

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**



**“THE INFLUENCE OF THE USE OF MOBILE DEVICES IN THE
ACADEMIC PERFORMANCE OF THE STUDENTS OF THE
TRANSLATION II SUBJECT IN THE ENGLISH TEACHING MAJOR
OF THE FOREIGN LANGUAGE DEPARTMENT SEMESTER II 2017”**

Presented by:

Saúl Ernesto Beltrán Aguilar	BA08016
Gabriela Guadalupe Paniagua Mendoza	PM12051
Gilberto Alexander Alas Mazariego	AM10060

To obtain the degree of:

Bachelor of Arts in English Teaching

Advisor:

MsD. Claudia Vides de Guzmán

Coordinator:

MsD. Mauricio Salvador Contreras Cárcamo

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HEAD OF DEPARTMENT OF FOREIGN LANGUAGES, MAIN CAMPUS

BA. Mauricio Salvador Contreras

COORDINATOR OF THE GRADUATION PROCESS

BA. Claudia Vides de Guzmán

RESEARCH ADVISOR

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ABSTRACT

The current thesis project is focused in the effects of using mobile devices in the academic performance of the students of the elective subject of Translation II of the Foreign Languages Department. Our project is determined to find out the impact of this type of technology in the language translation process.

The effects of using mobile devices in the language classroom is in modern times a growing trend in education in schools and universities, and in many civilized countries and it has always been a topic of interest for academic researchers. Although there are many studies that support the use of technology in language learning, other studies and educators think that the use of mobile devices such as tablets and cellphones may cause distractions in their students.

Advances in tablet computers and cell phone technology have greatly improved recently and such devices are now widely used for students and teachers of languages around the world because of their features such as WI-FI connection, high definition cameras, voice recording, video recording and multi-language apps, such as Google Translate, SayHi, itranslator and many others which may help students of this course to complete their translation tasks in a shorter lapse of time.

The current research has been divided in different sections to provide a holistic perspective from different points of view. The authors of this study distributed their analysis of the topic in the following stages: delimitation, statement of the problem, objectives, justification, and theoretical framework, and methodology, analysis of data, conclusions, recommendations, and bibliography. Each component has been described in detail to provide as much information as possible

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INTRODUCTION

Nowadays, humanity lives in a modern society in which the technological advances happen at such speed that is difficult to keep up to day. In just a few years the mobile device market has changed incredibly with the advent of smartphones and tablets, and the number of people who is willing to possess one of these devices is increasing rapidly around the world. In fact, mobile devices, particularly smartphones have become inseparable companions. Additionally, the rapid development of information technologies has led to the implementation of new technologies in foreign language teaching and has gained considerable importance during the last decades.

The effects of using mobile devices in the language classroom is in modern times a growing trend in education in schools and universities, and in many civilized countries and it has always been a topic of interest for academic researchers. There are many studies which support Mobile Assisted Language Learning (MALL), such as the Kobayashi's study, (2005), this research demonstrated that the effective use of these tools can help students and teachers of foreign languages to facilitate the learning process. Furthermore, a research

The findings of this study reveal that students using mobile dictionaries rendered the texts more accurately and much faster than the other two groups who used conventional dictionaries. In addition, their findings conducted by Caroline Steel, (2012) reveals that mobile devices are tools which can help to maximize their time-on-task wherever and whenever there is time and opportunity to learn.

The use of mobile devices in language classrooms often mobile-learning is in itself not new, but new devices with enhanced capabilities have dramatically increased the interest level, including language educators. In fact, smartphones and tablets are frequently used to support language learning as it can be seen in a case study by an Australian regional university.

There is another important study about the use of electronic devices for language translation which was conducted in 2013 by Reza Jelveh and Dariush Nejadansari. The purpose of this research was to determine if the use of electronic dictionaries can improve the quality of the translation tasks from university students of English as a foreign language.

Even though many studies around the world support the use of mobile devices in language learning or translation, some educators disagree that these tools should be allowed in the classroom. Some concern exists on language teachers about the distraction caused by the use of mobile devices since their students may spend time texting, surfing websites or chatting online with their friends, which means that they are not paying attention to the class.

Although many academic researches around the world have demonstrated the effectiveness of using mobile devices in language learning and translation, the findings of other studies reveal that they may hinder the learning process by causing distractions among the students and classroom management problems for the teachers. Hence, the authors of the current study have gathered information through different sources such as surveys, interviews, academic essays and articles related to the topic in order to determine the effects of using mobile devices such as smartphones and tablets in the students of the elective course of Translation II, from the Foreign Language Departments at the University of El Salvador, semester II, 2017.

The current research has been divided in different sections to provide a holistic perspective from different points of view. The authors of this study distributed their analysis of the topic in the following stages: delimitation, statement of the problem, objectives, justification, theoretical framework, and methodology, analysis of data, conclusions, recommendations, and bibliography. Each component has been described in detail to provide as much information as possible.

DELIMITATION

The present research project was conducted in the facilities of the Foreign Language Department at the University of El Salvador. It is focused on the students who are taking the elective subject of Translation II from groups 01 and 02, in the Teaching English Major during the second semester of the academic year 2017. Consequently, this study has tried to find the influence of the use of the most common mobile devices used nowadays such as cellphones and tablets in the academic performance of the students.

STATEMENT OF THE PROBLEM

During the last decade, technology breakthroughs have facilitated the access to Internet through mobile devices. Smartphones and tablets are among the most commonly used and observable technologies of the modern days. They have become a useful tool for searching information of different topics. Moreover, the use of educational apps in mobile devices for learning purposes have become popular in students of languages around the world. Language teachers have especially been interested in using these devices as tools for providing learning opportunities such as: reading online content from eBooks or the Internet, listening to music and watching videos are all activities that enhance the learning of languages.

The use of mobile devices, including mobile phones and tablets, is a growing trend in education. Multiple options such as the possibility of searching meaning in on line dictionaries just by typing a word can be available at the time to use a smartphone or tablet. One of the advantages of using online dictionaries in mobile devices is the opportunity to listen to the pronunciation of words that are being searched. Another advantage is spelling. Online dictionaries provide a lot of possible options in order to make the searching of meaning easier. In addition, students of languages have the chance to practice outside the classroom through the proper use of these tools.

On one hand, the use of mobile devices may be useful to enhance the classroom learning environment of the subject of Translation II of the English Teaching Major of The Foreign Languages Department, semester II 2017 since they can be used to perform different tasks such as browsing definitions, playing videos in YouTube, playing learning apps, recording voice, etc. On the other hand, some educators disagree with the use of these devices in the classroom due to the fact that their students may spend time chatting with their friends or navigating in social networks such as Facebook, WhatsApp, Instagram, etc. and it may affect the learning environment. Another disadvantage is the necessity of Wi-Fi since smartphones and tablets usually need a good Wi-Fi connection to run their features properly. This research project is aimed at finding an answer to the next question: May the use of electronic devices such as tablets and smartphones help students of the elective subject of Translation II of English Teaching Major of the Foreign Languages Department, semester II 2017 to improve their academic performance?

JUSTIFICATION

The present research is focused in the use of mobile devices such as smartphones and tablets in the elective subject of Translation II at the University of El Salvador semester II 2017 and its impact in the students' academic performance.

Advances in tablet computers and cell phone technology have greatly improved recently and such devices are now widely used for students and teachers of languages around the world because of their features such as WI-FI connection, high definition cameras, voice recording, video recording and multi-language apps such as SayHi, Babylon and many others which may help students of the Translation II class to simplify their tasks and translation assignments.

One of the possible advantages of using smart mobile devices in the translation class semester II 2017 is the opportunity of accessing on line dictionaries such as McMillan, Cambridge, Oxford, etc. They have many advantages over printed dictionaries. First of all, to find a meaning or definition the user just needs to type a word and the search engine will display automatically many options in the screen right away. Secondly, the definitions and meanings are constantly being updated by academic researchers and linguistics. Moreover, they are more interactive than printed dictionaries due to the fact that users may find not only meanings but also images, references, examples and pronunciation. Using mobile devices may help students of the elective subject of Translation II of the English Teaching Major of the Foreign Languages Department in the University of El Salvador semester II 2017 to improve their academic performance in quizzes, midterms, homework, and practices.

There are many studies that support the use of computer assisted tools that can be used through mobile devices for language learning. However, not all of the students or teachers of languages are taking advantage of these educational resources. The purpose of this research is to determine whether or not the use of smart mobile devices such as tablets and smartphones may help the students of the elective subject of Translation II of the English Teaching Major semester II 2017 of the Foreign Languages Department in the University of El Salvador to improve their academic performance. The final goal of this research is to help both teachers and students of this subject to facilitate the teaching learning process.

OBJECTIVES

General objective:

To determine if the use of mobile devices can influence the academic performance of the students taking the elective course of Translation II of the English Teaching Major of the Foreign Language Department at the University of El Salvador, semester II, 2017.

Specific objectives:

- To determine if the use of language learning apps may facilitate the translation tasks of the students of the elective subject of Translation II.
- To inquire if the use of electronic dictionaries may help the students of the elective subject of Translation II to improve their academic performance.
- To find out if the use of mobile devices such as smartphones and tablets help or hinder the translation process of the students of the elective subject of Translation II.
- To generate suggestions to optimize the use of mobile devices such as smartphones and tablets for the students of the elective subject of Translation II.
- To identify apps that can be used for the translation process through mobile devices in the elective subject of Translation II.

THEORETICAL FRAMEWORK

Introduction.

Computer technology has been used in translation for about five decades in the form of machine-assisted human translation, human-assisted machine translation and terminology databanks. They offered access to technical terminology and not common words. Furthermore, they have advantages over traditional dictionaries as their terminology is always up-to-date and they contain more entries Nirenburg, (1987).

The development of hand-held electronic dictionaries, spelling checkers, grammar checkers and dictionaries on CD-ROM's in the past decade made them accessible to many more translators and students all over the world (Gray, 1986; Heather and Rossiter, 1988; Spring, 1995; Subirats-Ruggeberg, 1994; Eleuterio et al., 1995; Sharpe, 1995, Ford, 1996; McDermott, 1996). The use of pocket hand-held electronic dictionaries (ED), spelling and grammar checkers and mini-electronic language translators in foreign language learning at the secondary and undergraduate college level has been the focus of a few recent studies (Tang, 1997; Aust, 1993; Zupanicic, 1995; and Lamb, 1991; MacArthur, 1996; Zahner, 1990; Leffa, 1993). However, the use of pocket hand-held ED's, spellers and minielectronic translators in translation has been the subject of very few studies. A single study by Pearson, (1996) examined ways in which ¹*language corpora* and concordance tools can be used in translation classes. She presented a profile of graduate-level translation students at Dublin City University and outlined the level of expertise they are expected to achieve.

For language learners and teachers the future holds great potential. Owing to the ever increasing availability of computing power, linguistic data, and the growing need for automation, tangible successes of mobile translators began to emerge in the 1980s and 1990s, mostly using rule-based approaches, whereby sets of linguistic rules were written manually by linguists and translators for each language pair Arnold, Balkan, Meijer, Humphreys & Sadler, (1996).

¹ Compiled large amounts of authentic written and spoken language.

THE EFFECTS OF USING MOBILE DEVICES IN THE CLASSROOM:

When, in 1973, the ²mobile devices were invented for the first time, it was hard to think that someday they would become an important part of routine life. Nowadays, mobile devices such as smartphones, tablets and others are used everywhere for doing everything ranging from voice calling to making short messages, video chat, listening to audio (Mp3, Mp4, Mpeg), web surfing, shopping, etc. Besides all these benefits, mobile devices have become popular in education and language learning due to the fact that many students around the world use them to search on line the definition of unknown vocabulary.

The effects of using electronic dictionaries in the language classroom has always been a topic of interest for researchers. One of these studies was conducted by Mehrak Rahimia and Seyed Shahab Mirib from the English Department of the Faculty of Humanities from the University of Lavizan, Tehran, Iran, in 2014 with two groups of intermediate English level using an experimental approach. One of the groups was assigned a printed dictionary and the other group was assigned an electronic dictionary. Two data collection instruments were used in this study: a language achievement test; and the Longman mobile and Longman paperback Dictionary.

The language test consisted of 5 parts including listening (20 items), vocabulary (30 items), grammar (30 items), reading comprehension (10 items) and writing. The second instrumented consisted of The Longman mobile and Longman paperback Dictionary. The experimental group used the fifth edition of Longman Dictionary of Contemporary English (LDOCE), mobile phone version (version 1.3), registered on September 2012. The control group used the second impression of the fifth edition of LDOCE printed in 2010.

16 sessions were conducted during the semester with the experimental group using LDOCE installed on their mobile phones to do all their activities in and out of the classroom. Meanwhile, the control group worked with LDOCE printed version to do their language activities. At the end of the instruction both groups were post-tested on their language ability. language learning environments can have a positive effect on learners' achievement in learning English as a foreign language.

² Any type of handheld computer.

The results of this research promote the use of electronic dictionaries in language learning. “Mobile apps offer a wide range of learning tools that can be downloaded to their mobile devices and used productively at opportune times in a variety of settings and on-the-go” Steel, (2012, p. 1). In the case of language learning this feature of mobile learning is a more practical help, as “extending language learning outside of classroom time, especially where in-class language practice time is limited, is essential to language acquisition” (Kennedy & Levy, 2009, cited in Steel, 2012, p. 2). Moreover, as foreign language learning needs frequent informal practice Kukulska-Hulme, (2012), mobile phones provide ample opportunities for learners to have continuous connection with the target language.

Another study conducted by Foti & Mendez, (2014) found that the majority of university students used their mobile devices to support language learning even when they were out of their classes. Students also utilized their mobile tools to enhance their ‘role’ as active responsible students when they communicated with the teachers conveniently through their emails. In addition, the results of a Pearson Education, (2015) survey showed that the rate of device ownership and device usage were almost the same.

Whereas some studies have found negative (Jacobson & Forste, 2011; Lepp et al., 2015; Sanchez-Martinez & Otero, 2009) or even ambivalent Lam & Tong, (2012) relationships between students’ frequent use of digital devices (mostly cell phones) in the classroom and their academic performance, the application of these devices to support learning is increasingly becoming more popular in many universities and colleges. For example, Yeshi & Aagard, (2011) reviewed literature on the use of cell phones for college teaching and found that the majority of studies supported their application to enhance students’ learning and interaction even though they acknowledged the existence of some limitations.

Furthermore, a study of an Australian regional university by Farley et al., (2015: 6) revealed that students actively used mobile technologies such as laptops and tablets even more than desktop computers to support their studies followed by smartphones and netbooks. In connection with the teaching of translation, Farley et al., (2015: 10) reported the findings of their research which showed that many students at the University of Southern Queensland frequently used their mobile apps in the classroom for language learning or translation purposes.

Perhaps the most interesting research about the use of electronic devices for language translation was developed by Hossein Bahr, Tengku Sepora, and Tengku Mahadi from the School of Languages, Literacy and Translations from the Sains University of Malaysia in 2016. This study focused in a group of students of a translation class. A small-scale exploratory qualitative study (a focus group interview including 4 participating teachers with at least 5 years' experience in using mobile devices for teaching translation) was conducted to provide the essential information and practical ideas for answering the first research question and for preparing a questionnaire, which was later used to answer the second research question.

Subsequently, the authors of that research developed the instrument and sent it to 65 English and Persian translation instructors of which 26 participants reported they had at least 3 years of translation teaching experience using various electronic and mobile tools and returned the questionnaire after filling it out completely. The participants were asked to fill out the 12-item instrument and it mostly asked them about their preferences for the types of classroom activities involving the application of mobile devices mostly encouraged by translation teachers.

The results of the analysis of the focus group interview with four participating instructors reveal many practical information concerning how mobile devices can be used for teaching translation classes. Many translation teachers 68% stated that they also encouraged the use of mobile devices for note-taking in their classes. Using terminology databases – Again, the majority of translation instructors 65% mentioned that they encouraged the use of mobile devices for using terminology databases in their classes. Furthermore, 62% of translation instructors recommended them for this type of activity

As the results of the qualitative content analysis of the study suggest, some participating teachers believe that when students' use of mobile devices are more related to classroom activities, the instructors are more likely to encourage the use of mobile devices in the classrooms.

This confirms previous research Kuznekoff et al., (2015), which stresses the importance of the relevance of mobile devices' classroom application to the activities engaged in class. Furthermore, other findings from that research indicate that devices operating Android are gaining popularity in the translation classrooms potentially due to their free open-source features, high reliability and freedom from licensing difficulties. However, the findings of that study imply that activities such as contacting group members, while increasing collaboration, are less likely to be encouraged by instructors in the classroom.

More research should be conducted to verify these findings. Furthermore, the majority of current undergraduate university students have prior experience with mobile technology since their high school studies. This is best mentioned by Crompton, (2013: 38) who describes high school students as 'power users' who do not like to 'power down' when they enter the university. Given that most of the present undergraduate students are already familiar with and have used mobile devices since their high school days, it is very crucial for the teachers to adapt their teaching styles and strategies to accommodate to the new situation.

The benefits of the use of using mobile devices to enhance language students' performance

Mobile assisted language learning (MALL) has recently become a focus of research as a sub-branch of the wider field of study, computer assisted language learning (CALL). Along with the rapid development of computers and information technologies, implementation of new technologies in foreign language teaching has gained considerable importance both in the literature and in classroom practice (Kukulka-Hulme, 2006; Kukulka-Hulme & Bull, 2009; Lu, 2008; Thornton & Houser, 2002-2005). Although there is a general thought on the direct relationship between CALL and MALL, there is not yet an agreed separate definition of "mobile learning".

According to a study conducted by Tayebeh Mosavi Miangah and Amin Nezarat from the English language department of Payame Noor University, Yazd, Iran in 2012, Mobile-Assisted Language Learning (MALL) deals with the use of mobile technology in language learning. In contrast to classroom learning, in MALL there is no need for the learners to sit in a classroom to get learning materials.

The advantages of mobile assisted language learning are mentioned in the study proposal of Tayebeh Mosavi Miangah and Amin Nezarat. They highlighted that learning through the mobile phone provides the learners with the opportunity to learn when they are in the bus, outside or at work doing their part-time jobs. In fact, they can learn every time and everywhere they are. According to their research, some of the most common characteristics of mobile devices are:

A) Portability: such devices can be taken to different places due to small size and weight enables learners to move mobile devices and bring learning materials .

B) Social interactivity: exchanging data and collaboration with other learners is possible through mobile devices

C) Connectivity: mobile devices can be connected to other devices, data collection devices, or a common network by creating a shared network

D) Individuality: activities platform can be customized for individual learner.

Another researchers such as Kukulska-Hulme, (2006), supports the idea that such an expansion of mobile technologies has enabled ordinary people to take advantage of this “anywhere and anytime” learning innovation, and that it is no longer a privilege of experts or wealthy people to own and use mobile devices and mobile learning facilities.

In addition, several studies such as (Thornton & Houser, 2005; Cavus & Ibrahim, 2007; Saran, Seferoglu & Cagiltay, 2009; Stockwell, 2007; Kennedy & Levy, 2008; Lu, 2008) have particularly investigated vocabulary learning opportunities through mobile phones such as text messaging and multimedia functions. In these studies, mobile phones have mostly proved to be effective vocabulary learning devices.

The Thornton and Houser’s study, (2005) reveals that students who received mobile vocabulary lessons learned more vocabulary than the students learning the same set of vocabulary in class. Similarly, Lu, (2008) states that mobile phones are more effective vocabulary learning tools than traditional pen and paper based vocabulary learning. Hence, the use of mobile devices in language learning is strongly supported by several researches.

According to a study conducted by Robert Chartrand, (2015) from the Institute of Foreign Language Education at the Kurume University in Japan, there are many advantages of Mobile Assisted Language Learning such as:

Multimedia Ability:

The ability to easily record and playback a student's voice and compare it to a native speaker's voice is a great learning tool for the language learner. Moreover, the ability to record and playback videos, is another asset for learning a language. Listening to music and watching videos are very popular exercises for students as well. The ability to create and listen to podcasts is another advantage to enhance language learning.

Internet Access:

Access to the Internet gives students the ability to search for and receive information about any topic. Searching through the World Wide Web provides answers about different topics. Accessing YouTube allows students to watch and listen to music videos and movie clips related to language learning or translation. Online dictionaries and other information gathering tools are used widely by students in language classrooms around the world.

Social Networking:

Using social networking websites such as Facebook and Twitter can be a positive way for students to share information, thoughts and ideas on a variety of subjects. Furthermore, teachers can create a Facebook group in which they post guidelines, homeworks or videos related to the topics studied in class.

Nowadays, students of English as a foreign language around the world can take advantage of language translation apps in their mobile devices such as smartphones or tablets to enhance their academic performance. A research conducted by Caroline Steel School of Languages and Comparative Cultural Studies of Queensland in 2012 with 134 language learners reveals that mobile devices are tools which can help to maximize their time-on-task wherever and whenever there is time and opportunity to learn.

According to their research, pricing and mobile connectivity for these devices is rapidly becoming more accessible to students. Smartphones now outnumber laptops and ownership

Is exceeding saturation Traxler, (2011). In Australia, smartphone ownership increased by 36% from 2010 to 2011 and is predicted it to grow to 60% of the Australian mobile population by 2012, Telstra, (2011). In this context, mobile devices and their applications hold potential affordances for language learners Kukulska-Hulme & Shield, (2008).

The findings of their study proposal demonstrate that students appreciated the flexibility and convenience of using their apps to meet their personal learning needs at times and in places that suited their lifestyles. Furthermore, students found mobile apps easy-to-use and understand and they mentioned that these tools are accessible anywhere anytime. Moreover, students commented that apps were generally free or low cost and are often many things in one: dictionary, text-book type exercises, flash cards, audio, writing practice devices etc.

Convenience, portability, and being able to learn-on-the go were important factors for students who ranked mobile apps as beneficial to their language learning. These features are not new to mobile learning and their benefits have been espoused for some time e.g. Alexander, (2004). Based on the findings of this study, mobile apps for vocabulary acquisition were perceived as highly beneficial to students' learning. Many of the language apps offered flashcards and games that could be personalized to assist targeted vocabulary acquisition

Possible disadvantages of using mobile devices to enhance language students' performance

Mobile devices can be used to enhance classroom learning. Some of the useful features include the ability to access information, record data, and create podcasts Chartrand, (2007). They can also be used as a way to gather data for classroom presentations and enhance interactivity in large classroom settings Scovacca, Huff, and Marshall, (2009). However, some educators disagree that mobile devices should be allowed in the classroom. Some concern exists about the distraction caused by the use of mobile devices. Students may spend time texting, surfing websites or chatting online with their friends, which means that they are not paying attention to the teacher.

The study conducted by Tindell & Bohlander, (2012), reveals that test performance is significantly lower for the students who are distracted by mobile devices during a lesson, indicating that there is a loss of concentration if students are doing non class-related tasks (Chaklader & Bohlander, (2009), Rosen et al., (2011). In addition to the student doing other tasks on the mobile device, it is also possible that the instructor can be distracted by a student's actions. Hence, the use of mobile devices in the classroom should be class oriented.

This conduct causes problems for classroom management in general Tindell & Bohlander, (2012). The test performance is significantly lower for the students who are distracted by mobile devices during a lesson, indicating that there is a loss of concentration if students are doing non class-related tasks Chaklader & Bohlander, (2009), Rosen et al., (2011). In addition to the student doing other tasks on the mobile device, it is also possible that the instructor can be distracted by a student's actions. This conduct causes problems for classroom management in general Tindell & Bohlander, (2012).

While students can access dictionaries and other online information for learning during class time, the same use is inappropriate watching videos that are not related to the lesson, playing online games, and using social networks for connecting with friends but not in the target language are inappropriate uses of the device during class. Thus, their academic performance could be hindered with the inappropriate use of these tools.

Computer-Assisted Translation Tools.

Kukulska-Hulme (2012, p.1) suggests that 'by reviewing individual learner experiences in learner-determined contexts, researchers and the language teaching community can work together to build up a picture of emergent practices'. This study has contributed to understanding how foreign language students are currently using mobile apps to support their language learning. It highlights how these devices are making a difference to the ways that students fit learning into their busy lives as well as describing the dominant uses of these apps in the context of a specific discipline.

The rise of user-participatory culture Jenkins, (2006), has led to everyday users with varying degrees of foreign language proficiency to function as amateur and volunteer translators: most of them translating online content, working on large online projects, and even evaluating the quality of translations for their area of interest such as social media, video games, animated movies, and etcetera.

In addition to this willing and able online workforce of amateur translators, new web technologies have opened the door to more users to access the Internet and actively create and share their own content such as blogging, social media, and technical support, which, in turn, is likely to need translation to reach a wider global audience, (Mitchell, O'Brien, & Roturier, 2014). It is for such user-generated content that users with proficiency in foreign languages become volunteer and amateur translators of their own and other users' content see O'Hagan, (2009).

Handheld electronic dictionary use differs from that for paper dictionaries in a variety of ways. As Nakayama and Osaki, (2008) note, the process of consulting an electronic dictionary differs significantly from that for paper dictionary consultation Schofield, (1982). With many electronic dictionaries, with monolingual, bilingual, and other dictionaries contained within one device, users do not need to decide which dictionary to take to a particular class or use for a given task. Neither is there usually a need to determine and look up the canonical form of an encountered L2 word form; entering any form of a word will usually lead the user to the entry for the required word. Reliance on the alphabetical order of words is also much reduced since the user generally only needs to enter the word on the keyboard of the electronic dictionary.

The locating of multiword expressions Bøjnt, (1981). Atkins and Varantola (1998), is also made much easier with electronic dictionaries that offer an idiom location function. The above-mentioned features of electronic dictionaries may all affect dictionary user behaviour, as will familiarity with and use of these features, the extent of reflection prior to consultation, and speed and success of dictionary consultation.

Primary and secondary purposes for dictionary consultation, will also affect dictionary use; for different users at different times, the main reason for using a dictionary may be to understand some lexical information and apply that information in some way, it may be to learn specific looked-up information, or it may be simply to satisfy curiosity.

Extent of electronic dictionary ownership and norms of dictionary use within a class or group of learners may affect their use, as may the nature of the class activity. The teacher may also have an important influence on electronic dictionary use in class: through rules regarding their use, guidance or training, encouragement or prohibition.

Perhaps the most important finding from questions regarding electronic use in class activities is not about which activity requires most dictionary use, but that electronic dictionaries are widely used for the majority of language class activities. Given these circumstances, language teachers need to reflect on how best to give students support in using electronic dictionaries effectively.

One approach may be to guide learners, and teachers, to four possible areas of guidance or training: the contents and functions of electronic dictionaries; the type of information found within dictionary entries; electronic dictionary use etiquette (when and where to use the quotation mark “?”) Or not; and the use of the electronic dictionary as a vocabulary learning tool. Regarding the functions and contents of electronic dictionaries, this could be approached by making it the topic of class presentations or discussions, with students learning from each other.

Given the extensive unreflective use of electronic dictionaries, with the majority of this being to look up or check the meaning of L2 (second language) words, questions challenging this behavior may help language learners reflect on one long-term purpose of their electronic dictionary use: vocabulary learning. Questions may include: What choices do you have when you see a word that you do not know? What happens to the words you look up? How do you choose which looked-up words to learn? How do you learn these words?

Teachers may also stretch students' electronic dictionary use abilities through setting language awareness tasks (finding senses, collocations, registers, varieties, etc.). In conclusion, the findings from all the researches mentioned previously in the current study proposal suggest that many language students may fail to exploit the potential of electronic dictionaries to be powerful and effective language learning tools.

The use of mobile devices to support language translation

There are many studies that support the use of mobile devices to enhance students' performance in language translation, one of these researches was conducted in 2013 by Reza Jelveh and Dariush Nejadansari from the Department of Foreign Languages of the University of Isfahan, Iran. The purpose of their research was to determine the use of electronic dictionaries can improve the quality of the translation tasks from university students of English as a foreign language in that country.

In order to develop their study, they selected randomly 3 groups of students of different universities from Iran. Each group was administered the same translation task from Persian to English. One of the groups was assigned an electronic dictionary, whereas the other groups were assigned hard-cover dictionaries to complete the task. The findings of this research reveal that students using mobile dictionaries rendered the texts more accurately and much faster than the other two groups with the average finishing time of 27 minutes and 54 seconds. Furthermore, their findings indicated that the performance of mobile dictionary users was better than other groups in terms of translating the challenging words of the text. This was consistent to Kobayashi's study, (2005) that demonstrated new types of reference materials like electronic dictionaries can enhance learning and language performance.

Another study regarding the influence of electronic dictionaries on vocabulary knowledge Extension was conducted by Mojtaba Rezaei & Mohammad Davoudi from the Department of English Language and Literature of the Hakim Sabzevari University, Sabzevar, Iran in 2016. Their study aimed to explore the influence of Electronic Dictionaries (ED) Vs. Paper Dictionaries (PD) on vocabulary learning and retention of Iranian EFL learners.

They selected seventy college students to carry on the research. Before the treatment, a Preliminary English Test was used for assessing the participants' homogeneity. The participants were assigned to Electronic Dictionary (ED) group and Paper Dictionary (PD) group. The overall results from this research indicate that students who used EDs improved vocabulary learning.

In their study proposal Mojtaba Rezaei & Mohammad Davoudi, cited other previous other important researches by another authors such as Nesi, (2003) who examined the benefits of electronic dictionaries. He stated that the rich information offered by these dictionaries is so helpful that it makes them a reference tool which not only provides information on various aspects of vocabulary knowledge but also serves as a language learning device. In addition, they mentioned another study from Laufer and Hill, (2000) this study stated that the high speed and the ease of access of electronic dictionaries encourage the language learners to make frequent use of them in the process of vocabulary learning.

Another study conducted by Al-Jarf, (2007) illustrated that students who enjoyed learning through the use of electronic dictionaries had the highest gains in vocabulary. Furthermore, Wood, (2001, p. 182) pointed that devices that allow users to click on words to hear them pronounced, and sometimes defined, can enhance understandings about new words. Moreover, the EDs with sound can be used at home to check the pronunciation of words studied in class, especially for those with limited access to native speakers.

According to Al-Seghayer, (2001). Audio aids have the additional advantage of increasing vocabulary recall and retention due to their combination of sounds and text image when using an electronic dictionary, learners can click on the words and listen to the correct pronunciation and stress of the new words and hear the sample sentences that exemplify them in context. Consequently, advances in technology have made the use of visual aids more efficient than before.

Many researchers Al-Jarf, (2007); Al-Seghayer, (2001); Wood, (2001) believe that visual aids used in electronic dictionaries are more useful than the use of paper dictionaries due to the following reasons:

(1) Learners who learn new words with the help of visual aids outperform those learners who use text-only dictionaries Al-Jarf, (2007).

(2) Visual information helps learners to understand complex concepts. They help the learners visualize the words in the minds and develop mental images Wood, (2001).

(3) Visual aids also increase text comprehension and vocabulary retention through linkage of form to meaning Hulstijn, (2001).

The results of the study carried by Mojtaba Rezaei & Mohammad Davoudi are in line with other authors such as Al-Seghayer and Leffa, (2001) concerning the effect of ED in enhancing vocabulary learning. Moreover, their research supports the findings of Bogaards, (2001), and Hulstijn, (1993) who found that some learners are reluctant to use their paper dictionaries when they encounter new words in the process of text comprehension.

The findings of Mojtaba Rezaei & Mohammad Davoudi, (2016) in their research named “The Influence of Electronic Dictionaries on Vocabulary Knowledge Extension” confirm the conclusions of other studies carried out by researchers such as Al-Seghayer, (2001); Laufer and Hill, (2000); Osaki, Ochiai, Iso, and Aizawa, (2003) who found the satisfactory role of electronic dictionary in vocabulary learning and recall. Therefore, the overall results illustrate that a combination of aural and visual stimuli is more fruitful for learners compared to when the information is presented in a single mode Ellis, (1994).

It can be seen that the efficient use of electronic dictionaries through mobile devices may help students of languages to extend their vocabulary in the target language and to facilitate the translation of unknown vocabulary. This is consistent to Kobayashi`s study, (2005) that demonstrated new types of reference materials like electronic dictionaries can enhance learning and language performance.

The findings from all the studies mentioned above highlight different points of view from different academic researchers regarding the benefits and disadvantages of using mobile devices such as smartphones and tablets in the translation classroom. Hence, the authors of the current study designed the following general and subsidiary questions to determine the effect that the use of mobile devices may have in the academic performance of the students of the elective subject of Translation II, from the Foreign Languages Department at the University of El Salvador, 2017.

General question

- Is the use of electronic devices such as smartphones and tablets related to the academic performance of the students of the elective course of Translation II in the English Teaching major of the Foreign Language Department at the University of El Salvador, semester II, 2017?

Subsidiary questions:

- May language translation apps help students to facilitate their translation tasks in the elective course of Translation II?
- May electronic dictionaries help students of the elective course of Translation II to improve their academic performance?
- Does the use of mobile devices help or hinder the translation process in the elective course of Translation II?

METHODOLOGY

Different methodologies such as the mixed method and bibliographic research design were conducted by the authors of this study proposal to support their thesis statement. The main reason for choosing a mixed method design is to combine elements of qualitative and quantitative approaches to study which is the relationship between the use of mobile devices such as smartphones and tablets and the academic performance of the students of the elective subject of Translation II. Interviews, surveys, pie graphs, bibliographic researches, etc. were developed during the research process.

Mixed Method:

Qualitative Approach

Shank, (2002) defines qualitative research as “a form of systematic empirical inquiry into meaning”. By systematic he means “planned, ordered and public”, following rules agreed upon by members of the qualitative research community. By empirical, he means that this type of inquiry is grounded in the world of experience. Inquiry into meaning says researchers try to understand how others make sense of their experience.

Denzin and Lincoln, (2000) claim that qualitative research involves an interpretive and naturalistic approach: “This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them”. A qualitative approach may be developed depending of the type of investigation and its goals.

Bryman, (1986) identifies two forms of qualitative research in the New Leadership literature. One distills lessons from portraits of successful leaders to illustrate particular ideas. The other, more ‘academic’, explore several research designs: case studies using participant observation, semi-structured interviewing and document analysis; multiple case study design, adding comparative analysis; and interview studies asking leaders about their practices and orientations, or inviting individuals to discuss other leaders or leadership practices Bryman et al., (1996).

Other qualitative designs found in the literature include ethnography, narrative inquiry, action research and grounded theory Tierney, (1996); Schall et al., (2002); Huxham and Vangen, (2000); Parry, (1998).

According to Bryman, (1986), observation and interviewing are important tools that qualitative researchers use to gather people's opinions, feelings so that can be used later to support their thesis statements. The authors of the current research used these techniques and they collected data from the teachers and students regarding their previous experiences with the use of tablets and cellphones in the elective subject of Translation and its relationship with their academic performance.

Quantitative approach

Quantitative Research is used to generate numerical data or data that can be transformed into usable statistics. It is used to quantify attitudes, opinions, behaviors, and other defined variables and generalize results from a larger sample population. Quantitative Research uses measurable data to formulate facts and uncover patterns in research. Quantitative data collection methods are much more structured than qualitative data collection methods.

Quantitative data includes close-ended information such as that found to measure attitudes (e.g., rating scales), behaviours (e.g., observation checklists), and performance instruments. The analysis of this type of data consists of statistically analysing scores collected on instruments (e.g., questionnaires) or checklists to answer research questions or to test hypotheses.

Mixed method gives researchers more confidence in the results and the conclusions they draw from the study O'Cathain, Murphy, & Nicholl, (2010). Mixed methods also help researchers cultivate ideas for future research O'Cathain et al., (2010). In addition, researchers state mixed methods research is the only way to be certain of findings Coyle & Williams, 2000; Sieber, (1973) and interpretation Morse & Chung, 2003; Tashakkori & Teddlie, (2003).

Research design:

Introduction

To support their research project, the authors used a bibliographic research design due to the fact that there are some previous studies about the use of mobile devices in translation classes. Moreover, the study is based in a non-experimental approach.

Bibliographic research

Due to the qualitative focus of the current study, the authors chose a bibliographic approach to support their research. The appeal of biographical research is that it is exploring, in diverse methodological and interpretive ways, how individual accounts of life experience can be understood within the contemporary cultural and structural settings and is thereby helping to chart the major societal changes that are underway, but not merely at some broad social level. Biographical research has the important merit of aiding the task of understanding major social shifts, by including how new experiences are interpreted by individuals within families, small groups and institutions.

Bibliographic research is part of the broader practice of qualitative methods: ‘Qualitative researchers tend to espouse an approach in which theory and empirical investigation are interwoven . . . during or at the end of fieldwork, rather than being a precursor to it’ Bryman, (1988: 81).

Qualitative research has a number of features stemming from its philosophical and theoretical approach to the social world, including remaining close to the experiences and views of the researched.

To make a bibliographic research means to take advantage of different sources such as previous thesis, academic articles, research papers, essays, etcetera to gather information about a topic of interest. The authors of the current study used all of these resources to collect useful data so they could find the relationship between the use of mobile devices such as tablets and cellphones and the academic performance of the students of the elective subject of Translation of the foreign language department of the English teaching major.

Population

The population is comprised of two groups of the subject of Translation II from the English Teaching Major at Universidad de El Salvador where the technique used was simple random sampling. In this technique, each member of the population has an equal chance of being selected as subject. The process of sampling is done using the Lottery method with each subject selected independently of the other members of the population. It is due to the fact that this study pretends to gather information related to the use of mobile devices for the translation process in the Translation course.

Sample and participants:

In order to achieve their objectives, the authors of this research took a random sample of 28 students between group 01 and 02 of the elective subject of Translation II. In order to select the participants from each group the lottery method was used, numbers were assigned to students from 01 to 35 and 14 numbers were drawn. Each student had an equal probability of being chosen. The simple random sampling technique was used in order to choose the 14 participants of each group from Translation II. They filled out a 12 item survey regarding the use of mobile devices in the classroom.

Furthermore, the two teachers from both groups of this subject were interviewed with the purpose of getting their experiences, opinions and knowledge about the topic.

Research techniques:

In order to collect the data from participants, the researchers conducted a survey with the group of students from the elective subject of Translation II of the Foreign Language Department of the English Teaching option. In addition, an interview was developed with the teacher(s) of this subject. The purpose of the survey is to gather information about how much students know about e-dictionaries, their preference between e- dictionary and a printed one and advantages and disadvantages. The interview aimed at obtaining informative notes and testimonials from teachers and students on the use of mobile devices in translation.

Research instruments:

After selecting the participants based on a random sample technique, an interview and a survey was administered to the teachers and students of the groups 01 and 02 from the elective subject of Translation II by the authors of this research. These instruments aimed to collect useful data which helped them to determine the relationship between the use of mobile devices such as smartphones and tablets and the academic performance of the students of this course.

There are many similar studies regarding the use of mobile devices in language translation in which the authors used research instruments such as surveys to the students and interviews to the teachers, for example: Hossein Bahr, Tengku Sepora, and Tengku Mahadi from the School of Languages, Literacy and Translations from the Sains University of Malaysia in 2016. They administered a survey to a group of students of the Translation course of this university and they also interviewed 4 participant teachers with at least 5 years of experience in translation in order to support their study proposal. Hence, the authors of the current study proposal based their research instruments on previous academic studies related to their topic.

The survey administered to the students of the two groups of this subject was designed with 12 open and closed questions and its main purpose was to determine if the use of mobile devices in the classroom helps or hinders the translation process. Furthermore, the teachers of both groups of this course were interviewed to know their experiences, knowledge and professional opinions about the topic.

ANALYSIS AND DISCUSSION

ANALYSIS AND DISCUSSION OF RESULTS FROM THE SURVEYS:

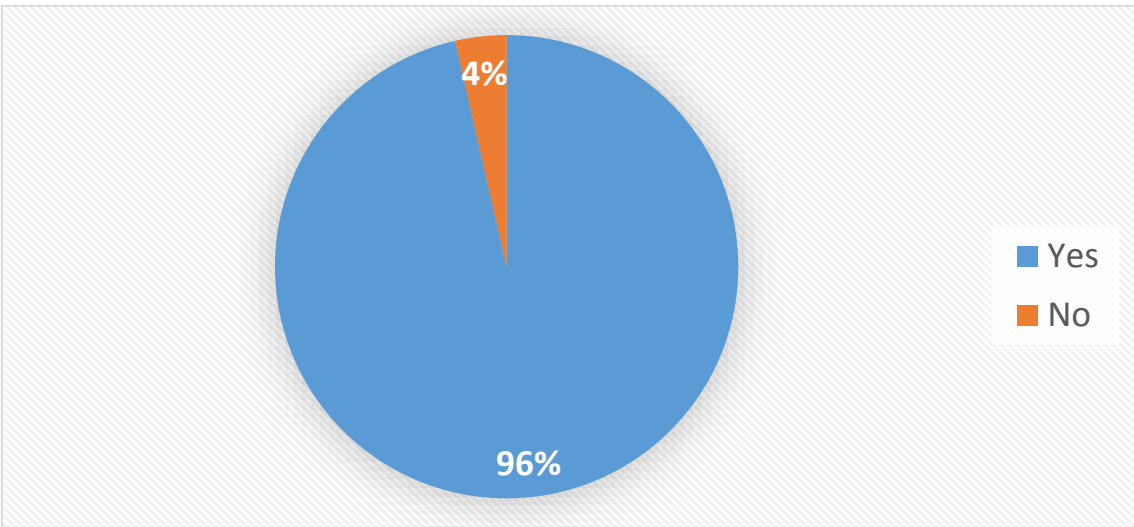
The current research project is focused on students and their use of mobile devices and its relationship with the academic performance in the elective subject of Translation II, semester II, 2017. Two different data collection instruments were used to gather information from students and teachers to develop the current study proposal. The first instrument is a survey which was administered to a group of 28 students from this subject. This survey contained 12 items with closed and opened questions. Its purpose is to support the general and subsidiary questions of this research proposal.

The second instrument is an interview with opened-ended questions that was administered to the teachers from the elective subject of Translation II to collect their opinions and experiences about the use of mobile devices in the classroom. The authors of this research project analyzed the information gathered in these sources (surveys and interviews) to determine if the use of mobile devices helps or hinder the academic performance of the students of the elective subject of Translation II.

Presentation of the results from the surveys made to students

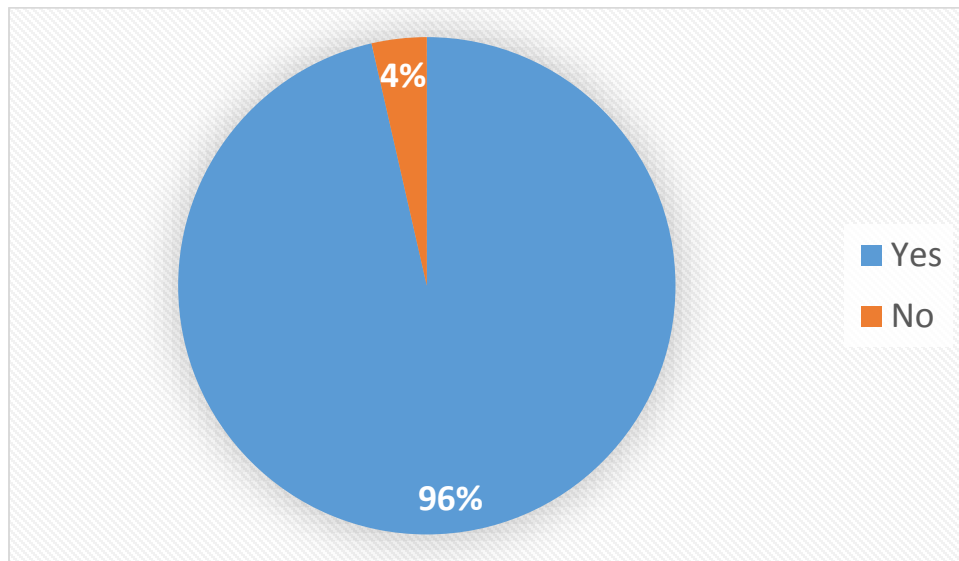
28 students from the elective subject of Translation II were randomly selected to fill out a survey regarding the use of mobile devices and its relationship with their academic performance in this particular subject. The survey contained 12 items with yes-no and some open-ended questions. The results from all the questions are represented in the following graphs.

Question #1	Answer		Total
	Yes	No	
Do you have a smartphone or Tablet?	27	1	28



The purpose of the first question of the survey is to determine the amount of students from the elective subject of Translation II who have access to mobile devices such as smartphones or tablets. The results reveal that almost all of the students from the sample, 27 out of 28, are familiar with the use of mobile technology and different tools such as language learning apps and electronic dictionaries which are extremely helpful to work in language translation projects.

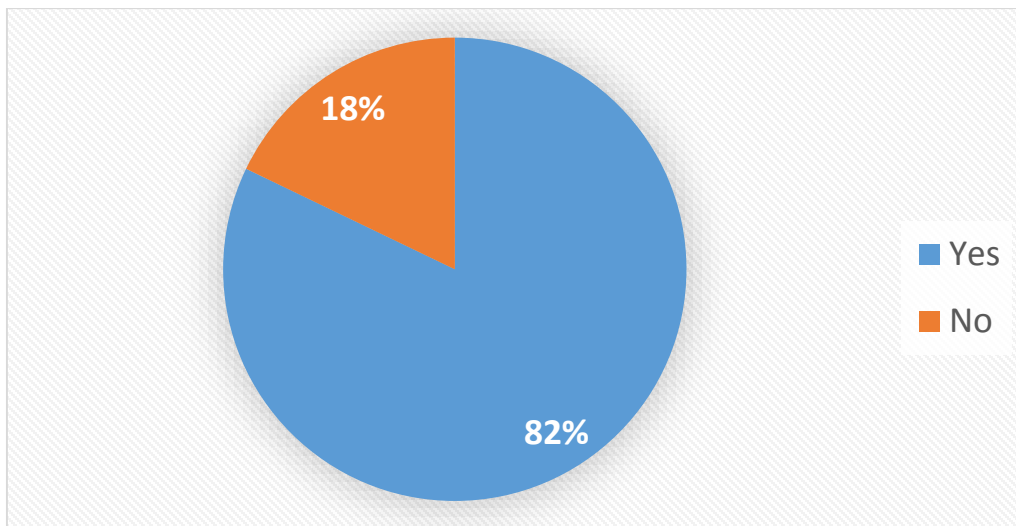
Question #2	Answer		Total
	Yes	No	
Does your cellphone have any translation app or mobile dictionary installed	27	1	28



The purpose of the second question is to determine the amount of students from the sample who have installed a language translation app or electronic dictionary in their mobile devices. The results reveal that almost all the students from the sample (96%) have at least one translation app or electronic dictionary downloaded in their smartphones or tablets.

The students from the Elective subject of Translation II probably download these kind of apps and software in smartphones and tablets rather than having a printed dictionary because of their multiple advantages such as the possibility of searching definition of words, phrases and unknown vocabulary in a shorter period of time. In addition most of the free versions of electronic dictionaries are user friendly.

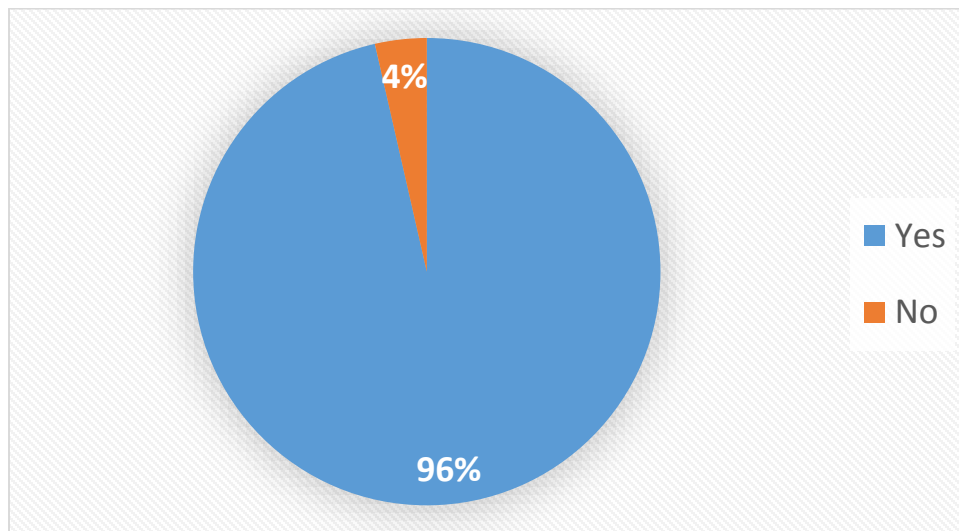
Question #3	Answer		Total
	Yes	No	
Does your tutor allow the use of mobile devices with academic purposes in the classroom?	23	5	28



Teachers from both groups of the elective subject of Translation II approve the use of smartphones or tablets in the classroom so that their students improve their academic performance through the effective use of these tools.

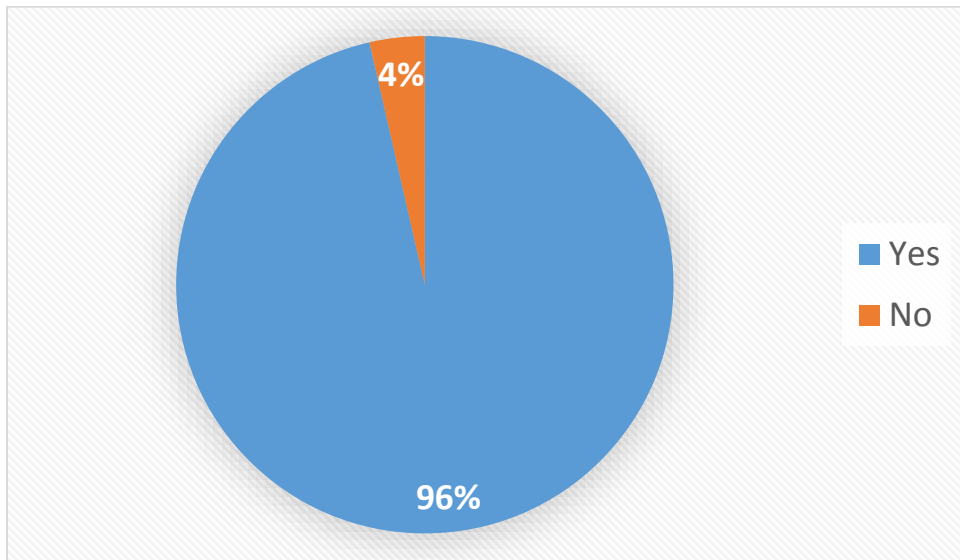
Both teachers from this course agree with the use of this technology since it may help their students to reduce the time to complete translation tasks in the classroom. By using mobile technology such as smartphones and tablets in the classroom students have access to a lot of information, images, videos, references, and other tools through translation apps and electronic dictionaries that may facilitate the translation of unknown vocabulary and enhance the teaching- learning process.

Question #4	Answer		Total
	Yes	No	
Have you ever used translation apps or electronic dictionaries in mobile devices to search the meaning of unknown vocabulary in the translation class?	27	1	28



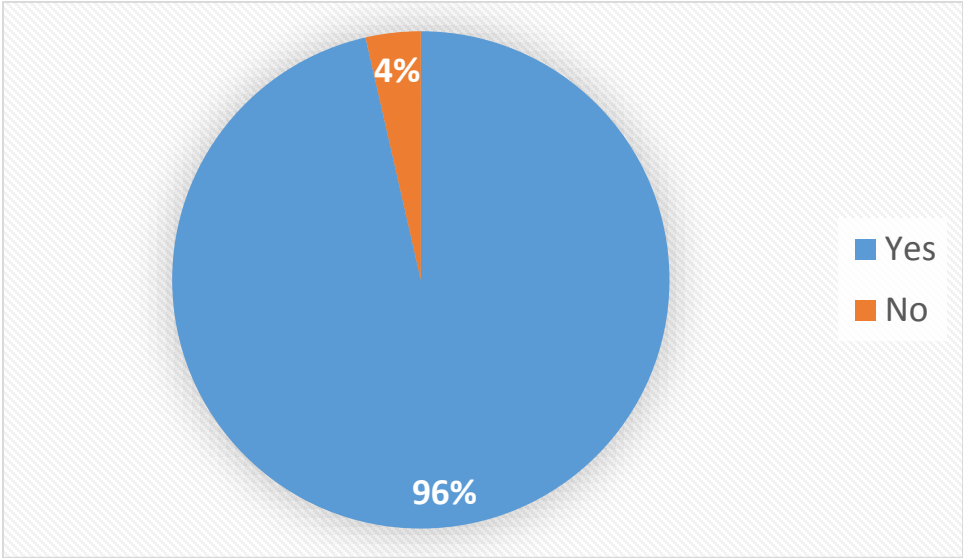
A 96% of the students from the elective subject of Translation II who participated in the survey confirmed that they use Translation apps and electronic dictionaries to search unknown vocabulary and to support their tasks and assignments since they provide a wide range of definitions which are displayed immediately in the screen of their smartphones or tablets. There are many different tools on line such as Google translator, Babel, SayHi and others which are available for free and are useful to enhance the translation of difficult or unknown vocabulary.

Question #5	Answer		Total
	Yes	No	
Do you think that language translation apps and electronic dictionaries in mobile devices such as smartphones and tablets may help you to increase your English vocabulary?	27	1	28



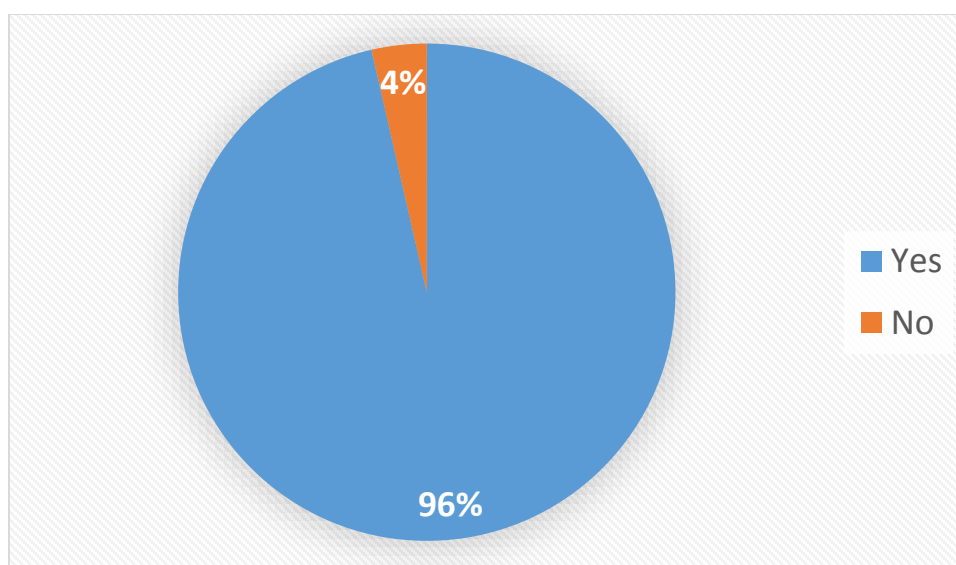
27 of the students who participated in the survey agreed that using frequently translation apps and electronic dictionaries such as Google Translator, Babel, Cambridge, Oxford, etc. may be useful to extend their vocabulary due to the fact that these tools usually display several definitions in which a single word or phrases can be used in different contexts. Furthermore, these kind of electronic sources may help the students of the elective subject of Translation II to improve their vocabulary due to the fact that they are user friendly and provide them with the correct pronunciation, spelling and meaning of unknown words.

Question #6	Answer		Total
	Yes	No	
Do you think that language translation apps (Google Translate, Babel, SayHi, etc.) and electronic dictionaries may help you to complete your translation tasks in a shorter period of time?	27	1	28



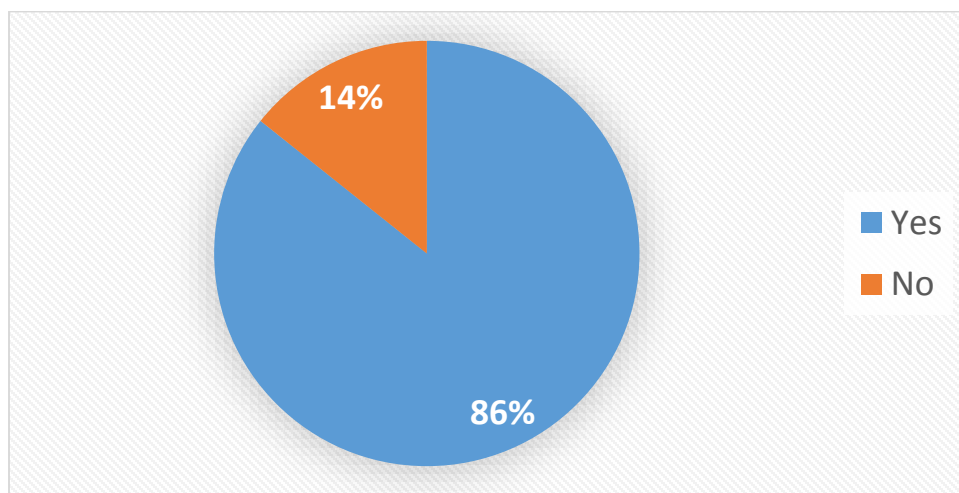
Most of the students (27 out of 28) from the elective subject of Translation II who were surveyed use different translation apps and other sources to reduce the translation time of the assignments in this course. Furthermore, a large percentage (96%) of the students from the sample agree that using translation apps and electronic dictionaries is the best option to complete different assignments such as homeworks, quizzes, midterms, etc. in a shorter period of time because they have interactive features such as searching bars that facilitate the searching process since they display multiple definitions instantly.

Question #7	Answer		Total
	Yes	No	
Do you think that the definitions or meanings provided by language translation apps and electronic dictionaries in smartphones or tablets are clear and reliable?	27	1	28



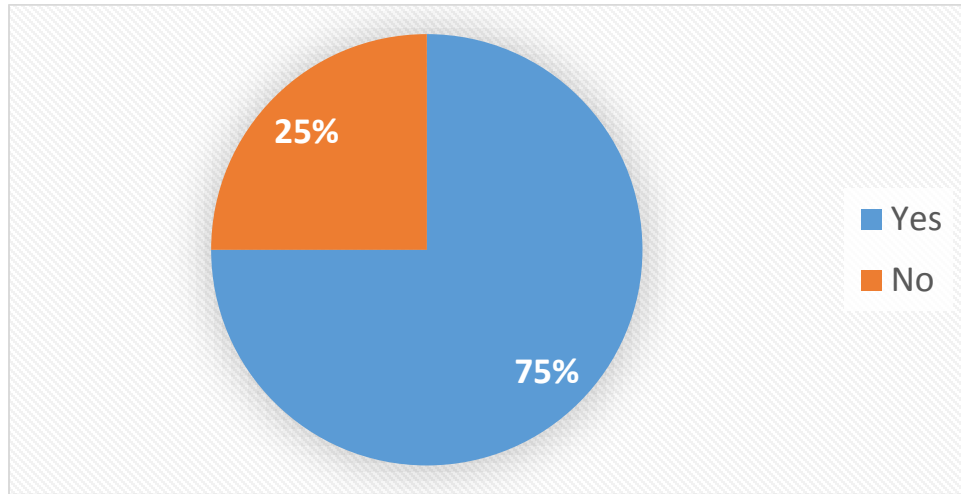
Most students of the elective subject of Translation II who were surveyed stated that the definitions provided by language translation apps and electronic dictionaries are reliable. They prefer to use their mobile devices instead of printed dictionaries. This may be due to the diversity of options that they have regarding language translation apps and electronic dictionaries. Besides that, when it comes to electronic dictionaries, it is easy to find dictionaries on the Internet that are up to date and the search for the definition of words becomes really easy as well as reliable.

Question #8	Answer		Total
	Yes	No	
Have you ever searched images or videos on line through mobile devices (smartphones and tablets) to support your translation projects?	24	4	28



In the case of using their smartphones to search unknown vocabulary, images or videos to facilitate the translation process, 14% of the students have not used their smartphone for that purpose and an 86 % has done so. It can be seen that a great percentage of students from the elective subject of Translation II have used their mobile when they work in the translation process. The findings of this research instrument reveal that most students of this course look for more examples in order to expand their knowledge about the lesson just reviewed.

Question #9	Answer		Total
	Yes	No	
Have you ever gotten distracted by navigating in social networks such as Facebook, Instagram, WhatsApp etc. through mobile devices in the classroom?	21	7	28

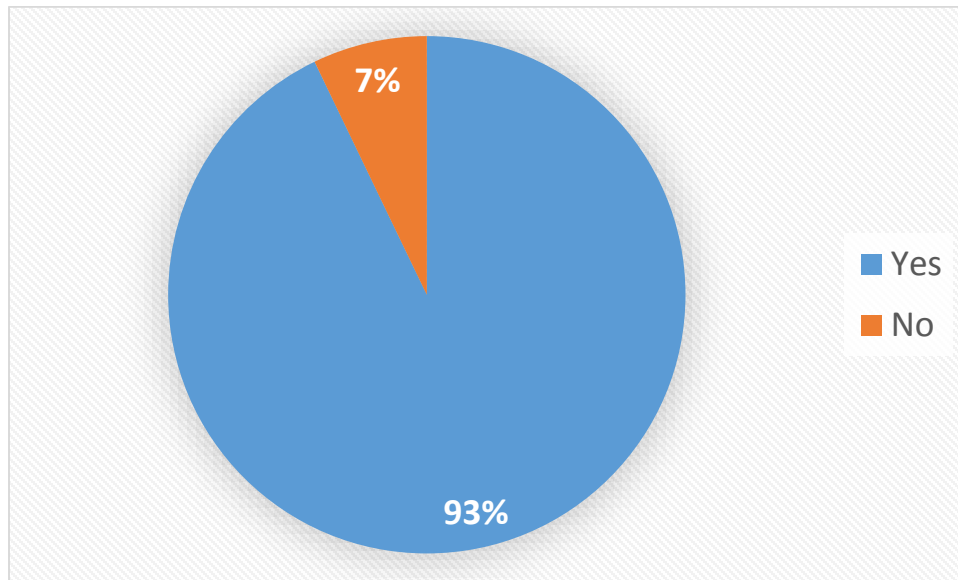


The survey shows that the 75% of the students get distracted when using their mobile devices since they give in mostly to check their apps such as What Sapp and Facebook. These kind of apps send their users several notifications of messages repeatedly in such a way that it may cause distractions.

On the other hand, the study reveals that a 25% the students from the elective subject of Translation II use their mobile devices with academic purposes despite of all the possible distractors such as the social networks and others.

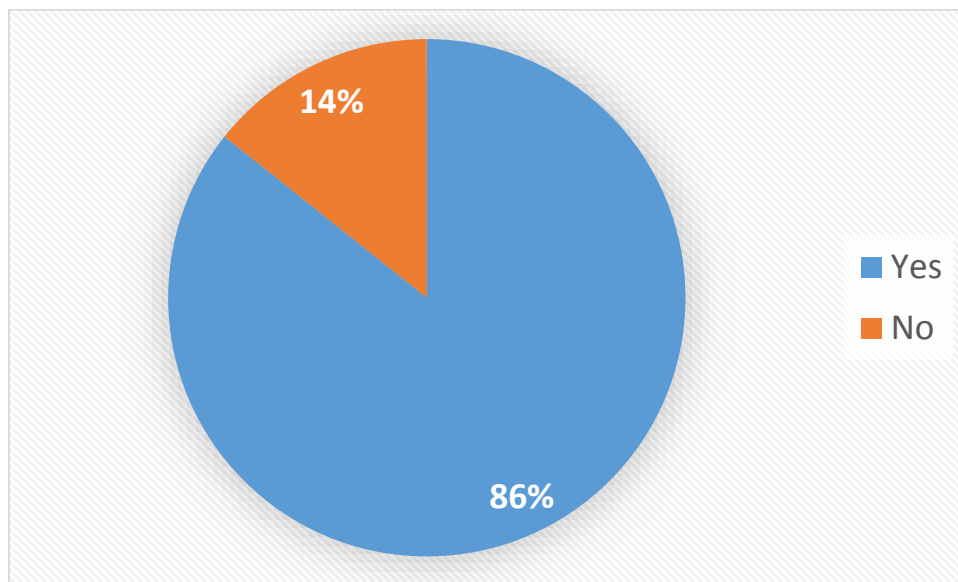
The use of mobile devices in the classroom may facilitate students to support their translation assignments, however; teachers should ask their students to deactivate the pop up notifications (Pop up notifications display the upcoming messages in a new emerging window) of messages from social networks or any other apps that are not related to the academic activities when they are in class.

Question #10	Answer		Total
	Yes	No	
Do you think that the use of mobile devices such as smartphones and tablets may help you to improve your grades in the evaluations of the elective subject of Translation II?	26	2	28



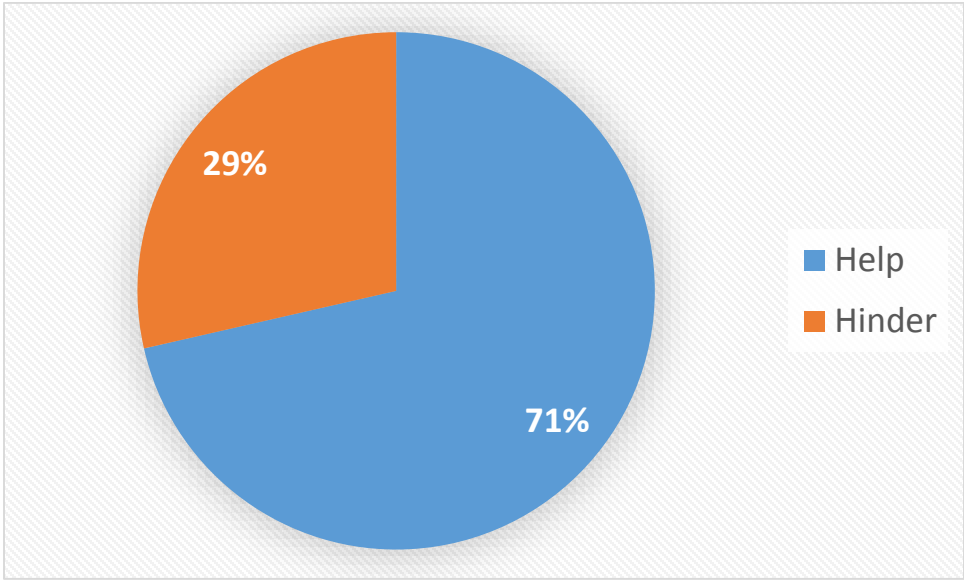
Most students from the elective subject of Translation II think that the use of mobile devices may help them to improve their grades on the assigned evaluations. Having access to mobile devices at the time to do the evaluation would benefit them in the search of word since looking in a printed dictionary can be time-consuming. As it can be seen, they strongly believe that the use of mobile devices would help to improve at the time to do their evaluations. Besides that, they believe that using mobile devices to search meaning of words is more reliable than using a printed dictionary and that adds accuracy in the meaning of words that at the end will help them to get better grades.

Question #11	Answer		Total
	Yes	No	
Do you think that the use of mobile devices such as smartphones and Tablets may help you to improve your academic performance of the elective subject of Translation II?	24	4	28



The results from the survey shows that the majority of the students surveyed from the elective subject of Translation II, 2017 think that mobile devices may help them to improve their academic performance, since they will be able to use these tools in every moment they have to. The reasons that support this ideas are that they will be able to back up their learning during classes, to be more effectives at the time to solve assignments, evaluations, etc. According to the survey, 86% percent of the students agree with these ideas. On the other hand, there is a 14% of the students that think that this will spoil their performance since the mobile devices could be a real distractor.

Question #12	Answer		Total
	Help	Hinder	
Does the use of mobile devices such as smartphones and tablets help or hinder the translation process?	20	8	28



Even though, at simple thought could seem that this is something apparent that the use of mobile devices could help the translation process there is a considerable percentage of students that think that this device might hinder the translation process. This belief is due to the diversity of applications that students of this course download through mobile devices which could distract them, so they may be using the search engine to search for applications that are not related to the academic activities such as: games, social networks and others. On the other side, there is a 71% of students that believe that this will help them in the translation process as long as it is used with responsibility.

Summary of the pie charts aforementioned

QUESTION #	TYPE OF ANSWER		TOTAL
	YES	NO	
1	27	1	28
2	18	10	28
3	23	5	28
4	27	1	28
5	27	1	28
6	9	19	28
7	20	8	28
8	24	4	28
9	21	7	28
10	26	2	28
11	24	4	28
12	20	8	28

According to the information collected from the survey, the use of mobile devices is common among the students of the elective subject of Translation II. The majority of students from the sample who have access to mobile devices (96 %) have downloaded at least one translation app or language learning app installed in their cellphones or tablets. Many language translation apps such as SayHi or Google Translator have become very popular among students of this subject due to their interactive features such as spelling correctors and searching bars which are helpful to look for images and pronunciation of unknown vocabulary.

The results from the fourth item in the survey reveal that a large amount of the students from this subject think that their vocabulary has increased and /or improved by using these useful sources since they usually use them to search information in the Translation II course and other subjects of their major related to language learning. The benefits of using mobile devices to improve the learning of the new vocabulary in the target language were previously mentioned in the current research project in the analysis of a study conducted by Foti & Mendez, (2014) in which they pointed: “The majority of university students used their mobile devices to support language learning even when they were out of their classes.

Students also utilized their mobile tools to enhance their 'role' as active responsible students when they communicated with the teachers conveniently through their emails". Indeed, translation II course and other subjects of their major related to language learning can be improved by the effective use of these tools.

The findings of the current research demonstrated that most students of this elective subject feel comfortable with the use of translation apps and electronic dictionaries through mobile devices. Furthermore, students and teachers of the elective subject of Translation II agreed in the convenience of using these tools to search words that are difficult to translate since a search engine can display a wide range of definitions, images or videos to find references when they are working in the assignments of this course. These points of view are supported by a study of an Australian regional university conducted by Farley et al., (2015), the results of this study revealed that: "Students actively used mobile technologies such as laptops and tablets even more than desktop computers to support their studies followed by smartphones and netbooks with accuracy". So it can be seen that the findings of this research are similar to other previous research projects which were developed in other scenarios around the world.

When it comes to the use of mobile devices, most students of the elective subject of Translation II agreed that the effective use of these sources may cause a positive impact in the process of learning a new language and it could be helpful to enhance their academic performance in this course. These findings were previously discussed in this research proposal when its authors analyzed an investigation conducted by Kukulska-Hulme, (2012) in which the author mentioned that "Mobile phones provide ample opportunities for learners to have continuous connection with the target language". In conclusion, the use of mobile devices is strongly supported by students and teachers from this course as a complement of the language learning process.

Analysis and discussion of results from the interviews made to teachers.

An interview was administered to the teachers from group 01 and 02 of the elective subject of Translation II by the authors of this research project in order to know their opinion regarding the use of mobile devices in this subject and the academic performance of their students.

This instrument has 6 items with opened questions especially designed to allow the teachers express their own experiences and knowledge about the topic. The findings and results of each of the individual questions of the interview are displayed in the next summary:

1. Do you think that the use of mobile devices may help the students in their academic performance in the translation process? Please explain.

When it comes to the use of mobile devices in the classroom, teachers of both groups agreed that the effective use of these tools can help students to improve their academic performance in the elective subject of Translation II. In effect, the teacher from the group number one said that the use of mobile devices is a good support, especially if they have access to internet. Furthermore, the teacher of the second group commented that in the past, students of the elective subject of Translation II, used to work with printed dictionaries but they used to spend too much time trying to look up definitions and nowadays the electronic versions of these dictionaries can make multiple searches in a few seconds. It can be seen that the use of mobile devices with academic purposes in the classroom is strongly supported by teachers of this elective subject.

2. Which are the disadvantages of having access to internet during the Translation II course?

The point of view regarding the disadvantages of having access to internet in the classroom is very similar in both teachers. The teacher of the 1st group thinks that one of the main problems of having free internet access in the Translation II classes is that many students check their social networks such as Facebook or other websites that are not related to the academic activities. Whereas the teacher of the second group thinks that there are too many distractors on cellphones or tablets, so when students are trying to search information through mobile devices they usually receive notifications or messages of other applications such as

WhatsApp, Facebook and others so he thinks that it is almost impossible to be focused in the class. In conclusion, the teachers of the first and second group agreed that having free internet access in the classroom may cause distractions in their students so this tool should be used only with academic purposes.

3. Which are the advantages of having internet access in the Translation II course?

Teachers of both groups agreed that there are many advantages of having internet access in the Translation II course. For example, the teacher of the first group commented that students of this course deal with a lot of new topics and new vocabulary every single class and by having internet access through mobile devices they can search definitions, references, images etc. to work in their translation projects. Moreover, the teacher of the second group opined that nowadays translation would not be possible without internet since it is the main source where most students and professionals search references and meanings of unknown vocabulary. Furthermore, during the interview the teacher of group number one mentioned that their students use a special website in the class to support their translation projects in which they can find technical vocabulary of different topics and alternative versions of other translators. Consequently, having internet access in the Translation II course can bring many benefits to students and teachers of this course based on their opinion.

4. Based on your personal experience, do you consider electronic dictionaries are a good option to search unknown vocabulary? Are there any other options?

Based on the question that is related to the personal experience considering the use of electronic dictionaries are a good option to search unknown vocabulary, it was perceived that there is some kind of agreement about being a good option to search unknown vocabulary.

One of the teachers interviewed is in total favor for using electronic dictionaries due to some of the features that electronic dictionaries have. Furthermore, adding that other useful resources when it comes to Translation are free websites. Pointing out that there are many websites where it is possible to find words in context and find scientific and legal references of words in context. Besides that, she highlighted a very useful tool for the translation process, CAT (Computer Assisted Tools), stating that is a great support for a translator student or for a professional translator.

On the other hand, the teacher of the second group commented that sometimes the free version of electronic dictionaries do not allow the user to access all their features. Whereas, the best version of these tools are usually expensive and that not all the students from the Foreign Language Department can afford them. Finally, he opined that despite of these possible disadvantages, electronic dictionaries are still a good option to support the translation tasks of the students of these elective course.

5. Do you consider the use of mobile devices would help students perform better in their in class evaluations?

Based on the answers from teachers of the elective subject of Translation II, yes, they consider that tablets, cellphones and any other mobile device would help students to perform better in their evaluations. In fact, according to their answers, students nowadays could not survive without these tools in the translation courses that take place at the Foreign Language Department.

Evaluations most of the time are composed of complex text translations and mobile devices help to perform better in those evaluations since they have to look for new words. Additionally, one of the teachers did emphasize that students have to look for references and mobile devices are very useful due to the search engine that allows student to find reference in less time. Besides that, mobile devices are great tools for editing texts; it is easy and fast to do corrections to the text that is being translated at the moment of the evaluation. Therefore, for the aforementioned reasons they consider that the use of mobile devices help students perform better in their evaluations.

6. Have you ever used translation apps (Google translate, Babel, SayHi, etc) which ones? Why?

The findings of the interview to teachers reflect that even though they do not have translation apps installed in their smartphones, they have a positive attitude towards the use of this technology. The teacher of group 01 sometimes uses Google translator in a personal laptop computer to double-check the meaning of unknown vocabulary. Whereas, the teacher of group 02 searches references and definitions through different websites that are specialized in translation of documents and sometimes in Google translator.

7. In your opinion, do you think that innovation in translation technologies of mobile devices is important in the translation process?

According to the teacher of group 01 and the teacher of group 02, the innovation in translation technologies through mobile devices is important. In fact, one of the teachers highlighted that innovation nowadays happens very quickly when it comes to mobile devices and being out of the vanguard would be a disadvantage since translation alone needs to be renewed every day in any language. In addition, the teacher of the second group thinks there are no standards in a translation, it will always be dynamic. Thus, in the process of looking for a meaning or building an adaptation from one language to another it is very important to use appropriate and updated sources to get more effective results.

It can be seen that teachers of the elective subject of Translation II have similar points of view about the advantages and disadvantages of the use of mobile devices in the classroom. When it comes to the disadvantages, both of them agreed that having free internet access in mobile device in the classroom may distract the students from academic activities. In effect, during the interview they mentioned that nowadays smartphones and tablets have too many distractors such as the social networks, games, chats and other apps which are not related to the course and that affects the students to focus in the class. Therefore, the teachers of the first and second group think that the use of mobile devices in the classroom must be oriented to academic purposes.

On the other hand, the results of the interview to teachers of this subject reveal that they support the use of mobile devices as a complement to the teaching-learning process. Both teachers agreed in the use of electronic dictionaries through mobile devices to improve the academic performance of their students due to their features such as the capacity of searching multiple definitions of unknown vocabulary and their pronunciation in just a few seconds. Subsequently, they agreed that the effective use of these tools could help the students of the elective subject of Translation II to perform better in their evaluations. In conclusion, both teachers from the elective subject of Translation II allow their students to use Translation apps and electronic dictionaries (with academic purposes) in the classroom as a tool to facilitate the translation process and to enhance their academic performance in this course.

ANSWERS TO THE RESEARCH QUESTIONS

General question

1. Is the use of electronic devices such as smartphones and tablets related to the academic performance of the students of the elective course of Translation II in the English Teaching major of the Foreign Language Department at the University of El Salvador semester II, 2017?

The main purpose of the current research project is to determine the relationship between the use of mobile devices such as smartphones or tablets and the academic performance of the students of the elective subject of Translation II. To find the answer of this question, the authors of this study conducted an intensive research using many different sources such as previous thesis related to the topic, academic articles, essays, interviews, surveys etc. All the information collected through these sources was summarized and analyzed in the different chapters of this investigation.

The findings of the surveys made to students of this elective subject reveal that most students feel comfortable using electronic dictionaries and translation apps through mobile devices such as smartphones and tablets due to the fact that these tools facilitate their translation tasks. Furthermore, they think that the effective use of these sources can help them to improve their vocabulary and to improve their academic performance. Hence, based on the point of view of the students of Translation II, the use of mobile devices is strongly related to their performance in this course.

In addition to the survey made to the students, the teachers of both groups of the elective subject of Translation II were interviewed in order to know their opinions and experiences about the topic. Both teachers agreed that these tools could help or hinder the academic performance depending on how they are used. In effect, they agreed that the effective use of these sources could help their students to improve their academic performance and to perform better in the evaluations of this course. On the other hand, they also agreed that mobile devices may cause distractions due to the fact that students may be checking other apps such as Facebook, Instagram, games, etc. that are not related to the course. Consequently, the teachers of the first and second group agree that the academic performance of their students is related to the effective use of these tools.

The effects of using mobile devices in the classroom has always been a topic of interest for researchers. The findings of a study conducted by Foti & Mendez, (2014) reveal that the majority of university students used their mobile devices to support language learning even when they were out of their classes. Students also utilized their mobile tools to enhance their 'role' as active responsible students when they communicated with the teachers conveniently through their emails.

Additionally, a study of an Australian regional university by Farley et al., (2015: 6) revealed that students actively used mobile technologies such as tablets even more than desktop computers to support their studies followed by smartphones and netbooks. In connection with the teaching of translation, Farley et al., (2015: 10) reported the findings of their research which showed that many students at the University of Southern Queensland frequently used their mobile apps in the classroom for language learning or translation purposes. Thus, many studies demonstrate that the use of mobile devices on students of languages to enhance their academic performance is common around the world. Consequently, the findings collected through different sources such as surveys, interviews, and the literature reviewed in articles, essays and others, demonstrate that the use of mobile devices is, in effect, related to the academic performance of the students of the elective subject of Translation II.

Subsidiary questions:

1. May language translation apps help students to facilitate their translation tasks in the elective course of Translation II?

According to the findings, definitely electronic dictionaries help students to facilitate their translation tasks. As Nakayama and Osaki, (2008) note, the process of consulting an electronic dictionary differs significantly from that for paper dictionary consultation Schofield, (1982). With many electronic dictionaries, with monolingual, bilingual, collocational and other dictionaries contained within one device, users do not need to decide which dictionary to take to a particular class or use for a given task.

Students also find more attractive to use electronic dictionaries due to the interactive features and ability to edit texts with easiness and quickness. Additionally, teachers from the elective subject of translation II agree that the use of electronic dictionaries are more helpful to facilitate translation tasks due to the less complicated and tedious way of looking for meanings. Thus, electronic dictionaries help students to facilitate their translation tasks.

2. May electronic dictionaries help students of the elective course of Translation II to improve their academic performance?

It can be seen through the analysis of the results of the interviews to teachers and the surveys to students of the elective subject of Translation II that the effective use of these sources can help to improve their academic performance in this subject. Additionally, The findings mentioned in the theoretical framework of this research such as the following “Mobile apps offer a wide range of learning tools that can be downloaded to their mobile devices and used productively at opportune times in a variety of settings and on-the-go” Steel, (2012, p. 1) reveal that the use of electronic dictionaries in mobile devices can help the students of this course to perform better.

There is another important investigation which supports the use of mobile devices in language learning previously cited in this research project, it was conducted by (Kennedy & Levy, 2009, cited in Steel, 2012, p. 2). They mentioned that “In the case of language learning this feature of mobile learning is a more practical help, as extending language learning outside of classroom time, especially where in-class language practice time is limited, is essential to language acquisition. Moreover, Kukulska-Hulme, (2012) mentioned in their research that as foreign language learning needs frequent informal practice, mobile phones provide ample opportunities for learners to have continuous connection with the target language. Hence, the use of mobile devices to enhance language learning is strongly supported by many important language researches and it is widely demonstrated that the effective use of these tools can help the students of the elective subject of translation II to improve their academic performance

3. Does the use of mobile devices help or hinder the translation process in the elective course of Translation II?

Based on the findings of the surveys made to students and the interviews administered to teachers of both groups of this subject, the use of mobile devices in translation not only helps the students enrolled in these courses but also motivates them to continue specializing in the field of translation.

It can be interpreted in the surveys that students prefer digital forms to translate as it is less complicated and tedious than the traditional way of looking for meanings and ways of writing in paper books. In fact, technology drives translation innovation as indicated by Crompton (2013: 38) who describes high school students as 'power users' who do not like to 'power down' when they enter to a university. Given that most of the undergraduate students are already familiar with and have used mobile devices since their high school days, it is very crucial for the teachers to adapt their teaching styles and strategies to accommodate the new situation.

The analysis of the interview to teachers of this subject reveals that they think that having free internet access in the classroom can cause distractions since many student use their mobile devices to check social networks, playing games, send text messages and other activities that are not related to the class. Consequently the teachers of group 01 and 02 agreed that these tools must be used responsibly and oriented to academic purposes. Thus, the effective use of mobile devices may help the translation process.

In conclusion, there are many advantages of using electronic dictionaries and translation apps due to the fact that these sources have many useful features such as interactive interfaces and searching bars that allow the user to make multiple searches in just a few seconds. Hence, the effective use of mobile devices facilitates the translation process.

CONCLUSIONS OF THE RESEARCH

After reviewing the information collected from the surveys to students and the interviews to teachers of both groups, there is a tendency of students to use mobile devices to enhance their performance in the elective subject of Translation II. Most of them think that using mobile devices is a good option to complete their translation tasks in a shorter period of time since translation apps or electronic dictionaries can make multiple searches right away. Furthermore, Teachers and students of this course agreed that having access to internet in the classroom may help students to improve their academic performance due to all the useful features in these tools.

Although teachers from the Elective subject of Translation II have not installed language learning apps in their cellphones, they allow students to use them in the classroom. Teachers agree that language learning apps used with academic purposes may facilitate the translation tasks of their students. However, there must be some sort of supervision to make sure that their students use this technology in the classroom only with academic purposes.

The most common apps that students from the elective subject of Translation II have in their devices are Google Translator and Babel. In addition, almost all of the students who were surveyed use these tools frequently to search images, meanings and references in order to complete their translation tasks.

Using mobile devices in the classroom also has disadvantages. First, students may get distracted with social networks such as Facebook, WhatsApp, Instagram, etc. having access to internet may hinder students' performance because they may focus their attention in other websites that are not related to academic activities. Second, most mobile devices need a good Wi Fi connection to run properly. Therefore, language learning apps or electronic dictionaries may not work properly and students may not find the information that they are looking for. To take advantage from the use of mobile devices, the students from the elective subject of Translation II must have a good Wi Fi connection and use it properly with academic purposes.

In conclusion the use of technology in the classroom has advantages and disadvantages but it is needed to exploit those advantages and make the most of them in the translation process. This research highlighted the advantages rather than the disadvantages of using mobile devices during the activities of the elective translation II course, since the disadvantages are in accordance with the environment and they are out of the student's control. Indeed, to work in translation with more professionalism and experience, all the resources must be used in order to make the translation as accurate as possible. Therefore, the influence of mobile devices in students' academic performance is ninety percent (90%) of one hundred percent (100%), due to several factors, one of the most important being the saving of time and lack of physical dictionaries.

RECOMMENDATIONS

Recommendations for the Foreign Language Department

Students of the Foreign Language Department should know what the most efficient apps and websites are to be used in the translation classes. The investigation revealed that the most common websites used are Google Translate and Babylon. The advice for the FLD is to include a course with the goal of expanding the knowledge about the use of language learning applications through mobile devices and computer assisted tools for those students willing to take the elective subject of Translation.

Recommendations for the teachers

The use of mobile devices in translation classes brings benefits in the translation process and can be optimized with access to the Internet in The Foreign Language Department since the majority of the students have a smartphone or tablet that is capable to connect to the Internet (World Wide Web).

The study has shown that students have used at least once their mobile devices to search unknown vocabulary and that the most recurrent app used for them is Google translate. The advice is that the scope of options should be expanded. It can be done through delivering a handout with descriptions of apps that can be used in the translation process at the beginning of the elective course in translation.

Recommendations for the students:

The use of mobile devices should be class-oriented. Thus, the students of the elective subject of Translation II are advised to use responsibly their mobile devices during the course. Furthermore, they should deactivate the pop up notifications of social networks or text messages in order to stay focused in academic activities and to take advantage of these useful tools which could help them to enhance their translation tasks.

The effective use of mobile devices such as smartphones and tablets may help the students of this course to improve their academic performance. However, some language translation apps and electronic dictionaries cannot be downloaded for free and their users need a credit or debit card to purchase them. Hence, the authors of this research project elaborated a list of

language translation sources and websites which can be consulted without any extra charge. The following list is an excellent recommendation for all the students of the elective subject of Translation II.

According to the Gengo.com website, which is a community blog of translators, these are the best free translation tools:

1. Google Translate: With over 90 languages in its database. The app gives you four ways to enter in a word or phrase, the most obvious of which is typing it in. Additionally, it has a spelling corrector which can predict grammar or spelling errors.

2. Itranslate: This app allows the user to listen to the pronunciation of the unknown vocabulary .Furthermore, the app works to predict what you're trying to type and it also has an option to share the results in social networks such as Facebook and others.

3. Voice Translator:

You can share with friends or file the translations away to look into later. If you find yourself face to face with someone who speaks a different language, you can pass the phone back and forth and have a conversation. The app will put the two language side by side so both parties know what's going on. You can choose a phrase and see it translated into multiple languages at once. It's the only app out there that allows for translated conversations.

4. Waygo:

This visual translation app enables users to set their smartphone cameras to Chinese, Japanese, or Korean characters, and immediately get an English translation. You don't need an internet or data connection for this.

5. Linguee:

A crowd favorite, this unique translation tool combines a dictionary with a search engine, so the user can search for bilingual texts, words and expressions in different languages to check meanings and contextual translations. Linguee also searches the web for relevant translated documents and it shows how a word is being translated throughout the internet. It is often used in conjunction with Google Images to help translators and language learners alike.

6. The Free Dictionary

Available in a wide variety of languages, this comprehensive site is a dictionary, thesaurus and encyclopedia in one. Get free access to medical, financial and legal dictionaries, an extensive collection of idioms, acronyms, quotes, and several languages besides English, such as Spanish, French, Portuguese and Japanese. The encyclopedia also has sections updated regularly, providing users a word or article of the day. The free mobile application is compatible with Android devices.

All the language translation apps and tools mentioned above can be downloaded and consulted by the students of this course for free. Consequently, they can take advantage of these tools to search unknown vocabulary and support their translation projects.

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ANNEXES

Questions from the interview of the teachers of the elective subject of Translation II, semester II, 2017.

1. Do you think that the use of mobile devices may help the students in their academic performance in the translation process? Please explain.
2. Which are the disadvantages of having Access to internet during the translation course?
3. Which are the advantages of having Access to internet in the translation course?
4. Based on your personal experience, do you consider electronic dictionaries are a good option to search unknown vocabulary? Are there any other options?
5. Do you consider the use of mobile devices would help students perform better in evaluations?
6. Have you ever used translation apps (Google translate, Babel, SayHi, etc) which ones? Why?
7. In your opinion, do you think that innovation in translation technologies of mobile devices is important in the translation process?

Transcript of one of the teachers who was interviewed.

Do you think that the use of mobile devices may help the students in their academic performance in the translation process? Please explain.

“I would say yes, the use of mobile devices is a good support, especially if they have internet, it is very useful.”

Which are the disadvantages of having Access to internet during the translation course?

“The disadvantage is that students may go to other pages, they may be checking Facebook for example”

Which are the advantages of having access to internet in the translation course?

“I would say that nowadays we cannot work in translation without internet, because it is where we can find sources for the translation of different words.”

Based on your personal experience, do you consider electronic dictionaries are a good option to search unknown vocabulary? Are there any other options?

“I think they are very useful tools, my students have used them and they are very useful, I think other useful resources are free websites, there are many websites where you can see the words in context, and you can find scientific, legal references and context. These sources are called Computer Assisted Tools they are a support for you but you cannot trust completely, you have to revise, you have to check and correct”

Do you consider the use of mobile devices would help students perform better in evaluations?

“Laptops, tablets, cellphones, there are many mobile devices, all of them are very useful. Students couldn’t survive without these tools in their exams of Translation because they have to investigate new words, they have to look for references, etc. they are very useful”

Have you ever used translation apps (Google translate, Babel, SayHi, etc) which ones? Why?

“I don’t have translation apps in my phone, but sometimes I use them in my computer. Other sources such as Google translator just to double-check the meaning of vocabulary “

In your opinion, do you think that innovation in translation technologies of mobile devices is important in the translation process?

“It is important, we have to walk along with the innovation, and technology has come to help translation tools a lot. What I like is the option that you can share with other people, with other translators around the world, with experts. Like forums so you can get the best version of a translation”.

Pictures taken during the survey

