University Students' Perceptions of English Language Learning Through Mobile Technology

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ABSTRACT

The main aim of this research study is to investigate university students' perceptions in learning English as a second language through mobile technology. These studies have been done to address the existing gap in research regarding the perceptions of higher education students in different disciplines at the King Khalid University. This mixed methods research will explore the perceptions of university students in using mobile apps in learning ESL at King Khalid University. The data will come from a survey and interview of 100 and 15 students, respectively, in the ESL Center of the university during their free time. The data gathered from the participants will be treated using SPSS and QDA Miner. The limitations of this study about the number of sample size will be included in this study because of time and related constraints doing the pilot study.

Keywords: *learning language, mobile applications, mobile technology*

1. INTRODUCTION

1.1 Rationale of the Research

Electronic learning technologies are continually being developed, improved, advanced and used as teaching and learning resources in different levels and various fields of education (Albaaly & Higgins, 2012; García, 2009; Nakamaru, 2011; Waters, 2007). Electronic technologies and mobile applications contribute to educational teaching and learning. With electronic devices and the Internet, mobile learning can be acquired in nearly every place and time (Bal & Arıcı, 2011). In other words, mobile learning is an educational model that have emerged with the development of mobile technologies (Odabaş, 2009). Day by day, the use of mobile technologies is preferred by many individuals (Tarımer, Şenli, & Doğan, 2010). Hence, mobile learning has occupied a great part in English Language Learning (ELL) or in English as a Second Language (ESL) among international students. So far, mobile learning applications are superior tools in learning the English language (Kukulska-Hulme & Pettit, 2006).

1.2 Purpose

This mixed methods research will explore the perceptions of university students in using mobile apps in learning ESL at King Khalid University. A triangulation mixed methods design (that is, survey, interview and member check questionnaires) will be utilized so that various complementary data will be gathered, analyzed and interpreted. Qualitative and quantitative data from the survey instrument and open-ended interview materials will examine university students' perception when learning English as a foreign language. The reason for gathering both quantitative and qualitative data is to combine the strengths of both research techniques, and to corroborate and confirm qualitative findings with quantitative results.

1.3 Research Questions

Learning the English language may be difficult and frustrating for many students. Hence, the research problem of this study is about the difficulties faced by English language learners in King Khalid University.

1.3.1 Qualitative

- What are the similarities and differences in the perceptions of university students learning the English language through mobile technology?
- How effective have ESL students found the implementation of ESL learning technologies into the teaching process within the classroom environment?

1.3.2 Quantitative

- What ESL student variables have influenced students' perception in learning ESL by means of mobile apps?
- What is the relationship between university students' perceptions of learning the English language and mobile learning apps?

1.3.3 Mixed Methods

- To what extent do the qualitative and quantitative data converge? How and why?

1.4 Significance of the Proposed Study

Foreign language students will gain from the findings of this research as they broaden more their understanding of ESL, learning styles, learning techniques and so forth brought about by technology changes and advancement. In addition, students will be more informed about the use of mobile learning and its advantages. Consequently, not only will students' test scores and academic achievement increase, but more importantly, they will learn to apply in their daily lives their proficient use of the English language. In terms of incorporating mobile technology in traditional (that is, classrooms) and non-traditional setting (for example, distance education), modern-day policy-makers, administrators, educators, and other stakeholders will be more prepared and open to use of mobile technology for professional preparation, hiring, development, training, instruction, research, development, and extension services. This will not only lead to the enhancement of teaching-learning programs

and activities, but also revise the curricula for successful pedagogical purposes in line with current trends, development, and advancement in education the world over to cater to the demands of international students.

2. LITERATURE REVIEW

2.1 Establishment of Literature Gap

The need for more effective learning of foreign languages has recently been developing at a very significant pace. It is particularly important to improve the overall effectiveness of ESL learning for university students, which does not depend much on the specialization of learners. Communicational skills in English are what every specialist needs in the modern world. This increased need is caused by certain objective factors. Modern world has been changing fast (Editorial Projects in Education Research Center, 2011). Among other current tendencies there is one which has caused significant changes in the lives of all people around the world. This tendency is globalization. Every person has his or her own perception of globalization and the processes attached to it. Some people enjoy the broadened world; others miss the cosines of small countries with their local cultures. Some people are fond of having free access to any information one may ever imagine. Other people believe that there is too much information available. They strongly believe: it would have been better if it had not been for the internet and other modern means of communication. Some people look forward to new advancements; whereas, others are nostalgic about the way things were in good old times. One thing is left unchanged: globalization processes are taking place and those processes have their consequences. Those consequences need to be taken into account regardless of one's likes or dislikes.

One of the most noticeable consequences of globalization processes is the need of people from all over the world to effectively communicate with each other.

This communication takes place not only within business community, as it may appear at first. This communication actively takes place within a wide range of human activities. This includes academic environment and business, management and journalism, international law and medicine, politics and programming. Quite naturally, in search of effective ways of communication people from all over the world choose to have a "common language." There is a need, not just for a regional language, but a global language spoken and understood all around the globe. That language is English. In fact, English continues to develop as an international language for a number of centuries and would be so since it is the most popular language of international communication.

Due to globalization processes and the international status of English language, it is becoming increasingly important for the specialists in all fields of knowledge to master this language. This is why English is taught in the majority of universities across the world.

English has become a compulsory subject of curricula not only for philological faculties of the universities, but also among faculty members whose students are in the sciences, engineering and other various disciplines. English, just like any other second language, is a subject that requires serious and regular practical training for both ESL tutors and tutees (Li & Walsh, 2011). For the majority of English learners, the practical aspects of this language unceasingly becomes much more important than theory. For majority of university students, it is so much important to be able to speak it and apply it regularly than just to know certain theoretical aspects of English without being able to freely express one's thoughts.

Meanwhile, there have been new opportunities, which allow improving overall effectiveness and quality of teaching English as a second language at universities.

Modern technologies have become the outcome of globalization. Due to globalization processes and joined forces of international scientific community, modern technologies are developing at a significant speed.

Modern technologies among other things provide a very good platform for education. Due to modern electronics it has become easier to provide students with opportunities to study distantly, to have access to libraries, and to use reference materials and other resources from their homes. Modern students, as technologies advances, less and less travel in search of books; they do not have to spend hours at their university libraries and travel to a different city in search of a rare or foreign materials, journal articles, inter alia. In the majority of cases, necessary literature is within their reach through the Internet, through the university intranet, and other digital sources.

2.2 Relationship between English Language and Mobile Learning

Meanwhile, traditional university education in the field of ESL was oriented towards providing students with theoretical knowledge of grammar and some other aspects of English language. A lot of attention within ESL curricula was traditionally dedicated to theoretical disciplines while its practical application (that is, curricular integration) was largely neglected. It is also true that until very recently, there were very few options for practical application of English speaking skills. Very few universities were in a position to hire native speakers as ESL tutors given the temporal and financial constraints. Students could only practice English with each other.

Such a practice has got, however, major disadvantages, as follows:

The entire setting is not natural since people who speak their own language are artificially forced to speak English to each other. This only provokes certain shyness and the practice remains very artificial. The students still do not appreciate much how it feels to speak to a native speaker. Another disadvantage is that while practicing

English with each other, students only multiply their own mistakes. Theoretically, knowing a lot about how words should sound and how to transcribe them results simply in pronouncing words in the native accents because students are practicing English with one another while they merely they hear the same regional accent from their group mates. The habit sticks and after such exercises, it is very hard to get rid of a heavy local accent. The same refers to intonation and to grammar. While knowing everything about grammar tenses, cases, moods and other aspects of grammar, the students are unable to participate in a fluent conversation. Practicing English with each other, they repeat one another's mistakes over and over again. Thus, this forms a habit that consequently become very hard to deal with.

Nevertheless, one of the most recent trends in education in general and in teaching ESL at universities is m-learning or mobile learning, which refers to learning by means of applying mobile platforms (Odabaşı, 2009).Modern mobile platforms allow significant opportunities for education on the whole and for learning English as a second language in particular. This is why mobile learning is more and more frequently applied at universities for ESL training. However, in general, the effectiveness of these technologies is oftentimes significantly underestimated and there is still a great potential behind mobile learning technologies which is yet to be realized within the classroom settings while teaching ESL to international students of universities is fast becoming the trend. Only a few numerous advantages available through mobile platforms for those who desire to implement M-Learning into the process of learning ESL will be mentioned within the limits of this research.

Still, even those that will be mentioned would most likely give a clear understanding that proper application of mobile technologies within the process of teaching ESL to international university students can result into a revolution in the field of ESL teaching at university. This refers both to students of language studies and for those students whose major is in various other disciplines.

2.3 Theoretical Framework of the Research

Theoretical frameworks in qualitative research help to "provide a conceptual guide for choosing the concepts to be investigated, for suggesting research questions, and for framing the research findings" (Corbin & Strauss, 2008, p. 39). This study theorizes that perceived usefulness and perceived ease of use determine an individual's intention to use a system. Perceived usefulness is "defined as the extent to which a person believes that using the system will enhance his or her job performance"; whereas, perceived ease of use is "defined as the extent to which a person believes that using the system will be free of effort" (Venkatesh& Davis, 2000, p. 187). Within the theoretical framework section of this paper, thorough analysis will be given to the advantages of mobile learning platforms for ESL students within university class settings.

Mobile learning supports both socio-cultural and constructivist perspectives of learning because it enhances students 'ability to learn and apply course content in context with other students (Alexander, 2004). Socio-cultural theory posits that learning is better achieved when learners work in group using their common knowledge and values. Additionally, in constructivist perspective, students create their own knowledge and reality based on their own experiences. With mobile ESL application technologies, there is an extended possibility for expanding instructions and creating learning activities that engage students' multiple learning styles. The classic approach to teaching English as a foreign language to University students needs to be updated and upgraded as it does not meet the growing demand for high quality education in the field of ESL among international university students. There is a need for innovative approach in this field; hence, this specific study on students' perceptions in English language learning using mobile apps.

2.4 Advantages of Mobile Technology Use among ESL Students

Here are only a few major advantages of applying mobile learning technologies into the process of ESL teaching within university classroom environment.

These are only the advantages, which are the most obvious among all the others, but the range of benefits achievable through the implementation of mobile learning technologies into ESL teaching processes are not only limited to those listed below:

By means of mobile learning, students are able to easily communicate with their tutors regardless of their location (Bal & Arıcı, 2011). Studying at the university is a process which consumes a lot of time while mobile learning allows students to save time significantly. Additionally, through mobile learning, students can have easy access to learning materials, dictionaries, texts, audio-video materials, among others, regardless of location. Moreover, mobile platforms can be used for practicing one's language skills with a native speaker of English regardless of the student's location. Another benefit of mobile learning is that there is much more engagement among modern students who are not very well used to working with hard copies of books.

A learner of English usually has books, which are big in size, which when they are carried around entails much inconvenience. Contrariwise, mobile learning allows resolving this problem effectively. For example, a modern tablet computer with an internet connection is capable of providing a language learner with access to necessary learning materials, including references, texts and audio-video materials (Tarımer, Şenli, & Doğan, 2010). All the materials on the device are easily available and accessible within a few seconds, which is so much different from the time required for operating bulky printed books.

In relation to the aforementioned, mobile learning provides opportunities of distance learning among students who do not have a chance to attend classes for a certain period of time. This may include students who need to travel due to their personal circumstances, students with disabilities, students with children and some other categories of students. Some time ago such circumstances would mean gab in educational process. On the other hand, these modern days, by means of mobile learning technologies, students can continue studying even despite being physically away from class.

This is very important since learning ESL is a specific educational process and particularly requires uninterrupted learning pace. Any pause in the process is followed by slowing down in language skill acquisition.

This is characteristic of all skills and of speaking skills in particular. This is why it is so important to find a solution to the problem and such a solution can be provided by means of implementing mobile learning technologies into the ESL teaching process within the classroom environment at universities.

Further, the benefits offered by mobile learning technologies have somehow been unnoticed by some academic society. Numerous researches have shown that mobile learning is constantly gaining popularity as a suitable method of learning ESL at universities (Tarımer,Şenli, &Doğan, 2010).Mobile learning of ESL can be implemented in two major ways: First, electronic versions of learning materials can be accessed by means of a mobile device. Alternatively, one can apply special tools developed particularly for learning ESL by means of mobile devices. Such tools are called mobile applications.

Mobile applications are more and more frequently resorted to by international students worldwide for learning ESL (Kukulska-Hulme, 2006). Nowadays, mobile applications are available for all the major mobile operating systems, such as Android, IOS, Windows Mobile, and Blackberry. The majority of the most popular applications are developed for all the mobile platforms.

This allows a tutor to assign students to work with ESL learning mobile applications both at home and at the class. This will diversify the monotonous assignments and bring an element of game and competition into the serious process of learning English as a foreign language. This will in its turn motivate students to work harder on their English skills.

At this juncture, the goal of increasing teaching efficiency and making the process of learning more enjoyable for students can be reached by means of applying proper mobile technologies into the learning process. The difficulties faced by the ESL students when learning English at universities can be clearly seen in King Khalid University. One of the major problems of students at King Khalid University is lack of opportunities to practice their newly obtained language skills. Besides,

more intense application of modern technologies at class can improve the results of ESL learning on campus.

According to governmental data (Ministry of Education - Saudi Arabia, 2014), the curricula for learning ESL are outdated and of an unacceptable quality. This indicates the dire need of modernizing the curriculum and the overall approach to the process of teaching English as a foreign language. It is critically important to orient the entire process of learning towards developing communicational skills. The outcome of a university ESL course should be a student capable of communicating both in everyday environment and in professional environment with colleagues from any part of the world. This is very rarely seen as a goal by ESL tutors at universities.

2.5 Disadvantages of Mobile Technology Use among ESL Students

Even though there have been many reports on the benefits and potential benefits of mobile learning, a number of researchers have found reasons to advise caution on its full adoption. Some researchers maintained that while the Internet and digital technologies unequivocally heightened the potential access to higher education, unprepared students and faculty still require intensive and steady institutional support (Corbell& Valdes-Corbell, 2007). These researchers underscored that even though Internet, mobile devices and other modern technologies significantly simplify students' access to learning materials; it remains difficult for unprepared students to achieve serious academic results without constant support from their supervisors. It is highly advisable, that ESL students should remain within the academic environment while actively implementing modern technologies into the learning process (Corbel & Valdes-Corbell, 2007). This is why in this research, possibilities related to implementing the technology into the curriculum and into the academic environment will be investigated as part of educational practice within the university and thus, not encourage students to apply mobile technologies as an attempt to replace the entire curriculum with mobile technologies.

Some of the difficulties most international ESL students 'are facing while working on their English skills at the university is known as the psychological barrier wherein even the most knowledgeable student feel somehow shy of speaking. Overcoming the psychological barrier and beginning to actually converse in a foreign language takes time and effort, and is nearly impossible to master without practice. Practice in the artificial environment of an ESL class can thus not be very effective as a result. Hence, in order to effectively overcome the barrier, ESL students need to be put into a natural setting, which will require applying language skills. Ideally, it needs to be a conversation with a native speaker of English. Some universities hire native speakers to teach ESL even outside of the English-speaking countries. But there are two disadvantages that are connected to the solution of the problem. First, for a student to effectively develop communicational skills in English, it is important to converse with different partners,

to hear different types of accents and to get used to understanding different speakers. A university class can only offer a student to converse with one speaker – the tutor of the class.

Specifically, difficulty in learning the English language is partly due to inadequate exposure to educational technologies and irregular and improper use of the language itself. Apparently, lack of technology in the hands of students pose a problem in learning English proficiently in the classrooms. Moreover, if curricula are not providing students with an integrated program of studies, teaching the English language will not be that efficient and effective among learners who prefer technology-based learing (Ministry of Education - Saudi Arabia, 2014). Specifically, the practical application in the use of the English language can be challenging for many international students. For instance, some students may feel shy because they have difficulty in pronouncing English words that they do not frequently hear or speak.

Consequently, they feel less comfortable and become conscious to confront their fear of failure should they use the English language like native speakers do.

Studying English as a second language may indeed appear to be a very challenging task for a large number of students. The process may turn out to be particularly difficult for the international students with non-European cultural background and for other peoples whose languages are very distant from English both in terms of grammar and of vocabulary. This is why it is critically important to apply proper techniques and technologies to make the process of learning ESL for international students at universities easier and more enjoyable. This will increase overall productivity of the learning process.

2.6 Mobile Technology and ESL Learners' Success

Meanwhile, implementing mobile technologies into the process of learning can widen the range of conversational partners. This can be done in a number of ways. There are numerous commercial web sites that offer online ESL classes. It is possible to find numerous offers of both individual and group ESL classes online. Such classes can easily be accessed by means of mobile devices. In the majority of cases, it is the native-speaking tutors who teach online classes. Likewise, it is possible to find free English-speaking clubs online. Some of these clubs are arranged and moderated by online language schools for advertisement purposes. Such online English-speaking clubs are accessible by means of mobile devices. Such exercises may help students substantially advance their English-speaking skills and succeed in their academic life and careers later in their lives.

Conversational practice can also be achieved through other resources, also available through mobile platforms. Interpals.com and other online resources are particularly developed for people to find speakers of other languages. They are meant to help people practice their language skills. Two partners find each other through

such a social network and are capable of practicing their language skills. Moreover, English is one of the most popular languages on such online social networks and therefore finding a partner and practicing one's English speaking skills is never a problem. Mobile platforms, hence, add utmost flexibility to the entire process. It is worthwhile to mention that many of such social networks have special mobile applications that are being used to access resources easily and comfortably.

Another practice, which is also capable of improving students' listening and comprehension skills are accessible through mobile devices through podcasts wherein multimedia files are distributed in the internet for playbacks on mobile devices. There are numerous podcasts, available over the Internet. It is doubtless that when learning a foreign language, it is highly important to do it steadily, without long interruptions. Spending every day with little time on learning the language is considered to be much more efficient than spending on it for longer periods, for example, once a week. This is where mobile technologies can come extremely handy.

The aspect of mobility allows fitting the learning process tighter into the student's schedule. Several minute learning sessions can conveniently take place in transit or during lunch breaks. Besides, in case of ESL learners or exchange students who are staying in a different country and who are constantly on the move, they have to combine their travelling with their learning. For them it is extremely convenient to use mobile technologies because they do not entail difficulties with transportation.

Similarly, many language learning institutions and companies have taken into consideration these aspects of technologies, such as designing special software, courses and podcasts. A good example of these can be the Radio lingua Company who specializes in producing so-called "coffee break" language courses; their motto being "enjoy your language with your latté." Each episode of the podcasts is designed to take from 15 to 25 minutes and is expected to be fitted into a lunch or a coffee break.

Such structure allows any student, no matter how busy they are, to take short language learning sessions practically every day. The company makes a great emphasis on the mobile aspect of learning languages by offering numerous additional materials designed specifically for IPods.

Henceforward, more attention should be paid to podcasts as a way of learning English. This particular form of language learning continues to evolve alongside the technologies as it goes hand-in-hand with them and its use makes much more sense with the use of technologies for all the same reasons mentioned above. But in addition to fitting the language learning process better into the student's schedule, podcasts as a way to learn a language have many more advantages. The most important of them is that a podcast mainly develops the student's listening and speaking skills. These are the two aspects which most students find the most difficult to develop. At the same

time, these are the skills most important for modern specialists as the main goal of learning ESL is the ability of individuals to freely communicate with colleagues from abroad.

Specifically, many podcasts leave students time to repeat after the speaker or to come up with their own phrases, translations, answers to the speaker's questions, and so on. Thus, podcasts can be seen practically as an interactive way of learning a language. Besides, most of them focus on the spoken language, collocations, to mention a few, so they allow the students to use the English language more naturally. When listening to podcasts, students acquire new grammar structures and lexical units in a relaxed way, without forcing themselves to memorize them; they just listen to certain units being repeated many times. Further, podcasts represent one of the ways of getting used to the speech of native speakers.

More of these learning opportunities are offered by technologies, which will be discussed in the succeeding paragraphs. However, it is important to mention that podcast may also be integrated into the classroom learning settings. The podcasts may be recommended to university ESL students both as an additional training source and as an assignment. The content of the assigned podcast may then be discussed during the class.

In particular, students may also be encouraged to develop their own podcasts and use them in class during discussions. This may include both vocabulary and new grammar constructions. Implementing these interactive elements into the process of learning ESL is the use of mobile applications. The varieties of mobile applications which will help students learn ESL has been found to be impressive (Başoğlu& Akdemir, 2010). For instance, mobile ESL apps' functionalities, though they vary from one application to another, nonetheless help students memorize certain words, train their pronunciation, listen to much more complex applications, and therefore aid students to acquire language skills up to advanced levels.

For instance, students hear a word or a phrase, see it, and then reproduce the phrase by speaking it into the microphone of the mobile device. This helps eliminate the factor of shyness, which prevents the majority of ESL students from overcoming the psychological barrier.

Students can practice speaking on their own. The mobile applications of such kind also emulate conversational activity. They can converse with the student applying word constructions as learnt by the student. The training will last until the moment when the student memorizes the constructions and words and learns to pronounce them correctly.

One more aspect of learning ESL in which application of mobile devices is very helpful is using reference materials. Electronic dictionaries, textbooks and related resourced are much easier to be used on a mobile device compared to hard copies of such materials. An ESL learner usually needs a number of dictionaries at hand and these are very large in volume. Carrying them to the university and back is too cumbersome when done frequently. Searching information in hard copies of dictionaries is also quite a time-consuming task. Mobile devices, on the other hand, allow instant access to reference materials and make students to always have them at hand whenever there is a need to consult a dictionary. There is a wide range of fields within the university classroom environment where mobile ESL learning technologies may be applied for the benefit of the students. It is important, however, not only to realize the benefits of the method, but also to be aware of the possible disadvantages or side effects, which may be provoked by thoughtless application. Even though there have been many reports on the benefits and potential benefits of mobile learning, a number of researchers have found reasons to advise caution on its full adoption.

Despite anything to the contrary, Singh (2010) strongly encouraged students to apply mobile learning technologies in all spheres of their academic activity. He underlined that mobile technologies cannot only simplify access to learning materials, but incorporate interactive elements into the learning process. Interactivity is, as it has already been remarked above, an integral part of effective learning process. Mobile platforms have been proved to be effective in introducing this element into ESL learning (Wolski, 2011).Likewise, other scholars explicitly pointed out that the ability of mobile learning technologies to provide interactive elements into the learning process have simplified interaction between the students and between students and their supervisors (Alexander,2006; Meurant, 2011). Through this interaction the passive skills obtained during theoretical classes and through reading theoretical books on ESL become actualized in an easy and natural manner.

Integrating technology into instruction expands possibilities for creating learning activities that engage student's multiple learning styles. Application of learning styles in such diversity is hard to be achieved through conventional learning techniques.

Unfortunately, the educators in charge of forming curriculums are currently underestimating the potential of mobile learning technologies for learning ESL at universities. Due to these very unfortunate circumstances the teaching process is going on its old traditional path without considering the great opportunities represented by modern technologies in general and mobile ESL learning technologies in particular. This situation can be and needs to be changed for the better for the benefit of the students and for the sake of improving overall performance of teaching ESL among international students at universities. In order to achieve this goal, it is important to allow policy makers in the field of teaching ESL among university students to see the benefits of applying mobile learning technologies into the teaching process. This study seeks to show in which ways the ESL learning process can benefit from integrating mobile ESL learning techniques into the process of teaching English to EFL students (Wolski,

2011). Additionally, the results of current research will allow students obtain more information on the benefits of mobile ESL learning technologies for their general performance.

3. METHOD

In this research proposal, mixed research method will be used to find evidences for the research questions. The mixed methods design is both qualitative and quantitative that will address the research questions to be investigated. Mixed methods study design will be used because it showcase a more complete details when noting trends as well as generalizations regarding the in-depth perspective and knowledge of the participants (Creswell & Plano, 2007). Hereunder, a detailed description is presented as to the appropriateness of the proposed research design: its data collection and analysis methods.

3.1 Participants

In the selection of participants, simple random sampling will be used. The rationale for the design and procedure is for greater reliability and validity. The target and accessible population, as well as, the quantitative sample size for this proposal is to survey 100 to 150 university students. This will establish representativeness to minimize sampling error and thus offer sufficient power (Creswell & Plano Clark, 2007; Teddlie& Yu, 2007).The research setting and sample characteristics are students from the King Khalid University who use mobile devices for educational purposes. To address possible limitations to qualitative and quantitative validity and reliability, this study will use various research instruments (e.g., interviews, observations, member-checking), inter-rating tools, and advice from experts.

3.2 Instrumentation

The data will be collected using survey and interview. The survey will consist of fifteen (15) multiple choice questions and the interview will have ten (10) open-ended questions. For the quantitative survey, 100-150 volunteer participants will be requested to participate and another (12) respondents will be included in the one-on-one interviews. The instruments will be validated by at least three ESL and IT educators, respectively. For reliability and validity purposes, there will be a pilot run using six (6) participants. For triangulation, there will be a member check questionnaire where students will confirm whether the data they have provided and then analyzed and interpreted subsequently in the qualitative part of the research jibe with their intended meanings, answers or feedback.

3.3 Data Collection

Prior to data collection, a letter requesting for the approval of the conduct of the research will be forwarded to parties concerned (for example, university administrator, faculty and parents). An informed consent will be read and signed by the participants. The data will come from a survey and interview of 100 and 15 students, respectively, in the ESL Center of the university during their free time. Before the survey and interview start, participants will be brief about their voluntary participation in this study, as well as, the potential risks and benefits associated with this study. After the individual survey and interview sessions, the participants' written responses will be enclosed in a sealed envelope prior to debriefing.

3.4 Data Analysis

The data gathered from the participants will be treated using SPSS and QDA Miner. For quantitative data analysis, descriptive statistics will be utilized in the form of demographic breakdown, measures of central tendency, frequency distribution and summary statistics. Graphical representations will also be employed, such as flowcharts, figures, illustrations, and tables. For the correlational part, the inferential statistics that will be used include the F-test, T-test, Kruskall-Wallis test, chi-square, regression and ANOVA. For the qualitative data analysis, the Grounded Theory will be used. The interviews will be transcribed. Then, I will use open, axial, selective and thematic coding to generate a theory. For research trustworthiness and corroboration, students will validate the qualitative and quantitative analyses using a member check form.

3.5 Limitations

Due to a few research constraints regarding design, sampling, instrumentation, and data collection, limitations will be addressed here. For example, only a conservative number of sample sizes will be included in this study because of time and related constraints doing the pilot study, validating the instrument, gathering data, among others. Nevertheless, any possible threats to internal and external validity will be dealt with based on experts' suggestions.

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