



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
SCHOOL OF EDUCATION AND LANGUAGES  
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**M-LEARNING AS A METHODOLOGY TO ENHANCE  
ENGLISH RECEPTIVE SKILLS FOR YOUNG LEARNERS  
RESEARCH PROJECT**

**As a prerequisite to obtain a:**

**BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL  
AND FOREIGN LANGUAGES**

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**ADVISOR'S APPROVAL**

In my role as Advisor of the research paper and title "M-LEARNING AS A METHODOLOGY TO ENHANCE ENGLISH RECEPTIVE SKILLS FOR YOUNG LEARNERS" prepared by Ronny Alexander Mirabá Quimí and Kelly Odalys Yagual Mosquera, an undergraduate students of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied, and reviewed the project, I approve it in its entirety because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

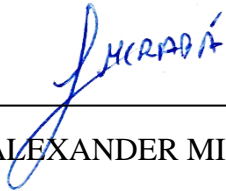
A handwritten signature in blue ink, which appears to be "Ítalo Rigoberto Carabajo Romero", is written over a horizontal line. The signature is enclosed in a blue oval.

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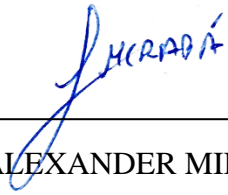
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## DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS OUR RESPONSIBILITY;  
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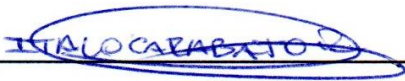
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I want to thank my mom and brother for supporting me in my education and always teaching me to be a good person.

To my father, who passed away but always takes care of me and guides me in every step, I want to tell him, " Tu oso te quiere mucho".

With love, Ronny

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With love, Kelly

## **DEDICATION**

I want to dedicate this research project to my parents, Geoconda Quimi and Jose Mirabá, and to my brother Freddy for taking care of me and never leaving me alone, and for always trusting me; Mama, I love you very much, Freddy, I love you very much too, Dad, I love you, and I miss you.

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With love, Ronny



## **DEDICATION**

I dedicate this research project to my family, who I love with all my heart, especially to my little sister Kathleen who I want to know that despite the challenges that life throws at us, self-confidence is the key to achieving our dreams.

To my musical icon, Chester Bennington, who is no longer alive but accompanied me through his songs and saved me with his beautiful messages.

To Ronny Mirabá, my dear partner in this stage of my life. Who gave me his unconditional support and patience in this important process. I thank life for allowing us to grow together.

With love, Kelly

## **ABSTRACT**

This research project has been designed to determine the M-learning methodology's feasibility in students' educational process to improve their English language receptive skills. Current education still lacks a complete update in its methodologies and how to reach the student when teaching English; therefore, the current research project analyzed the different aspects related to the effective use of mobile devices in learning and the good development of Listening and Reading. Because of this, qualitative research was used. For data collection, interviews were used with the English teacher and a group of 14 students from the Salinas Innova School Educational Unit of the eighth grade A and B. As a result, it was concluded that the M-Learning methodology could support the main objective of the research, which is to suggest the M-Learning methodology to develop English language learning because thanks to it shows us the adaptability and how students improve their receptive skills.

**KEY WORDS:** M-Learning, receptive skills, methodology, language acquisition.

## **RESUMEN**

Este proyecto de investigación ha sido diseñado para determinar la viabilidad de la metodología M-Learning en el proceso educativo de los estudiantes para mejorar sus habilidades receptivas en lengua inglesa. La educación actual aún carece de una actualización completa en sus metodologías y en la forma de llegar al alumno a la hora de enseñar inglés; por ello, el presente proyecto de investigación analizó los diferentes aspectos relacionados con el uso efectivo de los dispositivos móviles en el aprendizaje y el buen desarrollo del Listening y Reading. Para ello, se utilizó la investigación cualitativa. Para la recolección de datos se utilizaron entrevistas a la profesora de inglés y a un grupo de 14 estudiantes de la Unidad Educativa Colegio Salinas Innova de los grados octavo A y B. Como resultado se concluyó que la metodología M-Learning podría apoyar el objetivo principal de la investigación, que es sugerir la metodología M-Learning para desarrollar el aprendizaje del idioma inglés ya que gracias a ella nos muestra la adaptabilidad y cómo los estudiantes mejoran sus habilidades receptivas.

**PALABRAS CLAVE:** M-Learning, habilidades receptivas, metodología, adquisición de lenguas.

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## **Introduction**

Within educational contexts, mobile devices today significantly impact young people as they provide access to a wide range of information in an easy and adaptable way. They can help to face the challenges in learning and even more in successfully improving English language skills that require a great deal of coordinated and teacher-directed work. The M-Learning methodology integrates each of the mentioned points since it allows learning to be within everyone's reach, thus enriching and complementing the knowledge obtained in the classroom.

According to the study of this research topic and the analysis in improving English language skills, this work focuses on how the receptive skills, listening and reading, can be worked in a better way within the classroom to complement the other skills and thus improve English language learning.

The Ministry of Education of Ecuador supports the access and use of mobile devices, taking into account that to implement agreement No. 70-14 in the research, a previous study of the authorization and benefit of mobile devices in a classroom was made. Therefore, it is evident that continuous updating in education requires the implementation of new technological methodologies such as M-Learning.

The following research project was divided into five chapters, which are mentioned below.

Chapter I: The problem: This chapter contains the state problem, the questions of the problem, which are divided into general and specific, the objectives, which are also divided into



general and specific, and, finally, the justification, these points support the viability of the present research.

Chapter II: Theoretical framework: This chapter consists of analyzing previously existing information that helps to support the research topic, as well as several main points that have the same function as the pedagogical basis, theoretical basis, legal basis, and variables of the study.

Chapter III: Methodological framework: This chapter establishes the research method, which was qualitative, the data collection techniques, the instruments, and the study samples, which provide the necessary support to analyze the research topic in depth.

Chapter IV: Analysis of findings: This chapter demonstrates the study of the questions and answers, which provide essential information to support the research objectives.

Chapter V: This chapter shows the relationship between the information found and the objectives of the study, which are the fundamental basis for the success of the research; it also indicates unpublished and essential information for future research related to the research topic.

## **Chapter I**

### **The Problem**

#### **1.1 Research Topic**

M-Learning as a Methodology

#### **1.2 Title of the project**

M-Learning as a Methodology to Enhance English Receptive Skills for Young Learners.

#### **1.3 Problem Statement**

Since the beginning of the 21st century, education has evolved in a change called the knowledge or information learner. Indeed, it is linked to the era of digital technology, which gives access to flexible learning Hirschman & Bronwyn (2019). This context makes learning spaces more competitive, dynamic, variable, and complex.

When receiving information about the English language, either audio or readings through a mobile technological device, this process is not correctly executed because when having a mobile device at hand tends to interrupt the learning process of students since it is easy to find web pages, apps, among other distracting factors, in this way it is to adapt the receptive skills, to the methodology of M-Learning in a more appropriate way.

Given this reality, educational spaces have had to integrate technological advances in learning processes about the acquisition of a second language in the communicative interaction

of the English language ICTs: Become the ideal resource since communication development is present in all student activities.

Sungkar (2013) emphasized the following “Acquire an English language is a complex brain activity that involves listening, speaking, reading and writing” (p.3), Acquiring a new language such as English is often challenging for young people because, despite having good teachers and technological devices and tools, they do not have the control or direction to use those skills correctly. Sometimes they are the cause of distraction or offensive acts towards other classmates or teachers as extortion or harmful publications, etc.

According to Baker et al. (2012) technology, although it has many contradictory points for baby-boomer teachers, such as students having an excessive attachment to the technology and being more distracted, concludes teachers and students must get along well with the new generation and find the right balance for learning. At the same time, it says devices such as cell phones, Tablets, or laptops are not a danger to education; on the contrary, it is a methodology that has not been used to give them the correct use and avoid the risks mentioned above. Therefore, M-Learning as a methodology for acquiring English establishes a balance between technology and education.

In this context, M-Learning, teachers, and students of the Unidad Educativa Salinas Innova School have experienced changes to which they have had to adapt because it is part of the modern world. Moreover, this feature is not only for the learning process, but can also be applied in work environments, so all professionals must be in constant training. The institution provides many technological resources for education. Even though the use of cell phones is popular

among students, they face each of the challenges mentioned before, including low learning progress in the acquisition of the English language.

#### **1.4 Problem question**

- How could the study of M-Learning help to enhance the receptive skills of students in the 8th year at Unidad Educativa Salinas Innova School for English language acquisition?

##### **1.4.1 Specific questions**

- Why M-Learning methodology can be applied in the classroom for English language teaching?
- How the teachers develop the student English knowledge based on receptive skills?
- What kind of tools are used for English language acquisition?

#### **1.5 General Objective**

- Suggest the M-Learning methodology to develop the English language learning process in young students of Unidad Educativa Salinas Innova School.

##### **1.5.1 Specific objectives**

- To identify the level of English language receptive skills developed by students.
- To analyze how the M-Learning method can be included to improve the receptive English language skills.

- To establish the importance of the use of M-Learning in the educational processes in the classroom.

## **1.6 Justification**

Within the teaching process, the idea of enhancing and learning a second language is not an effortless task; hence mobile learning is proposed as a methodology that allows for improving the conditions of English language acquisition.

M-Learning will allow the development of receptive skills of the 7th and 8th-grade students of the Unidad Educativa Salinas Innova School in learning a foreign language. It is essential to develop mobile learning as a methodology that seeks to improve the efficient development of reading and listening so students will overcome limitations and meet the curricular standards of the English language.

In this sense, Chao (2019) mentioned that the highly technological learning scenario arises from mobile learning, which uses mobile technological devices; with them, it is possible to generate new English language learning experiences in this environment different from the traditional one.

As Talan (2020) stated “The main purpose of using different technologies in education is to facilitate the achievement of teaching objectives and enrich learning by rendering it efficiently”. (p.13) Therefore, these are essential resources for educational development.

The importance of this research work lies in how significant mobile learning becomes in developing English language skills. The excellent use of mobile devices will become an effective

tool for learning English; In addition, consider an innovative strategy that allows the development of creative processes incorporated each time in the educational field. Creativity hand, in hand with innovation, will allow maintaining the attention and expectation of students.

## **Chapter II**

### **Theoretical Framework**

This chapter highlights the research methodology which allows us to design the literary context of our research. It also presents an explanation and a complete analysis of the theoretical framework, which details the cause and relationship between the documents found in our project. It also seeks to broaden the understanding of M-Learning as a methodology to improve receptive skills in the future; this will be of investigative benefit, adding new ideas and deepening the research process.

#### **2.1 Pedagogical Basis**

Zidoun, et al. (2019) showed how M-Learning, is not only a pedagogical tool but also a receptive medium for positive emotions between students and teachers, creating a collaborative environment because they can share, search, use and receive information through a mobile device, resulting in an excellent pedagogical application and reinforcement of knowledge in the group of people in Kuwait. However, there are also negative points, such as barriers, which are always noticed when dealing with a group of different types of people; even so, this does not prevent the M-Learning remains a crucial point in education and a guide for good personal relationships in a classroom environment.

From the point of view of Criollo et al. (2021) stated the significant difference in education through the times; educational models used to focus on memorization as a skill for learning, but nowadays, technology predominates and has made a notorious change for today's

generation of students, which allows them to share, read and listen. The Study indicates that M-Learning will no longer be an option and will become a necessity in the future; for this reason, the creation of educational content should be based on the current context and adequately integrate the methodology of M-Learning in academic training.

Koenraad (2019) in his article showed that M-Learning offers comprehensive pedagogical help, so this methodology provides a physical and virtual space where students can customize the learning pace and thus can identify their educational needs, therefore rescues that M-Learning has to be a learning methodology as it simply expands knowledge, in addition, it can be self-controlled by you can self-decide how much and what to learn.

## **2.2 Legal Basis**

Ministerial Agreement No. 70-14 (2014) mentioned that on April 17, 2014, regulations on the use of telephones in educational institutions in Ecuador were implemented, which provides that the teacher is responsible for authorizing their use and, at the same time, generating curricular planning. Such use will be exclusively for 8th, 9th and 10th grades of General Basic Education (EGB) and 1st, 2nd, and 3rd grades of High School. The activities that can be carried out through mobile devices are interviews, homework schedules, audiobooks, reports, reminders, and networking, among other activities. Suppose students use a cell phone or any other mobile device in the classroom without authorization. In that case, they will be sanctioned with a minor offense, and repeated offenses will be sanctioned as serious offenses.



### 2.3 Theoretical Basis

Klimova (2019) in her article mentioned that for almost 20 years M-Learning has been decreed and used as a learning methodology, and (without a doubt) smartphones are the mobile devices that young people dominate the most. The method used was the needs analysis based on SWOT self-assessment (strengths, weaknesses, opportunities, and threats) because in her studied how the mobile application satisfies and improves learning, the results showed that with the guidance of a teacher, students can obtain positive results when using learning tools such as the mobile application, which also validates that mobile learning is a method that cooperates in reaching the target language with adequate academic performance.

Zidoun, et al. (2019) their article exposed the various theories that incorporate technology in learning. M-Learning is the type of learning that conveys student opportunities through mobile technologies and, using their mobile device, favors them to feel more comfortable. On the other hand, M-Learning is a feasible and accessible method that can be used in different classroom environments since it allows easy access to virtual platforms or applications such as MOODBILE. M-Learning is learner-centered and develops critical thinking and many more pedagogical practices. From the teachers' perspective, it can be a difficult challenge, and they often turn to technology experts. However, he mentioned that what should be done is creating a classroom/course plan where standards are established and how mobile technologies support the subject is evaluated. He concluded by emphasizing that educators should use these tools as long as they do not make it the plan's primary objective.

Pedro et al. (2018) in their article, showed how important the use of M-Learning is for the learning process; as he gives different valid points to be able to establish the need for this, their also detailed the diversity of processes that we can do thanks to this methodology, hand in hand with this part, there is a vital need for strategies and materials that can effectively improve the learning and teaching process, since learning adapts according to the current technological progress, so technology gradually occupies a vital role in education (p.4-5).

## **2.4 Independent Variables:**

### **2.4.1 M-Learning**

Talan (2020) in his article mentioned that the use of M-Learning is not only the correct use of technological tools to make more effective the learning process, but it is applied as an environment where the students can get information all the time, and it increases the knowledge the most as possible, thanks to those ideas the more fundamental base of it, is that the M-Learning can be used in a different environments such as virtual or face to face classes, maintaining the idea to make more dynamic and practical the use of the mobile devices (p. 4).

Ganesan and Raja (2019) mentioned that mobile learning goes hand in hand with information and communication technologies (ICT), where learners can use mobile devices to share access or produce educational content. In addition, it helps all educational personnel be it administrators or even parents. Considering the above, Gupta et al. (2021) said that mobile learning resources as mobile phones, laptops, tablets, desktops, or any wireless devices that are used to access learning anytime. Similarly, Toktarova and Shpak (2021) emphasized that mobile devices perform multifunctional tasks, as they can play video and audio materials and, at the

same time, perform calculations or search for information. It is an opportunity for the learner to contact the teacher through email or social networks, creating a flexible education outside the traditional format.

Mohammed et al. (2019) in their research, detailed that M-Learning is a fundamental methodology currently since it allows us to learn more efficiently; it also allows us to obtain an immense amount of academic content to be able to learn a second language much faster and in a simple way since we can have all those mentioned above at a very particular scope which is either a phone or any device Mobil that allows us to immediately obtain such information, material, etc., which is detailed as a new era of education, since it is simple and comfortable, however, it also details that it has few years of employment but wants to highlight the effectiveness of this.

#### **2.4.2 Technology to English learning process:**

Mohammad (2018) in his journal, evidenced relevant points that work together with the use of technology for enhance receptive skills, which is the conviction that the teacher must have when deciding whether or not to use technology as a teaching strategy, from his hand it is linked that the teacher must be fit and have prior knowledge or training to be able to use the technology correctly in the classroom tuition; At the same time details in depth how technological resources or the use of technology is currently something fundamental since this increases the knowledge, preparation and emotional feelings of the student, resulting in good results at the time of teaching the English language since it is being established that technology will always be the best strategy

for teaching and learning a new language, Expanding these processes and results with the implementation of new technological methodologies (p.8).

Lezama de Jesús, et al. (2020) in their journal, evidenced some relevant points that work together with the use of technology for learning / teaching the English language, which is the conviction that the teacher must have when deciding whether or not to use technology as a teaching strategy, from his hand it is linked that the teacher must be fitted and have prior knowledge or training to be able to use the technology correctly in the classroom tuition; At the same time details in depth how technological resources or the use of technology is currently something fundamental since this increases the knowledge, preparation and emotional feelings of the student, resulting in a good way at the time of teaching listening and reading since it is being established that technology will always be the best strategy for teaching and learning a new language, Expanding these processes and results with the implementation of new technological methodologies (p.8).

Morales et al. (2020) affirmed that reading is one of the most challenging skills in learning since there can be cases such as reading comprehension due to the unevenness in the mastery of the English language that may exist within a classroom, hand in hand relates that in the process of teaching and learning by applying technology for the acquisition of a new language favors young learners as they enjoy its use. On the other hand, Maulina et al. (2022) highlighted those mobile devices, multimedia technology, audiobooks, radio news, and podcasts are means to increase the potential of learning English through listening since listening is the

process of interpreting information aurally, and this requires concentration. Without a doubt, technology helps these two essential skills to be developed correctly.

## **2.5 Dependent variables**

### **2.5.1 Receptive Skills**

According to Atmowardoyo & Sakkir (2021) in their research detailed that the methods of self-learning and teaching to reinforce reading skills and listening, among other skills, gave us a list of which strategies most increase mastery of these, additionally, it is also evident that these learning processes with the diversity of learning methods go hand in hand with M-Learning, E-Learning and the Call methodology at length not so direct but related to the ahead details, taking into account that the mastery of skills today are linked to new methods much more effective and updated talking about technology, evidence in such a way that obsolete strategies could not help the learner to improve the most basic skills such as Receptive Skills (p.7-8).

Anca et al. (2021) affirmed that the skills responsible for managing other skills are reading and listening, which play a fundamental role in other skills such as speaking and writing. Referential citation can be found in paragraph 17 of the theoretical framework. In accordance with the questions asked, the students responded that receptive skills significantly complement the development of productive skills to achieve the necessary comprehension in acquiring the language.

Al-Dawoody Abdulaal et al. (2022) in their article detailed several essential points about receptive skills, which is the variety of online tools and others that can be used to improve them; in the same way, their bases that these skills are very vital for the learning process since they are

the basis of the understanding of all information, that is to say, that these make the other skills work actively, so through the correct use of material and applications, the Receptive Skills can be the guide in the learning of different educational processes according to the skills training.

Amirzai (2021), in his article, evidenced how receptive skills expand comprehension and facilitate the ability to learn vocabulary since he highlighted that these skills are essential to acquire knowledge effectively. Hence, it wants to demonstrate that comprehension is based on receptive skills based on different strategies used in the article study, resulting in better development, and learning guided by receptive skills.

### **2.5.2 Listening**

Alshamsi, et al. (2020) argued that M-Learning improves English listening comprehension, and the objective of his study was to analyze these points in learning, and he highlights four critical aspects. First, he established that listening comprehension is essential to understanding and acquiring a second language; after that, teachers should try to reduce the concern in the classroom and appropriate an environment to improve listening with mobile learning as it reduces anxiety and increases motivation in the language, third M-Learning is a feedback tool that provides immediate follow-up, it is advised a curriculum where mobile resources are finally adapted.

Saydullayeva (2022) in his article demonstrated that the listening skill is an ability that the teacher must guide, so all activities aimed at improving this skill must be thoroughly studied and analyzed if it is effective in such a way that listening can develop like the other skills since this is one of which is not given due importance, From his hand evidence a very vital detail about

listening since it occupies 45% of effective communication within a foreign learning environment, so his article is of vital importance to understand about learning and teaching the skill of listening. In line with the previous statement, Lestary and Seriadi (2019) mentioned how the strategies at the time of improving listening could motivate and maintain the level of knowledge stabilized since such research shows how the teacher, hand in hand with the use of music and other techniques of listening, it makes a lot of sense with the article prior to this explanation since both are emphasizing that it is not an easy task to use listening. However, suppose you use the strategies, methods, and others to implement them when reinforcing listening. In that case, it can be fully used in the classroom or wherever it will be in practice.

### **2.5.3 Reading**

Amin (2019) in his article, demonstrated that the constant monitoring of student progress and the implementation of effective strategies for reading could help improve the performance of this skill since he rescued that although the adaptation of strategies at the beginning can be little striking and challenging for students, through constant use the results were excellent since students were able to keep pace with the strategies and could improve in a way exponential comprehension and reading ability. In the same way following the coherence of the theoretical evidence. In similarity to this article, Anwar (2020) in his article conducted a study on the most effective strategies to improve reading ability, resulting the cooperative work as the most effective strategy since, through group work, they can share ideas among them guided to improve reading; this article is effectively complemented by the study of the previous article, since both present the use of various strategies to enhance the reading of students, but the

implementation of cooperation was not a critical point in the first study; Therefore, a relationship was established between the citations discussed above, since they have in common the use of various strategies to improve reading ability in the English language.

In addition, Liu (2020) as a result of his research, found that M-Learning increases self-efficacy in reading in English. He mentioned that reading is an essential skill in the language learning process and "is the cornerstone of other basic skills such as writing, translation and listening" (p.21).

At the same time, it is a complex process for the EFL student. One positive aspect of mobile learning is that it reduces costs compared to printed materials and is accessible today to everyone. Additionally, he used an app called "English Liulishuo," in which students had more confidence in understanding reading.



## Chapter III

### Methodological Framework

#### 3.1 Methods

The qualitative method is a research process supported by an intense search for information to be successful with the topic to be studied; therefore, the following are examples of authors about how qualitative research ensures research success.

Aspers & Corte (2021) detailed in their article that qualitative research focuses on describing an investigation, phenomenon, problem, etc., since it is responsible for being able to support this hand in hand with an extensive search for information that supports the viability and feasibility of the research progress, so qualitative research marks a theoretical and analytical context.

Rahman (2016) in his article mentioned that qualitative research involves and details an analysis of experiences, behaviors, emotions, interactions, thoughts, and other processes which an individual or several individuals leave as a sample of research towards a specific topic, which is best detailed as a non-statistical theoretical trace, that is, which is a theoretical research compilation.

For that reason, the qualitative study will mark a great perception and importance for the current project since it assures us that we will have the capacity to obtain what we are looking for, hand in hand with the reasoning and investigative experience acquired throughout the study process.

## **3.2 Type of Research**

### **3.2.1 Phenomenological Studies**

Qutoshi (2018) in his article, explained that a phenomenological study is a descriptive process that helps researchers to analyze in a better way the investigative interpretation of an individual or several of these since it is responsible for providing summaries, ideas, information, and others, that is, bibliographic supports, which contributes to an analytical study data that help support the phenomenon to study, this will determine the complexity and usefulness of the study in process, that is, provide a deep analytical point of view hand in hand with descriptions and academic supports.

Therefore, this research project connects with existing bibliographic resources such as articles, theses, and books, among other similar resources found on the Internet, as these will help us to support and give a better study to the present phenomenon that wants to demonstrate and increase the understanding of how receptive skills can be improved by the hand of mobile devices, which is linked to technology and the improvement of the English language.

### **3.2.2 Data Collection Techniques**

The technique that will be applied is a one-one interview, which will be fundamental for good analytical results. A clear example of this technique is that the questions are made face to face having subjects who are asked and who write them down or record them; this type of technique generates confidence and tranquility for the interviewee since, unlike group questions, they feel free to answer everything they want to limit to the answers and do not keep or limit

themselves to saying what they think. Therefore, this is the best way to get quality and clear questions.

### **3.3 Instruments**

#### **3.3.1 Questionnaire**

Bhandari (2021) defined a questionnaire as an instrument that consists of a list of questions addressed to respondents to collect information such as experiences or opinions that contribute to either quantitative or qualitative research. Its design addresses creating valid questions and placing them in the correct order; additionally, the questionnaire can include open, closed, or combined questions. According to this definition, it can be known that its purpose is to validate an investigation by knowing the points of view or people's opinions.

#### **3.3.2 What is one-on-one interview?**

Frances et al. (2009) indicated that the one-on-one interview is an effective method that allows knowing what is the understanding, opinion, and experience of each person about a given phenomenon to obtain information for the research; in addition, they are interviews that occur in person between the interviewer and the interviewee which helps the answers to be fluid and increase the level of trust. Another advantage it offers is flexibility; the responses of one interviewee will not influence the answers of the other interviewee. In this way, a better data collection process is managed.

#### **3.3.3 Type of questions**

The present study will use the questionnaire to conduct one-on-one interviews. The type of questions will be open-ended, as it allows obtaining more detailed answers from the

respondents and does not limit the possible responses of the respondent. The total number of questions in this questionnaire will be fifteen; five questions addressed to the teacher and ten to the students. This process will be carried out face-to-face, allowing for better interaction. The relationship of the questionnaire to the purpose of the study is that it contains questions related to the study that helps to acquire information that has to do with how M-Learning improves receptive skills in young learners for English language acquisition.

### **3.4 Data Collection Processing and Resources**

The information gathered for the success of the research will be based on the following questions:

1. What?

Interviews

2. Where?

At Unidad Educativa Salinas Innova

3. When?

Academic Period 2022-2023

4. How?

Questionnaire, opened-ended questions, and one-one interview

5. What for?

To determine how M-Learning methodology enhance the Receptive Skills for English language acquisition.

### **3.5 Population and sample**

According to the population, we will work with two eighth-grade classes at Unidad Educativa Salinas Innova School. Eighth grade A has 24 students, and eighth grade B has 22 students, and the chosen population to work with will be seven students from each course and their respective English teachers; thanks to this, we will conduct a separate study of the answers of each interview, taking into account their experience with listening and reading skills, as well as the use of M learning.

## Chapter IV

### Analysis Of Findings

#### 4.1 Interpretation of data from the interview

The interview was conducted with 14 students from the Unidad Educativa Salinas Innova School corresponding to the Eight courses A and B, with the idea that data collection would be more efficient and would be successful for our research; The interview was conducted in Spanish to maintain the main idea of the students' answers.

#### Interview Questions:

#### Figure 1

*Question 1: ¿Permite el centro educativo el uso de dispositivos móviles en el aula? ¿Qué opina al respecto?*



**Most used words:** si permite, fines académicos, clases

Regarding the question, it is evidenced that the academic unit has allowed the use of mobile devices in the classroom. However, it also clarified that the use of the devices should be purely for educational purposes, taking into account the delicacy of implementing it in the

classroom and considering how essential it is for the education of students. The teacher supports using such devices, considering the supervision and their use.

## Figure 2

Question 2: *¿Qué opina del uso de un dispositivo móvil en el aula?*

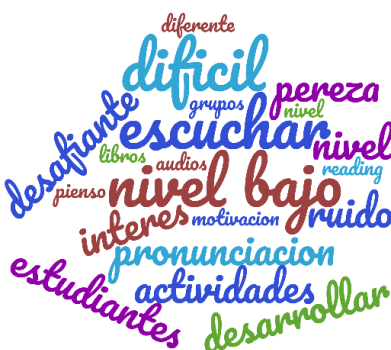


**Most used words:** indispensable, recurso util

According to the answer, there is the idea that mobile devices are an indispensable resource; considering the current times, it directly gives to the point that education must be subject to constant updating hand in hand with technological resources that can help increase pedagogical knowledge in English because it is subject to technology and the current to learn more efficiently.

## Figure 3

Question 3: *Según su experiencia como profesor de inglés ¿Qué habilidades, escuchar o leer, le resulta más difícil desarrollar en el aula?*



**Most used words:** escuchar, nivel bajo, difícil, ruido.

Based on the question, among listening and reading, "Escuchar" is one of the most difficult skills to develop in 8th-grade students because they have a low level of comprehension of this receptive skill. At the same time, interferences are present such as loud noise, making it even more challenging to solve the activities they perform in the classroom.

#### Figure 4

*Question 4: ¿Qué opina de las herramientas tecnológicas para la enseñanza?*



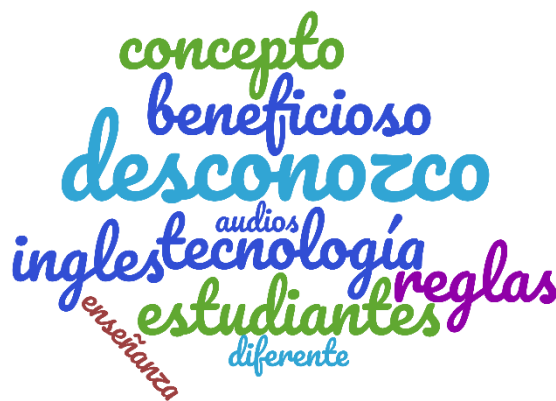
**Most used words:** importante, combinar metodologías,

The question revealed that technological tools are essential nowadays since students frequently use them; in this way, it plays a vital role in the teaching of the English language since these devices help to be able to combine the already established methodologies with the new ones, resulting in a quality teaching, therefore here part the use of M-Learning as a methodology that adapts to the current education.



## Figure 5

Question 5: *¿Ha oído hablar alguna vez del M-Learning? Explique su respuesta*



**Most used words:** desconozco el concepto, tecnología, beneficioso.

The answer to this question shows that the concept of M-Learning is unknown, that is, there is a lack of information about this methodology; However, any methodology that involves the use of technology for teaching English implies being beneficial for the education of students, that is, if the proper implementation is done to make it closer to the students they can better understand what the use of this methodology is about, and in turn the teacher can expand much more their knowledge and practices related to this, since it should be updated for educational benefit, involving greater experience and approach to many more unknown methodologies such as M-Learning.

**Figure 6**

*Question 1: Según sus experiencias previas con la lengua inglesa, ¿cuál de las siguientes destrezas, escucha y lectura, le resulta más difícil de desarrollar?*



**Most used words:** difícil escuchar, complicado entender

Here the difficulty of listening in students is evident, so there is a disability in a receptive skill; this may arise from the complexity of the audio or the lacking functionality of the activities guided to this skill; therefore, it follows that it is necessary to implement a better methodology for the ability to listen.

**Figure 7**

*Question 2: ¿Consideras que la lectura y la escucha son muy fundamentales para el desarrollo de tus habilidades en inglés?*



**Most used words:** si, complementan el entendimiento, apoyo al idioma

According to the study of the responses to this question, reading and listening are fundamental above all because together, these skills complement the other skills for language comprehension; that is, they are helpful because, at the moment of understanding a reading or audio, students can speak or write about a particular topic giving; as a result, the necessary support of these skills for the acquisition of the English language.

### Figure 8

*Question 3: ¿Cree que el tener un dispositivo móvil le ayudará a aumentar su productividad en el inglés? ¿Por qué?*



**Most used words:** Si,ayuda aprender el idioma, aprendizaje interactivo

The question analyzes that mobile devices help learn a new language since these multifunctional tools help to learn effectively and interactively; that said, the practice and improvement of the hand with technology are not limited, so the usefulness of these mobile devices for better education is evident.



**Most used words:** computadora, lectura, audios, libros

According to the answer to the question, several key points can be rescued; one of them may be the approach to the correct use of a mobile device by the teacher and how the use of obsolete materials such as books, readings, and others are still part of teaching, so it is understood that the use of M-Learning is not implemented one hundred percent, which based on this answer wants to demonstrate how fundamental it is for the development of receptive skills.

### Figure 11

*Question 6: ¿Qué diferencias encuentras entre el uso de libros o hojas de trabajo, etc y el uso de teléfonos inteligentes o tablets, ordenadores portátiles, etc, para la clase de inglés?*



**Most used words:** aprender, dispositivos móviles, encontrar información.

In this question, it is fundamental for the following aspects, how the word “ dispositivos móviles ” is repeated and how the other words most used by the interviewees are supported as they demonstrate an essential role of the use of M-Learning for learning since the idea was to

detail the differences between commonly used materials, such as books, worksheets, etc, and mobile devices, having; as a result several favorable answers to the educational technology process that mobile devices provide to students.

### Figure 12

Question 7: *¿Cree que los dispositivos tecnológicos son mejores que materiales didácticos como libros o manuales? ¿Por qué?*



**Most used words:** Si, información actualizada, accesible

The analysis of the responses showed that it is better to be updated to learn; therefore, it is understood that the use of M-Learning makes English language learning more dynamic, unlike tools such as books, worksheets, and others, in turn, updated information also plays a vital role because, unlike books, mobile devices have the quality of offering an unlimited amount of information for those who need it, in this case, the students.

### Figure 13

*Question 8: Como nueva generación de estudiantes, ¿podrías explicar la importancia que puede tener el uso de dispositivos tecnológicos móviles como teléfonos inteligentes, tablets, portátiles, etc, para el aprendizaje del inglés?*



**Most used words:** fundamental, común uso, divertido e interesante,

The following answers according to the question are very clear and favorable to the use of mobile devices as it highlights the fundamental and useful for students, considering that students are familiar with the use of such devices, and they know how useful and fun it could be to learn through a mobile device. In addition, these devices offer a quantity and quality of information that attracts the current generation of students.





**Most used words:** tablet,celular, mejora el nivel, ingles

The analysis demonstrated that mobiles devices would be the perfect candidates to learn the English language and their respective receptive skills, considering that phones and tablets are mobile devices that help ease of learning since these students could learn through apps, web pages, and others, being relevant the importance of M-learning in a classroom.

## 4.2 Analysis and discussion of focus group vs bibliographic review

The interview results indicated that both the teacher and students use mobile devices for learning and developing receptive skills. According to Mohammad (2018), the use of technology improves the development of listening and reading, and the teacher is the one who makes the decision to allow the use or not in their class time; The results of the interview show that the English teacher of the 8th year of the Unidad Educativa Salinas Innova School uses the students' cell phones and her laptop for academic purposes. However, it is a double-edged sword since, on certain occasions are distractors for her class. Therefore, with rules and good direction from the teacher, the M-Learning methodology is viable.

Anca et al. (2021) stated that the skills responsible for managing other skills are reading and listening. Through the questions asked, the students responded that receptive skills are the most difficult to learn especially listening. However, they are also the most important to develop other skills, such as speaking and understanding the language.

Lestary and Seriadi (2019) mentioned that the listening skill is very fundamental for the development of students' English, so if it is not taught or practiced correctly, this skill tends to be not so easy in the learning process since it needs a correct execution to have favorable results in students. In this way, we analyze the answers to figure 3 question 3 and figure 6 question 1, which correspond to the teacher and the student who had in common that listening is one of the complex skills to develop in the classroom, basing that one of the receptive skills needs to be improved hand in hand with a new methodology.

Criollo et al. (2021) mentioned that currently, the student generation is accustomed to using mobile devices in their day to day, so in the answers to the question If you had the opportunity to use a mobile device in class, would it be easy or difficult? Why? Almost all students responded easily because, as a new generation, the use of cell phones or others is easily adapted to their needs and even more so when it comes to improving learning. Additionally responded that the mobile device they would like to use is the Tablet due to the size and convenience of searching for some vocabulary or taking notes.

Finally, M-Learning, although the concept has yet to be recognized in the institution as a methodology, both students and teachers use it to improve English language acquisition since technology motivates students and maintains a dynamic class, as Talan (2020) said.

## Chapter V

### Reflexions Of The Study

Through the interview process, the interpretation, reflections, and analysis of the responses vary around the research variables and objectives previously stated; this is a discussion of the results, whose conclusions are demonstrated below.

As a first point, the use of M-Learning to improve students' receptive skills at Unidad Educativa Salinas Innova School was analyzed. It showed that the use of mobile devices can be possible and viable in an academic unit if it is adapted to the rules of the institution and the purely pedagogical and educational use, thus allowing for the possibility of activities, programs, and others that help to improve receptive skills. It increases the students' motivation and concentration by using something with which they are familiar.

On the other hand, learners are enthusiastic about improving their receptive skills using M-Learning. Students confirm that thanks to the usefulness of mobile devices, they can learn in a simple way, providing a world of possibilities to reinforce their skills and improve their knowledge of English. Each student also detailed how and what they can use to learn, detailing that they will always find things and webs that can be useful and that their listening and reading skills can be better because there is much work to be done on mobile devices for those skills. To sum up, this is clear evidence of the harmony between M-Learning and the improvement of receptive skills as it facilitates the whole process of adapting, learning, and teaching.

In turn, the relevance of M-Learning lies in the fact that learners can significantly improve their receptive skills thanks to mobile devices. Focusing on improving the English language, several analytical studies in our research detail that using new learning methodologies is helping students of today's times to facilitate their educational process. In addition, as already mentioned, several uses, places, tools, etc., can be helpful to improve receptive skills and promote the acquisition of the English language.

This project helped to reinforce the knowledge about the use of new learning and teaching methodologies. Students always need quality in their education and turn to be part of a new quality educational process; therefore, the study carried out highlighted that despite not being a methodology as well known as the answer of the interview conducted in figure 5 question 5 by the teacher, even so, it is given the necessary approval for the educational process; that is why the use of M-Learning is suggested as a methodology that develops the process of learning the English language in the students of the Salinas Educational Unit Innova School.

In addition, it is evidenced that the students have a low level of listening skills; this is supported by Figure 3 question 3 and Figure 6 question 1, which shows that a better direction is needed to reinforce this skill; on the other hand, it said that the reading skill presents minor complications since most of the answers of the interviewees mentioned the difficulty of listening.

Finally, it is necessary to emphasize that the study and use of M-Learning can be an advantage to education since several points and favorable responses were demonstrated by the interviewees and the given research; therefore, it is proposed as a learning methodology, which helps to improve the skills and abilities of the English language much more quickly, so through

the qualitative research that comprises the study it was concluded that the students of the Unidad Educativa Salinas Innova School need much more than books or other materials to improve their receptive skills, which also demonstrates the need to be informed and innovate in terms of education through mobile devices.

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**DOCENTE**

**ASUNTO:** Aprobación de tema de Trabajo de Integración Curricular

**FECHA:** 02 de diciembre del 2022

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-2022-033, efectuado el 28 de noviembre, fue aprobado el tema de su trabajo de integración curricular denominado "M-Learning as a Methodology to Enhance English Receptive Skills for Young Learners", siendo designado como miembros de tribunal los siguientes docentes:

DOCENTE	CORREO	TELÉFONO	DESIGNACION
MSc. Ítalo Carabajo Romero	icarabajo@upse.edu.ec	0991742622	Tutor
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Recordarle que el docente tutor debe enviar mensualmente el informe de avance, además las tutorías deben ser registradas en el Formato de Registro de Asistencia a Tutorías.

Atentamente,



Ing. Eliana León MSc.  
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros

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La Libertad, 15 de mayo de 2023

En calidad de tutor del trabajo de titulación denominado **“M-Learning as a Methodology to Enhance English Receptive Skills for Young Learners”**, elaborado por los estudiantes **Ronny Alexander Mirabá Quimí** y **Kelly Odalys Yagual Mosquera**, egresados de la Carrera de **Pedagogía de los idiomas nacionales y extranjeros**, de la **Facultad de Ciencias de la Educación e Idiomas de la Universidad Estatal Península de Santa Elena**, previo a la obtención del título de Licenciatura en pedagogía del idioma Inglés, me permito declarar que una vez analizado en el sistema anti plagio COMPILATION, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 1% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

f)


ÍTAUOCARABAJO

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DOCENTE TUTOR

## COMPILATION CAPTURE


**CERTIFICADO DE ANÁLISIS**  
*magister*

### TESIS RONNY & KELLY

**< 1%**  **< 1%** Texto entre comillas  
 Similitudes 0% similitudes entre comillas  
 1% Idioma no reconocido


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Número de palabras: 6950  
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Ubicación de las similitudes en el documento:

#### Fuente principal detectada

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 <b>Documento de otro usuario</b> #1b6275 El documento proviene de otro grupo	< 1%		Palabras idénticas : < 1% (31 palabras)

## INTERVIEW QUESTIONS

### Profesor

1. ¿Permite el centro educativo el uso de dispositivos móviles en el aula? ¿Qué opinas al respecto?
2. ¿Qué opina del uso de un dispositivo móvil en el aula?
3. Según tu experiencia como profesor de inglés. ¿Qué habilidades escuchar o leer le resulta más difícil de desarrollar en el aula?
4. ¿Qué opinas de las herramientas tecnológicas para la enseñanza?
5. ¿Ha oído hablar alguna vez del m-learning? Explique su respuesta

### Estudiantes

1. Según sus experiencias previas con la lengua inglesa, ¿cuál de las siguientes destrezas, escucha y lectura, le resulta más difícil de desarrollar?
2. ¿Consideras que la lectura y la escucha son muy fundamentales para el desarrollo de tus habilidades en inglés?
3. ¿Cree que el tener un dispositivo móvil le ayudará a aumentar su productividad en el inglés?  
¿Por qué?
4. Si pudieras utilizar un teléfono inteligente, tabletas, ordenadores portátiles, etc., en la clase de inglés, ¿Cómo podrías utilizarlo para mejorar tus procesos de aprendizaje del inglés?
5. ¿Qué utiliza tu profesor/ra de inglés para desarrollar tu comprensión auditiva y lectora?



6. ¿Qué diferencias encuentras entre el uso de libros o hojas de trabajo, etc y el uso de teléfonos inteligentes o tablets, ordenadores portátiles, etc, para la clase de inglés?
7. ¿Cree que los dispositivos tecnológicos son mejores que materiales didácticos como libros o manuales? ¿Por qué?
8. Como nueva generación de estudiantes, ¿podrías explicar la importancia que puede tener el uso de dispositivos tecnológicos móviles como teléfonos inteligentes, tablets, portátiles, etc, para el aprendizaje del inglés?
9. Si tuvieras la oportunidad de utilizar un dispositivo móvil en clase, ¿Te resultaría fácil o difícil? ¿Por qué?
10. ¿Qué dispositivos móviles te gustaría implantar en tu proceso de aprendizaje del inglés? ¿Por qué?

## INTERVIEW TRANSCRIPTION

### Profesor

1. ¿Permite el centro educativo el uso de dispositivos móviles en el aula? ¿Qué opinas al respecto?

Si permite para fines netamente académicos.

2. ¿Qué opina del uso de un dispositivo móvil en el aula?

Digo yo puede ser útil, considero que es indispensable para los estudiantes va acorde con su generación.

3. Según tu experiencia como profesor de inglés. ¿Qué habilidades escuchar o leer le resulta más difícil de desarrollar en el aula?

Ante listening y Reading, pienso yo que es listening porque es una de las habilidades más difíciles de desarrollar para los chicos ya que tienen un nivel bajo y aumenta la dificultad con el ruido del exterior.

4. ¿Qué opinas de las herramientas tecnológicas para la enseñanza?

Siempre es importante. Es importante aplicarlas. Los tiempos van cambiando y metodologías también tienen que ir cambiando, no digo que las formas de enseñanza del pasado ya no sirven, son igual de importantes, pero se puede combinar metodologías que incluya la tecnología.

5. ¿Ha oído hablar alguna vez del m-learning? Explique su respuesta

Desconozco el concepto, pero puede ser beneficioso si se trata de la integración de la tecnología en la enseñanza, siempre y cuando tratando de poner los lineamientos claros con los estudiantes.

## Estudiantes

1. Según sus experiencias previas con la lengua inglesa, ¿cuál de las siguientes destrezas, escucha y lectura, le resulta más difícil de desarrollar?

P1: mucha complejidad en escuchar, audición muy baja, no tengo problemas para leer.

P2: Escuchar es muy difícil.

P3: Yo creo que escuchar, es una habilidad que hay que practicarla mucho

P4: Leer es difícil para mí, ya que hay palabras que son difícil de entender en una lectura.

P5: Escuchar. Hay palabras no conozco y a veces te pueden hablar muy rápido.

P6: Escuchar, ya que suele haber interferencias entre sonidos.

P7: Me resulta bastante difícil escuchar, entender lo que la gente me está diciendo, las indicaciones acerca de eso.

P8: El escuchar, porque a veces el habla es muy rápida y no puedo entender lo que tratan de comunicar ya que hablan muy rápido y se mezclan las palabras y por lo tanto el mensaje es difícil de receptor, en cuanto a la lectura se me hace no tan difícil porque hay palabras que son muy raras y otras que son claras.

P9: La habilidad de escuchar ya que hay palabras que no entiendo y me hace perder la comprensión, trato de recordarlas, pero es casi imposible.

P10: EL escuchar ya que hay palabras que no entiendo y adaptarme a la pronunciación de la persona de los audios se me complica mucho.

P11: Se me complica el escuchar ya que se me hace difícil lo que hablan, y las idea de lo que dicen se pierde, es decir las palabras son complicadas.

P12: Se me complica el escuchar, ya que los audios que pone la profesora son de personas que hablan fluido y las palabras son difíciles de saber que significan o entender por la pronunciación, en cuanto a la lectura no se me complica para mi es fácil.

P13: A mí se me complica el escuchar y la lectura se me complica el poder saber que significan las palabras, pero no es tan difícil como el escuchar.

P14: A mí se me hace complicado el escuchar ya que como es un nuevo idioma me pierdo en lo que están diciendo y el entender las palabras que dicen es complicado, y en cuanto a la lectura, no soy bueno en eso ya que también hay palabras que no entiendo.

2. ¿Consideras que la lectura y la escucha son muy fundamentales para el desarrollo de tus habilidades en inglés?

P1: Es muy importante porque si tú lees en inglés y escuchas, puedes escribir y manipular el idioma a la perfección.

P2: Sí, especialmente el escuchar, porque asi puedo entender a personas nativas que hablan el lenguaje fluidamente.

P3: Sí., Todas las habilidades en inglés se relacionan y son muy importantes.

P4: Si considero que son importantes, ya que ayudan en el desarrollo del aprendizaje.

P5: Sí, porque nos ayuda a comprender todas las demás habilidades.

P6: Sí, son habilidades que nos ayudan a recibir información para luego poder comunicarnos.

P7: Claro que si son muy importantes ya que por lo que entiendo gracias al escuchar podremos comprender mejor el inglés y a la lectura sabemos más gramática o palabras nuevas, y esto a mi parecer ayuda a las otras habilidades.

P8: A mi parecer si, ya que yo entiendo que estas habilidades son las que nos ayudan a familiarizarnos mejor con el idioma inglés, por lo que al escuchar y leer nos acercamos a situaciones más reales de comprensión.

P9: Si son importantes ya que estas dos habilidades nos ayudan a aprender mejor el inglés ya que se requiere mucho empeño para poder entenderlas, y a desarrollar mejor mi mente.

P10: Si son muy importantes, pero a mi parecer la lectura me ayudaría más a mejorar mi habilidad en el inglés.

P11: Si son importante porque nos ayudan a entender mejor el idioma inglés, es decir sus palabras y demás.

P12: Si porque yo considero que si practicamos más esas habilidades podremos ser mejores con el inglés.

P13: Si porque gracias a estas habilidades, con practica podemos entender mejor las palabras y el idioma.

P14: Sí, porque si tú lees mucho en inglés o incluso escuchar música, ver programas en inglés ayuda en el aprendizaje.

3. ¿Cree que el tener un dispositivo móvil le ayudará a aumentar su productividad en el inglés?  
¿Por qué?

P1: Si aumenta mucho la productividad, porque todos los dispositivos tienen para poner en el idioma inglés y es recomendable escuchar música en inglés para poder aumentar el léxico en el idioma.

P2: Si aumenta la productividad que por medio de por teléfono puedo comunicarme con otras personas que utilizan el idioma.

P3: Sí, en el teléfono existen aplicaciones que te pueden ayudar a mejorar.

P4: Depende, los dispositivos móviles pueden ayudar productividad del idioma inglés, ya que al usarlo podemos quitarnos las dudas de algunas palabras o frases que tengamos, pero también esto puede distraernos durante las clases.

P5: A veces sí, siempre y cuando no sea un distractor.

P6: A veces sí nos ayuda, inmediatamente a conseguir información.

P7: Si, puedo configurar todo mi dispositivo en el idioma inglés y así acostumbrarme a entender el idioma.

P8: Si sería muy importante ya que yo considero que es una herramienta que nos ayuda a poder practicar mejor el idioma inglés con apps o páginas web.

P9: Dependiendo de cómo se usen esos dispositivos se puede aprender mejor un idioma porque considero que hace más dinámico el aprender.

P10: Si porque en esos dispositivos podemos encontrar apps gratis para aprender mucho mejor.

P11: Si porque nos ayuda a estudiar mejor las palabras y a practicar de una manera más cómoda.

P12: Yo considero que si ya que con esos dispositivos tenemos la facilidad de encontrar apps o páginas web donde se puede practicar mejor el inglés.

P13: Depende del uso que le demos, pero si es solo para aprender un nuevo idioma si es muy útil y práctico.

P14: Yo digo que si son importantes ya que aprendemos mejor las palabras desconocidas y nos acostumbramos a aprender más rápido el inglés.

4. Si pudieras utilizar un teléfono inteligente, tabletas, ordenadores portátiles, etc., en la clase de inglés, ¿Cómo podrías utilizarlo para mejorar tus procesos de aprendizaje del inglés?

P1: no me gusta utilizar el celular en clase de inglés. Prefiero mejor leer un libro o escribir algo para mejorar mi proceso en el idioma.

P2: buscar ejercicios que me puede ayudar a aprender.

P3: No sé. Me gusta mucho la tecnología, pero no sé cómo usarlo en mi aprendizaje.

P4: Para hablar, escuchar música y buscar palabras que no conozco y de esa misma manera ayudar a otros con mis compañeros que tienen dudas.

P5: Buscar nuevo vocabulario y ver películas en inglés.

P6: Buscar significados y escuchar audios.

P7: Anotar los temas y conceptos importantes de la clase.

P8: Podría usar el dispositivo para poder usar el traductor o alguna aplicación que me ayuda a entender mejor la clase.

P9: Lo usaría para poder entender la clase y practicar mucho mejor las actividades que se nos dan.

P10: Lo usaría para escuchar audios y traducir palabras que no entiendo ya que así sería más fácil aprender.

P11: Para usar el traductor o páginas que me ayuden a aprender el tema que nos estén enseñando.

P12: Para poder practicar mejor mi escritura y escucha ya que así poder estar al nivel del aprendizaje que quiero estar.

P13: Me ayudaría a buscar más información y a entender palabras que se me hacen difíciles.

P14: Para poder traducir y buscar más temas para aprender mejor.

5. ¿Qué utiliza tu profesor/ra de inglés para desarrollar tu comprensión auditiva y lectora?

P1: Utiliza la plataforma, actividad de listening, tienes que escuchar y responder las preguntas que están abajo según lo que tú escuches y de lectura contestar las preguntas.

P2: Para escuchar usa grabaciones en su computadora portátil y para lectura el libro.



P3: su computadora portátil, nuestros celulares para escuchar o leer un cuento.

P4: Pruebas semanales para mejorar nuestras habilidades en el inglés.

P5: Para escuchar usa grabaciones en su computadora portátil y para lectura el libro

P6: Utiliza páginas web, nuestros celulares para escuchar o leer información.

P7: Utiliza nuestros celulares y su computadora portátil

P8: Para mejorar nuestra escucha nos pone audios que pone desde su laptop y para la lectura ella usa relatos o textos del libro

P9: Nos hace leer en el libro o alguna lectura extra, para la escucha nos pone audios de diferentes temas

P10: Nos hace escuchar audios que transmite desde su computadora, y para la lectura nos hace leer cuentos o algo del libro acorde al tema.

P11: Ella usa audios de temas distintos y para mejorar la lectura usamos el libro o alguna historia o textos en hojas.

P12: Practicamos con textos que hay en el libro o alguna historia que usamos en hojas, y para escuchar ella nos pone audios que tiene en su computadora.

P13: Utiliza textos, párrafos e historias interactivas para que leamos y para escuchar nos pone audios que son entretenidos, aunque complicados.

P14: Para escuchar la profesora nos pone audios que tiene en su computadora acorde al tema de clase y para leer usamos el libro o algún texto que ella diga.

6. ¿Qué diferencias encuentras entre el uso de libros o hojas de trabajo, etc y el uso de teléfonos inteligentes o tablets, ordenadores portátiles, etc, para la clase de inglés?

P1: leer información en libros es aburrido, mientras que escuchar o leer en el celular es más interactivo.

P2: los teléfonos puedes encontrar la respuesta de manera rápida y en los libros se dedica más tiempo.

P3: La forma más clásica como usar libros y hojas de trabajo es muy tradicional en cambio el uso de dispositivos móviles va con nuestra generación.

P4: Los recursos como libros y hojas de trabajo estan desactualizados, mientras que si tenemos el dispositivo móvil puede ayudarme a buscar información de fuentes. confiables.

P5: Es más interactivo usar un dispositivo móvil.

P6: En dispositivos móviles podemos encontrar más contenido.

P7: En dispositivos móviles podemos encontrar más contenido.

P8: La diferencia es que en libros o en hojas de trabajo tenemos pocos temas que usamos para aprender, pero solo eso, en cambio con el uso de dispositivos móviles podemos aprender más, porque hay podemos encontrar más información.

P9: El uso de esos materiales como hojas o libros son buenos, pero no son tan amplios, es decir no hay muchos temas, pero el uso de los dispositivos nos ayuda a poder aprender mucho más ya que hay más de donde estudiar.

P10: El uso de los materiales físicos como hojas de trabajo y otros para mi es dinámico porque tienen actividades para aprender, aunque los dispositivos móviles son muchos mejores en cuanto a variedad de aprendizaje.

P11: La diferencia es que con los materiales de siempre estamos limitados a aprender más, pero si usamos dispositivos móviles podemos encontrar más maneras de aprender.

P12: Para mí la diferencia es que con libros y material de estudio podemos practicar poco, pero si queremos más practicas son mucho mejor los dispositivos móviles porque podemos buscar y almacenar cosas útiles.

P13: El uso es muy diferente ya que en los libros y hojas hay pocas cosas para practicar, aunque son útiles, pero en cambio con los dispositivos móviles podemos encontrar varios medios para practicar y aprender.

P14: No encuentro mucha diferencia, aunque los materiales de siempre me limitan a practicar, pero es mucho mejor si usamos dispositivos móviles.

7. ¿Cree que los dispositivos tecnológicos son mejores que materiales didácticos como libros o manuales? ¿Por qué?

P1: Si, porque se puede interactuar de la mejor manera.

P2: Si, la información que se recibe es mejor.

P3: Depende de la manera de aprendizaje de cada persona.

P4: Los dos son importantes ya que si se utiliza de la mejor manera ayudan en el aprendizaje.

P5: No porque al momento de utilizar un dispositivo móvil me cansa mucho los ojos.

P6: Yo creo que no, porque los libros tienen más información.

P7: Yo creo que sí pueden llegar a ser mejores los dispositivos, pero lo mismo también depende de cada persona, incluso si le das un buen uso.

P8: Es mejor estar actualizado para aprender porque si nos buscamos más cosas nunca podremos mejorar.

P9: Para mí es mejor estar actualizado y usar algo que ayude mucho a aprender como los dispositivos móviles.

P10: Hay una diferencia muy importante ya que lo de siempre como libros nos limitan a aprender, pero los dispositivos móviles nos ayudan a aprender más.

P11: Renato: Es mejor estar actualizado para aprender

P12: Los dispositivos móviles son muy buenos para aprender mucho más de lo que nos dan los libros o el material que siempre se usa

P13: Si, ya que la tecnología nos ayuda mucho a avanzar en los estudios.

P14: A mí me gusta mucho buscar más para aprender más así que para mí es mejor los dispositivos móviles.

8. Como nueva generación de estudiantes, ¿podrías explicar la importancia que puede tener el uso de dispositivos tecnológicos móviles como teléfonos inteligentes, tablets, portátiles, etc, para el aprendizaje del inglés?

P1: Muy importante, yo siempre hago mis tareas de inglés escuchando música en inglés.

P2: Es fundamental ya que me ayuda a comunicarme con personas que hablan el idioma.

P3: Es esencial ya que hay varias aplicaciones que son un plus que ayuda a entender el idioma a parte de las clases que tengo en el colegio.

P4: Como parte de esta nueva generación es muy importante ya que utilizar dispositivos móviles es parte de nuestra normalidad.

P5: Es muy útil se puede hacer varias cosas.

P6: Sería muy importante ya que podemos intentar utilizarlo como una herramienta más accesible.

P7: Es muy importante ya brinda mucha información.

P8: Es muy importante ya que tenemos conocimiento de cómo usar de manera correcta los dispositivos móviles y si es para estudiar siempre serán una buena ayuda para el inglés.

P9: Para mí es muy importante ya que, si queremos mas información o practicar ingles de manera correcta, los dispositivos móviles son ideales para eso.

P10: Son muy importantes porque tenemos muchas formas de ampliar nuestro conocimiento del inglés.

P11: Para mi si es muy importante ya que para aprender siempre es bueno usar lo que nos ayude de mejor manera y aparte de eso yo sé cómo usar de manera correcta mi dispositivo móvil.

P12: En mi opinión es muy importante porque puedo aprender más y buscar apps o cursos que me ayuden a aprender mejor el inglés.

P13: Para si es importante ya que puedo mejorar mi nivel de inglés con prácticas nuevas siempre ya que se encuentra de manera sencilla.

P14: Carlos: Si es muy importante porque el inglés necesita mucha practica y con los dispositivos móviles podemos practicar mucho.

9. Si tuvieras la oportunidad de utilizar un dispositivo móvil en clase, ¿Te resultaría fácil o difícil? ¿Por qué?

P1: fácil porque estoy más apegada al dispositivo que al libro.

P2: Fácil, sé muy bien cómo como usarlo.

P3: No sería tan difícil porque trabajo bastante con la tecnología y me gusta bastante.

P4: Me resultaría fácil, ya que yo conozco cómo usar un dispositivo móvil, en este caso el teléfono y también las páginas confiables que me pueden ayudar.

P5: Me resultaría fácil porque si yo estoy haciendo alguna tarea y no entiendo, puedes buscar la, puedo buscar en internet.

P6: fácil porque me gusta y se cómo usar un dispositivo móvil.

P7: Me resultaría difícil porque soy una persona que está distrae muy fácilmente.

P8: Me resultaría fácil, porque se cómo usarlo y si es para aprender seria también muy útil.

P9: Para mi seria no tan complicado ya que si es para estudiar y aprender, aunque haya retos trataría de no usarlo para nada más que la clase.

P10: Fácil porque como estamos acostumbrados a usar los dispositivos móviles y si es en el aula siempre será una buena ventaja.

P11: A mí se me haría fácil, pero ahora no tengo un dispositivo, pero sé que sería útil en clases.

P12: Me sería fácil ya que me ayudaría con las actividades que la profesora nos pone a hacer.

P13: Para mi seria no tan fácil, ya que si no lo usamos para lo que es tendríamos problemas.

P14: Para sería fácil porque me ayudaría a aprender mucho más y se cómo usarlo de manera correcta en el aula.

10. ¿Qué dispositivos móviles te gustaría implantar en tu proceso de aprendizaje del inglés? ¿Por qué?

P1: La Tablet porque el tamaño es grande para poder leer en inglés, escuchar en inglés, tiene todos los privilegios que para aprender el idioma.

P2: La Tablet ya que celular si utilizamos.

P3: Una Tablet, sería más dinámico el aprendizaje y más divertido.

P4: Teléfonos móviles y computadoras, ya que podemos aprender de varias maneras, buscar aplicaciones que nos faciliten el aprendizaje del idioma.

P5: Una Tablet es grande y puedo observar mejor.

P6: Una Tablet podemos ver lo que son los libros digitales.

P7: Una Tablet pesa menos que los libros.

P8: A mí me gustaría usar una laptop o un teléfono que me permita hablar o ver videos donde se hable el inglés.

P9: Un celular, ya que me ayudaría a tomar fotos grabar audios, leer y entre otras cosas con facilidad para mejorar mi nivel de inglés.

P10: Un teléfono o laptop, para poder buscar más temas relacionados con el tema de inglés que nos de la profesora.

P11: Una laptop, ya que me gustaría poder hacer llamadas con personas que hablen inglés para aprender más.



P12: Un celular, ya que es cómodo y tiene muchas funciones que nos permitirían mejorar nuestro nivel de inglés.

P13: A mi punto de vista un celular sería muy útil para mejorar mi inglés

P14: A mí me gustaría usar un teléfono o una laptop ya que serían muy útiles para tener herramientas que me ayuden con el inglés.