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MOBILE-ASSISTED LANGUAGE LEARNING THROUGH MOBILE SOCIAL NETWORKING AS A STRATEGY OF IMPROVING THE ENGLISH-SPEAKING SKILLS OF YOUNG STUDENTS

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CONSTANCIA DE APROBACIÓN DE DOCUMENTO DE TESIS

Por este medio **SE HACE CONSTAR** que las/los estudiantes: Xiomara del Carmen Mendoza Centeno, Janelis Elizabeth Sobalvarro Montenegro, Noelia Cristina Vásquez Flores, en cumplimiento a los requerimentos científicos, técnicos y metodológicos estipulados en la normativa correspondiente a los estudios de grado de la Universidad Nacional Autónoma de Nicaragua, UNAN – Managua, y para optar al título de **Licenciatura en en Ciencias de la Educación con mención en Inglés**, han elaborado tesis de **Seminario de Graduación** titulada: *"Mobile-assisted Language Learning Through Mobile Social Networking as a Strategy of Improving the English-Speaking Skills of Young Students"*; la que cumple con los requisitos estabelecidos por esta Institución.

Por lo anterior, se autoriza a las/los estudiantes antes mencionados/as, para que realicen la presentación y defensa pública de tesis ante el tribunal examinador que se estime conveniente.

Se extiende la presente en la ciudad de Estelí, a los 26 días del mes de junio del año dos mil diecinueve.

Atentamente,

_____
Israel Ramón Zelaya
Docente - Tutor de Tesis
FAREM-Estelí

C.c.   archivo

Dedicatory

We dedicate this research to the Almighty, who provides us with life, health, strengths and wisdom to go ahead in each step of our lives.

Acknowledgments

Abstract

This research is aimed to analyze the effect of mobile-assisted Language Learning through mobile social networking as a strategy of improving the English-speaking skills of young students of 7th grade " E" of the National Institute Dario during the year 2019. To support it, and to have a reference point about this issue, some information found in two studies, one national and one international have been incorporated. The problem that this proposal address arises from the consideration of many teachers of a foreign language do not promote the use of technology as a strategy to develop activities to improve students' skills. And the lack of enough ICT rooms as one of the limiting for students practice in the classroom. The reflection on this problem motivated to elaborate this research taking as a primary objective to analyze the effect of mobile-assisted Language Learning through mobile social networking as a strategy of improving the English-speaking skills of young students of 7th grade " E" of the National Institute Dario during the year 2019.

 Key terms: ***Mobile-assisted, language learning, strategy, English-speaking skills, mobile social networking***

Table of Contents

1 Introduction

The adoption of mobile devices such as smartphones and tablet computers has largely eased restrictions on where and when learners can learn as well as introduced a host of previously unavailable options in terms of modality and content https://files.eric.ed.gov/fulltext/ED572193.pdf.

Moreover, since they are technological artifacts, these devices might even be qualified as extensions of our mental and physical faculties (Brey, 2000). Lyddon (2016) also, points out just as glasses improve our ability to see, smartphones and tablets have the potential to help us observe and recall things better, fill gaps in our knowledge, and enhance our ability to communicate.

As such, with the inclusion of training on how to take advantage of them in learner training programs, these powerful technologies should additionally lead to greater learner autonomy. However, the results are not always consistent, and the question is why. Thus, taking into account these points of view, it is essential to mention that technology is a vital instrument for the globalized world of today. For this reason, it should take advantage of the benefits it offers to enrich learning, In addition to, it develop the learner autonomy, in the sense of self-determination, would include not only what, where, when, and how to learn, but whether to learn at all. While it is true that students cannot choose whether to learn if they do not know how it must also be admitted that most formal language learning is compulsory and that many students might indeed opt out if given a choice. https://files.eric.ed.gov/fulltext/ED572193.pdf

Background of the problem

Previous research has documented that in the world that emerging technology-supported devices are rapidly growing, wireless communication technology is not an exception in this respect. As mobile phones with high capabilities extend into all areas of human life, it is expected that this wireless computing device soon becomes accessible for all urban and rural areas of each country Miangah & Nezarat (2012) (p. 309). Taking into consideration Miangah & Nezarat´s point of view, applying appropriated activities mobile devices are tools that can be used to strengthen skills and learning of young students, mobile device also can access the networking and is flexible to use in any time and any place.

A study (Rocha, 2017). Was conducted in FAREM Estelí to analyze the use of mobile technology for the development of communication skills. The general objective of this study was to explain different educational strategies in a proposal for teachers using the computer-assisted language learning approach as a learning strategy to favor the development of English language communication skills in students. Some surveys showed that most polled (85%) assured that if computer-assisted learning would encourage and improve their communication skills. Although they do not know in depth how it works and what its benefits are, they suggest that it be included as a learning strategy, in addition to those that already exist. For them, it would be new due to the lack of classes where they have used ICT resources. It is concluded that: teachers use, for the most part, repetitive methodological strategies, which reflect a basic level related to the communication skills to be achieved, as expressed by the study subjects and key informants. It requires the systematic use of ICT resources and among them the computer-assisted language learning approach to achieve optimal development in the communication skills of the students. An interesting fact is that students, although they do not know this approach in depth, argue that it can help them improve their communication skills. Other information was taken from the international study "Mobile-assisted language learning" (Miangah & Nezarat, 2012). In this thesis the researchers are interested in to investigate the way of active learning through mobile technologies, a shift from teacher-led learning to student-led one, via m-learning to value the influence of different interactions inside of the classroom. Some of the findings were obtained through observations, surveys and interviews carried out in a public school showed that students do not always have to study a second language in a classroom. They may have the opportunity to learn it using mobile devices when they desire and where they are. As learning English is considered the main factor for professional success and a criterion for being educated in many communities, providing a more convenient environment for people to learn English is one of the strategic educational goals towards improving the students' achievement and supporting differentiation of learning needs. Although learning through mobile phones may take longer time compared to computers, the learners feel a greater sense of freedom of time and place, so that they can take advantage of the spare time to learn a second language when and where they are.

In conclusion, the rising speed of mobile technology is increasing and penetrating all aspects of the lives so that this technology plays a vital role in learning different dimensions of

knowledge. Today, an apparent shift from teacher-led learning to student-led learning that m-learning allowed causes the students to feel using the technology more active and exciting than before. We can provide a more productive learning environment through mobile phones for our language learners.

1.1 Problem Statement

1.1.1 Description of the problem

Currently, the education systems throughout the world face the challenge of using information and communication technologies to provide their students with the necessary tools required to enrich their knowledge. Nowadays, the use of technology is indispensable in diverse sectors, such as education, business, entertainments, because of, the world globalization. Technology is fundamental in the education processes of Nicaragua. Mobile social networking technologies are the most used by young students. Therefore, it is essential to consider that most of the students have access to technology through mobiles, cellphones, tablets, and computers. Moreover, it is for that reason that arises the idea to include these technologies in the learning process, taking advantage not only of the potential that it means for learning anyplace and anytime, but also leads to enriching multimodal content because it also provides extraordinary opportunities for the improvement of learner self-sufficiency. The use of technology in schools is supposed to expand and to develop the teaching-learning process of Education, to create in this way an adequate environment for learning and at the same time to improve the students´ English speaking skills.

According to (Alvarez, 2017) The Ministry of Education, within the framework of the quality policy, aimed at improving the development of the abilities of Nicaraguan students in terms of access of technology, above all, to the strengthening of communicative skills and proficiencies, linguistic and artistic, specifically within the discipline of Foreign Language, although not all schools have access to technology. But, despite this, the Ministry of Education have carried out courses and training sessions for teachers and students about the use of the network, and the use of technology and mentorship to improve teacher pedagogy in Nicaragua and this way to get an integral education.

Unluckily, many teachers of a foreign language do not promote the use of technology as a strategy to develop activities to improve students' skills. Taking into account these issues, the following question arises: "How is the effect of mobile-assisted Language Learning through mobile social networking as a strategy of improving the English-speaking skills of young students?

1.2 Research Questions

Which are the speaking activities carry out with the students of the 7th grade "E" of the National Institute Dario using the mobile-assisted Language Learning through mobile social networking in the classroom?

Which are the advantages of the integration of technology of mobile-assisted Language Learning through mobile social networking as a strategy of improving the English-speaking skills of the 7th grade "E" students of the National Institute Dario?

Mobile-assisted language learning: In the words of (Bezircilioğlu, 2012) Mobile-assisted language learning (MALL), in broad terms, is the integration of mobile devices into the language learning process. MALL is not easy to define in one way as it has been one of the most complicated fields, which is growing at an accelerating rate. Another factor which should be taken into account is that in today's world language learning cannot be restricted to the walls of the classroom with limited hours. That must be the situation if we are trying to establish learner autonomy in our classes. The continuity of language learning is feasible for students since knowledge is accessible through the internet anytime and anywhere (p. 9).

Speaking skills; Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve specific goals or to express their opinions, intentions, hopes, and viewpoints. Besides, people who know a language are referred to as 'speakers' of that language (Zaher, 2006, p. 13). Additionally, in almost any situation, speaking is the most commonly used language skill.

Mobile social networking; Lyddon (2016) argues that "the invention and spread of Internet-capable mobile devices such as smartphones and tablet computers has certainly

opened up new possibilities in terms of learner autonomy by providing not only a potential means of learning anytime and anywhere but also access to a virtually endless variety of rich, multimodal content." (p. 303) Therefore, taking into account the mentioned before, mobile social networking could be useful in the learning process, because it can provide many benefits as a tool to improve language learning.

Importance and benefits of technology; the use of technology is a significant methodological innovation and for that reason is mention in this paper. As Kern (2006) has stated: "Rapid evolution of communication technologies has changed language pedagogy and language use, enabling new forms of discourse, new forms of authorship, and new ways to create and to participate in communities." (Larsen, Freeman, & Marti, 2011, p. 250) Uses of technology in language learning

Larsen, Freeman, & Marti (2011) claim that "technology should be integrated into the curriculum and not just added in because it is new" (p. 251). According to Larsen, Freeman and Cameron (2008) technology makes possible greater individualization, social interaction, and reflection on language, and inferring from motivation. In the same way, as technology develops language learning understanding, it also helps to back up knowledge of the nature of language. (cited in Larsen, Freeman, & Marti, 2011,p.251).

Larsen, Freeman, & Marti (2011), also mention some websites that are using by most of the young students:

- A blog (an abbreviation of web + log) is a personal online journal. The author of the journal can update it as often as he or she desires with personal reflections or by adding material from other sources.

- A social networking website such as Facebook is accessed via the web. Participants have their homepage on the site, to which they add personal information, links to other online sources, photos, etc. A participant has 'friends' who are other participants with whom they choose to be connected. If someone is your friend, you can see the information and photos he or she has chosen to share.

- YouTube is a website where one can watch and share short videos. Most YouTube videos are available to anyone who has a high-speed connection to the Internet. The range of topics is

vast, including actual videos from language classrooms, lectures, and small vignettes from everyday life.

- Wiki is a quick way of being able to create and edit web-documents. Wikis are very useful in collaborative writing tasks, and they are very good for highlighting and observing the process of writing.

- An electronic text corpus is a collection of authentic spoken and written texts, often consisting of thousands, if not millions, of words. The corpus is computer-searchable. A teacher or a student can find many instances of a particular word or   phrase as it is used in a sentence. The instances can then be analyzed for the form, meaning, and use of a word or expression, its frequency, and for what precedes and what follows it in a sentence.

1.3 Relevance of the Problem

Social networking has become a powerful and essential communication tool among people. Moreover, these open up a new field in technology, being one of the most used, mainly by young people. For that reason, it is relevant to learn to use it in a correct sense and at the same way to take advantage of these, for instance, these are an excellent instrument for learning languages assisted by mobiles, which can be put into practice in any time and any place.

This research may lead to a better understanding of the effects of mobile-assisted language learning through mobile social networking as a strategy for improving the English-speaking skills of young students. Moreover, the findings of this study would support to value the advantages of the integration of mobile-assisted Language Learning through mobile social networking in the speaking skills of young students. English teachers from high school could also use the recommendation of this study as methodological strategies to be applied in the contents development into the classroom. This study may be the base for other researchers to conduct further studies about the effects of mobile social networking as strategies to improve speaking learning skills among students.

2 Literature Review

The Literature on this research contains a variety of definitions that could be used to get a better comprehension of mobile-assisted language learning through mobile social networking as a strategy of improving the English-speaking skills of young students. This also, it is based on a communicative approach useful to develop students learning English speaking skills through individual autonomy. The following material is divided into four sections, which present various items, such as chapter 2.1, talks about conceptualization; followed by chapter 2.2 which describes the history of the CALL, then chapter 2.3 strategies using mobile learning, and the last chapter 2.4 talks about the communicative approach.

2.1 Conceptualization

2.1.1 Strategy; according to Richards, Platt and Weber (as cited in James, 2001, p. 128) learning "strategies are defined as procedures, thinking, etc., which serve as a way of reaching a goal. In language learning, learning strategies and communication strategies are those conscious or unconscious processes which language learners make use of in learning and using a language."

2.1.2 Learning; Lachman (1996) defines learnings as the: "Learning is the process by which a relatively stable modification in stimulus-response relations is developed as a consequence of functional environmental interaction via the senses" (p. 477).

2.1.3 Mobile learning;

Laufer & Nation (cited in Derakhshan, Salehi, & Rahimzadeh, 2015) refers that learning vocabulary is considered vital to the process of language acquisition and catalogue them the following:

It is believed that learners of English as a Foreign Language cannot understand English unless they learn at least 5000 base words. Aside from the technologies such as, audio CDs, DVD players, portable radios which have in turn enhanced the level of learners" knowledge, m-learning and particularly mobile devices, regarding to its most recent concentration, are defined as devices that can accompany us at any moment. M- Learning presents its own advantages in the process of learning in which you are able to conveniently and freely use the device at any time you want. As far as assessment is concerned, in comparison to paper-

based assessment, this can provide learners a less stressful environment. Besides, it makes learning more beneficial since it enables learners to get the most out of their time to practice when they even have very little time (2015, p. 114). Taking into the account the above described it is important to mention that this concept is relevant for this paper, because it is focused on the advantages that the integration of technology at education offers through the mobile devices that can be use in any place or in any time achieving in this way learner autonomy . So, the students are able to make their own learning in a comfortable way.

2.1.4 Internet; Larsen, Freeman, & Marti (2011) statement that the Internet, which connects millions of computers around the world, makes it possible to communicate from one computer to another. As a result, the World Wide Web (www or 'the web'), a way of accessing information over the Internet, has enabled teachers to find authentic written, audio, and visual texts on almost any topic imaginable. There is a breadth and depth of material available for those who know how to surf the web, i.e. use online research tools known as 'search engines 'to find it. (p. 250) Thus, it is important to mention that the use of internet could be an excellent tool for learning, and particularly to develop the English skills of learners, because it allows communication with people around the world and provides useful strategies such as video calls, recording, quizzes online, etc., which can be used to improve speaking skills of young students.

2.1.5 Strategies using mobile-assisted language learning;

Data Access Activity; It is important for learners to be supported by their teachers when facing difficulties in learning a language, for that reason Lewis and Reinders (2010) propose some real-world activities which are conducted by them, and where the students have the opportunity to improve their English speaking skills. These activities include that each student had an iPod to go out, talk to people, find and share information and answer questions. They had this possibility to record and ask their teachers if they faced any problems. This activity seemed to be very inspiring and had a positive effect on students" motivation and ability to speak Lewis & Reinders, (cited in Derakhshan, Salehi, & Rahimzadeh, 2015)

Call in Practice Activity; One of the activities carried out using mobiles consisted of one study made by Warschuer, (cited in Derakhshan, Salehi, & Rahimzadeh, 2015) groups of ESL students were compared. There were two types of discussions, electronic and face-to-face.

Very similar to Sullivan's study, Warschuer's study showed that students who were less active in face-to-face discussion had remarkably participated in electronic discussion and they also shared more of their ideas with their peers. Based on Warschuer's attitude, when it comes to mobile device -based exercises, students feel more at ease in doing the exercise since they have quite a lot of time to progress and work individually to improve their language skill shortage. As a result that brings all students to come up with new ideas and share without any concerns. So these studies suggest that synchronous communication can smoothly unload unwanted stress from students, hence they would be able to create an idea which in turn makes them become more confident and motivated.

2.2 A Brief History of CALL;

Computer Assisted Language Learning (CALL) is the general term for the range of processes and activities that employ computers in the teaching and learning of a new language. In the history of CALL we can see the confluence of the latest technology as well as the most widely accepted language theories of the day. Stevie (2016) provides a brief historical review about Computer Assisted Language Learning (CALL).   The history of CALL is often divided into three phases as follows: Structural CALL 2. Communicative CALL 3. and Integrative CALL Starting in the '50s and developing through the '70s.

Structural/Behaviorist CALL by Warschauer. This marked the era of Stimulus and Response. The computer prompts the student with a question (stimulus) and the student gives an answer (response) by filling in the blanks or choosing from a given set of choices. The methods du jour were the Grammar-Translation and Audiolingual methods. Language was seen as made up of discrete units, and these units were considered to be closely interconnected and interacting according to a predictable and explainable set of rules (grammar). Teachers taught the different rules of grammar and repetitively drilled their classes on different ways the rules can be correctly applied. Computers at this stage were mainly utilized as devices that could present stimuli repetitively in exactly the same manner without ever getting tired. An example of this is the "listen-and-repeat" programs running in language labs at that time.

In the '80s and '90s came Communicative CALL.

The Communicative Approach to language teaching came into being as a reaction to the Grammar Translation and Audiolingual methods. This time, instead of teaching the language—its rules, syntax, phonemes and morphemes—teachers found ways to provide opportunities for students to actually use the language. They gave students tasks that can only be completed by using language.

Communication and interaction were important. And because such technology always comes in service of the language paradigm of the day, computers were used to reflect these ideas. Language drills were increasingly placed in the context of a communicative task—like programs that feature some cartoon character where students help him find his way home. Computer programs were designed to gauge comprehension with drills like paced reading and sentence reconstruction. And developments in computer technology didn't just affect the "testing" part of CALL. It really made teaching language more vivid. For example, the continued development in computer capabilities has resulted into crisper audio and video. So in addition to the drill formats, students can learn by watching videos of how native speakers actually interact. They can see how language is used in different situations, like in meeting a new person or asking for directions. Computers have given language learners a more vivid idea of what language is beyond the subject-verb agreements and the endless list of vocabulary words to be memorized.

-The next phase of CALL is the Integrative Phase (which has reigned from 2000 onwards). First came the drills of the structural approach, then followed the skills in the communicative approach. Critics of the second phase say that the skills taught may be limited to the number and types of situations that may be presented to students. (We are not asking for directions or ordering food at the restaurant the whole time.) There needs to be an integration of the (general language) knowledge presented in the first phase as well as the communicative skills of the second phase. So we have the integrative phase which blended the virtues of the previous decades into a technology that, for its part, has found its stride. The development of the internet and hypermedia that can integrate, video and audio streaming, graphic-interactive content and virtual worlds, have redefined how learning is done. With today's technology, you can develop speaking, listening, reading and writing skills concurrently and in the comfort of one's private space and schedule.

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15

2.3 Communicative Approach

Brumfit and Johnson (cited in Plocková, 2010) argue that the origins of the Communicative Approach have arisen both in linguistics and in language teaching as a "reaction against the view of language as a set of structures" (p.1).Formerly, linguistics was concerned mainly with the structure of a language, and as language teaching is closely connected to contemporary linguistic view, language teachers were mainly interested in grammatical correctness. In other words, the form rather than the meaning has dominated the teaching. Eventually, it had been found that the knowledge of grammar rules itself does not enable students to use the language for communicative purposes sufficiently. Communication does not imply just composing correct sentences but using them to make statements of different kinds, to describe, to record, to classify and so on, or to ask questions, make requests, give orders. As a result of this discovery, a reaction towards a view of language as communication, a view in which meaning and the uses to which language is put play a central part has developed.

Brumfit and Johnson (cited in Plocková, 2010) also proclaim that the Communicative Approach places emphasis on developing the communicative competence viewed as the overall underlying knowledge and ability for language use which the speaker-listener possesses. Through the communicative teaching, learners are encouraged to consider language not only in terms of its structures (grammar and vocabulary) but also in terms of the communicative functions that it performs. By giving opportunities to use the language for real communicative purposes, the teacher helps them to develop strategies for relating the structures of a language to the communicative functions they can perform (Plocková, 2010, p. 8).

 Littlewood (cited in Plocková, 2010) also suggests in his Communicative language teaching various purposes of using communicative activities in the classroom. In his opinion, such activities provide whole-task practice, improve motivation, allow natural learning, and can create a context which supports learning. Communicative activities provide a useful opportunity to train all skills used for communication in a foreign language. To give a more detailed explanation to each of his suggestions, when the learners have had enough practice in the part-skills, Due to communicative activities, learners can realize the relationship between their classroom work and the ability to communicate in 8 real world, which is the final objective

of their studies. Littlewood states that it is likely that many aspects of language learning can take place only through natural processes, which are in progress when a person is involved in using the language for communication. Therefore, communicative activities play an essential role in the total learning process. These activities also create opportunities to build relationships among all people involved in the learning process (Plocková, 2010, p. 9).

Littlewood (2007) divides communicative activities into functional communication and social interaction ones. Functional communication activities are designed for learners to use whatever language they have at their disposal. Therefore, taking into account these opinions (Plocková, 2010) affirms that the success is measured primarily by their ability to cope with the given task, not by their grammatical accuracy and appropriateness of their choice of the language. Social interaction activities place emphasis also on choosing a language which is acceptable according to the particular situation. Consequently, success is measured according to both the functioning-effectiveness and correct language choice. Finally, it is essential to point out that the Communicative Approach often places the responsibility for fulfilling the tasks on the learners themselves. The teacher creates a situation and sets an activity, but his role during the activity is not direct, he can serve as a guide, advisor or observer, but the primary responsibility for coming to a conclusion lies on his students.

3   Methodology

3.1   Research design

This qualitative applied research explores the use of mobile-assisted language learning through mobile social networking as a strategy to improve the English- speaking skills of young students of a secondary school. It takes into account Crossman´s (2019) point of view, who refers that qualitative research is designed to reveal the meaning that informs the action or outcomes that are typically measured by quantitative analysis. This type of research was chosen since "applied research is also an original investigation undertaken to acquire new knowledge. It is, however, directed primarily towards a specific practical aim or objective" (Gulbrandsen & Kyvik, 2010, p. 344). The investigation was cross-sectional because it was carried out in a specific period, the 1sth semester of the year 2019. It was making an exploration of the actual school situation with particular emphasis on the comprehension of the technique observed with an inductive and descriptive investigation concerning the research procedure.

So, qualitative researchers investigate meanings, interpretations, symbols, and the processes and relations of social life. What this type of research produces is descriptive data that the researcher must then interpret using rigorous and systematic methods of transcribing, coding, and analysis of trends and themes. Because its focus is everyday life and people's experiences, qualitative research lends itself well to creating new theories using the inductive method, which can then be tested with further research. Besides, it provides descriptive outcomes about classroom social environment, such how is the effect of using mobile assisted learning through mobile social networking as a strategy of improving speaking skills among students, and student´s weakness and strengths, and also, it lets to identify some solutions to the possible problem found.

3.2   Population and Sample

Hanlon and Larget (2011) define that "a population is all the individuals or units of interest; typically, there is no available data for almost all individuals in a population" (p. 7).

The population for this research comprises two thousand and ninety-three one hundred students (between 13-17 years of age), in the seventh grade of secondary school in the National Institute Darío in San Isidro, Matagalpa. These students are distributed in four different class who attend school in four shifts, one in the morning shift, one in the afternoon shift, one in the evening shift and one in the Saturday shift.

Hanlon and Larget (2011) also state that "A sample is a subset of the individuals in a population; there is typically data available for individuals in samples" (p. 7).

The sample for this research includes both genders: male and female who are seven students of seventh "E" and one English teacher from afternoon shift at National Institute Dario.

3.3 Sampling

The sample: There are many kinds of samples. Patton (2002) lists sixteen types of sampling; however, given that our study is small and uses a qualitative approach, we will consider two popular types of sampling: **convenience sampling (ease of access), and purposive sampling (judgmental).** In the words of Bobbie Latham (2007), "the standard definition of sampling always includes the ability of the research to select a portion of the population that is truly representative of said population." (p. 2).

To carry out this research one English teacher was selected, the choice was made using purposive sampling (judgmental selection) or non-probability method through a non-random sampling. Whereas, from a 35 students group seven students were selected using probability-based methods, where the choice was in a "mechanical" procedure (convenience sampling) through random sampling, in order to get relevant information applying some interviews focused on eight questions about the use of technology.

3.4 Collection of Data

3.4.1 Observations

According to Bryant (2017) "observation is a method of data collection in which researchers observe within a specific research field" (p. 6). Observation´s guide is a systematic data

collection approach. Researchers use all of their senses to examine people in natural settings or naturally occurring situations. (Johnson, 2008). To have a clearer perception about the real environmental situation and to know the opinions of both teachers and students about the use of technology, particularly applying mobile-assisted language learning through mobile social networking as a strategy of improving the English- speaking skills of young students in the classroom, an observation´s guide was applied. This one was completed in several periods by observing some strategies applied technology by the teacher in various classes, in the same way, the students 'reaction to each one of them. The issues that arose during the observation periods were coded applying qualitative methods in the questionnaire guide. The reason for applying it is focused on the knowledge of how is the effect of using technology to teach in a natural environment of learning rather than making generalizations.

3.4.2 Semi-structured interviews

Semi-structured interviewing, according to Bernard (1988)(cited in Johnson, 2008, p.1) is best used when you won't get more than one chance to interview someone and when you will be sending several interviewers out into the field to collect data. So, the semi-structured interview is a guide of open-ended questions more commonly used in qualitative research. According to Johnson (2008) typically, the interviewer has a paper-based interview guide that he or she follows. Since semi-structured interviews often contain open-ended questions and discussions may diverge from the interview guide, it is generally best to tape-record interviews and later transcript these tapes for analysis. In this research, data were collected through semi-structured interviews; face-to-face interviews were applied in the school, in the classroom in a period from 15 to 20 minutes. One interview was aimed for one English teacher and other was aimed for seven English students, individually.

The interview questions focused on finding information about the effect of using technology in language learning. They also seek to shed light on the strategies put into practice by the teacher to improve students´ speaking skills in EFL classes. In turn, students were asked their opinion about the kind of strategies that catch their attention. These questions addressed the effect of mobile-assisted language learning through mobile social networking as a strategy of improving the English-speaking skills of young students, and if it could be useful to improve students´ speaking. Each interview was applied individually, and then the data analysis was

prepared. The seven interviews consisted of general open-ended questions intended to investigate how the effect of using technology among students is.

3.5 Data Analysis Strategies

Qualitative data was collected applying semi-structured interview and observation guide techniques, designed for one English teacher and seven students, which were processed by tabulation.

The data was analyzed putting into practice analytic tools such as thinking techniques used to simplify the coding process, theoretical comparisons and theoretical sampling. Also, it was used some exploratory sources such as observation´s guide, semi-structured interviews which consisted of open-ended questions transcripts. Data also were analyzed through other sources to collect information, among them are, recorded observations, texts and documents, multi-media or public domain sources and photographs.

Liberty (2019) states that more importantly, there is not one right way to analyze data. Depending on one´s needs and the type of data one´s collect, the right data analysis methods will shift. This also makes it necessary to understand each type of data, and which methodology can deliver the best results. Even so, some conventional techniques come included in most data analytics software because they are useful, and the first step in choosing the right data analysis technique begins with understanding what type of data is available. That is to say, whether, data is quantitative or qualitative. Therefore, taking into account the information above mentioned, some steps were carried out as strategies to make the data analysis:

- Questionnaire checking
- Editing
- Coding; to recognize themes and conceptions in the data
- Transcribing
- Tabulation
- To write reflective notes about the data
- Enumerating, to count the data to look for the frequency of themes or patterns
- Segmenting; to split the data in significant ways

- Adjusting the data
- Selecting a data strategy

3.6 Ethics and Human Subjects Issues

Flick argues that the importance of ethics resides in the fact that:

> Any form of research is an intervention that disturbs, influences or even changes the context in which the study is done. Interviewees are confronted with sometimes disturbing questions, routines of daily life or professional work are disrupted, and in evaluation research, for example, its results often aim at changing professional or institutional routines (2007, p. 123).

This study has been focused on human research, because it involves the ethical behavior, from teachers and students´ perceptions about the use of technology, and what it implies as a strategy in the educational process, specifically concerning with the learning of a foreign language. Moreover, the possible risks and advantages that can be offered from diverse people's points of view. For that reason as researchers, it is essential to put into practice the ethical conduct respecting each one of different interviewee´s opinions.

4 Analysis and discussion

This chapter is aimed to analyze the data information gathered from both teacher and students' interviews, taking as a sample eight students and one English teacher of seventh grade "E" from the afternoon shift at the National Institute Darío. Likewise, it also intends to define an observation guide outcome, done inside the classroom, which was concentrated on using technology through networking as a strategy of improving the English –speaking skills of young students.

4.1 Analysis

The outcomes of this paper were contrasted with the information presented in the literature review, which describes the use of technology, particularly about some strategies using mobile assisted language learning and its benefits to improve students speaking skills learning English as a foreign language. Also, the communicative approach provides autonomy on students, because it often establishes the responsibility for accomplishing the assignments on students themselves. The teacher creates a situation and sets an activity, but his role during the activity is not direct. He can serve as a guide, advisor or observer, but the primary responsibility for concluding lies on his students, Finally, it is essential to point out that using technology, specifically networking as a strategy to improve English-speaking skills in young students could be complemented with Communicative Approach, owing to both provide students more self-sufficient, and consequently they can learn in any place and at any time, making a suitable environment for learning (See chapter 2).

4.1.1 Which are the speaking activities carry out with the students of the 7th grade "E" of the National Institute Dario using the mobile-assisted Language Learning through mobile social networking in the classroom?

4.1.1.1 *Outcomes gathered in the teacher´s interview*

According to the results obtained in the interview, the teacher manifested that most of the time she frequently uses some strategies using technology to teach such as computers, tablet, data show, and cellphones to teach English as a second language. She also takes the students to the room ICT to practice listening and speaking through interactive videos. But she considers that

using technology; the particularly mobile device also presents some disadvantages because she explains that one of her main obstacles is that not all the students have access to a phone, and she cannot develop all the planned strategies. And, also while she is teaching some students are distract easily using a phone, and they do not pay attention to the target class. In spite of this, she considers that teaching using technology is an excellent strategy for teaching. She suggests some strategies that according to her have been useful on students learning and have improved students English-speaking skills, such as online dialogues, interactive video call, interactive videos, record yourself, among others. She mentions some strategies that could be put into practice with students using networking in the classroom. For instance, platforms to speak in an interactive way, record yourself, and then teacher checks errors, talking face to face through video call, create a WhatsApp group, Facebook group, Messenger group to involve all the students and make interactive calls.

It is essential to say that applying the strategies discussed above showed more interest in the class. Students manifested that learning using social networking makes the learning of English as a foreign language more fun and they improved more their speaking skill putting into practice all the strategies proposal by their teacher, because when they are alone they make a suitable environment for learning, and the devices are great support for studying.

4.1.1.2   Outcomes gathered in students´ interview

Different `student's opinions were found in the interview. Most of the students coincided that frequently the teacher uses technology to teach. But one of the main obstacles using technology is that there are not enough tablets to make the exercises oriented by the teacher. While other students considered that the teacher does not apply technology to teach all the time, but she has a teacher assisted, who teaches sometimes using technology. Not all the students have the possibility to accesses to watch videos, because some of them do not have a phone or computer to study. Students affirm that "for that reason, our teacher takes us to the ICT room, but we can go every day." Other students considered that "the teacher uses technology most of the time because she takes us to the ICT room and they think that she uses technology to make easier the learning." But, they also manifested that one of the difficulties is when sometimes, some of the classmates present misbehavior, which creates a challenging environment for learning. Other obstacles mentioned by them were the lack of enough computers, and not all the students

cannot accede to the internet, due to another group occupies the ICT room at the same time. While others manifested that for them it is so difficult to comprehend what people are talking through the videos presented in the class. Because of, sometimes the teacher shows videos so faster, and they cannot understand, and they also mentioned another difficulty is when the electricity goes away they cannot complete the assignment oriented by the teacher.

In one student´s opinion, he said that "teacher uses some strategies to teach using technologies, but one of them in special that call my attention is when she presents videos about the children daily activities. When a teacher applies this kind of activity we feel relaxed because we can develop our speaking skills through repetition words and at the same time improve listening skills, to listen to audios and then to repeat words". So, when the teacher applies this kind of strategy the students feel that they can learn faster and easier the English speaking and pronunciation.

Using mobiles to make a task or to practice English speaking or pronunciation make students more attentive and provoke students more desires to learn. It is important to include technology in the learning process, especially networking because most of the students have an account to access.

The teacher applies strategies like online videos to make faster the learning. Implementing strategies such as using mobile devices can improve students speaking skills because it is easier to look for information in the network to learn and to practice English speaking. Applying this type of strategies can produce positives effects on students, for instance, students are more interested in the class, the right level of learning, and can interact with each other differently. With the use of the Network, students can learn faster and a meaningful way, besides with the use of mobile social networking they can improve their speaking, learning it more quickly, and having fun at the same time.

The teacher applies some strategies like online record conversation. The effects on students who learn through technology can be positive and negative, because the students feel more pleased when they can learn and practice and review speaking exercises whenever they want. On the other hand, sometimes students, who are not engaged with their learning, and can access different types of information not convenient for them. With the integration of technology as a

strategy of learning improving English speaking, it is easier to access to any kind of information to improve communication skills, to understand what people talking through the videos presented in the class.

The strategy applied by the teacher in class which is more liked by students is when the teacher makes conversations, and practice online. One student manifested that "sometimes he has felt frustrated when he cannot understand what videos talk about. Strategies using mobile assisted learning could be an excellent strategy for the young learner, especially for teenagers, because it helps to improve their English speaking and keep them entertained. The teacher also assigns students to look at some crafts on their phones, to later they can make comments about it talking in English with their peers.

Applying strategies using mobile language learning produces positive effects on students, due to they use technology abundantly in their everyday life, and they find it very important and motivating in learning a foreign language. The positive effects that ICT provide on students' motivation, engagement and attitudes towards the subject matter to be learnt, and make technology an appealing component of education.

Mobile assisted language learning could be an excellent strategy to develop speaking skills because of, the activities that mobile devices offer, particularly mobile phones, are quite productive. Some of the everyday activities frequently suggested by the teacher are to read e-books, to listen to audio and audio-visual materials such as podcasts, to share visual materials (video, photos, etc.), to make social contact, to play games, to record audio and video documents, to make social contacts, etc. Applying mobile assisted language learning produces positives effects on students because they can learn by themselves.

Mobil assisted language learning offers quite advantages like the students can learn in their free time to reinforce knowledge. Although learning through mobile phones may take longer time compared to computers, the learners feel a greater sense of freedom of time and place, so that they can take advantage of spare time to learn a second language when and where they are. Students are more attentive when the teacher applies strategies such as recorder, repetition words, and check errors. When the teacher applies this kind of approach students are more interested in to learn because they feel more motivated to learn to speak in the correct way.

4.1.2 Which are the advantages of the integration of technology of mobile-assisted Language Learning through mobile social networking as a strategy of improving the English-speaking skills of the 7th grade "E" students of the National Institute Dario?

4.1.2.1 Outcomes gathered in the teacher´s interview

The teacher explains that networking offers a lot of advantages for student learning. She thinks that it could be a great strategy to improve students speaking skills because most of the young students have access to social networking and phones, and in this way, they can be more involved in the class, more enthusiastic and engaged with their learning.

Mobile assisted language learning produces positives effects on students because they are more encouraged to learn. They can practice speaking in any time or any place outside of the classroom and continue in this way with their learning process. Most of the young students accede to social networking and have a phone; for this reason, it is essential to involve this kind of technology as a strategy to develop learning on students.

One the main advantages that this strategy offers is that students can improve their skills because they feel more comfortable studying in asynchronous communication than face to face, they are more confident to speak in English each other. They not only develop their speaking skills but their listening skills too. Besides, they are more autonomous to study.

4.1.2.2 Outcomes gathered in students´ interview

To apply this strategy using phones provides a lot of advantages, for example, students promote interactivity, collaboration, and engagement in various learning activities, and personalize learning by giving learners control over what, where, when and how they will learn. Sometimes the teacher presents videos so faster, and I cannot understand, and another difficulty is when the electricity goes away we cannot complete the assignment by the teacher. One of the interviewees said, "I like more to go to the ICT room because there I can interact in the English language with other people through social networking."

This kind of activity helps students to improve language learning and communication skills. Another student also mentioned, "I feel so connected with the class, and I like to continue

learning, and I like to learn using mobile assisted English learning because it is a good strategy to develop communication skills, grammar and listening too." The teacher also orients various activities like online videos, social contact online, recordings. The effects that this strategy produces are positives because students are motivated to learn in an autonomy way. With the integration of technology, learning has been enriched, because there is a lot of content to improve students' English skills.

With the integration of technology through assisted mobile learning language in the teaching-learning process students can be more benefited because they can more be engaged with their learning, and to practice in their free time outside of the classroom. Besides students feel more motivated to learn, more confidence to speak and they improve their learning skills.

A student interviewed also manifested "I think that applying this kind of strategies can produce positives effects on students, for instance, students are more interested in the class, and they get a good level of learning, and can interact each other differently."

Mobile assisted language learning offers quite advantages like the students can learn in their free time to reinforce knowledge. Although learning through mobile phones may take longer time compared to computers, the learners feel a greater sense of freedom of time and place, so that they can take advantage of spare time to learn a second language when and where they are. With the integration of technology, learning has been enriched because there is a lot of content to improve student's English skills.

4.1.2.3   Outcomes gathered in the observation guide

It was made a periodic observation guide inside of the classroom, where it could observe that teacher usually used to go to the ICT room, once per month because most of the students like to work there using technology to practice listening and speaking skills. She also uses some strategies to improve students speaking skills such as flashcards, visual graphics, audio record and repetition words to enhance students´ speaking skills. Besides, she applies another kind of strategies, for instance, video call, online videos to practice and improve listening and speaking, online texts to practice and improve grammar.

Using technology, the students are more involved in the class, and it let them improve their English speaking skills. The students are more engaged. They enjoy using phones to make the task, and to share experiences with others. They were listening to the teacher instructions carefully. However one of the difficulties observed was that do not all the students had access to use the mobile device using social networking. One of the activities that called students 'attention was called in practice activity because through this activity students had the opportunity to interact among them and in this way also dynamically improve their English speaking skills. But, not all the students have a phone, but most of the students who possess phone, bring them to the class. Most of the students own a mobile device, but not all of them have access to the internet on their mobile. It is one of the disadvantages of using mobile assisted learning through mobile social networking as a strategy to improve English students skills.

However, it can be quite advantageous for students to use technology because they learn and get fun at the same time. So, it produces positives effects on students, because they engaged more with their learning, and they feel comfortable with this kind of strategy, due to they have more autonomy and can practice and learn more in any time and any place. Though, in spite of, this is an excellent instrument for learning, it also presents some disadvantages, for instance, students can distract easily using mobile devices when they review other kind of applications.

4.2 Discussion

4.2.1 Which are the speaking activities carry out with the students of the 7th grade "E" of the National Institute Dario using the mobile-assisted Language Learning through mobile social networking in the classroom?

Taking into account the interviews and guide observation outcomes presented in the analysis it could be affirmed that most of the strategies applying by the teacher using technology help students´ learning English speaking skills. In addition to most of them manifested that they felt more motivated to practice English speaking through mobile devices through mobile social networking. Therefore it could be considered that mobile assisted language learning through

mobile social networking could be an excellent strategy to improve English speaking in young students due to the impact that the social networking is generating around the world and considering that most of the young learners have access to a mobile device and a social account in the network which makes easier the learning for them. However, it could observe that one of the difficulties presented using these strategies is although, most of the students have a mobile device, and some of them do not have access to the network. Nevertheless, this strategy provokes positive effects on students, because they become more self-confidence, and self-sufficient in their learning.

4.2.2 Which are the advantages of the integration of technology of mobile-assisted Language Learning through mobile social networking as a strategy of improving the English-speaking skills of the 7th grade "E" students of the National Institute Dario?

Taking into account the outcomes above described, it could be considered that mobile devices are faster captivating new users, especially young people; due to it provides growing capacity, and allow more clever use. The integration of such technologies into learning of a foreign language could be beneficial to develop effective strategies of learning such as mobile-assisted language learning (MALL) through mobile social networking that could play an essential role in students' development, owing to the mobile phone is very accessible, moderately cheap and its mobility facilitates that students can practice English speaking in any place and at any time. Also, many educational applications that could be installed in the mobile phones let students develop their English language speaking and their communicative skills. Taking into account the advantages that mobile features offer such as audio, animation, interactive scenes of images and projection, learning can be manipulated in a variety of approaches that will make it more fun, exciting and fruitful for learners. Which generate a positive effect on students, because they are more engaged and enhanced with their learning, and it provokes in them more autonomy.

5 Conclusions

The ICT tools are generating a powerful impact through the revolution of technology in a new globalized world, where are affecting all social areas and especially the educational field.

Given the nature of this study target, it was necessary to make an exploration about the integration of technology in the learning process, especially into apply strategies using mobile devices through mobile social networking to improve students´ English speaking skills. Therefore to make this study it was required to apply some interviews aimed to one English teacher and students, to get the outcomes about the real environment and to value how were the effects presented by students using technology in class.

The Nicaraguan educational system proposes that the teacher should use different strategies to guide his students learning to get a successful knowledge. But one of the limiting founds in this research was that not all the students have access to use technology due to the lack of ICT rooms in the school. For that reason, they are considering the outcomes obtained in some interviews and observation guide, where most of the students and the teacher manifested some of the advantages of using mobile phone for learning, for instance, to develop autonomy and self-confidence on students to improve their English speaking skills. Also, students feel more engaged and enhanced with their education, because they can study in any place and at any time outside the classroom. Another advantage is that mobile devices such as phones could be excellent tools for learning because, they are cheaper than computers.

It is essential to mention that this paper could be significant for new researches based on the inclusion of technology as a strategy of learning, mainly through the use of mobile assisted language learning as well as, to benefit the teaching process providing the teacher the use of different strategies to guide students' learning so that they can build their knowledge. Many times teachers use strategies, but do not mix them with technological resources, which is insufficient in the development of communication skills in students.

 In relation to the general objective, referred to analyze the Effect of Mobile-Assisted Language Learning through Mobile Social Networking as an strategy of improving the English-speaking skills of young students of 7th grade "E" of the National Institute Dario during the year 2019,

it is concluded that according to the outcomes gathered in the interview and observation guide, most of the student expressed   when the teacher applies strategies using technology, they feel more motivated for learning, which generated positives effects on them, because in this way they can learn by themselves in their free time. And, the use of phones as a strategy of learning is an excellent idea, due to most of them can use it. For that reason, it requires the regular use of ICT resources and among them the mobile-assisted language learning approach to achieve optimal development in the communication skills of students.

It can be said that the objectives set out in this study were fulfilled, since if the teachers use the mobile-assisted language learning approach as a strategy to improve communication, then the development of the basic skills of the English language (listening, speaking, reading and writing) will be achieved. As well as the competencies (listening comprehension, pronunciation, grammar and vocabulary) in the students.

It were identified some limitations, such as, students have not yet developed communication skills, the lack of enough ICT rooms to facilitate the use of technology in the learning process. As well as, not all the students have access to the network, and to buy their own phone to practice at their home the assignments oriented by their teacher. Not doing this, would negatively affects the achievement of oral skills that students must develop in their process of knowledge acquisition. The awareness that teachers and students have about this approach was explored, the strategies applied by teachers in the process of learning the English language were evaluated. They want them to be used more frequently to get out of the routine and achieve more meaningful learning. But another limiting is that most of the students do not devote enough time to self-study and research. This is reflected in their low level of comprehension, limited vocabulary, and limited fluency when communicating with their classmates or with a native speaker.

By itself, the approach above does not contribute significantly to the development of skills. Because it is necessary that teachers apply a didactic instrument aimed at the students in a planned, organized and aware way by the teachers to develop the students' communication skills. However, the use of it as a strategy to improve English speaking students skills could be an excellent complement for their learning.

Variety of activities and potential for learning, possibility of individualized attention to the student because it responds immediately to questions and orders, reduction of transmission time and assimilation of contents, avoids impatience to make mistakes repeatedly, promotion of knowledge about technology that is important in modern society and could help in training and future work projects, possibility of tutorials and guides the student to the correct answer, fast, accurate and in less time of the recovery action of information, facilitates teaching, mediates learning.

6 Recommendations

For new researches; it is important to take into account the advantages offered by using mobile assisted language learning through mobile social networking as a strategy to improve the English speaking skills in young students, such as the possibility of teaching the language in a different , interesting and more attractive way, visual representation of the object to be studied, repetition of the information as many times as necessary, analysis of the specific errors of the students, motivation and participation by the students, facilitation of the animated representations, possibilities of interacting with the language being studied.

For the teachers:

a) Update their technological knowledge in order to facilitate their students a quality education.
b) Approach the mobile-assisted language learning approach and apply it in their class sessions to make the most of their advantages and print the teaching of the English a less traditional aspect.
c) Continue working with that commitment, love and dedication to the teaching.
For the students:
a) Organize study teams according to their geographical location when not fully understand a specific topic.
b) When they have difficulties in carrying out a procedure, arrange an appointment with the teacher.
c) Make continuous use of ICT applications and resources to strengthen knowledge acquired and at the same time, take it as a didactic tool to exploit its potential.
d) Devote more time to self-study, reading and research.

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Annexes

National Autonomous University of Nicaragua

UNAN–Managua

Multidisciplinary Regional Faculty

FAREM–Estelí

SEMI-STRUCTURED INTERVIEW AIMED AT THE ENGLISH TEACHER OF THE AFTERNOON SHIFT OF THE NATIONAL INSTITUTE DARIO

Teacher's Interview

Dear teacher, the whose principal objective of this research is to analyze the effect of mobile-assisted Language Learning through mobile social networking as a strategy of improving the English-speaking skills of young students of 7th grade " E" of the National Institute Dario. All the information that you can provide about your teaching experience inside the classroom will be useful for us, we appreciate your help. Thank you so much!

1. Do you use technology to teach in your classroom?
2. What are the main obstacles that you face with when teaching in your classroom?
3. What strategies should be applied to improve speaking skills among young students using technology?
4. Which of the strategies that you have applied using technology, do you think are useful to improve the speaking skills of young students?
5. Do you consider that mobile assisted language learning through mobile social networking could be a strategy of improving the English- Speaking skills of young students? Explain why
6. Which are the speaking activities that could be put into practice with the students using networking in the classroom?
7. Could you mention how is the effect of mobile-assisted Language Learning through mobile social networking as a strategy for improving the English-speaking skills of young students?
8. Which could be the advantages of the integration of technology of mobile-assisted Language Learning through mobile social networking as a strategy of improving the English-speaking skills of the young students?

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FAREM-Estelí

SEMI-STRUCTURED INTERVIEW AIMED AT THE ENGLISH STUDENTS OF SEVENTH GRADE "E" OF THE AFTERNOON SHIFT AT THE NATIONAL INSTITUTE DARIO.

Students' Interview

Dear student, the whose principal objective of this research is to analyze the effect of mobile-assisted Language Learning through mobile social networking as a strategy of improving the English-speaking skills of young students of 7th grade " E" of the National Institute Dario. All the information that you can provide about your experience inside the classroom will be useful for us, we appreciate your help. Thank you so much!

1- Does your teacher use technology to teach in your classroom?

2- What are the obstacles that you observe in your classroom using technology?

3- Which of the strategies applied by your teacher using technology to catch your attention and improve your English speaking skills among your classmates?

4- How do you feel when your teacher applies these strategies? Why?

5- Do you consider that mobile assisted language learning through mobile social networking could be a strategy of improving the English- Speaking skills of young students? Explain why

6- 5-Which is the speaking activities that your teacher applies with the students using mobile assisted language learning through mobile social networking in the classroom?

7- Do you consider that applying mobile-assisted Language Learning through mobile social networking as a strategy for improving the English-speaking skills of young students could have a positive effect? why

8- Which could be the advantages of the integration of technology of mobile-assisted Language Learning through mobile social networking as a strategy of improving the English-speaking skills of the young students?

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FAREM-Estelí

OBSERVATION´S GUIDE AIMED AT SEVENTH GRADE "E" STUDENTS AND THE ENGLISH TEACHER OF AFTERNOON SHIFT AT THE NATIONAL INSTITUTE DARIO.

Table 1

Observation	Yes	No	Comments
The teacher uses technology to teach in the classroom	x		She usually used to go to the ICT room, once per month, because most of the students like to work there using technology to practice listening and speaking skills.
The teacher applies different strategies using technology to improve students speaking skills. The teacher uses other kind of strategies using technology to enhance English speaking skills of students in the classroom	X		The teacher also uses some strategies to improve students speaking skills such as flashcards, visual graphics, audio record and repetition words to improve students´ speaking skills. Besides, she applies other kinds of strategies, for instance, video call, online videos to practice and improve listening and speaking, online texts to practice and improve grammar.
The students improve their English speaking skills when teacher applies strategies using mobile-assisted language learning through mobile social networking as a strategy, applying activities such as data access activity and call in practice activity.	X		Using technology, the students are more involved in the class, and it let them improve their English speaking skills. The students are more attentive; they enjoy using phones to make the task, and to share experiences with others. They were listening to the teacher instructions carefully. However one of the difficulties observed was that not all the students had access to use the mobile device using social networking. One of the activities that called students 'attention was called in practice activity because through this activity students had the opportunity to interact among them and in this way also dynamically improve their English speaking skills.
Usually all students bring their mobile devices to class	X		Not all the students have a phone, but most of the students who possess the phone, bring them to the class.
Most students have access to mobile devices		X	Most of the students possess a mobile device, but not all of them have access to the internet on their mobile. It is one of the disadvantages of using mobile assisted learning through mobile social networking as a strategy to improve English students skills.

When a teacher applies technologies to teach such as mobile-assisted Language Learning through mobile social networking as a strategy of improving the English-speaking skills of young students, it produces a positive or negative effect.	X		It can be quite advantageous for students because they learn and get fun at the same time. So, it produces positives effects in students, because they engaged more with their learning, and they feel comfortable with this kind of strategy, due to they have more autonomy and can practice and learn more in any time and any place. Though in spite of, this is an excellent instrument for learning, it also presents some disadvantages, for instance, students can distract easily using mobile devices when they review another kind of applications.
The integration of technology of mobile-assisted Language Learning through mobile social networking produces advantages improving the English-speaking skills of the young students			Considering that most of the learner students of English as a foreign language (EFL) do not have the opportunities to put into practice their English- speaking skills; taking into account the development of the social-networking sites and mobile learning, and particularly mobile-assisted language learning, offers new opportunities for these learners to practice speaking English in a meaningful way. For example, students can learn a language in class and then use mobile technology to practice language speaking outside of school, through social networking or interacting calls. Mobile technology offers many learning experiences, whereby, students can study anytime and anywhere.

Table 2   **Tabulation Teacher´s Interview**

Specific Research Questions	Questions	Answers	Analysis
		Teacher	
Which are the speaking activities carry out with the students of the 7th grade "E" of the National Institute Dario using the mobile-assisted Language Learning through mobile social networking in the classroom?	1. Do you use technology to teach in your classroom? 2. What are the main obstacles that you face with when teaching in your classroom?	Most of the time I use technology to teach. One of the main obstacles, when I am teaching using technology, is that not all the students have access to the phone, and I cannot develop all the planned strategies. And, also when I am teaching some students distract easily using phone and do not pay attention to the target class. Online dialogues, interactive video call, interactive videos, record yourself, among others.	Most of the time the teacher uses technology such as computers, tablet, data show, and cellphones to teach English as a second language. She also takes the students to the room ICT to practice listening and speaking through interactive videos. But she considers that teach using technology; the particularly mobile device also presents some disadvantages because she explains that one of her main obstacles is that not all the students have access to the phone, and she cannot develop all the planned strategies. And, also while she is teaching some students are distract easily using the phone, and they do not pay attention to the target class. In spite of this, she considers that teaching using technology is an excellent strategy for teaching. She suggests some strategies that according to her have been useful on students learning and have improved students English-speaking skills, such as
	3. What strategies should be applied to improve speaking skills among young students using technology?	I consider that all of the strategies that I have implemented have given good outcomes to improve speaking skills. Platforms to speak in an interactive way, record yourself, and then teacher check errors, talking face to face through video call, create a WhatsApp group, Facebook group, Messenger group to involve all the students and make interactive calls	
Which are the advantages of the integration of technology of mobile-assisted Language Learning	4. Which of the strategies that you have applied using technology, do you think are useful to improve the speaking skills of young students? 5. Which are the speaking	I consider networking could be a great strategy to improve speaking, because most of the young students have access to social networking and phones, and in this way, they can be more involved in	

through mobile social networking as a strategy of improving the English-speaking skills of the 7th grade "E" students of the National Institute Dario?	activities that could be put into practice with the students using networking in the classroom? 6. Do you consider that networking could be a strategy of improving the English- Speaking skills of young students? Explain why 7. Could you mention how is the effect of mobile-assisted Language Learning through mobile social networking as a strategy for improving the English-speaking skills of young students?	the class, more enthusiastic and engaged with their learning. Mobile assisted language learning produces positives effects on students because they are more encouraged to learn. They can practice speaking learning in any time or any place outside of the classroom, and continue in this way with their learning process. One the main advantages that this strategy offers is that students can improve their skills because they feel more comfortable studying in a synchronous communication than face to face, they are more confident to speak in English each other. They not only develop their speaking skills but their listening skills too. And also they are more autonomous to study.	Online dialogues, interactive video call, interactive videos, record yourself, among others. She mentions some strategies that could be put into practice with students using networking in the classroom, for instance platforms to speak in interactive way, record yourself, and then teacher check errors, talking face to face through video call, create a WhatsApp group, Facebook group, Messenger group to involve all the students and make interactive calls Teacher explains that networking offers a lot of advantages for student learning, and it could be a great strategy to improve students speaking skills, because most of the young students have access to social networking and phones, and in this way they can be more involved in the class, more enthusiastic and engaged with their learning. Mobile assisted language learning produces positives effects on students, because they are more encouraged to get learning, they can practice

	8. Which could be the advantages of the integration of technology of mobile-assisted Language Learning through mobile social networking as a strategy of improving the English-speaking skills of the young students?		speaking learning in any time or any place outside of the classroom and continue in this way with their learning process. Most of the young students accede to social networking and have a phone; for this reason, it is important to involve this kind of technology as a strategy to develop learning on students. One the main advantages that this strategy offers is that students can improve their skills because they feel more comfortable studying in asynchronous communication than face to face, they are more confident to speak in English each other. They not only develop their speaking skills but their listening skills too. And also they are more autonomous to study.

Specific Research Questions	Questions	Answers							Table 3 Students´ Tabulation
		Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	
Which are the speaking activities carry out with the students of the 7th grade "E" of the National Institute Dario using the mobile-assisted Language Learning through mobile social networking in the classroom?	1-Does your teacher use technology to teach in your classroom?	Yes, my teacher uses technology, but there are not enough tablets to make the exercises oriented by the teacher.	The teacher does not apply technology to teach all the time, but she has a teacher assisted, who teaches sometimes using technology.	The teacher uses technology most of the time because she takes us to the ICT room.	The teacher uses technology to make more accessible learning.	Frequently the teacher uses technology to teach.	The English teacher applies technological strategies for teaching.	Most of the time the teacher uses technology to teach.	
	2-What are the obstacles that you observe in your classroom of using technology?	I consider that I do not have any obstacles using technology.	Not all the students have the possibility to accesses to watch videos, because some of them do not have a phone or computer to study. For that reason, our teacher takes us to the ICT room, but we can go every day.	Sometimes, some of my classmates present misbehavior, which create a difficult environment for learning.	One of the obstacles presented in the classroom is the lack of enough computers and not all the students can accede to internet, due to another group occupies the ICT room at the same time.	To understand what people is talking through the videos presented in the class.	Sometimes electricity goes away.	Sometimes teacher presents videos so faster and I cannot understand, and another difficulty is when the electricity goes away we cannot complete the assignment by the teacher.	
	3- Which of the strategies applied by your teacher using technology catch your attention and improve English speaking skills among your classmates?	One of the strategies applied by my teacher that call my attention is when she takes us to the ICT room and present some videos to teach.	Teacher uses some strategies to teach using technologies, but one in special that call my attention is when she presents videos about the children daily activities.	I like some strategies used by my English teacher like to listen audios and then to repeat words.	The teacher applies different strategies to teach, but one which call more my attention is the audio record and repetition words.	The strategy applied by the teacher in class which I like it more is when the teacher makes conversations, and practice online.	I like when the teacher applies strategies such as recorder, repetition words, and check errors.	I like more to go to the ICT room, because there I can interact in English language with another people through of social networking.	
	4- How do you feel when your teacher applies these strategies? Why?	When my teacher applies strategies like watch videos, I feel comfortable with the learning.
I consider that networking could be an excellent	When teacher applies this kind of activity I feel relaxed, because I can develop my speaking skills through repetition words and at the same time improve my listening skills. Applying strategies like networking could be an excellent	When the teacher applies this kind of strategy particularly I feel that I can learn faster and easier the English speaking and pronunciation. Using mobiles to make task or to practice	When teacher applies this kind of strategies I feel so enthusiastic, and motivated to learn.
I consider that with the use of Network, we can learn faster and a meaningful way, besides with the use of mobile social	Sometimes I feel frustrated when I cannot understand what videos talk about. Strategies using mobile assisted learning could be an excellent strategies for young learner, especially for	When my teacher applies this kind of strategy I am more interested in to learn, because I feel more motivated to learn to speak in a correct way.	This kind of activity helps students to improve language learning and communication skills.
I feel so connected with the class, and I like to continue learning.	
Which are the advantages	5-Do you consider that								

of the integration of technology of mobile-assisted Language Learning through mobile social networking as a strategy of improving the English-speaking skills of the 7th grade "E" students of the National Institute Dario?	networking could be a strategy of improving the English-Speaking skills of young students? Explain why 6-Which are the speaking activities that your teacher applies with the students using networking in the classroom? 7-Do you consider that applying mobile-assisted Language Learning through mobile social networking as a strategy of improving the English-speaking skills of young students could have a positive effect? why	strategy for teaching because the students learn and get fun at the same time. The teacher practices speaking throughout some online video calls, to students can make a conversation face to face through synchronous communication. Students will be able to study English and to practice pronunciation in any place and at any time I am using mobile-assisted Language Learning through mobile social networking to learn, which help to make students more self-confidence, which could be a positive effect on students learning. With the integration of technology of mobile assisted language	strategy to develop English speaking, because the student have the possibility to interact through some online videos with other persons, or also, to watch videos by native English speaker. The teacher take us to the ICT room to show us some online videos, and to practice online exercises about speaking and pronunciation. I consider that applying mobile-assisted Language Learning through mobile social networking could be an excellent strategy for learning, because most of students have cellphones and it is easier to practice pronunciation using this mobiles dispositive. The positive effects that using mobile for learning offers is that students can learn by themselves or review the assignments oriented by the teacher, however one of the negative effects is when students do	English speaking or pronunciation make students more attentive which provoke students more desires to learn. It is important to include technology in the learning process, specially networking because most of the students have an account to access. The teacher applies strategies like online videos to make faster the learning. Applying strategies such as using mobile devices can improve students speaking skills, because it is easier to look for information in the network to learn and to practice English speaking. I think that applying this kind of strategies can produce positives effects on students, for instance students more	networking we can improve our speaking English learning faster and fun. The teacher applies some strategies like record online conversation The effects on students who learn through this can kind of strategy can be positive and negative, because the students feel more happy when they can learn and practice speaking and review the exercises when they want, but in the other hand sometimes students are not engaged with their learning, and can access other types of information not convenient for them. With the integration of technology as strategy of learning improving English speaking it is easier to access to any type of information to improve	teenagers because it helps us learn to speak better English and keep us entertained. The teacher assigns us to look at some crafts on our phones so that later we can make comments talking in English with our peers about it. Applying strategies using mobile language learning produces positive effects on students, due to they use technology abundantly in their everyday life, and they find it very important and motivating in learning a foreign language. The positive effects that ICT provide on students' motivation, engagement and attitudes towards the subject matters to be learnt make technology a	Mobile assisted language learning could be an excellent strategy to develop speaking skills because of the activities that mobile devices offer, particularly mobile phones, are quite rich. Some of the common activities frequently suggested by the teacher are to read e-books, to listen to audio and audio-visual materials such as podcasts, to share visual materials (video, photos etc.), to make social contact, to play games, to record audio and video documents, to make social contacts, etc. Applying mobile assisted language learning produces positives effects on students because they are able to	I like to learn using mobile assisted English learning, because it is a good strategy to develop communication skills, grammar and listening too. Teacher also orients various activities like online videos, social contact online, recordings. The effects that this strategy produces are positives, because students are motivated to learn in an autonomy way. With the integration of technology the learning has been enriched, because there are a lot of content to improve students English skills.

		learning as a strategy to improve students English speaking students feel more motivated to learn, more confidence to speak and it improves their learning skills.	not feel motivated, they can distract easily with their cellphones reviewing other kind of content, without supervision by an old person. With the integration of technology through assisted mobile learning language in the teaching- learning process students can be more benefited because they can more engaged with their learning, and to practice in their free time outside of the classroom.	interested in the class, good level of learning, and students can interact each other in a different way.	communication skills.	appealing component of education. Mobile assisted language learning offers quite advantages like the students can learn in their free time to reinforce knowledge. Although learning through mobile phones may take longer time compared to computers, the learners feel a greater sense of freedom of time and place, so that they can take the advantage of spare time to learn a second language when and where they are.	learn by themselves. To apply this strategy using phones provides a lot of advantages, for example students promote interactivity, collaboration and engagement in various learning activities, and personalize learning by giving learners control over what, where, when and how they will learn	
	8-Which could be the advantages of the integration of technology of mobile-assisted Language Learning through mobile social networking as a strategy of improving the English-speaking skills of the young students?							

Analysis
Different student's opinions were found in the interview. Most of the students coincided that frequently the teacher uses technology to teach. But one of the main obstacles using technology is that there are not enough tablets to make the exercises oriented by the teacher. While another student considered that the teacher does not apply technology to teach all the time, but she has a teacher assisted, who teaches sometimes using technology. Not all the students have the possibility to accesses to watch videos, because some of them do not have a phone or computer to study. For that reason, our teacher takes us to the ICT room, but we can go everyday Other students considered that the teacher uses technology most of the time because she takes us to the ICT room and they think that she uses technology to make easier the learning. But sometimes, some of their classmates present misbehavior, which create a difficult environment for learning. Other obstacles mentioned by them were the lack of enough computers and not all the students cannot accede to internet, due to another group occupies the ICT room at the same time. To understand what people is talking through the videos presented in the class. Because of sometimes teacher presents videos so faster and they cannot understand, and another difficulty is when the electricity goes away we cannot complete the assignment oriented by the teacher. Teacher uses some strategies to teach using technologies, but one in special that call my attention is when she presents videos about the children daily activities. When teacher applies this kind of activity we feel relaxed, because we can develop our speaking skills through repetition words and at the same time improve my listening skills, to listen audios and then to repeat words. When the teacher applies this kind of strategy particularly I feel that we can learn faster and easier the English speaking and pronunciation. Using mobiles to make a task or to practice English speaking or pronunciation make students more attentive which provoke students more desires to learn. It is important to include technology in the learning process, especially networking because most of the students have an account to access. The teacher applies strategies like online videos to make faster the learning. Applying strategies such as using mobile devices can improve students speaking skills, because it is easier to look for information in the network to learn and to practice English speaking, applying this kind of strategies can produce positives effects on students, for instance, students more interested in the class, good level of learning, and students can interact each other in a different way. With the use of Network, we can learn faster and a meaningful way, besides the use of mobile social networking we can improve our speaking English learning faster and fun. The teacher applies some strategies like online record conversation The effects on students who learn through this can kind of strategy can be positive and negative, because the students feel happier when they can learn and practice speaking and review the exercises when they want, but in the other hand sometimes students are not engaged with their learning, and   can access other types of information not convenient for them. With the integration of technology as a strategy of learning improving English speaking, it is easier to access any kind of information to improve communication skills. To understand what people is talking through the videos presented in the class. The strategy applied by the teacher in class which I like it more is when the teacher makes conversations, and practice online. Sometimes I feel frustrated when I cannot understand what videos talk about. Strategies using mobile assisted learning could be an excellent strategies for young learner, especially for teenagers because it helps us learn to speak better English and keep us entertained. The teacher assigns us to look at some crafts on our phones so that later we can make comments talking in English with our peers about it. Applying strategies using mobile language learning produces positive effects on students, due to they use technology abundantly in their everyday life, and they find it very important and motivating in learning a foreign language. The positive effects that ICT provide on students' motivation, engagement and attitudes towards the subject matters to be learned make technology an appealing component of education. Mobil assisted language learning offers quite advantages like the students can learn in their free time to reinforce knowledge. Sometimes the electricity goes away. I like it when the teacher applies strategies such as recorder, repetition words, and check errors. When my teacher uses this kind of strategy I am more interested in learning because I feel more motivated to learn to speak in the correct way. Mobile assisted language learning could be an excellent strategy to develop speaking skills because of the activities that mobile devices offer, particularly mobile phones, are quite rich. Some of the common activities frequently suggested by the teacher are to read e-books, to listen to audio and audio-visual materials such as podcasts, to share visual materials (video, photos, etc.), to make social contact, to play games, to record audio and video documents, to make social contacts, etc. Applying mobile assisted language learning produces positives effects on students because they can learn by themselves.   To apply this strategy using phones provides a lot of advantages, for example, students promote interactivity, collaboration and engagement in various learning activities, and personalize learning by giving learners control over what, where, when and how they will learn. Sometimes the teacher presents videos so fast, and I cannot understand, and another difficulty is when the electricity goes away we cannot complete the assignment by the teacher. I like more to go to the ICT room because there I can interact in the English language with other people through social networking. This kind of activity helps students to improve language learning and communication skills. I feel so connected with the class, and I like to continue learning. I like to learn using mobile assisted English learning because it is an excellent strategy to develop communication skills, grammar and listening too. The teacher also orients various activities like online videos, social contact online, recordings. The effects that this strategy produces are positives because students are motivated to learn in an autonomy way. With the integration of technology, the learning has been enriched because there is a lot of content to improve students' English skills.

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48