

**UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
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**“THE IMPORTANCE OF THE USE OF MOBILE DEVICES AND SOCIAL MEDIA  
THROUGH PRACTICE IN THE LEARNING PROCESS OF A FOREIGN LANGUAGE  
OUTSIDE THE CLASSROOM”**

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## ABSTRACT

This research intends to start understanding the impact that mobile technology can have in the learning environment outside the classroom. As technology becomes part of learning for many students, it is important to identify the impact that it may have and the best way to take advantage of it or decrease its disadvantages. The research explains the theories, concepts and previous studies utilized to support this work, as the Meaningful Learning Theory. Also it explores the elements involved in the learning process and Learning stages with a qualitative approach. It carries a complete description of how the process of obtaining results was done with data triangulation through questionnaires and surveys. The paradigms the team based the research on were the Social Constructivism Paradigm and also the Transformative Paradigm, which guided the research efforts. Additionally, it supplies puzzles to provide the tools for their solution. The research holds the unified point of view of the students and teachers from the Bachelor in Modern Languages collected in the research instruments regarding the importance of the use of mobile devices and social media through practice in the learning process of a foreign language outside the classroom through Survey Technique and Interview Technique. The answers to the research questions were provided by applying the information in the theoretical framework, interpreting the expert's opinion and the result of the survey placed to students. To conclude, it contains the data analysis of the instruments delivered to students and teachers.

**Keywords:** mobile technology, online learning, outside the classroom, advantage of online learning, disadvantage of mobile learning.



## INTRODUCTION

The present research work is presented by undergraduate students as part of their graduation process to obtain the degree of Bachelor in Modern Languages, specialization in English and French at University of El Salvador. The research is based on the importance of the use of mobile devices and social media through practice in the learning process of a foreign language outside the classroom.

As the use of mobile technology trends to become more current in human activity, it is important to start understanding the impact that this can have in the learning environment outside the classroom also. Reading e-books, downloading documents, access to social networking tools, and provision of location-specific information has become possible on smartphones (Stockwell, 2012). All aspects of our lives are getting impacted by mobile devices and social media, so it may be the case also for education. Stukalenkoa, Zhakhina (2016) “In modern society, innovation technologies expand to almost every field of human activity, including such a wide field as education.”

This paper contains six chapters. At the outset, chapter one is a statement of the problem about the current usage of mobile devices and social media for academic purposes outside the classroom. It also contains the research questions, general and subsidiary; the objectives, general and specific, and the justification. These topics contribute to understanding the context and problematic where the research is developed. The objectives are important to establish a guide for the whole study and the justification help us comprehend what is the contribution of the research in real life for other research and to generate suggestions for teachers and students that may be helpful in the Department of Foreign Languages at the University of El Salvador and for foreign language learners is general.

Furthermore, chapter two presents the theoretical framework which explains the theories, concepts and previous studies utilized to support this research work such as the meaningful learning theory conceived by David Ausubel, as well as the authentic learning environment paradigm, an insight on social media and foreign language learning and other concepts considered important to better understand the research topic and lastly the advantages and disadvantages of

the use of mobile devices and social media in the learning process and the local research used as reference.

Chapter three consists of the research methodology that makes a complete description of how the process of obtaining results was carried out, the type of research approach, the paradigm the team based the research on, which guide the research efforts. Additionally, they supply puzzles to provide the tools for their solution (Kuhn, 1962), the instruments used, description of population and sample and the method used for the data analysis.

Moreover, chapter four is one of the most significant chapters in the research project due to the fact that it contains the unified point of view of the students and teachers from the Bachelor in Modern Languages, specialization in French and English, collected in the research instruments regarding the importance of the use of mobile devices and social media through practice in the learning process of a foreign language outside the classroom. The answers to the research questions were provided by applying the information in the theoretical framework, interpreting the expert's opinion and the result of the survey placed to students, besides chapter five contain the data analysis of the instruments delivered to students and teachers, meaning survey and questionnaires.

Additionally, the research work closed up with chapter six. In this chapter previous steps allow us to come to conclusions about the findings. Taking into consideration the theoretical framework and answers to subsidiary questions that the instruments allowed us to obtain, there are conclusions and recommendations for both teachers and students, which were reached thanks to the whole investigation process.

Finally, references that the research required to be supported with bibliography and webliography are presented. At the end of the work the team includes the appendices, the attachments and the instruments that were used in the research.

## **I. STATEMENT OF THE PROBLEM**

### **1.1 PROBLEMATIC SITUATION**

The purposes of electronic devices are Information processing and system controlling (Hew 2015). They are usually small and personal, such as cell phones, computers, tablets and iPod. According to Mayer 2015, social network and electronic devices are closely related to issues such as enhancing awareness, understanding and forecasting human behaviors. In recent years the popularity of communication among people on social networks has been significantly increased.

Electronic devices and social media, when used properly, could be a handy tool in the learning process. They can help students get in contact with native speakers, find out the answers to questions, use interactive apps for practicing verb tenses and other activities. Based on the research “Social Media as Learning Tools in Higher Education” by ITESO (Universidad Jesuita de Guadalajara), social media allows students to find more methods of learning, rather than just listening to the teacher in the classroom. This research mentions that social media is the development of education because we are creating a participatory culture, where students can share their opinions easily and share with other students their learning method.

According to a survey made to 20 students of the Modern Languages Major at the Foreign Language Department at the University of El Salvador using the simple random sampling method, students are constantly in contact with electronic devices and social media for communication, entertainment and lastly, for education. Almost 90% of the students stated that they have downloaded educational apps in their cellphones at some point of their learning process. For example, digital dictionaries like Wordreference and Reverso. However, less than 20% use these educational tools on a regular basis. The survey shows that students are surrounded by mobile devices and social media on their daily basis and they have tried using them for educational reasons, but this usage is occasional or rare. That is why it is important to understand the current usage that students are giving to these tools and how to make it more efficient.

The use of electronic devices and social media in the learning process might be a phenomenon more frequent every time. Stukalenkoa, Zhakhina (2016) “In modern society, innovation technologies expand to almost every field of human activity, including such wide field

as education. They are tools that students are already surrounded by. However, it is important to identify its risks and determine the reasons why they might not be correctly implemented in the learning process. Designing strategies for better usage of these tools through practice might give outstanding results for students. That is why it is of value to answer the question:

### **1.2 General question:**

What is the importance of the use of mobile devices and social media through practice in the learning process of a foreign language outside the classroom?

#### **Subsidiary questions:**

What is the usage of mobile devices and social media regarding the learning process by students outside the classroom?

What are the advantages and disadvantages of using mobile devices and social media in the practice of a foreign language?

What strategies can be suggested to students to get the best out of mobile devices and social media in the language learning process?

## **TOPIC**

“The importance of the use of mobile devices and social media through practice in the learning process of a foreign language outside the classroom”

## **OBJECTIVES**

### **General**

To determine the importance of the use of mobile devices and social media through practice in the learning process of a foreign language outside the classroom.

### **Specific**

- To describe the usage of mobile devices and social media regarding the learning process by students outside the classroom.
- To demonstrate the advantages and disadvantages of the use of electronic devices and social media in the learning process outside the classroom.
- To suggest strategies to wisely use electronic devices and social media in the learning process outside the classroom.

## JUSTIFICATION

The purpose of this study is to analyze the use of mobile devices and social media in the learning process outside the classroom. Electronic devices and social media are part of most people's lives for different reasons such as communication, entertainment, socializing, study and work. They are becoming essential to human activity even in small behaviors like keeping our daily agenda, setting alarms or measuring how long we exercise. According to the report *Global Mobile Consumer Trends 1st Edition*, globally, almost all consumers check their phones within 3 hours of waking up. On average, users check their phones 40 times a day.

“ITU’s flagship annual *Measuring the Information Society Report*, reveals that 3.2 billion people are now online, representing 43.4% of the global population, while mobile-cellular subscriptions have reached almost 7.1 billion worldwide, with over 95% of the global population now covered by a mobile-cellular signal”. (The International Telecommunication Union – ITU, November 2015). In El Salvador, the data from the General Superintendence of Electricity and Telecommunications (SIGET) indicates that there are 7.4 million of cellphones registered while the population census 2017 indicates that there are about 1.3 million households (with an average of 4.2 people in each, 5.7 million of Salvadorans living in the country.) This data tells us that there might be more than 1 cell phone per person in El Salvador.

It is important to consider that learning methods are changing constantly. Many of them are taking into account the benefits that technology can bring us. That is why we cannot get stuck in the past and refuse the fact that students are already implementing technology in every aspect of their lives, including education. Some researchers are implementing the term e-learning or technology-mediated learning.

Language learning is a process that generally may take a considerable amount of time and effort. Brown (2000) pointed out that “Few if any people achieve fluency in a foreign language solely within the confines of the classroom” (p.1). For language learning to be effective, there should be a combination of learning inside the classroom and learning through practice outside the classroom so the student can pick up the basics of the language to get to the communicative level.

In educational terms, some authors emphasize the use of social media for better control and efficiency of resources to complement the work inside and outside the classroom in order to improve student learning, development of skills and competencies and their level of satisfaction into new learning experiences (Ajjan & Hartshorne, 2008). Therefore, it is important to analyze

what type of usage students are giving to these tools. This will allow generating suggestions to help students get the best out of social media and electronic devices and minimize the risks involved.

The present research is the first study about the use of mobile technology related to learning outside the classroom in El Salvador. There are many studies about technology linked to teaching and learning inside the classroom. Nevertheless, what occurs when students exit the classroom remains unanswered until now. This is the reason why this research comes with great value. One of the main goals is to open the door for future research and the understanding of the real impact, either positive or negative, of mobile devices and social media in the learning process.

## **II. THEORETICAL FRAMEWORK**

### **2.1 Meaningful Learning Theory**

According to John Dewey (Democracy and Education, 1916, p.76) “meaningful learning is a reconstruction or reorganization of experience which adds to the meaning of experience, and which increases ability to direct the course of subsequent experience.” That means that learners are involved in a process that leads to new meaning in their mental contents or concepts, ideas, insights, attitudes and positions. That they have learned in the past but it opens paths for learning more complex content.

David Ausubel was a cognitive learning theorist who focused on the learning of school subjects and who placed considerable interest on what the student already knows as being the primary determiner of whether and what he/she learns next. Ausubel was influenced by the teaching of Jean Piaget. His ideas are similar to Piaget's ideas of conceptual schemes; Ausubel related this to his explanation of how people acquire the knowledge. David Ausubel theorized that "People acquire[d] knowledge primarily by being exposed directly to it rather than through discover" (Flok, 2010, p.288). Ausubel viewed learning as an active process, not simply responding to their environment. Learners seek to make sense of their surroundings by integrating new knowledge with that which they have already learned. According to the theory of Ausubel, to learn meaningfully, individuals must relate new knowledge to relevant concepts they already know. New knowledge must interact with the learner’s knowledge structure. Because meaningful learning involves recognition of the links between concepts, it has the privilege of being transferred to long-term memory.

#### **2.1.1 Elements involved in the learning process**

The first and the most crucial element in meaningful learning is how the new information is integrated into the old knowledge structure. Accordingly, Ausubel believes that knowledge is hierarchically organized; that new information is meaningful to the extent that it can be related to what is already known. Secondly, students have to be active, and teachers have to reinforce new learning by underlining, completing missing words, restructuring sentences, or by giving additional examples. Third, students are able to analyze the concepts that they learn in different stages during their second language acquisition in a nontrivial way using meaningful material. It



means students construct significant concepts and propositions, which must be relevant to the knowledge to be obtained and, finally, the learners must consciously and deliberately choose to relate new knowledge with the knowledge learners already processed.

### **2.1.2 Learning stages**

The theory of Ausubel classifies the learning process in four stages: The first stage is called derivative subsumption. At this moment, the new information that pupils acquired is now related to a concept. For example, a child knows the basic concept of a tree (it has branches, leaves, etc.) then he learns about a kind of tree that he hasn't seen before, a persimmon tree. Now the knowledge of this tree is attached to the concept of tree that he had learned before without any alteration of the concept.

The second stage is called correlative subsumption where the knowledge is more valuable because it is here where pupils enrich the concept of what they have learned. Taking into account the previous example, now the child encounters a new kind of tree that has red leaves, rather than green ones, so the new information is accommodated to extend the concept of "tree" that has previously been learned. The third stage is called superordinate learning where pupils now that they know a lot of examples of the concept, they don't know the concept itself until it is taught to them, for example "deciduous tree". The last stage is known as combinatorial learning, here ideas are derived from another idea that comes from their previous knowledge, for example how "papyrus tree used to produce paper".

## **2.2 Authentic learning environment paradigm**

Nowadays, each individual is facing fiercer competition in this century than ever before, for that reason it is necessary to equip students with modern qualifications. Today It is said that the more there is a relationship with the real world where students live, the more a lesson gains authenticity, which is stated by Newman and Wehlage (1993). Authentic materials therefore, help learners realize the relationship between the language presented in the classroom and the language used in real world situations. Mobile devices and social media, if used correctly, could be a handy tool to connect students to communicate in real life needs, by connecting them to people that they only have a foreign language in common. For example, when a student follows a youtuber or chats about common hobbies in websites or social media with other people around the world.

### **2.3 Learning outside the classroom**

According to Erstad, Gilje, & Arnseth, (2013) “Learning is not over when the student exits the classroom at the end of the day”. The learning process can take place in just any context of place and time. It can be related to social and familiar experiences. From ancient times, humans have learned from experience and observation.

Melgar & Donolo (2011) estate “It is possible to offer multiple perspectives to learn, widen the limits of access to information and work actively in the construction of knowledge from activities that appeal to observation, creativity, imagination, perception and relations with others”. The process of acquiring knowledge becomes meaningful especially when it is linked to personal experiences that can many times occur outside the context of a classroom.

“During life, and almost at any moment, we are exposed to situations of informal learning” (Orozco, 2005). Therefore, it is not strange to think that a significant percentage of development we have in any area, including language learning, might be directly related to the learning process we experience in contexts independent of teacher supervision.

### **2.4 Foreign Language Learning Paradigm**

According to constructivist theories, learning is a social advancement that involves language, real world situations, and interaction and collaboration among learners. The learners are considered to be central in the learning process. Learning is affected by our prejudices, experiences, the time in which we live, and both physical and mental maturity. When motivated, the learner exercises his will, determination, and action to gather selective information, convert it, formulate hypotheses, test these suppositions via applications, interactions or experiences, and to draw verifiable conclusions. Even though the Jean Piaget`s Constructivism theory associates with children, this theory can be applied to students who are learning the English as a second language because when teachers are using the Communicative Approach, they try to use real world situations. So, students are learning English in a similar way as children learn: naturally.

Learning another language provides access into a perspective other than one`s own, increases the ability to see connections across content areas, and promotes an interdisciplinary perspective while gaining intercultural understanding. Language is the vehicle required for effective human to-human interactions and allows a better understanding of one`s own language

and culture. Studying a language provides the student with the opportunity to gain linguistic and social knowledge and to know when, how, and why to say what to whom (National Standards in Foreign Language Education Project) (NSFLEP) (2014).

Language scholars distinguish between the terms acquisition and learning: ‘acquisition’ refers to the process of learning first and second languages naturally, without formal instruction, whereas ‘learning’ is reserved for the formal study of second or foreign languages in classroom settings. The two contexts for language learning and use are inside the classroom and outside the classroom. Traditionally, the classroom world was where language was learned, and the world beyond the classroom was where language was used.

Foreign language learning has undergone a significant paradigm shift as a result of the research and experiences that have expanded the scientific and theoretical knowledge base on how students learn and acquire a foreign language. Traditionally, learning a foreign language was thought to be a ‘mimetic’ activity, a process that involved students repeating or imitating new information. For instance, a popular method of teaching in the 1950s, called the Audio-Lingual Approach (ALM), promoted an imitation and practice approach to language development. The major figure in the ALM classroom was the instructor who was cast into the role of drill sergeant, expert, and an authority figure. Then in 1959, Noam Chomsky’s review (Chomsky, 1959) of B.F. Skinner’s (1957) *Verbal Behavior* dramatically changed the way of looking at language by arguing that language was a rule-governed activity, not a set of habits. Chomsky argued that stimulus–response psychology could not adequately account for creativity involved in generating novel utterances using internalized rules.

An alternative theoretical position emerged centered on the role of the linguistic environment in combination with the child’s innate capacities in acquiring language. This position (interactionist) viewed language development as the result of a complex interplay between innate language capacities of the learner and the learner’s environment. Unlike the innatism position (e.g., Chomsky, 1959), the interactionists claimed that language had to be modified to the ability of the learner. According to Long (1985), language input was made comprehensible by simplifying the input, by using linguistic and extra linguistic cues, and by modifying the interactional structure of the conversation. Long maintained that speakers adjust their language as they interact or negotiate meaning with others.

Recently, the way languages are learned has been greatly influenced by technology. Both learners and professors are exposed to the Internet daily, so they can take advantage of it to teach and learn a foreign language. For this reason, it has become necessary to find ways to blend technology with language learning. Electronic devices and social media are very convenient tools for different learning styles. For example, it allows shy students to bloom. Many students that feel too shy to raise their hands in the classroom, or proactively interact with others, would look for different sources to answer their questions or expand their knowledge through their personal devices. According to Susan Cain, New York bestselling author, shy students still want to engage. It can be in a one-on-one session or private discussions. “If you can incorporate online and other methods of reducing all inputs at once, it allows all students to engage.”

#### **2.4.1. The Nature of Mobile Learning**

While there has been a body of work that looks at mobile device activity in the classroom (e.g., Huang & Lin, 2011), there has been a significantly smaller amount of research examining how learners engage in mobile learning outside of the classroom. Learners have generally shown favorable attitudes towards learning through mobile devices in controlled environments (e.g., Gromik, 2011; Thornton & Houser, 2005). Learning that takes place outside the classroom using mobile devices works very differently than the learning process in supervised conditions. One of the main reasons is that it places the responsibility for time management on the students themselves, they can make the decision to use their mobile, laptop to study at home, at school, at the cafeteria, or even at their job if they have the opportunity to. It will depend very much on the technologies they have available at given times, the constraints of the environment in which they are trying to learn, and, of course, their own learning preferences and what works best for them. Whereas in a classroom, the teacher will assign an activity and a specific amount of time for it and supervise it is done and answer any questions that the students may have.

Beyond the classroom, learners have opportunities for authentic input, comprehensible input as it is called, but also authentic output, opportunities to get closer to the kind of language that we use for authentic communication because that is in fact what they are going to be doing with the language that they are learning. Beyond the classroom, there is a much broader range of interactional contexts than can exist in the classroom, where the only people that a student can interact with are the teacher and other students. And, of course, there are unequal power

relationships between teachers and students that affect the discourse. For example, students rarely if ever get to ask questions of the teacher apart from language-related questions. And the great majority of teacher questions are not genuine questions at all, but are “display” questions, the function of which is to get students to display their knowledge. While classrooms and what goes on in them are critically important to successful language learning, so also is learning outside the classroom.

One of the many reasons students are adopting technology in their learning process is because of its versatility. Documents can be shared in a centralized network and students can use their mobile devices to access important information on the go. Not only is Internet access significantly faster than that of earlier phones, but also checking of email, reading e-books, downloading documents, access to social networking tools, and provision of location-specific information has become possible on smartphones (e.g., see Stockwell, 2012, for a discussion). In addition, smartphones have broadened the options students have to learn outside the classrooms, and the various ways in which these devices can be used has meant that much of what was done on multiple devices in the past can now be achieved with a single device.

Moreover, nowadays there are many websites designed to help students boost their learning process, many of them have a login option for teachers, students or even parents so everybody can participate. Some of these websites are used as virtual classrooms to assign and turn in homework, make groups or discussions through chat or video. All of this happens outside the classrooms to enrich the content seen in class. Some examples are Edmodo, Top Hat, Social Intranet, ProClass and others.

Students need access to additional information to reinforce what is seen in class. This is one of the main reasons why teachers assign homework. Mobile devices give students Internet access, which is often used to find more information about a topic being discussed in class. There is also social media that allows them to get in contact with other classmates or even discuss ideas with other people interested in the same topic even if they are in different countries. Various forms of educational technology provide motivation since many students feel eager to learn when they feel control over what they are learning with hands-on learning tools, such as tablets and laptops.

## 2.4.2 Social Media and Foreign Language Learning

Along with the advancement of technology, many social environments have provided technologies to facilitate second language learning. Blake (1998), observed that “technology can play an important role in fostering second language acquisition by electronically increasing learners’ contact with a wide array of authentic materials”. Social networks are kinds of social environments which have been made for learners who want to have interaction with people from other countries to learn languages easily (Godwin-Jones, 2008; Sturgeon & Walker, 2009).

According to Mcloughlin & Lee, 2010, learning on demand is becoming a type of lifestyle in modern society. Learners constantly seek information to address a problem at work, school or just to satisfy a curiosity. To do so, they take advantage of social media not only to seek information, but also to share information. Digital learning is becoming part of the learning process nowadays. This is confirmed by a PBS national survey of teachers in Virginia, 2013. Three-quarters of teachers surveyed link educational technology to a growing list of benefits, saying technology enables them to reinforce and expand on content (74%), to motivate students to learn (74%), and to respond to a variety of learning styles (73%).

Oral skill is one of the most important macro skills to develop in order to have an effective communication when learning a new language, as Nunan (1991) wrote, "success is measured in terms of the ability to carry out a conversation in the target language”, so English speaking skills should be developed with the other skills so that these integrated skills enhance communication with other people in a real life situation. The Internet provides wide international resources of language learning. It enables second language learners to communicate directly with native English speakers. Generating language is the most important item for making interpersonal relationships for self-expression and social interaction. Receptive (listening & reading) and productive (speaking and writing) language skills can be facilitated through the use of mobile devices and social media. Getting more confident is an important feature which learners achieve during communication by real use of a second language and it actually improves their learning process.

On the other hand, computer media are useful models which attract learners to use their knowledge of language easily and solve their problems. Learners increase their communication with their peers around the world instead of being limited to the classroom to a specific timeframe

to practice or learn the language. Thus, computer media are effective in forming student-student interaction out of the class.

Carmean and Haefner (2002) explained that social networks are applied online technologies which make the second language learning more social, and enjoyable with minimal stress. They mentioned that real learning happens when it is social and students centered. In other words, this type of learning leads to “meaningful understanding of material and content”. Waters (2009) emphasized the importance of social media as an electronic tool which is new in the process of second language learning.

A number of social media which are used to develop language learning out of the class and new technologies have been introduced so that language learners can implement them in and out of their classes to improve their language ability, especially in terms of writing. Based on the studies conducted by many scholars, it was realized that Facebook has had the most significant effect on second language learning. Learners can improve their learning skills. Some studies determined that emails to a lesser extent have positive effects on the learning process and have had the greatest impact on writing skills. Despite different opinion about the benefits of these media to English learning, the analytical results show that most second language learners approved of English learning via the Internet tools and their positive effect on learning skills. Most of them emphasize social media’s effective roles on the writing skill. Social network platforms are mentioned as innovative and creative ways to learn English as a second language. Although some bodies of research disclose some weaknesses of these technological tools, they can be used to improve their language skills provided that teachers give the required feedback. (Ali Derakhshan, 2015)

## **2.5 Advantages and disadvantages of the use of mobile devices and social media in the learning process**

### **2.5.1 Advantages**

#### **2.5.1.1. Accessibility**

Andres de Salinas, Herrador Tobar (2012) “With the rise of the Internet, learners can have easy and free access to the huge amount of authentic materials as well as get into direct contact with native speakers across English-speaking cultures”. The use of technology in learning and the

current development in e-tools around the world has brought many possibilities to access information that was hard not many years ago. For example, there are many online courses, webinars, tutorials, workshops, blogs and vlogs that are available for free on the internet. Anyone with access to the internet and a mobile device such as computer, cell phone or tablet can use these tools. Some of them even provide a certified diploma by a recognized institution.

### **2.5.1.2 Autonomy**

Benson (2001) considered autonomy as the capacity to “take control of one’s own learning”. Language education is shifting toward a learner-centered approach (Benson, 2001; Ciekanski, 2007; Egel, 2009; Sakai, Takagi, & Chu, 2010; Sims, 2012; Ushioda, 1996), particularly when there is easy access to multimedia resources to help learners learn independently outside the classroom. Autonomy is considered a fundamental human need that can enhance learners’ intrinsic motivation (Little, 1989, 2007; Spratt, Humphreys, & Chan, 2002). Salinas (1997) describes “What is really important about open learning, independently from the didactic situation, distance or if the teaching is face to face or not, is that the decision taking about learning falls to the student himself”.

### **2.5.1.3 Variety of input**

Many out of class learning opportunities are experiential in nature, providing opportunities for comprehensible input and output and involve interactional processes that are likely to support the learners’ overall second language development. They involve either intentional or incidental learning but may not address a specific learning outcome. Like Robin (2007) mentioned, effective use of Internet resources, such as easily repeatable video clips, captions, and even translated scripts will bring a wider variety of input at the proper level for a broader range of learning styles than could possibly be made available in any pre-packaged closed-track program.

### **2.5.1.4 Extended classroom**

Electronic devices give students Internet access, which is often used to find more information about a topic being discussed in class. In addition, social media allows them to get in contact with other classmates or even discuss ideas with other people interested in the same topic even if they are in different countries.

## **2.5.2 Disadvantages**

### **2.5.2.1 Difficulty following instructions**



According to a research conducted in the Department of Foreign Languages at Universidad de El Salvador, about the use of blogs to promote enhancement of listening skills in students (Errador Tobar, Lopez Lara, 2012, page 28), one of the disadvantages of using external material such as blogs, was the fact that the processes and instruction of the websites are complicated. Students sometimes struggled to understand exactly what they needed to do, and the objective of the exercises, although the research was performed with advanced English students.

#### **2.5.2.2 Non filter material**

The author of the article Using Videos with Adult English Language Learners mentions the challenges of non-filter material found on the Internet. “Authentic videos may contain language, content, or themes that are controversial, or even inappropriate”. On the other hand, selecting only G rated films (General Audiences) or family programs may not be advisable, as their content and language may be of little interest and relevance to adult learners. Since out of the classroom learning is only controlled by the student, it falls only on the learning criteria used when getting exposed to just any information found on the internet. This may have implications of topics related to ethical and cultural issues, language use and biased opinions.

#### **2.6 Local research**

Scientific Information System Redalyc presented a scientific magazine for Latin America and the Caribbean, Spain and Portugal called “To go out of the classroom... Learning from other contexts: Natural Patrimony, museums and the internet” (2012, Melgar, María Fernanda; Silvio Donolo, Danilo) this research studies the alternative environments where people learn, which means the learning process is not over when we leave the classroom. It is rather a continuous process where meaningful learning takes process through experience and observation. It explores the three possible contexts of meaningful learning outside the classroom: natural patrimony, museums and the internet. It is of special value to analyze the education proposals in the web included in the paper.

## CHAPTER III

### METHODOLOGY

The purpose of this study is to identify the importance of the use of mobile devices and social media thought practice in the learning process of a foreign language outside the classroom.

#### 3.1 Research Approach

This research will implement the **Qualitative Approach** because researchers didn't want to change nor manipulate the environment. There are no variables in the research which is subjective and not quantitative, given that the team only wanted to describe and show what is the importance of the use of mobile devices and social media through practice in the learning process of a foreign language outside the classroom.

These parts of research will be carried out to address the research question by the use of individual interviews, researchers will gather important information. Qualitative research enables us to make sense of reality, to describe and explain the social world and to develop explanatory models and theories. Burton, A. (1974).

#### 3.2 Type of Paradigm

It is significant to base the research in a paradigm because according to Kuhn, it guides the research efforts and supplies puzzles to solve and to provide the tools for their solution.

The research was based on two paradigms. First, the Social Constructivism paradigm because the team wanted to understand the world in which we live and work, to develop multiple meanings and to look for different points of views. Second, the research also has a point of Transformative Paradigm because it is practical and collaborative with others by giving strategies.

#### 3.3 Type of Research

The team used the **Descriptive Study** because it brings out the details from the point of view of participants by using multiple sources of data.

### 3.4 Population and Sample

Participants: 30 students from the Bachelor in Modern Languages, specialization in French and English of the Universidad de El Salvador.

Convenience Sampling:

**Convenience** sampling is a **non-probability** sampling technique where samples are selected from the population only because they are conveniently available to researchers. ... An example of **convenience** sampling would be using student volunteers known to researchers.

### 3.5 Techniques

Bibliographic Research is going to be implemented because the team will gather information from published materials as books, magazines, journals, newspapers and various specialized documents.

Since any of the elements involved are going to be controlled or manipulated, this research will be based on both: **Survey Technique and Interview Technique**, where the information is going to be gathered to obtain data from a purposely selected group of individuals of a broader population. This sample will be selected from students of fifth year or undergraduate from the Bachelor in Modern Languages, specialization in French and English of the University of El Salvador. The purpose of this research is to have face to face interviews with students who have either a positive or negative use of mobile devices and social media in the learning process of a foreign language outside the classroom and including different instruments and techniques to obtain the most important information about the topic.

### 3.6 Instruments

**Questionnaires:** The interview is going to be placed to a teacher with the purpose of having an opinion from an external perspective.

**Survey:** A survey with six items will be delivered to students. The survey will help the researchers to identify which fifth's and undergraduate students from the Bachelor in Modern Languages specialization in French and English use social media and electronic devices outside the classroom and for what purposes, and also to achieve the importance that that use has in the learning process.

### **3.7 Data Analysis:**

**Data Triangulation:** means using more than one method to collect data on the same topic. This is a way of assuring the validity of the research through the use of a variety of methods to collect data on the same topic, which involves different types of samples as well as methods of data collection.

The data will be collected through questionnaires and surveys.

The interview to students will be conducted at the Universidad de El Salvador, and the procedure will be done without disrupting any class. Each interview that will be delivered will take about ten minutes to be completed.

Participants will be reached at the University; the survey will be distributed to them and will not take more than 10 minutes for students to complete them.

Data Analysis: The results obtained for interviews will be transcribed. Instruments will help the researchers to demonstrate the importance of the use of mobile devices and social media through practice in the learning process of a foreign language outside the classroom.

For the data analysis the team used for the Qualitative Data Analysis the method called Levels of Coding and Abstraction developed by Maria Liegghio in 2017.

And for the survey's results the team used graphics.

## CHAPTER IV

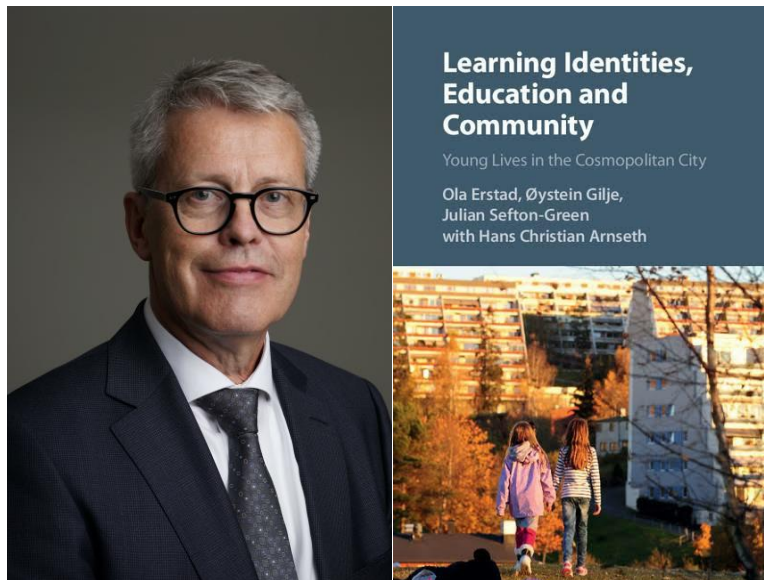
### ANSWER TO RESEARCH QUESTIONS

#### 4.1 Question number 1

**What is the usage of mobile devices and social media regarding the learning process by students outside the classroom?**

According to Erstad, Gilje, & Arnseth, (2013) “Learning is not over when the student exits the classroom at the end of the day”. In their book “Learning Identities, Education and Community” it is shown that the learning process can take place in just any context of place and time. It can be related to social and familiar experiences. From ancient times, humans have learned from experience and observation. Likewise, students need some tools to develop their skills and acquire a second language and because digital learning is becoming part of the learning process nowadays, this study proves that mobile devices and social media are part of that process since students are adopting technology in their learning process because of its versatility.

*Figure 1: Ola Erstad. “Learning is not over when the student exits the classroom at the end of the day”*



The carried-out research showed that most students think that social media and mobile devices are useful for academic purposes outside the classroom. Mobile devices give students Internet access, which is often used to find more information about a topic being discussed in class. There is also social media that allows them to get in contact with other classmates or even discuss ideas with other people interested in the same topic even if they are in different countries. Various forms of educational technology provide motivation since many students feel eager to learn when they feel control over what they are learning with hands-on learning tools, such as tablets and laptops.

According to the research students use technology tools in different activities, for many purposes and being moved for many motivations.

➤ Personal use

This is the most common use of social networks. The majority of people who use Facebook or WhatsApp have no other objective than to socialize. In this broad term they enter into contact with friends (no matter if you have not seen them for 5 years or 5 minutes), make new friends, find a partner or just gossip (this is the most common use).

Concerning the activity chat with friends and contacts, Blake (1998) observed that “technology can play an important role in fostering second language acquisition by electronically increasing learners’ contact with a wide array of authentic materials”. Social networks are kinds of social environments which have been made for learners who want to have interaction with people from other countries to learn languages easily (Godwin-Jones, 2008; Sturgeon & Walker, 2009).

➤ Leisure Activities

The clearest example is on Facebook, with all the game applications that have appeared in recent years. There is an incredible amount of people who hang out playing a game in that social media. Other activities such as see memes, read books, be informed with the latest news, download music and videos have been mentioned by students to entertain.

Relating the second activity “See Memes” is important to know what the etymology of this word is and what that means. In Richard Dawkins’ sense, a meme is simply an idea; it could be anything from fashion to a catchphrase to a method of building arches. Dawkins needed a noun to

describe this concept of the transmission of an idea. He initially toyed with the Greek word *mimeme*, meaning imitation, but he wanted something shorter that gestured to the English *gene*. He landed on *meme*.



*Figure 2: Richard Dawkin*

*“Most of what is unusual about*

*man can be summed up in one word”*

*Richard Dawkins in his 1976 book The Selfish Gene. “Culture.”*

#### ➤ Academic Purposes

Research also showed that students take advantage of social media and mobile devices for academic purposes, making homework or using social media and mobile devices in the target language to improve their skills.

Taking in consideration make homework students prefer to use another method as printed material because they consider it is easy to get distracted using social media or mobile devices while doing homework and because printed material is easily transportable and usable in various circumstances and for any type of student, even if they have few technological equipment. Another reason is because the material found on the internet is not completely reliable and students can find a document with false information and not academic support.

The research found that using social media and mobile devices in the learning process of a foreign language through practice by reading books as novels, news, etc.; download music and videos, helps students to improve four skills, listening, speaking, reading and writing. Oral skill is one of the most important macro skills to develop in order to have an effective communication when learning a new language, as Nunan (1991) wrote “success is measured in terms of the ability

to carry out a conversation in the target language”, so English speaking skills should be developed with the other skills so that these integrated skills enhance communication with other people in a real life situation.



*Figure 3: David Nunan*

*What is this thing called Language?*

#### **4.2 Question number 2**

**What are the advantages and disadvantages of mobile devices and social media in the learning process of a foreign language outside the classroom?**

According to some authors, one of the advantages of mobile devices is that they facilitate access to material that may be useful in the language learning process, which otherwise could be complicated to obtain. “With the rise of the Internet, learners can have easy and free access to the huge amount of authentic materials as well as get into direct contact with native speakers across English-speaking cultures” Andres de Salinas, Herrador Tobar (2012). Our research indicates that teachers have a clear position in regards to this. They think that mobile devices and social media have the advantage that they can be used by learners to be able to practice with them at anyplace and anytime.



## Teens' Social Media Usage Is Drastically Increasing

Percentage of 13- to 17-year-olds in the U.S. who check social media...

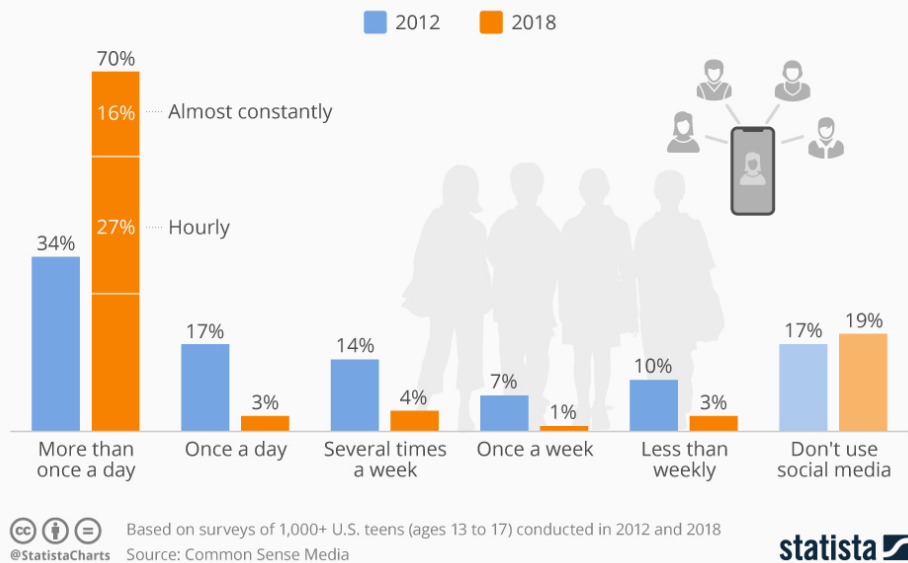


Figure 4. A comparison table of 2012 and 2018 showing the increase of social media usage in youth in the U.S

Another advantage is that social media and mobile devices offer a wide variety of material in different levels, different topics and these may be applicable to different learning styles. Like Robin (2007) mentioned, effective use of Internet resources, such as easily repeatable video clips, captions, and even translated scripts will bring a wider variety of input at the proper level for a broader range of learning styles than could possibly be made available in any pre-packaged closed-track program. Our research found that foreign language teachers think that social media and mobile devices are a wide threshold of files and resources. They state that there is a diversity of activities that students can carry out to practice a foreign language outside the classroom.



Figure 5. "Effectively use of Internet resources will bring a wider variety of input at the proper level for a broader range of learning styles." Professor Richard Robin, George Washington University in the academic article *Language Learning & Technology*

Taylor (1980) also expressed that computer assisted language learning programs can be a wonderful stimulus for second language learning. Currently, computer technology can provide a lot of fun games and communicative activities, reduce the learning stresses and

anxieties, and provide repeated lessons as often as necessary. Those abilities will promote second language learners' learning motivation.

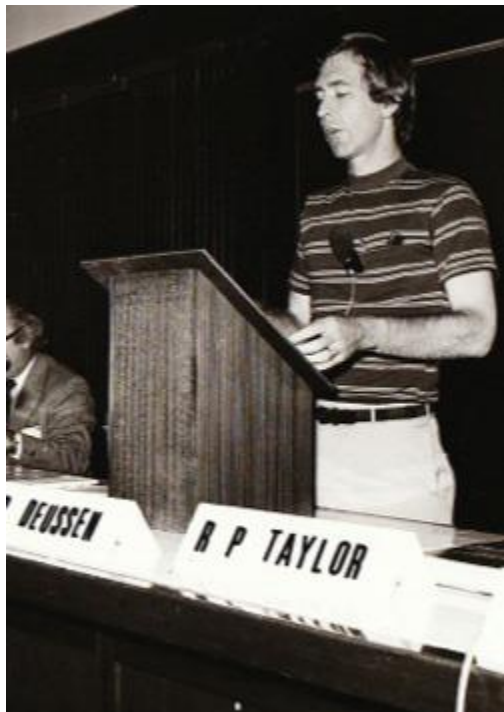


Figure 6. "Computer assisted language learning programs can be wonderful stimulus for second language learning" Robert Taylor's (1980a) a digital pioneer who founded TC's Computing in Education Program in 1976, in his book *The Computer in the School: Tutor, Tool, Tutee*

In the disadvantages, first our research found that teachers believe students get easily distracted. Students are always going online, but when it comes to online learning, there are many distractions: they end up spending time doing not education related activities. Robin Kvalo, Principal of Portage High School, tells Wisconsin Public Radio that he believes cell phones are an important distractor in the education environment. "It was a constant distraction for students and what it became is a constant discipline issue."



Figure 7. Robin Kvalo, Principal of Portage High School saw better results by separating cell phones from the education environment.

Secondly, our research found that students may be overconfident that the information found online is real but actually, it is unreliable. Websites, social media and eLearning provides such freedom that anyone can upload files without confirming its veracity. Bloggers do not necessarily have the credentials that a real accredited journalist or professional has. Anyone can sit at home with their computer and write and consider themselves an expert.

According to Cheng-Chieh Lai (2006), a third clear disadvantage of using mobile devices and social media in education is that it will cause unfair educational conditions for those poor

schools and students because it needs access to the internet. Our research results found that teachers see this as an obstacle in some of the students, because not everyone has access to the internet or devices to go online so they may feel excluded.



*Figure 8. Education that relies on technology is a challenge in schools who do not have enough resources for all students to practice.*

The last disadvantage mentioned in our research is that using social media may be dangerous. Our research states that student's privacy and safety may get exposed by sharing information online. People can open fake accounts to get information they cannot access with their real identity. False accounts can sometimes be used to organize and initiate illegal acts. Feeling freer and acting comfortably, sexual harassment and cyber bullying can be listed among the reasons for opening fake accounts (Altındağ, 2015). Data from numerous studies also indicate that social media is now the favored medium for cyber bullies. 40% of cyber bullying occurs in social network sites (Cyberbully411, 2018). Cyber bullying often occurs on Facebook or through text messages (Cook, 2018).

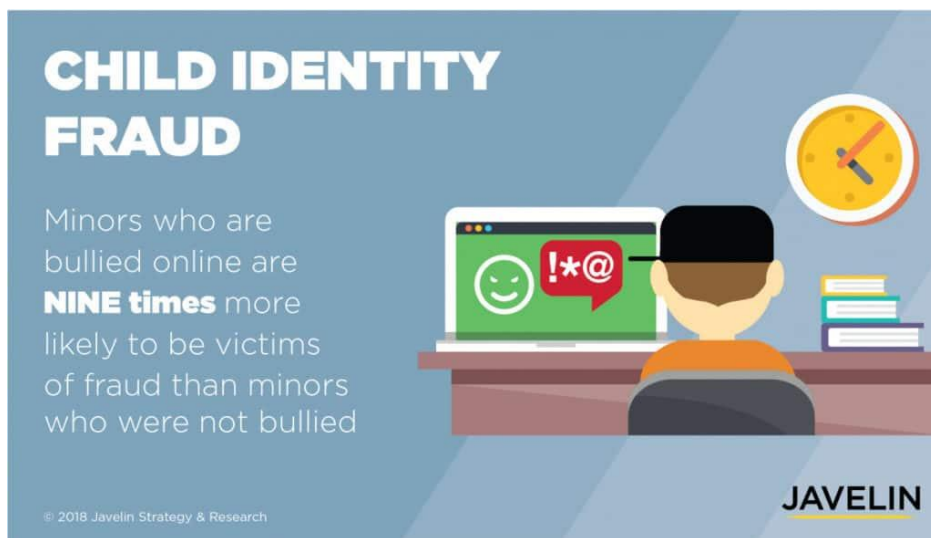


Figure 9. Sam Cook, Data Journalism and Cord-Cutting expert states that Cyber bullying often occurs on Facebook or through text messages

### 4.3 Question number 3

#### **What strategies can be suggested to students to get the best out of mobile devices and social media in the language learning process?**

Mobile learning has been widely acclaimed for its revolutionary and liberating redefinition of learning in which, with the assistance of mobile devices and social media, learners are given increased mobility to create “impromptu sites of learning” and personalized learning ecologies (Bachmair & Pachler, 2014; Kukulska-Hulme, Gaved, Jones, Norris & Peasgood, 2017; Kukulska-Hulme & Sharples, 2016; Wong, Milrad & Specht, 2015). Based on the research findings, some recommendations that can be provided to students so that they can get the best out of mobile devices and social media in the language learning process are the following:

Firstly, students learn by doing activities that they enjoy using social media or mobile devices, an understanding of learners’ perceptions and preferred use of mobile devices for learning beyond the classroom is critical to achieving “the possible synchronicity” of the designed mobile learning experience and learner-valued practices (Kukulska-Hulme, 2012: 3). In terms of their actual use of mobile devices for language learning, learners are found to engage in a variety of activities with mobile devices outside the classroom, ranging from language drill and practice to authentic communication. Listening to audio and watching videos are found to be the most common activity types, followed by grammar and vocabulary practices, and reading (Bradley et

al., 2017; Demouy et al., 2016; Jones, 2015; Kukulska-Hulme & de los Arcos, 2011; Viberg & Grönlund, 2013). And learners have been found to diverge in their use of mobile devices for social communication (Ma, 2016; Steel, 2012). Despite the different types of activities learners engage in, mobile learning outside the classroom was perceived to benefit vocabulary learning the most (Steel, 2015).



*Figure 10: Listening to audio and watching videos are found to be the most common activity types students perform to learn a language outside the classroom.*

Secondly, it is also suggested for students to find someone that is native of the language they want to learn through social media and/or using mobile devices. The Internet provides wide international resources of language learning. It enables second language learners to communicate directly with native English speakers. Embedding activities and language in real-world environments holds the potential to make learning more meaningful and memorable (Traxler, 2011). Social networks are kinds of social environments which have been made for learners who want to have interaction with people from other countries to learn languages easily (Godwin-Jones, 2008; Sturgeon & Walker, 2009).

Generating language is the most important item for making interpersonal relationships for self-expression and social interaction. Receptive (listening & reading) and productive (speaking and writing) language skills can be facilitated through the Internet. According to Mealman (as cited in Abidin, Ahmad, & Kabilan, 2010, p.185), second language learners would increase their abilities, self-knowledge, self-confidence, and lifelong learning. They improve their life skills by using different social media that enable the learners to foster their positive trends about learning English.

Lastly, it is recommended for students that at the moment they use mobile devices and social media in the language learning outside the classroom they try to remain focused on the task being performed so that learning can be meaningful. While Mok (2012), for example, has

suggested that learners embrace social networking service sites to interact in the target language, other researchers have indicated that learner’s express reservations. Simply owning the device — or even the software or app — may not necessarily be an indication that they will automatically choose to use it for learning purposes, particularly when there is a link between that use and their online identity.



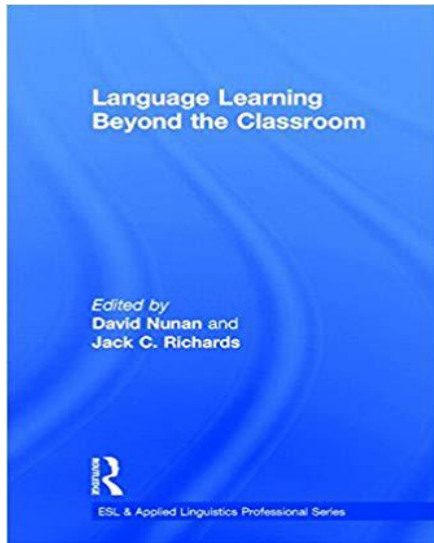
*Figure 11:*

*“The main task of a teacher is to enable the students in the learning matter and facilitate this process”*

*Zane L Berge Ph. D, The Department of Education UMBC*

On the other hand, based on the group ‘s research, there are also strategies that can be suggested to the professors to get the best out of mobile devices and social media in the language learning process outside the classroom. The first one being to provide clear directions and instructions, according to Zane Berge, the main task of a teacher is to enable the students in the learning matter and facilitate this process. With providing clear objectives, they should prepare and compile the appropriate content. And as stated by Nunan and Richards (2015, xv) “It is important to establish clear goals for out-of-class learning activities, to prepare students for the activities, and to provide follow-up in the classroom”. As learners are on their own, and having to function autonomously in the out-of-class component of the program, the goals of the activity have to be clearly articulated, there has to be careful in-class preparation, and a debriefing and evaluation after the activity is essential.





*Figure 12: Language Learning Beyond the Classroom.*

*Based on their analysis of twenty-eight language learning activities, Nunan and Richards (2015, xv) make seven observations on language learning beyond the classroom.*

Furthermore, it is also suggested that professors try to motivate students and provide options. Social networking tools have been praised for their educational value and potential and are heralded for their capacity to encourage student motivation and engagement (Thorne, Black, & Sykes, 2009; Ziegler, 2007 as cited in Mills, 2011, p. 346). Language instructors know that motivated students yield successful learning. As reported by Nunan and Richards (2015, xv) “The wide-ranging benefits such opportunities provide encompass the development of language and communication skills, improvements in confidence and motivation, personal growth, and intercultural awareness”. In other words, out-of-class learning addresses the shortcomings of classroom instruction in the cognitive, communicative and affective domains.

Ultimately, it is recommended to try to balance the things that you cannot do in the classroom using mobile devices and social media outside the classroom. In consonance with Nunan and Richards (2015, xv) “There is a need to integrate classroom-based learning with out-of-classroom learning since both support each other”. It's important to stress the fact that in-class and out-of-class learning are not “either-or” options. Both have their own particular contributions to make to the learning process.

*Concept map regarding the strategies that can be suggested to students and professors to get the best out of mobile devices and social media in the language learning process:*

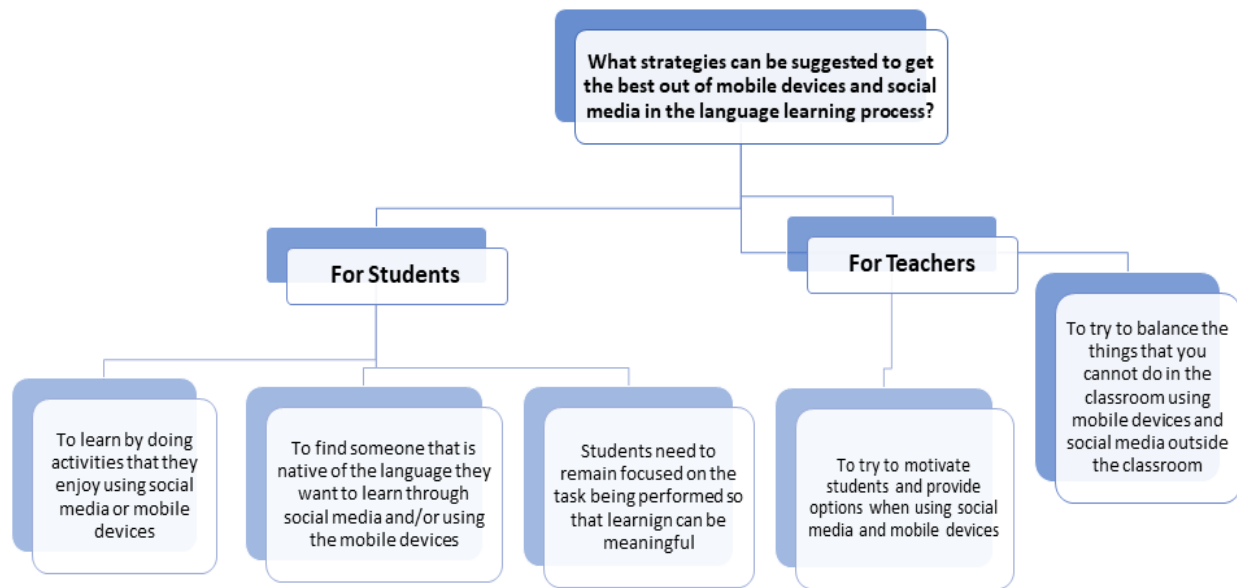


Figure 13: Diagram made considering this research results

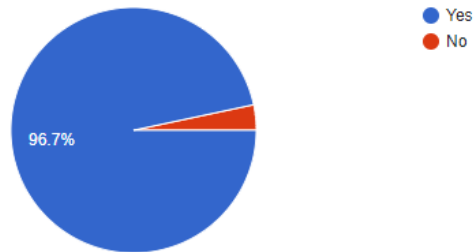


## CHAPTER V

### DATA ANALYSIS:

#### 5.1 SURVEY TO STUDENTS

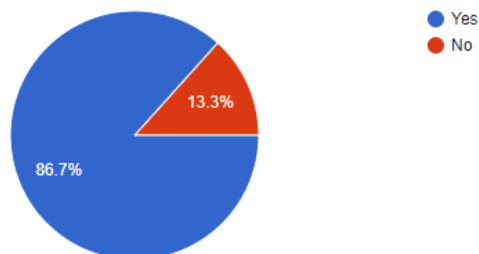
1. Do you think social media and mobile devices can be used for academic purposes outside the classroom?



**Analysis:** 96.7% of the students answered that they think social media and mobile devices can be used for academic purposes outside the classroom. It is noticed that a 3.3% think the contrary.

**Interpretation:** Most students think that social media and mobile devices are useful for academic purposes outside the classroom and a few people think that those devices and media cannot be used for academic purposes outside the classroom.

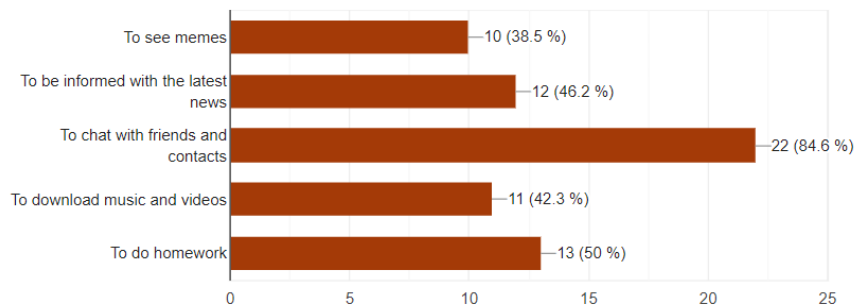
2. Do you use mobile devices and social media to practice the foreign languages you are learning? If yes, continue with the next question, if not you have finished the survey.



**Analysis:** From 30 students answered this question, 26 use mobile devices and social media to practice the foreign languages they are learning, and 4 students do not. Those 4 students who answered “no” finished the survey with this question.

**Interpretation:** Most students use mobile devices and social media in at least one way to practice the foreign languages they are learning, and only 13.3% does not.

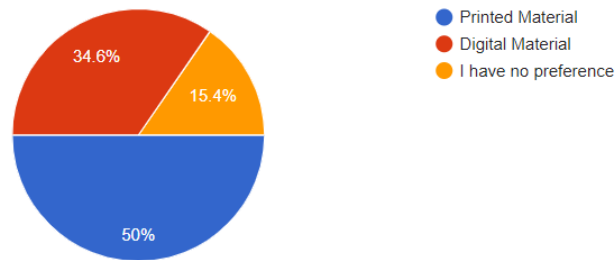
3. What do you use social media and mobile devices for? You may choose one or more than one answer.



**Analysis:** It is very important to know what students use social media and mobile devices for. In this question, we provided 5 alternatives and students could choose more than one option. It was answered by 26 students and 22 of them use mobile devices and social media to chat with friends and contacts, 13 out of 26 use mobile devices and social media to do homework, that seems 50% of students are using mobile devices in the learning process outside the classroom, and in the other options we have between 10 and 12 students who use mobile devices to see memes, to be informed with the latest news or to download music and videos.

**Interpretation:** Most students use mobile devices and social media to chat with friends and contacts and 50% of students who answered this question are using social media to do homework. We can infer that the other 50% maybe is not using social media for doing homework because prefer to do homework using another method.

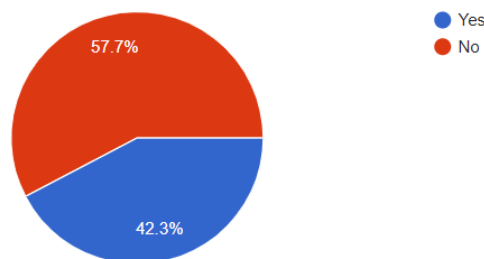
4. When you have to decide between doing homework with printed material or digital material, which one do you prefer the most?



**Analysis:** When students have to decide between doing homework with printed material or digital material, 34.6% prefer digital material, 15% do not have preference and 50% prefer printed material.

**Interpretation:** Half of students who answered this question prefer to use printed material instead digital material and some of the comments are because printed material is easily transportable and usable in various circumstances and for any type of student, even if they have few technological equipment. Another reason is because the material found on the internet is not completely reliable and students can find a document with false information and not academic support.

5. Do you use your cell phone or some apps in your target language for learning (English or French)?

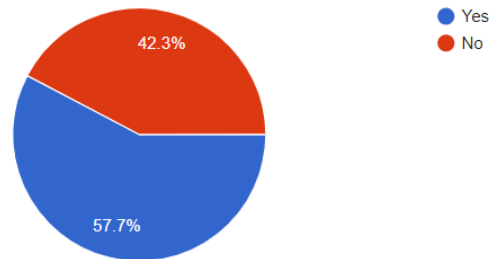


**Analysis:** From 26 students 57.7% of them do not use their phone or some apps in the target language when learning English or French and 42.3% use their phone or some apps in the target language.

**Interpretation:** Less than half of interviewed students are challenged to use their phone or some apps in the target language, mentioning that a reason could be because they do

not feel comfortable doing that or is very difficult to get used to have every option in their phone in another language.

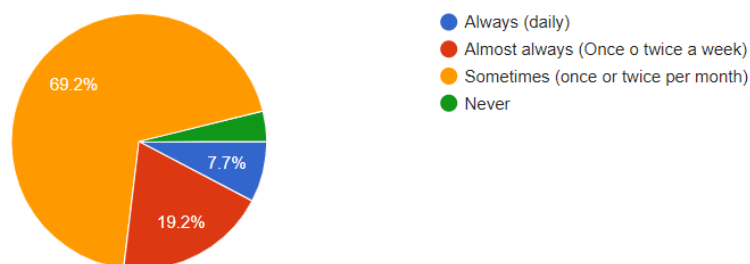
6. Do you have contacts or friends you chat with in your target language (English or French)?



**Analysis:** 57.7% of students interviewed have contacts or friend they chat with in their target language (French or English)

**Interpretation:** More than a half of students have contacts or friends they chat with in their target language (English or French).

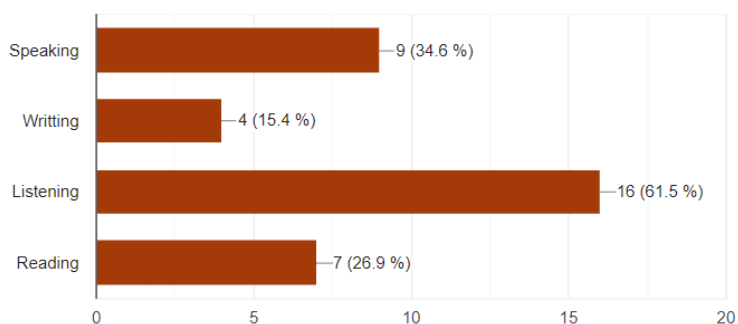
7. How often do you use mobile devices to read books, watch videos, movies or series in your target language?



**Analysis:** Considering that using mobile devices to read books, watch videos, movies or series in the target language is a very important point to practice a foreign language we addressed that question to know how often students use it. 69.2% of students answered they use mobile devices and social media to read books, watch videos, movies or series sometimes (one or twice by month), 19.2% answered almost always (once or twice a week), 7.7% answered Always (daily) and 3.9% answered never.

**Interpretation:** More than a half of students use social media and mobile devices to read books, watch videos, movies or series in the target language once or twice per month and only 7.7% do it daily.

8. Which of the four skills do you consider you have improved the most by the use of electronic devices and social networks?



**Analysis:** Because every student who reaches until the last question of the survey thinks social media and mobile devices can be used for academic purposes, we placed this questions to know which of the four skills they consider they have improved the most by the use of those devices and social media learning a foreign language, they could choose more than one. 16 from 26 students have improved listening skill, 9 from 26 students have improved speaking skill and between 4 and 7 students have improved writing and reading.

**Interpretation:** Because students use mobile devices and social media to download music, videos, watch series or movies on line we can interpret and infer most of students considered have improved the most listening skill followed by speaking, and both of them are linked because they listen pronunciation and repeat or imitate accents from another countries.

## 5.2 TEACHER'S INTERVIEW

### Interview to Teacher #1

**1. As a teacher, do you consider mobile devices and social media to have an impact on the student's learning process of a foreign language outside the classroom? Please specify if your answer is yes or no and explain why.**

The answer is yes, mostly in a positive way. As you already know, it is what students use nowadays (mobile devices). I mean, their **generation** was born with it. It is something attractive for them and they are always using them. Also, because you can find **sources of information** through them. They help get communicated, making communication faster and more efficient. They get access to many **tools** that are found online. Besides social media, there are blogs, wikis, skype, music apps. There are even apps to help you keep your journal. All of these can have a positive impact in the **learning process** because they (mobile devices and social media) are already part of their lives.

**2. In what way do you recommend your students to use social media or mobile devices when assigning homework?**

I recommend them to be used as a **support tool**. For example, when the teacher assigns homework, it may be hard for the students to get together because of the schedules. So social media may be used to be always connected with other classmates. Now students do not have the excuse that they could not get together because we know that they are always online.

Also, when assigning homework, my intention is that students could socialize with them, because learning is a **collaborative work**. For example, some students can post their homework and others can comment on them. There is a website called **Fripgrid**, where students can record themselves answering a question in 5 minutes or less and that is something that can be done from the computer or from a mobile device. The teacher can evaluate pronunciation fluency and coherence through this answer. Furthermore, all classmates can add comments about it. That is why I think they can be used as a tool to support them but not the main way of learning. It is very useful to encourage collaboration and communication among students after classes.

**3. What are the advantages and disadvantages you find of using mobile devices and social media in the practice of a foreign language outside the classroom?**

First, I can mention that they (social media and mobile devices) are a rich source of information. You can find all types of documents, audios, videos, books and a variety of resources. Also, it encourages students because they are already part of their lives.

In the disadvantages, I would say that the information from websites is **unreliable**. It is challenging to prove if the information is real or not because you can find all kinds of information and you don't know where it comes from. I want to give you an example with one of the students I had. So, I assigned as homework a verb conjugation. When she gave it to me, I found some mistakes so I asked her where you got that from. And she told me: I got it from a website. However, it was full of mistakes, it means that we have to be careful with information from websites. Another disadvantage is that not all the students have **access to the internet**. The third disadvantage is that

whenever you are communicating with other people you don't know who is behind the other device unless you have a video call so it's kind of **dangerous**, Another disadvantage is that everything is public and you can be a victim of **cyberbullying** because when the students are outside the classroom it's kind of hard to control them. Additionally, since students use the keyboard too much, they lose practice of **handwriting** and that is very important. Finally, I would say it also can damage your eyes.

#### **4. Could you suggest some strategies to get the best out of mobile devices and social media in the language learning process outside the classroom?**

What I recommend to students is to do what they love through social media using their cell phones, because it's easier for them to find a purpose. For example, if you love reading there's an application called **Bookbox** where you can download books and you can find animated Tales with subtitles. If you want to learn English you can use English subtitles the same if you want to learn French. So, I tell them not to do it like homework but as a daily activity, so they can practice constantly. Besides that, just by changing the keyboard language you are practicing already and the same thing is with their emails. To the students that follow YouTubers in French, I recommend one called "Francais avec Pierre" because it explains grammar rules. Sometimes in the class students do not understand many things or students do not pay attention but when they are at home watching these animated videos, they feel they learn. Also, there are some special applications that I recommend because learning a language is not just in the classroom, it depends on the responsibility of each student so if the problem is speaking, they need to find someone to practice with. It happened to me so the best is to find someone that is native of the language you want to learn through social media, using their cell phones in WhatsApp for example. Also, there is an application called Memorize, Hello talk and some others but they are under control. Students can also **download** their dictionaries and if they like to play video games because everything has to be done based on what they like. There are crosswords, exercises like playing the Oca's game and many resources to adapt them to what I like, but with the purpose of practice.

#### **Interview to Teacher #2**

##### **1. As a teacher, do you consider mobile devices and social media to have an impact on the student's learning process of a foreign language outside the classroom? Please specify if your answer is yes or no and explain why.**

I would say yes; they definitely have an impact. However sometimes the impact is not as positive as we expect, sometimes the impact it's negative. Why? Because they get distracted easily, with a cell phone obviously they can practice outside the classroom, there are many apps that they can easily download from the internet, or the textbooks that they use in classes, they have an online platform, so the platform offers them the possibility to use it from the cellphone, so, the same way they use it from the computer, they can use it in the cell phone. If they have internet connection, Wi-Fi, whatever just to get online and connected, they can easily use it, so, obviously they do have an impact IF the student follows the instructions the teacher has commanded, if they just wander

around, if they get distracted then the impact cannot be so positive as we expect it to be, but definitely yes, there is an impact outside the classroom.

## **2. In what way do you recommend your students to use social media or mobile devices when assigning homework?**

I guess, the key to this is giving clear directions. If you tell them the specific steps they have to follow, they won't get distracted, if you create a guide explaining the procedure and if you can make it somehow visual, it's better. Like, creating the manual on how to use the device, for example if they have a cellphone, and in the cell phone they will use specific applications, let's say Flipgrid for example, I don't know if you have ever used it, so, Flipgrid is app that they can use from the computer and from the cellphone, and it is like a forum but instead of writing, they record themselves. So, as a teacher you record yourself: "Okay, this is teacher Orlando and I want you to answer three questions, what's your name? How old are you? and where do you live?" and then you record yourself, ex: "This is Sarah and I am 21 years old; I live in Soyapango and I'm happy to be participating with you ". So, if you instruct them clearly on what you want them to do, I think they can do it effectively, but if you sometimes just mention the things or you are not clear enough, if you don't provide any example, then they can get distracted and the activity is going to fail. But if you are clear and if you give many options, it is going to work, for example, coming back to this application, you can say: "Okay, this is Flipgrid and I will show you how to use it in the cell phone and I will explain how to use it from the computer "; so you are offering two clear possibilities, two options, if this one is not working then this one is going to work, and then you tell them: "I will check this not later than someday" so they know the deadline and they have to fulfill the activity by that day. So, summing up, I would say in what way do I recommend it? Maybe in a very clear way, giving specific instructions, showing how to do it and maybe offering more than one possibility in case that one fails, if you are clear, I don't really think there is going to be any problem.

## **3. What are the advantages and disadvantages you find of using mobile devices and social media in the practice of a foreign language outside the classroom?**

Okay, Advantages? That they can use at any place and anytime, you can have it from the cellphone, unluckily, El Salvador is not so safe, maybe if you were in Europe, you could be recording from the public transportation and nothing would happen, but maybe if you have a break at work, you can get your cell phone and then you can record yourself or you can post it online, you can complete the exercises the teacher told you to do. I mean, it is very handy you can have it with you in many places. Another advantage is that there are a variety of things to do, I just provided one example of recording but there is another one of just using your voice. You don't really have to show the picture of you, you just record your voice. There is another one that combines the two like Screencast, have you used Screencast? That you are recording your computer as you explain, you can have your picture and you are showing your PowerPoint presentation so you can make it more appealing, that is another advantage. Using technology can be appealing for the students. They say: "Ah okay, I like to use the cellphone, I will do it in a good way" because that is what we are doing right now in society. If I tell the students: "Okay, vayan a la libreria y compre un cromó y recortelo y peguelo" maybe they wouldn't like it because that is the old fashion way but if I tell them to do homework in a way people do it right now, they are going to enjoy it a little bit more. So, technology is flexible, technology is appealing to the students,



technology offers many possibilities to do the things, there is not just one application for this, you can have many options, so those are the main advantages that you can have and obviously we have disadvantages like getting distracted easily, it happens even to the teachers. You say: “I will check my email but I wind up in Facebook or in Twitter or checking what Nayib is posting, so we can get easily distracted if we don’t have a clear agenda what to do, and other disadvantage is that we need extra things, for example: internet connection, you need internet. If you have a cellphone, you can have an iPhone of the highest technology but if you don’t have internet connection is just a device to call and to text but paying for texting, so you need maybe to save some money, to have a budget to get credits for your cell phone, internet, Wi-Fi, or your data or whatever you use to sail the net, to search the net, so maybe that is one of the disadvantages, that sometimes you can have the device but if the device is not logged to an internet source it does not work. And another disadvantage could be that in this country you have to be careful where you use it, if you have a laptop, it's better if you are driving but if you take the laptop to the public transportation you're afraid that it can be stolen and you have to balance how much you use the technology because it contributes to your learning but it can damage you physically, for example your eyes, you have to use maybe some glasses or keep it in a clear room so you don't damage your eyes even your neck and this part of your body, what we call in Spanish *tunel carpiano* and because you are texting all the time like this sometimes you damage it. And then, it also depends on the place where you work if you want to use it in the classroom, for example here (UES) I don't know how good the internet connection is, maybe you say: “teacher it is too weak” for example I have 44 people in this classroom and if I have using 44 people with the Wi-Fi from here, I don't really think they will have good speed and maybe my activity is not going to work so maybe if I were teaching at Escuela Americana that they have good Wi-Fi connection and obviously most of the people who study there have the technology with them all the time, I cannot force people, for example here if somebody comes from very far away and the person has low income I cannot force him: “Bring your laptop!” “Bring your laptop to the class!” maybe he or she does not have one. On the other hand, if I work in a high standard place, you imply that that most of the people will have the computer, there are some schools that in the list, (en la lista de útiles), they specify they need a laptop. I used to work in a school and it said there (on the list) una computadora portátil, so it has been announced from the very beginning, but in a class here if I tell them is mandatory to bring a laptop computer, many of them won't do it and they can even get angry with the teacher. So, sometimes it depends on the place where you work and in all of the tools that you have handy. If you know that you have internet, if you know that the students have their resources available to bring them to the classroom, go ahead and use it there, if they don't, maybe the teacher can show the example, that is what I sometimes do, I create the things in my computer, I can share some internet from my cellphone to my computer just to give the example and I tell them to do it as homework, so out of the university they can go to an internet café or to a relative's house or look for a way to complete the homework, to fulfill it. So, it depends if you are using inside the classroom to make sure you have everything handy to do it, if it is not possible maybe you can assign homework and motivate students to do it.

#### **4. Could you suggest some strategies to get the best out of mobile devices and social media in the language learning process outside the classroom?**

I will repeat many things, first of all, give clear directions or instructions on what you want them to do, give them enough time but respect the due date, always, all the time, show the example: “This is how you do it”. If you have created the example yourself that's even better, if you don't

have it, provide tutorials, like: “this is the link to a YouTube tutorial”. You can motivate the students to do it even if it is not evaluated, you can say: “In tomorrow’s class if you have Duolingo downloaded I will give you 5 minutes to use it” in a group of 5 people, maybe one of those 5 people will have internet connection and the others can participate from there. Or maybe if you can give credits for that, you can say: “if you are using Duolingo you can screenshot it and then send the screenshot to my email and then I will count how many screenshots you have and maybe at the end I will give you a point if you have ten screenshots or if you complete level A1 I will give you an extra point on the exam if you finish it” so look for a way to motivate the students there and provide a wide variety, there are many, if you say: “for a video vlog, in this one I will be using this application, in the second term we will continue with video vlog but maybe let’s try this different application” so try to use the wide variety of apps, what pages and resources we have available and maybe try to balance the things that you cannot do in the classroom, for example: if you are teaching grammar, in the class most of the activities that you will do will have to do with writing and reading, so, maybe you can balance listening and speaking using the technology outside the classroom, that might be another way, you balance, what I do too in the classroom face to face, I will do it online using an application or a webpage outside the classroom.

## CHAPTER VI

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 CONCLUSIONS

The following conclusions are based on the previous research and literature of the importance of the use of mobile devices and social media through the practice in the learning process of a foreign language outside the classroom and they have shown that it is relevant to use those tools in the learning process because they may provide certain advantages and benefits to students.

The carried-out research found that mobile devices give students Internet access, which is often used to find more information about a topic being discussed in class and to continue target language practice through virtual communication. Students use technology tools in different activities such as chatting with friends and contacts, see memes, read books (novels), be informed with the latest news, download music and videos, make homework or use social media and mobile devices in the target language. Most students perceive social media and mobile devices as a possible useful tool for academic purposes outside the classroom.

The research has indicated that social media accessed through mobile devices are an ideal source of information of all kinds that adapts to different student learning styles and interests. Additionally, the accessibility of this information makes it a very attainable and practical tool beyond compare.

The appropriate application of educational technology provides motivation to students since many of them feel enthusiastic to learn when they feel control over what they are learning with hands-on learning tools, such as tablets and laptops. Furthermore, the use of mobile devices in youth life has a trend to continue increasing dramatically year after year.

On the other hand, using mobile devices and social media for education purposes might not have only positive results, due to the unreliability of the information found through websites and apps. Secondly, social media might be a source of distraction for students so they can end up doing activities that are not related to education but entertainment. The last important disadvantage is the fact that the internet represents dangers. Students are exposed to find disrespect to their privacy and misuse of their personal information that can even end up with cyber bullying. They can be deceived by people pretending to be another person to get personal profit.

To conclude, based on the research findings, some of the suggestions made so that learners get the best out of mobile devices and social media in the language learning process are: that students engage in learning activities that they enjoy using social media or mobile devices. Furthermore, it is suggested that the students practice with a native of the language they want to learn through social media and/or using mobile devices and ultimately, it is recommended that at the moment learners use mobile devices and social media in the language learning outside the classroom they try to remain focused on the task being performed so that learning can be meaningful

Lastly, for the professors it is recommended that to get the best out of mobile devices and social media they try to motivate students and provide options when leaving homework, moreover to provide clear directions and instructions and to try to balance the things that you cannot do in the classroom using mobile devices and social media outside the classroom.

## **5.2 RECOMMENDATIONS**

For students:

- Educational technology should be applied appropriately to motivate students
- Students should be aware about the possible dangers found on the Internet and how to react to them to prevent cyber bullying, harassment or misuse of unreliable information.
- Students should remain focused on the educational activity for the learning to be meaningful.

For professors:

- Directions should be clear when proposing the use of mobile devices for learning purposes.
- Activities including social media outside the classroom for language learning purposes should encourage natural and respectful communication among students.
- Teachers should try to balance the things students cannot do in the classroom, using mobile devices and social media outside the classroom.

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**ANEXES**

**Survey addressed to students**

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



**Topic:**

“The importance of the use of mobile devices and social media though the practice in the learning process of a foreign language outside the classroom”

**“DATA GATHERING PROCESS”**

**Survey addressed to students from the Bachelor in Modern Languages, specialization in French and English of the University of El Salvador**

**Objective:**

To gather information about what is the usage of mobile devices and social media regarding the learning process by students outside the classroom.

**Instruction: Complete with information about your own experience.**

Your responses will be anonymous and will never be linked to you personally. Your participation is entirely voluntary. If there are items you do not feel comfortable answering, please skim them. Thank you for your cooperation.

1. Do you think social networks and electronic devices can be used for academic purposes outside the classroom?

Yes \_\_\_\_\_ No \_\_\_\_\_

2. Do you use mobile devices and social media to practice the foreign languages you are learning?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, continue with the next question, if not you have finished the survey.

3. What do you use social media and mobile devices for? You may choose one or more than one answer. Please assign a number for priority from most important to least important (starting from 1) if you choose more than one.

- To see memes
- To be informed with the latest news
- To chat with friends and contacts
- To download music or watch videos
- To do homework

4. When you have to decide between doing homework with printed material or digital material, which one do you prefer the most?

- a) Printed Material
- b) Digital Material
- c) I have no preference

5. Do you use your phone or some apps in your target language for learning (English or French)?

Yes \_\_\_\_\_ No \_\_\_\_\_

If the answer is yes, please specify the following:

- I use some apps in English or French
- I use my phone in English or French
- I use both my phone and some apps in English or French

6. Do you have contacts or friends you chat with in your target language (English or French)?

Yes \_\_\_\_\_ No \_\_\_\_\_

7. Do you use mobile devices to read books, watch videos, movies or series in your target language?



Yes \_\_\_\_\_

No \_\_\_\_\_

8. Which of the four skills do you consider you have improved the most by the use of electronic devices and social networks and with which kinds of activities?

Speaking

Writing

Reading

Listening

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



**Topic:**

“The importance of the use of mobile devices and social media though the practice in the learning process of a foreign language outside the classroom”

**“DATA GATHERING PROCESS”**

**Questionnaire addressed to a French or English teacher from the Bachelor in Modern Languages, specialization in French and English of the University of El Salvador**

**Objective:**

To know what strategies can be suggested to students to get the best out of mobile devices and social media in the learning process.

**Instruction: Complete with information about your own experience**

1. As a teacher, do you consider mobile devices and social media to have an impact in the student’s learning process of a foreign language outside the classroom? Please specify if your answer is yes or no and explain why.

Yes \_\_\_\_\_

No \_\_\_\_\_

Reason: \_\_\_\_\_

2. In what way do you recommend your students to use social media or mobile devices when assigning homework?

3. What are the advantages and disadvantages you find of using mobile devices and social media in the practice of a foreign language outside the classroom?

4. Could you suggest some strategies to get the best out of mobile devices and social media in the language learning process outside the classroom?

## INTERPRETATION TABLE

### Interview to teacher #1

Questions / Transcript	Identification of relevant phrases	Interpretation with academic language	Theory
<p><b>1. As a teacher, do you consider mobile devices and social media to have an impact on the student's learning process of a foreign language outside the classroom? Please specify if your answer is yes or no and explain why.</b> Mobile devices and social media have an impact on the student's learning process, mostly in a positive way. As you already know, it is what students use nowadays (mobile devices). I mean, their <b>generation</b> was born with it. It is something attractive for them and they are always using them. Also, because you can find <b>sources of information</b> through them. They help get communicated, making communication faster and more efficient. They get access to many <b>tools</b> that are found online. Besides social media, there are blogs, wikis, skype, music apps. There are even apps to help you keep your journal. All of these can have a positive impact in the <b>learning process</b> because they (mobile devices and social media) are already part of their lives.</p>	<p>-Mobile devices and social media have mostly a positive impact.</p> <p>-It is attractive for them and they are always using them.</p> <p>-They make communication faster and more efficient.</p>	<p>Mobile devices and social media are used mostly in a positive way as sources of information for students. The impact of the aforementioned tools in the learning process depends on the student's priorities and the manner of implementation when doing homework. There is a wide variety of software students could use to take advantage of mobile devices in the learning process.</p>	<p>According to McGloughlin &amp; Lee, 2010, learners constantly seek information to address a problem at work, school or just to satisfy a curiosity. To do so, they take advantage of social media not only to seek information, but also to share information. Digital learning is becoming part of the learning process nowadays.</p>
<p><b>2. In what way do you recommend your students to use social media or mobile devices when assigning homework?</b></p>	<p>-I recommend them to be used as a support tool.</p> <p>-Also, when assigning</p>	<p>Online connectivity permits learning to continue beyond the classroom hours. It is a</p>	<p>-In some studies, about supporting classroom assignments via Facebook, Roblyer, Webb</p>

<p>I recommend them to be used as a support tool. For example, when the teacher assigns homework, it may be hard for the students to get together because of the schedules. So social media may be used to be always connected with other classmates. Now students do not have the excuse that they could not get together because we know that they are always online.</p> <p>Also, when assigning homework, my intention is that students could socialize with them, because learning is a collaborative work. For example, some students can post their homework and others can comment on them. There is a website called Fripgrid, where students can record themselves answering a question in 5 minutes or less and that is something that can be done from the computer or from a mobile device. The teacher can evaluate pronunciation fluency and coherence through this answer. Furthermore, all classmates can add comments about it. That is why I think they can be used as a tool to support them but not the main way of learning. It is very useful to encourage collaboration and communication among students after classes.</p>	<p>homework, my intention is that students could socialize with them, because learning is a collaborative work.</p> <p>-It is very useful to encourage collaboration and communication among students after classes.</p>	<p>support tool for learning. It encourages collaborative and social learning because it allows students to authentically continue communication among them or between them and the teacher.</p>	<p>and Witty (2010) discovered that university students can use Facebook and similar social networks to support their classroom activities.</p> <p>-Carmean and Haefner (2002) explained that social networks are applied online technologies which make the second language learning more social, and enjoyable with minimal stress.</p> <p>-Social networks are kinds of social environments which have been made for learners who want to have interaction with people from other countries to learn language easily (Godwin-Jones, 2008; Sturgeon &amp; Walker, 2009).</p>
<p><b>3. What are the advantages and disadvantages you find of using mobile devices and</b></p>	<p>-They are a rich source of information</p>	<p>Social media and mobile devices are a wide threshold of</p>	<p>Blake (1998) observed that “technology can</p>

<p><b>social media in the practice of a foreign language outside the classroom?</b></p> <p>First, I can mention that they (social media and mobile devices) are a rich source of information. You can find all types of documents, audios, videos, books and a variety of resources. Also, it encourages students because they are already part of their lives.</p> <p>In the disadvantages, I would say that information from websites is unreliable. It is challenging to prove if the information is real or not because you can find all kinds of information and you don't know where it comes from. I want to give you an example with one of the students I had. So, I assigned as homework a verb conjugation. When she gave it to me, I found some mistakes so I asked her where you got that from. And she told me: I got it from a website. However, it was full of mistakes, it means that we have to be careful with information from websites.</p> <p>Another disadvantage is that not all the students have access to the internet. The third disadvantage is that whenever you are communicating with other people you don't know who is behind the other device unless you have a video call so it's kind of dangerous, Another disadvantage is that everything is public and you</p>	<p>-Information from websites is unreliable</p> <p>-Another disadvantage is that not all the students have access to the internet.</p> <p>-The third disadvantage is that whenever you are communicating with other people you don't know who is behind the other device</p>	<p>files and resources. Nevertheless, the information found might be untrustworthy due to the doubtful veracity of its origin. Secondly, accessibility to the Internet might be an obstacle in some student cases. Another important disadvantage is the exposure of personal information and the danger of placing oneself in a delicate situation by not being able to confirm other people's identity.</p>	<p>play an important role in fostering second language acquisition by electronically increasing learners' contact with a wide array of authentic materials" (p. 210).</p> <p>Fodeman and Monroe (as cited in Abidin, Ahmad, &amp; Kabilan, 2010, p.181), mentioned that Facebook may cause students' negative behavior and has negative social promotion. Data from numerous studies also indicate that social media is now the favored medium for cyber bullies. 40% of cyber bullying occurs in social network sites (Cyberbully411, 2018). Cyber bullying often occurs on Facebook or through text messages (Cook, 2018).</p>
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<p>can be a victim of bullying because when the students are outside the classroom it's kind of hard to control them. Additionally, since students use the keyboard too much they lose practice of handwriting and that is very important. Finally, I would say it also can damage your eyes.</p>			
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<p><b>4. Could you suggest some strategies to get the best out of mobile devices and social media in the language learning process outside the classroom?</b></p> <p>What I recommend to students is to do what they love through social media using their cell phones, because it's easier for them to find a purpose. For example, if you love reading there's an application called Bookbox where you can download books and you can find animated Tales with subtitles. If you want to learn English you can use English subtitles the same if you want to learn French. So, I tell them not to do it like homework but as a daily activity, so they can practice constantly. Besides that, just by changing the keyboard language you are practicing already and the same thing is with their emails. To the students that follow YouTubers in French, I recommend one called "Francais avec Pierre" because it explains grammar rules.</p> <p>Sometimes in the class students do not understand many things or students do not pay attention but when they are at home watching these animated videos, they feel they learn. Also, there are some special applications that I recommend because learning a language is not just in the classroom, it depends</p>	<p>-I tell them not to do it like homework but as a daily activity, so they can practice constantly.</p> <p>-They feel they learn.</p> <p>-Learning a language is not just in the classroom.</p> <p>-The best is to find someone that is native of the language you want to learn through social media</p>	<p>The experience of reading online (on a PC or a mobile device) is different from the experience of reading print materials and students have the advantage of reading what they need to read to improve their target language. When students are in a learning process of a foreign language, they have the advantage to change and use applications in mobile devices and social media in their target language and that will impact positively in that process. When students do what they love to do in their target language the learning process turns enjoyable and funny, for that reason teachers think students can use mobile devices and social media to watch animated videos, movies, series in the target language.</p>	<p>Learners have generally shown favorable attitudes towards learning through mobile devices in controlled environments (e.g., Gromik, 2011; Thornton &amp; Houser, 2005).</p> <p>Warschauer (2000) mentioned that online interaction makes the learners motivated to have more interactive conversation without concerns about pronunciation or oral connection in the target language. Similarly, Beauvois (1998) stated that social networks encourage students to have more discussion in French classes.</p>
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<p>on the responsibility of each student so if the problem is speaking, they need to find someone to practice with. It happened to me so the best is to find someone that is native of the language you want to learn through social media, using their cell phones in WhatsApp for example. Also, there is an application called Memorize, Hello talk and some others but they are under control.</p> <p>Students can also download their dictionaries and if they like to play video games because everything has to be done based on what they like. There are crosswords, exercises like playing the Oca's game and many resources to adapt them to what I like, but with the purpose of practice.</p>			
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**Interview to teacher #2**

Questions/Transcript	Identification of relevant phrases	Interpretation with academic language	Theory
<p><b>1. As a teacher, do you consider mobile devices and social media to have an impact on the student’s learning process of a foreign language outside the classroom? Please specify if your answer is yes or no and explain why.</b></p> <p>I would say yes; they definitely have an impact. However, sometimes the impact is not as positive as we expect, sometimes the impact it’s negative. Why? Because they get distracted easily, with a cell phone obviously they can practice outside the classroom, there are many apps that they can easily download from the internet, or the textbooks that they use in classes, they have an online platform, so the platform offers them the possibility to use it from the cellphone, so, the same way they use it from the computer, they can use it in the cellphone. If they have internet connection, Wi-Fi, whatever just to get online and connected, they can easily use it, so, obviously they do have an impact IF the student follows the instructions the teacher has commanded, if they just wander around, if they get distracted then the impact</p>	<p>They definitely have an impact but sometimes are not as positive as expected.</p> <p>They can practice outside the classroom.</p> <p>They do have an impact if the student follows the instructions the teacher has commanded</p>	<p>Mobile devices and social media unquestionably have an impact on the students’ learning process of a foreign language outside the classroom, however, occasionally it might not be as positive as expected. The reason being that students get distracted with ease. The learners have access to many tools when using a cellphone, for instance, the platforms of the textbooks used in classes. Moreover, learners need to follow the instructions given by the teachers when accessing social media and mobile devices in order that the aforementioned have a positive impact on their learning process.</p>	<p>According to McGloughlin &amp; Lee, 2010, learning on demand is becoming a type of lifestyle in modern society. Learners constantly seek information to address a problem at work, school or to just satisfy a curiosity. To do so, they take advantage of social media not only to seek information, but also to share information. Digital learning is becoming part of the learning process nowadays</p> <p>Not only is Internet access significantly faster than that of earlier phones, but also checking of email, reading e-books, downloading documents, access to social networking tools, and provision of location-specific information has become possible on smartphones</p>

<p>cannot be so positive as we expect it to be, but definitely yes, there is an impact outside the classroom.</p>			<p>(e.g. Stockwell, 2012, for a discussion)</p>
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<p><b>2. In what way do you recommend your students to use social media or mobile devices when assigning homework?</b></p> <p>I guess, the key to this is giving clear directions, if you tell them the specific steps they have to follow, they won't get distracted, if you create a guide explaining the procedure and if you can make it somehow visual, it's better. Like, creating the manual on how to use the device, for example if they have a cellphone, and in the cell phone they will use specific applications, let's say Flipgrid for example, I don't know if you have ever used it, so, Flipgrid is app that they can use from the computer and from the cellphone, and it is like a forum but instead of writing, they record themselves. So, as a teacher you record yourself: "Okay, this is teacher Orlando and I want you to answer three questions, what's your name? How old are you? and where do you live?" and then you record yourself, ex: "This is Sarah and I am 21 years old; I live in Soyapango and I'm happy to be participating with you ". So, if you instruct them clearly on what you want them to do, I think they can do it effectively, but if you</p>	<p>The key to this is giving clear directions.</p> <p>If you don't provide any example, then they can get distracted and the activity is going to fail.</p> <p>Offer more than one option.</p>	<p>The most fundamental aspects when recommending the learners to use social media or mobile devices is to provide clear directions and/or the specific steps students need to follow when completing a task and if possible, to give an example. In addition, to supply students with more than one course of action to perform the task in case one of them is unsuccessful.</p>	<p>Melgar &amp; Donolo (2011) estate "It is possible to offer multiple perspectives to learn, widen the limits of access to information and work actively in the construction of knowledge from activities that appeal to observation, creativity, imagination, perception and relations with others. The process of acquiring knowledge becomes meaningful especially when it is linked to personal experiences that can many times occur outside the context of a classroom.</p>
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<p>sometimes just mention the things or you are not clear enough, if you don't provide any example, then they can get distracted and the activity is going to fail. But if you are clear and if you give many options, it is going to work, for example, coming back to this application, you can say: "Okay, this is Flipgrid and I will show you how to use it in the cell phone and I will explain how to use it from the computer ", so you are offering two clear possibilities, two options, if this one is not working then this one is going to work, and then you tell them: "I will check this not later than someday" so they know the deadline and they have to fulfill the activity by that day. So, summing up, I would say in what way do I recommend it? Maybe in a very clear way, giving specific instructions, showing how to do it and maybe offering more than one possibility in case that one fails, if you are clear, I don't really think there is going to be any problem.</p>			
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<p><b>3. What are the advantages and disadvantages you find of using mobile devices and social media in the practice of a foreign language outside the classroom?</b></p> <p>That they can use them at anyplace and anytime, you can have it from the cellphone, unluckily, El Salvador is not so safe, maybe if you were in Europe, you could be recording from the public transportation and nothing would happen, but maybe if you have a break at work, you can get your cell phone and then you can record yourself or you can post it online, you can complete the exercises the teacher told you to do. I mean, it is very handy you can have it with you in many places. Another advantage is that there are a variety of things to do, I just provided one example of recording but there is another one of just using your voice. You don't really have to show the picture of you, you just record your voice. There is another one that combines the two like Screencast, have you used Screencast? That you are recording your computer as</p>	<p>That they can use them at anyplace and anytime.</p> <p>It is very handy and you can have it with you at any time.</p> <p>There are a variety of things to do.</p> <p>If the device is not logged to an internet source it does not work</p> <p>Students get distracted easily.</p>	<p>Among the advantages of using mobile devices and social media in the practice of a foreign language outside the classroom are: the fact that learners are able to use them at anyplace and anytime notwithstanding El Salvador is not a very secure country. Moreover, they are very functional and at one's disposal at any moment. Furthermore, there is a diversity of activities that students can carry out to practice a foreign language outside the classroom. On the other hand, the disadvantages are that internet connection is of extreme importance, if the mobile device is not logged to an internet source it will not function properly, therefore the learners will not gain access to social media. In addition, students get distracted easily whilst using either of the tools aforementioned.</p>	<p>Learners have generally shown favorable attitudes towards learning through mobile devices in controlled environments (e.g., Gromik, 2011; Thornton &amp; Houser, 2005). Learning that takes place outside the classroom using mobile devices works very differently than the learning process in supervised conditions. One of the main reasons is that it places the responsibility for time management on the students themselves, they can make the decision to use their mobile, laptop to study at home, at school, at the cafeteria, or even at their job if they have the opportunity to.</p> <p>Robin (2007) mentioned, effective use of Internet resources,</p>
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<p>you explain, you can have your picture that is showing your PowerPoint presentation so you can make it more appealing, that is another advantage. Using technology can be appealing for the students, they say: “Ah okay, I like to use the cellphone, I will do it in a good way” because that is what we are doing right now in society. If I tell the students: “Okay, vayan a la librería y compre un cromó y recortalo y peguelo” maybe they wouldn’t like it because that is the old fashion way but if I tell them to do homework in a way people do it right now, they are going to enjoy it a little bit more. So, technology is flexible, technology is appealing to the students, technology offers many possibilities to do the things, there is not just one application for this, you can have many options, so those are the main advantages that you can have and obviously we have disadvantages like getting distracted easily, it happens even to the teachers. You say: “I will check my email but I wind up in Facebook or in Twitter or checking what Nayib is posting”, so we can get</p>			<p>such as easily repeatable video clips, captions, and even translated scripts will bring a wider variety of input at the proper level for a broader range of learning styles than could possibly be made available in any pre-packaged closed-track program.</p>
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<p>easily distracted if we don't have a clear agenda what to do, and other disadvantage is that we need extra things, for example: internet connection, you need internet. If you have a cellphone, you can have an Iphone of the highest technology but if you don't have internet connection is just a device to call and to text but paying for texting, so you need maybe to save some money, to have a budget to get credits for your cell phone, internet, Wi-Fi, or your data or whatever you use to sail the net, to search the net, so maybe that is one of the disadvantages, that sometimes you can have the device but if the device is not logged to an internet source it does not work. And another disadvantage could be that in this country you have to be careful where you use it, if you have a laptop, it's better if you are driving but if you take the laptop to the public transportation you're afraid that it can be stolen and you have to balance how much you use the technology because it contributes to your learning but it can damage you physically, for example your eyes, you have to use maybe</p>			
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<p>some glasses or keep it in a clear room so you don't damage your eyes... even your neck and this part of your body, what we call in Spanish tunel carpiano and because you are texting all the time like this sometimes you damage it. And then, it also depends on the place where you work if you want to use it in the classroom, for example here (UES) I don't know how good the internet connection is, maybe you say: "teacher it is too weak" for example I have 44 people in this classroom and if I have using 44 people with the Wi-Fi from here, I don't really think they will have good speed and maybe my activity is not going to work so maybe if I were teaching at Escuela Americana that they have good Wi-Fi connection and obviously most of the people who study there have the technology with them all the time, I cannot force people, for example here if somebody comes from very far away and the person has low income I cannot for him: "Bring your laptop!" "Bring your laptop to the class!" maybe he or she does not have one. On the other hand, if I work in a high standard</p>			
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<p>place, you imply that that most of the people will have the computer, there are some schools that in the list, (en la lista de útiles), they specify they need a laptop. I used to work in a school and it said there (on the list) una computadora portátil, so it has been announced from the very beginning, but in a class here if I tell them is mandatory to bring a laptop computer, many of them won't do it and they can even get angry with the teacher. So, sometimes it depends on the place where you work and in all of the tools that you have handy. If you know that you have internet, if you know that the students have their resources available to bring them to the classroom, go ahead and use it there, if they don't maybe the teacher can show the example, that is what I sometimes do, I create the things in my computer, I can share some internet from my cellphone to my computer just to give the example and I tell them to do it as homework, so out of the university they can go to an internet café or to relative's house or look for a way to complete the homework, to fulfill it. So, it depends if</p>			
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<p>you are using the classroom to make sure you have everything handy to do it, if it is not possible, maybe you can assign homework and motivate students to do it.</p>			
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<p><b>4. Could you suggest some strategies to get the best out of mobile devices and social media in the language learning process outside the classroom?</b></p> <p>I will repeat many things, first of all, <b>give clear directions or instructions on what you want students to do</b>, give them enough time but respect the due date, always, all the time, show the example: “This is how you do it”. If you have created the example yourself that's even better, if you don't have it, provide tutorials, like: “this is the link to a YouTube tutorial”. You can <b>look for a way to motivate the students</b> to do it even if it is not evaluated, you can say: “In tomorrow’s class if you have Duolingo downloaded I will give you 5 minutes to use it” in a group of 5 people, maybe one of those 5 people will have an internet connection and the others can participate from there. Or maybe if you can <b>give incentives when you assign a homework</b>, you can say: “if you are using Duolingo you can screenshot it and then send the screenshot to my email and then I will count how many screenshots you have and maybe at the end I will</p>	<p>Give clear directions or instructions on what you want students to do.</p> <p>Look for a way to motivate the students.</p> <p>Give incentives when assigning homework.</p>	<p>To take advantage of mobile devices and social media in the learning process the teacher gives clear directions or instructions on what he wants students to do. Motivation is also important in getting students’ engagement in academic activities for that reason teachers also use that as a strategy to get the best of mobile devices in the learning process. Another way to conceive motivation is as a way to satisfy students’ needs and give them an incentive to use proactively and self-taught when doing homework is an excellent alternative.</p>	<p>According to JIMALEE SOWELL (2017) when you give instructions, the point is to make sure your students know what they are expected to do. This can best be accomplished by using simplified language common in instruction-giving, which often includes imperatives and short sentences. Concerning motivation and according to Mitra Alizadeh (2016) We know that success in a task is due to the fact that someone is motivated. It is easy in second language learning to state that a learner will be successful with the right motivation.</p>
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<p>give you a point if you have ten screenshots or if you complete level A1 I will give you an extra point on the exam if you finish it” so look for a way to motivate the students there and provide a wide variety, there are many, if you say: “for a video vlog, in this one I will be using this application, in the second term we will continue with video vlog but maybe let's try this different application” so try to use the wide variety of apps, what pages and resources we have available and maybe try to balance the things that you cannot do in the classroom, for example: if you are teaching grammar, in the class most of the activities that you will do will have to do with writing and reading, so, maybe you can balance listening and speaking using the technology outside the classroom, that might be another way, you balance, what I do too in the classroom face to face, I will do it online using an application or a webpage outside the classroom.</p>			
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**LETTER TO TEACHERS**

San Salvador, 10 de julio de 2019

Sr.  
Universidad Centroamericana José Simeón Cañas  
Presente

Estimado Señor:

Como estudiantes egresadas estamos desarrollando un estudio sobre el uso de los dispositivos electrónicos y redes sociales en el proceso de aprendizaje, específicamente la temática “The importance of the use of mobile devices and social media though the practice in the learning process of a foreign language outside the classroom”.

Es de nuestro interés que esta investigación se pueda obtener una perspectiva externa acerca del tema, por lo cual solicitamos de su colaboración en una entrevista llevada a cabo la fecha y hora que usted tenga disponible. Para nosotras será de mucho valor su aporte para la realización de nuestro trabajo de investigación.

Sin otro particular y esperando contar con su valioso aporte, nos suscribimos deseándole una exitosa jornada laboral.

Atte.  
Sara Elizabeth Pérez Rivera PR12009 \_\_\_\_\_  
Vicky Graciela Arriola Martínez AM13037 \_\_\_\_\_  
Vanessa María García Castro GC09088 \_\_\_\_\_