UNIVERSIDAD DE QUINTANA ROO

DIVISIÓN DE HUMANIDADES Y LENGUAS

Digital content creation reported by EFL university students: a qualitative study

Tesis

Para obtener el grado de
Licenciado en Lengua Inglesa

PRESENTA
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Chetumal, Quintana Roo, México, mayo de 2021

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ABSTRACT

Digital content creation has undoubtedly become part of this new digital age where everything is related to technology. Additionally, digital content is increasingly common when learning a new language or any other subjects. This may be due to the multiple benefits that digital resources may offer to them. This study aims to explore the digital content created by LI students from the University of Quintana Roo, Campus Chetumal to learn English as a foreign language. Moreover, this study was based on a qualitative design; hence, naturalistic data was collected.

To test how digital content creation is related to English language learning, a semi-structured interview was applied to 10 EFL university students. The results showed a large difference between their responses, since each one had a different point of view regarding the use of digital content in learning English as a foreign language. Furthermore, the findings revealed that not everyone has the same skills for digital content creation, which means that the learning process of LI students goes hand in hand with the skills they have to create digital content, the resources they have, and the modality in which they learn.

Lastly, based on the outcomes of this thesis, several recommendations have emerged. It is intended that EFL university students begin to implement the use of digital content to learn and improve the language. Besides, it is hoped that universities include it in their curricula.

Keywords: digital content creation, digital resources, digital competence, university students, English learning.

CHAPTER 1   INTRODUCTION

This introductory chapter is divided into seven sections: (1) the background, which provides a general description of what is behind the research topic; (2) the rationale, which describes the reasons for doing this thesis; (3) the objectives in which the main purpose of this work is explained; followed by (4) the research questions that worked as a guide to obtain results; (5) the significance of the study that addresses the importance of this work in the educational field; (6) the scope of the study that explains the extent to which this research area was explored and the parameters circumscribing the study; and (7) the organization of this thesis, which describes how it is organized.

1.1 Background

This research focused on the different types of digital content, namely schematic representations, audios, videos, etc., which *Lengua Inglesa* (LI) students create to learn English as a foreign language. From my personal experience, I have noticed that most EFL students, including me, resort to digital resources to learn each of the four English language skills. This may be due to the multiple benefits that digital resources may offer to them; for instance, they find it easier and more entertaining and motivating. Throughout my academic life, I remember that most of my English teachers have only used conventional methods to teach each of the four English language skills, i.e., the use of textbooks and audio recordings. Oftentimes, these methods tend to be boring to some students and may cause them to lose interest in the lesson. Therefore, when they use resources to create digital content, they seem to have a better understanding of a topic, since they apply their own learning strategies in each of them.

Digital contents created by EFL students may allow them a suitable performance when learning the target language. Moreover, when they create their own digital content to learn English, they could motivate others to do the same; thus, students can share their creations and complement the learning process of other students. According to Camilleri & Camilleri (2017), "technology becomes a tool to help students access information, communicate, and collaborate with others" (p. 2). Camilleri & Camilleri mention that when students use technology to [...] solve problems, design products, and assess their own work, students are more likely to develop new ICT. These aspects made me realized the importance that digital content creation have in the learning process of many EFL students.

1.2 Rationale

How can digital resources help EFL students learn English? Digital resources are increasingly common when learning a new language or any other subjects. As far as I am concerned, digital content can be used for both teaching and learning a language, as they are easier and more entertaining for students due to the different types of content that can be created by using technology. I decided to focus on the creation of digital content to learn English as a foreign language since I am convinced that it can enhance the manner in which students learn the language.

Nowadays, there are endless online resources that allow students to create digital content on various topics related to the English language. Nevertheless, it is important for them to know what digital content means before creating their own contents, since there are guidelines or frameworks that need to be followed in order to have effective results (see Chapter 2). According to the *Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado* (2017), it means to create digital content in various formats, including multimedia content, edit and improve own content creation or others', and express themselves creatively through digital media and technologies. Furthermore, students need to take into account that they can not only create, but also integrate and re-elaborate digital content in order to have a better understanding of a topic. The *Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado* mentions that this

sub-competence refers to modify, refine, improve, and combine existing resources to create digital content and new, original, and relevant knowledge (p. 41).

Currently, digital skills are part of a large number of university curriculum, since higher-level students are mostly digital natives (Cortés et al., 2013). Therefore, it is important to take into account that digital content creation can facilitate not only the learning of the English language, but also its enhancement. Moreover, the use of online resources can make students develop new skills and enhance the existing ones. Nowadays, the use of technology is not optional, it is a necessity for both teaching and learning English, as well as an indispensable part in our lives. This new digital age has made people change most of their daily habits, i.e., they have to adapt themselves to new technological aspects. Thus, innovative ways of learning a language, namely the creation, integration, and re-laboration of digital content are required to learn English as a Foreign Language.

1.3 Objective(s)

The purpose of the present study is mainly to explore, from a qualitative perspective, the different types of digital content that some students of the 2nd, 4th, 6th, 8th, and 10th semesters of the English Language major in the University of Quintana Roo create to learn English as a foreign language.

Hence, the general objective of the present study is as follows:

To explore the digital content created by LI students to learn English as a foreign language.

1.4 Research question(s) or hypotheses

Based on the objective described above, the following research questions have been formulated:

RQ1. To what extent do LI students resort to digital resources to learn English?

RQ2. What is the nature of digital content created by LI students to learn English?

RQ3. In what language skills do LI students create more digital content?

Question 1 intended to determine to what extent EFL students create digital resources to learn English. Question 2 aimed to identify what types of digital content (schematic representations, audios, videos, etc.) EFL students create to learn English. Question 3 focused on the language skills in which EFL students create more digital content.

1.5 Significance of the study

The relevance of this study lied on the importance of creating digital content to learn English as a Foreign Language. Nowadays, technology is part of our lives; therefore, we must take advantage of it to learn and improve each of the four English language skills. According to Azamar (2016), Mexico is one of the Latin American countries that invests the most in technology for the educational system. Nevertheless, not all schools have integrated technology, as many teachers and students may lack experience using technological devices. Therefore, it is fundamental to implement digital competences in those schools that need it. Thus, students will be able to create, integrate, and re-elaborate digital content.

Furthermore, the way in which students learn has been changing over the years. These changes have represented a great challenge for both teachers and students. However, they have also

brought multiple benefits that have allowed students to learn new topics that could not be taught in the past due to the lack of access to information. Moreover, with the invention of the internet, different online resources appeared, and these have made the learning process more dynamic and easier.

In sum, I am aware that the creation of digital content is a paramount aspect when students learn English, as it helps them to have a better and broader understanding of what they are learning. Hence, this study contributes to the research field related to digital content creation to learn English as a foreign language. In addition, through the outcomes, I am able to offer future researchers some information on the digital content that EFL students create, as well as the extent in which they resort to digital resources to learn English.

1.6 Scope of the study

In order to narrow the research topic, it is important to emphasize that this study covered the different types of digital content that some students of the 2nd, 4th, 6th, 8th, and 10th semesters of the English Language major may create to learn English as a foreign language. It was conducted in the University of Quintana Roo, campus Chetumal, Quintana Roo with a small sample of ten students, two students per semester. As can be figured out by the working title, this study was based on a qualitative design; hence, naturalistic data was collected.

1.7 Organization of the thesis

This thesis consists of five chapters: Chapter 1, which is an introduction for this research; Chapter 2 covers the literature review in which it is reviewed previous research that are related to the main topic of this thesis; Chapter 3, which explains the method that was followed to obtain

data; Chapter 4 analysis the information that was obtained in the previous chapter and discusses it; and concludes with Chapter 5 which provides detailed conclusions on this thesis.

CHAPTER 2   LITERATURE REVIEW

The first section of the chapter concentrates on different definitions given to digital competence, as well as three major frameworks by which this research was guided: UNESCO ICT Competency Framework for Teachers, Internal Society for Technology in Education (ISTE), and the *Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado* (INTEF). The second section of the chapter focuses on current studies based on content creation as a digital competence. It is divided into qualitative and quantitative studies.

2.1 Digital competence frameworks and definitions

In this section, a thorough analysis of three major frameworks related to digital competence was carried out: UNESCO ICT Competency Framework for Teachers, Internal Society for Technology in Education (ISTE), and the *Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado* (INTEF). It is important to take into account that these frameworks are mainly used for teachers. Nevertheless, the guidelines of each may be adapted to students' learning. Furthermore, it is mentioned the various definitions that digital competence has, as it has been studied by numerous authors and each has a different understanding of it.

2.1.1 Definitions of digital competence

Currently, the use of digital resources is a fundamental part when learning a new language, as they provide numerous options for creating content that facilitate the learning process. Since

these resources help students develop and enhance skills in various subjects, including the English language, it shows that digital competence is a multi-faceted concept that has emerged from several backgrounds (Gallardo-Echenique et al., 2015). Therefore, numerous authors have created their own definitions to explain their own understanding of digital competence; hence, these definitions have been and may be useful for other researchers to expand their knowledge on the subject.

The European Parliament and the Council (2006), states that:

Digital competence involves the confident and critical use of Information Society Technologies (IST) for work, leisure, and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet. (p. 15).

According to Ilomäki et al (2011), during recent years, digital competence has become a key concept in the discussion of what kind of skills and understanding people should have. Additionally, they define digital competence as the most recent concept describing technology-related skills. Likewise, Rizza (2014), states a similar concept in which she describes it as the general term used to describe or explain the ability (of a citizen, a student, a teacher, etc.) to use information technology (IT) in a specific context.

As mentioned above, the concept of digital competence is a multi-faceted moving target, covering many areas and literacies and rapidly evolving as new technologies appear. Digital Competence is at the convergence of multiple fields (Ferrari, 2012, p. 3). Consequently, it has been studied and analyzed from various contexts. Janssen et al. (2013), conducted a study in which they analyzed experts' views on digital competence. The results of this study were divided into twelve categories in which each one describes the features that a person should have in order to be considered digitally competent. For instance, they covered aspects such as daily life, communication and collaboration, privacy, and security, among others.

Digital competence does not only refer to use technology to create content, collaborate and communicate with other people, use digital devices, etc. People have to take into account that digital competence is the set of knowledge, skills, attitudes (thus including abilities, strategies, values and awareness) that are required when using ICT and digital media to perform tasks; solve problems; communicate; manage information; collaborate; create and share content; and build

knowledge effectively, efficiently, appropriately, critically, creatively, autonomously, flexibly, ethically, reflectively for work, leisure, participation, learning, socializing, consuming, and empowerment (Ferrari, 2012, p. 3).

Overall, the concept of digital competence may be seen as the ability to use information technology. Nevertheless, it is not the single definition it has, as it may be interpreted in various manners depending on the context in which it is analyzed and studied. Moreover, it encompasses a series of guidelines to effectively use technology.

There are various frameworks for digital competence that have emerged in this new digital age, as both teachers and students have to adapt themselves to new digital resources in order to have a better teaching-learning process. Some of these frameworks have been taken and adapted for different educational and non-educational purposes; therefore, the importance of digital competence in each framework mentioned above is analyzed in what follows.

2.1.2 UNESCO ICT Competency Framework for Teachers

The ICT Competency Framework for Teachers is a tool designed by the UNESCO to guide pre- and in- service teacher training on the use of ICTs across the education system. According to the UNESCO ICT Competency Framework for Teachers (2018), this framework is intended to be adapted and contextualized to support national and institutional goals. Its target audience is teacher-training personnel, educational experts, policymakers, teacher support personnel and other professional development providers. In addition, this framework is made up of three approaches (Knowledge Acquisition, Knowledge Deepening, and Knowledge Creation) and the six aspects of a teacher's professional practice (Understanding ICT in Education Policy, Curriculum and Assessment, Pedagogy, Application of Digital Skills, Organization and Administration and Teacher Professional Learning) (UNESCO ICT Competency Framework for Teachers, 2018, p. 8,9).

Figure 2.1

UNESCO ICT Competency Framework for Teachers, Version 3
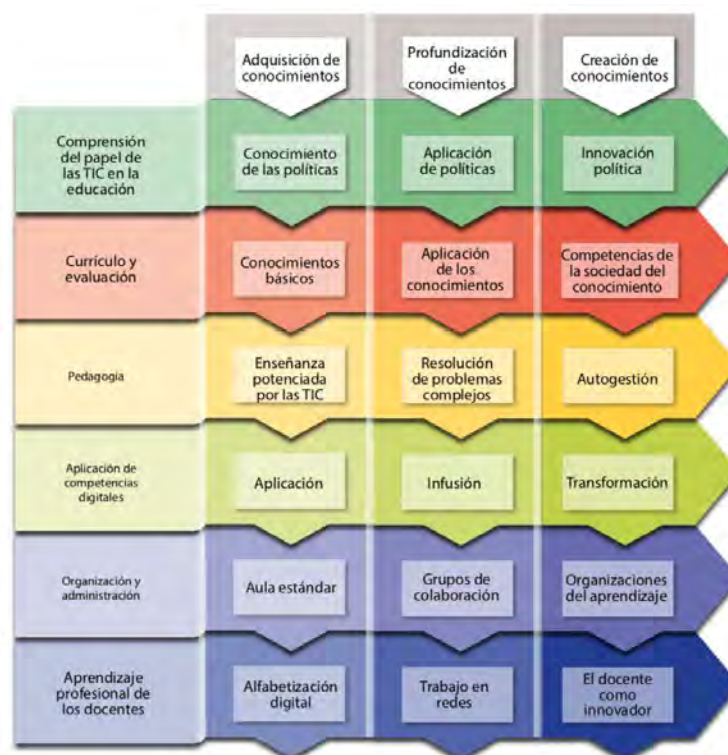
Note. This figure shows how the UNESCO ICT Competency Framework for Teachers is divided into categories. Taken from *UNESCO ICT Competency Framework for Teachers* (p. 2), by the United Nations Educational, Scientific and Cultural Organization (UNESCO), 2018.

2.1.3 International Society for Technology in Education (ISTE)

The International Society for Technology in Education (ISTE) is a framework that provides both educators and students standards for the correct use of technology in teaching and learning. Even though this framework offers standards for various target audiences, this subsection will only focus on standards for educators and students, as each has different purposes. For instance, the

ISTE Standards for Educators provide effective guidelines to help students become empowered learners.

Each set of standards is divided into seven areas, which encompass a series of guidelines that both educators and students need to take into account to develop skills that can be applied in and outside of the classroom. It is important to mention that the Standards for Educators may also be used to know the different roles that teachers can have in the classroom, i.e., they have to adapt themselves to the different needs of their students. Below is shown the seven areas in which each set of standards is divided.

Figure 2.2

ISTE Standards for Educators

Note. This figure represents the seven areas into which the ISTE Standards for Educators is divided. Taken from *ISTE Standards for Educators* (p. 1), by The International Society for Technology in Education (ISTE), 2016.

These ISTE Standards for Educators (see Figure 2.2) are a guide to helping students become empowered learners. These standards are designed to deepen teachers' practice, promote

collaboration with peers. Moreover, they make a teacher rethink traditional approaches and prepare students to drive their learning. Therefore, teachers can begin to implement these standards in their academic life, as it was mentioned that both the educator and the students can derive benefits from them. Likewise, ISTE Standards for Students (see Figure 2.3) are meant to help students thrive in a constantly evolving technological landscape. The ISTE Standards for Students are designed to empower student's voice and ensure that learning is a student-driven process (ISTE, 2016).

Figure 2.3

ISTE Standards for Students
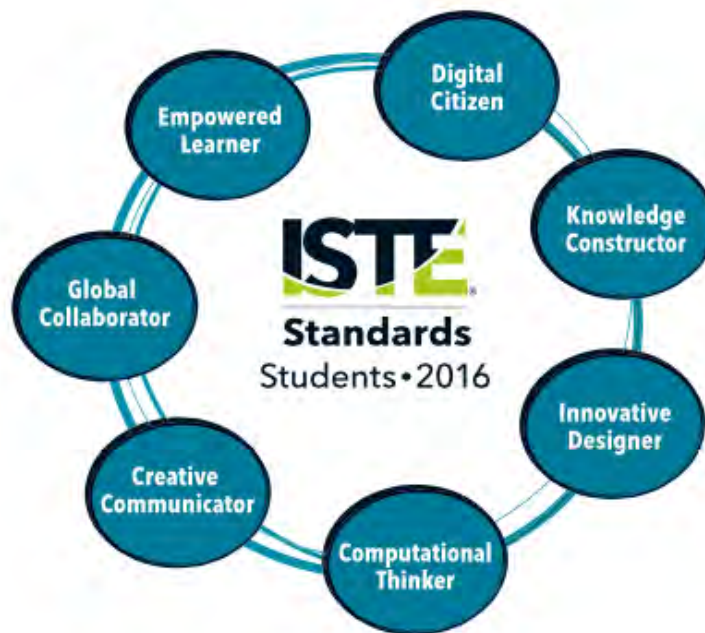
Note. This figure represents the seven areas into which the ISTE Standards for Students is divided. Taken from *ISTE Standards for Students* (p. 1), by The International Society for Technology in Education (ISTE), 2016.

As can be seen in these two figures, each one shows the different areas into which it is divided. Therefore, each one is aimed at different people, in this case, teachers and students. Moreover, this framework mentioned that these seven areas of each standard are what both teachers

and students must have to be digitally competent. It is important to mention that among the frameworks presented in this literature review, the ISTE Standards are the ones that have standards for both teachers and students. Nevertheless, the guidelines of the other frameworks can be adapted for students' learning.

2.1.4 Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado (INTEF)

The *Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado* (INTEF) has designed the *Marco Común de Competencia Digital Docente*, which establishes three dimensions in each of the competences within the five areas it is made up with. The first being the foundation dimension in which levels A1 and A2 are included. The second is the intermediate dimension which is covered by B1 and B2 levels. Finally, the advanced dimension includes C1 and C2 levels (INTEF, 2017, p. 3). These levels are similar to those suggested in the Common European Framework of Reference for Languages (CEFR).

This structure has been designed to identify a teacher's digital competence, and thus setting a progressive level of development and autonomy stemming from level A1 and continuing until the maximum level, i.e., C2. The five areas that comprise the digital competence for teachers are set in this framework:

Figure 2.4

Areas of the Common Digital Competence Framework for Teachers
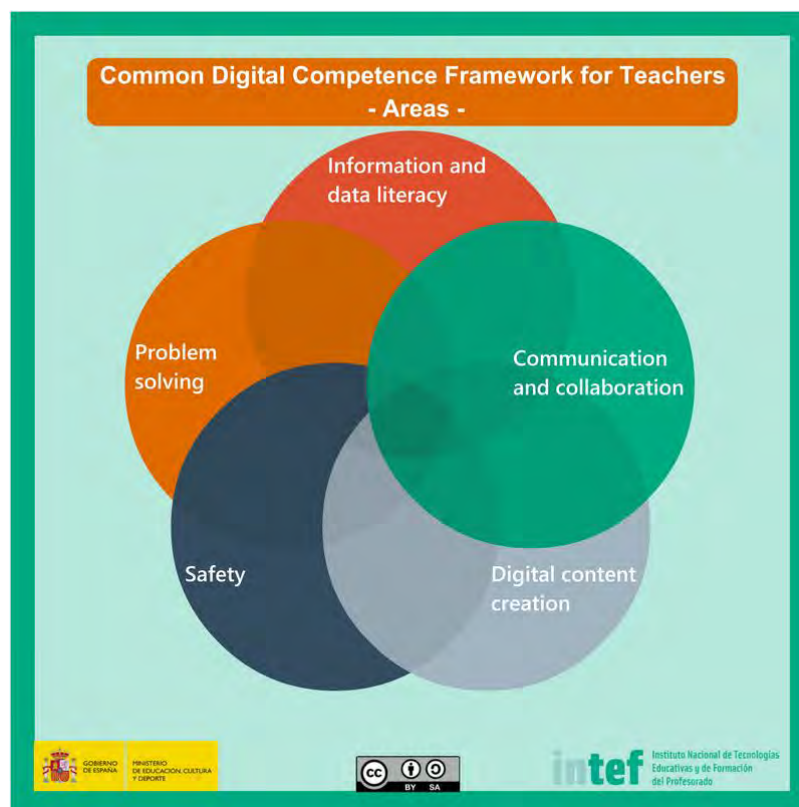
Note. This figure shows the five areas into which the Common Digital Competence Framework for Teachers is divided. Taken from the *Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado (INTEF)* (p. 13), by the *Ministerio de Educación, Cultura, y Deporte,* 2017.

Since this study was mainly focused on content creation, only one of the five areas of this framework was analyzed; that is to say, the Digital Content Creation competence. According to the Common Digital Framework for Teachers (2017), digital content creation refers "to create and edit new digital content, integrate, and rebuild prior knowledge and content, make artistic productions, multimedia content and computer programming, and know how to apply intellectual property rights and licenses." (p.37). Furthermore, this area is divided into four subareas (developing digital content, integrating and re-elaborating digital content, copyright and licenses, and programming),

which provide guidelines in order to know what features a teacher should have to be considered digitally competent.

Figure 2.5

Digital Content Creation
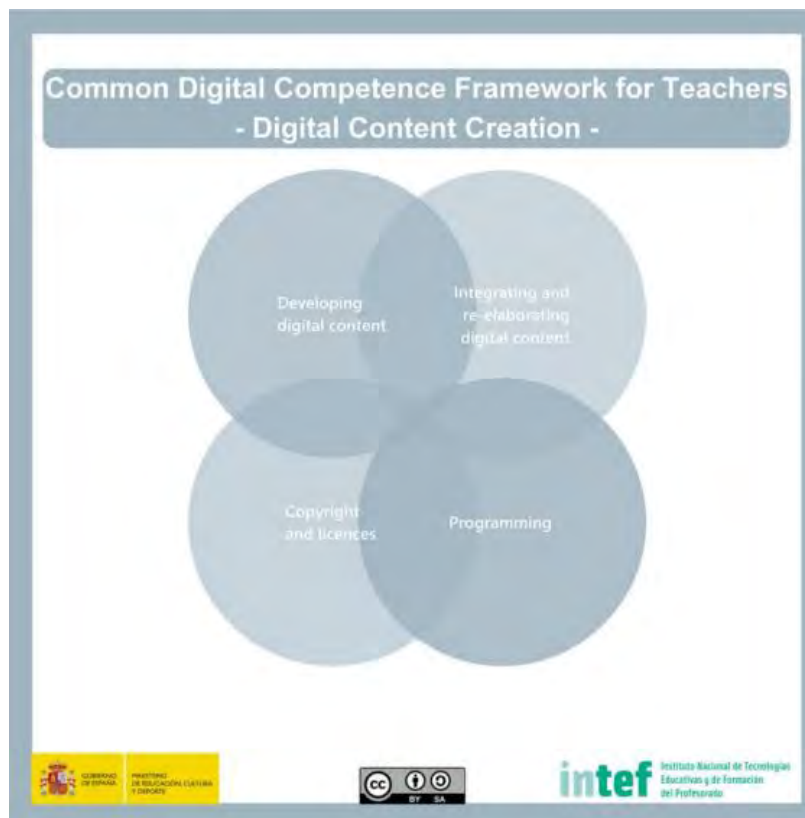
Note. This figure shows the four areas into which the Digital Content Creation competence is divided. Taken from the *Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado (INTEF)* (p. 37), by the *Ministerio de Educación, Cultura, y Deporte,* 2017.

What follows is a description of each area of the Digital Content Creation competence along with the different levels:

(1) Developing digital content

In this subarea teachers should know how to create digital content in various formats, including multimedia content, edit and improve own content creation or others', and express themselves creatively through digital media and technologies (INTEF, 2017, p. 39).

- Foundation: I search, create, save, and edit simple digital content.
- Intermediate: I produce digital content in different formats, such as text documents, multimedia presentations, images, video, or audio recordings, and using online applications.
- Advanced: I encourage this type of production among the student population.

(2) Integrating and re-elaborating digital content

It refers to modify, refine, improve, and combine existing resources to create digital content and new, original, and relevant knowledge (INTEF, 2017, p. 41).

- Foundation: I am aware that the internet is a huge library of resources that can be reused for educational purposes. Moreover, I search and select online resources and digital objects for educational purposes; I organize them into a personal digital space and make simple modifications.
- Intermediate: I know and use online resource repositories, libraries, and material from both general and educational purposes. I modify and adapt my own resources or others to adapt them to my students' learning needs.
- Advanced: I prepare activities, materials and educational resources from the juxtaposition or mixing of digital objects from different online spaces, both from myself and from other authors. In addition, I generate my own teaching learning spaces in virtual environments and insert different digital objects

(3) Copyright and licenses

It refers to understand how copyright and licenses are applied to information and digital content (INTEF, 2017, p. 43).

- Foundation: I am aware that some content distributed on the internet is copyrighted and I respect copyright both to access and download files.
- Intermediate: I know the basic differences between open and privative licenses and how they affect to digital content. In addition, I develop classroom tasks and activities to train and educate my students regarding copyright of distributed content on the internet.
- Advanced: I learn how different types of licenses are applied to information and resources that I create. Moreover, I develop educational projects for my students to publish their content with open access licenses.

(4) Programming

It refers to make modifications to software, applications, settings, programs, devices, understand the principles of programming, and understand what lies behind a program (INTEF, 2017, p. 45).

- Foundation: I know the concepts and basics of computing and mobile technology in education. I modify some simple software functions and applications, in a basic configuration level.
- Intermediate: I make several modifications to educational computer programming applications to suit the learning needs of my students with respect to computational thinking.
- Advanced: I modify open-source software. I have advanced knowledge of the basics of programming, and I write source code. In addition, I often plan and develop educational projects involving my students modifying and developing applications, generating games, or creating standalone machines.

As mentioned above, there are various frameworks for digital competence that have emerged in this new digital age. Nevertheless, only three of them were analyzed, as they are considered the main frameworks for digital competence. These frameworks are mainly used for

teachers; however, the guidelines of each may be adapted to students' learning. Moreover, a detailed description of each area of the Digital Content Creation competence of the Common Digital Competence Framework for Teachers was given along with the different levels that each has.

2.2 Studies related to content creation as a digital competence

Some studies related to content creation as a digital competence have been done to explore the different types of digital content that students create to improve their learning process. This section presents current studies based on content creation as a digital competence. Thus, it is divided into qualitative and quantitative studies.

2.2.1 Related quantitative studies

This subsection provides a series of quantitative studies based on content creation as a digital competence.

Roig & Pascual (2012) conducted a quantitative study on digital competences among Pre-School Education Teaching degree students. They thought that the teaching-learning process has changed over the years, and current teachers should use technology as a means of teaching. Moreover, these new technologies should be applied in daily life. Therefore, the main purpose of this study was to know the degree of digital competences regarding ICT usage and skills of future teachers. The results showed a good level of usage and control of ICT and a good level of digital competence. The participants showed interest in creating content for their own learning. However, they prefer to use existing content as it facilitates their learning process. Additionally, they frequently use communication resources to share this type of content.

Carrasco et al (2015), conducted a quantitative study on the difficulties faced by students who are taking the education master programs, in terms of digital competence. They explain that

higher education curricula face different challenges regarding the use of digital resources. They mention that students should have developed certain digital skills to be part of this new digital age. The findings of this study showed that both genders have a high accessibility level to devices and Internet. Moreover, women spend more time using digital resources for academic purposes, while men combine academic purposes with leisure time. Overall, the level of digital competence of the student body is medium. Moreover, they showed a low level regarding the use of digital resources, such as images, making videoconferences, wikis or WebQuest, etc. Therefore, it is necessary that master programs include digital competence in their curricula.

Marin et al (2020), conducted a quantitative study on digital competences of students from the University of Quintana Roo. The main objective of this study was to identify the level of digital competences of students, the more and least developed digital competences, as well as the relationship between students and semester. Other aspects that were taken into account were the academic division, educational program, and gender of students. Among the most relevant results, it was found that the least developed digital competence among university students was the creation of digital content. Additionally, men reported a higher mean in terms of information management, digital content creation and collaborative work. The greatest difference can be seen in content creation, which was digital competence area with the least development of the entire sample.

2.2.2 Related qualitative studies

This subsection includes a series of qualitative studies based on content creation as a digital competence.

Castillejos (2019), mentions that millennials are people who need to use the Internet and digital devices in their daily lives. Nevertheless. using digital devices do not make a person digitally competent. Consequently, she conducted a study in which she analyzed the processes of management of information and digital content creation in university students of a public institution in the state of Oaxaca, Mexico. The results revealed emptiness in the competences information and literacy data, mainly in the means of searching, filtering data and evaluation of the quality of the

content. Likewise, basic digital competences were identified in content creation when creating contents in different formats and platforms. Regarding content creation, the outcomes showed that millennial students develop more digital content in informal settings for recreational and social purposes. For instance, they create plenty of memes and video channels that are used in everyday life. About the creation of digital content for educational purposes, she mentioned that students' participation is reduced to certain activities scheduled by the teacher.

Villagrán et al (2020), carried out a study on the development of teaching materials using digital resources in university students of the *Universidad Nacional de San Luis* in Argentina. They mention that the use of digital resources to enrich classroom activities may be a great challenge. For instance, using resources to bring all students together to do an activity. Therefore, the main purpose of this study was to provide digital tools that offer the possibility of developing the critical use of technologies for the development of teaching resources. The results were favorable for the students, as they discovered and learned to use new digital resources to carry out their activities. However, they encountered some difficulties when using these resources, as they were not familiar with them.

Romero & Salazar (2017) conducted a study on the digital content creation on virtual platforms to develop critical, analytical, and reflective processes. The participants of this study were children between 7 and 12 years old from *Colegio Nuestra Señora de las Nieves, Refous y Monseñor* in Cundinamarca, Colombia. The purpose of this study was to guide them to identify and select digital content assertively and productively that allow them to use that information to create innovative virtual products through the scientific method: select, rank, relate to their analysis and synthesize. The results showed the development of the children at the cognitive level. Despite the challenges they encountered when using digital tools, they managed to create digital content on virtual platforms.

As a result of reviewing these studies, it would be necessary that all students from different educational levels, especially higher-level education, start implementing the use of digital content creation as a means for learning. Another aspect that was noticed in these studies is that the use of conventional methods is beginning to be replaced by new ones, such as the use of technology. Therefore, students and even teachers can find multiple benefits with these new methods, since in this new age everything is related to technology. Moreover, there will always be challenges when

using technology as it is constantly changing. Nevertheless, it is important to know that when one learns to use a new digital resource, one can take advantage of it to start using new ones.

In sum, I have concluded a brief literature review of the most important studies on content creation as a digital competence. Moreover, I opted to do a research on qualitative and quantitative studies related to the main topic. Nevertheless, my thesis was focused on the qualitative approach, as throughout this literature review, I noticed that there are not sufficient and similar studies related to digital content creation in university students. Therefore, it is expected that with this thesis, English learners start creating their own digital content to learn and enhance their language skills.

CHAPTER 3   METHOD

The following chapter includes five sections designed to provide an overview of the methodology that was followed in this study. It begins with a brief account of the participants who took part in this thesis. Then the instruments that were used to collect data. After that, the procedure that was followed for data collection is reported. Lastly, it provides an analysis that describes how the collected data was analysed.

3.1 Type of research

The main purpose of this present study was mainly to explore, from a qualitative perspective, the different types of digital content that some students of the 2nd, 4th, 6th, 8th, and 10th semesters of the English Language major in the University of Quintana Roo create to learn English as a foreign language.

In order to achieve the main objective, this study was based on a qualitative design; hence, naturalistic data was collected. According to Creswell & Poth (2016):

Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting (p. 23).

The reader is referred to 3.5 for a detailed account of how data were analyzed.

3.2 Participants and context

The University of Quintana Roo has four campuses which are located in four different cities (Chetumal, Cancún, Playa del Carmen, and Cozumel) of the state of Quintana Roo. According to the Department of Monitoring and Evaluation of the aforementioned university (2020), the Division of Humanities and Languages (DHL) Campus Chetumal has a population of 716 students enrolled in four different majors as can be seen in Table 3.1. This table shows that 716 students are currently enrolled in four different majors of the Division of Humanities and Languages (DHL) from the University of Quintana Roo, Campus Chetumal, of which 272 are enrolled in the English Language major educational program.

Table 3.1

Students enrolled at the University of Quintana Roo, Campus Chetumal (2020)

Educational program	New students			Re-entry students			Total		
University of Quintana Roo, Campus Chetumal.	Male	Female	Total	Male	Female	Total	Male	Female	Total
Division of Humanities and Languages (DHL)	72	118	190	198	328	526	270	446	716
English Language Major	23	45	68	72	132	204	95	177	272

Note. Adapted from University of Quintana Roo. (August 11, 2020). Department of Monitoring and Evaluation: Division of Humanities and Languages (DHL) *Enrolled Students.* http://sigc.uqroo.mx/07_informacion_indicadores/Estudiantes/2020/ME/01_ME_CH.pdf

The participants that took part in this study were 10 English Foreign Language university students enrolled in the 2nd, 4th, 6th, 8th, and 10th semesters of English Language major at the University of Quintana Roo, Campus Chetumal. Moreover, two students were selected per semester: a male student and a female one for a more detailed account of their digital content creation competence. The age of the participants varied between 18 and 25 years. Besides, they were native Spanish speakers.

To select the participants of this study, the teachers of each semester were requested via email to select two students who they consider would contribute more information to the study (see 3.4). For instance, students who tend to create digital content to learn the English language, as well as those who have shown better results or performance in the classroom when using them.

Throughout the English Language major, the students are expected to take eight English levels plus four levels in the *Centro de Enseñanza de Idiomas* at the University of Quintana Roo. Therefore, they are more exposed to the English language than students in other majors, as most of their courses are taught in English. Since the participants of this study were English Foreign Language students, it was expected that they have already developed certain skills to create different digital content to learn and enhance each of the four English language skills.

3.3 Instruments

The instrument that was used for collecting data to explore the different types of digital content that students create to learn English as Foreign Language was a semi-structured interview (see Appendix A). The semi-structured interviews reflected the digital content that EFL students create, as well as the extent in which they resort to digital resources to learn English. According to Adams (2015), "semi-structured interviews are superbly suited for a number of valuable tasks, particularly when more than a few of the open-ended questions require follow-up queries". Moreover, she describes these type of interviews as "useful if the researcher needs to ask probing, open-ended questions and wants to know the independent thoughts of each individual in a group." (p. 494).

The semi-structured interview was adapted from a previous questionnaire called "*Cuestionario de Creación de Contenidos Digitales 2.0*" conducted by the Cuerpo Académico de Competencias en la Era Digital (CACED) (2020), and part of the "Digital Content Creation competence" of the Common Digital Competence Framework for Teachers (2017).

Moreover, the interview was divided into five sections: The first section was a presentation of the main objective of this project, as well as a brief presentation of the researcher; the second section intended to explain to the participants three different terms related to the interview, namely, digital content, digital resources, and licenses. For this, an online presentation was created with the digital resource Genially to present them (Moo, 2021), as shown in Figure 3.1. This presentation was created, as during the piloting of this instrument, it was noticed that the participants tended to confuse these terms. The third section was the debriefing, in which participants provided useful information about their content creation background; the fourth section was the development, in which the questions were designed to answer to the research questions of this project. In addition, before asking the main questions, a brief definition of each area was given. The last section was the closing of the interview, which I consider essential for this project, since most of the participants expressed their opinion on the interview. Furthermore, follow-up questions led the participants to add more information to the main questions.

Figure 3.1

Online presentation – Vocabulary

Note: This figure shows the online presentation, created with the online resource Genially, that was used during the data collection process. It presents vocabulary related to the semi-structured interview on content creation. *Moo-Chulim, J.* (2021). *Online presentation – Vocabulary [Online Presentation]. Chetumal, Quintana Roo.* https://view.genial.ly/60388610d8f0b90db082b47e/presentation-instrument-thesis-moo-chulim-jose-alberto

3.4 Procedure

Collecting data from the participants was a long process that required much time. Nevertheless, it was also an enriching and interesting process, as each participant provided paramount information for this project.

The semi-structured interviews were applied, as previously mentioned, to 10 English Foreign Language university students enrolled in the 2nd, 4th, 6th, 8th, and 10th semesters of

English Language major at the University of Quintana Roo, Campus Chetumal (see Appendix B). These interviews were applied for four weeks, exactly from February 26th to March 15th, 2021 (see Table 3.2), since not all the participants had the same schedules. It is important to mention that before applying these interviews, permissions from the head of the Language and Education Department and teachers of each semester were requested in advance.

It is important to mention that some interviews lasted longer than expected, which can be considered an advantage for this project, since the information provided can help to find other subtopics that were not considered at the beginning of this study. The length of each interview was from 25 to 37 minutes. This is due to multiple factors, namely, the manner in which the participants answered the questions, their internet connection speed, the knowledge they had on the topic, etc.

Table 3.2

Interview application – Schedule (2021)

Interview application – Schedule (2021)			
Interview number	**Semester**	**Gender**	**Date**
1	10th Semester	Female	February 26th
2	10th Semester	Male	February 28th
3	4th Semester	Male	March 8th
4	4th Semester	Female	March 5th
5	6th Semester	Male	March 5th
6	2nd Semester	Female	March 8th
7	8th Semester	Male	March 10th
8	8th Semester	Female	March 10th
9	6th Semester	Female	March 9th
10	2nd Semester	Male	March 15th

Note: This original table shows the number and dates in which the ten interviews were applied, as well as information of the 10 English Foreign Language university students enrolled in the 2nd, 4th, 6th, 8th, and 10th semesters of English Language major at the University of Quintana Roo, Campus Chetumal. *Moo-Chulim, J.* (2021). *Interview application – Schedule (2021). Chetumal, Quintana Roo.*

As a starting point, it was necessary to identify the teachers of each semester and converse with them about the purpose and why it was decided to conduct this study. Due to the COVID-19 health contingency, it was not possible to converse face-to-face with the participants and teachers.

Nevertheless, thanks to the various digital resources that exist for communication, being in contact with them was an easy task. Therefore, some steps were taken in order to carry out this data collection:

1. First, it was necessary to download the *Lengua Inglesa* curriculum to know what subjects each semester has.

2. Once the subjects were identified, it was required to identify the teachers who taught them. Hence, the *Sistema de Administración Escolar* from the University of Quintana Roo was a tool that was used to obtain this information.

3. Then, some teachers were selected and sent emails to each one requesting their help to select the participants for this project. In each email, it was explained the purpose of the project, as well as the methodology for selecting the participants.

4. As soon as each teacher replied, I contacted the students that they suggested for this project. In this step, it was somehow difficult to contact these students, as most of them do not tend to read their emails. Nevertheless, there were some students who seemed to be interested in answering the interviews.

5. To organize the interviews with each participant, it was necessary to explain to them the purpose of this project, as well as some features of the interview, namely, the length, the platform that would be used, etc.

6. Once each participant accepted, a consent letter was sent to them (see Appendix C), in which it was established that all the information they provide would be only used for academic purposes, that is to say, just for this thesis.

Since the semi-structured interviews were applied on weekdays, students were taking their classes. Therefore, they were asked to select a specific time in their schedules to participate answering the interview questions; hence, they were not interrupted while taking their lessons. In addition, the interviews were applied individually to avoid that the participants provide the same answers as the other interviewees. Likewise, these interviews were conducted in Spanish through Microsoft Teams and recorded with one of the various built-in tools that this online platform offers. Besides, communication with the participants was through the institutional email address and the WhatsApp messaging application.

3.5 Data analysis

A six-step process was followed to conduct a thematic analysis for this project. According to Nowell et al (2017), "thematic analysis is a method to identify, analyze, organize, describe, and report themes that are within a data set" (p. 2). In this case, the data set for this study was the data collected from the semi-structured interviews. Subsequently, a deductive approach was used to carry out the data analysis of this project, as the themes that were generated to analyze the data were expected to be reflected on the collected data.

Step 1. Familiarization of data

In this first step, it was necessary to become familiar with the collected data. For that, it was indispensable to carefully read each of the ten semi-structured interviews and then start with the transcription of them. Moreover, it was essential to review all the data and start taking notes to mark preliminary code ideas that could better describe the information from each interview.

Transcription was the next step that was followed to obtain detailed data for this project. As previously mentioned, the ten interviews were applied and recorded through the Microsoft Teams platform. This process took around a week to have all the ten interviews done, as two interviews were transcribed per day. The transcription process started on March 15th and finished on March 22nd, 2021. It is important to mention that each interview was carefully transcribed, which means that verbatim transcripts were obtained.

A conventional method was used for transcribing the ten semi-structured interviews, that is to say, tools such as a laptop, Microsoft Word, a pencil, and notebook were used to obtain each transcript. Each interview was written in a Microsoft Word document to have a better organization. Besides, OneDrive was used to store the recordings and documents in case something went wrong.

Step 2. Initial coding

In the second step, initial codes were assigned to the data collected. This means that some phrases and sentences were highlighted to generate labels or codes to identify specific information in each interview. Among the 15 codes that were generated for this project, some terms can be found such as digital content, digital resources, language skills, time, frequency, etc.

Generating the initial codes for this project was a thorough process that required a method that could facilitate the data analysis. Therefore, one of the main digital resources that was used for speeding this process up was MAXQDA 2020, which is a software for qualitative and mixed methods research. Moreover, this tool is able to analyze all kinds of data from texts to images.

Some steps were followed to generate codes with this software. The first step was to organize the ten previously transcribed semi-structured interviews so that they could be easily analyzed with MAXQDA 2020. Once the interviews were organized, it was necessary to import them into the software and start generating codes. This software was practical and intuitive, as its interface made it possible to identify each of its built-in tools to generate codes. One of these tools was the possibility to add different colors to each section in the interviews, as well as the way in which this software grouped all the similar sections of each interview into a sole segment.

Step 3. Generating themes

Six themes emerged from the data collected. To obtain these themes, it was necessary to review the previous 15 codes and associate them. This means that codes that share similar information were put into categories. The reader is referred to Figure 4.1 for a detailed account of how these codes were organized and grouped.

Step 4. Validity and reliability of themes

In this step, it was required to do a review of the themes that were generated during step 3 and refine them. According to Braun and Clarke (2006), data within themes should cohere together meaningfully, while there should be clear and identifiable distinctions between themes (p. 91). Therefore, it was necessary to thoroughly read the extracts related to the 15 codes, mentioned in step 2, in order to explore whether they support each of the 6 generated themes.

There were two main purposes while reviewing these generated themes. The first one was, as discusses, to ascertain whether the themes work in relation to the data set (Braun and Clarke,

2006). Regarding this first purpose, a conclusion was reached that all the six themes share the same aim on digital content creation and are related to each other.

The second purpose was to code any additional data within themes that has been missed in earlier coding stages (Braun and Clarke, 2006). Apropos of this aim, no additional data were found that could generate new themes. Consequently, a total of 15 codes remains grouped into six themes.

Step 5. Defining and naming themes

As will be recalled, the previous steps described how the first codes and themes for data analysis were generated. In this penultimate step, it was necessary to revise the generated themes and merged them together, that is to say, themes that shared similar data were grouped into categories. Lastly, the final version of the themes was revised and approved by the supervisor of this present study.

Step 6. Interpretation and reporting

As a final step, the interpretation was conducted as can be seen in chapter 4, in which a detailed analysis of the collected date is provided.

In summary, I have concluded a detailed description of the entire process that was followed for data collection. Moreover, the most important steps were addressed in this description from the design of the instrument to the generation of codes and themes to analyze the aforementioned data.

CHAPTER 4   RESULTS AND DISSCUSION

In this chapter, the results of this thesis are presented and discussed with reference to its main objective, which was to explore the digital content created by LI students to learn English as a foreign language. Moreover, LI students background on digital content creation is presented, in which important aspects are discussed, namely, the resources that these students have to learn English, the challenges they have faced while taking online lessons, etc. Subsequently, the three research questions formulated in Chapter I are answered based on the outcomes obtained from the data collection process. Thus, these questions are answered in the order they were presented in the aforementioned chapter.

Furthermore, two more topics are discussed to expand the data analysis of this thesis: Selected cases of LI students, in which specific cases of students who showed high and low levels of knowledge related to the main topic of this study are presented. That is, an advanced digital content creator, who represents the case of a student showing skills to develop various types of content; and a beginning digital content creator, who depicts a student who has not yet developed certain skills to create different types of content.

4.1 LI students background on digital content creation

Applying semi-structured interviews for this thesis allowed not only to collect data on the type of digital content that LI students create to learn English as a foreign language, but also to be acquainted with their background on the aforementioned topic. The following paragraphs present information obtained in the debriefing section of the instrument that was used for collecting data.

The participants of this thesis are inhabitants of the state of Quintana Roo and belong to different cities and municipalities within the state. Among these places are Chetumal, Cancún, and Felipe Carrillo Puerto. There was a participant from the state of Campeche who is also enrolled in

this educational program. Although these ten students are enrolled in the English Language major at the University of Quintana Roo, Campus Chetumal, they mentioned that, due to the current pandemic, they had to return to their places of origin to continue taking lessons.

Regarding the semesters that they are currently studying, the participants claimed feeling well but fatigued, since they stated that online courses are completely different from face-to-face ones. Nevertheless, some agreed that both forms of learning have advantages and disadvantages. For instance, in online courses, they have more free time to do various activities when taking a lesson, but because of this extra time they have, they mention that it is difficult to pay attention to their lessons, as there are different distracting factors. For instance, social media, the weather, street noises, housework, and in some cases, their family.

Furthermore, online learning has been a great challenge for both teachers and students due to the various changes they have made to obtain good results during the teaching-learning process. In this case, these students mentioned that this is the first time they have taken an online course. As mentioned, it has been a great challenge, since now everything, from materials to homework, has to be digital and this has caused some students to have difficulties to learn correctly. Likewise, these students expressed that learning English online is rather different from face-to-face learning. In addition, they added that they have not had the opportunity to develop and enhance some English skills, as the current learning modality does not allow it. For instance, they mentioned that one of the most common reasons is that their teachers do not provide the proper materials to develop them. The reader is referred to 4.4 for a detailed account of the most reinforced English language skills.

Another aspect to consider when talking about online learning is the resources that students have to have a proper learning process. This has been a remarkably important issue in today's society when it comes to talk about it. Most of these ten students responded that, in the beginning of this pandemic, they did not have the necessary resources, namely, a laptop, a mobile phone, and internet at home to take their online lessons:

> *"Al inicio de esta pandemia todo fue muy repentino, ya que no tenía los recursos necesarios para tomar clases en línea. Por ejemplo, no tenía internet en casa."*

As a consequence of this, they were forced to buy these types of electronic devices, so they could continue studying. Moreover, not everyone had the opportunity to install an internet service

at home, so they opted to go to places where there was internet. Fortunately, as time went by, they were able to do it.

Generally speaking, internet connection has been the most common factor that has somehow hindered the teaching-learning process in today's society. Students mentioned that although they have Internet at home, this does not guarantee a proper connection to a lesson:

> *"Aunque tengo internet en casa, esto no es seguro, ya que a veces falla mucho y no me deja conectarme a mis clases."*

Moreover, they added that other alternatives they use to take their lessons are asking their neighbors for the Internet connection password or buying minutes for their cell phones. It is important to clarify that this last option is not quite frequent since it is expensive for them.

In sum, this summary provided an overview on the most important information about LI students background on digital content creation provided by the participants of this thesis. Likewise, this information may be useful to identify the main factors that hinder the virtual teaching-learning process and, thus, begin to look for solutions.

4.2 Digital content creation reported by LI students

This first question, which intended to determine the extent to which EFL students create digital resources to learn English, is answered in three sections: section 4.2.1, describes the time and frequency LI students create digital content; then, section 4.2.2 with the subjects in which more digital content is created, integrated and re-elaborated; finally, section 4.2.3 deals with copyright and licenses and the frequency with which they are applied to digital content.

Since this section is intended to analyze the first research question of this thesis, it is vitally important to mention how the following paragraphs were structured. Therefore, Figure 4.1 shows how the topics and codes generated in the data analysis process were organized and grouped. Likewise, they are divided and analyzed in each of the research questions formulated in Chapter 1.

Figure 4.1

Generated Themes
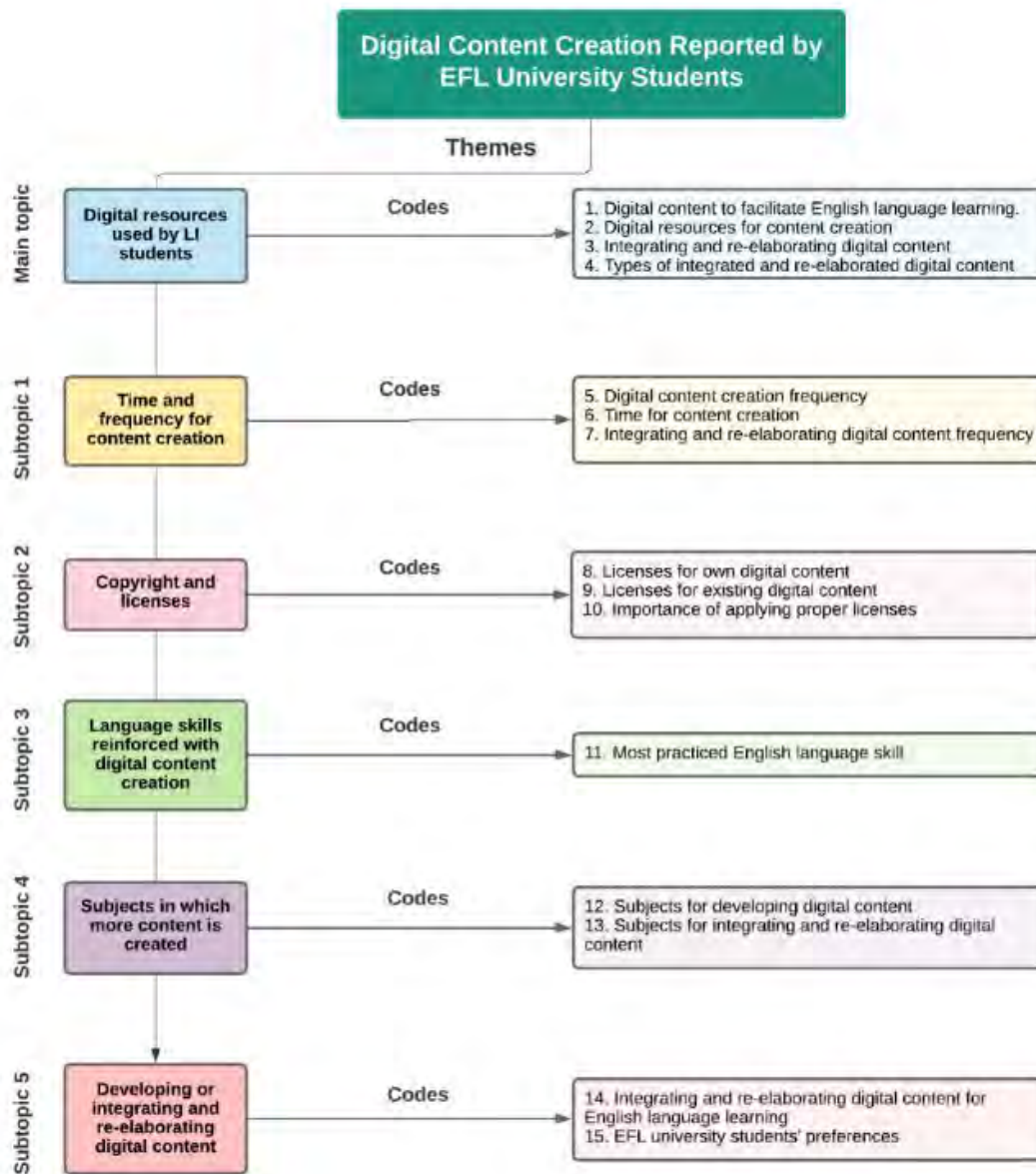
Note: This original figure shows how the fifteen codes that were generated were grouped into six different categories that share similar aspects. *Moo-Chulim, J.* (2021)*. Generated Themes. Chetumal, Quintana Roo.*

4.2.1 Time and frequency for content creation

According to the data obtained, LI students from the University of Quintana Roo, Campus Chetumal reported that they are constantly creating digital content to learn English as a foreign language. They mentioned that nowadays they create more digital content than in previous semesters forasmuch as all their activities requested by their teachers have to be in digital formats, such as multimedia content, texts, schematic representations, etc. The reader is referred to 4.3.1 for a detailed account on the different types of digital content that LI students create to learn English as a foreign language.

Furthermore, they create digital content twice or three times per week. Nevertheless, some students claimed that oftentimes they spend a week working on a single activity. They also added that the time invested in creating digital content depends on the activity assigned to them in their courses. For instance, they reported that they spend a great deal of time creating content such as videos and audios:

> *"Paso mucho tiempo creando estos tipos de contenidos digitales. Hay ocasiones en las que paso un día entero en una sola actividad […] pero igual depende del tipo de tarea que me asignen mis maestros."*

Additionally, another factor that involves the time invested is the ability of students to use different digital resources. Some of them admitted not having knowledge on developing digital content; therefore, this causes them to spend more time researching how to use certain resources than expected. These outcomes may be compared to the study carried out by Carrasco et al (2015) in which they analyzed the difficulties faced by students who are taking the education master programs, in terms of digital competence, specifically when using digital resources. Similarly, in the study conducted by Villagrán et al (2020), the results showed that participants of that study encountered some difficulties when using these resources, as they were not familiar with them.

Students from the 2nd, 4th, 6th, and 8th semesters of the English Language major mentioned that they are currently enrolled in more than six subjects; hence, this requires the creation of more digital content. Unlike 10th semester students who are only enrolled in fewer than three subjects. It is important to mention that even though 10th semester students are only enrolled in three

subjects, they take the *Práctica Docente II* subject, which requires the creation of several types of digital content for their teaching practicum.

Regarding integrating and re-elaborating digital content to learn English as a foreign language, LI students reported that they are frequently looking for existing content for their own learning, as it is easier and does not require a great deal of time than developing digital content.

"Siempre estoy buscando contenidos en internet para mi propio aprendizaje, ya que no llevan tanto tiempo como crearlos desde cero."

In an investigation carried out by Roig & Pascual (2012), the results showed that the participants expressed similar preferences towards using existing content as it facilitates their learning process. Moreover, they mentioned that this type of content has a structure that can be easily modified, and this is seen as an advantage for them, in that they do not have to spend time designing it.

"Algo que me gusta de estos tipos de contenidos es que ya tienen una estructura, lo cual facilita que sean modificados con nuestra propia información."

The average of digital content that they tend to modify per week is from one to two contents, as they mentioned that not all types of content can be integrated or re-elaborated. That is, there is existing content that does not comply with the instructions of their activities assign in their courses.

Overall, the results presented in this subsection were expected, since we are currently in a digital age and in a new educational modality, which means that conventional content is no longer used by teacher and students. Hence, it is expected that LI students create more digital content than they did in the past.

4.2.2 Subjects in which more content is created

Digital content is increasingly common when students do activities for their subjects since conventional content has started to lose ground in the educational setting. As reported by LI students, they prefer to create digital content to present their activities because they can make them

interactive and dynamic. The English Language major is characterized by the different and varied subjects that it offers in its curriculum. Most of these subjects frequently require students to create content to present their activities so they can develop new and creative skills. Since this major prepares students to be English language teachers, each student is expected to be competent in different areas, especially in the creation of content for teaching.

From my personal experience, as an English language major student, I am aware that, in each subject of this major, students frequently have to create content not only for the English subjects, but also for subjects whose main purpose is not the learning of the language. Besides, LI students not only develop digital contents for their subjects, but also integrate and re-elaborate them, since nowadays the Internet offers endless resources that can be re-used and modified. Table 4.2.2 shows the subjects in which LI students from the University of Quintana Roo, Campus Chetumal create, integrate and re-elaborate more digital content. Important attention should be paid to it, as some students mentioned the same subjects in both areas.

Table 4.2.2

English Language Major Subjects

Semester	Subjects	
	Area: Developing Digital Content	**Area**: Integrating and Re-elaborating Digital Content
Second	- Redacción Académica del Español - Comunicación Intercultural del Inglés - Inglés II - Other subjects: Francés	- Comunicación Intercultural del Inglés - Inglés II
Fourth	- Enseñanza del Inglés en Especialidad - Inglés IV	Análisis del Discurso en Inglés
Sixth	- Diseño de Entornos Virtuales de Aprendizaje - Inglés VI	Diseño de Entornos Virtuales de Aprendizaje
Eighth	- Práctica de la Enseñanza II - Inglés VIII	- Practica de la Enseñanza II - Inglés VIII
Tenth	Práctica Docente II	Práctica Docente II

Note: This original table shows the most common subject in which LI students create, integrate and re-elaborate digital content. *Moo-Chulim, J.* (2021). *English Language Major Subjects. Chetumal, Quintana Roo.*

According to the data analyzed, students in the 8th and 10th semesters of the English language major are the ones who tend to integrate and re-elaborate more digital content, since they are currently doing their teaching practicum, which requires them to look for materials to teach their lessons. They commented that they tend to modify these materials and adapt them to the English level of their students, so that they can have a broader understanding of the topics:

> *"Ahora que estoy hacienda mis prácticas, he tenido que buscar demasiados tipos de materiales y adaptarlos al nivel de inglés de mis alumnos para que puedan entender mejor los temas."*

The reader is referred to 4.2.1 for a detailed account on the time and frequency in which LI students create digital content.

This result agrees on what Villagrán et al (2020) found in their study on the development of teaching materials using digital resources. They mentioned that using existing content may enrich classroom activities. However, it may represent a great challenge for those students who are not familiar with them.

To sum up, it is important that students start developing, integrating, and re-elaborating digital content since the first semesters of the English Language major, so they can be familiar with the different types of content that exist. Besides, they develop and enhance their existing skill for content creation.

4.2.3 Copyright and licenses

Online learning has led both teachers and students to create more digital content than in the past, as now all types of contents have to be in digital formats so that they can be easily used throughout different online platforms and course management systems. Moreover, this digital content, created by LI students to learn English as a foreign language, is frequently uploaded to different online storage services for other students to use. Hence, it is important that appropriate licenses, such as Creative Commons and Copyright, are applied to this own digital content so that it can be protected.

Regarding the application of licenses to students' own digital content, LI students reported that it is not an aspect they consider when creating content. Some students expressed that they are not familiar with licensing and do not pay attention to it, as most of the content they create is for academic purposes, which means that they do not tend to post it on online services for other people to use:

"Usualmente, no pongo mucha atención a las licencias, ya que la mayoría de los materiales que hago son solo para mis clases; no las publico en internet."

Nevertheless, they expressed their interest in learning how to apply licenses to their content, as they voiced:

"Aunque no sé mucho de licencias, sí me interesaría aprender a cómo utilizarlas correctamente en mis trabajos."

Two students mentioned that they have applied some of the Creative Commons licenses to their own content, as it was a requirement that their teachers requested. Even though they assumed not knowing if the licenses were applied correctly, they decided to upload their content to an online service, so that other students could use it. According to the Digital Common Framework for Teachers, the aforementioned is one of the characteristics of the level C2-1 that a person possesses in the area of Copyright and Licenses, as it states that these people generally publish educational digital contents that they create with Creative Commons licenses for open access and reuse by the educational community (INTEF, 2017. p. 44).

Additionally, concerning the integration and re-elaboration of existing digital content, LI students mentioned their awareness on the application of proper licenses when modifying content created by other people, as they commented:

"Sé que es necesario dar créditos a los autores, ya que ellos invirtieron tiempo en crear esos materiales, pero a veces omito ese paso."

This statement led us to another feature that is mentioned in the level A1-1 of Copyright and Licenses area, which states that people are aware that the information, applications, audiovisuals, or any other digital product that it is used for academic purposes must have copyright that have to be respected (INTEF, 2017. p. 44).

Considering that the ten interviewed LI students have different educational backgrounds, their responses can be divided into three categories as follows:

1. Some students mentioned that they apply the appropriate type of licenses when they integrate or re-elaborate digital content. For instance, they tend to apply them using the various formats provided by the American Physiological Association (APA). The most common is to refer to the original author, website where the digital content was taken, date, etc.

2. Some students apply the appropriate licenses to existing content when requested by their teachers. Thereupon, if their teachers do not request them to add references to their activities, they do not pay attention to it.

3. Some students tend to modify the original content by changing some features of it. For instance, its design, colors, images, etc. Moreover, they usually paraphrase the information of existing content, so that it can be a new one. Hence, they do not cite or refer the original content.

Even though each student has different opinions towards the application of appropriate licenses to existing digital content, everyone agreed that it is important to apply them when integrating or re-elaborating content regardless of whether there is a great deal of modifications or not. Besides, they shared their thoughts on the importance of applying licenses. Among their opinions, they expressed that it is not fair for someone to use existing content and not give credit to the original authors, as they spent time and effort creating it:

"Creo que es injusto no dar créditos a las personas por el trabajo que han hecho, ellos lo merecen […] me enojaría si alguien hiciera eso con mis materiales."

Moreover, they added that creating original content involves aspects such as dedication, patience, and creativity.

In general, LI students should be prepared to apply appropriate licenses not only to existing content but also to their own content. Since this is an aspect that they must bear in mind in all their academic activities, they must be familiar with it and its variants, that is to say, when, how, what, and why to apply licenses to digital content. Likewise, they must be prepared not only in the areas of Developing and Integrating, and Re-elaborating digital content, but also in Copyright and Licenses. Additionally, it is important that they consider these aspects because they are studying

to be English language teachers and having this knowledge present in their academic life can be beneficial for them.

4.3 The nature of digital content created by LI students

This second question, which aimed to identify what types of digital content, i.e., schematic representations, audios, videos, etc., EFL students create to learn English, is divided into two sections: section 4.3.1 discusses the types of digital content used by LI students; and section 4.3.2, the preferences of LI students towards the development or integration and re-elaboration of digital content.

4.3.1 Digital resources used by LI students

Currently, the use of digital content, namely schematic representations, multimedia content, texts, etc., has become the main resource used by students to learn English as a foreign language. Consequently, the creation of different types of content has made students develop diverse skills in this area. In addition, digital content offers students information that can help them be up to date in learning not only the English language, but also in other subjects. Digital content is characterized by having innovative, dynamic, and entertaining elements that make students use it for different academic purposes, including learning a new language. On top of that, digital contents have features that make them completely different from conventional ones. For instance, they can be stored in online services, and then reused, as well as shared with other students.

LI students from the University of Quintana Roo, Campus Chetumal affirmed that they create several types of digital content per week since these are resources that they use to present information related to their subjects (see 4.2.1). Moreover, they added that they not only create them for their own learning, but also to obtain better grades:

"A mí me gusta crear mis propios materiales y agregarles mi estilo, ya que esto hace que obtenga una mejor calificación."

Subsequently, creating digital content allow the students to express themselves and organize their own ideas. Among the most common types of content that they create are mind and concept maps, graphic organizers, infographics, online presentations, interactive images, and multimedia content such as audios, videos, images, and text. Nevertheless, there were some students who commented that they were not good at creating different types of digital content, as well as students who mentioned creating advanced types of content such as animations and videos with up-to-date software. The reader is referred to 4.5 for a detailed account of selected LI student cases.

Furthermore, using digital resources to create digital content seems to be a topic in which they are interested. They claimed that there are endless resources to create contents:

"Hoy en día existen muchas aplicaciones para crear contenidos. Esto me gusta porque puedo elegir entre ellas para crear distintos tipos de materiales para mis clases."

Moreover, these resources facilitate the creating process, as most are intuitive and have templates that they can use to graphically represent their ideas. They added that they usually use these resources, since most of them have tools that allow their activities to be dynamic and interactive, aspects that are considered essential in the current new educational modality:

"En este semestre he utilizado muchas aplicaciones para hacer mis tareas. Por ejemplo, me gusta mucho usar Genially, ya que tiene muchas herramientas que me permiten hacer mis presentaciones e infografías dinámicas e interactivas."

Among the most common digital resources that they use for content creation are Genially, Canva, Mindmeister, VivaVideo, Filmora, Camtasia Studio, Audacity, Microsoft Office (Word and Power Point), and Lucidchart. Some participants tend to use advanced software for editing pictures and videos. For instance, Adobe, which includes Photoshoot, After Effects, Illustrator, etc. A riveting aspect that was found in this data analysis was that all the LI students that were interviewed mentioned Canva and Genially among the digital resources that they use frequently. They voiced that these resources are a *perfect choice* for those students who lack from creativity and time for content creation:

"Canva igual porque tiene muchos modelos predeterminados, ya que, si no tienes tanta creatividad y tiempo, te ayuda bastante."

Additionally, they mentioned that, due to this new learning modality, they discovered new resources that they did not know before, as they commented:

"Antes de esta nueva modalidad no sabía de la existencia de Filmora, ya que no tenía conocimiento de la edición. Lo que hacía era recurrir a Power Point y ahora ya lo sé usar y es más práctico."

They consider that creating their own digital content helps them to learn English as a foreign language, as they organize and structure their own ideas; they know how to summarize the information, so that they can understand it better. Another additional aspect that was found was that LI students prefer to use online resources instead of installing them on their devices, such as laptops, mobile phones, etc. There are many reasons why they prefer this option. However, saving time in installing them and saving storage of their devices were the ones that they commented the most.

With regard to integrating and re-elaborating digital content, Li students claimed that is one of the main areas that they use for learning English as a foreign language. These participants stated that they tend to integrate and re-elaborate content, as they mentioned that it has advantages that speed up their learning process, as well as the process of creating new content. Nevertheless, they mentioned that they do it depending on the type of content they create, since there are certain types of content that cannot be integrated or re-elaborated. Furthermore, they reported that they learn from other people when they integrate or re-elaborate digital content, as they voiced that they take inspiration from existing activities:

"[...] he tomado como inspiración muchos trabajos, lo que yo hago es tomar un poco de todos. Trato de tomar lo mejor de cada uno y al final lo uno, esa es mi forma de trabajar."

Unlike creating content from scratch, integrating and re-elaborating digital content seems to be an area that LI students frequently resort to for their college activities, as some LI students mentioned that they tend to use a great deal of content to learn English, as they commented:

"[...] he utilizado gran variedad de estos trabajos para ayudarme y guiarme en mi aprendizaje del idioma inglés como tal."

College students, especially LI students from the University of Quintana Roo, are constantly integrating and re-elaborating digital content to learn English as a foreign language. It is common that depending on the English skill students have to work on, they create a certain type of content. Thereby, the most common types of digital content that they tend to integrate and re-elaborate are online presentations, graphic organizers, compare maps, mind and concept maps, tables, infographics, and online quizzes. On the contrary, the least common type of content is multimedia content, such as videos and audios, since they mentioned that this type of content cannot be integrated or re-elaborated. For instance, they cannot use existing audios as they have to use their voice in this type of activity.

As far as I am concerned, developing, and integrating and re-elaborating digital content are two similar areas that require aspects such as time, dedication, and effort to obtain excellent results. Hence, LI students should be prepared to work with these two different techniques and begin to implement them in their university activities. Besides, they will be able to know the different aspects that these areas encompass and how to make correct use of them, since it has been mentioned that LI students are frequently using digital content to learn not only English but also other subjects.

4.3.2 Developing or integrating and re-elaborating digital content

Throughout this thesis, the importance of using digital content for English language learning has been discussed. LI students have commented that it offers them several advantages during their learning process, as they find these types of content practical and innovative. Having observed the importance of the development of digital content, it is vital to analyze how the integration and re-elaboration of digital content works in the learning of LI students.

These participants responded a question in which they were asked to express their opinions regarding the use of existing content and how it impacts their learning. As previously mentioned, students are currently facing a new educational challenge regarding the new learning modality. This challenge has meant that most of them have had to look for other alternatives to continue

learning online, so their learning process is not affected. Whereby, the use of existing digital content has been one of the alternatives that they have implemented in their daily academic life. LI students commented that this type of content is useful when they do not grasp much information from their teachers' explanations:

"[...] es de gran ayuda cuando un tema se me hace difícil de entender, ya que a veces las explicaciones de los maestros no son muy claras y eso hace que busque otras formas de entender ese tema."

Additionally, the integration and re-elaboration of digital content provides LI students with a broader perspective on how they can create their own content. Besides, they mentioned that they practice when they use this type of content, as well as learning new topics related to the main one; they called this process "double learning". These were some advantages that they have found when integrating and re-elaborating content. Nevertheless, to expand on this topic, what follows is an overview of LI students' preferences when it comes to developing, integrating, and re-elaborating digital content.

It is true that in all types of activities assigned by teachers, students must follow a set of instructions to achieve the purpose of them. However, LI students oftentimes opt between developing content or integrate and re-elaborate it, depending on the type of activity they have to do. To obtain information related to their preferences on content creation, they were asked their point on view on this topic. The results revealed a discrepancy among their responses, since not all agreed on the same point. Hence, their responses can be divided into the following categories:

- Some students showed their preference for the integration and re-elaboration of digital content, since they mentioned that they save time to carry out other activities that are not related to their learning process.
- Some students mentioned that integrating and re-elaborating is an excellent alternative for content creation; nevertheless, they avoid it, since they claimed spending a great deal of time applying the proper references and licenses to existing digital content. The reader is referred to 4.2.3 for a detailed account on copyright and licenses for content creation.

- Some students showed their preference for developing digital content, as they consider that it is easier than integrating and re-elaborating content. Besides, they added that, with this technique, they can structure, design, add elements, etc., in their own way.

These outcomes may be also compared to the ones obtained by Roig & Pascual (2012) in their study. They stated that the participants showed interest in creating content for their own learning. However, they prefer to use existing content as it facilitates their learning process.

Overall, these outcomes on content creation provided a full insight of how LI students prefer to learn the English language, meaning they will always find the best techniques, resources, and types of digital content that best suit their own needs. Additionally, it would be vital that they are prepared and able to work with any of these techniques, so that they can start developing new skills and integrate them into their academic life either for their own benefit or that of other LI students.

4.4 Language skills reinforced with digital content creation

This third and last question, whose purpose was to identify the English language skills in which EFL students create more digital content, is answered in the following paragraphs.

Digital content creation involves the creation of different types of content from schematic representations to multimedia content. According to the participants of this thesis, each type of content develops and improves an English language skill. Among the most common digital content they create to learn English as a foreign language are schematic representations, such as mind and conceptual maps, infographics, online presentations, etc. The reader is referred to 4.3 for a detailed account of the different types of content that LI students create for learning English as foreign language.

Based on the data analysis, Reading and Writing are the most developed and improved English language skills with the various types of digital content that LI students create to learn English as a foreign language. Consequently, LI students mentioned that they have to summarize information from different readings, as well as paraphrase it. They added that, with this type of content, they not only improve the main skills but also the subskills, they said that in the reading

ability they have noticed improvements in their skimming and scanning, as well as they have learned new vocabulary. In terms of writing skills, they have improved the way they organize and structure their ideas, paragraphs, as well as grammatical aspects.

Furthermore, there were some LI students who reported noticing improvements in other sub-skills when creating digital content. For instance, use of English, as they voiced:

"La habilidad en la cual creo más materiales es use of English. La uso para temas gramaticales y o temas relacionados, como vocabulario."

Additionally, one LI student claimed to have created content for all English language skills by using different online resources, as commented:

"Creo haber creado de todo un poco, a veces trabajo con el Listening usando aplicaciones como Audacity o en Powtoon cuando tengo que explicar algún tema. Reading cuando trabajo creo infografías y mapas mentales. A veces Speaking porque hay veces que incluyo mi propia voz en los videos que realizo, ya que yo tengo que diseñar mis audios."

Even though this subtopic was not contemplated in the purpose of this section and based on the results of this data analysis, it can be concluded that the least developed English language skill is Speaking. This is because most of the digital content LI students create is not related to this skill or its sub-skills. In addition, they commented that, due to the current COVID-19 pandemic, they cannot put this skill into practice since they are not in contact with other people:

"Pienso que esta pandemia ha hecho que no tengamos la posibilidad de interactuar con nuestros compañeros para practicar algunas habilidades como speaking."

Nevertheless, they are aware of the existence of different online platforms where they can converse with people from all over the world:

"[...] pero sé que hay muchas aplicaciones como Facebook que permiten hacer videollamadas para mantenernos en contacto."

Although these results focused on English skills reinforced with digital content creation, they can be compared with a similar study conducted by Marin et al (2020). These authors analyzed the level of digital competences of students, the more and least developed digital competences, as well as the relationship between students and semester.

To sum up, LI students should be prepared to create digital content in all four English language skills, since the main objective of this major is to train future language teachers. Therefore, it is necessary that both the skills and the subskills of the language are reinforced, enhanced, and improved. Moreover, it is important that LI students have improved and mastered these English language skills throughout the major, since at the end of it, they will have to take the Cambridge C1 Certification in order to obtain their degree as Bachelors in English Language.

4.5 Selected cases of LI students

In this section, two more topics are discussed to expand the data analysis of this thesis: selected cases of LI students, in which specific cases of students who showed high and low levels of knowledge related to the main topic of this study are presented. That is, an advanced digital content creator, who represents the case of a student showing skills to develop various types of content; and a beginning digital content creator, who depicts a student who has not yet developed certain skills to create different types of content.

The analysis of these two students is based on the *Marco Común de Competencia Digital Docente*, which establishes three dimensions in each of the competences within the five areas it is made up with. In this case, as previously mentioned, only two are contemplated in this thesis: Developing Digital Content and Integrating and Re-elaborating Digital Content. It is important to emphasize how this framework is divided: the first being the foundation dimension in which levels A1 and A2 are included; the second is the intermediate dimension, which is covered by B1 and B2 levels, and the advanced dimension, which includes C1 and C2 levels (INTEF, 2017, p. 3).

4.5.1 Advanced digital content creator

It is often common for all classrooms to have a student who stands out from others either by his/her behavior or by his/her development in class. Interviewing these ten LI students allowed

me not only to know their educational background but also to identify how they perceive the use of digital content for learning English as a foreign language, aspects that allowed them to be selected for this section.

It is worth mentioning that they all provided useful information, since each of them had different opinions on the topic that greatly contributed to obtain favorable outcomes for my thesis. Nevertheless, there was a female student who seemed to have ample knowledge on content creation, as well as showing skills to develop various types of content for learning English as a foreign language. For instance, this LI student mentioned that she generally creates advanced types of content such as animations and videos with up-to-date software when she has to review topics in English or when she is assigned an activity:

> *"Usualmente, me gusta hacer animaciones y videos cuando tengo que entregar alguna tarea o solo para repasar algún tema [...] Igual uso programas de Adobe para crearlos."*

Furthermore, she added that she tends to create her own digital content for other subjects, since she prefers to do her activities in an organized and presentable way, adding elements such as colors, transitions, animations, pictures, among others:

> *"No solo creo materiales para inglés, también me gusta crear para mis otras materias, ya que siempre me ha gustado entregar mis trabajos en una manera organizada y presentable."*

Other types of digital content that she often creates are online presentations, schematic representations, audios, videos, mind and conceptual maps, etc. Additionally, she does not only opt for developing her content but also focus on existing ones, as she expressed that these types of content have inspired and continue inspiring her to create her own content:

> *"Antes de crear mis propios contenidos, me gusta buscar en internet algunos materiales ya hechos y de ahí tomo inspiración. Me gusta la creatividad de otras personas."*

Regarding content creation for English language learning, she is aware of the importance of digital content in the new current learning modality. She added that they play a critical role in the learning process for all LI students, as well as digital content is an indispensable tool to review topics in which students need reinforcement:

"Pienso que, con esta pandemia, los materiales digitales han sido de gran ayuda para nosotros porque nos han facilitado el aprendizaje del idioma."

According to the aforementioned framework, the information provided by this LI student belongs to intermediate dimension of the *Marco Común de Competencia Digital Docente*, since she produces digital content in different formats, such as text documents, multimedia presentations, images, video, and audio recordings, by using online and advanced applications.

In general, this LI student seems to comply with the different aspects that the intermediate dimension encompasses. What follows is an analysis of a beginning digital content creator, who depicts a student who has not yet developed certain skills to create different types of content.

4.5.2 Beginning digital content creator

From my personal experience, as a n English Language major student, I have noticed that some classmates do not show advanced skills to develop digital content when required by our teachers. This has caused them to have difficulties when using different digital resources in each subject of the major. This circumstance led me to analyze, among the ten LI students who participated in this thesis, a student who during the interview showed her lack of skills to create content. Nevertheless, this does not mean that this student has not developed other skills to learn the English language.

Applying the semi-structured interview to this student allowed me to identify how much she knew about content creation. As mentioned on the procedure section, various steps were followed for collecting data for this thesis (see 3.4). Moreover, the application of each interview lasted from 25 to 37 minutes. Nevertheless, with this participant the interview lasted less than expected, since her responses were shorter than those of the other participants. Although follow-up questions were asked to learn more, she provided the same answers.

Furthermore, she claimed not developing various types of content for learning English as a foreign language:

"Casi no creo materiales para aprender inglés, solo los hago cuando los maestros lo piden. Aunque a veces hago mapas mentales, cuadros, infografías y algunos resúmenes para repasar."

Among the content she generally creates are mind maps, charts, infographics, and summaries. This information allowed to know that this LI student is in the Foundation Dimension of the Marco Común de Competencia Digital Docente, as she tends to create and edit simple digital content. Moreover, she added that she is not good at using different digital resources to create content. Nonetheless, she stated that she often looks for videos to learn how to work with digital resources:

"[...] Igual porque no soy muy buena con la tecnología, pero siempre trato de buscar tutoriales de cómo utilizar algunas apps."

Thus, the characteristics of this student belong to level A1, since the framework indicates that people at this level usually search and find online tutorials on how to use applications for creating digital educational content. Additionally, similar outcomes may be found in a study carried out by Castillejos (2019). She concluded that creating digital content for educational purposes, students' participation is reduced to certain activities scheduled by the teacher.

In sum, this data analysis provided essential information for this thesis. On the one hand, it indicates that currently there are students who seemed to be interested in creating content for learning English as a foreign language. Thereby, they show advanced skills for content creation. On the other hand, there are students who are still learning how to develop different types of digital content. These outcomes revealed that there still remains a gap for most students between creating digital content and continue using conventional methods for English language learning. Therefore, LI students must continue to develop digital content or start learning how to do it, since we are in a digital age where everything, from education to everyday life, is related to technology.

CHAPTER 5   CONCLUSIONS

This following chapter has 4 sections; section 5.1 presents the major findings obtained through the results of three research questions; section 5.2 describes the limitations that emerged during this thesis; section 5.3 encompasses some pedagogical implications in which LI students and teachers may find useful information on content creation; and in section 5.4, some recommendations are made for future researchers.

5.1 Summary of main findings

Based on the outcomes, it was found that not all ten LI students, who participated in this thesis, have the same skills in terms of creating digital content to learn English as a foreign language. Moreover, it was identified that they do not use digital content independently, that is to say, they only use it when their teachers request it. One factor associated with this lack of use of digital content may be that LI students are not familiar with this type of content. They commented that due to this new learning modality, they began to use different resources to create content, which implies learning how to use them.

Additionally, the findings indicate that there are students who have developed advanced skills to create content with up-to-date software. This has allowed them to create countless types of digital content, from schematic representations to multimedia. Besides, those students who have not yet developed skills for creating content claimed to have learned to use digital resources that they did not know in the past.

Regarding the use of licenses for own and existing digital content, LI students seem to be aware of the importance that applying the appropriate licenses has in this new digital age. Nevertheless, not everyone seems interested in applying licenses to digital content, as some expressed that it is a time-consuming process; therefore, they opt not to do it. It is vitally important

to mention that there were a couple of LI students who expressed their interest in learning how to do it.

Likewise, another relevant finding in these results was the extent to which EFL students create digital content to learn English. These participants reported creating digital content constantly. This is due to this new learning modality that requires them to carry out all their activities using digital resources, that is, they have to be in digital formats. They also commented that they create different types of content two or three times a week; however, some students stated that they create content throughout the week. An important finding among these results is that students who are enrolled in the 10th semester of the English language major create more content than other semesters. This is because they take the *Práctica Docente II* subject which requires them the creation of several types of digital content for their teaching practicum. An aspect associated with this issue is the integration and re-elaboration of digital content. LI students reported that they not only develop content but also look for existing ones for their own learning.

Since developing and integrating and re-elaborating digital content are two areas in which LI students can create content, they were asked about their preferences regarding this matter. A variation was found between their responses in which they mentioned different reasons why they would opt between one area and the other. For some students, these reasons may be advantages or drawbacks, which means that not everyone learns in the same way. Therefore, LI students will always find the best techniques resources, and types of digital content that suit better their own needs.

Findings also revealed that LI students' language skills are reinforced with digital content creation. LI students reported that there are specific types of digital content that help develop and improve each of the four English language skills. Based on the results, reading and writing are the most developed and improved skills with the various types of digital content that these students create to learn English as a foreign language. Moreover, there were some students who reported noticing improvements in other sub-skills when creating digital content; for instance, use of English.

Lastly, the outcomes suggested that virtual lessons are completely different form face-to-face ones. Most people would think that there are not differences between these two ways of learning; nevertheless, LI students think otherwise. They expressed that this new learning modality

has hindered their learning process, since they cannot carry out the same activities. For instance, they mentioned that they cannot improve some English skills such as speaking and use of English. Likewise, they added that it is also different since not everyone has the same technological resources to take their lessons. Therefore, this has represented a great challenge for them due to the various changes they have made to continue studying.

In summary, it can be stated that the learning process of LI students goes hand in hand with the skills they have to create digital content, the resources they have, and the modality in which they learn. Thereby, the more skills they develop for content creation, the more opportunities they have to learn English as a foreign language using technology. This does not mean that students cannot learn the language using conventional methods. Nevertheless, LI students must be aware that technology and virtual learning has started to gain ground in education. Therefore, it is necessary for them to make digital content creation a habit.

5.2 Limitations of the study

Since this was a process that required a great deal of time to be completed, there are some limitations that need to be considered in this thesis. Collecting data from the participants on content creation was not limited, as they gently provided paramount information for this investigation. Nevertheless, not all of them had the same schedules which meant that it took much time to get the required information. This, perhaps, may be due to the different semesters in which they are currently enrolled and the number of subjects they take. Moreover, asking LI teachers for help in selecting participants was another limitation I encountered, as not all of them responded to my emails. Therefore, I opted to send emails to other LI teachers.

Subsequently, another limitation that is vitally important to consider was the literature of the main topic on content creation for English language learning. As far as it is concerned, there are not sufficient and similar studies related to digital content creation in university students. Thus, I opted to do a research on qualitative and quantitative studies related to the main topic even though my thesis was focused on the qualitative approach. Therefore, it is vital to continue conducting research related to digital content creation in university students, in that, as previously mentioned,

technology is constantly evolving (see 5.4). Currently, students must be prepared and have the skills to use different resources and digital content to learn English as a foreign language, since this current learning modality requires it for virtual education.

5.3 Pedagogical implications of the study

The outcomes obtained throughout this thesis may be considered as part of empirical contribution related to digital content creation in university students. Therefore, both LI students and teachers from the University of Quintana Roo and other universities may find paramount information in this study. Given that the results revealed that the creation of digital content can be effective for learning English as a foreign language, the recommendations of this thesis for language students and teachers that can be implemented in virtual and face-to-face lessons in order to start developing, integrating and re-elaborating digital content.

Subsequently, this research also presents new information on the importance of content creation in this new learning modality and in the digital age. Currently everything is related to technology; hence, students can take advantage of it. Likewise, the frameworks related to the creation of digital content presented in this research may be useful for LI students to analyze or to learn about the characteristics that a person must have to be considered digitally competent, and then start implementing them in their academic life. It is essential that LI students and teachers are aware of the importance of creating digital content in education. As previously mentioned, digital content creation has several benefits, so if applied in classrooms as a new technique for language learning, both students and teacher can take advantage of it. Therefore, it is intended that LI students start creating digital content to learn English, as well as universities start adding the use of digital content in their curriculum.

Currently, this new learning modality has become part of students' everyday life. Consequently, this has driven the need to create digital content, so that the teaching-learning process is not affected. Nevertheless, when creating digital content, students do not pay attention to using licenses to protect their own content or to give the appropriate credits to other authors. Thereby, given that the use of licenses in academic projects is not frequent among EFL university

students, the results obtained in this study can serve as a starting point to begin to conduct research on this matter. Subsequently, the results of future research can be implemented in university curricula, so that students begin to develop skills in the use of licenses.

5.4 Recommendation for further research

The research that has been undertaken for this thesis has highlighted a number of relevant topics on content creation. Therefore, several recommendations have emerged on which further research would be beneficial. Since the main purpose of this thesis was to explore the digital content created by LI students to learn English as a foreign language, only two areas of the Digital Content Creation competences were addressed. Besides, the area of Copyright and Licenses was briefly included within the research; nevertheless, not much information was obtained in this regard. Thereby, new researchers may focus on this area in order to identify whether or not this area has an impact on how LI students learn English as a foreign language. Whilst some of these areas were addressed by the research in this thesis, others remain. Based on the literature that was reviewed, it was identify that there is a lack of studies related to the Programming area of the aforementioned competence. Hence, future studies might, for instance, look for the way in which LI students use the Programming area to learn English.

Subsequently, it would be advisable to conduct research studies on content creation to learn English as a foreign language in some of the other campuses of the University of Quintana Roo. Since this thesis was carried out in the Chetumal Campus, a comparison may be made among campuses.

Additionally, another recommendation would be integrating other frameworks related to digital content creation to obtain more information on this topic. Likewise, there are still several areas for further research. For instance, future researchers can conduct studies to deeply analyze whether or not this new learning modality influences the creation of new techniques to develop digital content. Although it was not mentioned in the development of this thesis, it would be interesting to apply this study with students from other majors at the University of Quintana Roo to find out what techniques, types of materials or digital resources they use to learn English.

Lastly, LI students mentioned that due to the current COVID-19 pandemic, they have faced several challenges when learning the English language, specifically in the speaking skill. They reported that they cannot practice this skill as they used to in face-to-face lessons. Therefore, this factor hinders their learning process. It would be advisable to conduct research on this topic to analyze whether or not this current learning modality affects the progress of students not only in the speaking skill but also in all English language skills. Since this new learning modality will remain for a long time, the results of future research may serve as a guide in virtual language classrooms.

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Appendices

Appendix A Semi-Structured Interview

Notas generales:

- Las entrevistas serán en línea.
- Las entrevistas serán en español.
- La plataforma que se utilizará será con la que el participante se sienta más cómodo.

I.   Permiso

Pedir permiso a los participantes (estudiantes del 2do, 4to, 6to, 8vo y 10mo semestre de Lengua Inglesa) para grabar las entrevistas mencionando que se cuidará su información personal y sus respuestas, las cuales serán utilizadas para obtener resultados del proyecto.

En esta sección se les pedirá que firmen una carta de consentimiento. Sin embargo, como las entrevistas serán de manera virtual, probablemente se les envíe un día antes para que los participantes lean y firmen.

II.   Breve presentación de vocabulario relacionado a creación de contenidos digitales:

Explicarle al participante vocabulario relacionado a la entrevista en una breve presentación.

- Recursos digitales
- Contenidos digitales
- Licencias/Derechos de autor

Enlace de la presentación:

https://view.genial.ly/60388610d8f0b90db082b47e/presentation-instrument-thesis-moo-chulim-jose-alberto

III.   Presentación personal y del proyecto (objetivo)

- Saludo y agradecer al participante por haber aceptado responder esta entrevista
- Mencionar mi nombre, licenciatura y semestre
- Mencionar la duración de la entrevista
- Presentar brevemente mi proyecto y su objetivo

IV. Briefing (preguntas para conocer a los participantes)

1. ¿Cómo te encuentras hoy?
2. ¿De dónde eres?
3. ¿Cómo te va en el semestre?
4. Antes del comienzo de la pandemia, ¿habías tomado algún curso en línea?
5. ¿Cómo te sientes al tomar cursos en línea a tomar cursos presenciales?
6. Al tomar cursos en línea, ¿cuentas con equipos propios (laptop, teléfono móvil, tablet, etc.) y conexión a Internet en casa? Si no, ¿qué otras alternativas utilizas para tomar los cursos en línea (cibercafé, con un amigo, datos móviles, etc.)?
7. ¿Cuál es tu experiencia al aprender idiomas, en este caso, inglés utilizando la tecnología?

Esta entrevista se dividirá en dos secciones. La primera es:

V. Desarrollo

Competencia: Desarrollo de Contenidos Digitales

- **Dar una breve descripción sobre esta competencia:**

Competencia es un conjunto de conocimientos, destrezas (habilidades) y actitudes en un contexto en específico (INTEF, p. 68, 2017).

Descripción general: Crear contenidos en diferentes formatos, incluyendo contenidos multimedia, editar y mejorar el contenido de creación propia o ajena, expresarse creativamente a través de los medios digitales y de las tecnologías (INTEF, p. 39, 2017).

Pregunta General:

- Usualmente, ¿utilizas herramientas digitales como infografías, mapas conceptuales, mapas mentales, presentaciones, etc., para facilitar tu aprendizaje en el idioma inglés? ¿Cuáles?

- ¿Consideras que estas herramientas te ayudan a aprender el idioma inglés? ¿De qué manera?

- Cuando creas tus propios contenidos digitales (infografías, mapas mentales, imágenes, etc.), ¿sueles agregar algún tipo de licencia a tus creaciones? Es decir, alguna manera en la cual otras personas puedan saber quién hizo esos contenidos y así poder citarlos en caso de que ellos deseen reutilizarlos o adaptarlos.

- Aparte de la asignatura de inglés ¿en qué otras asignaturas creas más contenidos digitales?

- **Pregunta 2:**

¿Qué tipo de recursos tecnológicos (softwares y aplicaciones en línea como Canva, Genially, etc.) utilizas para crear tus contenidos digitales? ¿Por qué los utilizas?

- **Pregunta 3:**

¿Con qué frecuencia utilizas recursos tecnológicos para crear contenidos digitales para tu aprendizaje en el idioma inglés? ¿Cuánto tiempo dedicar a crear estos contenidos digitales?

- **Pregunta 4:**

¿Cuál es la habilidad del idioma inglés en la cual creas más contenidos digitales?

Al crear estos contenidos digitales, ¿notas mejoras en esta habilidad (Listening, Speaking, Reading, Writing)?

La segunda parte es:

Competencia: Integración y Reelaboración de Contenidos Digitales

- **Dar una breve descripción sobre esta competencia:**

Competencia es un conjunto de conocimientos, destrezas (habilidades) y actitudes en un contexto en específico (INTEF, p. 68, 2017).

Descripción general: Modificar, perfeccionar y combinar los recursos existentes para crear contenido y conocimiento nuevo, original y relevante (INTEF, p. 41, 2017).

- **Pregunta General:**

¿Sueles reelaborar o adaptar contenidos digitales existentes (mapas mentales, infografías, etc.) y adaptarlos a tus necesidades para aprender inglés utilizando recursos tecnológicos (softwares de edición, aplicaciones en línea, etc.)?

¿Qué tipo de contenidos digitales sueles reelaborar o adaptar para aprender el idioma inglés?

Cuando reelaboras o adaptas contenidos digitales para aprender inglés, ¿sueles incluir la fuente de donde tomaste el contenido original (dar créditos al autor)?

¿Por qué consideras que es importante dar créditos al autor?

- **Pregunta 6:**

¿En qué ocasiones o con qué frecuencia sueles relaborar o adaptar contenidos digitales utilizando recursos tecnológicos?

¿En qué materias?

- **Pregunta 7:**

¿Piensas que relaborar o adaptar contenidos digitales ayuda en tu aprendizaje del idioma inglés? ¿Por qué?

- **Pregunta 8:**

¿Consideras que es más fácil reelaborar/adaptar contenidos digitales que crearlos desde cero? ¿Por qué?

VI.   Cierre de la entrevista

- Agradecer al participante por haberse tomado el tiempo de responder esta entrevista.
- Preguntar al participante si tiene alguna duda, pregunta, comentario o sugerencia sobre esta entrevista.

- Hay que mencionar que toda la información que proporcionó será de suma importancia para mi proyecto de tesis.

Appendix B Sample Interview Transcription

Entrevista Tesis – No. 3 (Alumno Cuarto)

Notas generales:

- Las entrevistas serán en línea.
- Las entrevistas serán en español.
- La plataforma que se utilizará será con la que el participante se sienta más cómodo.

VII. Permiso

Entrevistador: Antes de comenzar la entrevista, me gustaría saber si tienes alguna pregunta sobre la entrevista.

Entrevistada: No, ninguna pregunta. Todo claro.

Entrevistador: Como se menciona en la carta de consentimiento que te envié, esta entrevista va a ser grabada solo con fines académicos para el desarrollo de mi proyecto de tesis. Es decir, solo yo la volveré a ver y la información que proporciones será tratada con completa confidencialidad.

VIII. Presentación personal y del proyecto (objetivo)

Entrevistador: Buenas tardes. Gracias por aceptar esta entrevista. Me presento, mi nombre es José Alberto Moo Chulim. Soy estudiante del décimo semestre de la carrera en Lengua Inglesa en la Universidad de Quintana Roo. Te comento que la duración de esta entrevista es de aproximadamente 20 a 30 minutos. Antes de comenzar con la entrevista, te explico un poco de lo que trata mi trabajo de tesis. El objetivo principal de mi trabajo de tesis es identificar desde un enfoque cualitativo, los distintos tipos de contenidos digitales (por ejemplo, infografías, mapas mentales, videos, etc.) que los estudiantes de Lengua Inglesa utilizan para aprender el idioma inglés como lengua extranjera. De igual manera, saber con qué frecuencia crean estos tipos de contenidos.

IX. Breve presentación de vocabulario relacionado a creación de contenidos digitales:

Entrevistador: Antes de comenzar con las preguntas, te haré una breve presentación sobre vocabulario relacionado a la entrevista. Son tres términos que se verán a lo largo de las preguntas, en caso de que tengas dudas o preguntas sobre qué significa cierta palabra.

El primer término es **Contenidos Digitales**, los contenidos digitales pueden ser representaciones del conocimiento. Por ejemplo, infografías, mapas mentales y conceptuales, esquemas, así como archivos multimedia (videos, imágenes, audio, entre otros).

El segundo término es **Recursos Digitales**, los recursos digitales son las herramientas que utilizamos para crear contenidos digitales. Hay dos tipos de recursos digitales: El primero son los *softwares* o programas informáticos que podemos instalar en nuestros equipos. Por ejemplo, Filmora 9, Audacity, la paquetería de Microsoft Office, entre otros. El segundo tipo son las aplicaciones en línea. Por ejemplo, Genially, Powtoon, Canva, Mindmeister, etc.

El tercer y último término está relacionado a las **Licencias**, las licencias son el conjunto de condiciones bajo las cuales el autor decide cómo su obra sea usada. Hay cuatro tipos de licencias:

1. *Copyrigth*: Indica que solamente el autor o el dueño posee derechos para utilizar, modificar o distribuir su contenido.
2. *Copyleft*: Este tipo de licencia ofrece la posibilidad de usar, copiar o redistribuir una obra y sus versiones derivadas simplemente reconociendo su autoría, sin necesidad de solicitar autorización.
3. *Creative Commons*: Permite la distribución de contenidos digitales; sin embargo, permite incorporar limitaciones para su uso. Por ejemplo, modificación, edición, monetización, entre otros.
4. **Dominio Público:** Son contenidos que pertenecen al público, es decir, no cuentan con autores específicos o su fecha de protección se ha extinguido. Por ejemplo: obras literarias, danzas, cuadros de artes, entre otros.

Entrevistador: ¿Alguna pregunta?

Entrevistado: No por el momento.

X.   Briefing (preguntas para conocer a los participantes)

8.   ¿Cómo te encuentras hoy?

Pues me siento un poco cansado, pero tranquilo.

9.   ¿De dónde eres?

Soy de Chetumal, Quintana Roo y ahí estoy viviendo actualmente.

10. ¿Cómo te va en el semestre?

Considero que me está yendo bien, a pesar de que yo estoy desempeñando otras actividades extracurriculares fuera de la escuela es que estoy trabajando, o sea sí estoy dando más esfuerzo de lo normal, pero considero que sí me está yendo muy bien. Al menos en mi caso lo normal. Ahorita estoy cursando el cuarto semestre y por temas del trabajo solo estoy llevando siete materias.

Entrevistador: De acuerdo, ¿es lo que indica tu paquete de estudios?

Entrevistado: No, el paquete indica ocho, pero yo le quite dos y le agregué uno que no debí haber agregado, pero lo agregué.

11. Antes del comienzo de la pandemia, ¿habías tomado algún curso en línea?

Así como tal realmente no.

12. ¿Cómo te sientes al tomar cursos en línea a tomar cursos presenciales?

Bueno, pues al comienzo si fue una experiencia de desequilibrio en mi perspectiva, en mi concepción de como yo tenía el concepto de educación. Igual por temas de que yo no estaba acostumbrado a organizarme en mi casa, ya que en mi casa solo suelo llegar y descansar y el hecho de convertir mi cuarto en un aula o la sala en un aula fue un poquito tedioso. Igual me di cuenta de que al inicio los maestros tenían dificultades y eso me ayudó un bastante y ya después con el tiempo yo me fui acoplando a sus maneras y ya desde hace unos meses atrás siento que ya estoy acostumbrado a esta nueva modalidad y yo mismo busque la manera de aprender por mi propia cuenta, no por mi cuenta, pero si buscar técnicas y métodos para usar para que la educación en línea sí sea efectiva hacía mi persona.

Entrevistador: Te entiendo. Al principio para mí fue un poco extraño, ya que no estaba acostumbrado a tomar cursos en línea, pero, como tú mencionas, al paso del tiempo me fui acostumbrando.

Entrevistado: Sí, de hecho, le encuentro más cosas positivas que negativas. Incluso ya le encontré puntos bueno a esto. Si regreso a las clases presenciales, voy a extrañar esto de las clases en línea.

13. Al tomar cursos en línea, ¿cuentas con equipos propios (laptop, teléfono móvil, tablet, etc.) y conexión a Internet en casa?

Afortunadamente sí, antes de que empezaran las clases en línea yo ya había conseguido una tableta unos meses antes porque mi computadora no es muy buena por eso batallo con lo de la cámara, pero gracias a Dios poseo una tableta y mi celular y pues la computadora sí me ayuda. Tengo tres dispositivos en total que si me ayudan mucho, aunque alguno de estos sí fallan de vez en cuando pero tengo otros de repuesto que si me han ayudado bastante para resolver problemas que se me han presentado. El tema de la conexión, pues sí afortunadamente, como muchos de mis familiares han pasado por la universidad, pues mis padres han tenido la obligación de contratar internet y así que sí, ya tenía conexión propia.

Si no, ¿qué otras alternativas utilizas para tomar los cursos en línea (cibercafé, con un amigo, datos móviles, etc.)?

Por ejemplo, una vez me pasó eso y afortunadamente una de mis hermanas vive cerca y pude ir a su casa, pero eso fue en la noche para hacer tarea, pero datos móviles no. Lo que una vez apliqué fue ir al trabajo porque ahí hay internet y ahí me quedé a checar unas cuestiones.

14. ¿Cuál es tu experiencia al aprender idiomas, en este caso, inglés utilizando la tecnología?

Pues es algo nuevo, ya que usualmente en las escuelas, lo más que se llega a usar la tecnología es para mostrar *input* de videos o materiales y audios. Y ahorita si fue como "wow", me di cuenta de que si hay muchos métodos; me abrió más un panorama de que hay más herramientas, softwares que no solo son para hacer tareas de recursos digitales, sino que también funcionan para dar una clase. Por ejemplo, el mismo Teams que me sorprendió la cantidad de herramientas que posee que tanto los maestros como los alumnos podemos utilizar y ahora sí que hay otros más como Wakelet y programas para organizar páginas web son como organizadores web y sí fue muy asombroso.

Ahorita ya me estoy acoplando más a ellos, por ejemplo, el bloc de notas One Note lo vi una herramienta muy útil para pasar notas, igual la paquetería de Google para trabajar con compañeros a distancia que es muy buena.

Entrevistador: Continuamos con la siguiente parte de esta entrevista.

Esta entrevista se dividirá en dos secciones. La primera es:

XI.   Desarrollo

Competencia: Desarrollo de Contenidos Digitales

- **Dar una breve descripción sobre esta competencia:**

Competencia es un conjunto de conocimientos, destrezas (habilidades) y actitudes en un contexto en específico (INTEF, p. 68, 2017).

Descripción general: Crear contenidos en diferentes formatos, incluyendo contenidos multimedia, editar y mejorar el contenido de creación propia o ajena, expresarse creativamente a través de los medios digitales y de las tecnologías (INTEF, p. 39, 2017).

Pregunta General:

- **Usualmente, ¿utilizas herramientas digitales como infografías, mapas conceptuales, mapas mentales, presentaciones, etc., para facilitar tu aprendizaje en el idioma inglés?**

Sí, muy constante. De hecho, es lo que te comentaba que antes de la pandemia detestaba hacer infografías y mapas conceptuales en línea y, hoy en día, si me dejan una tarea que es libre, agarro Canva, Genially o Lucidchart y aprovecho para hacerlos y hasta lo siento mejor que hacerlo a mano o en Word. De hecho, en este semestre sí he hecho varios de ellos.

- **¿Consideras que estas herramientas te ayudan a aprender el idioma inglés? ¿De qué manera?**

Sí porque, como yo tengo que realizarlos y sintetizar la información, tengo que canalizarla siento que al momento de realizarlo el contenido se hace más significativo para mí y el hecho de que yo

sinteticé y organicé la información y lo vea así de manera muy gráfica como en una infografía o en un cuadro si me ayuda bastante en los temas.

- **Cuando creas tus propios contenidos digitales (infografías, mapas mentales, imágenes, etc.), ¿sueles agregar algún tipo de licencia a tus creaciones? Es decir, alguna manera en la cual otras personas puedan saber quién hizo esos contenidos y así poder citarlos en caso de que ellos deseen reutilizarlos o adaptarlos.**

Así de que yo utilice directamente la licencia de *creative commons* y esos no, pero sí lo he pensado ya que sí tengo conocimientos de estos, pero lo más que he utilizado es la norma APA y poner mi nombre. No uso como tal la licencia, así que si carezco un poco.

- **Aparte de la asignatura de inglés ¿en qué otras asignaturas creas más contenidos digitales?**

Anteriormente, creaba contenidos para una materia que se llamaba Comunicación Intercultural en Inglés, algo así se llamaba la materia que era como de cultura, entonces sí tuve que realizar algunas presentaciones en Genially e infografías, también lo hacía en papel cuando no eran digitales. En tercer semestre, que fue el primer semestre en línea, sí utilicé bastante con materias de Fonología y Fonética, de echo tuve una materia que toca estos temas que es Gestión de la Información a través de las Tecnologías de la Información con el maestro Roberto Ucán, ya que la materia nos orillaba a utilizar todo estoy y veíamos mucho de estos conceptos. Con el maestro José Luis Borges que me dio Fonética, ambos utilizan mucha tecnología y con ambos hicimos muchas infografías interactivas, mapas, o sea utilizamos mucho la tecnología para nuestro aprendizaje. Varias veces utilizamos varios recursos digitales como Lucidchart para la realización. En este cuarto semestre, solo lo he utilizado en una materia que se llama Enseñanza del Inglés en Especialidad, como te digo, el maestro da la posibilidad de que lo hagamos de manera libre y yo prefiero y me enfoco en hacer las tareas en forma de contenido digital.

- **Pregunta 2:**

¿Qué tipo de recursos tecnológicos (softwares y aplicaciones en línea como Canva, Genially, etc.) utilizas para crear tus contenidos digitales? ¿Por qué los utilizas?

Ya sea para leer uso varios lectores de PDF, de ahí tomo notas ya sea en One Note porque esta app la ofrece en la paquetería que nos da la URQoo de Microsoft 365 e entrelaza varias cuentas, es decir, puedo usarlo en mi celular y en mi computadora y eso está muy bueno o en caso de que este en mi computadora, utilizo el Microsoft Word, y ya de ahí dependiendo de cuál sea la actividad utilizo ya sea Canva, Genially o editores, yo no utilizo Filmora yo utilizo Camtasia Studio y otros más.

- **Pregunta 3:**

¿Con qué frecuencia utilizas recursos tecnológicos para crear contenidos digitales para tu aprendizaje en el idioma inglés?

Actualmente, lo utilizo semanal una o dos veces por semana.

¿Cuánto tiempo dedicas a crear estos contenidos digitales?

Depende de la complejidad de cada uno. Como son contenidos, se requiere de tiempo para la decoración y que estén bien. Mínimo uso una hora u hora y media, máximo hasta cuatro o cinco horas y si son videos me llevo hasta doce horas.

- **Pregunta 4:**

¿Cuál es la habilidad del idioma inglés en la cual creas más contenidos digitales?

Las habilidades serían *reading, writing,* y *Speaking.* Son los que más utilizo para crear contenidos.

Al crear estos contenidos digitales, ¿notas mejoras en esta habilidad (Listening, Speaking, Reading, Writing)?

Sí, de hecho, gracias a crear contenidos digitales, me ha ayudado a saber cómo sintetizar la información. Por ejemplo, si ahorita me das un párrafo, te lo puedo sintetizar en dos oraciones. Igual mis habilidades de *skimming and scanning* han mejorado bastante. Por ejemplo, si me dicen lee esta lectura y has una infografía, a veces no encuentro la información y aplico el skimming *and* scanning que si me han ayudado bastante en estas habilidades.

La segunda parte es:

Competencia: Integración y Reelaboración de Contenidos Digitales

- **Dar una breve descripción sobre esta competencia:**

Competencia es un conjunto de conocimientos, destrezas (habilidades) y actitudes en un contexto en específico (INTEF, p. 68, 2017).

Descripción general: Modificar, perfeccionar y combinar los recursos existentes para crear contenido y conocimiento nuevo, original y relevante (INTEF, p. 41, 2017).

- **Pregunta General:**

¿Sueles reelaborar o adaptar contenidos digitales existentes (mapas mentales, infografías, etc.) y adaptarlos a tus necesidades para aprender inglés utilizando recursos tecnológicos (softwares de edición, aplicaciones en línea, etc.)?

No tan seguido realmente. No tanto. A veces sí lo he hecho, pero son muy pocas las ocasiones en que lo he hecho, más que nada siempre suelo usar mis apuntes y así porque luego siento que interfieren con mis ideas y ya no dejo que mi imaginación cree lo suyo.

¿Qué tipo de contenidos digitales sueles reelaborar o adaptar para aprender el idioma inglés?

Esquemas, organizadores gráficos, mapas comparativos, cuadros sinópticos, mapas mentales y conceptuales.

Cuando reelaboras o adaptas contenidos digitales para aprender inglés, ¿sueles incluir la fuente de donde tomaste el contenido original (dar créditos al autor)?

Desde que entre a la universidad ya le tomo más importancia a esto. La norma APA siempre la utilizo y la tomo muy enserio.

¿Por qué consideras que es importante dar créditos al autor?

Para empezar si no lo hago, es un delito. Es estar en contra, es una moral profesional que tenemos y porque esa persona se dio el tiempo de crear ese contenido y todo. Igual lo publicó en internet bajo sus licencias de Creative Commons o Copyleft o a veces él no menciona esto porque no es una página profesional, por así decirlo, que está enfocada en la enseñanza, pero si considero que no son mis palabras, son palabras e información de otros, o sea que sí es muy importante darle créditos pues porque él igual tuvo su esfuerzo y tiempo.

- **Pregunta 6:**

¿En qué ocasiones o con qué frecuencia sueles relaborar o adaptar contenidos digitales utilizando recursos tecnológicos?

No tan frecuente, así de que yo agarre recursos y los coloque no tanto.

¿En qué materias?

Pues creo que para materias que sean muy teóricas, difíciles de comprender como ahorita Análisis del Discursos o Semántica y Pragmática. Sí me acuerdo de que en estas tuve que utilizar un recurso digital, pero fue porque el tema era muy complejo o abstracto o difícil de entender.

- **Pregunta 7:**

¿Piensas que relaborar o adaptar contenidos digitales ayuda en tu aprendizaje del idioma inglés? ¿Por qué?

Sí, bastante porque siento que hace más significativo el contenido para mí y a la vez puedo ayudar a otros.

- **Pregunta 8:**

¿Consideras que es más fácil reelaborar/adaptar contenidos digitales que crearlos desde cero? ¿Por qué?

Personalmente, no. Como mencioné, a mí me gusta o funciona mejor crearlos desde cero porque es más significativo para mí porque uso más mis ideas, pero si agarro uno ya existente y lo trato de adaptar, siento que interfiere mucho en mis ideas y lo que hará es que yo haga un contenido muy pero muy similar al que estoy adaptando y más que nada sería más una adaptación y ya no serían tanto mis ideas.

XII.   Cierre de la entrevista

Entrevistador: De acuerdo. Bueno, este es el fin de la entrevista. Agradezco mucho el tiempo que te has tomado para responderla y antes de cerrar esta entrevista, me gustaría saber si tienes algún comentario respecto a la entrevista, si tienes alguna pregunta adicional a estas o si deseas agregar algo más, ya que tu participación es de suma importancia para mi proyecto.

Entrevistado: Pues sí estaría interesante que, aún y después de las clases en línea, los maestros aprovechen de estas tecnologías. Ahorita se están utilizando mucho, pero por la forma (en línea), pero, una vez que regresemos a clases presenciales, muchos maestros van a regresar sus formas comunes de enseñar y obviamente a usar mucho de esto. Entonces sí sería interesante proponer que este tipo de cosas se sigan utilizando, la creación de contenidos digitales y que sean usados. También que el Creative Commons y el Copyleft sean, sí lo explican pero que los maestros lo usen más, no que solo los maestros lo usen en las materias de tecnología, si no que otras materias lo empiecen a utilizar o que los maestros motiven. No solo con que lo publiques, por ejemplo, en Genially que cuando terminas se publica tu infografía o cuando subes a YouTube, que no solo te pidan la norma APA, que también te pidan qué Creative Commons quieres utilizar o si quieres que sea Dominio Público, que no solo sea APA que exijan eso para que nosotros, como alumnos, seamos más conscientes de este tipo de derechos que tenemos nosotros como creadores y que tienen los demás como creadores de contenido.

Entrevistador: Me parece interesante lo que comentas y creo que sí es necesario que nosotros, como alumnos, empecemos a darle licencias a nuestros propios contenidos y así podemos motivar a más personas a que comiencen a hacerlo de igual manera. A nosotros igual nos lleva tiempo hacer estos contenidos y sería un poco injusto que otras personas tomaran ventajas de nuestras creaciones. ¿Algo más que desees agregar?

Entrevistado: ¡Mucha suerte! Espero y haya servido mis pequeñas opiniones.

Entrevistador: Claro que sí. Tus respuestas serán de gran ayuda para mi proyecto. Muchas gracias

Appendix C Consent Letter

Carta de consentimiento

Por medio de la presente carta acepto que he sido informado(a) sobre el objetivo principal de esta entrevista llevada a cabo por el **Br. José Alberto Moo Chulim** (16-20588) como parte de su trabajo de tesis *Digital content creation reported by EFL university students: a qualitative study*.

De igual manera, he sido informado(a) que esta entrevista será grabada y la información que proporcione será tratada con completa confidencialidad, ya que será únicamente utilizada con fines académicos para el desarrollo de este proyecto de tesis. Por lo tanto, tengo a bien firmar de conformidad.

Atentamente

_____

Nombre y firma del entrevistado