

Distractors as a Handicap for English Foreign Language Learning in the Middle Level

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Abstract

In this investigation the reader is expected to see our singular approach on the topic selected, that is to say, how we personally feel and learned on the phenomena under our scrutiny: Distractors as a handicap for English foreign language learning in the middle level of our educational public system, we as in-service EFL teachers and professors, mostly for the public schools and universities estimate that our voices have to be heard in the world of the so-called Scientific Community, which sometimes in countries like ours, acts as though, we who are an essential part of the educational system, do not exist.

As the investigation develops, we will see literature review, which is composed of the historical and geographical backgrounds from where the data was gathered and of where the research will be done, expecting interesting results and that can be applied to the improvement of the learning of the students Nation-wide, and that will be taken as a sample so that this experiment would serve as a valid effort for the whole system, thus reaching out beyond the boundaries of the local borders.

Finally, in the methodology of the research will be found the methods used for this work to be effective and developed in its entirety in the same way is attached the survey that was done for the sample selected out of an ample population as is the case of our public schools.

Keywords: Distractors in EFL learning, Middle Level of Education, Public Educational System

Introduction

This research was conducted to know and determine the reasons why students are being distracted and learning of English as a foreign language is not effective.

In addition, this research brought important data for the support of this research, since it will help to obtain results for the improvement in how much learning is treated at the average level of education.

Chapter I was conceived to be an introductory chapter where goals, and objectives were set for the obvious purposes of leading the path to the readers into the insights of the problem studied.

Chapter II fully explained the literature in review as well as, those facts that bridge us into a deeper explanation of the problem

Chapter III dealt with the methodological insight of the research and gives a complete account of the elements involving that matter.

Chapter IV brought us the findings and concluding elements of this research work though a detailed discussion of the research questions contemplated in this work.

Chapter I: Theoretical Framework

Statement of the Problem

In the Dominican Republic in the teaching of English as a foreign language, there has been an impressive progress in terms of teaching methods, as well as in the initial, middle and professional levels. However, it has been found that when is teaching, students face a series of distractions. In this way, when they are evaluated, it is reflected that the efforts of the pedagogues have been in vain.

For this reason, in the area of education at the middle levels in San Francisco de Macorís, both public and private, for the most part do not escape from this reality, since it is observed that English as a foreign language students are having a great deficiency in their learning.

Starting from that perspective, it has become a concern for the supporter of this research to investigate the distractions as a handicap for English as a foreign language in the middle levels in the south school of San Francisco de Macorís, in order to know the reality of the problem.

Importance of the Problem

The importance to investigate the problem the distractions as a handicap for English as a foreign language in the middle levels in the south school of San Francisco de Macorís, with this problem we can find the most common distractions in the students of middle level, and also, in this way to be able to diminish the distractors in said students. In turn, the pedagogues will have greater results as soon as the evaluations are made to them.

It will also be possible to improve the teaching methods that are used for middle level education, in order that the standards of education in said center are the best qualified at the regional level.

Justification

Considering the process of evolution in the teaching of English as a foreign language in a regional manner, knowing that San Francisco de Macorís, is heading to improve in the area of education, this leads to the need to reduce the distractions in the learning of the students.

In that order, the subject of the present investigation was selected, since there is a concern to know the existing distractions as a handicap for English as a foreign language in the middle levels in the south school of San Francisco de Macorís, and thus be able to establish a degree of improvement for the learning of the students of these levels.

Through the results of the present study, it is expected to find the distractions in the learning of English as a foreign language, and to be able to offer objective and useful data to improve the learning of them in a general sense.

This information may be used as a guide for the South High School, in order to put into execution the corrective plans to the possible distractions that are found.

Hypothesis

The hypothesis considered for the problems exposed for this investigation is the following:

The students at the time of learning, they do not pay attention to the explanations given by the teacher, for the most part the young people are sharing with their classmates or paying attention to other things that are not beneficial for them.

General Objective

To determine which levels are more common the distractors as a handicap for English foreign language learning in the middle level.

Specific Objectives

To inquire why the students are distracted in English foreign language learning in the middle level.

To get distractions in students as a handicap for English foreign language learning in the middle level.

To identify which teachers are working to eliminate the distractions for English foreign language learning in the middle level.

To verify the needs of students in learning English as a foreign language in the middle level.

Research Questions

1. - What kinds of distractions have the students of EFL learning in the middle level?
2. - What are the causes of distractions in students of EFL learning in the middle level?
3. – How the teachers works to avoid the distractions in students of EFL learning in the middle level?
4. – What is the percentage of students that are involved in those distractions of EFL learning in the middle level?
5. - Are the students collaborating to avoid the distractions of EFL learning in the middle level?

2. - Chapter Two: Literature Review

The process of oral comprehension of a language is dotted with obstacles, which we can call distractors, which make decoding the message difficult. Most of these distractors usually belong to one of the following groups: linguistic, cultural, phonological or pragmatic-discursive.

FACTORS INTERVENING THE EDUCATIONAL PROCESS

Studying without motivation is like putting wicks to the lamp, when oil is what should be added”(J. Gallego). THE FACTORS OF ACADEMIC SUCCESS The factors that influence academic success directly or indirectly affect the results obtained and this will depend on four factors: motivation, intellectual aptitudes, previous knowledge and application of study techniques. Motivation is one of the keys to learning, and if it is not handled well it can cause disinterest, apathy, limited participation and the final outcome can be to do nothing and fail. Motivation is considered as the impulse that leads a person to choose and perform an action. This depends on each person. But teachers can enhance it taking into account the level of development of the student, his previous knowledge, his educational history and of course that will be of vital importance the development of the class, the subject and how it is taught. However, from the family level there is also a responsibility and should encourage the student to have a cultural concern and value the studies as a personal and social success. As we have mentioned before, the teacher must be able to motivate students (although it is a very arduous task) but also must take into account the previous knowledge from which the student starts. If the knowledge is not firm, the

students do not get to understand the new content well, it is demotivated and fails.

ENVIRONMENTAL FACTORS Although the majority of students attach very little importance to environmental factors, however, it has been shown, based on research, that these factors influence both school success and learning. Therefore the place of study requires a series of conditions that favor the study session. You can study anywhere, but it is better to look for a personal place. The place we choose should always be the same because it helps to create a study habit and the place is associated with the academic task. This site can be your own room, a study room or a public library (depending on your preferences and possibilities). Whichever place you choose, you should allow yourself to concentrate and avoid distractions such as conversations, interruptions or noise. This place must be neat, where you can find all the material you need (to avoid wasting unnecessary time). It is also necessary that it meets adequate conditions of lighting, temperature, ventilation, furniture ... these and other factors will intervene in your academic performance. The lighting is preferable to be natural. The light must enter from the opposite side of the hand with which it is written. In this way, the light will be received on the right if you are left-handed and on the left if you are right-handed (avoiding the formation of shadows). When necessary the use of artificial light is advised to be done with an ambient light and another light that goes directly to the study table. The light must be distributed in a homogeneous way, avoiding the contrasts of light and shadows. The temperature that (is advised that the temperature distribution be homogeneous.

Geographical/Historical Backgrounds

The entire northeast region of the country was part of the chiefdom of Maguá, and the Ciguayos or Macoriges that populated those jurisdictions of the municipality of San Francisco de Macorís, formed a kind of cacique, which in turn was governed by Mayobanex.

The region was originally inhabited by the Ciguayos Indians or macorijes, from where it later took its name. Ramón Alberto Ferreras -El Chino-, after analyzing several historians concludes: "Macorix was not only an Aboriginal social conglomerate or an oriental river, but also a language, a tree and a proper name", by its side the name of San Francisco It is attributed to Fray Juan Borgoñón of the Franciscan order, who had spread to the interior lands, in order to continue the work of attending to the spiritual needs of the population and settled in these regions, from which the origin can be inferred. of the name San Francisco de Macorís.

The first city founded in the vicinity of San Francisco de Macorís was La Concepción de La Vega, or Vega Vieja, in the year 1497. After la Vega Cotuí was established in 1505, in a place rich in gold. For centuries all that today is San Francisco de Macorís and the province Duarte was rural periphery of La Vega and Cotuí respectively.

It was not until the treaty of Aranjuez in 1777, when the border limits were redefined, since from 1630, the island was maintained in a constant political upheaval, and it was this treaty that put an apparent end to the struggle. Since then Spain promotes a population policy from the Central Cibao to the border in order to strengthen territorial integrity, and many of the cities that had been officially destroyed in Osorio's Devastations from 1605 to 1606, were restored, and others they were elevated in the Villa to City category.

This was the case of the Villa of the Corner of Santa Ana of San Francisco de Macorís also previously called Hato Grande, that until 1718 was its owner Francisco Ravelo Polanco, provincial mayor of the Holy Brotherhood of Santiago de los Caballeros, 4 5 and later the tradition points out Juan de Alvarado and the families Tejada and De Jesús as the owners of the land and donors of the territorial area for the purpose of its foundation⁶ They are known

as María Tejada, wife of Bernardo Pantaleón del Villar and Francisca Tejada, wife of Juan González; all these ancestors of prominent families of today's municipality of Salcedo.

Its foundation was registered on September 20, 1778 (it was the first with a birth certificate), as it is recorded in what is regarded as its fundamental act, and it is an authentic act lifted by the public notary Dionicio de la Rocha, in the place named the Corner of San Francisco, next to the river Jaya, who moved to this place in the company of the mayor of Santiago, Joaquín Pueyo and Don Juan de Alvarado, empowered to recognize and choose the land.

The name of San Francisco de Macorís comes from a fusion of the name of "the Franciscan order" (a religious organization of Spain that came to this territory during the colonization) and the name of the indigenous territory, which is Macorix.

At that time eight stakes or boundaries were set to define the limits; these margins were revised and restored with greater solidity later in 1890 and 1928 respectively.

In the year of 1795, the Treaty of Basel was signed, in which Spain ceded France the entire territory of the Spanish island. France takes possession of the Spanish part in 1801, and it is under French management that a new political division of the island is conceived and the city of San Francisco de Macorís was assigned parish status. It is assumed that it was from that moment when the city council or town hall was established, although we only know the minutes of the resolutions of said town hall as of 1811.⁷

It is due to the efforts of General Manuel María Castillo that on October 2, 1896, the dictator Ulises Heureaux (Lilís) converted the municipality of San Francisco de Macorís into a "Pacifier" Provincial District (a title with which his sycophants called Lilís). At that time it was assigned as common to the Cantonal Post of Matanzas, the Section of Monte Abajo, Villa Riva, Cantón Castillo, among others. San Francisco de Macorís thus becomes the capital city of the entity.

The name of Peaceful District lasted until July 26, 1926, when the Legislative Chamber of the Government of General Horacio Vásquez changed its name to Provincia Duarte, which it maintains today.

On May 20, 1963, the city councilors approved the change of name of the main streets of San Francisco de Macorís at the request of the Heroes de Constanza Foundation, Maimón and Estero Hondo. The entourage of the Heroes Foundation was composed by Mrs. Rosa Elba Carrón de Almánzar and Miss Angela Negrette.

UASD – Recinto San Fco. De Macoris

According to El Jaya, CURNE – UASD Foundation On February 27, 1970, the opening ceremony of the Curne was held at its premises. It was led by the Rector Ing. Andres María Aybar Nicolás who finished his term and recently elected Doctor Rafael Kasse-Acta.

The provincial, local authorities and a large number of people from different social classes in the province of Duarte and the Region also attended. The teaching began three weeks later.

He began his work in the zinc-roofed wood shop, located on Libertad Avenue with Duarte, corner of Bonó. It had capacity for 200 students working simultaneously in regular classrooms and laboratories. The academic staff considered to be the founder of the Curne since he worked from the first semester was composed of seven teachers with a teacher category and five with the category of Teacher Assistant. With professor category were Dr. Jacobo Moquete de la Rosa, director of the center and professor of Pedagogy, Dr. Abel

Fernández Mejía, Letras; Ing Enrique Estrada, Mathematics, Giuseppe Rímoli Martínez, Sociology; Dr. Ismael Hernández Flores, Dominican Social History; Dr. Plutarco Sención, philosophy and graduate Marcia Jiminián de Moquete, Psychology.

In the category of Teacher Assistant were the graduate Ana Dolores Guzmán, in Pedagogy; Dr. Nora Nivar de Fernández, Letras; Ing. José Arismendy García Mateo (Cheme), in

mathematics; Dr. Jesus Antonio Pichardo, History and Doctor José Amado Camilo Fernández, Philosophy.

The administrative staff was composed of Mr. Miguel Mateo, secretary; María Dolores María (María Corona) concierge and Zacarías Ventura, night watchman.

Regarding the curricular offer, the first open courses were those corresponding to the University College and the pedagogical studies of the teaching staff in the areas of Literature, Mathematics, History and Biology. These areas prepared teachers for the middle level of education.

The modality of the University College had a morning schedule from Monday to Friday, while the weekly schedule of the pedagogical courses had a Saturday session with hours from 7:00 in the morning until 6:00 in the afternoon and a regular course that He worked from 7:00 a.m. to 8:00 p.m. on Monday, Wednesday and Friday.

A third curricular offer was offered, consisting of the career of Technical in Commercial Sciences; this was tried to be implemented at that time in the Curne but had no demand. The enrollment of the first semester of the Curne was 300 students. From the beginning, appreciable numbers of teachers in service who were an important part of the student population were integrated.

In the first semesters there was a student body constituted to a large extent by educators (teachers and school directors) of great maturity who had not had the opportunity to attend pedagogical studies at a higher level.

The student sector was organized in the same groups that affected the headquarters as the Flavio Suero Student Front (Feflas), Communist Youth (JC), Democratic Socialist University Front (FUSD), Forge and Youth Force for Socialism (FJS).

According to Gordon sherry in her research conducted on September 24, 2018, on her research *How Smartphones Are Creating Distractions in the Classroom*. Most high-school

and even middle-school teachers are in a constant battle with smartphones and other devices for attention in the classroom. Students are finding ways to text, surf the web, and post on social media all while the teacher is instructing. They hide their devices in their lap, a sweatshirt pocket, or even in an open pocket of their backpack. The end result is that they are only half-present in the classroom for much of the time.

Meanwhile, a new study by the University of Nebraska-Lincoln found that college students also are spending more class time than ever using their smartphones and other devices. In fact, the study found that students check their phones and other devices more than 11 times a day on average. And, it is not just a quick glance to see if someone is trying to reach them. Instead, they are spending up to 20 percent of their classroom time texting, emailing, surfing the web, checking social media, and even playing games.

And they clearly don't see a problem with these behaviors. Nearly 30 percent of the students said they could use their digital devices without distracting from their learning. And more than a quarter of them said it was their choice if they wanted to use a smartphone or other device while class was taking place.

Likewise, many students surveyed felt that the benefits of using digital devices for non-class purposes outweighed any distractions they caused in the classroom. And more than 11 percent of those surveyed felt that they could not stop themselves from using their devices.

Universidad Autonoma de Santo Domingo

According to UASD homepage, The University of Santo Domingo was created by the Bula in Apostolatus Culmine, issued on October 28, 1538 by Pope Paul III, which raised to that category the General Study that the Dominicans ruled from 1518, in Santo Domingo, viceregal see of colonization and the oldest colonial settlement of the New World.

The University of Alcalá de Henares was its model and as such it was the standard-bearer of the Renaissance ideas that emerged from the medieval world, from which Spain emerged from the days of the conquest.

The nascent University began its teachings organized in four Faculties: Medicine, Law, Theology and Arts, according to the norms established at the time for the similar institutions of the metropolis. The studies of Arts included two modalities, namely: the "trivium" that comprised the Grammar, the Rhetoric and the Logic and the "quadrivium", that included the Arithmetic, Geometry, Astronomy and Music ".

Vicissitudes

In 1801, as a result of the Haitian occupation of the country, the University interrupted its operation, because the Dominicans, who ran it, left the colony. It was reopened in the year 1815, when the colony returned to Spanish sovereignty, but from then on it adopted the secular character.

Between 1815 and 1821 it worked under the rectorship of Dr. José Núñez de Cáceres. The University closed its doors again in 1822 because a large number of its students were recruited for military service by order of the Haitian regime that governed the nation. With the consummation of the Independence of the Republic in 1844, the Dominicans are reborn in their desire to reestablish the University, a symbol of cultural tradition and the character of the newly acquired nationality.

Responding to this claim, on June 16, 1859, President Pedro Santana promulgated a law that restored the old University of Santo Domingo, with an academic composition similar to that of medieval universities (four faculties: Philosophy, Jurisprudence, Medical Sciences and Sacred Letters) and as a dependency of the central government through the General Directorate of Public Instruction and the corresponding State Secretariat.

But for reasons of political contingencies, the aforementioned provision was not implemented and the University was not reopened.

On December 31, 1866, the Professional Institute was created by decree, which functioned instead of the old University of Santo Domingo.

On May 10, 1891, the Professional Institute closed its doors until August 16, 1895, which reappeared under the rectorship of Archbishop Fernando Arturo de Merino.

On November 16, 1914, the President of the Republic, Dr. Ramón Báez, who was also Rector of the Professional Institute, transforms by decree the Professional Institute at the University of Santo Domingo.

From 1916 to 1924, the University had to interrupt its operation as a result of the North American intervention.

During the 31 years of the tyranny of dictator Rafael Leonidas Trujillo, the University of Santo Domingo, like the other institutions of the country, was deprived of the most basic freedoms for the fulfillment of its high mission, becoming an instrument of control political and propagation of totalitarian slogans, before whose detriment nothing was worth the little material progress that reached the Institution in those years of despotic government, as was the acquisition of land and the construction of the University City.

University autonomy and jurisdiction

Law No. 5778 of December 31, 1961 endowed the University with autonomy. From that moment began to struggle to achieve institutional balance and a climate of coexistence that allowed him to develop all his creative faculties. But after three decades subjected to the iron will of a regime opposed to any form of human communication that did not serve their interests the institution was not easy, initially using the newly acquired freedom and self-government to fulfill its mission of service and contribute for the cultural and economic improvement of our people.

On February 17, 1962, the first authorities are elected under the autonomy regime. Law 5778 on autonomy, also consecrated the forum for the university campus, but this was suppressed by the de facto government of the Triumvirate, through Law # 292, of June 12, 1964.

Backgrounds on Distraction

Smartphone Use and Lower Grades

While there is little argument that smartphones and other devices can be distracting for students in classrooms, there is new research that shows using electronic devices in the classroom can even lower students' grades.

In a study published in the *Journal of Educational Psychology* researchers found that of the 188 upper-level college students studied, the students with laptops and cell phones open for non-classroom purposes scored half a letter grade lower on exams.

This grade could be the difference between passing and failing for some students. Even students who were enrolled in the same class as the device-users scored lower even though they did use a device during class. The researchers speculate that this was likely due to the surrounding distractions from others using electronic devices.

It's also important to note that while having a device did not lower comprehension scores within the lecture, it did lower the end of the term exam by as much as 5 percent or half a grade. These findings demonstrate that the main effect of divided attention in the classroom is on long-term retention.

Meanwhile, another study conducted by Stanford University shows that intense multitasking decreases the efficiency of completing a given task. The conclusion here is that smartphones and other electronic devices can reduce a student's ability to think to their full potential

Why Distraction Impacts Learning

According to the book *The Distracted Mind: Ancient Brains in a High-Tech World*, students become distracted when they are pursuing a goal that really matters and something blocks their efforts to achieve it. This is what happens when technology is used in the classroom. The students' attention is divided between two tasks—what the teacher is trying

to teach and what the student is trying to do on the digital device. The result is that fewer items regarding those two tasks will be able to be recalled or retained.

Another way to understand distraction is to look at the research conducted by neuroscientist Adam Aron of the University of California San Diego and postdoctoral scholar Jan Wessel. They found that the brain system that is involved in interrupting or stopping movement in our bodies also interrupts cognition.

In other words, this area of the brain is engaged when you make an abrupt stop in action due to an unexpected event. The result is that unexpected event, like a text message or a notification, clears out what you were thinking (or what the teacher was teaching).

This function of the brain used to serve an important role when humans were faced with danger and needed to focus on what was happening at that moment. But with all the chirps and chimes of technology, this brain function can have a negative impact.

Signs You Should Restrict Your Teen's Cellphone Privileges

What Teachers and Students Can do most educators agree that the answer is not banning devices from the classroom. Not only is a technology ban counterintuitive to the world we live in, but it also could inadvertently single out students with accommodations that need those devices to participate in class.

Instead, teachers, as well as students, need to change their practices. Teachers need to adapt to the reality that smartphones and other devices are here to stay. Likewise, they need to realize that the number one reason students gave for turning on their devices in class was boredom.

Meanwhile, students need to recognize that reaching for their smartphone during class will impact their overall learning. And while they may still be able to pass tests that are given right away, when it comes time for final exams or standardized tests, they will not retain as much information as they would have if they had never turned on their smartphone in class.

Consequently, students need to learn how to self-regulate when it comes to using technology in the classroom.

If you have a student with a smartphone addiction, you may want to have a discussion about how cell phone use in the classroom could be impacting his grades. Additionally, you may also want to establish some ground rules regarding technology use. By starting early, you can help instill good self-regulation skills in your teens so that when they are freshmen in college they will be less tempted to pull out their cell phones when a lecture gets boring.

Chapter III: Research Methodology

Research Design

This research was carried out under the methodology of descriptive, field, cross-sectional and quantitative design with non-probabilistic sampling.

Descriptive; according to Sampieri (2010) states, which descriptive investigations investigate specify characteristics, properties and important features of any phenomenon that is under analysis.

From the field according to Arias (2012) because it resides in the collection of data, clearly from the individuals investigated, or from the reality where the events take place (primary data), without managing or controlling some variables.

Cross; according to Hernández (2010), a cross-sectional study is when the events are collected in a single moment; it is like taking a photograph of something that happens.

Quantitative; according to Muñoz, C. (2011) because the data collection is numeric, standardized and quantifiable, the analysis of information and the interpretation of results allow to base the verification of a hypothesis by statistical procedure which offer the possibility of generalizing the results.

Non-probabilistic sampling; According to Sampieri, (2010) is when the choice of the elements does not depend on the probability but on the cause related to the characteristics of the research or who makes the sample. All under an intentional process or for convenience: simply available cases to which we have advice.

Population

The population selected for this research will be students from 14 to 18 years old in the South High School of the city of San Francisco de Macorís, enrolled in the school year 2018-2019.

Research Tools

The instrument used was a questionnaire prepared by the supporters for data collection. This instrument, it is divided into two categories general and specific data. Which are closed questions and the student must respond according to his / her consideration according to his / her criteria and from there the data collection will be obtained. (See attached appendix).

Chapter IV: Discussion

Overview

As a matter of a preview conclusion, in this investigation we were able to analyze which are the distractors as a handicap for English foreign language learning in the Middle Level, which reflects what is the factor that causes such distractions in the students, for the improvement of learning English as a foreign language. The results obtained from this research could be applied to improve the learning of the aforementioned students in the South High School.

Research Questions Discussion

1.-Discussion for Research Question N0. 1.-

To the question: - What kinds of distractions have the students of EFL learning in the middle level? The vast majority of the students (56%) Answered that the main kind of distractions faced by students their ages had to do with: a) The use of cellphones in the classroom, b) The use of any other kind of electronical devices such as tablets or laptops when used for another purposes rather than the assigned tasks.

2.-Discussion for Research Question N0. 2. - What are the causes of distractions in students of EFL learning in the middle level? 42% of the students were not aware or completely conscious that they were being distracted, mostly when sending messages to peers inside or outside the classroom or snap messages to relatives.

3.-Discussion for Research Question N0.3. – How the teachers works to avoid the distractions in students of EFL learning in the middle level? Unlike it could happen when teaching to adult classes, one measure teachers take with teenage it is not to allow them to bring any devices (cellphones, tablets, laptops) to the classroom, except when programmed for specific

drills or exercises in the classroom (it is the custom when dealing with adults, not to permit those devices for examination, but they are normally admitted for every day sessions, and occasionally shut off for specific assignments like expositions and conferences. Another common distractions among youngsters it is that they like to converse a lot and are very likely to divert those conversations to non-academic topics.

4. – Discussion for Research Question N0. 4.-What is the percentage of students that are involved in those distractions of EFL learning in the middle level? As stated before the percentage of those kids not less than a range of 42%-46% of their classes.

5. – Discussion for Research Question N0. 5.-Are the students collaborating to avoid the distractions of EFL learning in the middle level? Cooperation in public high school of the Dominican Republic is a common fact, due to the fact of the laborantism of the community groups and/or students' groups with a certain degree of political orientation formed by senior students to assist teachers doing their job. Those groups have always been culturally accepted as a democratic value of our society since the breakthrough of the dictatorship in earlier or ancient times of our socio-political history.

Conclusions

How many times have we seen situations, or in others we were even ourselves who found ourselves giving more importance to the use of the cellular device rather than paying attention to a EFL teacher who is trying to develop his/her class?

Have we started to think that this action is incorrect, but still, without realizing it unconsciously, the use of technology takes hold of us?

Every day new technological advances appear, innovations in cell phones, whether in new programs or network updates, which arouses the interest of young people in wanting to

adapt to these improvements, but what happens when these advances influence in the educational development of these people?

We have constantly heard that teachers as well as college professors complain about the lack of interest on the part of young students towards education, in the development of classes. We live today, without a doubt, in a society consumed by a small device that they consider distracting on many occasions. It is becoming increasingly difficult to manage the attention and concentration of the student, and as a result, it triggers the delays in learning that leads to an educational failure, both for the student and the teacher who is doing it by vocation, and not by obligation.

This technology is then being a stimulus for distraction, since young people need to give an immediate response to them, rather than putting their own learning first.

It would be quite incorrect to say that the technology of cellular devices only generates damages since on the one hand, it is opening doors that were previously unthinkable.

Although in many circumstances the use of cellular devices are very useful to the educational process, however, these generally must be planned and planned. Both teachers and students take advantage of this tool for greater flexibility and speed in search of the information to be developed in class.

Technology is already part of us, so we have to analyze what is the right time to use it, and above all, know how to value the effort by many teachers who undoubtedly take the time to plan their classes, and it is very impertinent to be abusing such technology at a time that we unconsciously do not realize that it is inappropriate: IN FULL CLASS!

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c) Sometimes

d) Never

4. - How often does the teacher takes time to see the understanding of the students?

a) Always

b) Often

c) Sometimes

d) Never

THANKS FOR YOUR PARTICIPATION!!!!