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**“Undergraduate students’ perception of the use of text messages in L2 for
learning vocabulary outside the classroom”**

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RESUMEN

El presente estudio tuvo como objetivo conocer la percepción de estudiantes con respecto al uso de mensajes de textos vía *Remind*¹ en el aprendizaje de vocabulario en inglés. El uso de tics se ha vuelto común en los colegios chilenos, permitiendo combinar herramientas de uso diario en el proceso de aprendizaje, tales como computadores, notebooks, tablets, ipads, MP3 y celulares. El estudio se enmarcó dentro de un diseño cuantitativo no-experimental cuya muestra estuvo constituida por 10 estudiantes pertenecientes a la carrera de Dirección Audiovisual y Multimedia de una Universidad de la región del BioBío.

La tarea consistió en el envío de mensajes a los estudiantes, relacionados con una unidad específica, en diferentes horarios. Durante la investigación, que se extendió por 17 días, los alumnos recibieron tres mensajes diarios, cada uno incluía: una palabra diferente, un ejemplo, su definición y un archivo adjunto que se alternaba entre una fotografía o un audio. Además, los fines de semana los alumnos recibieron dos mensajes, los cuales fueron enviados antes de medio día. Adicionalmente, se realizaron diferentes tareas en el aula con el fin de otorgar a los estudiantes la oportunidad de utilizar el vocabulario enviado. Después de esta experiencia, los alumnos respondieron una encuesta para determinar su apreciación del uso de mensajes de texto como herramienta de apoyo para el aprendizaje de vocabulario en inglés.

Los resultados arrojaron que existe una percepción positiva por parte de los estudiantes hacia el uso de mensajes de texto via celular para el aprendizaje de vocabulario en inglés.

Palabras Clave: Mensajes de texto - Percepción de los estudiantes - Aprendizaje de vocabulario.

¹ *Remind: Safe Classroom Communication* es una aplicación de telefonía móvil para los profesores. Esta aplicación permite a los maestros a estar en comunicación directa con los estudiantes en cualquier momento fuera del aula.

ABSTRACT

The current study aimed at knowing the perception of undergraduate students regarding the use of texts messages via *Remind*² for English vocabulary Learning. The use of ICT is common in Chilean schools, allowing the combination of everyday tools in the learning process, such as computers, laptops, tablets, Ipads and cell phones. A quantitative, non-experimental study was carried out in order to find out the perceptions of 10 students who belong to the Audio Visual Production Program from a Chilean university of the BioBio region.

The task consisted of sending students messages containing English vocabulary, related to a specific unit, at different schedules. During the research they received three messages per day, each of them included: a different word, an example, its definition and a file attached that alternated between an image or recording. Further, on weekends students received two more messages, which were sent before noon. Additionally, different tasks were performed in the classroom in order to give students the chance to use the vocabulary sent. After the experience, students answered a questionnaire survey in order to find out their perceptions about the use of text messages as a support tool for learning English vocabulary.

The results showed that students have a positive perception about the use of text messages for vocabulary learning.

Key Words: Text message - Students' perception - Vocabulary learning.

² *Remind: Safe Classroom Communication* is a mobile phone application for teachers. This app allows teachers to be in direct communication with students at any time outside the classroom.

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CHAPTER 1: INTRODUCTION.

1.1 Introduction

Teachers have been attempting to use new methodologies to innovate the teaching process due to the fast development of technology in the last decade. Technological devices may not only favor teachers, but also students. One tool that has been recently introduced in L2 lessons is mobile phones. The portability and accessibility of this device may have a positive impact on how students learn English. Mobile phones in English learning may support students when they are off classroom. In this respect West (2013) considers that this sort of technology is able to provide accessible information to students wherever they are located. Moreover, mobile devices may favour L2 students in vocabulary learning.

The main step when facing a language either in the mother tongue or in a foreign language is vocabulary learning. Authors such as Annual and Zhang (2008) affirm that there is an important connection between foreign language and vocabulary knowledge. This argument gives us an idea about the importance of vocabulary learning when studying a foreign language, or when acquiring the mother tongue; it represents a crucial role in the acquisition of any language. If students learn a wide vocabulary range they will be able to perform well in oral and written communication. Therefore, vocabulary learning has become a crucial part of English language acquisition because it enhances learner's communicative ability (Metah, 2012). With respect to this point, Zengning (2011) affirms that mobile phones may improve vocabulary retention rates due to the opportunities that these portable and readily-available devices offer students. However, Coady and Hucking (1997) declare that the teaching and learning of vocabulary in SLA has not been given the appropriate importance.

The current study aims at finding out students' perception of the use of text messages via mobile phone for L2 vocabulary learning.

The participants in this study are undergraduate students from Audio Visual Production Program from a Chilean university of the BioBio region. They have a total of 3 hours of English lessons per week during three semesters. This amount of time, which is not only devoted to vocabulary learning, is not sufficient due to the fact that students need to be exposed to new vocabulary items several times in different contexts in order to learn it as Mehring (2005) and Nakata (2015) declare. Also, another reason which influences in students' lack of vocabulary learning is their motivation, because it plays a fundamental role in students' learning development. According to Nagy and Stahl (as mentioned in Ahmadi et al., 2012), there is a need of motivation in students when learning vocabulary. When the learning process is carried out with motivated students, it is more likely that they accomplish the tasks successfully. Bearing that in mind, many students do not feel engaged to the English subject. One reason could be the methodology used by teachers. As Oxford (2003) claims, the strategy used in the teaching process has strong effects in the students' motivation when learning vocabulary.

The repetitive use of worksheets and books may become a routine which sets aside students' motivation. This fact encourages teachers to look for motivating methodologies that include tools frequently used by students. Therefore, the integration of technology for vocabulary learning may be an effective alternative in English classes to make students experience engaging methodologies and meaningful activities.

Mobile assisted language learning (MALL) may prove to be a useful tool for L2 students to learn vocabulary of a foreign language as authors such as Bahrani (2011); Kumar and Tammelin (2008); Kukulska (2007) and Zhang et al. (2011) suggest. Mobile phones are small, easily portable and comfortable to use, there would be no problem for students to bring them either to the classroom or anywhere (West, 2013). But in spite of these advantages, no studies have been developed in Chile concerning the use of mobile phones for vocabulary learning.

1.2 Research justification

Vocabulary learning is essential for L2 students considering that it is one of the main language components. As Heibert and Kamil (2005, p. 187) state, "vocabulary

learning is the basis of language and without vocabulary, one cannot learn any language". Therefore, new studies that deal with methodologies are necessary to assist students in vocabulary learning outside the classroom.

Nowadays ICT has an important role in L2 teaching and learning. According to Oliver (2002), ICT has had a considerable impact in education in the last three decades and its use will spread in future. The use of ICT encourages students to be responsible for their own learning and it offers opportunities along informal educational settings, provides immediate language support and enhances students' motivation (Facer and Owen, 2005; Kumar and Tammelin, 2008).

Teachers have seen the need of including new technological devices as educational tools, for example mobile phones. It cannot be denied that the use of mobile phones has spread all over the world in the last decade and it is an essential artifact in students' daily life. According to a study made by the SUBTEL in 2013, Chile has 24.488.235 million of active mobile phones. Authors as Puteh and Tayebnik (2012) have noticed the massive use of this technology and believe that its integration may offer innovation in L2 learning. That being said, the implementation of mobile phones in English learning may result to be a useful tool to improve students' vocabulary learning. In this respect, Roschelle (2003, p. 260) states that "many researchers see the potential of wireless mobile learning devices to achieve large-scale impact on learning because of portability, low cost, and communications features". Thus, this demonstrates that technology, especially wireless devices, are getting considerable attention by the educational world as supporting resources in the teaching-learning process.

The use of Mobile assisted language learning (MALL), specifically text messages as a practical instrument for L2 vocabulary learning, has been tested by many authors obtaining positive results. Authors such as Jalali Farahani, 2014; Lu, 2008; Zhang et al. 2011 among others have concluded that text messages resulted to be beneficial for L2 students when learning a second language. Likewise, as it was shown by Basoglu et al. (2010), the use of mobile phones may indeed become an effective tool for ESL students mainly because they have the possibility to study the vocabulary provided through text messages inside the classroom as well as outside it at anytime and anywhere. Because

mobile phones are small, easily portable and comfortable to use, students would not have problems to bring them either to the classroom or anywhere (West, 2013). Concerning the aforementioned, Mehta (2012) highlights the text message application that mobile phones have, and the benefits it would provide to the learning process. Mobile phones can improve student's writing via short text messages. Then, they would improve students' spelling of the new vocabulary. Consequently, they would encourage learners' autonomous study of new vocabulary.

One relevant aspect of this investigation is the use of different elements to meet different learning styles. Gilakjani (2012, p. 1212) state that "accommodating teaching to learning styles improves students' overall learning results, increases both motivation and efficiency and enables a positive attitude towards the language being learned". Taking this factor into account students will receive either a picture or the word recorded in each message.

In spite of overseas research that recommends the use of mobile learning (Lu, 2008; Mehta 2012; Omwenga, 2006; Oliver, 2002; Sife et al., 2007; Soleimai et al., 2013; Tayebinik and Puteh, 2012; Thornton and Houser, 2005; Zengning, 2011) and the massive use of this device by students, no research at university level has been found in Chile in the field of mobile phones or text messages as a learning tool. In the education field there is a need to integrate new methodologies that promote authentic learning and enhance students' autonomy. Students need to have an active role in the classroom, and that active role can be achieved when the teacher integrates technology in the classroom. In this respect, mobile phones are part of the students' daily life, so, it is easier to use them in their learning process. For that, teachers need to be prepared to work with digital natives and take advantage of the students' relationship with technology.

CHAPTER 2: LITERATURE REVIEW.

2.1 Vocabulary learning in a second language

Vocabulary learning plays an important role in L2 learning (Anual and Zhang, 2008; Meara, 1995; Mehring, 2005) due to the fact that it enables students to use the new language. Numerous investigations show that vocabulary learning has many advantages for students who are learning a second language. Coady and Huckin (1997) describe vocabulary as the central part of language and communication. According to Meara (1995) a wide vocabulary range allows a person to communicate in different circumstances. This author adds that students' proficiency level improves when they manage a wider number of words. Another author that agrees in the relevance of the number of words that a student should accomplish is Schmitt (as cited in Folse, 2006). This author declares that students who manage 2,000 words are able to maintain a more fluent conversation. For purposes of this study, vocabulary learning will be understood as a conscious way of retaining words; this means that there exists a conscious knowledge of what is being learned.

In relation to this topic, the use of learning strategies make up a relevant element in the L2 vocabulary learning process in L2 students, as it is explained below.

2.2 Learning strategies for vocabulary learning

The use of learning strategies is important for students because they can be used in any learning instance. According to Ghani (2003, p. 31) learning strategies are "procedures, employed by the learners, in order to make their own language learning as successful as possible". As this author states, the use of learning strategies brings plenty of advantages to EFL students due to the fact that they are used by students as facilitators and at the same time help them to be more conscious about their own learning (Cohen, 2014; Lessard-Clouston, 1997).

Learning strategies are used intentionally, which means that students determine the strategy that best fits for efficient learning. According to Oxford (2003), learning strategies

are successfully used in L2 learning and can be categorized in different types: cognitive, metacognitive, memory-related, affective, and social strategies, as Table 1 below shows:

Table 1: Descriptive chart of Learning strategies by Oxford (2003).

Cognitive strategies:	Students are able to manipulate and organize the new information, which eases the learning process. For instance, summarizing, making analysis or note taking.
Metacognitive strategies:	It involves outlining students' own learning, such as self-evaluations.
Memory-related strategies:	It is the linkage of a concept or item with another. Example: acronyms, rhyming or a combination of sounds and images.
Affective strategies:	It helps students to reflect their moods, which may help them to control anxiety levels.
Social strategies:	This strategy helps students to make use of the target language in order to communicate with others. For example, asking for help during a task or starting a conversation.

As it is shown in Table 1, students may use different strategies to learn a second language. Plenty of authors have included the use of strategies in their studies as explained below.

Lou (2014) investigated vocabulary learning strategies used by Chinese EFL learners and how they relate to their learning accomplishments. The study involved the use of metacognitive, cognitive and social/affective strategies. The instrument used in the study was a questionnaire research. The findings of Lou's study suggest that participants first used metacognitive strategies to help themselves to learn English vocabulary. The second strategies most frequently used were cognitive, and the ones least used were social/affective strategies.

Another study which aimed at exploring learning strategies in L2 vocabulary learning is Ta'amneh's (2015) research. This author designed questionnaires to find out the beliefs of teachers and students about the strategies used in L2 vocabulary learning. The results showed that both groups believed that teaching a word with a picture representing its meaning or listening to tapes of word lists may facilitate the vocabulary learning process.

Hadavi and Hashemi (2014) carried out a study which compared the use and preferences of vocabulary learning strategies in freshmen and senior EFL medical science students. These authors applied a questionnaire that consisted of 41 items which included: dictionary strategies, memory strategies, note-taking strategies, social strategies, among others. The results showed that freshmen students used dictionary and memorization technique more often than senior students. Nevertheless, just as in Lou's (2014) study, Hadavi and Hashemi (2014) found out that social strategy was the least used. The authors suggest that students should be encouraged to use all the learning strategies because it ensures successful vocabulary learning.

Strategies are essential for both teachers and students' performance. Teaching Strategies presented by Mukoroli (2011), among other strategies, encompass "presentation" and "modeling" of the new vocabulary. Regarding "presentation", the author proposes activities in which the teacher describes, explains and gives examples of the new terms. Besides, the teacher must provide instances in which students can master the vocabulary

learnt. Concerning “modeling” the new vocabulary, Mukoroli (2011) declares that the words should be taught in terms of pronunciation as well as definition. Therefore, the pronunciation of new concepts must be encouraged by the teacher to support students’ confidence.

It can be concluded that learning strategies are essential in students’ vocabulary learning process as well as in teachers’ performances, because as Mukoroli (2011, p. 8) states “without some knowledge of vocabulary, neither language production nor language comprehension would be possible”. This clearly demonstrates the importance of vocabulary knowledge in any language. Otherwise, communication would not be possible.

The use of memory-related strategies, including combination of sounds and images, presentation and modeling the new vocabulary were essential elements in the text message design.

As learning strategies meant a relevant factor in the present study, equal importance is given to the learning styles.

2.3 Learning styles

On the one hand, according to Duckett and Tatarkowski (2004, p. 1), learning styles can be defined as “the way in which an individual learner tries to learn. It includes how they approach learning, experience learning, and utilise information”. On the other hand, Curry (as cited in Romanelli et al., 2009, ¶ p.3) defines learning styles as “characteristic cognitive, effective, and psychosocial behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment and learning”, then it can be stated that learning strategies involve the behavior, manners, and individual tendencies each student has towards the ways which make his own learning less complicated and more meaningful.

We need to bear in mind that each student is different, and so are their learning styles. The process of learning does not involve only one specific way through which the learner could absorb, process, comprehend and retain the new content or new vocabulary;

however, it is possible to identify different ways that fit in each student's learning methods. According to Fleming (2001) there exist four different learning styles; visual, auditory, reading/writing preferences and kinesthetic (VARK).

In view of the use of mobile phones for vocabulary learning in L2, visual and auditory learning styles will be explained as they are closely connected to the methodology used in this study and explained in further work.

Table 2: Descriptive chart of Learning styles by Fleming (2001).

Visual learning style	Auditory learning style
<p>Visual students need to see what they are learning using different sources: images, videos, illustrated books, teacher's facial expressions or movements to completely understand and learn the new content. The use of highlighted words, colours, realia as a learning support has positive effect on this type of learners. They need to depict images in their minds to retain the new contents or words.</p>	<p>Learning occurs by listening. Auditory students have their auditory skills very developed, therefore they learn better when they listen to the contents or perform activities which contain verbal instances, such as, discussions, lectures, conversations, repetitions, among others.</p>

Table 2 displays Visual and Auditory learning styles, each one linked to different senses. The former is connected to sight, while the latter to hearing. As explained above, visual learning style relates to students who need resources that can be seen to retain the new words. In contrast, the auditory learning style involves the process of learning with sounds; students can retain the new words better when they have listened to them rather than seeing them on the board or in a worksheet. Visual and Auditory learning styles were included in the current study, each text message had an image or an audio attached which attempted to ease students learning.

Regarding studies which involve the use of strategies, Nordin's (2012) study included three different strategies (visual, auditory and kinesthetic learning styles) which were combined with three methods of vocabulary teaching. In the case of visual strategy, students were shown pictures to learn the new words. Regarding the auditory strategy, students listened to the vocabulary and its corresponding explanation. In relation to the kinesthetic strategy, students touched and worked with objects which were connected to the new vocabulary; they also used their hands and body to learn new words. The participants of this study were able to use each combination for one week. In order to see which combination was the most efficient for vocabulary learning, the participants took different tests and answered a questionnaire at the end of the treatment. The tests results showed that visual strategy was the most effective for learners. Also, the results of the questionnaires showed that the students preferred visual and kinesthetic strategies rather than the auditory strategy. Furthermore, following the study's findings, Nordin puts emphasis on the fact that the pictures employed for vocabulary teaching must be clear and precise. She adds that ambiguous images should be avoided because students can get confused. Finally, the findings of the study suggest the integration of different strategies in vocabulary teaching because it may help students to find the most suitable strategy for them.

2.4 Images in vocabulary learning

In L2 vocabulary learning we can also find an important method which eases students' learning and generates positive acceptance. This method is called "Mnemonics" and includes several techniques that aid students' memory. In Higbee's (2008) work, some of these techniques can be found. For instance, the "association" technique, in which the learner connects a word in a foreign language with an image, this process encourages students to store more efficiently the new word. This author states that the use of association in L2 learning is a factor that helps to provide a more meaningful material to students. In addition, Higbee (2008) declares that "vividness" is a component which should be included in the use of pictures for vocabulary learning. Higbee (2008, p. 3) says that "a vivid visual image is one that is clear, distinct, and strong—one that is as similar as possible to actually seeing a picture". Vividness in this sort of pictures has a better effect

on memory. Indeed, it is advised that the learner should see the image multiple times; this action would increase the chances to store the new word. According to Higbee (2008), one of the advantages of employing mnemonics in language learning is that it improves attention in students because it is considered amusing and interesting. Therefore, the use of images can facilitate vocabulary learning.

2.5 Approaches in vocabulary learning

The learning approaches correspond to the methodology used in second language teaching. Learning approaches are not the same as learning strategies. Learning approaches are ways of *doing* something. For example, students may use different approaches to accomplish a task. However, they adopt one specific learning style which best suits their own needs and facilitates their own learning. Throughout the years, and for this purpose, different approaches have been developed to improve the teaching process. Below, the ones that give vocabulary an important role are described.

a) Communicative approach

This approach has led the L2 learning and teaching processes for several decades in the XXI century. The language in this approach is seen as a “system of communication” (Hashemi and Ketabi, 2011, p. 729). Thus, the attention is drawn to communication and fluency rather than to language forms or accuracy. The aim of this approach is that the learner is able to develop communicative competence in the target language (Lessard-Clouston, 1997). In other words, it prompts the students to produce the language and express themselves as much as they can, without paying much attention to students’ errors.

b) Lexical Approach

The Lexical approach was introduced in the foreign teaching and learning language process by Lewis in the 1990s. The focus of this approach consists of the ability to understand and produce lexical phrases as chunks. The conviction in this approach is that lexical phrases provide more language knowledge than grammatical structures. In other words, more importance is given to chunks of the language and prefabricated phrases.

c) Task-based Approach

The main focus of this approach is drawn to the completion of a specific task. This task has to be meaningful for the students as Bowen (2010, ¶ 1) declares, “If we can make language in the classroom meaningful therefore memorable, students can process the language which is being learned or recycled more naturally”. Thus, it is essential to line up the contents taught to student’s needs. Bowen (2010, ¶ 2) states that “the activities need to reflect real life”, in other words the activities performed in class have to include situations which students face in their everyday life. It may help students to retain the contents easily.

The use of authentic language is necessary in this approach. There is not a restricted range of vocabulary to be used. Instead students are free to choose the expressions and words they need to complete the task. The focus is placed on students’ development of fluency and confidence in the use of the language rather than accuracy in their outcomes.

d) Blended Approach

One of the most recent approaches being investigated in the last decades is the blended approach. This approach has emerged with technological advancement, especially with the increasing use of the internet. The blended approach is understood as the combination of technological learning and face-to-face classes (Akkoyunlu and Yilmaz, 2008). In other words, it implies e-learning that allows learning at distance as well as traditional classes in universities, institutes or schools. One important base of this approach is the result of investigations which have shown that a successful learning through the use of e-learning involves the traditional interaction in classrooms (Azizan, 2010; Graham, 2006). As this approach includes two methods of teaching and learning, it seems to adjust to the reality of many students who not always have time to regularly attend to classes. The blended approach can also be used as extra support to students as it encourages self-learning.

Throughout the current study the task-based approach likewise blended approach were considered in the methodology implanted. Activities centered in task-based approach were included in the class sessions with the purpose of giving students the chance of using the vocabulary received via text message inside a meaningful and authentic context. Also,

the blended approach was applied in students' learning experience because there was a combination of e-learning (text messages) and face-to-face sessions.

Within the relevant role that learning approaches have had in L2 learning, motivation is also acquiring importance in L2 learning.

2.6 L2 learning and students' motivation

The learning process not only requires teaching materials, methodologies, or contexts, but it also requires a relevant factor which sometimes is beyond the teacher's control: the student's motivation to learn. Authors such as Chemobilsky and Granito (2012), and McDonough (as cited in Al-Tamimi and Shuib, 2009) refer to motivation as an essential component of the learning process. McDonough (as cited in Al-Tamimi and Shuib, 2009, p. 30) indicates that "motivation of the students is one of the most important factors influencing their success or failure in learning the language". From this statement we realize the relevance of motivation in the learning process. As it was stated by McDonough, motivation influences students' performance in the class, so it does in their failure or success in their learning. According to Chemobilsky and Granito (2012, p. 2) "motivation gets humans going. Motivation arouses interests. Motivation creates the want to achieve a goal.". Thus, if the students are motivated to learn, this process becomes easier for them and consequently, the main goal concerning students' learning will be successfully accomplished. In addition, another important factor that influences learners' motivation is their autonomy. Students should be able to make their own choices and decisions at the moment of learning.

As mentioned previously there are external aspects that affect students' learning; nevertheless, their motivation is determinant at the moment of learning a new language. For this reason, teachers are frequently searching and implementing teaching ways which can wake up and rise students' motivation inside the classroom as well as outside it; as Chemobilsky and Granito (2012, p. 2) mention, "teachers are always looking to see what motivates their students". In this respect, technology has become popular and accessible to all the generations so its use has become more accessible than before. Teachers have to take

advantage of this fact because as Chemobilsky and Granito (2012, p. 2) state, “students respond positively to technology and are motivated by technology. Teachers should make conscious efforts to create activities that encompass some form of technological tool”. Then, technology represents benefits not only for the everyday life but also for the educational field.

As shown, motivation represents an essential factor in the learning process. However, this relevant aspect has been investigated by several authors and also the relation between motivation and technology in language learning.

2.7 ICT and motivation

As ICT has become part of our everyday life, some authors have studied the benefits that they can bring to students’ learning and motivation. Klímová and Poulová (2014) studied the role of ICT in the learning process related to students’ motivation. In their inquiry they mention the positive impact that the use of ICT bring to L2 learners. According to these authors, the uses of ICT are more student-centered due to the personalized quality that most of these aids offer. In addition, Klímová and Poulová state that ICT contributes to a more independent learning which may happen at any place and time. In this regard, the experiment conducted in this study about the use of text messages was used to encourage students’ autonomy.

Authors such as Haslinda et al. (2006) have noticed the importance of the use of ICT in language learning. Haslinda et al. (2006) studied ICT as a potential tool which enhances motivation. The participants were engineering students who answered a set of questionnaires. Their responses displayed the influence of ICT in their motivation in L2 learning. The results demonstrate that ICT actually boost students’ motivation. Also, the authors comment that these aids play an important part in engagement because students feel more attracted and interested when they use ICT for language learning. Due to the potential and effectiveness of the ICT use, Haslinda et al. (2006) declare that the integration of these tools is essential for L2 learning and students’ motivation.

2.8 The use of text messages in vocabulary learning

The massive use of mobile phones has dominated a broad part of students' life. Authors such as Alemi et al. (2012) have seen its potential not only as a communication device but also as a different tool for language learning, which they named Mobile Assisted Language Learning (MALL). In their research they studied the effect of text messages on university students' vocabulary learning and retention. Alemi et al. (2012) were aware of the importance of vocabulary learning for L2 language proficiency level, and used text messages in order to increase learners' vocabulary knowledge. The participants of this study were divided in control and experimental groups; the experimental group received text messages with L2 words, definition, synonym and an example. In contrast, the control group used word lists and dictionaries for new vocabulary input. The results showed that participants in the control group gained higher scores in the post-test, but the use of dictionaries did not help them to transfer the new items to their long-term memory. According to the authors this could be explained because the use of dictionaries did not encourage students to review the new vocabulary taught. In the case of the experimental group, participants showed a significant improvement in the posttest and in the delayed test. Moreover, through this investigation the authors gathered some advantages of MALL. Firstly, it encourages students to review the text message with the new vocabulary. Secondly, it can be a tool for self-study and a complementary device to face-to-face instruction. Finally, it encourages the retention of words because learners have the possibility of learning new vocabulary inside and outside the classroom.

Jalali Farahani (2014) conducted a study to examine the effectiveness of text messages in vocabulary learning. The investigation involved 55 university students between 20- 30 years old, who were divided into two groups. The control group received a worksheet with a list of words and the experimental group had mobile learning via text message. All words taught through the experiment were nouns taken from their elementary book. According to the author, repetition is an important element at the moment of learning, and this is why each message was repeated and sent on three separate days. The findings showed a significant increase in experimental group posttest scores than the control group. The author affirmed that learning via text messages can be used as an

informal way of learning because it may take place outside the classroom. This investigation concluded that text messages are efficient in developing vocabulary knowledge in students rather than traditional paper-based learning.

Along similar lines, Akdemir and Basoglu (2010) tested the effectiveness of text messages in vocabulary learning. After the treatment the results showed that the experimental group could learn more words through text messages than students who used traditional methods. One advantage mentioned was the possibility for part-time students to study outside the classroom. The questionnaire survey carried out indicated that mobile phone learning was useful for students since it was available all the time. Also, due to the portability of these devices students had opportunities to study the text messages during their free time.

Cavus and Ibrahim's (2009) study gives support to the findings previously mentioned. These authors made a research about the use of mobile phones in education using Short Message Service (SMS). In this case the authors used MOLT (mobile learning tool) system to send text messages during 9 days. This system was developed to address and teach new technical vocabulary in English. The posttest results indicated that students increased their final rates after using MOLT, and the authors stated that students were able to learn new words with their mobile phones' help. Hence, the data yielded by this study propose MOLT system as a new educational tool which will contribute to student's success in English vocabulary learning.

As text message technology was not created for educational purposes, it is important to know the students' opinion about the use of this tool as a support in L2 acquisition. Zengning (2011) conducted a pilot study to gather information about students' perception of English vocabulary assisted by text message software. This study was carried out with 24 part-time adult learners who had 4 weeks of vocabulary learning using Fetion text message software. After the experiment, the students answered a questionnaire survey in order to analyze their perception about vocabulary learning via mobile phone. According to the author, the students had a positive attitude in the use of this device, and results showed several advantages of a learning experience assisted by phones. Firstly, accessibility allowed learners to study new words on a convenient time for them. Portability of mobile

phones was another benefit for learners because they had access to new vocabulary items off classroom. Also, mobile phones provided EFL students with complementary exposure to target content, and it resulted in a more effective way to expand their vocabulary. Along similar lines, Carvalho and Moura (2014) carried out a study aimed to discover students' perceptions of the use of text messages as a methodology to learn English vocabulary. At the end of the intervention, an open questions interview was performed. Some answers were quoted showing a positive perception towards the use of the text message methodology. Their comments display the success of text messages used as a teaching tool.

Although most studies have identified the potential effectiveness of the use of text messages via mobile phones in vocabulary learning, some disadvantages have been reported by authors as Zhang, et al. (2011). These authors reexamined the effectiveness of vocabulary learning via mobile phones. This study was carried out with 78 university students who were divided into experimental group (text message learning use) and control group (paper-based learning). A pretest was conducted in order to identify participants' vocabulary knowledge. Turning now to the experimental findings, there was a significant difference between both groups in terms of vocabulary gains after the treatment, revealing that the experimental group learnt more effectively than the control group. Then, both groups were given a delayed test in the fifth week after the post test, which indicated no significant difference in vocabulary retention rates. The results of the experiment led to discussion and some disadvantages came to light with these findings. Firstly, when students are taught solely words via text message they will not remember them for a long period of time. This happens mainly because those words are stored in short-term memory and have not become part of the learners' linguistic system. Indeed, the authors put emphasis on the fact that successful vocabulary learning involves not only an exhaustive review of the lexical item, but also active retrieval before being integrated into their long-term memory. Secondly, depending on the mobile phone compatibility some learners could not see phonetic symbols properly. Thirdly, in some cases the messages distracted students because text messages were received in periods and places which resulted disturbing for them. Another issue presented by Zhang et al. (2011) is that mobile phones memory is not commonly large enough to store all the words received by students, and during the experiment they had to delete old text messages to continue receiving new ones. Zhang et

al. (2011) concluded that mobile phones can be used either as a blended approach or as a support for traditional vocabulary learning. Notwithstanding, unless weaknesses are properly improved, text message technology would have reduced possibilities of being applied in educative settings.

In relation to the investigations that have shown negative results in the use of mobile phone in L2 learning, we could find authors as Higgins and Shudong (2006) who discussed the limitations of mobile phone learning. A serious weakness stated by these authors is that as mobile phone learning can take place anywhere and anytime, individuals take full responsibility for their own learning. Therefore, a strict self-discipline is required, which is something that many adolescents lack of. Another limitation is that students who are used to traditional methods feel that mobile phone learning lacks interpersonal and direct interaction. With respect to this point, Higgins and Shudong (2006) highlight the need of quick interactions in order to provide effective learning. Regarding technical limitations, the major drawback was the lack of connectivity that students could face. This may impede that learners receive correctly the information that they have to study. The main findings and issues which have arisen in Higgins and Shudong's discussion bear the conclusion that learning via mobile phone would not replace traditional learning and it would not accomplish a relevant role in education.

2.9 Class activities to practice vocabulary learning.

Practicing the language is an important part in L2 learning and its advantages are well known by researchers as Nunan (2011). According to Nunan, an essential element in L2 learning is practice. This author claims that students would not improve their language knowledge unless they perform extensive practice. Also, Nunan states that it is important to understand the difference between three important terms which are part of practice: tasks, exercises and activities. He clarifies that tasks include a communicative act, and they do not contain a specific or restrictive grammatical structure. On the contrary, exercises and activities are focused on one or two elements of the language. In spite of being different techniques, these elements have something in common. In the case of activities and tasks,

both have communicative outcomes, and as seen previously exercises and activities tend to include limited grammatical structures. Additionally, this author mentions the term communication activity which is defined as “a piece of classroom work involving a focus on a particular linguistic feature but ALSO involving the genuine exchange of meaning” (Nunan, 2011, p. 4). In other words, this sort of activities are centered in practicing one linguistic aspect by adapting them to the students’ context. In the design of the sessions’ instruments of the present inquiry the activities designed for participants are going to include communication activities.

Regarding studies of cell phone use, the research carried out by Orawiwatnakul and Suwantarathip (2015) was found. Class activities were delivered to the control and the experimental group. The control group completed a worksheet and the experimental group did the same activities using their mobile phones. Pre and posttest as well as questionnaire survey were applied to measure students’ performances and perceptions. The results depicted an optimistic outcome of the use of m-learning methodology. The experimental group had a higher score than the control group. Likewise, a positive perception of students in the use of mobile phones was also evidenced in the questionnaire survey results. Moreover, students’ motivation increased in the experimental group when using the mobile methodology.

CHAPTER 3: EXPERIMENT.

3.1 Method

3.1.1 Design

The present study follows a quantitative method. Authors as Aliaga and Gunderson (as cited in Mujis, 2004, p. 1) say that the quantitative method explains “a phenomena by collecting numerical data that are analysed using mathematically based methods”; thus, the data obtained was gathered through questionnaire surveys aimed to express participants’ opinions in numerical values. Besides, a non-experimental design was used because the variables were not manipulated. Neither control nor experimental groups took part in the inquiry. Also, no cause or effect regarding the experience results and methodology was shown.

3.1.2 Type of study

The type of study comprised a case study because a specific group of students was examined in order to obtain their personal perception regarding a particular situation; there was not an absolute control over the events (Yin, 2013).

3.1.3 Operational definitions of variables

a) Perception: It is understood as the students’ personal opinion along the experience in the use of text messages for vocabulary learning.

b) Use of text messages: It is understood as the text messages sent via Remind application, which include vocabulary, definition, example and a picture or audio attached.

3.2 Research questions

The following research question was explored.

Which is the students’ perception of the use of text message in vocabulary learning?

3.3 General Objective:

To analyze students' perception of the use of text message in vocabulary learning by EFL undergraduate students.

3.3.1 Specific Objectives

- To identify students' perceptions of the use of text message in L2 vocabulary learning.
- To determine if the use of mobile phones has an effect on students' motivation to learn new words.
- To identify the characteristics of the text message vocabulary task from students' views.

3.4 Participants

The study conducted took part in an English class I, from the Audio Visual Production Program from a Chilean university of the BioBio region. Ten students, who have mobile phones with Android and iOS operating systems, participated in this study. Out of the 10 students, 4 of them were women and 6 were men, whose age ranged between 19 and 31.

3.5 Instruments.

The following instruments were used in the present study:

3.5.1 Questionnaire

A questionnaire is a written form of questions given to individuals from whom feelings, opinions, perceptions or determined information is required. The questionnaire used in the present study was adopted and adapted from SMS Mobile Learning Tool (MOLT) Cavus and Ibraim (2009). The instrument consisted of 16 questions in total. It was divided into two sections: A and B. See Appendix 5.

On the one hand, Section A aimed to determine students' perception of the use of text messages via Remind application as a vocabulary learning support outside the classroom. In addition, this section comprised 9 statements that participants had to rate between strongly agree, agree, neutral, disagree or strongly disagree. On the other hand, Section B aimed to elicit participants' opinions about the characteristics to be considered in text message methodology in vocabulary learning. This section consisted of 2 close questions and 5 yes/no questions that had a blank space in which students wrote comments.

It was important to gather information regarding the perception of students after implementing a new aid for learning purposes, and a suitable instrument was a questionnaire. According to Sampieri et al., (2010) a questionnaire must be clear and coherent for the survey respondent. Also, the questions must be developed using simple language and avoiding confusing concepts in order to get accurate information from the respondent. Another relevant factor to be considered is the characteristics of respondents in order to determine the language in which the survey will be written.

According to Cavus and Ibrahim (2009), it is possible to include varied types of questions in the same questionnaire design: rating scales, closed questions, yes/no questions, multiple choice questions, etc. For purposes of this study, the survey of Cavus and Ibrahim (2009) was adopted and adapted.

The questionnaire used was carefully revised and validated by three teachers of English.

3.5.2 Remind.

The application used to accomplish the experiment was Remind: Safe Classroom Communication. This application is available on Google Play and it is free. Remind is a mobile phone and computer application for teachers. In here, teachers create a class profile giving it a name and making it available for students to join in. A password needs to be given to students in order to join the class. Through here, a constant communication between the teacher and student is possible. Teacher reminds students about the homework

or responsibilities they have to accomplish, as well as clarify doubts, or provide information among others.

For the purposes of this study, Remind was used as a safe way to text students with messages containing the vocabulary information. Those text messages comprised images or audios and definitions of the new vocabulary. Interaction between students and teacher through the app was locked because the purpose was to send messages only.

Remind application is available for free on Google Play store. For getting started, it must be installed on phones with iOS or Android operating system. Regarding the technical datasheet, this application employs 13,93 MB of memory space on the mobile device, and it takes 2 minutes to be downloaded. This application offers privacy to the users because the phone numbers cannot be seen.

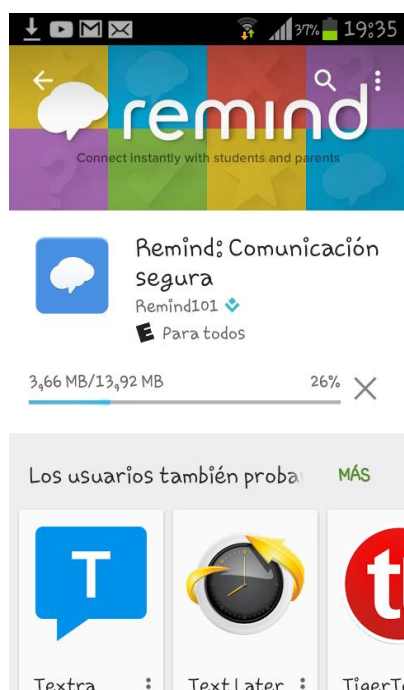


Figure 1: Remind App available for phone version in Google Play store.

After downloading the application, the user has to register an account in Remind platform using an e-mail address. The user also has the possibility to register using his or

her Google account. Then, the users have to create a personal account introducing their names.

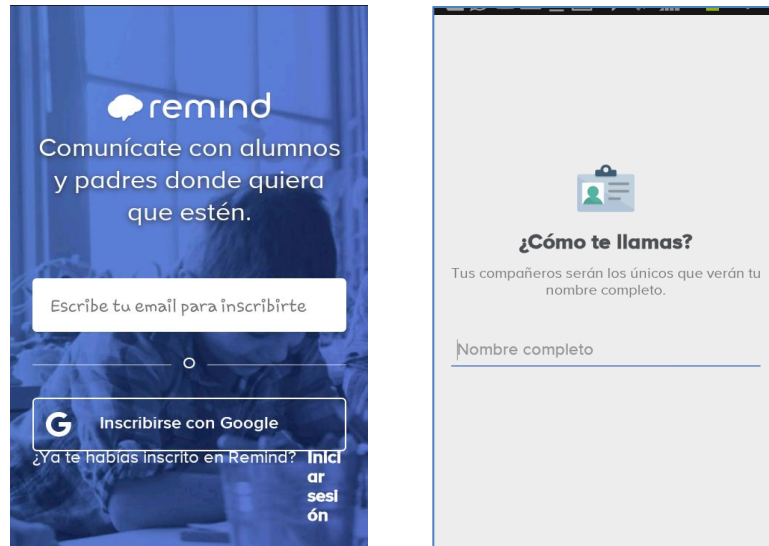


Figure 2: User registration for Remind application.

In the following step users must choose a role in Remind, whether teacher, student or parent. Each role has different tools which are defined according to each user type. In order to finish the subscription, the users have to press the thumb down and then they can start making use of the application.



Figure 3: Choosing the user's role.

As for the students as users, they have to follow the next instruction and link their mobile phones to enroll in a class. Then, they must introduce the password given by the teacher and press the option “Look for your class”. As soon as the class requested is located, the users have to press the button to enroll in it. After this step, students have access to the class and their Remind account is ready to receive messages.

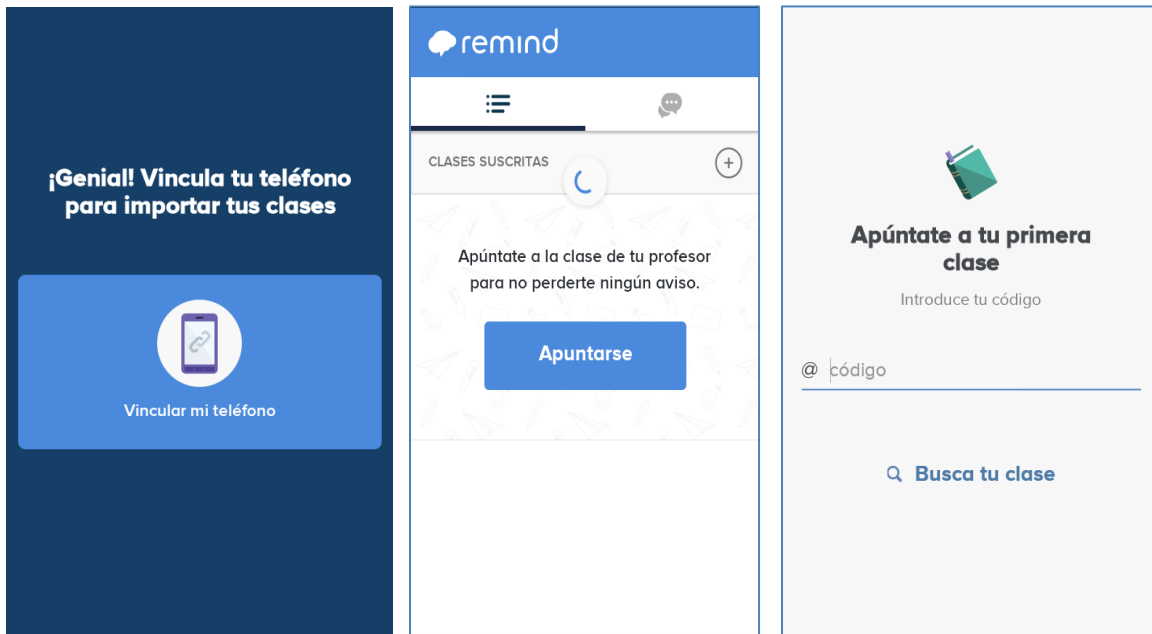


Figure 4: Join a class in Remind.

By the time all the subscription steps have been fulfilled, the student user is part of the class and messages will be received instantaneously in their account. The application profile does not log out, for that reason there is no need to introduce the password every time that the user opens the account.

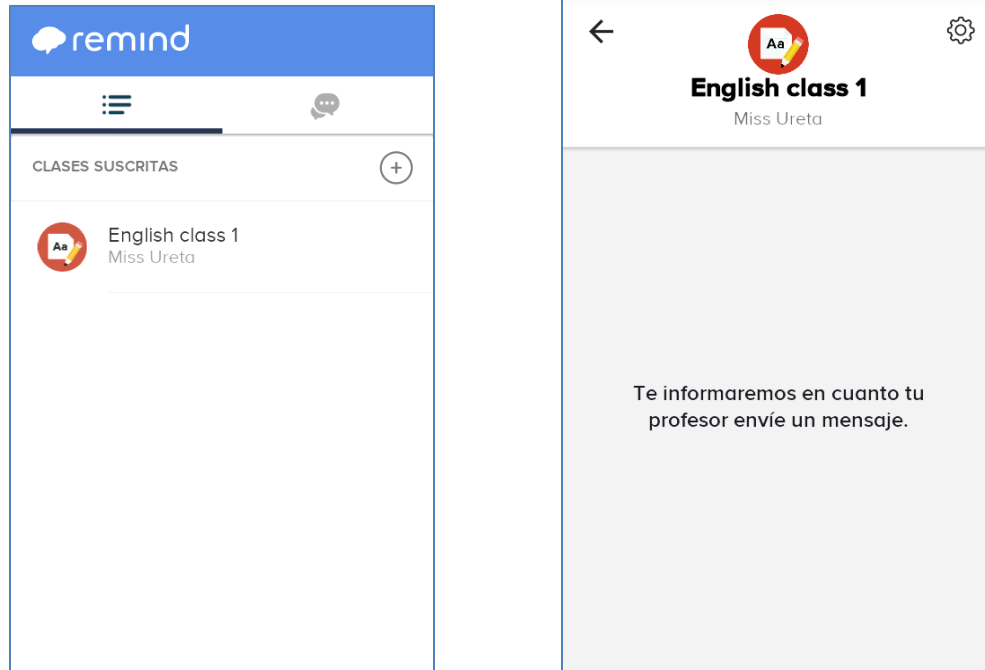


Figure 5: Student user account view.

Systematically, the users received the vocabulary on their mobile phones. At the moment of receiving a message the application automatically sent a notification, and an icon appeared at the bottom of the screen.

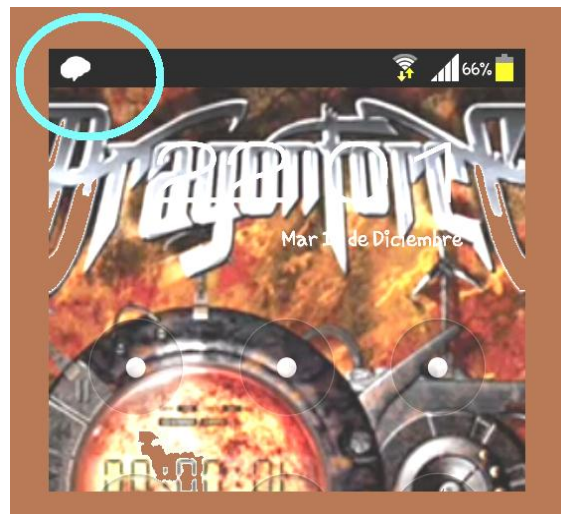


Figure 6: Notification icon of the text message via Remind.

Student users received a text message containing a new word. This message comprised the word's meaning, an example with the new word in use and a file attached. The attached file was alternated between pictures representing the word's meaning or an audio with the meaning.

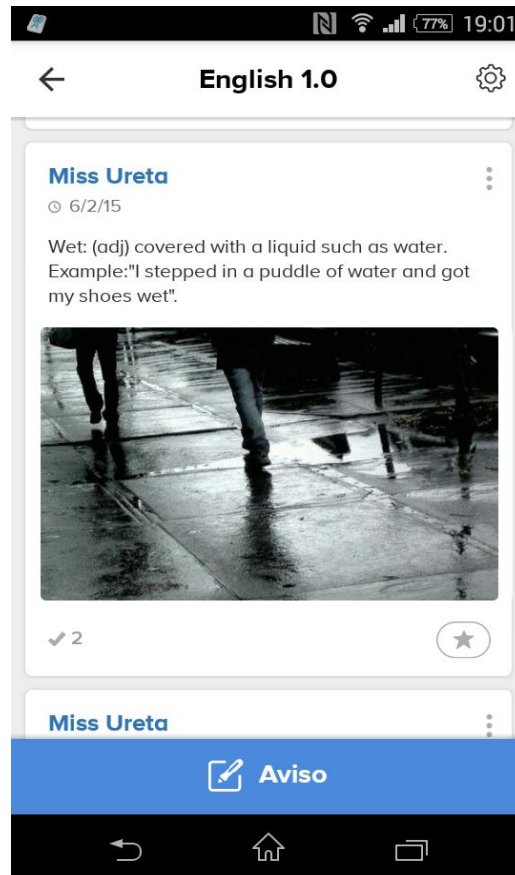


Figure 7: Remind text message view.

In order to reinforce the vocabulary studied, class sessions were carried out throughout the activity. These sessions are described next.

3.6 Procedure

The task was carried out in a period of 17 days and the words taught in the English class were reinforced through the text messages. Participants received three text messages with different words from Monday to Friday in different schedules during the day; on

Saturday they received two text messages with different words between 10:30 am to 14:00 pm. The text messages consisted of one word, its meaning in English, one example and an image or a recording. Along the experience, 4 sessions were carried out to practice the vocabulary sent to students. These sessions were intended to give students instances to use the new words during the lessons at the university. In weeks one and two, one session was performed on Friday. In week three, 2 sessions were performed; one on Thursday and Friday. The length of each session varied between 20 to 30 minutes each.

The activities performed in sessions 1 and 2 comprised matching exercises. Activity 1 included vocabulary about weather, in which students had to read a conversation and write the number of each word in bold next to its corresponding image. Activity 2 comprised clothes vocabulary. Students had to read an email from a play director and they had to write the number of each word in bold under the clothes they represented. See Appendix 1 and 2.

In session 3, multiple choice exercises were used. This activity included vocabulary about clothes and weather, in which students had to answer each question by circling the correct alternative. See Appendix 3.

In session 4 the activity included the game called “Scavenger Hunter”. All the vocabulary sent by then, was hidden throughout the classroom. As soon as students found the words they classified them into words related seasons: autumn, winter, spring, and summer. After that, they were asked to work in pairs and create 2 sentences using the vocabulary they had found. See Appendix 4. At the end of the activity, students were asked to complete a questionnaire survey in order to gather their perceptions about the use of text messages for their vocabulary learning.

3. 7 Results

3.7.1 Questionnaire survey results

The results obtained after the application of the questionnaire in vocabulary learning, and student’s response of text message use are examined next.

3.7.2 Quantitative Data Analysis

3.7.2.1 Question: which is the students' perception regarding the use of text message for vocabulary learning?

Questionnaire Survey section A.

		Muy de acuerdo	De acuerdo	Neutral	En desacuerdo	Totalmente en desacuerdo	Muy de acuerdo	De acuerdo	Neutral	En desacuerdo	Totalmente en desacuerdo
1	Encontré el sistema de mensajería REMIND entretenido.	4	5	1			40%	50%	10%	0%	0%
2	Puedo recordar fácilmente las palabras que recibí en mi teléfono.	1	3	6			10%	30%	60%	0%	0%
3	Las palabras que aprendí con el sistema de mensajería REMIND han aumentado mi vocabulario en inglés.	3	3	4			30%	30%	40%	0%	0%
4	Con la ayuda del sistema de mensajería aprendí fácilmente nuevas palabras.	1	6	3			10%	60%	30%	0%	0%
5	Los mensajes me ayudaron a corregir los significados de palabras que interpretaba mal o cuyo significado confundía.	3	4	3			30%	40%	30%	0%	0%
6	El uso del sistema de mensajería me motivó para aprender nuevo vocabulario en inglés.	1	3	3	3		10%	30%	30%	30%	0%
7	Las imágenes y las grabaciones en los mensajes me ayudaron a entender el significado de las palabras.	2	6	2			20%	60%	20%	0%	0%
8	Me gustaría utilizar el sistema de mensajería el próximo semestre.	5	5				50%	50%	0%	0%	0%
9	Entendí fácilmente las definiciones y los ejemplos de las palabras enviadas en los mensajes.	1	6	3			10%	60%	30%	0%	0%

Figure 3.1 Students' reactions in the use of text message system Remind, questionnaire survey section A.

The data obtained from the questionnaire Section A about the text message methodology and the use of mobile phone was organized in the chart above. Questions 1 to 9 (except number 6) attempted to answer objective one, which points out to identify students' perceptions of the use of text message for L2 vocabulary learning. In question 1, most students agreed that text message system Remind was entertaining (40% "strongly agree" and 50% "agree"). Regarding question 2, 40% of participants stated that the words they received in their mobile phones could be easily remembered (10% "strongly agree" and 30% agree"). In question 3, most participants affirmed that the words learnt through Remind text message system helped them to increase their English vocabulary (30% "strongly agree" and 30% "agree"). In question 4, the majority of students claimed that they easily learned new words through text message system (10% "strongly agree" and 60% "agree"). Similarly, in question 5, students said that text message system helped them to correct the misunderstandings or confusions of words they already knew (30% "strongly agree" and 40% "agree"). Furthermore, in question 7, a great part of students affirmed that the images and recordings sent through text message system helped them to understand the meaning of the vocabulary (20% "strongly agree" and 60% "agree"). Regarding question 8, most students would like to use text message methodology during the next semester (50% "strongly agree" and 50 % "agree"). Finally, in relation to question 9, 70% of students said that they understood the examples and definitions sent through text messages (10% "strongly agree" and 60% "agree").

Question number 6 aimed at responding objective two, which seeks for determining if the use of mobile phones has an effect on students' motivation to learn new words. The results showed that 40% of students stated that text message system motivated them to learn new English vocabulary (10% "strongly agree" and 30% "agree").

3.7.2.2 Questionnaire survey on the students' opinions about the characteristics to be considered in text message methodology for vocabulary learning.

The questionnaire section B points out to the third objective which aims at identifying the characteristics of the text message vocabulary task from students' views.

Questionnaire Survey section B.

¿En tu opinión cuál debería ser la frecuencia de los mensajes?

Frecuencia	Porcentaje
1 Hr.	0%
2 Hrs.	0%
4 Hrs.	40%
6 Hrs.	60%

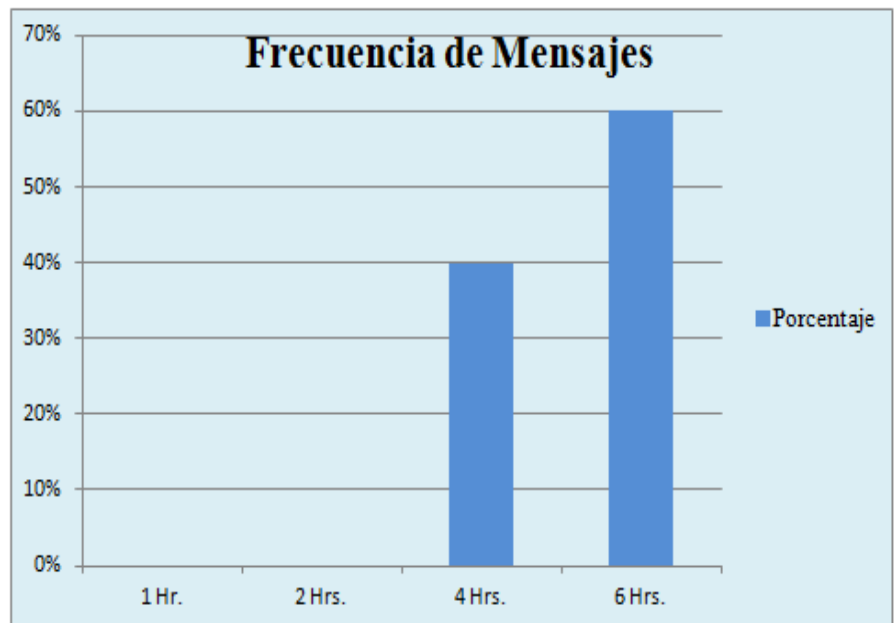


Figure 3.2 Optimal frequency of sending text messages, questionnaire survey section B.

Based on students' opinion, the chart above displays the optimal frequency of sending text messages. As it can be observed, 40% of the students preferred a delay of 4 hours between messages. On the contrary, 60% of them claimed that there should be a frequency of 6 hours between messages.

¿A qué hora crees que los mensajes de textos deberían ser enviados?

Horario	Porcentaje
09:00 - 17:00	30%
08:00 - 22:00	10%
10:00 - 19:00	60%
17:00 +	0%

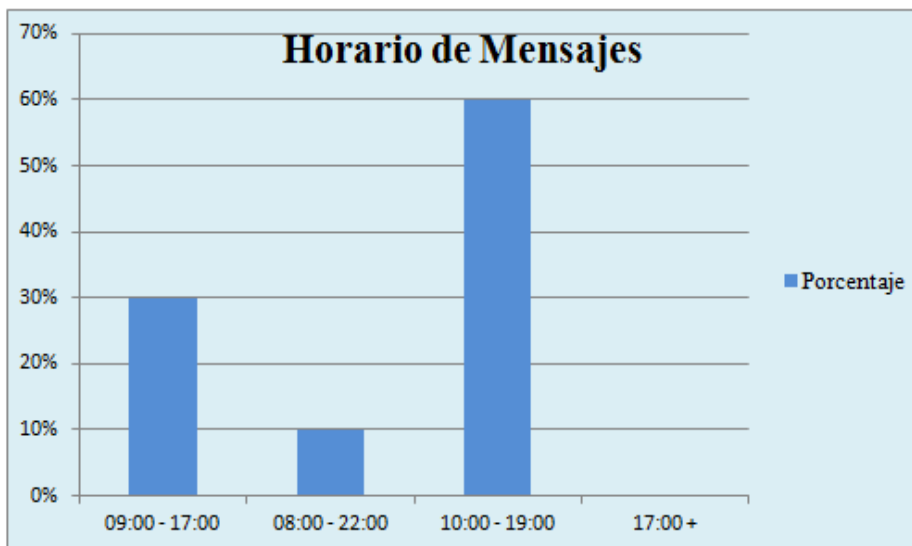


Figure 3.3 Time of day in which the messages should be sent, questionnaire survey section B.

Figure 3.3 displays the time of day in which students would like to receive the messages. Out of 10 students, 10% indicated that the messages should be sent between 08:00 am to 22:00 pm. 30% declared that 09:00 am to 17:00 pm as suitable times to receive the messages. On the contrary, 60% of the students suggested that the appropriate time to receive the text messages ranged between 10:00 am to 19:00 pm.

		% Sí	% No
1	¿Te gustó recibir mensajes los fines de semana?	90%	10%
2	¿Leíste los mensajes inmediatamente después de recibirlos?	40%	60%
3	¿Leíste los mensajes de texto más de una vez durante el día?	40%	60%
4	¿Te ayudaron los ejemplos, enviados en los mensajes de textos, a entender el significado de las palabras?	100%	0%
5	¿Te gustaría que los mensajes de textos fueran apoyados por Chat?	70%	30%

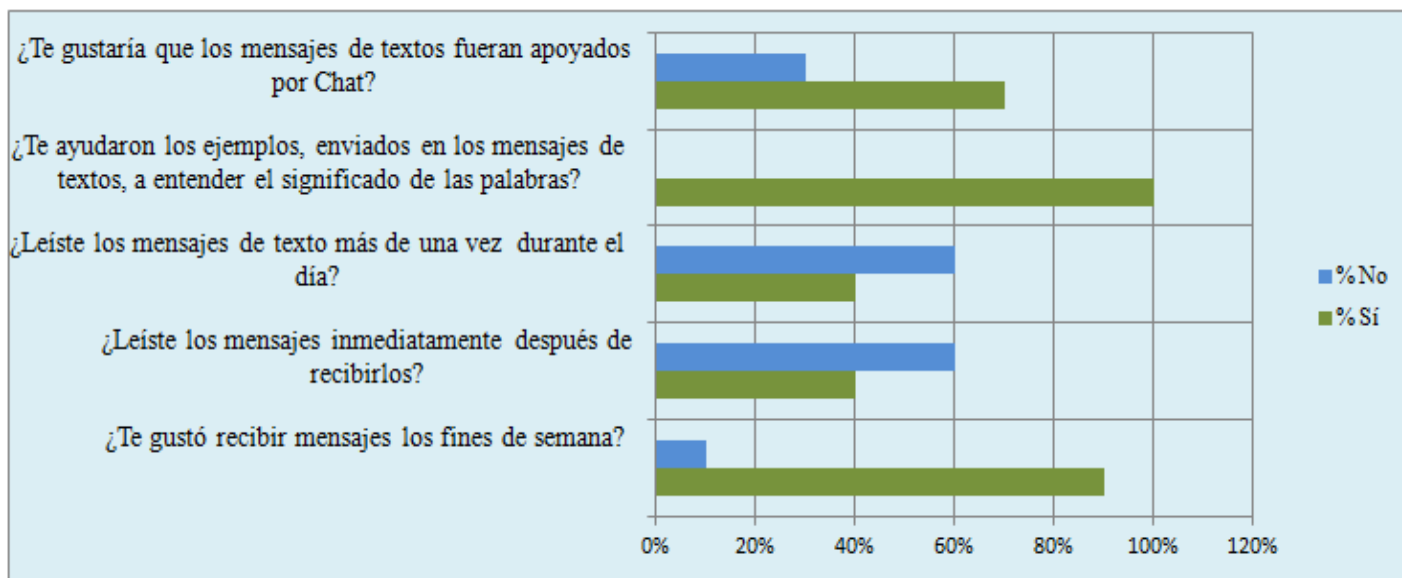


Figure 3.4 Students' opinion about the use of text messages, questionnaire survey section B.

From the chart above, it can be observed that 70% of students would like the text message system to be supported by chat. Additionally 100% of students affirmed that the examples provided helped them to understand the meaning of the words. Besides, 40% of students confirmed that they read the text messages more than once a day and 40% of the students declared to have read the text messages immediately after receiving them. Finally, 90% of students stated that they liked to receive text messages on weekends.

CHAPTER 4: DISCUSSION, CONCLUSION, LIMITATION AND FURTHER RESEARCH.

4.1 Discussion

The findings gathered suggest that the use of instant messages for vocabulary learning had a positive impact on students in terms of perception. This statement is supported by students' responses which are in concordance with other studies (Akdemir and Basoglu, 2010; Carvalho and Moura, 2010; Cavus and Ibrahim's, 2009; Chemobilisky and Granito, 2012; Jalali Farahani, 2014; Lu, 2008; Zhang, et al., 2011) whose results confirm students' positive perception about the use of text messages via mobile phone for vocabulary learning.

Students' positive perception was reflected in different aspects. First, most students found the use of text messages for vocabulary learning entertaining. As a consequence, all of them responded that they would like to keep working with it. Second, regarding students' comprehension of the vocabulary sent, most students claimed that the examples provided by the text message helped them to understand the meaning of the words, making the learning of new words easier as stated by Akdemir and Basoglu (2010), Cavus and Ibrahim (2009). Also, Mukoroli (2011) declared that accurate vocabulary teaching involves a description, explanation and examples of the new terms. Third, pointing out vocabulary retention, students declared that text message methodology helped them to easily remember the words they received on their mobile phones. This fact helped them not only to increase their vocabulary, but also to correct the meaning of the words they misunderstood or confused. A similar finding is seen in Jalali Farahani's investigation (2014) who reached the conclusion that text messages are useful for developing students' vocabulary knowledge. With that being said, it can be inferred that a text message was a beneficial support for students in their vocabulary learning. In this respect, this is a factor teachers should take into consideration due to the fact that a very common practice in the language classroom is to give students a list of words to memorize. This might be one way to learn, however, nowadays, there are many other interesting and innovative methodologies to acquire new words. Furthermore, in order to retain new vocabulary students need to be exposed to different situations where new concepts can be used.

Fourth, the combination of different elements such as: definitions, examples, images, and audios attached had a positive impact on students' perception. As Nordin (2012) declares, it is fundamental that tasks should meet different learning styles. Students have different ways to learn, especially during vocabulary learning. Some students retain the vocabulary through images, others through texts and so on. It can be inferred then that during task preparation it is required that the teacher keeps in mind the way each student acquire new knowledge in order to make new concepts clearer and easier to learn. Students' viewpoint reinforces the importance of including images together with words to facilitate the learning of visual students as stated by Flemming (2001). Likewise, the use of mnemonic method when the words were sent by text message could have facilitated the association of words, due to the fact that students associated the picture and the foreign word. According to Higbee (2008), this technique may facilitate students' attention and retention.

Based on this type of study, it is important to mention that the integration of mobile phones for vocabulary learning proves that technology facilitates students' responsibility for their own learning. However, this autonomy has advantages and disadvantages. On the one hand, as Klimová and Poullová (2014) state, the use of technology contributes to independent learning because students work outside the classroom, at any time and at any place. On the other hand, the lack of control over students' work can be a problem (Higgins and Shudong, 2006); it prompts teachers to search strategies that allow them to control students' learning outside the classroom, because otherwise there would not be assurance of students' responsibility for their own learning. With regards to the present study, some participants did not read the messages right after receiving them, thus self discipline and autonomy are not assured as goals accomplished by all the students.

As to the effect of text messages on students' motivation, based on their responses it can be inferred that the use of this tool can increase their willingness to learn new words. In this respect, different authors (Al-Tamini and SHuib, 2009; Chemobilisky and Granito, 2012; Haslinda et al., 2006) state that ICT enhances students' motivation. It can be inferred then, that if students feel motivated they will stay on task and it will be easier for them to acquire new content. In this sense, nowadays it is a hard job for teachers to keep students

on task due to the fact that they are surrounded by too many distractions. Teenagers, for example, are very hard to motivate in Chilean schools, due to the fact that the English language is not in their immediate context, so many students do not see the point of learning English. Thus, one good option is to integrate in the classroom tools that students use in their everyday life. This can make teacher's job easier. To sum up, participants' answers denote that the use of text messages for vocabulary learning can be considered a positive experience in the classroom.

As to the characteristics of the task using text messages, based on students' opinion it can be stated that different aspects should be considered when working with mobile phones. One is the use of chat. Most students' agreed that the chat can be used together with text messages. This confirms again the integration of tools students are familiar with. Nowadays students' main systems of communication are text messages and chat. They spend many hours chatting with friends and meeting new people, without having face to face communication. It can be inferred then that students can be more willing to invest time learning vocabulary outside the classroom through text messages and chat. Another aspect has to do with participants' preferences for the best time to receive messages. It was found that the times from 10:00 am to 19:00 pm was the most appropriate to receive messages. This means that they preferred receiving text messages during the day. Finally, it is also important to consider the frequency to send messages. From students' responses, there should be an interval of 6 hours between each message. This is a good point, because students need enough time to assimilate the new words learnt. These findings cannot be compared with other results as there are not similar studies found. Notwithstanding, this can be valuable information for future research in this field. It can be stated then that before the integration of a tool like mobile phones for learning, the teacher needs to keep in mind a series of different factors during task preparation and also to consider students' opinions.

4.2 Conclusions

Taking into account the objectives set, the results gathered at the end of the intervention and the analysis of students' answers, the following conclusions can be reached:

In response to the first objective that identified the perceptions of the use of text message for vocabulary learning by EFL undergraduate students, it can be concluded that students' perception towards this innovative learning methodology was positive. It was observed that students employed a higher amount of time for vocabulary learning outside the classroom. Besides, most students found the experience entertaining, they agreed that the use of text messages can facilitate vocabulary learning and they considered that using this tool they increased their English vocabulary.

Regarding the second objective which intended to determine if the use of mobile phones has an effect on students' motivation to learn new words, based on students' responses it can be concluded that the use of text messages may encourage students' motivation. As it was mentioned in the discussion, motivation plays a relevant part in students' outcome because it influences directly in their disposition to learn. This motivation can be attributed to students' frequent contact with technology and especially with cell phones. They are part of their everyday life. Having that in mind, the use of ICT for teaching purposes may bring positive results in students' learning as they would feel more motivated by using technology. This fact suggests that new teaching methodologies related to ICT use should be included more often inside and outside the classrooms.

In relation to the third objective, which distinguished the characteristics of the text message_vocabulary task from students' views, several factors must be considered. A task that integrates technology cannot work properly if it is not well planned and if there is not a methodology behind. In the case of text messages for vocabulary learning, the context of the task, the type of task, plus the elements that helped students understand new words (images, audios, definitions, etc), the time and frequency of the messages, the use of chat are important factors to take into account.

As a conclusion, the current study shows that the use of text messages for vocabulary learning may have a positive acceptance among Chilean students.

4.3 Limitations

Throughout the study, the following limitations were faced.

One important issue was the number of the population who took part in the investigation, resulting in 10 students. As the use of Remind was not compulsory for the class selected to carry out this research, some students were not willing to participate, thus, they did not download the application.

Another important issue was that the application used in this study was not compatible with Windows operating system. Due to that reason some students who wanted to participate could not download Remind app and they could not take part in the study.

Finally, internet connection was determinant in this study because the messages were sent at any time, and students had to receive them instantly. This was another limitation that affected the sample size. In fact, this is a very common problem when integrating technology in the classroom, especially in public schools as internet connection is not available at all times for all students' devices.

4.4 Further Research:

The following recommendations are suggested for further research.

1.- The number of participants is one factor that should be taken in consideration. As seen in this investigation, the number of students was 10. This number does not represent a real Chilean class population.

2.- Pre and post tests can be included in further research to measure the average of word retention among students who use text messages for vocabulary learning. If Pre and Posttest are included, it is also suggested to replicate the study distributing the participants into a control and experimental group.

3.- The experiment can be replicated in different educational settings, such as high schools or primary schools in order to test mobile phones for vocabulary learning in different contexts.

4.- The study should be carried out with EFL pre-service teachers.

5.- Finally, a research on teachers' perception of the use of text messages for vocabulary learning should be carried out.

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Appendices

Appendix 1

Activity 1:

Activity 1: "Weather"

Matching: Read the conversation below and write the numbers of the words in **bold** above the picture which represents its meaning.



Sophy: Hi Natalie, how were your vacations?

Natalie: Hello! Nice to see you! I went to Isla de Pascua with my parents. This place was awesome and we had a great weather. There was **sunny**² most of the time, so we loved going to the beach and take pictures.

Sophy: Really? My family visited that island last year, but the first day of their trip they had a very bad **storm**². Suddenly the sky was dark and **cloudy**³, and my sister was scared by the **thunders**⁴.

Natalie: Oh! So I think we were lucky because we only had warm days in our trip. And how were your vacations?

Sophy: I went to New Zealand with my parents because they love skiing and practicing snowboarding. I really liked the **snowy**⁵ mountains and cold days.

Natalie: It sounds great! I would like to go there soon, but I am afraid of strong **blizzards**⁶. Also, you have to carry warm clothes that are useful for that **freezing**⁷ weather.

Sophy: If you want to visit New Zealand you have to think it twice. Maybe it would be better for you to visit Ecuador. There the weather is humid and in summer they have tropical **rain**⁸.

Natalie: Well, my parents are already organizing our next summer vacations. They are not sure yet but their options are Atacama Desert, where the weather is very **hot**⁹ and **dry**¹⁰, or Valdivia that is usually **windy**¹¹ and **foggy**¹².

g)Number: _____



g)Number: _____



g)Number: _____



g)Number: _____



g)Number: _____



g)Number: _____



g)Number: _____



g)Number: _____



g)Number: _____



g)Number: _____



g)Number: _____



g)Number: _____



Appendix 2

Activity 2



Activity 2: Clothes vocabulary

Matching: Read the email sent by the director of a play. Then, write the highlighted words next to its corresponding picture.

Mensaje nuevo

Para Cc Cco

Dear Alyson,

We are preparing a play for our school but our art director quit yesterday. We need different outfits for next week, so I was wondering if you could help us. This play has only five characters and we need clothes for each of them. The main character called Eduard plays the role of a business man, so he will wear a **shirt**¹, **shoes**², pants, **belt**³, jacket and a **tie**⁴. Eduard has a wife called Mary, who is a rich English woman with a sensible personality, and she will wear a pink **skirt**⁵, pale **blouse**⁶, **high heels**⁷ and gold **earrings**⁸. The other characters are Eduard and Mary's sons. The younger son is Charles, who is a rebellious teenager, and he will wear a black **t-shirt**⁹, **trousers**¹⁰, sneakers and biking **gloves**¹¹. The older daughter is Anne, who is obsessed with her weight so she practices sports all day, and she is going to wear a **tracksuit**¹² and training shoes. Also, the family is going to live with Eduard's mother, who is a very old woman that is always at home because of her depression and mental illness. She will wear a **pajama**¹³, **slippers**¹⁴ and woolen **socks**¹⁵. We will also need a **raincoat**¹⁶, **mittens**¹⁷ and a **scarf**¹⁸ for one scene in which Eduard comes back home after a torrential rain.

It would be great if you help us!

Good bye,

Mike Le Roy

Enviar Guardado



e| _____



b| _____



c| _____



d| _____



e| _____



f| _____



g| _____



h| _____



i| _____



j| _____



k| _____



l| _____



m| _____



n| _____



o| _____



p| _____



q| _____



r| _____

Appendix 3

Activity 3: Clothes and weather ³

Activity 3: clothes & weather

Name: _____

Multiple choice: read the questions below and circle the correct alternative.

- 1) Which of these clothes do you wear in hot weather?
 - a) A sweater and jeans
 - b) Sandals and t-shirt
 - c) A scarf and gloves

- 2) Which of these clothes do you wear in cold weather?
 - a) Sandals and shirt
 - b) A t-shirt and shorts
 - c) A scarf and gloves

- 3) Which of these clothes do you wear in rainy weather?
 - a) A raincoat and boots
 - b) A dress and high heels
 - c) A sweater and a swimsuit

- 4) Which of these clothes do you wear on your feet?
 - a) Earrings
 - b) A scarf
 - c) Sandals

- 5) Which of these clothes do you wear on your hands?
 - a) Slippers
 - b) Gloves
 - c) A tie

- 6) Which of these clothes do you wear on your head?
 - a) A cap
 - b) A mitten
 - c) Sneakers

³ <http://learnenglishkids.britishcouncil.org/es/word-games/multiple-choice/clothes>

- 7) How is the weather in summer?
- a) Windy
 - b) Freezing
 - c) Hot
- 8) How is the weather in autumn?
- a) Snowy
 - b) Dry
 - c) Windy
- 9) How is the weather in winter?
- a) Rainy
 - b) Warm
 - c) Sunny
- 10) How is a blinding storm of wind and snow called?
- a) Foggy
 - b) Blizzard
 - c) Thunder
- 11) "*The day is full of clouds*":
- a) The day is snowy
 - b) The day is windy
 - c) The day is cloudy
- 12) What is a crashing noise that follows a lightning?
- a) Thunder
 - b) Lightning
 - c) Snow
- 13) In which season the *stormy weather* is more frequent?
- a) In Spring
 - b) In Summer
 - c) In Winter
- 14) How is the weather like when the air contains extremely small drops of water?
- a) Humid
 - b) Dry
 - c) Hot
- 15) How is the weather in the *north* of Chile?
- a) Wet
 - b) Stormy
 - c) Dry

Appendix 4

Activity 4



Activity 1

- Find the words hidden in different places of the classroom (they can be under the chair, behind the heater, etc).
- Then classify and stick the words under the corresponding category on the whiteboard.

Activity 2

NAMES: _____



1) Work in pairs and use the words on the whiteboard to create new sentences.

Example: *In summer the weather is always hot, so I wear sandals, t-shirt and shorts.*



SENTENCES

1) _____

2) _____

Appendix 5

Questionnaire survey:

El objetivo del siguiente instrumento es conocer tu opinión con respecto al uso de mensajes de texto en el aprendizaje de vocabulario en inglés.

Nombre : _____

Edad : _____

Sexo : _____

Sección A

	Muy de acuerdo	De acuerdo	Neutral	En desacuerdo	Totalmente en desacuerdo
1. Encontré el sistema de mensajería REMIND entretenido.					
2. Puedo recordar fácilmente las palabras que recibí en mi teléfono.					
3. Las palabras que aprendí con el sistema de mensajería REMIND han aumentado mi vocabulario en inglés.					
4. Con la ayuda del sistema de mensajería aprendí fácilmente nuevas palabras.					
5. Los mensajes me ayudaron a corregir los significados de palabras que interpretaba mal o cuyo significado confundía.					
6. El uso del sistema de mensajería me motivó para aprender nuevo vocabulario en inglés.					
7. Las imágenes y las grabaciones en los mensajes me ayudaron a entender el significado de las palabras.					
8. Me gustaría utilizar el sistema de mensajería el próximo semestre.					
9. Entendí fácilmente las definiciones y los ejemplos de las palabras enviadas en los mensajes.					

Sección B

1. ¿En tu opinión cual debería ser la frecuencia de los mensajes? <input type="checkbox"/> Cada una hora <input type="checkbox"/> Cada 2 horas <input type="checkbox"/> Cada 4 horas <input type="checkbox"/> Cada 6 horas
2. ¿A que hora crees que los mensajes de textos deberían ser enviados? <input type="checkbox"/> Entre 9:00 - 17:00 <input type="checkbox"/> 8:00 - 22:00 <input type="checkbox"/> 10:00 - 19:00 <input type="checkbox"/> Después de las 17:00
3. ¿Te gustó recibir mensajes los fines de semana? ¿Por qué? <input type="checkbox"/> Si <input type="checkbox"/> No _____ _____
4. ¿Leíste los mensajes inmediatamente después de recibirlos? ¿Por qué? <input type="checkbox"/> Si <input type="checkbox"/> No _____ _____
5. ¿Leíste los mensajes de texto más de una vez durante el día? ¿Por qué? <input type="checkbox"/> Si <input type="checkbox"/> No _____ _____
6. ¿Te ayudaron los ejemplos, enviados en los mensajes de textos, a entender el significado de las palabras? <input type="checkbox"/> Si <input type="checkbox"/> No
7. ¿Te gustaría que los mensajes de textos fueran apoyados por Chat? <input type="checkbox"/> Si <input type="checkbox"/> No

Adapted from: SMS (Mobile Learning Tool) (MOLT) Çavuş, N and Ibrahim D. (2009).

Appendix 6

ICT Resources Questionnaire

“Cuestionario de Recurso TICs”:

Nombre:

e-Mail:

Marca con una X las siguientes preguntas:

1. *¿Tienes smartphone?*

SI NO

2. *¿Qué sistema operativo?*

Android
 Windows
 iPhone

3. *¿Tienes internet móvil?*

SI NO

4. *¿Tienes acceso a Wifi en tu casa?*

SI NO



UNIVERSIDAD CATOLICA
DE LA SANTISIMA CONCEPCION
FACULTAD DE EDUCACION

PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Mg. IRIS ROA GHISELINI
TÍTULO DEL SEMINARIO EVALUADO:	"UNDERGRADUATE STUDENTS' PERCEPTION OF THE USE OF TEXT MESSAGES IN L2 VOCABULARY LEARNING OUTSIDE THE CLASSROOM"
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	LAURA COLOMA y GIANNINA URETA
CARRERA	PEDAGOGIA EN INGLES
PROFESOR GUÍA	Dra. MABEL ORTIZ

Nota: Evalúe de 1.0 a 7.0 cada uno de los indicadores que se presentan esta pauta.

A. De La Formulación Del Problema (25%)

INDICADORES	Nota
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	6.0
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	6.0
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	7.0
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	6.0
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	1.0
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	7.0
Promedio	5.5

B. DEL MARCO TEÓRICO REFERENCIAL (20%)

INDICADORES	Nota
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	7.0
2. Uso del lenguaje técnico coherente con la temática estudiada.	7.0
3. Calidad y precisión del marco teórico/ Conceptual.	7.0
Promedio	7.0

C. Del Diseño Metodológico Del Problema (20%)

INDICADORES	Nota
1. Precisión del enfoque o modelo de investigación.	5.0
2. Presentación del método de investigación y su diseño.	5.0
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	6.0
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	5.0
5. Precisión de las estrategias y técnicas de recogida de datos.	5.0
6. Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	5.0
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	4.0
8. Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	4.0
Promedio	4.9

D. DEL CONTENIDO TEMÁTICO Y LOS RESULTADOS DE LA INVESTIGACIÓN (25%)

INDICADORES	Nota
1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación .	4.0
2. Presentación de los hallazgos o resultados de forma clara y sintética.	4.0
3. Discusión de los resultados de la investigación.	5.0
4. Conclusiones sustentadas en los resultados o hallazgos.	5.0
5. Explicitación de las proyecciones y de las limitaciones del estudio.	7.0
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	6.0
Promedio	5.2

E. DE LOS ASPECTOS FORMALES (10%)

INDICADORES	Nota
1. Títulos pertinentes y sintéticos .	7.0
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	6.0
3. Correcto uso de ortografía.	7.0
4. Coherencia en la redacción.	6.0
5. Sistematización en la formulación de citas y referencias bibliográficas.	7.0
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	6.0
Promedio	6.5

2. RESUMEN DE LA EVALUACIÓN

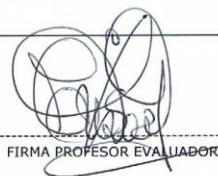
Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	5.5	1.375
B. Del Marco Teórico referencial	20%	7.0	1.4
C. Del Diseño Metodológico de la investigación	20%	4.9	0.98
D. Del Contenido Temático y los Resultados	25%	5.2	1.3
E. De los aspectos formales	10%	6.5	0.65
Nota promedio final			5.7

3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.

Resuma su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

Es un trabajo que aborda una temática relevante para la adquisición de vocabulario en el ámbito del aprendizaje de inglés como lengua extranjera en el contexto chileno. El estudio presenta objetivos claros y un marco teórico contundente apoyado por referencias relevantes y actualizadas. El marco metodológico, a mi modo de ver, muestra falta de solidez en algunos aspectos. Mis sugerencias de mejoramiento se encuentran en el texto.

Aprobada en Consejo de Facultad / abril de 2011



FIRMA PROFESOR EVALUADOR

Fecha: 02 de mayo, 2016



UNIVERSIDAD CATOLICA
DE LA SANTISIMA CONCEPCION
FACULTAD DE EDUCACION

PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Katuska Santibáñez Toledo
TÍTULO DEL SEMINARIO EVALUADO:	UNDERGRADUATE STUDENTS' PERCEPTION OF THE USE OF TEXT MESSAGES IN L2 VOCABULARY LEARNING OUTSIDE THE CLASSROOM
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Laura Coloma Giannina Ureta
CARRERA	Pedagogía en Inglés
PROFESOR GUÍA	Dra. Mabel Ortiz

Nota: Evalúe de 1.0 a 7.0 cada uno de los indicadores que se presentan esta pauta.

A. De La Formulación Del Problema (25%)

INDICADORES	Nota
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	7.0
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	7.0
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	7.0
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	7.0
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	6.5
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	6.5
Promedio	6.83

B. DEL MARCO TEÓRICO REFERENCIAL (20%)

INDICADORES	Nota
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	7.0
2. Uso del lenguaje técnico coherente con la temática estudiada.	6.5
3. Calidad y precisión del marco teórico/ Conceptual.	6.5
Promedio	6.66

C. Del Diseño Metodológico Del Problema (20%)

INDICADORES	Nota
1. Precisión del enfoque o modelo de investigación.	7.0
2. Presentación del método de investigación y su diseño.	7.0
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	7.0
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	6.5
5. Precisión de las estrategias y técnicas de recogida de datos.	7.0
6. Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	6.5
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	7.0
8. Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	6.5
Promedio	6.81

D. DEL CONTENIDO TEMÁTICO Y LOS RESULTADOS DE LA INVESTIGACIÓN (25%)

INDICADORES	Nota
1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación.	6.5
2. Presentación de los hallazgos o resultados de forma clara y sintética.	6.5
3. Discusión de los resultados de la investigación.	6.8
4. Conclusiones sustentadas en los resultados o hallazgos.	6.8

5. Explicitación de las proyecciones y de las limitaciones del estudio.	6.6
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	6.8
Promedio	6.66

E. DE LOS ASPECTOS FORMALES (10%)

INDICADORES	Nota
1. Títulos pertinentes y sintéticos.	7.0
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	7.0
3. Correcto uso de ortografía.	6.5
4. Coherencia en la redacción.	6.0
5. Sistematización en la formulación de citas y referencias bibliográficas.	7.0
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	7.0
Promedio	6.75

2. RESUMEN DE LA EVALUACIÓN

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	6.83	1.7
B. Del Marco Teórico referencial	20%	6.66	1.33
C. Del Diseño Metodológico de la investigación	20%	6.81	1.36
D. Del Contenido Temático y los Resultados	25%	6.66	1.66
E. De los aspectos formales	10%	6.75	0.67
Nota promedio final		6.7	6.7

3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.

Resume su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

Proyecto de tesis bien estructurado que puede dar pie para ahondar en este tema de forma más global y en un campo de investigación más diverso y grande.

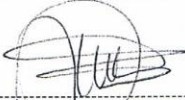
Referirse a comentarios hechos dentro del manuscrito para mayores detalles que deben ser analizados en detalle.

Se encarece mejorar la redacción de sus oraciones en cuanto a gramática, estructura, coherencia, y significado en algunas de sus ideas.

Los investigadores deben ahondar más en sus argumentos y análisis para visualizar mayor producción personal de ideas y argumentos a favor o en contra de las citas utilizadas.

El objeto de estudio es bastante limitado pero dicho número puede ser aumentado en investigaciones futuras.

Aprobada en Consejo de Facultad / abril de 2011


 FIRMA PROFESOR EVALUADOR

Fecha: