

UNIVERSIDAD HISPANOAMERICANA

ENGLISH TEACHING

**THESIS TO OBTAIN THE DEGREE OF LIC. IN THE ENGLISH TEACHING
CAREER**

**THE IMPACT OF THE USAGE OF MOBILE APPLICATIONS FOR ENGLISH
TEACHING AND ITS RELATION TO THE DEVELOPMENT OF GRAMMAR AND
WRITING SKILLS FOR STUDENTS OF THE TENTH GRADE OF MIRAMAR
HIGH SCHOOL IN THE FIRST SEMESTER OF 2023**

**AUTHOR:
PAULO CÉSAR ACEVEDO BONILLA**

**TUTOR:
MSc. ARIEL VARGAS VINDAS**

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He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

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DEDICATORY

I dedicate this document to my parents, especially to my father who has worked so hard to give me the best always; moreover; he has always pushed me to work with excellence and to accomplish every goal in my life.

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I want to thank God for giving me the wisdom to achieve one of the goals I set for myself. Thank myself for not giving up despite the vicissitudes. Also, I want to thank, MSc. Ariel Gustavo Vargas Vindas for the advice and for monitoring the progression of the research. Moreover, I want to extend thanks to the administrative staff of the Miramar High School and the students of the group 10-5 for collaborating with the research with objectiveness.

ABSTRACT

The commitment of the research is to establish the impact of technological applications on the learning of grammar and writing skills in tenth-year students at the Miramar High School. The implementation of the strategy provides a diverse alternative to generate knowledge in a non-traditional way. Globalization and industrial revolutions have made a great change in society, and it is necessary for society to advance in educational terms with the new generations, so that, they can implement technology in their daily lives. Therefore, the importance of the implementation becomes vital, since learning is not only focused on the classroom, but that learning can be complemented with the use of applications that are at your fingertips. Grammar and writing skills are basic skills for communication and the development of these generates supports for the correct use of the language. The present work is a qualitative investigation where an instrument of investigation was implemented to collect information, ten students were selected randomly from group 10-5 of the Miramar High School to answer a questionnaire, therefore the present investigation shows their points of view and opinions about the techniques implemented, focused on the use of technology as a teaching medium. It is of the utmost importance, that the teacher includes different strategies that are attractive and striking to increase the level of written skills, since they establish a basis for developing comprehensive language learning both in the classroom and outside of it.

RESUMEN

La investigación tiene como propósito determinar el impacto de las aplicaciones tecnológicas en el aprendizaje de las habilidades de escritura y gramática en estudiantes de décimo año del Liceo de Miramar. La implementación de la estrategia brinda una alternativa diversa para generar conocimiento de una manera no tradicional. La globalización y las revoluciones industriales han efectuado un gran cambio en la sociedad y es necesario que la sociedad avance en términos educativos con las nuevas generaciones para que implementan la tecnología en el diario vivir. Por lo que la importancia de la implementación se vuelve vital, ya que el aprendizaje no solo se centra en el aula, sino que ese aprendizaje puede ser complementado con el uso de aplicaciones que están al alcance de su mano. Las habilidades de gramática y escritura son habilidades básicas para la comunicación y el desarrollo de estas generan bases para el correcto uso del idioma. El presente trabajo es una investigación cualitativa, se utiliza un cuestionario para obtener datos en la cual el objeto de investigación son diez estudiantes de la sección 10-5 del Liceo de Miramar, el trabajo de investigación muestra sus puntos de vista y opiniones acerca de las técnicas implementadas, enfocadas en el uso de la tecnología como medio de enseñanza. Es de suma importancia que el docente incluya distintas estrategias que sean atractivas y llamativas para aumentar el nivel en las habilidades escritas ya que fundamentan una base para desarrollar un aprendizaje integral del idioma tanto en el aula como fuera de ella.

CHAPTER I
RESEARCH PROBLEM

1.1 INTRODUCTION

In the following work a topic of specific interest is developed in the pedagogical area specifically in the part of teaching English. Which contains a theoretical basis and aims to be a tool in pedagogical development using mobile applications at Miramar High School teaching center.

The purpose is to investigate specific areas of English teaching combining writing and grammar skills with the technical segment to achieve a better cognitive process in students, since in the 21st century the development of applications and the use of mobile phones has increased considerably and in an accelerated manner in most areas of the country.

Within the scope of the thesis, it is intended to generate a positive impact through the development of research with theoretical support in the tenth-year students at Miramar High School. The scope is specifically aimed at this population, but with its development it can have a broader scope contributing to the social development of students who belong to different districts of the canton of the province of Puntarenas.

1.2 ISSUE PROBLEM

The investigation is carried out at the Miramar High School, working with the population of tenth grade students from the first semester of 2023.

1.2.1 BACKGROUND OF THE PROBLEM

At the national level in 2017, the project proposal can be found on the part of Alvarado Corrales Douglas and Guerrero Araya Liliana, who carried out their thesis to obtain a bachelor's degree, where it was hoped to strengthen competences in the usage of information technologies and communication from the design of a training strategy as a pedagogical mediation tool, with its research, relevant material was provided on why the use of information technologies, the importance of these first-hand tools for educational institutions was highlighted moreover, in the teaching process.

On the other hand, Edwin Alejandro Tamayo Gómez from Medellín, Colombia in 2019 with his thesis to choose the master's degree in education, entitled "Influence of learning strategies with ICT tools in the competence of writing comprehension in English" allows to show The implementation of Information and Communication Technologies (ICT) based strategies to assess the improvement in writing comprehension in the English language, thanks to this research, the operation of ICTs for teaching is strengthened and clarified, using smart boards, tablets and devices to practice writing skills.

Carolina Cárdenas Guevara, Yosimar García Mesen, Rafael Gradiz Arana, Cristina Solano Solano and Lucía Ugalde Barrantes, from Costa Rica in their final graduation paper, entitled: "Implementation of Learning Strategies to Develop the Reading Skill as Preparation for a Standardized International Test of English Communication Skills" allows us to glimpse different techniques used to improve in the specific area of writing through the application of four reading techniques. Thanks to this research, the learning of and development of reading is reinforced and given a theoretical basis for improve understanding of these.

Subham Sahu, Yogesh Kumar Vishwakarma, Jeevanlal Kori, Jitendra Singh Thakur, from India in an investigation carried out for the International Journal of Advanced Trends in Computer Science and Engineering in volume 9 number 2 published in April 2020 carry out an analysis of the applications used for grammar correction, in which they allow a classification to be developed, based on precision errors in different areas such as: the semantic area, punctuation, syntactic errors, among others. Thanks to this research, the scope and limitations of some applications associated with grammatical correction are known.

Finally, Diana Carolina Ávila Medina and Leidy Carolina Santrichs Duarte, from Colombia in 2019 to choose their specialization in higher education, presented their research work focused on how ICTs can deepen to improve English learning, this work is of utmost importance, for its great contribution of innovative methodologies using ICTs as tools to develop a virtual classroom and how it can be learned in an innovative and technological way.

1.2.2 PROBLEMATIZATION

In the institution different problems are denoted, of which one can mention them, the low level in grammar skills and the low promotion of writing in the tenth grade students, throughout the years different English courses are taught and it seems that the level in these areas is not the most optimal, so it is important to apply new teaching methodologies to correct this problem, therefore the objective of this work is to implement through mobile applications the use of novel techniques to reinforce these skills in the students.

1.2.3 JUSTIFICATION OF THE PROBLEM

The development of this thesis is convenient since it contains information based on the theoretical basis, it also projects different methodologies in the development of learning a second language specifically English, especially in grammar and writing skills using mobile applications as a tool for the knowledge.

It is of social relevance since the area in which the research is intended to be carried out is an area with a low employment rate, but close to other places where tourism is developed, which would generate an improvement in the quality of life in the population that can obtain better results with the use of different methodologies supported by the development of techniques focused on mobile applications. The implementation of this thesis can be gradually developed so that the student can develop a taste for a new trend and a new teaching methodology using these types of devices as tools for skill development.

It is given a theoretical value since it is based on previous studies in the areas of the use of mobile applications for the development of a second language, in this case focused on two skills of vital importance for the cognitive process such as grammar and the writing.

1.3 FORMULATION OF THE PROBLEM

What is the impact of the usage of mobile applications for English teaching in the development of grammar and writing skills for students of the tenth grade of Miramar high school in the second semester of 2023?

1.4 RESEARCH OBJECTIVES

1.4.1 GENERAL OBJECTIVE

- a) To determine the impact of the usage of mobile applications in the areas of writing and grammar in the cognitive process of tenth-grade English learners of Miramar High School to generate meaningful learning.

1.4.2 SPECIFIC OBJECTIVES

- a) Identify mobile applications for strengthening the writing and grammar skills of tenth grade of Miramar High School students.
- b) Investigate the impact that mobile applications have in the training process of a foreign language, emphasizing the areas of writing and writing.
- c) Implement the use of mobile applications as an interactive technique to contribute to the learning of writing and grammar through virtual interaction.

1.5 SCOPE AND LIMITATIONS

1.5.1 SCOPES

It is intended to carry out the following work to achieve a contribution in the tenth-year population of Miramar High School, since in the last decades it has been verified that the command of the English language allows to achieve better opportunities at a labor.

Therefore, the research would also contribute to the social character, since it would allow the young people who are the target of the research to develop these skills not only at school, but at the social and work level.

1.5.2 LIMITATIONS

One of the limitations for the implementation of this thesis proposal would be the internet connection. The size of the institution and the noise pollution present in the institution due to the number of students. The place of origin of different students. The low economic development of the area.

CHAPTER II
THEORETICAL FRAMEWORK

2.1 INTRODUCTION

This chapter will focus on raising awareness of the socio-cultural context of the institution in which the research will be conducted. In addition, the different theoretical bases developed by other authors that will serve as background in the research will be shown since there are many learnings developed by other people, which are of great importance and relevance in the subject studied.

Each of the objectives and their specific subtopics will be developed to disengage the general theme itself, a situation that aims to cause the reader a better understanding and greater knowledge in the specific dialect of this theme.

In addition, it is intended to give the reader security and validity in what he is reading by using reliable bibliographic sources to maintain the veracity of the research work.

The definitions and the theory are based on contributing a greater knowledge in the conceptualization of three great areas that are the ones that sustain this research, which are: Grammar, Writing and Mobile Applications to understand each of those definitions for a later application at work, this will be the theoretical basis on which the following chapters of the research will be based.

2.2 HISTORICAL CONTEXT

2.2.1 BACKGROUND OF THE ORGANIZATION

Miramar High School is in the province of Puntarenas, it is in the fourth canton called Montes de Oro, specifically in the first district called Miramar. The high school is in front of the local cemetery. Its terrain is composed for an extension of 40000 square meters. Its built area is 9000 square meters.

It has an administrative organization based in the components of a daytime academic institution; it belongs to the fourth circuit of the Puntarenas Regional Directorate. Its budget code is 4118 and for the National Plan (Special Education) it is 5617.

2.2.2 HISTORY OF THE INSTITUTION

In 1967, a group of residents of the canton of Montes de Oro organized and formed a development association, which began with the idea of creating a secondary school to provide the young people of the canton with a place to continue their studies. and not having to travel to Puntarenas or Esparza.

This is how the Superior Council of Education officially agreed to the creation of the Miramar Lyceum, whose constitutive law No. 4291 was approved on December 17, 1968. In 1970, the Pro-College Committee was established, which held civic parties and took turns collecting money for the expenses of the future institution. In 1971 the Liceo de Miramar began to function, in the facilities of the José María Zeledón Brenes school, with a total of 154 students, and a group of teachers who came from Puntarenas to give classes without receiving any type of remuneration.

For the year 1972, the Liceo de Miramar offers two levels of education, with an enrollment of 253 students, a year later the enrollment was 349 students, thus demonstrating the need that the canton had for a secondary school.

In 1974, the Lyceum acquired its own premises that consisted of a pavilion, to receive students from all over the Canton, with a group of teachers from different parts of the country.

For 50 years, this educational center has provided the opportunity for training and improvement to young people from the three districts of the canton and some from the central canton of Puntarenas. Despite, being a school in a rural area, throughout these 50 years, the Liceo de Miramar has reaped many triumphs in the fields: sports, academic culture, which has allowed it to stand out at the regional level and make itself known at the national level.

The achievements of this institution, thanks to the efforts of the teaching and administrative staff, students, parents and community, have resulted in being chosen to develop different educational programs: Educational Innovation Program, Equal Opportunities (this program provides support to all students with special educational needs are the support for the application of curricular adaptations), Convivir Program (creates spaces for good coexistence among students) Proeduca Program (provides support to the institution to lower the high levels of school desertion) , use of SIPIAD (pioneer in the Regional Directorate of Puntarenas), was approved for mandatory

Conversational English in 2015, for III Cycle it is also taught as a technology in diversified education.

The International Baccalaureate program began in 2017 with space for 30 students with ASOBITICO scholarships, hoping it will be an excellent opportunity for students from the Montes de Oro canton and the province of Puntarenas in general.

Throughout these 50 years, Liceo de Miramar has reaped many triumphs in the sports field (volleyball, soccer, futsal, athletics), cultural, and has continuously participated in the different spaces created by the Ministry of Public Education, achieving triumphs in different areas, students, garage band, dances, poetry, stories, choirs among others. In the academic part, it has stood out as one of the best in the Regional Directorate of Puntarenas, making itself known nationally.

2.2.3 GENERAL CONDITION OF THE BUILDING

Currently, the Liceo de Miramar has five pavilions in perfect condition thanks to the construction and remodeling that took place in 2014, an administrative building, a new and spacious dining room, a library, a gym, covered corridors and spacious parkland. It has a computer lab, with new equipment installed in 2020, two educational innovation labs with computers and a screen for student attention.

TABLE 1: INFRASTRUCTURE AND STATUS

Type of Space	Quantity	Total Area m ²	Condition (Quantities)				Missing (quantities)
			G	R	B	T	
Common Classrooms	30		30			30	5
Administrative Area	1		9			9	2
Covered Corridors	6		6				
Corridors	5		5				
Cubicles for sanitary services	29		10	5	2	17	2
School canteen	1			1		1	
Teacher's room	1		1			1	
Gym or multipurpose room	1		1			1	
Library	1		1			1	
Computer Lab	1		1			1	
Educative Innovation Laboratories							
Science Laboratories							
Warehouse	2			2		2	2
Other	26		16	10		26	3

Source: Liceo de Miramar 2021

2.2.4 BRIEF HISTORICAL REVIEW OF MONTES DE ORO

The territory that is currently occupied by the canton of Montes de Oro, was inhabited in pre-Columbian times by some aborigines of the Chorotega group. In the second half of the 19th century, families from Atenas and San Ramón arrived and gradually colonized the area. What is now called Miramar, in those days was called Los Quemados, according to the hunters who entered the area, lit bonfires causing fires in the hills in summer.

The current name of Miramar is due to Don Francisco de Paula Amador, who during a visit he made to the place, noticed the wonderful view from the hills of the Gulf of Nicoya. In executive agreement number 18 of April 23rd, 1897, the name of Los Quemados was changed to Miramar. According to this same agreement and based on the abundance of precious metals in the hills that make up the region, the canton was called Montes de Oro.

The community of Miramar has electric service since 1910, the aqueduct service is provided by the Municipality of Montes de Oro, which has several water sources, located in the northern part of the canton. Miramar has several schools, a college, a CCSS clinic, a Red Cross service, Firefighters, an Emergency Committee, a branch of the National Bank, post offices, a transportation service to Puntarenas and San José, it has a grocery store, hardware stores, shops, restaurants. Miramar is still a rural town, it does not have industries or large investment projects, so it is characteristic of being a town with few sources of work, so most of the people must go to Puntarenas, Esparza, and other communities to be able to work.

2.3 THEORETICAL CONTEXT - CONCEPTUAL

2.3.1 TEACHING AND PEDAGOGY

To begin to emphasize research, it is necessary to bare the roots of such and it is of utmost importance to achieve a focus from the most specific to the most general. It is for this reason that it is first necessary to know the term of teaching, the *Cambridge Dictionary* defines it as follows: “to give someone knowledge or to train someone; to instruct”. (Cambridge Dictionary, s.f. definition 1).

To give knowledge, to instruct or to train are several of the verbs that are used to conceptualize the word teach, there is a lot of information about the concept, and it is well known by society that those who fulfill this role in schools are teachers. Moreover, this process in which the figure of a teacher, a student, and the classroom is involved is called pedagogy. *Merriam-Webster* defines pedagogy as: “the art, science, or profession of teaching”. (Merriam-Webster, s.f. definition 1).

Outwardly, there is a wide difference in the connotation of both terms, teaching and pedagogy are involved in a similar area, but their meanings differ.

Moreover, it is important to denote that anyone can teach, but not everyone can be a pedagogue, in this aspect this term is defined with a more specific intention referring to such as an art, denoting to the creativity that a teacher must have in his or her classroom, a science because it is based on the scientific method, it is necessary to make observations, analysis to build hypotheses and finally a profession since it is necessary to have certain technical knowledge to carry out a successful teaching process.

2.3.2 LEARNING: APPRENTICE, STUDENT, AND LEARNER

In the previous section the importance of the concepts teaching, and pedagogy was mentioned, these concepts are determined in the people who produce knowledge in the process, but if there is a person in charge of instructing, training, or giving knowledge, there must be another person in charge of receiving that knowledge.

It is here where different figures appear that are similar, but their connotations are different, these figures are the apprentice, the student, and the learner. *Cambridge Dictionary* defines these concepts in this way. An apprentice is: "Someone who works for an expert to learn a particular skill or job". (Cambridge Dictionary, s.f. definition 1).

It is denoted that the concept of apprentice is centered on the person who learns to carry out a task during a certain time taught by another person with more knowledge in a specific labor. Moreover, a student is: "a person who is learning at a college or university". (Cambridge Dictionary, s.f. definition 1).

Analyzing the concept that is shown by Cambridge Dictionary the concept of student is defined as the person who studies in an educational center, moreover, in this case is who plays a passive role in the teaching process. Finally, a learner is defined as: "a person who is still learning something". (Cambridge Dictionary, s.f. definition 1).

Definitively, there is the concept of learner, the last is defined as a person who is still learning something, whose definition catalogs him or her as an active character in the learning process, not only receives knowledge, but also generates it and that experience can be shared with their classmates contributing in a constructivist approach to the

concept, it is of utmost importance to recognize the differences between them since in this way the target population can be specified.

Three concepts that have a similar relationship in teaching-learning can be denoted, however it is important to analyze each of the concepts to differentiate them and to focus on the research. In this investigation, a specific focus will be made on the figure of the learner.

2.3.3 FOREIGN LANGUAGE AND SECOND LANGUAGE

The education of a second language is a multifarious procedure since it involves shaping a suitable approach, a commencement of the linguistic and the function of a didactic plan that simplifies the apprentice's improvement of their linguistic skills consistent with their communication requirements.

The foreign language refers to a language different from the mother language, and it can be segregated from the own language depending on the country in which it is being learned.

“It is known as EFL, L2 or target language of English target language, it is the target language of learning, whether formal or natural, and encompasses the terms of foreign language and second language.” (INPAHU, 2020).

Learning a language other than the native, whether at the level of a foreign language or a second language, is no longer an argument for refinement and cultural status in societies or a business tool that initially allowed access to areas of commerce, it has become a communication mechanism in a globalized society, a useful tool that has increased its importance all over the years for access to basic interaction schemes such as social networks and for access to various virtual environments.

For these very elementary purposes, a basic knowledge of a foreign language is required, and so far, this point has not been related to labor competitiveness, multiculturalism, the advancement of science and technology, interculturality, the establishment of academic networks.

2.3.4 ENGLISH HISTORY AND SKILLS

It is of utmost importance to know the language that is being studied and to comprehend a background of how this language was born, from where its name comes, it is essential to know the history, since it is from where the foundations of a language take root. In this case the English language, where does it come from, how was it formed and why it has this name?

Thomas William Shore in his book: *Study of the Settlement of England and the Tribal Origin of the Old English People (1906)* states that:

“The history of the English language really started with the arrival of three Germanic tribes who invaded Britain during the 5th century AD. These tribes, the Angles, the

Saxons and the Jutes, crossed the North Sea from what today is Denmark and northern Germany.

At that time the inhabitants of Britain spoke a Celtic language. But most of the Celtic speakers were pushed west and north by the invaders - mainly into what is now Wales, Scotland and Ireland. The Angles came from "Englaland" [sic] and their language was called "Englisc" - from which the words "England" and "English" are derived". (Englishclub, 2020)

In this way, the connotation of the language and how the birth of what is now the predominant language in the world was appreciated. Once the past is known and the way in which a language was born is shown, it becomes easier to interiorize and change the way of visualizing the world in contemporary times and that has been largely responsible for contributing to globalization.

The theoretical basis in learning is of utmost importance of this language that focuses learning on a comprehensive way focusing on four important aspects that are elementary in communication. It is known that when human beings learn their mother language, they follow a process in which they first learn to listen, then to copy and emit sounds like those heard, then in a period afterwards they learn to read and write usually in a teaching center. These four aspects are known as macro skills and are responsible for composing language skills: Listening, Speaking, Reading, and Writing.

The four language skills are related to each other in two ways, the first one depends on the direction of communication (in or out), and the second one responds to the method of communication (spoken or written).

Additionally, you can denote the micro-skills, which are topics like grammar, vocabulary, and pronunciation. They are specific components of great importance in linguistics.

2.3.5 CONCEPT OF GRAMMAR

Grammar is one of the micro-skills of the English language, *Merriam-Weber* define it as: “the study of the classes of words, their inflections and their functions and relations in the sentence”. (Merriam-Webster, s.f. definition 1).

O’Grady makes a more complex analysis of the concept, he defines it in this way: “In linguistics, grammar (from Ancient Greek γραμματική) is the set of structural rules governing the composition of clauses, phrases and words in a natural language”. (Docsity, 2017).

2.3.6 CONCEPT OF READING

Reading requires one to identify and understand strings of words in a fluid manner. It is a detailed process that includes comprehension, word recognition, engagement, and fluency. “Reading is defined as a cognitive process that involves decoding symbols to arrive at meaning”. (What is Reading? - Definition & Process, 2016). Accomplishment in this method is measured as interpretation understanding. Reading is a mean for dialectal attainment, communication, and distribution data and thoughts.

2.3.7 CONCEPT OF WRITING

Writing is a process to transfer the ideas or opinion in mind to the written form.

Written statement is a brilliant distinguishing of the anthropological types. Over the years, writing has facilitated people to notify, cooperate and prepare other, while civilizations promoted from printed antiquity, ethnicity, and awareness. Is an indispensable ability for accomplishment in the contemporary frugality.

2.3.8 MOBILE APPLICATIONS

The development of mobile phones and the advancement of technology in the last decade has generated a change in society. With the appearance of smartphones, access to information has become easier, faster, and more efficient. This has generated a great impact in education and in the pedagogical process. With the development of smartphones, mobile applications were included, which are defined as:

“A mobile application, most referred to as an app, is a type of application software designed to run on a mobile device, such as a smartphone or tablet computer. Mobile applications frequently serve to provide users with similar services to those accessed on PCs. Apps are generally small, individual software units with limited function”. (Techopedia, 2018). It is extremely important to emphasize the significance of developing this type of software nowadays, in which developers can establish different categories of applications, among which are: video games, applications for training, for leisure, social networks, educational applications, among others. This research will focus directly on the use of educational mobile applications to make proper use of it in and out of the classroom.

CHAPTER III
METHODOLOGICAL FRAMEWORK

3.1 INTRODUCTION

In this chapter of the research, the methodology and specific aspects are described, which will be used to give a better understanding to the reader according to the space and time in which the research is developed.

In addition, an approach is made of the research instruments used for the development of the thesis in which they directly influence the nature of the object of study.

The main analysis tools used in this research focus on the qualitative basis, the survey, the checklist, and anecdotal records being essential components in the development of the research.

Furthermore, with the use of these instruments, the execution of a field work is deepened in which the observation of the study population is designated as the main edge of the thesis to glimpse the phenomena involved in the development of the research.

Additionally, through the resources mentioned above, data is collected to be properly analyzed and classified to make a solution proposal.

3.2 TYPE OF INVESTIGATION

3.2.1. PURPOSE

The purpose of this thesis is to collect information with a theoretical purpose to know the current use of mobile applications in the classroom to reinforce the existing grammar and writing skills, thereby analyzing the opportunities that can be extended with the development of them. According to González, (2016) quoted by Mosquera, (2019). “English is one of the most common languages taught around the world and is also considered as the connecting language of the business world” (p. 5).

Since English is one of the most common languages taught in the world, learning it is of utmost importance because it remarks the development of communication with other human beings, contributes to global business, education, tourism, and other areas of knowledge. Thus, globalization is a fact, communication has become a matter of fact to achieve agreements and to connect people around the world, the correct learning of this language can help to break communicative barriers and to expand the knowledge about different cultures.

Moreover, learning English is a substantial tool in human development in the field of business, this denotes the theoretical importance that it develops in research and that the study of skills such as writing, and grammar are important since the learning of these two skills support the human being in the process of teaching-learning.

3.2.2. TEMPORAL DIMENSION

The present work has a transversal temporal dimension since it will try to analyze and understand a specific topic in a determined moment to describe it in the best way based on the observation of phenomena or variables to develop hypothesis. Since according to Velásquez a transversal investigation is a theoretical basis based in the observation of the variables “donde se cotejan, comparan, contrastan, corroboran resultados de análisis”. (2020, pp. 1–3). Therefore, based on the concept mentioned above by the author, there are several characteristics that are directly related to the present investigation.

3.2.3. FRAME

The size of this research is defined as a micro type since it is based in a defined group of learners from a vast high school, that has a direct daily interaction, according to Giddens, (1997) quoted by Serpa and Ferreira (2019). “Microsociology addresses the —study of human behavior in contexts of direct daily interaction, and -Facial interaction it is a materialization in time and space and entails, to a certain extent, that there are commonly shared expectations in social.” (p.121). In conclusion, since it is based on a sample of students from the Miramar High School, specifically from section 10-1, the social level of the sample extension of the research is considered a micro system.

3.2.4 RESEARCH APPROACH

The nature of this thesis is qualitative, since it uses observation as the main characteristic to obtain non-numerical data and results in order to develop different hypotheses, according to Punch (1998) quoted by McLeod (2019) said that: "Qualitative

research is empirical research where the data is not in the form of numbers" (pp. 2). Based on the above-mentioned and since the research focuses merely on the behavior of individuals through observation, it can be determined that this research is qualitative.

3.2.5 CHARACTER

This research work character is aimed to make a deduction and description using qualitative research instruments, specifically studying 10-5 group of the Miramar High School to know the frequency of use of mobile applications in the learning process of English language. According to Lambert (2012): "The goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals." (p. 255). Based on the aforementioned, it can be deduced that the purposes of the research are related to a descriptive character.

3.2 SUBJECTS AND SOURCES OF INFORMATION

3.2.1 ANALYSIS UNIT

In this section of the research the universe and the study sample are defined, Carrasco (2009) points out that: universo es el conjunto de elementos—personas, objetos, sistemas, sucesos, entre otras- finitos e infinitos, a los pertenece la población y la muestra de estudio en estrecha relación con las variables y el fragmento problemático de la realidad, que es materia de investigación.(p. 236).

When analyzing the definition, it can be identified that in the case of this research what is considered as a universe is Miramar High School since it represents the set of elements in which the study sample is developed. Moreover, the sample is concerned

as a subset of the population or universe which is the object of study that in the case of this research is defined as the group 10-5 from the Miramar High School.

3.2.2 FIRSTHAND SOURCES

TABLE N°. 1
FIRSTHAND SOURCES TABLE

Author or Authors	University or Organization	Country	Year
Alvarado Corrales Douglas & Guerrero Araya Liliana	Universidad Técnica Nacional	Costa Rica	2017
Carolina Cárdenas Guevara. et al.	Universidad de Costa Rica	Costa Rica	2017
Edwin Alejandro Tamayo Gómez	Universidad Cooperativa de Colombia	Colombia	2019
Diana Carolina Ávila Medina & Leidy Carolina Santrichs Duarte	UNAD	Colombia	2019
Byron Patricio Castro Mosquera	PUCESE	Ecuador	2019

Source: Acevedo Bonilla 2023

3.2.3 SECONDHAND SOURCES

TABLE N°. 2
SECONDHAND SOURCES TABLE

Author or Authors	Title	Year
Sergio Carrasco Díaz	Metodología de investigación científica: Pautas metodológicas para diseñar y elaborar el proyecto de investigación.	2009
Belén Ballesteros Velásquez	Investigación social desde la práctica educativa.	2020

Source: Acevedo Bonilla 2023

3.2.4 THIRD HAND SOURCES

TABLE N°. 3
THIRD HAND SOURCES TABLE

Name of the article	Name of the magazine	Year	Number
Evaluating performance of different grammar checking tools.	IJATCSE	2020	Vol.9 No.2
Qualitative Descriptive Research: An Acceptable Design.	Pacific Rim International Journal of Nursing Research	2012	Vol. 16 No.4
Qualitative vs. quantitative research	Simply Psychology	2019	

Source: Acevedo Bonilla 2023

3.3 SAMPLE SELECTION

3.3.1 THE POPULATION

The population that is used as an object of study in this research are the students of section 10-5 of Miramar High School.

3.3.2 SAMPLE

Since there is a manageable population, the use of a sample is not required in this investigation.

3.3.3 PROBABILISTIC

The population chosen to be part of this research was randomly chosen without considering specific aspects or a preference, the researcher had no influence in the choice of the population since the head of the school considered section 10-5 to be the subject of the investigation.

3.4 TECHNIQUES AND INSTRUMENTS TO COLLECT DATA

3.4.1 QUESTIONNAIRE

The questionnaire is one of the instruments that will be used in the research to make a diagnosis regarding the usage of mobile applications in the schoolroom, according to Ibarra (2011) the questionnaire "is a set of printed or written questions with a choice of answers, devised for the purposes of a survey or statistical study." (pag. 108). By applying this research technique, the researcher will be able to collect important data for the development of the research.

3.4.2 OBSERVATION

The observation is an instrument of great research value that will be used to measure the level of knowledge of mobile applications in the classroom, Sampieri (2014) quotes that: “La observación consiste en el registro sistemático, válido y confiable de comportamiento o conducta manifiestos.” (p. 349). Precisely, these estimates are what the investigator wants to develop to establish a frame of reference in the use of this type of mobile applications in the study of grammar and writing.

3.5. OPERATIONALIZATION OF VARIABLES

3.5.1 SPECIFIC OBJECTIVE

Identify the writing and grammar skills of tenth grade of Miramar High School students.

3.5.1.1 Variable

The writing and grammar skills of tenth grade of Miramar High School students.

3.5.1.2 Conceptual Definition

Enhance the abilities of writing and grammar in the tenth graders students from Miramar High School.

3.5.1.3 Instrumental Definition

A questionnaire is going to be applied to the students to manage a reference with both skills. It contains the next questions: 1,2,3,4.

3.5.1.4 Operational Definition

Which level of writing skills do the students of tenth grade from Miramar High School have?

3.5.2 SPECIFIC OBJECTIVE

Investigate the impact that mobile applications have in the training process of a foreign language, emphasizing the areas of reading and writing.

3.5.2.1 Variable

The mobile applications that are essential in the training process of a foreign language, emphasizing the areas of writing and grammar.

3.5.2.2 Conceptual Definition

Examine vital mobile software that can contribute to the learning development of reading and writing in the English language.

3.5.2.3 Instrumental Definition

To the student a questionnaire will be applied to measure the degree of interest in the usage of mobile applications. It contains the next questions: 1,2,3,4.

3.5.2.4 Operational Definition

How much interest do students show in using mobile apps to learn grammar and writing in their classes?

3.5.3 SPECIFIC OBJECTIVE

Measure the frequency of use of mobile applications as an interactive technique to contribute to the learning of writing and grammar.

3.5.3.1 Variable

The frequency of the use of mobile applications as an interactive technique to contribute to the learning of writing and grammar.

3.5.3.2 Conceptual Definition

Realize the regularity utilization of mobile software as an approach to develop the acquisition of knowledge in writing and grammar throughout simulated communication.

3.5.3.3 Instrumental Definition

To the student a questionnaire will be applied to measure the degree of frequency in the usage of mobile applications. It contains the next questions: 5, 6,7,8.

3.5.3.4 Operational Definition

How often do the students use mobile applications to learn the class material?

OPERATIONALIZATION OF VARIABLES CHART

General Objective: To determine the use of mobile applications in the areas of writing and grammar in the cognitive process of tenth-grade English learners of the Miramar High School to generate meaningful learning.

SPECIFIC OBJECTIVE	VARIABLE	CONCEPTUAL DEFINITION	INSTRUMENTAL DEFINITION	OPERATIONAL DEFINITION
Identify the writing and grammar skills of tenth grade of Miramar High School students.	The writing and grammar skills of tenth grade of Miramar High School students.	Focus and enhance the abilities of writing and grammar in the tenth graders students from Miramar High School.	Student: Questionnaire Is going to be applied with the to manage a reference with both skills. Qualitative	Which level of writing skills do the students of tenth grade from Miramar High School have?
Investigate the mobile applications that are essential in the training process of a foreign language, emphasizing the areas of writing and grammar.	The mobile applications that are essential in the training process of a foreign language, emphasizing the areas of writing and grammar.	Examine vital mobile software that can contribute to the learning development of writing and writing in the English language.	Student: Observation to measure degree of interest in the usage of mobile applications. Qualitative	How much interest do students show in using mobile apps to learn grammar and writing in their classes?
Measure the frequency of use of mobile applications as an interactive technique to contribute to the learning of writing and grammar.	The frequency of the use of mobile applications as an interactive technique to contribute to the learning of writing & grammar.	Realize the regularity utilization of mobile software as an approach to develop the acquisition of knowledge in writing and grammar throughout simulated communication.	Student: Questionnaire to measure degree of frequency in the usage of mobile applications. It contains the next questions: 11,12. Qualitative	How often do the students use mobile applications to learn the class material?

CHAPTER IV

RESULT ANALYSIS

4.1 DIAGNOSTIC OF CURRENT SITUATION

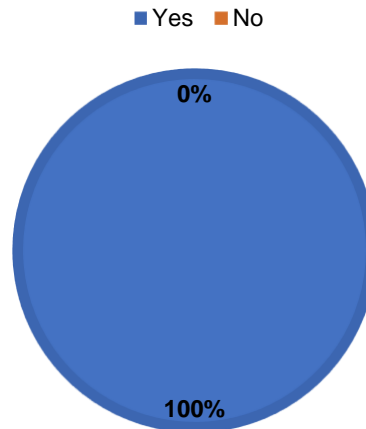
In this section, the outcomes obtained from administering the survey to 10-5 grade students at Liceo de Miramar are presented. Kothari (2004) emphasizes the importance of processing and analyzing the collected data in accordance with the research plan, as it is crucial for conducting a scientific study and ensuring that all relevant data is available for comparisons and analysis (p. 122). In research, it is essential to include relevant information to facilitate data analysis. Kothari (2004) suggests that information becomes manageable for review when it is processed through modifications, summaries, grouping, and proper documentation of the collected data.

4.1.1 QUESTIONNAIRE

A survey consisting of ten closed-ended questions was conducted to gather information from the students of Miramar High School. Additionally, the graphs depict the data obtained from the students and provide an analysis of the information. (See annex 2).

Figure 1. Effectiveness of learning using technological applications

1.DO YOU THINK IT IS EFFECTIVE TO LEARN USING TECHNOLOGICAL APPLICATIONS?



Source: Form administered to the students of the 10-5 section of Miramar High School in the year 2023.

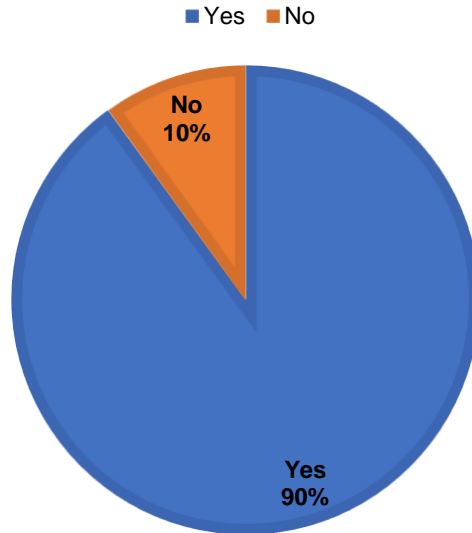
Results: The first graph presents the students' perception regarding the effectiveness of technological applications in the learning process.

- All the students (100%) believe that using technological applications is an effective method of learning.
- None of the students (0%) believe that using technological applications is not an effective way to learn.

Interpretation: Based on graph one, it can be concluded that none of the students expressed a negative opinion ("No") about the effectiveness of using technological applications for learning. Conversely, all ten students surveyed responded positively ("Yes"), indicating that they find technological applications to be an effective means of learning.

Figure 2. Learning through computer applications

2. HAVE YOU USED LEARNING THROUGH COMPUTER APPLICATIONS BEFORE?



Source: Form administered to the students of the 10-5 section of Miramar High School in the year 2023.

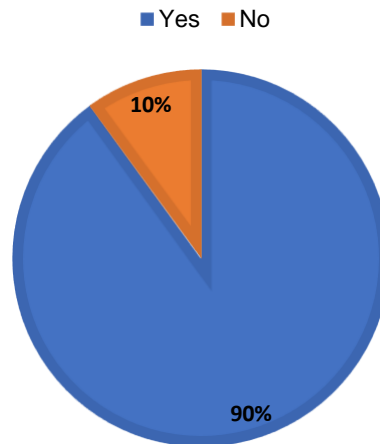
Results: The second graph displays the students' experience with learning through the usage of computer applications.

- 90% of the students have previously learned through computer applications.
- 10% of the students have not learned through computer applications before.

Interpretation: From graph two, it can be concluded that 90% of the students responded affirmatively ("Yes"), indicating that most of them have previous experience in learning through computer applications. Additionally, 10% of the students responded negatively ("No"), suggesting that nine students have had experience with learning through technological applications, while only one student has not had any prior experience.

Figure 3. Utilization of apps which facilitates the learning of writing and grammar

3. DO YOU THINK THAT APPLYING THIS TECHNIQUE FACILITATES THE LEARNING OF WRITING AND GRAMMAR?



Source: Form administered to the students of the 10-5 section of Miramar High School in the year 2023.

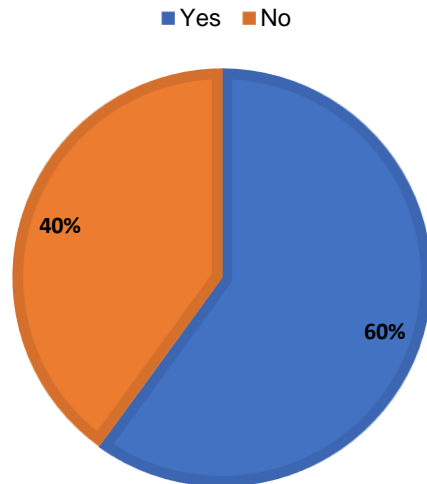
Results: Graph three illustrates the students' perception regarding the effectiveness of a technique applied to enhance learning in the areas of writing and grammar.

- 90% of the students believe that the application of the technique facilitates the learning of writing and grammar.
- 10% of the students do not believe that the application of the technique facilitates the learning of writing and grammar.

Interpretation: According to graph three, it can be concluded that 10% of the students responded negatively ("No"), indicating that they do not perceive the technique as helpful in facilitating the learning of writing and grammar. On the other hand, 90% of the students responded positively ("Yes"), suggesting that nine students find the applied technique effective in supporting their learning in these areas.

Figure 4. Usage of the Canva application

4. HAVE YOU USED THE CANVA APP BEFORE?



Source: Form administered to the students of the 10-5 section of Miramar High School in the year 2023.

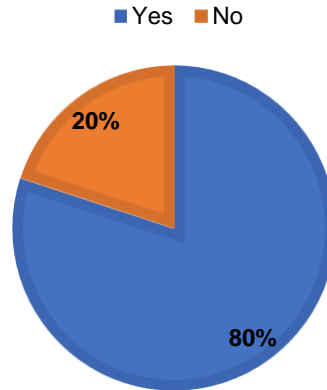
Results: Graph four presents the students' experience with using Canva, an application designed for creating visual materials.

- 60% of the students have prior experience using the application.
- 40% of the students have not used the application before.

Interpretation: Based on graph four, it can be concluded that 40% of the students responded negatively ("No"), indicating that four students have not used Canva. Conversely, 60% of the students responded affirmatively ("Yes"), suggesting that six students are familiar with and have used the application before.

Figure 5. Determination of the impact of Canva as an app to improve grammar

**5.DO YOU THINK THE CANVA APP MADE YOU EASIER
FOR YOU TO LEARN GRAMMAR?**



Source: Form administered to the students of the 10-5 section of Miramar High School in the year 2023.

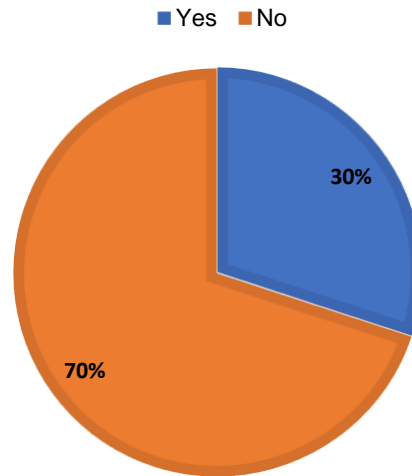
Results: Graph five depicts the students' perception regarding the usage of the Canva application to facilitate learning grammar through the creation of presentations.

- 80% of the students believe that using Canva to apply grammar makes learning guided by their professor easier.
- 20% of the students do not believe that using Canva to apply grammar contributes to easier learning guided by their professor.

Interpretation: According to graph five, it can be concluded that 20% of the students responded negatively ("No"), indicating that two students do not find the usage of Canva helpful in facilitating grammar learning guided by their professor. On the other hand, 80% of the students responded positively ("Yes"), suggesting that eight students agree that utilizing Canva aids in achieving an effective learning experience.

Figure 6. Usage of Google Sites

6.HAVE YOU USED THE GOOGLE SITES APP BEFORE?



Source: Form administered to the students of the 10-5 section of Miramar High School in the year 2023.

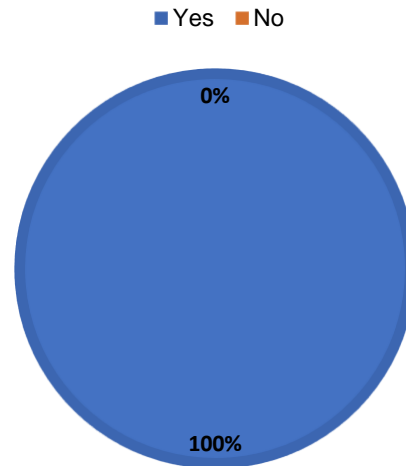
Results: Graph six displays the students' experience with using Google Sites, an application designed for creating web pages.

- 70% of the students have not previously used the Google Sites application.
- 30% of the students have used the Google Sites application before.

Interpretation: Based on graph six, it can be concluded that 70% of the students responded negatively ("No"), indicating that seven students have not used Google Sites before. On the other hand, 30% of the students responded positively ("Yes"), suggesting that three students have experience using the platform.

Figure 7. Usage of Google Sites targeted to learn grammar and writing

7. DO YOU THINK THAT USING THE GOOGLE SITES APP IN A TARGETED WAY MADE IT EASIER FOR YOU TO LEARN GRAMMAR AND WRITING?



Source: Form administered to the students of the 10-5 section of Miramar High School in the year 2023.

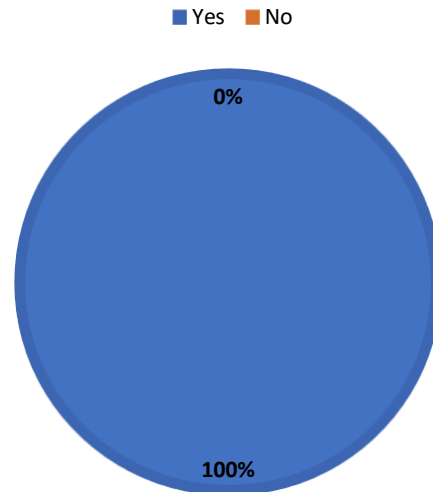
Results: Graph seven presents the students' perception regarding the usage of Google Sites in a targeted manner for learning grammar and writing.

- 100% of the students believe that using Google Sites in a targeted way to learn grammar and writing has made the learning process more straightforward.
- 0% of the students do not believe that using Google Sites in a targeted way to learn grammar and writing has made the learning process more straightforward.

Interpretation: According to graph seven, it can be concluded that 0% of the students responded negatively ("No"), indicating that none of the students believe that using Google Sites in a targeted has not made the learning process more straightforward. Conversely, 100% of the students responded positively ("Yes"), suggesting that all students agree that using Google Sites in a targeted manner has facilitated and simplified their learning experience in grammar and writing.

Figure 8. Importance of integrating technology into English learning

8. DO YOU THINK IT IS IMPORTANT TO INTEGRATE TECHNOLOGY INTO ENGLISH LEARNING?



Source: Form administered to the students of the 10-5 section of Miramar High School in the year 2023.

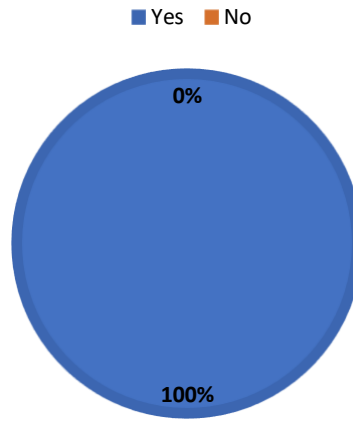
Results: Graph eight provides information regarding the significance of integrating technology into English learning.

- 100% of the students believe that integrating technology into English learning is important.
- 0% of the students believe that integrating technology into English learning is not important.

Interpretation: Based on graph eight, it can be concluded that 0% of the students responded negatively ("No"), indicating that none of the students think that the integration of technology into English learning is unimportant. Conversely, 100% of the students responded positively ("Yes"), suggesting that all ten students agree that it is essential to integrate technology into English learning as an effective means of education.

Figure 9. Implementation of technology in other classes

9. WOULD YOU LIKE THIS TYPE OF TECHNOLOGY TO BE INTEGRATED INTO ALL CLASSES?



Source: Form administered to the students of the 10-5 section of Miramar High School in the year 2023.

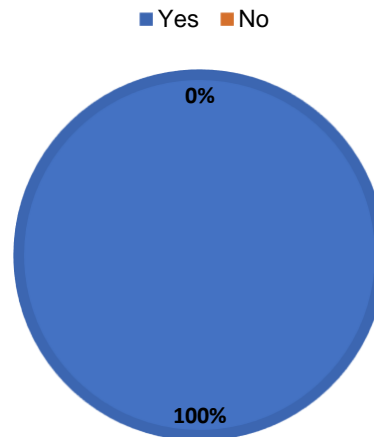
Results: Graph nine illustrates the students' interest in integrating technological applications into their learning process across all subjects.

- 100% of the students believe that integrating technological applications in their learning process for all subjects is a good idea.
- 0% of the students do not believe that integrating technological applications in their learning process for all subjects is not a good idea.

Interpretation: According to graph nine, it can be concluded that 0% of the students responded negatively ("No"), indicating that none of the students are opposed to the idea of integrating technological applications into their learning process for all subjects. On the other hand, 100% of the students responded positively ("Yes"), suggesting that all ten students agree that they would like to incorporate these types of technologies across all their classes.

Figure 10. *Implementation of technologies in the classroom*

10. DO YOU THINK THE APPLICATION OF TECHNOLOGIES COULD BE POSITIVELY IMPLEMENTED IN THE CLASSROOM?



Source: Form administered to the students of the 10-5 section of Miramar High School in the year 2023.

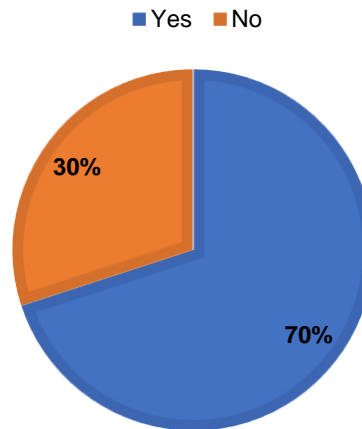
Results: Graph ten depicts the students' perception regarding the positive implementation of technologies in the classroom.

- 100% of the students believe that technologies can be effectively implemented in the classroom.
- 0% of the students do not believe that technologies can be positively implemented in the classroom.

Interpretation: Based on graph ten, it can be concluded that 0% of the students responded negatively ("No"), indicating that none of the students think that technologies cannot be positively implemented in the classroom. Conversely, 100% of the students responded positively ("Yes"), suggesting that all ten students believe that technologies can be effectively integrated into the classroom setting.

Figure 11. Challenge of the application of technologies in education

11. DO YOU THINK THE APPLICATION OF TECHNOLOGIES IN EDUCATION IS A GREAT CHALLENGE?



Source: Form administered to the students of the 10-5 section of Miramar High School in the year 2023.

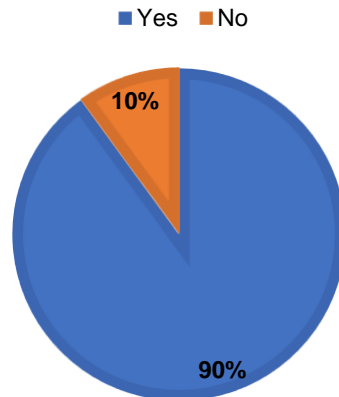
Results: Graph eleven presents the students' perception regarding the challenge of implementing technologies in education.

- 70% of the students believe that applying technologies in education is a significant challenge.
- 30% of the students believe that applying technologies in education is not a significant challenge.

Interpretation: According to graph eleven, it can be concluded that 30% of the students responded negatively ("No"), indicating that three students do not perceive the application of technologies in education as a significant challenge. On the other hand, 70% of the students responded positively ("Yes"), suggesting that seven students agree that applying technologies in education presents a considerable challenge.

Figure 12. Engagement of the usage of technologies in the classroom

12. DO YOU THINK THAT USING THESE APPS AND TECHNOLOGY IN CLASSROOM IS AN ENGAGING WAY TO LEARN?



Source: Form administered to the students of the 10-5 section of Miramar High School in the year 2023.

Results: Graph twelve displays the students' perception regarding the engagement that apps and technology bring to the learning process in the classroom.

- 90% of the students believe that the usage of apps and technology in the classroom is an engaging way to learn.
- 10% of the students do not believe that the usage of apps and technology in the classroom is an engaging way to learn.

Interpretation: Based on graph twelve, it can be concluded that 10% of the students responded negatively ("No"), indicating that one student does not consider the usage of apps and technology as an engaging way to learn. Conversely, 90% of the students responded positively ("Yes"), suggesting that nine students agree that the utilization of apps and technology is an engaging approach to learning in the classroom.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

This research was conducted with the aim of addressing the research question, which is related to the following problem, the impact of the usage of mobile applications for English teaching in the development of grammar and writing skills for students of the tenth grade of Miramar High School in the first semester of 2023. Furthermore, as part of this research, a questionnaire was incorporated to gather information aligned with the specific objectives outlined in the first chapter of the study.

In the development of the research is determined that the impact of the usage of mobile applications in the areas of writing and grammar in the cognitive process of tenth-grade English learners of Miramar High School is positive and it contributes to generate meaningful learning.

Moreover, two applications are identified for strengthening the writing and grammar skills of tenth grade of Miramar High School students which are Google Sites and Canva, applications that targeted by the researcher helped the students to develop their grammar and writing skills, furthermore, it helped them to develop their creative skills.

Mobile applications show a great and positive impact in the training process of a foreign language, emphasizing the areas of writing and writing, moreover it is important to emphasize that the impact can be oriented to the development of English abilities, but also, it can be a technique applied in every subject with a targeted orientation.

In the research it was implemented the use of mobile applications as an interactive technique to contribute to the learning of writing and grammar through virtual interaction, the learners had the opportunity to create their own web page using Google Sites, additionally, they created their own slides using Canva generating a positive impact in the usage of applications oriented to improve the writing and grammar skills.

5.2 RECOMMENDATIONS

The following recommendations align with the earlier conclusions and aim to provide guidance on implementing a mobile application strategy during English sessions. These recommendations are intended to assist teachers in enhancing their students' writing and grammar skills:

1. Identify suitable mobile applications: Conduct research and identify mobile applications that are specifically designed to improve writing and grammar skills. Look for apps that offer interactive exercises, grammar explanations, vocabulary building activities, and writing prompts.

2. Provide clear instructions and guidelines: Ensure that both teachers and students have a clear understanding of how to use the selected mobile applications effectively. Provide guidelines on accessing and navigating the apps, as well as instructions on completing the assigned tasks or exercises.

3. Integrate mobile applications into lesson plans: Incorporate the use of mobile applications into lesson plans and classroom activities. Determine specific points during the English sessions where students can utilize the apps to practice writing and grammar. This integration should be seamless and complement the overall curriculum.

4. Monitor and assess student progress: Regularly monitor and assess students' progress in using the mobile applications. Provide feedback and guidance to help them improve their writing and grammar skills. Keep track of their performance and identify areas where additional support may be required.

5. Encourage collaboration and discussion: Promote collaborative activities using the mobile applications. Encourage students to work together on writing exercises, grammar quizzes, or peer editing tasks. Foster a supportive and interactive learning environment where students can learn from each other.

6. Stay updated on new applications and features: Continuously explore new mobile applications and updates in the field of language learning. Stay informed about emerging technologies and advancements that can further enhance the effectiveness of mobile applications in improving writing and grammar skills.

By following these recommendations, teachers can effectively implement a mobile application strategy during English sessions, providing valuable support and opportunities for students to enhance their writing and grammar abilities.

To be able to apply this type of strategy, it is extremely important to first know the context of the institution, because there are essential resources that can allow to apply or not this strategy in the classroom. For the correct development of the session are required basic resources such as: stable internet connection, cellphones, and computers, whether desktop or portable, the teacher must have training in the use of technological tools that can be striking and user-friendly.

In addition, the teacher must know enough about the platforms to be able to carry out an induction of the tools to be used. It is advisable to work with not very large groups since using technological implements requires a lot of attention and care on the part of the teacher and the learner.

CHAPTER VI PROPOSAL

6.1 PROPOSAL

This proposal validates the observations made by providing recommendations for students and teachers at Miramar High School on the usage of mobile applications to develop grammar and writing skills. Its purpose is to offer a solution to the identified problem. The proposal serves as a model for teachers to correctly implement mobile applications in their lessons, incorporating feasible writing activities suitable for the class. It emphasizes the importance of students practicing their writing skills to boost their confidence in language application.

6.2 TITLE OF THE PROPOSAL

Implementing a Mobile Application Strategy for Writing-Based Activities to Enhance Students' Writing and Grammar Skills in the Classroom.

6.3 LOCATION OF IMPLEMENTATION

This proposal will be implemented at Miramar High School, specifically targeting tenth grade students. The same population involved in the research will be included.

6.4 GENERAL AND SPECIFIC OBJECTIVES

6.4.1 General objective of the proposal

a) To enhance students' writing skills through the implementation of writing and grammar activities using mobile applications at Miramar High School.

6.4.2 Specific objectives of the proposal

- a) To implement writing and grammar activities using mobile applications as a strategy with tenth grade students at Miramar High School.
- b) To assess students' writing skills during the implementation of grammar and writing activities.

6.5 BUDGET REQUIREMENTS OF THE PROPOSAL

Regarding the budget required for the proposal's implementation, it is considered affordable. Most activities involve interaction between learners and teachers, and materials can be shared in digital format. Additionally, the necessary resources are readily available online, eliminating the need for additional purchases. As a result, the implementation of this proposal is reasonable and feasible for the long term.

6.6 SUGGESTED ACTIVITIES

Based on the research findings and objectives of the proposal, the following activities are recommended to enhance students' writing and grammar skills using mobile applications.

6.6.1 Activity 1. Vocabulary Enhancement

Objective: To improve students' vocabulary and word usage in writing.

Description: Encourage students to use vocabulary-building mobile applications, such as flashcard apps or word games, to expand their word bank. Assign weekly vocabulary lists or thematic word sets for students to practice and review using the mobile app.

Provide opportunities for students to incorporate these words into their writing assignments.

6.6.2 Activity 2. Grammar Practice

Objective: To reinforce grammar rules and structures through interactive activities.

Description: Utilize grammar-focused mobile applications that provide interactive exercises and quizzes. Assign grammar topics for students to practice using the app, such as verb tenses, sentence structure, or punctuation. Monitor students' progress and provide feedback on their accuracy and understanding of grammar concepts.

6.6.3 Activity 3: Writing Prompts and Feedback

Objective: To promote writing skills development and provide individualized feedback.

Description: Use writing prompt mobile applications that offer a variety of topics and writing genres. Assign weekly writing prompts for students to complete using the app. Encourage students to draft, revise, and edit their work within the app. Provide feedback and suggestions on their writing, focusing on areas of improvement. Use the app's commenting feature or schedule one-on-one writing conferences to discuss their progress.

6.3.4 Activity 4: Collaborative Writing Projects

Objective: To foster teamwork and collaborative writing skills.

Description: Introduce collaborative writing mobile applications that allow students to work together on writing projects. Assign group writing tasks, such as creating a short story or developing a persuasive argument, using the app's collaborative features.

Encourage students to brainstorm, outline, and revise their work collectively. Monitor their collaboration and provide guidance on effective teamwork and writing techniques.

6.3.5 Activity 5: Multimedia Presentations

Objective: To integrate visual elements and technology in writing projects.

Description: Incorporate mobile presentation apps, such as Canva or PowerPoint, for students to create multimedia presentations to accompany their written work. Assign topics related to the curriculum and guide students on incorporating images, videos, and graphics into their presentations. Encourage them to practice effective communication skills by presenting their work to the class.

Games to learn English is an incredible tool for those teachers who are discovering the world of mobile applications, it is an interactive and friendly user web page which can enhance the learner's ability in a wide range of topics such as verb tenses, phrasal verbs, comparison, and contrast, and even more.

<https://www.gamestolearnenglish.com/>

The implementation of Google Sites to compile information about each of the classes registered, is a way to enhance the creativity and the capacity of thinking and writing compositions of their own. It is important to mention to the students to create an e-mail using Google to start the application, then the teacher must request important aspects to the students such as: require the date of each class, give a description of what have they made, moreover, to take evidence of their classwork and to add images, videos or material related to the topic. This is a good technique to apply a web-based portfolio.

The implementation of Canva is a great resource to the students because they can create easily nice presentations. For instance, one activity that can be nice developed is to study the topic of part of speech and assign one part for each student so they should investigate and create one slide in which they will explain the purpose of it, then they should present the slide to the class and explain their findings. At the end of the class each of the students will add their individualized slides to complete a wide topic in an interactive way, using technology and their creativity.

These suggested activities aim to engage students, provide opportunities for practice and feedback, and integrate technology into the learning process. Teachers should adapt and modify the activities based on the specific needs and interests of their students while ensuring alignment with the curriculum objectives.

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ANEXES

Annex 1. Sources of information

Specific Objectives	Variable	Thematic breakdown	Sources
1- Identify and strengthen the reading and grammar skills of tenth grade of Miramar High School students.	Reading and grammar skills of tenth grade of Miramar High School students.	2.2.1 Teaching and Pedagogy 2.2.2 Learning: Apprentice, student, and learner 2.2.3 Foreign Language and Second Language 2.2.4 English History and Skills	1.1 Cambridge Dictionary https://dictionary.cambridge.org/en/dictionary/ingles/teach . Merriam Webster Dictionary https://www.merriam-webster.com/dictionary/pedagogy 2.1 Cambridge Dictionary https://dictionary.cambridge.org/en/dictionary/ingles/apprentice https://dictionary.cambridge.org/en/dictionary/ingles/student https://dictionary.cambridge.org/en/dictionary/ingles/learner 3.1 Electronic Article https://www.uninpahu.edu.co/wp-content/uploads/2017/11/politica_idiomas.pdf 4.1 Book Shore, T. W. (1906). <i>Origin of the Anglo-Saxon Race Study of the Settlement of England and the Tribal Origin of the Old English People.</i>

<p>2- Investigate the impact that mobile applications have in the training process of a foreign language, emphasizing the areas of reading and writing.</p>	<p>Mobile applications that are essential in the training process of a foreign language, emphasizing the areas of reading and writing.</p>	<p>2.2.5 Concept of Grammar</p> <p>2.2.6 Concept of Reading</p>	<p>5.1 Merriam-Webster Dictionary https://dictionary.cambridge.org/en/dictionary/ingles/grammar</p> <p>Electronic Article https://www.doccity.com/ru/for-the-rules-of-the-english-language/2073506/</p> <p>6.1 Electronic Article https://study.com/academy/lesson/what-is-reading-definition-process.html.</p>
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<p>Implement the use of mobile applications as an interactive technique to contribute to the learning of reading and grammar through virtual interaction.</p>	<p>Use of mobile applications as an interactive technique to contribute to the learning of reading and grammar through virtual interaction.</p>	<p>2.2.7 Mobile Applications</p>	<p>7.1 Web Encyclopedia https://www.techopedia.com/definition/2953/mobile-application-mobile-app</p>
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Annex 2. Instrument: Questionnaire

Questionnaire

Dear Mr(s). My name is Paulo Acevedo and the following questionnaire will be used to know the impact of technologies on English language learning focused on grammar and reading, the data entered in this form will be used for statistical purposes and will be completely confidential.

1. Do you think it is effective to learn using technological applications?
 Yes No
2. Have you used learning through computer applications before?
 Yes No
3. Do you think that applying this technique facilitates the learning of writing and grammar?
 Yes No
4. Have you used the Canva app before?
 Yes No
5. Do you think the Canva app made it easier for you to learn grammar?
 Yes No
6. Have you used the Google Sites app before?
 Yes No
7. Do you think that using the Google Sites app in a targeted way made it easier for you to learn grammar and writing?
 Yes No
8. Do you think it is important to integrate technology into English learning?
 Yes No
9. Would you like this type of technology to be integrated into all classes?
 Yes No
10. Do you think that technologies could be positively implemented in the classroom?
 Yes No
11. Do you think the application of technologies in education is a great challenge?
 Yes No
12. Do you think that using these apps and technology in the classroom is an engaging way to learn?
 Yes No