Mobile devices for teaching English as a second language in higher education. The case of DUOC in Chile

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Abstract

Mobile devices are efficient tools of language learning since they enable students to learn and practice anywhere and anytime with personalized content and progress. This article analyzes the incorporation of the use of mobile devices for teaching English as a second language in higher education. This research was developed on a positivist paradigm, with a descriptive and quantitative methodology. The sample was formed by 32 students of Basic English courses belonging to DUOC UC Institute, in Chile who practiced their writing skills through systematical activities developed during 2013 in the Virtual Platform Blackboard. The results of this study suggest that students reacted positively to the use of technology, but expressed concern about the technological difficulties. Main findings confirm that the use of technology enables student's practice of English, transforming and improving the learning environment inside of the classroom and students feel comfortable and secure because they have a teacher and technology's support. © Rinton Press.

Author keywords

English as a second language; M-Learning; Mobile devices; Virtual platforms; Writing skills

Indexed keywords

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