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**Enhancing Speaking and Listening Skills by Using Mobile Applications in
Students from Colegio Técnico Profesional de Limón During the Second
Quarter of 2019.**

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Abstract

The present project aims to improve speaking and listening skills by using mobile applications in students from Colegio Técnico Profesional de Limón during the second quarter, 2019. The selected participants were 24 students, made up of 9 boys and 13 girls, between 15 and 16 years old, from a technical high school located in Los Corales neighborhood. It is expected out of this action research, to improve students from Colegio Técnico Profesional de Limón's language learning by using innovative applications such as Voice Tube, Kahoot, Mindly, Padlet, and audio recordings. Besides that, using the procedures of initial research such as class observations, questionnaires/surveys, and the mobile applications, it was necessary to apply an oral diagnostic in order to determine the learner's English level. After the intervention based on the mobile apps activities, students were able to fulfill an expected results, to orally perform, it was evidenced the necessity to apply this method intensively until the students could master it.

Keywords: ICT (Information, Communication, Technology), Padlet, Mindly, EFL classroom, Listening skills, Speaking skills.

Resumen Ejecutivo

El presente proyecto propone la implementación de aplicaciones móviles, con el fin de intensificar y/o mejorar aún más la calidad, en la habilidad del habla y escucha en el idioma extranjero (inglés), mediante el uso de aplicaciones móviles en estudiantes del Colegio Técnico Profesional de Limón, durante el segundo trimestre del 2019. Los estudiantes seleccionados son 24 estudiantes, conformados por 9 varones y 13 mujeres, y sus edades oscilan entre los 15 y 16 años, que asisten al colegio técnico ubicado en el barrio Los Corales 2. Se espera que, por medio de esta investigación de acción, mejore el aprendizaje del idioma extranjero de los estudiantes de dicha institución mediante el uso de las aplicaciones innovadoras como Voice Tube, Kahoot, Mindly, Padlet y grabaciones de audio. Además de utilizar los procedimientos de investigación inicial como observaciones de clase, cuestionarios/encuestas y aplicaciones móviles, fue necesario aplicar un diagnóstico oral para determinar el nivel de inglés del estudiante. Después de la intervención basada en las diferentes actividades utilizando aplicaciones móviles, los estudiantes pudieron cumplir con un resultado esperado, la cual se basaba en dominar sus demostraciones orales. Se evidencia la necesidad de implementar o aplicar este método de forma intensiva para obtener el dominio de las actividades por parte de los estudiantes.

Palabras Clave: TIC (Tecnología de Información y Comunicación), Padlet, Mindly, EFL (Inglés como Lengua Extranjera), Habilidades Auditivas, Habilidades Orales.

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Chapter 1

Introduction and General Information

Introduction

The following project encloses an Action Research in the educational field on the English Subject. According to Mora (2013), "Information and Communication Technologies are changing the teaching and learning process around the world." Nowadays it is common to see classrooms full of students who are eager to learn but slothful in the use of the common tools in the leaning process as books and boards. As a result of that reality, the idea of joining technology with oral and listening skills emerge. The main objective of this research is to prove that providing information within the use of technology to students from Colegio Técnico Profesional de Limon will improve their oral and listening skill. According to a study by Idir & Iskounen (as cited in Nishizaki, 2015). "Over the past years, many new technologies such as computers, laptops, high speed Wi-Fi, tablets, cell phones, and others have made their way into classroom by becoming an integral part of the learning process" (p.1). Due to these methodologies, students have better opportunities to obtain and expand their knowledge, in addition; to cover many of the learning needs interactively.

This manuscript is composed of seven chapters, the first chapter consists of an introduction of the action project and what will be based on, the second chapter includes historical background, facts, and explanations of the importance regarding the use of mobiles in education, the third chapter contains the research method, type of approach, the context, instruments applied during the process and an action

plan. On chapter number four, findings and discussion of results will be described. Chapter number five includes reflections about experiences, reflections on change and ways for improvement and a plan for further actions. Chapter six explains the conclusion including outcomes, implications strengths and limitations. On chapter number seven, some recommendations are given for student's improvement, institution, and other colleagues who might face a similar situation.

Rationale

The impact of the mobile application use in students for learning purposes is the main reason why this topic is worthy. The use of mobile technologies remarkably extend learning opportunities, needs, goals, and has a profound effect on many learning activities and learning styles .It departs from the traditional way of teaching learning process and implicates other techniques through the use of these applications in a more dynamic, outstanding way where the type of teaching method, is student-centered, and through these techniques the learners will not only acquire knowledge, but to explore their creativity by means of using the different mobile applications. It is also known that the majority of the students have the accessibility to technology through their phones, and the main advantage of this technological tool is its portability and capability within the data collection, which means the facility students, can have at moment of reviewing a topic that is already covered.

Purpose

The section contains the General Objective which hints this research paper and moreover include specific objectives, research questions and hypothesis.

General Objective

To provide students from Colegio Técnico Profesional de Limon, 2019 with innovative applications such as Voice Tube, Kahoot, Mindly, Padlet, and audio recordings to improve language learning in the EFL classroom.

Specific Objectives

- To identify student's major difficulties when learning English.
- To demonstrate the importance of using innovative techniques that includes technology to learn English.
- To establish teacher's criteria regarding student's performance processes by applying surveys.
- To apply innovative techniques with the use of Apps, like Voice Tube, Kahoot, Mindly, and Padlet, to use for teaching English.

Research Questions

- What would be the best Application in order to get students improve their oral performance?

- What positive results are expected out of the implementation of applications?
- What are the advantages and disadvantages of implementing the use of mobile applications in the classroom?

Hypothesis

If mobile applications for speaking and listening purposes in the EFL classroom are implemented student's oral production will be improved.

Chapter 2

Literature Review

The following chapter provides historical background, facts, and explanations of the importance regarding the use of mobiles in education.

Introducing Mobile Devices

According to a study by Ozdamli & Cavus (as cited in International Communication Union 2010) indicated that 86% of world population using mobile phones in 2010, and by 2020 according to Statista, the current number of smartphones users in the world today is 3.5 billion, and this means 45.12% of the world's population owns a smartphone. Based on the previous statistics, which shown that mobile devices and emphasizing on smart phones, have a boom in the daily lives of many people including today's students.

The Use of Mobile Devices in Education

Having mobile devices in the classroom is essential because it allows students to have the information almost instantly, and also classes become more dynamic, apart from the fact, that the most innovative information is found in those devices and in addition it allows them to explore endless options, where they can transmit and choose what works best for them. According to Cavus (2016) found "Mobile devices increase the motivation, make the learning process more interesting and enjoyable and help to improve the skills of the learners in a positive way" (p. 366). These mobile devices are the most used tools today and have been changing the way of learning and how to teach thanks to their development, it has been possible to perform certain

tasks; they are not only mobile devices but also information tools, internet systems, etc.

Advantages when Using Mobile Devices in the Classroom

It has been considered that technologies are good for the educational environment, but it is worth mentioning some of the benefits that these involve: as a sum up, according to Wainwright (2012) in her article, is it beneficial because “it prepares students for the future, keep them up dated” in which all of them will have an instant interaction to information and also these are alternative tools, instead of using most of the time, textbooks in the learning process. Besides, these technologies affect the way how students access education, according to a study by Idir & Iskounen (as cited in Ali et al, 2013). When learners use technology as a tool or support to communicate with others, the roles generally change since the teacher tends to adopt a passive or facilitator role, while the student takes the active, selftaught role in decision making, as well as in the assessment of his/her progress as a final outcome.

Motivation and Learning

According to Jones & Issroff (2016) “The first motivational factor is that in the context of informal learning, learners have control over their own goals and the freedom to define the tasks and activities they wish to engage in”. It should be mentioned that students, in addition to being motivated, they also feel confident to interact more with

their pairs, since they are in a comfort zone, an area in which they are free to perform all chosen activities, this, being an area known in which the skills will be developed in 100% effectiveness.

Mobile Learning

According to Beal (2019) “Mobile learning (*m-learning*) is education via the Internet or network using personal mobile devices, such as tablets and smartphones to obtain learning materials through mobile apps, social interactions and online educational hubs”. Despite not being used in many institutions including the selected one, it is a useful tool for the development of activities assigned by the teacher.

Characteristics of using Mobile Learning Technology

Mobile learning characteristics are based on: privacy, portability, interactivity, and instant information. Essays, Uk (2018) states the following:

- Mobile learning is dynamic. It is today’s content not old news. On-line experts and best sources for emergencies are available
- Mobile learning operates in real time. Learners get what they need, when they need it.
- Mobile learning is collaborative as people learn from one another. It connects learners with experts, colleagues and professional peers.

- Mobile learning is individual. Every learner selects activities from a personal menu of learning opportunities most relevant to his/her background at that very moment.
- Mobile learning is comprehensive. It provides learning events from many sources enabling learners to select a favored format or learning method or training provider.
- Mobile learning builds learning communities whose members forge. (Essays, UK.2018)

Based on the above, mobile learning, is flexible, integral and instantly, it is within our reach and also goes hand in hand with what this generation uses: “technology”, taking into account the attraction that can entail. It is important to highlight the opportunity that this methodology provides to the learners, such as having contact with the information, at the time that is required.

With the use of this methodology learners can access to a collective learning, in which they themselves are participants, such as the aforementioned mobile applications used in this action research: Mindly & Padlet.

Chapter 3

Design and method

Research Method

The action research method is selected because the goal of an action research, according to ed-glossary (2014) is to address practical problems in a specific school or classroom, rather than producing independently validated and reproducible findings that others, outside of the context being studied.

Type of approach

Crossman (2019) defines qualitative research as “a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help understand social life through the study of targeted populations or places”. In search of a solution to a diagnosed problem which seeks to provide options in order to solve and obtain a better performance, qualitative approach is use in this action research.

The context

Setting

This investigation was carried out at Colegio Técnico Profesional de Limón, located in Los Corales 2 neighborhood, Limón. According to the historical review made by Professor Alvaro in p. 7 from the student year book, this institution was created in the 40´s, joined to another high school: Colegio Diurno de Limón, twenty years later in 1967, the material granted by the MEP-IDB project and the collaboration of the Alliance for Progress program favor the conditions that teachers and students who were interested in general mechanics, automotive mechanics and precision, propose. As a result, the vocational section was created, allowing them to build in the given land, some years later they expand their building and create other classrooms, so accounting and secretariat´s teaching could be taught.

Participants

The participants selected in this investigation are students of English as a foreign language from Colegio Técnico Profesional de Limón. It is a group made up of 9 boys and 13 girls between 15 and 16 years old, they are 24 students in their totality. This group were selected since the reality, the institution has in which case, they present lack of ICT tools for Academic Courses and as a result of it, Conversational English`s students were selected, because they have more opportunities to do research and performances with the different apps, that make them in daily contact with the Internet connection and have the possibility of using different ICT tools, such as computers and data projectors. They can also use their smart phones for different interactive assessments; however, it usually presents drawbacks.

Data Collection Procedures and Tools of Initial Research

At a first instance a class observation was applied, in which the problematic was diagnosed, that indicates the mild oral performance by the students. Classes began with the call of the attendance list, then they go straight to the point, the teacher spoke about the following topics: auxiliary verbs, when to use do and does, when to use yes or no questions and examples were provided.

Procedures of initial research

Instruments

The instruments applied for the study of this research were the following: a class observation, 2 surveys/questionnaires, 1 designed for teachers and another designed for students, and a diagnostic based on questions answered by audio recording in order to measure their oral performance.

Class Observation

Class Observations are used in order to assess the quality of teaching and in this time, it is used to diagnose a particular problematic for the purpose of research study. In this case, based on a common situation that many groups from the institution have, the following instruments are used.

Questionnaires/ Surveys

As mentioned at the beginning both questionnaires/surveys were applied for the teacher and students. Both questionnaires include personal information such as, gender, age (in student's case), and work experience (for teacher's questionnaire).

The first questionnaire was applied to the group of students, they were asked to answer the one that best suits their personal situation regarding their learning process, home-institution as in question #1: In which way do you prefer to study through? #2: which of the following devices you find easy to use for education? #3:

Which application do you use in mobile for education? #4: Which of the following skills you believe can be developed through mobile technology? #5: Would you list some learning resources you believe can be accessed through your mobile devices? #6: Do you agree that using mobile technology can enhance the student's learning? #7: Do you agree that the use of mobile technology in education has a positive impact on the students' learning achievement in general? #8: Do you think that using mobile technology in education motivates the students to study more and work on their assignments? #9: Do you agree that using mobile technology can help the student build a large vocabulary repertoire? #10 Do you think that mobile devices are effective tools for listening activities?

While the learners were applying the questionnaires/ surveys, the second questionnaire was taken by teacher Dunia Thomas, and these were the following questions: 1: Do you own a mobile phone or other mobile devices with email capabilities, internet connection and applications? 2: What instruction or strategy do you use too integrate technology in your classroom? 3: Do you use a mobile device as a Teaching or learning tool with students? 4: Do you use a mobile device/technology to develop you own teaching? 5: Is mobile learning (applications, environment, and as a tool) interesting for the student's learning? Would you justify? 6: Do you think that teachers should invite their students to use mobile devices as a tool for learning? 7: Do you allow your students to use mobile devices for learning in your classroom? 8: Do you think that mobile learning should play an important role in the future of the English language learning? 9: How can technology make the

learning and the teaching process more beneficial and affective? 10: As a teacher, what are your perceptions towards this change in learning?

Diagnostic

As a last resource a diagnostic was applied in order to evaluate student's performance, by recording a conversation between 2 people as an interview.

Diagnostic Data Analysis

Action plan.

The activity Students will work on, name "Say it Loud", consist on talking about a free topic chosen by them, also making a round table. Using their mobile phones, internet, plus other devices such as tablets, computers, etc., inspires learners to go beyond the classroom and textbook to learn English.

Steps

The first step that students have to follow is to go to Play Store for Android, or App Store for Apple operation systems. Then, go to Padlet and download it. Once it is download in their mobiles, they will have to go into the application and create an account with either Google or Facebook, when the account is created and sign up, learners create a new wall by clicking on the option: "Create New Padlet". For this stage, taking into account the amount of students, and the initial process of presenting them the application, asides from downloading the app, and working on

the new wall led almost an hour. Some of the students did not have enough time to develop their walls, so they finish it at home.

Students Instructions:

Ask students to select a topic and develop it by adding information, short videos, links, stickers, and so on.

Second Stage

With the round table settled, students will use the QR Code Scan that Padlet includes, in order to scan and watch their peer's walls. While using their mobile device, each of them had an opportunity to speak about their topic, and also the rest of them could make comments. This exercise was developed at least 3 more times, then the expected outcomes will occur.

Third Stage

Teacher introduces new application: Mindly, instructions were well delivered, and as a result of having a previous process with Padlet, the procedure was agile than before. Students create a brainstorm on Mindly, of a chosen topic too, the difference was that the only way to share the information was on pdf or by Mindly docs.

Fourth Stage

They (Students) will create their own slides shows of vocabulary, and the teacher will ask them to share and discuss their class to the rest of the group. The other activity of the workshop will be using kahoot, re-viewing Ed endings, identifying its Pronunciation and rules. As assessment, students will evaluate and respond to

trivia question presented to them during trivia game on kahoot. They will utilize kahoo.it and partake in the game in order to analyze, review and apply the material.

Fifth Stage

Teacher will split students into 4 groups, once they form, students will work on their comments and opinions and make a comparison from the different apps used, and each group should provide reasons why the chosen app is better than others.

Chapter 4: Findings

Data Analysis

In the following chapter the analysis of interpretation of the surveys, the class observation and action plan were developed by the researcher.

Class Observation: During the visits to the institution as part of the initial process it was possible to observe the lack of technological tools as projectors, insufficient computers for the number of students receiving lessons in those classrooms, except for Conversational English Labs. Another detail to include was the agglomeration in the classrooms, in other words overpopulation of students. Based on the queries made, regarding this issue, the answer was that they have been working on a remedial plan to solve this problematic as the annual enrollment restriction, and also the non-acceptance of failing students from other institutions, in recovery of the quality that the institution had years ago.

Surveys

The responses collected through the interview with Teacher Dunia were the following: She has more than 10 years of experience in Teaching English, own a mobile phone and know the importance of it in the ESL classroom, but only use it to develop her own teaching, she also asked for resource online an assigned it as homework, where students will need to investigate with their mobiles.

In contrast, there were some of the responses given by the students, which presented a slight difference between what they are expected to acquire and the reality presented.

Question #1: In which way do you prefer to study through? The information presented by the students is as follows: 2 students of 24 prefer lecture and explanation of the lecturer/professor in the classroom, 1 of them prefer self-study on books and printed materials, and the rest of 21 prefer self-study on mobiles and computers.

Question #2: which of the following devices you find easy to use for education? Sixteen of 24 students select mobile`s option, and the rest of the group select computers.

Question #3: Which applications you use in mobile for education? The same amount of answers was selected for option a (Dictionaries) and option b (Vocabulary Building); Also 3 of the selected students choose option c (Pronunciation Spelling) and the rest of the group (11) select option d (Others).

Question #4 which of the following skills you believe can be developed through mobile technology? 5 of the participants selected Reading, 1 selected Writing, 7 students chose Listening, and 11 of the participants selected Speaking

In question #5: Would you list some learning resources you believe can be accessed through your mobile devices? The majority of the student's response with a yes-no answer, but just 1 mentioned an app: Duo lingo.

Question #6: Do you agree that using mobile technology can enhance the student's learning? 14 students strongly agree, 7 of them agree and 3 of the participants are Neutral

Question #7: Do you agree that the use of mobile technology in education has a positive impact on the student's achievement in general? 14 students chose option a (strongly agree) 3 of them select option b (agree), 4 of the participants select option c (Neutral)

Question #8: Do you think that the using mobile technology in education motivates the students to study more and work on their assignments? 5 students chose option a (strongly agree) 9 of them select option b (agree), 6 of the participants select option c (Neutral), and 2 of the participants disagree.

Question #9: Do you agree that using mobile technology can help students build a large vocabulary repertoire? 9 students chose option a (strongly agree) 5 of them select option b (agree), 4 of the participants select option c (Neutral), and 1 of the participants strongly disagree

Question #10: Do you think that mobile devices are effective tools for listening activities?? 16 students chose option a (strongly agree) 2 of them select option b

(agree), 4 of the participants select option c (Neutral), and 1 of the participants strongly disagree

Restatement of Questions and Discussion of Results

- What would be the best Application in order to get students improve their oral performance? Of the applications that were used, the best was Padlet, since an expected result is achieved, it is worth mentioning that to see an improvement it must be applied intensively until the students handle it
- What positive results are expected out of the implementation of Applications? After having applying the project, oral skills were expected out to be mastered, besides on student's commitment.
- What are the advantages and disadvantages of implementing the use of mobile applications in the classroom? Based on the project applied advantages and disadvantages were found. The advantages are the motivation students felt at the moment of executing something different than the usually do, also the accessibility allows students to learn at anywhere and anytime. Disadvantages were: the small screen on mobile phones to prepare a document, some of the participant wore glasses, so at the moment of working on the app, discomfort was shown. Distraction was the main issue,

because while some of the learners were working on the assignment, delivered by the researcher, some others were checking their social media. The lack of storage capacity in some devices was part of the issues faced during the method application.

Chapter 5: Reflections

After having applied the project some reflections have emerged. Although this seemed to be an easily accessible project, for the simple reason of using the mobile device, it was the opposite.

This is due to some deficiencies in the knowledge of the use of mobile applications that were presented during visits to the institution. It was an exhaustive process in which, if was necessary to take on whole lesson available, to explain what it was about so the whole group could obtain the same approach.

One of the apps used was kahoot, which although it is an essential tool for an innovative class of today, at the end it did not meet the projected outlooks. After seeing the results obtained with this application, it was decided to continue with the following application: padlet.

With the use of padlet, an advance related to oral presentations was succeeded, it should be mentioned that this method must be applied intensively to accomplish the achievements. At least 3 lessons are needed where the method is applied, to obtain better results, it should be taken into account that the higher the linguistic level of the students, the greater the results in less time.

Chapter 6: Conclusions

Outcomes

With the use of these applications prior knowledge was activated, participants were able to share their ideas, to brainstorm topics given by the researcher in a different way as they usually did in their English classes, to easily perform in oral demonstrations.

Implications

Some of the implications found during the process were in many cases the student's commitment to acquire a new learning, laziness to realize the objectives is a problem that has to be eradicated, therefore as an observation it is recommended to motivate students in different ways, from rewarding participation, to performing dynamics to attract their attention and thus achieve the expected objectives. The methodology of this institution is double shifting, that could be a factor that affects the performance of many students

Strengths

One of the strengths found during the application process, is the fact that the vast majority of students handle a prior knowledge of the use of the devices and their simple functions, of course those who did not know how to execute cannot leave aside and then it is decided to devote a previous time so that each and every one of

them clearly understand the method. It is also a difference projected between the usual classes and the application of the mentioned method, related to their motivation and participation in class.

Limitations

There were some limitations found during the project development process as lack of ICT tools: some students did not have smart phones, others did not have enough capacity in their mobile phones to download the apps, and besides that in the institution the sufficient amounts of computers or even the projector are not found, for a huge number of students in the institution, for that reason it had to be requested at least 1 week in advance, the use of the internet is very restricted, so at the time of requesting it, they indicated that could use the computers that already had access, but it was necessary that it be provided to the researcher for own reasons of the institution. Being a situation that has been presented during the last years, it was planned to work with a remedial plan, in the case of students who did not have mobile devices, they were asked to work in pairs, and for those who did not have space in their devices, there was an option, in which they could work from a PC, and that in the end they would project it on their cell phones, this is achieved at the end of the process once it is intended to apply oral speech.

Chapter 7: Recommendations

The use of technologies continuously involves a challenge for teachers; however, using audiovisual elements will allow more benefits to the subject and motivate the attention of the students. In addition to that, it encourages student's participation by making learners interact, strengthen their self-esteem, and generating that type of participation without fear of making any mistake. A small evaluation will often help teachers to know how knowledge is being captured, and which should be reinforced.

Motivation and Training for applying the different innovative methodologies in the ESL classroom. Sometimes teachers are required to be didactic, creative, dynamic etc.; It is even said that they are not giving their best, but there are few times in which an in-depth analysis is made, highlighting the deficiencies that they have in terms of teaching applying new techniques. It becomes a trend since by not evacuating teachers' concerns, it is transmitted to students. Teachers should always stay updated, attend courses where they are given the necessary training to deliver what they have learned.

The institution must provide the necessary tools for the good performance of teachers in the formation of the teaching-learning process of students. After the shortage of work equipment, furniture, among others, it seems as a decline of a

learning style that should go beyond the traditional and encompass technology, which is of interest to learners.

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Appendixes

Appendix 1. Class Observation

CLASS OBSERVATION RUBRIC

Rating Scale Don't know = 0 Don't agree =1 Partly agree =2 Fully agree =3

Item/Indicator	Don't Know	Don't agree	Partly agree	Fully agree
The majority of the students has a mobile device				
Students use their cellphones for educational purposes				
The high school management encourages teachers to use multimedia resources in his/her teaching				
The classroom environment fulfill the requirements on the use of multimedia resources as projector, computers, etc.				
Students are aware of their learning outcomes for the day as evidenced by student work generated for throughout or by the end of the lesson.				
Teacher consistently uses a routine that includes the Do nows (Warm ups), varied learning activities and meaningful closure activities to ensure effective instructional practice and high levels of student engagement.				
Teacher establishes clear expectation for quality of student work, using rubrics models an examples. Students are clear about the type of work product they are aiming for.				
Teacher consistently use a variety of both formal and informal assessment, e.g.: student conversation in small group, student conferences, student note taking, written responses, homework, warm-ups, students questions, quizzes and tests, to measure every student's progress towards learning outcomes.				
Student's interaction/communication fulfill the needs of the EFL classroom.				

Appendix 2. Student Questionnaire

This Research of Enhancing Speaking and Listening Skills by Using Mobile Applications in Students from Colegio Técnico Profesional de Limon during the second quarter of 2019, is carried out by Universidad Latina's student from Licensure Degree. Thank you for your cooperation.

Students' Questionnaire

Personal Info

Mark with an "X" the one that corresponds

() Male () Female () Other_____.

Age: _____

1. In which way do you prefer to study through?

Lecture and explanation of the lecturer in the classroom

Self-study on books and printed materials

Self-study

on mobiles and computers

2) Which of the following devices you find easy to use for education?

Mobiles _____

Computers _____

3) Which applications you use in mobile for education?

✚ Dictionaries _____

✚ Vocabulary Building _____

✚ Pronunciation Spelling _____

✚ Others: _____

4) Which of the following skills you believe can be developed through mobile technology?

✚ Reading _____

✚ Writing _____

✚ Listening _____

✚ Speaking _____

5) Would you list some learning resources you believe can be accessed through your mobile devices?

6) Do you agree that using mobile technology can enhance the student's learning?

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

7) Do you agree that the use of mobile technology in education has a positive impact on the students' learning achievement in general?

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

8) Do you think that using mobile technology in education motivates the students to study more and work on their assignments?

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

9) Do you agree that using mobile technology can help the student build a large vocabulary repertoire?

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

10) Do you think that mobile devices are effective tools for listening activities??

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____



Appendix 3. Teacher's Questionnaire

This Research of Enhancing speaking and listening skills by using mobile applications in students from Colegio Tecnico Profesional de Limon during the second quarter of 2019, is carried out by Universidad Latina students from Licensure Degree.

Thank you for your cooperation.

Teachers' Questionnaire

Personal Info

Mark with an "X" the one that corresponds

() Male () Female () Other_____.

How many years of experience do you have in teaching English?

Less than 05 years _____ between 05 to 10 years _____ More than 10 years _____

1. Do you own a mobile phone or other mobile devices with email capabilities, internet connection and applications?

YES _____

NO _____

2. What instruction or strategy do you use too integrate technology in your classroom?

3. Do you use a mobile device as a Teaching or learning tool with students?

YES _____

NO _____

- If yes, please specify how?

4. Do you use a mobile device/technology to develop you own teaching?

YES _____

NO _____

NO, but I would like to

5. Is mobile learning (applications, environment, and as a tool) interesting for the student's learning? Would you justify?

6. Do you think that teachers should invite their students to use mobile devices as a tool for learning?

YES _____

NO _____

7. Do you allow your students to use mobile devices for learning in your classroom?

YES _____

NO _____

8. Do you think that mobile learning should play an important role in the future of the English language learning?

YES _____

NO _____

9. How can technology make the learning and the teaching process more beneficial and affective?

10. As a teacher, what are your perceptions towards this change in learning?

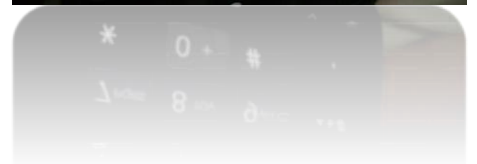
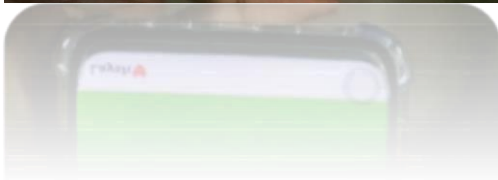
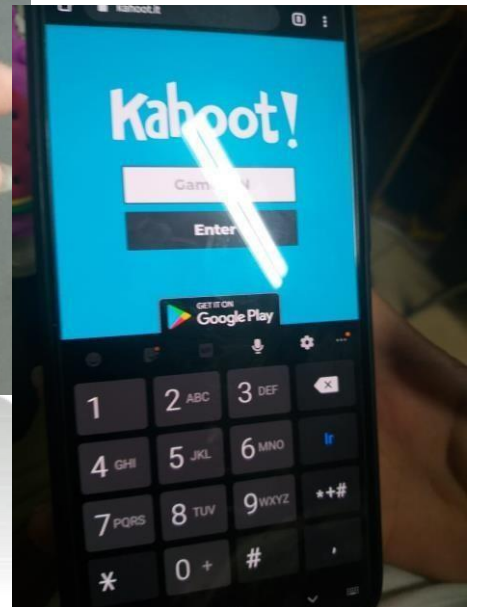
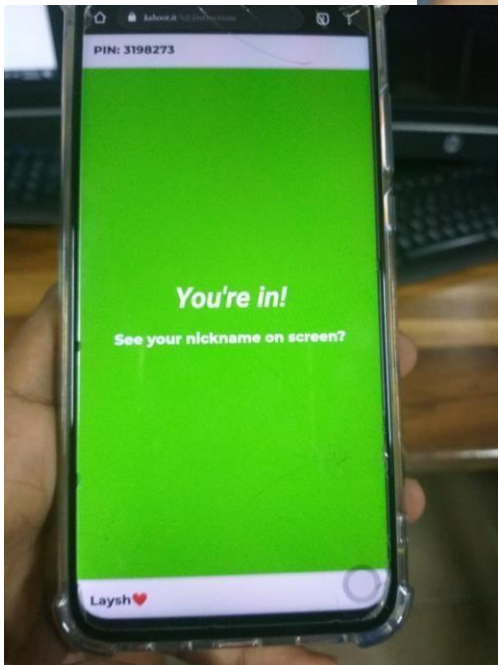
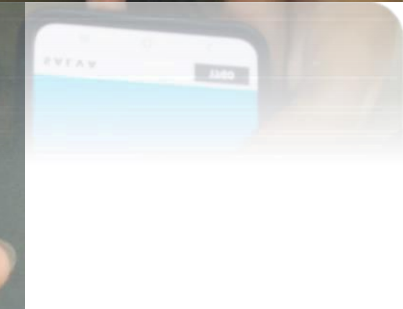
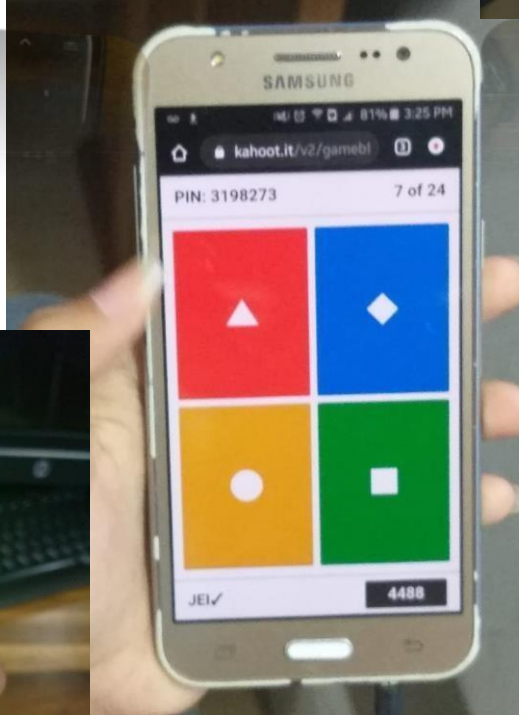
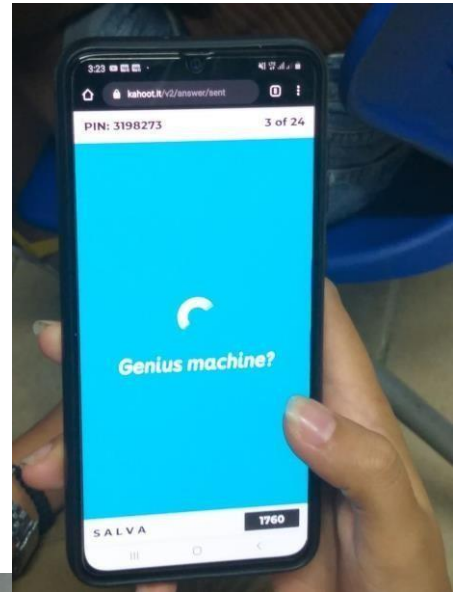
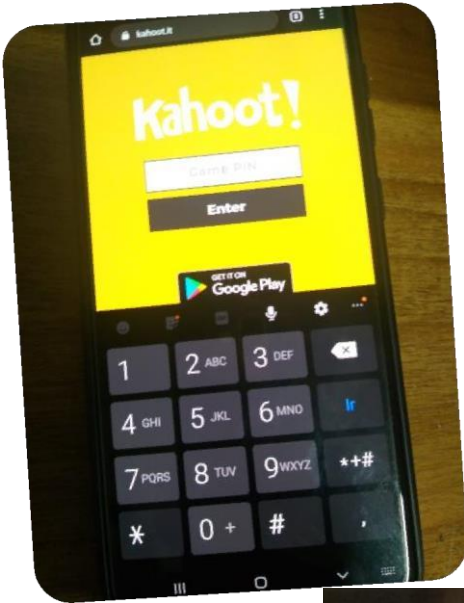
Appendix 4. Pictures



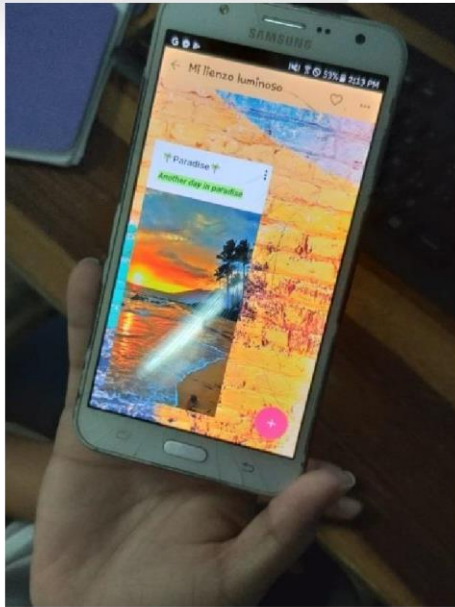
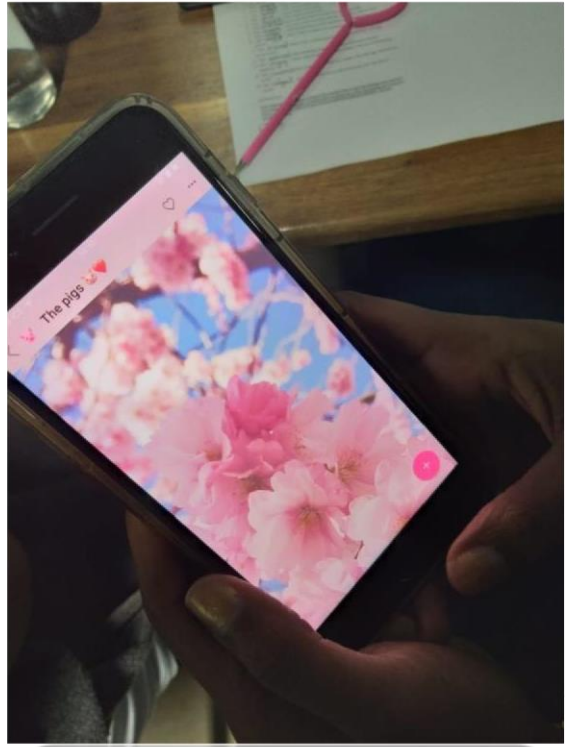
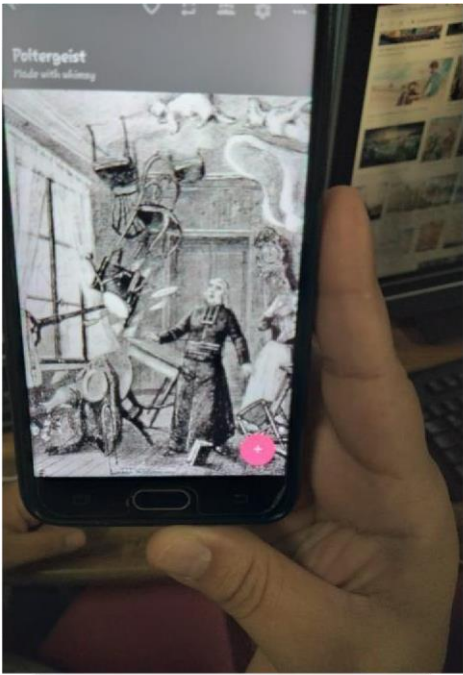
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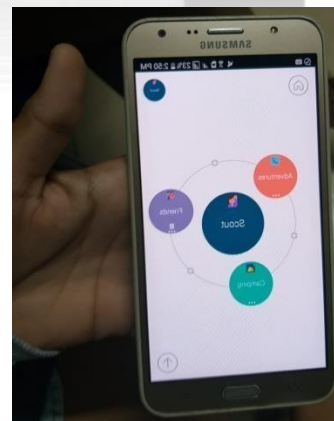
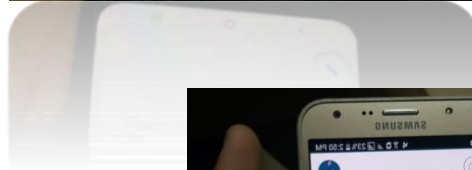
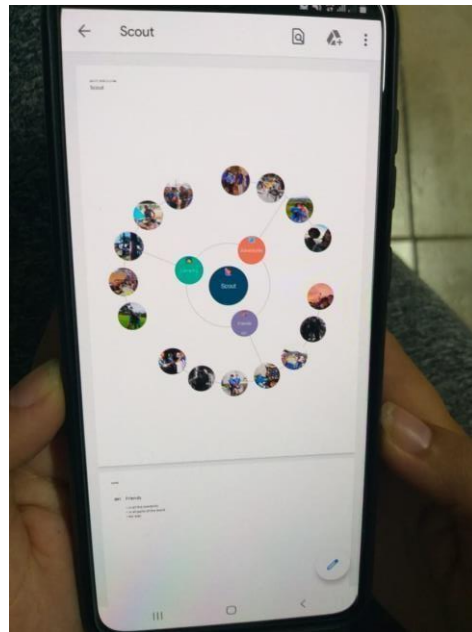
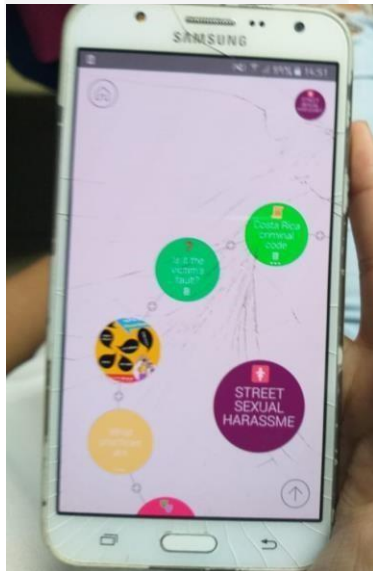
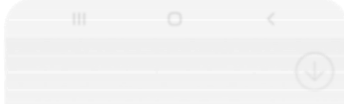
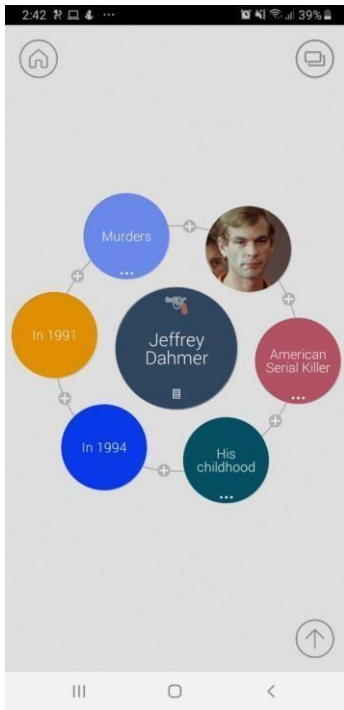
KAHOOT



PADLET



MINDLY



Glossary

Kahoot: Game-based learning platform that makes it easy to create, share and play learning games or trivia quizzes in minutes. (Kahoot.com, 2019)

Padlet: New technological tool that works like a cork board by facilitating students to post notes in a common place. It allows students to share notes with others in the form of links, images, videos and different documents” (Halsted, 2014)

Mindly: Mindly is a creative and visual thought organizer for inspired individuals. Professionals can use this application on Android and iOS devices at no cost, though they have access to only to the basic yet robust functionalities. (financesonline.com)

Mobile Device: Is a general term for any handheld computer or smartphone. The term is interchangeable with 'handheld,' 'handheld device,' and 'handheld computer.' Tablets, e-readers, smartphones, PDAs and portable music players with smart capabilities are all mobile devices. (lifewire.com, 2019)

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