

Using Smartphones as an Extrinsic Motivation Tool to Learn English Vocabulary.



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Nota de Responsabilidad

**"Las ideas y conclusiones en el trabajo de grado son responsabilidad exclusiva de
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Nota de Aceptación

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Resumen

El siguiente trabajo de investigación analiza el uso de teléfonos inteligentes como una herramienta de motivación extrínseca para aprender vocabulario en inglés, se va a cubrir los aspectos más significativos y trabajos previos en relación a este método innovativo y su influencia en el aprendizaje del inglés en los salones de clases y fuera de ellos; intentamos demostrar el desinterés in los estudiantes en disposición al aprendizaje de una segunda lengua, así que nos enfocamos en la motivación extrínseca como base para evaluar posibles escenarios en un colegio donde es posible el uso de teléfonos inteligentes y las ventajas que estos dispositivos nos ofrecen centrándonos en el aprendizaje de vocabulario en el idioma previamente mencionado. Por otra parte, también se tomó en cuenta las limitaciones del estudio y finalmente algunas conclusiones.

Abstract

The following research project analyzes the use of smartphones as an extrinsic motivation tool to learn English vocabulary, we are going to cover the most significant aspects and previous works related to this innovative topic and the influence in the current English language learning in classrooms as well as outside them, we tended to show the disregard in students willing to learn a second language, so that we focused in extrinsic motivation as a basis to assess the possible results in possible scenarios at a school where is possible the use of smartphones and the advantages which these gadgets offer us centered in vocabulary learning in the former mentioned language, on the other hand we took into account limitations of the study and finally some conclusions.

Key words: Smartphones, Motivation, Extrinsic motivation, Tool, MALL

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INTRODUCTION

This research project will discuss, on one side, the use of smartphones as tools to learn English vocabulary, since in the world, and obviously, in our country, most of the people, including teenagers, are proudly owners of these devices. On the other side, there is a common trend in the learning English process, which is the lack of motivation by students; consequently, they have failed on reaching the goals stated by the Colombian government policies.

The apathy for learning English includes many factors starting from the main actors in the learning process, teachers and students; besides, the behavior in the classroom could help to create a good or a bad atmosphere, for instance, if a teacher had encouraged students with good feelings and had gone beyond the topics of daily classes, students would have been more engaged with the English learning process, therefore, English teachers can take into account the affective part, which can play an important role in motivation for students, giving as a result, better students' performances and attitudes.

In this vein, there will be a good relationship between students and teachers, which will increase comfortable environments in high schools. Other external factors, not considered in this research paper, include the places where the classes take place, the socio-economic issues, family relationships, among others.

Nowadays, teachers have innovated their methods and techniques in order to reach the goal to make students to learn in a holistic way. In this way, it is undeniable that the technology resources play an important role in our daily routine; the new generation that use these technologies are known as “millennials”, maybe because young people depend on technology more than ever before. Technology makes our lives easier to carry out, even though, it is a double-edged sword. However, in this research project we will see the

advantages of technology resources in motivation of students, specifically the use of smartphones to increase vocabulary.

Chapter I.

The Research Problem

Problem Description

Currently, it is indubitable the low results in many high schools regarding the students' English level. According to Semana magazine (2020), Latin America is the part of the world with the lowest English level and Colombia is in the last place between all Latin America countries, which is reflected in the percentage of high school students that have B1 at the end of the secondary level, just 5.6% of all Colombian students have B1 when they finish high school level.

In this sense, students have shown low interest in English subject matter, for example, Portafolio magazine (2019) mentioned that in the EF English Proficiency Index, Colombia has the position 68 from 100 countries, which is currently considered as a very low English level. Therefore, Giorgio Iemmolo, EF academic director, stated:

In Colombia, we find several opportunities for improvement and challenges so that the level of English language proficiency can be strengthened and increased in the coming years; it will be a long-term strategy. The country has had a downward trend in ranking. To improve, greater efforts are needed from the education sector, such as training teachers to teach with the most innovative and modern teaching methodologies. (Portafolio magazine, 2019)

As a result, Colombian high schools have tried to reduce that issue with innovative methods; one of them is the implementation of technology, particularly smartphones in classrooms and other places devoted for the English learning process, for example, laboratories, libraries and so on. That is an exceptional idea if we can appreciate the huge quantity of advantages and facilities for learners to get involved and interested in English as a foreign language, but is not as simple as it seems to be; implementation of technology in each and every classroom in public schools in Colombia is a difficult task due to multiple

difficulties and shortcomings, such as connectivity or school policies about the use of smartphones.

In this vein, possible reasons for the lack of technology use in classrooms are: traditional teachers, who decided to continue with old-fashioned methods and techniques instead of innovating with new and easy ways to teach English, new methods like technology, which is very effective, especially, for young learners. Another reason is the management the government makes of the budgets, which are addressed to public schools in order to be expended in materials for getting a dynamic English learning process.

For those reasons, we propose as a possible solution that high schools receive instructions by technology experts, who teach how to use those kind of resources in classrooms, as well as in other places, for improving the English learning process by focusing on the task to be developed for educational purposes, leaving behind other types of activities, which can interfere with the main goal.

Consequently, the main goal is to produce better results in learning a foreign language vocabulary; however, they have to complement those tasks at their own homes. On the other hand, Government should be more concerned in budgets, which are devoted to public schools; these better results could be possible by an adequate supervision in each school in order to have an ideal use of technological resources.

As a result, there are many challenges about the implementation and use of technology for learning English vocabulary, therefore, a possible solution could start from high schools if they obtain the enough resources, but one challenge is the fact that they do not know how to sue those things, so, it necessary to provide some specific courses dedicated to English teachers about how to use technology in educational settings.

In this way, we move on to the description of the problem, the origins, people involved in the research project and the objectives.

Problem Statement

How the use of smartphones can influence the motivation of students for learning English vocabulary in José Antonio Llorente High School, located in Cumbal Nariño, during the first semester of 2021?

Sub-questions:

- Which technology-based tools English teachers in their teaching practices at José Antonio Llorente High School are currently using?
- What are the main aspects to bear in mind when implementing the use of smartphones on the English foreign teaching process at José Antonio Llorente High School?
- What are the advantages and disadvantages of the use of smartphones on the English foreign learning process?

Objectives of the study

General Objective

To determine if the use of smartphones as an extrinsic motivation tool increases the learning of English vocabulary in 15 and 16 years old students at José Antonio Llorente High School in Cumbal Nariño.

Specific Objectives

- To identify which technology-based tools English teachers in their teaching practices at José Antonio Llorente High School are currently using.

- To identify the main aspects to bear in mind when implementing the use of smartphones on the English foreign teaching process at José Antonio Llorente High School
- To mention the advantages and disadvantages of the use of smartphones on the English foreign learning process.

Significance of the Study

Bearing in mind that the project will collect some information about motivation in the teaching field of English and the influence of smartphones on motivation. So, this research is directed to students and teachers in order for them to do a cooperative work towards a dynamic learning and teaching English process by using innovative ways to break the barriers of lack of motivation.

In this order of ideas, it is important that classroom activities and tasks assigned by the teachers are more meaningful; as a result, teenagers can get involved easily with those kind of activities in order to improve their English skills and to left behind the lack of motivation, which is a struggle in some high schools. Currently, the world is in a continuous change in every science and education field, so teachers and students have to get involved in the rhythm in which the society is moving; by now smartphones are a useful tool to be used in every field. From using them as a way to entertain, to more complex purposes for example: to use them as a tool to improve in an educational process, regarding English learning and teaching processes, there is not a defined method, consequently, there is not proved success for those purposes.

Therefore, the use of smartphones is an innovative technique to teach and to learn English vocabulary, thanks to some “apps” which are going to be mentioned further in this

paper, and of course, how this can influence positively in the vocabulary a student can learn through a rational use of smartphones.

Limitations of the Study

When developing this research project, there are some limitations, despite of the implementation of the government program named “Vive Digital”, which its main goal is to give internet connection in some places of our country, including public schools; the government endows schools the equipment in order to have internet for education, however, in some cases the budget is not enough or the equipment is treated improperly.

From this perspective, the main limitation of the study is the fact that there is bad connectivity and the government efforts are worthless. Besides, other limitation is that not all the Colombian students have the possibility to get a smartphone due to socio-economic situations.

On the other hand, the lack of interest from teachers towards the topic that is being addressed in the research study could become an issue and finally, because of the current Coronavirus pandemic and resulting school closings, it would be difficult to carry out the techniques of our research project.

Chapter II

Theoretical Framework

Antecedents

In order to develop our research, it is important to take into account some previous works related to the motivation field in EFL and those related to smartphones. Below, there are some summaries of research projects related with this topic.

Aux (2016) in his research paper “*Using the cellphone as a tool to improve listening and speaking skills with intermediate learners at Universidad Nariño*” aims to integrate effectively the use of smartphones in classrooms as a tool to learn skills in English; in this study, some activities are proposed to implement in the classrooms, taking into account important factors, for example, the fact that not everybody has internet connection in their smartphones. The author based his paper on working with native apps, which not require any kind of web connection.

Some of the activities include: using camera to take photos to the important annotations during the class, using voice recording to enhance speaking skills through interviews or telling stories, using video camera to film students’ performance during English classes. Some of the conclusions are; in short terms, smartphones have integrated an important part in the classroom using appropriate methods and a guideline to control a proper use to perform activities that lead to a meaningful learning in ESL. Finally, those kind of activities may enhance skills in learning process.

Following the same pattern, regarding technology and vocabulary learning, Zambrano & Rosero (2016) conducted a research project whose purpose was to use ESL websites and its impacts in vocabulary learning. Firstly, they purposed to make a questionnaire to the students, aiming to get a previous knowledge about their perceptions regarding teaching and

learning vocabulary, then to present some web pages where learners can interact with new English vocabulary; the process was carried out within an approximate period of two months, after that, the idea was to analyze errors, which can be a trend in new tools like this one, finally, to determine the main effects of the use of ESL websites in vocabulary learning.

On the other hand, Ramamurthy & Rao (2015) conducted a research, which purpose was to promote autonomous learning in ESL classrooms through smartphones. In this study, there were 70 smartphone users between 18 to 26 years old from International College of Automotive (ICAM), then a structured questionnaire was answered by them including demographic details of the participants, the second part contained 20 statements regarding how they use smartphones and how they can interfere in their process of acquiring English knowledge.

At the end, there were 30 statements based on students' learning satisfaction and perception on teachers' role in ESL classroom. Questions such as, what type of learning skills are gained by using smartphones in ESL classrooms, what are the learning satisfactions gained by ESL learners using smartphones? and does smartphone use promote the autonomous learning process? were framed to investigate the issue in context.

In this way, some of the conclusions were: smartphone use in ESL classrooms boosted learners' critical thinking, learners gained a certain kind of satisfaction in learning progress by using smartphones, but they found also that although students' autonomous learning increased and the teacher's role is still relevant to help to achieve goals.

Contextual Framework

The current research work is planned to be conducted in a public school named I.E. José Antonio Llorente in Cumbal, a town located in the south of Nariño, Colombia; it is a public institution within more than 50 trajectory years, working for the community, being the

most recognized in Cumbal. This school integrates education levels starting from preschool, to eleventh grade, only in morning schedules, with about 60 teachers and 1200 students.

Concerning infrastructure, it has two floors, one for primary students and the other one for high school students; it also includes appropriate spaces for laboratories, library computer rooms, cafeterias and administrative section; there are paved fields for practicing football, volleyball and basketball.

To achieve this project, some students from 9th, 10th and 11th at Intitución Educativa José Antonio Llorente will be chosen, teenagers men and women from low-medium socio economic status, approximately 60% living in the rural zone of the town and the remaining 40% living in the urban zone.

Literature review

Motivation

Motivation implies a huge variety of views and interpretations regarding learners in second language acquisition; some authors have tried to encompass a number of factors involving social contexts; in this case, in foreign language learning aiming to define motivation, they have explained how our emotions influence in the will to reach a goal putting the necessary quantity of effort.

In this research, we address motivation to the use of smartphones towards learning English vocabulary; in this sense, it is important to have a clear definition about it in order to get a better understanding of the topic.

Motivation is defined as a cognitive state of emotional and arousal which leads to take decisions and to act in a conscious state of mind with the main objective to achieve a previously set goal; motivation is able to initiate to succeed in our choices and at the same time lack of

motivation can initiate to major barrier that prevents the success. Due to lack of motivation, the feeling of frustration and annoyance can hinder productivity and wellbeing. (Gopalan, Bakar, Zulkifli, Alwi & Mat, 2017,p.2)

In this vein, motivation is a great emotional tool for learning; no matter the person's interest and factors to activate motivation, it is important to persist in the effort in order to attain the goal in the activity undertaken, it involves sustaining as well as investing time and energy, therefore, it is relevant to provide students a good classroom atmosphere and technological tools in order to obtain that motivated state of mind.

As a result, motivation encompasses three main phases: firstly, students have to establish the reasons to do something; these can be external or internal factors from individual human beings and circumstances surrounding them. Secondly, the decision to do something, it is what impulses someone to choose and to embark in an activity for giving the effort enough devoted during the learning process. Finally appears the need to sustain the energy required in order to succeed in the goal previously established.

In this vein, the first two steps are the basis to initiate motivation, that is to say, where it all starts; on the other hand, the last stage involves maintaining motivation, in this phase reasons to do something may interfere in the persistence.

Gardner (1985) (cited in Zareian & Jodaei, 2015) defines motivation as the mix of will and effort to achieve a goal including positive attitudes towards learning the language. This combination may properly assure an explanation regarding what happens in our brain when we feel the will to develop a task. Gardner's socio educational model of language learning (Gardner 1985) incorporates factors to explain motivation in learner's mind; these factors include: cultural beliefs, integrativeness and attitudes.

Gardner measured a number of subscales representing facts of motivation by the Attitude/Motivation Test Battery or AMTB, clarifying that there is not only one AMTB but items should be developed for individual or particular situation, an example of a model of these tests consist in a set of statements in which participants may choose among a scale, from strong agreements to strong disagreements; at the end is calculated an overall composed by attitude- motivation index.

Tileston (2004) highlights that motivation leads us to do something new and to encourage to do it again once we fail, it means motivation must be present in the whole process to achieve learning tasks. We should think in what motivates us to start a new task and if it is the case when we fail which is very common; in other words, when we experience a roadblock then identify it in order to restart the task.

Wolfolk (2013, p, 372) reviews motivation as an internal state that, arouses, and maintains a certain behavior; she addresses her definition within some questions such as: why and how people decide to begin from the scratch in order to reach specific goals, how much time it involves to get started, how intensively they are engaged in the activity, to determine the causes to quit or to persist along the way in the activity, or the way how they think or feel in the process.

Consequently, it explains for example why students devote time to irrelevant activities or meaningful ones. When someone pretends to start an activity there are two ways: to procrastinate or to start right away (the former is a really common trend in schools and universities, meanwhile the latter implies high levels of positive motivation). On another hand, the intensity or level of involvement and feelings towards the activity along the way, it is connected and depends on the significance of the activity. If it is meaningful, it will lead to give up or to continue until reach a goal.

According to Houssave (2013) cited on Gopalan, Abu Bakar, Nasir, Alwi, and Che Mat (2017) “motivation is the kick off and behavior behind the strength”, motivation instigates movements and energy; the reasons for our behavior regarding what and why we do something. Moreover, Oxford & Shearin (1994, p, 23) perceive motivation in cognitive development theory conducted by Piaget as “a built in built in unconscious striving towards more complex and differential development of individual’s mental structure”, then, there were developed many theories regarding motivation and how they have to deal with our brain capacities.

In this sense, Frank Hawkins (1993) perceives motivation as what drives or induces a person to behave in a determined way that defines or influences the efficiency performing an activity, for example, external or internal factors might positively or negatively interfere in the outcome of an activity.

Another author, Naranjo, R. and Ordoñez F. (2001), defines motivation as follows: “every action human beings do has a reason. This reason is known psychologically as motivation”, which is defined, in general terms, as "an impulse or a desire to do or learn something”; every human being act’s has an objective regardless this may be conscious or unconscious, it will lead us to a result. Finally, Dornyei (2001) as cited in Zareian and Jodaei (2015) interprets motivation as no more than a kind of umbrella, which converge a huge range of concepts that do not have much in common.

As we can see the whole concept of motivation cannot be fully defined in just one concept; motivation are the thoughts, feelings and reasons which everybody has toward a purpose or an intention in a defined learning process. In this paper intends to integrate motivation, specifically extrinsic motivation, with learning English vocabulary through an

innovative tool, which is the smartphone. The next sections develop in more detail the link between motivation, learning English vocabulary and smartphones.

Extrinsic motivation

Students with high level of motivation may spontaneously participate in activities with no need of expecting external rewards. On another hand, to encourage students with low motivation, it is necessary to implement external rewards to perform successfully activities (Skinner and Belmont, 1993). According to Malone and Lepper (1987) there are seven factors that endorse motivation: curiosity, challenge, control, competition, fantasy, recognition and cooperation, which are present in dynamic activities with the main goal of creating a great atmosphere to impulse motivation.

This research is focused on extrinsic motivation due to the fact that the smartphone will be integrated as an external factor in order to learn English vocabulary, Students extrinsic motivation may increase as they conceive smartphones as a potential tool to explore the infinite characteristics and benefits if we make a rational use of it. On the other hand, teachers can encourage students to use smartphones under strict parameters and periods of time. Consequently, they may give rewards or punishment which would be the case.

According to Harmer, (1987) (cited in Molina, p.143) there are two types of motivation: “An extrinsic motivation, which is concerned with factors outside the classroom”. Those kinds of factors together play an important role in second language acquisition; while students with intrinsic motivation show their skills, which depends directly of the teachers and the atmosphere of the classroom.

In this order of ideas, the students with extrinsic motivation depend a lot on external factors, which can interfere to a successful or non-successful apprehension of English; external factors play an important role in learning process, those may include activities and

resources which are not particularly implemented in the classroom, some of them boosted by the teacher with the goal to interfere in the direct learning progress, that is to say, grades.

Extrinsic motivation refers to “actions carried out to achieve some instrumental end such as earning reward or avoiding punishment” (Deci & Ryan, 1985, p.39), this type of motivation starts from non-self-determination to self-determination; it is classified into three categories, starting from unwillingness, to passive compliance, ending with the category called personal commitment. (Zareian & Jodaei, 2015, p.302)

Accordingly, it explains the cycle when a student starts the way to accomplish a goal or to end a task; at the beginning, there are no willfulness or an impulsive force. According to Bastidas (2006) (cited in Chamorro, J, 2013) extrinsic motivation is defined as follows: “Extrinsic motivation refers to people’s decision to do something for extrinsic reasons or incentives. The EM construct is based on theories that maintain that learning occurs because of the presence of external incentives, rewards, requirements, and social control “(p.67).

Importance of motivation in L2/FL learning.

According to Sevtap Karaoglu (2008), “Motivation plays a significant role in the process of learning a language. Language teachers cannot effectively teach a language if they do not understand the relationship between motivation and its effect on language acquisition”.

Therefore, the role that plays motivation in the field of foreign language learning has been slighted, because many teachers do not take into account the affective part when someone is learning English, they just see the “superficial” part because they use to justify low students’ levels regarding English skills just because they do not want or they do not like the subject, but there are too many factors behind students’ attitude when they are learning English.

Mobile Assisted Language Learning

Methods and techniques when is to teach and to learn English have changed through time. In the past the scenery was completely different, teachers have limited resources to carry out the teaching task, for instance they were restricted to conduct English classes using classroom's tools such as textbooks, dictionaries or antique audio-video devices.

Nowadays, there are unlimited technologic resources to reach the goal of learning English; technology according to Barker (1994) has been a necessary and fundamental tool to acquisition and development of mental and physical skills concerning knowledge, one of the innovative pioneer techniques is CALL (Computer assisted language learning) which Levy (1997, p.1) defines as “the research for an study of applications of the computer in language teaching and learning”.

Due to the massive implementation of electronic devices in every field, it has boosted the need to create a new term in knowledge field, today we are allowed to talk about e-learning. Chaudhary (2018) defined e-learning as follows: “E-learning is an electronic learning system utilized to upgrade traditional learning; e-learning systems allow interaction through virtual classrooms and easy communication with professors, trainers and students”. Companies and independent creators have improved in the creation of gadgets, from the big sized computers with a short number of functions, to the current wireless mobile devices, which offer a vast quantity of functions adapting to our needs.

Based on Mosavi & Nezarat (2012), mobile learning have to be considered in the next generation of e learning, that is to say, we have in our hands a potential tool for the future, in this case, to brake barriers in learning a second language.

Mobile learning is a kind of activity which lets individuals to be more prolific when they are using, interacting with, or creating information through a portable gadget; it also has

connectivity and can fit in a pocket (Wexler et al, 2007), on the other side, Chuang, Hwang & Shih (2010) have defined that term like this: “Mobile learning is using mobile technologies to facilitate and promote learning anywhere and at any time”; we can appreciate the scope of mobiles like smartphones or tablets, the portability that they bring with simple functionality which make easier to control numerous functions for taking advantage of them specially in learning field.

In this vein, O’Malley et al.(2003) say that mobile learning take place when the learner is not at a fixed location but when the learner take advantage of the learning opportunities by this kind of technologies. For instance, the possibility to get a mobile allow students to move learning places wherever they go, without being necessary a place for taking classes. According to Colpaert (2004) mobile learning environment may include: in the distance, face to face, online, self-paced or calendar based.

Thus, mobile learning has no limitations to be settled, it allows students, who gets a mobile, increasing their learning performances, that is a reality now, they can access to modern techniques, to interact making a collaborative or individual work in the learning process, therefore, “mobile learning is characterized by its potential for leaning to be spontaneous, informal, personalized and ubiquitous”(Mozavi & Nezarat, p.309). These characteristics make this process to be taken as a natural one, being potential to throw positive results, for example, in this specific case to enhance motivation.

Mobile assisted language learning is derived of the vast field of mobile learning and has to do with the use of mobile technology in language learning. In MALL there is no a necessity for learner to place in a classroom, MALL may be considered as an ultimate solution to break language learning barriers talking about time and place (Mosavi & Nezarat, 2012). Wong et al. (2012) as cited in Chwo, Marek, and Wu (2015) say that “MALL allows

learning to occur conveniently and continuously in and out the learner's daily life and connect formal in-class lessons with informal learning outside the classroom".

According to Turc (2017) mobile assisted language learning is an approach to language learning that may be enhanced or assisted over the use of handheld mobile devices. Despite the first smartphones appeared in the market in 2001, many years ago, the first attempt to use mobile learning was in 1980's when Twarog and Pereszlenyi implemented the use of telephones to provide remoteness language learners with feedback and support (Czerska, 2014).

In this sense, MALL is not so recent, although it has increased nowadays with the creation of many applications giving resources in ESL field, being the smartphone the most powerful tool in MALL due to the practicality, portability, capacity and so on; may entail advantages for smartphone users.

For example, Klopfer et al. (2002) suggest some kind of the most notorious benefits to use smartphones to learning processes: the first one is portability, thanks to the small size and weight people can take cellphones anywhere they go, secondly we have social interactivity, learners can exchange data among them, then we have context sensitivity, which implies that data can be gathered and replied in the current time and location, also connectivity that allow smartphones to share information among users using networks or wireless tools like Bluetooth or Wi-Fi. Finally, thanks to individuality, smartphone users have the possibility to customize platforms for individual learner's needs.

However, Different type of activities can be rehearsed using MALL, according to Looi et al. (2010) mobiles let students to be dynamic participants in learning, not simply passive receivers of lecture content. In this specific case, we focused in vocabulary learning activities and the way in which students get extrinsically motivated to do these tasks. Ahmad

(2011) said that vocabulary learning is an essential process for foreign language learners to acquire proficiency and competence in a language, Krashen & Terrell (2000) stand that comprehension will not be possible without vocabulary.

As a result, Vocabulary learning is one of the basis when someone is starting to learn a language besides their mother tongue, the more vocabulary you acknowledge, the more capable you may be in order to improve in the rest of language abilities; some MALL activities focusing on vocabulary lessons in the classroom may include:

- SMS interchange among students about the vocabulary taught in class
- Electronic dictionaries to look for unknown words
- Pictorial annotation for learning English vocabulary Chen, et al. (2008) have shown that the pictorial annotation aided learners with lower verbal capacities and higher visual capacities to retain vocabulary easier

For the activities to learn vocabulary outside the classroom, where students can interact at any time anywhere, should be included:

- The use of applications like WordBit (2017) which consists in guessing the meaning of new words in your locked screen depending the level of difficulty you have previously set up, starting from A2 to C2
- To watch films or series in English with subtitles, would be really helpful to understand the meaning of completely new words
- To look for song lyrics in English, through music may awake the learner's interest to know the meaning of some words or phrases.

Chapter III.

The research method

Research design

The design for this research is the traditional, classical design which involves random assignment of participants.

Research paradigm

A research paradigm, according to Kuhn (1962), is “the set of common beliefs and agreements shared between scientists about how problems should be understood and addressed”, that is to say, to choose an adequate research paradigm is important to create a view about how knowledge is perceived and how we can interpret it, it would be important for raising an awareness when we start a research so that the quality of the project will increase.

In this order of ideas, the paradigm chosen for the research named, Using Smartphones as an Extrinsic Motivation Tool to Learn English Vocabulary is positivist which is a model accepted by a substantial number of people in the research community.

To determine if the use of smartphones will enhance motivation for learning English vocabulary would be challenging, but we will take into account the different perceptions concerning the reality of how students acquire knowledge being conscious about the idea that there is no an absolute reality for everyone.

Research method

The method is quantitative applying questionnaires to the sample to be studied as the classical design uses to determine the use students would give to the use of smartphones to learn vocabulary in English.

Setting of the research

The research project will take place at Institución Educativa José Antonio Llorente, located in Cumbal Nariño, it is one of the most recognized public high schools in the town having 51 years educating children and teenagers; which is in the following address Street 20th between Cra 10 and 11, it has the adequate personal working there and adequate buildings for the educational process.

Because of the fact that this school is public, the financial resources are not the best in order to provide the best conditions for the teaching process. For instance, regarding technological features, they have one compute room, with 20 computers, which are in good condition; however, they are old-fashioned, therefore, this school must take into account smartphones as a tool for increasing learning motivation,

As a consequence, the setting is suitable for carrying the project out because this school is partially familiarized with educational-technology devices in terms of applying them in the English learning process, which is beneficial for the purpose of this project.

Population

Bearing in mind our research framework development, it is relevant to state that the population, with whom we are going to work with, are students from 9th to 11th grade from Institución Educativa José Antonio Llorente. In this sense, their demographic profile was established, both genres male and female, within an age average from 13 to 17 years old and having a medium-low socio economical strata.

Sample

Taking the latter aspects into account and also the purpose and needs of our research project, the sample will be composed of three grades, from 9th to 11th grade; students will be chosen randomly, one representative class for each grade except for the eleventh grade (they

will be chosen two classes) due to they are teenagers, who are completely allowed to use a smartphone,

In this vein, in total 106 students (women and men) are going to participate in the research techniques, the interviews and the questionnaires, specifically the sample will be 35 students from ninth grade, 29 students from tenth grade and 42 students from eleventh grade, from I.E. José Antonio Llorente.

Research techniques

In this vein, it is important to say that the techniques that we will use in the research fields play an important role when we are attempting to collect data. Taking into account the method chosen previously, each individual technique is connected to specific analysis and interpretation process, that is to say, not every technique will be helpful in what we are tending to prove or measure. In this way, the qualitative approach intends to reduce mistakes and inconsistencies that can appear in the treatment of the information about the population. It should be noted that each technique has its strengths and weaknesses; for this reason, we have to devote enough time for choosing the right ones during the research preparation, clarifying the main objectives and purposes; then we will be able to eliminate errors in the analysis stages.

The technique, which is more suitable in terms of time for the development of our research project and it is according to the Coronavirus pandemic situation that the world is living right now, this research is the Questionnaire.

A questionnaire is a list of questions for collecting and recording information about a particular issue of interest. It must include clear instructions and space for answers or administrative details in order to provide a guide for people who is going to fill out the questionnaire. (Achari, 2014)

In this way, Achari (2014) mentioned that questionnaires must have a definite clear purpose that be related to the objectives of the research; they also need to contain how the findings of the research will be used.

Regarding questionnaires, it is important to identify the main advantages for choosing them, in this way, Achari (2014) said they can be used in a variety of situations, for instance, due to Coronavirus pandemic situation is not feasible to apply research techniques in-person way, therefore, questionnaires and interviews can be applied in a virtual way and in this way researcher can record the responses from the participant, which is a good advantage to have an evidence of the research technique; besides that, they are also appropriate according to the pandemic situation in terms of saving time and avoiding physical contact and health problems.

On the other hand, another reason to bear in mind is the fact that questionnaires can save time to English students from I.E. José Antonio Llorente, that is to say, due to they have busy schedules, it could be important to determine when they can develop the research technique. In this vein, questionnaires let the participants to choose their own time when they want to do them, which is a good help for the English students; thus, it is relevant to analyze their schedules because it could a problem for the accuracy of the research results.

In short, these two techniques are going to obtain relevant opinions from all of the participants, which will be very useful for the research objectives. In addition, once we analyzed the research techniques, the reason why we decided to choose these research techniques are because of the purpose of our research project, which is the analysis to determine if smartphones can increase the students' English learning motivation, so questionnaires and interviews are tools that can provide us that qualitative information we need to reach the objectives.

To apply these techniques, it is recommended to develop a previous consideration about the population and the place where we have the possibility to conduct the research, so that we may decrease mistakes collecting data in order to continue to the next process, which is evaluation and interpretation.

In this sense, the principal instruments to develop this research will be virtual interviews and questionnaires with the main goal to capture students' and teachers' perceptions and points of view (how/when, they use it) regarding smartphones as a tool to enhance vocabulary English learning.

Procedure

In order to carry this research project out, it is necessary to establish a set of steps, which are needed to follow for avoiding mistakes and misunderstandings. In this vein, due to the fact that all the process is going to be virtual, it can be helpful to develop a pilot study for identifying mistakes and improving the accuracy of the study when the research techniques be applied. Moreover, the Institución Educativa José Antonio Llorente is going to get asked for previously permission to the principal authorities, so they can allow to develop a successful process, therefore, all the ethical issues will be taken into account.

Next, it will be necessary to have a previous interaction with the selected students, ask them to participate in a voluntary way and explain the purpose and procedure of the research techniques, all of the above; it must be concluded with the establishment in advanced of the research techniques' dates, based on their schedule disposition, and finally, the technological details must be clarified for not having connection problems during the application of the research techniques.

Regarding, the procedure of the research techniques, a questionnaire and interview, as qualitative tools, will be applied to the selected English students from Institución Educativa José Antonio Llorente in Cumbal, Nariño. Its main goal is to determine if in fact students are extrinsic motivated and aroused to learn vocabulary in English using smartphones in the classroom or other places outside the school. In this sense, some English teachers will give their point of view about what they have perceived in the students' use of smartphones.

In order to illustrate this, students from 9th to 11th grade will be chosen randomly, in total 106 students (women and men) are going to participate in the research: 35 students from ninth grade, 29 students from tenth grade and 42 students from eleventh grade, all of the above, it is under the principle of confidentiality looking for the wellness of the participants, so that they may participate with total confidence not affecting in any way their school process or other external factors; some of the following questions are going to be part of the research techniques.

- 1- Do you have a smartphone?
- 2- How often do you use it? (if you)
- 3- Do you play with your smartphone?
- 4- Have you used your smartphone for learning something?

Using the same structure, 3 questions will be address to three ESL teachers which are in charge of English subject for each grade, from ninth to eleventh, they will be asked with open questions once they complete the questionnaire; all of this, in order to add more information related to the teachers' point of view and perception about using smartphones inside and the classrooms.

- 1- Are students allowed to use smartphones in classroom?
- 2- Have you seen students using smartphones in class?
- 3- Do you think smartphones can be used to improve English vocabulary learning in students?

Once the information from the research techniques has been gathered, it is necessary to acknowledge all the people involved in the research project development such as the participants of the research techniques and the Institución Educativa José Antonio Llorente school direction.

Data Analysis

Once the data and the information is ready, we will proceed to do an appropriate analysis and interpretation of the subject matter, therefore, in this point of the research, we will analyze the data obtained and the possible procedures for doing that are: close checking of the data given by the students bearing in mind the main objectives of the research; for this, it will be helpful to take notes, reflecting and writing down repeated responses.

The previous analysis of the data collected are going to approximate the researcher to give some conclusions and observations of the subject study, therefore, the results are going to be found thanks to identify repeated responses, trying to look for a trend, which can help us to define if the use of smartphones, as an extrinsic tool, can increase or not the students' English learning motivation from Institución Educativa José Antonio Llorente.

Chapter IV.

Administrative Aspects

As regards the external and administrative context in this research, we include the following schedule, budget and budget in which the study was conducted taking into account these items.

Schedule

	January	February	March
Virtual Interaction with English students	X	X	
Data Gathering and Analysis	X	X	X
Research Project's Presentation			X

Budget

ITEM	COST
General material (paper, worksheets)	\$40.000
Internet	\$35.000
Final presentation of the project	\$50.000
Total of the Budget	\$125.000

Conclusion

In short, during this exploration process, we found in the research surprisingly facts; modern age has evolved the way in which we communicate. For instance, learning and teaching regarding languages, they have brought opportunities to expand new limits pitting together old tools as well as modern gadgets as we exposed during this research. On the one hand, there is a lack of motivation, which is a remarkable issue in terms of learning English, consequently, some possible reasons are teachers, the wrong use of methods in class or just students who do not like to learn another language.

In this vein, no one expected that technology could get such importance in our society, specifically, the increasing influence of the use of smartphones is playing a very relevant role, therefore, the educational field and the English learning processes cannot be apart of it. Therefore, the English teachers and students' opinions from Institución Educativa José Antonio Llorente, they need to be gather and analyzed to determine if the use of smartphone can increase students' English learning motivation.

For instance, some possible results we will possibly find are, students saying, they can be or not extrinsically motivated using their smartphones to learn vocabulary in vast ways, or they will say they will or not learn vocabulary while they are having fun, for example, watching series in English, listening to the music, playing apps, or in more formal terms to use it for homework.

In conclusion, the intention of this paper is to prove the use of innovative methods through technological devices such as the smartphones works to enhance the ability of learning English vocabulary. In addition, it is really clear the fact that we are living in a fast-changing and technology-influenced society, therefore, it is responsibility of teachers and students to be committed for using new technological learning methods.

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APPENDIX

Appendix A: Students' questions

Questionnaire in English

- 1- Do you have a smartphone?
- 2- How often do you use it? (if you)
- 3- Do you play with your smartphone?
- 4- Have you used your smartphone for learning something?

Questionnaire in Spanish

- 1- Tienes un smartphone?
- 2- Qué tan a menudo lo usas? (si lo tienes)
- 3- Juegas con tu smartphone?
- 4- Has utilizado tu smartphone para aprender algo?

Appendix B: Teachers' questions

Questionnaire in English

- 1- Are students allow to use smartphones in classroom?
- 2- Have you seen students using smartphones in class?
- 3- Do you think smartphones can be used to improve English vocabulary learning in students?

Questionnaire in Spanish

- 1- Se les permite a los estudiantes utilizar smartphones en el salón de clase?
- 2- Has visto a los estudiantes utilizar su smartphone en clase?
- 3- Piensas que los smartphones pueden ser utilizados para mejorar el aprendizaje de vocabulario en Inglés para los estudiantes?