

**The Relationship between Social Media and the Self-perceived Incidental English Learning  
of Undergraduates at UIS**

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**Table of Content**

<b>Introduction</b>	<b>9</b>
1.1. Context of the problem	9
1.2. Research question	10
1.3. Justification	11
1.4. Objectives	15
<b>2. Theoretical framework</b>	<b>16</b>
2.1. Social Media Definition	16
2.2. English Learning and Improvement	16
2.3. English Learning and Social Media	17
2.4. Social media and vocabulary learning	18
2.5. Social media for listening and reading improvement	20
2.6. Incidental English Learning in EFL	20
2.7. Background and related research	22
2.8. Legal framework	24
<b>3. Methodological Design</b>	<b>25</b>
3.1. Type of research	25
3.2. Hypothesis	27
3.3. Variables	27
3.4. Population and Sampling	29
3.5. Data collection instrument	30
<b>4. Data Analysis</b>	<b>33</b>
<b>5. Findings</b>	<b>35</b>

INCIDENTAL ENGLISH LEARNING AND SOCIAL MEDIA	3
<a href="#">5.1. Discussion</a>	38
<a href="#">6. Conclusions</a>	42
<a href="#">References</a>	45
<a href="#">Annexes</a>	54

**Tables**

<b>Table 1.</b> English scores for all university programs at UIS	13
<b>Table 2.</b> Spanish and literature teaching programs	13
<b>Table 3.</b> English teaching program	14
<b>Table 4.</b> Foreign language teaching program	14
<b>Table 5.</b> Math teaching program	14
<b>Table 6.</b> Operationalization of the variables	28
<b>Table 7.</b> Interpretation of the correlation coefficient	34
<b>Table 8.</b> Correlation coefficients obtained between the analyzed variables	35

**Figures**

**Figure 1.** Correlation between participant's perceptions on vocabulary improvement and the time spent on social media 36

**Figure 2.** Correlation between participant's perceptions on reading improvement and the time spent on social media. 37

**Figure 3.** Correlation between participant's perceptions on listening improvement and the time spent on social media 38

**Annexes**

<b><u>Appendix 1. Survey</u></b>	<b>54</b>
<b><u>Appendix 2. Database</u></b>	<b>55</b>
<b><u>Appendix 3. Consent form</u></b>	<b>57</b>

## Resumen

**Título:** La Relación entre las Redes Sociales y el Aprendizaje Incidental Autopercebido del Inglés para Estudiantes Universitarios en la UIS.<sup>1</sup>

**Autores:** Carlos Alberto Diaz Barranco, Alvaro Jair Salazar Ortiz.<sup>2</sup>

**Palabras clave:** Aprendizaje incidental, redes sociales, vocabulario, lectura, escucha, correlación, relación.

### Descripción:

Las redes sociales se han convertido en un fenómeno masivo en nuestra era. De igual manera, el idioma inglés se ha transformado en una herramienta global con múltiples usos en todas partes del mundo. Por lo tanto, podría ser útil ver si ambos conceptos pueden combinarse, para analizar si las redes sociales pueden ayudar a las personas a aprender inglés y si estas herramientas sociales tienen validez en los métodos de enseñanza de lenguas extranjeras. El aprendizaje incidental ocurre en cualquier lugar y en cualquier momento, y las redes sociales contienen una gran cantidad de contenido donde este concepto puede aplicarse. Debido a esto, se decidió realizar un estudio correlacional con el objetivo de encontrar si existe una relación entre el uso de las redes sociales y el aprendizaje incidental percibido del inglés por parte de los estudiantes de pregrado de la UIS. Los resultados mostraron que no hubo una correlación significativa entre el tiempo que los participantes pasan en redes sociales y sus percepciones sobre el aprendizaje y la mejora del idioma inglés. Se recomienda realizar más investigaciones con más tiempo y recursos para obtener una mejor visión de las posibles implicaciones y usos que las redes sociales pueden tener en el aprendizaje de lenguas extranjeras, específicamente del inglés.

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<sup>1</sup> Trabajo de grado

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### **Abstract**

**Title:** The Relationship between Social Media and the Self-perceived Incidental English Learning of Undergraduates at UIS.<sup>3</sup>

**Authors:** Carlos Alberto Diaz Barranco, Alvaro Jair Salazar Ortiz.<sup>4</sup>

**Key words:** Incidental learning, social media, vocabulary, reading, listening, correlation, relationship.

**Description:**

Social media has become a massive phenomenon in our era. Likewise, the English language has turned into a worldwide tool with multiple uses in every part of the world. As such, it could prove useful to see if both of these concepts can be put together, to see if social media can help people learn English, and to see if these social tools have any form of validity in foreign language teaching methods. Incidental learning happens everywhere and at any time, and social networking sites have a vast majority of content where this concept can be applied. Because of this, it was decided to apply a correlational study with the aim of finding if there is a relationship between social media usage and the perceived incidental English learning of undergraduate students from UIS. The results showed that there was no significant correlation between the time the participants spend on social media and their perceptions about the learning and improvement of the English language. It is recommended to do more research with more time and resources, in order to get a better view on the possible implications and uses that social networking sites can have in foreign language learning, specifically English.

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<sup>3</sup> Bachelor Thesis

<sup>4</sup> Facultad de Ciencias Humanas. Escuela de Idiomas. Director(a): Maria Eugenia Rojas Villamizar

## **Introduction**

### **1.1. Context of the problem**

In 2020 most of our lives were marked by a pandemic, it took many things from us and changed our routines. The uncertainty of the path to follow was all around; nonetheless, everyone had to adapt to it, i.e. schools and universities managed to adjust their practices so that education was imparted accordingly; whether synchronously or asynchronously, classes were delivered remotely. Thanks to this shift, ICT (Information and communications technology) and all that it encloses drew relevance, and in different pieces of research, its positive impact on learners' motivation toward their learning process has been proven (Anees-ul-Husnain, 2021; Ismail & Shafie's, 2019; Oos et al., 2020; Wang & Towey's 2019). In addition to this, many teachers believe that social media has considerable educational advantages, although there is a preponderance to point at learners' misuse and distraction as the main fear they have when interacting with SNSs (Social Networking Sites) in classroom activities (Allan, 2016). Another aspect that is commonly mentioned by educators is that they are not trained on this matter when they are majoring in EFL (Tess, 2013).

As reported by the EF English Proficiency Index 2022, Colombia is the country with the 77th position out of 111 countries in English proficiency and the 17th position in Latinoamerica out of 20 countries (EF EPI, 2022). These results show the reality concerning English learning in the country and the great need for improvement, not only considering the English language as a tool for educational and professional development but also as the window for the outside, for everything that represents life outside of the country.

The 21st century's educational trends are opting for the adoption of some specific skills as the core of education. In this sense, ICTs not only offer students an authentic environment but are

intended to promote some of these skills such as autonomy and creativity (Trucano, 2005). In this postmodern era, learners are not being trained to be receptacles of data but to be the ones responsible and autonomous in their learning process, and teachers are to guide them and provide them with the necessary tools during the process. Thus, training for preservice teachers is reasonably expected to keep up and future teachers must be ready for the digital era by being able to duly employ ICTs in the classrooms, as well as adapting and creating practices that suit the moment, the context, and student's needs (Doughty, 2003). Moreover, a change in teacher's negative view of social networking sites as a tool for learning is necessary.

In the specific case of English learning, it has been found that learning the Anglo-Saxon language by interacting with SNS takes place even when participants are not attempting to do so (Mitchell, 2012). The reality is that social media still has the stigma of being a space empty of any transcendental outcome, instead of being thought of as a complementary tool for the learning and practice of what is being acquired by students. Nowadays, a lot of young people are exposed to English content on SNS even though they may not understand everything that is being posted, this content may work as a way to practice or as a means of keeping them interested in the language.

## **1.2. Research question**

As social media presents incredible opportunities nowadays for learning and developing knowledge, it can also prove to be useful for language development and improvement. At the same time, people learn incidentally from these tools all the time, as SNSs constantly bombard users with new information, and can be vital to increase language acquisition and overall improvement. Taking that into account, the following research questions will be addressed:

- **General RQ:** What is the relationship between student's interaction with social media and their self-perceived incidental learning of the English language in the Math and Literature teaching programs at UIS from the users' perspectives?
- **Research question 1:** Is there any correlation between the amount of time the participants spend interacting with social media and their self-perceived incidental improvement of their English vocabulary?
- **Research question 2:** Is there any correlation between the amount of time the participants spend interacting with social media and their self-perceived incidental improvement in the reading skill of English?
- **Research question 3:** Is there any correlation between the amount of time the participants spend interacting with social media and their self-perceived incidental improvement in the listening skill of English?

### 1.3. Justification

This study is focused on analyzing the relationship that social media platforms have with the incidental learning and improvement of the English language of students currently taking the subject called 'English as a foreign language', so that we can determine if these modern and overly used tools can generate a new wave of teaching methods where English teachers can rely on for future generations.

It is known that the English language has become a remarkable phenomenon all around the world because of its use as a lingua franca and that learning English nowadays can open up great opportunities for improvement and success for every non native speaker. At the same time, higher education is also undergoing this process of globalization and internationalization

regarding the current realities of work, social relationships, and communication. Due to the need for internationalization, universities nowadays decide that English has to take priority as a foreign language and that it needs to be part of the curriculum that students are given for their future professional lives to help develop the nation (Corbella, 2020). At the same time, English represents an essential tool for success and opening doors for future opportunities, as discussed by Chen and Goh (2011), where they argued that in countries such as China, English is seen as a bridge to the future for everyone, and because of the incredible value that it possesses, its education is being invested upon tremendously and the attention this international language receives in higher education is more and more as time goes by. All of these facts continue to prove that English in our times is a key aspect to teach for every community and country, with it needing to be taught in every step of the educational process.

Also relevant for this study is the fact that English levels in Colombia are in desperate need of improvement, and for that, we need to take advantage of every possible tool the world can give us. Taking a look at the most recent results of the Saber Pro exam, which are shown from table 1 to table 5, will give us a better picture of how English levels are currently holding up at the university level. According to the results of the 2021 exam, English had a big fall regarding the 2020 results, and there have been very minor changes when it comes to the English results for teaching programs in literature, Spanish, math, and foreign languages, with some of the results even going down compared to 2020. This lack of improvement in the scores shows that the current strategies for improving the English language in this country are not bringing better results as time goes by and that the English level at universities is getting stuck (Universidad Industrial de Santander, s.f, 2022).

**Table 1***English scores for all university programs at UIS*

<b>Year</b>	<b>Score</b>
2016	164,7
2017	166,6
2018	169,6
2019	173,4
2020	180,0
2021	176,7

*Source: Universidad Industrial de Santander, 2022***Table 2***Spanish and literature teaching programs*

<b>Year</b>	<b>Score</b>
2016	154,6
2017	161,2
2018	160,8
2019	164,6
2020	178,1
2021	182,3

*Source: Universidad Industrial de Santander, s.f, 2022*

**Table 3***English teaching program*

<b>Year</b>	<b>Score</b>
2016	209,3
2017	213,6
2018	213,6
2019	224,4
2020	232,7
2021	211,5

*Source: Universidad Industrial de Santander, s.f, 2022***Table 4***Foreign language teaching program*

<b>Year</b>	<b>Score</b>
2020	233,4
2021	220,3

*Source: Universidad Industrial de Santander, s.f, 2022***Table 5***Math teaching program*

<b>Year</b>	<b>Score</b>
2016	150,5
2017	147,9
2018	151,4
2019	153,1

2020	164,3
2021	161,4

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*Source: Universidad Industrial de Santander, s.f, 2022*

Besides globalization and the current English level in Colombia, probably the most important reason why we are interested in finding ways to apply social media tools in the English classroom is because of the strong possibilities they represent and the massive appeal and interest they bring. Nowadays, 1 out of 5 people in the world use social media, which is why educational institutions need to find a way to implement them in a way that students can take advantage of them for learning purposes. By January 2014 it was discovered that Facebook had reached 1280 million users, Youtube was generating 1,000 million views monthly and WhatsApp had 350 million users. Also, Latin America was the region of the world with more social media engagement, with users that spend around 8 hours on social media monthly, with research from 2012 showing that more than 120 million people from Latin America have visited social media at least once (Catagua y Cevallos, 2019). These significant numbers represent a lot of opportunities and advantages, where social media can become something more than just a way to communicate or interact, turning into a platform that can have a meaningful impact on the learning process of many people even by accident, which is where this study comes into play.

#### **1.4. Objectives**

Our objectives in this study are:

##### **General objective**

To establish the relationship between the amount of time the students interact with social media and their self-perceived incidental learning of the English language in the Math and Literature teaching programs at UIS from the users' perspectives.

**Specific objectives**

To determine the correlation, if exists, between the amount of time the participants spend interacting with social media and their self-perceived incidental improvement of their English vocabulary.

To determine the correlation, if exists, between the amount of time the participants spend interacting with social media and their self-perceived incidental improvement of their English reading skill.

To determine the correlation, if exists, between the amount of time the participants spend interacting with social media and their self-perceived incidental improvement of their English listening skill.

**2. Theoretical framework****2.1. Social Media Definition**

The term social media was first used in 1994, and since then it has done nothing but grow and become one of the most important tools for us humans. According to Aichner et al. (2021), social media presents a lot of possible applications to daily life, like socializing, romance, job searching, interacting with brands, or doing business. At the same time, they point out how the definition of social media has changed and evolved over time, defining it nowadays as ‘any online result that is designed to facilitate engagement between individuals’.

**2.2. English Learning and Improvement**

The learning and improvement of the English language can be a very broad and extensive

process. For it to be effective, it is necessary to improve specific skills and aspects of the language. One of the most important aspects to consider when improving the English language is vocabulary. According to Asyiah (2017), vocabulary can be defined as the total number of words that conform to a language, all the words that a person knows or uses, and a list of words with their corresponding meaning. He also adds that the role vocabulary has in improving and learning a foreign language is essential, with vocabulary also helping to link and master the four major English skills (listening, reading, writing, and speaking).

Another major aspect of English learning and improvement is the reading skill. According to Rustamovna (2024), reading comprehension is a fundamental aspect of the acquisition of new second language knowledge. He explains reading comprehension improvement as ‘deciphering the written word but also understanding and interpreting it in the right context’. At the same time, it also allows the students to be able to express their opinions and feelings in other English skills, like writing, arguing that there is a strong connection between reading comprehension abilities and academic success.

Finally, listening skills are also essential for English improvement. Accordingly, Gilakjani and Ahmadi (2011) state that listening plays a massive role in communication, and define listening comprehension as ‘the ability to understand the spoken language of native speakers’, and that it is required to understand the meaning and intentions of what the speaker is saying to be able to comprehend the message they are trying to convey.

### **2.3. English Learning and Social Media**

During the last decade, social media has drastically changed the way we live. However, for teenagers it is not a change, they were born with it, and it is taking more and more of their

time (Al Jahromi, 2020). Basic aspects of the way we interact with one another have shifted as it only requires a phone for people to talk to anyone, and for language learners, this probably means great news (Al Jahromi, 2020; Pikhart and Botezat, 2021). All these digital tools applied to teaching and learning have been shown to be useful in increasing learner's motivation (Asmara, 2019), contributing to the general adoption of constructivist methodologies in the classes.

Learner-centered methods, like Task-based learning theories, assert that learners must be given materials that represent their life outside of the classroom (Doughty, 2003). Herewith, those materials need to be adjusted to the everyday world of these new generations, and here is when SNSs are introduced to the educational field. Baralt (2011) defines SNSs as 'interactive social spaces on the Internet where people can communicate and network with others' (p. 278), make personal profiles, and create content for the public in general (boyd, 2007). SNSs are part of the daily routine of learners, and the content is diverse as following or subscribing to a page or channel already gives you access to the content posted by the administrator of the account. There is a great amount of input that provides learners with the opportunity to acquire some vocabulary or improve their listening or reading through these media.

#### **2.4. Social media and vocabulary learning**

Vocabulary learning is an essential part of English language learning, and probably the part that requires the most time and effort from both the students and the teachers. Because of that, educators nowadays always have to keep innovating and evolving their teaching methods in order to give vocabulary learning the necessary attention it needs in their classes. This is why social media tools are recently proving to be incredibly useful and convenient tools for learners to improve their vocabulary because they relate to the individual context of each student in the most

personal way, and context is essential when teaching vocabulary, and SNSs along with the internet in general, provide the most real opportunities for genuine communication among the younger generations (Monica-Ariana and Anamaria-Mirabela, 2014).

At the same time, social media platforms are among the best-perceived tools to improve English vocabulary, which is further proved in a study made by Alharthy and Alfaki (2014), revealing the effectiveness of social media is even higher than traditional teaching methods present in everyday classes, as social media presents the students with the most up-to-date vocabulary, along with the correct utilization of these words in ‘authentic real-life situations’ with which the learners can feel identified and connect with. Finally, social media also presents improvements in pronunciation and proves to be a key part of increasing the vocabulary levels of acquisition that learners have (Zainal and Rahmat, 2020).

Numerous researchers are on the same page in recognizing the effectiveness of social media platforms in English learning, especially vocabulary acquisition. The advantages mostly recognized are the engagement of the learners with the technology and communication aspect of it and also how motivated the students are when they get the opportunity to learn with something they are so familiar with and enjoy a lot like social media is to them. One of these examples is the findings made by Alqunayeer (2016), who conducted an experimental study and found out that the experimental group, which was taught by using Twitter over a period of eight weeks, reached a higher vocabulary understanding and knowledge than the control group. At the same time, writing and researching skills also improved significantly in the experimental group, which indicates that even though social media tools are a fantastic way to improve vocabulary, a lot of other skills can also be enhanced with these practices and they definitely have a place in the creation of learning strategies for ESL and EFL teaching (Alharthi et al., 2020).

## **2.5. Social media for listening and reading improvement**

Receptive skills are a massive part of learning a new language, with them being just as important as productive skills. On this matter, social media has also been shown to be able to enhance the improvement in abilities like listening and reading in a foreign language. Sitorus and Azir (2021) discussed this in an experiment done which focussed on learning through Instagram, along with a pretest and posttest, to understand the benefits of these tools in receptive skills enhancement, coming up with results that support the use of social media and SNSs in the English teaching classroom. They also highlight the uses of entertainment that Instagram has, stating that ‘engaging Instagram in the language learning process is a novel method that helps them (students) comprehend reading and listening better. All of the students in this research have an Instagram account that, according to the interview, they usually use just for entertainment. This proves that Instagram is also beneficial to use for learning. Besides, the score enhancement and the positive attitudes from students manifest how social media language learning is applicable to conduct in a vocational classroom.’, which further supports the theory that new age tools have a chance to be supportive and helpful in the learning process of a second language.

The results of this study are expected to provide stakeholders in the educational field with information that can be useful for them to start the foundations on the development of strategies using SNS as a helpful tool for learning English, which can foster the interest of the students in the learning of different English skills and can also act as a complementary tool for the promotion of incidental learning and immersion through social media platforms.

## **2.6. Incidental English Learning in EFL (English as a Foreign Learning)**

‘Incidental learning refers to any learning that is unplanned or unintended’ (Kelly, 2012).

In addition to this, what is incidentally learned transforms into conscious knowledge, as it does not remain unconscious (Kelly, 2012). It has also been proven that, as most of the words we learn from our first language are acquired in an incidental form, similarly is the case for second languages (L2) (Dupuy & Krashen, 1993). In the case of vocabulary, those words that are learned incidentally are processed into our minds as a *by-product* of any activity involving interaction with the language (Kelly, 2012). Although there is no precise information about the number of encounters that have to take place for learning to occur, it is clear that ‘the more often unknown words are encountered, the more likely they are to be learned’ (Webb et al., 2013). One aspect that seems to be important when thinking of the input from which the vocabulary is incidentally learned is that it has to be comprehensible (Krashen, 1989) so that the learner can understand the meaning of the word from the context. Other aspects that play an important role in this process are the salience of a word, the morphology of the word, the cognates, and the learner’s attitude (Huckin & Coady, 1999).

Vocabulary and reading can also be integrated while incidentally learning English. This is argued by Waring and Nation (2004), who state that learning new words in a foreign language can be done by the act of reading and that it can likewise improve reading comprehension skills. Likewise, listening and vocabulary incidental learning can also be mixed in order to get positive results regarding English improvement, as is the case with Zeeland and Schmitt (2013), who conducted a study with postgraduate students at a British University, feeding them with listening input before making a post-test. They found out that L2 listening can indeed be a way for people to learn vocabulary incidentally and that these positive results come quite easily utilizing listening tools.

It is also important to note that, when reviewing the literature, the majority of studies

regarding incidental English learning dealt with vocabulary learning and improvement, and very few were made testing listening and reading skills improvement.

## **2.7. Background and related research**

When exploring the literature, a big portion of the information we found was related to the perception that both teachers and students have regarding the use of social media tools in the classroom. As expected, SNSs remain a controversial topic among educators around the world, although these tools are getting a bigger acceptance worldwide, especially by learners. However, there is not much research done about the use of these new technologies in the Colombian context, and taking into account the low English levels in our country discussed previously, there needs to be more research on this topic to try to improve our level in the language, as other countries are already starting to implement these tools on a regular class while getting very positive results, with technology constantly providing schools and universities with new ideas in order to improve teacher practices and classroom dynamics.

An example of the proven effectiveness of social media usage can be found in the experiment carried out by Villagomez et al. (2018), where they used WhatsApp to identify its potential as an English learning tool and how it can positively affect the learning environment. This study was done with University students and went on for a whole semester, where a WhatsApp group with language students from Universidad Veracruzana was created, in which students were able to interact with the educators and their colleagues throughout the semester. At the end of that period, some questionnaires were given to the students in which they assessed the usefulness of WhatsApp in the learning process, using a Likert-type scale. The results showed that the students agreed that WhatsApp positively helped them, as it increased their fluency, their

confidence to speak the language and motivated them to learn more, showing that this networking site can work as a means of communication between the class members and the educator, and as a creator of a more enjoyable experience during the lessons. We can also take a look at the study carried out by Wang and Towey (2011). Here, the sample was divided into two groups of 24 students of an English class in a post-secondary institution in Zhuhai, China, where the results showed that, after exposure to English content through an SNS specifically designed, listening skills and vocabulary certainly improved. This was demonstrated after doing a pretest and posttest in both a control group and an experimental group, with the findings suggesting that social media tools can actually work.

The concept of incidental learning is also touched on in this study. For instance, when talking about the difficulty of finding learning evidence in previous incidental learning experiments, Kelly (2012) argues that:

‘Real-world incidental learning has been shown when both correct and incorrect versions of the real-world stimuli have been presented, suggesting certain characteristics that we encounter in everyday life can be encoded into memory without any effort to do so but as a consequence it takes a sensitive recognition task to elicit such knowledge’.

At the same time, Marswick and Watkins (2001), who wanted to give a clear definition to the concept of incidental learning, set it up as something without a clear structure that is led by the learner, happening in almost every situation the learner can find himself/herself in. They also argue that the models presented in incidental learning present certain characteristics, like ‘the life context of the learner, learning strategies, framing problems, and the need for some internal or external trigger to signal dissatisfaction with current solutions’.

Incidental learning is also something that frequently happens in vocabulary acquisition, especially that of a second language. For instance, Restrepo (2014) argues that a very big part of someone's vocabulary acquisition in a second language is done incidentally, with this process being something done over a large period, that continuously increases, and that requires the person to be exposed to those vocabulary words in different settings and informative contexts. He also argues that reading plays a vital part in this process and that extensive reading can push incidental vocabulary learning in a very significant manner, while also agreeing that a virtual learning environment could foster incidental vocabulary acquisition even further, one which allows for better retention and comprehension of the unknown words for that target language.

Our study is trying to discover the influence that social media may have on the incidental English learning experience of participants using a correlational quantitative study, in which we will take a look at their opinion on the content they get on their social media platforms and their interaction with that content, making use of a survey. This is done with the premise that, as stated before, there has been little research and actual implementation of these tools made in Colombia, a country that can benefit greatly from these advantages because of the poor English levels currently present in the country.

## **2.8. Legal framework**

In 2014 in Colombia the English National Program *Colombia Very Well* was created, this program set some expectations for the English level of students and professionals until 2025. At the end of this 10-year period, it is expected that more than half of the school graduates reach B1 English level; at least 55% of college students will be classified between B1 and B2 level; finally, English teaching students are planned to achieve C1. Since the program was implemented, the

importance of the English language has changed in the country, it has become a relevant aspect of the educational system. As stated in the program this international language contributes to learners in their ‘Personal development’, ‘Social development’, and ‘Economic development’ (Programa Nacional de Inglés, 2014).

The Colombian Ministry of Education in its contents includes the *Programa Nacional de Bilingüismo*. In this program, some specific aspects and strategies were taken into account to promote the learning of English as a tool for the development of competitiveness for future professionals. The use of technology is thought of as a strategy for the promotion of bilingualism, for students, educators, and the public in general. Different initiatives such as ‘Centros de transformación digital’, ‘Centros Digitales’, ‘Gobierno Digital’, etc (MINTIC Colombia, s.f). In these spaces, Mintic has encouraged people to get training on ICTs during the last decade. These ideas on the use of ICTs, stimulate the enhancement of different aspects in the educational, laboural, and daily routine of people, adapting their whole environment to this globalized era.

### **3. Methodological Design**

#### **3.1. Type of research**

This project adopts a quantitative research approach. According to Ahmad et al., 2019, quantitative research involves utilizing various strategies, techniques, and assumptions to examine psychological, social, and economic phenomena by analyzing numeric data. Researchers can gather quantitative data through methods such as questionnaires, observations, or experiments, which allow them to conduct statistical analyses, and their primary goal is to advance knowledge and help others understand the phenomena in the world that impact individuals and society, providing insights into various aspects of human behavior and society

dynamics (Ahmad, S et al., 2019).

This quantitative study intends to establish the relationship between the amount of time participants spend on social media and their perception of the development of their vocabulary growth, listening, and reading comprehension in English. A quantitative approach was chosen because it allows us to analyze a set of variables and find relationships between them. Creswell (2014) states that ‘quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.’ (p. 32)

A correlational design was employed for this research. According to Curtis, Comiskey, and Dempsey (2016), this type of design aims to determine if there is a connection between two or more variables within the same population or across different populations. Its primary goal is to examine how changes in one variable correspond with changes in another. The correlation between the variables happens when one of them (X) increases while the other one (Y) responds similarly. This relationship is represented in a numeric statistic called the ‘correlation coefficient’. When this coefficient is close to 1, it means that there is a positive correlation, and when it is close to -1, it means that there is a negative correlation. Likewise, a correlation coefficient of 0.00 indicates no relationship between the variables under investigation. Overall, correlational studies help to identify patterns and associations among variables, offering insights to predict future events based on existing data and understanding (Curtis, Comiskey, and Dempsey, 2016).

As such, a correlational design allows us to determine what kind of relationship exists between the amount of time that the participants spend on social media and their self-perceived

effect on the incidental learning of the English language.

### **3.2. Hypothesis**

For this study, we are trying to see if there is a positive relationship between a dependent and an independent variable. These variables are the amount of time the participants spend on social media on a weekly basis and the participant's self-perceived incidental learning of the English language.

To undergo this process, a directional hypothesis is constructed anticipating a correlation among the variables. Likewise, a null hypothesis is established in the case of not finding any significant correlation between the variables of the study.

#### **Hypothesis:**

→ There is a positive correlation between the amount of time the participants spend on social media and their perceptions about their incidental English learning.

#### **Null hypothesis:**

→ There is no significant correlation between the amount of time spent on social media and the participant's perceptions about their incidental English learning.

### **3.3. Variables**

There is one independent variable (time spent on social media) and there are three dependent variables (self-perceived incidental vocabulary, reading, and listening learning), for the effects of this study, an operationalization of the variables was done where the dependent and independent variables were defined both conceptually and operationally, as shown in Table 6.

**Table 6***Operationalization of the variables*

<b>Variable</b>	<b>Type</b>	<b>Definition</b>	<b>Operational definition</b>
Self-perceived vocabulary improvement	Dependent	Understood as the learning of new words in the English language	Self-constructed scale (appendix 1): Totally agree = 5 Agree = 4 Neither agree nor disagree = 3 Disagree = 2 Totally disagree = 1
Self-perceived reading improvement.	Dependent	Understood as the development of the participant's reading skills in the English language.	Self-constructed scale (appendix 1): Totally agree = 5 Agree = 4 Neither agree nor disagree = 3 Disagree = 2 Totally disagree = 1
Self-perceived listening improvement.	Dependent	Understood as the development of the participant's listening skills in the English language.	Self-constructed scale (appendix 1): Totally agree = 5 Agree = 4 Neither agree nor disagree = 3 Disagree = 2 Totally disagree = 1
Time spend on social media	Independent	Understood as the average hours a person spends using social media on a weekly basis	Self-defined options (appendix 1): Less than five hours. Five to ten hours. Eleven to sixteen hours. More than sixteen hours.

*Source: Self made*

### 3.4. Population and sampling

This research takes place in Bucaramanga, with the participants studying teaching programs at Universidad Industrial de Santander.

For the sample, we utilized a simple random sampling, where each member of the population had a possibility of being chosen. According to Olken and Rotem (1986), random sampling is used to help with the statistical analysis presented in a database to test hypotheses. At the same time, this type of sampling is also used to work with a smaller portion of the entire population, characteristics that fit perfectly for this study. In this specific case, the whole population was considered to be every student who was taking the subject called 'English as a foreign language' at UIS. The smaller portion of this population, for this specific study, were the students taking the first level of this subject, called 'Lengua Extranjera 1: Inglés Básico 1'. We opted for this level because these students are just starting the English learning process as part of their programs, which will present more real data.

Additionally, some of the students from the classes mentioned earlier were unable to participate in the survey for different reasons. Some of them were not present on the day the survey was applied. The survey was still sent via the Whatsapp groups of each class, but some students who were not present the day the survey was applied did not take the time to answer it. Additionally, other students still appeared on the list of the class despite having canceled the subject previously.

There were 27 participants in total, 18 women and 9 men. All of the participants are majoring in one of these teaching programs available at the university: the teaching programs of math and the teaching program of Spanish and literature. There were 21 students in total coming

from the math teaching program (77.8%) and 6 coming from the Spanish and literature teaching program (22.2%).

Participants's gender and age vary. As shown in figure 1, the majority of the population were females, with 66,7%, while the men were 33,3% of the total population. The ages of the participants went from 17 years old to 27 years old, with 22 of the participants being younger than 20 years old, which signifies a huge majority overall.

In total, 38% of the total number of students from the first level of English as a foreign language voluntarily took part in the research project.

### **3.5. Data collection instrument**

For the purpose of analyzing the perceptions of the participants about their incidental English learning gained by interacting with social media content, a survey was designed, piloted, and administered to the participants of the study.

A survey was used to collect the data because it was found as the most useful tool to provide the researchers with quantitative data, descriptions, attitudes, and viewpoints of the participants for the study, as a survey will always help to describe similar patterns amongst a population (Creswell, 2014). For the particular case of this study, a cross-sectional survey design is implemented because the data and information will be collected at one specific point in time and not over a long period, and it is also better suited for when a study does not have as many resources available (Spector, 2019). This is done because the time frame for conducting this project does not allow the researchers to make effective use of a longitudinal survey without compromising the possible outcomes and results of the study. Consequently, a cross-sectional

survey design is chosen to collect data to determine the relationship between the variables: time spent on social media platforms and the participant's perception of self-learning in the vocabulary, listening comprehension, and reading comprehension domains. This goes by Spector (2019), stating that the cross-sectional design has been a valuable tool for research over time, allowing researchers to identify connections between variables and explaining that, even without understanding casual relationships, knowing that variables are associated can provide a foundation for theory development and intervention strategies.

For the process of designing the survey, first, a review of the literature was conducted. It was found that the English components more associated with social media tools were vocabulary, reading, and listening, which is why the researchers decided to focus on these three for the survey design. The final survey was constructed and divided into five specific sections.

The first section is concerned with the consent form. For this, it was important that the participants gave permission to use their answers in the study and that they were aware that the answers were completely confidential and would not be shared with a third party. As a result, the participants were informed in a written way (see Appendix 3) about the following information: who the researchers were, the program they belonged to, the name of the study, and the clarification about the privacy of their answers. In case the participants did not agree to allow their answers to be used for the study, they were free to not answer the survey and not take part in the research process.

In the second section, specific characteristics of the participants are required. As such, the first section of the survey is dedicated to demographic information: the University program they belong to, their age, and their gender. This was done to have more specific information about

each participant and, in case it is needed, link their answers with either their program or their age.

The third section is composed of one question, where the participants are asked in what way they are improving their English other than their university classes. This question was included to associate its answers with the results of the correlational test.

The fourth section is divided into four questions. Students are asked about which SNSs they normally use, the type of content they enjoy the most, how much time they usually spend on social media on a weekly basis (independent variable), and what SNSs they use to learn and improve their English. The purpose of this section is to learn more about their way of interacting with social media and have a deeper understanding of the quantitative data.

The fifth and final section is meant for the dependent variables. In this section, participants are asked about their perceptions of the impact that social media platforms have had on their incidental learning of vocabulary growth, listening, and reading comprehension. For this section, each question was constructed as a statement with five possible answers, in what resembles a Likert Scale. The possible answers were: 'Totally agree', 'Agree', 'Neither agree nor disagree', 'Do not agree', and 'Totally disagree'.

After finishing the design of the survey, a pilot test is carried out with a group of 16 students, all from the primary school teaching program. This pilot test is done in order to revise the data collection instrument, identify potential problems when applying the real survey, and calculate the necessary sample size for the project. According to Polit and Beck (2017), a pilot test's main goals are to prevent the researchers from launching a study without the correct and adequate knowledge of the research methods previously proposed, to prevent the occurrence of mistakes and flaws in studies that cost a lot of time and money and to evaluate the viability of the

researcher's planned methods and procedures.

The findings of the piloting process showed that there was a consensus that the questions were clear and that the topic of study was very interesting for all of them. The only main inconvenience that surfaced was referred to question number 5 of the survey, which related to what type of social media the participants use daily. In there, the word "otro" was one of the possible answers to the question, so that the students could write another social media app not presented in the previous options given to them. One of the students pointed out that she did not understand that option, so the survey design was revised, corrected, and clarified for its actual implementation with the real participants of the study.

After the tool is piloted and the test is completed, the survey is given to students from the teaching programs of Maths and Literature who are currently taking the subject of 'Lengua Extranjera I: Inglés Básico I'.

#### **4. Data analysis**

After the survey was applied and the data was collected, we organized all the numerical results in an Excel spreadsheet (See Appendix 2). The time that the participants spend on social media platforms during the week is indicated in the number of hours per week and organized in column I. At the same time, the perceptions regarding the participant's incidental learning in vocabulary, reading, and listening are organized in columns L, M, and N.

After organizing the data, a correlational process is computed utilizing the Pearson correlation coefficient test. This was done using the tools in the Excel program to find out the relationship between the dependent and the independent variables: time spent on social media

and its relationship with the perceived incidental English learning and improvement in vocabulary, listening, and reading.

In this test, the numbers obtained vary between -1 and 1, with 1 being the representation of a perfect positive correlation, 0 representing no correlation and the independence of the 2 variables, and finally -1 representing a perfect negative correlation, meaning that as one variable increases the other one decreases.

We guided our analysis with Salkind (2008), who explained the interpretation of the correlation coefficients obtained in a correlational analysis, named as eyeball method. The interpretations are described in table 7:

**Table 7**

*Interpretation of the correlation coefficient*

<b>Size of the correlation coefficient</b>	<b>General interpretation</b>
.5 to 1.0	Very strong relationship
.4	Strong relationship
.3	Moderate relationship
.2	Weak relationship
0 to .1	Weak or no relationship

*Source: Salkind (2008, p. 87)*

For the null hypothesis to be accepted (no significant correlation between the variables), the required correlation coefficient must fall from 0.0 to 0.1 in all of the three analyses computed. The level of risk established for this correlational study is set at  $p < .05$ , meaning that there is less than a 5% probability that an existing relationship between two variables is due to chance alone. The results of the correlational process for this study are shown in Table 8.

**Table 8**

*Correlation coefficients obtained between the analyzed variables.*

<b>Variables analyzed</b>	<b>Correlation coefficient</b>
Time spent on social media and self-perceived incidental vocabulary learning and improvement	$r = 0.03857$ $p < .05$
Time spent on social media and self-perceived incidental reading learning and improvement	$r = 0.0050$ $p < .05$
Time spent on social media and self-perceived incidental listening learning and improvement	$r = 0.07515$ $p < .05$

*Source: Pearson test*

After collecting all the data from the survey (appendix 1), we organized the 27 answers of the participants in an Excel spreadsheet and proceeded to compute the correlation in the same spreadsheet. This was done in order to obtain the coefficients and the graphics to determine the existence of a correlation between the variables. We organized the answers to each one of the questions in the final section of the survey and gave numerical values to each answer (see Table 1).

## 5. Findings

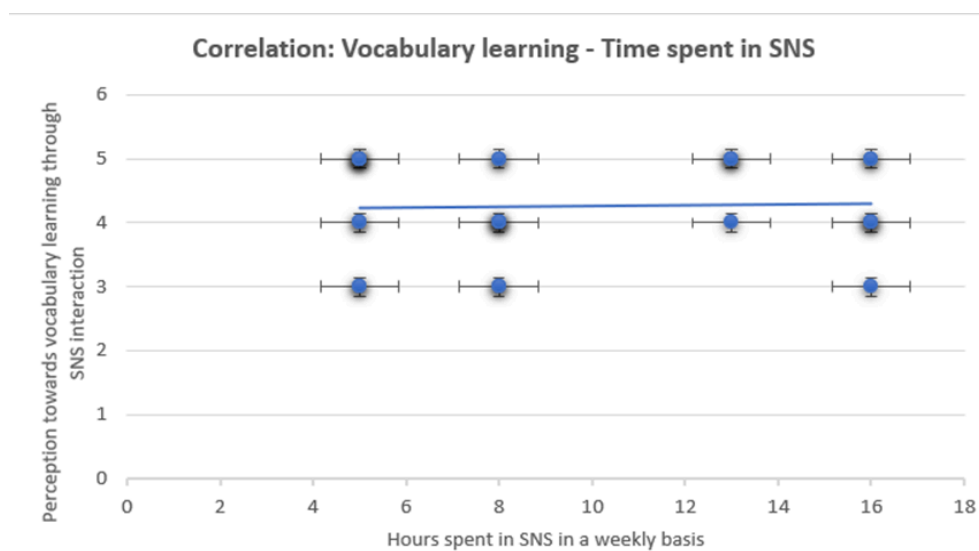
To answer the first research question: is there any correlation between the amount of time the participants spend interacting with social media and the self-perceived incidental improvement of their English vocabulary?

According to the survey, 80% of the participants considered that interaction with SNSs helps them to improve their vocabulary knowledge. Despite this, the coefficient of correlation

found between this variable and the time the participants spend on social media every week, shown in Figure 1, is equal to  $r = 0,0160$   $p < .05$ , which means that there is no significant correlation. So, although some of the participants who spend several hours on social media consider that they learn vocabulary through these tools, the findings show that there is a weak relationship between these two variables.

**Figure 1**

*Correlation between participant's perceptions on vocabulary improvement and the time spent on social media.*



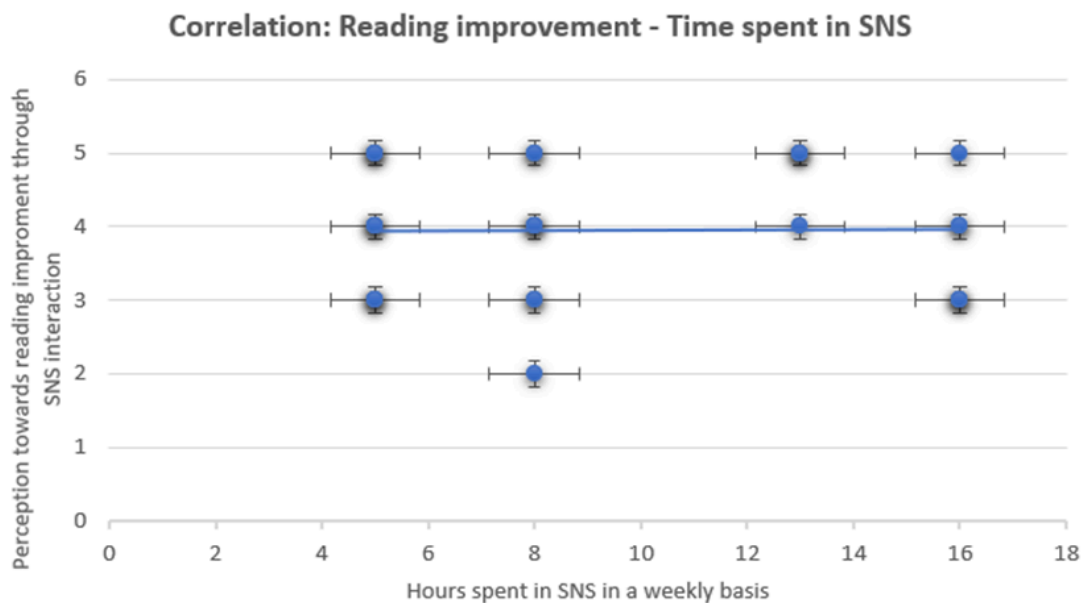
Regarding the second question: is there any correlation between the amount of time the participants spend interacting with social media and their self-perceived incidental improvement in their reading skills of English?

Similarly to the results of vocabulary, for the reading section the correlation coefficient equals  $r = 0.03857$   $p < .05$ . Thus, although the results are greater than those shown in the first

analysis (vocabulary learning), there is no clear relationship between students' perception of reading improvement and the number of hours participants spend on these platforms. Since the number does not surpass the 0.5 needed for considering a moderate relationship between the variables, the results show once again a weak relationship among them. Figure 2 demonstrates that there was no significant correlation between these two variables.

**Figure 2**

*Correlation between participant's perceptions on reading improvement and the time spent on social media.*

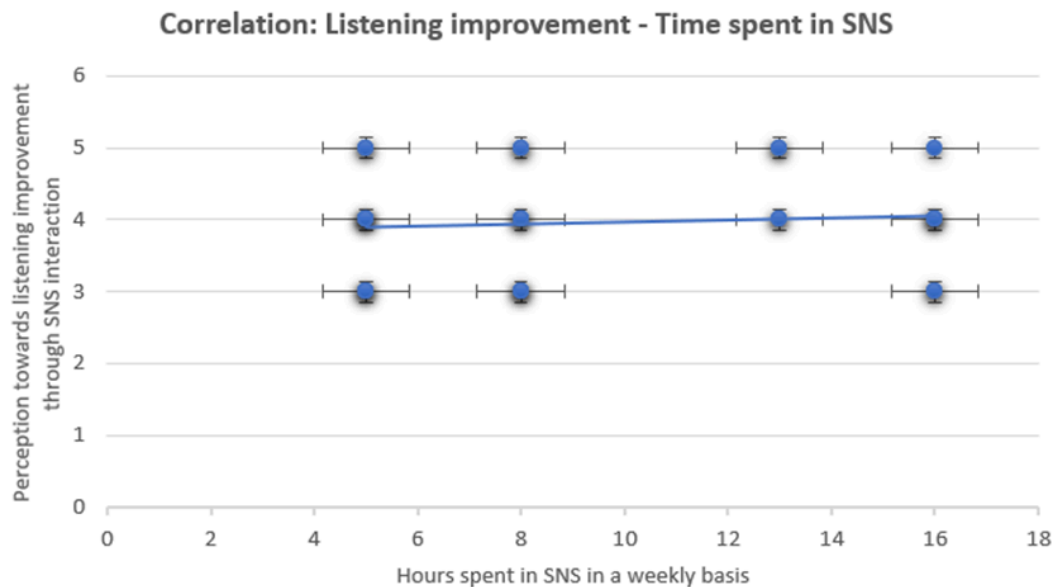


Finally, to answer the last research question: is there any correlation between the amount of time the participants spend interacting with social media and their self-perceived incidental improvement in their English listening skills? The analysis indicates that the participants' perception of their listening improvement associated with the time spent on social media shows a correlation coefficient of  $r = 0.07515$   $p < .05$ , which is the greatest correlation found among all

the English skills that we tested through the survey. However, it still does not surpass the threshold for considering it a positive correlation, meaning that there is no correlation and that there is a weak relationship among the variables. See Figure 3

**Figure 3**

*Correlation between participant's perceptions on listening improvement and the time spent on social media*



## 5.1 Discussion

The main objective for this study was to determine whether spending plenty of hours on social media is in any way beneficial for vocabulary growth, reading comprehension development and listening comprehension development. The researchers opted to establish the relationship between the time participants spend on social media on a weekly basis and their actual perception of English learning via their exposure to Social media content in English using a correlational design.

The results of the study showed correlation coefficients of  $r = 0,0160$   $p < .05$  for vocabulary,  $r = 0.03857$   $p < .05$  for reading and  $r = 0.07515$   $p < .05$  for listening. These coefficients represent the lack of correlation between the variables analyzed, prompting us to accept the null hypothesis set at the beginning of the research process, which indicated the lack of a significant relationship between time spent on social media and improvement on the incidental learning of English content. However, the results do not convey that social media tools are useless when learning and improving the English language, but they go against the hypothesis stating that the more time you spend navigating on SNSs, the better your English level gets. This research intends to trigger interest in other variables and aspects to be analyzed so that the contribution of Social Media platforms on the development of L2 language skills is better understood and can help advance the creation of new strategies and methodologies in which these tools are not the core but a sidekick means for learning.

Taking a look at other studies regarding incidental learning on L2, it was difficult to find correlational studies that revolved around incidental learning. The majority of the research done on incidental English learning and social media tools are related to participants' perceptions or exploratory studies, and as a result, it was not an easy task to compare our findings with previous studies. In addition to this, most of the literature found focuses on vocabulary acquisition (Puimège, 2019; Meganathan, 2019; Rodgers, 2021). In spite of this, both reading and listening skills had a higher correlation coefficient than vocabulary within the results of this study. This means that more research needs to be done in order to test receptive skills' incidental learning and the usefulness of social media tools helping these processes, instead of solely focussing on vocabulary acquisition or improvement. In the studies where listening and reading are brought into discussion, these 2 skills are analyzed as a means of learning vocabulary incidentally and not

as ends for listening and reading improvement. In some cases, these receptive skills are used as tools in experiments in which vocabulary learning is analyzed, but the development of listening and reading is not taken into account (Zhang, 2019; Van Zeeland, 2013; Swanborn, 1999). Thus, we intend to set a precedent of the importance of understanding Social Media tools as aids at the moment of developing listening and reading skills, as videos, audios, texts and music are part of the daily lives of university undergraduates who are intentionally or incidentally exposed to this type of content in L2 through social media.

Despite the non-existence of correlation, similar to Muftah's (2022) study, our results evidence that undergraduates in general have a positive view towards learning English through social media, some of them do it intentionally and in some other cases English learning occurs as a subconscious process. From this, we can confirm that from the perspective of learners, SNSs influence their L2 learning; however, variables such as the type of content, the purpose of the content, the motivation, etc., must be taken into account and controlled so that not only the perspective of learners is analyzed but also the effectiveness of SNSs in L2 learning is measured.

It was also possible to notice in the results that, generally, the older the student is, the lower their expectations towards learning English through Social media are. This is probably due to the generational differences in relation to the employment of Social media in the educational context, as the younger generations are generally more involved in the digital world. However, these results do not intend to be generalized since in different studies in which the perception of the impact of SNS on L2 learning is analyzed, results seem to be positive in all ages (Abraham, 2018; Al Jahromi, 2020).

We also consider it relevant to understand that, as it is difficult to know how much people learn incidentally, it is difficult for the participants to have a clear and objective view of this topic. Some may have learned more than what they remember or are able to show, while others may think they have learned a lot but when it is time to put that knowledge into practice the results are insufficient, which makes incidental learning a very difficult topic to make research about unless a longitudinal experiment is implemented.

This study presented clear limitations from the beginning. For instance, we were aware that the time spent on this project was always going to be a big downside since in order to obtain real significant results the study needed to be larger and be part of a longitudinal process for the results to be more significant and representative. Additionally, taking the study to a bigger population and participants could prove to be decisive in future research regarding this topic. Another vital aspect limiting our research was the lack of information about the language found in the content consumed by the participant of this study, or what percentage of the daily content they were exposed to was presented to them in the English language. For future studies, it would be useful to make an experiment where one could verify the immediate impact of social media on incidental English learning, using a group where the learning is more traditional and another group where learning is heavily influenced by social media tools. This would need to be done over a long period of time to actually verify the effects of these tools in the learning process, as well as having a pre-test and post-test to have proof of the improvement (or lack thereof) that social media can cause. It would also be interesting to implement a case study, where the participants are exposed to new social media content on a daily basis, and after that undergo either a test or an interview to check if any new knowledge was acquired from this content the

participants were exposed to. Again, it is important to have the proper time frame to undergo these possible experiments in the best possible manner and in its biggest capacity.

## 6. Conclusions

The correlational analysis of the variables stated in the research questions indicates that the amount of time spent on social media on a weekly basis by the participants does not correlate to their perception of learning and improving their vocabulary knowledge, their reading skills, and their listening comprehension. This means that the interaction that takes place with social media and the time a person spends on it does not influence their opinion on incidental learning with SNSs.

Listening ended up having the highest correlation coefficient among all the research questions. This can probably be understood from the answers to question number 2 of the fourth section of the survey (what type of content is more attractive to you when using social media?), in which 85,2% of the students answered that content in the form of video was the type of content that attracted their attention the most.

As the results of the correlational test were not significant and ended with weak relationships between the variables, we can confidently say that the null hypothesis for this study was accepted. Consequently, it can be concluded that for the students from the math and literature teaching programs who are currently taking the subject 'Lengua Extranjera I: Ingles Basico I', the amount of time spent in SNSs during the week does not directly influence the incidental learning they can perceive is gained through SNS, and that there is no relationship between these variables. It is not possible to state that, the greater the use of social media apps is, the greater the amount of English knowledge you gain from it.

As stated in the introduction of this study, technological tools have proved to be essential for human life in recent times, and it is difficult to imagine life without them right now. In the area of language learning, ICTs (information and communications technology) has become a great asset to have in classes, not only for its usefulness but for its motivating factor. According to Jayanthi and Kumar (2016), ICTs change the students' attitudes towards learning and improve them massively, as it gives them confidence, motivates them, helps to boost their self-esteem and allows them to take charge of their own learning process. It helps students to get information freely and easier, it helps teachers to improve their lessons and to use tools that help to enhance the interest of the learners. However, these tools always come in hand with the mediation and intervention of an educator, someone who can help the learners to use these tools correctly, who can guide them to the knowledge needed to improve the language and who can set standards, goals and tasks in order for them to fully exploit these instruments to its maximum capacity. Technology needs guidance for it to be useful in language learning, and we as teachers are the key to unlock the full potential of technological gadgets, social media included. Studies who support the use of ICTs for English improvement, like Nair et al. (2012), always do so with the notion that there is an educator to guide the learners through the learning process, and never state that the students should do this process on their own.

Overall, most of the participants consider that social media content helps them improve their English learning, expand their vocabulary, and improve their listening and reading skills. These findings help us understand that social media is not only a tool for entertainment but that it can work as a tool for the development of strategies in which Social Media platforms are not incompatible with regular education, and actually boost students' learning process with the constant exposition to English input; however, it was found that most of the participants use

social media platforms for English learning purposes i.e., this learning is not incidental, which means that this intention to learn can also be a condition for their perception of English learning through social media.

It is important to note a vital aspect regarding this study: The variables we worked with are the time the participants spent on social media and participants' self-perceived incidental improvement in English areas such as vocabulary, listening, and reading. At no point in this study are the researchers trying to convey that, if there was a positive correlation between the variables, that automatically means that the more time someone spends on social media, the more likely they are to improve their English proficiency. There are more variables involved in improving English incidentally and making a statement like that would prove irresponsible from the researchers' end.

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## Annexes

## Appendix 1: Survey

Universidad Industrial de Santander Facultad de Ciencias Humanas Periodo 2023-2 Cuestionario de Investigación						
Información Personal						
<b>Género</b>	M	H	Otro: _____			
<b>Edad</b>		<b>Licenciatura:</b>	Educación Básica Primaria		Matemática	
			Lengua Castellana y Literatura			
Aprendizaje de Inglés						
1. Aparte de las clases en la universidad, ¿de qué manera está aprendiendo inglés?						
Curso particular	Interactuando con nativos			Aplicaciones diseñadas para el aprendizaje de idiomas		
De forma autónoma ¿Cómo? _____						
Otra. Cuál?: _____						
Uso de redes sociales						
1. ¿Cuáles redes sociales utiliza a diario?	Facebook		Tiktok		Youtube	Threads
	Whatsapp		Instagram		Twitter/X	Otras. ¿Cuáles?
2. ¿Qué tipo de contenido llama más su atención mientras navega en las redes sociales?	Audio		Video		Escrito	
3. ¿Cuánto tiempo dedica a las redes sociales semanalmente?	menos de 5 horas		5 a 10 horas		11 a 16 horas	
4. ¿Utiliza las redes sociales en su aprendizaje del idioma Inglés?	Sí		No		5. Si la respuesta en la pregunta 4 fue "sí" ¿Cuáles redes sociales utiliza en su aprendizaje del idioma inglés? Escribalas separadas por comas.	
Uso de redes sociales para el aprendizaje de inglés						
1. Las redes sociales han afectado de forma positiva mi aprendizaje del idioma inglés.	Estoy totalmente en desacuerdo.	Estoy en desacuerdo.	No estoy seguro	Estoy de acuerdo.	Estoy totalmente de acuerdo.	

<b>2. Las redes sociales han afectado de forma positiva mi aprendizaje de nuevas palabras en inglés.</b>	Estoy totalmente en desacuerdo.	Estoy en desacuerdo.	No estoy seguro	Estoy de acuerdo.	Estoy totalmente de acuerdo.
<b>3. Las redes sociales han afectado de forma positiva mi aprendizaje de mis habilidades de escucha en inglés.</b>	Estoy totalmente en desacuerdo.	Estoy en desacuerdo.	No estoy seguro	Estoy de acuerdo.	Estoy totalmente de acuerdo.
<b>4. Las redes sociales han afectado de forma positiva mi aprendizaje de mis habilidades de lectura en inglés.</b>	Estoy totalmente en desacuerdo.	Estoy en desacuerdo.	No estoy seguro	Estoy de acuerdo.	Estoy totalmente de acuerdo.

## Appendix 2: Data base

Marca temporal	Género:	Edad	Licenciatura a la que pertenece:	Aparte de las clases en la universidad, ¿de que otra manera está aprendiendo inglés?	¿Cuáles redes sociales utiliza a diario?
1	Femenino	17	Matemáticas	Usando aplicaciones diseñadas para el aprendizaje de idiomas	Facebook, Tiktok, Whatsapp, Instagram, Telegram
2	Masculino	21	Matemáticas	Ninguna	Facebook, Whatsapp, Instagram, Twitter/X, Telegram
3	Femenino	17	Matemáticas	Usando aplicaciones diseñadas para el aprendizaje de idiomas, De forma autónoma	Facebook, Tiktok, Youtube, Whatsapp
4	Masculino	17	Matemáticas	Ninguna	Facebook, Tiktok, Whatsapp, Instagram
5	Masculino	18	Matemáticas	Ninguna	Youtube, discord
6	Femenino	20	Matemáticas	Usando aplicaciones diseñadas para el aprendizaje de idiomas	Facebook, Tiktok, Whatsapp, Instagram
7	Masculino	17	Matemáticas	Usando aplicaciones diseñadas para el aprendizaje de idiomas	Tiktok, Youtube, Whatsapp, Instagram
8	Femenino	18	Matemáticas	Ninguna	Facebook, Tiktok, Whatsapp
9	Femenino	18	Matemáticas	De forma autónoma	Facebook, Tiktok, Youtube, Whatsapp, Instagram, Telegram
10	Femenino	19	Matemáticas	Usando aplicaciones diseñadas para el aprendizaje de idiomas	Facebook, Tiktok, Whatsapp, Instagram, Twitter/X
11	Femenino	17	Matemáticas	Usando aplicaciones diseñadas para el aprendizaje de idiomas	Tiktok, Whatsapp, Instagram
12	Femenino	19	Lengua castellana y literatura	De forma autónoma	Facebook, Tiktok, Youtube, Whatsapp, Instagram
13	Femenino	17	Lengua castellana y literatura	Usando aplicaciones diseñadas para el aprendizaje de idiomas	Facebook, Tiktok, Whatsapp, Instagram
14	Femenino	18	Lengua castellana y literatura	De forma autónoma	Facebook, Tiktok, Youtube, Whatsapp, Instagram, Twitter/X
15	Femenino	20	Lengua castellana y literatura	Curso particular, Usando aplicaciones diseñadas para el aprendizaje de idiomas, De forma autónoma, Instagram y tik tok	Tiktok, Whatsapp, Instagram
16	Femenino	18	Lengua castellana y literatura	Usando aplicaciones diseñadas para el aprendizaje de idiomas, De forma autónoma	Youtube, Whatsapp
17	Femenino	18	Lengua castellana y literatura	Principalmente por medio de la música, series y películas.	Tiktok, Youtube, Whatsapp, Instagram, Twitter/X
18	Femenino	18	Matemáticas	Usando aplicaciones diseñadas para el aprendizaje de idiomas	Facebook, Tiktok, Whatsapp, Instagram
19	Femenino	17	Matemáticas	Ninguna	Facebook, Tiktok, Whatsapp
20	Masculino	19	Matemáticas	Ninguna	Whatsapp
21	Femenino	17	Matemáticas	Ninguna	Facebook, Tiktok, Youtube, Whatsapp, Instagram, Twitter/X, Threads, Telegram
22	Masculino	21	Matemáticas	De forma autónoma	Facebook, Youtube, Whatsapp
23	Femenino	19	Matemáticas	De forma autónoma	Facebook, Tiktok, Youtube, Whatsapp, Instagram
24	Masculino	18	Matemáticas	Usando aplicaciones diseñadas para el aprendizaje de idiomas	Facebook, Tiktok, Youtube, Whatsapp
25	Masculino	17	Matemáticas	De forma autónoma	Youtube, Instagram
26	Femenino	19	Matemáticas	De forma autónoma	Tiktok
27	Masculino	27	Matemáticas	De forma autónoma	Facebook, Youtube, Whatsapp

¿Qué tipo de contenido llama mas su atención mientras navega en las redes sociales?	¿Cuánto tiempo dedica a las redes sociales semanalmente?	¿Utiliza las redes sociales en su aprendizaje del idioma inglés?	Si la respuesta en la anterior pregunta fue "si", ¿Cuáles redes sociales utiliza en su aprendizaje del idioma inglés? Si es mas de una, escribalas separadas por comas.
Imagen	Menos de 5 horas	Si	Instagram, YouTube
Vídeo	De 5 a 10 horas	No	
Vídeo	Menos de 5 horas	Si	YouTube
Vídeo	Menos de 5 horas	No	
Vídeo	Mas de 16 horas	No	
Vídeo	Mas de 16 horas	No	
Vídeo	De 5 a 10 horas	Si	Duolingo, YouTube and tiktok
Vídeo	Mas de 16 horas	No	
Vídeo	De 5 a 10 horas	Si	YouTube
Vídeo	Mas de 16 horas	Si	Duolingo, tik tok, youtube
Vídeo	Mas de 16 horas	No	
Vídeo	De 11 a 16 horas	Si	TikTok
Imagen	Menos de 5 horas	Si	Tik tok
Vídeo	Mas de 16 horas	Si	Instagram, tik tok, Twitter
Vídeo	De 5 a 10 horas	Si	Instagram y Tik Tok
Vídeo	Menos de 5 horas	Si	YouTube
Vídeo	De 11 a 16 horas	Si	Instagram, twitter, tik tok.
Imagen	De 11 a 16 horas	No	
Vídeo	De 5 a 10 horas	No	
Vídeo	Menos de 5 horas	No	
Vídeo	De 11 a 16 horas	No	
Vídeo	Menos de 5 horas	Si	Formas de hablar un poco más nativo
Vídeo	De 5 a 10 horas	Si	Netflix
Vídeo	De 5 a 10 horas	Si	YouTube, facebook
Texto	Menos de 5 horas	Si	YouTube y instagram
Vídeo	De 5 a 10 horas	No	
Vídeo	Menos de 5 horas	No	


Las redes sociales han afectado de forma positiva mi aprendizaje del idioma inglés:	Las redes sociales han afectado de forma positiva mi aprendizaje de nuevas palabras en inglés.	Las redes sociales han afectado de forma positiva mi aprendizaje de mis habilidades de escucha en inglés.	Las redes sociales han afectado de forma positiva mi aprendizaje de mis habilidades de lectura en inglés
4	5	5	5
5	4	5	5
4	4	4	4
5	5	3	5
5	5	5	5
5	4	4	4
3	5	4	5
2	3	4	3
4	4	3	4
4	4	4	4
3	4	3	3
5	5	5	5
5	4	3	4
4	5	3	3
5	5	5	3
3	3	4	3
5	5	5	5
4	5	4	5
4	4	4	4
4	5	4	3
4	4	4	4
5	5	5	5
3	3	3	3
3	4	3	4
4	5	4	4
3	3	4	2
3	3	3	3


### Appendix 3: Consent

## Encuesta

Esta encuesta esta preparada por Carlos Diaz y Alvaro Salazar, estudiantes de la carrera de Licenciatura en lenguas extranjeras con énfasis en inglés. El motivo de esta encuesta es obtener datos e información para nuestro proyecto de grado, titulado "**The Relation between Social Media with the Self-perceived Incidental English Learning of Undergraduate Students from the Math, Elementary and Spanish Teaching Programs at the Industrial University of Santander**". Las respuestas dadas por usted en esta encuesta serán utilizadas exclusivamente para este trabajo y tendrán total confidencialidad. Les agradecemos mucho su colaboración.

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 No compartido