical knowledge.

This breadth suggests that the theory could provide a useful foundation for a general psychological model of education and could strengthen current efforts to explain educational phenomena in terms of cognitive mechanisms (e.g., Dillon and Sternberg, 1986; Gagne, 1985; Mayer, 1987).

4- Do you think that by using this kind of resources would increase your knowledge about English speaking countries and their culture? Yes/No. Why? Choose the ones that apply from the following:
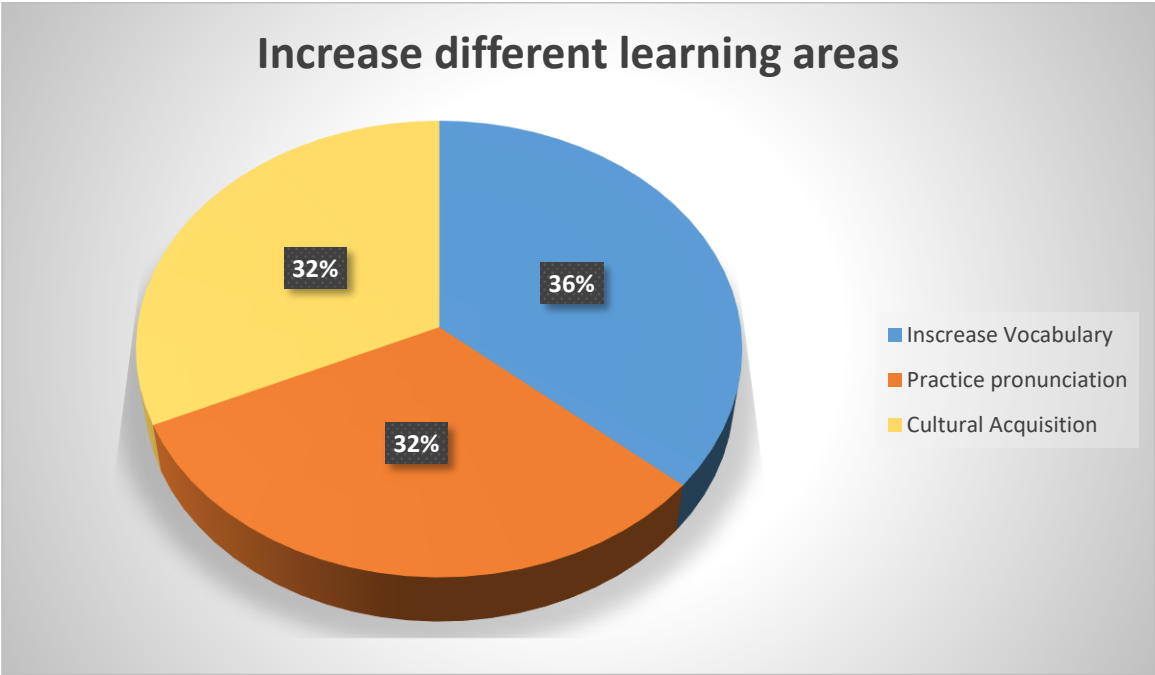

Analysis

The answers given by the students in the questionnaires were once again favorable, with the research it was shown that to a great extent the use of these resources, in this case the video blogs have a great impact on the process of learning the English language and acquisition of culture for our sample of observed students, thanks to these videos you can see in reality or the reality of the English speaking countries around the world. Allowing in addition to interact and make comments or discussions in the classroom developing even more oral skills, in this case for adult students, and it can be assumed that it would have more effect if they could be projected often.

The use of blogs and video blogs in language learning contributes to gaining cultural knowledge, provides opportunities to explore the target culture, and increases cultural

awareness. Research shows that learners gain cultural knowledge via blogs and video blogs too (Hauck, 2007) and have opportunities to explore the target language and culture.

Respect to enhancing the learner's awareness of the target culture, Lara and Lomicka (2008), based on their project in which learners participated as blog readers and writers as they examined learners' progress, reactions and self-expressions, reported that the project enhanced creativity, allowed experimenting with language, facilitated expression, and increased awareness of the target culture. Similarly, Jauregi and Bañados (2008) conducted a study using interactive tools to internationalize academic literacy regarding the Spanish culture and language. They concluded that the project positively affected motivation and learning outcomes regarding language context and cultural issues. Blogs also provide access to popular culture.

5-Would you recommend to your classmates and teachers to continue using these kinds of resources to improve your level of English? Why?

Increase different learning areas

- Inscrease Vocabulary — 36%
- Practice pronunciation — 32%
- Cultural Acquisition — 32%

The answers gathered in this questions show in the graphic an equal percentage of interests among students and their approval of this technological resources in teaching classes explain in which areas they think they improved in order to continue with this teaching method and recommend it for classmates and teachers. Experts go into detail that if an authentic video meets instructional objectives and is motivating to the learners, it may serve as a springboard for discussing differing cultural norms as well as the issue of censorship. These discussions can serve to enhance learners' critical thinking skills while increasing their acquisition of language and cultural information (Gareis, 1997).

CHAPTER VI: CONCLUSIONS

The following conclusions are based on the previous research and literature of using blogs and vlogs as an intercultural resource focused on the oral skills in English classes for adults in a community service hours of the University of El Salvador have shown that exists a range of advantages and benefits that the integration of using blogs and video blogs provide in the learning process for adults.

➢ The appropriate application of these resources brings effective results in the classroom making the learning process more interesting, motivating, and funnier. Blogs and video blogs enhance the teacher's performance furthermore the presentations and definitely making classes more diverse.

➢ The analysis has indicated that in order to improve and integrate blogs and video blogs in the classrooms, it is necessary to train English teachers so that they know how to adapt blogs and video blogs at the level of the students, either for a basic or advanced level.

➢ The use of blogs and video blogs make the English class more participative because through them the students can generate discussions or questions regarding the culture or the different accent in which the English language is spoken around the world, improving so fluency, oral presentation and getting more vocabulary, in summary the oral skills in general.

➢ On the other hand, it is not possible to work with blogs in adult English classes due the lack of time, lack of internet access and lack of interest, since the students are not able to review the sites and links proposed by a research group.

➢ In addition, the student´s responses showed that it was very helpful to work with video blogs, since this helped them with some pronunciation problems; others liked it because they got knowledge of cultures, so this motivation gives the guide for taking advantage and use these resources as support for learning.

CHAPTER VII: RECOMMENDATIONS

The impact of using intercultural resources such as blogs and vlogs in English classes for adults in a community service hours of the SUPS in the Foreign Language Department, allowed the research group to focus on the following recommendations:

➢ Teachers should be trained so that they know how to choose and adapt blogs and video blogs at the level of the students, either for a basic, intermediate or advanced level.

➢ Teachers should do interactive activities after exposing a vlog. These could be oral activities to check the knowledge or vocabulary acquired by the students, to correct the pronunciation in some words or to correct grammatical sentence structures.

➢ Teachers or students should have a purpose for their vlogs and blogs. It could be to share a classroom lecture, to show comprehension of a topic, to acquire vocabulary and cultural awareness or many other ideas.

➢ Classrooms should be equipped with the necessary technology according to the course: there should be the equipment required by the teacher's classes such computer, projector, Internet, smart boards and TVs.

➢ There should be a special staff in charge of taking care of the equipment of its administration: this is important because sometimes some technical difficulties appear at the moment of the class that requires an immediately solution.

➢ There should be a Wi-Fi connection available for everyone, nowadays it is easy with a smart phone to have access to internet. In order to take advantage of the

range of activities that the Internet offers, it is pretty important to have it in all of the classrooms.

➢ Teachers should assign activities for the students to visit vlogs and blogs at home, or create a video blog and upload it to YouTube and share experiences in class.

CHAPTER VIII: LIMITATIONS

The limitations faced during the research were the followings:

➢ First of all not all the students were not able to follow the researcher's assignments of watching a video blog and answer the questionnaire concerning to that video that was part of the third session.

➢ Not all the students had access to internet or a device to use it.

➢ Not all the students were present in the sessions given by the research group.

➢ According to the last questionnaire, the students did not use the blog assigned by the research group, for different reasons such as lack of time and lack of internet access that is why the research team could not develop some activities that were planned at the beginning of the research.

CHAPTER IX: REFERENCES

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CHAPTER X: APPENDICES

UNIVERSITY OF EL SALVADOR
ART AND SCIENCES SCHOOL
FOREIGN LANGUAGE DEPARTMENT

Topic: The impact of using blogs and vlogs as an intercultural resource focused on the oral skills in English classes for adults in a community service hours of the SUPS in the Foreign Language Department of the University of El Salvador in the year 2017

Objective: To see the incidence of using blogs and vlogs as an intercultural resource in the learning process in the project "English classes for adults".

Instructions: First, you will watch the video. Next, you will find 5 items related to the use of vlogs in the English Learning Process. Please underline the correct answer.

Gender: F ◯   **M** ◯

Name: _____

1. What is the video about?

    a) Plans for next holidays
    b) Ideal vacations
    c) The best places to visit

2. Where is the interviewer situated?

    a) California
    b) Margate
    c) Jamaica

3. What is so great about Margate?

    a) People
    b) Ski parks
    c) Beautiful people, good time and nice sand

4. How many interviewees want to go to Hawaii?

   a) 2
   b) 4
   c) 3

5. Why they would like to go to Hawaii?

   a) There are waves and it's awesome
   b) There are coconuts
   c) There are many animals

Thank You for your help!

Topic: The impact of using blogs and vlogs as an intercultural resource focused on the oral skills in English classes for adults in a community service hours of the SUPS in the Foreign Language Department of the University of El Salvador in the year 2017

Objective: To see the incidence of using blogs and vlogs as an intercultural resource in the learning process in the project "English classes for adults".

Instructions: First, you will watch the video. Next; you will find 8 items related to the use of vlogs in the English Learning Process. Please underline the correct answer.

Gender: F ⬭   M ⬭

 Name: _____

1. Which is the capital of England?

a) United States
b) London
c) London eye

2. How is called the big wheel located in London?

a) The Big Bang Tower
b) London Bridge
c) London eye

3. Which is the only activity that you cannot do at the Regent's Park?

a) Relaxing
b) Running
c) Cycling

4. What is the name of the man in the monument in Trafalgar Square?

a) Prince William
b) Admirant Nelson
c) Prime Minister Churchill

5. What is the name of the famous Cathedral?

a) St. Basil's Cathedral
b) Oxford Church
c) St. Paul's Cathedral

6. What can you do along the river Thames?

a) Take a boat
b) Take a jet ski
c) Have a swim

7. Why the Tower Bridge has to open up?

a) Because the bridge is too big
b) Because the big boats pass
c) Because small boats pass

8. How long do the cars have to wait for the boats to pass?

a) About five minutes
b) About 15 minutes
c) About 30 minutes

Thank You for your help!

Topic: The impact of using blogs and vlogs as an intercultural resource focused on the oral skills in English classes for adults in a community service hours of the SUPS in the Foreign Language Department of the University of El Salvador in the year 2017

Objective: To see the incidence of using blogs and vlogs as an intercultural resource in the learning process in the project "English classes for adults".

Instructions: First, you will watch the video. Next; you will find 6 items related to the use of vlogs in the English Learning Process. Please underline the correct answer.

Gender: F ⬭   M ⬭

 Name: _____

1-Canada is one of the largest countries in the world. Which place does it have?
  a) First largest country
  b) Second largest country
  c) Third largest country

2 - Which are the two official languages that Canada has?
  a) English and Spanish
  b) English and French
  c) English and Italian

 3-What is the name of the province where you can speak another language?
  a) Ontario
  b) Alberta
  c) Quebec

4-What does Canada have more than the rest of the world?
  a) More fresh water lakes
  b) More trees
  c) More woods and horses

5-Canadian people are considered to be:
  a) The tallest
  b) The friendliest
  c) The most beautiful

6-What activities can you do in winter?
  a) Go on a winter hike
  b) Go ice skating
  c) Skiing and snowboarding

Thank You for your help!

UNIVERSITY OF EL SALVADOR
ART AND SCIENCES SCHOOL
FOREIGN LANGUAGE DEPARTMENT

Universidad de El Salvador
Hacia la libertad por la cultura

Topic: The impact of using blogs and vlogs as an intercultural resource focused on the oral skills in English classes for adults in a community service hours of the SUPS in the Foreign Language Department of the University of El Salvador in the year 2017

Objective: To see the incidence of using blogs and vlogs as an intercultural resource in the learning process in the project "English classes for adults".

Instructions: Read carefully the following questions and answer them. Please mark with a check (✔) the answer of your preference.

Gender: F ⬭   **M** ⬭   **Age:** ▢

 Name: _____

PART I
A) Famous Monuments and Landmarks

-Choose the monuments that belongs to **London**
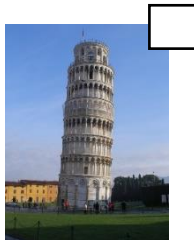
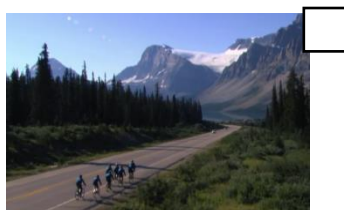### B) Activities

Choose the image that belongs to one activity that you can do in **Margate beach.**

Walking   Biking   Relaxing in the Beach

Choose the image that belongs to one activity that you can do in **Canada.**

Chilly Hike

Relaxing in the park

Sufing

C. Food

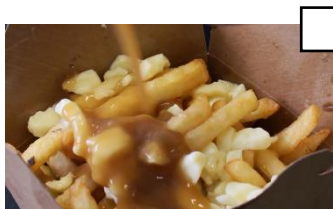Choose the food that belongs to **Canada.**

Hot dog

Peameal Bacon

Hamburger

Choose the food that belongs to **United Stated.**
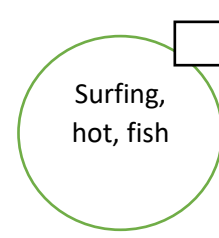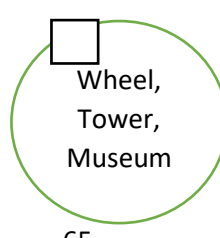

La Poutine

Nanaimo Bars

Pancakes

PART II

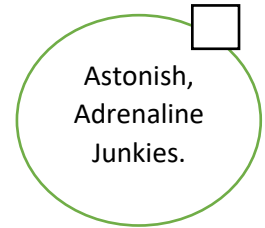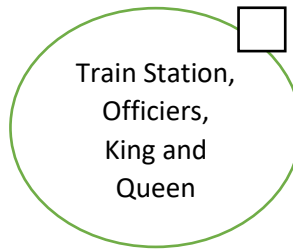### A) Matching Words

1- Which words belongs to the **beach**?

Sand,
wave,
sun

Wheel,
Tower,
Museum

Surfing,
hot, fish

65
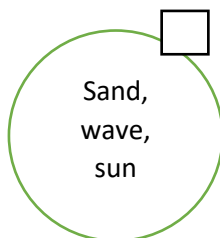
2- Which words belongs to **London**?

Surfing, hot, fish ☐

Train Station, Officiers, King and Queen ☐

Astonish, Adrenaline Junkies. ☐
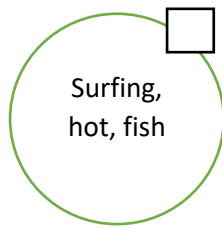
3- Which words belongs to **Canada**?

Coconut, palm trees, swim suit. ☐

Gravy, Mountain, Syrup ☐

Trafalgar Square, West minster, St. Paul Cathedral ☐
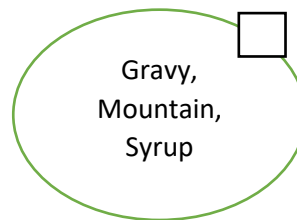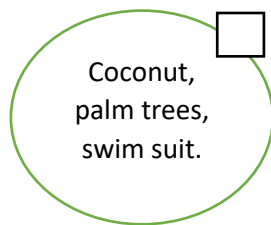
B) Match the followings words with the correct picture

1. **Flag**   (   )   a)

2. **Glass Capsule**   (   )   b)

3. **Wheel**   (   )   c)

4. **Grass area**   (   )   d)

5. **Wave**   (   )   e)

6. **Sand**   (   )

7. Get Away   (   )   f)

                                                                g)

PART III

A) <u>**Opinion about using Video blogs and blogs.**</u>

1- Based on your own experience during your learning process, do you consider valuable the use of vlogs and blogs in your English classes?

_____
_____
_____
_____

2- Did you notice an improvement on your English skills after being exposed to the vlogs and blogs shown in the sessions? How did you notice the improvement?

_____
_____
_____
_____

3- Do you think that all the videos presented in the sessions were according to your English level? Yes/No. Why?

_____
_____
_____
_____

4- Do you think that by using this kind of resources would increase your knowledge about English speaking countries and their culture? Yes/No. Why?

_____
_____
_____
_____

5- Would you recommend to your classmates and teachers to continue using these kind of resources to improve your level of English? Why?

_____
_____
_____
_____

THANKS A LOT FOR YOUR HELP!!! ☺

Check list

Topic: The impact of using blogs and vlogs as an intercultural resource focused on the oral skills in English classes for adults in a community service hours of the SUPS in the Foreign Language Department of the University of El Salvador in the year 2017

Objective: To gather information about the use of blogs and vlogs in the project "English classes for adults" in the service hours of the SUPS.

Statement	Yes	No
1- Did the technological resources work correctly in the classroom?	✓	
2- There was internet in the classroom at the time of the group's session?		✓
3- Did the research group follow the procedures planned?	✓	
4- Were the questionnaires filled correctly?	✓	
5- Did all the students participate in the activities presented by the research group?		✓
6- Did all the students attend to all of the sessions?		✓
7- Were the activities suitable for an adult level?	✓	
8- Did they identify the vocabulary in the wrap up?	✓	
9- Were all the activities carry out in the stipulated time?	✓	
10- Did the research group collect all the necessary information for the project?	✓	

Foreign Language Department, English classes for adults (Community service hours)