

Hispanoamericana University

Education Faculty

Thesis project to opt out for the degree of Licenciatura in English Teaching

**The use of cellphone applications that do not require internet connection
help ninth graders students to improve their oral proficiency in
conversational English classes at C.T.P. de Acosta during the first trimester
of 2019**

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Tutor

2019

TABLE OF CONTENTS

Declaración Jurada	1
Letter from the tutor.....	2
Letter from the reader	3
Letter from the philologist	4
Carta de Autorización de los autores para la consulta.....	5
Dedication.....	6
Acknowledgment.....	7
Introduction	8
Chapter One	11
Problem Statement	12
1.1.1 Background to the problem	12
1.1.2 Problematization	18
1.1.3 Problem Justification	20
1.2 Problem Formulation.....	24
1.3 Research Objectives	25
1.3.1 General Objective:	25
1.3.2 Specific Objectives:	25
1.4 Scope and Limitations.....	26
1.4.1 Scope of the research.....	26
1.4.2 Limitations of the study	27
Chapter two.....	29
Theoretical Framework	29
2.1 Historical Context.....	30

2.1.1. The Evolution of English teaching in Costa Rica	30
2.1.2. The Creation of Technical and Professional high schools in Costa Rica .	33
2.1.3. History of C.T.P. de Acosta	36
Mission	37
Vision	38
2.1.4 The Community.....	39
2.1.5. Importance of the Population for the development of the research project	42
2.2 Conceptual Framework	43
2.3 Theoretical Framework	54
Chapter Three.....	65
3.1. Methodological Framework	66
3.1.1. Purpose of the study	66
3.1.2. Framework.....	67
3.1.3. Dimension or temporary range: short term	68
3.1.4. Nature	68
3.1.5. Research Type.....	69
3.2. Subjects and sources of information	69
3.2.1. Sample Selection	69
3.2.3. The population	70
3.2.4. The sample	71
3.2.5 Sources of Information	72
3.3.1. The Observation	73
3.3.2. The Interview	74
3.3.3. The survey	75

3.3.4. The Implemented Evaluation	76
Chapter Four.....	80
4.1. Analysis and interpretation of Data	81
4.1.1. Class observation analysis.....	81
4.1.2. Surveys and figures interpretation.....	85
4.1.2.1. Teachers´ poll	85
4.1.2.4. Teachers interviews	104
4.1.2.5. Learners interviews	108
4.1.3. Entering and Leaving diagnostic test results	111
4.1.3.1 Entering diagnostic activity	111
4.1.3.2 Leaving diagnostic test	112
4.1.3.3. Group class intervention	115
Chapter Five	121
Conclusion and Recommendations.....	121
5.1. Conclusions	122
5.2. Recommendations	124
6.1. References.....	126
ANNEXES.....	144
Annex #1. Class Observation Instrument and Evidence.....	145
Annex # 2 Teachers and Students Interviews guide and Evidences	148
Annex #3 Teachers´ Survey Instrument	156
Annex #4 Students´ Survey Instrument	159
Annex #5 Entering and Leaving Diagnostic Test Evaluation Instrument.....	162
Annex #6 Material used in the entering and leaving diagnostic dynamic	164
Annex #7 Technological used activities Evaluation Instrument and Evidences ..	167

Annex #8 Photos taken by the students, during the activity “What is around us” .	172
Annex #9 Class Intervention Plans.....	173
Annex #10 Activity Worksheet.....	179
Annex #11 Entering Diagnostic Obtained results	181
Annex #12 Leaving Diagnostic obtained results	183

LIST OF GRAPHS

Graph #1 Years of Teaching Experience.....	85
Graph #2 Technological equipment in class.....	86
Graph #3 About the teachers' technological skills.....	87
Graph #4 Teachers' opinion about if the fact of having a bad internet.....	88
Graph #5 teachers' opinion about the classroom cell phone use.....	89
Graph #6 Defining the Teachers' technological training.....	90
Graph #7 Frequency with English teachers use the cellphone to develop their Conversational English classes.....	91
Graph #8 Different resources used by the teacher to develop their classes.....	92
Graph #9 How the professors define their teaching style.....	93
Graph #10 Quantity of students who have cell phone.....	94
Graph #11 Students access to the internet mobile connection.....	95
Graph #12 Number of students that use the cell phone to do a homework.....	96
Graph #13 Mobile applications used by ninth graders.....	97
Graph #14 Number of teachers who have requested the use of cell phones in the classroom.....	98
Graph #15 Use of language mobile applications.....	99
Graph #16 What is the use that students give the cell phone during conversational English classes?.....	100
Graph #17 Cell phone use to check the unknown word pronunciation.....	101
Graph #18 Students who have been taught by English teachers about how to use the telephone for academic purposes.....	102

Graph #19 How many of the students have internet connection at home?.....	103
Graph #20 Entering diagnostic test comparison.....	113
Graph #21 Leaving diagnostic test comparison.....	114

LIST OF TABLES

Chart #1 Materials and Equipment.....	81
Chart #2 Materials and Equipment.....	83
Chart #3 Advantages and disadvantages of the cell phone use in the class.....	106

Declaración Jurada

DECLARACIÓN JURADA

Yo Geovanny Ignacio Díaz Camacho, mayor de edad, portador de la cédula de identidad número 116270616 egresado de la carrera de Licenciatura en la Enseñanza del Inglés de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercebido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura, juro solemnemente que mi trabajo de investigación titulado:

The use of cellphone applications that do not require internet connection help ninth graders students to improve their oral proficiency in conversational English classes at C.T.P. de Acosta during the first trimester of 2019, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. en fe de lo anterior, firmo en la ciudad de San José, a los 10 días del mes de octubre del año dos mil diecinueve.



Firma del estudiante

Cédula: 116270616

Letter from the tutor

CARTA DEL TUTOR

San José, 18 de octubre, 2019

Mag. Diego Torres Moreno
Director de Carrera Enseñanza del Inglés
Universidad Hispanoamericana

Estimado Señor:

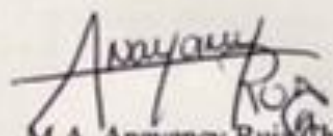
El estudiante Geovanny Ignacio Díaz Camacho, cédula de identidad número 1 1627 0616, me ha presentado para efectos de revisión y aprobación el trabajo de investigación titulado **THE USE OF CELLPHONE APPLICATIONS THAT DO NOT REQUIRE INTERNET CONNECTION HELP NINTH GRADE STUDENTS TO IMPROVE THEIR ORAL PROFICIENCY IN CONVERSATIONAL ENGLISH CLASSES AT C.T.P DE ACOSTA DURING THE FIRST TRIMESTER OF 2019** el cual ha elaborado para optar por el grado académico de Licenciatura en la enseñanza del inglés.

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

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

a)	ORIGINALIDAD DEL TEMA	10%	10%
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES.	20%	20%
c)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACIÓN.	30%	30%
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES.	20%	20%
e)	CALIDAD, DETALLE DEL MARCO TEÓRICO	20%	18%
	TOTAL		98%

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.


M.A. Anayancy Ruiz Chaves
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Letter from the reader

CARTA DE LECTOR

San José,

Universidad Hispanoamericana
Sede Llorente
Carrera

Estimado señor

El estudiante Geovanny Ignacio Díaz Camacho, cédula de identidad 1-1627-0616 , me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado "The Use of Cellphone Applications that do not Require Internet Connection to Help Ninth Grade Students to Improve their Oral Proficiency in Conversational English Classes at C.T.P de Acosta during the First Trimester of 2019", el cual ha elaborado para obtener su grado de Licenciatura en la Enseñanza del Inglés.

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

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

Atte.

DIEGO TORRES MORENO
(FIRMA)
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DIEGO TORRES
MORENO (FIRMA)
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Letter from the philologist

A QUIEN INTERESE

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The use of cellphone applications that do not require internet connection help ninth graders students to improve their oral proficiency in conversational English classes at C.T.P. de Acosta during the first trimester of 2019

De Geovanny Ignacio Díaz Camacho

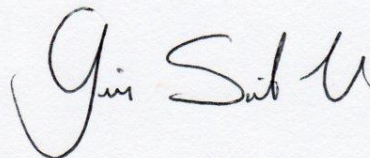
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Facultad de Ciencias de la Educación

Universidad Hispanoamericana

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San José, 14 de febrero del 2020

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Cordialmente,



Geovanny Ignacio Díaz Camacho
Cédula 116270616

Dedication

Who made all this possible,
who gave me the greatest gift of this world, life.

To the person who saw me being born and since that day has done so much to
strengthen my wings and teach me how to fly.

Who inspires me every day, to whom is my example, a great woman, daughter,
sister, aunt, godmother, friend, and a great professional.

Who I love and love forever; my mother.

Ana Patricia Díaz Camacho

Acknowledgment

Who gives me the strength in the highs and lows of this adventure that we call life,
God.

To my family, who in different ways have accompanied me in this process of
personal and professional growth.

Who I thank so much and who has pushed me to get here, my mother.

Who accepted to be part of this adventure, who during my first quarter in this
university, made me learn, enjoy, and reaffirm my passion for teaching; my tutor
Anayancy Ruíz Chaves.

Thanks for being a great professional.

Finally, I thank all those moments, that challenged me and put me doubt, to all the
moments that will arrive...

"Thanks to life, which has given me so much"

Mercedes Sosa

Introduction

The ability to speak represents an extensive learning process that is part of the essential components of the communication process. In the case of Costa Rica, the English Curricula in public education are based on English as second language teaching. Moreover, according to Semanario Universidad (2015), the English language is the predominant foreign language in Costa Rica, which provides greater opportunities for the country's labor market and for the development of professionals that the Costa Rican education system forms.

Regarding English learning, Segura (2013) considers the oral skill as one of the most difficult language abilities that learners have to face; this crucial skill should be empowered through different mechanisms to allow positive changes, to improve, and to produce a real impact during the language acquisition process. This investigation project pretends to evaluate and apply the use of offline cell phone's applications such as voice recording, camera, and video camera for the benefit of the ninth graders' oral performance of a technical high school system under the modality of Conversational English classes established by the Public Education Ministry in Costa Rica (MEP).

Furthermore, this research is based on one of the challenges of the 21st century educational policy. In 2017, the MEP implements the new study programs for English Teaching in the country; these programs present the Action Oriented Approach as the new teaching method and the use of Information and

Communication Technologies (ICT) as a requirement for the implementation of this method in the English programs.

The previously mentioned challenge is precisely the defiance to incorporate and take advantage of the technological resources that the learners and instructors have as a part of the learning process. In this case, this research process highlights the use of the cellphone as a pedagogical resource in Conversational English classes of the Technical and Professional high school of Acosta.

The current project is composed by five chapters that expose the different steps and processes that were applied to obtain the results and conclusions of the investigation. Chapter one, presents the research problem, the objectives, scope, and limitations. Chapter two shows a theoretical framework that detailed a state of art, that contains the current research about the topic. Besides, all the information related to the institutional background that provides a historical context for the audience can be found in this chapter. Chapter three details the methodological framework, the type of investigation, the sample, and the respective criteria that was used to obtain the population involved in this research project. Additionally, different instruments that were applied to obtain the required information can be found. Consequently, chapter four presents the analysis and interpretation of the obtained data. This section exposes the different figures and graphs with their respective explanation according to the results obtained from the interviews, surveys, and observations done to the selected population. Finally, chapter five offers the reader the specific actions suggested to correct deficiencies and the gaps found during the research; all of these as recommendations.

Furthermore, in this section it is possible to find the conclusions reached after this investigation. At the end of this chapter, the bibliography consulted, and a section of annexes are attached, showing the different documents that were part of this research project.

Chapter One

Research Problem

Problem Statement

1.1.1 Background to the problem

Technical education at high school level and the use of technology of the information and communication, popularly known by its acronym as “ICT” to teach English as a foreign language in Costa Rica, are fields that are in constant evolution and research. Specifically, in the field of English teaching in this type of institutions, where it is possible to find two different modalities to teach this foreign language: Academic English and Conversational English.

As a complement of Professional and Technical education and in search of providing greater benefits to the student who concludes the studies in this modality, the Conversational English classes are implemented. These classes are mandatory in all the technical high schools of the country. The subject of Conversational English is classified by González (2003) as: “English as a language tool for the students of Technical Education” (p.5.). According to the Conversational English syllabus (2003), this English modality could be defined as a preparation class that is focused on the speaking skill; a class where the students learn how to face challenging situations, that require the application of their language command and their integrated knowledge of the world (p.6).

Moreover, this syllabus indicates in the following way the aims of these classes:

- To develop the ability to use the language effectively for purposes of practical communication;
- To offer insights into the culture and civilization of countries where the language is spoken;
- To develop awareness of the nature of language and language learning;
- To provide enjoyment and intellectual stimulation;
- To encourage positive attitudes to foreign language learning and to speakers of foreign languages and sympathetic approach to other cultures and civilizations;
- To promote learning skills of more general application (analysis, memorization, drawing of inferences, and others);
- To develop students' understanding of themselves and their own culture (Ministry of Public Education, 2003, p.6).

As a part of Conversational English description, it is important to add that this English modality is only from seventh to ninth level students. From there, the students of 10th, 11th, and 12th levels receive specialized English classes related to the different areas of study, popularly known as specialties.

These areas were chosen before beginning tenth grade (M.E.P, 2003). It is important to highlight, that a conversational English class has a four-hour weekly duration, in the morning or the afternoon schedule, since the class schedule of a technical high school is from 7:00 a.m. to 4:30 p.m.

Based on the syllabus (M.E.P, 2003), the structure of the subject matter is formed by three different areas that are: formal, functional, and cultural. These components are detailed by Cortés (2003) in the following way:

The formal Component has been traditionally called the grammatical component. In this sense, the structures of the language have been graded, selected and chosen according to the different functions of the language and the topics to be studied. Lexis, syntax and morphology are part of this component. By itself, the formal component is an important part of the language, but it has to be studied as a means to effective communication. Furthermore, the teaching of grammar should be focused on the practical use of oral and written language for communication.

The functional component refers to the communicative purpose for which the language is used. Language is not only forms; we have to start looking at what people do with those forms. For example, expressing one's opinions asking for someone's opinion, expressing doubts, and others (p.13).

The functional component considers understanding of the culture of the country or countries where the language is spoken. Knowing the features of the target culture makes it easier to understand the language itself. Some of

the cultural features that should be taken into account are values, attitudes, behavior, patterns, points of view, ways of thinking, appreciation, and others.

The cultural component should always be presented in the other components. Language and culture go together in order to communicate social meanings. This means that the language must be presented in meaningful situations according to the appropriate cultural contexts (p.9).

In addition, Cortés (2003) raised his position about the speaking skills, stating: “Through speech, learners acquire the fundamentals of language pertinent to carry out specific interaction where they have to exercise the use of some functions, through the appropriate language structures, cultural appropriateness and acceptable language input” (English with conversational emphasis, p.12).

In order to achieve the exposed aims and obtain the desired results, conversational English classes were created. The main objective of these English classes is to take the teaching of this foreign language along with the technological evolution in which teachers and students live today. According to Traxler, J. (2009) “The principal instructional benefit associated with mobile-learning is the potential to engage students in meaningful learning opportunities” (p.252).

In addition, Roblyer & Doering (2010), made emphasis in the influence of technology into the class: “Technology can have a positive influence on student learning, engagement, motivation, and productivity. Mobile phones have an abundance of instructional features that provide students with access to anywhere, anytime learning” (p.57).

On the other hand, Thomas, K., & Muñoz, M. A. (2016) offered a list of benefits regarding the mobile phone use in the classroom. The authors highlighted as a benefit, the fact that the teacher can personalize their class and, in this way, personalize the learning process of the students. Also, they mentioned that digital cameras on mobile phones can be used for several classroom purposes including data collection, speeches, and different communication dynamics. One of the significant aspects mention by these authors, is the use of audio and video recording functions of mobile phones.

The audio and video recording function allow creation of podcasts and vodcasts; using this tool to differentiate instruction by appealing to auditory or visual learners. They said, that when the student produces a podcast, they have the potential to improve and increase their motivation during the class and with this function, the learners can improve their oral performance and achieve the desired level. Besides, when learners are exposed to podcasts and vodcasts, the teacher can analyze their fluency, pronunciation, intonation, and grammar.

However, evaluation is one of the areas that has been recently modified in the educational field; specifically talking, on February 26th of 2019 when the MEP announced the new format of national tests. These tests are stablished under the name of “FARO test” that according to the MEP (2019) are an integral evaluation system; “FARO” stands for Strengthening Learning for the Renewal of Opportunities.

Regarding assessment of English as a foreign language, Mr. Edgar Altamirano (2019) former Ministry of Education, said that a language proficiency test will be done to determine the level of each student. In this type of test, the learners are going to be exposed to the evaluation of the different English skills: speaking, listening, and reading; the obtained results on these skill sections will place students at one of the levels established by the Common European Framework of Reference for languages which is composed by the following levels: A1, A2, B1, B2, and C1. In other words, this language test evaluates the speaker domain from basic, independent, and proficient language mastery (Cambridge Assessment English, 2019).

The previous exposed fact is related to the Action Oriented Approach as the new teaching methodology. This new educational scenario was presented in the latest English programs that were implemented for the first time in 2017. Additionally, these new English syllabi established the use of Information and Communication Technologies (ICT) as a one of the biggest educative complements and innovations. For this reason, the instructor should use different technological tools for the class and learning development and as part of their pedagogical resources.

This fact raised a good scenario to introduce the cellphone usage, to change the language classroom dynamic or routine, take advantage of the technological resources available to the teacher and their students, and also to improve their language acquisition specifically their oral proficiency.

1.1.2 Problematization

One of the focusses of the Costa Rican education should be the implementation of the different technological resources into the English Teaching field. Since the use of instructional technology facilitates and reinforces the acquisition of a foreign language, its use promotes positive changes in the pedagogical aspect, allowing a greater dynamism in the classroom, and creating an interactive environment during the learning process. Moreover, the use of diverse technological tools at the different school levels allows the students' preparation process to face the new society; especially nowadays, where language and learning processes go hand in hand with the evolution and advancement of the technological inventions.

In view of the teaching innovations that use technology as a didactic resource, the necessity of being updated is more than evident. Since it is alarming that despite, people are living and training English Teaching professionals in the 21st century, many teachers refuse using technology in the class which makes classes to become monotonous or boring and generate a pedagogical lack; aspect that causes diverse difficulties to reach the language proficiency demanded by the Ministry of Public Education in the different modalities of English teaching in the country. It should be noticed that English teaching in Costa Rica, until the year 2019, was based on the approval of the traditional high school tests where only the reading and comprehension skills of the student's language were evaluated. From 2020 the evaluation of English as a foreign language, specifically in terms of

National tests will be different. Since on February 26, 2019, El Consejo Superior de Educación (CSE), headed by the education minister Mr. Edgar Mora Altamirano, establishes the “FARO” tests as the new evaluation model for obtaining the basic general education degree.

According to Semanario Universidad (2018), this new evaluation method is adhering to the current study program, and this test will generate an accurate diagnosis of the student's knowledge and skills. Furthermore, regarding the English area, the Semanario Universidad added that this test is going to follow the model of the Test of English for International Communication (TOEIC); test that is used worldwide to measure English proficiency through their different skills. This fact highlights the importance of implementing new strategies and activities to help students to improve their language skills. Moreover, the use of cell phones as part of the teaching resources can be a good alternative to face this new evaluation, since nowadays students use cell phones for almost everyday activity.

As a society, people know how to use the cell phone as a multimedia product, but do they really know how to use it? or has someone taught them how to use this device as a learning tool and as a resource to expand knowledge? Taking the previous questions as a real scenario, teachers should solve this problem by looking into the different cell phone usage alternatives for the development of the class, to reach the MEP syllabus's objectives in regards to the use of ICT's as a resource to help students to get a B2 level according to the Common European Framework of Reference for Languages (CEFR) once they finish high school.

Additionally, based on an institutional survey done by the technical coordinator of the C.T.P. de Acosta (2019) Ana Lucía Fallas Garro, it is worrying that more than half of the ninth-grade students' population classify their Conversational English classes as boring and very theoretical. This modality of English teaching must be a space where the learners not only lose the fear of speaking in the foreign language, but also improve their fluency, interaction, and oral performance. The use of certain cellphone's features may help them to improve their proficiency in the target language. The problem of this investigation could be summarized by the following question: how can teachers make use of the cellphone applications that do not require internet connection as a resource to help students improve their English proficiency?

1.1.3 Problem Justification

Tilton, J., & Hartnett, M. (2016) explained that the technological inventions are in constant evolution because this industry seeks to incorporate them into all daily life aspects. Education is one of the fields where the technological evolution has created new learning environments, experiences, and tendencies which make the language instructors to be constantly updating regarding to new strategies, techniques, and technological tools that can be used to teach. This is the case of the technology implementation in the classrooms, especially in the Conversational English classes where the learner should achieve a certain level of fluency in terms of the speaking skill. Specifically, in the case of Costa Rica, the MEP (2016) established the level of fluency for a student to be B2 at the end of the 12th grade. Moreover, the syllabus of this subject punctuates the importance of the oral

performance during the class. About this skill, the M.E.P. (2003) says: "The development of the skills of speaking is the ultimate goal for students learning English. It is also a "wish" of every Costa Rican parent, politician and in our society" (p.11). This fact evidences the importance of incorporating the use of technology, specifically the cell phone use into the English learning process. As it was specified above, the goal of this subject is to use the offline cell phone applications to make the student use the language and interact in the different situations that arise in their personal and professional life.

Undoubtedly, a good mastery of this skill on the part of the CTP de Acosta students will facilitate their future incorporation into the labor market in relation with to the specialty the student chooses. On the other hand, a better development in the speaking skill from the students' part, benefits and facilitates the teaching work; since the teacher will be able to participate in a better environment during the class, promoting a dynamic and collective learning, and in turn, this benefits the way in which the learners sharpen other linguistic skills such as listening, and writing.

One of the aspects to analyze during this research is that nowadays people have access to technology in many devices and it is easy to observe that in a small mobile device called smart phone, the users have access to multiple sources of information. Furthermore, the challenge of language pedagogy is to find out what teachers are doing to take advantage of this resource in the Conversational English classes to promote a better use of this resource in the second language learning.

In other words, what is the impact in terms of learning and language acquisition that the cell phone use may cause in the students?

As a result of this conception, the educative field continues concentrating on the fact that to use the technological resources in class, an internet connection is required in conjunction with a specific application. In this way, the use of the various applications that the mobile phone has, whose use is not dependent on an internet connection, is ignored. This brings up to the importance of making a change in the way teachers are developing English classes to their students and start using other resources such as the one proposed in the current project apart from the traditional ones.

In addition, based on Rosa Liarite's opinion (personal communication, August 30TH, 2019), as a specialist of use and incorporation of the ICTs in the classrooms, she mentioned that the use of the different cellphone's applications into a conversational English class provides a group diagnostic regarding to the mastery of contents that are in study. It also allows the teachers to base their classes on the aspects in which the students show difficulty, and at the same time, give dynamism and interaction to the class environment. Besides, the use of this technological tool as a pedagogical resource makes evident the strengths and weaknesses of the learners' oral skill; fact that is really important to improve due to the recent changes at the evaluation level, specifically in the area of the national tests that students perform to obtain the bachelor degree in general basic education.

Finally, this proposal encourages professors to change the traditional scenario to teach English and implement what they could classify as a distraction, as one of the most dynamic and powerful tools for the second language learning process. In this way, the student will be able to use the technology with an academic purpose and at the same time, the teaching work will experience multiple options to reinforce learning and evaluate the results obtained based on the students' speech skills and the changes evidenced in the class dynamics.

1.2 Problem Formulation

How does the use of cellphone applications that do not require internet connection help ninth graders students to improve their oral proficiency in conversational English classes at C.T.P. de Acosta during the first trimester of 2019?

1.3 Research Objectives

1.3.1 General Objective:

Analyze the impact offline cellphone's applications have on ninth grade students' oral performance in the conversational classes of the CTP de Acosta, during the first trimester of 2019.

1.3.2 Specific Objectives:

1. Determine the characteristics of the pedagogical implementation of the use of offline cellphone apps in the class.
2. Describe the characteristics of offline applications that may help students to improve their oral proficiency.
3. Evaluate the impact that the cellphone usage as a didactic resource has in the oral performance of ninth graders during conversational classes.

1.4 Scope and Limitations

1.4.1 Scope of the research

This research will be developed in one of the technical high schools of the country, specifically at C.T.P. de Acosta. The project is based on one of the English teaching modalities for this type of education, that is the Conversational English model. As the name implies, it is focused on the oral performance. The project analyzes and evaluates the teaching, learning, and language acquisition processes with the incorporation of cellphone's offline applications as a didactic and pedagogical resource.

The use of this technological resource and the execution of this investigation benefits the teaching work since the use of offline applications through the cellphone usage in class, gives the teacher new alternatives to develop the lesson, more classroom dynamism, and motivates students to learn the foreign language. On the other hand, the simple fact of incorporating the cell phone as an educational tool breaks the negative paradigm and in this way, the teachers who were part of the study and the teachers' staff of the institution might benefit.

In general terms, the scope of this research also benefits the field of English teaching in Costa Rica; since the study of the use of technology into the learning process is in constant evolution and is usually covered in general term not specifically as in this project.

The direct beneficiaries of this project are the two ninth grade groups of C.T.P de Acosta that were randomly selected. These groups are a fundamental part of the research since they will experience the various activities that will be developed with the use of offline applications and cell phone's functions that do not require an internet connection.

1.4.2 Limitations of the study

The developing process of this thesis faces the different limitations that are detailed below:

The C.T.P de Acosta has a student population of one thousand, one hundred students, that are enrolled from seventh to twelfth grade. Each group consists of an approximate of 27 to 30 students, which are divided according to the choice of their exploratory workshops. Therefore, regarding the Conversational English groups, two subgroups for each section were selected; for example: the class 9-1 is sub divided into groups 9-1 A and 9-1 B; there is a total of 148 ninth grade students that are distributed in seven groups. This fact makes the population under study very large, for this reason two groups were selected randomly. It is important to clarify that the assignment of the professors was carried out by the high school administration and the coordinator of the English department at the beginning of the scholar year.

A part from this, being immersed in an educational environment, makes that the realization of this thesis to be exposed to changes in terms of schedules, visits to classes since the high school has planned activities like staff meetings, festivals, parent meetings, and other factors such as the suspension of water and electricity services that reschedule and modify the activities and group visits.

Finally, the research population is composed by teenagers between 14 and 16 years old; all minors. For this reason, the high school administration prohibits the use of photos, videos or any other type of multimedia resource in which young people can be exposed. This fact makes impossible the contribution or exhibition of digital evidence created or used for the development of this research project.

Chapter two

Theoretical Framework

2.1 Historical Context

2.1.1. The Evolution of English teaching in Costa Rica

To contextualize this project, it is important to consider the evolution of English teaching in Costa Rica. According to Blanco (2018), English teaching in our country emerged in 1944 when the declaration of the compulsory nature of the teaching of English in elementary schools was made. This suggests that a trade agreement that Costa Rica had ratified with the United States at the end of the 1930's was encouraged. This author (2018), mentions that at the beginning, the English classes were taught just in some urban schools and high schools. Due to this, the teaching of this foreign language took longer to reach the rural areas of the country.

Moreover, Rodríguez (2005) notes that the first reference that can be found about English teaching in Costa Rica dates from 1950 when the Executive Power of the Costa Rican republic decreed the internal regulations of the Santo Tomás Teaching House, to initiate the study of languages in an institutional form (p.3). According to this author (2005), at this time the methodology and the teaching process of this foreign language were based on the memorization of the content seen in the lessons. In 1854, this methodology was influenced by the arrival of foreign teachers to the country. This is how, according to Gonzales (1976), the teaching method is modified, and the grammatical translation method becomes popular for the teaching of modern languages in Costa Rica (p.345).

It is until 1954, when the University of Costa Rica (UCR) offered training courses for English teachers for the first time. In these training courses the methodology that was taught for English learning in the country was established. In this way, the teacher had to implement the Audiolingual method in their lessons (Cabrera, 1986, p.4). However, this method had its peak until 1957, when the teaching of English in Costa Rica was professionalized with the opening of an English major at the Education Faculty of the University of Costa Rica (Cabrera, 1986, p.5). According to Cabrera (1986), it is until 1966 when the study syllabi for the third cycle were published and this curricular process was under the coordination of Mrs. Nidia Herrera Rodríguez, who was the National English Advisor (p.8).

As a result of this evolutionary teaching and curricular process, it is decided to incorporate the teaching of this language in what is known as technical education. This kind of education, is defined by the Programa Estado de la Nación (2001) as:

a strategic educational modality for the country and for the people who access it. For the country, because this modality allows and increase its competitiveness, by generating the trained human resources that the economy needs.

For people, because it offers young people a study option that broadens their future opportunities to obtain decent employment and income, as well as their possibilities to successfully continue the educational process (p.236).

A part from this, the Unevoc-Unesco (2010) clarified the aim of this education modality in Costa Rica by stating:

The main objective of technical education is to train people with experience and knowledge that qualify them for a specialized work activity, in which they provide assistance or support to professional levels of university education. In its origins, technical education and professional training were conceived as an exclusive system for training workers, characterized by its flexibility, its terminal character and its independence from the system of the regular education system.

However, this conception was modified and innovations in science and technology along with changes in the labor market, have generated a clear awareness and for people not only to be trained in a technical specialty, but also to be prepared for continuous learning and the possible rotation between different technical areas and productive sectors (p.84).

Consequently, the Ministry of Public Education (2019) indicates that the technical and professional education in the country was established by the law 2298 of the Costa Rican education, specifically in the article 17; this law was declared on November 22nd, 1958.

Additionally, the M.E.P (2019) establishes their own description about what technical and professional education is:

an alternative of integral formation, for those women and men who wish to incorporate to the labor field. It provides equal opportunities in terms of

equitable and non-discriminatory access, since it offers various specialties in the different Professional Technical high schools of the country (p. 3).

2.1.2. The Creation of Technical and Professional high schools in Costa Rica

According to the Institutional Memory 2006 – 2014 elaborated by MEP (2014), the technical education in Costa Rica has its origins in 1953, when Monsignor Sanabria created the school of arts and crafts of Desamparados. This place was characterized by offering young people the teaching of some trade with which the person could generate money to have access to higher education.

At this time, Costa Rica was characterized by being an agricultural country. A country with a lack of investment and openness in other areas of business and work. Due to this, the country makes the decision to expand the educational process; however, this was not an easy task since technical education required greater investments for its execution. Despite to the high costs, Costa Rica implements technical education; in its initial stage this process was characterized by its slowness since several political reforms were needed for the benefit the advancement of Costa Rican education (MEP, 2014, p.26).

This report (2014), emphasized Chinchilla Miranda political administration as one of the key periods for the Costa Rican technical education. In this period, the professional technical education implemented and regulated by the Ministry of Public Education (MEP) is managed to expand significantly in the Costa Rican territory.

It is precisely in these 4 years where the bases and conditions for technical and professional training manage to bring their evolution to the current labor market. According to this institutional memory (2014), one of the priorities that government was to promote projects related to the growth and strengthening of technical education in the country. This fact is evidenced by the growth of the technical colleges, their improvements in infrastructure, the opening of new specialties related to the area where the school is located, and the incorporation of bilingual specialties into the educational offer. Moreover, the Ministry of National Planning and Economic Policy (MIDEPLAN, 2011) indicates that during this period one of the objectives of the country was to double the number of students graduated from technical high schools and exceed the number of 100 thousand students graduated under this modality.

According to the Semanario Universidad (2018), the Costa Rican educational system has a total of 137 technical high schools distributed in the different provinces of the country. Furthermore, the technical education is divided in to three different modalities formed by 22 specialties emphasized on Commerce and Services, 22 specialties focused on the Industrial area, and 8 specialties into the Farming area, thus forming a technical offer composed of 52 specialties distributed in the country's technical high schools (MEP, 2019)

Likewise, Mena (2012), explains in the fourth report on the state of education that the strategic lines of the MEP, were focused on developing the productive and entrepreneurial capacity of youngsters and adults.

In this report, it is highlighted that the 2006-2011 administration defined as a priority the improvement and expansion of the Costa Rican professional technical training. To this end, the goal was to create 90 new technical education services that include 35 new Technical and Professional High schools, 11 conversions from existing academic high schools to technical high school and 54 new technical night sections.

2.1.3. History of C.T.P. de Acosta

The institution where this thesis project was carried out is the Colegio Técnico profesional de Acosta; popularly known by its Spanish acronym “C.T.P. de Acosta”. According to the institutional file (2019), this public institution, was born in 1966 under the name of “Liceo de Acosta”. This means, that this was an academic high school and at that time, the institution followed the parameters of the academic education at the public level in Costa Rica.

In 1977, the principal of the institution Mr. Carlos Cerdas Navarro made the decision of managing the change of high school modality. Finally, when the principal reaches his goal, the high school moves from being an academic high school to an agricultural high school; for this reason, the name of the institution changes to “Colegio Agropecuario de Acosta.”

The story does not end there, for this time, the Technical Education in our country has undergone a series of changes in its curricular structure. That is how in 1993, the institution changed the modality again. On this occasion, the high school stopped being agricultural and becomes as a technical and professional institution. Based on this fact, the institution adopts the actual name and of course, it is regulated by the parameters of technical education in the country. With the purpose of knowing more about this high school, the mission and vision of the institution are detailed below:

Mission

We are an educational institution committed to pedagogical and administrative management that dictates the epistemological foundation, the educational policy, and the goals of Costa Rican education. Vigilant of the implementation of plans and study programs in force at the national level, which helps the institution to achieve a quality education and guarantee a comprehensive professional human training service. We maintain the sense of progress with the support of science and technology and all those innovative techniques of education, with the respect to the learners, family, communities and educators' characteristics that are included in the diversity of populations that forms our educational territory.

The institution offers the student's population a quality educational processes through counseling, supervision, and various coordination. It also motivates, supports, and performs tasks of accompaniment to teachers. We live and work with will and professionalism, seeking the innovation, a positive mental attitude, and openness to change. As well as, learning to learn, learning to do, learning to be, learning to live together, and the search for happiness; with attachment to values such as love, respect, responsibility, tolerance, humility, and solidarity (Colegio Técnico Profesional de Acosta, 2019, p.3).

Vision

The Technical and Professional high school of Acosta will be an important pillar of the Ministry of Public Education and of all the policies that guide the educational task, committed to the formation of the Costa Rican citizen, in their personal, professional, and sustainable development.

Promoting the success of the student population, through the fulfillment and promotion of the National and Regional Educational Policies, as well as the optimal management in the educational services that are provided. Our goal is to form students in an integral way, attached to the values, which allow them to develop life skills and become men and women with an entrepreneurial spirit (Colegio Técnico Profesional de Acosta, 2019, p.4).

2.1.4 The Community

Acosta is the town council number 12 of the country; it is formed by five districts: San Ignacio, Guatil, Palmichal, Cangrejal, and Sabanillas. Its foundation dates to 1910 and its name pays tribute to the Spanish governor Tomás de Acosta, who was one of the most important governors of the country (costa-rica-information-mobile.com, 2017). This place has a territorial extension of 342.24 km² and borders to the north with Alajuelita, Escazú, and Mora, to the west with the Puriscal town, to the south with the municipality of Parrita, and to the east with the city council of Aserrí.

The area of Acosta (2017), is characterized by its broken topography where a downright mountainous landscape predominates. The head of the city council is San Ignacio which is characterized by its Catholic church, park, school, and shopping area and the presence of a bank. Acosta is a rural zone, a land dedicated to agriculture, citrus exportation, and animal husbandry. This municipality has few sources of work, for this reason the most of its inhabitants move to different areas of the city to obtain better work opportunities.

Specifically talking, the C.T.P. de Acosta is located in the southwest of downtown of San Ignacio de Acosta, at a distance of 400 meters on the road to Turrujal; this is one of the place's village, that is near to the high school.



Figure 1. Satellite high school view. Google Maps (2019)

The C.T.P. de Acosta belongs to the school circuit 05 of the Desamparados regional direction. According to the last high school census (2018), the current student population is 1315 students, which are distributed in 55 groups ranging from the seventh to the twelfth level. Apart from this, the students who attend this institution come from the surrounding area such as: Aserrí, Tarbaca, Vuelta de Jorco, San Gabriel, Guatil, Palmichal, Cangrejal, Sabanillas, Desamparados, and different neighborhoods that are near Acosta downtown. The student population, travel around an hour or more into the student transport service, traveling along gravel roads to get to this school.

As a part of the technical education modality, this institution is qualified to teach the following specialties: accounting with emphasis in banking and finance, costs, and finance, computer networks, computerized support, bilingual secretary, executive secretary, fashion design and confection, industrial electronics, agriculture, and food agroindustry. Moreover, this educational institution has an English department made up of 10 teachers. It is important to note that during the first trimester of 2019, when this research was carried out, the English staff of this high school was incomplete; since the MEP was to appoint an English teacher.

In terms of infrastructure, the school has more than 53 classrooms, which are divided into regular classes according to the specialty taught. The C.T.P. Acosta has a gymnasium, two cafeterias, a student hall, an administrative pavilion, an auditorium, and a laboratory assigned to teach English as a foreign language. Additionally, the high school owns an agricultural farm which is located close to the institution; in this place the productive projects related to the respective specialty are maintained.

2.1.5. Importance of the Population for the development of the research project

The CTP de Acosta, is one of the technical high schools in the country that has all the levels of basic general education. This fact permits teachers to analyze the change that occurs in the area of English teaching at the end of the third cycle and the beginning of specialized education that goes hand in hand with the study of the specialty selected by the student.

It is precisely this fact, which establishes the importance of the population under study, since the ninth year is the conclusion of the third cycle, but at the same time it is the culmination of the modality of conversational English as one of the subjects studied in the technical colleges. Specifically, in the case of the English teaching in the CTP of Acosta, where due to the remoteness and little population that some schools in this town council have, certain primary institutions do not have English teaching as part of the subjects that make up the teaching of the first and second cycle. According to the academic coordinator Haida Mora (personal communication, March 12th, 2019), Acosta has little schools, that are located in remote areas of this town council; these type of primary schools are popularly known in Spanish as “escuelas unidocentes.” These schools have very little enrollment, around 15 students or less, this factor means that only one teacher is in charge of all the levels. The academic coordinator explained that due to the low enrollment, the student population of these schools do not have special subjects such as English, physical education, computer science, and music education.

For this reason, these students enter to the third cycle educational process without any English knowledge; this aspect generates a challenge in the teaching of this foreign language. Since the CTP de Acosta becomes their first contact with language teaching and at the same time, the high school is responsible for the providing a learning process where this type of student and the rest of the student population can use their language skills for better work options in the future.

2.2 Conceptual Framework

In Costa Rica, the English teaching is based on EFL instructional approach, that means English as a Foreign Language. According to English First (2009), “EFL is usually learned in environments where the language of the community and the school is not English” (p.2). In other words, EFL is the term used when people whose native language is not English are studying the language.

In the case of public schools and high schools of the country, the English teaching process is regulated and established by the Ministry of Public Education in its Spanish acronym MEP. This governmental institution is an organ attached to the executive branch of the Costa Rican Republic; the MEP (2019) is an organ responsible for ensuring a high-quality education throughout the national territory.

Moreover, this educational institution is in charge of creating and defining the study programs for the English teaching field. To have a clear definition about this aspect, the Study in the States (2015) raised the following concept: “a study program is a comprehensive, structured approach for delivering academic and career and technical education to prepare students for postsecondary education and career success.”

In Costa Rica, the study programs are divided into the respective levels and according to the different subjects that are part of the educational curriculum. In the case of English teaching, the study programs are created for the different English modalities, for example: Conversational English programs, Academic English programs, Bilingual programs, Technical English programs, and English as a technology program.

www.mep.go.cr is the official website of the Public Education Ministry of Costa Rica. The English teaching study programs includes the contents to teach and the method that is established or suggested by the MEP. In addition, a method is “an established, habitual, logical, or prescribed practice or systematic process of achieving certain ends with accuracy and efficiency, usually in an ordered sequence of fixed steps” (Cambridge Dictionary, 2019).

Every single method goes hand in hand with a specific methodology. A methodology is “a system of practices and procedures that a teacher uses to teach. It will be based on beliefs about the nature of language, and how it is learnt” (British Council, 2019). This is also known as approach; the English teachers base their lessons on a mixture of methods or approaches with the purpose of achieving the different learners’ needs and the different lessons aims.

One of the purposes of the methodologies and method usage is to achieve a linguistic goal. According to Yunita (2018), a linguistic goal is the language domain that a learner could achieve during the class or in a certain amount of time. In other words, a linguistic goal could be the improvement that a student has, in terms of language usage, and the mastery of topics seen in class. In addition, it can also be

defined as the scope of the class objectives or the program of study by the learners (Silveira Sonogo, 2016).

This factor defines one of the relevant aspects of this research, which is the learning experience. This happens or refers to the interaction in any class, task or course. The learning experience is evident when learning takes place, could be in an individual or in a group mode, and involves feelings that form part this experience process (Great Schools Partnership, 2013).

One of the learning experiences complements is the use of different pedagogical strategies in the foreign language class. To comprehend this concept, IGI Global (2018) defines the pedagogical strategies as the tactics that the instructor uses to complement the method application or execution. The definition includes the different mechanisms that the professor uses to deliver the class. Moreover, the language instructors need to explore and implement a variety of didactic resources. These are the instruments used to help the learners to achieve any learning or class goal. This include any kind of material with which the students develop the learning process (Raquel Gavilánez, 2011).

All the didactic resources are used to generate different class activities. Based on Brown University (2017), as the name suggests, didactic resources are the activities designed or developed by the teacher to create the required conditions for learning. A classroom activity could be a practice, a content review, a game, among other activities. Each activity provides students with opportunities to deepen their language learning by applying the new concepts and vocabulary; other class activities allow the teacher's feedback.

The use of a variety of classroom activities generates a dynamic class environment. Patrick, H, Ryan, A., & Kaplan, A. (2007) said, that this includes the physical space, basically where the class takes place and it also involves the emotional and psychological aspects from the learners and instructor part. In a real context, the class environment reveals how the group interaction is, how the students develop a specific task, and make evident all the students' reactions during the language learning.

One of the aspects that a class environment could reveal is the learning challenges. According to Hands on Learning Solutions (2008), the learning challenges are neurologically based; usually, this kind of challenge produce frustration and impediments that slow down the learning process. The learning challenges affect students of all ages, these are not always related to the difficulty or complexity of the topic under study. Sometimes, they can be related to the diverse facts to which the group is exposed and to the intellectual learners' capacities. The learning challenges are key factors for the classroom development. These require the professor's attention to define the challenge, its possible solution, and finally, the analysis of the obtained results.

During the foreign language process, the learning challenges could have different repercussions on the learner's language skills. In the case of English learning, the language skills are divided into reading, writing, listening, and speaking. This investigation project is based on the oral skill, which is defined by Adrienne Baron (2009), as the capacity of establishing a communication process using the acquired language.

This skill is considered as the most commercial language skill since the way a person speaks, reflects many of the aspects that are present during the foreign language acquisition process. The oral ability of a student allows the language proficiency, the lexical richness, the grammatical handling of the language, and at the same time, the level of language comprehension. On the other hand, the MEP (2003) raised the following definition for the oral skill: “A productive language skill used for communicating or expressing (something). To know how to talk in a language or dialect” (p.6).

The MEP concept is focus on the oral English skill training that offers the students an opportunity to express themselves with other speakers around the world. On the contrary, the Baron´s definition (2009), is based on the language acquisition process and in all the aspects that this vital skill could reflect during the learning process. This is an important fact for teachers, since they have to find out those activities which may help students to improve the oral skill.

To reinforce this skill at national level, the Ministry of Public Education of Costa Rica (MEP) creates the modality of English teaching entitled: Conversational English classes. This modality is also taught in some public institutions in 10th and 11th grade and in Liceos Experimentales Bilingües. In the case of conversational classes taught in technical high schools; it is thought in a block of 4 lessons that are equivalent to 4 hours per week. Basically, this English modality provides a space for learning the English language as a foreign language, focused on different units of study. This English teaching modality has a duration of 3 years that allow the student to develop and improve their speaking ability in target language (2003).

It is necessary to point up, the importance of this subject as a part of the MEP's educational curriculum. The conversational English class is one of the vital components of the technical education in the country because it gives students the opportunity to develop their oral skill to obtain better opportunities in the near future. This English class modality permits the learning of a foreign language through its use in real contexts, where the speaking skill is more than necessary for the establishment of good communication.

Additionally, this subject exemplifies an educational process that happens when people are exposed to evaluations the teacher uses to measure the academic performance, the evolution, and the fulfillment of the objectives or goals proposed to the students (Harbinson, H, & Alexander, J. 2009). For this modality, the evaluation established by MEP (2005) is the implementation of oral tests. The use of these kind of tests determines the language domain of the students and the aspects to improve to obtain a better language performance. It is because of the previous concept that education could be defined as the process of human formation in which skills, motivation, social relationships, and the degree of knowledge of an individual are stimulated (2009).

For instance, education requires a pedagogical process named course design, defined by Whitby, Ogilvie & Mancil (2012), as "the process an instructor must go through at the start of any course to plan for successful student outcome" (p.8).

Even though it is useful to highlight the difference between this concept and the curricular design process. Harbinson & Alexander (2009), said that a course

design process is the opportunity to establish a program of teaching and learning and define strategies that are ground rules to a certain level of training.

Nevertheless, every single course requires a pedagogical support that is popularly known as a guide or course program. As Adkins, Joni K. (2018) raised, the guide tries to be an open educational resource, that is transferable to other educational institutions and professionals in the field. The program will be based on the key competences and facts related to the area in study; for example, social and cultural awareness, expression, learning scales, and content among others.

Nowadays, the English teaching outlook is in constant evolution, one of the relevant facts of this changing process is the use of technological inventions in the educational field. According to their use, the way in which society interacts and learns is modified. This is how a new learning concept emerges and is incorporated into the current pedagogy.

This is the case of the e-learning, a concept that has a big impact in the learning process of this century. Monica-Ariana Sim, and Amaria-Mirabela Pop (2017) defined this learning process like: “A learning system based on formalized teaching but with the help of electronic resources” (p.10).

E-learning has been presented in the educational field since the beginning of computers, its evolution has made this a popular learning style that is used in the different teaching areas; especially for the learning and teaching of languages (Decker, J. B, p.6, 2013). The implementation of e-learning origins a new classroom panorama called: smart classrooms.

With the purpose of exemplifying this latest classroom model, Nepo, K. (2017) mentioned that a Smart classroom is technologically equipped to enable teaching and learning through interactive technology. Its implementation allows students to have fun while learning, the subjects or topics to be more interesting, and making the class more dynamic and less boring.

Besides, a smart classroom is a ramped-up mode of education which adds opportunities and more interaction spaces to the language learning classes; helping students not only to understand new concepts in an easy and lively way, but also to improve their linguistic skills and achieve a better academic performance in the target language.

Smart classrooms are usually equipped with specialized language software, listening and audio devices that break with the traditional language classroom model introducing new teaching methods that allow the growing together process as a group (Nepo K, p.8, 2017).

By contrast, the traditional classrooms could be defined as a classroom model where the learning is center in the instructor and the development process is carried out without the use of any technological tool or resource; aspect that limits the interaction student's space and the alternatives or modalities that an instructor could use to explain or reinforce a specific topic (Ball, N, p.14, 2011).

Regarding the use of technology in the classroom, it is important to remember that one of the purposes of the 21st century education regarding Costa Rican language teaching is technology integration. The previous aspect is defined

by Barbour, Grzebyk, Grant & Siko (2017) like, "The way in which educators infuse technology into the learning experiences of students" (p.2). On the other hand, IGI Global (2018) raised the following perception to define the technology integration, "it refers to the use of various digital and hardware tools to facilitate the process of teaching and learning in and outside the classroom" (p.5).

Apart from this, one of the most visible effects of the integration of technology in learning process is mobile learning. This concept is raised by Traxler (2005) as "any educational provision where the sole or dominant technologies are handheld or palmtop devices" (p.2). With the purpose of simplifying the previous concept, Gautam (2018) defined this new learning modality as "a broad term used to refer to any teaching and learning that happens with the use of mobile devices and platforms" (p.7).

This kind of learning is usually related to the use of cell phones, the device functions that do not require internet connection like camera, video camera, voice recording, and the offline applications in the classroom. To define this last concept, Rhee (2014) explained that an offline application is a software approach that the developers used to create an application that works without the requirement of internet connection.

To exemplify their use into the language class, Dogan & Akbarov (2016) said that teachers affirm that the use of offline applications through the use mobile devices, improve the teaching activities and they believe that this kind of resource is very useful in the English language learning process (p.16). Besides, Obari and Lambache (2015), add that the use of mobile technologies and the device

functions, can be effectively integrated into the language learning curriculum and this learning model plays a positive role in terms of improving the language proficiency and language skills of the second language learners.

These researchers said that the use of a cellphone in the language class allows an effective English learning process by accessing a variety of learning materials from their mobile devices (p.437). Moreover, Christensen and Knezek (2016) exposed an important fact that is related with the use of cellphones in language classrooms and the implementation of mobile learning.

These authors mentioned that a key fact for the achievement of positive result with the use of methodology is the technological teacher training. To establish this emerging methodology, the instructor could have a technological background that shows his or her mobile learning relationship. What is more, this fact could reveal the teacher proficiency and the ways, techniques, and mechanisms that she or he uses to integrate technology in the class (p.306).

The mobile learning implementation leads teachers to analyze one of the benefits of using cell phones in learning specifically in the case of classroom interactivity and its different benefits for the learners. To explain this concept, Renner (2018) defines this as pedagogical benefit that encourages students to interact with each other and practice their oral skill. Additionally, Scornavacca, Huff, and Stephen (2009) list various benefits that this type of methodology originates and which are visible throughout the learning process: "it promotes an active learning environment, provides valuable feedback for lecturers, increases students' motivation, and enables a learning community" (p.142).

Part of the complements of the cellphone use into the learning process is the use of different language applications or in its acronym APP. According to Tindell & Bohlander (2012) an app is: “a computer software, or a program, most commonly a small, specific one used for mobile devices; that was created and designed for language learning purposes” (p.32). Also, the mobile device use, provides the opportunity to incorporate the didactic digital materials which is something educators must do according to MEP’s new English Syllabus.

To clarify this concept, Levine (2002) explains that a didactic digital material represents the technological transition process, where the professor changes the physical books, flashcards, games, and worksheets for its digital, attractive, and more interactive versions. The use of this type of didactic materials is related with the classroom management; a fact that is explained by Education reform (2014) as “the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class.” (p.25).

Moreover, this important aspect goes hand in hand with a crucial concept that explains part of the teacher’s role into the language learning process. Within the teacher’s role is to be proficient not only in the language area, but also in areas such as the use of different didactic sources. For example, Krumm (2014) defines teacher’s proficiency as “the combination of knowledge, skills, abilities and attitudes occurs when teachers consider the process of teaching and learning languages as a joint project for teachers and students” (p.9). To achieve a good proficiency level a technological training is required. IGI Global (2017) defined this

process as the practices that are aimed with the incorporation of skills on lecturers to enable the learners to manipulate technological gadgets effectively. It also involves consideration of the required knowledge and skills on how technologies should be used into the language teaching field.

2.3 Theoretical Framework

Nowadays, the ways in how a language is learned is in constant change; the language learning process goes conjointly with the technological advances. As technology advances and new devices appear, its use and incorporation in education and learning processes are modified. One of the century's inventions, has been the cellphone creation and its evolution over the time. Those characteristics have made this device a life partner because people at any age have involved it in many everyday life tasks.

Despite the advantages some researches mention about the use of cell phones in the teaching environment, the use of this mobile device involves facts that can be debatable among teachers. For instance, Mohammad Mahdi (2018) said, "the cellphones were not invented for learning, but there are many features embedded in smart phones that made them as the best practical tool to be utilized in a language classroom" (p.1466). This researcher mentions that with the use of mobile device language learners or instructors can prepare specific assignments or tasks.

Mahdi (2018) describes the advantages of its use in a language classroom, he highlights the following five important facts.

1. Encourage 'anywhere, anytime' learning: mobile devices allow students to collect, access, and process data in and out of the classroom, but our focus in this paper is on in-class mobile learning. One of the objectives here is to encourage learning in a real-world context.

2. Reach underserved children: getting access to the children from economically disadvantaged communities and those from the developing countries is another objective that can be met with the help of these digital handheld devices.

3. Fit with learning environments: mobile devices can help overcome many of the challenges associated with other technologies in various learning environments.

4. Enable a customized learning experience: instruction can be adaptable according to the needs of each language learner and this is what can be individualized through mobile learning (p.1466).

Moreover, Nepo, (2017) makes emphasis on the benefits of using the cellphone in the classroom. The author mentions that this smart device offers many apps that are adaptable and useful to the classroom activities implementation. The use of cellphones for the language learning allows an individualized or more personalized learning, promote the creativity, and the dynamism during the classroom. This use of technology is a good pedagogical tool to group activities where the learners can put into practice all linguistics aspects that they have already learned. In regards to the speaking skill, Nepo, (2017) mentioned that the

interaction that the use of the cell phone offers during the language learning gives the students the opportunity to be more exposed to the language, different accents, contexts, and allows them to monitor their own learning process.

In addition, Fernández & García (2016) say that the advantages of the use of cellphones are numerous but requires a lot of investigation time and different researchers to expose more results. They mention that nowadays; the cellphone is the technological device that is more used around the world.

The language learning experience through a smartphone allows the learners to be more critical thinkers, to be exposed to more opportunities when learners can improve their language fluency. The cellphone usage in a language classroom, allows to the students the possibility of learning the foreign language in a more focused and personalized learning process.

Despite a lot of pros that this mobile device has, there are some negative aspects to which teachers must pay attention and thus avoid falling into them. In terms of disadvantages, Pinner (2017) mentioned that the use of cell phone in a language class could be a dangerous device for the learner's health. He argues that the screens' size of most cell phones is moderately small and in a short time this will produce complications related to visual problems, and sleep disturbance among others. Additionally, the author says that the cell phone use could cause damage to the educational environment, this is because if students do not work under supervision the interaction between them can be low.

On the other hand, Mahdi (2018) highlights as common mobile learning disadvantages the cell phone potential for distraction or unethical behavior, physical health concerns, and data privacy issues (p.1466).

Besides, he says that “the mobile technologies represent a challenge for language teachers as well as the language learners or students who wish to accelerate academic outcomes” (p. 1466). Furthermore, Mahdi (2018) argued that a physical limitation is the limited battery life; he commented that a virtual impediment could be the internet dependence of most educational websites and apps.

According to Ganz (2010) “up to now, no widely accepted learning theory for mobile learning has been defined and established among the educational authorities or even among the English language learners themselves” (p.11). Furthermore, based on Pinner (2017) smartphones are incredible pieces of technology, specifically in language learning classroom, when its use is considerate as a powerful and personalized communication tool that allows the interaction between people and their access to the different information sources. The author says that if the instructor uses this device correctly, under supervision or monitoring process, this could support and extend the language learning opportunities. He summarizes the research in the following way: “Teacher will be grateful of them for the opportunities they can offer for language learning, both in the classroom and for supplementary study” (p.45).

Moreover, Charpentier (2014) said that English language learners will be exposed to new methodologies and technology that helps them to acquire the foreign language, more accurately, and in a more dynamic way.

He based his opinion in the World Declaration on Higher Education for the Twenty-first Century Vision and Action, UNESCO (1998):

The rapid breakthroughs in new information and communication technologies will further change the way knowledge is developed, acquired and delivered. It is also important to note that the new technologies offer opportunities to innovate on course content and teaching methods and to widen access to higher learning. [...]

Higher education institutions should lead in drawing on the advantages and potential of new information and communication technologies, ensuring quality and maintaining high standards for education practices and outcomes in a spirit of openness, equity and international co-operation... (art. 12).

Charpentier (2014) exposed the following research results:

The students have the idea or believe that technology, in this case the use of smartphones, is an effective aid. Specifically, in the English field the learners can improve the main skills and sub-skills; learners demonstrate their feeling about the necessity to incorporate and use technological tools to learn the target language (p.7).

However, Nomass (2013) showed an interesting comparison between the traditional methods for English teaching and the recent methodologies that are based on the use of information and communications technologies (ICT).

This author, based his comparison in the following three facts:

First, traditional methods focus more on theory rather than on practice. They rely more on the mere transmission of knowledge. Little or no effort is placed on the creating process or challenging the notions that are being learned. Secondly, traditional methods miss the motivation factor. Students often sit in front of a board or listen to their professors talking.

In this model, they are not just receptacles of the information, but they are passive members of the learning community. The third point is efficiency. Technology aided language learning is generally faster in helping students acquire the language. It is available at times when professors are not, and it offers individualized attention, without mentioning its patience and gamut of possibilities (p. 5, 6).

Finally, Nomass (2013) mentioned that for the most part, education continues being teacher-centered, that the ICT's incorporation to the educational process, just gives a more active role to the students. The learners are free to work at their own rhythm and they can receive input and produce output in more sophisticated ways.

Nevertheless, Prensky (2001) made evident the problem that the language education is facing; this researcher describes the situation as: "digital

Immigrant teachers assume that learners are the same as they have always been, and that the same methods that worked for the teachers when they were students will work for their students now” (p.3)

The previously mentioned aspect is sustained by Charpentier (2014), he said that “technology is not a solution, but is part of the solution” (p.6). The language learning through the use of a cell phone is a necessary methodology to reduce the gap between professors and students who were born in a digital era; its implementation improves the students’ linguistics skills, the acquisition of content, and the interaction among students (William Charpentier, 2014).

Regarding to English skills and the different technological tools, Bassma Basheer Nomass (2013) said that the use of cell phones favorably benefits the advancement of students' speech skills since there is a variety of speech synthesis programs (modern computer programs) that can generate voice signals and decode human sound options and Nomass suggests the use of voice recordings or podcasts creation for the practice and evaluation of this skill.

Nomass (2013), mentions that through this technique the teacher has a variety of options or dynamics to apply and in turn with its implementation can provide the student with a more personalized retro feed. Moreover, Aoki (2014) mentions, that voice recording tools have been used in language instruction as a way of giving learners the opportunity to produce oral output, since such tools can be used both inside and outside classroom. Besides, LANCINI, (2019), mentioned that with the implementation of voice recording in the classroom, the students can receive a prompt feedback on their speaking skills performance.

The same author suggested, that by recording, learners can listen, access and edit their own recorder material. Focusing on the use of this tool during the language class, Aoiki (2014), said “recording activities allow feedback from teachers and peers, allowing a positive view and also influence on the learners’ oral performance” (p.70).

Additionally, according to Stannerd (2013), another great aspect of voice recording use is the fact that this tool modifies the evaluation process and introduce new ways to evaluate the language acquisition process of the learners. Stannerd (2013), recommend the implementation of an E-portfolio as an assessment instrument, this technique could be developed in a virtual or physical way. The E-portfolio is a student’s memory created by the language instructor throughout the school year; in this file is possible to find out information about the student’s language level, a check list about what the student can do with the foreign language, and a collection of evidence of the student's language improvement process in the different tasks that were assigned in the class.

Furthermore, LANCINI, S. (2019) stands out the following fact:

Voice tools can bring interesting results in EFL classes, part of the evident results are: more participation, independence, responsibility, and encouragement for the students. It is also a different way of helping students to improve their fluency and oral skill. Voice recordings also give the students a real motivation that is reflect on their work (p.74).

On the other hand, Kolade (2012) provides his researcher results based on the fact that the use of cellphone into a language classroom improve the quality and efficiency of teaching. Also, the author, mentions “with the appropriate pedagogic preparation, certain skills can be specifically enhanced using the new technologies” (p.3).

This aspect reaffirms the obtained fact in the Nomass’ research (2013), which clarifies the multiple advantages of using cell phones in class; based on a pedagogical purpose and with the establishment of linguistic goal such as the improvement of language skills.

In addition, Prensky (2001) suggests that it is necessary to analyze what contents can be developing or support with the use of technology. This author tries to motivate the language instructors to design activities that promote the new technologies exploration from the instructor and learns side, all this with the aim of producing a process of learning together under the teacher’s supervision. Apart from this, one of the factors that Prensky (2001) mentioned in a strongly way is:

Due to long exposure to new technologies, students entering the higher education setting have a different set of technological skills and are much more prepared to use new technologies than most faculty members, the professors should close the gap by experimenting and updating their current practices with the purpose of improving the education quality (p.4).

In the same way, Smolin & Lawless (2003), explained the new teachers' responsibilities in this technological century under the technological literacy theory that is: "the ability to use computers and other technology to improve learning, productivity and performance" (p.571). According to this author, the goal is being a technologically literate instructor, that is the professor who understands what technology is and how it can be used to improve the pedagogical scenario and to boost the language potential domain of the learners.

Precisely, Smolin & Lawless (2003), encourage the language instructors to use one of the most used and commercial cellphone app, the camera. This researcher, define the camera as one of the most adaptable and versatile apps to incorporate in the class activities and projects.

Moreover, Katchen, J. E. (1991) said:

The camera forces' students to come face to face with their speaking abilities; they, together with the teacher, can identify specific problems and work to overcome them one by one. The camera gives students a way to really see their improvement (p.8).

Additionally, Gromik (2015) explained that the use of camera and video camera in different class dynamics is an opportunity for the students to apply their prior knowledge, engage with visual and sensory stimulus, and to form new knowledge through the creation of their own material and language process. As a learning task, the appropriation of these tools produce changes into the classroom model, based on Weilenmann, Saljo, and Engstrom (2014), language classes

could be more focus on the student learning process and the instructor is not the center of the class; the professor must be a guide to achieve the desire language goal.

To summarize the evolution process that the teaching of languages is facing around the world, Green (2015) exposed her opinion:

The fact that technology has entered our classrooms and is here to stay is undeniable. What is left is finding the best possible way to navigate through the sea of pros and cons finding the best possible solutions for your students and their needs (p.3).

This author (2015) explained that traditional teaching methods will be replaced by the new technologies, specifically using mobile devices such as cell phones. The author uses a metaphor to explain the disappearance process of old pedagogies and the incorporation of new language teaching methodologies. Sarah Green compares the fact, with the use of paper that now is gradually decreasing, the same goes for technological gaps and the use of more traditional teaching techniques.

Chapter Three

Methodological Framework

3.1. Methodological Framework

3.1.1. Purpose of the study

The technological field and its incorporation on the educational scenario in Costa Rica, specifically in the English teaching area is one of the fields that shows a lot of research potential because is in constantly discovery. This aspect labeled one of the areas with less research process and field work in the country. Based on this scenario and the experience of English teaching from an instructor's perspective, the need to investigate this area and contribute to the field of research is born to donate with the advance of the educational evolution in the country.

In general terms, the purpose of this research is merely applied; since this research is based in the classrooms to analyze how English is taught in the middle of this technological era in which we live; to propose and experience a learning hand in hand with the advancement of technology, specifically with the of cell phone's functions like photo/picture camera, video camera, and voice recording that are part of the offline applications that could be integrated in the Conversational English classes to improve the learners' oral proficiency.

The cell phone is a technological invention that is present in the educational filed of this century; however, this technological device offers a variety of functions that can be used to develop different activities; that allow the educator's control and a new learning experience for pupils in the English class.

With this in mind, the results of this research contribute to the evolution process that the English teaching in the country requires and in turn, makes visible one of the teaching modalities that has been little explored and it is part of technical education curriculum, specifically the case of Conversational English modality.

3.1.2. Framework

The language educational field is too broad, specifically the area of English Teaching in an ESL context. For this reason, this investigation project starts from the selection of an English teaching modality offered by the Costa Rican technical education system, towards a sub-theme originated by the use and modifications generated by the incorporation of technology in the language learning process. The research emphasizes one of the English skills, that are part of the teaching process of this language, specifically, the oral skill and its role in the Conversational English classes taught in the C.T.P of Acosta.

According to the previous explanation, this investigation works with a micro space of investigation, fact that is define by Crossman (2019), as the process of selecting a sub-theme in which the researcher emphasizes his study.

3.1.3. Dimension or temporary range: short term

According to Sampieri (2014), this aspect refers to the time that the research requires to be conducted and the required lapse that the researcher needs to observe the results. Moreover, Sampieri (2014) said that the research time could be classified into short and long term. Based on the previous classification, this research exposes a short term dimension; since the investigation was carried out in a short time, specifically during the first trimester of 2019, which is established in the school calendar by the MEP (2019) from February 6th to May 17th (p.2).

3.1.4. Nature

According to Crossman (2019), a qualitative research is: “Qualitative research is 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 us understand social life through the study of targeted populations or places.” (p.1) On the other hand, Defranzo (2011), defines a qualitative research in the following way:

Qualitative Research is primarily exploratory research. It is used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research. Qualitative Research is also used to uncover trends in thought and opinions, and dive deeper into the problem (p.13).

Based on the previous definitions, the nature of this research project is defined as qualitative, since this thesis is focused on the features, students and instructors' opinions, reactions, and the others aspects related to the use of cell phone in the Conversational English classes and its impact in the oral skill.

3.1.5. Research Type

In this case, it is a descriptive research project; because Fox & Bayat, (2007) described a research project as a data collection process that enables to describe the situation in a complete way. The authors (2007), said that the essence of a descriptive research is the accurate description of the problem and people that take part in the study.

In this case, the research project describes the implementation process, the students and instructors' reactions, the educational environment, and the evolution of the language acquisition process that ninth graders students experiment with the use of the cellphone' s vodcasts, podcasts, camera, and video camera as a pedagogical tool during the Conversational English classes at C.T.P de Acosta.

3.2. Subjects and sources of information

3.2.1. Sample Selection

For the development of this research a probabilistic sample is used. According to Morone (2013), "The probabilistic samples are those that, based on the theory of probabilities, allow to know a priori what is the probability that each element has to be included in the sample." The same author states that the sample

selection is classified under the statistic concept of simple random; since the analysis units were extracted from the sampling frame without any type of differentiation between them (p.3).

3.2.3. The population

This research is based on the teenager's population of the Acosta canton, specifically, on the ninth graders students of the C.T.P de Acosta. The student population is between 14 and 16 years old. This population is completing the third cycle of the basic general education, based on the MEP establishments, parameters, and curriculum for the Costa Rican educational training. According to the C.T.P de Acosta institutional field and its database of its current enrollment (2019), the ninth-year student population, is composed by 150 students; which are distributed in seven different sections, formed by groups of 22 students in each section.

Another important part of the research population is the English teachers, due to the population and the different modalities of English that are taught in this technical high school, the English department consists of 10 teachers ranging from 25 to 47 years old.

Regarding to the academic level of the English staff of the C.T.P. de Acosta, the professors are graduates in Licenciatura of English teaching; this is based on the information provided by the teachers themselves and in the administrative corroboration, that checked the labor record that is part of the institutional file.

3.2.4. The sample

Sampieri (2014) define the sample as a subgroup of the population (p.175)”
As mentioned above, this research project uses a probabilistic sample that was selected by a simple random strategy. The way in which the sample used was selected is detailed below. The ninth grade level of the C.T.P. Acosta high school, is made up of seven sections or groups, of these seven groups two were selected at random and in this way the researcher proceeds to work with the groups 9 - 2 and 9 - 5; groups whose English teachers are: Viviana Bolaños, who is the professor in charge of 9-2 group, and Jeffrey Hernández who is the assigned professor of the 9-5 group.

The reason why this research is based on the ninth-grade level is because this academic degree represents the conclusion of the study program of the English modality for technical high schools entitled Conversational English. According to the educational parameters of the MEP, this modality is taught in the technical high schools from seventh to ninth grade, where the modality is transformed and becomes qualified as a technical English; for this new English modality the study programs vary according to the specialty in study.

On the other hand, as it is specified in chapter one, the general study population of the C.T.P. Acosta comes from the different towns that are part of the districts of this canton. Among the various districts of Acosta, the administrative part of this technical high school (2019) accents the fact that due to the small population, which generates a low enrollment in some schools that are located in rural areas with difficult access, some of the students who enter to this high school

do not have the opportunity to count with the English teaching as part of the subjects that form the education of the first and second cycle of general basic education.

It is the reason, why this research project analyzes the case of the students who take the subject of conversational English during the ninth grade; since this is considered by the English department of the high school as the last leveling stage for the English teaching field at the institutional level. It is here, where the English teacher can observe the different language proficiency levels that students have. Moreover, according to the English department coordinator (personal communication, April 10TH, 2019) in the case of the eighth and seventh graders, they represent a whole new process of assimilation and implementation of the contents; this level is not adequate to evaluate the oral skill and their respective oral production because they are strengthening their bases and new content to produce and handle more complex aspects of the English language.

3.2.5 Sources of Information

About the sources of information, this investigation project takes into consideration a variety of articles that refer to the use of technology, specifically the cellphone usage in the language acquisition process; some articles provide different techniques that use the cellphone's functions as a primary source. Moreover, to build the foundations of this thesis project many surveys were analyzed; since the students and teachers' opinions play an important role for the development of this investigation. Some of the authors that stand out are: Nepo

(2017), Fernández & García (2016), and Yunita. (2018) these authors expose the reality of the cell phone use in the latest education trends of the 21st century.

Furthermore, this research is based on Conversational English Classes; one of the English modalities established by the Costa Rican Public Education Ministry in its Spanish acronym: (MEP). For this reason, the analysis of the study programs was vital to develop the research. Additionally, the Conversational English classes belong to the Technical and Professional educational system; because of this, it was necessary to examine different documents of the Public Education Ministry in which this educational model is defined, its history, operation mode, and their respective characteristics related.

At the institutional level, this study uses the C.T. P. de Acosta institutional file and the latest census; all of this, to have a better context, history, and an environment description. Besides, at national level a research carried out by the University of Costa Rica in its Spanish acronym (UCR), specifically developed by Ramírez (2005) stands out, since it provides important foundations for the establishment of the use of the cell phone as a pedagogical resource in the learning of the English language in our country.

3.3. Techniques and instruments to collect data

3.3.1. The Observation

According to Sampieri (2014) a good qualitative observation process implies: “getting deeply into social situations and maintain an active role, as well as a permanent reflection, be attentive to details, events, and interactions” (p.399).

Moreover, Miles, Huberman and Saldaña (2013) clarified the observation purposes in the following way: “understand processes, links between people and their situations, experiences or circumstances, the events that happen over time and the patterns that develop” (p.55). Furthermore, Sampieri (2014) said that the purpose of the observation is “explore and describe environments, communities, subcultures and aspects of social life, analyzing their meanings and the actors that generate it” (p.400).

Based on the previous aspects, the observation instrument emphasizes the following aspects: the total number of students present during class, the technological resources with which the class was equipped, and the resources used by the teacher for the development of the class. In addition, the observation technique required a description of the class environment and the classroom dynamics; as well as the use of the foreign language by the teacher and students.

Finally, the observation emphasized the descriptions of the students' reactions to the activities proposed by the teacher and if they had technological skills which are evident throughout their class. It is important to delimit, that this instrument had a section where the researcher could add notes or other observations aspects that may arise during the observation process. (See annex 1).

3.3.2. The Interview

Part of the development and the data collection process of this research project was based on the professors and students' interviews. For this aspect, Sampieri (2014) defined this as “as a meeting to converse and exchange

information between one person (the interviewer) and another (the interviewee)” (p.403). To achieve part of the research’s aims, two structured interviews were developed and applied. Related to the interview structure, it is possible to detail that the different questions according to Sampieri (2014) are cataloged as open questions; since they seek to collect the opinion of the professors and students that are part of the research.

In addition, the questions were arranged in order to allow a conversation between the interviewer and the interviewee; so that in this way the interviewer can gather all the information required to participate in the fulfillment of the purposes of this investigation. On the other hand, it is important to clarify that in the case of the student interviews, a translation of the questions guide was provided; this, to facilitate the comprehension and the process of gathering information due to their linguistic competence (See annex 2).

3.3.3. The survey

García (2003), defines a survey as:

A technique that uses a set of standardized research procedures through which a series of data is collected and analyzed from a sample of cases representative of a larger population or universe, from which it is intended to explore, describe, predict and / or explain a feature series (p.12).

This research project made use of two surveys, which were applied to the professors that made up the English department of C.T.P de Acosta's high school

and to the students that were part of the selected sample with whom this research was developed. These surveys had close questions, since every question had its respective options. The raised questions sought to obtain information about the use of cell phones in class, the type of materials used to teach the class, the years that have been practicing the profession, the applications and functions most used by students. It is important to clarify, that for the survey application to the students a translation of the original survey was used, this in order to clarify questions in a quick and effective way (Check Annexes 3 and 4).

3.3.4. The Implemented Evaluation

Based on Williams& Gross (1990), the use of diagnostic test is a vital pedagogical resource; its use provides specific information about the individual and group language problems and their language level domain. Moreover, Disha (2014), mentioned that this type of evaluations could be developed in different ways; it is not necessary to establish a formal test to achieve the purpose of a diagnostic application.

For the development of this thesis project, the application of a diagnostic activity was required; this with the purpose of obtaining information about the learners´ language performance, language issues, and to compare these aspects at the beginning and at the end of this research project. The researcher designed the diagnostic class activity that is detailed below:

The Circle and The Box

Required time: two lessons (40 minutes each lesson)

All the students form a circle, in the center of it, there is a box that contain flashcards in which indications or questions are formulated. The teacher in charge of the activity, divides the circle into two teams (A and B or the students can create their team's name); a student from the A team and other from the B team have to be inside of the circle, open the box, take a flashcard, and answer or develop the topic that this contain. Each student has 15 minutes to develop their game participation.

3.3.5. Activities that implement the cellphone use in the classroom

The activities that the researcher carried out with the selected group are detailed below:

Activity One: What is around us?

Required time: two lessons, 80 minutes

Dynamic: The learners have around 15 minutes to go outside of the classroom and use the camera of their cellphone to take a picture where a mean of transportation is part of the scene. The students have to return to the class, create a photo tittle, and prepare a speech that describe the picture. The idea, is to create a virtual gallery, where each artist has 15 minutes to present the art piece and talk about. (See annex #9)

Activity Two: Let's talk!

Required time: 2 lessons

Dynamic: The students have to develop a reading comprehension in a different way; to work in this activity they need the voice recording application of their cellphones. All the learners must have a worksheet (See Annex #9) that shows the reading and the corresponding questions. The participants have to record themselves while they are reading the text and also, they have to record their answers. All the vodcasts are going to be checked by the teacher and some of them are going to be reproduced in the class. (See annex #9)

Activity three: My Radio Program

Required time: 4 lessons

Dynamic: The professor should divide the class in couples and the learners have to create a guide line for their own radio program. They have put a name for the radio and the program. One of the students should be the host and the other a famous person. The topic to develop during the activity is the following question: What do you like to do on your free time? The students are going to use the voice recording application of their cellphone to record the final version of the radio program. At the end of the class, all the radio programs should be shared with the classroom. (See annex #9)

Activity Four: Let's act it out!

Required time: 4 lessons

Dynamic: The students are going to create a guide to perform a role-play according to the given situation. The group should be divided in groups of three or four maximum. The learners have to use their cellphones and the video camera application to record the role-play. The conclusion of this activity is to create a video festival; where all the films are shared with the rest of the class.

To evaluate the developing of all these activities, that require the technology implementation in the class, the researcher has a rubric that is available in the annex section. (See Annex #9)

Chapter Four

Result Analysis

4.1. Analysis and interpretation of Data

4.1.1. Class observation analysis

For the analysis of the obtained information through the class observations, it is important to clarify that the observer made four class observations on different dates. These class observations were made to the selected groups 9-2 and 9-5 individually.

Chart #1 Materials and Equipment

Group	Number of students	Furniture and didactic materials	Technological device
9-2	12	Desks, cabinet, a blackboard, Spanish / English dictionaries, air conditioned, waste baskets, office chair for the teacher. Markers, worksheets, notebooks	Multifunctional printer A projector A projector screen Laptop and speakers (belong to the teacher)

Source: Class Observations

When the class began, some students were in silence using their cellphones while others were doing some drawings on their notebooks. The teacher entered and not only greeted in Spanish, but also gave instructions in the same language.

Some vocabulary was projected on the board and students had to look up the word's definitions in Spanish. The list of words was long which made the

students felt bored which was clearly seemed because of students' facial expressions.

This students' attitude made a tense class environment where the relationship among the teacher and the students is not good. Although it was a conversational class, the use of the target language is very little. The educator remained quiet a great part of the class and the students talked in Spanish among themselves. When students asked for something, the professor just answered ok. The only technological device used by the teacher was the Power Point presentation with the list of words students had to translate. It could be seemed that this conversational English class was developed in a traditional way, where the instructor based all the class in the vocabulary translation and used the notebooks and dictionaries as primary source for the learning process.

In terms of class environment, 9-2 is a bit disorganized group. It is important to emphasize that in spite of being a conversational class, the students in group 9-2 did not have any opportunity to practice speaking, they were just working on reading and writing when they looked up the meaning of the words and had to transcribe them to their notebooks. They did not even practice the pronunciation of the words from the list.

Chart #2 Materials and Equipment

Group	Number of students	Furniture and didactic materials	Technological device
9-5	13	Desks, cabinet, a blackboard, Spanish / English dictionaries, two fans, waste baskets, office chair for the teacher and a set of speakers that belong to the institution. Markers, worksheets, notebooks	Multifunctional printer A projector A projector screen Laptop that belongs to the teacher. A projector that should be asked to the administration

Source: Class Observations

At the beginning, the students talked, played, and used their cell phones until the teacher indicated the afternoon's work. Students seemed to have a good relationship with the teacher, since they made jokes and commented some trending topics and current affairs.

It could be observed that the teacher's language domain is high, but the use of the target language was just to give basic instructions to the students. When an activity had to be explained in a detailed way, Spanish was used. It was clearly seemed that this situation is not recommended for a conversational English class.

Regarding students use of the language, it was observed that they used very simple structures such as: could you repeat that? I have a question, can I go to the

bathroom?, and teacher, come please. When they interact as a group they use their mother tongue (Spanish language).

About the use of technology in the conversational English class, the teacher used audios to develop a variety of listening exercises. Additionally, the instructor reproduced videos to complement topics explanation. The students' reaction to these kinds of activities was neutral, some students showed very little interest because they just performed the task to continue playing with their cellphones.

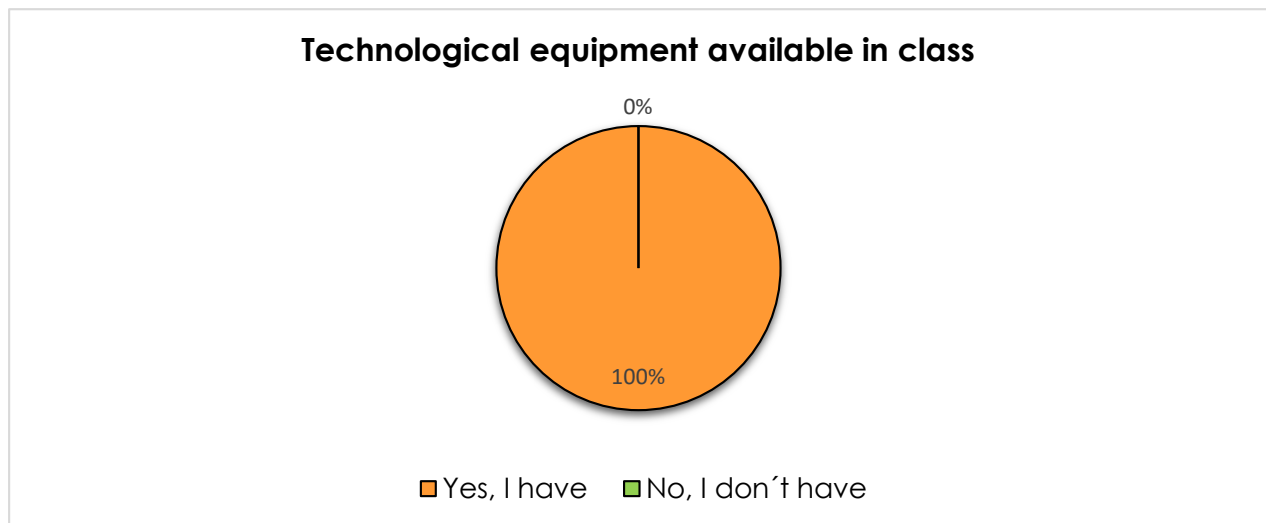
After analyzing both scenarios, it can be said that very little use of the target language was seen. Students develop more written exercises than oral ones. Teachers did not provide students with activities to practice speaking although they had some equipment they could use to develop some listening and speaking activities.

4.1.2. Surveys and figures interpretation

4.1.2.1. Teachers' poll

The survey for the teachers was sent by e-mail since it was created through a website which allows a virtual survey application. The email explained the survey's purpose and contained the survey access link. Even though ten teachers were part of the English Department, only three of them answered the survey in a digital format. For this reason, the researcher proceeded to print the surveys and started the classrooms visits to achieve the survey application. The most relevant questions from the survey are going to be analyzed in the following charts.

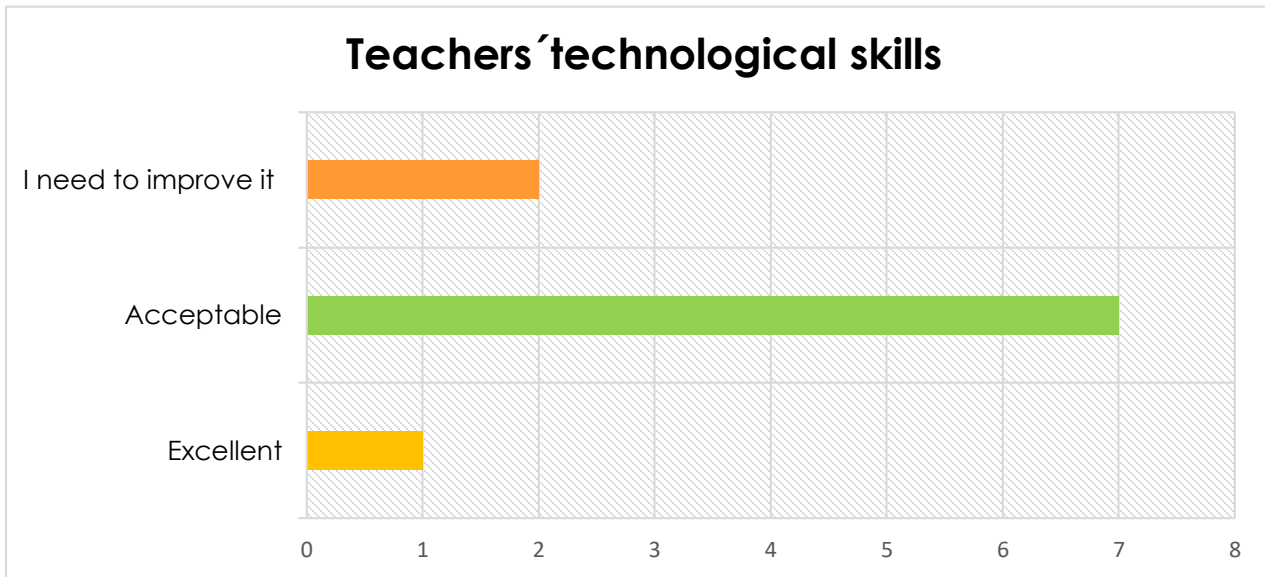
Graph #1 Technological equipment in class



Source: Survey applied to the CTP de Acosta English Teachers, 2019.

It can be seen in the graph that the institution offers technological equipment for teachers to use during the development of the class which is something positive in the case teachers want to prepare a dynamic class with videos, movies or any other kind of visual material.

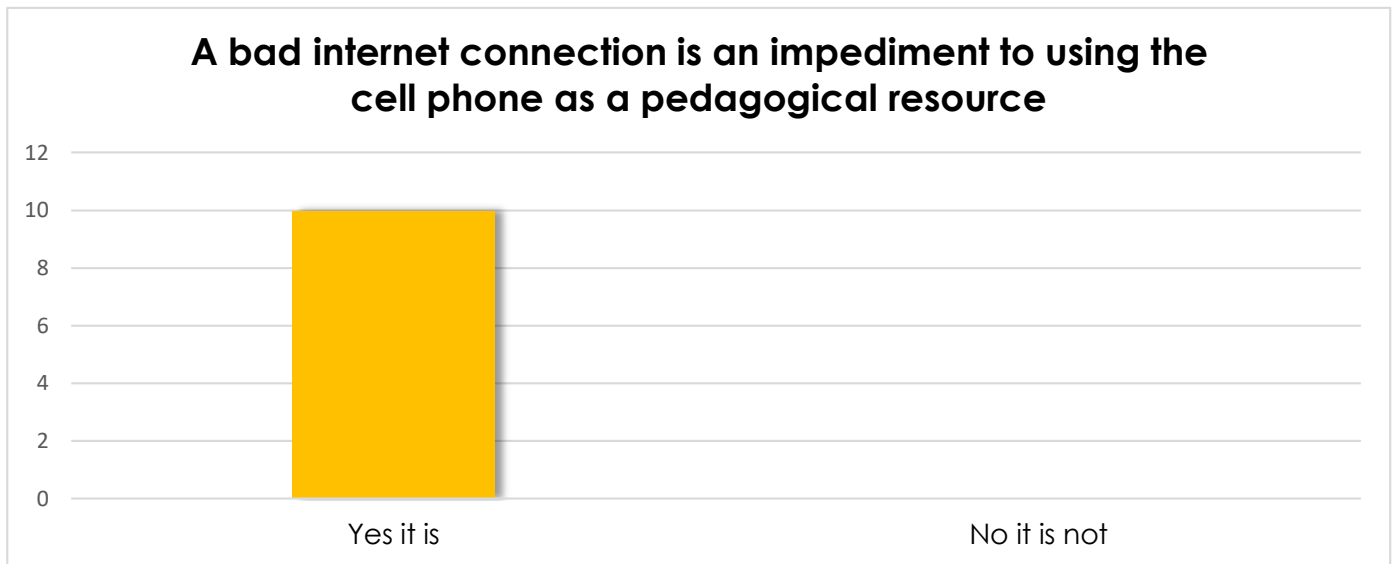
Graph #2 About the teachers' technological skills



Source: Survey applied to the CTP de Acosta English Teachers, 2019.

As it can be seen, just one of the English teachers' staff considered his or her technological skills as excellent. Most professors consider that their skills with the use of technology in the classroom are acceptable. On the other hand, two instructors recognize that they need to improve their technological skills.

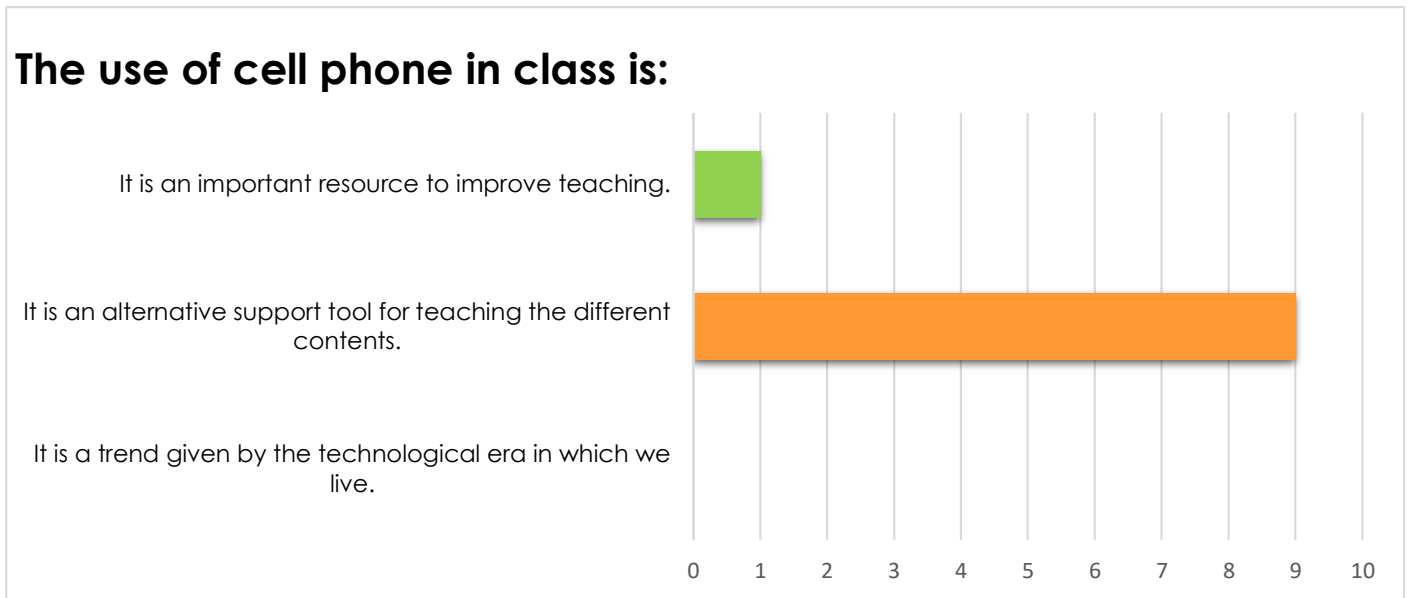
Graph #3 Teachers' opinion about obstacle to use the cellphone as an educational tool.



Source: Survey applied to the CTP de Acosta English Teachers, 2019.

The results showed, that all of the English teachers consider the fact of having a bad internet connection as a barrier to incorporate the cellphone use in their classrooms. This is not a surprisingly fact because nowadays most of the technological invention use, depend on the quality of the internet connection that the user or device has. However, none of the teachers give any other alternative to use the cell phone in the class using those features that do not require internet connection.

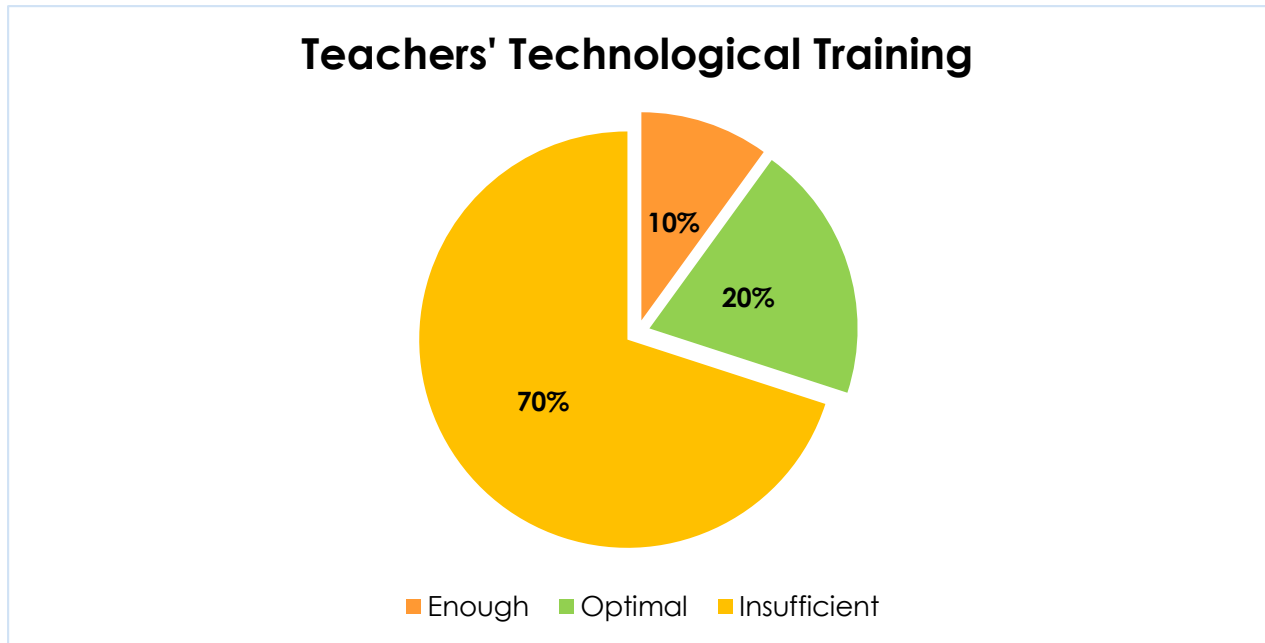
Graph #4 Teachers' opinion about use of cell phone in the classroom



Source: Survey applied to the CTP de Acosta English Teachers, 2019.

As the information in the graph demonstrates, nine English teachers catalogue the cell phone use in the class as an alternative support tool for teaching different contents. Only one professor defines the use of cell phone in the English class as an important resource to improve the teaching and learning process.

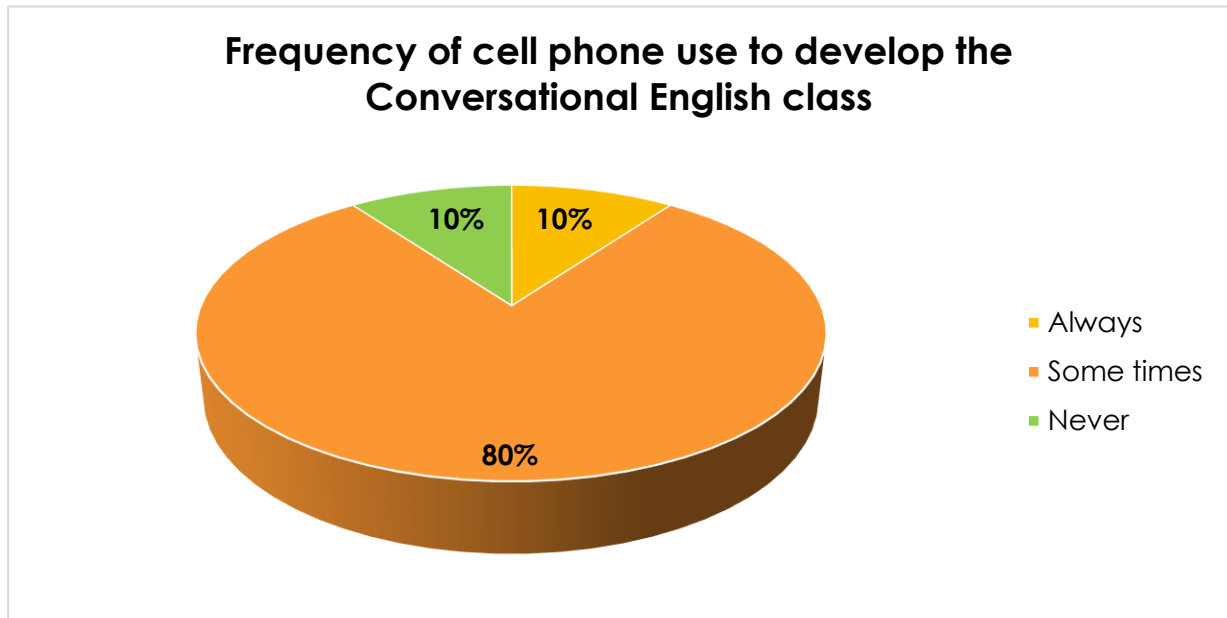
Graph #5 Defining the Teachers' technological training



Source: Survey applied to the CTP de Acosta English Teachers, 2019.

The results in the graph shows how the teachers' training in the use of technology as a pedagogical tool has been. The majority of the professors categorize their technological training as insufficient; fact that is related with the lack of free conferences, workshops, and trainings offered by the Public Education Ministry (MEP). Half of the teachers from the English staff mentioned they have paid some course about the use of technology in the class. Moreover, two of the instructors defined their technological training as optimal and just one of them as enough.

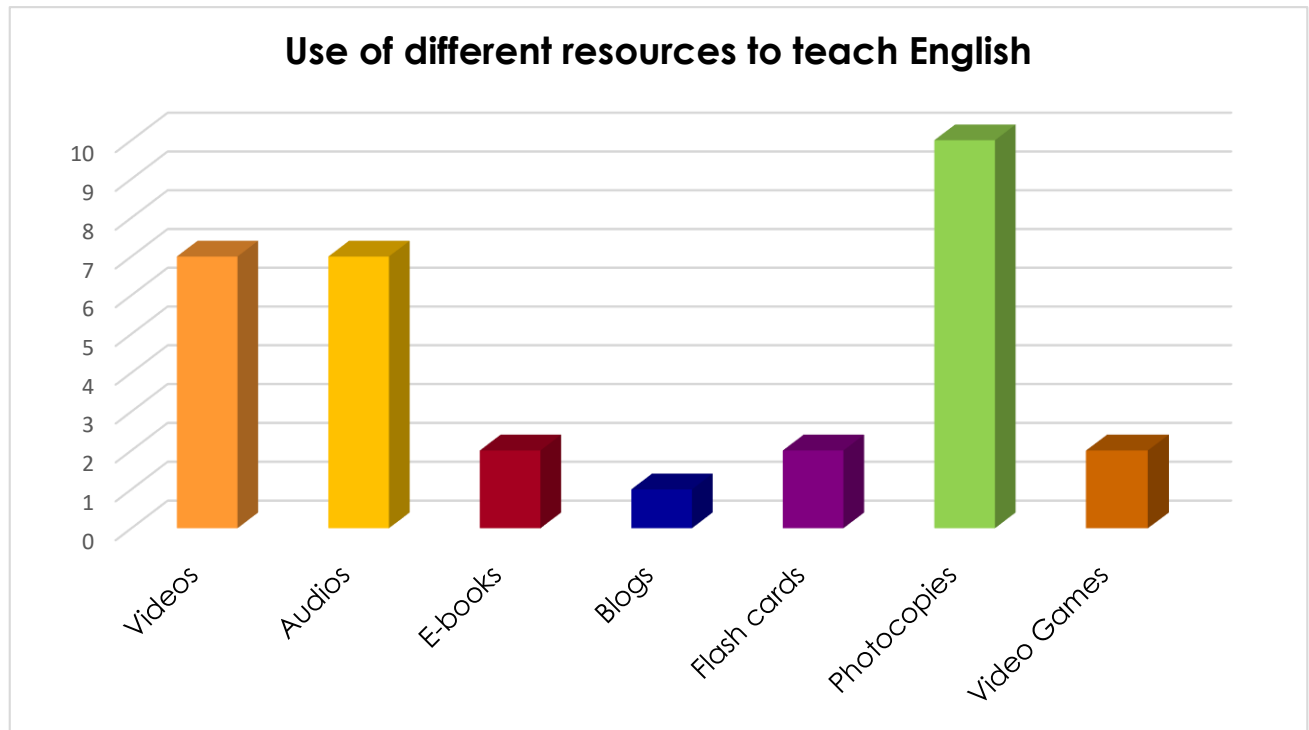
Graph #6 Frequency English teachers use the cellphone to develop their Conversational English classes



Source: Survey applied to the CTP de Acosta English Teachers, 2019.

The results in the figure shows the frequency with the professor incorporate the cell phone usage to develop their conversational English classes. Only a 10% of the instructors, always use the cell phone to teach the class, the 80% of the surveyed teachers sometimes develop their classes with the use of cell phones, and just the 10% of the professors never use this device to teach the subject. This last figure shows the different methodological scenarios that can be found in the conversational English classes of the C.T.P. de Acosta.

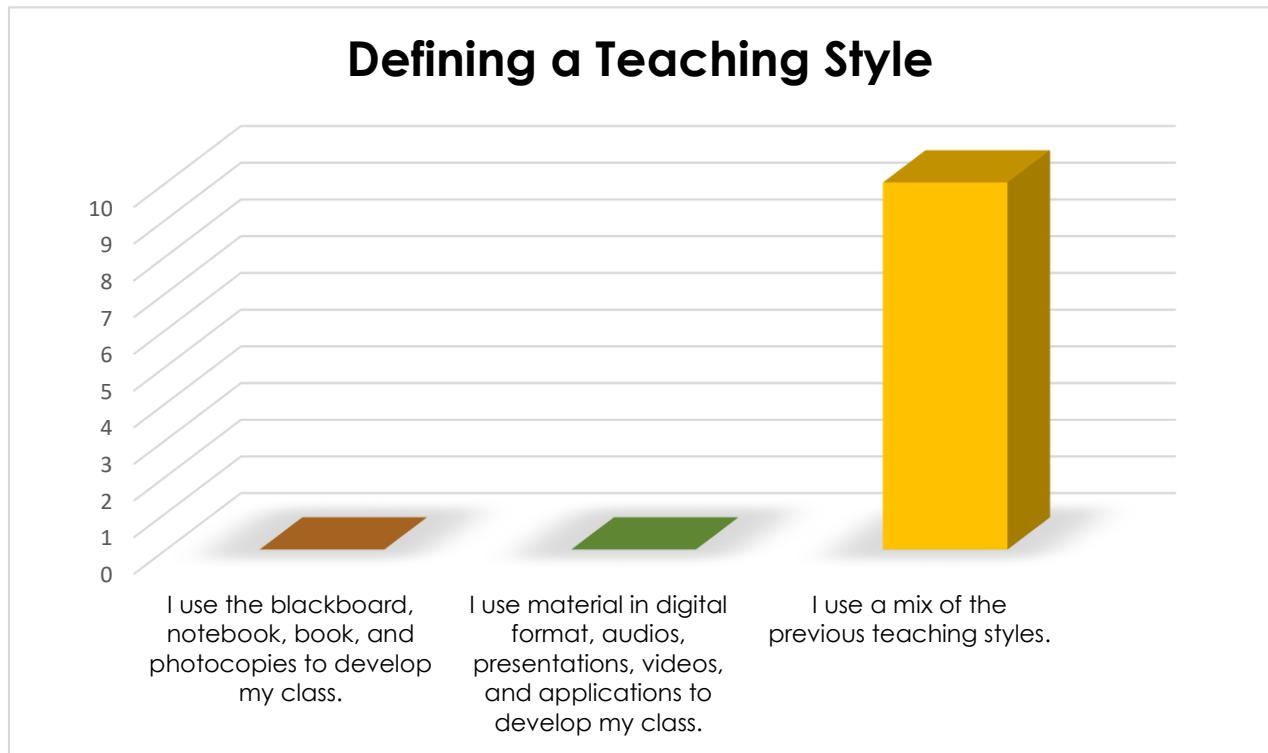
Graph #7 Different resources used by the teacher to develop their classes



Source: Survey applied to the CTP de Acosta English Teachers, 2019.

The results in this graph show that the most used resource in the Conversational English classes are the photocopies; which is the least technological resource from the list. The results are followed using audios and videos in the classrooms. Additionally, some of the instructors are using video games, flash cards, and e-books into the learning process. Finally, the least used resource are blogs; just one of the English teachers appeal to this technological resource to teach the foreign language.

Graph #8 How the professors define their teaching style



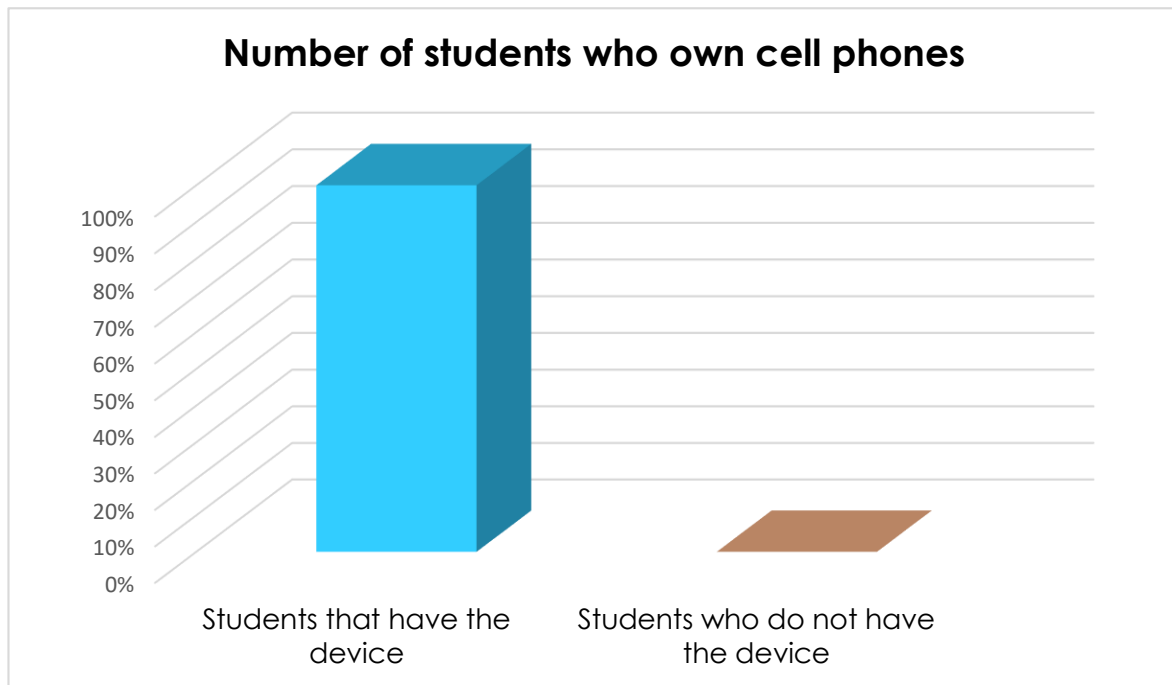
Source: Survey applied to the CTP de Acosta English Teachers, 2019.

The 100% of the surveyed teachers define their teaching style as: a mix between the use of blackboards, notebooks, books, photocopies and the use of digital format like: audios, power point presentations, and videos. This aspect, in particular, reveals that in C.T.P. de Acosta teachers have not taken the risk to use technology 100% of the time while giving classes.

4.1.2.3. Students' poll

It is important to clarify that the total student population that was worked with is 27 students. However, the date when the survey was applied, five students were absent. For this reason, the graphs show a total of 22 students surveyed.

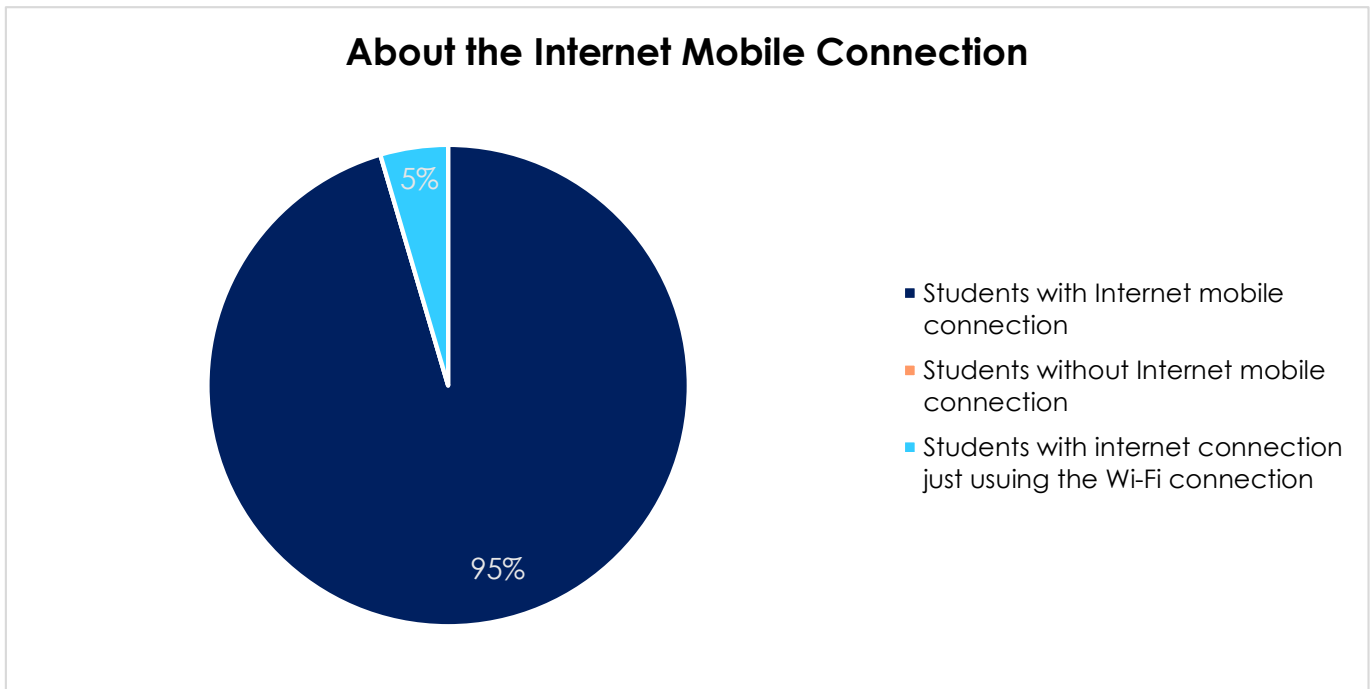
Graph #9 Quantity of students who have a cell phone



Source: Survey applied to ninth graders students of groups 9-2 and 9-5 at CTP de Acosta, 2019.

As it can be seen in the graph, 100% of the surveyed students have a cellphone which facilitated the class intervention process that was carried out with the groups that were part of the sample under study of this research project. Moreover, this fact allows to researcher executed individual and group activities that require the cellphone use during the class.

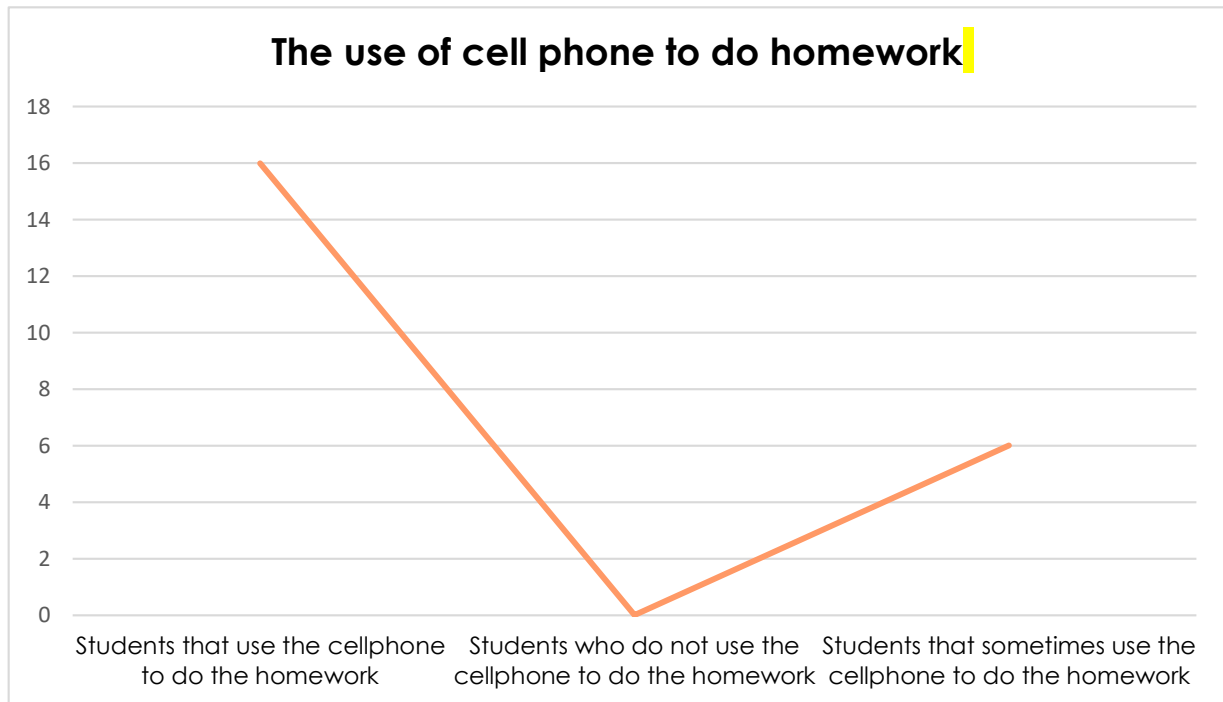
Graph #10 Students access to the internet mobile connection



Source: Survey applied to ninth graders students of groups 9-2 and 9-5 at CTP de Acosta, 2019.

The graph above shows that 95% of the students have internet mobile connection in their cellphones with a pre-paid system; this factor does not ensure that students have 100% availability to access various information resources or they can execute applications that its use depend on the Internet connection. Additionally, only 5% of the learners have access to the internet connection just using Wi-Fi connection; specifically, when someone else shares internet with them. This is due to the fact that the high school does not have a Wi-Fi internet connection, since during the time when this research was carried out, the school was in preliminary steps to implement a connection project.

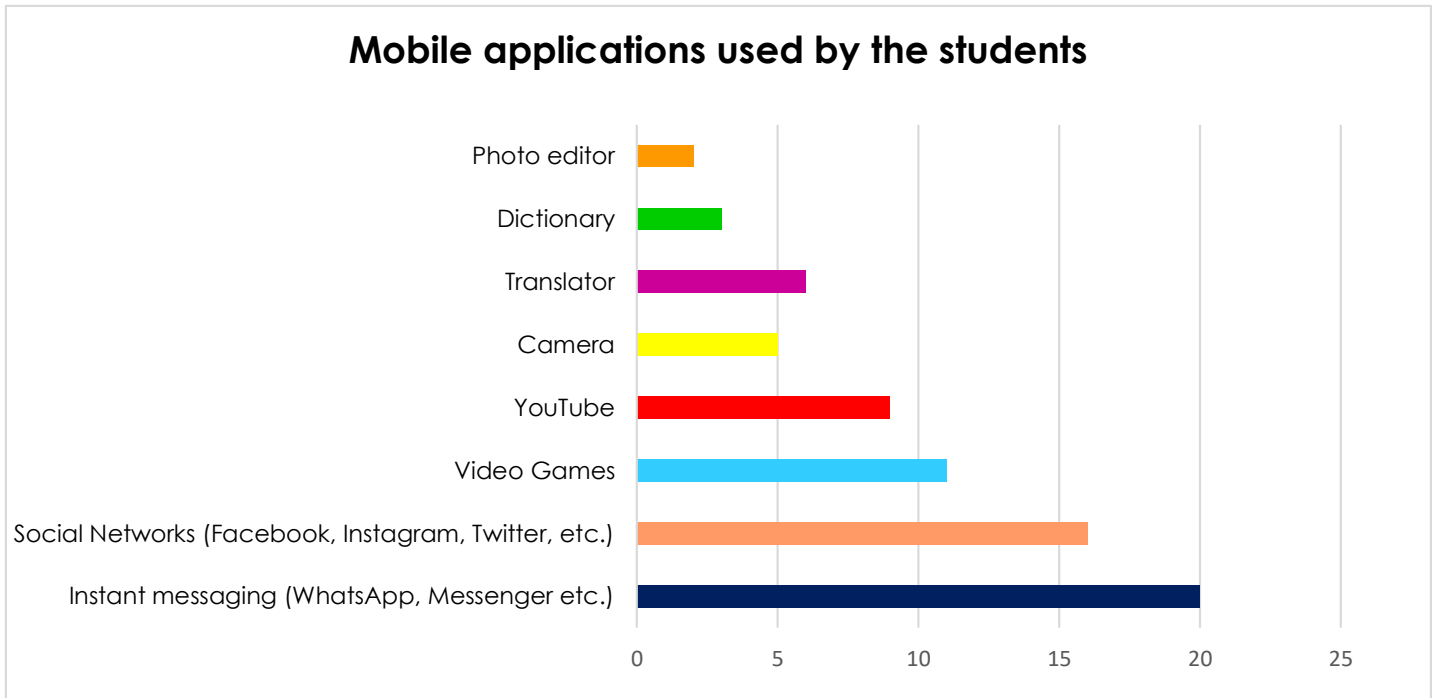
Graph #11 Number of students that use the cell phone to do homework



Source: Survey applied to ninth graders students of groups 9-2 and 9-5 at CTP de Acosta, 2019.

This figure shows that 16 students appeal to the cell phone to do some research and perform their homework and just 6 of the students sometimes use their cell phones to do a task. The information in this graph, classify the cellphone as the device to which young people turn to perform their tasks; since all the studied population use cell phone in the learning process.

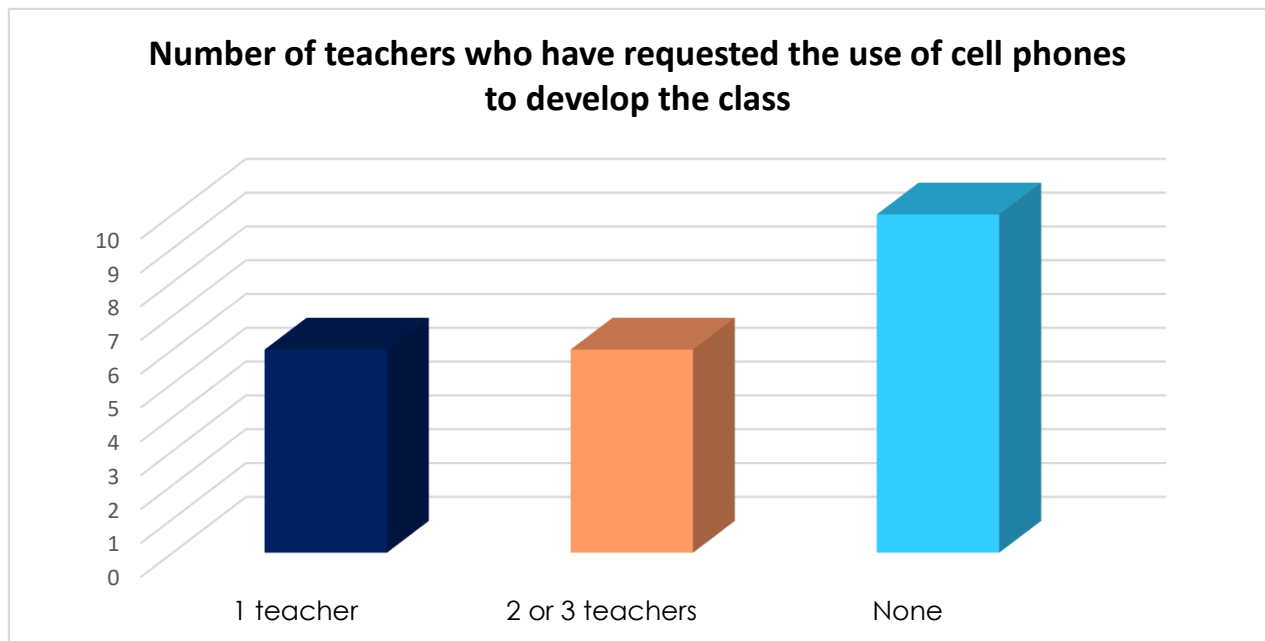
Graph #12 Mobile applications used by ninth graders



Source: Survey applied to ninth graders students of groups 9-2 and 9-5 at CTP de Acosta, 2019.

As the information in the graph demonstrates, the photo editor and the dictionary are the least used apps, followed by the use of camera and the translator. Moreover, a 9% of the students use YouTube videos, an 11% of the learns use their cell phones to play video games. Additionally, the applications the students use the most are the socials networks with a 16% of the students use and in the first place, with a 20% the use of instant messaging. It can be clearly seen how the cell phone has become an important element for teenagers when they have to do different activities such as interact with others or do projects and works for the class.

Graph #13 Number of teachers who have requested the use of cell phones in the classroom

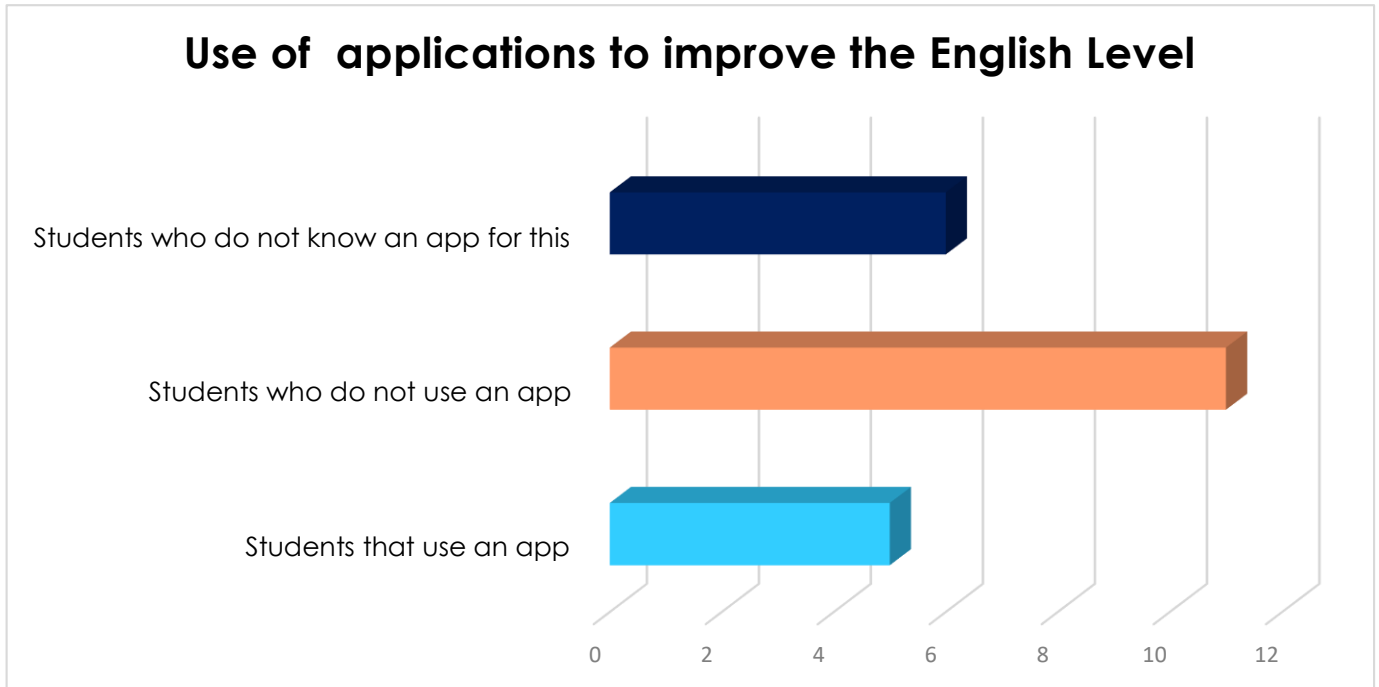


Source: Survey applied to ninth graders students of groups 9-2 and 9-5 at CTP de Acosta, 2019.

The question that is represented in the graph above, the students were asked about the number of English teachers who have asked them to use any of the cell phone features during the conversational classes while they were in seventh and eighth grade and now that they are in ninth grade

According to the graph, six students said that just one English teacher requested the device use, other six students said that two or three professors made this request. Finally, ten of the surveyed learners said that during these three scholar years, no English instructor has requested the use of cell phone in the conversational English classes.

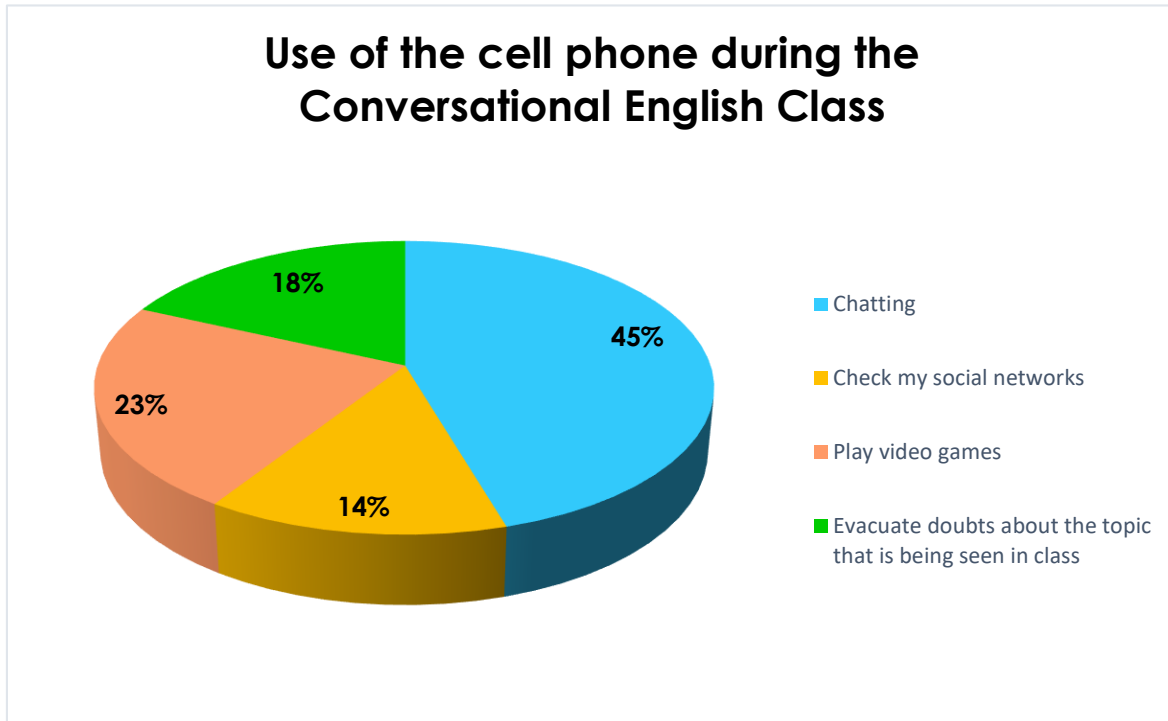
Graph #14 Use of language mobile applications



Source: Survey applied to ninth graders students of groups 9-2 and 9-5 at CTP de Acosta, 2019.

In this question, students were asked if they knew any application that may help them to improve their English level. As it can be seen, only 5 learners use a language mobile application to improve their English language level and 11 students do not use a language app to improve their foreign language process. On the other hand, 6 conversational English students do not know a mobile app that could be used to improve their language proficiency. This reflects the lack of technological education in the classroom, since this is where the teacher can enhance the use of cell phones to encourage the learning process inside and outside of the classroom.

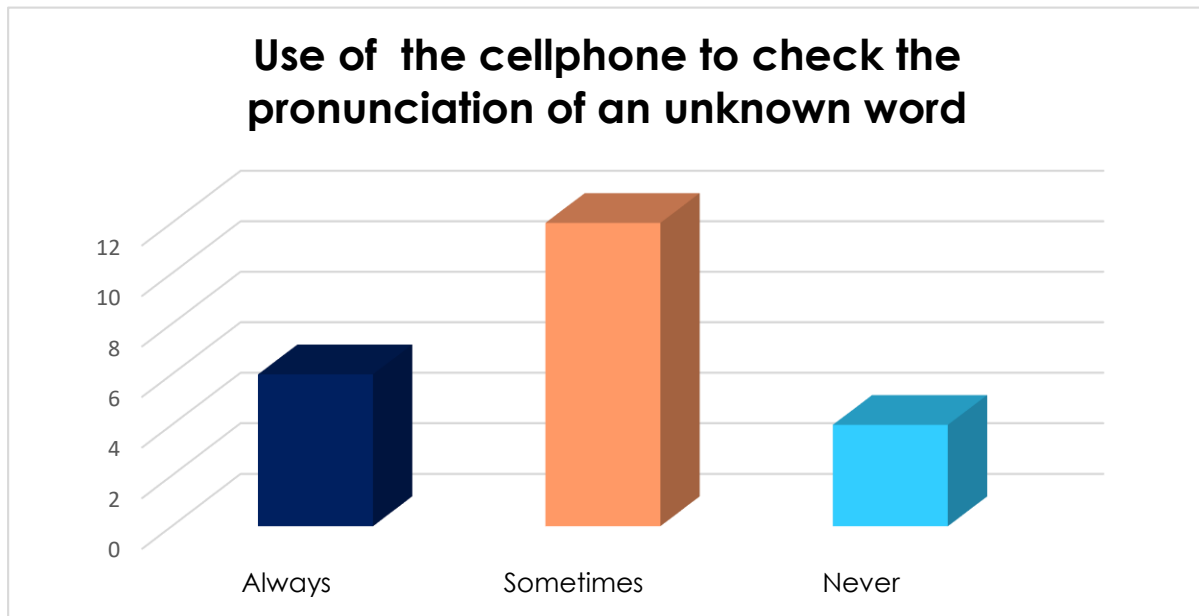
Graph #15 What is the use students give to the cell phone during the conversational English classes?



Source: Survey applied to ninth graders students of groups 9-2 and 9-5 at CTP de Acosta, 2019.

As these results show, 45% of the learners are constantly chatting in the class, 23% of the surveyed students play video games, 14% of the English learners check their socials networks, and just 18% of the students' population use their cell phone in class to clarify some doubts or reinforce the teacher's topic explanation. Based on this figure, it is possible to understand the conversational English scenario, specifically what is happening while the professor develops the class.

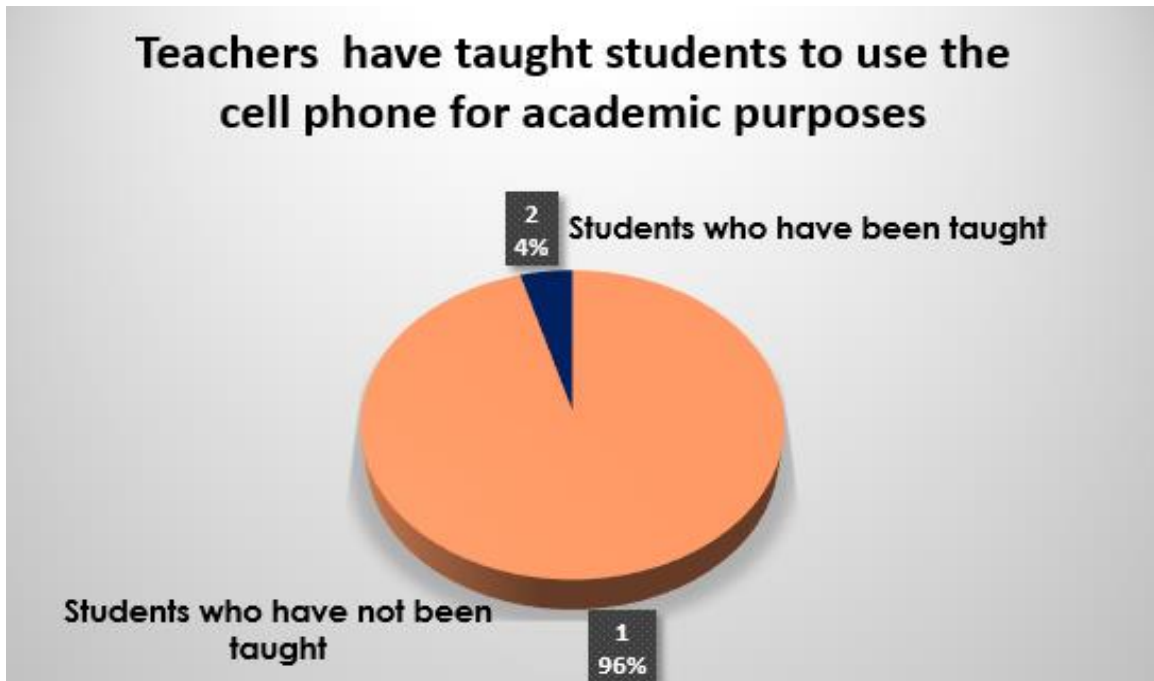
Graph #16 Cell phone use to check the unknown word pronunciation



Source: Survey applied to ninth graders students of groups 9-2 and 9-5 at CTP de Acosta, 2019.

For this question, students were asked about how often they use the cell phone to check the unknown word pronunciation. This graph shows that 12 students said that sometimes they use the device with this purpose, 6 learners always use the cell phone to check the words pronunciation, and 4 English learners never use the cell phone to check an unknown word pronunciation. These results exemplify that the language instructor continue being the main pronunciation source during the class. This graphic confirms the fact that students trust in the teacher's oral skill and only occasionally they compare the instructor's pronunciation with the pronunciation offered by the google translator; that is the most used tool to consult an unknown word by the students.

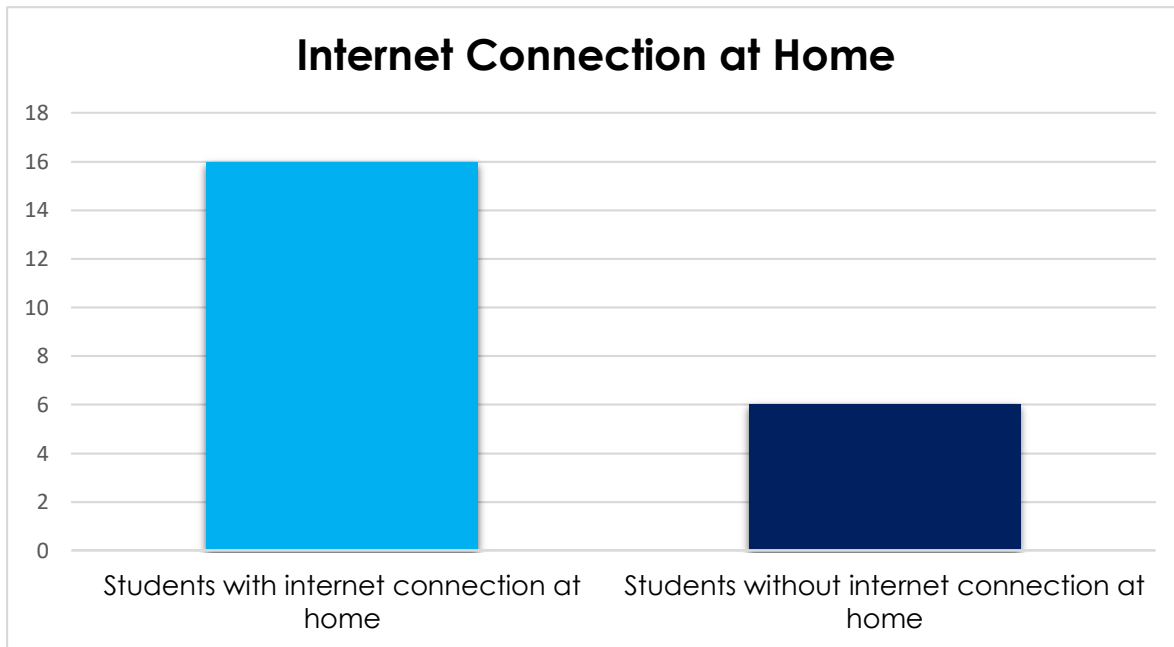
Graph #17 Students who have been taught by English teachers about how to use the telephone for academic purposes



Source: Survey applied to ninth graders students of groups 9-2 and 9-5 at CTP de Acosta, 2019.

Based on this figure, it is evident that the majority part of the learners (96%) has not been taught by an English teacher how to use a cell phone with academic purposes. Only a 4% of the students has been taught to manipulate this technological device as a learning tool. This fact evidences the lack of exploration and teacher training in terms of how to develop a learning experience that go hand in hand with the cell phone use.

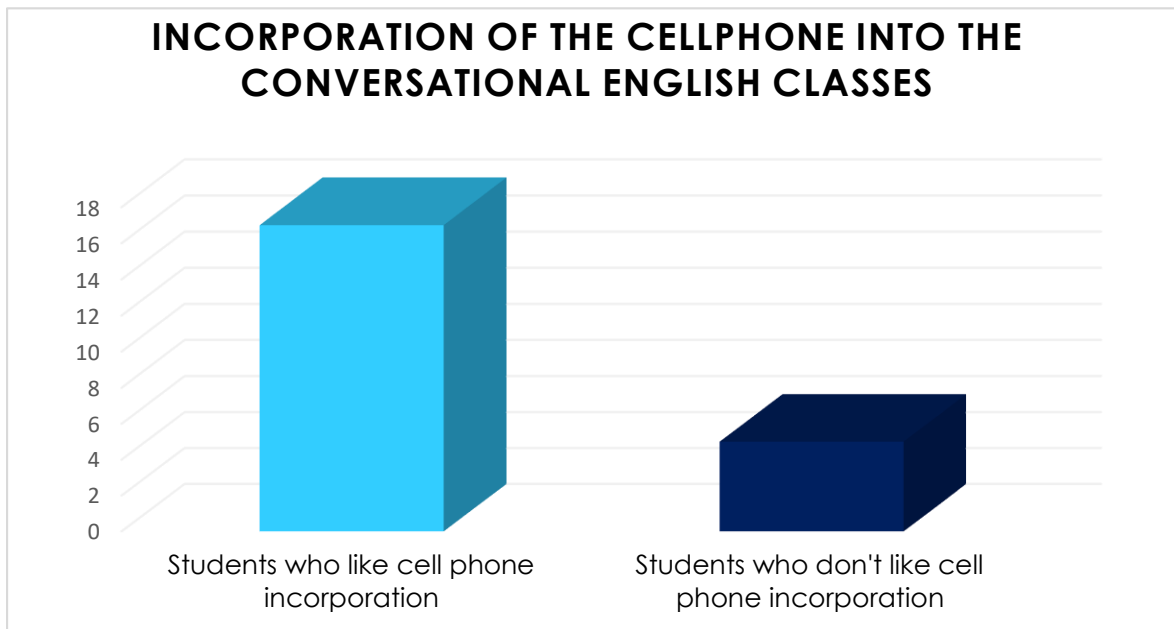
Graph #18 How many of the students have internet connection at home



Source: Survey applied to ninth graders students of groups 9-2 and 9-5 at CTP de Acosta, 2019.

For this question, just six of the surveyed students answered that they do not have internet connection at home. However, more than a half of the learners (16 students in total) have this resource at home. This result reveals an important data for the teachers that are involved in the investigation project; with this data the teachers can take advantage and develop different tasks that allow a better learning experience.

Graph #19 Students opinion about the cell phone incorporation in the conversational English classes



Source: Survey applied to ninth graders students of groups 9-2 and 9-5 at CTP de Acosta, 2019.

An important aspect at the conclusion of the student survey was to find out the student's opinions and interests about the topic. As it is evident in the graph, more than a half of the study population have a positive reaction to the incorporation of the cellphone into the learning process; just five students showed a negative answer regarding the English learning with the cell phone use.

4.1.2.4. Teachers interviews

The obtained answers in the interviews with the conversational English teachers, who are in charge of the groups 9-2 and 9-5 that were selected for this research are detailed below. It is important to clarify, that these were face to face interviews during the break time. The interview had five questions; which were formulated to teachers.

To find out if teachers were actually really clear about the modality of English they were teaching; so, they can choose the most appropriate activities to help the students to reach the goals of the program, the first question was based on the differences between academic English classes and conversational English classes. Regarding this question, **professor A** mentioned that less academic vocabulary is taught in academic English. Besides, there are more topics to cover according to the study program, and there are fewer hours or lessons per week. Moreover, in the conversational English classes, the professor said that the students have the advantage of having English lessons which let them practice more aspects about the language like the pronunciation of new vocabulary.

On the other hand, **professor B** mentioned that in the case of Conversational English, it is a good opportunity for ninth graders to put into practice all everything they have learnt in the academic English classes. Besides, this class is focused on the use of speaking which is becoming an important issue especially for those students who would like to work in a call center once they leave high school.

Once the professor is clear about the difference between the two English classes modalities, it is important to know about the kind of activities the teachers are actually doing during the class to see if they are helping students to get each of the objectives proposed in the English syllabus for Conversational Classes. For this reason, question two was asked. Its purpose was to get a list of the different activities that teachers perform in their Conversational English classes. Based on the instructors answers the following list was created:

1. Listening activities
2. Role-plays
3. Reading comprehension activities
4. Filling the blanks
5. Speeches
6. Vocabulary lists
7. Video comprehension
8. Surveys

Studies have been done worldwide about the advantages and disadvantages of the use of the cell phone in the classroom and many educators still believe cell phones are a mean of distraction for students in the class and that is why they prefer not to use them in their lessons. Question three was asked specially to find out the teachers' opinion about the use of this device in the class to see if they were actually opened to use it as a classroom tool. After checking the educators' answers, the following list of the advantages and disadvantages of using cell phones in class are presented in the following chart.

Chart #3 Advantages and disadvantages of the cell phone use in the class

Advantages of the cell phone use in class	Disadvantages of the cell phone use in class
<ul style="list-style-type: none"> • Easy access to multiple multimedia resources. • Variety of online dictionaries. • Individualized learning. • Less paper use, less pollution. 	<ul style="list-style-type: none"> • If its use is not controlled, it can become distracting. • Much of the resources depend on internet connection. • The students use the cell phone to play. • Sometimes students arrive with the device with low battery which do not let them work on the activity planned by the teacher.

Source: Interviewed teachers in charge of 9-2 and 9-5 groups from C.T.P. de Acosta, 2019.

After knowing if teachers see the use of cell phones in the class as something positive or negative, they were asked about the kind of activities they believe are the ones that can be developed in the class with the help of the cell phone. The obtained answers are detailed below. **Professor A** mentioned, the use of online and different dictionaries applications, the use of emails as communication method, and the possibility to have digital material to work in class. However, **professor B** made emphasis on the following activities: trivia games, digital material, listening activities, and online grammar practices.

The last question was to find out the activities that the professors of Conversational English classes are actually doing in class to help students to improve their level of English in the speaking area. Both teachers said they usually

work with audios to do listening exercises which help students to improve their speaking skill. They did not mention the implementation of other activities.

Based on the teachers' answers, it is possible to notice that both teachers have the same concept about conversational English classes. Moreover, the classroom activities list evidence that not all of these class dynamics are based on the speaking skill; that should be aim of this technical subject. Additionally, the mentioned activities do not show innovation, nor do they involve the use of cell phones for its development. Regarding to the cellphone usage in class, the advantages mentioned by the professors showed the lack of pedagogical update and the incorporation of technology in the learning process and teaching tasks.

As it is evidenced in the theoretical framework of this research project, the advantages of the cellphone incorporation in a language class go far beyond that the possibility of having a digital dictionary, using less paper, having a multimedia resource, and generating individualized learning. Finally, as a disadvantages, the instructors mentioned that the use of cellphone in conversational English classes could generate students' distraction, and both of the professors are agree on the fact that much of the resources and applications depend on internet connection. This aspect in particular, is refused by this thesis, since the developed activities and the used cellphone applications that are highlighted in this investigation project do not depend on the internet connection to achieve a pedagogical use.

4.1.2.5. Learners interviews

As it is detailed in chapter three and taking the class observations as a base, two students from each of the groups that are part of this research project were selected. Students A and B are part of 9-2 group and students C and D are part of 9-5 group.

The first question request to the students to describe their conversational English classes. For this question, the students A and B share the following opinion: “Our conversational English classes are boring, we only learn and translate vocabulary using the dictionary, the class dynamics rarely vary, and we usually take written exams.” In the case of students C and D define their conversational English classes as a space where they do listening activities, watch movies and videos, study grammar, prepare speeches, and complete practices about grammar topics.

The answers of students A and B, reveal a monotonous conversational English class; where the learning process is based on the dictionary usage and the application of translation as a class methodology. It is important to highlight, that the adjective used by the learners to describe their language class; this evidence the lack of motivation, interaction, and innovation in this subject. Moreover, based on this class observations, the research can confirm that in this class, the students are only worried to approve the subject, they are not focus on learning.

In the case of students C and D, the answers evidence a class that is more focused on the conversational English curriculum aims. Additionally, the activities mentioned by the learners showed that the instructor try to implement different classroom dynamics to strengthen their language acquisition process.

In conclusion, the obtained responses, evidence a pedagogical inequality, caused by the professors who teach this subject. The next question made emphasis on the kind of activities that have helped them to use the foreign language during the class. The student C commented that the fact that the teacher applies oral exams makes them practice what they see in the class. Moreover, the student D said that the teacher only grants permissions when the students use the foreign language, for this reason he pays attention and he can speak well. Student A mentioned that much of the vocabulary he knows is because he is a fan of video games. Finally, student B said that sometimes the teacher reinforces the topics that she studies in the academic English classes.

The previous answers reflected the students C and D are forced to use the foreign language because they have to approved the subject and they have to get permissions like: Can I go to the bathroom, I need to go the cafeteria, Can I go to principal office, etc...The student A, is an example of a language interest; since if this student do not have a certain language domain and technical vocabulary; the student cannot play its favorite video game. At the same time, this student reflects a self-taught learning, which is accompanied by the use of a technological device that uses audiovisual resources as part of the language acquisition process. The last interviewed student, evidence that the professor realized practices that mix contents of academic and conversational English.

Question three asks students to classify the cell phone use as an advantage or disadvantage and justify their answer. The students A, C, and D answered that the use of cell phone as a part of the classroom activities is an advantage. They justify their position in the following way:

“Student A: With the use of cellphone we can learn while we play

Student B: Teachers could teach us how to use our phone in a better way.

Student C: We would not have to spend money on books or photocopies, everything could be on the phone “. (Interviewed students, 2019).

Nevertheless, the student D said that the use of cellphone during the class is a disadvantage since teachers and students like to play with the device and it is difficult to control their use in the classroom. In this question in particular, it is possible to notice that three students share their positive opinion about the cellphone use during the classroom, their answers evidence the important of learning by playing, the possibility of implement digital learning materials, and the key fact that is the implementation and motivation to achieve a better technology use. Additionally, this student considerate the cellphone usage as a disadvantage, based on the fact that when their teachers and classmates use it, they just play and chat; this student notice that its use in class is difficult to control. In conclusion, the students’ responses evidence a realistic classroom scenario, specifically a real

pedagogical environment that try to implement and adopt the cellphone as an ally of the language acquisition and learning processes.

The last question is about how motivated the students are with the way the teachers develop conversational classes.

All the students share the opinion that they enjoy this classes because they have the opportunity to interact in a different way with their classmates and sometimes with the teacher; but they are not motivated by the way in which the professor teaches. They said that they try to learn English, because they are going to need this language in their future.

4.1.3. Entering and Leaving diagnostic test results

4.1.3.1 Entering diagnostic activity

The description of this diagnostic activity is detailed in the annex #5. The entering diagnostic test was applied to both of the ninth-grade groups. The development of this activity took approximately 80 minutes, it was developed as a classwork activity so that students were not aware that they were being evaluated. The activity aim, was that the student was able to produce a speech according to the given topic; the topic was selected randomly. Each student has around 15 minutes' maximum to deliver their speech. All the topics were related with the contents in study and form part of the study program.

After grade all the oral presentations, the research can notice that all the students use short phrases, sometimes they just use a couple of words to express a complete idea, there are issues with the stress and word pronunciation.

It was evident that the students just use simple grammar structures, specifically the verb to be, and present continuous. Moreover, some of the learners do not understand the formulated questions and they answer were not according with the topic. At the end of this diagnostic activity, the researcher can infer, that the students have a low a basic English level. Based on the European Common Framework the students' language proficiency is between A1 and A2.

Moreover, it is important to highlight that the control group 9-5 showed a better performance during the activity, less grammar mistakes, and less shame to speak during the task. On the contrary, the 9-2 group showed significant grammar mistakes, incomplete sentences, and difficulty to speak and play during the diagnostic dynamic application. The results are attached in annex #11.

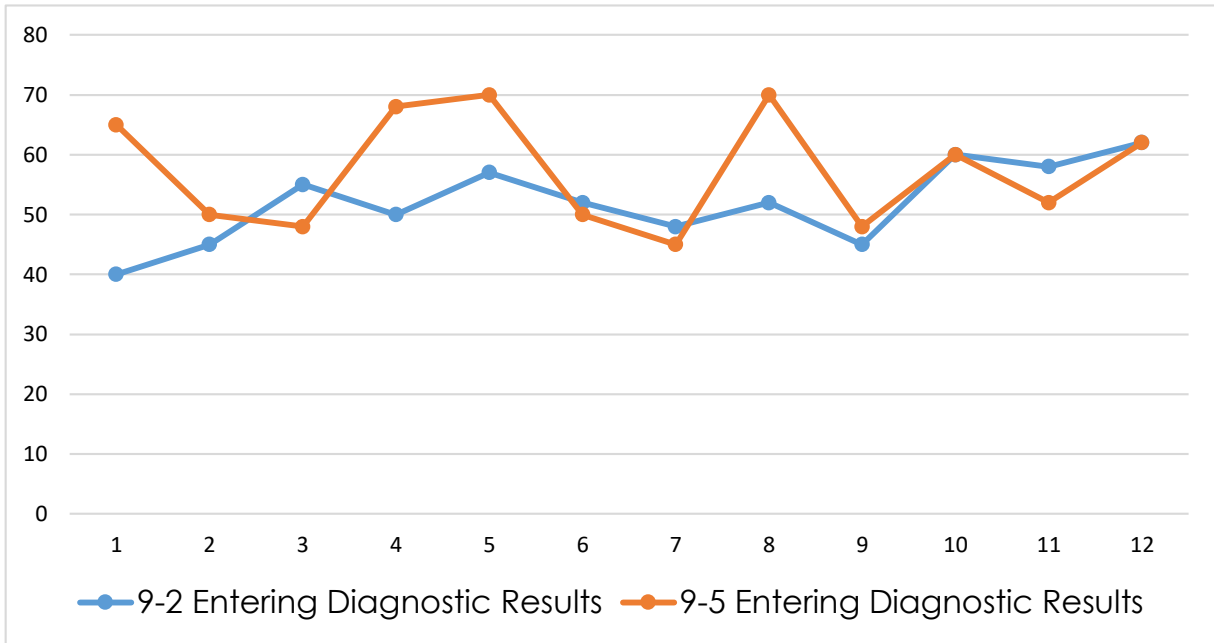
4.1.3.2 Leaving diagnostic test

At the end of the trimester, the 9-2 and 9-5 groups were submitted to the same diagnostic evaluation activity; in this time, the dynamic used papers with numbers to circumvent the order of student participation. The established time, the topics, and flashcards used were the same were the same as those used in the first diagnostic evaluation. The instrument used to evaluate the oral skill of the learners is available in the annex section; check annex 5. Moreover, the leaving diagnostic results are available in annex #12.

It is important to feature, that the 9-5 section, was the intervened group. That means, that this was the group that the researcher worked with. The other group was just observed and analyzed during the conversational English classes

along the first trimester. To have a clear scenario, the grades obtained by the students in this process are detailed below:

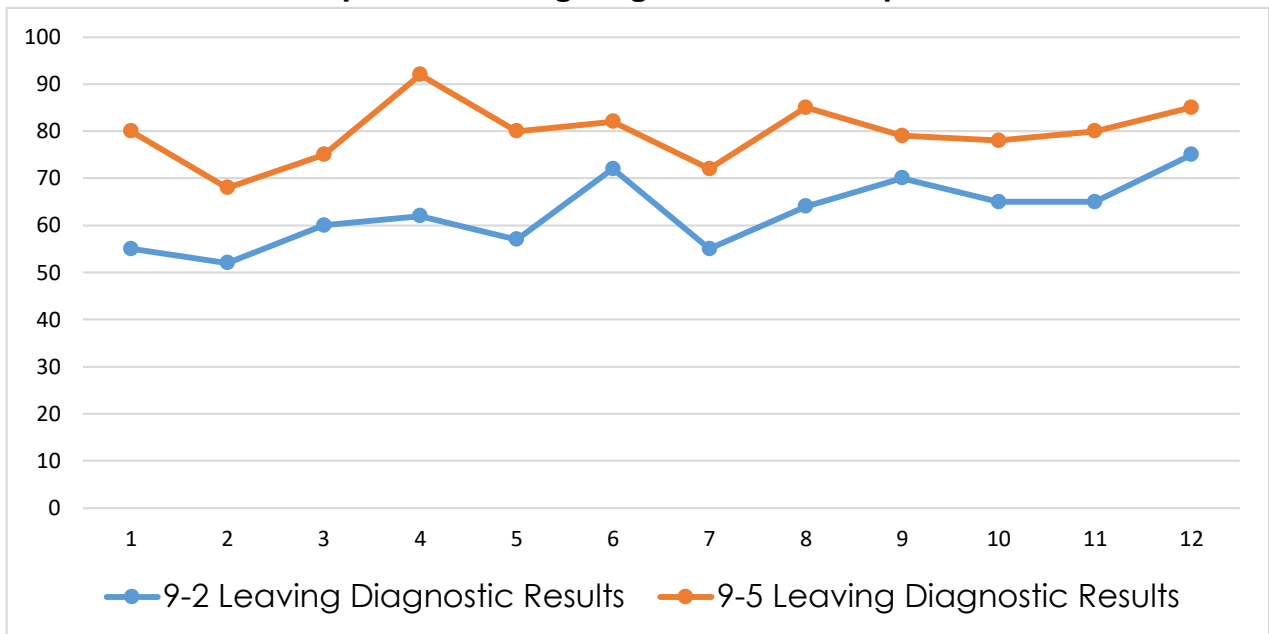
Graph # 20 Entering diagnostic test comparison



Source: Entering diagnostic test applied to ninth graders Conversation English students, 2019.

As the graph shows, the obtained grades by the no intervened group (9-2 group) in the entering diagnostic test presents low overall grades, where the highest grade is 62. As is evident, in the entering diagnostic test three students approved the test and in is important to stand out, that this group showed a better performance.

Graph #21 Leaving diagnostic test comparison



Source: Entering and Leaving diagnostic tests applied to ninth graders Conversation English students, 2019.

The figure shows, that in the leaving diagnostic test applied to 9-2 section just five students approved the test; two of the students approved the test with the minimum grade established according to the third cycle, which is 65. On the other hand, seven students of this section failed the leaving diagnostics test application. Moreover, all of 9-5 student passed the exam, where the low grade is a 68; rating above the minimum grade established. It is possible to observe, that during the leaving diagnostic activity, all the students of the intervened group improve their grades; we even see how the highest grades are 92 and 85, which were held by students 4 and 8.

When we compare the leaving diagnostic tests grades in graphs 21 and 22, it is possible observed that section 9-5 obtained better grades. This aspect

confirms that the intervened group showed a better performance during the test than 9-2 section; group that was only observed and that was not part of the pedagogical modifications that involved the use of the cell phone's applications that do not require internet connection for its function in the class.

4.1.3.3. Group class intervention

During the class interventions, the students were a little distressed by the presence of the teacher and the researcher in their class. The professor in charge, already knew about the activities, but did not know how they would be carried out. The class began by greeting and explaining the instructions to proceed to develop the proposed activities. The aspect that captured the attention of the students was the fact that the researcher asked them to use their cell phones, as well as the fact that they should work in pairs or work groups.

Moreover, the researcher discovered that the most useful cellphone's functions to develop the conversational English classes are: the camera, video camera, and the voice recording. These functions were easy to manipulate, very versatile to apply because the instructor can adapt their use to the different class tasks, dynamics, practices, and projects that could be develop in an individual or group mode. Moreover, these cellphone's functions do not require previous settings, internet connection, and the users can find it in all the different smart phones models regardless of device brands.

During the group class intervention, four specific activities were developed with the group to help them to use the target language in the class so that they can

improve their oral proficiency at the end of the first trimester. All the applied activities are detailed below:

Activity One: In this activity, the students have to go outside of the classroom, look around the high school surroundings, and use the camera functions of their cellphones to achieve a photo where a mean a transportation was part of the scene. When the students returned to the class, they had used the Bluetooth connection to share the photo with the instructor computer. The students prepare a short picture description. All the photos were showed simulating a photo gallery.

At the beginning of this class activity, the students were a little scattered and looking forward to the fact that there was another teacher in the class. When the researcher explained the instructions to follow, the students did not hesitate to go outside of the classroom and search their photo. Most of the students returned to class at the indicated time, only one student had a slight delay. Only one student presented a problem with their mobile device, but for this, another of the students provided their phone and managed to take the picture. The students took more time to choose the title of their photo, than planning their description and oral participation. At the time of starting with the descriptions, no student wanted to be the first to come to the front of the class, so the researcher used a number from the students' list.

The most difficult task with this activity was to break the ice, but after the first photo' description the students were participating fluidly. The fact of using their cell phone as a mechanism to complete a class activity, made many students achieve learning by playing. Another important fact was that although there were short

photographic descriptions, that evidence grammatical and pronunciation errors, all students put in practice their oral skill and they modified the class methodology. Specifically, this activity used the flip classroom methodology, where the learners were the center of the class and the teacher only maintained a guide role and evacuate their doubts. The photo description that called the researcher's attention was a photo titled: "Without, I can't go to high school" and this one, was scholar bus photo speech. (See Annex 8)

Activity two: This was an individual classroom activity where the learners have to face a different reading comprehension practice. For this activity, the students used a worksheet that was designed by the researcher, the worksheet detailed the instructions to follow, the text, and the respective questions (See Annex 9). The fact that made the difference during this class dynamic, was that the students should use the voice recording cellphone application to record their selves reading the text and answering the formulated questions.

Some students made the recordings with the help of their headphones, which have a microphone; other students practiced before recording and took turns to record. On the other hand, some students requested to leave the classroom to make the requested recording. This was an unexpected fact by the researcher, but this request did not affect the class dynamic; on the contrary, it made the students demonstrate the different ways in which they learn and take advantage of an exercise that poses a much more focused and individual learning.

At the end the of the activity, the students had to share the audio file with the rest of the class. With this classroom activity, the researcher could observe how

students lost their fear of using foreign language and being exposed; since the learners should not always be in front of the class to express their selves and be evaluated. In addition, the researcher was able to analyze the difficulties in terms of vocabulary pronunciation, intonation, response structures, and at the same time, the comprehension and production level of the students: During this activity, the teacher in charge was very surprise by the fact that the researcher have modified in different way, the classic and simple reading comprehension exercise that uses paper and options to achieve the purpose, to a new exercise that generate an individual and focused learning.

Activity three: The aim of this activity was to use the voice recording to create a radio program. The learners have to put a put a radio program name and develop an interview to a famous person; the program should be developed under the topic: Talks about you, what do like to do on your free time?

Once the students started working on the proposed activity, the teacher was amazed by the fact that students took different roles, assigned responsibilities and work by their own. The professor became an observer and the one who provided some help when students had questions. Some students were ashamed of using their cellphone to create a radio program and they gave their extra mile, adding effects like applauses and shouting, other learners incorporated music that they had in their cellphones to the created a more produced program. It was possible to notice that the atmosphere during classes became a space where the play and interaction were the protagonist; the activity made the students working as a team interacting among themselves expressing their ideas, creativity, and skills.

Activity four: This activity in particular, made the students and teacher to be out of their comfort zone. The students were divided in groups of 4, they have to create a guide to perform a role-play; the first teacher role during this activity, was to check the guide composition, highlight mistakes, help the students with the word selection, and the coherence. The activity was raised as a challenge, the learners can pick up the topic, but this one should be related to the topic in study (means of transportation, schedules, and pastimes).

The students brainstormed, then listed possible scenarios for the recording, and took control of the class's development. At the beginning of the activity, some students were a little nervous about having to assume a character, but without a doubt the fact of addressing the situation as a challenge in which at the end of the class a video festival would take place; where one of the recordings will be nominated for the Oscars' awards, the students enjoyed the activity and showed their motivation to continue learning through the game and interaction with their classmates.

This activity, allowed students to demonstrate factors that teachers can classify as obstacles, for example, the fact that students do not have available space, or charge on their phone; to face this situation they select the of the cellphone of their classmates, that has a better qualities or camera resolution and they took the activity to scenarios that the researcher did not consider when he planned this activity. For example: two groups of students requested permission to be able to record their role-play outside the class, this in order to have ambient

sound and different scenario. At this point, the researcher asked the students not to get too far from the classroom and managed to make short visits that evidenced that the students were doing this activity.

Finally, one of the aspects highlighted by the researcher, was the fact that during the classes when the activities were carried out using the cell phone, all the students were present and were punctual when returning from the break. Additionally, the researcher noticed that all the students charged their cell phones before they came to classes. Moreover, the proposed activities stimulated the creativity of the learners because in many occasions they added some suggestions and ideas to the activities. The researcher noticed, that the favorite students' activity was the radio program creation; in this activity the learners was really creative and dynamic. At the end of the class interventions, it was much easier to carry out the activities and organize the students, since they were learning to discover what would be the new challenge, activity or game proposed by the researcher.

Chapter Five

Conclusion and Recommendations

5.1. Conclusions

Regarding to the problem formulation of this research project, this conclusion states that the use of offline applications and cellphone's functions in the conversational English classes greatly helps the improvement of the ninth-grade students' oral proficiency. Since the use of these technological tools in class generates a better learning process, a dynamic class environment where the teacher and the students are benefited. The use of cell phone in the conversational English classes allows a more focused and personalized learning that facilitates the incorporation of different approaches and learning activities. In addition, its uses give students the opportunity to put into practice their oral skill and begin into a process of error identification and continuous improvement.

Regarding to the general objective:

After the analysis of the use of cellphone's offline applications into conversational English classes, the researcher concludes that the incorporation of these technological tools as a pedagogical resource in the class originates a huge and positive impact on ninth grade students' oral performance. This due to the results obtained from the application of an entering and leaving diagnose and different classroom's dynamics; where the learners showed more motivation, less grammar, phonetical, and phonological mistakes, less fear to use the foreign language, and in terms of evaluation the students obtained better grades.

Regarding to the first specific objective:

The thesis' authors concludes that part of the most helpful uses that the teachers can give to the cellphone's functions and offline applications during the conversational English classes are the video creation process, the recording programs and reading comprehension. Furthermore, the instructor can use the camera to produce the visual material to perform speeches, picture's description, and activities that imply the development of the oral proficiency of the students. In addition, the voice recording used, helped to transform a classical reading comprehension exercise into a new that is focused on the students' oral skill.

Regarding to the second specific objective:

Based on the class interventions, the author of this thesis project concludes, that the cellphone's offline applications that helped ninth grade students to improve their oral proficiency were: the voice recording, the camera, and video camera. In terms of the offline applications, both are available for Android and IOS, they are part of the installed applications that the cell phones have by default; the cell phone model or brand that the student has does not matter. All the used applications do not require internet connection to transform a cell phone into an important pedagogical tool that allow a more dynamic and focused learning process.

Regarding to the third specific objective:

Based on the results obtained in the entering and leaving diagnostic applied to the ninth graders, the thesis author concludes, that the use of cellphone applications in conversational English classes generated a positive, evident, and significant impact in the ninth graders oral performance. As a result of the incorporation of camera, voice recording, and video camera into the learning and language acquisition process the student showed less fear when they have to be in front of the class to deliver a speech, they monitoring themselves, put more attention on the word pronunciation and word stress, and the fact of incorporated a learning by doing methodology through the different classroom activities produced a better content and language domain during the trimester.

5.2. Recommendations

At the end of this thesis project, several suggestions are listed; all this with the purpose of creating a positive change into the teaching field and to improve the language acquisition process through the use of technological tools in the class. Additionally, future researchers should take these suggestions into account for further studies.

✓ The creation of institutional workshops that allow the teachers' innovation and extend the use of offline applications and cellphone's functions in all the grades that course conversational English classes.

✓ In order to improve the quality of the conversational English classes in the C.T.P. de Acosta, the creation of technological plan that allows the guide during the

implementation process, and the supervision of the technology use as a pedagogical resource during the class is recommended.

✓ It is recommended to the C.T.P. de Acosta English teachers' staff, to consider different offline applications options, that allow a better language acquisition process; since the fact of having problems with the internet connection should not be considerate as an impediment for the educational innovation.

✓ In order to generate a change into the student population of this technical high school, the researcher recommends the creation of a new cellphone usage culture campaign, where the student learns how to use the cell phone with academic purposes.

✓ It is recommended to the C.T.P. de Acosta evaluation committee and academic coordinator to stablish the execution of oral tests as the only way to evaluate the students' performance in the conversational English classes.

✓ It is recommended to future researchers to investigate what could be the impact of the implementation of these technological tools in other language skills and English modalities like, academic and technical English classes.

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ANNEXES

Date:

Annex #1. Class Observation Instrument and Evidence

Group:

Teacher in charge:

Observer:

Criteria	Comments
Total of students in the class	
With what resources is the class equipped?	
What resources does the teacher use to develop the class?	
Describe the class environment	
How does the students use the target language during the class?	
How does the teacher developed the class?	
How are the technological teacher skills?	
How is the reaction of the students towards the proposed activities by the teacher	

Notes:

Date: March 20th, 2019

Class Observation Instrument

Group: 9-5

Teacher in charge: J-J

Observer: Ignacio Díaz

Criteria	Comments
Total of students in the class	13
With what resources is the class equipped?	Projector - p screen Desk-office chair Blackboard two fans Markers waste basket Multifunctional printer. Desks - chairs - Students. cabinet.
What resources does the teacher use to develop the class?	His laptop, speakers, markers, notebooks, photocopies, blackboard, projector.
Describe the class environment	At the beginning st talk, play, and talk to teache about memes, jokes, and high school things. Then, they work in classroom tasks.
How the students use the target language during the class?	Simple structures Questions → really basic. Groupal interaction → Spanish. Permissions
How does the teacher developed the class?	He use many listening activities, practices and photocopy material.
Describe the teacher technological skills?	T. use a lot of audios. Videos to explain or reinforce contents.
How is the reaction of the students towards the proposed activities by the teacher	Neutral some students show interest others just do the proposed activities.

Notes:

→ Good student - teacher relationship.
High teacher language domain, but he just give basic instructions. When teache develop a complex activity they give the instructions in Spanish.

Date: March 19th, 2019

Class Observation Instrument

Group: 9-2

Teacher in charge: V-B.

Observer: Ignacio Díaz

Criteria	Comments
Total of students in the class	14 → two diff students
With what resources is the class equipped?	Desks, blackboard, Spanish / English dictionaries, cabinet, teacher → office chair - printer projector and screen projector. A/C Notebooks.
What resources does the teacher use to develop the class?	Markers, laptop and speakers (teacher) Notebooks, worksheet, dictionaries.
Describe the class environment	The class is disorganized. St talk, play, use the cellphone until the teacher starts the class. St comments jokes or social media topics
How the students use the target language during the class?	They just look for word meaning and translations. Grammar practices
How does the teacher developed the class?	T. gue words lists or grammar practices.
Describe the teacher technological skills?	The only tech resource is powerpoint presentations.
How is the reaction of the students towards the proposed activities by the teacher	Students felt bored. Facial expressions!

Notes:

- Traditional class and activities.
- Dictionary dependance.
- Bad teacher reaction to students.
- No good relationships.

* Teacher speak Spanish all the class.

TEACHERS INTERVIEW

Interviewer _____

Interviewed _____

The following questions are part of a thesis investigation project.

You are going to direct an interview with a conversational English teacher;
you can add an additional question if it is necessary.

1. What is the difference between the academic English and conversational English classes?
2. What kind of activities do you do on your conversational English classes?
3. Mention some advantages or disadvantages that the use of cellphone as didactic resource in the class have
4. Mention some activities that you can perform with the use of cellphone as a pedagogical resource
5. What kind of activities do you use to improve the oral skill of your students?

TEACHER'S INTERVIEW

Interviewer Ignacio Díaz Camacho

Interviewed Professor A (9-2)

Date → March 19th, 2019

The following questions are part of a thesis investigation project.

You are going to direct an interview with a conversational English teacher; you can add an additional question if it is necessary.

1. What is the difference between the academic English and conversational English classes?

In academic less vocabulary is teaching. More topics to cover during the trimester. Few lesson per week. Conversational → more lesson to practice. and we can practice and teach more vocabulary.

2. What kind of activities do you do on your conversational English classes?

◦ Vocabulary lists. ◦ Surveys.
◦ Reading ◦ Filling the blanks.

3. Mention some advantages or disadvantages that the use of cellphone as didactic resource in the class have

Adv → Online dictionaries.
less paper use.

Disadv → The students use the cellphone to play in class. many apps depend on Internet.

4. Mention some activities that you can perform with the use of cellphone as a pedagogical resource

x On line dictionaries and its apps x Digital material to work in class
x The use of email, to share content

5. What kind of activities do you use to improve the oral skill of your students?

◦ listening exercises

TEACHER'S INTERVIEW

March 19th, 10

Interviewer Ignacio Diaz Camacho

Interviewed Prof B (9-5)

The following questions are part of a thesis investigation project.

You are going to direct an interview with a conversational English teacher; you can add an additional question if it is necessary.

- 1. What is the difference between the academic English and conversational English classes?** Conversational is a good opportunity for ninth graders to practice what they learn in Academic. The class is focus on speaking and that's an opportunity for students who would like to work in a call centers.
- 2. What kind of activities do you do on your conversational English classes?**
 - Role-plays
 - Speeches
 - Video comprehension
 - Surveys
 - Listening practices.
- 3. Mention some advantages or disadvantages that the use of cellphone as didactic resource in the class have**
 - Adv → Access to multimedia
 - Less pollution
 - Individualized learning
 - Disadv → Apps depend of Internet.
 - St arrives with the device with low battery, no saldo
 - Could be a distraction, if the teacher doesn't have the control.
- 4. Mention some activities that you can perform with the use of cellphone as a pedagogical resource**
 - trivia game (for st)
 - Digital material
 - listening act.
 - Online grammar exercises.
- 5. What kind of activities do you use to improve the oral skill of your students?**
 - Listening activities, dif accents

STUDENTS INTERVIEW

Interviewer _____

Interviewed _____

The following questions are part of a thesis investigation project.
You are going to direct an interview with a conversational English student;
you can add an additional question if it is necessary.

1. ¿Cómo son las clases de inglés conversacional?
2. ¿Qué tipo de actividades me han ayudado a mejorar mi capacidad de hablar en inglés durante la clase?
3. ¿El uso del celular como parte de las actividades de la clase es una ventaja o desventaja, por qué?

Le gustan las clases de inglés conversacional

March 19th, 2019

STUDENTS INTERVIEW

Interviewer Ignacio Díaz

Interviewed Student A (9-2)

The following questions are part of a thesis investigation project.

You are going to direct an interview with a conversational English student;
you can add an additional question if it is necessary.

1. ¿Cómo son las clases de inglés conversacional?

Las clases de inglés conves son aburridas, lo que hacemos
usar el diccionario para traducir palabras que el prof da.
Los exámenes son sólo escritos.

2. ¿Qué tipo de actividades me han ayudado a mejorar mi capacidad de hablar en inglés durante la clase?

Soy fanático de los videojuegos o jugar en línea,
muchos de los juegos son en inglés.

3. ¿El uso del celular como parte de las actividades de la clase es una ventaja o desventaja, por qué?

con su uso podemos aprender mientras jugamos.

4. Le gustan las clases de inglés conversacional, ¿se siente motivado por parte del profesor y la manera en que imparte la clase? Justifique su respuesta

me gusta la materia, puedo compartir más
con mis compañeros, pero no me gusta
como la prof da la clase.
Siempre es lo mismo.

March 19th, 2019

STUDENTS INTERVIEW

Interviewer Ignacio Díaz

Interviewed Student B (9-2)

The following questions are part of a thesis investigation project.

You are going to direct an interview with a conversational English student;
you can add an additional question if it is necessary.

1. ¿Cómo son las clases de inglés conversacional?

Aburridas prof, pasamos traduciendo vocabulario.

2. ¿Qué tipo de actividades me han ayudado a mejorar mi capacidad de hablar en inglés durante la clase?

Algunas veces la prof repasa lo que vemos en inglés Aca y ayuda un poco para los exámenes

3. ¿El uso del celular como parte de las actividades de la clase es una ventaja o desventaja, por qué?

Es ventaja, pero yo siento que los profs deberían enseñarnos como usar el cell de mejor forma

4. Le gustan las clases de inglés conversacional, ¿se siente motivado por parte del profesor y la manera en que imparte la clase? Justifique su respuesta

me gusta la materia, no tanto las clases pero para conseguir trabajo se necesita un buen inglés.

March 20th, 2019

STUDENTS INTERVIEW

Interviewer Ignacio Díaz

Interviewed Student C (19-5)

The following questions are part of a thesis investigation project.

You are going to direct an interview with a conversational English student;
you can add an additional question if it is necessary.

1. ¿Cómo son las clases de inglés conversacional?

Es una clase donde practicamos listening, podemos ver pelis y repasamos gramática.

2. ¿Qué tipo de actividades me han ayudado a mejorar mi capacidad de hablar en inglés durante la clase?

El prof suele aplicar/hacer el exam oral

3. ¿El uso del celular como parte de las actividades de la clase es una ventaja o desventaja, por qué?

Es ventaja, porq nosotros no tenemos que gastar en libros o copias, esto puede estar en el tel.

4. Le gustan las clases de inglés conversacional, ¿se siente motivado por parte del profesor y la manera en que imparte la clase? Justifique su respuesta

Sí me gustan, comparto más con mi prof y compañeros; aunque a veces la clase es un poco aburrida, pero ahora el inglés es importante.

March 20th, 2019

STUDENTS INTERVIEW

Interviewer Ignacio Díaz

Interviewed Student D (9-5)

The following questions are part of a thesis investigation project.

You are going to direct an interview with a conversational English student;
you can add an additional question if it is necessary.

1. ¿Cómo son las clases de inglés conversacional?

Son diferentes porque hacemos exposiciones
vemos videos, practicamos estructuras y
listening.

2. ¿Qué tipo de actividades me han ayudado a mejorar mi capacidad de
hablar en inglés durante la clase?

El prof sólo nos da el permiso ir al baño o agua
si lo decimos en inglés. Igual si tenemos dudas.

3. ¿El uso del celular como parte de las actividades de la clase es una
ventaja o desventaja, por qué?

4. Le gustan las clases de inglés conversacional, ¿se siente motivado
por parte del profesor y la manera en que imparte la clase? Justifique
su respuesta

Es una desventaja, ya que me gusta jugar con el cel
y es difícil de controlar hasta con los profs, a veces juegan.

4 → Me gusta la materia, pero las clases pueden mejorar,
debemos tener un mejor inglés.

Annex #3 Teachers' Survey Instrument



The following questions are going to be use as a part of a thesis project, all the questions are related to the use of cellphones and mobile learning in conversational English classes.

Use this space to indicate your answer with an X.

1. How long have you been teaching English for?

- 1 or 4 years
- 5 or 9 nine years
- More than 10 years

2. Do you have technological resources to develop your English classes?

- Yes, I do
- No, I don't have

3. The mastery of skills that you have in the use of technology as a didactic resource is:

- Excellent
- Acceptable
- I need to improve it

4. Do you consider that the fact of not having a good internet connection in class, is an impediment to use the cell phone as a pedagogical resource?

- Yes it is.
- No it is not.

5. Do you consider that the use of cell phones in class is:

- a trend given by the technological era in which we live.
- an alternative support tool for teaching the different contents.
- an important resource to improve teaching.

6. The training in the use of cell phones in class as a didactic resource, which you have received throughout your teaching career is:

- Enough
- Optimal
- Insufficient

7. Do you use teaching materials in digital format?

- Yes I do
- No I don't use

8. How often do you use cell phone as a didactic resource for the development of the Conversational English classes?

- Always
- Some times
- Never

9. Which of the following elements do you use most often to develop your class?

- Videos
- Audios
- e-books
- Blogs
- Flash cards
- Photocopies
- Video games
- Other _____

10. As an English teacher, which of the following class styles do you identify yourself?

- I use the blackboard, notebook, book, and photocopies to develop my class.
- I use material in digital format, audios, presentations, videos, and applications to develop my class.
- I use a mix of the previous teaching styles.

Annex #4 Students' Survey Instrument



Cellphone use Survey

Answer the following questions, use an "X" to indicate your answer

1. Do you have a cellphone?

- Yes I do
- No, I do not have

2. Do you have internet connection in your mobile?

- Yes I do
- No I do not have
- I have internet just using Wi-Fi connection

3. Do you use your cellphone to perform conversational English homework's?

- Yes I use my cellphone to do the homework
- No I do not use my cellphone to do the homework
- Sometimes I use my cellphone to do the homework

4. Which of the following cellphone functions do you use most? You can mark two options

- Instant messaging (WhatsApp, Messenger etc.)
- Social Networks (Facebook, Instagram, Twitter, etc.)
- Video Games
- YouTube
- Camera
- Translator
- Dictionary
- Photo editor

5. During these 3 years of school, how many English teachers have requested the use of cell phones to carry out educational activities in the classroom?

- 1 teacher
- 2 or 3 teachers
- None

6. Do you use any application on your cell phone to learn or improve my English level?

- Yes I use an app
- No I do not use an app
- I do not know an app for this

7. During the conversational English classes, do you use the cell phone to:

- Chatting
- Check my social networks
- Play video games
- Answer questions about the topic that is being seen in class

8. Do you use the cellphone to check the pronunciation of a word that you do not know how to pronounce?

- Always
- Sometimes
- Never

9. Have any English teachers taught you how to use the cell phone for academic purposes?

- Yes I have been taught
- No I have not been taught

10. Do you have internet connection at home?

- Yes I have internet connection at home
- No I do not have internet connection at home

11. Do you use your cellphone at home to do conversational English homework's?

- Yes I use it
- No I do not use it

12. If you answer yes to the previous question, how much time do you spend on that activity?

- 30 minutes
- 1 hour
- More than 1 hour

13. Would you like that your conversational English classes incorporate the cell phone use for academic purposes?

- Yes would like
- No I would not like

Annex #5 Entering and Leaving Diagnostic Test Evaluation Instrument



Colegio Técnico Profesional de Acosta

Conversational English

[Trimester - Second Oral Exam

Total 15 points

10% percentage

Date: ____/____/2019

Ninth Grade 9°

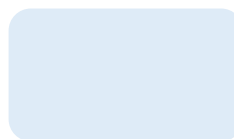
Professor: Ignacio Díaz Camacho

Estimate working time: 15 minutes

Obtained points: _____

Obtained percentage: _____

Score:



Student's name: _____

Objective: Students will have an oral presentation based on the flashcard the teacher provides.

General Instructions

- ✓ Follow the instructions given by the teacher.
- ✓ Written references are not allowed.
- ✓ Mobile devices (cell phones, mp3, iPad, etc.) are not permitted during the test.

1. Oral Part. Interview

The student will be evaluated through the following rubric.

Evaluating Aspect	Points per Aspect	3	2	1
Pronunciation	3	Student mispronounced less than 5 words along the speech.	The student mispronounces between 5 and 10 words along the speech.	The student mispronounce more than 10 words along the speech.
Fluency	3	The student is fluent during the speech and avoid the use of fillers.	Student has a good fluency but use fillers in less than 10 times during the speech.	Student lacks fluency and use fillers during the speech.
Grammar	3	Student had less than 5 grammar mistakes during the speech	Student had between 5 and 10 grammar mistakes during the speech.	Student had more than 10 grammar mistakes during the speech.
Content	3	All the answers were related to the topic seen in class.	Some of the answers were related with the topics seen in class.	Answers were not related to the topics seen in class.
Use of Language	3	The student uses all the expressions require to develop the topic.	The student use part of the expressions required to develop the topic.	The student doesn't use the expressions required to develop the topic.
Total od Points		<u>Comments</u>		
Gotten Points				

Describe an Occupation

**Explain what do they do
and where do they work?**



Describe a Mean of Transportation

**Explain a
transportation schedule**

Describe your favorite sport

**Explain what do
you need to play?**



Describe a Pastime

Tell us what are your pastimes?



Describe your favorite Job

Mention what are the requirements for being a _____?



Describe a Sport

Mention where it _____ practiced?



Describe a Mean of Transportation

**Would you like to
go on a cruise?
Why or why not?**



Annex #7 Technological used activities Evaluation Instrument and Evidences



Colegio Técnico Profesional de Acosta

Conversational English

Technological use activities Evaluation

Teacher: G. Ignacio Díaz Camacho

Date: ____/____/2019

Activity name:

	All the time	Sometimes	Rarely
The students follow the given instructions			
The students use the foreign language during the activity			
The students have a correct pronunciation of the vocabulary under study			
The learners are able to conclude the activity in the established time			
The learners are able to answer questions according to the topic			
The learners show a good intonation and voice tone			
The learners can produce a speech to show the result of the activity or they just use words or short phrases.			

Comments:



Colegio Técnico Profesional de Acosta

Conversational English

Technological use activities Evaluation

Teacher: G. Ignacio Díaz Camacho

Date: March / 28th / 2019

Activity name: What's around us?

	All the time	Sometimes	Rarely
The students follow the given instructions	X		
The students use the foreign language during the activity		X	
The students have a correct pronunciation of the vocabulary under study		X	
The learners are able to conclude the activity in the established time	X		
The learners are able to answer questions according to the topic	X		
The learners show a good intonation and voice tone		X	
The learners can produce a speech to show the result of the activity or they just use words or short phrases.	X		

Comments:

Students take interesting photos.
Good discipline and student's interaction.
The speech about the scholar bus, was very good, so creative and original.
→st show a good cellphone use.
Camera → photos.



Colegio Técnico Profesional de Acosta

Conversational English

Technological use activities Evaluation

Teacher: G. Ignacio Díaz Camacho

Date: April / 9th / 2019

Activity name: Let's Talk !

	All the time	Sometimes	Rarely
The students follow the given instructions	X		
The students use the foreign language during the activity	X		
The students have a correct pronunciation of the vocabulary under study		X	
The learners are able to conclude the activity in the established time		X	
The learners are able to answer questions according to the topic	X		
The learners show a good intonation and voice tone		X	
The learners can produce a speech to show the result of the activity or they just use words or short phrases.	X		

Comments:

- Positive comments and reactions from the teacher in charge and students.
- good activity to analyze the learning process.
- Students were surprised by the fact of using their cellphones to develop a reading comprehension practice.

o voice recording



Colegio Técnico Profesional de Acosta
Conversational English

Date: April / 23rd / 2019

Technological use activities Evaluation

Teacher: G. Ignacio Díaz Camacho

Activity name: My Radio Program

	All the time	Sometimes	Rarely
The students follow the given instructions	X		
The students use the foreign language during the activity	X		
The students have a correct pronunciation of the vocabulary under study		X	
The learners are able to conclude the activity in the established time	X		
The learners are able to answer questions according to the topic		X	
The learners show a good intonation and voice tone	X		
The learners can produce a speech to show the result of the activity or they just use words or short phrases.	X		

Comments:

Students loved this activity.
Some students give their extramile and transform the activity, adding music and effects that they have in their mobilephones.
→ Better fluency and pronunciation.
* voice recording



Colegio Técnico Profesional de Acosta

Conversational English

Technological use activities Evaluation

Teacher: G. Ignacio Díaz Camacho

April

Date: 30th / ____ / 2019

Activity name: Let's Act it out!

	All the time	Sometimes	Rarely
The students follow the given instructions	X		
The students use the foreign language during the activity		X	
The students have a correct pronunciation of the vocabulary under study		X	
The learners are able to conclude the activity in the established time	X		
The learners are able to answer questions according to the topic		X	
The learners show a good intonation and voice tone		X	
The learners can produce a speech to show the result of the activity or they just use words or short phrases.	X		

Comments:

→ Moral → Be out of the comfort zone!
→ Last activity, students solve issues and assign roles to achieve the activity aim.

◦ Video Camera

Annex #8 Photos taken by the students, during the activity “What is around us”

Photo Tittle: Without this I can't go to high school



**Photo Tittle:
High school cars**



**Photo Tittle:
My Favorite Bus**



Annex #9 Class Intervention Plans



MINISTERIO DE EDUCACIÓN PÚBLICA

C.T.P. DE ACOSTA

CONVERSATIONAL ENGLISH

TEACHER: IGNACIO DÍAZ CAMACHO I TRIMESTER

NINTH GRADE 2019



Date: March 28TH, 2019

Cognitive Target: Means of transportation and schedules

General Objective: Understand details about times, means of transportations, and schedules.

Linguistics objectives	Mediation strategies	Evaluation of the learning outcomes
<p>To describe different means of transportation through a speech participation</p>	<p>The teacher greets the class, and check attendance. Warm up: The teacher introduces the class describing his means of transportation picture.</p> <p>Presentation: Brainstorm ideas about different means of transportation they use.</p> <p>Practice: Activity <u>What is around us?</u> The learners have around 15 minutes to go outside of the classroom and use the camera of their cellphone to take a picture where a mean of transportation is part of the scene. The students have to return to the class, create a photo tittle, and prepare a speech that describe the picture.</p> <p>Consolidation: Create a virtual gallery, where each photographer has 15 minutes to present the art piece and talk about.</p>	<p>The learner follows the instructions and used their cellphone to complete the task.</p> <p>The description is according to the exposed photo and incorporate the vocabulary in study.</p>

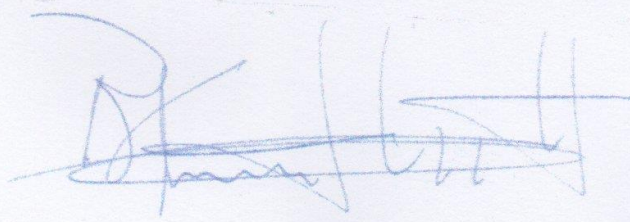



Cognitive Target: Means of transportation and schedules

General Objective: Understand details about times, means of transportations, and schedules.

Linguistics objectives	Mediation strategies	Evaluation of the learning outcomes
<p>To express opinions and details from written information.</p>	<p>The teacher greets the class, and check attendance.</p> <p>Warm up: The teacher introduces the class reading a short text, making emphasis on new vocabulary, word stress and intonation.</p> <p>Presentation: The teacher moderates a discussion raising the following question: <i>What's is the best public transport for you? Why?</i></p> <p>Practice: Activity</p> <p style="text-align: center;"><u>Let's talk!</u></p> <p>The students have to develop a reading comprehension in a different way; to workout in this activity they need the voice recording application of their cellphones. All the learners must a have a worksheet, that shows the reading and the respective questions.</p>	<p>The learner is able to answer the questions according to the information give in the text.</p>

	<p>Consolidation: The participants have to record their selves while they are reading the text and also, they have to record their answers.</p> <p>All the vodcasts are going to be checked by the teacher and some of them are going to be reproduced analyzed in the class.</p>	<p>The learner show a good intonation and voice tone.</p>
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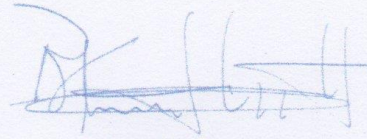
Date: April 23rd, 2019


Cognitive Target: Pastimes

General Objective: Asking and answering questions about pastimes

Linguistics objectives	Mediation strategies	Evaluation of the learning outcomes
<p>To take part in oral interaction using proper language and pronunciation.</p>	<p>The teacher greets the class, and check attendance.</p> <p>Warm up: The teacher makes a review about the pastimes vocabulary.</p> <p>Presentation: The teacher in charge and the researcher stablish a short conversation about their pastimes.</p> <p>Practice: Activity</p> <p style="text-align: center;"><u>My Radio Program</u></p> <p>The professor should divide the class in couples and the learners have to create a guide line for their own radio program. They have put a name for the radio and the program.</p> <p>One of the students should be the host and the other a famous person. The topic to develop during the activity is the following question: What do you like to do on your free time?</p>	<p>The students apply the vocabulary and expressions under study.</p>

	<p>Consolidation: The students are going to use the voice recording application of their cellphone to record the final version of the radio program.</p> <p>At the end of the class, all the students should present their radio programs with the rest of the class.</p>	<p>The learners can produce a vodcasts that show their radio program dialogue.</p>
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Date: April 30TH, 2019


Cognitive Target: Means of transportation and pastimes

General Objective: Apply the acquired vocabulary to real situations

Linguistics objectives	Mediation strategies	Evaluation of the learning outcomes
<p>To use the language in real life situations.</p>	<p>The teacher greets the class, and check attendance. Warm up: The teacher is going to present a short talk about pastimes.</p> <p>Presentation: The teacher shows a role-play guide.</p> <p>Practice: Activity</p> <p style="text-align: center;"><u>Let's act it out!</u></p> <p>The students are going to create a guide to perform a role-play according to the given situation. The group should be divided in groups of three or four maximum. The learners have to use their cellphones and the video camera application to record the role-play.</p> <p>Consolidation: Create a video festival; where all the films are shared with the rest of the class.</p>	<p>The learners are able to produce a role-play that represent a real situation and is according to topics seen in class.</p> <p>The students show a good intonation and voice tone during the role play.</p>

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Let's talk

- 
- ✓ Use the voice recording application of your cellphone to develop the following activity:
 - ✓ Record yourself reading the text that is title: Public Transportation.
 - ✓ Based on the text, create a recording answering the questions.

After reading the text, answer the following questions:

- 1- What's is the best public transport for you? Why?
- 2- Is there any of the public transport cited in the text you use the most? Why?
- 3- In the area where you live, what is the most public transport used?
- 4- What would be a faster public transport? Why?
- 5 - What public transport would you like to use more? Why?
- 6- If you would travel to a continent, what public transport would you use to get to know the places?



PUBLIC TRANSPORTATION



Around the world, there are many types of public transport: buses, trains, subways, motorcycles, airplanes, ships, bicycles, etc.

In Europe, it's very easy to get to know countries by train. In USA and Canada people can do that too, to travel between the countries. One can say that in big cities around the world subway is the most public transport used, because it's very practice and fast, connecting many districts to the downtown and vice versa.

In Holland, people use bicycle the most. In China, Japan and also India, bicycle is very much used. This is considered the best public transport, because it doesn't pollute the environment.

Annex #11 Entering Diagnostic Obtained results



Colegio Técnico Profesional de Acosta

Conversational English

Date: March, 21ST, 2019

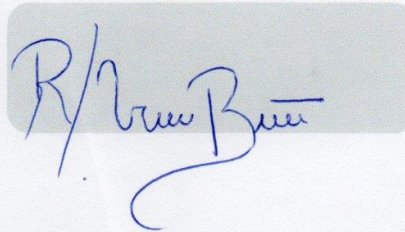
Group: 9 - 2

Activity applied by: G. Ignacio Díaz

Entering Diagnostic Results

Student Number	Student Last Name	Grade
1	Abarca Lopez	40
2	Badilla Mora	45
3	Calderon Cruz	55
4	Delgado Castro	50
5	Hernández Calderon	57
6	Jimenez Azofeifa	52
7	Lopez Castro	48
8	Masis Fernández	52
9	Mora Mora	45
10	Mora Mena	60
11	Perez Alfaro	58
12	Sibaja Esquivel	62

Received form the Teacher in charge:





Colegio Técnico Profesional de Acosta

Conversational English

Date: March, 21ST, 2019

Group: 9 – 5

Activity applied by: G. Ignacio Díaz

Entering Diagnostic Results

Student Number	Student Last Name	Grade
1	Arias Arias	65
2	Azofeifa Vargas	50
3	Calvo Marin	48
4	Castro Prado	68
5	Castro Monge	70
6	Corella Vindas	50
7	Fallas Mendoza	45
8	Gamboa Rojas	70
9	Guzman Valverde	48
10	Navarro Quirós	60
11	Portilla Ortega	52
12	Ulloa Arias	62
13	Valverde Jimenez	60

Received form the Teacher in charge:

P/ Jeffery Jiménez

Annex #12 Leaving Diagnostic obtained results

Colegio Técnico Profesional de Acosta

Conversational English

Date: May 14TH, 2019

Group: 9 – 2

Activity applied by: G. Ignacio Díaz

Leaving Diagnostic Results

Student Number	Student Last Name	Grade
1	Abarca Lopez	55
2	Badilla Mora	52
3	Calderon Cruz	58
4	Delgado Castro	62
5	Hernández Calderon	57
6	Jimenez Azofeifa	70
7	Lopez Castro	72
8	Masis Fernández	64
9	Mora Mora	60
10	Mora Mena	65
11	Perez Alfaro	77
12	Sibaja Esquivel	84

Received from the Teacher in charge:



Colegio Técnico Profesional de Acosta

Conversational English

Date: May 14TH, 2019

Group: 9 – 5

Activity applied by: G. Ignacio Díaz

Leaving Diagnostic Results

Student Number	Student Last Name	Grade
1	Arias Arias	80
2	Azofeifa Vargas	68
3	Calvo Marin	75
4	Castro Prado	92
5	Castro Monge	80
6	Corella Vindas	82
7	Fallas Mendoza	72
8	Gamboa Rojas	85
9	Guzman Valverde	75
10	Navarro Quirós	78
11	Portilla Ortega	80
12	Ulloa Arias	85
13	Valverde Jimenez	79

Received from the Teacher in charge:

R/ Jeffrey Jiménez