



**FACULTY OF EDUCATION  
ENGLISH LANGUAGE SCHOOL**

**Thesis Submitted to Obtain the Licentiate Degree in English Teaching**

**“ANALYZING THE IMPLEMENTATION OF M-LEARNING AS A  
WAY TO LEARN VOCABULARY AND IMPROVE ORAL  
COMMUNICATIVE SKILLS IN SEVENTH GRADE STUDENTS IN  
COMPLEJO EDUCATIVO NUEVA ESPERANZA IN THE THIRD  
TRIMESTER OF 2017”**

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**HEREDIA, COSTA RICA**

**2017**

# DECLARACION JURADA

## DECLARACIÓN JURADA

Yo Marilyn Tattiana Cubero Alvarez, mayor de edad, portador de la cédula de identidad número 402040810 egresado de la carrera Enseñanza del Inglés de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura en Enseñanza del Inglés, juro solemnemente que mi trabajo de investigación titulado: *Analyzing the Implementation of M-learning as a way to Learn Vocabulary and Improve Oral Communicative Skills in Seventh Students in Complejo Educativo Nueva Esperanza in the Third Trimester of the Year 2017*, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. en fe de lo anterior, firmo en la ciudad de Heredia, a los 19 días del mes de enero del año dos mil dieciocho.

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### CARTA DEL TUTOR

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Estimado señor:

El estudiante Marilyn Tattiana Cubero Alvarez, cédula de identidad número 402040810, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **ANALYZING THE IMPLEMENTATION OF M-LEARNING AS A WAY TO LEARN VOCABULARY AND IMPROVE ORAL COMMUNICATIVE SKILLS IN SEVENTH STUDENTS IN COMPLEJO EDUCATIVO NUEVA ESPERANZA IN THE THIRD TRIMESTER OF THE YEAR 2017**, el cual ha elaborado para optar por el grado académico de Licenciatura


En mi calidad de tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

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La estudiante Marilyn Tatiana Cubero Álvarez cedula 402040810 me ha presentado para efectos de revisión y aprobación , el trabajo de investigación denominado **“ANALYZING THE IMPLEMENTATION OF M-LEARNING AS A WAY TO LEARN VOCABULARY AND IMPROVE ORAL COMMUNICATIVE SKILLS IN SEVENTH STUDENTS IN COMPLEJO EDUCATIVO NUEVA ESPERANZA IN THE THIRD TRIMESTER OF THE YEAR 2017”**, el cual ha elaborado para obtener el grado de Licenciatura en Enseñanza del Inglés.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo entre marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre estos y las conclusiones; así mismo, la aplicabilidad y la originalidad de la recomendaciones, en términos de aporte de la investigación. He verificado que se ha 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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## CARTA DEL FILOLOGO

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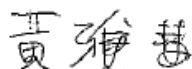
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Estimados señores:

Por este medio hago constar que he revisado de manera filológica la tesis denominada “Analyzing the Implementation of M-Learning as a Way To Learn Vocabulary and Improve Oral Communicative Skills in Seventh Students in Complejo Educativo Nueva Esperanza in The Third Trimester of 2017”, propiedad de la estudiante Marilyn Tattiana Cubero Alvarez, cédula número 402040810. Todas las sugerencias han sido debidamente acogidas, por lo que se recomendó seguir con la defensa de dicho Proyecto de Graduación.

Atentamente,



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## **DEDICATION**

I would like to dedicate this thesis to God, who was the one that arrange everything around for me to finish this project. Without him, this would not be possible.

Additionally, I want to thank my parents who have been my inspiration to continue improving myself. My mother Ana is very supportive. My father Carlos, he is always giving me reasons to complete another step in my career path.

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**CHAPTER I**  
**INTRODUCTORY ASPECTS**

## **1.1. THE PROBLEM AND ITS IMPORTANCE**

### **1.1.1. General Background**

Nowadays learning a second language, such as English, provides the opportunity to communicate with people around the world, get a better job, and understand other cultures; for that reason, many people have been considering the need to acquire a second language. Additionally, it gives people not only new experiences, but personal and professional growth. In the same way, the influence from other languages in publicity, entertainment, social media and technology has caused interest in learning another language. As it is stated by Warschauer, cited by Mydams (2007) in "Across Cultures, English is the World" in the New York Times newspaper column. The author describes the importance of English and how "English has become the second language of everybody." As English is considered the most widely spoken language due to its global influence, this language has caused the necessity to expand knowledge to more than just one language.

Though such importance has been highlighted in different contexts, the real intention towards fulfilling communicative effective skills is far to reach. This could be reflected in the humongous amount of investigations conducted in different areas. Of course, as the reality of each institution, community, and country changes; it would be in the same way necessary to modify the students' learning strategies. However, the implementation or modification of the students' process cannot be effectively performed if a deep and extensive immersion in previous studies is not done. As evidence, the following



researches conducted on a variety of different scenarios show the results of introducing technology in the class.

One of the main aspects involved is vocabulary which shows to be an essential element that learners need to acquire in order to develop skills for communication. In the article “The Importance of vocabulary in Language Learning and how to be taught,” Alquahtani (2015) describes the importance of vocabulary in the process of learning a second language, he also explains some ways of teaching vocabulary. The author takes the view that vocabulary knowledge is often seen as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication (p.22). This means that speakers need to develop their ideas accurately in order to produce the foreign language. In other words, learning a second language requires a process where students learn vocabulary and use it correctly. That is the reason why, learning vocabulary is an element that second language learners need to develop in order to express their ideas successfully.

An investigation named “User experience of a mobile speaking application with automatic speech recognition for EFL learning,” the researchers Tae Youn & Lee (2016) from Korea Institute for Curriculum and Evaluation, conducted a research where students use an “automatic speech recognition (ASR)” which is a “feature that enhances language learning” and improves speaking abilities (p.780). They report the positive attitude that students have when they practice the language with mobile devices since the applications they use are more interactive than face-to-face learning. Additionally,

they consider that apps can give students the opportunity to recreate role-playing situations which they consider as “opportunities for ... input and output simultaneously.” (p.784) It also states that interactive activities motivate students and make them actively participate and demonstrate better outcomes. The researchers collected information through the use of open survey questionnaires which allow them to receive positive comments about the use of mobile devices in the class as a way to improve speaking skills. This study supports the idea of implementing m-learning teaching techniques in order to enhance students’ speaking abilities through the motivation that learners show when having contextualized activities.

An investigation named “A study on the use of mobile dictionaries in vocabulary teaching,” the author Aslan (2016) from Marmara University in Istanbul, conducted a research where he describes the use of mobile dictionaries in order to reinforce students’ vocabulary knowledge. It also ensures the efficiency that these devices can grant students regarding the vocabulary, which he describes it as “one of the most important elements... while learning a new language.” (p.1) It also states how mobile dictionaries have audio-visual content that engage the process of learning vocabulary permanently. Additionally, the use of questionnaires and literature were used to provide results which established how mobiles dictionaries created a dynamic environment. Besides the limitations like internet connectivity, this study validates that mobile dictionaries enhance students’ pronunciation in a 36%, their spelling abilities in 28%, the correct use of words in a 21% and their improvement of vocabulary in a 15%. This

means that boosting technological material enhances students' performance when learning a second language.

In the research "Effects on Voice on EFL Learners' Speaking Ability according to Proficiency Levels," the academic Kim (2016) analyses the influence in learners' speaking abilities with the use of voice chats depending on their proficiency levels. The experiment looks forward to finding speaking improvements in Korean students and their perceptions when having contact with technological tools. This qualitative and quantitative investigation exposes 181 students with three different levels to chat sessions where the students have to orally interact with peers or chatbot. A pre-and post-TOIEC test is the methodology that the expert uses in order to measure learners' speaking improvements. The students' perspective is measured using a survey questionnaire which allow participant to describe their experience with voice chat. The investigation reveals that students have a great improvement in the communicative oral abilities since the voice chat helps them reduce their anxiety to practice the language. The research considers that "language instructors should be able to select the most efficient voice chat type to suit their pedagogical goals." (p.81)

In the article "Effects on using mobile devices on English listening diversity and speaking for EFL elementary students," the authors Hwang et al. (2014), conducted an investigation to create activities where students develop their speaking and listening abilities in the class. Also, they search about the students 'perceptions about the implementation of these type of activities. The investigation involves 35 fifth-grade

elementary school students, and its data was gathered through the use of surveys in order to analyze the students' reactions when experiencing mobile devices (p.508). The investigation reveals that students have positive attitude towards the use of technology in the class and they become active learners since they are constantly motivated. The study recommends that teachers should design meaningful learning activities where students practice the language.

Additionally, these types of tools provide accessibility everywhere at any time, and it can be considered as a good technological support for teachers. It is important that teachers not only make students feel comfortable when using new tools in the class, but also reinforce their practices for them to learn the language.

An investigation called “Understanding the attitude of ESL learners to Vocabulary learning” In Anna University, India, the researchers Vasu & Periyasamy (2015) conducted a research where they discovered the attitudes that students had towards the process of learning vocabulary. Additionally, they wanted to find out some of the sources that these students used in their acquisition process and their perspective of importance when learning vocabulary. The participants involved were 730 students in their first-year engineering. The investigation based on qualitative approach provided information with questionnaires and surveys. Results showed that 34.66% of the students prefer to learn vocabulary with the use of mobile devices such as laptops, tablets and phone apps. Moreover, 25.75% frequently use SMS to acquire vocabulary, while 24.52% of students like to use chat as a tool to learn. Also, Vasu & Periyasamy

strongly agrees that students consider vocabulary as a fundamental aspect to communicate (p.225). Technology seems to be the tool that most students preferred since it motivates them in the process of building new vocabulary.

The article “Strategies for Teaching and Learning of the Vocabulary English Language in Romanian Schools” is a research by Costica (2015), who wanted to compare how the students react towards traditional and modern teaching strategies in the English class. The investigation is conducted at Miron Costin Secondary School from Letea. This study had the participation of 96 seventh graders who had an intermediate level of English and this was during 2014. The main objective of this qualitative approach was that the participants experienced two different classes; the traditional with books and the modern with activities where they are involved. Moreover, in the modern class, their opinions were taken into account, and that helped to performantly evaluate them. The results showed that the students greatly improve in their language performance when they have student-centered lessons. When students are actively participating, they start building they own knowledge. For teachers, the most challenging part is changing their traditional lesson plans; however, it is important that they create dynamic environments where students can share their opinions and build their critical thinking.

In the previous investigations, it was possible to reflect towards the students’ vocabulary acquisition and its relevance in some areas. Communicative speaking, it provides students a widely variety of options to express their ideas. However, the way

students get in contact with new words should be strategically analyzed. It means, to consider what it is attractive to them could create an advantage to the learning process. Since the process of acquiring vocabulary is an essential component, it is important that teachers focus on practices that enhance how vocabulary is learned and taught. Although there are challenges and limitation that teacher need to face at certain modern practices like the use of mobile devices, many learners are willing to incorporate those educational practices in their daily classroom experience.

An investigation was conducted in Makerere University by Hatakka (2017). This research was titled, "Practices and Challenges in an Emerging M-Learning Environment." The purpose was to describe some of the obstacles that teachers faced when implementing m-learning in their class. As a qualitative investigation, it describes the view from teachers and students when being part of this process. It also establishes how m-learning motivates students and their engagement in their learning process. In order to develop the project, the participation of twenty-seven teachers, five support staff and sixty-four students was needed. Following, the information was gathered through observations and interviews where the data collected brought out some of the challenges teachers face such as the lack of technological equipment, poor mobile infrastructure, training deficiency from teachers, and poor platform support. Even though some educators face limitations with the use of mobile devices in their class, students' performance and attitude is an important aspect that heights in their learning process.

### **1.1.2. Problematization**

Since bilingualism is becoming a necessary skill, education has immersed English as a second language in some educational initiatives. Internationally speaking, Mexico is planning to incorporate strategies that help students at primary and secondary levels to learn English. Their proposal pretends to modify the academic program and teachers' formal education, so their educational background help to improve the students' learning process (Mejia, 2017). Considering that teachers need to academically prepare themselves in order to teach, this might cause changes in students' outcomes. Another aspect that Mexicans consider is the amount of lessons that students receive and the number of students in a class (Mejia, 2017). The proposal for future academic processes should be directed to the correct development of the class and fulfilling the students' communicative needs where context will affect significantly the methodological changes.

Another aspect to consider is that teachers' methodologies vary from one another, taking into account that "Methodologies can be defined as pedagogical practices in general (including theoretical underpinnings and related research). Whatever considerations are involved in "how to teach" are methodological." (Brown & Lee, 2015, p.16) The teacher applies these methodologies to help students to learn by providing instructions and the necessary tools to achieve specific objectives. In the same way, it is important that these methodologies fill the learners' needs. However, there are English teachers who are not worried about the students' learning process, so they just prepare worksheets which students have to complete or read to complete specific exercises (Barrantes, 2015). This problem lies on the teacher's lesson plans when

preparing topics and providing quality material. Additionally, some teachers do not monitor the students' language process. As a consequence, in many classrooms the students are not worried about talking in their mother tongue because this is not controlled (Barrantes, 2015). In fact, the students need to practice the language orally; otherwise, they will not be able to produce outcome. The material provided and teachers' practices to reinforce students' knowledge is important because they need language exposure and those means are the main source of information.

In terms of motivation, some students lack motivation due to the type of activities that are implemented in the class. For instance, some activities where they have to complete exercises that improve other areas like reading comprehension rather than communicative skills. For that reason, many students are not interested on developing the language. In fact, some professionals are not building an environment where the four skills such as listening, speaking, reading and writing are enhanced. For instance, many teachers provide long readings or lists of vocabulary for learners to memorize them. This methodology; as Ana Campos states who is quoted by Barrantes (2015) in the newspaper *La Nación*, takes part of the comprehensive part with readings, while other abilities are completely disregarded. The students need to produce the language with activities that reinforce their skills and help them to enhance their communicative oral production. Second language learners require opportunities where they put into practice what they have learned, and they require that teachers reinforce such important communicative areas. For this, teachers need to create spaces where they can orally practice and receive feedback from the teacher and peers which it demands monitory



language techniques. It is important to mention that the more the students are challenged with tasks where they have to create their own knowledge, the better their outcomes will be.

One common characteristic that secondary students have is the difficulty at expressing their ideas and providing extra information. For instance, their fluency and smoothness when speaking is compromised because they do not know the vocabulary necessary to express themselves accurately. In many cases, their messages and thoughts are often disorganized and fragmented. Castro (2017) shows the levels of English proficiency which convey in secondary education language proficiency. They are divided into B1 which corresponds a low intermediate level, and it is a common range in public institutions. On the other hand, B2 is a high intermediate and it is commonly shown in bilingual institutions. Students who have B1 language proficiency are commonly having problems with communication. This means that B1 speakers are not able to speak fluently as it demands the preparation in secondary education. Furthermore, it is complicated that students with low command of the language reach competitive language performance since their level does not allow them to communicate with people who have higher levels. Moreover, there is a case where Sandra Ortiz expresses that the education that students receive is not low qualified, and students do not reach the level they have to. As an illustration, she has to pay some extra English classes outside the high school for his son because he needs more preparation and individual attention that helps him to understand class topics and reinforce some other topics. Otherwise, he will not be prepared to face future challenges

and job opportunities (Barrantes, 2015). As some other students, parents have to disburse in order to prepare their children in their process of learning a second language with tutoring or mentoring sessions at high school levels.

When relating learning a second language in the financial development of a country, the bilingual population is attractive to foreign companies which look for fluent English-speaking people in order to productively invest and provide sustainable job opportunities (Logan, 2015). In Costa Rica, the country has shared such intention by preparing bilingual people in order to support its economy. In a statistic published in *La Nación*, Logan (2015) states that some people consider “they have enough skills to compete for bilingual or multilingual job.” However, “only 25% of this elite group scores below the minimum level many companies require, and 85% fail... we’re talking thousands of missed opportunities.” This phenomenon of low English level speakers constitutes a large group of graduate students receiving formal secondary education from Costa Rica educational settings. Some experts consider that the education in the country is not up to the standard of quality needed to enhance students’ English knowledge. The educational standards in subjects like English are below to what is expected to achieve in regard to students’ language performance (*La Nación*, 2007). This means that the educational system is interfering on the process of preparing students to learn a second language in classrooms. As a result, these graduated students are not reaching the level necessary to accomplish a proficient English level.

When learning a second language, the exposure and practice of the language are elements that the learner needs in order to have interaction and receive external input from other sources. In fact, Muriel Saville (2006) mentions that “language input to the learner is absolutely necessary L1 or L2 learning to take place.” (p.20) Receiving information causes that learners assimilate structures, pronunciation, and other aspects that build up students’ learning process. Students need interaction in order to produce the language and start thinking critically. This means that second language learners require teachers who emphasize their oral productive language abilities in order to succeed when communicating during and after their learning process. There is a need to encourage students through the establishment of new methodologies. This ensures that learners start receiving qualified input that helps them to improve their English performance. Additionally, the learners need to be motivated because they have to feel comfortable when sharing their ideas with others and proving their personal perspective or opinion about a topic. Implementing English environments lead to students with strong abilities to use the foreign language in communicative situations. Another important aspect is that the more the students are exposed to the language, the better their deliveries will be. In other words, the learners require that teachers create educational spaces where they enhance their skills and avoid speaking in their mother tongue.

### **1.1.3. Problem’s Justification**

Technology has influenced the way how people live and react towards social and cultural situations. In the case of education, many researchers have conducted

investigations about the improvement not only in students' learning process but teachers' practices through the use of technology in the classroom. UNESCO (2012); for instance, it has been proposing a series of working papers which raise the change for teachers to use technology, and its platforms in order to develop enjoyable lessons. UNESCO has also developed projects where the use of technology has been implemented, and how it has improved teachers' practices. In fact, technology has spread out and even the number of students who have access to technological devices has greatly increased. This means that if tech tools are implemented in the class, "they can facilitate learning outside as well as inside schools." (UNESCO, 2012, p.9)

Technology can open new practices in the process of learning a second language.

Technology has influenced education with challenges to teachers and educational institutions. In Costa Rica's educational settings, there are certain aspects that the government has declared and changed when it comes to technological sources. For example, in 2013 the newspaper *La Nación* published an article by Fornaguera (2013) which is titled "Profesores pierden la lucha contra celulares en las aulas," in the document it is described how teachers considered that cellphones are wrongly used in classrooms since some students pretend to use them in order to complete a test or to record inappropriate pictures or videos to upload them in the internet. It also describes the hard work it takes for teachers to control these situations. On the other hand, Mario Fung, a MEP's counselor, considered that prohibiting cell phones is not a viable response from teachers; instead, they should implement practices where devices can enrich the learning environment (Fornaguera, 2013). It means that such devices should

be academically adapted to be part of those already used in the class as the computer or table. Also, again the newspaper *La Nación* published the article by Jiménez (2016) titled “MEP pretende convertir el celular en un aliado en las aulas.” It emphasizes the UNESCO’s papers which reinforce the idea of using technological devices in order to motivate students in their learning process and take advantage of these tools to engage them in real situations. Engaging students is one of the most challenging situations where students have to focus on their process of learning. On the other side, teachers are responsible of students’ learning and keeping track of their process by proving activities where learners can actively construct their knowledge and practice what students have been learning. Additionally, MEP is looking forward to establishing a structure plan where cellphones can be part of the curriculum. This technological implementation can support the hard task of teachers to keep students motivated. For that reason, Costa Rica is taking into account the technological changes and curriculum modifications that have to be done. In the article “Ministry of Education Introduces “Rules” to use Cell Phone in Classes,” the newspaper Tico Times (2017) evidences how Alicia Vargas, who is a Vice president of MEP, states that the “Movilízate” strategy needs to be shaped with the students and classrooms’ needs. This strategy pretends to accommodate students’ needs and the implementation of new technologies which support teachers’ practices and engage learners into their virtual environment.

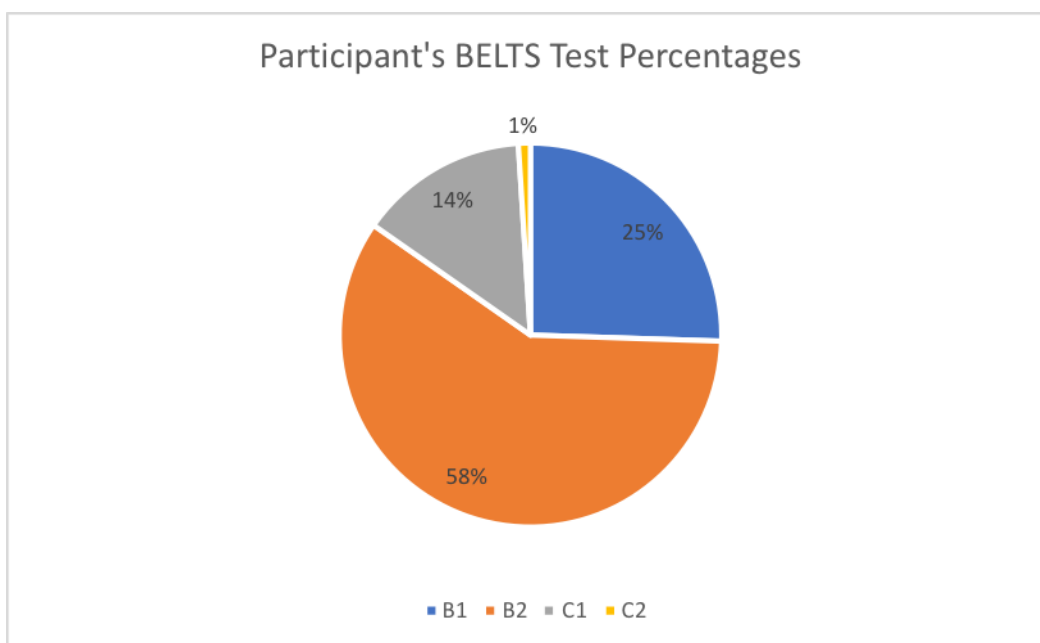
Variations in education settings regarding language performance have greatly challenged teachers’ practices to enhance students’ competence and their job opportunities. The immersion in technology can greatly improve the communicative

skills with the objective to fulfill business requirements. According to an article from *La Nación* (2007), “people who do not speak English fluently cannot be applied to international enterprises business, and they should look for other low-quality jobs.” In other words, bilingual people have not only to understand the language but speak it smoothly if they consider getting a better-paid job. Speaking a second language requires the production of accurate information to provide a clear message. This social and economic struggle provokes that bilingual people look forward to enhancing their English average, so they must have to prepare academically in areas such as language to improve their professional profile. Another aspect to consider is that learning a language strengthens self-esteem and provides overseas opportunities which gives labor and educational advantages over others in your professional career.

Companies need competitive individuals with specific characteristics regarding the language level. As an illustration, in a study conducted and published in *La Nación* in 2015 the researchers use the BELT (Business English Level Test) in order to find the level of English proficiency that the participants of a career fair have. They arrange them into “(A1, A2, B1, B2, C1, C2)” levels (where A1 is the lowest level of English proficiency and C2 the maximum) and they found out that from the people interviewed, only the “25% of the job-seekers scored at the B1 (low intermediate) level, and 58% scored B2 (high intermediate), 14% at the C1 level (low advanced), and 1% at the highest level, C2 (high advanced).” (Logan, 2015) As the results describe, most of the people, who visit the job fair, are in intermediate level and just 14% reach the low advanced level of proficiency. Even though many participants reach the English level required, it does not

be the goal of learning a language. Instead, second language speakers should be qualified second language speakers able to keep a smooth conversation. Even though many companies look for intermediate English level workers, some individual do not even reach the language proficiency required for those company positions. As a result, some people cannot get a job due to companies' needs or requisites when it comes to competence.

**Figure 1 . Percentages of people based to their English proficiency level**



Source: Resultado de la investigacion acargo de La Nacion (2015)

Costa Rica's government has acknowledged such reality in students' English performance and has intervened in secondary. Organizations and Ministerio de Educación Publica (MEP) have been working in order to establish new guidelines that enhance primary and secondary English education. These initiatives pretend to graduate students with B2 and C1 English proficiency (Quesada, 2013, p.394). The

structure of educational settings needs to be modified in order to impact the education of languages in Costa Rica. For example, there is a project called *Costa Rica Multilingue* (CRML) where students, who live in regions like Pavas, can produce the language orally and practice with tutors through oral production activities and dialogues. As a result, the students can improve their communicative oral skills, and have the opportunity to socially connect with others (Quesada, 2013, p.396). These learners had the opportunity to improve their performance in order to succeed as bilingual speakers. In the same way, the openings in programs such as *Enseñanza de Inglés como Lengua Extranjera* (EILE) which claims changes in the curriculum pretending that students can acquire the language through new practices. This means that the implementation of English programs can reinforce the students' oral skills. However, some students face communicative difficulties when speaking, and some students are not capable enough to complete exercises and express their ideas successfully.

In some cases, students are not able to communicate their ideas due to the lack of lexicon. In many cases, these students face situations in which their linguistic competence is proved. For instance, when acquiring a language, second learners felt frighten to have contact with native speakers and feel uncomfortable because they cannot express what they really want. As Huckin states, cited by Alquahtani (2015) in the article, "The Importance of Vocabulary in Language Learning and How to be Taught," it highlights some investigations that have evidenced how second language learners rely on the vocabulary in order to express their ideas. Also, they are sometimes challenged to express themselves, and they have struggles due to their lack of lexicon



while acquiring the language (p.22). Based on their perspective, the vocabulary knowledge is an essential aspect that builds the individual's development and language comprehension. Some learners need to cope communicate oral troubles through successful vocabulary learning techniques.

The language proficiency and the exposure of English plays an important role in the learning process. Even though most of the students receive formal English education, some students do not have the appropriate level to have a fluent conversation. This situation is the result of pedagogical practices, rules in the curriculum, students' attitudes, norms, among others. As an illustration, public and private institutions teach English as a foreign language in order to prepare students; however, the statistics demonstrate that only 3% of public institutions teach advanced English; also "secondary students only receive 3 lessons per week"; lastly, experimental bilingual high schools teach 10 hours per week and some other subjects are taught in English (*La Nación*, 2017). This means that public institutions provide not even the half amount of lessons that bilingual or private institutions normally do. As a result, graduated students are not exposed enough to English, so their language performance needs improvement. Public institutions need to improve the ways how English is taught and the amount of lessons that students receive. As a result, students believe that their classes do not have the level they should be in order to learn a language, and the lessons do not reach the students' needs (Castro, 2017). The students' opinion plays an important role in classroom settings since they are in their learning process and the contact with the language will help them to provide outcome.

It is important to mention that students at educational environments require that teachers provide healthy settings where they can develop their skills. Additionally, students have to be in contact with the language because the more they are exposed, the better their outcome will be. In the say way, it is important to take into account teacher's English proficiency and background preparation, so they can start teaching (Castro, 2017). This means that good teachers enrich the students' English learning process, and it is not about the amount of lessons that some students received, but the excellence when providing material or teaching something to them (Castro, 2017). As an illustration, institutions with few lessons can provide good teaching environments if teachers commit themselves in giving quality teaching. It is expressed by Ana Isabel Campos a consultant from MEP considers that classrooms should be equipped with audiovisual equipment and materials that support teaching practices (Castro, 2017). Teachers need to innovative techniques that improve their lesson plans and instructions in the class. The main objective of m-learning is the use of mobile devices to support teachers in their lessons to develop the oral communicative skill reinforcing the new vocabulary covered in class through different activities. From this point of view, the devices will help to develop different scenarios to learn new vocabulary that will be used through the oral communicative tasks. As a conclusion, students require determine methodologies that enhance their communicative skills in order to produce the language. The modification to curriculum and practices at the class, can provide consistency and reinforce the language proficiency

## **1.2. EXPOSITION OF THE PROBLEM**

How does the implementation of the m-learning initiative improve the vocabulary acquisition and the communicative oral skills in 7th graders students from *Complejo Educativo Bilingue Nueva Esperanza*?

## **1.3. OBJECTIVES**

The objectives of this investigation stablish the procedures to develop in order to explain the problem and its characteristics.

### **1.3.1. General Objective**

To analyze the use of the M-Learning initiative in English classes to improve the vocabulary acquisition and the communicative oral skill in 7th graders students from Complejo Educativo Bilingue Nueva Esperanza.

### **1.3.2. Specific Objectives**

1. To describe the students' and teacher's perceptions towards the use of mobile devices in the English class at *Complejo Educativo Bilingue Nueva Esperanza*.
2. To recognize the teaching strategies applied by the English teacher for the vocabulary acquisition process in 7th graders students from *Complejo Educativo Bilingue Nueva Esperanza*.

3. To evaluate the learning process in vocabulary acquisition and the communicative oral skill during the application of the M-Learning plan in 7th graders students from *Complejo Educativo Bilingue Nueva Esperanza*.

4. To propose a communicative teaching plan based on the implementation of the M-Learning to the English class for the vocabulary acquisition and oral communicative skill.

## **1.4. SCOPES AND LIMITATIONS**

### **1.4.1. Scopes**

The creation of this investigation will allow secondary English teachers at *Complejo Educativo Bilingue Nueva Esperanza* demonstrate that m-learning is a support that can be implemented in the class without any difficulty. Also, it will reveal that the selection of activities is an essential task that teachers have to focus on when trying to strengthen students' abilities. It is important that teachers pay attention to students' language process and their active participation in the class. When it comes to parents, they should know about their kids' performance in oral communicate skills and how educators are hardly working on their abilities. For administrative department, it is important that they know the students and teacher's perceptions about the implementation of mobile devices. Finally, m-learning improves the vocabulary knowledge and oral communicative skills; however, it depends on the activities that the

English teacher uses in order to foster communication and oral communicative opportunities.

#### **1.4.2. Limitations**

Some limitations are;

1. Time was the main limitation during the investigation since bachelor students started their exams and that make difficult to find a classroom to start the class.
2. Sometimes, the students were not prepared to present their material in front of the class, so that reduces the time for others to present.
3. Some students were too shy or doing other things in their tablets and they avoid to actively participate or get involved into the activities that other students had prepared, so it makes hard the evaluation of some students' participation to evaluate their communicative abilities.

**CHAPTER II**  
**THEORERICAL FRAMEWORK**

## **2.1. HISTORICAL CONTEXT**

### **2.1.1.High School's Background**

Nueva Esperanza or New Hope high school was funded in 1993 with the objective to satisfy the necessity to prepare bilingual individuals with high academic standards in Heredia province. At first, this institution started with kindergarten, pre-school, first and second level of school in San Juan de Santa Barbara de Heredia. It started with around 105 students and 17 teachers. Later on, the population growth influenced the decision to move to another place in order to open secondary education in 1997. As a result, the institution had the graduation of all the students in fifth grade. As soon as the institution grew with teachers and students, the institution built other common areas where the students can share with others such as soda, labs, playgrounds, pools and the construction of more classrooms and teachers' rooms. Nowadays, the institution keeps working on improving with the successful idea of Jeannette Cortés Garcia, the founding member, who has given all efforts. Additionally, to this hard work, it is important to mention the students who have high academic status, the educators' work and classroom effort to support not only students' development but parents. They have greatly invested in the best institution in order to educate future generations in Costa Rica.

As part of the institution, New Hope's mission corresponds to the opportunity to provide Costa Rica a more sensitized, moral and spiritual educational system which is able to integrally educate and develop abilities that beneficiate the autonomy,

responsibility, critical thinking and capacity to maintain a balance human life style. The vision corresponds to the creation of an innovative and modern institution which boosts the multi-cultures based on learning more languages, cares about the environment, proposing a multimodal learning conducted through the use of technological tools as teaching mechanisms in order to build complete human beings able to communicate successfully in a competitive society.

The institution has been certified by the *Modelo Iberoamericano de Excelencia en la Gestión para el Sector Educativo* (MIEG, according to the acronym in Spanish) due to the achievements in the requirements of education and that certificate places New Hope in the first institution to obtain this price in Heredia in 2012. The *Certificado de Calidad en Educación* opens the opportunities to change some important aspects in the educational system and administrative areas in order to improve the quality of the education and personnel at the high school to provide better attention to children and their parents.

Another New Hope's achievement is the participation to join into the *Programa de Bandera Azul Ecológica* (PBAE, according to the acronym in Spanish) from Ministerio de Educación Pública (MEP, according to the acronym in Spanish). The institution's vision looks forward to innovating educational techniques in order to promote diversity and ecological sustainability. The effort to continue improving the educational system has been done by the emission of annual informs and updates about the commitment with social work, conservation and protection of natural resources with environmental



projects like planting trees, recyclable donations and water and energy conservation in order to reduce carbon footprint. New Hope is committed to implement actions to face global warming and embrace respect and environment protection to every student and administrative personnel. It is New Hope's responsibility to continue working on the improvement of education.

Nowadays, teaching has been challenged due to the amount of distractions and interests that students have in their lives and educational settings. As a result, teachers have to face traditional classroom barriers and innovate in order to engage learners in their learning process every day. Moreover, the institutions compete to keep innovating and discovering tools to educate learners using the same materials for years. However, New Hope has incorporated technology in every class with the use of interactive boards, labs, and areas where they are closed to technological tools which keep them interested and engage in the class. Additionally, the learners have already adapted to positive changes and have shown their satisfaction and desire to continue learning at the institution. Those challenges allow teachers and institution to innovate in order to improve teaching practices and methodologies through the use of technology. New Hope has a virtual platform called Woot it which is a software developed with the most innovative technologies to use in institutions and it can be used through computers or mobile devices. It is used to be internally organized because it gives all the students, parents and administrative people to be connected through the tool by creating channels of communication. For instance, teacher can send messages through e-mails to students' parents and vice versa. It also works for administrative staff can get

contacted to teachers and even parents to notify any eventuality. The tool also gives teachers the time to upload material, forums, chats, links, exam topics, messages and virtual assignments.

New Hope has been moving forward in order to keep students up-to-date with all the necessary tools in order to learn and be great citizen in the future (Complejo Educativo Bilingue Nueva Esperanza, 2017)

## **2.2. CONCEPTUAL-THEORICAL CONTEXT**

To develop the objective of the investigation, it is necessary to get immersed in aspects that clarify the specific research' intension. However, the theory that involves the research would not be fully understood if a contextualization is not presented. It is what surrounds the phenomenon that gives a better idea about its transformation or its process of changing. For that reason, general aspects would lead the theoretical framework to present a logical sequence of the information.

### **2.2.1. Secondary Education in Latin America**

It is important to have a quick overview in regard to education in Latin America. As stated by UNESCO (1997) in the article "The Major Project of Education in Latin America and the Caribbean" that "In recent years, the democratically-inspired awareness that acknowledges the right to an education for all, along with the swiftly growing socio-economic development of our countries, are demanding that our

educational institutions produce personnel endowed with higher qualification.” (p.5) This means that educational systems are responsible of forming people able to grow as qualified citizens of the society. Also, people with sustainable personality who increment valuable benefits to the country. It is important to mention the four pillars of education which are “learning to know, learning to do, learning to live together and learning to be. All of them are valid for education as a whole and, therefore, for secondary education.” (UNESCO, 1997, p.6) Education should be grounded not only on values, but also the desire to guide adolescents to achieve future goals.

Secondary education in Latin America has been changing through years in order to fill up daily requirements in students and educational curriculum. It is occurring since the 1990's with views that established new regulations and projects which pretended to promote inventions in the educational system. As a result, those changes will cause new challenges and needs that have to be successfully accomplished (Braslavsky, 1999, p.4). There has been changes on the educational fields with initiatives that incentive the transformation in new practices and secondary education growth. In the same way, educational systems require to take into account the changes to educate not only autonomous learners but future stable citizen capable enough to take decisions. As it is stated by UNESCO (1997), “Secondary education must now also prepare graduates for direct entry into the workplace with or without further training.” (p.8) It is necessary that learners have not only the bases to succeed in their professional fields, but also the tools to develop and cope future obstacles. That's why the role of the teacher should encounter the requirements in order to build successful learners able to deliver

outstanding outcomes. This means that teacher is also responsible of the students' learning process. Even more when learning a second language has taken an essential role in education.

#### **2.2.1.1. Learning a Second Language**

When it comes to second language, this can be defined as “any language that a person uses other than a first or native language L1.” (Nordquist, 2017) This means that people have develop another language rather than the one already learned as a child. There is another definition like Aleidine Kramer Moeller & Theresa Catalano’s (2015) who mentions that a second language “provides access into a perspective other than one’s own, increases the ability to see connections across content areas, and promotes an interdisciplinary perspective while gaining intercultural understandings.” (p.327) The development of a second language can provide people the chance to use it in different scenarios and circumstances. The use of another language rather than the mother tongue allows speaker to have different perspective about the world through the learning of others’ culture. However, second language learning process differs from the native language learning process since the child learns the L1 faster due to the exposure of mother tongue’s speaking environments (Alghamdi, 2016, p.533). As babies start growing, they require contact with the first language in order to communicate with other speakers and develop other speaking and listening abilities. These contextualized environments allow kids to infer the meaning of words and acquire vocabulary unconsciously. On the other hand, the process of second language can occur at any time; however, it sometimes requires an educational process or close

foreign contact in order to achieve its acquisition. In the same manner, there are debates about the laborious progress a person has to do in order to acquire or learn another language, and how age influences on this process. As an illustration, Krashen, who is a professor from linguistics, proposed two different types of developing competence in the second language. They are; first, that process of acquiring a second language follows the same process as native language because it is described as an unconscious procedure, and it occurs in childhood. Secondly, the process of learning a second language is characterized as a conscious procedure where learners are aware about the elements such as rules and conditions that are necessary to manage the language (Gass & Selinker, 2008, p.242). This means that both processes differ from one another based on the time people start developing the second language.

#### **2.2.1.2. First Language Influences Second Language Learning**

When it comes to the process of learning a second language, this can be influenced by the mother tongue which is already acquired. This influence is called by many linguists as language transfer. It is when learners are able to compare and use some components of the L1 such as grammatical or morphological elements, lexical items, structures or similar pronunciation from the first language to the one being learned (Ucheoma, 2011, p.31). This means that both languages share some elements that can be used by the learner in order to get proficiency or learn more vocabulary, and this helps them to feel comfortable in the process of acquiring the language. For instance, there are studies that explore how second language learners rely on their mother tongue in order to succeed when talking another language. The translation technique;

for example, is a methodology that teachers use in order to introduce or facilitate second language sentence structures. This consists on translating words from L2 to the L1, so having the meaning of the words might make easier the process of deducing unknown terms (Alghamdi, 2016, p.537). This methodology is not considered the most effective way to start learning; however, if a teacher implements it, it should not be used for a long period of time (Alghamdi, 2016, p.358). It is recommendable that students construct two independent language systems, and they enhance the ability to use any language when it is required.

Something similar happens with approaches which are another important element in the process of acquiring a second language. These are a series of hypotheses that support some of the procedures of how the language is learned by second language learners.

### **2.2.1.3. Second Language Learning Approaches**

As an illustration, an approach can be defined as “theoretical positions and beliefs about teaching, language, language learning, learners, institutional and societal factors, purposes of a course, and the applicability of all to a specific educational context.” (Brown & Lee, 2015, p.16) In other words, approaches entail the idea of how the language can be learned and used in different contexts taking into account the learner's environment. Some of the approaches that define second language acquisition are “mental schemas and differentiation of universal and parameters, the development of communicative competence.” (Stanciu, 2015, p.107) Many linguistics have researched about the “linguistic and psycholinguistic sub-processes” that convey the procedure of

acquiring a second language regarding lexical items, morphological and syntactic parameters that interrelate between other languages (Stanciu, 2015, p.107). Those schemes help learners with the construction of knowledge and their data assumptions to interpret and validate information. In the case of universal grammar, it is based on the “typological analysis of features present in all languages.” (Greenberg, cited by Stanciu, 2015, p.108) There are studies that give substantial value to how learners rely on their mother tongue due to some similarities they share.

Inside this, the environment plays an important aspect when acquiring a second language. All learners at any level and without distinction of age need to be in contact with the language. So, the teacher needs setting up educational surroundings where the learner gets a considerable amount of input that will help to build up knowledge on the language. As an illustration, in the journal “New Trends, Approaches and Methods in Second Language Acquisition,” the distinguished author Stanciu (2015) makes an extended research about the facts of the process of L2 learning and how it has been changing politically. In this case, the author believes that a constructive interaction with the language provides the students the necessary assistance to be appropriated involved to achieve better results (p.107). This atmosphere sparks great enthusiasm among the learners that fosters delivering outstanding outcomes based on encouragement and strong abilities (Stanciu, 2015, p.117). The students require an environment where they can feel comfortable at sharing ideas or opinions because it motivates them. Additionally, healthy environments boost positive attitudes towards the process of learning and enhance their communicative ability in real context situations. On the other hand, in the article “First and Second Language Acquisition: An Overview,”

the researcher Dalia Jamal Alghamdi (2016) looks into the differences between how the L1 and L2 are acquired by children and the influence of their educational environment. It is explained that, even though teachers promote communicative activities to help learners to develop the language, the students do not achieve a proficient level to communicate (p.533).

#### **2.2.1.4. Learning a Second Language at Early Ages**

The process of learning a second language differs from adults to children due to the individual's brain works differently. When it comes to learn a language, kids are better at this process than adults because kids experience the same situation at L1 (first language) and L2 (Second language). This happens because kids learn the L1 without memorizing any grammatical structure and L1 learning process is unconscious. The more they are exposed to the language, the faster their learning will be. In the same way, he mentions that most of educators focus their lessons on teaching L2 grammatical structures to children, but children acquire the L1 due to the exposure at home or friends (Alghamdi, 2016, p.533). For children, the processes of L1 and L2 are different in the sense that kids do not pay much attention to grammar or boring lessons. Instead, they learn by having real contact with speakers of the language.

When it comes to age, this variable can influence the process of learning a second language. As previously stated, children have different perspectives regarding learning a second language. The authors Palea & Bostina (2015) propose in their article "Age and its Influence on Second Language Acquisition," how the age on second language



learners establishes variations between individuals since their interest on learning is completely different. For example, at learning; children are worried about getting good grades and managing educational pressure in order to graduate or pass courses. On the other hand, adults are always seeking efficient learning techniques in order to become fluent when communicating (Palea & Bostina, 2015, p.428). In short, children's learning perceptions are not as strong as adults since they absorb many things unconsciously and that is why kids and adults diverge. Other aspects are that adults and young children have cognitive and neurological differences that naturally vary into the process of learning. Many linguists have research about "the critical period" which it is defined as the time slot where the brain can assimilate easier the information allowing kids to mentally develop (Palea & Bostina, 2015, p.428). This means that during this period the learners are more responsive to knowledge and susceptible to learn easily. It is also said that children are able to acquire more than one language at the same time during this period which occurs at very early ages. In the same way, the authors appoint that cognitive abilities are not only immersed on the learning process, but also the learning styles, motivation and skills are influencing the way learners acquire the language (Palea & Bostina, 2015, p.429). Children and adults have different ways of learning, their techniques to acquire and study differ from one another. For example, in the case of kids, they get motivated with alternative techniques such games and dynamic activities which provide a significant learning. However, in many cases the adults require to memorize grammar sentence structure, phonological rules, among others. The age is an important element that teachers should take into account in the

acquisition of the L2 because students' attitude and motivation may depend on the way they feel in the class.

#### **2.2.1.5. Affective Factors of Second Language Acquisition**

Affective factors are the elements that help to understand how students feel towards the process of acquiring a second language. Those emotions can either contribute learners' learning or block their desire to learn. In the article "The Interdependence between Attributions and Second Language Attainments in Secondary Students," Gosiewska-Turek (2017) The investigation establishes the importance of affective factors which "contribute to the learners' language achievement." (p.110) These psychological aspects are presented in every second language learner since it is a new stage that the learner has to face. Affective factors can influence positively or not, everything may depend on the factor and how the learner controls the emotions towards the situation. For example, students can be anxious when talking on the target language; and it might cause that their fluency diminishes. There are several affective factors; as an illustration, "Krashen recognized three essential factors which have an impact on SLA. Among these factors motivation, self-confidence and anxiety can be distinguished." (Gosiewska-Turek, 2017, p.110) The behavioral components previously mentioned are able to enrich the learners' desire to succeed or continue learning at their acquisition language process. Moreover, these affective factors are able to control the amount of input the student receive because they are able to create a barrier and manipulate the student's learning process (Gosiewska-Turek, 2017, p.110). All this leads to the theory

that establishes how affective factors impact the performance in second language learners.

#### **2.2.1.6. Affective Filter Hypothesis**

The Affective Filter is a hypothesis attached to the process of learning a second language which explains the ideas that there are internal factors that influence learners. In the Gosiewska-Turek's study (2017), the author mentions Krashen's theory which points out that "affective filter is an obstacle that hinders foreign language learners from absorbing comprehensive input effectively." (p.110) This means that depending on the degree that some students have with reactions such as motivation, self-confidence and anxiety, they can stop rather than improve their process of acquiring knowledge. For example, "when the filter is too high, the input will encounter obstructions in receiving language acquisition...when the filter is lower the acquisition is more available." (Gosiewska-Turek, 2017, p.110) It is important to consider learners' feelings and their reactions towards English language exposure because they really make a difference when processing or acquiring new information. Additionally, since teachers are responsible to provide comprehensible input as they are learning (Gosiewska-Turek, 2017, p.109), educators have to set out monitoring techniques to evaluate their progress and reactions. Moreover, it is important to consider that students need to be challenged in their skills in order to improve and critically grow. However, educators should be careful with exercise complexity since students may react negatively. For instance, some students associate their low second language performance with their failure at completing complex tasks (Gosiewska-Turek, 2017, p.112). At teaching,

affective factors attribute students' acquisition process, so teachers should be committed to help learners at coping psychological barriers. Encouraging students positively with communicative environments enhance their performance and strengthen their attitude toward possible challenge situations.

#### **2.2.1.7. Communicative Settings at Classrooms**

When learning a second language, it is important that learners have contact with target language environments which provide significant meaning to their process. Having opportunities to share opinions, interact with others, provide examples and further explanations about specific topics, are a set of activities that help students to construct their own knowledge because they have to produce meaningful outcomes. In the article "Developing Learners' Second Language Communicative Competence through Active Learning: Clickers or Communicative Approach?" the author Agbatogun (2014), analyzes how students enhance their communicative competence when being immersed in active environments. This study analyzes the use of a device called "clicker" which is used by students in order to answer specific questions at the TV screen. He also makes an emphasis that those interactive environments allow students to use the language openly, and that contributes to learn successfully. Moreover, the author points out that "interaction is a key element to successful instructional process." (Agbatogun, 2014, p.257) This means that interpersonal or educational interactions contribute to the process of acquiring a language, and its steps fulfill the students' language comprehension and understanding. Since communication is important at any learning stage, it is significant that teachers evaluate students' communicative skills with

meaningful speaking activities where they can produce new phrases. This means that throughout interactive classroom, students are able to integrate their abilities and enhance not only interpersonal but cognitive abilities. Engaging students with communicative settings is a challenge for educators since traditional classrooms are very frequent at institutions.

#### **2.2.1.8. Teachers' Perspective: Communicative Settings**

Improving academic oral performance in students is a challenge that many teachers face at educational settings. In educational settings, teachers are responsible to open spaces where students become critical and present outstanding results when it comes to language competence (Strakšienė, 2011, p.126). As a result, teachers have to prepare methodological activities that improve oral communicative skills. It is crucial that students have the opportunity to grow personally and academically since they are going to be challenged at future situations. As part of the learning process, communication is a key element that students need to develop in order to succeed at expressing themselves and expanding their critical thinking. As a consequence, teachers need to create situations where learners acquire the knowledge in a meaningful way and look forward to “developing oral communication skills.” (Ediger, 2013, p.98) The individuals need to proactively participate and achieve linguistic competence which leads to fluent and coherent speakers. In the same way, communication is essentially needed in order to express ideas, opinions and enhance social competence. In addition, individuals need to communicate in order to establish relationships and achieve goals during their period of life. For those reasons, it is also important to identify how do teacher consider

communication at classroom. As an illustration, some educators do not consider speaking abilities as an important skill; instead, teachers think that following instruction is one of the aspects that should be at classrooms (Reed & Spicer, 2003, p.344). Even though teachers contemplate that follow indications is an important students' characteristic, it requires teacher-student communication since the educator has to provide clear explanation and instructions. As Ediger (2013) shows, "each speaking experience needs to possess clarity in objectives and follow recommended criteria." (p.99) When providing the correct instructions and evaluative aspects, students have the chance to be guided in their process of acquiring the language. Providing information is very important for students to properly complete tasks; otherwise, gaps might interfere with the message and may lead to poor language performance. On the other side, classrooms are sometimes demanding settings where teachers are challenged to control and motivate students in their process of learning a second language. As a consequence, teachers need to create challenging activities where learners can interact with other speakers and construct their own knowledge by taking decisions (Ediger, 2013, p.99). Communication is needed in educational settings in order to educate autonomous individuals. When having hard situations with unmotivated students, and lack of participation, teachers need to provide significant learning experiences for them to engage with contextualize situations. Another aspect that influences communication at classrooms is that the number of students in a class. This causes that teachers are not able to provide feedback to all the students or in the case of learning a second language, this interferes with the language-controlled performance (Reed & Spicer, 2003, p.344). For some teachers, communicative skills are not very

important due to previous observations; however, there should be a way to encourage teachers to implement practices where students enhance their communication.

Promoting the importance in communicative abilities may change teachers' visions toward students' oral skills, so this may help them to acquire English competence.

#### **2.2.1.9. Attitude on second language learners**

Studies on second language learning process have highlighted the fact that attitude plays a particularly important role in improving learners' educational progress. In an investigation conducted by Ming, Ling & Jaafar (2011) named, "Attitudes and Motivation of Malaysian Secondary Students towards learning English as a Second Language: A Case Study," the authors examine how students' motivation and attitudes help students to improve their performance at learning a second language. The participants are from different subjects such as Science and arts at Malaysia high school. Additionally, the researchers collected data from 143 secondary boys with the use of questionnaires. The results of the research reveal that positive attitudes encourage students' desire to practice and improve their proficiency. As a result, when students have positive attitudes, they feel motivated and comfortable at sharing their ideas with others. Also, it allows them to think critically and build their own knowledge. Indeed, there is a connection between the students' second language performance and their attitude or motivation when learning. In the same way, the authors explain how positive and negative attitude are key factors that determine the learners' English performance. Having positive attitudes towards the learning process ensure their L2 achievement liking it to their motivation to continue improvement (Ming et al. 2011, p.41).

### **2.2.1.10. Motivation on Second Language Learners**

Motivation is a key factor that second language learners need in order to succeed in their process. It can be defined as the behavioral results and reactions that individuals have towards their personal purposes and academic accomplishment (Al-Gramdi, 2014, p.2). The students' reactions influence the way they perform at the target environment; however, their personality can also affect their learning. In that way, there are some studies that support how encouraging students helps them into their learning process because when students are not motivated, they sometimes do not feel confident during the process, so that complicates their communicative or written abilities to produce the language. For example, "some learners in L2 are less motivated to communicate with the target language society, whereas, it is the exact opposite for other learners." (Al-Gramdi, 2014, p.3) Students need to be motivated in topics that engage them in the foreign language environment in order to produce output. For that reason, the environment at class is very important because when they feel comfortable with the activities developed in the class, they will share their opinions and will incorporate others. There are many methodologies that involve students' willingness to practice the language. For instance, in a study conducted with bilingual students, the educators decided to compare two groups of students taking into account their performance. It was important to see that when they are rewarded at completing vocabulary tasks, the students were able to complete everything successfully. However, the students who were not aware about the price were not interested on finishing what they were asked (Al-Gramdi, 2014, p.4). This does not mean that students need to be rewarded anytime they have to complete exercises, but teachers can praise or compliment them. Since



the teacher is the one in charge of students' learning, they can encourage students by using interactive methodologies that involve the students' skills and enhance weak areas to produce better results.

#### **2.2.1.11. Language Teaching Methodology**

Teaching a second language is a responsibility that requires the evaluation of educational and environmental aspects in a classroom. The teacher is considered one of the elements that contributes in the teaching and learning process, and the one in charge to look for didactic tools that encourage students' language acquisition. The process of acquiring a language starts when the mother tongue is already learned, and it also includes more than 2 languages (Gass & Selinker, 2008, p.7). Another important aspect is that educators need to find methodologies that motivate students' learning process and help them to cope barriers that may limit their knowledge. In a linguistic journal, Claudia Leah defines methodology as a group of "approaches, methods, procedures and techniques, all of which go into practice of English teaching." (Gass & Selinker, 2008, p.84) The term approach encloses the pedagogical practices done by the educator who focuses on students' foreign language learning and how the language is learned. According to Milevica Bojović, (2017) in their article "Blended Learning as a Foreign Language Learning Environment" considers that learning a foreign language is the process that learners experience when learning a second language in a mother tongue environment (p.1023). In other words, foreign learners are the ones who learn a second language immersed in a place where the target one is not spoken. On the other hand, a method is carried out when an approach is done with the use of procedures and

techniques, and they enable the successful production of the communication. When it comes to procedures, they refer to the instructions or techniques given by the teacher in order to establish the production of the activities (Gass & Selinker, 2008, p.85).

Teachers are responsible of using techniques that engage students' learning; for example, exercises and activities that foster the use of the language.

Moreover, the classroom environment plays an important role with the students' motivation. It is imperative that teachers create spaces where the students feel comfortable where they do not only use but learn the target language successfully. According to the authors Gass & Selinker (2008), target language "refers to the language being learned." (p.7) Since students are learning another language, it is important that teachers fill up students' needs in a foreign language environment. Additionally, students have to be encouraged to produce output as they start developing oral skills. As Saville (2006) expresses in the book "Introducing Second Language Acquisition" which it explains the process of acquiring a second language and how the language is learned, it is said that output is "the language that learners produce, in speech/sign or in writing." (p.75) In this way, students' output helps them to express their opinions using the language with others. Second language learners spend most of their time at school and high school, so that means that their learning is basically developed at the classroom settings. In most of the cases, teachers are the ones who monitor the class since they are the main source of information. Vygotsky, a great developmental psychologist, who came up with cognitive and emotional development theories proposed that meaningful activities and interactions between

peers and teacher strengthen the learning process and enrich students' processing ability by promoting communicative skills (Blake & Pope, 2008, p.63). In other words, when acquiring a language, teachers need to construct tasks that influence students' cognitive progress and allow them to use language forms appropriate. Teaching methods are fundamental in second language acquisition process because they constitute the base of how language is taught for second language learners.

#### **2.2.1.11.1. Traditional Teaching Methodology**

Teaching can be considered as a combination of approaches, methods and techniques that teachers implement in order to facilitate students' language acquisition process. Every class differs from one another in the way how those elements are used in different contexts, and how the teachers develop their class. Traditional teaching is when the educator is the one who controls the learning environment. In some cases, the students do not share their ideas, so the main source is the educator who is in charge of giving feedback. Those teachers may use paper sources in order to balance their lesson plan's objectives and activities. As Leah (2017) states in her article "Teaching English- from Traditional to Modern," "traditional methods usually rely on textbooks." (p. 85) Teachers who implement traditional teaching, make students complete paper-based items and written tasks. In addition, the students are tested through written assignments and their proficiency is based on scores.

There are traditional teaching activities that are implemented in the classroom which try to help students in their learning process. However, some of those activities do not

engage the students, so they may feel bored while completing certain activities.

Following there is a description that Eli Hinkel (2011) describes in her book, "Handbook of Research in Second Language Teaching and Learning" some ways of how traditional classroom can be developed in second language teaching environments.

➤ **Grammar-translation method**

The principal aim in this method is that students start reading literature in the target language and become successful learners through the association of translating. As its name indicates, the students have to translate texts given in the target language, and they have to focus their attention on grammar structures and vocabulary. As a result, they strengthen their written abilities and reading skills. However, this "method was criticized intensively in the nineteenth century because it was considered that this method cannot fulfill the demands of language learning in nineteenth century." (UK Essays, 2013) As the author mentions, the use of grammar translation method does not satisfy the learner's language process due to its rigid procedure to teach and learn. Even though this method reinforces grammar structures and vocabulary learning, it limits some other skills that should be improved due to student's communicative needs. It is important that teachers find the way students learn vocabulary and improve other areas considering language pedagogy. Developing skills rather than grammar structures knowledge enhances students' language proficiency when having contact with the foreign language (Hinkel, 2011, p.564). This is a reason why grammar-translation method should be considered as a powerful engagement tool for students since they

can construct knowledge through their lexicon information but leaving apart oral communication skills and pronunciation improvement.

➤ **Direct Method**

The direct method focuses its attention to transform the grammar-translation one because its goal is the development of individuals able to communicate in the target language. The method looks forward to becoming able to acquire vocabulary and develop the language competence in a deductive way instead of translating in all means. Direct Method demand that teachers use objects in order to demonstrate and guide students in their understanding with the avoidance of using the native language. Moreover, the aim of the method is acquiring vocabulary with contextualized material avoiding lists of words and promoting “reading passages.” (Hinkel, 2011, p.565)

➤ **Audio-Lingual Method**

The audio-lingual method looks for individuals able to communicate with others using the target language. It looks for the acquisition of the language through contextualized material. Some of the sources are the repetition of dialogues which students have to memorize in order to use them in the future with real situations (Hinkel, 2011, p.567). Additionally, this method concentrates on educators who are the main source of information and who provide learners the tools in order to acquire the language using repetitive dialogues provoking the use the target language. The process of this method is that learners start acquiring vocabulary through dialogue readings and drills which

help individuals progressively improve skill competence. Audio-lingual considers the limit usage of the mother tongue as the direct method does to.

➤ **Communicative Approach**

This approach is characterized by the teacher's role which becomes a facilitator of the information and arranges tasks in order to promote communication between participants. In communicative classrooms, the teacher is responsible to guide students through activities where they have to use the language. Some of the activities that demand students the use of the language in the communicative approach are "group and pair work; free practice; risk taking; communicative tasks as a basic organizing unit." (Hinkel, 2011, p.549) As a result, the students are the ones who construct their own knowledge by themselves or with peers. An important aspect is that learners avoid memorization and repetition of dialogues. Also, the class' environment becomes active since the main skill there is the speaking ability. In those circumstances, the students show interest and feel engage on the activities developed by the teacher. Another characteristic is that learners develop fluency and accuracy since they are in contact with the target language.

➤ **Total Physical Response**

The Total Physical Response establishes learning in two steps; first, the learner needs to understand and internalized the target language; then, he/she starts speaking or producing the language naturally (UKEssays, 2013) In this case, the teacher's role is the to emphasize the improvement of oral abilities than written and to control the way of

providing feedback is important since students are in their learning process. As a result, educators should highlight just major errors. Total physical Response establishes that learners acquire the language through movements and by doing tasks.

➤ **Silent Way**

The silent way establishes that teachers have to keep quiet in the class in order to give students the opportunity to speak. It is important that learners feel engaged and start discovering and creating knowledge. It incorporates the idea that learners work with all the resources available they have and become responsible of their own learning avoiding practices like repeating and memorizing. Another characteristic is that teachers use objects in order to mediate learning understanding. (UKEssays, 2013)

**2.2.1.12. Modern Teaching Methodology**

Through the time, cognitive theories have changed the way teachers implement their teaching methods in order to discover students' strengths. There are many sources that support the process of learning a second language such as, technology which has been used to engage students and enhance their communicative skills. For instance, the use of multimedia has helped teachers get out from traditional methodologies and improve the teaching process. According to Leah (2017), the modern method "is 'student center' method based on 'help learning to happen'-role, communication, interaction, helping students to explore ..." (p.86) Modern methodology looks for collaborative learning and keeping up educational changes while improving students' performance. Innovative teachers are committed to evaluate students' interests and

perform tasks that enhance their skills. When it comes to evaluate students' progress, modern method checks their active learning and focuses on sharing opinions and information.

### **2.2.1.13. Vocabulary Learning Techniques**

Learning vocabulary is a process that is developed through the development of learning a target language with contextualized situations in most of the cases. However, there are situations where students have to learn vocabulary in isolation. This means, that students have to infer the meaning of words when they lack lexicon knowledge. Lexicon knowledge can be described as the student's process of recognizing a word and use it in context. (Gass & Selinker, 2008, p.452) Additionally, it is not common to find vocabulary courses that centralize their objectives on teaching lexical forms. Instead, teachers provide big list of lexicon, and they implement this method in order to incorporate students in learning vocabulary process. It is important that students not only learn lexical forms but use them in communicative and written contexts situations.

Vocabulary is an important element that unifies other language skills such as writing, reading, listening and speaking because without vocabulary, second learners might be limited to express their thoughts. When students have the ease with recalling lexical items, they are able to express their ideas and use the language appropriate. In the journal, "Strategies for Teaching and Learning of the Vocabulary English Language in Romanian Schools" which identifies some difficulties, Costica (2015) emphasizes that learning and teaching vocabulary is an essential component when acquiring a



language. (p. 344) This means that acquiring lexical forms provides learners with the necessary source to learn a second language. Moreover, vocabulary learning may be associated to students' level of language. However, "there is no single method used to describe the learner level of an English speaker." (Costica, 2015, p. 344) Students can acquire lexical items through different techniques depending on the way they learn. In the same way, teachers have to be aware of students' learning styles and adapt lesson plans in order to fit students' needs. Depending on learning styles, which are the ways how learner acquire specific information and they vary from one student to other, (Gass & Selinker, 2008, p. 432) the students may learn the target language easily.

When it comes to learning styles, all students learn differently from one another, and they comprehend information depending social, educational environment, teaching methodology, among others. David Kolb, a philosopher interested in experiential learning, proposed the learning style cycle which establishes how learners understand and acquire information depending on certain characteristics. For example, he says that diverging learners are characterized by watching and imagining how elements work, and they try to find out solutions by gathering data. Some other aspects are that they "tend to be strong in the arts" and they are also good listeners. They prefer team work and "receive personal feedback." The second type of learners are the assimilators who are characterized by watching and thinking. They are good at organizing data, analyzing facts and reading information. An aspect that characterized both styles is that those learners are not kinesthetic, that means that are not practical learners. The third group is converging learners who are distinguished from doing and thinking since they

evaluate logical situations. These learners are more practical and look for possible explanations, and they come up “with new ideas.” The last group, accommodating learners, like to do and feel. They are very kinesthetic and “attracted to new challenges” in order to solve and put into practice their knowledge (McLeod, 2013). It is important that teachers keep in mind the different learning styles that learners present in their learning process and promote inclusiveness. Even though students have different ways of learning, vocabulary can be learned, and teacher based on student’s preferences.

### **2.2.1.13.1. Students’ Vocabulary Learning Techniques**

Vocabulary acquisition is an ability problem that second language learners face when they want to increase their communicative language competence. Also, it is aspect that learners have to deal with the whole process. On the other side, teachers have to find ways that help students learn vocabulary easily and improve their language skills.

Costica (2015) defines communicative language competence as the “knowledge of sounds, words, syntactic rules and the ability to use it in order to understand and produce language.” (p.345) There are students who are always willing to improve their language proficiency; as a result, they have methodologies that help them learn more lexical items. In a study conducted by Vasu & Periyasamy Dhanavel (2015) which evaluates how students consider the importance of vocabulary knowledge, and the students’ vocabulary learning techniques, the article “Understanding the attitude of ESL learners to vocabulary learning” mention that some students learn vocabulary by “listening to their friends or teachers, lectures, English songs and movie dialogues,” some others “ always use dictionaries” or written material such as “novels newspapers,

notices, magazines, etc” there are students who use mobile devices which involve chats, instant messages among others (p.222). Even though this research was conducted with university students, some cases can be applied to high school students. The way how students acquire the language can be one of the reasons why learners are having problems with language retention.

Attitude is another aspect that influences the target vocabulary learning process because unmotivated students will not learn the same way as others. Learning a second language is a different process from learning the mother language because it depends on the learner’s age. Native language or mother tongue, refers to “the first language that a child learns” is an unconscious process (Gass & Selinker, 2008, p.7). The process of learning a second language depends on the age an individual learns it. For example, when kids are exposed to two languages, they learn both at the same time because it is natural.

### **2.2.1.13.2. Teaching Vocabulary Techniques**

When teaching vocabulary, educators face challenges regarding the content material or the way how vocabulary should be taught. In second language acquisition, the more contact the student has with the target language, the better it will be in terms of acquiring the language faster than others who do not have it. Students find vocabulary in every skill they have to develop during their learning process. Vygotsky considered that social interaction plays an important role when learning a language because it causes mediation between individuals and interpersonal interaction. (McLeod, 2013) In

writing; for example, they have to understand what they are writing because otherwise, there might be no coherence on the ideas. The same happens with speaking, students need to know the words they have to use in order to produce outcome. Consequently, teachers need to provide authentic material that enrich the input the students are receiving. In Saville's (2006) words, input is "whatever sample of L2 that learners are exposed to." (p.74) Teachers should provide quality output since students are enriching their vocabulary and ability through target input. Vygotsky also considered that educators should trigger students' capacities and potentialize their progress to succeed (McLeod, 2013). Social interactions provoke that individuals adapt new perceptions and strengths communicative skills.

Teachers implement different strategies in order to teach language and motivate students through their learning process. At early ages, kids learn how to say specific words and they use them as they start talking. The same situation happens when learning a second language. The students have to know the meaning of certain words, so they can learn them and use them in context. For this, teachers need to introduce lexicon, so the students start getting familiar with the words and using them to communicate. Some teachers use different strategies; for instance, "traditional strategies." Those techniques are "when the teacher was at the center of the class, he/she and dictionaries being the only sources of vocabulary information." (Costica, 2015, p.344) Traditional strategies do not allow students produce language; instead, they limit students' thinking criticality and sharing their options. In some cases, this strategy is used in second language classrooms where teachers provide a list of words

and students have to memorized them. Additionally, if they do not know the meaning of the words, they have to find their meaning with dictionaries.

In terms of teaching techniques, some educators are limited when they face vocabulary activities because of the content or the students' level. Depending on the topic, there are words that can be explain, others can be performed, but some others have meanings difficult to clarify. In other words, "it is funny indeed to teach the word "dog" and start barking like one, compared to teaching the word "richness" and give students a dictionary definition." (Costica, 2015, p. 346) Some words may be impossible to explain without dictionary's definition and some teachers may be challenged with this type of situations; instead, they just ask students to look at their dictionaries or internet. This traditional vocabulary technique causes that some teachers use tests in order to evaluate students' comprehension.

There should be a way to encourage students to acquire the target language using dynamic strategies and helping them to learn. Producing is the main goal when acquiring a language, so teachers have the responsibility to motivate students by avoiding their traditional strategies and trying to innovate their techniques.

### **2.2.2. Technology and Second Language**

Technology has been considered as an innovative tool which teachers use to generate creative class activities that contribute students' learning process. It is important to mention that its integration at class can evidence students' improvement in "cognitive,

psychological, and socio-affective” areas in their second language process (Izquierdo, J., Villegas, V., Aquino, S., Sandoval, M. & Garcia, V., 2017, p.34). This means that through the use of technology, the students can improve their communicative and interpersonal relations that allow them to interact with others and be able to express themselves accurately. Additionally, innovative resources create dynamic environments that influence the way students learn. For example, enjoyable lessons promote the active participation of the learners and make them feel comfortable in specific situations. On the other side, technology can be integrated in the classroom with the objective to enhance pedagogical practices (Izquierdo et al., 2017, p.34). Fostering technology can provide effective educational changes in order to improve students’ performance and help them to cope possible language barriers. Implementing communicative activities with the supportive use of technological tools catch students’ attention and promote active participation between teacher and peers. Some innovative methodologies allow students to interact with other people and this promotes social interaction which enhances not only oral but listening and writing skills. When learning a second language it is important that students have different ways to acquire the language since they learning styles differentiate from one another. Moreover, due to technology, ways of teaching and learning have changed because electronical devices have rapidly influenced educational settings (Diaz, Jansson & Neira, 2011, p.54). When having contact with technology, the students have easy access to information which is a good source to investigate, do research, and read about important aspects. Teachers should take advantage of technology to implement constructive activities about social aspects where students are able to provide their opinions. These activities provide different

perspectives about social topics, and they strengthen their critical thinking through problem solving situations (Diaz et al., 2011, p.54). Teachers have the opportunity to diversify their practices at the classroom and engage students in order to help them improve linguistic areas that help them to enhance communicative oral skills. In fact, technology has changed the way of “traditional’ teaching because the educators can modify and improve their lesson plans and practices (Izquierdo et al., 2017, p.34). These devices have been implemented at classrooms as didactic tool to improve teaching because they complement pedagogical practices.

Another important aspect is that the use of technology motivates students because it creates an interactive environment which impacts learners and they become active learners. When students are motivated, they participate and get into the language practices which enhance their language skills. However, incorporating technology at class is a challenging task for teachers since they sometimes do not have the resources to use innovative tools. In an investigation called “Percepciones de profesores y estudiantes chilenos de educación media acerca del papel de la tecnología en la clase de inglés como lengua extranjera” the authors Díaz et al. (2011) denote the positive attitude that students have towards the use of technology in the class. As an illustration, the students identify the facilities that technological devices give to them at completing exercises at receiving feedback in the computer and the accessible way for information (p.57). Even though many students prefer the use of computer to acquire the language, there are some barriers that limit the access to technology. Infrastructure is the most controversial aspect when experts consider equipping technological classrooms. This

means that educational settings still need improvements in technological areas and improving teachers' practices by reinforcing their ideas to implement technology in their classrooms.

Communication is essential in humans' lives since they need to transmit a message every time they need. The same situation occurs with second language learners, they need to provide accurate information in order to express ideas and continually improve oral communicative skills. As an illustration, in the article "Creating an Online Learning Community in a Flipped Classroom to Enhance EFL Learners' Oral Proficiency," the experts Wu, Chen Hsieh & Yang (2017) mention that "oral proficiency in a foreign language is the prerequisite for communication of ideas and intelligent conversation." (p.142) Second language learners require outstanding oral communication skills to appropriately speak demonstrating varied vocabulary knowledge and present proper vocabulary management. Through the use of technology, teachers can create autonomous activities where students are able to construct their learning with peers having opportunities to progressively acquire knowledge. Engaging students through technology can be a good practice to introduce new topics; for example, technology supports teachers' practices with interactive activities that catch students' attentions through the use of mobile devices (Wu et al., 2017, p.143). Teacher-student communication is required in every educational setting since teachers are the main source of information. For this reason, it is important that educator take advantage of technological tools which foster "mobility, reachability, personalization, spontaneity, and ubiquity" which "facilitate language teaching and learning." (Wu et al. 2017, p.142)



Innovative environments facilitate learning and meaningful tools that contribute students' learning process.

### **2.2.2.1. On-line Learning**

Technology has changed people's lives in areas such as education, social, and interpersonal relationships. The idea to use technology in the class has potentially called experts' interest on improving learners' education. Investigations have proved that technology provides teaches new-encouraging practices to engage students. Online-sources is an option that teachers can use to extend learning outside the class and foster innovative ways to catch learners' attention. In fact, foreign countries promote the use of online sources as a way to avoid "traditional academic programs." (Schrum & Hong, 2002, p.57) It is important that educational settings innovate in order to fulfill students' needs and reach a technological view in education. For example, online learning enables students to monitor their learning by receiving feedback from what they have done, and they also have the opportunity to complete their tasks at any time (Walsh, 2007, p.742). Online learning is a good way that students have in order to supervise their progress when learning something new since they receive corrections. Another advantage is that having the easy access to technology, educators can change the sources of information at any time in order to meet students' needs (Walsh, 2007, p.742). Teachers can monitor the learning needs and dynamically change strategies whenever it is needed. Online learning enables students to new practices which suits students' rhythm and the benefit to develop teamwork that enrich their learning. "It provides learners with opportunities to meet regularly with their partners for

collaborative construction and improvement of knowledge about chosen topics.” (Wu et al., 2017, p.143) Developing online educational setting, the students can proactively enrich their communicative performance through teamwork and enhance vocabulary knowledge. These open multiple sources of information and way to teach a second language with the use of technological devices; for example, e-learning and m-learning promote the use of technology in order to enhance students’ learning skills.

#### **2.2.2.1.1. E-learning**

The immersion of technological devices has influenced the educational settings since educators and experts have thought about implementing technology into the class and take advantage of virtual means to teach. Since then, it is important to innovate educational settings in order to provide challenging tasks and create opportunities to improve communication (Marinescu, 2017, p.38). When it comes to e-learning, it is considered a new way that teachers can implement in their classrooms in order to engage students with different learning material and subject matter delivery. It is also described by Nedeva & Dimova (2010) as “the education via the Internet” which uses “electronic applications and processes to learn.” (p.21) For instance, having wireless connection and mobile devices, e-learning can easily take place in the class and effectively contribute in the process of learning, and it also makes their process of learning meaningful. The use of e-learning in a class can be proactively implemented with the use of audio-video equipment, cable and internet connections and digital artefacts which allow educators to implement new learning activities in order to enhance students’ skills. Technology is a good source of information where students have

contact with the foreign language (Marinescu, 2017, p.38). E-learning proposes the use of technological tools which help students in their learning process, and through their applicability they feel interested on what is being learned due to the use of interesting subject matters. Engaging students with new practices transform the way how students learn, and they help them to actively construct their own knowledge (Nedeva & Dimova, 2010, p.23). Providing meaningful contents at the class, the students are able to think critically and express coherent ideas using previous knowledge. In the case of teachers' practices, it is important that learners recognize ways of learning the language and acquire good practices that will contribute to cope future barriers with the language (Nedeva & Dimova, 2010, p.23). When learners have the opportunity to fulfill their language necessities with innovative practices, they feel comfortable during their learning process contributing positively in their attitude at developing their abilities. E-learning offers the implementation of technological devices outside the class or it can support teachers' practices at classrooms. For instance, virtual assignments can be a way to stimulate students' learning process beyond traditional classrooms. As an illustration, "E-learning can be conducted solely through online applications. Blended e-learning includes elements of web interaction and in-person interaction. If distance is not a factor, some face-to-face communication can be included to create blended e-learning." (Nedeva & Dimova, 2010, p.21) Online practices can be an encouraging advantage that teachers incorporate in the class with the goal to support and totally improve learners' second language acquisition process. Its flexibility provides facilities to keep track of students learning progress (Nedeva & Dimova, 2010, p.22). The use of technological devices can fulfill students' needs and provide them with valuable

feedback while benefiting their experience. It is important to mention that e-learning follows the student-center approach which concentrates its attention on students' learning progress. Since e-learning looks forward to achieving students' interests, teachers have the advantage to catch students' attentions with topics of their interest (Nedeva & Dimova, 2010, p.23). Students feel engaged when they know about the topic in study and have the opportunity to share personal experiences or expertise.

E-learning gives teachers the opportunity to set up “synchronous” and “asynchronous education” which are contexts situations that are implemented with online sources. They differ from one another when the time of response needs to be immediately or not (Nedeva & Dimova, 2010, p.21). For example, the use of synchronous education allows learners to have realistic time videos, conversations and up-to-minute contact with other individuals or teacher. The synchronous education demands a realistic time from the learner; in other words, it is a live interaction between the source or time frames classroom. As a result, teachers implement tasks such as video conferencing, teleconferencing, and on-line chat programs.” (Nedeva & Dimova, 2010, p.21) These activities require the interaction of students at the exact moment to participate or the time it is requested to be completed. On the other hand, the asynchronous education does not require immediate response from students, so this allows them to develop and correct answers from what they are requested to complete (Nedeva & Dimova, 2010, p.21). This type of education does not demand an immediate response from learners; instead, they can complete it on their own time. As an illustration, some of the activities that teachers use in order to develop asynchronous

education are “e-mail, list serves, threaded discussions, blogs, wiki and on-line forums.” (Nedeva & Dimova, 2010, p.21) These activities allow students to complete them following a timeframe which extends giving them the opportunity to connect outside the class, more than once. When using e-learning in the classroom, the teachers can develop different online activities that help students in their learning process and the interaction with different tools and realistic context material. Moreover, it supports teachers’ practices at the time of providing and delivering individualized feedback.

#### **2.2.2.1.2. M-Learning**

Even though e-learning and m-learning might have some similarities since they both involve technology in the process, they greatly differ in terms of “mobility.” E-learning requires the use of technological devices; however, individuals need to complete tasks at a stationary place where they have internet access. On the other hand, m-learning uses mobiles devices, so individuals are allowed to work on their tasks at places with wireless access (Crescente & Lee, 2011, p.112). The advantages of m-learning satisfy the learning at any time and any moment which means a benefit for students and teachers when evaluating language progress. Nowadays, researchers have argued about the implementation of m-learning as a way to improve students’ language performance. This digital environment has changed the view of education and learning due to the rapid growth of information sources and technological devices (Singh, 2010, p.65). Students have handy access to social media, information, news at any time, and this contact with different sources can provide educational benefits if they are strategically implemented. Even though m-learning is not completely presented on

educational settings, it can be a considerable educational proposal that should be implemented at regular classrooms (Singh, 2010, p.66). M-learning which englobes the term of supporting the teaching and learning processes by the use of technological devices gives students the chance to build up their knowledge with interactive tools, and teachers with innovative teaching scenarios (Ken Nee, Yahaya, Ibrahim & Hasan, 2017, p.114). The use of technology in the class can offer students new ways of learning because they are immersed in the activities; as a result, educators can take advantage of these sources to challenge learners to proactively share their opinions depending on what they are asked for. There are many learners who have access to technological devices at home, so this digital era makes easier the opportunity to implement innovative tasks inside or outside the class (Singh, 2010, p.66). Many students have cell phones, tablets, computers, music player that can be used at home or class in order to change common practices.

Experts have specifically conducted research on how technology can be implemented in classrooms with new ways of teaching and slowly adapt students with contexts where they can develop their skills (Ken Nee, Yahaya, Ibrahim & Hasan, 2017, p.113). Learning theories have focused to the impact of mobile devices in order to improve teaching practices and motivate students' learning process. When it comes to the use of technology in the class and how students are influenced by the use of technology, there are some advantages in their learning process. For example, "mobility" allow individuals to open timeframes where they can work at any place and it is not required to be specifically at the classroom. M-learning's accessibility changes

educational settings from traditional or common ones to an innovative class which proactively provide activities where students can have access everywhere. Additionally, the students have a set of sources where they can learn or get useful information in order to build up their knowledge. The activities implemented in m-learning classrooms are guided by the educator who is the one in charge of incorporating practices to improve students' learning styles and process (Singh, 67). Even though m-learning is a way to improve students' learning process, the teachers who are the main source of information, are the ones in charge of putting into practice innovative teaching and learning techniques where students can develop better skills and provide meaningful results regarding their performance.

Even though, there is not a specific term for m-learning, it drives the idea of an improved version of e-learning with characteristics that allow learners to be taught anywhere, anytime. Some experts define m-learning as a "new educational paradigm" where the use of technology is implemented in order to interest and motivate learners to be immersed in their own process of learning at any location (Rashevskva & Tkachuk, 2015, p.161). Technological devices have a great number of features that students can use in educational settings and will help them to collect any information or focus for evaluating knowledge, skills, and abilities (Crescente & Lee, 2011, p.113). The greater development in technology has offered opportunities for teachers to implement emerging tools that students can use in order to take advantage of m-learning. Having contact with technological devices engage students when using devices, they are use them in daily bases. Some of m-learning activities include the use of

“(e.g. photoblogging, video recording, voice recording, and text input).” (Crescente & Lee, 2011, p.113) The use of phone’s applications or tools allow students to actively create audio material or provide their own perspective about any topic at blogs when recording themselves; also, they can collect information from other sources about any subject of their interest. These activities allow them to expand their knowledge on different subject matters and transform students’ learning practices. When this happens, specific vocabulary will be added to put it into practice during oral speaking opportunities to develop the student’s communicative skill. For instance, it also gives the chance to self-monitor the oral production or to receive the teacher’s feedback.

When m-learning is immersed in learning spaces, it allows teachers to modify some of their practices and incorporate dynamic activities where students feel engaged and able to construct their knowledge (Crescente & Lee, 2011, p.113). Educational practices can be reinvented in order to meet students’ learning needs and these environments can provide learners new meaningful experiences. M-learning can also fit teachers’ methodologies already established as a supportive tool which contributes to students’ learning styles. As an illustration, Naismith, Lonsdale, Vavoula, and Sharples cited by Crescente and Lee (2011) mention that “m-learning can be divided into six types of learning: behaviorist, constructivist, situated, collaborative, informal/lifelong, and support coordination.” (p.113) These six types of learning can be supportive by the use of mobile devices, and the class development will depend on the tasks that teachers ask for. In other words, the teacher can follow any other teaching style and flesh out m-learning to activities already established. The use of SMS; for instance, is innovative



task that teachers can use to provide “immediate feedback” because teacher can monitor learners’ progress (Crescente & Lee, 2011, p.113). There are other activities such as virtual games, online activities, podcasts, videos, recordings, among others, that can be used in m-learning class environments, and they allow learners think critically and actively produce and participate in their learning because their student-centered class focused on students learning process. Another important aspect is the way students learned since they differ from one another due to learners acquire information differently (Crescente & Lee, 2011, p.113). As a result, teacher should prioritize students’ needs and implement practices that evaluate their learning process by innovating into the digital environment that students daily face.

When it comes to second language learning process, m-learning have shown great results which have evidenced students’ skills improvement regarding their language acquisition process. The class environment is a factor that influences students’ motivation, which is an important element in the process of learning, because as they experience new challenges they need to face them and achieve personal and education goals. As a consequence, educators are always changing methodologies in order to meet students’ needs and develop their skills; as an illustration, the implementation of m-learning in the class can motivate learners and provide them a new environment where they feel comfortable and develop their abilities (Crescente & Lee, 2011, p.114). Moreover, there are features that many cellphones have which can be used as m-learning activities in classrooms such as voice recording, “SMS, graphic displays, downloadable programs, and mobile internet browsers” which provide basic

functionalities, but taking advantage of them, teacher can engage students on new tasks inside or outside the class (Singh, 2010, p.70). M-learning promotes the use of new technology with the goal of innovativeness class environments and take advantages of digital resources which can enhance students' skills and improve their interpersonal relationships. When acquiring a language, the contact with the language is very important because through interaction, the learners improve their communicative skills and become autonomous in their academic process. As an example, Vygotsky hypothesis proposes that learners require the interaction in order to succeed (Crescente & Lee, 2011, p.115). In other words, having contact with other speakers will increase their motivation due to their engagement and motivation when being with others. Taking into account the importance of environment and m-learning advantages in academic success, its implementation should be considered by teachers in order to enrich students' growth and avoid possible gaps in their learning that will affect their performance.

A common problem in second language process is the lack of language exposure that some learners experienced. Exposure is an important factor that helps students to develop abilities to communicate and understand the message. In many classrooms, students do not have contact with English but the class which is the main source of information from teachers and peers (Lu, 2008, p.515). At class, the students receive input which is necessary in order to acquire the language and produce output. As a consequence, when learners do not meet a level of language proficiency which helps them to express themselves, they are not able to perform successfully, and they face

many obstacles in their daily language contexts. When it comes to the communicative skill, it is essentially needed in the process of acquiring a language because it allows learners to transmit a message and have verbal contact with others. Some experts have inferred how the lack of vocabulary affects students' communicative skills since some learners are not exposed to significant language contexts (Lu, 2008, p.515). When communicating, students are required to use specific vocabulary related to the topic at hand. For that reason, when students have only restricted vocabulary, the communication might not be possible since there are some gaps which interfere when expressing themselves. As an illustration, Canga Alonso & Arribas Garcia (2014) mention in the article "Productive Vocabulary Knowledge of Spanish EFL Speakers" mentions "the better the lexical competence of the learners is, the better their general linguistic competence can be assumed to be." (p.39) It is important that learners become competitive learners able to transmit a message properly with the correct use of vocabulary and ideas. On the other hand, teachers have to seek for meaningful methodologies and practices that provide learners opportunities to broaden their vocabulary proficiency (Lu, 2008, p.515). Teachers are required to provide scenarios where students can proactively acquire vocabulary and be immersed in their own learning in order to produce accurate output. The implementation of m-learning can innovate teachers' practices in order to improve students' language proficiency with vocabulary acquisition to enhance communicative skills.

Mobile learning can be considered an option for teachers to open up English time exposure where students can approach to the language (Lu, 2008, p.515). Teachers

are able to create meaningful strategies where students receive input which is a very important issue that some learners experienced. When students are exposed to the language with m-learning environments, they can build their own knowledge and positively change their attitude towards the language learned (Jung, 2015, p.220). M-learning promotes that students react positively in the didactic environment that is created by teachers when complementing their lessons with m-learning. Additionally, the use of proper mobile devices engages students with realistic contexts since they “support collaborative practice in speaking and listening.” (Jung, 2015, p.223) M-learning boosts communication with the implementation of real life experiences and interactive activities that motivate learners at any time. As an illustration, in m-learning, the use of instant messaging has been considered as vocabulary learning technique and “language training.” (Crescente & Lee, 2011, p.113) These activities encourage students in their vocabulary learning process instead of providing lists of lexicon for students to memorize them (Lu, 2008, p.516). It is essential that learners increase their vocabulary knowledge since it is an important stage when learning and it is an important element during the second language process. Significant activities with the use of m-learning can produce effective vocabulary learning results in students.

M-learning help students into the task of retaining information and evaluating their abilities in the language since the related activities demand students’ language production and ability to communicate (Jung, 2015, p.222). Innovative classrooms are essentially needed in second language learning environment because learners require

experiences where they can develop their skills and acquire vocabulary in order to communicative.

In this way, English teachers can take advantage of the innovative ways to improve teaching methodologies in non-native speaking countries. Some of these advantages that Hatakka (2017) mentions are;

➤ **Device aspects**

The use of mobile devices allows students to have more sources in their learning process with the opportunity to use applications or tools that help them to improve oral, written, reading and listening abilities. Additionally, using mobiles is a good way to get in contact with other speakers in any location (Rashevskaja & Tkachuk, 2015, p.162).

Practicing the language with mobile devices tools open spaces where learners can communicate and improve their language abilities. Moreover, educators can effectively move from traditional class settings to student-center class which is characterized by the cooperative environment where learners are able to construct their own knowledge and the teacher is a guide of the class. The use of social media is a way to engage students, and depending on the activity, the students have the chance to participate and actively become critical thinkers on a subject matter (Hatakka, 2017, p.112). The implementation of mobile devices incorporates new practices in the classroom and it supports teachers' educational practices and class environment.

➤ **Learner aspects**

Teaching and learning a language have changed since some institutions are incorporating m-learning in their educational settings. Even students have used their mobile devices in order to complete or understand some topics by using it as a supportive tool in their learning process. For some teachers, it is sometimes difficult to adapt their practices and teaching material; as a consequence, there is the need to provide training to some of them in order to promote m-learning in the class. There are many sources from m-learning that can be implemented in the class in order to engage students and provide successful ways to entertain and learn at the same time. Some of them are videos, information, texts, files, power point presentations and chat tools or apps.

➤ **Social Aspects**

M-learning provides a new way to develop teaching practices and improve students' performance. In fact, mobile devices provide different means of communication where students can practice the language via internet. Even though face-to-face interaction is an important aspect in the process of learning a second language, there are many channels that students are able to use in order to improve their oral skills and pronunciation when having the time to communicate with other native speakers. Since it is a supportive tool in the process of teaching, educator should take advantage of the technology in order to foster communication among learners.

There are also challenges that educational settings face when implementing m-learning in the class. Hatakka (2017) mentions some as follows;

➤ **Infrastructure**

M-learning motivates students in their learning process; however, some institutions do not have the appropriate infrastructure in order to implement mobile devices. For instance, connectivity is one of the main problems when talking about m-learning implementation in the class. In fact, many apps, tools and even mobile's functions need to be wi-fi connected in order to properly work. As a matter of fact, some institutions are not economically supported in order to improve the education settings, so their financial conditions are almost non-existent when it comes to innovating. As Hatakka (2017) states "the cost of infrastructure is thus one of the main obstacles affecting the implementation of e-learning and m-learning..." (p.114)

➤ **Low Awareness of M-learning Opportunities**

Many studies have evidence how m-learning can improve the students' performances and the learning environment. Even though just a few institutions can incorporate mobile devices in the educational settings, some educators at schools and high schools are not conscious about the benefits of m-learning. This problem is due to the lack of information or the absence of training sessions or formative sessions that contribute to understand and adopt new practices and methodologies. These changes in the education collaborate to create autonomous individuals and constant changes for better students' outcomes.

Even though there are drawbacks that make difficult the implementation of m-learning in the class, institutions should take into account the meaningful advantages that mobile devices provide to students' learning process. The creation of innovative teaching practices is necessary in order to impact the educational settings as a way to enhance the process of teaching. Implementing m-learning practices in the class is going to not only engage and motivate second language learners but avoid monotonous lessons with passive students.



### **2.3. HYPOTHESIS**

This study does not have a hypothesis statement.

## **CHAPTER III**

### **METHODOLOGICAL FRAMEWORK**

The aim of this chapter is to remark the methodological elements that were undertaken in order to analyze the m-learning initiative in English classes as a way to improve the vocabulary acquisition and communicative oral skill. Inside this chapter, there is an explanation about the approach used to conduct research; additionally, the type of investigation in order to explain the phenomenon, the population involved during the research process and data collection methods used to guide the process and drive conclusions. This chapter presents the sample that was selected and supports the analysis of the data collected through instruments. The analysis pretends to establish the different strategies that m-learning initiative proposes and how it is implemented in English classes.

### **3.1. TYPE OF INVESTIGATION**

This investigation explores the individual's' thoughts, attitudes, and perceptions towards the initiate implemented in class. Thus, this investigation points out qualitative approach characteristics. The role of a researcher in a qualitative approach is to insight the possible causes, effects and features of certain group of people through observations. This role includes the data analysis based on critical thinking, individuals' phenomenon and data collected through instruments (Barrantes, 2013, p.95). As qualitative approach, it allows the researcher to investigate in depth the details of the problem. Also, it involves other theoretical perspectives such as the expert's hypothesis or theories already set up. Qualitative approach was chosen for this investigation because it implements the classification of information, collection of data through observation and

its analysis by using triangulation (Barrantes, 2013, p.132). This means that the researcher goes step by step in order to analyze all the information collected with data collection instruments. Qualitative approach describes a situation that is happening in a particular place or practice.

### **3.1.1. Type of investigation**

As previously mentioned, this research uses the qualitative approach since it explores the environment of the participants. Additionally, the expert provides valuable information that guarantees analysis of the experiences that the participants face along the study. Also, the participants have the opportunity to think about the situation and share their opinion with the expert. The main purpose of this study is to describe and identify important aspects of the phenomenon in study; as a result, this study provides a phenomenological perspective (Barrantes, 2013, p.24). Phenomenological studies insight the participant's environment, their attitudes, and thoughts about the situation they are experiencing. This means that the researcher provides real context situations based on the individuals' experiences. Additionally, this information is analyzed in order to explain the phenomenon (Barrantes, 2013, p.216).

### **3.1.2. Research Setting and Population**

The aim of this inquiry is the analysis of the m-learning to improve the secondary learners' vocabulary techniques and their communicative oral skill. Since the objective is high school students, the study is conducted with seventh grades from *Complejo Educativo Nueva Esperanza* in the English area. It is in San Juan de Santa Bárbara;

Heredia and it is a private institution. It is important to delimitate the number of individuals in this study in order to have people with the same characteristics (Barrantes, 2013, p.183). In this case, the seventh graders are starting secondary education and their level of English helps to demonstrate how fluent they are at this stage. This sample represents the population and provides measures that evidence the results when analyzing the information (Barrantes, 2013, p.183). Once the population is selected, the expert can choose a sample which gives qualitative data in order to support conclusions. Having people who share the same conditions provides accurate information that supports the assumptions. The method for carrying out the sample population is probability sampling which establishes that all the participants involved in the study have the same chance to be selected (Barrantes, 2013, p.184). In other words, any or all of the participants can provide their perspective in regard to the implementation of the initiative.

### **3.1.3. Participants of the study**

When it comes to participants, the aim of the study is to analyze seventh graders from an English class in *Complejo Educativo Bilingue Nueva Esperanza* high school. There is one section of seventh graders selected in order to conduct the study of m-learning. This section is 7-1 and they have 10 English lessons of 40 minutes. It is important to mention that having a sample allows the expert to gather qualitative data and explore deeply the phenomenon in order to come up with results that support the investigation (Barrantes, 2013, p.233). This does not mean that the outcomes are oversimplified or widespread; instead, qualitative approach looks for an in-deep research through the use

of observation and instruments (Barrantes, 2013, p.231). As the authors previously mentioned, the use of samples helps the expert in his/her gathering process because it generates quality and specific information about the participants and their environment.

According to the teacher, these students have different levels of English proficiency because some of them were previously in public institutions and others were at another primary private institution. Their ages range from 13-15 years old, and they are Spanish native speakers.

The teacher is a female student graduated from Universidad Nacional as an English teacher, and she has been working at the institution for about 2 years. She has to develop the class in the foreign language.

#### **3.1.4. Validity of the study**

Validity is how the investigator, with the use of qualitative instruments, gets the reliable information in order to provide conclusions and support his/her theories (Barrantes, 2013, p.92). Using comprehensive instruments, the expert is able to sustain the phenomenon through the participants' contributions. This investigation was conducted with 24 secondary students who receive English classes and they were selected from a semi-private institution. Additionally, when implementing the m-learning based plan, there were 12 observation lessons which help to monitor the changes in the English class in regard to the learners' vocabulary development and their oral skills. Moreover, the researcher used triangulation in order to validate the information.

Triangulation is used as a way to authenticate the information that the researcher provided with the use of other resources and data. Also, the use of theories, other

observations, data collection procedures and instruments enhance and enrich the analytical results from the investigator (Barrantes, 2013, p.135). In other words, the expert validates the information with supportive material and triangulation method. In this investigation, the expert is using data collection methods such as observation, evaluation rubric and questionnaire in order to gather deep information about the environment in class. Such instruments were elaborated based on the aspects covered by the investigations that support this study and finally analyzed by two English teachers who are experts to assure a strong connection with the purpose of the research. Besides, the participants have to provide their point of view and with the use of theories and written sources such as book, articles, newspapers among others, the expert examines the result and shows conclusions and outcomes.

## **3.2. DATA COLLECTION TECHNIQUES**

### **3.2.1. Types of instruments**

Data collection requires the use of instruments in order to gather the necessary information. This evidence is analyzed, and it helps to drive conclusions about the phenomenon in study. The selection of instruments is an important step at the investigation because they provide the final product at the end of the investigation (Barrantes, 2013, p.193). This means that gathering the necessary information supports future measures. There are different types of instruments and resources that support the theories already drawn by the investigator. Also, the instruments vary depending on the research approach. This means that qualitative and quantitative

approach have different instruments because their purpose and the expert's role differ from one another. Through the instruments, the expert gathers information that support his/her work (Barrantes, 2013, p.255). In other words, the data collection instruments provide data that validates and authenticates the expert's and individuals' analysis. It is important that data have a relationship with the objects and subjects in the investigation. For this research, the techniques are the following;

#### **3.2.1.1. Observation**

This technique captures the individuals' environment and most of the activities that they develop along this process. It is a visual record where the expert gathers individuals' behaviors in real contexts situations. The information collected requires the investigator's attention because every detail is important when analyzing the information. Date and hour of the events are elements that the researcher needs to write down specific elements that describe the context of the participants during a period of time (Barrantes, 2013, p.287). Based on the logbook, the expert can triangulate the information and analyze it to drive conclusions. For this investigation, the role of the researcher is to observe the changes of m-learning initiative and how the participants react towards the new implementation.

The observation was selected to recognize how the initiative contributes the English class. Some of the aspects that should be taken into account in the observation process in order to avoid weak results are having an area of attention since it provides an overview of the problem. Second, it is important to consider the "social, historic and cultural" context of the individuals' environment. Not all the individuals have the same



characteristic, so they should be seen individually (Barrantes, 2013, p.287). Additionally, it is imperative to point out all the elements that have to be observed. This means that the expert has to plan the aspects and information required at the moment of the observation (Barrantes, 2013, p.287). The information gathered during the research was designed and scheduled in order to avoid unreliable results and expert's subjectivity. For that reason, an observation guide was created in order to provide a better organization to the process. In regard to this investigation, observation provides a close view into the class to analyze the phenomenon and the participants. This helps to control the data collected and its correct interpretation. Moreover, the class observation helps to identify the improvement in students' vocabulary learning technique based on m-learning initiate. The observation sessions provide insights about the changes of how m-learning is enhancing the class environment and students learning process.

#### **3.2.1.2. Questionnaire**

Questionnaire is another type of data collection method that helps the expert to gather information from the participants. This method constitutes a series of questions that the participants have to answer in order to provide reliable information that supports the objectives of the investigation (Barrantes, 2013, p.269). The information collected evidences the analysis of the researcher by giving the participants' perspective about the topic in study. There are two types of questions that are used in questionnaires which are close and open ones (Barrantes, 2013, p.269). In this investigation, the first part displays close questions where the students have to answer "yes" or "no". This type of questions gives the researcher the easy task to analyze and compare results based

on the participants' responses (Barrantes, 2013, p.270). Additionally, the questionnaire uses open questions which give participant the opportunity to share their opinion and provide more information about the topic on research (Barrantes, 2013, p.271). Both types of questions are presented on the investigation in order to narrow students' answers and get close to the phenomenon, and the open questions allow the participants to think and openly express themselves. Even though open questions are difficult to analyze, it gives the expert another perspective about the participants' view regarding the phenomenon or situation (Barrantes, 2013, p.271). On the other hand, the instrument uses a Likert scale with some questions in order to provide several options to the students.

As an illustration, it shows five possible answers from which the participants are able to select one according to what they feel (Barrantes, 2013, p.263). In the case of this investigation, the students have a question where they have to select one of the five possible options according on their perspective of how the implementation of mobile devices influences their learning process. The questionnaire, which collects important information, helps the researcher to analyze the information in order to provide results and conclusions by the use of clear and specific questions which should focus on the topic in study and avoid the controversial topics that might bother or make the participant feel uncomfortable. It is important to mention that the questions should reach the "participants' level of education or socio-economic status." (Barrantes, 2013, p.273) It is also important that the instruments follow an order from general to specific questions, and they should aim the main objectives with the correct information in order

to support the objective of the investigation (Barrantes, 2013, p.274). For that reason, it is essential that the researcher carefully construct the evaluative questions since they provide useful information and help the specialist to validate conclusions.

### **3.2.1.3. Rubrics**

For this investigation, it is important to evaluate the students' progress in their vocabulary and oral communicative performance. The aim of the investigation is to analyze the impact that m-learning has towards students' skills. As a result, the investigator elaborates a rubric where aspects that involve the development of these skills are included. Additionally, the purpose of qualitative investigation is to know the activities and the participants' means of communication and behavior. The authors also point out the relevance that the participants' events have into the analysis that the investigator provides (Hernandez, Fernandez & Baptista, 2006, p.588). As a result, the rubric allows the researcher to keep track of the participant progress through the use of the instrument.

## **CHAPTER IV**

### **ANALYSIS OF THE INFORMATION**

## **4.1. DATA ANALYSIS AND INTERPRETATION**

In this chapter, it is presented the information collected from the observations, questionnaires and rubrics. The main objective is the examination of data in order to analyze it and provide conclusions that support the objectives of the investigation proposed at the beginning of the research.

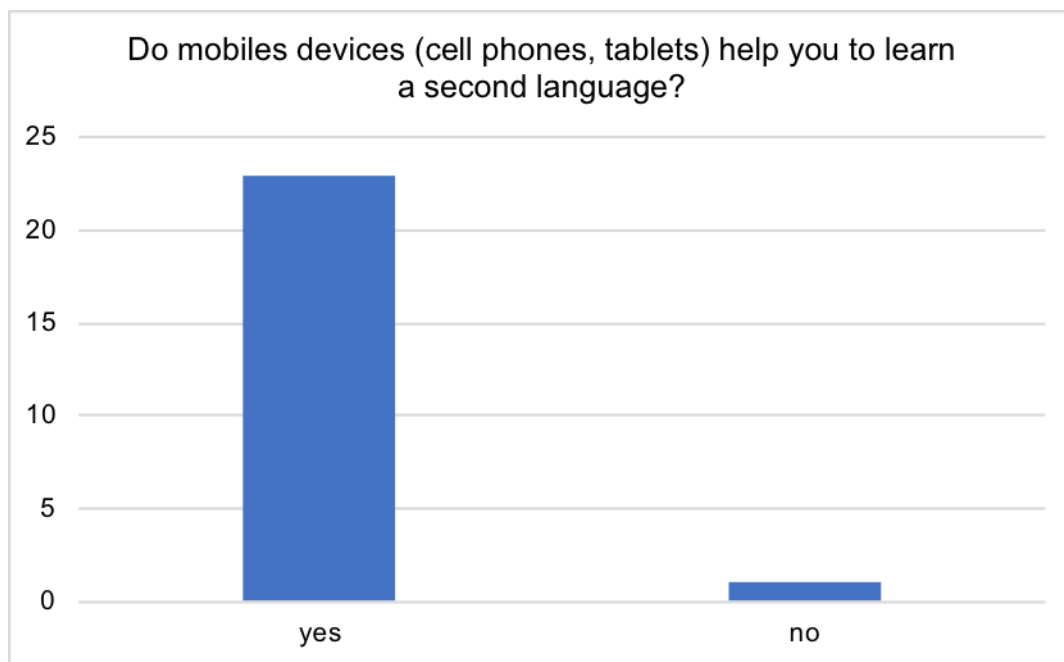
The instruments applied to seventh graders at New Hope high school allow the evaluation of the implementation of mobile devices and its influence in the process of learning a second language. In this opportunity, twenty-four students participate becoming part of the questionnaires and the rubric which help to evaluate the process of learning vocabulary and enhance the oral communication skills. Additionally, five English teachers provide their perspective about the use of mobile devices in the class and their opinion about the importance of vocabulary knowledge in order to improve students' oral communication skills. The first analysis corresponds to the students' questionnaires.

### **4.1.1. Students' Instrument**

The students' instrument was applied to 24 seventh graders from New Hope high school. The first part consists of 13 close questions with yes and no answers, some of the questions do not have answer; however, the ones with no answer have a comment explaining the reason of the statements provided. In the second part, the instrument has 4 questions using Likert scale where the participants have to choose one of the 5

options displayed in the questionnaire. They have to select one of the options which are “always, sometimes, often, rarely or never.” Finally, the students have to provide their personal opinion in a set of open questions.

**Figure 2 Results of Students’ instrument question #1**

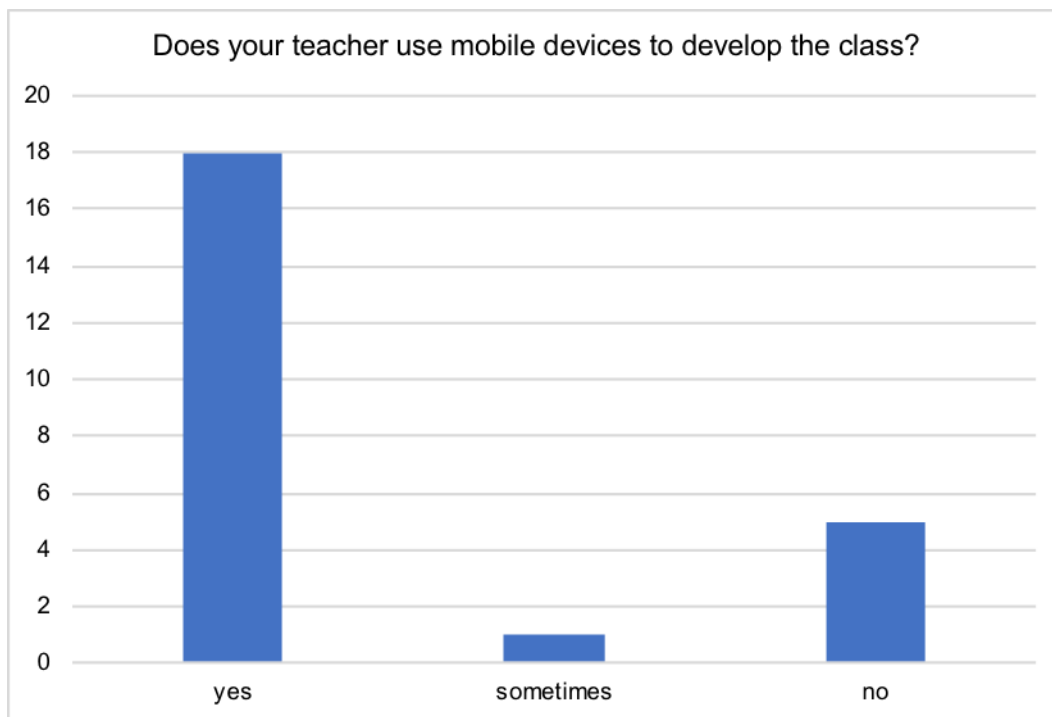


Source: Marilyn Cubero Alvarez. Students’ questionnaire. Question 1. Universidad Hispanoamericana. 2017

In this graphic, the majority of the students, which correspond to 23 of them, admit that the use of mobile devices helps them to learn a second language. Some of the comments that are provided in the instruments are “there are books that help,” and “virtual games and virtual books.” The students consider that the use of mobile devices can be help students’ leaning process through the dynamic activities, games, and even literature on mobile devices. On the other hand, the student who answers “no” provided

the comment that “no necessarily.” This means that this participant might think that mobile devices do not full fill his/her needs regarding learning a second language process. It is important to consider that this participant might enjoy learning the language with other practices or devices. The use of mobile devices can fulfil the students’ needs when it comes to learning a language; however, some people might dislike technology or modern practices. It is important to keep in mind some of the students’ preferences regarding their learning styles and start adapting practices to strengthen their skills.

**Figure 3 Results of Students’ instrument question #2**

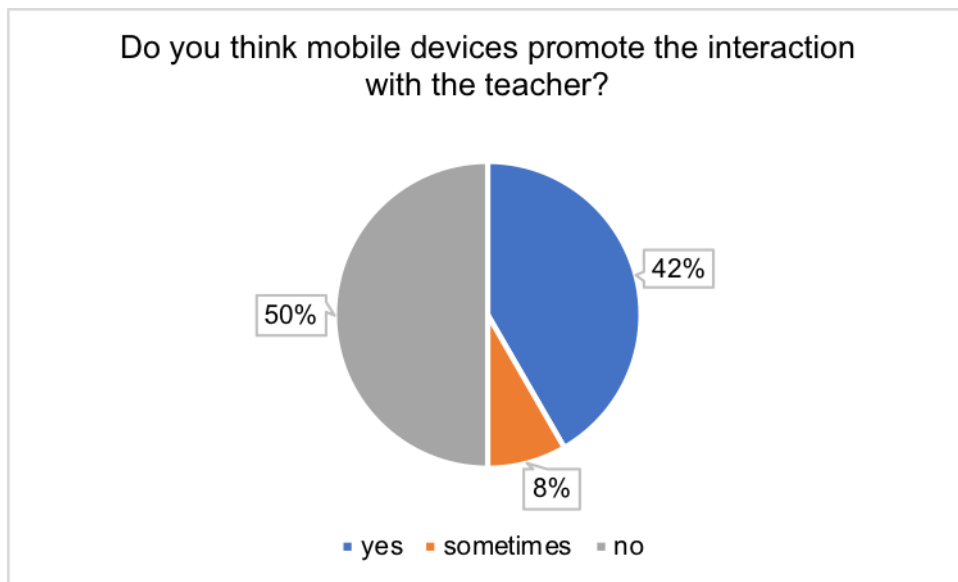


Source: Marilyn Cubero Alvarez. Students’ questionnaire. Question 2. Universidad Hispanoamericana. 2017

In this graphic, most of the students affirm that the teacher uses mobile devices to develop the class. Eighteen students which correspond to 75% of the participants answer “yes”; however, 21% which corresponds to 5 students answer “no”. There are some reasons which support the “no” answer such as “sometimes mobile devices are used”, “just to answer tests” and “just a few”. These students do not consider that using mobile devices in tests or practices are ways to develop the class. However, some teachers might implement mobile devices in order to play or practice any particular activity which are ways to reinforce their knowledge. Since some teachers use mobile devices to test students, it is important to implement activities in circumstances where they enjoy the time and actively participate with other students. In the same way, one student does not provide any answer, but he/she provides a comment “sometimes”. In other words, the teacher uses mobile devices most of the time with practices, questionnaires or tests they have to complete during English classes. This teacher should include other practices and dynamic experiences where the students feel free to express themselves easily.



**Figure 4 Results of Students' instrument question #3**

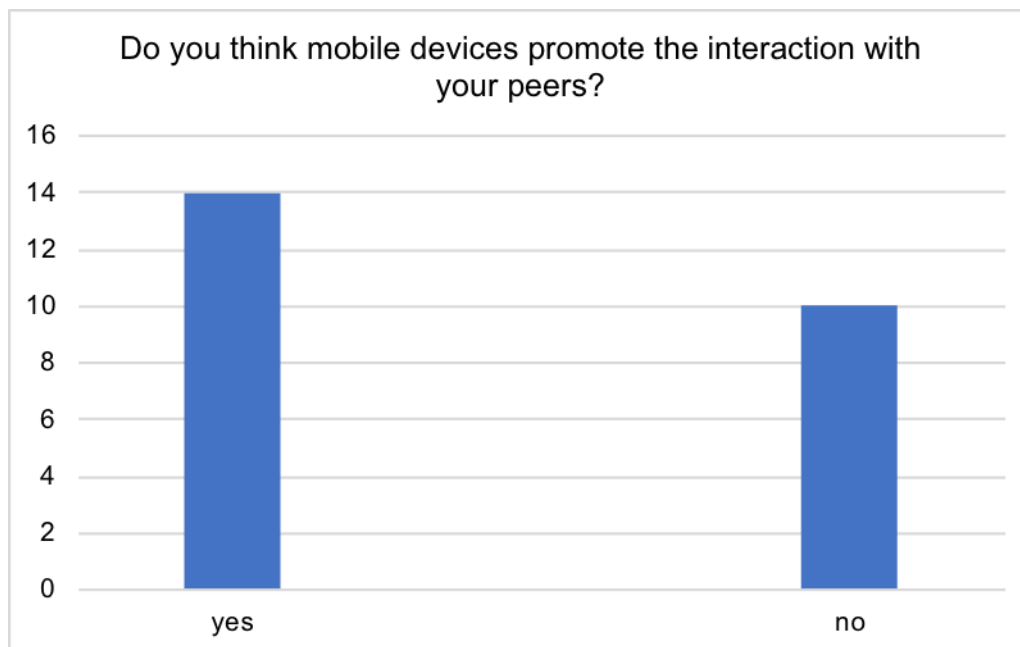


Source: Marilyn Cubero Alvarez. Students' questionnaire. Question 3. Universidad Hispanoamericana. 2017

In the graphic presented, 12 students who are 50% of the participants consider that the use of mobile devices do not promote the interaction student-teacher. On the other hand, 10 students who are 42% of the population answer that "yes". They consider that mobile devices promote the interaction student-teacher which such relation is very important because teachers are a source of information needed to provide feedback and information. However, 2 students did not answer, and they provided comments such as "it sometimes happens", "not all the time". The students do not provide an answer; however, it seems that relationship between teacher-student happens but not frequently. A student who answer "no" add that he/she considers that there are other means to interact with the teacher. The teacher might create another channel of communication that strengthens teacher-student's communication which rarely occurs

when learners are working on specific tasks during the class. This means the teacher uses the mobile devices on the class (question 2) in order to provide practices and tests where the students can review topics; however, most of the learners consider that these practices do not foster the interaction with the teacher. Nevertheless, this interaction certainly provides the opportunity to the student to practice the new vocabulary in different contexts where an adequate environment for proper feedback and involvement is presented. For this reason, it is essential to mix some m-learning activities where teacher and learners can interact and have a continuous learning and not leaving apart the teacher's contributions or input.

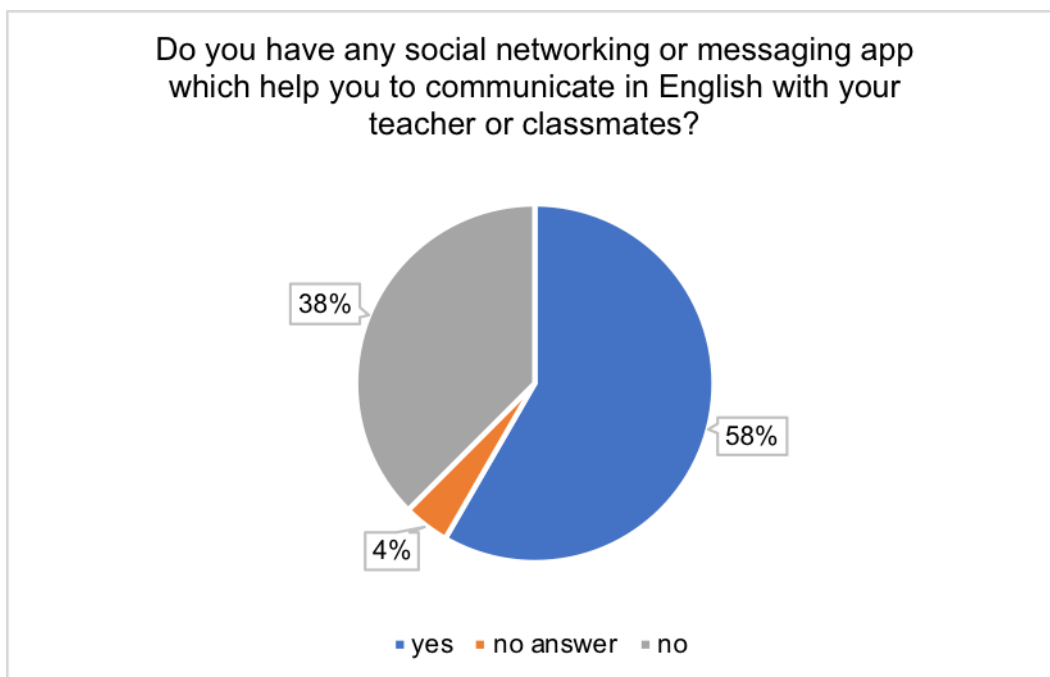
**Figure 5 Results of Students' instrument question #4**



Source: Marilyn Cubero Alvarez. Students' questionnaire. Question 4. Universidad Hispanoamericana. 2017

In this graphic, question 4 conveys the idea of participation between students. It shows that 14 students think that the use of mobile devices promotes the interaction between peers, while 10 students consider that using mobile devices do not promote the interaction between peers. The interaction and engagement between students is important for the learning process and language acquisition. If we put this answer with the previous one where the interaction with the teacher is giving a similar percentage, it could be considered to have a balance in the class where the teacher is involved to a point that promotes students' interaction and students' autonomy. Even though the activities developed in the class are influencing the students' perspective since some of them consider that mobile devices are not allowing them to interact with others, through the observations the students have the opportunity to share ideas with other students since some tasks require team-work, and they need to complete them and present them in front of the class. On the other hand, some students may like to share more with the others and complete different tasks as the one the teacher implements, and that does not specifically mean that they do not share between them.

**Figure 6 Results of Students' instrument question #5**

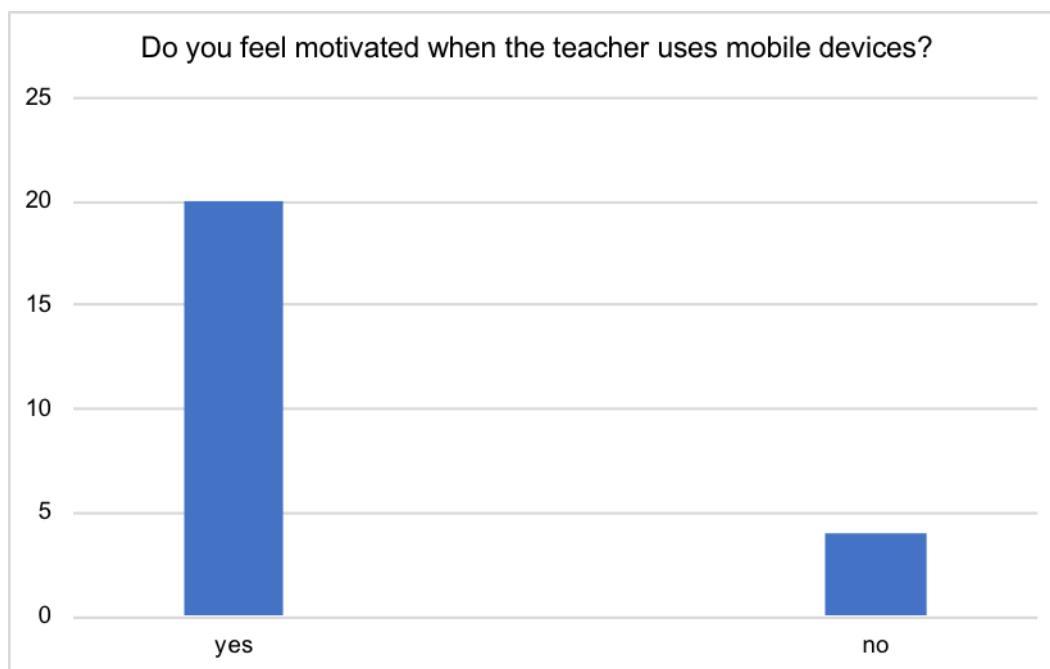


Source: Marilyn Cubero Alvarez. Students' questionnaire. Question 5. Universidad Hispanoamericana. 2017

In this graphic, the students have to answer if they use any application or social networking in order to interact or communicate in English with teacher and classmates. A total of 58%, which corresponds to 14 students, answer "yes," and in their comments, they add "woot it" as the mean of communication via Internet. Woot it is a virtual platform where the students and teachers can communicate. Additionally, teachers upload information, practices and extra material that the students have to complete or use it to reinforce the topic in the class. In this tool, the students have the opportunity to write messages to the teacher and other peers. This platform provides a different environment where the students can communicate their ideas, clear out doubts, and complete a variety of tasks that will reinforce their communicative ability and their word's usage in contexts. This option can be used as a way to monitor students' progress and

language application outside the class. On the other hand, 38% of the students which corresponds to 9 students say “no.” The reason why some students answer “no” might be that the participants do not see “woot it” as a tool or application they use in order to communicate with peers and teacher because it is not frequently used. For example, 1 student, which is the 4% in the graphic, does not answer but provides the comment “woot it is mostly used with the students and I rarely use it with the teacher.” This means that the students do not see the platform as mean of communication with teacher, but with the students. This platform, previously mention, is used by the teacher who is always delivering grades, educational communications, and assigning homework. In conclusion, the students have woot it as a tool to communicate and download material, but the teacher do not use it as a way to communicative interact with students.

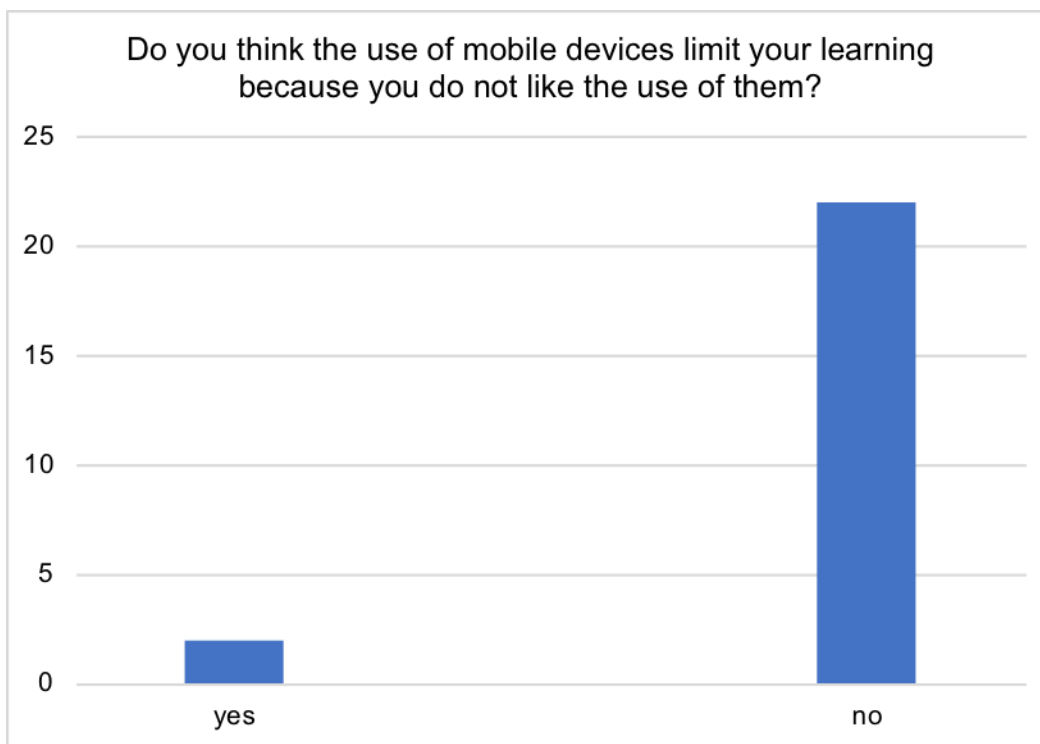
**Figure 7 Results of Students’ instrument question #6**



Source: Marilyn Cubero Alvarez. Students’ questionnaire. Question 6. Universidad Hispanoamericana. 2017

In the previous graphic, it shows the students' responses regarding their attitude towards the use of mobile devices in the class. Whatever the purpose of the M-learning application is, it is important to consider its effect and acceptance by those involved. As shown, the majority of the students which corresponds to 20 students answer "yes;" however, 4 students answer "no." They do not provide any comment to this question. In this opportunity, 2 girls and 2 boys are the ones who say "no". It is important to mention that the majority feels motivated while using mobiles devices in the class. Innovative tools engage students, which is an essential component in their learning process. Since they need to be motivated to continue learning and acquire the language successfully, teachers have the commitment to blend their educational necessities and dedication to learn. This motivation will potentiate the development of the topics in class and the intention that guides it. If the mobile devices show such acceptance, it is imperative to consider their implementation; however, those students who did not answer may give an opportunity to get into creativity and balance in the class.

**Figure 8 Results of Students' instrument question #7**

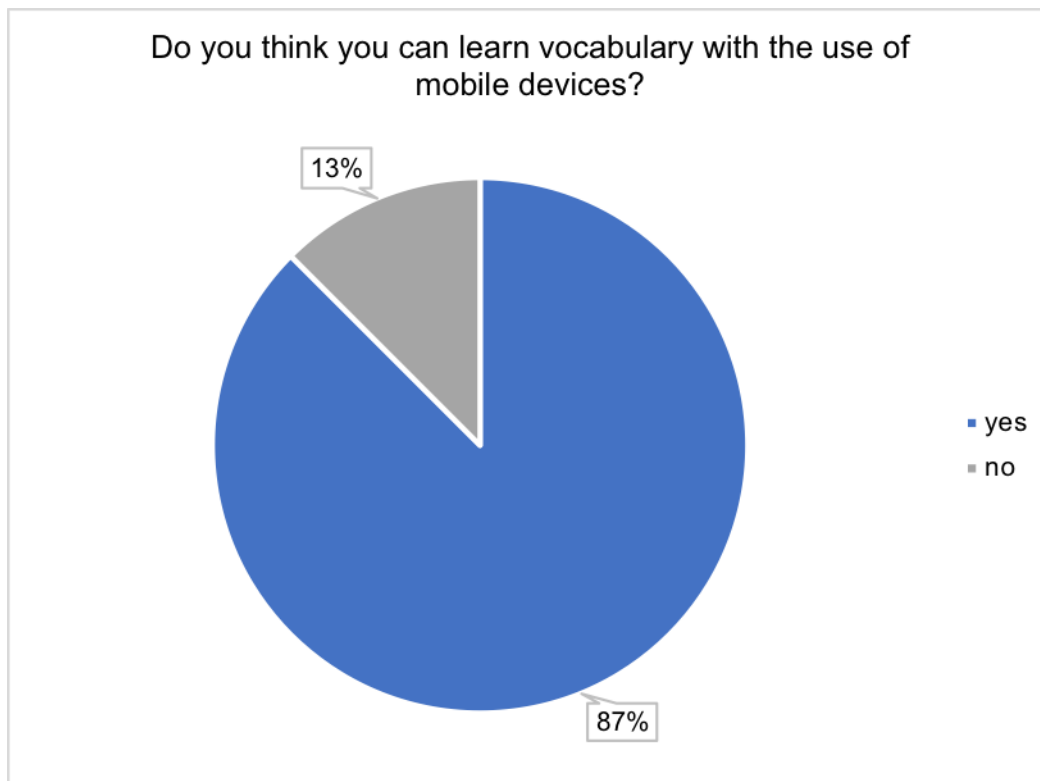


Source: Marilyn Cubero Alvarez. Students' questionnaire. Question 7. Universidad Hispanoamericana. 2017

In this graphic, the students have to answer if they consider that the use of mobile devices limit their learning process in the class. This limitation refers to the time they have to participate, interact with classmates or speaking in the class. Most students, which are 22 students, answer "no," while the rest, who are girls, answer "yes." They do not provide any comment to their response. Many students consider that they have the opportunity to participate, share with others and interact with the use of mobile devices, which is very important because their relationship with other learners constitutes a basic fact in the process of learning a language. The time they spend with other learners complements their critical thinking, constructive feedback and interpersonal relation with

peers. It is essential that teachers keep in mind to set up some time for learners to interact with others.

**Figure 9 Results of Students' instrument question #8**



Source: Marilyn Cubero Alvarez. Students' questionnaire. Question 8. Universidad Hispanoamericana. 2017

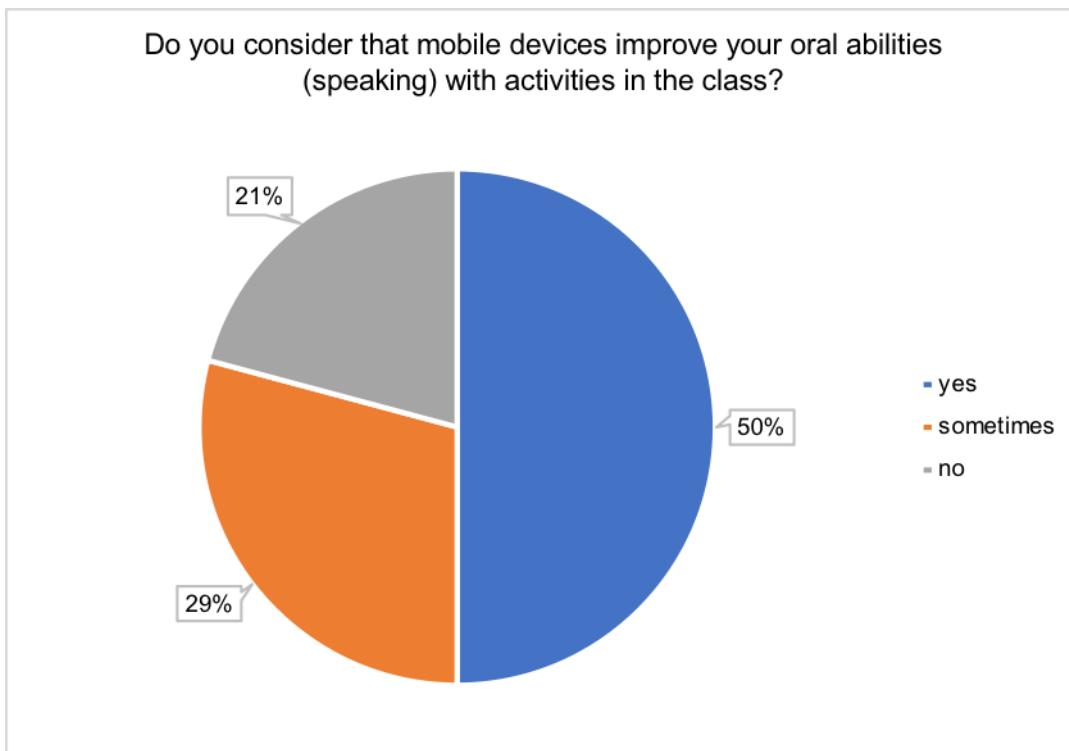
The reason of this question is to see if the students consider that the use of mobile devices helps them in the process of learning vocabulary. This graphic shows that 87% of the students consider that "yes", the use of mobile devices helps them to learn vocabulary. On the other hand, 13% which corresponds to 3 students consider that mobile devices are not helpful to learn vocabulary. The reason why 21 students consider that they can learn vocabulary using the mobile devices might be because they use the artefacts to learn vocabulary. Also, they use mobiles most of the time in the class as they say that the teacher uses mobiles in order to develop the class. Many



students use their cellphones, tablets or computers to open their virtual books and study with them. Even though 3 students do not learn vocabulary with devices, they have probably used them to look up at words in the dictionary or to read. Due to the technological era, students are very attach to mobile devices, so teacher need to modify the traditional class and bring new practices.

Question 9. In the question, “have you learned vocabulary through the use of mobile devices?” the entire class answer “yes.” The students’ response shows that they consider that mobile devices in the class have helped them to improve their vocabulary knowledge. In contrast with the previous question, just a few students think that using mobile devices does not help the process of learning vocabulary. However, these students confirm that they have learned vocabulary by using these artefacts. It is important to notice how the students say that they do not learn vocabulary with mobiles, but they have learned words using them. This means that the students do use their devices and have learned vocabulary. As previously mention, the use of digital dictionaries, google search tools or translate, and virtual book are just a few ways or tools students use in order to get in touch with the language, but they might not consider them as m-learning activities. Also, it might be that students do not see the implicit process of learning new vocabulary that different activities base on the M-learning gives. Just by having reading comprehension activities, it will increase the vocabulary stock the students have but the process is not that clearly shown.

### **Figure 10 Results of Students’ instrument question #10**



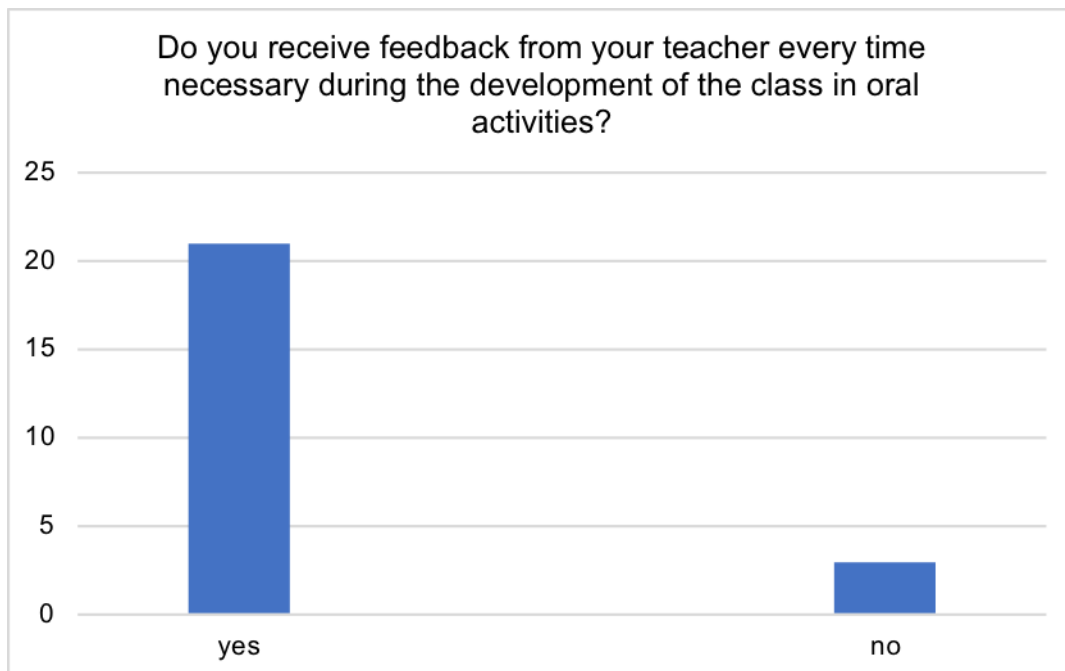
Source: Marilyn Cubero Alvarez. Students' questionnaire. Question 10. Universidad Hispanoamericana. 2017

In this question, the students have to mention if the use of mobile devices have positively strengthened their speaking abilities through the exercises that the teacher have implemented in the class. As the graphic shows, the 50% of the students consider that mobile devices enhance their oral speaking abilities, while the 21% of the participants, which corresponds to 5 students, answer "no". There is a big difference between "yes" and "no" answers, and that give the impression that the majority of the students consider that m-learning activities enhance their oral communication skills. On the other hand, there are 7 students who do not answer, and they provide comments such as "sometimes" and "not necessarily". This means that not all the students consider that mobile devices help them to improve their speaking abilities since they might not have noticed any change in their speaking abilities. Nevertheless, that

perspective depends on the activities that the teacher implements in the class.

Additionally, 50% of the class may not have perceived that the activities implemented in the class help them to improve their communicative oral skills.

**Figure 11 Results of Students' instrument question #11**

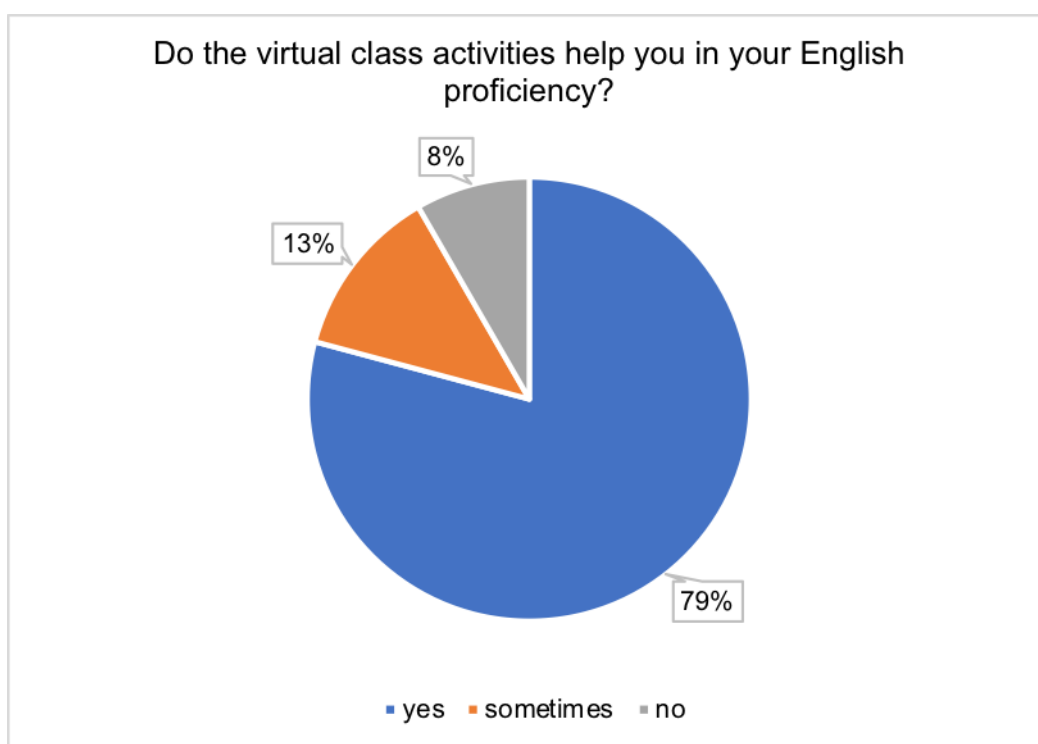


Source: Marilyn Cubero Alvarez. Students' questionnaire. Question 11. Universidad Hispanoamericana. 2017

Another aspect that affects the production of the language and the proper application of the new words learned is feedback. In this question, the students have to mention if they receive feedback from their teacher when developing oral activities. As this graphic illustrate, the majority of the students, which are 21 students out of 24, say that they receive feedback from their teacher when developing communicative oral activities. On the other side, 3 students say that they do not receive feedback from their teacher at developing oral activities. Providing feedback to the students is necessary in their

learning process since they need to learn from their mistakes and improve aspects such as pronunciation, sentence agreement or grammar errors and mistakes. It is also important to monitor the type of feedback the teachers provide since some students might feel intimidated depending on the way how they receive corrections, and it can turn into students' long hesitation periods at the time of participating.

**Figure 12 Results of Students' instrument question #12**

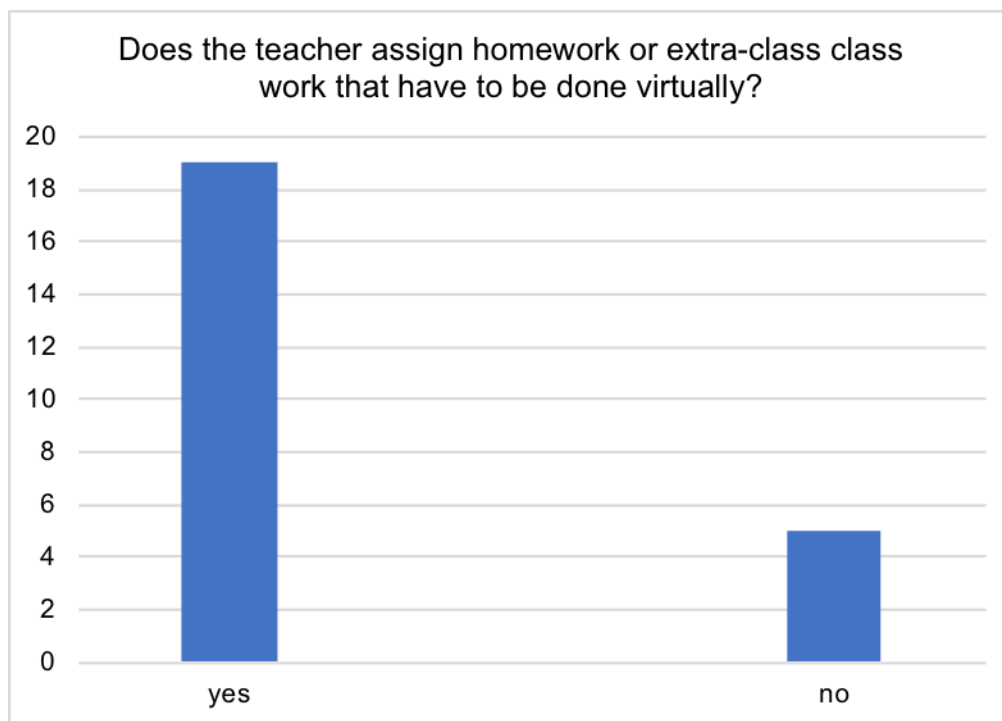


Source: Marilyn Cubero Alvarez. Students' questionnaire. Question 12 Universidad Hispanoamericana. 2017

In this question, the students have to consider if they have improved their English proficiency with the implementation of virtual activities. As it is shown in the graphic, most of the students, which are the 79% and it corresponds to 19 students, think that virtual activities help them to improve their English language proficiency. On the other

hand, just 8% of the students which are 1 girl and 1 boy consider that the use of virtual activities does not contribute to their improvement in the English proficiency.

Additionally, other students consider virtual activities as another way to learn the language, and they also think that m-learning sometimes contribute to their proficiency; as the graphic illustrates, the 13% of the population which correspond to 3 students consider virtual activities as complementary tools that support the learning English process. Depending on the activities, the students are able to reinforce their knowledge with the tools that mobile devices provide. Additionally, the teacher should take into account the facilities that m-learning provides to the students' learning process and full fill the students' needs in regard to their English language proficiency. Implementing the suitable activities catch students' attention and help them to develop the necessary activities to acquire the language successfully.

**Figure 13 Results of Students' instrument question #13**

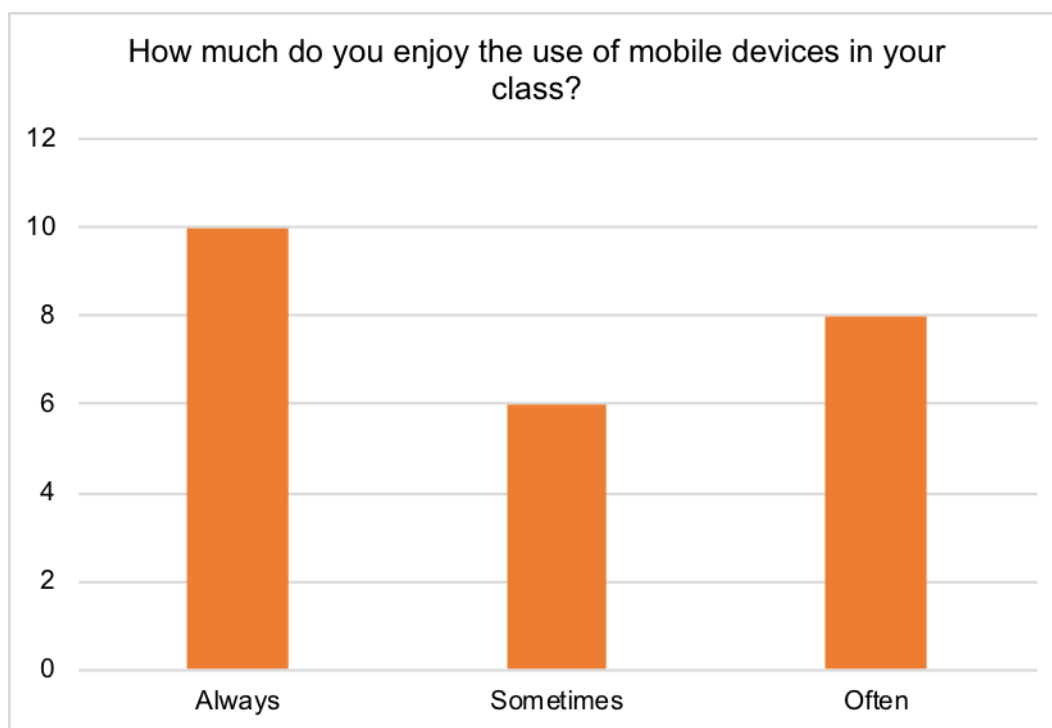
Source: Marilyn Cubero Alvarez. Students' questionnaire. Question 13, first part. Universidad Hispanoamericana. 2017

When learning a language, an essential aspect is the constant contact with the target language to increase the chances to add the new information to their knowledge and applied this information in their daily bases. In this question, the students have to confirm if the teacher assigns extra class work or homework virtually. As the graphic shows, 19 students which is the majority of them say "yes", while 5 students say "no". This means that the teacher likes to use mobile devices inside and outside the class and makes the students complete exercises. An advantage of implementing m-learning in the class is the versatility that teachers have in order to assign tasks outside the classroom and the easy access to information for them to check everything at any time. The teacher has the opportunity to implement m-learning inside the class where the

students can receive feedback immediately; in the same way, assigning tasks outside the class keep students reviewing what they have already studied. The constant revision of information allows students the acquisition of new vocabulary that can be used in oral communicative opportunities.

## Second part

**Figure 14 Results of Students' instrument question #1, Second Part**



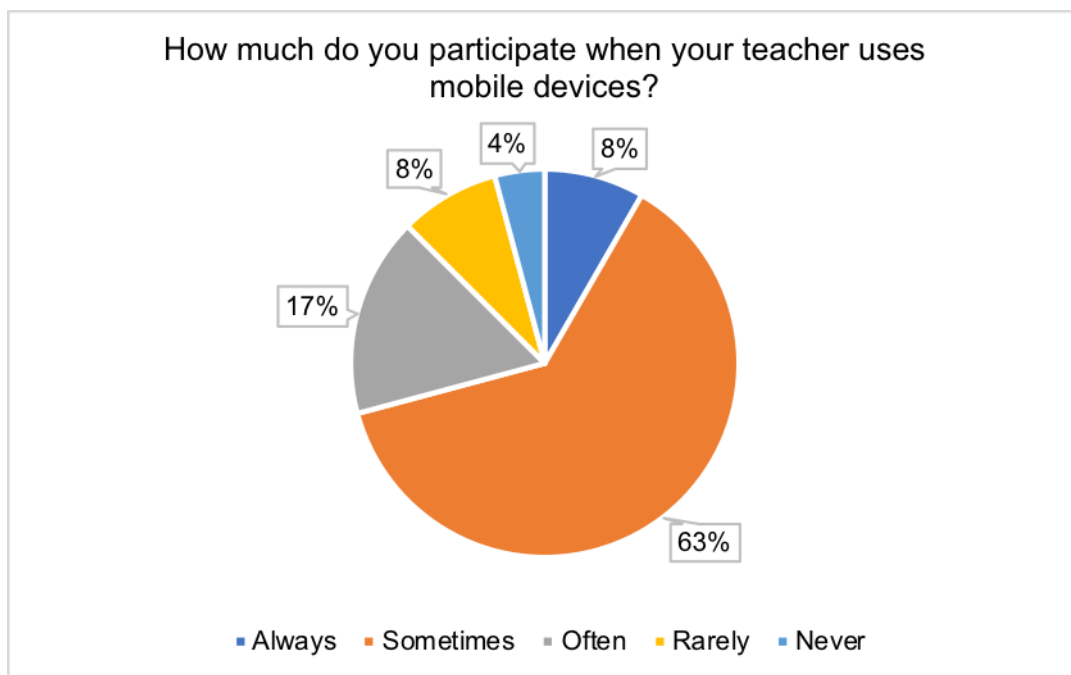
Source: Marilyn Cubero Alvarez. Students' questionnaire. Question 1, Second part. Universidad Hispanoamericana. 2017

It is important to know if the students enjoy the implementation of m-learning in the class since the teacher applies it in daily bases. In this graphic, the students have to provide their personal perspective about the use of mobile devices in the class from the

idea that they enjoy m-learning classes. As it shows, many students enjoy the use of mobile devices in the class and it is distributed as follows; 10 students always enjoy m-learning class and activities; then, 6 students say that they sometimes enjoy the use of mobile devices in the classroom, while 8 students often like the use of m-learning in the class. Most of the students' opinions provide a positive stand about their enjoyment when working with mobile devices. For example, the use of "always, sometimes and often" provides a positive viewpoint towards m-learning class model. When engaging students in the process of acquiring contextualized vocabulary, students feel comfortable to apply their new knowledge in oral speech. In the same way, implementing activities where the students enjoy the use of mobile devices points out another advantage of m-learning since the main point is to fulfil students' lexicon knowledge in order to strengthen their skills to communicate in another language.



**Figure 15 Results of Students' instrument question #2, Second Part**

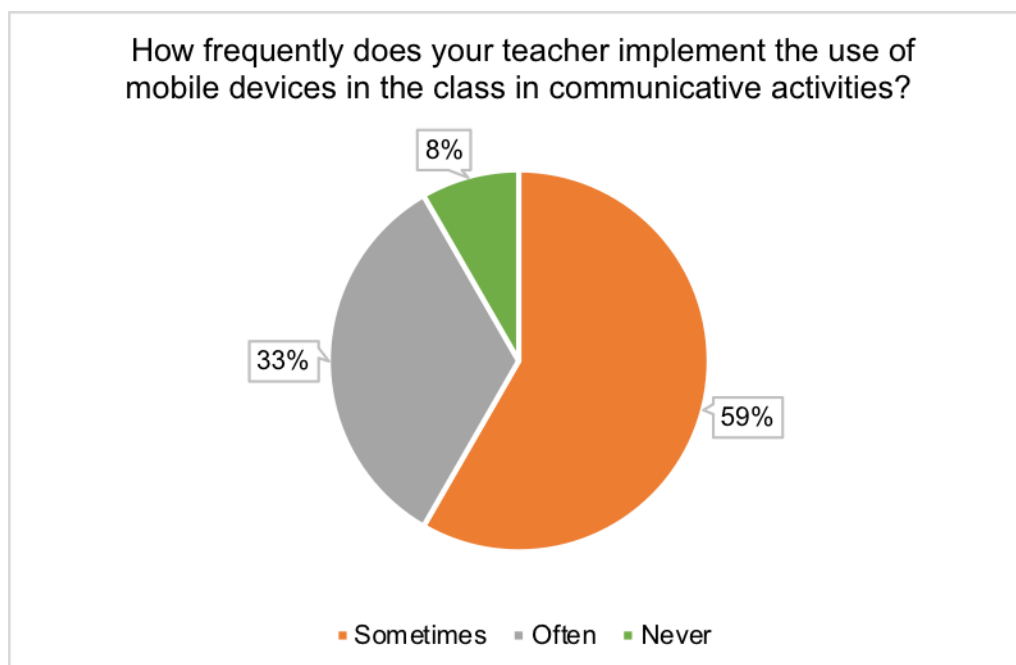


Source: Marilyn Cubero Alvarez. Students' questionnaire. Question 2, Second part. Universidad Hispanoamericana. 2017

In this question, the students have to share their opinion about how much they participate when the teacher uses mobile devices. As the graphic shows, just 2 students, which corresponds to the 8% and who are 1 girl and 1 boy, consider that they always participate in the class with the use of mobile devices. The majority of the students which are the 63% of the class and it corresponds to 15 students think that they sometimes participate in the m-learning class environments. The students who "always" and "sometimes" participate when the teacher implements mobile devices corresponds to the majority of the students which means that many students actively participate when they use their mobile devices in the class. Even though m-learning seems to be an individualized learning, these students have the chance to participate allowing them to develop their critical thinking and oral abilities. On the other hand, the

17% of the population, who are 4 boys, often participate in the m-learning class. The rest of the class, which is 8% and 4%, and corresponds to 2 girls who rarely participate in the class and 1 boy who never participates respectively. Just a very few students hesitate to participate when the teacher implements mobile devices in the classroom. There are many students who sometimes participate, that means that they proactively share their opinions or knowledge within the class development. The reinforcement of the new acquired vocabulary through communicate oral skills require that teachers involve students into oral activities. It is essential to keep track of students' participation, so teachers can adapt or vary oral activities to teach contextualized vocabulary to a better understanding.

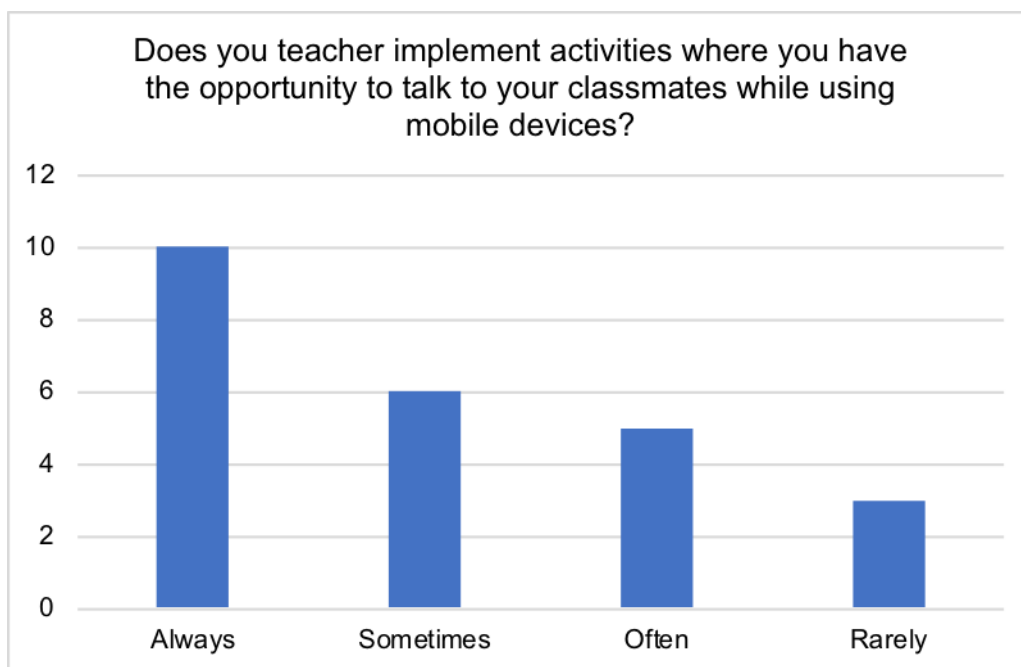
**Figure 16 Results of Students' instrument question #3, Second Part**



Source: Marilyn Cubero Alvarez. Students' questionnaire. Question 3, Second part. Universidad Hispanoamericana. 2017

The implementation of communicative activities allows students to become better speakers by influencing their fluency, accuracy and ideas. Since students consider that m-learning improves oral abilities (figure 10). The acquisition of vocabulary has to be accompanied with the constant usage in contexts where the student is able to retain it and use it in on going situations. In this question, the students' responses illustrate the frequency that the teacher implements m-learning in the class in order to develop communicative activities. As the graphic shows, the majority of the students agree that the teacher sometimes uses mobiles devices in order to develop communicative activities. This result corresponds to the 59% of the population which are 14 seventh graders. The graphic also shows that other students consider that the teacher often uses mobile devices in the development of communicative activities. These 8 students who are 33% of the population agree that the teacher often implements m-learning activities to develop communicative activities. The rest of the population, which corresponds to 2 students and are the 8% of the students, consider that the teacher never uses m-learning in order to develop communicative activities. In most of the classes, the teacher assigns the preparation of activities that students might not consider them as communicative oral opportunities. Developing communicative activities is important for students who are acquiring a second language since they need to receive input which students process it, and the new vocabulary is used in other different oral contexts.

**Figure 17 Results of Students' instrument question #4, Second Part**



Source: Marilyn Cubero Alvarez. Students' questionnaire. Question 4, Second part. Universidad Hispanoamericana. 2017

The teacher implements mobile devices in communicative activities (figure 16) which means that students have the opportunity to improve their oral abilities. The reason of this question is to see if students are able to participate with their peers while teachers implement m-learning activities. As the graphic illustrates, most of the students answer that the teacher always implements activities where they participate with their peers; in other words, 10 students out of 24 consider that they orally communicate in the class through the activities that the teacher implements. In the same way, 6 students say that they sometimes have the opportunity to orally contribute and share with others using the activities that the teacher establishes with the use of mobile devices. Moreover, 5 students consider that they often participate with pupils when they are using mobile devices in the activities that the teacher assigns. Many students provide positive

perspective regarding their participation in the m-learning activities proposed by the teacher. The active participation allows learners to use of new vocabulary and acquire new lexicon to use it with peers. However, 3 students say that they rarely participate in the activities that involve the use of mobile devices. Since just a few students consider the limited participation in m-learning activities, it is important to take into consideration who are always participating and providing the chance for the ones who rarely participate. Also, some teachers might assign turns for others to participate.

### **Third part, Open questions**

In this part, the students have to openly share their thoughts about the advantages and disadvantages of m-learning; additionally, say the activities they commonly do regarding vocabulary and communicate skills when implementing mobile devices.

#### Question 1.

In this question the students have to say some of the technological resources that the teacher uses inside the class in order to develop the class. It is important to remark that the students have resources such as interactive board, projector, television and they also have tablets, cellphones and a lab that teacher can use. Some of the answers are as follows;

**Table 1 Results of the technological resources used in the class**

Technological Devices	Students' Response
Tablet	15
Cellphone	9
Interactive Board	6
Digital Books	5
Tools such as Word, Power Point, Key Note	3
Computer	3

Source: Marilyn Cubero Alvarez. Students' questionnaire. Question 1. Universidad Hispanoamericana. 2017

As the table shows, the students mention some of the devices they use in the class. The students consider that cellphone and tablets are the devices that the teacher uses the most in the class. The students also share that the interactive board and digital books are also used, but less frequent. The technological devices previously mention allow students to get vocabulary easily. Dictionaries, pronunciation, and audios are tools that let students get easy contact with vocabulary definitions, pronunciation and this input can be used correctly in conversational settings. The table shows that the students also use the computer, and some software such as word, power point, and key note in the class, but these sources are less common used comparing them to the other sources. Depending on the activity, the students have the chance to use their mobiles in order to acquire new vocabulary using the dictionary or online books; also, to strengthen their oral abilities in oral presentations, online activities and preparing themselves for a debate or other activities. The implementation of m-learning demands the use of mobile devices inside and outside the class in order to improve students' language proficiency.

Question2. What kind of activities does your teacher implement in the class with the use of mobile devices? In this opportunity the students have to mention some of the activities that the teacher develops in the class using mobile devices.

**Table 2 Results of the activities that teacher implements in the class with mobile devices**

Activities with mobile devices	Students' response
Online exercises	13
Quizzes	9
Wikis and kahoot	9
Woot it	2
Videos	2

Source: Marilyn Cubero Alvarez. Students' questionnaire. Question 2, Third part. Universidad Hispanoamericana. 2017

The previous table, thirteen students mention that online exercises is the common m-learning activity that the teacher uses with mobile devices. The teacher tests students' vocabulary knowledge using online exercises such as Google docs which gives students an interface where they have to match the correct definition with the corresponding word. Nine students also mention the quizzes on their mobile devices as another m-learning activity. Teaching vocabulary is basically tested through mobiles tools since most of the written activities are individually assigned. On the other hand, when it comes to communication, 9 students mention that the educator uses mobile devices in order to assign "wikis and kahoot". Students participate in the creation of activities using kahoot; however, they rarely orally participate. The teacher provides the

opportunity to improve oral communicate skills through the assignment of these type of activities where they have to prepare short presentation and try to involve the whole group. Lastly, another source used by the teacher is the high school platform “woot it” which is not frequently used in the class using mobile devices; and in this case, just 2 students consider this source as an activity. In the same way, just 2 students mention “videos” as an activity that the educator implements in the class with the use of mobile devices. The teacher develops a series of tasks where the students have the chance to be immersed in m-learning environment which allows them to put into practice the vocabulary they have learned through online exercises and quizzes. However, little importance has been put on the improvement of oral communication.

Question 3. Mention some of the ways that the students use in order to learn vocabulary. In this question the students have to indicate some of the habits that they use to acquire vocabulary.

**Table 3 Results of the students’ vocabulary techniques**

Vocabulary technique	Students’ response
Repeating vocabulary	7
Using the translator	5
Online book and notebook	5
Apps and mobile devices	5
Others like music, summaries, Spanish definition	3
No technique/ in class	3

Source: Marilyn Cubero Alvarez. Students’ questionnaire. Question 3, Third part. Universidad Hispanoamericana. 2017



As the table reveals, the majority of the students, which amount corresponds to 7 of them, answer that their method to learn vocabulary is the repetition of the words and their definition. They also use mobile devices in order to learn vocabulary; for instance, 5 students mention that they use the translator. In some cases, and depending on the translator, the word has a definition and examples, some others which have the pronunciation or just the meaning in Spanish. Additionally, in order to know the meaning of a word, they have to use any mobile device. In the same way, 5 students mention the use of the notebook and the online book they have. This online book has the definition in English and the pronunciation which helps them to improve the correct way to pronounce the word. Every student has their own way to acquire vocabulary, and it is noticeable to recognize the use of mobile devices to learn lexicon and start developing the second language. Taking into consideration the use of mobiles, teachers' oral communicative practice reinforces the vocabulary knowledge through speaking and meaning input from feedback and written, listening or reading practices. An important aspect is that 3 students do not have any technique, or they rely on the class teaching practices. The teacher should provide oral and vocabulary contextualize situations with meaningful situations and input for those who do not have any technique.

Question 4. Can you mention some of the advantages of the implementation of mobile devices in the class? In this question, the students have to identify and mention the advantages they consider that mobile devices have provided to the class.

**Table 4 Results of the advantages of using mobile devices that students provide**

<b>Advantages of mobile devices</b>	<b>Students' responses</b>
Faster and easier to develop the class	11
More resources	6
Motivation	5
Less contamination and materials	5
Better understanding of topics	3

Source: Marilyn Cubero Alvarez. Students' questionnaire. Question 4, Third part. Universidad Hispanoamericana. 2017

As the table shows, most of the students consider that mobile devices let the teacher and themselves to develop the class faster and easier. From the population, 11 students consider that m-learning is a way for them and the teacher to develop the class differently from the traditional setting considering the fact that the teacher improves the way a language is taught. For instance, innovating the activities where the students can practice the pronunciation of the vocabulary and the way students present projects in front of the class engage students in their process of acquiring new vocabulary and invest time in preparing themselves to present valuable oral material. Moreover, 6 students consider that using cellphones, tablets, and other technological devices give them the opportunity to have more resources in the class that enhance their learning process. Another important aspect is that implementing activities where students can use their mobile devices changes the teacher-centered model; instead, students become active learners and knowledge builders. As an illustration, as 5 students also state, m-learning activities motivate students since they have innovative learning materials and oral activities. In the same way, 5 students from all the participants think

that an advantage of using these artefacts is that they do not cause contamination because everything is paperless, and some exercises or vocabulary practices are completed in the device. Finally, just 3 students consider that m-learning helps them to comprehend and understand better the information and topics. Through readings, the students are able to recognize and understand some words by context which can be use in future oral activities. It is important to mention that students are really aware about the benefits that implementing mobile devices provide to their class environment and learning process. Using mobile devices at class benefits the teacher's practices and the students' learning process while building their knowledge.

Question 5. Can you mention some disadvantages of the implementation of mobile devices?

The students have to say some of the facts that they consider as disadvantage when implementing mobile devices in the class.

**Table 5 Results of disadvantages when implementing mobile devices provided by the students**

<b>Disadvantages of mobile devices</b>	<b>Students' response</b>
Distraction	16
Battery/ funciones/memory problems	4
Any disadvantage	4

Source: Marilyn Cubero Alvarez. Students' questionnaire. Question 5, Third part. Universidad Hispanoamericana. 2017

In the table, the majority of the students, which corresponds to 16 out of 24, mention “distraction” as the main disadvantage that they face with the use of mobile devices in the class. Many students tend to get distracted due to social networks and they are sometimes doing other things instead of working on their duties. Some students also mention some disadvantages related to the devices specifically and its functionality. For instance; 4 students say that battery and the device’s memory are problems that they face when working with mobile devices. Even though students experience difficulties in their mobile devices, the teacher can use simple questions or debates that require the preparation of students’, and their commitment to perform or oral communicate. An interesting aspect is that 4 students say that they do not know any disadvantage when implementing mobile devices in the class. Depending on the type or the devices’ brand, the students might face difficulties to achieve or complete what they have to do during class. It is recommendable that institutions take into account those possible drawbacks to avoid future struggles.

### **Teacher’s Instrument Information**

In this opportunity, the information displayed is gathered by the participation of 4 secondary English teachers who teach at all levels from New Hope high school. The instrument has 3 sections where the participants have to complete some close and open questions. The first part consists of 12 close questions with yes and no answer, and they have a comment space where the participants have to complete if necessary. Some of the participants did not answer some question, and in some of them, they provided a comment giving a reason. The second part, the instrument has 2 questions

using Likert scale model where the participants have to choose any option that they consider adequate to the question. These options are always, sometimes, often, rarely and never. Finally, the teachers have to provide their personal opinion in a set of open questions.

### **Question 1**

Do you use mobile devices (cell phones and tablets) in your class?

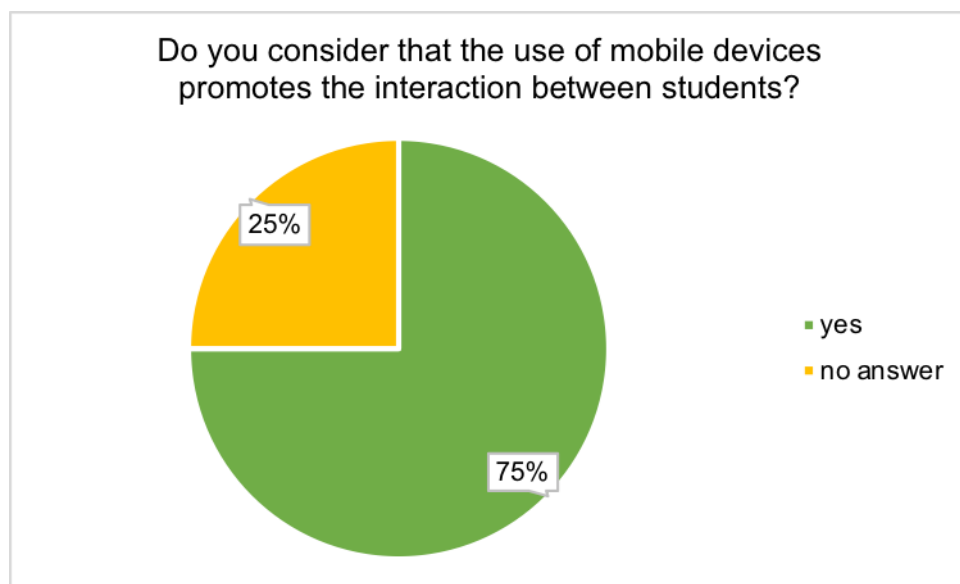
The English teachers have to answer if they use mobile devices in their classes. The four teachers answer that yes, they do use mobile devices in their class. Secondary English teachers have implemented mobile devices in their classrooms in order to develop their lessons which is an innovative tool that provides entertaining ways to develop the class. The implementation of m-learning gives teachers many different ways to improve oral communicate skill and vocabulary teaching techniques.

### **Question 2**

Do you think the use of mobile devices motivates students?

The teachers have to provide their perspective about the reaction that students have towards the use of mobile devices. In their answers, all of them agree that the students do feel motivated when they implement m-learning in the class.

**Figure 18 Results of Teacher's questionnaire question #3**

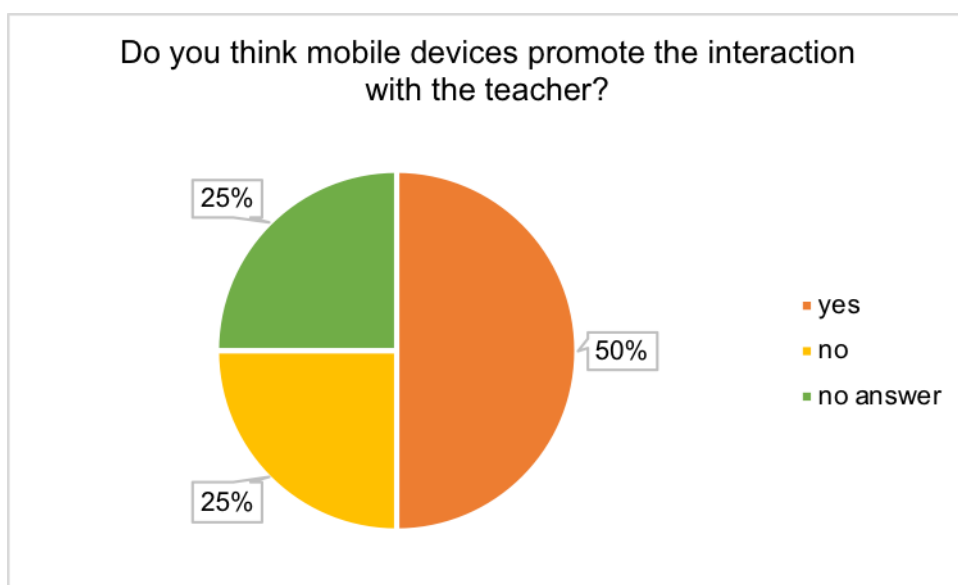


Source: Marilyn Cubero Alvarez. Teacher' questionnaire. Question 3, First part. Universidad Hispanoamericana. 2017

The teachers have to say if they consider that the use of m-learning in the class promotes the interaction between the students. As the graphic shows, the 75% of the teacher which corresponds to 3 English teachers answer "yes". They also provide comments such as "depending on the activity". This means that they consider that activities have to be adequacy selected in order to stablish the communication and collaboration among students with the use of mobile devices. On the other hand, just 1 teacher does not provide an answer since she considers that mobile devices can bring out interaction between students if the mobile devices are correctly used and the apps selected are appropriate in the environment along with the activity. This means that

teachers have to take into account the apps, activities, practices they put into practice in the class in order to foster students' interaction among students with the use of mobile devices. Since interaction is an important element in the process of learning, teachers have to implement practices where students have share their opinions with others and process input from peers.

**Figure 19 Results of Teacher's questionnaire question #4**

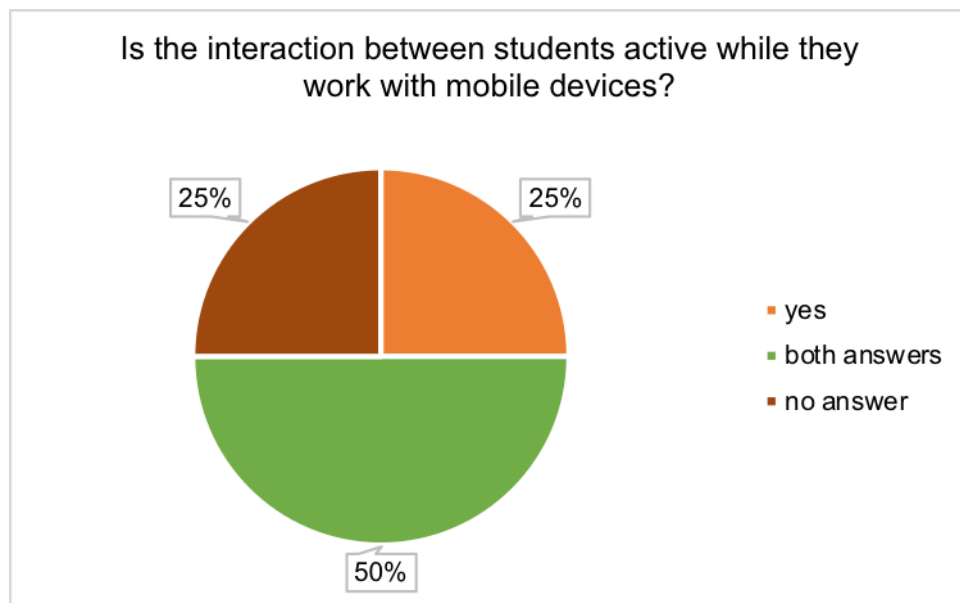


Source: Marilyn Cubero Alvarez. Teacher' questionnaire. Question 4, First part. Universidad Hispanoamericana. 2017

The teachers have to say if the implementation of mobile devices allow the students to interact with the teacher. As the graphic shows, two out of the 4 teachers which corresponds to 50% say "yes". Then, 1 teacher does not provide an answer, but a comment which says that depending on the activity, mobile devices can promote the interaction between teacher-student. On the other hand, the other teacher says that "no", mobile devices do not promote the interaction between teacher-students. Mobile

devices improve the communicative skills and vocabulary knowledge depending on the activity that educators apply in the class. It is important to consider that it is fundamental to choose activities where learners not only share ideas and thoughts with peers, but with the teacher. Student-center model establishes the total learners' participation and they knowledge construction throughout the process, and the teachers' role is as guide and facilitator of information. The teacher is a fundamental part of the learning process since he/she is a source who the students can rely on and receive constructive feedback that helps their learning.

**Figure 20 Results of Teacher's questionnaire question #5**



Source: Marilyn Cubero Alvarez. Teacher' questionnaire. Question 5, First part. Universidad Hispanoamericana. 2017

The teachers have to answer if the mobile devices promote active participation between the students in the class. As the graphic displays, just two teachers match in their answers and they select both options which are "yes" and "no". In other words, the



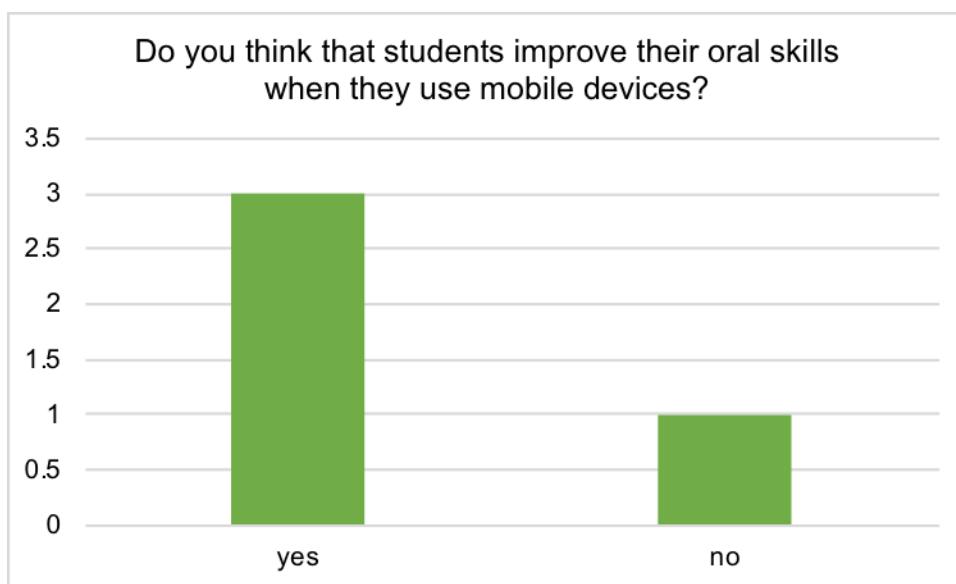
students actively participate between them in the class when they have to work on the m-learning tasks. Moreover, a participant's comment states, "it depends on the activity, sometimes they are working on their own things", so this means that the students sometimes have the opportunity to interact with others depending on the tasks that the teacher have assigned. On the other hand, one teacher does not provide any answer and she provides the comment that states, "If they are listening to music then no." This means that the students have the opportunity to listen to music, so they do not have the chance to actively interact with classmates. It is important that teachers monitor what their students are doing if they have to complete any task they have assigned. Lastly, just 1 teacher answers "yes" and provides the comment that states, "they comment on what they're doing." This means that this teacher assigns tasks where the students are able to interact with others while they work with mobile devices. It is important that students participate and have interpersonal relation with other learners.

In the question #6, is it difficult for you to use mobile devices in the class?

All the English teachers answer "no". Some of the participants provide some comments like "there is Wi-Fi connection," "teacher and students know how to use them." This shows that the use of mobile devices is not a complicated task for teachers and these educators acknowledge that even the students know how to manage their mobile devices; as a result, there is not any complication to implement them in the class. The implementation of mobile devices inside the classroom is a challenge for teachers since there are many distracting aspects that can make difficult their duties during the lesson. For instance, some activities do not engage learners to acquire the vocabulary, so they are not able to use it in real context situations. Some of the activities that the English

teacher implements are the audio and videos reproduction, written activities on the interactive board, readings and their audio material, online practices through the use of a link, etc. However, it is mandatory that teachers keep track of students' process and monitors what they are doing during the class, so that can enhance students' concentration and avoid distractors. Nowadays, students are accustomed to virtual communication and use their cellphones, tablets, computers to make everything, so adapting vocabulary techniques and communicative oral settings catch students to continue learning in an innovative environment.

**Figure 21 Results of Teacher's questionnaire question #7**

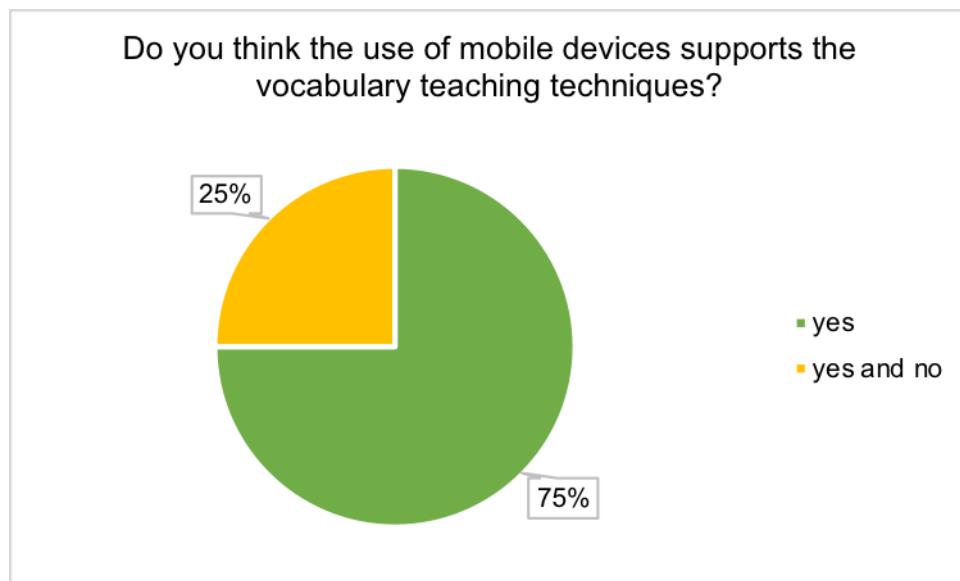


Source: Marilyn Cubero Alvarez. Teacher' questionnaire. Question 7, First part. Universidad Hispanoamericana. 2017

Educators have to say if they consider that mobile devices improve students' oral skills. As the graphic shows, 3 teachers out of the 4 who participate in the investigation consider that implementing mobile devices improves students' oral abilities. While just 1

teacher considers that “no”; however, he adds a comment that says, “depends on the activity that the teacher uses.” Even though 1 teacher considers that mobile devices do not help students in their oral skills, the comment that she provides is the evidence that depending on the task, the students have the opportunity to share their ideas. The oral activities give students open spaces to put into practice their vocabulary and acquire new forms in the language. These types of exercises improve their oral abilities since they are constantly receiving input and feedback from peers and teachers. Also, the selection of activities is fundamental, and they are influenced by the teacher’s objective and the learners’ learning results.

**Figure 22 Results of Teacher's questionnaire question #8**

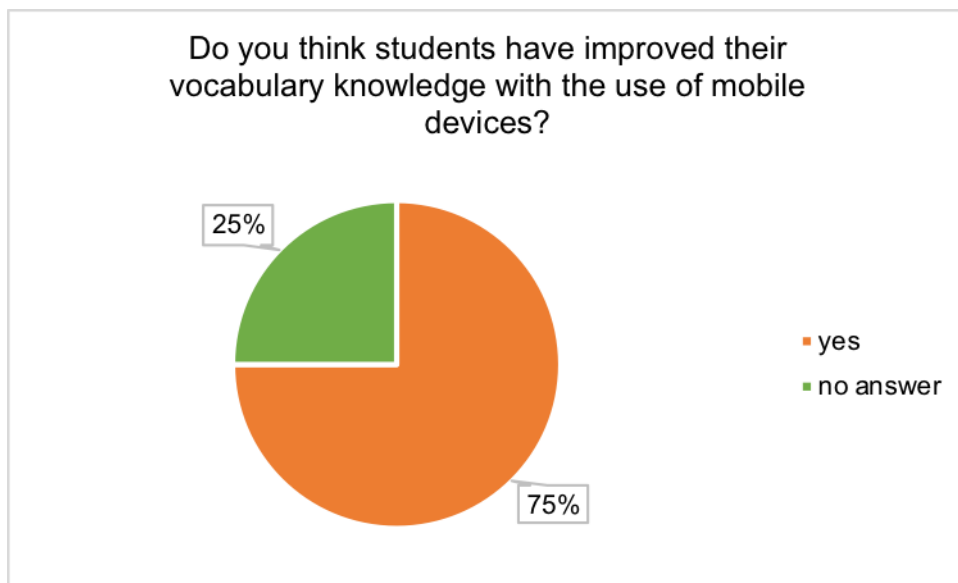


Source: Marilyn Cubero Alvarez. Teacher' questionnaire. Question 8, First part. Universidad Hispanoamericana. 2017

In this question, the English teachers have to say if the implementation of m-learning has helped them in the classroom when it comes to vocabulary teaching practices. As

the graphic shows, just 3 teachers out of the 4, who participate in the investigation, consider that mobile devices support their teaching lexicon techniques. While just 1 teacher says, “yes and no” and provides the comment “it depends on the activity,” “if the teacher knows the appropriate apps.” This teacher considers that the teacher who uses mobile devices should take into account the activity that he/she wants to implement when considering m-learning implementation in order to support vocabulary practices. For teachers, it is not complicated to implement mobile devices in the class (question 6) and taking into account that teachers consider that mobile devices contribute to students’ oral abilities (figure 21). In the same way, the teachers consider that m-learning supports teaching vocabulary techniques. For example, the apps implemented in the class are helpful tools to incorporate and develop students’ vocabulary knowledge. M-learning improves their vocabulary techniques in the class and supports the teacher’s in order to enhance students’ oral abilities.

**Figure 23 Results of Teacher's questionnaire question #9**



Source: Marilyn Cubero Alvarez. Teacher' questionnaire. Question 9, First part. Universidad Hispanoamericana. 2017

This question requires that teachers say if they consider that the use of mobile devices in the class has improved students' vocabulary knowledge. As they already stated (figure 22), implementing mobile devices supports the vocabulary teaching techniques depending on the activities. This means that mobiles have supported their teaching. As the graphic shows 3 teachers consider that m-learning enhances students' vocabulary knowledge. Teacher implement mobile devices in their vocabulary techniques because they consider that students improve their lexicon by using tools. Even though one teacher who does not answer or provide a comment, it might be due to their experience with mobiles and the her/his students' performance. Since the majority of teachers consider that mobile devices have been improving the way students acquire lexicon,

they should merge their vocabulary teaching techniques and communicative activities in order to reinforce speaking skills.

In question number 10, do the students show positive attitude towards the use of mobile devices to learn vocabulary? All the teachers answer “yes”, and one of them provides the comment “it is also linked to oral skills.” This means that the English teachers have seen the positive attitude that the students have when they have the opportunity to use their mobile devices in educational settings. Some teachers have created environments where the students can improve their lexicon knowledge in speaking activities, and their engagement provoke a general interest and successful learners. Having a positive attitude towards the use of mobile devices allow teachers the daily assistance with this type of artefacts which make smoother the lesson plan with structured and modern techniques.

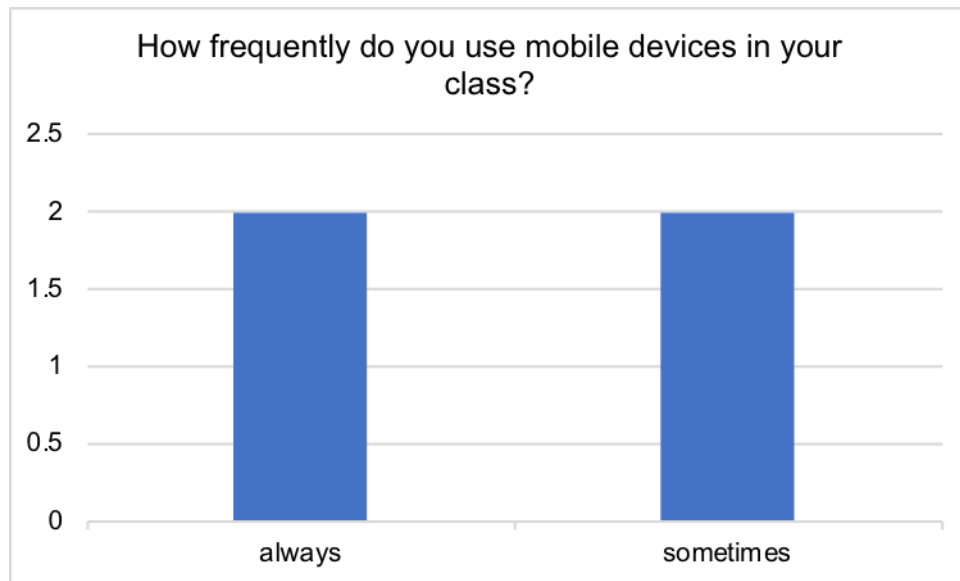
In the question number 11, do you think that acquiring vocabulary helps students in their abilities to orally communicate? The teachers have to answer if they consider that learning vocabulary supports the students’ abilities when speaking. The totality of the teacher interviewed, which corresponds to 4, say “yes”. Applying vocabulary teaching techniques (figure 22) and considering lexicon an important aspect to develop oral abilities support that m-learning communicative activities enhance students’ speaking skills. Vocabulary is associated with the ability to speak, and acquiring vocabulary helps them to orally communicate; as a result, there should be a focus on students’

vocabulary to enhances speaking abilities. In order words, reinforcing the students' vocabulary knowledge boost their performance at speaking situations.

In question 12, do you take advantage of the access of information many mobile devices have? The teachers have to answer the question taking into account the facility that mobile devices bring to their class with the easy access to information. All the teachers answer 'yes". As all the teachers commonly use mobile devices in their class in order to develop their lesson (figure 24), they also take advantage of the accessibility to other tools and information that internet can provide to their classes, this also help them to implement practices where the students can search for specific information that they can use to present any topic at class and inform others about it. The access to other information enhance the students' knowledge, and it allows them to provide their personal perspective about what they have searched. This practice provides a different and dynamic class environment and students are able to enhance their language competence when it comes to vocabulary.

## Second part, Teacher's instrument

**Figure 24 Results of Teacher's questionnaire question #1, Second Part**

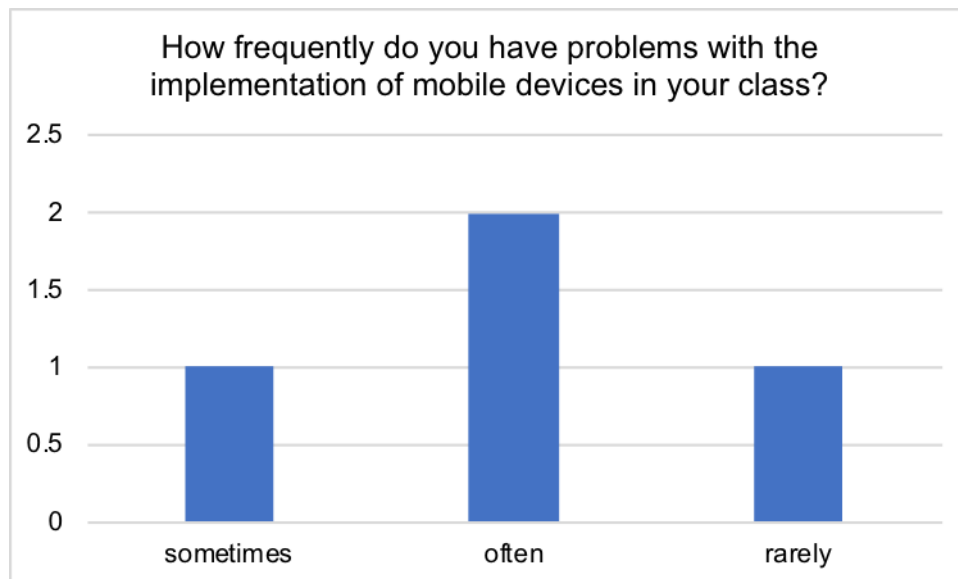


Source: Marilyn Cubero Alvarez. Teacher' questionnaire. Question 1, Second part. Universidad Hispanoamericana. 2017

In this question, the teachers have to say the frequency about using mobile devices in the classroom. As the graphic shows, two teachers always use mobile devices, while the other two sometimes implement mobile devices in the classrooms. Since teachers answer always and sometimes as options which are positive results, that means that the use of mobile devices is very frequent, and they implement them as a supportive tool to develop their lessons and to enhance students' performance (figure 22) (question 11). As the teachers mention, the implementation of mobile devices motivates students to learn the language which is an important aspect to engage students and help them expand their knowledge in the language.



**Figure 25 Results of Teacher's questionnaire question #2, Second Part**



Source: Marilyn Cubero Alvarez. Teacher' questionnaire. Question 2, Second part. Universidad Hispanoamericana. 2017

In this question, the teachers have to share the frequency regarding the difficulties that they have when implementing mobile devices in their class. They have to take into aspects such as connectivity, devices, download and others. As this graphic shows, the majority of the teachers, which are two of them, often have problems when implementing mobile devices in their classrooms. Some of the comments that they provide are “connectivity” and “internet connection” which are common disadvantages of m-learning since they complicate the flow of the activities that the teachers implement in their class. On the other hand, just 1 teacher answers that difficulties are sometimes presented in the development of the class with mobile devices. Finally, just 1 teacher says that problems with mobile devices are rarely presented when it comes to connectivity or infrastructure inside the class. When implementing mobile devices, difficulties with connectivity, infrastructure, a mobile device to each student are common

drawbacks of implementing m-learning in the class. Some institutions are not adequately equipped to this change from traditional teaching to innovative teaching environment.

### **Third part. Open question.**

In this part the teachers have to answer a series of question where they have to provide their personal opinion about the practices that they develop in the class, some examples of their class, and how they implement mobile devices. These series of questions will be described with the information that all the teachers provide.

In question #1, what educational practices do you use to engage students when using mobile devices in your class? The teachers provide many options where students can put into practice their vocabulary knowledge and communicative oral abilities using mobile devices as a tool in order to support educator's teaching practices. For example, the teachers mention that online games and the use of apps are tasks they implement in their classrooms. Additionally, they mention that students use their mobile devices to listen to music while completing practices or written tasks. Another teacher mentions that he assigns students to record themselves, and they listen to their audios and correct possible errors they have listened to. Moreover, the students have to perform fake phone calls, where they have to practice their oral skills and vocabulary already studied. Only 1 teacher out of the 4 secondary English educators, does not provide any answer. The educational practices that the teachers implement in their classrooms with

the use of mobile devices gives a perspective of how important is for them the implementation of innovative tools in order to improve students' competence in oral abilities and vocabulary knowledge. Those activities reinforce the students' knowledge and let them practice what they have learn. Some of the activities provide a space for the students to complete their tasks which is a great option to give them the control of their time.

In the second question, how do you monitor your students in the process of learning and communicative oral skills? All the teachers have different methods to monitor the students' learning process. Example, walking around and checking students' progress while doing their tasks is a way how a teacher monitors them; however, it is commonly applied with written activities. Another two English teachers prefer to use a rubric; when using it, the students are asked to use the language in any specific task, and teacher is able to grade them according to what they share in the class and with their peers. Moreover, a teacher likes to group the students and assign a leader who is responsible to monitor the others when completing their tasks. It is important that teachers monitor their students in order to keep them working on the topic and provide feedback anytime needed. In other words, when monitoring students, teachers can observe their progress and praise them and correct any error or mistake for future correction.

In the third question, how do you provide feedback to your students when you use mobile devices, or how do you keep track of their learning? All the teachers have different ways of keeping track of students' learning process, and the majority of them

prefer to provide written feedback; however, it is also important to provide oral feedback to strengthen teacher-student relationship and communication. As an example, some of them send advices and comments through the high school's platform which corresponds to "Woot it." This platform allows teachers to send notes to parents or practices for the students. In the same way, they can have contact with students and reinforce certain aspects for them to take into account in order to improve their level and English language performance. Additionally, some teachers like to use rubrics and assessments where learners receive comments about their performance, the aspects to be improved and the strengths areas. There is 1 teacher who implements mini-talks in order to provide oral feedback to their students, and a teacher who mention that she uses oral and written ways to provide feedback. It is essential that teachers provide positive or negative feedback to their students, so they can find out their mistakes or evaluate their performance taking into account the way how teachers provide corrections.

In the fourth question, what activities do you implement in the class in order to help students in the process of acquiring vocabulary? There are many ways that teachers can implement in order to teach lexicon in the class. Some of the ways that secondary English teachers at New Hope high school put into practice are through the use of the book, where the students have a list of some words that they have to know and get used to every term when studying every topic. Additionally, a teacher implements a technique where students have to look for the word in the book and find possible synonyms and antonyms that match with the terminology. The students have to find

words in their contexts in order to use them in future situations such as role plays. There is 1 teacher who says that she provides a list of words and a practice for the students to acquire vocabulary. It is interesting to mention that just 1 teacher says that he does not implement vocabulary techniques or practices for students since they already handle a variety of vocabulary, so for him it is not necessary. The educator has acknowledged the importance of learning vocabulary, and how it advocates students' oral skills, so it is important that teachers create environments where learners can enhance their vocabulary knowledge with practices where they can carry out activities using the vocabulary learned. Since teachers implement mobile devices in daily bases, they should stablish m-learning activities focusing on providing students the opportunity to talk and get familiarized with the lexicon in order to boost their oral abilities.

In question 5, have you noticed any improvement in students' vocabulary knowledge through the use of mobile devices? How? There was only 1 teacher, out of the 4 who participate in the questionnaire, who says that there is not much improvement in students with the use of mobile devices. However, she mentions that for some students "yes" and others "no". This might be because she considers that depending on the activity, some students have improved their vocabulary knowledge through the use of mobile devices. On the other hand, the other 3 teacher mention that they have noticed an improvement on students' vocabulary knowledge. A teacher mentions that using the language and speaking in English with the mobile devices, they have enhanced their competence. Another teacher mentions that when using the mobile devices, the students have the opportunity to ask a lot of questions using the vocabulary and they

can also develop tasks and practices where the vocabulary can be used in different contexts. It is important to see how most of the teachers consider that mobile devices allow students to enrich their lexical knowledge and use it in oral circumstances. Additionally, there are specific tasks that the learners use in order to enrich their vocabulary knowledge, so teachers should take advantage of those students' learning techniques, so they can expand their lexicon. Appropriate activities and teaching vocabulary techniques should be rigorously implemented in order to strengthen learners' oral competence and critical thinking.

In the open question, what activities do you implement with the use of mobile devices in order to improve students' oral communication skills? All the teachers who participate remark some of the activities they assign to their students in order to carry out m-learning activities. For instance, a teacher mentions that the students sometimes have to do research about any specific topic, and they have to present what they have found in front of the class. Another teacher says that they students have to watch videos, listen to audios or the vocabulary from the virtual book. Sometimes the students have to carry out a debate or round table while doing reports about the investigations or analysis of information. Oral presentation is another way for a teacher to foster oral communication practices and improve their speaking abilities. Virtually speaking, there is a teacher who implements online games and "kahoot" which demands that students elaborate practices or activities where the other students can create games or test other students with certain questions. The use of digital games or apps where they can create

their own games are a good way to put into practice knowledge and keep track of students' learning process.

In this question, it is important to know the teachers' perception about some areas that mobile devices improve in students' learning, so they have to answer, do you think that the implementation of mobile devices helps students in other areas rather than vocabulary and oral communicative skills? Which ones? The teachers know the advantages of mobile devices since they are considering the areas that m-learning can improve in students' learning process. They implement m-learning in order to support their teaching practices and use it as a way to engage students in the continuous process of learning. Some of their answers are that mobile devices improve pronunciation and intonation when listening to audio material. Those aspects are linked to the speaking skill, which are essential elements when it comes to communicating and acquiring a language. When teachers monitor students' language learning, students are able to improve other linguistic abilities such as listening, writing, grammar knowledge and literature comprehension. This might be because some students get distracted and start doing other things which are class not related.

The students' attitude is important in order to establish strong relations between the teacher the students and to strengthen their learning process. In the question, how do your students react with the use of mobile devices? What's students' attitude? (e.g. motivated, difficult to manage them, etc) In this question, the most important part is to affirm how the students respond to innovative techniques. As a result, all the teachers

answer that learners do enjoy the implementation of mobile devices. They like the fact of using mobiles since they are very technological, so this type of activities entertains them. Two other teachers mention that students get motivated and excited when applying m-learning; however, it requires a lot of monitoring in order to check students' progress and control them not to use their gadget to do other tasks. Active oral participation can avoid the distraction and reinforce their communicative abilities. Overall, the students are immersed into a technological environment where they enjoy the use of mobile devices everywhere. Using the mobile at class is an excellent way to involve learners in the process of acquiring a second language and help them to develop abilities.

In the process of learning a second language through the use of mobile devices, it is crucial to look up activities where the students develop their abilities. As a result, in the question what kind of activities do you implement in your class with mobile devices? Are there synchronous (real time interactions with learners, e.g. teleconferencing, on-line chat programs) or asynchronous (immediate response from the learners is not required, e.g. e-mail, blogs, etc). Can you mention some of them? The teachers have to mention some of the activities that they incorporate in their planning in order to teach English. Some of the answers that the teachers provide are blogs, games, online activities, real phone calls or video recording. Most of the activities are synchronous since they require an immediate response from the learners and oral abilities to express themselves using specific vocabulary. M-learning activities are very entertaining, and students like them a lot which is a very important element to keep students focus during the class.



In the question, what applications do you use to develop your class? Are they free or high school' apps? The teachers have to provide the name of some apps that they use in the class in order to develop their class. It is essential to choose an application or software that fulfil students' language learning needs. As some teachers mention before, they have used apps, e-mails and voice messages, phone calls, but they have also used Kahoot, google forms and the school platform "Woot it". These are virtual platforms where the students have to create activities to engage other students in the oral activities using the vocabulary they are studying; additionally, some teachers use mobiles to test students. Implementing new virtual applications or platforms is a method that teachers can apply in order to innovate and contextualize real educational situations where students can practice the language orally.

It is meaningful to know the teachers' perception about the advantages that implementing technology in the class; for that reason, teacher have to answer the following question; can you mention some of the advantages that mobile devices have provided to your class? Recognizing the importance of implementing mobile devices is necessary in order to innovate traditional classrooms. Some of the reasons that teachers mention as advantages of m-learning are that it saves time and it is easy to evaluate students. Another teacher also mentions that using mobile devices are time savers because they can evaluate students faster than using written material. An imperative aspect to mention is the fact that teachers foster creativity and critical thinking among students since they have to create nice projects or activities. The

presentation of these activities gives students the opportunity to use the language. Students need to be included in the m-learning activities since their language development is essential to enhance their productivity and originality in every task.

On the other hand, there are disadvantages when teachers implement m-learning activities in their classes; for that reason; in the question, can you mention some disadvantages of mobile devices in your class? The educators have to point out some drawbacks of implementing m-learning. They mention that the Internet connection or low signal complicates the activities because the students cannot complete what they are doing or lose what they have prepared. The internet connection sometimes causes problems since the learners work with online sources. Another problem is that some artefacts are not charged or the program that they have to use is not compatible with the phone's software, so the students cannot work on what is assigned in the time delegate for the activity, so they stop working. Another aspect is that in some cases, the students forget their devices at home, so they have to work with their peers. As a consequence, students sometimes get distracted or start talking about something which is not related to the topic, so those are disadvantages that teacher should take into account when implementing mobile devices. Even though the use of mobile devices might distract or complicate the lesson plan, it is important to engage students in their learning and keep innovating teaching practices according to their preferences in order to fulfil their vocabulary knowledge and motivate them to actively participate.

## **Analysis of the Information**

Students at New Hope have a lot of technological resources which teachers can use in order to develop their lessons and engage learners in their process of acquiring a second language. One New Hope's educational objective is the formation of bilingual individuals able to communicate with strong abilities to understand and speak in a foreign language through the implementation of technology as a teaching tool. As a result, the institution recommends the implementation of technological tools which strengthen teacher-student relationship and reinforce students' knowledge. For this reason, all the students have mobile devices like cellphones, tablets and computers which they have to use depending on the teachers' lesson plans and students' necessities. There is the need to examine some of the perceptions that teachers and students at New Hope have towards the use of m-learning in the class and its implementation to acquire vocabulary and strengthen and how it has influenced in the process of acquiring a language.

As the information collected shows, the students mention that the teacher uses mobile devices most of the time in order to develop their lessons, and they consider that the artefacts help them through their second language learning process. In the same way, the teachers agree with the daily use of mobiles, and they think that m-learning improves students' learning in areas such as vocabulary and speaking abilities as long as educators select appropriate activities that open the possibility to enhance their skills. The authors Gronlund & Islam (2010), in the article "A mobile e-learning environment for

developing countries: the Bangladesh Virtual Interactive Classroom”, establish the importance of innovative environments where the students become active learners and knowledge builders. They state that technology has been taking part of the learning process and its influence in developing countries has increased due to its spread around the world and the distance learning modality that many institutions has adapted into their systems (p. 244). The implementation of innovative tools and practices require that teachers change traditional classroom and foster students to build their own knowledge. However, in some cases, the students do not feel comfortable to speak in front of the public because they do not handle vocabulary to express themselves. Teachers need to implement techniques where the student practice the language using contextualized vocabulary. As all the students mention, mobile devices help them to learn a second language like English, and the teachers agree the innovative use in their vocabulary techniques. As a result, educators have to take advantage of students’ motivation and interest to adapt activities where they work cooperatively allowing learners to share their ideas using the new vocabulary learned in the class and through interaction.

Since teachers at New Hope have implemented the use of mobile devices, it has broken the barriers for students to actively participate and be able to enhance their oral abilities. Teacher incorporate vocabulary activities where the students can reinforce their knowledge. M-learning changes the perception of “traditional classroom setting, where the student is seen as a passive consumer of educational knowledge.” (Montrieux, Vanderlinde, Schellens, & De Marez, 2015, p.1) Due to the implementation

of mobile devices, the students have the opportunity to work on what is assigned by the teacher and share their work with the class. However, the teacher is always implementing similar activities for them to complete. For example, it is not common the use of round tables, free speeches, debates, among others; instead, the teacher uses the mobile devices to apply tests or online exercises which include the practices or written tasks done on Google docs. Even though students have a great knowledge in vocabulary, they are not using the target language as much as possible in speaking activities. The lack of communicative activities diminishes the opportunities for them to receive meaningful input. It is important to ensure that students acquire the vocabulary but also provide other occasions to practice contextualized way the lexicon.

The motivation that students at New Hope show while working with mobile devices authenticate their enjoyment at class and their productivity to work. For that reason, the use of a rubric in order to keep track of their progress allow the investigator to evaluate the progress of the participants. It is important to evaluate students' learning process and reinforce students' weaknesses with the use of dynamic techniques. For example, the use of videos, listening material, role-playing, blogs, the creation of wikis, the use of new apps, among others are attractive activities to engage learners. Even the use of recordings helps teachers to listen to common students' errors and mistakes. English teachers are committed to reinforce their knowledge and open spaces where they develop their critical thinking. Educators at the high school implement a variety of technological sources such as interactive board, audio material and the lab which is an effective teaching technique for instructors to support their lessons. As an illustration,

when the vocabulary is already learned, the teachers reinforce their lexicon with activities where they can use it. The main objective with the implementation of mobiles in the class is to fulfill students' needs with qualified mechanisms that allow teachers to reach their responsibilities as sources of knowledge and information without leaving apart students' capacities (Montrieux, Vanderlinde, Schellens, & De Marez, 2015, p.2). For instance, the English teacher is always implementing new ways to teach every subject; in fact, she combines reading and speaking with activities where they have to explain what they have learned and prepare material in front of the class with their mobile devices. As a matter of fact, the students prepare power point presentations, games with Kahoot, puzzles, questions and answers, performances with characters, among other, with these activities the learners are able to practice the vocabulary related to the reading and improve their oral communication skills. However, those activities are not completely enhancing all students' oral performance. It is essential that teachers take into account students' learning styles and vary some of the activities for all the students to comprehend the new information and successfully acquire the language. In other instances, the educator plays the pronunciation of some words from the book and listening material for them to read together and answer specific questions about the reading. Applying technology in the class might be hard for teachers since they have to accomplish specific objectives accompany with time struggles and distraction. However, it is necessary to focus on students' abilities in order to develop activities where they get entertain and learn at the same time.

The vocabulary knowledge is an important aspect in the process of learning a language, and teachers at New Hope agree with the importance of it. As a matter of fact, the English teacher is aware of the activities that she implements during the class in order to reinforce lexicon. However, it is essential for learners to put into practice the vocabulary learned in real context situations because they will enhance their accuracy and fluency when communicating with others. Taking into account the students' engagement of the use of mobile, teachers should implement dynamic techniques where the learners interact with other speakers leaving apart virtual written exercises. Since m-learning can be used inside and outside the class, there should be a balance with the type of activities. For instance, combining exercises where they require immediate and late responses allow the student to experience different activities and avoiding monotonous lessons.

When implementing mobile devices, students require that teachers open spaces where they can practice the language. Having the opportunity to share their ideas is a good way for them to improve their performance and speaking abilities. In fact, students react positively towards the use of mobile devices since they communicate with their classmates and the teachers have the chance to innovate based on students' "learning styles." (Montrieux et al. 2015, p.4) Address skills such as writing, reading, and listening in a proper way with the supportive use of mobile devices enrich students' knowledge because they have intervals to actively take part of their learning and point of view. Teachers should keep students practicing the language with their peers in order to engage them in the process of learning a second language. Even though "It is not

immediately clear whether the use of technology in the classroom improves learning practices” through the use of mobiles, learners have acknowledged that they feel motivated having contextualized situations where they become critical and build their ideas (Montrieux et al. 2015, p.4). As many teachers at New Hope’s institution use technological tools in their lessons, they should implement dynamic activities that demand students’ language production in order to enhance weak oral abilities. Choosing the correct activities and implement them in a correct way promote active learning and successful outcomes from students.

Even though, for some teachers the use of mobile devices in the class is hard because they have to move from traditional classroom to free spaces where the learners create their own learning (Montrieux et al. 2015, p.8). At New Hope, there is not complication for the teacher to apply innovative teaching practices since they have plenty of technological sources. On the other side, the type of activities plays an important role in the acquisition of the language since the students require meaningful input to produce the language. The use of synchronous and asynchronous activities improves the students’ language performance because it demands the learners’ language production. However, the “automatic speech recognition” boost the language production in learners and it “facilitates an improvement in pronunciation.” (Shelley Shwu-Ching, & Yi-Hsuan, 2014, p.240) Students at New Hope lack of strong communicative oral abilities because there are just a few spaces for them to practice the language. It is a fact that they prepare activities where they have to use the vocabulary that the teacher introduces; however, there are some students that hesitate



to participate or avoid sharing their ideas. As a result, their communicative oral abilities do not improve in a reasonable amount of time which means that their speaking skills remain constant or invariable. In most of the cases, the use of mobile devices requires students to complete online exercises or grammar tasks based on vocabulary knowledge. In some cases, the teacher misses to provide feedback or go over some of the wrong answer which means that students are not able to correct themselves or know the correct answer. Implementing mobile devices in the class gives a lot of opportunities for teacher to innovate and improve their teaching practice; however, there are some drawbacks that should be solved in order to avoid students' distraction or failure.

## **CHAPTER V**

### **CONCLUSIONS AND RECOMENDATIONS**

The aim of this investigation is to analysis the implementation of m-learning as a way to learn vocabulary and improve oral communicative skills in *Complejo Educativo Bilingue Nueva Esperanza*. In this part of the investigation, the conclusions and recommendations are as follow;

## **Conclusions**

1. M-learning is a teaching strategy that English teachers commonly implement in their classroom as a way to support their practices. They consider that mobile devices motivate students in the process of learning a second language because they have a positive attitude. Additionally, mobiles promote the interaction between student-student and teacher-students which creates an oral communicative atmosphere. They also incentive mobile devices usage during their curriculum practices since they do not have difficulties to put them into practice due to the infrastructure and facilities. Since teachers acknowledge the positive results of m-learning when it comes to communicative oral skills and vocabulary knowledge, they commonly mixt synchronic and asynchronic activities. Those activities engage learners into the process to improve their abilities. Even though not all teachers implement the same activities in the class, the use of m-learning creates an environment where learners demonstrate their creativity through the development of tasks where they critically organize and show to their peers. As a result, all teacher should take into account the benefits to maintain the same scope while using m-learning.

2. When it comes to students' learning process, they require meaningful input in order to produce outstanding outcomes. For students, the use of mobile devices represents a great opportunity to support their learning process. Based on student's perspective, m-learning allows them to be active participants with the teacher and peers. The use of mobile devices brings up motivation and enjoyment which lead to successful learning of lexicon and communicative oral abilities. Students do believe that mobile devices help them to improve their lexicon knowledge and make smoother the process of learning the language. Not having any limitation at their learning, the students are able to develop many activities in their artefacts, prepare material for them and other students, present to others their finding and give their personal opinion.
  
3. The main focus is the acquisition of vocabulary and the implementation of oral abilities which teachers consider that both areas are enhanced through the correct use of mobiles and the precise selection of activities. In other words, the implementation of m-learning constitutes the improvement of students' oral abilities and vocabulary knowledge; however, it depends on teachers' practices and their commitment to create innovative and communicative settings in order to increase collaboration and interactivity among students. Even though some of the students have little improvement in their vocabulary and oral learning skills, some activities do not demand all students' active participation, so some of them are not enhancing their oral abilities. Since all teachers do not select the same activities to vocabulary

learning, there are some gaps between the activities that some teachers implement and other do not.

4. Implementing oral activities in the lesson plan supporting them with the use of mobile devices can create a communicative environment where the students can put into practice their vocabulary knowledge and become fluent progressively. Since mobile devices do promote the interaction between students, taking advantage of this source provokes the engagement in learners to enhance different skills due to their participation. Taking into consideration that educators should monitor students' progress and provide feedback when necessary. Teachers should create a communicative oral environment using activities where students can provide their personal opinion in order to boost the active participation. M-learning is considered as a teaching practice which supports the curriculum, and it improves not only communicative oral abilities and vocabulary knowledge but also pronunciation, reading, among others.
  
5. Vocabulary knowledge is an essential element that students require to express themselves with the proper use of lexicon. The vocabulary knowledge and oral abilities constitute a challenge for teachers since they have to come up with techniques that give learners the necessary information for them to produce outcomes. Students' participation is important at educational settings, and students consider that m-learning promotes the interaction students-students which is an open space to enhance their oral abilities and enjoy their high school period. Their

motivation and willingness to participate are the result of implementing technology in the class in order to support teaching vocabulary techniques and speaking activities. Some teachers' practices are not challenging enough, so learners are not participating the same amount which complicates their process of acquiring vocabulary.

6. Even though students have a great command of vocabulary and meaning of specific words, the learners do not use this vocabulary retention to orally practice in real context situations. As a result, the students have little improvement in oral abilities what makes interference when speaking to others. When implementing m-learning in the class as a supportive tool to develop lesson plans, teachers should focus on activities where the students are able to improve their oral abilities and reinforce their lexicon knowledge.

### **Recommendations**

- Teachers ought to modify the level of difficulty of the activities in order to provide self-test for students to promote research and analysis among students.
- Teachers should monitor students' progress in order to examine students' acquired knowledge and make learning more effective.
- Educators should recognize the mobile devices that distract students and use them to generate strategies that reinforce learners' knowledge and participation.

- It is recommendable that the institution provide training in the different mobile devices or technological resources.
  
- For future investigations, the expert focuses on one element in order to research about the impact of mobile devices in students' learning process in order to get a better analysis and problem understanding.

**CHAPTER VI**

**PROPOSAL**



**6.1. Proposal's name**

Strengthening oral communicative skill, vocabulary acquisition and m-learning

**6.2. Place**

This project looks forward to enhancing oral communicative skills at *Complejo Educativo Bilingue Nueva Esperanza* with seventh graders

**6.3. General Objective:**

To apply the use of m-learning in speaking, writing, reading and listening skills to enhance students' oral communicative abilities.

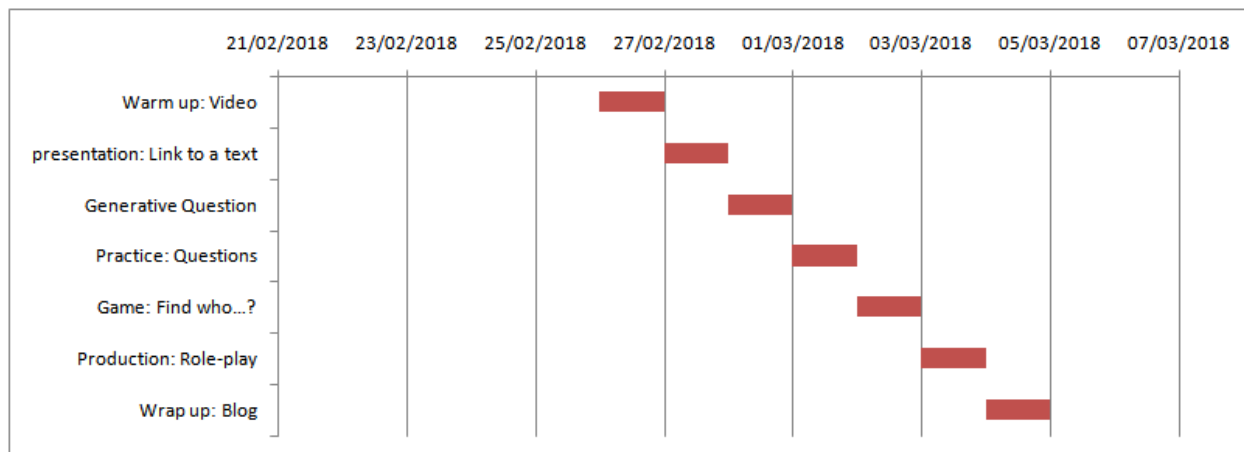
**6.4. Specific Objective:**

- To recommend communicative skill improvements through the use of mobile devices and communicative approach.
- To identify communicative activities that supports the use of mobile devices in the class to improve vocabulary and communicative competence.

**6.4. Chronogram of Activities and Responsible Person**

Responsible: English teachers

### Chronogram:



### 6.5. Budget

There is no need for budget since there should be a modification with the activities.

### 6.6. Proposal

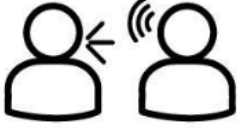


Students at New Hope have many technological resources that can be used in order to implement activities based on communicative plan with the implementation of mobile devices.

#### 6.6.1. Implementing Communicative Oral Activities in M-learning Environment

A good initiative to improve oral abilities is the implementation of a tool that allows students have contact with other English speakers. Exposing students to oral environments is important during their learning process since they receive meaningful input from other speakers. In fact, the more the students practice, the better their

outcomes will be. Implementing innovative and dynamic tools fosters an active learning process which endorses learners able to communicate successfully (Montrieux, 2015, p.9). This means that teachers are responsible of bringing out environments that enrich students' knowledge and make learning an exploratory experience. The selection of activities focuses on students' reactions and responses bases on spontaneous activities which provide the use of real-life situations. The plan implements the use of videos which set up real life situations in order to evoke team working and communicative skills. The use of generative questions produce that students doubt about the topic in study and make them investigate in order to provide their own opinion. Additionally, the plan includes audio material that engage auditory students using music, dialogues and conversation. Engaging students in their learning process enhances their performance in oral communicative activities. The use of role-plays is a useful technique that stimulate an active learning technique where students have to act out situations as if they were real. This type of activity motivates students and they feel comfortable with contextualized situations; as a result, they learn in a significant way. Activities are meaningful selected in order to reinforce students' oral abilities.

Level 7th	Unit 1
Scenario: Life	Themes: 1. Daily Routines 2. Simple present tense
Enduring Understanding: Caring about others' preferences and habits help people understand others.	
Essential Question: What does every person do?	
Linguistic Competencies	Goals

		Learner can...
Oral and Written Comprehension	 <p>Listening</p>	<p>L1. Identify the sounds and pronunciation of the words heard in real context situations.</p> <p>L2. Understand simple information and questions that require personal information about routines.</p> <p>L3. Comprehend main ideas of readings and recordings.</p>
	 <p>Reading</p>	<p>R1. Recognize the pronunciation of words, specific sounds using knowledge in phonics.</p> <p>R2. Understand information on texts, articles, conversations and dialogues.</p> <p>R3. Identify questions and expressions in real context situations.</p>
Oral and Written Production	 <p>Spoken Interaction</p>	<p>SI1. Ask and answer questions about real context situations that involve family members and personal information.</p> <p>SI2. Differentiate and point out simple grammar structures presented in texts.</p>



Spoken  
Production

SI1. Organize situations and role-play possible solutions about circumstances using the correct vocabulary and sentence patterns.



Writing

W1. Write critical opinions about meaningful pieces of text.

Level 7th		Unit 1/ Topic		
Learn to know	Learn to do	Learn to be and Live in Community	Suggested Mediation Strategies	Assessment Strategies
<p><b><u>Grammar and sentence frame</u></b></p> <p><u>Adverbs of frequency</u></p> <ul style="list-style-type: none"> <li>- Always</li> <li>- Sometimes</li> <li>- Never</li> </ul> <p><u>Wh-questions</u></p> <ul style="list-style-type: none"> <li>- What is your daily routine?</li> </ul>	<p><b><u>Functions</u></b></p> <ol style="list-style-type: none"> <li>1. Understanding the use of the present tense.</li> <li>2. Describing common daily routines.</li> <li>3. Identifying habits</li> </ol>	<p><b><u>Psycho-social</u></b></p> <ul style="list-style-type: none"> <li>- Use the language to transmit a confident message.</li> <li>- Express ideas in a respectful way.</li> </ul>	<p>Warm up: the teacher introduces the class with a video about “someone’s daily routine”. The teacher asks, “what is the video about?” Then, the teacher asks for some expressions that the video uses.</p>	<p><b>Teachers’ guidance</b></p> <p>L1. Identify the sounds and pronunciation of the words heard in real context situations.</p> <p>L2. Understand</p>

<ul style="list-style-type: none"> <li>- I have breakfast at 6:30 am</li> <li>- I take a bath</li> <li>- How often do you...?</li> <li>- Do you...?</li> </ul> <p><u>Present tense</u></p> <p>Subject + verb +complement</p> <p>I watch TV every afternoon.</p> <p><u>Vocabulary</u></p> <p>Every day activities such as;          -take a bath          -go to the high school, work, listen to music, wake up, walk the dog, do exercise, drink water, climb a mountain, do house chores</p>	<p>and routines.</p>	<p><b><u>Sociocultural</u></b></p> <ul style="list-style-type: none"> <li>- Activities that other people commonly do during their spare time and they ways of entertainment.</li> </ul>	<p>Presentation</p> <p>The teacher shares a link where the students are redirected to a webpage where they will find a piece of text. They have to read the text in their mobile devices and differentiate the sentences, what do they have in common? Additionally, what is the sentence structure that the sentences have? The students have to discuss this with a partner. Then, share all the ideas to the group.</p> <p>Practice</p> <p>The students listen to an audio that have sentences and questions using the present tense and the adverbs of frequency. The students have to write down some sentences and use the question structures “how frequently do you...? Do you...? Using the sentences already provided by the audio material. Then, they have to play “find someone who?” With the use of the sentences and the structure of the new questions, the students have to ask other students the questions they have. All the students share their</p>	<p>simple information and questions that require personal information about routines.</p> <p>L3. Comprehend main ideas of readings and recordings.</p> <p>R1. Recognize the pronunciation of words, specific sounds using knowledge in phonics.</p> <p>R2. Understand information on texts, articles, conversations and dialogues.</p> <p>R3. Identify questions and expressions in real context situations.</p> <p>SI1. Ask and answer questions about real context situations that involve family members and personal information.</p> <p>SI2. Differentiate and point out</p>
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			<p>answers in order to find who...?</p> <p><b>Production</b> In groups of 5 students, the teacher gives a situation where they have to prepare a short role-play explaining what is going around and present a possible solution to the problem. For example: Maria is always sick. The students have to present in front of the class a previous, during and final situation of the statement (solution) given by the teacher.</p> <p><b>Wrap up:</b> The teacher shows a short text for reflection. The students have to give their personal opinion in the blog that the teacher has already created.</p>	<p>simple grammar structures presented in texts.</p> <p>SI1. Organize situations and role-play possible solutions about circumstances using the correct vocabulary and sentence patterns.</p> <p>W1. Write critical opinions about meaningful pieces of text.</p>
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## **ANNEXES**

## Annex 1

### Students' Instrument

Name: \_\_\_\_\_

Age: \_\_\_\_\_ years old

Gender: \_\_\_\_\_

Group: \_\_\_\_\_

The aim of this instrument is to gather information about the implementation of mobile devices in class and how it influences the process of acquiring vocabulary and oral communicative skills. This instrument is part of the academic research to obtain the Licenciatura degree in English Teaching at Universidad Hispanoamericana. The information provided is confidential and there is not a correct answer, please provide your personal opinion.

**Part 1. Instructions:** Mark each of the following questions with X or complete the circle with the option you consider the most appropriate. Please provide a comment when you consider necessary.

Do mobiles devices (cell phones, tablets) help you to learn a second language?	Yes <input type="radio"/>	No <input type="radio"/>	Comment:
Does your teacher use mobiles devices to develop the class?	Yes <input type="radio"/>	No <input type="radio"/>	Comment:
Do you think mobile devices promote the interaction with the teacher?	Yes <input type="radio"/>	No <input type="radio"/>	Comment:
Do you think mobile devices promote the interaction with your peers?	Yes <input type="radio"/>	No <input type="radio"/>	Comment:
Do you have any social networking or messaging app which help you to communicate in English with your	Yes	No	If yes, mention it:

teacher or classmates?	<input type="radio"/>	<input type="radio"/>	
Do you feel motivated when the teacher uses mobile devices?	Yes <input type="radio"/>	No <input type="radio"/>	Comment:
Do you think the use of mobile devices limit your learning because you do not like the use of them?	Yes <input type="radio"/>	No <input type="radio"/>	Comment:
Do you think you can learn vocabulary with the use of mobile devices?	Yes <input type="radio"/>	No <input type="radio"/>	Comment:
Have you learned vocabulary through the use of mobile devices?	Yes <input type="radio"/>	No <input type="radio"/>	Comment:
Do you consider that mobile devices improve your oral abilities (speaking) with activities in the class?	Yes <input type="radio"/>	No <input type="radio"/>	Comment:
Do you receive feedback from your teacher every time necessary during the development of the class in oral activities?	Yes <input type="radio"/>	No <input type="radio"/>	Comment:
Do the virtual class activities help you in your English proficiency?	Yes <input type="radio"/>	No <input type="radio"/>	Comment:
Does the teacher assign homework or extra-class class work that have to be done virtually?	Yes <input type="radio"/>	No <input type="radio"/>	Comment:

**Part 2. Instructions:** Mark with an X each of the following questions with the option you consider the most appropriate.

1. How much do you enjoy the use of mobile devices in your class?

always

sometimes

often

rarely

never

2. How much do you participate when your teacher uses mobile devices?

always

sometimes

often

rarely

never

3. How frequently does your teacher implement the use of mobile devices in the class in communicative activities?

always

sometimes

often

rarely

never

4. Does your teacher implement activities where you have the opportunity to talk to your classmates while using mobile devices?

always

sometimes

often

rarely

never

**Part 3. Instructions:** Answer the following questions with the information you consider appropriate. Please give complete ideas.

1. Which technological devices does your teacher use in the class?

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2. What kind of activities does your teacher implement in the class with the use of mobile devices? Mention some of them (e.g. blogs, online chats, online exercises, wikis)

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3. What do you do to learn vocabulary?

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4. Can you mention some advantages of using mobile devices in the class?

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5. Can you mention some disadvantages of using mobile devices in the class?

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## Annex 2

### Teacher' Instrument

Name: \_\_\_\_\_

Age: \_\_\_\_\_ years old

Gender: \_\_\_\_\_

Group: \_\_\_\_\_

The aim of this instrument is to gather information about the implementation of mobile devices in class and how it influences the process of acquiring vocabulary and oral communicative skills. This instrument is part of the academic research to obtain the Licenciatura degree in English Teaching at Universidad Hispanoamericana. The information provided is confidential and there is not right or wrong answer, please provide your personal opinion.

**Part 1. Instructions:** Mark each of the following questions with an X or complete the circle with the option you consider the most appropriate. Please provide a comment when you consider necessary.

Do you use mobile devices (cell phones and tables) in your class?	Yes <input type="radio"/>	No <input type="radio"/>	Comment:
Do you think the use of mobile devices motivate students?	Yes <input type="radio"/>	No <input type="radio"/>	Comment:
Do you consider that the use of mobile devices promotes the interaction between students?	Yes <input type="radio"/>	No <input type="radio"/>	Comment:
Do you think mobile devices promote the interaction with the teacher?	Yes <input type="radio"/>	No <input type="radio"/>	Comment:
Is the interaction between students active while they work with mobile devices? If not, explain.	Yes <input type="radio"/>	No <input type="radio"/>	Comment:

Is it difficult for you to use mobile devices in the class?	Yes <input type="radio"/>	No <input type="radio"/>	Comment:
Do you think that students improve their oral skills when they use mobile devices?	Yes <input type="radio"/>	No <input type="radio"/>	Comment:
Do you think the use of mobile devices support the vocabulary teaching techniques?	Yes <input type="radio"/>	No <input type="radio"/>	Comment:
Do you think students have improved their vocabulary knowledge with the use of mobile devices?	Yes <input type="radio"/>	No <input type="radio"/>	Comment:
Do the students show positive attitude towards the use of mobile devices to learn vocabulary?	Yes <input type="radio"/>	No <input type="radio"/>	Comment:
Do you think that acquiring vocabulary help students in their abilities to orally communicate?	Yes <input type="radio"/>	No <input type="radio"/>	Comment:
Do you take advantage of the access of information many mobile devices have?	Yes <input type="radio"/>	No <input type="radio"/>	Comment:

**Part 2. Instructions:** Mark with an X each question with the option you consider the most appropriate.

1. How frequently do you use mobile devices in the class?

( ) always

( ) sometimes

( ) often

( ) rarely

2. How frequently do you have problems with the implementation of mobile devices in your class? (e.g. infrastructure, connectivity, etc.)

( ) always

( ) sometimes

( ) often

( ) rarely

( ) never

**Part 3. Instructions:** Answer the following questions with the information you consider appropriate. Please provide complete ideas.

1. What educational practices do you use to engage students when using mobile devices in your class?

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2. How do you monitor your students in the process of learning and communicative oral skills?

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3. How do you provide feedback to your students when you use mobile devices or how do you keep track of their learning?

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4. What activities do you implement in the class in order to help students in the process of acquiring vocabulary?

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5. Have you noticed any improvement in students' vocabulary knowledge through the use of mobile devices? How?

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6. What activities do you implement with the use of mobile devices in order to improve students' oral communication skills?

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7. Do you think that the implementation of mobile devices helps students in other areas rather than vocabulary and oral communicative skills? Which ones?

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8. How do your students react with the use of mobile devices? What's students' attitude? (e.g. motivated, difficult to manage them, etc)

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9. What kind of activities do you implement in your class with mobile devices? Are there synchronous (real time interactions with learners, e.g. Teleconferencing, on-line chat programs) or asynchronous (immediate response from the learners is not required, e.g. e-mail, blogs, etc). Can you mention some of them?

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10. What applications do you use to develop your class? Are they free or high school apps?

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11. Can you mention some of the advantages that mobile devices have provided to your class?

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12. Can you mention some disadvantages of mobile devices in your class?

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### Annex 3

#### Observation guide

Student's name: Marilyn Tattiana Cubero Alvarez

Universidad Hispanoamericana

Licenciate in English Teaching

Place: New Hope High school

Aspects to observe	Yes	No	Comments
Use of mobile devices. Does the teacher use mobile devices in the class?			
Do the oral activities implement individual or team work?			
Does the teacher use mobile devices to teach vocabulary?			
Are the practices implemented promoting students' communicative oral skills?			
Does the teacher develop active communicative activities with the use of mobile devices?			

Are the students motivated with activities where mobiles devices are included? How do they react?			
Does the teacher take advantage of the information access that some mobile devices have? How?			
Do the students show vocabulary knowledge when the teacher reinforce vocabulary?			

<b>Aspects to observe</b>	<b>Comments</b>
What activities does the teacher implement in the class with mobile devices?	
How do the students react when using mobile devices? What are their attitude?	
What vocabulary teaching techniques does the teacher implement in the class?	

<p>What are some of the activities that the teacher uses to motivate students to learn vocabulary?</p>	
<p>What are some of the activities that the teacher develops in the class to reinforce vocabulary?</p>	
<p>What is the students' attitude when being exposed to vocabulary teaching techniques? Are they motivated with mobile devices?</p>	
<p>What activities does the teacher implement to promote oral skills? Are the activities promoting communicative oral contexts?</p>	
<p>How does the teacher provide feedback to the students when using mobile devices?</p>	
<p>What is the interaction teacher-students and student-student?</p>	



<p>What kind of activities does the teacher incorporate? Are they asynchronous or synchronous?</p>	
<p>How does the teacher provide feedback about the activities that incorporate mobile devices?</p> <p>How does the teacher keep track of students' learning process?</p>	

## Annex 4

### Rubric for the aspects to evaluate

Student's name: Marilyn Tattiana Cubero Alvarez

Universidad Hispanoamericana

Licenciatura degree in English Teaching

Place: New Hope High school

<b>Communicative oral and vocabulary knowledge</b>			
Aspect to evaluate	Excellent	Good	Needs improvement
Coherence	The message is comprehensible. The student uses the correct vocabulary in order to express meaningful ideas related to the topic on study.	The student has some difficulties when using the new vocabulary in sentences that support the idea of the message.	The student has many difficulties to use the new vocabulary in comprehensible ideas, so the message was a little confusing to understand.
Fluency	The student speaks very clearly and uses the new vocabulary in a fluent way. The student speaks naturally, and the pauses do not affect the transmission.	The student speaks with some hesitation. There are some problems using the new vocabulary fluently, and some pauses affect the message.	The student has many difficulties using the new vocabulary, so that affects the fluency of the speaker. The speaker makes long pauses and they interfere with the message.
Accuracy	Minor problems with the use of the vocabulary that did not affect the communication. There are little errors in communication.	Some problems with the use of the new vocabulary in study, the communication is affected due to the errors in grammar and vocabulary used.	The student has many problems with the use of the new vocabulary and there are some grammar errors while using the vocabulary in study that affect the message transmitted.

Vocabulary	Student uses the new vocabulary correctly according to the contexts and it facilitates the communication.	The student occasionally uses the new vocabulary. There are situations where the student struggles using the vocabulary.	Student does not use the new vocabulary.
Participation	The student actively participates in discussion opportunities using the new vocabulary, he/she has positive attitude to interact with peers.	The student often participates with the new vocabulary. He/she occasionally shares ideas in the class or when interacting with his/her classmates.	The student rarely participates using the new vocabulary.
Interaction	Student actively interact with peers about topics in study and using the new vocabulary.	Student occasionally interact with peers using the new vocabulary in study.	The student has many problems when interacting and using the new vocabulary related to the topic in study
Attitude	The student has a positive attitude towards the use of new vocabulary when communicating with peers.	The student has a neutral attitude towards the use of the new vocabulary in communicative oral contexts.	The student shows little interest on the vocabulary learned. There are situations he/she is not comfortable with the use of new vocabulary.

The construction of this instrument was based theories and reliable information

provided by

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## Annex 5



Heredia, 24 de octubre del 2017

Señora:  
Olga Mora  
Directora  
Centro Educativo Bilingüe Nueva Esperanza

Estimada Señora:

Me permito saludarle y a la vez desearle éxitos en el desarrollo de sus funciones profesionales. La Universidad Hispanoamericana, con la finalidad de preparar a nuestros estudiantes de la manera adecuada, tanto de forma teórica como práctica; solicitamos su colaboración para que se le permita a nuestra estudiante **Cubero Álvarez Marilyn Tattiana** con cédula **4-0204-0810** para poder realizar una observación y un trabajo de campo, para el curso **Tesis**, a cargo del docente Alexis Segura Jiménez de la carrera de la Enseñanza del Inglés.

La estudiante se compromete a cumplir con las indicaciones reglamentarias que les obliga como estudiantes universitarios y otras que se le dé a conocer y sean propias de la institución que visitan.

Atentamente,

  
Guiselle Hernández Camacho  
Encargada de Departamento de Registro.  
Sede Heredia  
Universidad Hispanoamericana



### Annex 6



