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**THESIS SUBMITTED TO OBTAIN THE
LICENTIATE DEGREE IN ENGLISH
LANGUAGE TEACHING**

**IMPLEMENTATION OF MOBILE APPLICATION
AS DIDACTIC RESOURCE IN THE FOUR
SKILLS OF ENGLISH LEARNING FOR
SEVENTH GRADE STUDENTS FROM EL
ROBLE TECHNICAL HIGH SCHOOL DURING
2018**

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DEDICATION

This thesis is dedicated to my mother Cindy Barrantes González for supporting me and giving me motivation to keep going and conclude successfully this important process in my life.

Also, this is specially dedicated to my twin sister who has been there from the beginning during this long journey. Finally, I dedicate this Project to my grandparents who have supported me in this process and are proud of me.

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I would like to thank to my supervisor for his patience, advices, commitment and suggestions to accomplish my investigation.

Throughout this project, my thanks belong to all my professors for their patience and knowledge acquired from them during this long process.

A special thanks to my family because without its support and confidence, I would not have been able to finish this hard task.

CARTA DEL TUTOR

San José 25 de mayo de 2018

Señores Universidad Hispanoamericana
Licenciatura en la enseñanza del inglés

Estimados señores:

La estudiante García Barrantes Annie, cédula de identidad número 604180943, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado: IMPORTANCE OF MOBILE APPLICATION IN THE PROCESS ENGLISH LEARNING FOR SEVENTH GRADE STUDENTS FROM EL ROBLE TECHNICAL HIGH SCHOOL DURING 2017, el cual ha elaborado para optar por el grado académico de Licenciatura.

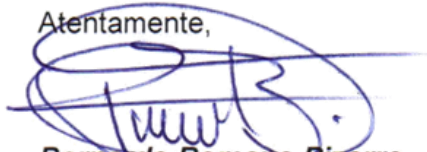
En mi calidad de tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y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

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a)	ORIGINAL DEL TEMA	10%	10
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	19
C)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	26
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	18
e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	18
	TOTAL		91

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

Atentamente,



Bernardo Romano Pizarro
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DECLARACIÓN JURADA

Yo Anny García Barrantes, mayor de edad, portador de la cédula de identidad número 604180943 egresado de la carrera de Enseñanza de 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: Importance of mobile application in the process English learning for seventh grade students from El Roble Technical High School during 2018 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 28 días del mes de mayo del año dos mil 18.

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Llorente, 23 de julio de 2018.

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Estimados señores:

He procedido con la lectura definitiva del trabajo de investigación bajo modalidad Tesis denominado: **"IMPORTANCE OF MOBILE APPLICATION IN THE PROCESS ENGLISH LEARNING FOR SEVENTH GRADE STUDENTS FROM EL ROBLE TECHNICAL HIGH SCHOOL DURING 2018."**, de la estudiante Anny García Barrantes, cédula número 6-0418-0943 para optar por el grado de Licenciatura en Enseñanza del Inglés.

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Atentamente,



Prof. Aramis K. Vidaurre Álvarez

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Atentamente,



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CHAPTER I
RESEARCH PROBLEM

1.1 PROBLEM STATEMENT

The present investigation is done at El Roble Technical High School with seventh grade students during the first period of 2018.

1.1.1. Problem Background

Nowadays, learning English in a globalized world has become one of the most important demands to compete and improve in society. In addition, the technological advantages have created a growth of new forms to use these applications in the teaching process.

Some investigations about the implementation of the technology in English learning process are the following:

The use of computers in the teaching learning process of a traditional English class in tenth grade at Isaac Martin High School during 2016 by Sune Benavides Duarte. In this investigation (2016) states: "Multimedia has generated a real change in students' lifestyle including the way that they obtain information. Nowadays, computers and internet have become the main tools to access to that knowledge. Thus, the use of multimedia in class must stimulate learning in an interesting and entertainment way to students". (p. 6). The ICTs have many tools and they can be

useful in the learning process because each one of them gives opportunities to improve English language.

Another investigation is “The influence of new technology in the development of the English” learning process by Ricardo Aguilar Jiménez in 2015. In this thesis, Aguilar (2015) mentions: “with the diverse technology, the educator has alternatives to achieve that learning is an active process. Besides, teachers must understand that the students are immersed in a technology culture” (p. 5). In addition, the new technologies are didactic resources into the English language teaching – learning.

The last investigation is: “Role of Technology in Supporting English Language Learners in Today’s Classrooms” by Maria de Lourdes Andrade in 2015 to Toronto University. The purpose of this study was to identify different teachers’ methods and strategies used in the classroom to support English language learning, as well as to identify some technological tools, such as computers, tablets and Smart Boards that can be used to assist classroom teachers and English as second language teachers and their students during the language learning process.

According to Andrade (2015)

The use of technology in English as foreign language classrooms can provide a meaningful and interesting approach for language learning. It motivates the learners as well as engages them in speaking, reading, listening and writing easier; however, technology alone is not sufficient to

teach English learning. It requires a teacher with clear objectives, who knows the curriculum and effective instructional strategies, and who can give students engaging learning experiences to grow and to have more experiences to relate to their prior knowledge (p. 15).

In this case, the author says technology is an instrument, but it requires that teachers know the adequate use in teaching learning process. It is necessary to define strategies.

1.1.2 Problematization

Today, technology is an important in society's development, because it is used in many fields, such as medicine, engineer, science and education, too. It means that it is necessary to know about the modern technological as instrument in language education. Nowadays, technology is part of the learning process. The mobile devices like cellphones, tablets and others can be used as resources didactic in the different subjects, including English language learning.

Scott (2011) says: "the technology is not a substitute for a teacher; it has to be seen as a support or medium for language teaching and learning. There are many uses in the classroom; however, it is important to note that when using technology, students should be involved in the authentic learning settings" (p. 19).

It is important that teachers recognize and know that technology innovation is a tool in the teaching and learning process and it could be an instrument to motivate students and obtain significant learning. The fast changing technical environment also involves the variety of didactic resources makes up the new technologies in the learning teaching process in the English language as in this case the mobile applications.

It is necessary, that teachers can be able to judge how to implement mobile applications effectively in their classes. For this reason, they need to understand its functions and potentials. Today, it is a demand for teachers have knowledge about the technological applications.

The goal of this investigation is to investigate how teachers use mobile applications to provide students' feedback that contribute in the assimilation and significant learning in the English language through the different didactic activities in the four skills.

1.1.3 Justification

The role of technology as an aid in foreign language teaching and learning is increasing. Educators are recognizing its ability to create both independent and collaborative learning environments in which students can acquire and practice a new language. The rapid development of technology innovation has changed the way lessons are delivered. This is especially so in delivering of English language

lessons where the use of technology has greatly enhanced the quality of the outcomes of the lessons taught.

Rubinstein (2015) affirms: “the path of an industrialized society to a society of information is characterized by the development and application of the technologies of information and communication which has changed the way people acquire and organize knowledge; also, the methods that traditional educational institutions use to teach” (p. 44).

Nowadays, in the internet is easy to find different and excellent software to support and enhance learning in the four skills. Many of them are free and they are easy and have quickly access to mobile internet as well as variety interface of applications and interesting content. Consequently, learning materials can be accessed easily due to the portability and accessibility of mobile devices, too. These qualities make the learning English by students more entertainment.

Hussein (2015) states: “The feature of mobile technology such as the portability and information accessibility plays a major role in the enhancement of English language teaching and learning. Apps provide an engaging and interactive platform to execute learning activities for students in and outside the classroom.” (p. 49).

The uses of mobile applications help students to learn language skills like listening, speaking, reading, writing skills. On the other hand, they will reinforce

grammar, vocabulary and meanings, pronunciation, spellings and so on as part of language acquisition. For this reason, the English language can be developed by transforming the mobile applications usage for learning. It only need that teachers implement them in appropriate way.

It is necessary that teachers know many aspects about mobile applications to choose them according to the learning propose. The success of the assimilation and significant learning by students depend of the appropriate usage of mobile applications, because they are only resources and the teachers ought to guide the educational activities. They have to overcome the challenges in implementing technology for effective teaching of the language, too.

The aim of this research is to know the use that teachers give to the mobile applications as didactic resources that offer the modern technological innovations in the learning teaching process of English four skills. Teachers can use this kind of technology for different purposes because it has many and different characteristics to improve English learning.

1.2. PROBLEM FORMULATION

The problem formulation is an element necessary into the investigation. Becker (2016) states: “The problem formulation consists of just one sentence and should

make it clear to everyone what research problem, you aim to address and to whom and where it is relevant” (p. 50).

Meyer (2015) states: “The problem formulation is based on the rationale you reached through your explorative search and may be the first thing you write related to your thesis. The aim of a problem formulation is also to set a framework for your research and a good problem formulation is essential for completing a good study” (p. 79).

In this research the problem formulation is:

What is the use of teachers give to the mobile applications as didactic resource that offers the modern technological innovations in the learning four skills of English process to seventh grade students of the El Roble Technical High School in 2018?

1.3 OBJECTIVES

1.3.1 General objective

The general objective of this research is the following:

Analyzing the importance of the use of mobile applications as didactic resource that offers the modern technological innovations in the learning four skills of English process to seventh grade students of the El Roble Technical High School in 2018

1.3.2. Specific objectives

The specific objectives in this research are:

- 1. Determining the importance that teachers give to the incorporation of technology as didactic tools in the English teaching-learning process.**
- 2. Identifying the mobile applications that are used by teachers in teaching to increase significant learning in English language by seventh grade students.**
- 3. Knowing students' opinion about the mobile application that teachers can implement in the four skills of English language to improve assimilation of the program by seventh grade students.**

1.4 SCOPES AND LIMITATION

1.4.1 Scopes

The scopes are:

This research covers only seventh grade students from El Roble Technical High School during the third trimester in 2017.

To recognize that technological advantages have created a growth of new forms to use these applications in the teaching process. For this reason, the implementation of using mobile application on the English teaching learning process is necessary because teachers can use these kinds of technology for different purposes to strengthen the four skills.

To promote the use of mobile applications as didactic resources in the English class contribute to engage the technological innovation in learning-teaching process. These kind of technologies can be used to reinforce English four skills because they provide both students and teachers different resources. They have advantages in the learning process of a foreign language as in this case English.

1.4.2 Limitations

There principal limitations were:

The period of the investigation was short and it was not enough to determinate how the mobile application changed students' assimilation in the four skills. In addition, some teachers were unaware the mobile applications as tool in English learning process because they did not know how to use them.

As the investigation group was made up by students' seventh grade, some of them were easily distracted when they used the cell phone to put in practice the mobile applications. It was a factor that required the control by teachers.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. HISTORIC CONTEXT

2.1.1. Institution history

The Colegio Técnico Profesional El Roble is located in El Roble Puntarenas. It was created as a necessity since earlier youth who finished primary and they wanted to continue studying a technic career.

The institution emerged as a source of economic and professional support for those who needed to improve their work status. This Educational Center is currently being improved in the technological level, with high technology equipment since it has a virtual classroom, a point of direct link with other entities of the state, or in turn educational centers, this was an opening of the highest category to the institution.

The technical area is formed by eight exploratory workshops to third cycle. In the fourth cycle, the student can choose among the seven specialties offered by the school. Some of them are: accounting, computing, electronic, secretary, refrigeration and air-condition, call center, and so on.

In this high school is a pavilion for Prevocational area. The institution has a Productive Didactic Unit that provides photocopying service and library supplies for students and a Virtual Classroom resource or didactic classroom for the support of teaching- learning.

2.1.2. Mission

To provide the technical educational community with quality education, according to the educational needs and expectations of the population of young people in this province.

2.1.3. Vision

To provide a quality education so that young people have opportunities both academically and technical in labor so that the students have opportunities for self - improvement through study.

2.1.4. Values

The values are:

Responsibility

Respect

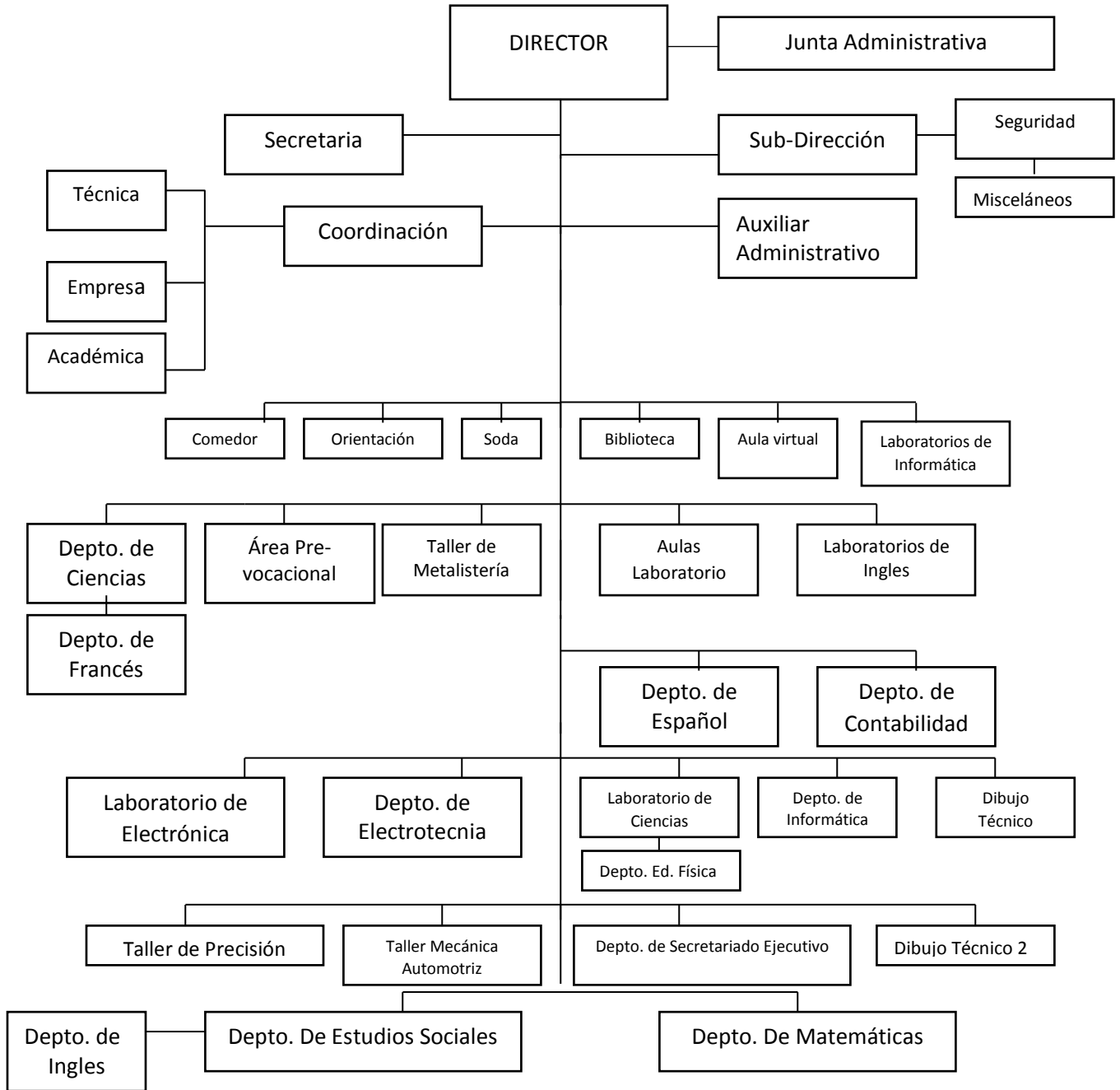
Tolerance

Commitment

Discipline

Solidarity

2.1.5. Organization chart



2.2. THEORETICAL CONCEPTUAL CONTEXT

2.2.1. Teaching – learning process

Education is an indispensable element to the development of the society and thus of the human beings. Education is a process to prepare people for the future as professionals. In this way, the people acquire the appropriate knowledge to face the challenge of the world. To Titote (2011): “education is a systematic, continuous, coordinate and integral process. It is the development of the human being and society” (p. 79). The real objective of education is that students acquire significant knowledge through the different methodologies.

Consequently, the education process contributes to a better development of the knowledge of students. In this way, teaching and learning are action necessary to achieve the goal in education. Mager (2012) says: “learning is the act where students elaborate the different topics given by the teacher or any form of information and teaching is a set of events, outside the learners which are designed to support internal process of learning.” (p. 24). Education is the main tool to acquire knowledge, equality and opportunity. It is the mean to obtain critical points of view, to express ideas.

Another definition about teaching learning process is given by Cook (2011) “Combined processes where an educator assesses learning needs, establishes

specific learning objectives, develops teaching and learning strategies, implements plan of work and evaluates the outcomes of the instruction” (p. 139). It means that in the learning teaching process is necessary that teachers recognize the importance of different aspects such as objectives, strategies, methodologies and so on to promote the students’ knowledge. After all, education is a very complex activity, where interfere many factors.

About it, Garcia (2015) considers: “Teaching is not indivisible from learning. Education process is sustained in actions aimed at the acquisition of knowledge – know-how to be and know-how.” (p. 45). In other words, it is necessary to understand educational’ approaches to use the best.

According to the English Syllabus (2013), Teaching English in Costa Rica responds to basic needs like: “To offer students a second language, that enables them to communicate within a broader social and economic context inside and outside Costa Rica. To give students a tool, direct access to scientific, technological and humanistic information and, in this way, expand their knowledge about the world. (p. 9). Consequently, teachers require the use different resources as technology.

2.2.1.1. Assimilation

An important element in the learning teaching process is assimilation. It is a cognitive process development by Jean Piaget, where the new information or knowledge is incorporated with the own ideas. Through it, students face the data and they can dismiss the wrong information. Richards (2014) indicates

Assimilation of knowledge occurs when a learner encounters a new idea, and must fit that idea into what they already know. Think of this as filling existing containers. Students come to the classroom with an incredibly diverse set of experiences. Students adapt their own thinking—both in process and in form—in response to the kinds of input they've been exposed to (p. 45).

In other words, assimilation is a combination of knowledge: the new and the students have about it through their experiences. Subanji (2012) expresses:

Assimilation is the process of using or transforming the environment so that it can be placed in preexisting cognitive structures. . The assimilation is a process of integrating a new stimulus into formed schemata. It occurs when there is a match between a given stimulus and schemata that already exists in the minds of students (p. 77).

Everybody has schema about the world and it is valid in the learning process too. It helps to have a better understanding about the new information, because this is incorporate with the preexisting knowledge

Piaget believed that there are two basic ways that we can adapt to new experiences and information. Assimilation is the easiest method because it does not require a great deal of adjustment. Through this process, students add new information to the existing knowledge base, sometimes reinterpreting these new experiences so that they will fit in with previously existing information.

2.2.1.2. Significant learning

The goal of education is students' learning. It occurs when the assimilation is achieved. It is known as significant learning. The theory is one of the pillars of constructivism, who the most representative was Paul Ausubel. According to this theory, the meaningful learning occurs when students relate new information with they have acquired in different personal situations or sources or learning. Consequently, the connection of both knowledge, previous and acquired, will form the new learning. It has a principal characteristic, it will be permanent.

In this respect, apparent Titote (2011):

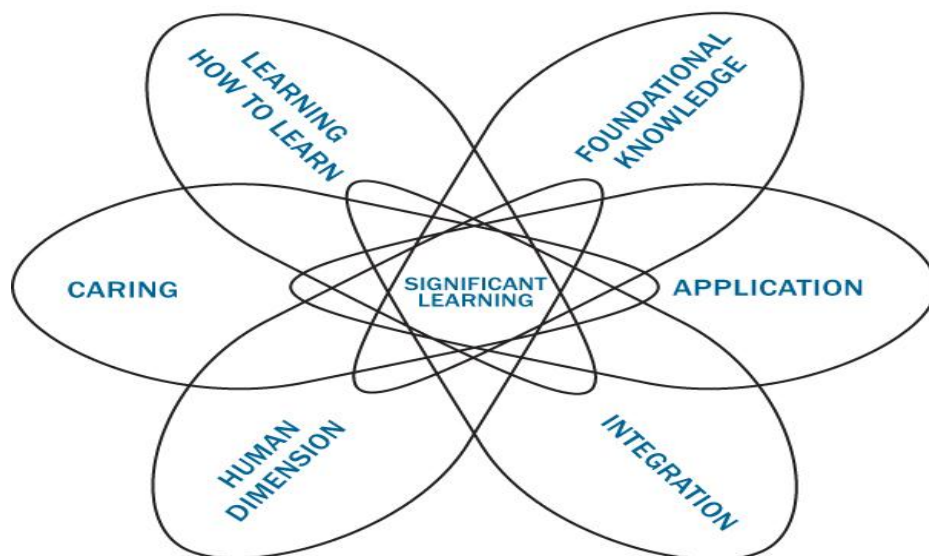
The significant learning takes place when the fellow that learns puts in relationship the new contents with the body of knowledge that possesses

already. The construction of significant learning implies the participation of the pupil in all the levels of its formation, for what stops to be a mere passive receiver to become an active element and motor of its own learning (p.156).

Therefore, the teacher should investigate which are the methods and the didactic strategies that facilitate the learning of the student. Respect learning English, there are many different methodologies to improve this language. The methodologies strategies can be planned according to the skill that teacher can improve.

Figure N°1

Taxonomy of significant learning



Source: Fink, L. (2012). Creating Significant Learning.

According to Fink (2012) “it is important that teachers recognize the elements into significant learning, because they interact into the education process” (p. 121)

. Following Fink (2012) explains the role of each one.

Foundational Knowledge: this level focuses on the ability to understand and remember specific information and ideas. The objective of this level is to have the learner understand and remember important concepts, facts, terminology, and/or principles. Foundational Knowledge provides the basic foundation and understanding that is necessary for other kinds of learning.

Application: the objective at this level is to determine if the learner can apply what they have learned. This level includes developing certain skills or learning how to manage complex assignments or tasks. Participants learn how to apply a new skill by engaging in some new kind of action which may be intellectual, physical, or social. This level also focuses on learning how to engage in various kinds of thinking including practical, critical, and creative.

Practical Thinking – Solving problems and making decisions

Critical Thinking – Analyzing and critiquing issues and situations

Creative Thinking – Generating new ideas, products, and perspectives

Just like Foundational Knowledge, Application learning allows other kinds of learning to be effective.

Integration: this level is about understanding the connections or interactions between two or more ideas, perspectives, learning experiences, or realms of life. At this level, the learner is able to see and understand the connections between different things and apply principles that they have learned.

Human Dimension: this level is about establishing effective working relationships with others. This level has two aspects: Personal Dimension and Social Dimension or interacting with others and creating and taking responsibility for one's own life. It involves learning about and changing one's self. A person uses reflection and feedback from other to identify areas where he or she have strengths and areas for improvement. In Social Dimension is the interaction with others.

Caring: the focus at this level is to get learners to care about something new or care about something in a new way. Ideally, the learner will develop new feelings, interests, and values about learning. It is about becoming excited about a particular activity or subject. Additionally, he or she wants to be a good learner and wants to be able to master material and achieve high standards for themselves.

Learning How to learn: at this level, the learner focuses on how to become a better learner by engaging in self-regulated learning or deep learning. They may also learn how to learn how to inquire and construct knowledge by engaging in a particular subject/topic. Additionally, they may learn how to become self-directing learners by being a reflective practitioner and developing a learning agenda and plan. This level focuses on preparing individuals to continue learning about a particular topic or

subject after the course or session is over. This kind of learning not only enables a person to continue learning in the future, but also helps them to do so with greater effectiveness (p. 121).

Each element is integrated and it is necessary teachers choose of appropriate methodology. However, many of them continue to use a form of teaching that is not effective at promoting such learning. If the instruction is not done well, it; the overall learning experience will be deficient.

In addition, teachers must promote meaningful learning through activities that awaken the interest and curiosity of the student in a harmonious and innovative climate, where students feel that they can express opinion and exchange ideas. This type of learning is beneficial for students, because it facilitates the acquisition of new meanings and use that learning in other situations or contexts. Therefore, the teacher must recreate everyday situations in the classroom, using materials and resources from real life.

Some of the advantages of meaningful learning are: facilitates the acquisition of new knowledge, produce durable retention and it is an active. The significant learning contemplates the mechanisms by which the acquisition, assimilation and retention of the meanings that are handled in the school are carried out. Also, It has the interest to explain the conditions and properties of learning, related to effective ways to cause cognitive changes. It is a process and requires time. It is possible only through the mediation and orientation.

2.2.2. ICT in education

Today, the technology is part students' life and it could be a good tool into education process. In this aspect, Area (2012) defines ICTs as

Technological tools use in the elaboration, storage and digitalized diffusion of information based on the use of multimedia telecommunication. ICTs could be understood as the merger of three technologies that already existed separately (audiovisual, telecommunications and computing), but that now converge in the production, storage and digitized dissemination of any type of data (p.11).

These characteristics are very important, because they improve and facilitate the transmission of information. The role that ICT can have in education is variable such as communication, administration, as didactic resources, and so on. They can bring many possibilities and advantages in any educational center.

Rubinstein (2015) states:

Technology and innovation have brought tremendous change in the way the students learn. With a global network, newer avenues and resources of learning available. For the students to take effective advantage of technology, the teachers have to play a key role not just as imparters of

knowledge but also as facilitators who will guide the students in using technology for their benefit (p. 87).

The integration and use of ICT in education is necessary and it requires the teachers' knowledge in the development of strategies and methods of teaching learning process. Beauchamp (2012) indicates: "It is possible because through the new technology, students and teachers have the opportunity to have a real knowledge" (p.3). For this reason, technology represents a substantive contribution to the improvement of education, but it is essential that the use of it has a pedagogical propose. It is necessary to do an analysis of when and where ICT should be used and how combines technology with the methodology and curriculum.

To Escudero (2012) "The use of technologies can not produce a radical change in teaching and learning if they are used in a traditional way" (p. 49). In other words, if these resources only are used to do activities and practices, they will be limited to reproduce the old methodological and didactic application.

Kennewell (2016) says: "ICT provides a number of advantages, both essential and combined, which contribute to broaden and designate the procedures used inside the classroom" (p. 102). It means that the use of technology in different activities develop English skill in an appropriate way.

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2.2.2.1. ICT in the English learning

Nowadays, the learning of English as a foreign language is fundamental because the knowledge of this language allows better employment opportunities. On the other hand, the access of technology has promoted the use of technological tools in the English learning. For this reason, the incorporation of these technologies have risen into pedagogical practices as part of new teaching strategies.

To Callister and Barbules (2016) indicate: “The systems of teaching and learning language with the use of modern technologies offer: variety of instructional in oral and written language, illustration, drawings, cartoons; diverse methods and techniques, different ways to consult as dictionaries, texts, and so on” (p.29). Consequently, the use of internet in the teaching and learning process is very common today. The different technological tools are support that students can use to reinforce their English classes and the technological resources allow students to be closer to real contexts.

According to Alvarado (2015) some of the benefits of ICT are:

Creation of flexible environments

Increase modalities in communication

Enhancement of interactive environments

Tutorials to students (p. 29).

It means that this process requires a combination of technological, pedagogical and human resources mixed with the techniques and methodology. All these elements are essential and they are inherent part of the English language teaching learning process. According to UNESCO (2013): “education systems face the need to innovate in pedagogical methods and the technologies are part of these changes”.(p. 11).

Cheng (2012) adds the technological areas that potentially contribute to the field of education are the following.

The first one is called Extended Learning, in which traditional teaching and learning is enhanced through new communication tools or social networking sites such as Facebook, Twitter, blogs, wikis, and instant messaging. In other words, the process of teaching and learning is not confined to the classroom setting any longer, it is enhanced beyond the classroom via these social networking sites where learners can engage in a communicative platform that facilitate collaborative discussion, exchange of opinions, and critical thinking.

The second area is called Ubiquitous Wireless, which deals with the rapid penetration of wireless networks, fostering students’ flexibility in learning via the use of their portable or mobile devices including laptops, tablets, smartphones, and so on.

Intelligent Searching, which is the third area, enables learners to search, organize and retrieve data in a more effective way.

The fourth category is Educational Gaming, made up of games and simulations, is deemed as a learning tool to have beneficial effects on motivation, communication, critical thinking, and problem solving skills (p. 4).

Consequently, there are a variety of technological resources with different propose but all them can be useful to reinforce English' four skills. Cheng (2012) expresses "ICT helps teachers to guide their students about the four English skills with learning materials available on internet, e-books, e-journals, e-magazines and social sites like linked-in which are helpful in better learning of English language skills." (p. 7).

Through the ICT, students have the opportunity to increase vocabulary, grammar, aspects necessary in reading and writing skills, because internet provide exercises and practices. Also, using videos, audios, animation and others, students could be strength phonetic, intonation, fluency and others require in speaking and listening skills. The ICT gives the opportunity to communicate with partners and teachers too, where they interchange opinions, thoughts or ideas and they could receive tutorials.

In resume, there are large types of tools as software and applications that ICT provides both students and teachers to promote the four skills. They have advantages in the learning process of a foreign language as in this case English.

2.2.3. Educational technology and media

The use of technology is especially important in educational process, because it provides many tools such as students as teachers. For this reason, Gahala (2010) mentions: “The integration of technology in schools has brought about changes to teachers' roles in the classroom. The use ICT in classroom, their teachings are proved very fruitful. As a pedagogical tool, ICT can provide a new framework so as to improve teaching”. (p. 33). The use of ICT tool in learning teaching process changes the teachers and students role. It happens because the learning setting is different.

With the Information Communication Technology, both students and teachers have the possibility to use modern applications because the ICT has a large variety the resources. Barceló (2010) states “it is necessary to create centers developed in order to provide support to the new activities that arise as a consequence of the integration of new technologies into educational processes” (p. 41). It means that teachers blend the selection of tools from ICT with the strategies and activities in appropriate way.

Finney (2011) indicates that interactive media is

The integration of digital media including combinations of electronic text, graphics, moving images, and sound, into a structured digital computerized environment that allows people to interact with the data for appropriate

purposes. The digital environment can include the Internet, telecoms, apps and interactive digital television. (p. 22).

The technological environment promotes an improvement of teaching practices, because internet and software has diverse resources to integrate digital media into learning and teaching process.

Fianney (2011) states

Media is a channel of communication. In context of language learning, ICT has an important role as the media bridging and enabling the learning process, or direct communication between students and teacher although they are not present in the same room or place in certain time (p. 20).

Consequently, media is all kind of sources as: film, reading, video, illustrations, graphic, social network; in other words all the elements use to communicate something. Ling (2015) mentions “Media are the means for transferring or delivering messages and they can be used for all level of students and in all subjects” (p. 11). For instant, media are supporting tools in the teaching learning process, because they give much kind of resources. In language teaching, they are very useful as complement in the strategies or methodologies.

2.2.2.2. Educational software

Actually, there are many different educational software and they resource could serve as didactic resources. According to Bers (2012):

Educational software integrates multimedia content and provides users a high interactivity level. The two features distinguish them from traditional teaching practices. Multimedia content, such as graphics, pictures, and sound help engage students in their lessons. For example, when it comes to learning history, students could go back and see videos or other online-based content related to it. Furthermore, online education software benefits teachers, allowing them to better connect with the students and help them keep students interested in a lesson. Finally, it also promotes a productive learning environment (p. 103).

As a didactic resource, educational software is used to contribute the learning process; but it requires the appropriate planning because actually, a whole category of educational software has grown up specifically intended to assist classroom teaching. Today, technology becomes an integral part of the learning media and the teachers have to take them into account. In teaching English language media involve

all these aspects to reinforce the four skills: listening, speaking, reading and writing, where students can practice them using the new technologies.

2.2.4. Mobile apps

Rao (2011) defines a mobile app as “a computer program, is designed to run on mobile phones, tablet computers (like iPad) and other mobile devices. The word app is a shortening of the term application software. (p. 57). The different mobile apps are part of students’ life. Today, they have a lot of experience in its use. This knowledge could benefit into the learning process, because the mobile apps could be part of the didactic resource that teachers use to motivate and improve the language learning.

Rao (2011) states

Mobile gadgets such as cell phone, smart phone, tablets, PC, and others are equipped with programs which enable it to perform as mini personal computer. By using this mobile gadget and internet connection, everybody could enjoy chatting, browsing, and discuss each other with the wider range (p. 60).

Mobile apps offer online resources or web material that in education are very useful. In this context, Berking (2013) says “the mobile apps have great potential to

enrich the academic experience” (p. 77). This is possible because there are many and different functions that mobile apps can do. About it, Rao (2011) mentions

The rapid development of app technologies has made these English learning apps have capability to integrate different media, for example, text, picture, animation, audio and video can be integrated in order to create a multimedia instructional material, as well as prompt students’ interest in studying. Also, chat apps are useful to communicate with partners. (p. 71).

To sum up, learning English refers to listening, speaking, reading and writing, and the mobile apps have sources to create multimedia instructional or didactic material to promote these four skills.

2.2.4.1. Educational mobile apps

Educational mobile apps are increasing and they are changing all time. Nowadays, many apps can be using to academic uses to improve different areas such as vocabulary, grammar, the four skill and others. Berking (2011) says some of them are:

Vocabulary and Grammar:

Wordreference. The well-known multi-lingual dictionary includes multiple uses and meanings of words, audio and forums where to share doubts and discuss the meaning and translation of words.

Merriam-Webster. Visual dictionary that helps to learn and memorize the English names of a multitude of objects and elements illustrated and classified by subject.

Chocolate Learning Vocabulary. An English vocabulary-learning platform that includes a multitude of photographically illustrated terms classified by topics, audios, and memorizing activities.

Phrasal Verb Demon. Practice phrasal verbs guide to work and help your students to know and memorize these key expressions for the mastery of the English language, verb2verb. Conjugador verbal that shows in a single click all the forms of the verb that you wish to consult.

Writing

Spell Up. Interactive online game for the Chrome browser that allows improving vocabulary, pronunciation, comprehension and spelling. The user must spell, pronounce, complete or write words to form an increasingly high tower and level up. As levels advance the difficulty is increasing

Listen and write. Web page that brings the dictation to the present and allows students to work comprehension and writing of English.

Write Source. Site designed to encourage writing in students. It offers a good list of topics to propose classrooms, as well as examples for each one.

Reading

National Geographic Kids. National Geographic magazine website for children, where you will find numerous readings about the natural world, as well as other resources such as videos or games.

TIME for kids. Children's edition of the well-known TIME magazine, which offers many current articles on different subjects: international, culture, science, sports.

Go comics. Website that collects daily comic strips published in American magazines and newspapers.

Listening

Listen a minute. In this web has multitude of audios of one minute of duration organized by subjects. They are accompanied with the corresponding text and exercises to verify that the heard has been understood.

LyricsTraining. Web with a multitude of music videos to improve listening comprehension and writing through lyrics. Choose the video and the level (beginner, intermediate, advanced and expert) and fill in the gaps with the missing words

RD Lessons. Fun English lessons suitable for high school students. They offer exercises and questions from short videos, current news or movies, such as Happy song by Pharrell Williams, Mr. Peabody & Sherman's trailer or an interview with the adventurous Kilian Jornet.

The Speech accent archive. Web to show your students how to pronounce English in every part of the world, non-English speaking regions included.

Podcast in English. Interesting podcast repository to work on listening comprehension accompanied by transcription, questions and activities.

Speaking

Learn English. Web with a wide section dedicated to the pronunciation of English.

Sublingles. Portal with videos of songs subtitled to practice English as karaoke.

Phonetics Focus. Twenty games to work with student's phonetics in a fun way.

Duolingo. Website and downloadable application for iOS, Android and Windows Phone. It allows the learning of English, speaking included, interactively, through

activities of various types and themes: the user chooses the rhythm of study, performs a level test and is progressing step by step.

Interactive games and activities

LearnEnglish Teens. Web of the British Council in which countless resources are included destined that the students of Secondary and Bachillerato learn English with activities, videos, images and resources linked to their interests. For Primary students there is the LearnEnglish Kids option.

Bitesize. BBC website with all kinds of activities, videos and interactive for students.

Puzzles and Traditional Games. There are now many puzzle, memory, matching, and other classic early learning games available in app form. These apps have the potential to support cognitive development in the same way as traditional games.

Workbooks/Worksheet. These apps usually generate a question and ask the child to choose between three or four choices.

2.2.5. Motivation

The term motivation has been the aim for several researches in language learning for the important role it plays in the communication learning process since Gardner and Lambert introduced the term to the education field. Motivation is very important;

because it promotes successful teaching and students can incorporate new knowledge in a more meaningful way. According to Martinez (2012), motivation is defined as "the set of states and internal processes of the person wakes up, run and maintain a certain activity". (p. 21). This motivational concept implies that a motivated student increases the interest in studying to concrete goals.

Rheinberg, (2011) describes motivation as "something that acts as a driving force towards a goal for all current processes. By doing so, motivation influences the way people learn". (p. 146). Consequently, motivation's purpose is stimulated the interest and desire to achieve the goals.

In other hand, Bandura (2015) combines motivation and cognition into a cognitive-motivational perspective. He defined motivation as "a multidimensional phenomenon indexed in terms of selection from competing alternatives, intensity of effort, and persistence of exertion" (p. 158).

Furthermore, motivation is one of the main factors, which affect success of the language learner. Gardner (2015) who refers to as "a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language" (p. 10) reinforces this.

According to Dörnyei (2011) motivation is a "theoretical concept used to describe and explain how people think and behave" (p. 87). Into motivation perspective, there are some aspects such as: desires, wills, rational thinking and

feelings. For this reason, motivation is an important aspect to be considered when learning a second language due to it can determine success or failure in any learning situation.

The use of mobile apps could serve as a good tool to motivate students and they could increase the interest in their learning process. In addition, the apps could facilitate the assimilation and the significant learning.

CHAPTER III
METHODOLOGICAL FRAMEWORK

3.1 TYPE OF RESEARCH

3.1.1 Purpose

In accordance with the research' purpose it can be basic or applied study. They are defined by Mills (2011) "Applied research conducted for the purpose of applying or testing a theory to determinate its usefulness in solving practical problems and basic research conducted for the purpose of developing or refining a theory" (p. 17).

The applied research has an immediate and practical purpose; however, the basic aim is to create a body of theoretical knowledge in any field of science to provide answers or lines of actions to change reality of problem.

According to these definitions, this study is an applied research. In this research the principal aim is to know the teachers use to the mobile applications in the English learning process. In other words, how the implementation of this technology as didactic resource helps to improve the English learning by students.

3.1.2 Time dimension

The two kind of temporal scope are cross-sectional and longitudinal. Mills (2011) states that cross-sectional is a survey in which data are collected form selected

individuals in a single time period and longitudinal is a survey in which data are collected at two or more time to measure changes or growth over time” (p. 185).

The dimension of the present study is cross - sectional because the study's period is only four months.

3.1.3. Framework

The framework' division are mega, macro and micro studies. It is because depend the size of the population or context.

Lindenberg (2009) explains each one:

Mega-level processes approach the investigation of social life as it exists in social systems, institutional structures within society, and the relationships among the various structures within society. Macro-level indicates a population size that falls between the micro- and macro-levels, such as a community or an organization and the micro level is the smallest unit of analysis in the social sciences is an individual in their social setting (p. 102).

According to the definition, the framework is micro because it only covers seventh grade' students from El Roble Technical High School.

3.1.4. Nature

The nature of the study could be quantitative, qualitative and mixed. Mills (2011) expresses “in qualitative research the collection, analysis and interpretation of comprehensive narrative and visual data to gain insights into a particular phenomenon of interest. The quantitative research is the collection of numerical data to explain, predict or control phenomena of interest and the mixed method is a research designs that include both quantitative and qualitative data in a single study” (p. 493).

In this research, the nature is mixed; some of the data are quantitative and others are qualitative.

3.1.5 Character

One of the way that the character is classified are descriptive, exploratory, explanatory and correlational. Each one has its purpose into studies and they are explained.

Mills (2011) defines each one

Descriptive research is a research that determines and describes the way things are; involves collecting numerical data to test hypothesis or answer questions about the current subject of study. Correlational

research involves collecting data to determine whether, and to what degree, a relation exists between two or more quantifiable variables. Exploratory research is research conducted for a problem that has not been studied more clearly, establishes priorities, develops operational definitions and improve the final research design. Explanatory research implies that the research in question is intended to explain, rather than simply to describe, the phenomena studied (p. 391).

With the definition and other elements, the study is descriptive because this research describes the opinions, both students and teachers, about the importance of the incorporation of technology in the English learning process, the mobile applications use by teachers as didactic resource and students criteria about the kind of mobile application that teachers can use to improve assimilation

3.2 SUBJECTS AND INFORMATION SOURCES.

3.2.1 First hand

Mills (2011) states “primary sources are original materials on which other research studies are based. Primary sources report a discovery or share new information and the present first-hand accounts and information relevant to an event (p. 64).

The first-hand information sources used were the thesis that give important data. They are:

Autor o autores	Universidad u organización	País	Año
Aguilar, R.	Universidad Hispanoamericana	Costa Rica	2015
Andrade, M.	University of Toronto	Canadá	2014
Araya, L.	Universidad Hispanoamericana	Costa Rica	2015
Benavides, S.	Universidad Hispanoamericana	Costa rica	2016
Calderón, P.	Universidad Militar Nueva Granada	Colombia	2015
Hernández, E.	Universidad Complutense	España	2014

3.2.2 Second hand.

Mills (2011) states that “a secondary source of information is one that was created by someone who did not have first-hand experience or did not participate in the events or conditions being researched” (p.64).

The second hands are using to do the methodological framework. Some of the secondary resources of this research are books, dictionary, guide, teacher’s texts, and others. Some of them are:

Ministerio de Educación Pública. (2013). English Syllabus. San José.

González, L., Evans, R. y Pérez, D. (2017). Manual Vancouver, APA. Citas y referencias bibliográficas. San José. Universidad Hispanoamericana.

Universidad Hispanoamericana. (2017). Guía, trabajos finales de graduación: tesinas y tesis en ciencias sociales. San José.

3.2.3 Third hand

Mills (2011) indicates Tertiary sources consist of information which is a distillation and collection of primary and secondary sources. Generally, tertiary sources are not considered to be acceptable material on which to base academic research. Tertiary sources are usually not credited to a particular author. (p. 65).

For this reason, the tertiary sources found in this document refer to all virtual sources located in the bibliography.

3.3 SELECTION OF SAMPLING

Sample selection is a very important but sometimes underestimated part of a research study. Mills (2011) defines sampling as

The process of selecting a number of individuals from a population, preferably in such a way that the selected individuals represent the larger

group from which they were selected. There are two kinds of samples: probability sampling is the process of selecting a sample using a technique that permits the researcher to specify the probability or chance that each member of a defined population will be selected for the sample. Nonprobability sampling is the process of selecting a sample using a technique that does not permit the researcher to specify the probability that each member of population will be selected for the sample (p. 58).

This study uses probability sampling because the participants are chosen based on the study's purpose and all students from seventh grade have the same opportunity to be selected. The population is 110 students of 4 groups of seventh grade and the researcher selects 10 students for each ones. In this case, it was used the simple random sampling where researcher assigns numbers to all students and using an urn choose the numbers of students that answered the questionnaire.

Chart N°1

Population and sample

	Population		Sample	
	AF	AR	AF	AR
Students	110	100%	40	36%
Teachers	4	100%	4	100%
Total	114	100%	44	39%

Source: Data from El Roble Technical High school

3.4 TECHNIQUES AND INSTRUMENTS TO COLLECT INFORMATION

In the research, it is possible to use different instrument to collect important data, because they are necessary to analyze them. In this study, the instrument select is the questionnaire.

3.4.1 Questionnaire

Mills (2011) indicates “A questionnaire is a written collection of self-report questions to be answered by a selected group of research participants. This instrument could use open or close questions” (382).

This investigation uses questionnaire and it has 18 questions. Some of them are open and others are close questions. The purpose is to know the students and teachers opinions about the implementation of technology In English; the use given by teachers to mobile applications and students’ knowing about mobile application that teachers can use in English learning process.

3.5. OPERATIONALIZATION OF VARIABLES

3.5.1. Definition conceptual, operative and instrumental

Mills (2011) indicates: “variables can be defined as any aspect of a theory that can vary or change as part of the interaction within the theory. is a characteristic or feature that varies, or changes” (p. 398). It means that something might affect the outcome or factors of a study.

In the operationalization, the variables are divided in conceptual, operational and instrumental. According to Mills (211) “is a detailed definition of the concept from previous theory” (p. 402). It means that the meaning is extracted from theoretical framework.

Mills (2011) states: The specific way in which a variable is measured in a particular study is called the operational definition. It is critical to operationally define a variable in order to lend credibility to the methodology and to ensure the reproducibility of the results” (p. 405). It means that the researcher decide to measure the variable in the study and usually uses scale. In this investigation the scale is from 0 to 100 where if the variable obtains 70% or more is considered positive but if it does not attain this percent, the variable is negative.

0 _____ negative _- | 70+ __positivo_____ 100

The instrumental definition is according to Mills a “testing device for measuring a given phenomenon, such as a paper and pencil test, a questionnaire, an interview” (p. 408). The instruments are the device that researchers recollect data. In this study, the instrument is the questionnaire with close questions from 6 to 15.

Specific objective	Conceptual definition	Instrumental definition	Operational definition
Determining the importance that teachers give to the incorporation of technology as didactic tools in the English teaching-learning process.	The development and application of tools including software, hardware, and processes intended to promote education	Data obtained of the questionnaire. Question 1 to 6.	Answers analyzing of the instrument in each question.
Identifying the mobile applications that are used by teachers in teaching to increase significant learning in English language by	The different mobile apps use by teachers	Data obtained of the questionnaire. Question 7 to 12.	Answers analyzing of the instrument in each question.

seventh grade students.			
Knowing students' opinion about the mobile application that teachers can implement in the four skills of English language to improve assimilation of the program by seventh grade students.	The mobile apps that students like that teachers implement	Data obtained of the questionnaire. Question 13 to 18.	Answers analyzing of the instrument in each question.

CHAPTER IV
DATA ANALYSIS

4.1. ANALYSIS OF DATA

This chapter indicates the information of the instrument applies to students and teachers.

4.1.1. Students data

Objective N°1: Determining the importance that teachers give to the incorporation of technology as didactic tools in the English teaching-learning process

Chart N°2

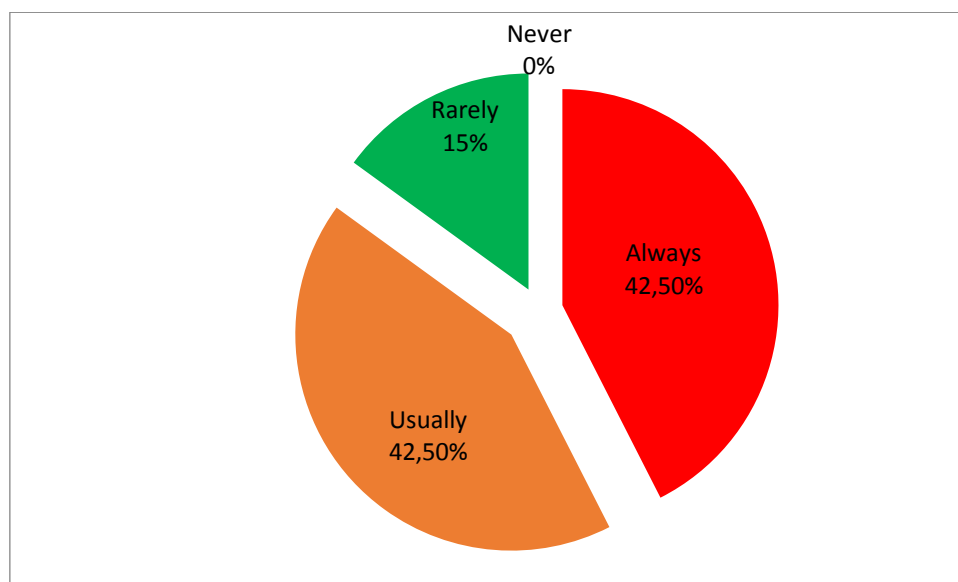
Consideration about incorporation of technology in teaching learning process

Question	Always		Usually		Rarely		Never	
	AF	RF	AF	RF	AF	RF	AF	RF
Do you consider important the incorporation of technology as a didactic tool in teaching learning process?	17	42,5%	17	42,5%	6	15%	0	0%

Source: Answers of the questionnaire

Graphic N°1

Consideration about incorporation of technology in teaching learning process



Source: Chart N°2

In this question, the 42,50% of the students answer that they always consider important the incorporation of technology as a didactic tool in teaching learning process, the 42,50% indicate usually and the 15% express rarely.

Chart N°3

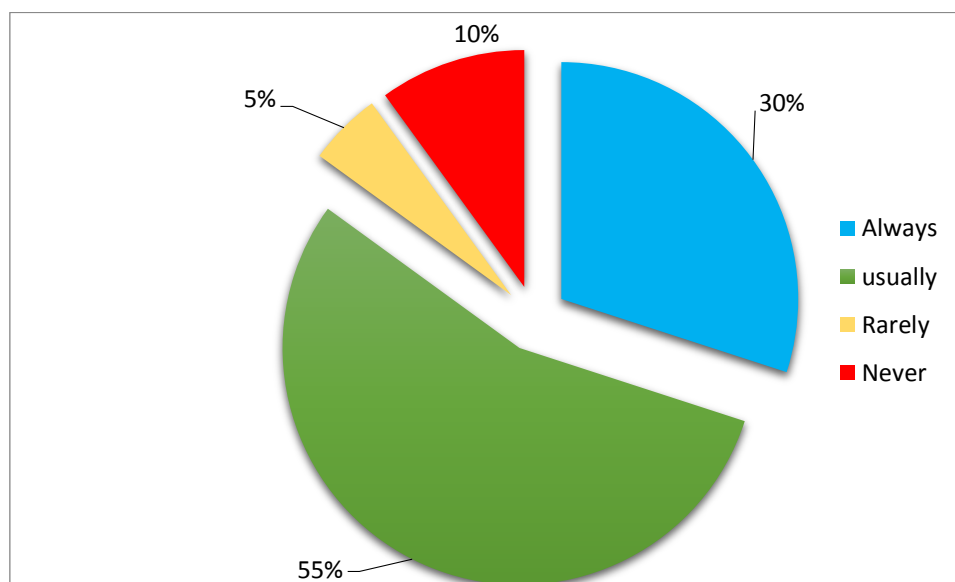
Opinion about implementation of technology resources in English class

Question	Always		Usually		Rarely		Never	
	AF	RF	AF	RF	AF	RF	AF	RF
Do you like the implementation of technology resources during English class?	12	30%	22	55%	2	5%	4	10%

Source: Answers of the questionnaire

Graphic N°2

Opinion about implementation of technology resources in English class



Source: Chart N°3

In this item, the 30% of the students respond that they always like the implementation of technology resources during English class, the 55% indicate usually, the 5% state rarely and the 10% express never.

Chart N°4

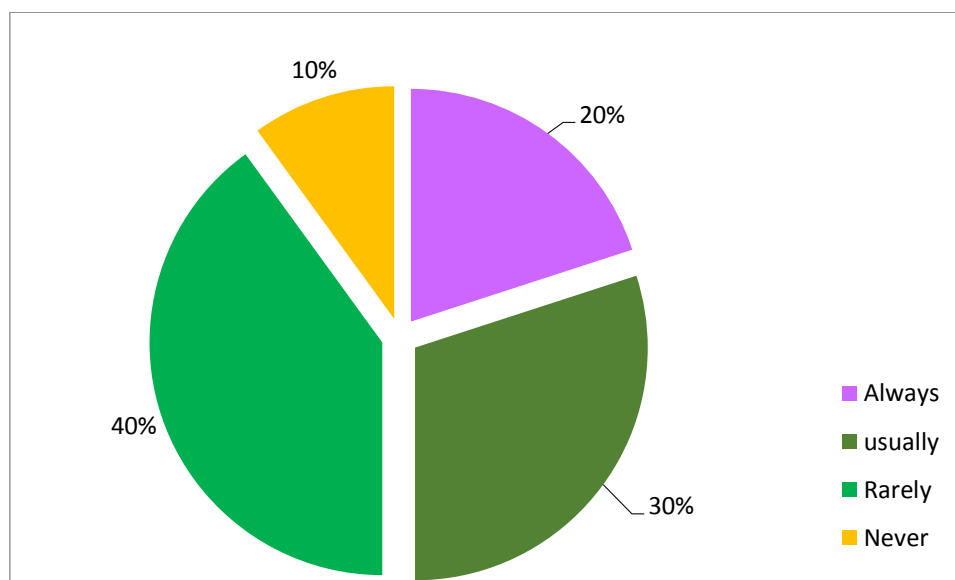
Opinion about use by teacher of technology resources in English class

Question	Always		Usually		Rarely		Never	
	AF	RF	AF	RF	AF	RF	AF	RF
Does your teacher use technology resources during English class?	8	20%	12	30%	16	40%	4	10%

Source: Answers of the questionnaire

Graphic N°3

Opinion about use by teacher of technology resources in English class



Source: Chart N°4.

In this question, the 20% of students answer that the teacher always uses the technology resources during English class; the 30% indicate usually; the 40% rarely and the 10% say never.

In the question N°4 What kind of technology resources does your teacher utilize? The students refer that the kind of technology using by teachers are: cellular, television, recorder, computer, video beam.

Chart N°5

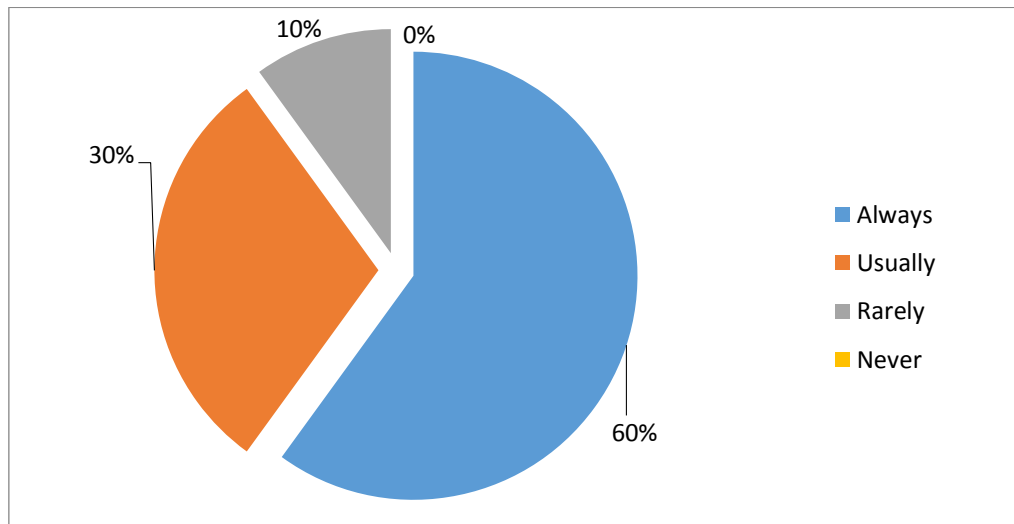
Opinion about technology resources help a better understanding

Question	Always		Usually		Rarely		Never	
	AF	RF	AF	RF	AF	RF	AF	RF
Do you consider that technology resources help a better understanding of the English language?	24	60%	12	30%	4	10%	0	0%

Source: Answers of the questionnaire

Graphic N°4

Opinion about technology resources help a better understanding



Source: chart N°5

In this item, the 60% of the students answer that they always consider that the technology resources help a better understanding of the English language; the 30% say usually and the 10% state rarely.

Chart N°6

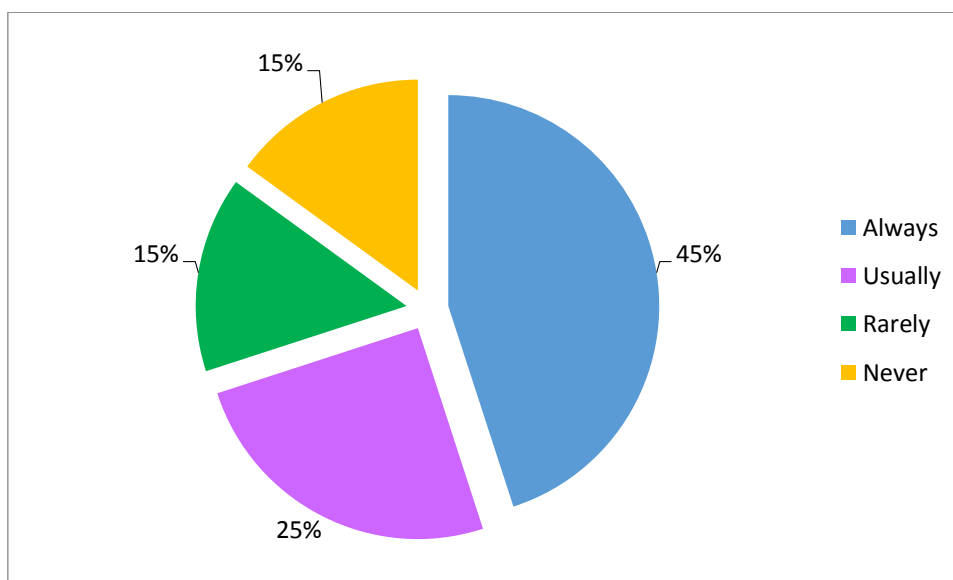
Opinions about technology resources help a better understanding

Question	Always		Usually		Rarely		Never	
	AF	RF	AF	RF	AF	RF	AF	RF
Are the classes more dynamic with the use of technology resources?	18	45%	10	25%	6	15%	6	15%

Source: Answers of the questionnaire

Graphic N°5

Opinion about technology resources helps a better understanding



Source: Chart N°6

According to the information in the instrument, the 45% of the students express the classes are always more dynamic with the use of technology; the 25% say usually; the 15% mention rarely and the 15% never.

Objective N°2: Identifying the mobile applications that are used by teachers in teaching to increase significant learning in English language by seventh grade students.

Chart N°7

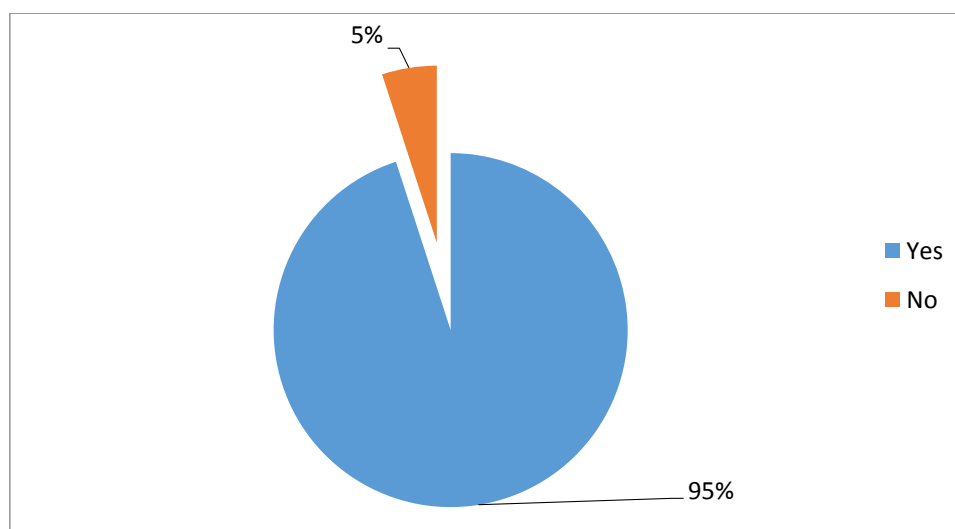
Own of cellular phone or computer

Question	Yes		No	
	AF	AR	AF	AR
Do you have cellular phone or computer?	38	95%	2	5%

Source: Answer of the questionnaire

Graphic N°6

Own of cellular phone or computer



Source: Chart N°7

The 95% of the students answer they have cellular phone or computer and only the 5% do not have them

Chart N°8

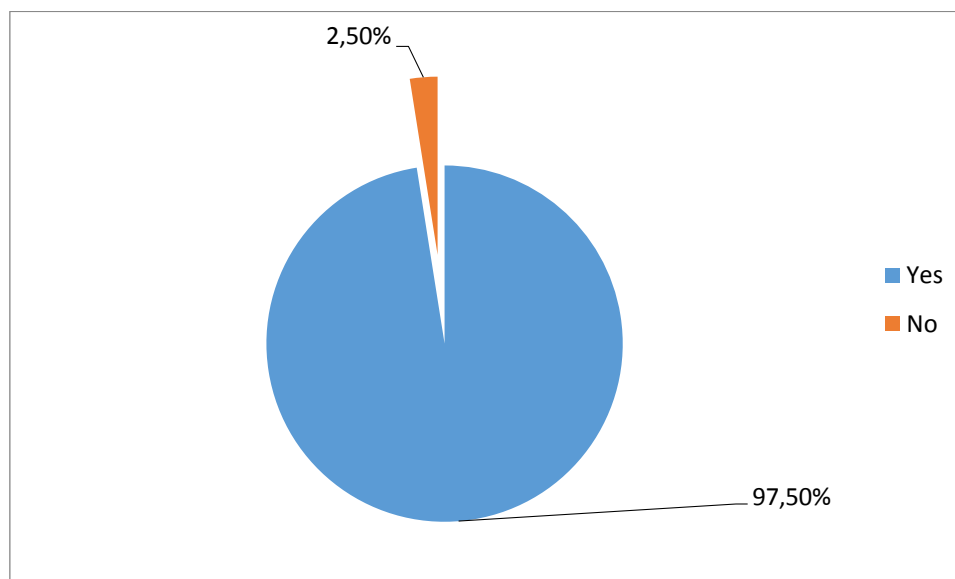
Knowing mobile applications

Question	Yes		No	
	AF	AR	AF	AR
Do you know the different mobile applications?	39	97,5%	1	2,5%

Source: Answer of the questionnaire

Graphic N°7

Knowing mobile applications



Source: Chart N°8

In this item, the 97,50% of students know the different mobile applications and the 2,50% does not know them.

Chart N°9

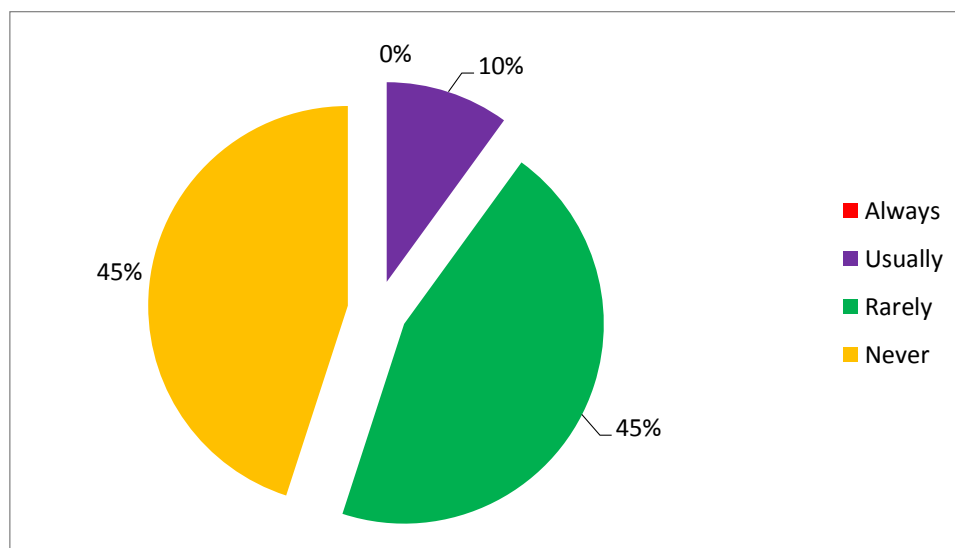
Opinions about teachers utilize mobile application

Question	Always		Usually		Rarely		Never	
	AF	RF	AF	RF	AF	RF	AF	RF
Does your teacher utilize mobile applications in English class?	0	0%	4	10%	18	45%	18	45%

Source: Answers of the questionnaire

Graphic N°8

Opinions about teachers utilize mobile application



Source: Chart N°9

In this item, the 10% of students answer that the teachers usually use mobile application in English teaching; the 45% expresses rarely and the 45% says never.

The students' answers about the opinions of online resources are:

They are useful, interesting, they are support in the learning, they are very important, they have many types of tools, they create new way to learn, they facilitate the understanding and students can use them to reinforce pronunciation and writing.

Chart N°10

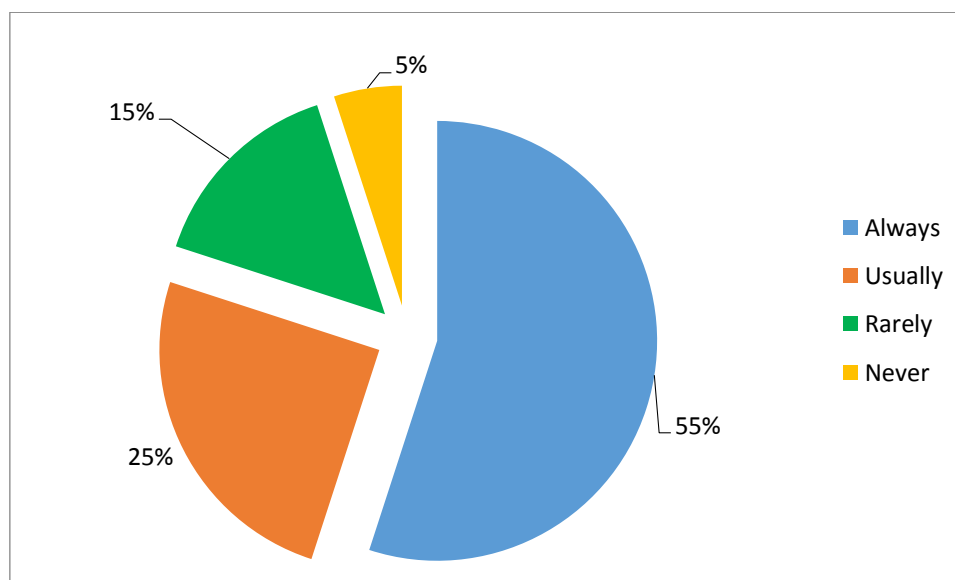
Use of mobile apps motivate English language learning

Question	Always		Usually		Rarely		Never	
	AF	RF	AF	RF	AF	RF	AF	RF
Do you think that the use of mobile apps motivate your English language learning?	22	55%	10	25%	6	15%	2	5%

Source: Answers of the questionnaire

Graphic N°9

Use of mobile apps motivate English language learning



Source: Chart N°10

According to the data, the 55% of students express that the use of mobile apps always motivate English language learning; the 25% indicates usually; the 15% answers rarely and the 5% say never.

Chart N°11

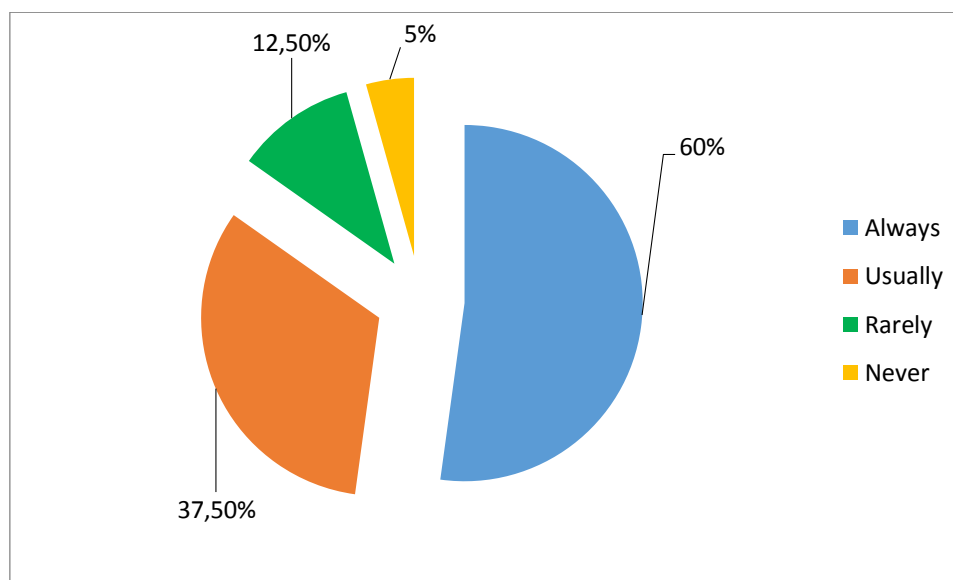
Use of mobile applications increase assimilation

Question	Always		Usually		Rarely		Never	
	AF	RF	AF	RF	AF	RF	AF	RF
Do you consider that the use of mobile applications increase the assimilation in English language?	18	45%	15	37,5%	5	12.5%	2	5%

Source: Answers of the questionnaire

Graphic N°10

Use of mobile applications increase assimilation



Source: Chart N°11

In this item, the 60% of students agree that the use of mobile applications always increase the assimilation in English language; the 37,50% consider usually; the 12,50% express rarely and only the 5% answer never.

Objective N°3: Knowing students' opinion about the mobile application that teachers can implement in the four skills of English language to improve assimilation of the program by seventh grade students.

Chart N°12

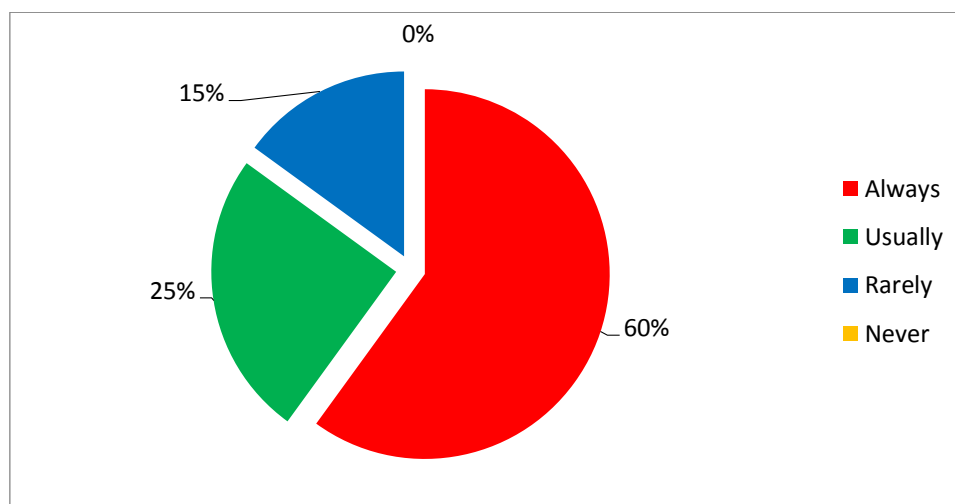
Mobile applications improve four skills

Question	Always		Usually		Rarely		Never	
	AF	RF	AF	RF	AF	RF	AF	RF
Do you believe that mobile applications improve the four skills?	24	60%	10	25%	6	15%	0	0%

Source: Answers of the questionnaire

Graphic N°11

Mobile applications improve four skills



Source: Chart N°11

The 60% of students express that they always believe that mobile applications improve the four skills; the 25% mention usually; the 15% respond rarely.

In the question: What kind of mobile applications could teacher use in English teaching? The answers are: Duolingo, Quzlet, traducing, youtube, chatt, google chrome. Others indicate tablets, cellular, computer.

At the question: How the mobile application would you help to increase the vocabulary? The students answer:

Using the translator

Doing practices as fill in blank with grammar or words, doing puzzles, using dictionary.

In the question: How mobile application would you help to increase reading and writing skills? The answers are:

Doing exercises, writing short texts, reading different texts and practicing vocabulary.

In the question: How the mobile application would you help to increase listening and speaking: The students' answers are: chatting, listening conversation, watching videos, listening to music, through audios, recording the own speaking, talking with person who speak English, playing games.

In the question: How the mobile applications would you help to understand grammar? The answers are: practice grammar with the applications, studying synonyms and antonyms, looking for verbs, studying vocabulary, doing puzzles. In internet there are many exercises to reinforce grammar.

4.1.2. Teachers' data

Objective N°1: Determining the importance that teachers give to the incorporation of technology as didactic tools in the English teaching-learning process

Chart N°13

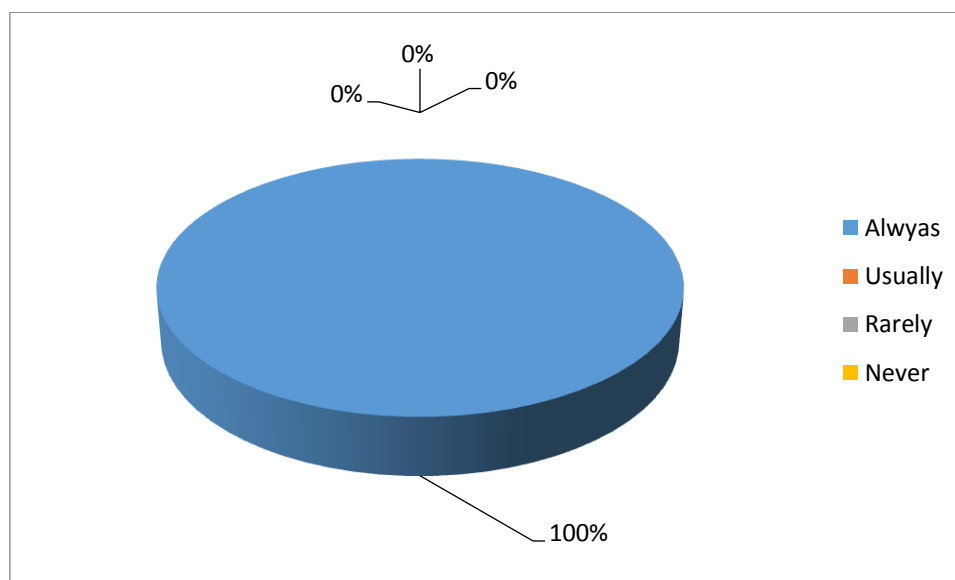
Consideration about incorporation of technology in teaching learning process

Question	Always		Usually		Rarely		Never	
	AF	RF	AF	RF	AF	RF	AF	RF
Do you consider important the incorporation of technology as a didactic tool in teaching learning process?	4	100%	0	0	0	0	0	0

Source: Answers of the questionnaire

Graphic N°12

Consideration about incorporation of technology in teaching learning process



Source: Chart N°13

The 100% of English teachers answer that they always consider important the incorporation of technology as a didactic tool in teaching learning process.

Chart N°14

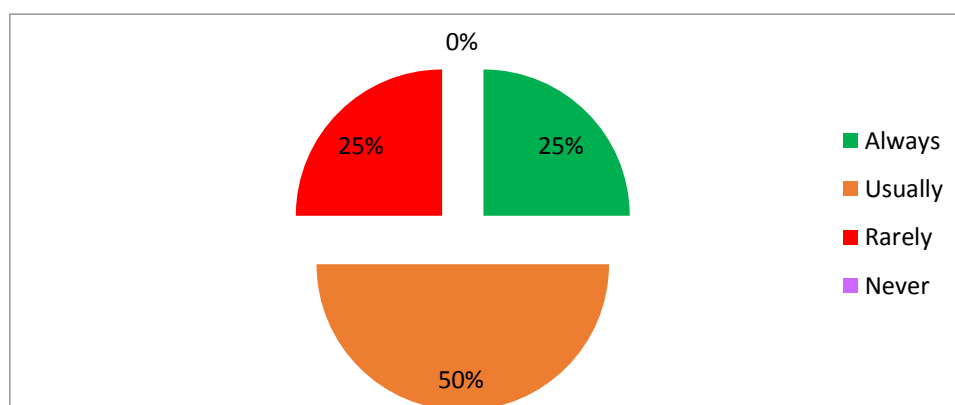
Opinion about implementation of technology resources in English class

Question	Always		Usually		Rarely		Never	
	AF	RF	AF	RF	AF	RF	AF	RF
Do your students like the implementation of technology resources during English class?	1	25%	2	50%	1	25%	0	0

Source: Answers of the questionnaire

Graphic N°13

Opinion about implementation of technology resources in English class



Source: Chart N°14

According to the data, the 25% of the English teachers answer that the students like the implementation of technology resources during English class, the 50% indicate usually, the 25% state rarely.

Chart N°15

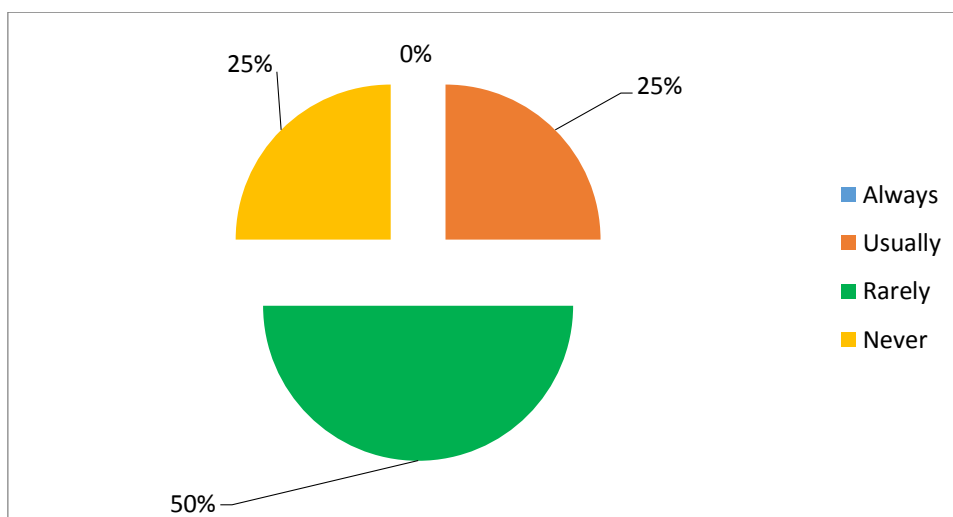
Use technology resources by teachers in English class

Question	Always		Usually		Rarely		Never	
	AF	RF	AF	RF	AF	RF	AF	RF
Do you use technology resources during English class?	0	0	1	25%	2	50%	1	25%

Source: Answers of the questionnaire

Graphic N°14

Use technology resources by teachers in English class



Source: Chart N°15.

In this question, the 25% of English teachers answer they usually use the technology resources during English class; the 50% indicate rarely and the 25% respond never.

In the question N°4 What kind of technology resources do you utilize? The English teachers say: computer, tablets, recorder, phone, video beam.

Chart N°16

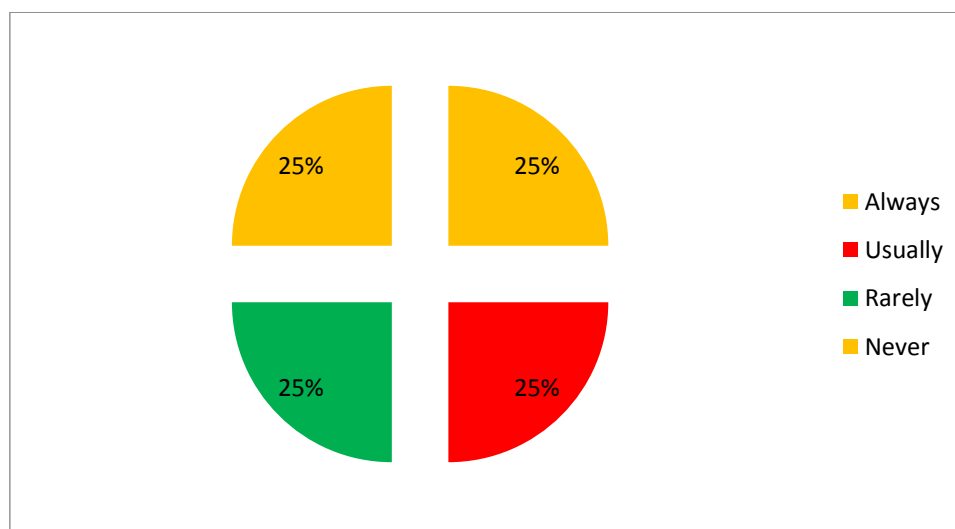
Technology resources help a better understanding

Question	Always		Usually		Rarely		Never	
	AF	RF	AF	RF	AF	RF	AF	RF
Do you consider that technology resources help an understanding of students' English language?	1	25%	1	25%	1	25%	1	25%

Source: Answers of the questionnaire

Graphic N°15

Technology resources help an understanding



Source: chart N°16

In this item, the 25% of English teachers answer that they always consider that the technology resources help an understanding of students' English language; the 25% say usually; the 25% state rarely and the 25% respond never.

Chart N°17

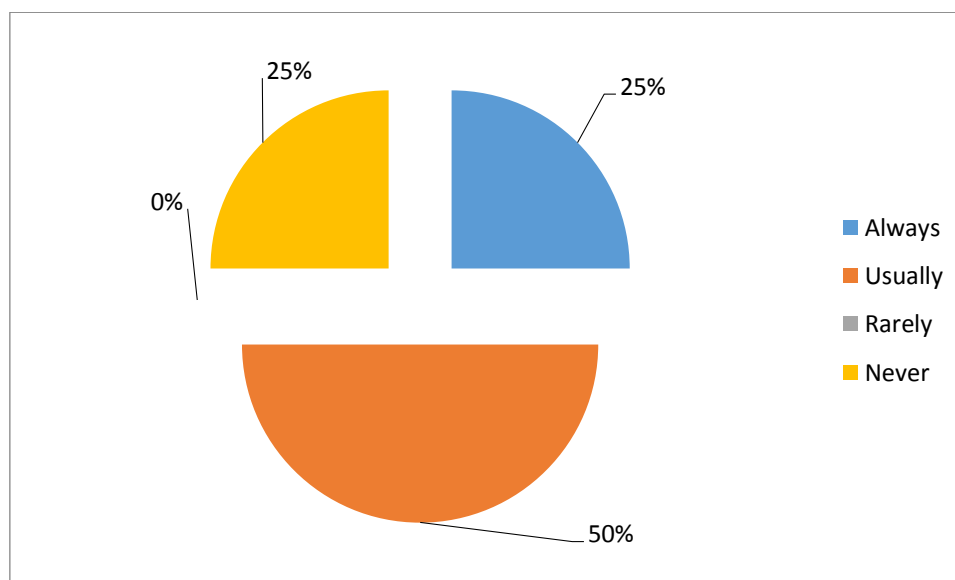
Classes more dynamic with the technology

Question	Always		Usually		Rarely		Never	
	AF	RF	AF	RF	AF	RF	AF	RF
Are the classes more dynamic with the use of technology resources?	1	25%	2	50%	0	0	1	25%

Source: Answers of the questionnaire

Graphic N°16

Classes more dynamic with the technology



Source: Chart N°17

According to the information in the instrument, the 25% of English teachers express the classes are always more dynamic with the use of technology; the 50% say usually and the 25% indicate never.

Objective N°2: Identifying the mobile applications that are used by teachers in teaching to increase significant learning in English language by seventh grade students.

Chart N°18

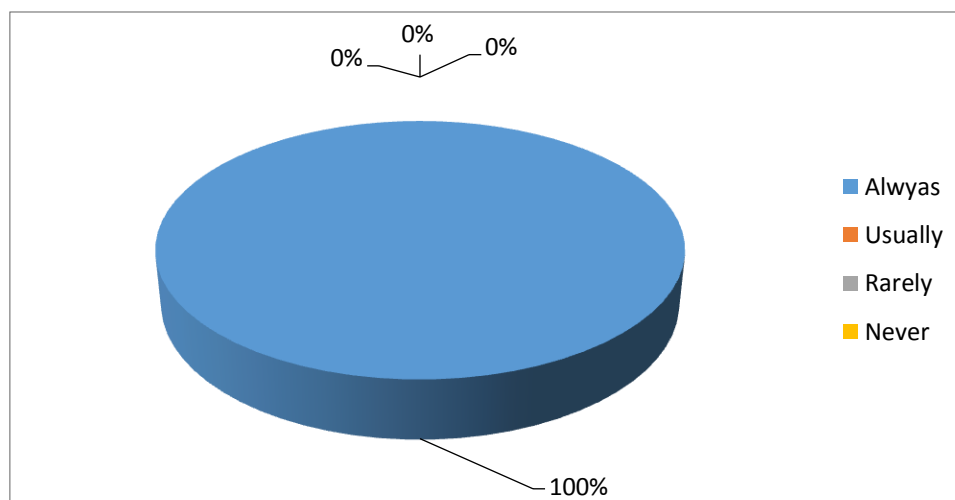
Students owner of cellular phone or computer

Question	Yes		No	
	AF	AR	AF	AR
Do your students have cellular phone or computer?	38	95%	2	5%

Source: Answer of the questionnaire

Graphic N°17

Own of cellular phone or computer



Source: Chart N°18

The 100% of English teachers answer they believe their students have always cellular phone or computer

Chart N°19

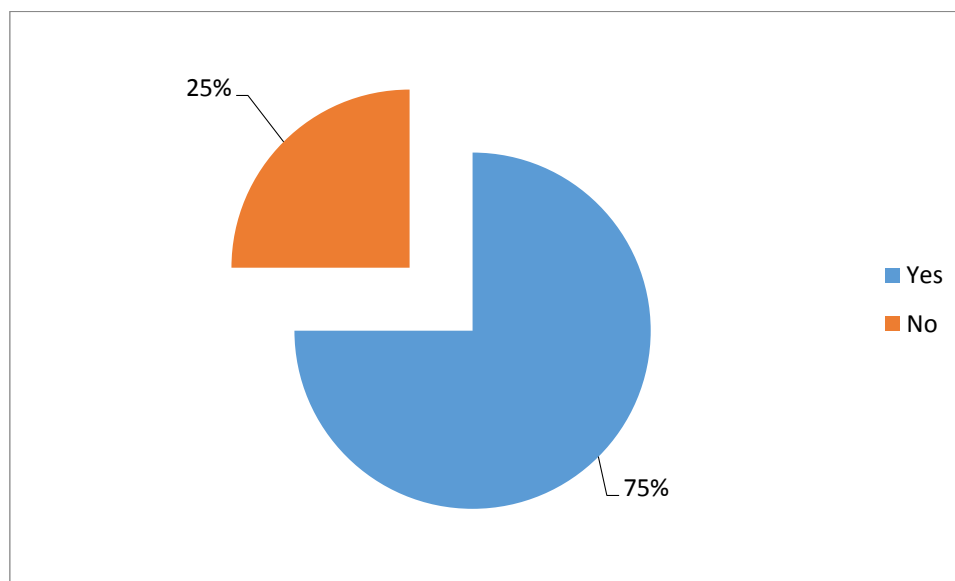
Knowing mobile applications

Question	Yes		No	
	AF	AR	AF	AR
Do you know the different mobile applications?	3	75%	1	25%

Source: Answer of the questionnaire

Graphic N°18

Knowing mobile applications



Source: Chart N°19

In this item, the 75% of English teachers know the different mobile applications and the 25% does not know them.

Chart N°20

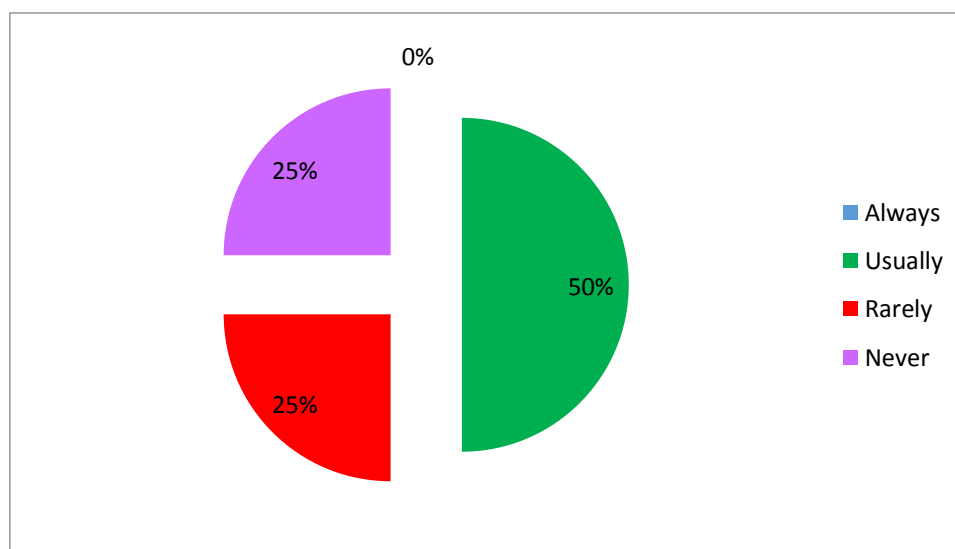
Opinions about teachers utilize mobile application

Question	Always		Usually		Rarely		Never	
	AF	RF	AF	RF	AF	RF	AF	RF
Do you utilize mobile applications in English class?	0	0%	2	50%	1	25%	1	25%

Source: Answers of the questionnaire

Graphic N°19

Opinions about teachers utilize mobile application



Source: Chart N°20

In this item, the 50% of English teachers say they usually utilize mobile application in English teaching; the 25% express rarely and the 25% say never.

In the question: What do you think about these online resources use? English teachers' answers are: they are very useful, some programs have many tools in the teaching process; these resources are necessary in the students' understanding, there are many different of setting to reinforce the English language.

Chart N°21

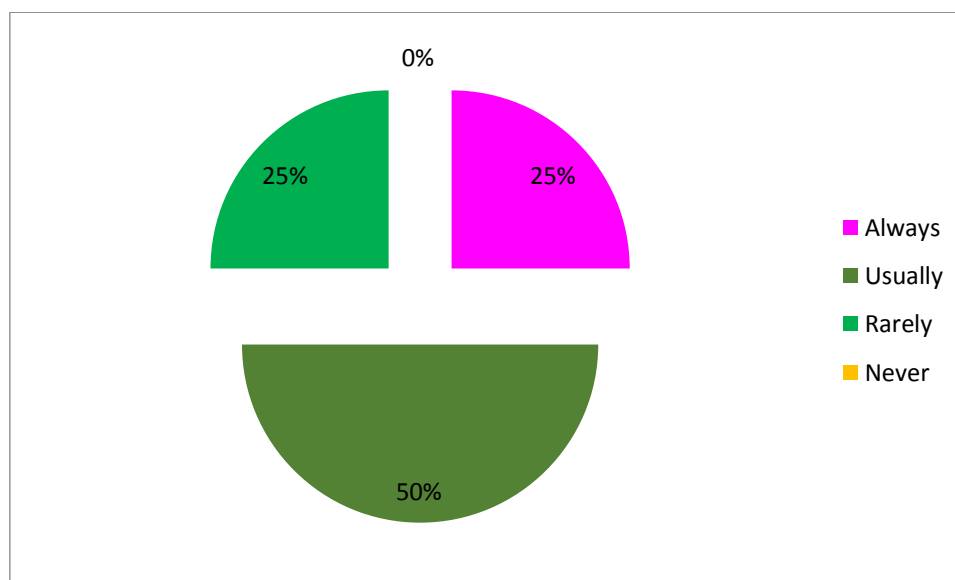
Use of mobile apps motivate English language learning

Question	Always		Usually		Rarely		Never	
	AF	RF	AF	RF	AF	RF	AF	RF
Do you think that the use of mobile apps motivate your students in English language learning?	1	25%	2	50%	1	25%	0	0

Source: Answers of the questionnaire

Graphic N°20

Use of mobile apps motivate English language learning



Source: Chart N°21

According to the data, the 55% of students express that the use of mobile apps always motivate English language learning; the 25% express usually; the 15% indicate rarely and the 5% say never.

Chart N°22

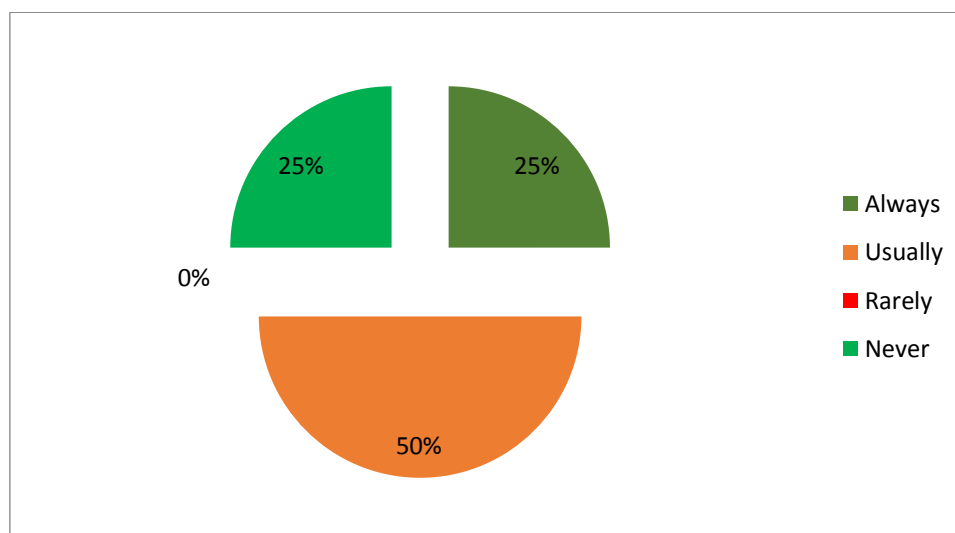
Use of mobile applications increase assimilation

Question	Always		Usually		Rarely		Never	
	AF	RF	AF	RF	AF	RF	AF	RF
Do you consider that the use of mobile applications increase students' assimilation in English language?	1	25%	2	50%	0	0	1	25%

Source: Answers of the questionnaire

Graphic N°21

Use of mobile applications increase assimilation



Source: Chart N°23

In this last item, the 25% of English teachers say that the use of mobile applications always increase the students' assimilation in English language; the 25% indicates usually and the 25% expresses never.

Objective N°3: Knowing students' opinion about the mobile application that teachers can implement in the four skills of English language to improve assimilation of the program by seventh grade students.

Chart N°23

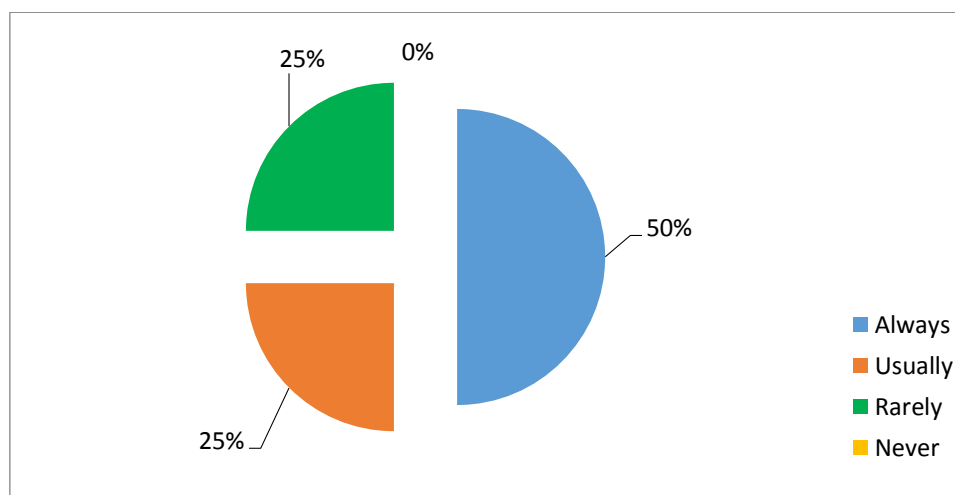
Mobile applications improve four skills

Question	Always		Usually		Rarely		Never	
	AF	RF	AF	RF	AF	RF	AF	RF
Do you believe that mobile applications improve the four skills in your students?	2	50%	1	25%	1	25%	0	0%

Source: Answers of the questionnaire

Graphic N°22

Mobile applications improve four skills



Source: Chart N°23

The 50% of English teachers express that they always believe that mobile applications improve the four skills in students; the 25% answer usually; the 15% indicate rarely.

In the question: What kind of mobile applications could you use in English teaching? The English teachers' answers are: audios, dictionaries, programs as Quizzes, Webquest

At the question: How the mobile application would you help to increase the vocabulary? The English teachers' answers are the following:

It is a dynamic way to teach.

Students can get them better

Students can use them to do exercises and practices

Students use to looking for definition

In the question: How mobile application would your students help to increase reading and writing skills? The English teachers' answers are:

Catch the students' attention to motivate them to read and practice grammar.

Down landing reading

Transcribing texts

Doing tasks where students have to read to investigate about different topics

Doing exercises and practices about reading and writing words studied in class

In the question: How the mobile application would your students help to increase listening and speaking: The English teachers' answers are:

Recording and listening themselves

Repeating what they listen

Listening dialogues, videos, conversation.

It is a way to improve the students' skill through different activities where listening and speaking is included.

In the question: How the mobile applications would your students help to understand grammar? The answers are:

Students' understanding the different aspects of grammar such as: subjects, adjectives, verbs, prepositions and so on.

Realizing practices where students have to take into account grammar.

Students can recognize the English grammar structure.

Writing sentences to reinforce grammar and the application give the mistakes.

Students read texts.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

The conclusions according to the theoretical context are the following:

Some researchers indicate that the use of didactic resources is common in the learning teaching process and teachers have to choose them according to the objectives they want to achieve because they must have a definite purpose. With the technologies' advances increase the quantity of resources that can be used in the education and they ought to have into account in the English learning.

With the integration of ICT in the education centers allow students and teachers access to different websites where many didactic material are available that can be used in mobile applications to facilitate the assimilation and significant learning. This is possible because the mobile apps are supporting to reinforce English learning.

The rapid development of technologies has made the mobile learning apps have capability to integrate different media, for example, text, picture, animation, audio and video in order to create a multimedia instructional material to encourage in the development of the four English skills. It means that mobile applications provide different technological resources to promote activities with the purpose to increase English learning.

For this reason, it is necessary that teachers know the use that they give to the mobile applications as pedagogical tools because these technologies have some advantages and with an appropriate planning, ICTs can help students to reinforce their skills in English language.

According to the first specific objective: determining the importance that teachers give to the incorporation of technology as didactic tools in the English teaching-learning process, both students and teachers consider that is very important the incorporation of technology as a didactic tool in teaching-learning process and that students like the implementation of technology resources during English class.

However, students' opinions are that teachers do not use enough technology resources during English class and same criteria have the teachers and they refer that teachers only use television, recorder, computer and video beam.

On the other hand, students consider that technology resources help a better understanding of the English language, but teachers do not believe it. Students and teachers think that the classes are always more dynamic with the use of technology.

In the second specific objective: identifying the mobile applications that are used by teachers in teaching to increase significant learning in English language by seventh grade students, it is important to mention that the majority of students have cell phone and they know the different mobile applications. It is important because students' knowledge about this kind of technology makes that teachers can use it in

the learning process in English language and gives to the mobile applications a pedagogical purpose.

An aspect to take into account is that students refer that teachers almost never use mobile application in English teaching and teachers agree too. Although, students consider mobile applications are useful, interesting and a support in the learning process because this technology has many types of tools that facilitate the understanding and create new ways to learn. Teachers' answer are audios, dictionaries, programs as Quizzes, Webquest.

Both students and teachers believe that mobile applications increase the motivation and assimilation in English language.

In the objective: knowing students' opinion about the mobile application that teachers can implement in the four skills of English language to improve assimilation of the program by seventh grade, students and teachers believe that mobile application improve the four skills and they believe that teachers could use the following mobile applications: Duolingo, Quzlet, traducing, youtube, chatt, google chrome. Others indicate tablets, cellular, computer. The English teachers' answers are: audios, dictionaries, programs as Quizzes, Webquest.

Students consider that mobile applications help to increase vocabulary through practices, translator, doing puzzles and using dictionary. The teachers opinions are

students can use them to do exercises and practices and they use to looking for definition.

In the reading and writing skills students opinions are writing short texts, reading different texts and practicing vocabulary. To teachers are that mobile application help in these skills because catch the students' attention to motivate them to read and practice grammar, down landing reading, transcribing texts, doing tasks where students have to read to investigate about different topics and doing exercises and practices about reading and writing words studied in class.

In the speaking and listening skills students' answers are: chatting, listening conversation, watching videos, listening to music, through audios, recording the own speaking, talking with persons who speak English, playing games. Teachers mention through recording and listening themselves, repeating what they listen and listening dialogues, videos, conversation.

Last, the mobile applications help to understand grammar by studying synonyms and antonyms, looking for verbs, studying vocabulary, doing puzzles. In internet there are many exercises to reinforce grammar. Teachers indicate realizing practices where students have to take into account grammar, students can recognize the English grammar structure and writing sentences to reinforce grammar and the application give the mistakes.

5.2. RECOMMENDATIONS

The recommendations are:

Teachers:

The first recommendation is that teachers have to recognize the benefits of technology in the education and they ought to integrate it in the learning-teaching process because the technological innovations have advantages for teachers and students alike.

Teachers require knowing about advantages and disadvantages of technology. This helps them to choose the most appropriate way according to the purpose and the goal that they have planned to the class. The technological resources can be a useful tool that facilitate students' assimilation as long as they have a defined purpose.

Teachers need to understand that technology has varieties of resources and they can be implementing into teaching learning process as support, because many didactic material are available in internet and websites. However, they ought to know the use of these resources into the learning-teaching process.

Teachers require training in the mobile applications because the result of this investigation shows that they do not use this kind of technology because they lack knowledge about how to use the mobile application to improve English learning.

Another recommendation is that teachers have to integrate mobile applications in the classes as a tool to promote the four skills. It allows students understand that technology has resources they can use to reinforce their weaknesses or increase their abilities.

Teachers have to take into account the students' opinions of this research, especially in the use of mobile applications as didactic resources that the technological innovation offers in the English language learning.

Students

Students need to understand that technology has many tools that can be used in the learning English language because they can look for didactic material to improve the four skills.

Another recommendation is that students can use the different mobile application that internet has as tools in the practice of the four English language skills with the purpose to increment vocabulary, understand grammar, improve speaking ability, listening audios to improve fluency, phonetics, intonation and so on.

It is important that students recognize that mobile devices can be utilized in educational area and they are not only to play or chat, because these devices give the opportunity to find websites, software and programs with educational material to promote English learning in the four skills.

The last recommendation to students is that they have to participate in all the didactic activities and tasks the teacher incorporates into mobile applications as reinforcement of four skills and the topics studied during English classes.

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GLOSSARY

Application Software: Computer programs that are used to accomplish specific tasks not related to the computer itself. Examples are word processors, spreadsheets, and accounting systems.

Hypermedia: An approach to information storage and retrieval that provides multiple linkages among elements. It allows the learner to navigate easily from one piece of information to another. The storage and retrieval of text, images, audio, and video in computer (digital) form.

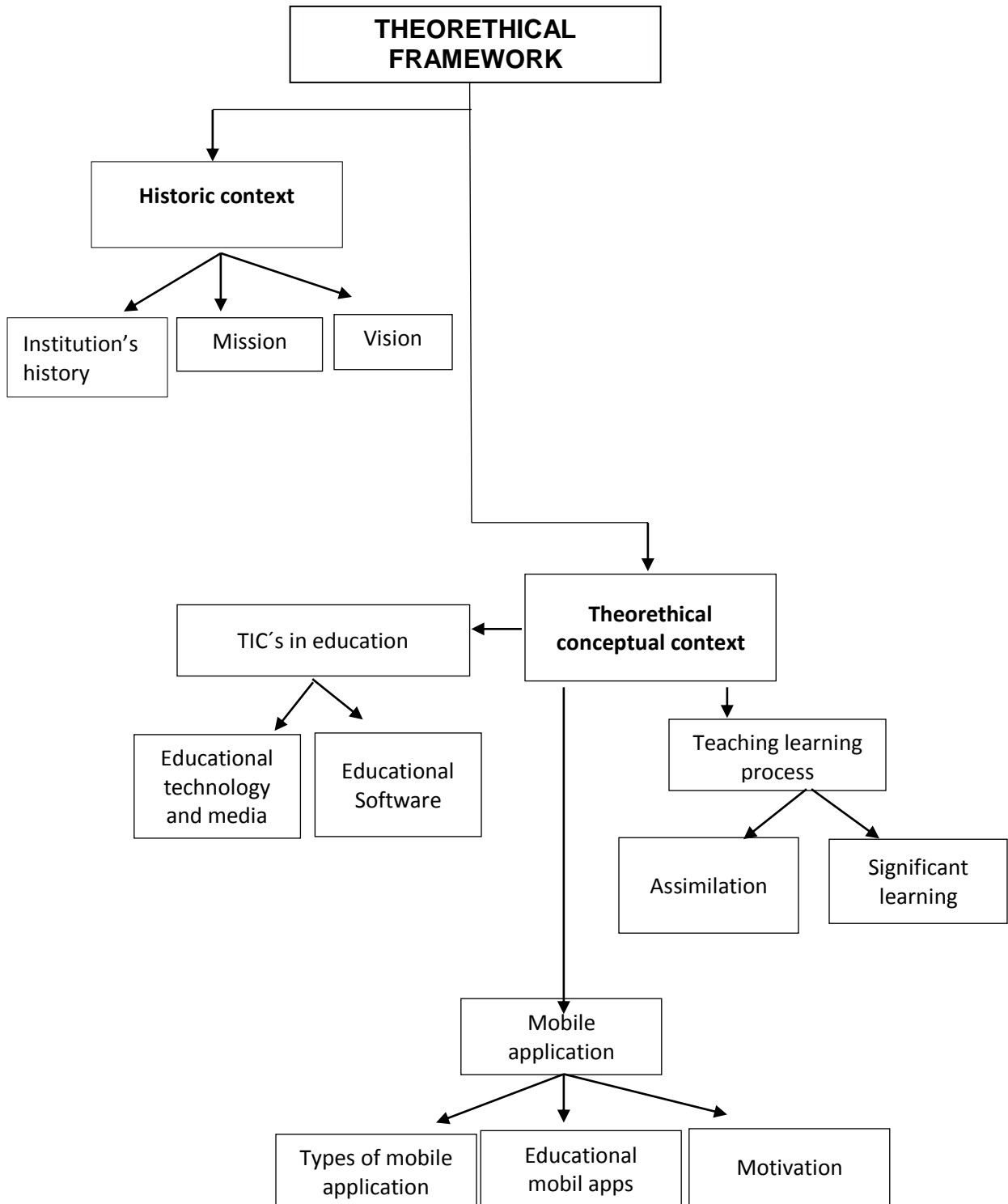
Metacognition: The process of thinking about and regulating one's own learning. Metacognitive activities include recalling/reviewing what you already know about a topic, identifying gaps in your knowledge, planning strategies to fill those gaps, assessing the relevance/importance of new information, and revising your beliefs about the topic.

Task (as in "performance task"): A goal-directed assessment exercise. If the task is authentic, it is designed to elicit from students their application of a broad range of knowledge and skills to solve a complex problem

Technology Resources: The hardware, software, networks and networking capability, staff, funding and context which together can be used in the implementation of a technology solution

ANNEXES

Conceptual Map



Questionnaire to students

To determine the importance of the incorporation of technology as a didactic tools in the teaching-learning process of seventh-grade students from El Roble Technical High School.

Do you consider important the incorporation of technology as a didactic tools in teaching learning process?

- Always
- Usually
- Rarely
- Never

Do you like the implementation of technology resources during English class?

- Always
- Usually
- Rarely
- Never

Does your teacher use the technology resources during English class?

- Always
- Usually
- Rarely
- Never

What kind of technology resources does your teacher utilize?

Do you consider that technology resources help a better understanding of the English language?

- Always
- Usually
- Rarely
- Never

Are the classes more dynamic with the use of technology resources?

- Always
- Usually
- Rarely
- Never

To identify the mobile applications that can be used in English teaching to increase understanding English language by seventh grade students

Do you have cellular telephone or computer?

- Yes
- No

Do you know the different mobile applications?

- Yes
- No

Does your teacher utilize mobile application in English teaching?

- Always
- Usually
- Rarely
- Never

What do you think these online resources?

What kind of mobile application could teacher use in English teaching?

Do you think that the use of mobile apps motivate in your English language learning?

- Always
 Usually
 Rarely
 Never

To propose five mobile applications in English language to improve assimilation of the program by seventh grade students.

Do you believe that mobile applications improve the four skills?

- Always
 Usually
 Rarely
 Never

How the mobile applications would you help to increase the vocabulary?

How the mobile applications would you help to increase reading and writing skills?

How the mobile applications would you help to increase listening and speaking skills?

How the mobile applications would you help to understand grammar?

Do you consider that the use of mobile applications increase the assimilation in English language?

- Always
- Usually
- Rarely
- Never

Questionnaire to students

To determine the importance of the incorporation of technology as a didactic tools in the teaching-learning process of seventh-grade students from El Roble Technical High School.

Do you consider important the incorporation of technology as a didactic tools in teaching learning process?

- Always
- Usually
- Rarely
- Never

Do your students like the implementation of technology resources during English class?

- Always
- Usually
- Rarely
- Never

Do your use the technology resources during English class?

- Always
- Usually
- Rarely
- Never

What kind of technology resources do you utilize?

Do you consider that technology resources help a better understanding of students' English language?

- Always
- Usually
- Rarely
- Never

Are the classes more dynamic with the use of technology resources?

- Always
- Usually
- Rarely
- Never

To identify the mobile applications that can be used in English teaching to increase understanding English language by seventh grade students

Do your students have cellular telephone or computer?

- Yes
- No

Do you know the different mobile applications?

- Yes
- No

Do you utilize mobile application in English teaching?

- Always

Usually

Rarely

Never

What do you think these online resources?

What kind of mobile application could you use in English teaching?

Do you think that the use of mobile apps motivate your students in your English language learning?

Always

Usually

Rarely

Never

To propose five mobile applications in English language to improve assimilation of the program by seventh grade students.

Do you believe that mobile applications improve the four skills in your students?

Always

Usually

Rarely

Never

How the mobile applications would you help to increase in your students the vocabulary?

How the mobile applications would your students help to increase reading and writing skills?

How the mobile applications would your students help to increase listening and speaking skills?

How the mobile applications would your students help to understand grammar?

Do you consider that the use of mobile applications increase the students' assimilation in English language?

- Always
- Usually
- Rarely
- Never